

**CHALLENGES EXPERIENCED BY PUBLIC DAY SECONDARY
SCHOOL HEAD TEACHERS IN IMPLEMENTING OF FREE DAY
SECONDARY EDUCATION IN NYAMIRA COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment for the Requirement for
the Award of the Degree of Master of Education in Administration.**

University of Nairobi

2013

DECLARATION

This research project was my original work and has not been submitted for a degree to any other university.

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DEDICATION

This research is dedicated to my wife TRuphosa Mooranga and my children Kevin and Daniel for their tolerance and patience that they showed to me while I was undertaking my studies.

ACKNOWLEDGEMENT

I wish to appreciate the support and good will I received from my supervisors, Mr Ferdinand G. Mbeche and Dr Mari Nelson who would always find time to read through my work inspite of their tight schedule. I also appreciate the support I received from my dear wife, Mrs. Truphosa moranga who forfeit many life comforts to support my education. I would also like to appreciate my brother Joseph Kumenda who always stood before me right away from my childhood education up to know. Thanks are also extended to all my colleagues who always shared freely and made me learn a lot about my work by interacting with them.I would also wish to appreciate all my family members for the moral, spiritual, physical, psychological and economic support that they have given me during the time of study and the time I am writing this paper.

ABSTRACT

The purpose of the study was to determine the challenges faced by public secondary school head teachers in the implementation of Free Day Secondary Education in North Masaba, Kenya. The dependent variable was implementation of Free Day Secondary Education and the independent variable was challenges faced by public secondary school head teachers.

The research design was descriptive survey design. The target population was 30 secondary school principals, 450 teachers and 60 BOG and PTA members in secondary schools in North Masaba District. The sampling design was random sampling and sample size was 10 principals, 125 teachers and 20 BOD and PTA members. The data collection tools were questionnaires and interview schedules. Data was collected and analyzed qualitatively.

The research study revealed that majority of the head teachers had stayed in their current station of work for over six years and this affected their management of FDSE. Female teachers were found to be less than the male teachers. The study revealed that most of the secondary school head teachers did not have adequate training in financial management and therefore they needed more training on how to manage both human and financial resources in their schools.

The study found that the physical facilities in most of the schools were not adequate to satisfy the increasing number of students joining secondary schools. The study recommends that the government should allocate enough funds in time and resources to schools to ensure that free secondary school education runs smoothly without compromising quality of education. The study established that lack of adequate funds and resources was the biggest challenge affecting effective implementation of free secondary education in public secondary schools.

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ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
CHE	Commission for Higher Education
DEOs	District Education Officers
EFA	Education for All
FPE	Free Primary Education
FDSE	Free Day Secondary Education
FSE	Free Secondary Education
HODs	Head of Departments
IPAR	Institute of Policy Analysis and Research
KIE	Kenya Institute of Education
MGDs	Millennium Development Goals
NACECE	National Centre for Early Childhood Education
NCST	National Council for Science and Technology
PTA	Parents Teacher Association
SPSS	Statistical Package for Social Sciences
SSA	Sub-Saharan Africa
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
ZQASOs	Zonal Quality Assurance and. Standards Officers

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality (World Bank, 1998). UNESCO (2005) argues that the level of a country's education is one of the key indicators of its level of development. Globally, education is recognized as a basic human right. The Human Rights Charter treats education as one of the human rights. Bishop (1989) indicates that in 1948 the Universal Declaration of Human Rights laid down Article 26, that everyone had the right to education and that education would be free, at least in the elementary and fundamental stages.

According to the World Bank's report on Governance, Management, and Accountability in Secondary Education in Sub-Saharan Africa, international trends in secondary education have been driving much of the need for reform in secondary education throughout the Sub-Saharan Africa (SSA) region (World Bank, 2008). The international commitment to basic education for all and free universal primary education that coalesced around the 1990 Jomtien and the 2000 Dakar meeting has driven the policies and financial investments of donors and developing nations alike. The successes of these international movements have addressed many of the equity and quality issues facing developing countries as they expand their educational systems. EFA has thus drastically increased the demand for secondary education while competing with the resources necessary to respond to that demand.

In developed countries, education beyond the compulsory level was usually financed in part and sometimes wholly by the state. In Britain, education up to secondary school level was fully financed by the government (Moon & Mayes, 1994). Parents are only required to ensure that children attend school. In Britain, Education Authority and Central Government is required by Section 7 of the 1944 Act to make education facilities available. This enables parents to carry out their legal duty. Parents are seen as the school's prime legal clients until the child is 16 years of age. Section 36 of the Act states that it shall be the duty of the parent of every child of compulsory school going age to cause him to receive full-time education suitable to his age, ability, and aptitude, either by regular attendance at school or otherwise (Moon & Mayes, 1994).

As we approach 2015, the year in which the international community pledged to meet the targets of Education for All (EFA) and the Millennium Development Goals (MDGs), many governments, particularly in sub-Saharan Africa (SSA), are considering abolishing school fees for secondary education. This is partly due to the domestic and international demand to achieve EFA and the MDGs. Fees charged at secondary schools is indeed one of the major obstacles for some children to access secondary education, resulting in low transition rates from primary to secondary education. Thus, many governments in SSA have planned to abolish secondary school fees Lewin (2005). The management of the FSE finances will mean that majority of the secondary school principals are trained on how to manage the school finances well.

Lewin (2007), observes that most governments in the SSA are under severe budget constraints, especially after the global recession has taken hold. Thus, while the governments are intending to extend free education, they often allow public schools to levy fees for limited items such as school buildings and for non tuition costs—sports fees, school meals, uniforms, textbooks and many more others. Even though officially most fees are not sanctioned by the government, the

fees are often used to make up for lost revenue due to a delay in governmental subsidies. As Universal Free Primary Education (UPE) reached its peak, and progress towards EFA improves significantly, there was going to be increasing interest in access to post-primary education, particularly in the secondary education sector. Questions were bound to arise as to whether access to secondary education should really be free and what the real cost of such education is and how were the secondary school management prepared to take the task of implementing the FSE with minimal challenges. This paper examines the challenges experienced by public secondary school head teachers in the implementation of Free Secondary Education Finances in Kenya.

The Government of Kenya officially launched the Free Secondary Education Programme at the beginning of 2008 because many Kenyan children who completed primary school were not getting access to secondary school, mostly because of school fees. The underlying assumption of the new policy was that all children who were academically qualified for secondary education ought to be able to gain access to it. The President of Kenya emphasized that: “the main objective of providing free secondary education is to ensure that children from poor households acquire quality education that enables them to access opportunities for self-advancement and become productive members of society (Speech by President Kibaki, February 2008). There seem to be some factors that formed the basis for the introduction of free secondary education in the country. These include: Government commitment to the achievement of EFA and the MDGs, with the promise to achieve a 70% transition rate from primary to secondary by 2008; a study by the Government via the Ministry of Education on the possibility of implementing free secondary education; and free secondary education as one of the manifestos of the 2007 Presidential campaign (Ohba, 2009).

According to the Free Secondary Education policy, the government was expected to meet the tuition fees of Ksh.10,265 per student, while the parents were required to meet other requirements like lunch, transport and boarding fees for those in boarding schools, besides development projects. This was in line with the government commitment to ensure that regional special needs and gender disparities were addressed (Ohba, 2009). These efforts were a positive move towards the realization of the Millennium Development Goals (MDGs) and Education for All.

The launch of Free Day Secondary Education (FDSE) in 2008 was meant to address illiteracy, low quality education and low completion rates at the secondary level, high cost of education and poor community participation (Republic of Kenya, 2005). Unlike the FPE initiative, which had reference to enormous conventions, resolutions and literature, free secondary education initiative could have been triggered by the politically charged climate that engulfed the country during the 2007 general election which implied that the country may not have been very prepared for its implementation. However, there was government commitment to increase transition from primary to secondary by seventy percent in all districts (Ohba, 2009).

Olembo and Cameroon (1986) indicate that school principals face increasing administrative difficulties. These include inadequate and badly constructed buildings; shortage of books and equipment; lack of proper school furniture particularly desks; poor or sometimes non-existent maintenance and repairs; untrained and half trained teachers who seldom stay long; overcrowded classrooms; poor communication and few supporting services especially health services. As a result the administration of schools has become one of the most taxing jobs in the whole education system. These challenges fall under the various school management task areas,

which, according to Okumbe (2001), include management of staff personnel, pupils, school finance, physical and material resources, and the curriculum.

Initially, primary education was made free in 1974 and later Free Primary Education was scrapped as a result of the structural adjustment programme (Sifuna, 1990). A political transition took place in Kenya after the December 2002 elections when the political party (KANU) that had ruled since independence lost to the opposition party. Just before the elections, the major opposition parties formed a coalition (NARC) that eventually won. During its campaign, NARC promised to offer free primary school education. And true to its promise, after taking over in December 2002, through MoEST, the NARC government introduced FPE in January 2003. And as was expected in a country where a substantial proportion of children were out of school, the response was overwhelming (Asyago, 2005).

According to UNESCO's assessment report of FPE in Kenya after the introduction of FPE in Kenya in 2003, an additional 1.5 million children were able to attend schools for the first time (UNESCO, 2005). The free primary initiative had been key factor in enhancing access, retention and quality at the primary level as propagated by the Ominde Education Report (Republic of Kenya, 1964). The challenge that emerged for the government was to ensure that pupils graduating from primary school access secondary education. To address this challenge, the government introduced Free Secondary Education (FSE) in 2008 as earlier promised in 2007 election campaigns.

1.2 Statement of the Problem

Education is a major basis to national development. This is according to the national goals of education in Kenya. This however can only be achieved when quality education is offered to all

citizens. In an effort to enhance accessibility, equity and retention after the FPE initiative of 2003 to ensure that all the citizens regardless of their social class get access to basic education, the Government of Kenya then introduced Free Secondary Education later in 2008. The Government and other development partners have endeavoured to provide facilities for the realization of free secondary education. Concerns have however been raised over the implementation and management of funds in the programme and whether FSE could be a sustained.

It seems that the Government assumed there was adequate physical capacity to accommodate more students in schools; that the government's current budget for secondary education was sustainable; and that the free primary education programme was successful (IPAR, 2007). Hence, the Ministry of Education looked at why low transition rates to secondary school were continued by addressing five thematic areas: the unit cost of secondary education; the structure of tuition fees; non-teaching staffing norms and wage guidelines; essential versus luxurious needs in secondary education; and tuition fee waivers and their implementation challenges. As a result of this study the Government concluded free secondary education was viable (Ohba, 2011).

Based on the experience in the implementation of FPE where many students enrolled for free primary education, it would be expected that implementation of free secondary education was to be faced with a myriad problems. This was because the many students who completed primary education were expected to join secondary school where they were expected to be accommodated. Research on FPE indicated that there were many challenges facing its implementation (Republic of Kenya, 2005). For example, UNESCO (2005) carried out an assessment of the Free Primary Education programme in Kenya in 2005. The assessment found out that some of the major challenges facing free primary education initiative were increased

student numbers; shortage of teachers; lack of clear guidelines on admission; lack of consultation with teachers and parents; delay in disbursement of funds by the government; and expanded roles for head teachers. These challenges have come due to the increased number of pupils in primary schools since now they can access education free. Being that there are more primary schools than secondary there was expected to be an overflow of these children to the secondary section due transition of these students to the next level. It was however not clear about the challenges that were being faced in the implementation of free Day secondary education. This was the concern that the study that aimed to establish challenges facing public secondary school head teachers in the implementation of Free Day Secondary Education.

1.3 Purpose of the Study

The purpose of this study was to determine the challenges faced by public day secondary school head teachers in the implementation of Free Day Secondary Education in North Masaba, Kenya.

1.4 Objectives of the Study

The study was guided by guided by the following objectives:

1. To establish the relationship between the level of training of head teachers and Implementation of Free Day Secondary Education.
2. To assess how the time of disbursement of the funds affect implementation of Free Day Secondary education.
3. To determine how the amount disbursed affect the implementation of Free Day Secondary Education.
4. To establish how the Free Day Secondary Education affect demand for physical facilities.

1.5 Research Questions

The study was guided by the following research questions:

1. What is the relationship between the level of training of head teachers and implementation of Free Day Secondary Education?
2. How does the time disbursement of funds affect the implementation of Free Day Secondary Education?
3. In which way does the does the amount disbursed affect the implementation of Free Day Secondary Education?
4. How does the free day secondary education affect demand for physical facilities?

1.6 Significance of the Study

This study may provide valuable insights to the government, head teachers of secondary schools, development partners and the communities on the management challenges likely to be encountered by the secondary school head teachers in the implementation of the FDSE initiative.

The findings of the study may provide the Ministry of Education with data on how secondary school head teachers are managing the FDSE. In turn, the Ministry of Education may be in a position to analyze these managerial challenges and establish their positive effectiveness, in order to take effective measures regarding the management of FDSE at school level.

By investigating the challenges faced by head teachers, the government is likely to be in a position to come up with strategies to improve the financial managerial skills of head teachers in order to be more effective in the implementation of the programme finances. To the head teachers and teachers, the study could act as a self assessment tool. Head teachers and teachers

might benefit from the study in that they are likely to acquire information to guide them on the need to sharpen their financial managerial skills in dealing with challenges of FDSE for example through further accounting training.

The study might contribute through the development of fresh knowledge which the head teachers can use to deal with the emerging challenges in the course of the implementation of Free Day Secondary Education. This is because some of them may refer to it to get more knowledge on FDSE.

The study may assist educational planners and enable Quality Assurance Officers during their visits to schools to give proper guidance to the schools managers on the best approaches of handling the emerging financial challenges while implementing the FDSE programme.

Study findings might assist the donors and other well wishers in assessing the level of needs in the implementation of the programme. The study might also add to the body of knowledge of secondary education financial management and education change management besides filling gaps in research which might prompt other researchers to do similar studies in other regions or levels of education.

1.7 Delimitations of the Study

The study was confined to North Masaba District from the lake region western Kenya. It aimed to address management challenges experienced by public secondary school head teachers in the implementation of free day secondary education. Head teachers and teachers participated in the study. Data was collected using questionnaires for teachers and interview schedule for the head teachers. The study was also delimited to Free Day Secondary Education and to secondary

schools within North Masaba District and only be generalized to other secondary schools with greater caution.

1.8 Limitations of the Study

In the course of the study the researcher experienced quite a number of limitations that possibly interfered with the quality of the data; some schools were far in the interior from the main road. However, the researcher used bodaboda as a means of transport and at times going on foot where the roads were impassible. The study was limited by the fact that it was not possible to control some intervening variables. For example, there were variations in the capacity of the head teachers due to experience and training. However, the researcher used interview method and Questionnaires which were simplified. Some might be having more work experience and can handle the challenges better than others and therefore the generalization of findings to all schools needs to be considered basing on this possible diversity.

1.9 Basic Assumption of the Study

The study assumed that all the respondents gave genuine, truthful, and honest responses to the questionnaires. Public secondary schools head teachers might be facing managerial challenges related to the implementation of Free Day Secondary Education. The study also assumed that the secondary school head teachers were conversant with the various ways of management of Free Day Secondary Education.

1.10 Definition of Significant Terms

Challenges are the setbacks or difficulties encountered in the process of implementing free secondary education, which could negatively impact on quality of education.

Effectiveness is the carrying out or execution of a given plan, in this case the free secondary education policy in a successful manner. In implementing the free secondary education policy, the Head-teacher coordinates various activities and manages the material and human resources in the school in such a way that the policy is effectively implemented.

Free Day Secondary Education refers to the waiver of tuition fees by the government for secondary school level. The parents are expected to meet other requirements like lunch, transport and boarding fees for those in boarding schools, besides development projects.

Management is the process of designing, developing and effecting organization objectives and programmes in order to achieve the predetermined goals. It is a system of working with and through individual personnel and groups for the purpose of achieving the establishment of goals the organization.

1.11 Organization of the study

The study was organized in five chapters. Chapter one comprised of the introduction, the background to the study, the statement to the problem, the purpose of the study, the objectives of the study, research questions, the significance of the study, the basic assumptions of the study, the limitations of the study, delimitations of the study, definition of significant terms and the organization of the study.

Chapter two entailed status of secondary education in Kenya, challenges related to the level of training of head teachers, challenges related to the time of disbursement of funds, challenges related to the amount disbursed, challenges related to learning materials and physical resources, summary of literature review, theoretical framework and conceptual framework of the study.

Chapter three contained the introduction, the research design, the location of the study, the target population, the sample size the sampling procedures, the data collection instruments, data collection procedures, reliability and validity of the study, ethical considerations and data analysis procedures. Chapter four included data analysis, presentation, interpretation and discussion while chapter five consisted of the introduction, summary of the findings, discussion of the findings, recommendations for further research bibliography and appendices.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presented a review of literature related to the study; status of secondary education in Kenya, challenges related to the level of training of head teachers, challenges related to the time of disbursement of funds, challenges related to the amount disbursed, challenges related to learning materials and physical resources, summary of literature review, theoretical framework and conceptual framework of the study.

2.2 Status of Secondary Education in Kenya

In Kenya, as in other developing countries, the provision of quality education and relevant training to all is the key determinant for achieving the national development agenda. The government of Kenya has therefore focused its main attention on formulating appropriate education policies to ensure maximum development of the human resources who are essential for all aspects of development and wealth creation through industrialization. All education stakeholders recognize that quality education at all levels will enable Kenyans to utilize their natural resources efficiently and effectively in order to attain and maintain desirable lifestyles for all Kenyans (Munavu, Ogutu, & Wasanga, 2008). In order therefore to attain the desired millennium development goals (MDGs) and education for all, the introduction of free secondary education was intended to reduce the cost burden on parents and enable more children access and attain the minimum basic secondary education.

Implementation of the free primary education (FPE) has been responsible for the recent upsurge in the secondary school enrolments since 2003. Enrolment trends in secondary schools show

a steady growth from 30,000 in 1963 to 860,000 students in 2003, and to over 1 million in 2006 (Munavu et al, 2008). Similarly the number of public secondary schools increased from 151 in 1963 to 3660 in 2005 (Republic of Kenya, 2005). One of the factors limiting growth in Gross Enrolment Ratios (GERs) at the secondary level is the limited number of secondary schools compared to the number of primary schools. The current gapping mismatch between the capacities at these levels is approximated by comparing the number of primary and secondary schools. The number of public primary schools was 18,081 in 2003 compared to 3,660 public and 641 private secondary schools in the same year (Republic of Kenya, 2005). This mismatch will pose a major challenge in implementing the declared government policy of free secondary education with effect from 2008.

Previous studies have shown that secondary education in Kenya is faced with a number of challenges. These challenges fall under the various school management task areas, which, according to Okumbe (2001), include management of staff personnel, pupils, school finance, physical and material resources, and the curriculum.

A study carried out by Mbaabu (1983) revealed that lack of physical facilities, materials, equipment and tools were among the major problems that primary school head teachers are faced with in Kenya. The study found out that in most schools classes had over 50 children. This study revealed that free education at the primary level brought about problems related to over-enrolment, lack of physical facilities, and inadequate teachers. The researcher will find out whether, with the introduction of free day secondary education, similar challenges are experienced in general and in particular North Masaba District.

Olembo and Cameroon (1986) indicate that school principals face increasing administrative difficulties. These include inadequate and badly constructed buildings; shortage of books and equipment; lack of proper school furniture particularly desks; poor or sometimes non-existent maintenance and repairs; untrained and half trained teachers who seldom stay long; overcrowded classrooms; poor communications and few supporting services especially health services. As a result the administration of schools has become one of the most taxing jobs in the whole education system.

2.3 Challenges Related to the Level of Training of Head Teachers

A school is a social institution responsible for promoting social interests and it is the responsibility of communities to look after the school in terms of buildings, human resources and finances. The head teacher acts as the mediator and coordinator of school community relationships. Head teachers play a major role in the management of all school financial activities, which involve the disbursement of money. The money is obtained through various sources such as fees. According to Orlosky (1984), financial management determines the way the school is managed and whether or not the school will meet its objectives. The head teacher is responsible for budgeting, accounting and auditing functions of financial management. With the introduction of free secondary education, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees (Republic of Kenya, 2005).

Education for All has led to a significant increase in the number of students completing primary education in Sub-Saharan Africa (SSA). It has also created tremendous demand for secondary education. This “highway” between primary and tertiary education faces many challenges

worldwide. Largely designed in the developed world in the 19th and early 20th centuries, and transported to the developing world, secondary education is not well aligned with 21st century needs and purposes.

Secondary school heads receive some leadership training but rarely before starting their jobs. Nor does the training cover all the aspects of secondary school management that a head teacher will have to face; rather it usually focuses on the rules for reporting to the government. No teacher training institutes or universities offer advanced training or degrees in school leadership and management to prepare promising candidates to lead a secondary school. “Most principals do not have degrees in educational leadership. Rather, once they become principals, they may participate in in-service or distance education workshops to develop skills in needed areas. These workshops tend to focus on administration and management (*e.g.*, accountability, resource and finance management, and record keeping)”. School heads themselves recognize that they need more and different kinds of training: “Areas in which principals need further training include information technology for financial management and evaluation, strategic planning, and human resource management” (McGinn, 2002).

Secondary school heads must manage their budgets, which come from several sources: central governments provide some funding based on enrollments; student fees constitute the bulk of operating budgets; PTAs may contribute to the school coffers; and extra-curricular activities can produce some small benefits. Financial management includes raising the needed funds, prioritizing needs and budget the available funds, spending only the limited amount available, and reporting expenditures in detail. Few school heads have training in these areas. Given the demands on their time, appropriate training in convenient locations would prove very useful.

Liang (2001), points out that Secondary school heads also report to their boards of governors, which tend to focus on financial management. Boards of Governors (BOGs) often include political appointees and representatives from local administrations whose loyalty may or may not be primarily to the schools. A school head must be able to respond to queries and may have to work hard to ensure that the BOG has the interests of the school at heart. For example, a BOG can be more or less attentive to school funding from local and governmental sources and can affect the speed with which funds reach the school and how they are used. It can transmit demands from the secondary school head to the offices that might react to them with greater or less alacrity, or work with greater or less energy to make sure that school demands are heard. Energetic BOGs can even attend to the quality of the education offered in the school and can bring their competence to bear. Reporting to BOGs, therefore, could have very different effects on a school, depending in part on the school head's ability to analyze the issues and make the case for addressing them, and in part on the capabilities and motivation of members of the BOG. It is not clear whether this arrangement is friendly to the schools, and the study sought to find out the challenges being experienced in that area.

2.4 Challenges Related to the time of Disbursement of Funds

When financial transactions are properly documented and kept in records, incidence of fraud, overspending under-spending and financial waste, will be curtailed to a large extent. Records such as cash book, bank account .book, cheque book, account ledger and receipt for payments, are useful records for this purpose.

Planning is a vital component of effective school financial administration (Du Preez et al. 2003).

The planning of school finances usually begins with the drafting of a budget (Kruger 2005).

According to Bisschoff (1997), a budget is the mission statement of the school expressed in monetary terms. McKinney (1995) argues that budgeting is an ongoing and dynamic process that is typically marked by regular phases, such as, planning, needs assessment and priority setting. Budgeting is a forward-looking process which should be guided by the school's vision for the future and a realistic assessment of the risks (Clarke 2007; Du Preez et al. 2003). Bisschoff (1997), summarizes the purpose of a budget as assisting systematic planning; quantifying objectives and identifying priorities; coordinating activities and communicating plans within the organization; motivating and increasing the accountability of middle management; authorizing expenditure and activities; controlling, monitoring and analyzing expenditure; and evaluating performance.

In an education organization its financial administration activity means bringing all possible input from staff, parents, students and the community together to render the service of quality education (Bisschoff 1997). In this respect, organizing of school finances should include aspects such as drawing up a school financial policy; setting up a structure within the school to handle administrative and financial matters; delegating certain functions to clerks, class teachers and the treasurer; and coordinating activities (Ntseto 2009).

The financial planning of school finances and its *control* are interdependent and closely linked with each other (Ntseto 2009). It can be deduced that the same relationship exists between the budget and control since a "budget is a planning instrument" (Bisschoff 1997). This means that financial planning is about budgeting and in this regard Ntseto (2001) argues that a "budget is a financial control technique as well as a plan". The administration of a school's finances is an integral part of effective school administration. Each of the aforementioned tasks will briefly be considered regarding financial management.

Chabari (2010), observes that majority of the schools in Kangundo reported that the funds released by the government to finance free secondary education were inadequate, and were also not released on time, forcing schools to procure goods on credit or shelve some projects. For example most of the schools operated on tight budgets while some of them sought CDF assistance. Other head teachers sought alternative funding and teaching methods to meet their needs. Therefore, it was necessary that the government should allocate enough funds in time and resources to schools to ensure that free secondary school education runs smoothly without compromising quality of education. Chabari adds that due to lack of adequate funds and resources which were the biggest challenges affecting effective implementation of free secondary education in public secondary school heads had to incur a lot of debts in their operations. This was especially when the funds disbursed to school are not done in good time.

2.5 Challenges Related to the Amount Disbursed

Joubert and Bray (2007), describe a school's financial management as the performance of management actions connected with the financial aspects of a school for the achievement of effective education. The common factor in these definitions of financial management is that a connection is made between the management tasks and the financial aspects of a school. The implication is that the management of school finances involves the task of planning (budgeting), organizing (coordinating), leading (communicating and motivating), as well as controlling (auditing) (Clarke, 2007). The above authors are also in accord that a school's financial management is imperative because it enables the school to achieve effective education.

In South Africa for instance, the principals have to carry out financial management. Parents have to be assured that the finances are managed properly at the schools under their custody, since payment of school finances are obligatory at all secondary and high schools (Motsamai 2009).

In Kenya, as in other developing countries, the provision of quality education and relevant training to all is the key determinant for achieving the national development agenda. The government of Kenya has therefore focused its main attention on formulating appropriate education policies to ensure maximum development of the human resources who are essential for all aspects of development and wealth creation through industrialization. All education stakeholders recognize that quality education at all levels will enable Kenyans to utilize their natural resources efficiently and effectively in order to attain and maintain desirable lifestyles for all Kenyans (Munavu et al., 2008). In order therefore to attain the desired millennium development goals (MDGs) and education for all, the introduction of free secondary education was intended to reduce the cost burden on parents and enable more children access and attain the minimum basic secondary education.

Head teachers play a major role in the management of all school financial activities, which involve the disbursement of money. The money is obtained through various sources such as fees. According to Orlosky (1984), financial management determines the way the school is managed and whether or not the school will meet its objectives. The head teacher is responsible for budgeting, accounting and auditing functions of financial management. With the introduction of free day secondary education, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees (Republic of Kenya, 2005). It is not clear whether this arrangement is friendly to the schools, and

the study sought to find out how the amount disbursed affect the implementation of FDSE and other challenges being experienced in schools.

There are, however, many challenges which threaten the sustainability of a robust educational regime in Kenya. The key challenges include little funds allocated to schools and myriad inefficiencies in managing the limited resources allocated to the education sector (Republic of Kenya, 2005).

2.6 Challenges Related to Learning Materials and Physical Resources

The management of material resources entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. Onyango (2001) states that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups. With the introduction of Free Secondary Education, schools could have registered over-enrolment, which means that the resources available in schools are constrained. The headteacher is also responsible for the school facilities.

Bell and Rhodes (1996) noted that school facilities include the administrative office, staff rooms and offices, classrooms laboratories, workshops, equipment, stores libraries, hostels, staff houses and the school grounds. In order for a school to advance the learning opportunities offered to the pupils, it has to adequately utilize the facilities available. It is the responsibility of the headteacher to ensure that there is adequate classroom space to enable the teaching-learning process take place without any hitches. He should ensure that the facilities are used efficiently and effectively. The school grounds like play grounds should be safe and well maintained.

Verspoor (2008) argues that increases in public spending will be inadequate to generate increases in education attainment and learning achievement unless accompanied by reforms that aim at a more efficient use of available resources and find sources of additional funding. He advises that well structured Public-Private Partnerships (PPPs) can help diversify the sources of financing and provision. Mbugua (1987) says that one of the duties of the head teachers in Kenya is to develop the school's physical facilities. She argues that in dealing with physical facilities, a headteacher has to bear in mind where to house the educational program, the population to be served by the facility and ensure that financial resources are readily available for the school expansions.

In South Africa, user fees are identified as a barrier to education (Veriava, 2002). While school budgets are funded by allocations from state revenue, school fees are required to supplement these budgets so that schools are able to run smoothly. The South Africa School Act (SASA) provides that a majority of parents at a public school may determine whether or not school fees are charged and the amount to be paid. There was however exemptions from paying school fees for parents who could afford to meet the cost. Exemption is extended to parents whose income is less than 30 times, but not more than 10 times the amount of fees (Veriava, 2002). In Kenya the government has a uniform allocation criterion for secondary tuition, meaning that education is accessible to every qualifying student graduating from primary school. The study sought to find out how FDSE affect demand for physical facilities.

School Administration is a social process, concerned with identifying, maintaining, stimulating, controlling and unifying, formally and informally organized human and material energies within an interpreted system. A School administrator fulfils such demands by developing specific plans and executing policies within a unified system related to the administrative task. It is through

administration that the energies of people are brought together. School administration is specifically concerned with students, teachers, and rules, regulations and policies that govern the school system. The school head and his staff must always keep the Ministry of Education, school boards, the general public fully informed of the policies, programmes, failures, and successes of the school. The school head performs a wide variety of functions. The main task of the school head are interpreting policy, executing curriculum programme, seeing to students welfare, equipment, physical facilities and finances, inducting and retraining staff, and finally maintaining effective school community relations (Musaazi 1982).

Olembo and Cameroon (1986) indicate that school principals face increasing administrative difficulties. These include inadequate and badly constructed buildings; shortage of books and equipment; lack of proper school furniture particularly desks; poor or sometimes non-existent maintenance and repairs; untrained and half trained teachers who seldom stay long; overcrowded classrooms; poor communications and few supporting services especially health services. As a result the administration of schools has become one of the most taxing jobs in the whole education system.

In relation to the structure of physical facilities, Osei (2006) indicate that the development efforts of school head teachers have sometimes been frustrated because of lack of space for extension of the school, lack of housing for teachers and worse still lack of essential facilities like desks, chalk, books and so on. Some schools do not have adequate classrooms and where they exist they are sometimes in very poor condition, which are hazardous to students and staff. Such a situation is likely to be observed in public secondary schools at present.

2.7 Summary of Literature Review

Olembo and Cameroon (1986) indicate that school principals face increasing administrative difficulties. Free Day Secondary Education has been identified to be implemented in most countries of the world. This has been due to demands of public interest and as a way of achieving Education for All. With specific reference to Kenya the implementation of free day secondary education has posed a number of challenges particularly to the heads of institutions who are the sole managers of the funds. The level of training of the head teachers with regards to the implementation of these funds is necessary because as the personnel required in the handling the finances they need to acquire accounting skills. Implementation of FDSE is an activity that has been accompanied with challenges of which include auditing accounting, budgeting and balancing of the school records to ensure accountability of the government funds. Issues related to the implementation of Free Day Secondary Education affects all the stakeholders concerned in the funding process.

2.8 Theoretical Framework

The study was modeled in the along the system theory that was advanced by Von Ludwing (1968). This theory deals with complex intrapersonal, intergroup and human interaction within an organizational set up, without reducing perceptual phenomena to the level of individual stimuli deals with the individuals who corporate with a formal framework drawing both human and financial resources from their environment and later making sure that these resources are put back into that same environment.

By systems, Bertalanffy (1971) means 'complexes of elements standing in interaction. The closed system is called closed if it neither takes in nor emits matter (only energy exchange is

possible and taken into account). The system is called open if there is a continual input and output of both energy and matter in it.

Also, Griffiths (1964) added that all systems except the smallest have subsystems and all but the largest have supra systems, which are their environment. Each system or subsystem conceptualized as having a boundary. The boundary of a system is the component that separates the system from its environment and filters the inputs to and the output from the system. Inputs, processes, and outputs of an organization are all stages in the system's cycle of events.

The open system theory also emphasizes the necessary dependence of any organization upon its environment.

System approach comprises the analysis of the interaction of parts of a whole and its relationship with environment. It should be implemented while planning changes in all the system, and especially, the open system to which education belongs because of its continuous interaction with the environment and its element of receiving inputs form external environment, processes then and supplies output to external environment.

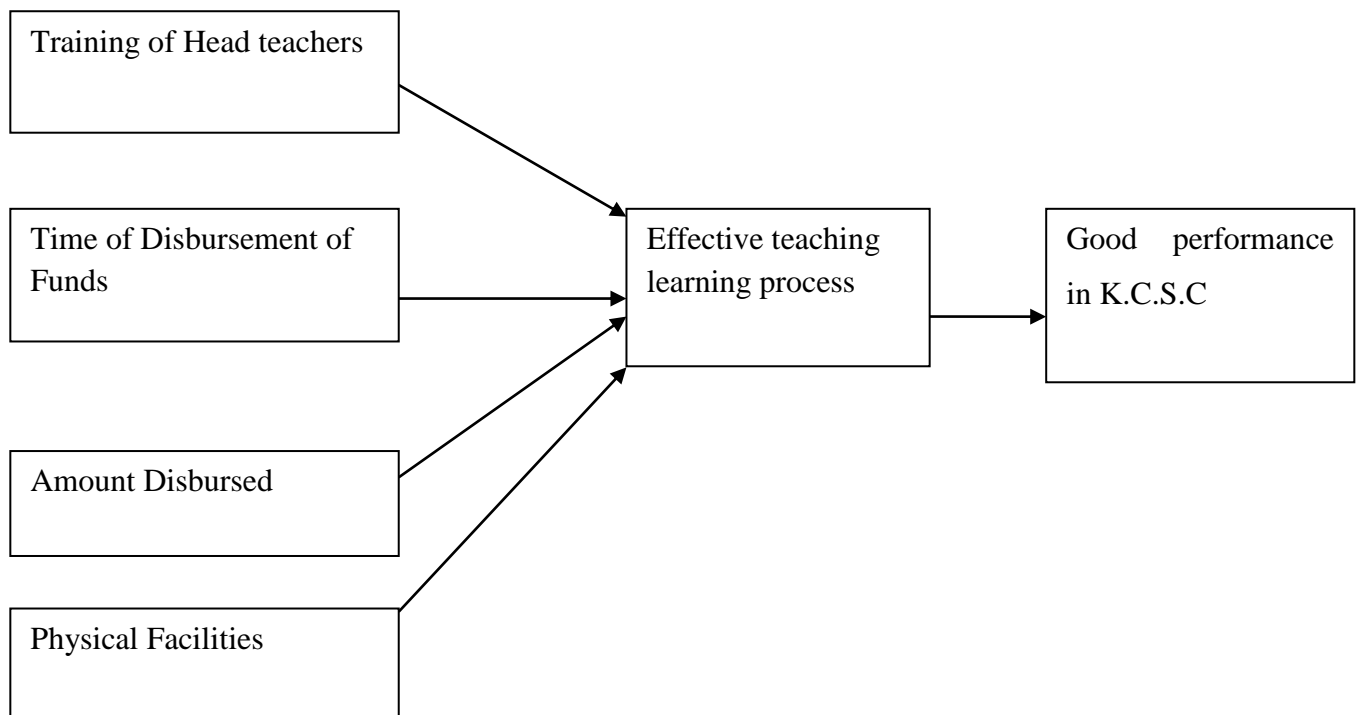
Systems approach is a management tool that allows individuals to examine all aspects of the organization, to inter-relate the effects of one set of decisions to another and to optimally use all the resources at hand to solve the problem. One of the educational management approaches is the system approach where different parts function for the common good by forming the integral part of a whole. Through the system approach theory, the researcher considers the school as a whole. It is the principals' task to ensure that all the elements within the system are well coordinated. The implementation of FDSE lies solely in the hands of the head teachers with the help of the teachers and the other board of governors. Implementation of FDSE is seen as the head teachers' administrative role in the school. Therefore, the principal's tasks form the

subsystem in the school. In this study, the principal's tasks include management of financial resources on accounting, auditing, budgeting and evaluation of the usage of financial resources.

2.9 Conceptual Framework

Figure 2.1 Conceptual Framework

Relationship between challenges and implementation of FDSE



The level of training of the head teachers on matters related to educational management is likely to affect the implementation of Free Day Secondary Education. This will be influenced by the rate at which head teacher attend to refresher courses and their determination to cope up with the emergency of new issues in their schools. However it is very clear that due to the introduction of FDSE and the limited resources in most secondary schools, school facilities are a challenge. This is due to the increased number of enrolments in schools. Schools being open systems they are ready to receive inputs form external environment, processes then and supplies output to external environment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used to conduct the study, focusing on research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures, and data analysis techniques.

3.2 Research Design

This study employed a descriptive survey research design. Descriptive survey is a method of collecting information by interviewing or administering a Questionnaire to a sample of individuals (Orodho, 2003). Kerlinger (1969) points out that descriptive studies are not only restricted to fact findings, but may often result in the formulation of important principles of knowledge and solution to significant problems. Descriptive survey research designs was used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg & Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The design was suitable for the study because was used to explore and evaluate in detail various challenges faced by public secondary school heads teachers in the implementation of Free Day Secondary Education. Descriptive design was therefore suitable because accurate information may be obtained for large number of people with a small sample.

3.3 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). The target population for this study consisted of all the 30 public day secondary school heads, 30, BOG members, 30 PTA chair persons. The schools had an average of 15 government teachers, which brings a total of 450 teachers. Therefore, the total population was 540 subjects.

3.4 Sample Size and Sampling Procedures

Lay and Charles, (1980), define a sample as a subject of population which is a representative. Gay (1992) defines sampling as a process of selecting a number of individuals for the study in such a way that the individual represent the larger group from which they were selected. According to Mugenda and Mugenda (2003) ten percent of the population can be used in sampling. Out of the 30 public secondary schools 10 head teachers, 10 BOG members, 10 PTA chair persons were sampled. The schools have an average of 15 classroom teachers, therefore they totalize to 129 teachers. All the 129 teachers were sampled out to participate in the study. This represents 33% of the target population. According to Gay (1992), a sample is representation for a small population. Mugenda and Mugenda (2003), also recommends up to 1/3 (a third) of the population can be used in sampling. Random sampling was used in selecting the school. Therefore the sampled population was 129 plus 20 PTA and BOG members.

Table 3.1 Target population and Number of Sampled Subjects.

Divisions	Actual No of Schools	No of Schools Sampled	No of the sampled head teachers and teachers	No of BOGs and PTAs Sampled
Gachuba	7	7	40	6
Rigoma	9	9	40	6
Gesima	14	14	70	8
Total	30	30	150	20

Source: (North Masaba District Education Office)

3.5 Research Instruments

Instruments are the tools used to collect data. The most common tools include questionnaires, interviews, observations and document analysis (Oso & Onen, 2008). Data collection instruments for this study were questionnaires, interview schedules and participation observation guide. These instruments were designed to source information from the respondents.

The study employed questionnaire as one of the tools of data collection. Mugenda and Mugenda (1999), points out that questionnaire is a self report used for gathering information about variables of interest in an investigation. Therefore, questionnaires were used to collect information from the public secondary school teachers that were selected. The study employed open-ended and closed-ended questionnaires which were administered by the researcher herself to the members who were selected at random for the purpose of sourcing information.

Interview schedules are person to person verbal communication in which one person or a group of persons asks the other person question intended to elicit information of opinion (Oso & Onen, 2008). This study used structured interviews from the PTA, BOG members and school head teachers. The tool was used to supplement information from the questionnaires and give a depth account on the management challenges facing public secondary school head teachers in the implementation of FSE finances.

Barreman (1968), notes that participation observation is the practice of living among the people one wants to study, coming to know them, their language and their way of life, through intense and nearly continuous interaction with them in their daily lives. The role of the researcher is to observe events being studied. The study adopted micro-ethnography's position where visits were scheduled rather than continuous living. The researcher participated in some of the workshops held by the local public secondary school head teachers for participation observation. The purpose of this was to get first hand information.

3.6 Validity of the instruments

Validity implies the accuracy of the research tool (instrument), it refers to the utility of a tool, data or information. Mugenda and Mugenda (2003), on the other hand defines validity as the accuracy and meaningfulness of inferences that are based on the research result. The most useful of this study is content validity. As Franklin and Thresher (1976), states that content validity is determined by expert judgment. In this case, the questionnaire in this study were scrutinized and approved by the lectures supervising the proposal to determine whether the questionnaires are valid and representative.

3.7 Reliability of the instruments

According to Kasomo (2007), reliability refers to how consistent a research procedure or instrument is. It therefore means the degree of consistency demonstrated by the study. Reliability of the instruments will be ensured through pilot testing of the research instruments before the real study. Wiersma (1985) defines reliability as the consistency of the instruments in the measuring whatever it measures. The method employed was the test-retest method. A pilot test was conducted in five schools. Questionnaires were applied to five head teachers of the pilot schools which participated in the pilot study. After two weeks the same Questionnaires were administered to the five head teachers. Results of the two findings were compared using Karl Pearson formula.

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

r_{xy} = correlation coefficient

$\sum xy$ = sum of the products of each x deviation times each y deviation

$\sum x^2$ = the sum of squared deviations of x scores

$\sum y^2$ = the sum of squared deviations of y scores

After calculation, the reliability co-efficient was found to be 0.7. Therefore the instrument was very reliable.

3.8 Data Collection Procedure

First the permission was obtained from the National Council for Science and Technology (NCST). The researcher then went to the district human resource officer to allow me visit the

schools in his district. After this the researcher went to district commissioner to seek for security in order to conduct the research. One of the letters for introduction to the Heads was obtained from the chairman, department of administration and planning, University of Nairobi (UoN). This was to enable the researcher to personally administer the questionnaires to the heads of secondary schools, teachers, BOGs, PTAs.

After getting permit from the relevant authorities, the researcher visited the schools and personally delivered the questionnaires to the sampled respondents after introducing himself using the letter of introduction. The researcher gave time to the respondents to fully respond to the questionnaires. The researcher then agreed with the concerned respondents on the convenient time to collect back the questionnaires.

3.9 Data analysis Techniques

Qualitative data was analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents information and documented data. As observed by Gray (2004), that qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to serendipitous (chance) findings. On the other hand, quantitative data was analyzed using various statistics including measures of central tendency and dispersion. Simple descriptive statistics was employed to analyze quantitative data. The statistics that were used included frequency counts, means and percentages. Quantitative data analysis requires the use of a computer spreadsheet, and for this reason SPSS version 11.5 was used. As Martin and Acuna (2002), observe that Statistical Package for Social Sciences (SPSS) Version 11.5 was able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is

also quite efficient. The results for data analysis were presented using frequency distribution tables and bar graphs.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter covers Questionnaire return rate for respondents, Demographic information for respondents, Data analysis, Challenges related to the level of training of head teachers, Challenges related to the time of disbursement of funds, Challenges related to disbursement of funds and Challenges related to demand for physical facilities.

4.2 Questionnaire Return Rate for Respondents

The researcher sent out 10 questionnaires to the sampled population of the head teachers and all were filled and returned. This was 100% return rate from the side of the head teachers while the teachers returned questionnaires were 135 which represented 96.4%. On the other hand, the PTA/BOG returned only 19 questionnaires which made 95% return rate. This was taken as 100% of the sampled population. 5% did not return their questionnaires even after they were reminded to return them. The researcher concluded that the questionnaires were adequate for this analysis.

4.3 Demographic information for Respondents

In order to understand the type of respondents the researcher was dealing with in the study, their background information was necessary, especially in relation to gender, level of education and work experience. The study was carried out in day public secondary schools in Masaba North District, Kenya.

Table 4.1: Gender of the Head teachers and Teachers

Gender	Head teachers		Teachers	
	No	%	No	%
Male	6	60	97	71.9
Female	4	40	38	28.1
Total	10	100	135	100

Table one indicates that male head teachers are more than female head teachers. This is an implication that more male teachers are promoted to headship than the female teachers. This would also be due to fewer girl schools in the district compared to boys' schools. It would also be due to majority of female teachers have domestic commitments that may not allow them to take up the challenging headship responsibilities. Female teachers would be getting satisfaction from classroom teaching than management responsibilities.

Table 4.2: Education Level of the Head teachers and Teachers

Education level	Head teachers		Teachers	
	No	%	No	%
Master	1	10	7	5.2
Bachelors	9	90	45	33.3
Diploma	-	-	16	11.9
PGDE	-	-	5	3.7
Others	-	-	62	45.9
Total	10	100	135	100

On the other hand the respondents were asked to indicate their level of qualification. From the table 4.2 above, many head teachers with Bachelors degree are more, 9 (90%) than those with master's degree. This would be due to many Universities that have been opened up. It would also be due to the government giving bursaries to needy students. Constituency Development Fund in Education would also be the contributing factor to many going for Bachelor's degree. Only one teacher had a master's degree. This was an indication that majority of the head teachers had not gone back to school to advance their studies. On the other hand 45.9% of the teachers indicated that they were others and when they were requested to specify they indicated that they were school Board teachers who were not trained teachers. However some of them were trained teachers but still working with the board because they have not been employed by the government. Those who showed that they were not trained were all form four leavers who were waiting to join the University or any other related colleges. 11.9% of the teachers were diploma

holders. From the findings it was also established that over half of the remaining teachers who have not attained masters were diploma level holders.

Table 4.3: Work Experience in years

Experience in years	Frequency	Percent (%)
Less than one year	-	-
2-4 years	1	10
4-6 years	3	30
6 years and above	6	60
Total	10	100

It was established from table 4.3 above that majority 6, (60%) of the teachers had over 6 years of experience in their profession while 30% had stayed in the provision between 4-6 years and 10% of them had between 2-4 years. Therefore they seemed to know what they were expected to do in their respective schools. They were also conversant with their school environment.

Table 4.4: Category of School

School Category	Frequency	Percent (%)
Provincial Boys' Boarding	-	-
Provincial Girls' boarding	-	-
Provincial Mixed Boarding	3	30
District mixed day	7	70
District Boys' boy' boarding	-	-
District Girls' boarding	-	-
Total	10	100

From table 4.4 above it was established that majority 7, (70%) of the schools in Masaba North district were mixed day district schools, while 3 (30%) of the schools are mixed boarding provincial schools. There are no provincial pure boys' and girls' boarding school in the district. It was also established that there were no pure boys' and girls' district boarding schools. This could be the reason as to why most of the schools were headed by the male teachers because it is assumed that male teachers could handle mixed schools without boys belittling them. It could also be due to the bigger number of male teachers than the female teachers in the district. There could also be more males than females' enrolment in Masaba North District.

4.4 Data Analysis

Data analysis is very important in this section since it will help to show how the respondents view challenges experienced in the implementation of Free Day Secondary Education. The study sought to discuss data got from the respondents and it was based on the following sub-headings;

level of training of head teachers and financial management in secondary school, time of disbursement of funds in the implementation of FDSE, how the amount disbursed affect implementation of FDSE, and How Free Day Secondary Education affect demand for physical facilities.

4.4.1 Challenges Related to the Level of Training of Head Teachers

The study also sought to know the training level of the head teachers and financial management in schools. The respondents were expected to respond to the following items: number of times the government disburse school finances to school, some of the financial records maintained in schools, whether schools have an accounts clerk, if they have attended any seminar for school financial management,

Table 4.5 Number of times government finances are sent to your school in a year

Government Finances	Frequency	Percent (%)
Once	-	-
Twice	10	100
Not Sure	-	-
Total	10	100

From table 4.5 above it was established that 100% of the respondents showed that they got finances twice a year. This could be because the government wants to ensure that free tuition Secondary Education is a success. This was a clear indication that the Free Day Secondary

Education was very active in schools. It could also be due to finances being key factor because they help for the smooth running of activities.

Table 4.6 Seminars Attended for School Financial Management

Seminar	Frequency	Percent (%)
Yes	10	100
No	-	-
Not Sure	-	-
Total	10	100

Table 4.6 indicated that all, 10 (100%) head teachers had attended a seminar for school financial management. This could be due to the government making it compulsory for school heads attend seminars so as to learn on the management of finances in the school. Regular financial auditing by the government could also be contributing to all head teachers attending school financial management seminars. Therefore they seem to be aware of handling the Free Day Secondary Education Finances because they have been introduced to the basic skills of financial management.

Table 4.7 Other people who operate the school bank account

Bank Account Operations	Frequency	Percent (%)
Yes	-	-
No	10	100
Not Sure	-	-
Total	10	100

From table 4.7 it was established that majority, 10 head teachers (100%) indicated that there were no other person who operated the school bank account other than the school head teachers. The reason could be that the head teachers were the ones accountable for school finances. Another reason could be that they were the ones who had been trained on the management of school finances in the school.

4.4.2 Challenges Related to Time of Disbursement of Funds

The study also sought to establish if the disbursement of the school funds were sent in time. Therefore, it was essential to inquire if the schools had a school bank account; school got financial assistance from anywhere, other teachers involved in the budgeting of any of the school finances and the operations of their bank account.

Table 4.8 Schools with Bank Accounts

Bank Account	Frequency	Percent (%)
Yes	-	-
No	10	100
Not Sure	-	-
Total	10	100

From table 4.8 it was established that 10 schools (100%) had no bank accounts which was in operational. The reason could be that the head teachers had no knowledge on the usefulness of Bank accounts. Another reason could be lack of financial management skills. Therefore, it was an indication that only the school head teacher could have information about how the Free Day Secondary Education finances could be managed.

Table 4.9 Financial Assistance from other Sources

Other Financial Sources	Frequency	Percent (%)
Yes	87	64.4
No	40	29.6
Not Sure	8	5.9
Total	135	100

Table 4.9 above indicates that a majority (64.4%) of the respondents accepted that the school got financial assistance from other sources other than the Free Day Secondary Education, while 29.6% said that they did not know whether they got financial assistance from other sources. Finally, 5.9% were not sure whether the schools receive financial assistance from other sources. This could be because many head teachers do not tell the staff members on the sources of finances in the school.

4.4.3 Challenges Related to Disbursement of Funds

The study also sought to investigate how the amount disbursed money to schools affect the implementation of Free Day Secondary Education. Therefore, the following were investigated from the respondents; delay of the FDSE finances, problems experienced with the operation of the finances, if the finances sent were adequate in meeting the school administrative needs and the results were presented in the tables below.

Table 4.10 Delays of the FDSE Finances

Finance Delay	Frequency	Percent (%)
Yes	113	83.7
No	12	8.9
Not Sure	10	7.4
Total	135	100

From table 4.10 it was established that majority 83.7% of the respondents noted that there were delays in the disbursement of Free Day Secondary Education Finances while 8.9% said that there were no delay and finally 7.4% indicated that they were not sure whether there were delays or not. It was revealed from the interviews with the BOG/PTA members that most of the schools ended up getting assistance from the Constituency Development Fund (CDF). One of the PTA members noted that:

“At times during the end of the year 2009 the school was forced to request for funds from the CDF help them complete the year’s activities since the government delayed to disburse Free Day Secondary Education funds and school activities had to continue. The respondent said that the school is purely day and the only funds that they are entitled to collect from the parents are lunch levies and PTA money .Lunch levies is KHS 1500 per term per student while PTA money is 1500 per year a fund which must be subsidized by the government fund for complete budget of the school activities.”

Table 4.11 Problem with the Operation of the Finances

Operation Problem	Frequency	Percent (%)
Yes	113	83.7
No	12	8.9
Not Sure	10	7.4
Total	135	100

From table 4.11 above it was established that there was a problem encountered with the operations of the finances. This was because majority (83.7%) pointed out that there was a problem while 8.7% said there was no problem and 7.4% said that they were not sure if there was a problem or not. The reason could be that most head teachers had no knowledge on accounting of finances in the school.

Table 4.12 Adequacy of Finances in Meeting the School Needs

Adequacy of Finances	Frequency	Percent (%)
Yes	3	2.0
No	121	89.9
Total	135	100

It was also established that the finances that were sent to schools were not adequate. 8.1% were not sure and 2.0% said that the finances were adequate to meet the school needs. Majority

(89.9%) of the respondents said that there were no adequate finances to help meet the school needs. This could be due to many of the head teachers misappropriating the Free day tuition secondary Education funds.

Table 4.13 Coping Strategies with the inadequacy of Funds

Coping strategies	Number of Head teachers	Percentage
Working on tight budgets	10	100
Seeking CDF partnership in school	9	90
Subsidizing with PTA funds	8	80
Fundraising	6	60
Acquisition of goods on credit from Suppliers	3	30
Seeking door funding	5	50
Making budget readjustments	2	20
Borrowing money from other school heads	1	10
Leaving some tasks undone until funds are available	1	10

Table 4.13 indicates that the strategies employed by head teachers to cope with inadequacy of FDSE funds included working on tight budgets 100%, seeking CDF partnership in development projects 90%, seeking donor funding 50% and subsidizing with PTA funds 90%. Other strategies included fundraising, acquisition of goods on credit from suppliers, making budget

readjustments, borrowing money from other school head teachers, and leaving some tasks undone until funds are released by the government.

On their part, the head teachers noted that the schools were struggling to meet their budgets indicating that funding was inadequate. According to Lewin (2008), projections of the financing required for a significant expansion of access to secondary education - including progress towards a basic education cycle of 9 or 10 years- indicate that enrolments in secondary education can not be expanded at the present unit cost levels. Constrained by limited public resources and in the absence of significant policy reforms, SSA countries have responded to the increased demand for secondary places by spreading the same resources over larger number of students (Very poor, 2008). Consequently, essential inputs often are in short supply resulting in increasing class sizes, shortages of textbooks, instructional materials and supplies, poorly stocked libraries and double or triple shift use of facilities which adversely affect the curriculum supervision and implementation.

4.4.4 Challenges Related to the Demand for Physical Facilities

The study also sought to investigate the challenges related to physical facilities and how they are affected by Free Day Secondary Education. These facilities include learning resources. The study investigated whether the facilities that were being used in the school after the introduction of Free Day Secondary Education are now adequate or inadequate. The findings of this investigation are recorded in the table below.

Table 4.14 Learning Resources

Resources	Adequate		Inadequate	
	No	%	No	%
Classrooms	45	33.3	90	66.7
Sanitary units (Toilets/latrines, urinals)	54	40	81	60
Desks (lockers)	68	50.4	67	49.6
Textbooks and other supplementary books	45	33.3	90	66.7
Other teaching-learning resources (writing materials, charts and chalks)	120	88.9	15	11.1

Table 4.14 shows that 66.7% of the teachers indicated that the classrooms were inadequate, while 33.3% indicated that they were adequate. Sanitary units such as toilets and urinals were rated adequate by 40% teachers and inadequate by 60% teachers. An equal proportion of teachers rated desks adequate 50.4% and inadequate 49.6%. The inadequacy of the classrooms in the public secondary schools were due to the large enrolment of children in secondary school.

Textbooks were rated adequate by 30% teachers and inadequate by 70% teachers. Majority, 88.9.% of the teachers rated other teaching and learning resources such as writing materials, charts, chalks as adequate while 11.1.% rated them inadequate. Based on this analysis, it emerges that the most inadequate resources in the schools according to teachers were textbooks and sanitary resources. The kind of textbooks lacking are the course books which students are expected to use in their respective subjects. Due to increased numbers of students in secondary

schools there is a possibility that the inadequacy of textbooks has to come up. These findings are in line with the findings of (Onyango, 2001), who established that with the introduction of Free Secondary Education, schools could have registered over-enrolment, which means that the materials available in schools are constrained.

The inadequacy of these resources could make it difficult for headteachers and teachers to perform their functions adequately. Olembo and Cameroon (1986), indicate that school principals face increasing administrative difficulties. These include inadequate and badly constructed buildings; shortage of books and equipment; lack of proper school furniture particularly desks; poor or sometimes non-existent maintenance and repairs; over-crowded classrooms; and poor communication infrastructure and few supporting services especially health services. Shortage of these resources could compromise the quality of secondary education in the country.

For instance, inadequate classrooms would mean overcrowding and hence making the classroom environment unfavourable for learning. Another challenge that could be experienced in the implementation of free secondary education is related to adequacy of classrooms. Consequently, data was collected from head teachers on the number of classrooms available and the number required for each schools. Table 4.14 shows the number of classrooms available in the schools and the number required.

One of the challenges related to increased enrolment was overcrowding in classes if the schools did not construct more classrooms to accommodate the increase. This fact was strengthened by the teachers' responses concerning overcrowding of students in classes. Figure 4.1 showed the

proportion of teachers indicating that there was overcrowding in their classes as a result of free secondary education.

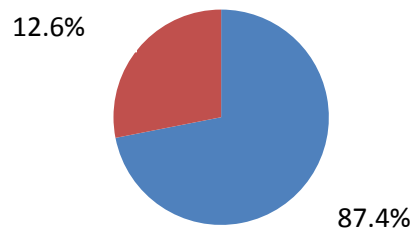


Figure 4.1: Overcrowding in Classes as a Result of FDSE

This figure 4.1 shows that 87.4% of the teachers indicated that they had classes that were overcrowded as a result of free secondary education, while 12.6% did not have classes that were overcrowded. This showed that most of the schools had overcrowded classrooms, which was in line with studies conducted elsewhere. For instance, Osei (2006) found that broadly, teachers in most countries in sub-Saharan Africa work in multi-grade, overcrowded classrooms (55750 pupils in a class), mainly due to a considerable increase in student enrolment to primary and secondary education. Olembo and Cameroon (1986) noted that overcrowding, together with other challenges such as lack of school facilities (lack of basic teaching materials, and an absence of sufficient equipment for laboratories) and inadequate infrastructure (such as little lighting, drab walls) negatively affect the quality of education in sub-Saharan African countries. The teachers indicated that overcrowding impedes effective learning because classes are too overcrowded for them to give ample attention to students which is required for good performance. As a result of increased enrolment in schools due to free secondary education there has resulted to increase in workload among the teachers.

Table 4.15 Weekly Teaching Workload

No of Lessons Per Week	Number of teachers	Percent
10-20	16	11.9
21-30	112	83
30 plus	7	5.1
Total	135	100

Table 4.15 showed that 83% of the teachers taught 21 – 30 lessons per week, 11.9% covered 10 – 20 lessons per week and 5.1% have over 30 lessons to teach per week.

The introduction of Free Day Secondary Education enhanced students to access to secondary education. However the increased access was not commensurate to the number of teachers available in schools and due this the study sought to find out the levels of teachers workload against this enhanced access .This is the reason why majority of the secondary schools had to hire untrained teachers in their schools to help reduce the workload.

Table 4.16 Teachers' Ratings of Their Teaching Workload

Rating of workload	Number of teachers	Percent
Too high	8	5.9
High	102	75.6
Average	23	17
Low	2	1.5
Total	135	100

Table 4.16 shows that 75.6% of the teachers rated their workload as high, 17% of the teacher's rated their workload as average, while 5.9% rated their workload as too high. Only 01.5% teachers rated the teaching workload as low. This was an indication that there was a marked increase in teachers' workloads as a result of free secondary education. The teachers were not able to do their work adequately due to high enrolment of students and overcrowded classes.

The teachers were asked to indicate the coping strategies that they employed to deal with challenges related to heavy teaching workload, to which they responded as shown in Table 4.17.

Table 4.17 How Teachers Cope With Increased Workloads

Coping strategies	No of teachers	Percent
Holding remedial classes during weekends and school holidays	98	72.6
Combining classes		
Organizing group discussions	21	15.6
Use of different teaching approaches	10	7.4
Total	6	4.4
	135	100

Table 4.17 showed that 72.6% of the teachers coped with increased teaching workload by holding remedial classes during weekends and school holidays, 15.6% coped by combining classes, 7.4% coped with increased teaching workload by organizing group discussions, while 4.4% used alternative teaching approaches which enabled them to cover the syllabus on time. This showed that day free secondary education had led to increased workload for teachers, forcing them to offer supplementary tuition for students.

Another challenge facing the implementation of free secondary education was inadequacy of teachers. All the 100% head teachers reported that they did not have adequate number of teachers in their schools.

The head teachers were asked to indicate how they coped with the inadequate number of teachers in their schools, to which they responded as shown in Figure 4.2

Figure 4.2 Coping with Teacher Inadequacy

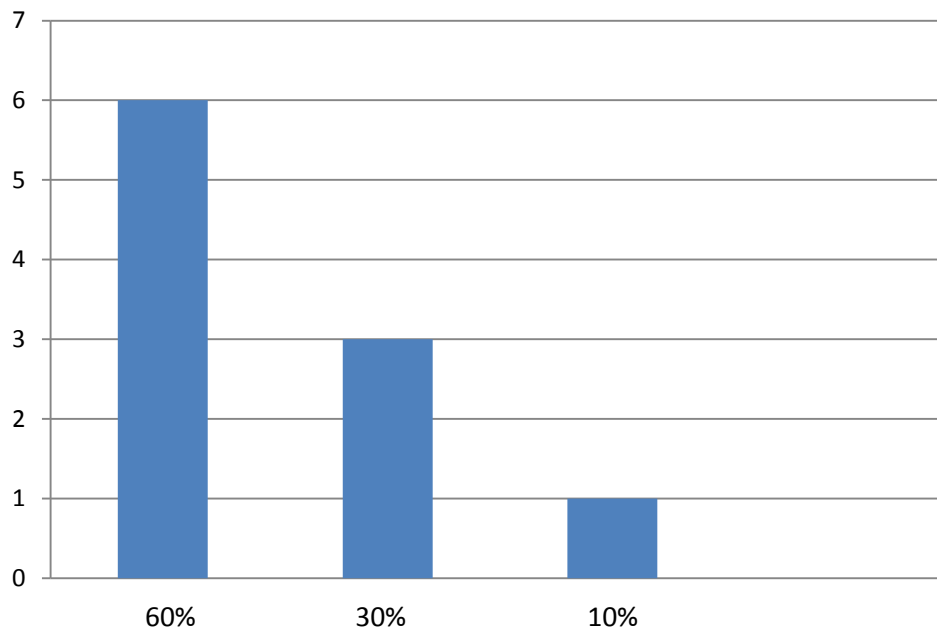


Figure 4.2 Coping With Teacher Inadequacy Figure 4.2 showed that as a way of coping with shortage of teachers, 60% of the head teachers make their teachers teach combined classes, 30% had employed BoG teachers, while 10% used volunteer teachers. This might be the contributing factor to the ineffectiveness of free secondary education because combined classes that are overcrowded inhibit teacher-student relations to promote good learning in schools. Use of volunteer teachers is also ineffective because they may not be fully committed as would those who are permanently employed, and will not fill the gap of shortage of teachers effectively.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the findings of study, conclusions, recommendations and suggestions for further research. The main focus of the study was to investigate challenges faced by public secondary school head teachers in the implementation of Free Day Secondary Education in North Masaba, Kenya.

5.1 Summary of the Study

The collected from the study was to answer the question on the challenges faced by public secondary school head teachers in the implementation of Free Day Secondary Education in North Masaba, Kenya. The study was guided by the following objectives; to establish the relationship between the level of training of head teachers and Implementation of Free Day Secondary Education, to assess how the time of disbursement of the funds affect implementation of Free Day Secondary education, to determine how the amount disbursed affect the implementation of Free Day Secondary Education and to establish how the Free Day Secondary Education affect demand for physical facilities.

5.2 Summary of the findings of the study

The study found out that 60% of the head teachers are males while 71.9% of the teachers were also found to be males. This was an indication that most of the secondary schools in this district are dominated by the male teachers. The study also established that 90% of the head teachers are still holding their first degree while 88.9% of the teachers are also bachelors' holders. This was

an indication that most of the teachers have not upgraded their studies. It was also established that 100% of the respondents showed that they get finances twice a year

It was found out that majority (64.4%) of the respondents accepted that the school get financial assistance from other sources other than the Free Day Secondary Education and also it was established that majority 83.7% of the respondents noted that there were delays in the disbursement of Free Day Secondary Education Finances. majority (89.9%) of the respondents acknowledged that there were no adequate finances to help meet the school needs.

From the findings of the study it was established that majority (83.7%) pointed out that there was a problem with the operations of the school finances. Majority 66.7% of the teachers indicated that the classrooms were inadequate in their schools. Sanitary facilities were also rated inadequate by 60% of the teachers responding that they had less sanitary facilities in their school. It was also established that majority 70% of the respondents indicated that textbooks were inadequate.

5.3 Conclusions of the Findings of the Study

Most of the teachers had stayed in their place of work for over six years and therefore they seemed to understand their work environment better and they would be in a position to handle their work problems. Most of the head teachers and teachers had only attained bachelors' degree. This was a clear indication that these teachers have not advanced their studies ever since they graduated for their first degree.

The study concluded that most of the teachers in leadership are males and therefore there is a lot of gender parity in the district in terms of teacher population. Majority of the schools are mixed

day district secondary schools and this might be the reason as to why these schools are managed by male teachers.

This concludes that there were less physical facilities in schools due to the increased number of students in schools. It was clear that things like sanitary units, classrooms textbooks were inadequate in most schools.

Based on the findings of the study the researcher concluded that the challenges facing effective implementation of free day secondary education in relation to inadequacy of funds the respective head teachers had developed strategies which could help them deal with that situation. Therefore, the study established that 89.9% of the schools reported that the funds released by the government to finance free secondary education were inadequate, and was also not released on time, forcing schools to procure goods on credit or shelve some projects. For example 100% of the schools operated on tight budgets while 90% sought CDF assistance. Other head teachers sought alternative funding and teaching methods to meet their needs.

5.4 Recommendations

From the findings of this study it was concluded that majority of the schools needed physical facilities like sanitary units, and classrooms. The study also recommends that the government does not send the school grants in time. Therefore, schools need to expand their physical facilities. The head teachers should organize for the sourcing of funds for physical facilities. They should involve stakeholders, parents, fundraisings and other sources in order to have adequate physical facilities.

The researcher also recommends training of head teachers in the implementing of free day public secondary education. It is the responsibility of the government to train the head teachers. The head teachers should also consult the experienced head teachers in the implementation of effective free day public secondary education.

The study recommends that the government should allocate enough funds in time and resources to schools to ensure that free day secondary school education runs smoothly without compromising the quality of education. The study established that lack of adequate funds and resources was the biggest challenge affecting effective implementation of free secondary education in public secondary schools. The head teachers should also utilize their money according to the vote heads allocated from the government.

The government should organize more capacity building programmes for both head teachers and teachers to equip them with adequate skills and abilities to handle the emerging issues with the implementation of Free Day Secondary education.

5.5 Suggestions for further research

The researcher suggests that;

- A) A study should be conducted on the strategies being employed by school administrators to cope with the challenges faced in implementation of free secondary education.
- B) A study on the effects of free secondary education on academic performance of students in North Masaba District and the rest of the country.

C) A study on the same topic “challenges faced by public secondary school head teachers in the implementation of Free Day Secondary Education” to be conducted in another district.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Abel Obaga Moranga

P.O. Box 2552

KISII

Dear Respondent,

RE: REQUEST TO FILL THE QUESTIONNAIRE FOR RESEARCH PURPOSE

I am a postgraduate student at University of Nairobi and I request you kindly to fill the attached questionnaire as sincerely as possible. The research topic focuses on the management challenges faced by public day secondary school heads teachers in the implementation of Free Day Secondary Education in North Masaba District, Kenya. This study is purely for academic purposes and not for any other purpose. Your views will be crucial to the success of this study. Your cooperation will highly be appreciated and any information given shall be treated as strictly private and confidential.

Thank you for your cooperation.

Yours faithfully,

Abel Moranga Obaga

APPENDIX II

QUESTIONNAIRE FOR PRINCIPALS

PART A: BACKGROUND INFORMATION

1. Indicate the following information about yourself (Please, tick (✓) the appropriate choice or fill in the blanks accordingly).

a. Name (optional)

b. Your gender () Male ()Female

c. Name of the School

d. Academic qualifications () MEd () BEd () Dip/Ed ()

Other (Specify)

e. Your experience in headship in years Less than one year () 2-4 years () 4-6 years ()
6 years and above ()

(ii). your experience in headship in the current schoolyears

f. What is the category of your school?

Provincial Boys' Boarding () Provincial Girls' boarding () Provincial Mixed Boarding ()

District mixed day () District Boys' boy' boarding () District Girls' boarding ()

PART B: Level of Training of Head Teachers and Financial Management in Secondary School

1. How many times do the government finances sent to your school in a year?

Once () Twice () Not Sure ()

2. What are some of the financial records maintained in your school?

Tuition fee records () Boarding fee records () Lunch levies () Examination fee records ()

3. Is your school having an accounts clerk? Yes Not Not Sure
4. If yes, between you and the accounts clerk who collects finances and keeps the financial records mentioned in question 2 above? Accounts clerk Head-teacher Not Sure
5. If no, have ever hired somebody with accounting skills to help you do the work of balancing your financial records? Yes No Not Sure
6. Have ever attended any seminar for school financial management?
Yes No Not Sure
7. Other than yourself are there other people who operate the school bank account?
Yes NO Not Sure

PART C: Time of Disbursement of Funds in the Implementation of FDSE

1. Is your school having a bank account? Yes No Not sure
2. If yes, are you aware of the operations of this account? Yes No Not Sure
3. Other than the FSE do your school got financial assistance from anywhere?
Yes No Not Sure
4. Are other teachers involved in the budgeting of any of the school finances
Yes No Not Sure
5. Do you have any records of the FSE finances in your school? Yes No Not Sure
6. If yes, when were your financial records updated?
6 Months ago One Year ago Not Sure
7. Have your school financial records been inspected by the government district auditors?
Yes No Not Sure
8. If yes, how often are they inspected? Yearly After every two years Not Sure

9. According to the government's way of management of school funds, how many free secondary school finances?

PART D: How the Amount Disbursed Affect Implementation of FDSE

1. Have ever experienced delays of the FDSE finances? Yes No Not Sure
(i). if yes, please can you explain briefly how you dealt with the situation
.....
2. Have you ever heard any problem with the operation of the finances in your school?
Yes No Not Sure
3. If yes, please can you explain shortly the cause of the problem and how you dealt with the problem.....
4. Are the finances provided to your school adequate to meet the school needs throughout the year? Yes No Not Sure
5. If no, please explain how you cope with the situation?
.....

PART E: Challenges Related to Demand for Physical Facilities and resources

1. How many classrooms are required in the school? Four Six Eight Not Sure
2. How many classrooms are available? Four Six Eight Not Sure
3. Do you experience any shortage? Yes No Not Sure
4. How do you cope with the shortage if any?
5. Do you have adequate and complete classrooms? Yes No Not Sure
10. If there are incomplete classrooms how do you intend to complete them?

Seek approval from the District Education Board (DEB) to charge levy for the

Completion Request donors for funding Forget construction for the time being

Complete using cheap materials

Others (Specify).....

11. Are there adequate desks in the school? Yes No Not Sure

12. (b) How many desks are available?

(c) If there is any shortage, how do you cope with it? Crowded sitting Sitting on the floor Multi-shift teaching

Others (specify).....

13. How many latrines do you have? Two Three Four Six Eight

(b) How many more are required? Two Four Not Sure

(c) If they are not adequate does this interfere with school timetable due to delays?

Yes No Not Sure

14. Please indicate if you have inadequacy of teachers in your school Yes No Not Sure

15. What strategies have you used to deal with that situation? Combined classes Employed

BOG teachers Use of volunteer teachers

16. Please indicate on the table below the coping strategies that you use when faced with inadequacy of funds

Coping Strategies with the inadequacy of Funds

Coping strategies	Number of Head teachers	Percentage
Working on tight budgets		
Seeking CDF partnership in school		
Subsidizing with PTA funds		
Fundraising		
Acquisition of goods on credit from Suppliers		
Seeking donor funding		
Making budget readjustments		
Borrowing money from other school heads		
Leaving some tasks undone until funds are available		

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Section 1 Background Information

1. Your gender [] Male [] Female
2. Your age (in years) [] between 20-29 [] between 40-49 [] between 30-39 [] 50 plus
3. Level of education [] Bachelor's Degree [] Diploma [] Masters Degree Other
(Specify).....
4. How many years have you been a teacher?

Section 2 FDSE Implementation Challenges

1. Have you ever attended any in-service course or seminar on Free Secondary Education?
Yes () No ()
2. List the problems in relation to teacher management in your school with the implementation of Free Secondary Education:
.....
.....
3. List any other problems that you face in school management of finances that have not been given above in relation to:
 - i. Management of Finances from Students
.....
.....
.....

ii. Management of Teachers with school finances (BOG Teachers)

.....
.....

iii. Management of Physical and Material Resources

.....
.....

iv. School Finance Management

.....

4. Are other teachers involved in the budgeting of any of the school finances

Yes No Not Sure

5. Do you have any records of the FDSE finances in your school? Yes No Not Sure

6. Have ever experienced delays of the FDSE? Yes No Not Sure

(i). if yes, please can you explain briefly how you dealt with the situation

.....

7. Have you ever heard any problem with the operation of the finances in your school?

Yes No Not Sure

8. If yes, please can you explain shortly the cause of the problem and how you dealt with the problem.....

9. Are the finances provided to your school adequate to meet the school needs throughout the year? Yes No Not Sure

10. If no, please explain how you cope with the situation?

-
11. How many classrooms are required in the school? Four Six Eight Not Sure
 12. How many classrooms are available? Four Six Eight Not Sure
 13. What is your weekly teaching work load (lessons)? 10-20 21-30 30 and over
 14. How do you rate the teaching workload? Too High High Average Low
 15. What are the coping strategies to the issue of workload? Holding remedial classes
 Combining classes Organizing group discussions Use of different teaching approaches
 16. Do you experience any shortage? Yes No Not Sure
 17. How do you cope with the shortage if any?
 18. Do you have adequate and complete classrooms? Yes No Not Sure
 19. If there are incomplete classrooms how do you intend to complete them?
 Seek approval from the District Education Board (DEB) to charge levy for the Completion Request donors for funding Forget construction for the time being
 Complete using cheap materials
 Others (Specify).....
 20. Are there adequate desks in the school? Yes No Not Sure
 21. (b) How many desks are available?
 - (c) If there is any shortage, how do you cope with it? Crowded sitting Sitting on the floor Multi-shift teaching
 Others (specify).....
 22. How many latrines do you have? Two Three Four Six Eight

(b) How many more are required? Two Four Not Sure

(c) If they are not adequate does this interfere with school timetable due to delays?

Yes No Not Sure

23. Indicate on the table below the coping strategies that you use when faced with inadequacy of funds

APPENDIX IV

INTERVIEW FOR BOGS AND PTA CHAIR PERSONS

Please tick [] where appropriate or fill in the required information on the spaces provided.

1. What are your views on the adequacy of FDSE in public secondary schools in Nyamira County?
2. How has the implementation of FSE affected adequacy and management of finances by secondary school head-teachers?
3. What are your views on the adequacy of teaching/learning resources (e.g. textbooks) in public secondary schools in North Masaba District?
4. What are your views on the adequacy of the funds allocated to secondary schools by the government for free secondary education adequate per student?
5. What are some of the challenges you are getting from head-teachers as they manage the FDSE?
6. Have you ever discussed the school's account records? Yes No Not Sure
D). if yes how often do you normally do it? Please explain
7. Have you ever got access to the financial records of the school account records?
Yes No Not Sure
i). If yes in your own opinion adequately are they prepared? Please explain briefly
.....

8. How do you rate the adequacy of the following resources?

Resource	Adequate	Inadequate
Classrooms		
Sanitary units (Toilets/latrines, urinals)		
Desks		
Text books		
Other teaching-learning resources (writing materials, charts, chalk, etc)		

Research Permit No. NCST/RCD/14/013/960

Date of issue 5th June, 2013

Fee received KSH. 1000

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Abel Obaga Moranga

of (Address) University of Nairobi

P. O Box 92-0902, Kikuyu.

has been permitted to conduct research in

Location

Masaba North

District

Nyanza

Province



on the topic: Challenges experienced by public secondary school head teachers in the implementation of free day secondary education in Nyamira County, Kenya.

Abel Obaga Moranga

Applicant's Signature

For Secretary
National Council for
Science & Technology

for a period ending: 30th June, 2013.

CONDITIONS

- 1. You must report to the District Commissioner and the District 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 with-out 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)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK6055(3mt10/2011)

(CONDITIONS—see back page)

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

Our Ref: **NCST/RCD/14/013/960**

Date: **5th June 2013**

Abel Obaga Moranga
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **30th May, 2013** for authority to carry out research on "*Challenges experienced by public secondary school head teachers in the implementation of free day secondary education in Nyamira County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Masaba North District** for a period ending **30th June, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Masaba North District** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Masaba North District.



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