

**EFFECT OF PUBLIC PRIVATE PARTNERSHIP STRATEGIES ON BOY-
CHILD ACCESS TO SECONDARY SCHOOL EDUCATION IN KIKUYU SUB-
COUNTY, KIAMBU COUNTY, KENYA**

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DECLARATION

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

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This research project is dedicated to my husband Alex and children Allan, Symon and Maryanne.

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ABBREVIATIONS AND ACRONYMS

ACE	Accelerating 21 st Century Education
ADB	Asian Development Bank
BOM	Board of Management
CDF	constituency Development Funds
CIDP	Constituency Integrated Development Plan
CSR	Corporate Social Responsibility
DBFO	Design, Build, Finance and Operate
EFA	Education For All
FAWE	Forum for African Women Educationalists
FDSE	Free Day School Education
FPE	Free Primary Education
GCE	Global Campaign for Education
GEI	Global Education Initiative
ICT	Information & Communication Technology
KICE	Kikuyu Constituency Education
KCSE	Kenya Certificate of Secondary Education
MDG	Millennium Development Goals
MoES	Ministry of Education& Sports
NGO	Non Governmental Organization
OECD	Organization for Economic Co operation and Development.
PFI s	Private Finance Initiative
PPPs	Public Private Partnerships
PRA	Participatory Rural Appraisal
PTA	Parents Teachers Association

SPSS	Statistical Package for Social Science
SSEBF	Secondary School Education Bursary Funds
UN	United Nations
UNESCO	United Nations Educational Scientific & Cultural Organization
UNDP	United Nations Development Program
UNGEI	United Nations Girls Education Initiative
UNICEF	United Nations Children's Fund
UKaid	UK Agency for International Development
USAID	US Agency for International Development
USE	Universal Secondary Education
WEF	World Economic Forum

ABSTRACT

The purpose of the study was to investigate the effect of Public-Private Partnerships Strategies on access of the boy-child to secondary education in Kikuyu Sub county, Kiambu County, Kenya. Four objectives guided the study :To determine the extent to which the community is involved in construction and management of schools to enable the boy-child enrol in secondary school, the role of scholarships by private sector in enhancing accessibility to secondary school by the boy-child, to assess the effect of contracting of academic and professional services to private providers on enhancing access to secondary school by the boy-child and to determine effect of private sector's involvement in provision of infrastructure on enhancing accessibility to secondary school by the boy-child. The study was based on the General Systems Theory. The target population was the 52 principals in the secondary schools in the sub county and the sub county education office. The study adopted a descriptive survey design using questionnaire as the major instrument for data collection from the principals and an interview guide for the sub county education office. Both descriptive and inferential statistics were further conducted in data analysis. Quantitative data was summarised using descriptive statistics of frequency tables, pie charts and percentages. Qualitative data was analysed by categorising and discussing responses from each item according to the theme and the results of the analysis were presented using frequency tables. Inferential statistics were on the other hand done to show the nature and magnitude of relationships established between the independent and dependent variables using regression analysis to make inferences from the data collected to more generalized conditions. The study found out that community involvement in the construction and management of school had an effect on boy child enrolment to secondary education. However communities need to take a bigger role on ensuring the boy-child is enrolled and retained in secondary school. On the role of scholarships by the private sector the study found out that though scholarships are available from the private sector not many boys are benefiting and the beneficiaries mainly get partial sponsorships. The private sector has also has been involved in the provision of physical facilities though not adequate it has an effect on the accessibility of the boy-child to secondary education in the sub county. This has gone a long way in supplementing the effort of the government and the county government through Constituency Development Fund .Contracting of educational and professional services was reported to have a positive impact on the access of the boy –child to secondary education in the sub county. This study therefore concluded that the role of the public private partnership is crucial if the access of the boy-child to secondary education is to be enhanced in the sub county.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The World Conference on Education for All (EFA) at Jomtien, Thailand in March 1990 summoned by Heads of UNESCO, UNICEF, UNDP and the World Bank was to handle to the sluggishness or decline of education in many nations during the 1990s. Monetary decline, accumulating debt loads and fast population growth had made it unbearable for developing countries to uphold the stride of educational development of previous decades. The Seminar in its declaration acknowledged that rigorous elementary education was crucial to consolidation of advanced heights of education and of scientific and technological knowledge and capacity culminating in self-sufficient progress (Layton, 1992).

Development of nations relies to a great extent on education of its citizens. Poverty can be defined in terms of lack of access to education. Absence of educational access and securely acquired knowledge and skills can be seen as a means for diminution (Chang'ach 2012). Access to education according to Orodho (2002) is not evenly distributed across sexes, regions and even social groups. The absence of access to secondary education is increasingly seen to constrain countries' abilities to pursue effective growth and development strategies which is leading governments and the funding community to place increased emphasis on the expansion of secondary education (World Bank, 2005).

The Government is already executing actions to advance access in secondary education through the enactment of Free Day Secondary Education (FDSE). This has ended up in increased admission from 1.03 million students in 2006 to over 1.9 million students by

2012, with an increase in the transition rate from 60% in 2006 to over 74% in 2012 (Sessional Paper; 2012).

Campaign for awareness of girl's retention and access to education has started bearing fruits (World Bank, 2005). Demand for boy - child labour in developing countries has raised a lot of concern as well as the education of the boy child (UNGEI, 2011). Chang'ach, (2012) recommends the implementation of affirmative action on bursaries and support infrastructure improvement, particularly, for the boy-schools to increase enrolment of boys and retention in both primary and secondary education.

In 2015 the government of Kenya recognised the need for campaigns targeting the boy-child to go back to school through 'Rudi Usome Counsellors Network'. This initiative is in an effort to empower the boy-child to make himself useful and productive member in the society. Many uneducated boys are noted to engage in criminal activities like robbery with violence, drug trafficking (Standard newspaper-Friday 24th April, 2015).

The EFA conference in 1990 recognized the need for partnerships at the community level, intermediate and national levels to facilitate consultation and co-operation, also help in harmonising activities, utilize resources more effectively and mobilize additional resources where necessary. Community, co-operatives, religious bodies and NGOs provide an important role in supporting and providing basic education. Partnerships may also include external partners active in the country, UN agencies, intergovernmental organisations, multilateral development banks and bilateral government agencies. For example in Philippines the private sector had extensive involvement in provision of secondary and tertiary education. In 1986, 40% of secondary and 85 % of tertiary enrolments was through the private sector involvement (World Bank, 1990).

The Asian Development Bank and the World Bank through their research, has documented the wide range of education PPP strategies such as voucher and scholarship programs, the private management of public schools and post-secondary institutions, contracting with private providers for the delivery of educational and professional services, public-private infrastructure partnerships (LaRocque, 2010).

Voucher program has been used in Chile covering 38% of the student population (Bellei, 2005). Also the voucher program has been used in Pakistan by the Punjab education foundation which assisted in increasing enrolment and improving quality in the education sector. Colombia's targeted voucher program is the largest, effective, and efficient that has helped in providing quality education. In Kenya there is a voucher programme for the informal sector workers for short term upgrading skill (LaRocque, 2008). Scholarships are available through individuals and the corporate sector such as Wings to Fly Programme under the Equity Group.

Governments can contract with the private sector to provide professional and support services to public and private schools that cater to low-income students. In Colombia, the government contracts with the Escuela Nueva Foundation to train its rural school teachers, distribute textbooks, update the curriculum and provides technical assistance to rural schools (World Bank, 2006). In Kenya, there are number of private schools providing secondary education.

Community involvement has been recognised as a strategy for increasing educational access .The community plays a big role in creating awareness on the importance of access secondary school education by the boy child. Communities are usually involved in construction and management of secondary schools. Involvement of communities in management of schools had a great role on improvement of accountability as it was

established in case studies on the Philippines, Kenya, Bangladesh, Pakistan, Colombia and Bolivia (Rugh and Bossert, 1998). Community's involvement on the access of the boy child as PPP strategy in Kikuyu Sub County may assist to a great extent on sensitisation campaigns on the education for the boy child at the same time reporting to the authorities those involved in selling alcohol and drugs to the boy child.

In order to meet the growing demand for secondary education governments in developing countries, Kenya included and in particular the need for the boy child to access secondary education in Kikuyu sub county public-private partnerships should be embraced. In order to advance for the EFA goals, (Draxler, 2008) notes that this will be helpful in pooling and managing resources, as well as the mobilization of competencies and commitments by public, business and civil society partners to contribute to expansion of education and also in improving the quality of education .

Kikuyu Sub-County which is within Kiambu County has cited one of its major challenges as the enrolment and retention of the boy-child into secondary and tertiary institutions. This is despite the government's being committed to providing education to all school going children through FPE introduced in 2003 for the primary school and FDSE introduced in 2008 as measures of increasing access to secondary education in a bid to address ignorance and reduce poverty (CIDP, 2013-2017). Bursaries to needy students have been provided through Constituency Development Fund (CDF) which has provisions of developing education facilities in the schools. Non-Governmental Organisations (NGO) also participate in the development of education in the community.

Despite these efforts, the constituency has experienced declining academic performance and low transition rates from primary to secondary as well as at the tertiary level. Of concern is the lack of access or limitedness access of secondary education for a boy-

child. This has been attributed to rampant use of drugs that are easily obtainable, a historical over-emphasis in girl child education in the constituency and the demand for labour in coffee and tea fields and ‘matatu’ industry (Kabete Constituency Strategic plan -2007).

Available statistics on Secondary School enrolment levels show that there is a higher enrolment of the boy-child in secondary Schools at the national level but this contrast with Kikuyu Sub-County as seen in the tables below. In table 2; enrolment trends in public Secondary Schools show that the number of boys enrolling in secondary school is declining from the year 2014 where more girls were enrolled in Secondary Schools. The same trend is also recorded in Private Secondary School’s enrolment in the Sub-County.

Table 1.1: Secondary Schools Enrolment; National Level

	2011	2012	2013	2014
Boys	948,706	1,091,031	1,127,697	1,202,254
Girls	819,014	895,792	976,565	1,107,620
Total	1,767,720	1,914,823	2,104,262	2,309,874

Source: KNBS Economic Survey; 2015

Table 1.2: Public Secondary School Enrolment; Kikuyu Sub-County

	2013		2014		2015	
	Boys	Girls	Boys	Girls	Boys	Girls
Form 1	1,622	1,609	1,765	1,853	1,782	1,901
Form 2	1,968	1,740	1,826	1,830	1,817	1,955
Form 3	1,772	1,721	1,797	1,713	1,821	1,777
Form 4	1,436	1,361	1,676	1,593	1,636	1,549

Source: Ministry of Education; Kikuyu Sub-County

Table 1.3: Private Secondary School Enrolment (2015): Kikuyu Sub-county

	Form 1	Form 2	Form 3	Form 4
Boys	244	277	313	316
Girls	361	444	429	511

Source: Ministry of Education; Kikuyu Sub-County

As indicated in the table, the ratio of boys to girls is approximately 1:1.5 This is inconsistent with the Census survey report of 2009, which the ration in the county is at 1:1. As such, from the above foregoing there is therefore need for increased access to secondary education for the boy child in Kikuyu sub county, Kiambu County. This research therefore sought to establish the effect that Public Private Partnerships (PPP) strategies have on access on the boy-child to secondary education.

1.2 Statement of the Problem

The MDG goal of eliminating gender disparity in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015 was on focus and mainly targeted towards education of the girl child who had been side-lined in terms of education and economic empowerment. UNICEF, FAWE, UNGEI and GCE are among the organisations that got involved in advocating for the education of the girl child. As World Bank in 2005 noted these campaigns started bearing fruit though this study noted that more still needs to be done on the girl child, the boy-child in Kikuyu Sub-County, Kiambu County is today faced with the risk of lack of access to secondary education due to drug abuse and high demand for child labour in the informal sector such as the 'matatu' industry.

The government in 2008 introduced Free Day Secondary Education (FDSE) through abolition of fees and introduction of capitation grants to secondary schools. Despite these concerted efforts, the number of boys enrolling in secondary level in Kikuyu Sub County is not adequate hence the need for Public Private Partnerships.

This research therefore looks at the effects of PPPs strategies on boy-child accessing secondary education. The study is also a follow up to Chang'ach (2012) who recommended advocacy of boy-child education in order to make meaningful improvements in education with governments having to consider alternative methods such as Public Private Partnerships so as to meet their commitments to education. The sub county has also converted two mixed secondary schools into boy's schools as measures of increasing the access of the boys to secondary education. As illustrated in table 1.3 above, the disproportionate ratio of boys to girls in secondary schools in the study area, that is, 1:1.5 with the 1:1 ration in the 2009 Census survey report is evidence

enough that the girl child has better chances of progressing with education in the study area as compared to the boy-child.

1.3 Purpose of the Study

The purpose of this study was to establish the effect of PPPs strategies on enhancing access of the boy-child to secondary education in Kikuyu Sub-County, Kiambu County.

1.4 Specific Objectives

- i) To determine the extent to which the community is involved in construction and management of schools on enrolment of the boy-child to secondary education.
- ii) To establish the role of scholarships/bursaries by private sector on enhancing accessibility to secondary school education for the boy-child.
- iii) To assess the effect of contracting of academic and professional services to private providers on access to secondary school education for the boy-child.
- iv) To determine the effect of private sector's involvement in provision of infrastructure on accessibility to secondary school education for the boy-child.

1.5 Research Questions

- i) To what extent is the community involved in construction and management of secondary schools on enrolment of the boy-child to secondary school education?
- ii) How do the scholarships by the private sector enhance access of the boy-child to secondary school education?
- iii) What effect does contracting of academic and professional services to private providers have on accessibility to secondary school education of the boy-child?
- iv) How does provision of infrastructure by private sector enhance the access of boy-child to secondary school education?

1.6 Significance of the Study

The aim of this study was to look at the effect of PPPs strategies on access to secondary education of the boy-child in Kikuyu Sub-County, Kiambu County, Kenya. These study findings may help various education stakeholders in improving accessibility of boy-child to secondary education. The principals on how they can improve on the access of the boy child to secondary education through choosing the most appropriate PPP strategy they can use in their schools. The study may also inform the communities on the critical role that they play on enhancing the access of the boy child to secondary education. Educational planners both in the county and Sub County may use the findings of the study to explore modalities' on how PPP can be incorporated on improving access to secondary for the boy child education at all levels. The study may also add to the limited literature on PPPs in Kenya and may provide a background for future studies on the role which PPPs play in enhancing accessibility of the boy-child to secondary education in Kenya.

1.7 Limitations of the Study

The study was not without limitations. The major limitation that this study experienced was that it was context bound which limits generalization to other contexts. The researcher also experienced constraints in accessing some of the schools due to the vastness of the Sub-County and some areas being hardship areas, proved challenging. This required more cost on transport and time needed to arrive in the schools to deliver the questionnaires. The researcher however made prior arrangements for transport for delivery and picking of the questionnaires. Finally, some respondents had busy schedules as they attended to administrative duties in and out their schools. In light of

this, the researcher gave them adequate time to respond and also followed up with phone calls to remind them.

1.8 Delimitations of the Study

The study focused on the effect of PPPs strategies that can enhance the access of the boy-child to secondary education in Kikuyu Sub-County, Kiambu County, Kenya to make it manageable for the researcher.

1.9 Assumptions of the study

The study proceeded with the assumption that:

- i. Respondents will give factual information to the best of their knowledge
- ii. There are ongoing PPPs in Kikuyu Sub-county, Kiambu County

1.10 Operational Definition of Terms

Access: opportunity availed for one to enter secondary education.

Boy-child: a male off-spring below eighteen years of age

Community: a group sharing a common understanding and often the same language, manners and traditions

Contracting: hiring services from other providers outside the organisation for a specified at an agreed price

Enrolment: The number of students registered on the rolls of an educational institution at a specific point of time

Infrastructure: refers to the physical facilities e.g. buildings, desks, tables etc.

Scholarship: this is a grant-in-aid to a student

Secondary Education: Formal education that caters for primary school leavers mostly in the ages of 14 -18 years

Philanthropic; act of dispensing or receiving aid from funds set aside for humanitarian purposes

Vouchers: a coupon issued by government to a parent or guardian to be used to fund a child's education in either a public or private school

1.11 Organization of the Study

The study is organized into five chapters: Chapter one builds the case for the study and entails the background, the statement of the problem, the objectives of the study and research questions, significance, limitations and delimitations of the study, the Operational Definition of Terms as well as the assumptions of the study. Chapter two of the study explores the reviewed literature, covering the theoretical and conceptual frameworks as well as the empirical literature of related studies.

Chapter three presents the research methods employed and describes the research design, target population, sample size, sampling technique, and data collection instruments and data analysis. Chapter four presents the study findings, structured into the introduction, questionnaire return rate, the demographic information of the respondents and analyses of data gathered from the study on the effect of public-private partnership strategies on enhancing access to secondary education for the boy- child in Kikuyu Sub County.

Chapter five discusses the summary of the main findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of related literature on effect of PPPs strategies and their linkage with accessibility of boy-child secondary education and the theories that inform the study and finally present the conceptual framework.

2.2 Public Private Partnerships Strategies

Public-Private Partnership (PPP) refers to a formal, contract-based and risk-sharing relationship between the government and the private sector. The arrangement involves government's acquisition, and private sector provision, of a specified service with defined outcomes and time frame, implemented for the purpose of increasing public service coverage or to bring about a desired public policy outcome (UNICEF, 2011).

There are four main objectives of PPPs in education are outlined as increasing enrolment, improving education outcomes, reducing inequality, and reducing costs (Patrinos *et al*, 2009). Asian Development Bank (ADB) in 2004 documented that Pakistan which was at risk of not achieving its MDGs and EFA target by 2015 had 6.5million school age children who were not attending school adopted PPPs through Punjab Education Foundation that sponsored education through subsidies and results showed an increase in enrolment for the girls (Kim *et al*, 1999).

In Gambia, the government funds full scholarships that cover the costs of tuition, books, and examination fees to one-third of girls in upper basic and secondary private schools with low enrolment rates in the most deprived regions. This has helped increase access, retention rates, and girls' enrolment rates (Patrinos *et al*, 2009).

Targeted voucher program for poor students is a PPP strategy that has been used in Colombia in order to increase enrolment through provision of school places in private secondary schools (Patrinos et al (2009).

2.3 Community Involvement in Construction and Management of Schools on enrolment to Secondary Education

Community can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class, and race (Shaeffer, 1992). Community can contribute to improve the access to education through contribution of money, materials, and labour for construction of schools and management through parents' representatives.

According to (UNICEF, 1992) girl's education can be improved through community participating in school activities such as sports, parents meetings and frequently consulting with teachers. This would enable parents and communities learn that girls' education contributes to the improvement of their lives such as increased economic productivity, improved family health and nutrition, reduced fertility rates and reduced child mortality rates.

When communities and parents' are involved in curriculum development it can help in developing learning materials that reflect children's everyday lives in society. For example, children in Escuela Nueva are using curriculum relevant to their way of life and that of their communities. This helps them learn the basics in life, attitudes, values in the society and skills that enable them learn and apply the skills in life (De Arboleda, 1991).

In Madagascar, where Government investments at the primary level have been extremely low, parents and communities contribute money, labour and materials (World

Bank 1995b). When there is no government support parents and community are left to provide the infrastructure, equipment and pupil requirements. The strategy of Participatory Rural Appraisal (PRA) was adapted in education in Gambia as they sought to understand why girls do not attend schools and mobilized communities around these problems; this assisted in devising and organising solutions using various options. The command assisted them in organizing their own solutions and had various options and those with the highest chance of success were integrated into a Community Action Plan (World Bank, 1995a).

Another innovation which was implemented to increase access to education is the emergence of community schools in Zambia (Mumba 2002). Although there has been an expansion of educational provision over the years in Zambia, not every school-age child is in school. Mumba (2002) argued that in response to the growing number of children not in school, community schools were established in various communities in the country to provide learning opportunities for school-age children and over-age children who were not in school. (Mwansa 1997) observed effective management of community schools was evident in schools where there were other developmental activities and community commitment was strong and where supervisors had deliberately made an effort to involve the community in the decision making process.

Commitment was weakest in those communities where the community had little or no hand in the establishment of the school. He further observed that the main professional weaknesses of community schools were that staff was primarily untrained teachers; the teachers were not paid, desperate supply of learning materials and the poor quality of learning facilities. Community schools offer much promise in the provision of education to the many under privileged, neglected and poverty stricken parents. In Kenya communities are usually involved on school construction and management through

paying school development levies and representation in annual general meetings and academic days.

2.4 Private Sector Provision of financial assistance on Access to Secondary School for the Boy-Child in Kikuyu Sub-County.

Scholarships and bursaries are another PPP strategy that has been in operation in though its main form is private philanthropy. There is also a range of innovative ventures supporting education, both philanthropic and for-profit ventures that include World Economic Forum's and Global Education Initiative (World Bank 2011).

BRAC Uganda, in partnership with The MasterCard Foundation, rolled out a new Scholarship Programme in November 2012 to help bright, but economically vulnerable Ugandans get access to high quality secondary education. The Programme is scheduled to run for eight years and will provide scholarships for up to 5000 Ugandan students - 3400 for O levels (senior ones) and 1600 for A levels (senior five), taken on for six years and two years respectively (Brac Annual Report ,2014).

In a developing country like Kenya, although the concept of CSR is gaining some prominence within policy debates, though not applied widely and is usually associated with philanthropy. However, there are many private sector-related initiatives that might be described as expressions of CSR as well as public-private partnerships (Kivuitu et al, 2005). Kenol Scholarship has a Fund that was set aside to enable bright children from underprivileged families to acquire quality education. The company has since been offering employment opportunities for bright graduates as part of its CSR projects.

Under its CSR, Equity Group Foundation (of Equity Bank) in 2010 partnered with the MasterCard Foundation to launch a 9-year Shs.4 billion comprehensive secondary

school education fund to assist bright students from poor backgrounds in all the 47 counties in Kenya to pursue secondary education. This programme has been ongoing and has so far benefitted 10,377 students in the last five years this is with together with USAID & UKaid ([www.equitybank group.com](http://www.equitybankgroup.com)).

The Co-operative Bank exercises its social responsibility through its Co-operative Bank Foundation. It supports bright but less endowed children who are facing difficulties in paying school fees for secondary education. The scholarship beneficiaries are selected every year from the 47 counties and enjoy a full 4-year secondary education scholarship. The Scholarship Program which was started in 2007 had by 2014 increased sponsorship to 2,800 students per year (Cooperative bank 17th January, 2015).

2.5 Contracting of Academic and Professional Educational Services and Accessibility to Secondary Education.

Contracting as a means of increasing the private sector's role in education can have several benefits over the traditional public delivery of education (Patrinos et al, 2009). Governments can hire private organizations/individuals to provide academic, professional and other support services to public and private schools. In many countries Kenya included, the capacity of the public sector to deliver high-quality education is compromised by a lack of knowledge of effective pedagogical skills To address this, governments can contract with private organizations/individuals with the required skills and finances to provide certain key services such as teacher training, curriculum design, textbook provision, guidance and counseling services and supplemental services for public or private schools.

In Brazil, public and private schools subscribe to the Pitagoras Network, and receive integrated advice on management procedures and pedagogic methods through yearly

contracts for a cost equivalent to the cost of buying set textbooks for every pupil (Rodriguez & Hovde 2002). In Philippines since 1998 the government has been using the Educational Service Contracting (ESC) to support the enrolment of low income students in private high schools in localities where public schools are full. The number of students funded grew from 4,300 in 158 schools in 1986 to 280,216 in 1,517 schools in 2003. In 2002, ESC covered 22 percent of students in private high schools which was equal to 13 percent of all private school enrolments (FAPE, 2004).

In the United States school districts that have not made adequate yearly progress for 3 consecutive years are required by federal law to contract with private companies to provide supplemental education service that include after school tutoring ,remedial lessons and other academic support that take place outside regular school hours (United States Department of Education 2007) and to schools with high percentages of poor children (more than 40 percent) or students with special needs (Burch, Steinberg, and Donovan 2007). As a result, the number of students receiving supplemental education services increased from 117, 000 in 2004-2005, to 430,000 in 2005–2006 (General Accounting Office 2006).

In Latin America, governments most often contract with *Fe y Alegría* to run rural schools for hard-to-reach populations (Bettinger, 2005). In order to increase coverage of vulnerable populations Colombia's uses the strategy of contracting of basic education services. The tendering of the private schools and assigning of beneficiary students is carried out by the government except in Cali where families are allowed to select private school of their choice which encourages schools to compete and attract students (World Bank, 2006).

In Burkina Faso, the government funds Catholic and secular private schools which enrol 35% of the students mainly from poor backgrounds. Uganda was the first Sub-Saharan African countries to adopt Universal Secondary Education (Barungi et al, 2014). The Ministry of Education and sports in Uganda (MoES) in 2007 adopted PPPs as a policy for Universal Secondary Education (USE) and at the secondary level by contracting out the education of students that were not served by public and government-aided schools in exchange for fixed a per student fee. The government did this also with an aim of achieving the EFA goals.

Attempts to achieve universal enrolment in basic education with limited public funding has increased demand in Africa leading to the growth in the number of private low-cost schools that cater to low-income students, mostly at the secondary level (Lewin & Sayed 2005). This excess demand for high quality secondary education resulted in a growth in the creation of low cost private schools in Kenya (World Bank, 2005).

Accelerating 21st Century Education (ACE) project launched in 2009 by Cisco, Intel Corp., Microsoft Corp., Kenya's Ministry of Education and the U.S. Agency for International Development (USAID) is another example of an outsourced education service. This project targeted at improving the quality of primary and secondary education through the effective use of information and communication technology (ICT) and delivering a best-in-class model for deploying ICT in education (Business Daily 2010).

2.6 Provision of Infrastructure by Private Sector on Access of Boy–Child to Secondary Education.

Public Private Partnerships are being used to build school infrastructure. They provide a useful way of increasing the funding for construction or upgrading school buildings even with better value for money than traditional way of public sector investments (Patrinos et al 2009). The United Kingdom, Canada, and Australia are among the countries that have implemented infrastructure PPPs, or as they are known in the United Kingdom, Private Finance Initiatives (PFIs), to expand private involvement in financing and providing infrastructure in education (LaRocque, 2006,World Bank, 2006). In the United Kingdom Private finance initiatives (PFIs) in the education sector have been used extensively and evaluations show that the PFIs have saved the government money and infrastructure have been efficiently delivered.

Under its Corporate Social Responsibility, Kenya Airways (KQ) has had many accomplishments in terms of school infrastructure such as putting up a dormitory in Esageri school for the deaf in Baringo County, a Science laboratory at Songeni mixed secondary school in Makueni County, two classrooms at Ongora primary school in Rongo County and a Dining Hall at Namunyak Girls secondary school in Narok (Kenya Airways Corporate Social Responsibility Report, 2014).

Safaricom foundation in 2014 under its corporate responsibility constructed an ablution block at Imara primary school, Kayole at a cost of Kshs. 6 million and the school has 16 new boy's toilets and 21 new girls' units (Daily Nation 14th March 2014). The Kenol/Kobil Oil Company engages in a number of long-term corporate social responsibility projects. These include the long-term rehabilitation and capacity-building programme for Mama Ngina Children's Home (www.kenolkobil.com).

2.7 Summary of Related Literature Review

From the above literature it is evident that the government alone cannot undertake the gigantic task of providing secondary education to all its citizens. Just like other countries in its endeavour to meet its EFA and MDG goals by 2015, there is therefore need to explore others ways of achieving USE. PPPs strategies have been used with success such as in Uganda by contracting of educational services. Other countries such as Colombia have used vouchers to increase access to education for the vulnerable. Gambia has used the community to address the challenges of girls in accessing education.

It is from this background that this study aimed at establishing whether PPP strategies can increase the access to secondary education for the boy-child in Kikuyu Sub-County, Kiambu County who is threatened by lack of access to secondary education thus becoming the vulnerable member of the society since they are likely to be involved in child labour, alcohol and drug abuse. Mitigation strategies that have been under taken by the civil society, NGOs and corporate sector in advocating for the education of the girl-child may help in improving on the access of the boy-child to secondary education. As noted in the literature review most of the interventions are on improving on the access of education for the girl-child through the affirmative action that has been carried out in the country . This study therefore sought to find out how the partnerships can help improve on the access of secondary education by the boy –child in Kikuyu Sub County.

2.8 Theoretical Framework

This study was guided by the General systems theory. A system refers to a set of interrelated elements often functioning as a single operating unit (Senge, 2006). Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals (Norlin, 2009). There are several features in this definition that a

social system consist people who are goal-directed in nature and they attain their goals through some form of coordinated effort. The system interacts with both the internal and external environments. Schools are considered to be open systems although the degree of interaction with their environment may vary.

According to open-systems views, schools constantly interact with their environments. In fact, they need to structure themselves to deal with forces in the world around them (Scott, 2008). In contrast, a closed-system theory views schools as sufficiently independent to solve most of their problems through their internal forces, without taking into account forces in the external environment.

(Scott, 2008) describes the open system consisting of five basic elements: inputs, a transformation process, outputs, feedback, and the environment. Schools use different kinds of input or resources from the environment i.e. human resources, financial resources, physical resources and information. The process by which students become educated citizens capable of contributing to society is the transformation process this is through the teaching and learning. The environment includes the social, political and economic forces that affect the functioning of the schools. Output is seen by the attainment of the goals and objectives of education. This can be seen through growth and development of teachers and students, drop- out rates, transition rates, employee performance and turnover, school and community relations and job satisfaction of its workers. Positive feedback means that the school/organisation is achieving its objectives while negative feedback is important in order to correct the deficiencies (Lunenburg, 2010).

This theory is considered relevant in this study since the boy-child comes from the community; the school interacts with the public private partners who later get the human resources needed to work from the school system. Partnering thus provides the much needed assistance to enable the boy-child in Kikuyu Sub-County access secondary educations thereby helping community meet its objectives of education in terms of having educated boys who can contribute to the society. The feedback to the PPPs may also help them know whether they are able to meet their corporate social responsibility and they can improve on these endeavors.

2.9 Conceptual Frame Work

Effects of Public Private Partnership Strategies on Boy-Child access to Secondary School Education in Kikuyu Sub-County

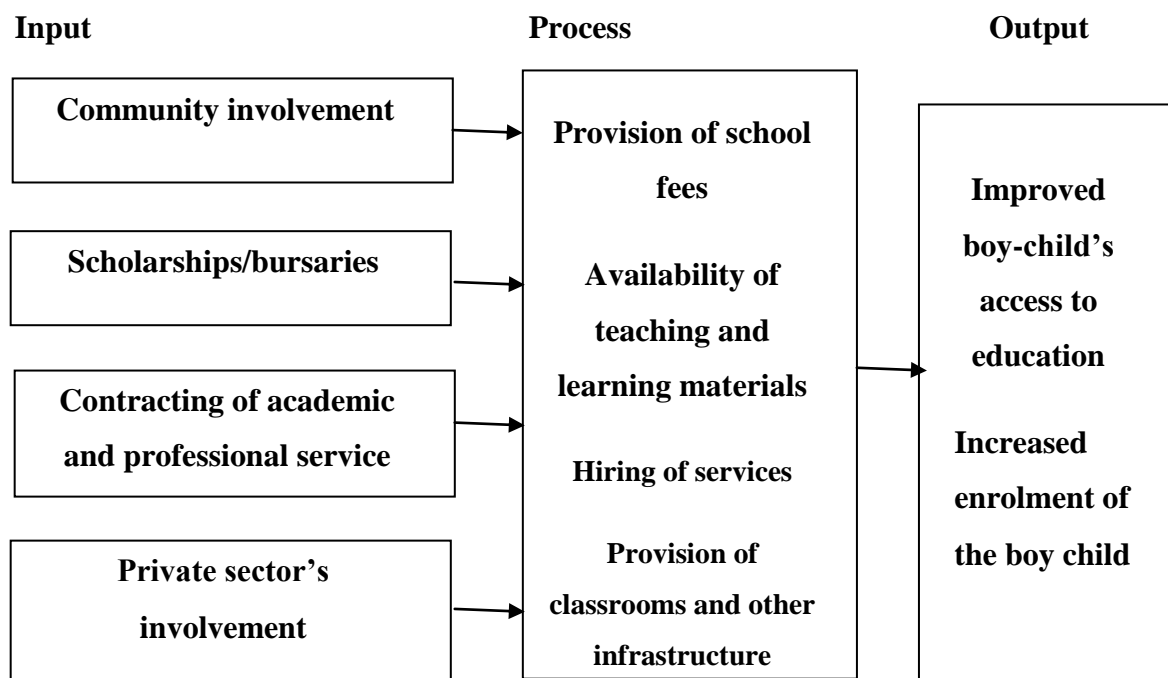


Figure 2.1 Conceptual Frame Work

The conceptual diagram shows the relationship between PPP strategies and access to secondary education. When the community is involved in the boy child's education

through such actions as raising fees and part taking in construction activities as well as disciplining; when scholarships are availed for poor families to send their children to schools; qualified teachers and school managers are sourced; and the private sector is involved through such avenues as financing, it becomes possible for the boy child to access education as resources such as school fees, teachers and classes are available. This increases the enrolment rates. In the end, more otherwise idle youth go to school reducing the possibility of them engaging in criminal activities. When the boy child is educated, they reduce chances of poverty, as future heads of the family as they can secure decent jobs later in life.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives the methodology used for the study. It also describes the research design, target population, sample size, sampling technique, and data collection instruments and data analysis.

3.2 Research Design

This research adopted the descriptive survey design to establish the influence of PPPs strategies on enhancing access to secondary school on the boy-child in Kikuyu Sub-County, Kiambu County. A descriptive survey is a method of collecting information through interviews and administration of questionnaire to a selected sample of individuals (Orodho, 2005). This design was considered suitable since the researcher was interested in collecting first-hand information, analyse it and report it without manipulating the variables under study.

3.3 Target Population

Refers to an entire group of individuals, events or objects having observable characteristics that the researcher wants to generalise the results (Mugenda & Mugenda, 2003). The target population for this study consisted of all the principals of the 52 secondary schools both in public and private in Kikuyu Sub County, Kiambu County and Kikuyu Sub-County Education office.

3.4 Sample and Sampling Technique

For this study the sample consisted of all the 52 principals of secondary schools in the sub county i.e. 31 public schools and 21 private schools representing 100% since they are the concerned individuals dealing with the overall management of the schools. The Kikuyu Sub county education office was purposively selected since this is office that handles the Sub- county information as regards to secondary schools.

3.5 Data Collection Instruments

The main tools for this study for the primary data were questionnaires for the principals since they permit collection of data from a wide population and they do not require a lot of time. They consisted of both open ended and closed questions. The questionnaires were sub divided into two parts; A with the demographic information of the respondents and B on the specific research information on the PPP strategies and how they affect the access of the boy-child to secondary education. An interview guide with open and closed questions was used for the Kikuyu Sub-County Education Officer since it allowed for in-depth provision of information regarding the access of the boy-child to secondary school and also on the interventions that PPPs are providing.

3.6 Validity

Validity refers to the accuracy and meaningfulness of inferences based on the research results (Mugenda & Mugenda, 2003). To verify the research instruments, the researcher sought expert judgment of the supervisors and with the colleagues the Department of Education Administration and Planning at University of Nairobi on the content of the questionnaire.

3.7 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trial (Mugenda and Mugenda, 2003). Piloting was done in three schools in another sub county with similar characteristics and the researcher used the reliability coefficients in order to obtain the reliability of the instruments.

Table 3.1 shows that all the scales were significant, having an alpha above the prescribed threshold of 0.7. Contracting of academic and professional services, with 5 items had the highest reliability ($\alpha=0.833$) followed by extent to which the community is involved in construction and management, with 6 items ($\alpha=0.819$), then role of scholarships by private sector with 6 items ($\alpha=0.778$), while effect of private sector's involvement in provision of infrastructure with 5 items had the lowest ($\alpha=0.711$). The study thus found that the analysis was reliable and could be used for further investigation.

Table 3.1 Reliability Coefficients

Scale	Cronbach Alpha	Number of Items
Extent to which the community is involved in construction and management of schools	0.819	6
Role of scholarships by private sector	0.778	6
Contracting of academic and professional services	0.833	5
Private sector's involvement in provision of infrastructure	0.711	5

3.8 Data Collection Procedure

The researcher obtained a letter from the University of Nairobi in order to seek for a permit from the Ministry of Education Science and Technology through the National Commission for Science and Technology and Innovation before collecting data from the schools. The researcher also sought for permission from the County Commissioner Kiambu, County The researcher delivered the questionnaires to the respondents and gave them one week to respond and on agreed date later picked the questionnaires. The researcher also followed the respondents through phone calls to remind them. An interview was conducted after scheduling an appointment with the Kikuyu Sub-County Education office.

3.9 Data Analysis Technique

The researcher first sorted the data to check if all the items were filled Data was then coded and then edited to ensure accuracy and uniformity. This allowed the researcher to use Statistical Package for Social Science (SPSS version 20). This was appropriate as it is a comprehensive, integrated collection of computer programmes for managing, analyzing and displaying data. Both descriptive and inferential statistics were further conducted in data analysis. Quantitative data was summarised using descriptive statistics of frequency tables, pie charts and percentages. Qualitative data was analysed by categorising and discussing responses from each item according to the theme and the results of the analysis were presented using frequency tables. Inferential statistics were on the other hand done to show the nature and magnitude of relationships established between the independent and dependent variables using regression analysis to make inferences from the data collected to more generalized conditions. The regression analysis took the following model:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Y = Access of boy-child to secondary education

α = Constant term

β = Beta Coefficients

X_1 = Extent to which the community is involved in construction and management of schools

X_2 = Role of scholarships by private sector

X_3 = Contracting of academic and professional services

X_4 = Private sector's involvement in provision of infrastructure

ε = standard Error

3.10 Ethical Considerations

The researcher first visited the schools to familiarise with the locality and identified herself to the respondents and stated to them clearly the intention of the research. The researcher explained to the respondents that the information they were to provide was to be treated with confidence and that it was only to be used for purposes of the research. The researcher also explained neither to the respondents that they were not required to write their names nor of their schools on the questionnaires.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter covers introduction, questionnaire return rate, the demographic information of the respondents and analyses of data gathered from the study on the effect of public-private partnership strategies on enhancing access to secondary education for the boy-child in Kikuyu Sub County. The main data results are treated under each of the research questions as stated: The extent to which the community is involved in construction and management of secondary schools on enrolment of the boy-child to secondary education; how the scholarships by private sector enhance access of the boy-child to secondary education the effect that contracting of academic and professional services to private service providers have on accessibility to secondary education of the boy-child; and how the provision of infrastructure by private sector enhance the access of boy-child to secondary education.

The data was collected from 49 respondents who were also the secondary school principals. The findings are presented in percentages and frequency distributions and narrations as follows.

4.2 Questionnaire Rreturn Rate

A total of 52 questionnaires were issued out. The completed questionnaires were edited for completeness and consistency. Out of the 52 questionnaires issued to head teachers 49 were returned and the remaining 3 were not returned. The returned questionnaires' represented a response rate of 94%, which was considered adequate for analysis. Mugenda and Mugenda (2003) assert that a response rate of 50% is adequate, 60% and above rated good. The study therefore attained an excellent response rate.

4.3 Demographic Information of the Respondents

This section presents the demographic information of the principals regarding to their gender, age, level of education and tenure in the current schools.

4.3.1 Gender of the respondents

The respondents were asked to indicate their gender and the findings are as shown in fig 4.1

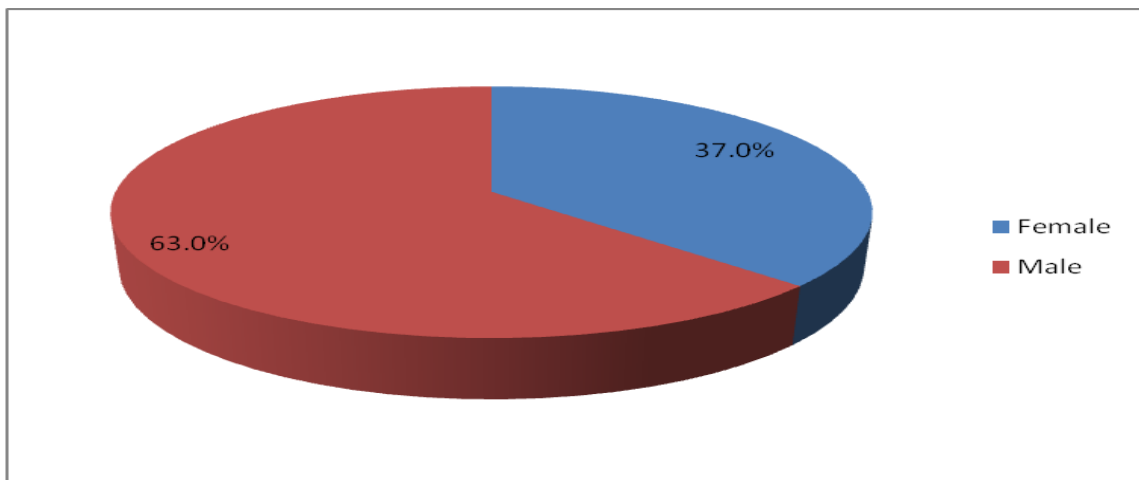


Figure 4.1 Gender of Respondents

The findings indicate that 63% of the secondary school principals in the sub county are male. From this majority of respondents in the study were male. This might show some gender bias in the headship of schools in the sub county.

4.3.2 Age of the Principals

The principals were asked to indicate their age bracket and their responses are as shown in the table 4.1.

Table 4.1: Distribution of Principals by age bracket

Age bracket	Frequency	Percentage (%)
31-40	2	4.1%
41-50	38	77.6%
Over 50	9	18.4%
Total	49	100.0%

The data in Table 4.3 shows that the majority of the principals in Kikuyu sub county (95.9%) are above 40 years .This goes hand in hand with the number of years in the teaching service .The researcher from the above deduced that most of the principals were mature enough to understand the issues affecting the access of the boy-child to secondary education and the effect that various public private partnership strategies have on the access of the male child.

4.3.3 Academic Qualifications of Respondents

The study sought to establish the principals academic qualification .The principals were asked to indicate their highest level of education. The responses are as shown in the table 4.2.

Table 4.2: Principal’s Academic Qualifications

Level of Education	Frequency	%
Diploma	1	4.1%
A-Level	2	6.1%
Undergraduate	26	53.1%
Masters	18	36.7%
Total	49	100

The results in table 4.4 indicate that the majority of the principals in the 88% have attained a Bachelor's degree in education and above. This is in line with the Teachers Service Commission of promoting teachers to leadership positions if they have attained high levels of academic qualifications. They will also act as role models in a bid to encourage the boy-child to access secondary education

4.3.4 Principal's Tenure of Service in the Current school

In order to find out the length of time the principals had stayed in their current schools, the principals were asked to indicate their length of stay in their current schools and the responses are as shown in the table 4.3.

Table 4.3: Principal's Tenure in their current schools

Years	Frequency	Percentage (%)
Less than 1 year	4	8.1
1 Year	6	12.2
2 Years	7	14.3
3 Years	15	30.6
Above 4 Years	17	34.8
Total	49	100

The results in table 4.3 indicate that (65.4%) of the principals have stayed in the current school for more than 3 years ,thus they have an understanding of the school environment, community and the various infrastructure and physical facilities that have been provided by the community and public private partners with the schools. They can also be able to tell whether the PPP strategies have assisted in the access of the boy-child to secondary education in Kikuyu Sub-County.

4.3.5 School Category

In a bid to establish the type of the school sponsors, an item was included in the questionnaires which sought for information on the sponsor in each school. In response to this the findings are presented in Fig 4.2

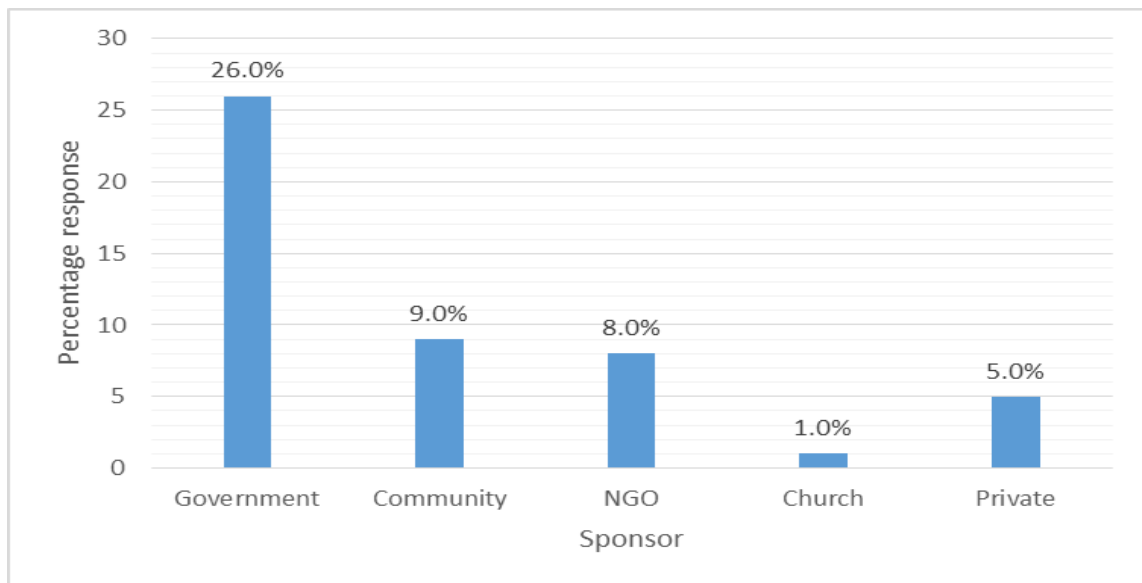


Figure 4.2 Distribution by school sponsorship Category

The figure 4.2 shows that most of the schools in the sub county are government sponsored .The findings indicated that 26% of the schools are sponsored by the government. Mumba (2000) opined that community schools offer much promise in the provision of basic education to the many under privileged and neglected and poverty stricken parents hence there is need for more schools to be built by the community.

4.4 Community Involvement in Construction and Management of Schools on Enrolment of Boy Child to Secondary School

In order to establish the extent of community involvement in construction and management of schools on accessibility of secondary education for the boy-child an item

was included in the questionnaire on the infrastructure that was provided by the community and the responses are as shown in table 4.4.

Table 4.4: Community Provision of Infrastructure

Facility	Frequency	%
Classrooms	2	66.7
Laboratory	1	33.3
Total	3	100

The results in table 4.4 indicate that in 66.7% of the schools where the community was involved in provision of infrastructure in the secondary schools they participated in construction of classrooms. From the preceding results, it is notable that need for classroom space is necessary if the access of the boy child to secondary education is to be enhanced in the sub county. It is important to note that most of the schools in the sub county are mixed and this may create competition for classroom space for both genders and with readily available menial jobs for boys who drop out of school in the sub county the competition may be a reason why they are out of school. This therefore creates the need to have the community be more involved in provision of classes through donation of land on which to built boys schools and they may provide free labour for construction .Communities can also be involved during fundraising towards the provision of the much needed infrastructure in order to increase learning spaces in secondary schools for the boys.

In order to establish the effect of community involvement in access of the boy child to secondary education the researcher sought the opinion of the respondents as to whether community involvement had an impact on enrolment of the boy-child to secondary

education in the sub county and their opinions rated on the scale and the responses are as shown in table 4.5.

Table 4.5: Principal’s opinion on community involvement

Statement	Disagree		Not sure		Agree	
	F	%	F	%	F	%
Community is actively involved in school matters	16	32.7	4	8.2	29	59.1
Community is often involved in construction and management of schools	13	26.5	8	16.3	28	57.2
Community involvement enhances enrolment of the boy- child to education	16	32.7	3	6.1	30	61.2
Community feels satisfied when they are involved in the school matter	9	18.4	14	28.6	26	53
The boy child enrolment to is education due to the community influence	13	26.5	8	16.3	28	57.2
The community involvement positively affect enrolment to secondary education of the boy child	7	14.3	4	8.2	38	77.5

As presented in table 4.5, the majority, 77.5% of the principals posited that the community involvement positively affects enrolment to secondary education of the male child, and community involvement enhances enrolment of the boy child to secondary education in Kikuyu Sub County. This could be attributed to the need to further education of the boy child who are later to get employed and improve their livelihoods and that of their families. The study noted that community involvement has a significant impact on the enrolment of the boy-child to secondary education in the sub county, most notably due to the facts that; Community involvement positively affects access to secondary education of the boy child; Community involvement enhances accessibility to the boy child education; Community is actively involved in school matters; Communities are often involved in construction and management of schools; the boy child enrolment to education is due to the community influence and the communities feels satisfied when they are involved in the school matters.

The positive trend among the respondents on the role of community involvement on the access of the boy child to secondary education can be attributed some extent on communities concern on the low numbers of boys enrolled in secondary schools as compared to the girls. It could as be due the high chances of the boys being lured into drugs and alcohol when they do not proceed to secondary school after leaving primary school.

This was also the opinion on the sub county office that feels the community should be active in provision of infrastructure and also in the management of secondary schools. This can be achieved through meetings, seminars and workshops on how they can improve on the access of the boy-child to secondary education. Communities during these meetings can be sensitized on the need of ensuring that more boys who have completed primary education are enrolled into secondary schools to reduce their

incidences of being lured into drugs and crime. Communities can also be informed of the various ways they can provide infrastructure to secondary schools with the aim of increasing the access of the boy child to secondary education.

4.5 Role of Scholarships by Private Sector in Enhancing Accessibility to Secondary Education for the Boy-Child.

In order to establish the effect of scholarships as a PPP strategy on enhancing the access to secondary education of the boy-child, the study sought to establish if the students in the sub county had received any scholarships /sponsorships, there was any an item was included in the questionnaire to find out if students benefitted from scholarships from individuals, companies or NGOs and the responses are as shown in the table 4.6.

Table 4.6 Principal’s responses on scholarships

	Frequency	%
Yes	20	40.8
No	29	59.2
Total	49	100

As indicated in table 4.6, the majority (59.2%) of the principals established that students did not benefit from scholarships from individuals, companies or NGOs. Scholarships and sponsorship of needy students is one way of ensuring that students are enrolled and retained in secondary schools. They provide an opportunity of easing the burden of educating students coming from poor socio-economic backgrounds. In Kikuyu sub county availability of scholarships may increase the number of boy’s access to secondary education since some of them drop out in order to join in the job market in order to provide for their families needs.

From the results, it is apparent that still a majority of young scholars in Kenya do not receive scholarship aid from individuals, companies or NGOs hence availability of scholarship opportunities may act as a deterrence to access to secondary education for the boy-child in Kikuyu Sub County.

In order to establish the actual beneficiaries and regarding the amount received by the students an item was included in the questionnaire regarding the amounts received by the students in each gender in the period 2010-2014 and the responses are as shown in table 4.7.

Table 4.7 Principals Responses on scholarships /sponsorships for the period 2010-2014

Year	Boys	Girls	Scholarship
			Amount (Kshs)
2014	195	207	2,907,767
2013	139	146	1,675,140
2012	132	101	1,470,940
2011	74	72	969,240
2010	25	32	495,125

The results in table 4.7 show that there are scholarships that are awarded to the secondary school students in the Sub-County. The amounts given have been increasing steadily as well as the beneficiaries increasing over the years. The 2014 was indicated to have the highest amount of funds received (Ksh.2, 907, 767), signifying an increase in the number of students who are benefitting from the scholarships compared to the previous year 2013 which had Ksh.1, 675, 140 for sponsorship funds. Over the 5 year period that the study covered it is noted that more boys (565) representing 50.3% received scholarships. This could be an indicator that scholarships as a PPP strategy has

a positive effect on the access of the boy child to secondary education thus more donors are providing scholarships geared toward the education of the boy child.

The amounts received from these scholarships are partial hence the amounts may not cater for full sponsorships for the whole year thus the parents /guardians would still have to look for more finances. The lack of full sponsorships catering for four years may act as a hindrance for even the boys who receive them.

The amounts of scholarship funds awarded in the first two years that the study had sought for were noted to be low amounts but have significantly gone up with time. Nevertheless, some of the respondents may not have had adequate information due to the lengths of their tenure in the schools in the study area. The information could not be corresponded with information at the sub county office since the sponsors go directly to the schools.

The study further wanted to establish whether the scholarships enhance the access of the male child to secondary education and therefore sought the opinion of the principals regarding the scholarships and the results are as shown in table 4.8 and their opinions rated.

Table 4.8: Principal's Opinion's on scholarships

Statement	Disagree		Not sure		Agree	
	F	%	F	%	F	%
The boy-child in your school is always a beneficiary of scholarships or voucher programs	28	57.1	3	6.1	18	36.8
This initiatives enhances the access of education for the boy-child	17	34.7	2	4.1	30	61.2
The beneficiary students would still be in school even without scholarships add vouchers	27	55.1	7	14.3	15	30.6

The results on the principal's opinion on the role of scholarships on the access of the boy child to secondary education as presented in table 4.8, indicated that 57.1 % of the respondents disagree on the statement that the boy-child is always a beneficiary of scholarships while 61.2 % of the respondents agree that the scholarships /sponsors play a role in enhancing the access of the boy-child to secondary education in Kikuyu sub county, 55.1% of the respondents disagree that the beneficiary student would still be in school even without the scholarships. The possible explanation why there were higher number of respondents not agreeing on the role of private sector in enhancing accessibility of boy child to secondary education could attributed to the low number of students receiving scholarships in the sub county, based on the respondents' agreement levels.

From the foregoing findings, it is evident that the private sector has a significant role in enhancing accessibility to secondary education for the boy-child through scholarships due to the fact that; the scholarships /sponsors play a role in enhancing the access of the boy-child to secondary education in Kikuyu sub county and that the beneficiary student would still be in school even without the scholarships. However, the role of the private sector in enhancing accessibility to secondary education for the boy-child through scholarships is still not up to standard notably due to the following fact that; the boy-child is not always a beneficiary of scholarships.

4.6 Effect of Contracting of Academic and Professional Services to Private Providers on Accessibility to Secondary School for the Boy-Child.

The researcher sought to determine the effect of contracting of academic and professional services to private sector on accessibility to secondary education for the boy-child. In order to do this the researcher wanted to establish if the schools in the sub county had contracted individuals or companies to provide academic and professional services to the schools as a PPP strategy and the respondents were asked to indicate .The responses are as shown in table 4.9.

Table 4.9 Principal’s Responses on contracting of educational services

Response	Frequency	%
Yes	33	67.4
No	16	32.6
Total	49	100

The table 4.9 show that the majority (67.4 %) of the schools have contracted academic and professional services to individuals and companies over the years. These were services that were sourced externally .The high number of respondents indicating that they hired the services out of the school could be an indicator that there is a deficiency in terms professionals in various areas. It could also be due to allowing the human resource in the school concentrate on their areas of specialisation.

From the findings therefore, the majority of the schools in the sub county have embraced contracting of educational service as a PPP strategy. This further indicates that the private sector has a significant role to play in providing academic and professional services on increasing on the access of the boy-child to secondary education in Kikuyu Sub County.

In order to establish the academic and professional services contracted to private providers the researcher asked the respondents to list the academic and professional services they had contracted out and their responses are as show in the table 4.10.

Table 4.10 Educational Services Contracted out

Services	Frequency	%
Guidance and counselling	18	13.53
Motivational talks	15	11.29
Architectural services	2	1.5
Technicians	5	3.76
Auditors	2	1.5
Lawyers	1	0.75
Music tutors	5	3.76
Sports coaches	6	4.51
Health officers	2	1.5
Strategic plan preparation	1	0.75
Printing service	5	3.76
Drama tutors	7	5.26
KNEC markers	19	14.29
Board of Management teachers	15	11.29
Career Guidance	30	22.55
Total	133	100

As shown in table 4.10, the sample population, indicated there were a number of professional and academic services that were contracted out to individuals and companies outside the schools. Majority of the respondents (22.55%) who had contracted out sought the services of professional career guidance experts. This could be attributed to lack of trained career teachers coupled with lack of awareness on the students on the available career choices to pursue after secondary education. Lack of

enough role models for the boy child in the sub county could also be creating the need for experts to guide the boy child in the sub county.

Guidance and counselling services were also contracted out .The respondents indicated guidance and counselling services were needed in order to increase the access of the boy child to secondary education. The negative influences for the boy child in terms of crime, alcohol and substance abuse could have necessitated the schools to intervene by seeking experts to guide the students and counsel those who could already be involved into taking drugs.

Kenya National Examination Council markers were a required academic service that schools contracted out. The emphasis of good grades in national examinations could be reason why schools needed the K.C.S.E markers to guide the students on how to answer examination questions.

The need for quality education for the boy child with limited teaching staff has pushed the schools into engaging teachers who are trained but currently not working with the TSC as B.O.M tutors in order to provide teaching services.

To establish the effect of contracting of academic and professional services to private service providers the researcher had asked the respondents who had contracted the educational services to indicate whether they had an effect on the accessibility to secondary education for the boy-child and the results are as shown in table 4.11.

Table 4.11 Principal's Responses on the effect of contracting educational services

Response	Frequency	%
Yes	23	69.7
No	10	30.3
Total	33	100

The table 4.11 shows that 69.7% of the respondents who had contracted out educational services indicated that they had a positive effect. The negative result can be attributed to the fact that some schools may not have adequate access to services from the private sector. It could also be due to lack of finances to engage the professionals since they are may not be catered in the fees that they students pay. Lack clear guidelines on who to hire and how much should be paid for could be a hindrance to seeking the services since the schools will rely on their ability to negotiate .

Further, with the aim to establish how the contracted services have enhanced the access of the boy-child to secondary education the researcher had asked the respondents to indicate the ways in which the contracting of educational services had enhanced the access of the boy-child to secondary education in Kikuyu Sub-County and their responses are as shown in the table 4.12

Table 4.12 Principal’s Responses on the effect of contracting educational services and boy-child education

Response	Frequency	%
Better KCSE grade for the boy-child	8	22.8
Behavior change and motivated students	10	28.6
Enhanced teaching	3	8.6
Quality education for boy-child	2	5.7
Building of self-esteem for boy-child	2	5.7
Parental guidance and awareness for boy-child	4	11.4
Mentorship for boy-child	6	17.2
Total	35	100

The responses in the table 4.12 indicate that the effect of contracting educational services on boy-child access to education was greatest on their behavior change and motivated students as indicated by 28.6% of the responses. Good character and discipline are a great emphasis if the boys are to grow up morally upright thus the students seem to have taken full advantage of these services and could be the reason for the positive feedback . These responses are also in the same opinion as the interview with the Sub-County education office who indicates the way forward in addressing the low enrolment rates for the boy-child in secondary school is by guiding them even when they are in primary school on the negative effects of engaging in alcohol and drugs.

From the foregoing, contracting educational services and boy-child education has a significant positive effect on the access of the boy-child to secondary education, most notably due to the facts that; it enhances behaviour change and motivation to students,

augments improvements on KCSE grade for the boy-child and signifies improvements on parental guidance and awareness for the boy-child. There is also increased mentorship for the boy child indicating that there will be more role models for the boy child in the sub county as time progresses.

4.7 Effect of Private Sector’s Involvement in Provision of Infrastructure in Enhancing Accessibility to Secondary School for the Boy-Child.

The fourth objective of the study was to establish the involvement of the private sector on the provision of infrastructure and its effect on the access of the boy-child to secondary education in Kikuyu Sub-County. In order to establish this the researcher had asked the respondents to indicate whether they had received assistance on infrastructure from the private sector that were either individuals, companies or even NGOs in the last 5 years and the results are as presented in table 4.13.

Table 4.13 Principal’s responses on private sector provision of infrastructure

Response	Frequency	%
Yes	9	18.4
No	40	81.6
Total	49	100

Table 4.13 indicates that the majority (81.6%) of the responses pointed out that the private sector is not actively involved in infrastructural projects in the schools. This large negative result could be seen as lack of involvement of the private sector in providing for public goods. This could be due to lack of information on how they could be involved in provision of infrastructure to enable the boy child access secondary education. Lack of

information on the needs of specific schools could also hamper the effort of the private sector's participation.

From these results, the private sector does not significantly involve themselves in provision of infrastructure for secondary schools in Kikuyu sub-county. The study thus adduces that the responsibility of providing infrastructure is left to the government.

For the researcher to establish the kind of infrastructure that had been provided to the secondary schools in the sub county the researcher asked the respondents who had indicated they had received infrastructure from the private sector in the last 5 years to identify the facilities and their response are as shown in table 4.14

Table 4.14 Principal's Response's on physical facilities provided by the private sector

Physical facility	Frequency	%
Classrooms	6	42.7
Laboratory	2	14.3
Administration block	1	7.2
Water tank	1	7.2
Dormitories	2	14.3
Dining hall	2	14.3
Total	14	100

From table 4.14, it is evident that most of the respondents (42.7%) who had received infrastructural support from the private sector agreed that they provided classrooms. Based on this finding, it can be deduced that there is the need for learning space in order to increase the access of the boy child to secondary education .More classrooms in the sub county is seen as an effort of increasing the enrolment of the boy child. The

prevalence for the private sector to provide classrooms could be attributed to the fact that most schools are day schools hence dormitories may not be an immediate need.

Further the study wanted to establish other facilities that the private sector had provided in the schools. Thus they researcher included an item in the questionnaire asking the respondents to identify donations they have received from individuals or companies and the results are presented in table 4.15

Table 4.15 Principal’s response on donations received

Item	Frequency	%
Text books	3	5.1
Library books	18	30.5
Laboratory chemicals /equipment	10	16.9
Furniture	4	6.8
Bus	1	1.7
Computers	17	28.8
Games equipment/materials	3	5.1
Other stationeries	3	5.1
Total	59	100

From the results in table 4.15, it is evident most (30.5%) of respondents who had received support from the private sector were in terms of provision of library books. From the findings it is apparent that the private sector majorly donated library books. The findings agree with (Bertsch *et al*, 2005) that the private sector’s involvement does not lay emphasis on the teaching/learning materials like laboratory equipment/materials and textbooks which constitute the main requirements in secondary education. This could be due to the fact that library books are much cheaper in purchasing them since

there may not be too much emphasis on the current curriculum being offered hence their demand could be low.

Ultimately, the researcher also sought for opinions from the respondents on measures that can be put in place to enhance the access of the boy-child to secondary education and their responses are as shown in the table 4.16.

Table 4.16 Suggested measures of increasing the access of the boy-child to secondary education

Suggested measures	Frequency	%
Scholarships /Bursaries for the boy-child	10	13.9
Mentoring /guidance and counseling	21	29.2
More boys schools (boarding)	5	6.9
Community involvement in educating the boy-child	15	20.8
Affirmative action for boy-child	12	16.7
Advocacy against child labour	3	4.2
Campaign against drug and alcohol use	6	8.3
Total	72	100

As indicated in table 4.16, most (29.2%) of the respondents suggested that there should be mentoring /guidance and counseling services for the boy-child. Mentoring /guidance and counseling can be provided by the parents, community, church and peers in order to mould the character of the boy child. These services can be availed to the boy child informally and even at times in organized meetings where they can also be allowed to ask and respond to questions.

From the findings it is noted that PPP strategies should be embraced if the access of the boy-child to secondary education is to be enhanced and therefore major reforms should be implemented most notably through; augmented mentoring /guidance and counseling service of the boy child; more community involvement in educating the boy-child and more availability of scholarships /bursaries for the boy-child. This implies that several PPP strategies must be embraced if the access of the boy-child to secondary education is to be enhanced. Guidance and counselling that is among the contracted professional service had 29.2% of the respondents feeling it should be put in most schools in the sub county if more boys are to access secondary education.

4.8 Pearson Correlation Analysis

Table 4.17 below presents the Pearson correlations for the relationships between the various indicators of quality management practices and performance of customer based connectivity projects.

Table 4.17 Pearson Correlation Matrix

	Access	Involvement	Scholarships	Contracting	Private sector
Access	1				
Extent of Involvement	0.7781 (0.000)	1			
Scholarships	0.6008 (0.001)	0.594 (.034)	1		
Contracting	0.7486 (0.000)	0.488 (.072)	0.397 (.095)	1	
Private sector	0.7631 (0.004)	0.551 (0.119)	0.676 (0.052)	0.493 (0.739)	1

*Correlation is significant at the 0.01 level (2-tailed)

From the findings, both positive and strong correlations were established between the predictor and dependent variables. Strongest and positive correlations were obtained between extent of community involvement and access of boy-child to secondary education ($r = 0.7781$; $p \text{ value} = .000$). All the independent variables were found to have a statistically significant association with the dependent variable at 0.01 level of confidence.

4.9 Regression analysis

Regression analysis was used to establish the strengths of relationship between the dependent variable and the independent variables. The results showed a correlation value (R) of 0.771 which depicts that there is a good linear dependence between the independent and dependent variables.

4.10 Regression coefficients of determination

To determine the relationship between the independent variables and the dependent variable and the respective strengths, the regression analysis produced coefficients of determination as presented in table 4.8 below.

Table 4.18 Regression coefficient results

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	7.724	5.006		1.543	.043
Extent of Involvement	1.740	0.589	.296	2.954	.017
Scholarships	1.722	.697	.338	2.471	.033
Contracting	1.644	.689	.287	2.386	.032
Private sector	1.779	.720	.362	2.471	.023

a. Dependent Variable: Performance

The data in table 4.18 reveals a positive relationship between access of the boy-child to secondary education (dependent variable) and all the PPP strategies (independent variables).

The study employed the production function formula shown below:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon;$$

Where,

Y= access of the boy-child to secondary education;

α = Constant;

$\beta_1 - \beta_4$ = Beta coefficients;

X_1 = Extent of Community Involvement;

X_2 = Scholarships;

X_3 = Contracting;

X_4 = Private sector and

ϵ = Error term, the established regression equation was:

The formula produced the following values, obtained by running the field data through the Statistical Package for Social Sciences.

Access of the boy-child to secondary education = 7.724 + 1.740 (Extent of Involvement) + 1.722 (Scholarships) + 1.644 (Contracting) + 1.779 (Private sector) + 5.006 (Error term)

A unit change in extent of community involvement would thus lead to a 1.740 change in access of boy-child to secondary education *ceteris paribus*; a unit change in role of scholarships by private sector would lead to a 1.722 change in access of boy-child to secondary education *ceteris paribus* and a unit change in contracting of academic and professional services would lead to a 1.644 change in access of boy-child to secondary education *ceteris paribus* while a unit change in private sector's involvement would lead to a 1.779 change in access of boy-child to secondary education. This implies that among other factors, extent of community involvement, role of scholarships by private sector, contracting of academic and professional services and private sector's involvement are key determinants of access of boy-child to secondary education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0: Introduction

This section discusses the summary of the main findings, conclusions, recommendations and suggestions for further research.

5.1 Summary of the Study

The objectives of the study were; to determine the extent to which the community is involved in construction and management of schools on enrolment to secondary school for the boy-child, to establish the role scholarships by private sector in enhancing accessibility to secondary school for the boy-child, to assess the effect of contracting of academic and professional services to private providers on enhancing access to secondary school for the boy-child and to determine effect of private sector's involvement in provision of infrastructure and how it enhances accessibility to secondary school for the boy-child.

There is a low number of boy accessing secondary education in Kikuyu Sub-County. A number of mitigations have been undertaken such as increasing the number of boy's schools by building new ones and converting about 2 mixed schools into boy's schools though the study found out that more needs to be done.

Public Private Partnerships were cited as some of the measures that the sub county should explore the possibilities of fully embracing in order to increase the access of the boy-child to secondary education in order to supplement the government and the efforts of the CDF that have been playing the major role in the maintenance of the existing infrastructure and putting up new infrastructure such as class rooms, administration

blocks, dining halls, dormitories and laboratories in the secondary schools in the sub county.

The study noted that under CSR government agencies such as Kenya Agriculture Research and Livestock Organisation (KARLO) and Kenya Forestry Research Institute (KEFRI) have been very supportive in provision of education of the boy-child, they have provided the land on which a boys' schools is built and also provided a lot of support through bursaries to needy students.

The study first sought out to determine the extent to which the community is involved in construction and management of schools in Kikuyu County. The study findings indicated that community has a role to play in enhancing boy child enrolment to secondary education. The majority (77.5%) of the principals posited that the community involvement positively affects enrolment to secondary education of the boy child, followed by 61.2% who agreed that Community involvement enhances enrolment for the boy child education; 59.1% of the principals who agreed that the Community is actively involved in school matters; 57.2% who posited that the Community is often involved in construction and management of schools and that the boy child access education due to the community influence and 53 % who agreed that the Community feels satisfied when they are involved in the school matters. This was also the opinion on the sub county office that feels the community should be active in provision of infrastructure and also in the management of secondary education for the boy-child. However community involvement in provision of infrastructure is minimal with only 2 schools where the community participated in construction of classrooms and in 1 a laboratory.

Respondents also noted that communities should also carry out sensitisation seminars through the local administration on the need of enrolling the boy-child to secondary

education and the impending dangers to the society when they are left out of the secondary education system. Also the study findings indicated that community should not interfere so much with management of the schools but should rather be supportive.

The second objective was to find out the involvement of the private sector in the provision of scholarships and accessibility of the male child to secondary education in Kikuyu Sub-County. The majority (59.2%) of the principals established that students did not benefit from scholarships from individuals, companies or NGOs while only 40.8% of the respondents agreed that students benefitted from scholarships from individuals, companies or NGOs. Results indicated that there are scholarships that are awarded to the secondary school students in the Sub-County. The amounts given have been increasing steadily as well as the beneficiaries increasing over the years. The 2014 was indicated to have the highest amount of funds received (Ksh.2,907,767), signifying an increase compared to the previous year 2013 which had Ksh.1,675,140 for sponsorship funds. The amounts however may not cater for full sponsorships for the whole year thus the parents /guardians would still have to look for more finances. Results indicated that 57.1 % of the respondents disagree on the statement that the boy-child is always a beneficiary of scholarships while 61.2 % of the respondents agree that the scholarships /sponsors play a role in enhancing the access of the boy-child to secondary education in Kikuyu sub county, 55.1% of the respondents disagree that the beneficiary student would still be in school even without the scholarships.

The findings further indicated that of those male who received scholarships they were mainly given partial scholarships. Thus, the respondents indicated that more fully sponsorships will increase accessibility of the male child to secondary education. It was noted that most of these scholarships were by individuals through philanthropy and those from companies were on corporate social responsibility though the study did not

establish the identities of the individuals or companies. The study also established that these were not geared towards the boy-child but targeted the needy students of either gender.

The third objective of the study was to establish the effect of contracting of academic and professional services and how it affects the access of the boy-child to secondary education. A majority (67.4 %) of the schools have contracted academic and professional services to private providers over the years. Only 32.6% of the schools in the sub county indicated not to have contracted educational and professional services to the private sector. It was evident that a majority (46.9%) of the schools have contracted career guidance experts. A further 29.7% and the remaining 23.4% schools indicated to have contracted their services to private KNEC markers and board of Management teachers respectively. Further, there are many professional services contracted out to private providers with the majority, 33 (47.8%) of the respondents contracting out motivation and guidance and counselling. Moreover, other prominent professional services offered by the private sector in the schools included Drama tutors, Sports coaches, Technicians and music tutors; indicated by 10.1%, 8.7%, 7.2% and 7.2% of the responses respectively.

Results revealed that 69.7% of the respondents who had contracted out educational services indicate they had a positive effect. Only 30.3% of the responses indicated educational services by the private sector not to be having a positive effect on access of the boy child to secondary education. The study indicated that the effect of contracting educational services on the boy-child's access to education was greatest on their behavior change and motivation as indicated by 28.6% of the responses. A further 22.8% of the responses indicated significant improvements on KCSE grade for the boy-child

while a further 11.4% indicated significant improvements on parental guidance and awareness for the boy-child.

The fourth objective was to find out the role of the private sector in provision of infrastructure and other physical facilities and how they enhance the access of the boy-child to secondary education in Kikuyu Sub County a majority (81.6%) of the responses pointed out that the private sector is not actively involved in infrastructural projects in their schools. Only 18.4% indicated active participation of the private sector in their infrastructure projects. The majority (42.7%) of the respondents who had received infrastructural support from the private sector agreed that they provided classrooms. The remaining respondents indicated to have received support from the private sector in building laboratories (14.3%), Dormitories (14.3%) and a Dining hall (14.3%), while 7.2% of each of the remaining respondents indicated they received support in building the administration block and a water tank.

The respondents however, felt that more of the facilities should be constructed especially classrooms, library and laboratory facilities and the establishment of more boys boarding schools. The respondents felt this would reduce their interaction of the environment in the course of the term since they feared they could engage in alcohol and drug abuse thus interfering with their studies.

From the study the majority (30.5%) of respondents who had received support from the private sector, that the private sector has been involved in the provision of library books. This were closely followed by 28.8% who specified that the private sector had donated computers, while a further 16.9% posited that they had received laboratory chemicals /equipment from the private sector. Also, majority (29.2) of the respondents suggested that there should be Mentoring /guidance and counseling, while 20.8% suggested that

there should be community involvement in educating the boy-child, while a further 13.9% of the respondents suggested for more availability of scholarships /bursaries for the boy-child. Furthermore, only 6.9% and 4.2% of the remaining respondents suggested the need for more boys' schools (boarding) and advocacy against child labour, respectively.

Inferential statistics revealed both positive and strong correlations were established between the predictor and dependent variables. Strongest and positive correlations were obtained between extent of community involvement and access of boy-child to secondary education ($r = 0.7781$; p value = .000) and followed by private sector's involvement and access of boy-child to secondary education ($r = 0.7631$; p value = .004). Contracting of academic and professional services and Role of scholarships by private sector also registered strong and positive correlations at ($r = 0.7486$; p value = .000) and ($r = 0.6008$; p value = .001) respectively. All the independent variables were found to have a statistically significant association with the dependent variable at 0.01 level of confidence.

5.2 Conclusion

Based on the findings of this study, the following conclusions can be drawn. First the biggest advantage the government actors underline is that PPPs can improve education problems in Kikuyu sub county because of the creation of access. The PPPs are seen to fill the gap of the growing demand for secondary students. The goal is to create access where government schools are overloaded or are not present, which is mostly in remote areas.

Second, private sectors play a role by providing infrastructure to enhance accessibility to secondary school for the boy-child in Kikuyu sub County. Third, the study concludes by

stating that contracting out of educational and professional services do improve accessibility to secondary education for the male child in Kikuyu sub County. Lastly, the study concludes that the community is a very important stakeholder in education matters and can play a major role in enhancing accessibility to secondary education to a boy-child in Kikuyu sub County. It is also the study's conclusion that among other factors, extent of community involvement, role of scholarships by private sector, contracting of academic and professional services and private sector's involvement are key determinants of access of boy-child to secondary education.

5.3 Recommendations

From the research findings, the following recommendations were made:

- The nature and participation in the construction of schools for most of the local communities is generally limited. Local communities do not play an active role in planning, decision making monitoring and evaluation processes which implies the effort to promote participation in provision of physical facilities is limited. Therefore there is need for need to involve the local communities to a larger extent which can be achieved through the members of parliament and other respected village leaders. Community's sensitization on the importance of the affirmative action targeting the boy child in Kikuyu Sub County is necessary. They should provide guidance and counselling to the boys as well as establishing rehabilitation centres where needed.
- The majority of boys in Kikuyu sub county do not receive scholarship aid from individuals, companies or NGOs hence availability of scholarship /sponsorships opportunities may act as a deterrence to access to secondary education for the boy-child in Kikuyu Sub county . There is need for scholarships geared towards

the education for the boy-child. School administrators should also increase communication among private scholarships providers to facilitate exchange of ideas about management, fundraising, student selection and award distribution practices targeting the boy child.

- The need for physical facilities in schools targeting the boy child is paramount in Kikuyu Sub County hence the need for more learning space that is conducive for learning with reduced congestion that could act as a deterrent to the boys thus dropping out. Though the government has provided schools they may not be enough hence the private sectors effort should be increased to supplement the government's effort in provision of physical facilities so as to increase access for the boy child and also provide quality education for them.
- Contracting out of educational services was seen to have an impact on the access of the boy child to secondary education in Kikuyu sub county .This therefore creates a need to have structures established by the ministry of education on how those services should be contracted out in order to have professionals contracted to carry out the various tasks and also guided pay structures .This will reduce incidences of exploitation when there are no guidelines. The government could have a database for qualified experts in all the areas that the respondents cited need for contracting out.

5.4 Recommendation for further research

Researchers wishing to further their research should venture into the following areas:

- a) The effect of PPPs on the quality of education in Kenya.
- b) Since the study was only carried out in Kikuyu Sub County it can be replicated in other areas with similar characteristics.

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APPENDICES

Appendix I: Introductory Letter for Principals

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P.O. Box 92,

Kikuyu.

The Principal,

Effects of Public Private Partnership Strategies on Boy-Child access to Secondary School Education in Kikuyu Sub-County, Kiambu County, Kenya.

I wish to kindly request for your permission and support to undertake the research on effects of Public-Private Partnerships strategies on boy-child access to secondary education in Kikuyu Sub-County, Kiambu county Kenya in your school.

Your school is among the schools in the republic that have been sampled as part of this study. All the information obtained will be treated in confidence and used only for the purpose of research individuals and schools will not be identified.

Your co-operation in this endeavour is duly acknowledged.

Thank you very much for your assistance.

Appendix II: Principal's Questionnaire

BIODATA OF THE RESPONDENT

A. Respondents' Demographic Information

1. Indicate your gender

a. Male b Female

2. Indicate your age bracket

21-30yrs 31-40yrs 41-50yrs Over 50yrs

3. Indicate your highest level of education

Diploma A Level Undergraduate Masters PhD

4. How long have you been the principal in this school (less than 1 year) (1 years)

(2 years) (3 years) (above 4 years)

B. Specific Research Information

i. What category of school do you head {private} {Church sponsored}

{Government sponsored} {NGO sponsored} {community school} {any other specify}

ii. How many male students are there in your school.....?

iii. How many female students are there in your school.....?

iv. How many boys enrolled in the first day of school.....?

v. How many girls enrolled in the first day of school.....?

vi. Has your school ever received any form of assistance in infrastructure for the five years.....?

If yes; Specify

Has any company/individual/NGO provided any sponsorship/scholarship to students in the school in the last 5 years?.....

If yes, specify in the table below

YEAR	NO. OF STUDENTS		AMOUNT
	Boys	Girls	
2014			
2013			
2012			
2011			
2010			

viii. In your opinion are the male learners from the primary cycle able to join secondary schools? If no, what do you think is contributing to this scenario?

Tick the response that best reflects your opinion. The rating scale for each statement is

Community Involvement	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Maybe or Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>
1 The community is actively involved in school matters					
2 The community is often involved					
3 Community involvement enhances enrolment of the boy child to education					
4 the community feel satisfied when they involve in the school matter					
5 The boy child enrolment to is education due to the community influence					
6 the community involvement positively affect access to secondary education of the boy child					

Private Sector vouchers and scholarship Initiatives						
1	The boy-child in your school is always a beneficiary of scholarships or voucher programs					
2	This initiatives enhances the access of education to the boy-child					
3	The beneficiary students would still be in school even without scholarships add vouchers					

ix. Has your school received any assistance from any company or the community to set up any physical facility in the last 5 years? Tick appropriately

Yes () No ()

If YES identify some of the facilities that the company assisted/financed to put up in the school

- a)
- b)
- c)
- d)
- e)

- x. Tick against the item your school have received as part of donation either from sponsors, companies or the community

Course textbooks	
Library books	
Laboratory chemicals/equipment	
Furniture	
School bus/van	
Computers	
Games equipment/material	
Other stationeries	
Others(specify)	

- xi. Has your school contracted any academic or professional services?

Yes () No ()

If YES List them (Academic)

- a)
- b)
- c)
- d)
- e)

Professional

a).....

b).....

c).....

d).....

e).....

xi. Are those services been of any help to the access of education by the boy-child?

TICK WHERE APPLLICABLE

Yes () No ()

a) If YES explain the ways it has.....

xii. Suggest measures that can be put in place to enhance the accessibility of the boy-child to secondary school education in Kikuyu Sub-County

Thank you very much for your time

Appendix III: Interview Schedule for Kikuyu Sub County Education Officer

1. How many schools are in Kikuyu Sub-County?

Boys.....

Gils.....

Mixed.....

2. In comparison which gender enrolls the highest number?

How do you involve the community towards enhancing access of the boy-child education in kikuyu sub county.....

3. a) Do you encourage schools in the sub county to contract education services and what are the outcomes especially towards enhancing the boy-child education?
.....

b) How do you compare the outcomes before and after contracting?

4. Apart from the government who else provides infrastructure for schools in Kikuyu Sub-County?

b) Are they directed towards the boy-child education?

5. Are there sponsors/ individuals/ corporate that provides vouchers/scholarship to students especially the boy-child?

6. What measures can secondary school education stakeholders put in place to strengthen the private sector involvement in the development of secondary schools in Kiambu County?

7. What measures can be put in place to enhance male child accessibility to secondary education?.....

Appendix IV: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Ref: No.

Date:

14th December, 2015

NACOSTI/P/15/87977/8639

Jane Wanjiku Wagura
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effect of public private partnership strategies on boy-child access to secondary school education in Kikuyu Sub-County, Kiambu County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **11th December, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu 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
Kiambu County.

The County Director of Education
Kiambu County.



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

APPENDIX VI: Research Conditions

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 7557

CONDITIONS: see back page