

**ADMINISTRATIVE FACTORS INFLUENCING THE IMPLEMENTATION OF  
FREE SECONDARY SCHOOL EDUCATION IN PUBLIC SECONDARY  
SCHOOLS IN MAKINDU SUB –COUNTY, MAKUENI COUNTY, KENYA**

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**A Research Project Report Submitted in the school of Education in Partial  
Fulfillment of Requirements for the Degree of Master of Education in Educational  
Administration.**

**South Eastern Kenya University**

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## **DECLARATION**

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

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This research project has been submitted for examination with our approval as university supervisors.

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## **DEDICATION**

This research is most dedicated to my loved wife Irene K. Kyalo and my children Lucky, Purity, Michael, Patience and David for their endless support, encouragement and patience that they showed to me while undertaking my studies.

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## LIST OF ABBREVIATIONS

CDF	Constituency Development Fund
DEO	District Education Officer
FDSE	Free Day Secondary Education
FPE	Free Primary Education
FSE	Free Secondary Education
GERs	Gross Enrolment Ratios
GOK	Government of Kenya
KESI	Kenya Education Staff Institute
MOE	Ministry of Education
NACOSTI	National Commission for Science ,Technology and innovation.
SASA	South Africa Act
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization
KEMI	Kenya Education Management Institute
PPS	Private-Public Partnerships.
GDP	Gross Domestic Product.
SPSS	Statistical Package for Social Sciences.
HODs	Head of Departments.
BOM	Board of Management.
M.ED	Master of Education..

## ABSTRACT

The purpose of this study was to investigate the administrative factors influencing the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County. Four research objectives guided this study. The objectives sought to assess the influence of disbursement of funds on the implementation of free secondary education; determine the influence of school size on the implementation of free secondary education; establish the influence of availability of resources on the implementation of free secondary education and lastly assess the influence of principals’ financial management skills on the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County. This study was based on the Capital Theory of School Effectiveness and Improvement. The target population comprised of all the 20 public secondary schools in the Sub-County comprising of 20 principals, 20 deputy principals and 100 heads of departments. The sample comprised of 20 principals, 20 deputy principals and 30 heads of departments. The study used questionnaires to collect data. The study concluded that disbursement of funds and availability of resources influenced the implementation of free secondary education in public secondary schools. The study also concludes that principals’ financial management skills and school size did not statistically influence the implementation of free secondary education in public secondary schools. The study recommends that the government should disburse adequate funds so the principals are able to implement the curriculum. The government should disburse the funds in good time so that the principals are able to plan and implement school programmes in good time. The principals should be trained so that they are able to manage the school funds effectively. Taking the limitations and delimitations of the study, I suggest that study on principals’ characteristics on the implementation of FSE should be conducted. A study on influence of parental participation in school development and its influence of FSE implementation should be conducted and lastly a study on school factors that influence the implementation of FSE should be conducted.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Education can be defined as separate process of teaching and learning especially in schools or colleges to improve knowledge and develop skills. It can as well as be said to be any experience or act that has a formative impact on the character, mind or physical ability of an individual. Societies deliberately transmit its accrued skills, knowledge, competences and values from one generation to another (United Nations Education Scientific and Cultural Organization, 2001). It goes on to say that in most countries of the world today, secondary education is that kind of education offered to children who are between the ages 11 and 18 years. It is also said to be formal education that occurs during adolescence characterized by transition from primary education to tertiary, post secondary or higher institutions.

This document further shows that in most contemporary educational systems of the world, secondary school education comprises the formal education that occurs during adolescence. It is characterized by transition from primary education, to tertiary, "post-secondary", or "higher" education. Education is therefore critical in determining the socio-economic right, the means to developing human resources for development in a country as it is the most important development and socio-cultural transformation.

The document continues to show that the success of increased primary school enrolment in most countries in the world has resulted in an acute shortage of secondary schools and is putting education systems under constant pressure to meet their demands for further education. Consequently, educational opportunities remain limited, particularly in those countries still struggling to provide primary education for all. In many developing countries only a minority of the relevant age group finishes secondary schooling. This is a disturbing trend since the rapid changes in technology make education the key to competition. There are several grounds for expanding secondary education. At secondary school level it says that students develop reasoning and thinking skills, acquire a common culture that will allow them to be useful citizens, learn essential subjects such as science, and learn how to work in teams. Expanding quality secondary education is therefore essential to ensure a better educated work force.

Cameron (2010) states that in many developed nations such as USA, Canada, Australia, France, Britain and Sweden among others, secondary education is available for all in public schools and is run and funded by the government where in some countries it is also compulsory. The concern with the existing education systems in these countries is in the quality, that is, the instruction programmes may not be adequately meeting the challenges of the complex modern world. Cobb and Johnson (2011) observe that since the mid-1980s, the efficiency of secondary education in the USA has been challenged for "falling behind" international counterparts, not producing youth prepared for the labour market, and —falling short" of providing equitable opportunities to all U.S. children. Dropping out of

school is one of the most serious and pervasive problems facing education programs (Cobb & Johnson, 2011; Thurlow & Johnson, 2012).

According to the World Bank (2006), the big challenge for secondary education in Latin American and East Asian countries in the context of increased primary school enrollment rates, puts pressure on increased resources as demand for secondary education increases. The major challenges that these countries are encountering are inadequate resource allocations, constraints of expansion and increasing the quality of secondary education.

In Germany, high enrollments characterize all levels of school system. (Fuller & Dellagnelo, 2009). A study in India which sampled 59 schools found out that of these only 49 had buildings and of these, 25 had toilets, 20 had electricity 10 had a school library and 4 had a television (Carron & Chau, 2006). In this case, the quality of learning environment was strongly correlated with pupils' achievement.

In South Africa, user fees is 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 a majority of parents at a public school may determine whether or not school fees is charged and the amount to be paid. There was however exemptions from paying school fees for parents whose income is less than 30 times, but not more than 10 times the amount of fees (Veriava, 2002). In Kenya, the government has a uniform allocation criterion for secondary tuition, meaning that education is accessible to every qualifying student graduating from primary school.



Principals in South Africa and in particular Lesotho, are appointed on the basis of their teaching experience as well as their academic performance and qualifications. Training in or even having a working knowledge of financial management is not considered a prerequisite for appointment to the position of principal (Kotele, 2001). Consequently principals in Lesotho often lack the necessary management skills and specifically financial management. He further adds that several attempts have been made by the Ministry of Education to redress the incompetence of principals with regard to management but despite the efforts that have been taken to enhance the principals' performance, schools still experience problems of poor management. For example in 2006 and 2007 Rwanda and Uganda respectively abolished lower secondary education fees and Kenya reduced secondary school fees in 2008. The implementation of such education did not go without problems (MoE, 2008).

Nannyonjo (2007) in her study on analysis of factors influencing learning achievement in grade six in Uganda, found out that class size, time spent on a subject, textbooks and pupil to desk ratio as significant factors influencing learning achievement. The study also revealed that teacher characteristics, teaching strategies and school administration were other significant factors influencing learning achievements in grade six in Uganda hence affecting the implementation of educational programme. Though this study focussed on various factors, my study seeks to establish whether the class size in deed effect the implementation of free secondary education in Makindu Sub-County.

Following the launch of Free Primary Education (FPE) in 2003 and now FSE in 2008, Kenya joined the few countries in sub Saharan Africa giving 12 years universal basic education in line with the International protocols signed in 1990 at Jomtein, Thailand and in 2000 at Dakar Senegal. The launch of Free Day Secondary Education (FDSE) in 2008 was initiated in order to promote pupil transition from primary to secondary schools, and retention and completion in secondary schools without discrimination. The Government intended to remove major obstacles that have stood in the way of children who need to join and complete secondary education (Government of Kenya, 2005).

Kwamboka (2008) states that shortage of teachers, scarcity of textbooks and inadequate facilities were amongst the problems that face secondary schools in Kenya. In 2007, there were 1.2 million children in Kenya's high school system. Some 400,000 students entered secondary school in 2008 and at least 4,000 new classrooms were needed to accommodate the 1.4 million pupils expected in public secondary schools during year 2008. Many secondary schools in Kenya are in a state of disrepair and lack essential facilities. The issue of teaching staff is itself problematic. The TSC employed 4,000 extra teachers in 2008 to cater for the additional high school students in light of the education ministry's limits on class size. The government suspended recruitment of additional teachers, only employing staff to replace those leaving the service. Thus teachers have to deal with overly-large classes in high schools. Lack of facilities at schools and busier teachers will almost certainly compromise the quality of education in Kenyan secondary schools (Barasa & Kiplagat, 2008).

The Free Day Secondary Education Policy was implemented in 2008 (Oyaro, 2008), to enhance transition from primary to secondary schools, to accommodate the enrolment gains made at primary level through the Free Primary Education. This programme, often referred to as free tuition secondary education, costs the government Kshs. 10,265.00 (US Dollars 120.8) per child per year. The funds are disbursed directly to school accounts in three tranches in December, April and August at 50, 30 and 20%, respectively. (Government of Kenya, 2008).

The fund is horizontally equitably distributed to all students enrolled in schools irrespective of socio-economic backgrounds (Oyaro, 2008). This kind of distribution is limiting and it does not in reality guarantee equity in that the rich and the poor or children from marginalized areas are given equal allocation yet they are unable to top up the difference to cater for all school fees requirement. Since the above amount is not adequate to cover the entire cost of education and families and households are required to top up, the rich have a higher chance of survival by topping up fees for their children while the poor and marginalized drop out of school. This in itself therefore is a recipe for promoting inter-generational inequality (Barasa & Kiplagat, 2008).

In launching Free Secondary Education in Kenya, the Ministry of Education appreciated the fact that fees' paying was responsible for the low transition rate from primary to secondary schools. With this recognition, the GoK made a commitment through sessional paper number one of 2005 to increase transition to 70% by providing free basic education (Sessional Paper No. 1 of 2005). The first step in implementation of the policy was a

stakeholders' forum which led to the formation of the National Taskforce on Affordable Secondary Education. Its key mandate was to examine the costs of secondary education as indicated in form one joining instructions and thereafter identify modalities for the implementation of FSE.

Free secondary education has led to mushrooming of many day schools to accommodate the upsurge in enrolment in secondary schools. Most of the upcoming day schools are either sponsored through the Constituency Development Fund (CDF) and or communities and parents. In most cases parents pay more as they are required to support government effort in infrastructure development in the schools hence; they still have a burden to shoulder in the financing of education at secondary school level. The old, well established schools have relatively higher levels of efficiency than the upcoming day secondary schools and district schools because they have much of the required infrastructure. Due to the inadequacy of infrastructure, equipment and facilities in the upcoming schools, provision of quality education is compromised.

The implementation of Free Secondary Education has been coupled with many challenges including inadequacy of funds, overstretched classrooms in public schools have also been noted, textbook ratio is still high as compared to the Ministry intention of 1:1 by 2010. This leads to inadequacy of physical facilities and instructional materials (UNICEF, 2010). There is also a challenge of teacher shortage. At secondary school level, teacher distribution in Kenya and particularly Mwingi, West District has not been equitable and the most hit are

the newly established District schools. This has affected enrollment by reducing or maintaining at lower numbers (Republic of Kenya, 2008).

According to Mutahi (2008) and Oyaro (2008), among the challenges facing free secondary education are increased enrolment against shrinking numbers of teachers due to a freeze on teacher employment by the government since 1998, shortage of classrooms, high poverty levels among the parents (limiting their ability to meet their share of obligations such as school uniforms and meals for the students while in school), general apathy to education due to high levels of unemployment for graduates and limited capacity and preparation of the principals.

A study by Kilonzo (2007) found out that 97% and 100% of primary principals (FPE) said that they needed training on management in general and financial management in particular respectively. The same situation prevails in secondary schools pointing to the incapacity in financial management of the FSE funds. In her research, Chepkonga (2006) found out that 80.9% of the principals said that they needed training in accountancy procedures, 63.8% in auditing, 57% in management and 93% in preparing budgets. In his research, Cheruiyot (2006) notes that only 50% of the principals had challenges when especially their schools did not get the promised funds in time.

In her study, Chepkong (2006) confirms that 72% of the principals that were interviewed had challenges implementing the FSE. Among the challenges that the principals faced included large class size, lack of teaching and learning materials while another 72% indicated that late disbursement of funds was not timely hence affecting the implementation

of the educational programme. This definitely impacts negatively on the efficient and effective implementation of FSE. Cheruiyot (2006) recommends that attendance of education management conferences, workshops and seminars be made compulsory and closely monitored by the Ministry of Education's Quality Assurance and Standards Department. According to Kuria and Onyango (2006), BOMs should be in the forefront in the implementing school programmes especially on the issue of funds. According to Wangatho (2007), most of the BOM members have inadequate education, training and commitment to manage schools properly.

A study carried out by Mbaabu (1983) reveals 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 reveals 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 Makindu sub-county.

Disbursement of funds is a vital component of effective school financial administration (Du Preez et al. 2003). Chabari (2011), 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. 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.

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 most schools are constrained. The principal is also responsible for the school facilities. Bell and Rhodes (1996) notes 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 principals 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 (Bell & Rhodes, 1996).

The above challenges have been evident in Makindu sub-county. Taking an example of uneven distribution of teachers, there are secondary schools that have one (1) and two (2) TSC teachers respectively despite having total enrollment of 69 and 120 respectively. Enrollment rate in schools has a lot of disparities following suitability of available resources, in the earlier established schools', enrollment is higher. This is because such schools are characterized by adequate and suitable physical facilities and substantial number of teachers who are experienced. Due to higher enrollment, there are lower frequencies of a student going home for fees due to economies of scale. In the newly established schools, there are low enrollments such that a class may have less than ten (10) students. A school may also have a total enrollment of less than hundred (100) students (DEO's office Makindu sub-county, 2014). This was because the schools have inadequate facilities and teachers in these schools are insufficient to man all the subjects leading to poor performance. Students are also on the way most of the time for fees since what the government is paying for it does not support the schools fully. In such schools there are no experienced teachers and a tradition of good performance that attract parents to such schools.



## **1.2 Statement of the Problem**

Principals in public secondary schools in Makindu Sub-county are faced with a number of challenges as they implement Free Secondary Education. Some of these problems include; insufficient funds and parents' mindset that secondary education is free. The parents have formed an altitude towards free secondary and therefore not prepared to finance any of the School. Actually bearing in mind that the government has not provided funds for meals, games uniforms, building and expansion funds, transport and school uniform. Most parents are not ready to support the school in the provision of the above.

While every stakeholder admits that Free Secondary Education is facing many similar challenges in Kenya which include; increased enrollment, limited physical facilities and as well as shortage of teachers, some schools are succeeding in the implementation of the Free Day Secondary Education with high enrollment rate while others seem to be struggling despite the fact that equal amount of money per student is given and the money is disbursed at the same time. Secondary school enrollment in Makindu sub-county range between 75-650 (DEO's office Makindu sub-county, 2013). The study sought to investigate the administrative factors influencing the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the administrative factors influencing the implementation of free secondary education in public secondary schools in Makindu Sub – County, Makueni County.

### **1.4 Objectives of the study**

The study was based on the following research objectives:

- i. To assess the influence of disbursement of funds on the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County.
- ii. To determine the influence of school size on the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County.
- iii. To establish the influence of availability of resources on the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County.
- iv. To assess the influence of principals’ financial management skills on the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County.

## **1.5 Null hypotheses**

The following were the null hypotheses of the study

- i. Disbursement of funds does not statistically influence the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County.
- ii. School size does not statistically influence the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County
- iii. Availability of resources does not statistically influence the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County.
- iv. Principals’ financial management skills do not statistically influence the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County.

## **1.6 Significance of the study**

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

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

### **1.7 Limitations of the study**

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The study was limited by the fact that it was not possible to control some intervening variables. For example, there may be variations in the capacity of the principals due to experience and training. However, the researcher used questionnaires that are simplified. Some might be having more work experience and can handle the challenges better than others can and therefore the generalization of findings to all schools needs to be considered basing on this possible diversity.

### **1.8 Delimitations of the study**

According to Mugenda and Mugenda (2003), delimitations are the boundaries of the study. Study will focus on the institutional factors influencing the implementation of Free Day Secondary Education in Makindu Sub County. The study was confined to Makindu Sub County and focused on only public secondary schools. Private schools were not incorporated in the study since they are managed differently. The study focused of the school principals, deputy principals and heads of department. Another delimitation was that although there were many administrative factors that may influence the implementation of FSE, the researcher concentrated on disbursement of funds, school size, availability of

resources and principals' financial management skills which the researcher deemed important for the study.

### **1.9 Assumptions of the study**

It is assumed that:

All respondents have relevant information on the factors influencing the implementation of Free Secondary Education. That all the respondents gave genuine, truthful and honest responses to questionnaires. All secondary schools in Makindu sub-county receive free secondary education funds and at the same time. The challenges faced by principals in all these secondary schools were similar. Principals had access to records of items financed by free day secondary education funds.

## **1.10 Definition of significant terms**

**Availability of resources** refers to whether the teaching learning resources are available in schools

**Disbursement of funds** refers to timely provision of funds

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

**Financial management skills** refers to the capacity of the school principal to manage finances

**Free Day Secondary Education** refers to the waiver of tuition fees by the government for secondary school level.

**Implementation** refers to the process of ensuring that Free Day Secondary education is delivered to the learners as expected.

**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 of the organization.

**Physical facilities** refer to classrooms, laboratories, playgrounds, desks, chairs in a learning institution.

**School size** refers to the number of students in a school.

**Basic education** refers the whole range of educational activities taking place in formal, non-formal and informal settings. It comprises pre-primary, primary and secondary levels.

**Principal** the title of the head administrator of an educational institution, usually a secondary school or a middle level college.

**Quality** degree of excellence as measured against agreed upon standards.

### **1.11 Organization of the study**

The study is organized in five chapters. Chapter one comprises of the introduction, the background of the study, the statement of 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 focuses on literature review, Chapter three contains research design, 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 includes data analysis, presentation, interpretation and discussion while chapter five consists of the introduction, summary of the findings, discussion of the findings and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature review. The chapter focuses on status of Secondary Education in Kenya, influence of disbursement of funds, influence of school size, influence of availability of resources and influence of principals' financial management skills on the implementation of free secondary education in public secondary schools. It focuses on management of Secondary School Finances and Resources, inventory management, cash management, management of accounts payable and management of accounts receivable. The chapter also presents the theoretical 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 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 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.

The launch of Free Secondary Education (FSE) 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. 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 rate from primary to secondary by seventy percent in all districts (Republic of Kenya, 2013; Orodho, 2014)

Implementation of the Free Primary Education (FPE) has been responsible for the upsurge in the secondary school enrolments levels 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. 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 posed a major challenge in implementing the declared government policy of free secondary education with effect from 2008.

### **2.3 Influence of Disbursement of Funds on the Implementation of Free Secondary Education in Public Secondary Schools.**

The Free Day Secondary education policy was implemented in 2008 (Oyaro, 2008), to enhance transition from primary to secondary schools, to accommodate the enrolment gains made at primary level through the Free Primary Education. This programme, often referred to as free tuition secondary education, costs the government Kshs. 10,265.00 per child per year. The funds are disbursed directly to school accounts in three tranches in December, April and August at 50, 30 and 20%, respectively. The fund is horizontally equitably distributed to all students enrolled in schools irrespective of socio– economic backgrounds. This kind of distribution is limiting and it does not in reality guarantee equity in that the rich and the poor or children from marginalized areas are given equal allocation yet they are unable to top up the difference to cater for all school fees requirement. (Government of Kenya, 2008).

Since the above amount is not adequate to cover the entire cost of education and families and households are required to top up, the rich have a higher chance of survival by topping up fees for their children while the poor and marginalized drop out of school. This in itself therefore is a recipe for promoting intergenerational inequality. Free secondary education has led to mushrooming of many day schools to accommodate the upsurge in enrolment in secondary schools. Most of the upcoming day schools are either sponsored through the

Constituency Development Fund (CDF) and or communities and parents. In most cases parents pay more as they are required to support government effort in infrastructure development in the schools hence; they still have a burden to shoulder in the financing of education at secondary school level. The old, well established schools have relatively higher levels of efficiency than the upcoming day secondary schools and district schools because they have much of the required infrastructure. Due to the inadequacy of infrastructure, equipment and facilities in the newly established schools, provision of quality education is compromised.

When the quality of education offered in such school is quite low, parents may not see the value to sacrifice the little income they have to maintain their children in school. Indeed, this could be one of the reasons for low enrolment in subsequent forms despite high transition rates from primary to secondary education. To ensure the benefits of subsidized education are realized, there is need therefore to ensure the completion rate is looked into at secondary school level. The first bunch of the beneficiaries of free primary education completed secondary education in the year 2014. It is the onus of the education authorities and stakeholders to evaluate the success of the programme by establishing the completion rate in public secondary schools.

As soon as students report to school for the start of the term, learning begins. This means that the materials for learning and teaching to be acquired by free secondary education funds must be in school already. If the government delays in making the funds available, learning is definitely affected both in the short and long term. According to a study done by Musalia

(2005) and that another done by Kilonzo (2007), persistent delays by the government in sending the money to schools was hampering the effective implementation of free secondary education.

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 principals 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 is not done in good time.

The introduction and subsequent implementation of policy on Free Day Secondary Education in 2008 in Kenya has made education sector budget in the country to substantially increase over the years (Republic of Kenya, 2012a, 2012b). The education sector public spending was allocated colossal funding which increased from Ksh.92.2 billion (equivalent to US\$ 1.08 billion) in 2005/2006 to Ksh.169 billion (US \$1.88 billion) in 2009/2010 fiscal year to meet the new demands of the policies (Republic of Kenya, 2010a,2010b;

Orodh,2014).On average, the education sector accounted for 28 percent of the aggregate public expenditure in 2005/2006 and dropped marginally to 26 percent in 2009/2010 fiscal years (Republic of Kenya, 2013). The country's education expenditure as a percentage of the Gross Domestic Product (GDP) has remained fairly constant ranging from 6.1 percent in 2005/2006 to 6.2 during the 2009/2010 financial year (Republic of Kenya, 2012). For these efforts to devote meaningful funding to education are justified against the backdrop that available evidence from literature review suggests a positive and significant correlation between indicators of quality and financial allocation (Oketch & Ngware, 2012; Brookings Institution, 2013). However, recent studies on financing in Kenya indicate that there are serious finance related constraints affecting effective implementation of the policy in Kenya (Orodho, 2014).

#### **2.4 Influence of school size on the implementation of free secondary education in public secondary schools**

The government and the people of Kenya have been committed to expanding the education system to enable greater participation by all in development spheres. This has been in response to a number of concerns including the desire to combat ignorance, disease and poverty, and the belief in the right of every Kenyan child to access basic welfare, including education. The government has the obligation to provide its citizens with the opportunity to participate fully in the socio-economic and political development of the country and to attain a decent standard of living. Provision of such opportunities is largely achieved through the expansion of access to and participation in a nation's education system. In

Kenya, the commitment to expansion of educational opportunities has been reflected in the various government policy documents and development plans since independence (GOK, 2004).

Brewer et al. (2001) study on class size controversy in Philippines defines class size as the actual number of pupils taught by a teacher at a particular time. They also define teacher pupil ratio as teachers who spend all or part of their day as administrators, librarians, special education support staff, teachers, or as performers of other roles outside the classroom. They note that-teacher pupil ratio is a global measure of the human resources brought to bear, both directly and indirectly, on children's learning. Thus, teacher pupil- ratio is always lower than the average class size. The discrepancy between the two can vary, depending on teachers' roles and the amount of time teachers spend in the classroom during the school day. World Bank (1999) reports have shown that there is a wide disparity in the relationship between pupils and teachers in primary schools. For instance, in 1996, a total of 7,224,200 pupils were enrolled at primary level in Kenya and were serviced by 184,393 teachers. This gives a pupil-teacher ratio of 1:37. The ratio was 1:31 and 1:29 in 1993 and 1997, respectively.

Jungic and Kent (2006) study on teaching large classes in the International Electronic journal of Mathematics Education in Melbourne note that it is easy to ignore the importance of human interaction when instructing in a large class. They defined large classes as students over 200 in large university lecture halls. They note that the instructors were too fast in lecturing and the teaching/learning became impersonal, which is often overwhelming

for the students. They further note that the most effective way to use time efficiently in a large class was to prepare typed lecture notes for pupils in advance. These notes list motivations, definitions and theorems that would be presented in the lecture. The notes would include unsolved examples and applications that would be worked out in class. They pointed out that making calculation mistakes, getting stuck in an explanation, losing a train of thought and forgetting a formula were some of the very common human errors made by pupils as a result.

## **2.5 Influence of Availability of Resources on the Implementation of Free Fecondary Education in Public Secondary Schools**

Bell and Rhodes (1996) note 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 principal 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.

Osei (2006) indicates that the development efforts of school principals 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

A study carried out by Mbaabu (1983) reveals that lack of physical facilities, materials, equipment and tools were among the major problems that primary school principals 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. This study will find out whether, with the introduction of free day secondary education, similar challenges are experienced in general and in particular Makindu Sub-County.

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; over-crowded classrooms; poor communications and few support services especially health services. As a result, the administration of schools has become one of the most taxing jobs in the whole education system.

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.

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 principals in Kenya is to develop the school's physical facilities. She argues that in dealing with physical facilities, a principal 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.

## **2.6 Influence of Principals' Financial Management Skills on the Implementation of Free secondary Education in Public Secondary Schools.**

Principals, who are appointed by the Ministry of Education (MOE), are responsible for managing the day-to-day activities of their schools assisted by school committees. The Kenya Education Management Institute (KEMI) enhances management skills of school principals. The institute provides management training aimed at improving performance and efficiency. The training program offered includes educational management, financial management, personnel management and legal matters affecting education. According to a manual for head teachers of primary schools and principals of secondary schools in Kenya are the financial controllers and accounting officers and are responsible for all financial

collections and expenditure (MOE 2003). The head teacher should be familiar with book keeping procedures (Alomba 2003). According to the Ministry of Education, heads are supposed to ensure efficient and effective management of school finances to provide and promote educational service. Olembo (2005)

### **2.6.1 Management of Secondary School Finances and Resources.**

Principals play a major role in the management of all school financial activities. The money is obtained through various sources such as school fees, government funds, bursaries and grants According to Orlosky (2008), financial management determines the way the school is managed and whether or not the school will meet its objectives. The principal 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. It is not clear whether this arrangement is friendly to the schools, and the study will seek 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).

Underperformance of principals in financial management may result from employing less qualified accounting staff that maintain poor records or fail to adhere to accounting

procedures (MOE, 2007). The report further observes that private secondary schools in contrast, demonstrate better financial management because of sound accountability system. Ngaba (1990) concludes that there was a lack of professionalism in some areas of management of schools' finances and called for qualified personnel in the management of school finances. It is important for school administration to realize that business management goes beyond allocating cash items, but has to look at the school as an investment which would eventually pay dividends to the government (Alomba 2003). Reeder (1998) maintains that educational investment should be well handled to ensure maximum production from it and that the little funds available be well expended to ensure careful financial planning, control and administration. According to Pandey (1999) investment in current assets should be adequate, Imbalance investment may cause excess or shortages of working capital which may lead to wastages in case of excess or deficit in case of shortages and thus losses to the organization.

### **2.6.2 Inventory Management**

Inventory may take the form of raw materials, work-in progress and finished goods (Pandey, 1999) and it is held for transaction, precautionary and speculative purposes. Hussain (2001) also states that the aim of inventory management is to avoid excessive and inadequate levels of inventories and at the same time maintain sufficient inventory for the smooth production and sales operations. Mclaney (2011) points out that irrespective of the nature of trade, firms should seek to balance the costs of holding stock with those of holding no or low levels of stocks. Inventory management should be undertaken to maximize the value of the firm. The

firm should, therefore, consider costs, returns and risk factors in establishing inventory policy. Inventories represent a significant investment for many organizations. The principal, who is the financial manager, would not normally have control over inventory management alone; but, instead other functional departments will usually share decision-making authority regarding inventory (Reeder 1998). Smith (2008) observes that business firms are confronted with the dilemma of attempting simultaneously to meet ever-increasing demands for improved customer service; maintain stable production operations; and keep the investment in inventory at a reasonable level.

### **2.6.3 Cash Management**

Cash management involves the management of cash flow into and out of the firm; cash flow within the firm; and cash balances held by the firm at a point in time by financing deficit or investigating surplus cash (Pandey, 2009). The school should evolve strategies regarding: cash planning, managing the cash flows, optimum cash level and investing surplus cash. Ideal cash management system will depend on the firm's product, organization structure, competition, culture, and options available (Pandey 1999). The basic objective in cash management is to keep investment in cash as low as possible while keeping the firm operating efficiently. Managing cash includes the following: management of cash collection which involves over the counter collection of cash, pre-authorized arrangement, on line terminals, lock boxes, and concentration banking. Managing cash disbursement includes: maintaining zero balance accounts and controlled disbursements. (Oduog 2003).

#### **2.6.4 Management of Accounts Payable**

A firm will always wish to tie up as little cash as possible in disbursement. The idea in these systems is to have no more than the minimum amount necessary to pay bills on deposit in the Bank (Ross, Westerfield, & Jordan, 2003). According to Pandey (1999) the most significant source of short-term finance is the trade credit and that it is relatively easy to obtain; that it varies with the amount granted; and that trade credit is an informal, spontaneous source of finance. It does not require any negotiations and formal agreement. It does not have the restrictions which are usually part of negotiated sources of finance. Ngaba (2003) defines credit terms as the conditions under which the school allows students to have fee arrears. The conditions include the due date and the cash incentives (discounts) given for prompt payment.

#### **2.6.5 Management of Accounts Receivable**

When goods or services are transferred to a customer the firm becomes a trade debtor of the supplying firm until such time that it settles its debt by making payment (McLaney, 2011). Pandey (2009) indicates that trade credit is considered as an essential marketing tool, acting as a bridge for the movement of goods through production and distribution stages to customers. Additionally, a firm grants trade credit to protect its sales from the competitors and to attract potential customers to buy its products at favorable terms. While cash sales continue to dominate in certain industries, situations where customers purchase goods and services on credit are increasing. Determining credit terms, selecting credit customers and monitoring the level of accounts receivable become important area for managerial decision

making (Smith, 2000). In determining credit policy, the firm must try to strike the balance between the cost of granting credit and those associated with denying or restricting credit (McLaney, 1991). Kallberg (1993) states that one of the central issues in modern financial management is the proper evaluation of risk and return. The profitability of many firms depends very much on the institution's ability to evaluate and control credit risk.

## **2.7 Theoretical Framework**

This study was framed by the Capital Theory of School Effectiveness and Improvement developed by Hargreaves. Hargreaves, (2001) developed a theory of school effectiveness and improvement based on: outcomes, both cognitive and moral; leverage, which is the relation between teacher input and education output; intellectual capital, which is the sum of the school's knowledge and experience; and social capital, that is, networks of trust and collaboration. In this theory, he argues that the conventional model of measuring school effectiveness (and by extension improvement) is an inadequate tool for the analysis of school success and failure.

He posits that the concept of "school ethos" helps to make sense of the correlation between a number of school processes, but it does not automatically allow one to test the model in detail, or to predict the performance of a school from any close analysis of identifiable factors. Nonetheless, he proposes a new theoretical model of schools, which provides a working model both of effectiveness and improvement. The theory has four theoretical underpinnings, namely outcomes, leverage, intellectual capital, and social capital, which are related to desired educational outcomes and the financing strategies of an institution. In this

context, while outcomes are indicators that measure cognitive and moral outcomes; leverage gauges the relation between teacher input and educational output.

Thus, in conceptualizing intellectual capital, Hargreaves argues that instead of teachers employing too much effort and yielding little fruit, effective schools concentrate on effective strategies allowing a large impact to result from relatively low effort (that is, working smarter not harder). Outstanding schools use combinations of high leverage strategies. Understanding school effectiveness involves exploring how high leverage works. In this context, this paper perceives the Capital Theory of School Effectiveness and Improvement as being appropriate in examining the funding related challenges facing effective implementation of free secondary education in public secondary schools in Kenya under the FDSE policy.

The appropriateness of the theory in this study is justified due to the fact that all the theoretical concepts – outcomes, leverage, intellectual capital, and social capital – have a bearing on the quality of education which in turn is dependent upon effective funding mechanisms. Needless to say, the desired outcomes of free secondary education policy are to eliminate all barriers related to education financing that facilitates provision of quality secondary education to every Kenyan child graduating from primary schools to secondary school in the country, regardless of gender, ethnic background, or socio-economic status. Thus, using the theory, the study sought to profile the challenges that could hinder desired outcomes and creation of intellectual capital and social capital in public secondary schools under the current Free Secondary Education (FDSE) policy in Kenya.

## 2.7 Conceptual framework

The conceptual framework of the study is presented in Figure 2.1

**Figure 2.1 Interrelationships among variables in the administrative factors influencing the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makeni County, Kenya**

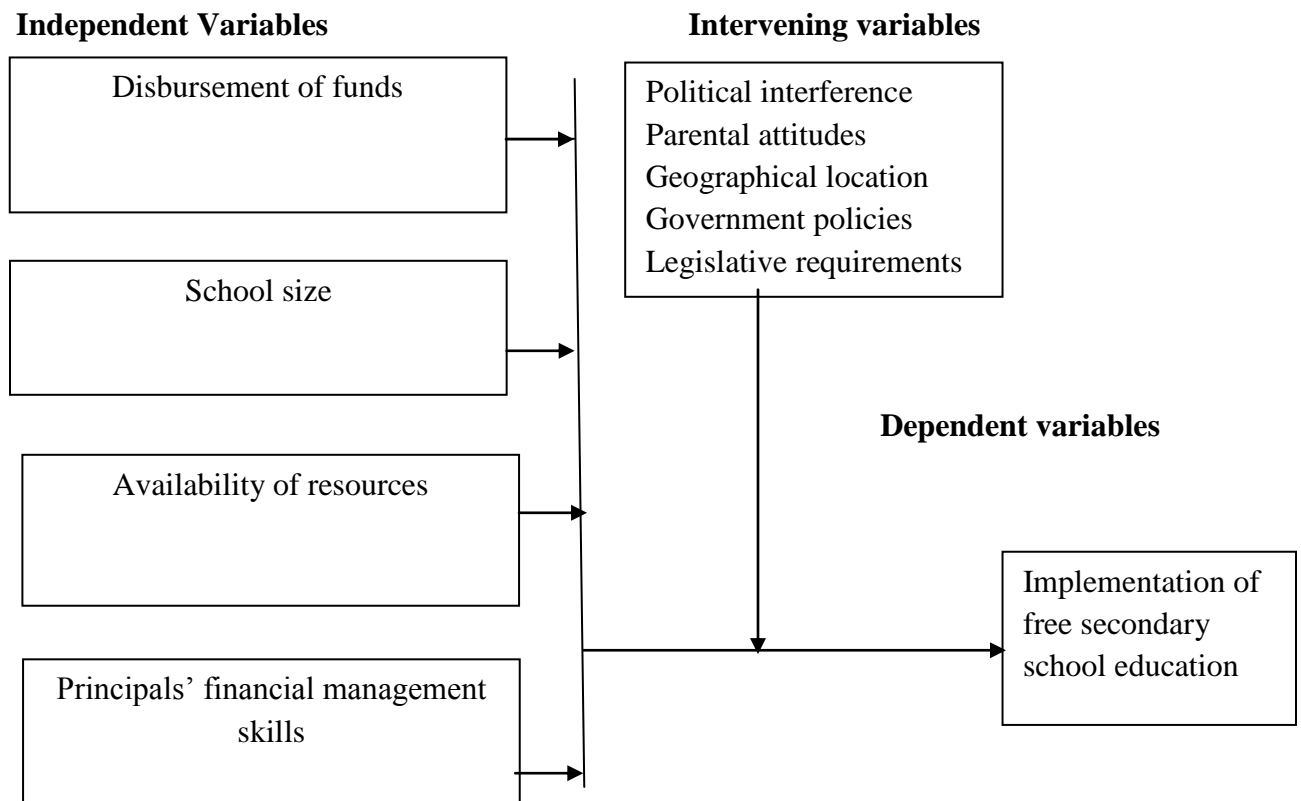


Figure 2.1 presents the conceptual framework for the study. The framework shows that effective implementation of FSE influenced by several factors. These factors are disbursement of funds, school size, and availability of resources and principals' financial management skills. These are the independent variables. Effective implementation of FSE is the dependent variable. Within this relationship there is the intervening variables which are;



political interference, parental attitudes, geographical location, government policies and legislative requirements. The framework shows that implementation of free secondary school education depends on the factors such as disbursement of funds, school size, availability of resources and principals' financial management skills. In conclusion when these factors are conducive, for example when the funds are disbursed in good time, there will be effective implementation of the FSE. Similarly, when resources are available this will contribute to effective implementation of FSE and lastly the school principals needs to have adequate financial management skills for the FSE to be implemented effectively.

Thus, the study sought to establish the administrative factors influencing the implementation of free secondary education in Makindu sub – county, Makueni County where such a study had never been done before.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design, target population, sample and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedures and data analysis.

#### **3.2 Research Design**

According to Kothari (2001) research design can be regarded as an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with research purpose. It is the conceptual structure within which research is conducted. The study was hinged on descriptive survey design. The choice of the descriptive survey design is made based on the fact that in this study research is interested in the state of affairs already existing in the field and no variable were manipulated. Descriptive survey design therefore is appropriate because it enabled the researcher to gather information concerning the administrative factors influencing the implementation of free secondary education in public secondary schools.

### **3.3 Target Population**

Mugenda and Mugenda (1999), define target population as an entire group of individuals, events or objects having common characteristics. It is the sum total of all that conforms to a given specifications. The target population comprised of all the 20 public secondary schools in the Sub-County comprising of 20 principals, 20 deputy principals and 100 heads of departments.

### **3.4 Sampling Procedures and Sample Size.**

According to Orodho and Kombo (2002), sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. In order to obtain a sample for this study, the researcher will use the 20 – 30 percent suggested by Mugenda and Mugenda (2003), though a higher percentage is better. Since the total number of public secondary schools in the sub county are less than thirty (30). The researcher therefore used census where he included all the school principals and their deputies in the study. The study involved twenty (20) principals and twenty (20) deputy principals. There are a total of hundred (100) heads of departments in the sub county. The researcher took thirty percent (30%) of the heads of departments which will yield 30 heads of departments. The population was selected by use of simple random sampling.

### **3.1 Number of Public Secondary Schools in Makindu sub-county.**

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Zone	Total No. of schools	No. of schools selected	No. of Hods selected
Kiunduanani	7	3	9
Makindu	9	5	15
Kiboko	4	2	6
<b>Total</b>	<b>20</b>	<b>10</b>	<b>30</b>

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### **3.5 Data Collection Instruments**

This study used questionnaires to collect data. It enables the researcher to collect both qualitative and quantitative data for research. According to Mulusa (1988) a questionnaire is a written set of questions that are cheap to administer to respondents scattered over a large area and convenient for collecting information from a large population within a short space of time. In addition, the respondents were free to give frank answers to sensitive or embarrassing questions especially if they are not required to disclose their identity. The questionnaire had two sections. Section one is on demographic information while section two had items seeking to establish the administrative factors influencing the implementation of free secondary education in public secondary schools.

### **3.6 Validity of the Instruments.**

Validity refers to the utility of a tool, data or information. Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences that are based on research results. The study ensured content validity by checking on the responses from the questionnaires, to see if they would give the intended answers to the research questions.

Based on the analysis of the pre-test, the researcher was able to make corrections, adjustments and additions to the research instruments. Consultations and discussions with the supervisors were done to establish content validity (Kombo & Tromp, 2006).

### **3.7 Reliability of the Instruments.**

To test the reliability of the instruments test-Retest reliability method was used. This involved administering the same instrument twice to the same group of subject with a 2 weeks' time lapse between the first and second test. The procedure for extracting an estimate of reliability was obtained from the administration of which involved administering the same instrument twice to the same group of subject with a time lapse between the first and second test A Pearson's product moment correlation coefficient formula was used to calculate the reliability.

According to Mugenda and Mugenda (2003) a coefficient of 0.80 or more will simply show that there is high reliability of data. The reliability coefficient of 0.79 hence the instruments will be deemed reliable. The reliability results were thus 0.72 for principals, 0.732 for deputy principals and 0.722 for the heads of departments. All the questionnaires were therefore deemed reliable for data collection.

### **3.8 Data Collection Procedures**

The researcher sought for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) and permission sought from the Sub county Education Officer (SCEO) and thereafter wrote an introduction letter to the principals in

order to be allowed to do the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected immediately.

### **3.9 Data Analysis Techniques**

The researcher used Statistical Package for Social Sciences (SPSS) version 17.0. The data analysis was based on the research questions. Data on the questionnaires will be edited by inspecting the data pieces before coding them. The process helped in identifying those items which are wrongly responded to, spelling mistakes and blank spaces left by the respondents. The data was then coded to facilitate data entry into the computer to allow for statistical analysis. Descriptive statistics such as frequencies, percentages was used to summarize the data.

To test the hypotheses, the researcher used one-sample t-test. One-sample t-test compares a sample mean (computed from a set of observed values) to a hypothesized mean and determines the likelihood that the observed difference between the sample and hypothesized mean occurs by chance. The chance is reported as the p-value. A p-value close to 1 means that it is very likely that the hypothesized and sample means are the same (assuming that they are the same), and a small p-value means it is unlikely that such a difference would occur by chance. Thus, the lower the p-value the more certain that we can be sure that there is a statistically significant difference between the observed and hypothesized mean. Most disciplines use an alpha value of 0.05; that is, if the p-value is less than 0.05 then the

difference is regarded as statistically significant. If p value is less than 0.05 ( $p < 0.05$ ), the null hypothesis is rejected and if p valued is greater that 0.05 ( $p \geq 0.05$ ), the null hypothesis is accepted.

### **3.10 Ethical Considerations**

In adhering to the ethical issues, the researcher safeguarded against doing anything that would harm the participants in the study. The researcher also sought permission from the participants to have them participate in the study. The researcher also ensured that participants are informed, to the extent possible, about the nature of the study. It was the responsibility of the researcher to interpret the data and present evidence so that others can decide to what extent interpretation is believable.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter focusses on data analysis and interpretation. The chapter presents the questionnaire return rate, demographic information of the respondents which focusses on the demographic data of the principals, deputy principals and heads of departments, influence of disbursement of funds on the implementation of free secondary education in public secondary schools, influence of school size on the implementation of free secondary education in public secondary schools, influence of availability of resources on the implementation of free secondary education in public secondary schools and lastly, influence of principals' financial management skills on the implementation of free secondary education in public secondary schools.

#### **4.2 Questionnaire Return Rate**

Questionnaire return rate is the proportion of the questionnaires returned after they have been issued to the respondents. In this study, out of the 20 school principals and 20 deputy principals, all of them returned their questionnaires. This was a 100 percent return rate. Out of 30 heads of departments, 28 or 93.3 percent returned their questionnaires. This implies that the return rate was above 80 percent hence deemed adequate for data analysis.



### 4.3 Demographic Information

This section presents the demographic data of the respondents. The demographic data of the principals is discussed first following that of the deputy principals and lastly the demographic data of the heads of departments.

#### 4.3.1 Demographic Data of the Principals

The demographic data of the principals focussed on the gender, age, highest academic/professional qualification, teaching experience in years and the duration of time they had been in the current school. The principals were asked to indicate their gender. The responses are presented in Table 4.1.

**Table 4.1 Distribution of Respondents by Gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Female	6	30.0
Male	14	70.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Data from the principals indicate that majority (70%) were males. This implies that the three percent representation of the other gender policy in appointment of school principals has been adhered to in Makindu Sub –County. The data further shows that the responses from the principals could be trusted in terms of gender representation. The study also sought to establish the age of the school principals. The principals were therefore asked to indicate their age. The data is presented in Table 4.2.

**Table 4.2 Distribution of School Principals by Age.**

<b>Age</b>	<b>F</b>	<b>%</b>
31 – 35 yrs	1	5.0
36 – 40 yrs	2	10.0
41 – 45 yrs	4	20.0
46 – 50 yrs	7	35.0
51 and above	6	30.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The results of the distribution of the principals by age as presented in table 4.2 show that most of the principals (85%) were above the age of 40 years. This shows that the principals could be considered rather mature in the profession and hence may have work for relatively long time and hence are able to explain the administrative factors influencing the implementation of free secondary education in public secondary schools in Makindu Sub-County.

The researcher also asked to the principals to indicate their highest professional. Data showed that majority (80%) were holders of Bachelor of Education degree with a 20 percent holders of a Master of Education. The data shows that all the school principals were qualified and hence could be able to understand and explain the administrative factors influencing the implementation of Free Secondary Education in public secondary schools in Makindu Sub –County qualification.

The researcher also sought the teaching experience from the school principals. The data is presented in Table 4.3.

**Table 4.3 Teaching Experience of Principals in Years.**

<b>Years</b>	<b>F</b>	<b>%</b>
11-15yrs	1	5.0
16-20yrs	8	40.0
>20yrs	11	55.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Data on the teaching experience of the principals as presented in Table 4.3 shows that just above half the number of principals (55%) had taught for over 20 years while almost half (40%) had been teachers for between 16 and 20 years. This implies that the school principals in the sub county had served for a relatively long time and hence were aware of the administrative factors influencing the implementation of free secondary school education in public secondary schools in Makindu Sub –County.

The study also sought to establish the duration of time the principals had been in the current school. The data is presented in Table 4.4.

**Table 4.4 Duration of Headship in the School.**

<b>Years</b>	<b>F</b>	<b>%</b>
1 – 5 years	9	45.0
6 – 10 years	8	40.0
11 – 15 years	3	15.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Data on the duration of time that the principals had served in the school indicate that above half of them (55%) had served for between 6 and 15 years. This duration could be considered adequate for them to have been aware of the administrative factors influencing the implementation of free secondary education in public secondary schools in Makindu Sub-County. After discussing

#### **4.3.2 Demographic Data of the Deputy Principals.**

As with the case with the Deputy principals, the demographic data of the Heads of department focused on the gender, age, highest academic/professional qualification, teaching experience in years and the duration of time they had been in the current school. The deputy principals were asked to indicate their gender. The data is presented in Table 4.5

**Table 4.5 Distribution of Deputy Principals by Gender.**

<b>Gender</b>	<b>F</b>	<b>%</b>
Female	8	40.0
Male	12	60.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Data on the gender of the deputy principals shows that majority of the deputy principals were male while 40 percent females. The data shows that the representation of either gender in the educational administration has been adhered to in the sub county. The researcher also sought to establish the age of the deputy principals. The data is presented in Table4.6.

**Table 4.6 Distribution of the Deputy Principals by Age.**

<b>Age</b>	<b>F</b>	<b>%</b>
31 – 35 yrs	2	10.0
36 – 40 yrs	4	20.0
41 – 45 yrs	10	50.0
46 – 50 yrs	4	20.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Data on the age of the deputy principals indicate that 15 (70%) were aged between 41 years and 50 years. The data suggests that the deputy principals were relatively old and hence may have served for a long duration in the schools. The long duration they may have served may also have equipped them with information on the administrative factors influencing the

implementation of free secondary education in public secondary schools in the schools. The researcher also sought to establish the highest professional qualifications of the deputy principals. The data is presented in Table 4.7.

**Table 4.7 Distribution of the Deputy Principals by Professional Qualifications.**

<b>Highest professional qualification</b>	<b>F</b>	<b>%</b>
B.Ed	18	90.0
Diploma in Education	1	5.0
M.Ed	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Data on highest professional qualification of the deputy principals indicate that majority (90%) were holders of Bachelor of Education degree. Generally, as the table shows, all the deputy principals were qualified as teachers. This further implies that the deputy principals have been trained teachers and having been in administration as deputy principals of the schools were able to give information on the administrative factors influencing the implementation of Free Secondary Education in public secondary schools in the schools.

The researcher also sought to establish the teaching experience of the deputy principals. Their responses are presented in Table 4.8

**Table 4.8 Teaching Experience of the Deputy Principals in Years**

<b>Duration</b>	<b>F</b>	<b>%</b>
6 – 10 yrs	4	20.0
11-15yrs	5	25.0
16-20yrs	10	50.0
>20yrs	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Data on the teaching experience of the deputy principals in years affirm that over 80 percent had taught for over 11 years with a significant 55 percent who had taught for above 16 years. The duration of teaching by the deputy principals show that they may have had experience on the administrative factors that could influence the implementation of Free Secondary Education in public secondary schools in the schools.

The deputy principals were also asked to indicate the duration that they had been deputy principals in the current school. Their responses are presented in Table 4.9.

**Table 4.9 Duration as Deputy Principal in the Current School.**

<b>Duration</b>	<b>F</b>	<b>%</b>
1 – 5 years	12	60.0
6 – 10 years	5	25.0
11 – 15 years	2	10.0
21 – 25 years	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Data on the duration as deputy principal in the current school shows that all the deputy principals had served for a relatively long time and hence could provide information on the administrative factors that could influence the implementation of Free Secondary Education in public secondary schools in the schools

### **4.3.3 Demographic Data of the Heads of Departments.**

As with the case with the principals, the demographic data of the deputy principals focussed on the gender, age, highest academic/professional qualification, teaching experience in years and the duration of time they had been in the current school. The heads of departments were asked to indicate their gender. The data is presented in Table 4.9.

**Table 4.10 Distribution of the Heads of Departments by Gender.**

<b>Gender</b>	<b>F</b>	<b>%</b>
Female	9	32.1
Male	19	67.9
<b>Total</b>	<b>28</b>	<b>100.0</b>

Data on the gender of the heads of departments shows that majority of them are male (67.9 %) while 32.1 percent females. The data shows that the representation of either gender in the educational administration has been adhered to in the sub county. The researcher also sought to establish the age of the heads of departments. The data is presented in Table 4.11 below;



**Table 4.11 Heads of Departments' Distribution by Age.**

<b>Age</b>	<b>F</b>	<b>%</b>
26 – 30 yrs	4	14.3
31 – 35 yrs	9	32.1
36 – 40 yrs	5	17.9
41 – 45 yrs	10	35.7
<b>Total</b>	<b>28</b>	<b>100.0</b>

The data presented in Table 4.10 suggests that the heads of departments were relatively old and hence may have served for a long duration in the schools. The long duration they may have served may also have equipped them with information on the administrative factors influencing the implementation of free secondary education in public secondary schools in the schools. The researcher sought to establish the professional qualification of the heads of departments. Data showed that all of them (100%) were holders of Bachelor of Education degree. This implies that they were fully trained as teachers and as teachers, they are able to comprehend the administrative factors influencing the implementation of free secondary education and provide information on the same.

Data of the teaching experience of the heads of department is presented in Table 4.11.

**Table 4.12 Teaching Experience of the Heads of Departments in Years**

<b>Years</b>	<b>F</b>	<b>%</b>
2 – 5 yrs	3	10.7
6 – 10 yrs	9	32.1
11-15 yrs	9	32.1
16-20 yrs	7	25.0
<b>Total</b>	<b>28</b>	<b>100.0</b>

Data on the teaching experience of the heads of departments, as presented in Table 4.11 shows that 16 or 57.1 percent had taught for over 11 years. This portrays a long teaching experience hence teachers who have taught for a long time are able to understand those administrative factors that could facilitate or hinder implementation of programmes specifically the free secondary education.

The researcher was also interested in establishing the duration of service in the current school. Data shows that 8 (28.6%) had been in the school for between one and five years while 20 or 71.4 percent had served in the current school for between 6 and 10 years. The duration that heads of departments had served in the current school could be adequate for them to provide reliable information on the administrative factors that could facilitate or hinder implementation of programmes specifically the free secondary education.

#### **4.4 Influence of Disbursement of Funds on the Implementation of Free Secondary Education in Public Secondary Schools.**

The study sought to establish the influence of disbursement of funds on the implementation of free secondary education in public secondary schools. The respondents were therefore asked to respond to a number of items that sought to establish how disbursement of funds affected the implementation of FSE. The school principals were for example asked to indicate whether the students were allocated adequate fund according to their needs. In this item, all the school principals responded to the negative which means the students were not allocated funds according to their needs. Teachers were also posed with the same question where majority (85%) indicated to the negative. Among the heads of departments, 85.7% indicate that students were not allocated funds according to their needs.

Asked whether the schools had a bank account, the respondents responded as indicated in Table 4.13

**Table 4.13 Responses on Whether the Schools had Bank Account.**

Response	Yes		No		Total	
	F	%	F	%	F	%
Principals	20	100	0	00	20	100
Deputies	20	100	0	00	20	100
HoDs	25	89.3	3	10.7	28	100

Responses on whether the schools had bank accounts point out that all the school principals, all the deputy principals and 25 (89.3%) indicated that schools had bank accounts. The data implies that delay for the disbursement of funds were not as a result of schools not having accounts but due to other logistics. The findings concur with Oyaro (2008) who states that FSE funds are disbursed directly to school accounts in three tranches in December, April and August at 50, 30 and 20%, respectively. The fund is horizontally equitably distributed to all students enrolled in schools irrespective of socio-economic backgrounds. This kind of distribution is limiting and it does not in reality guarantee equity in that the rich and the poor or children from marginalized areas are given equal allocation yet they are unable to top up the difference to cater for all school fees requirement.

The principals and the deputy principals were asked to indicate whether they experienced delays in the disbursement of funds. In this item, all the principals and the deputy principals agreed that they had delays in the disbursement of funds. The principals and the deputies were also asked to indicate whether they had any records of the FSE finances in their schools. Data is presented in Table 4.14.

**Table 4.14 Responses Whether Schools had FSE Records**

Response	Yes		No		Not sure		Total	
	F	%	F	%	F	%	F	%
Principals	18	90	1	5.0	1	5.0	20	100
Deputies	20	100	0	00	0	00	20	100

Data as presented in Table 4.12 shows that majority of the principals (90%), all the deputy principals (100%) responded that they had records of FSE. The principals and the deputy principals were also asked to indicate whether the finances provided to the school were adequate to meet the school needs throughout the year. In this question, all the principals and the deputy principals responded on the negative. Among the heads of departments, only 1 (3.6%) HoD indicated that the funds were adequate for the whole year. These findings indicated that funds provided were not adequate for the school needs throughout the year. The findings imply that schools did not receive adequate funds hence this could hinder the implementation of the FSE. These findings are in line with 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 principals sought alternative funding and teaching methods to meet their needs.

To further establish the influence of disbursement of funds on the implementation of free secondary education in public secondary schools, the respondents were posed with statements to which they were supposed to indicate the extent to which they agreed or disagreed. The principals' opinion are presented in Table 4.15

**Table 4.15 Principals’ Opinions on the Influence of Disbursement of Funds on Implementation of FSE.**

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Education funds are disbursed directly to school accounts	19	95.0	1	5.0	0	0.0
Free secondary education funds does not guarantee equity in students	17	85.0	0	0.0	3	15.0
Free secondary education funds cater for all school fees requirement.	2	10.0	0	0.0	18	90.0
Parents are able to top up fees for their children	1	5.0	1	5.0	18	90.0
Completion rate is looked into at secondary school level	6	30.0	1	5.0	13	65.0
Materials for learning and teaching to be acquired by free secondary education funds are always ready	7	35.0	0	0.0	13	65.0

Data on the principals’ opinions on the influence of disbursement of funds on implementation of FSE indicated that almost all of them were of the opinion that education funds are disbursed directly to school accounts, majority (85.5%) indicated that Free secondary education funds does not guarantee equity in students. Majority (90%) disagreed that Free secondary education funds cater for all school fees requirement. It was also observed that parents were able to top up fees for their children. Materials for learning and teaching to be acquired by free secondary education funds were always not ready due to the delays of funds. The findings concur with (Oyaro, 2008) who states that FSE funds

distribution is limiting and it does not in reality guarantee equity in that the rich and the poor or children from marginalized areas are given equal allocation yet they are unable to top up the difference to cater for all school fees requirement.

Table 4.16 Presents Data on the Deputy Principal’s on their Opinion on the Influence of Disbursement of Funds on Implementation of FSE.

**Table 4.16 Deputy Principals’ Opinion on the Influence of Disbursement of Funds on Implementation of FSE.**

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Education funds are disbursed directly to school accounts	20	100.0	0	0.0	0	0.0
Free secondary education funds does not guarantee equity in students	20	100.0	0	0.0	0	0.0
Free secondary education funds cater for all school fees requirement	1	5.0	0	0.0	19	95.0
Parents are able to top up fees for their children	2	10.0	1	5.0	17	85.0
Completion rate is looked into at secondary school level.	18	90.0	0	0.0	2	10.0
Materials for learning and teaching to be acquired by free secondary education funds are always ready	19	95.0	0	0.0	4	20.0

Data from the heads of departments’ indicate that all the deputy principals agree that education funds are disbursed directly to school accounts. They also agree, just like their principals that Free secondary education funds did not guarantee equity in students.

Majority of the deputy principals were also of the opinion that materials for learning and teaching to be acquired by free secondary education funds were always ready. The responses of the deputy principals collaborate those of the principals that disbursement of funds affected the implementation of FSE. The findings are in line with Chabari (2010) who found 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 and that 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.

Table 4.17 presents the responses of the heads of departments' opinions on the influence of disbursement of funds on implementation of FSE

**Table 4.17 Heads of Department opinion on the Influence of Disbursement of Funds on Implementation of FSE.**

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Education funds are disbursed directly to school accounts	28	100.0	0	0.0	0	0.0
Free secondary education funds does not guarantee equity in students	28	100.0	0	0.0	0	0.0
Free secondary education funds cater for all school fees requirement	0	0.0	0	0.0	28	100.0
Parents are able to top up fees for their children	2	7.1	2	7.1	24	85.7
Completion rate is looked into at secondary school level	23	82.1	1	3.6	4	14.3
Materials for learning and teaching to be	23	82.1	0	0.0	5	17.9



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acquired by free secondary education funds  
are always ready

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Data on the heads of departments responses on the influence of disbursement of funds on implementation of FSE indicated that all of them agreed that Education funds are disbursed directly to school accounts, they also agreed that Free secondary education funds did not guarantee equity in students, majority (82%) indicated that completion rate was looked into at secondary school level and that materials for learning and teaching to be acquired by free secondary education funds were not always ready. According to a study done by Musalia (2005) and that done by Kilonzo (2007), persistent delays by the government in sending the money to schools was hampering the effective implementation of free secondary education. These findings are in line with the findings of the principals and the deputy principals that disbursement of funds negatively affected the operations of the schools hence affecting the implementation of the FSE. The findings further concur with Oketch and Ngware (2012) who found there are serious finance related constraints affecting effective implementation of the policy in Kenya.

To test the null hypotheses that disbursement of funds does not statistically influence the implementation of free secondary education in public secondary schools in Makindu Sub – County, Makueni County, one-sample t-test was used. The findings are presented in Table 4.18

**Table 4.18 One -Sample t-test for the Disbursement of Funds and Implementation of FSE.**

	Test value =					
	T	Df	Sig. (2 Tailed)	Mean Difference	95% Confidence Interval of Difference	
					Upper	Lower
Disbursement of fund	-5332	9	0.006	-4.6232	-7.2312	-6.3241

The data shows that the p valued was 0.006 which is less than 0.05 ( $< 0.05$ ) hence the null hypothesis was rejected. This means that disbursement of funds statistically influenced the implementation of free secondary education in public secondary schools in Makindu Sub – County, Makueni County. The results of this study agree with the findings by Chabari (2010) who in his research observed that majority of the schools in Kangundo reported that the funds released by the government to finance free secondary education were inadequate and also not released on time. The findings are also in line with the findings of Jibril (2008) in whose study established that from the onset, the delay in the release of funds and failure to fund all the activities by the government post challenges to the efficient implementation of a free secondary education. This study concur with the findings of Musalia (2005) who says that even those areas funded by the government were not adequately funded.

#### **4.5 Influence of school Size on the Implementation of Free Secondary Education in Public Secondary Schools.**

Brewer et al. (2001) study on class size controversy in Philippines defined class size as the actual number of pupils taught by a teacher at a particular time. They also defined teacher pupil ratio as teachers who spend all or part of their day as administrators, librarians, special education support staff, teachers, or as performers of other roles outside the classroom. The study also sought to determine the influence of school size on the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County. The principals, deputy principals and the heads of departments were for example asked to indicate whether they had adequate and complete classrooms. The data is presented in Table4.19

**Table 4.19 Responses on Adequacy and Complete Classrooms.**

<b>Response</b>	<b>Yes</b>		<b>No</b>		<b>Total</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Category						
Principals	1	5.0	19	95.5	20	100.0
Deputies	2	10	18	90	20	100.0
HoDs	5	17.9	23	82.1	28	100.0

Data from the responses on whether they had adequate and complete classes indicate that majority of the principals (95%), majority of the deputy principals (90%) and majority of the heads of departments (82.1%) indicated that they did not have adequate and complete classrooms.

The study also sought to establish whether there were adequate teachers in the schools. The data is presented in Table 4.20.

**Table 4.20 Responses on Adequate of Teachers in Schools.**

Response	Yes		No		Total	
	F	%	F	%	F	%
Principals	0	00.0	20	100	20	100.0
Deputies	0	00.0	19	95	20	100.0
HoDs	0	00.0	19	67.9	28	67.9

Data indicate that the responses in all categories indicated that they did not have adequate teachers in their schools. This was shown by all the principals, 95 percent of the deputy principals and 67.9 percent of the heads of departments. The researcher further sought to seek respondents' opinions on influence of school size on the implementation of free secondary education in public secondary schools. The responses were supposed to indicate the extent to which they agreed or disagreed on statements that sought to establish influence of school size on the implementation of free secondary education. The data is presented in table 4.21

**Table 4.21 Principals Opinions on the Influence of School Size on the Implementation of FSE.**

Statement	Agree		Disagree	
	F	%	F	%
Free secondary education lead to high number of students	19	95.0	1	5.0
There is high number of pupils taught by a teacher at a particular time	20	100.0	0	0.0
Teacher pupil- ratio is lower than the average class size	18	90.0	2	10.0
My teachers teach large classes	20	100.0	0	0.0
School size influence the implementation of free secondary education	19	95.0	1	5.0

Data from the principals indicate that majority (95%) indicated that free secondary education had lead to high number of students, all the principals (100%) indicated that There was high number of pupils taught by a teacher at a particular time, they also indicated that teachers taught large classes as stated by 100 percent, and that teacher pupil- ratio was lower than the average class size.

Table 4.22 presents the responses of the deputy principals on how school size affected the implementation of FSE

**Table 4.22 Deputy Principals Opinions on the Influence of Class Size on Implementation of FSE**

Statement	Agree		Disagree	
	F	%	F	%
Free secondary education lead to high number of students	19	95.0	1	5.0
There is high number of pupils taught by a teacher at a particular time	20	100.0	0	0.0
Teacher pupil- ratio is lower than the average class size	19	95.0	1	5.0
My teachers teach large classes	20	100.0	0	0.0
School size influence the implementation of free secondary education	20	100.0	0	0.0

Data from the deputy principals affirms that school size was a factor in the implementation of FSE. For example majority (95%) agreed that Free secondary education had lead to high number of students, all of them also agreed that There was high number of pupils taught by a teacher at a particular time, majority (95%) agreed that Teacher pupil- ratio is lower than the average class size while all of them agreed that teachers taught large classes and that school size influence the implementation of free secondary education.

Table 4.23 presents the responses of the heads of departments on how school size affected the implementation of FSE

**Table 4.23 Heads of Departments’ Opinions on the Influence of Class Size on Implementation of FSE .**

Statement	Agree		Disagree	
	F	%	F	%
Free secondary education lead to high number of students	28	100.0	0	0.0
I have high number of pupils in my class	26	92.8	2	7.1
Teacher pupil- ratio is lower than the average class size.	26	92.8	2	7.1
I teach large classes	26	92.8	2	7.1
School size influence the implementation of free secondary education	25	89.3	3	10.7

Responses of all the heads of departments indicate that Free secondary education lead to high number of students. Majority (92.8%) agreed that they had large number of students in classes; Teacher pupil- ratio was lower than the average class size; they taught large classes and that school size influenced the implementation of free secondary education.

To test the null hypotheses that school size does not statistically influence the implementation of free secondary education in public secondary schools in Makindu Sub –

County, Makueni County, one sample T test was used. The findings are presented in Table 4.24

**Table 4.24 One Independent T- test for the School Size and Implementation of FSE.**

	Test value =					
	T	Df	Sig. (2 Tailed)	Mean Difference	95% Confidence Interval of Difference	
					Upper	Lower
School size	-4243	9	0.132	-3.5232	-6.3232	-5.331

The data shows that the p valued was 0.132 which is greater than 0.05 ( $p >= 0.05$ ) hence the null hypothesis was retained. This means that school size does no statistically influence the implementation of free secondary education in public secondary schools in Makindu Sub – County, Makueni County. The findings from this study on school size did not go inline with the findings of Verpoor (2008) who sited that class size negatively affect the curriculum supervision and implementation. From the respondents, this factor did not seem to have influenced the implementation of free secondary education in Makindu sub-county.



#### **4.6 Influence of Availability of Resources on the Implementation of Free Secondary Education in Public Secondary Schools.**

Mbugua (1987) says that one of the duties of the principals in Kenya is to develop the school's physical facilities. She argues that in dealing with physical facilities, a principal 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. The study also sought to establish the influence of availability of resources on the implementation of free secondary education in public secondary schools. The school principals, deputy principals and the heads of department were asked to indicate whether they experienced shortage of resources. Their responses are presented in Table 4.25.

**Table 4.25 Responses of Availability of Resources in the Schools.**

<b>Response</b>	<b>Yes</b>		<b>No</b>		<b>Total</b>	
<b>Category</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Principals	20	100.0	0	00.0	20	100.0
Deputies	20	100.0	0	00.0	20	100.0
HoDs	26	92.9	2	7.1	28	100.0

Data indicate that all the school principals and all the deputy principals indicated that they experience shortage of resources in the schools. Only 2 (7.1%) indicated that they did not experience shortage of resources. The findings shows that there were shortages of resources in the schools which could hamper the implementation of FSE. Bell and Rhodes (1996) notes 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.

The researcher further asked the respondents to indicate whether some resources outlined in the questionnaires were available. Their response are presented in Table 4.26

**Table 4.26 Principals Responses on Availability of Resources.**

Resources	Available		Not Available	
	F	%	F	%
Teachers	18	90.0	2	10.0
Class books.	20	100.0	0	0.0
Students' reference books.	20	100.0	0	0.0
Teachers' reference books.	20	100.0	0	0.0
Charts and maps	18	90.0	2	10.0
Computers	4	20.0	16	80.0
Laboratory apparatus	6	30.0	14	70.0
Audio aids	1	5.0	19	95.0

Data on the principals' responses indicated that some of the resources were available while others were not available. For example computers, laboratory apparatus and Audio visuals were not available in schools as indicated by 80 percent, 70 percent and 95 percent principals respectively. Osei (2006) indicate that the development efforts of school principals 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.

**Table 4.27 Deputy Principals' Responses on Availability of Resources**

Resources	Available		Not Available	
	F	%	F	%
Teachers	20	100.0	0	0.0
Class books	20	100.0	0	0.0
Students' reference books	20	100.0	0	0.0
Teachers' reference books	19	95.0	1	5.0
Charts and maps	20	100.0	0	0.0
Computers	7	35.0	13	65.0
Laboratory apparatus	10	50.0	10	50.0
Audio aids	1	5.0	19	95.0

The findings of the deputy principals collaborated with those of the principals that computers, laboratory apparatus and audio visuals were not available in schools.

**Table 4.28 Heads of Departments Responses on Availability of Resources.**

<b>Resources</b>	<b>Available</b>		<b>Not Available</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Teachers	28	100.0	0	0.0
Class books.	28	100.0	0	0.0
Students' reference books.	28	100.0	0	0.0
Teachers' reference books	28	100.0	0	0.0
Charts and maps	27	96.4	1	3.6
Computers	5	17.9	23	82.1
Laboratory apparatus	14	50.0	14	50.0
Audio aids	0	0.0	28	100.0

The findings of the heads of departments responses concur with those of the principals and the deputy principals that computers, laboratory apparatus and audio visions were not available in schools. The findings are in line with Mbaabu (1983) who found that lack of physical facilities, materials, equipment and tools were among the major problems that primary school principals 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. 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

To test the null hypotheses that availability of resources does not statistically influence the implementation of free secondary education in public secondary schools in Makindu Sub – County, Makueni County, one sample T -test was used. The findings are presented in Table 4.29

**Table 4.29 One sample T- test for the Influence of Availability of Resources and Implementation of FSE.**

	Test value =					
	T	Df	Sig. (2 Tailed)	Mean Difference	95% Confidence Interval of Difference	
					Upper	Lower
Availability of resources	-4342	9	0.005	-5.6212	-5.2322	-6.4321

The data shows that the p valued was 0.005 which is less than 0.05 ( $p < 0.05$ ) hence the null hypothesis was rejected. This means that availability of resources statistically influenced the implementation of free secondary education in public secondary schools in Makindu Sub – County, Makueni County. Findings of this study on the role of resources in shools concur with the research results of Olembo and Cameron (1986) who indicated that inadequate resources in schools not only affect the performance of learners but also pose serious administrative challenges to principals. The findings are also inline with research results by

Osei (2006) who says that development efforts of school headteachers have sometimes been frustrated due to inadequate results in schools.

#### **4.7 Influence of Principals' Financial Management Skills on the Implementation of Free Secondary Education in Public Secondary Schools.**

The study also sought to establish the influence of principals' financial management skills on the implementation of free secondary education in public secondary schools. The respondents; principals, deputy principals and the heads of departments were requested to indicate whether they had attended seminars on school financial management. In this item, all the school principals indicated that they had attended financial management seminars. Asked how many times did the government finances sent to your school in a year, 13 (65%) indicated that the number of times the government finances sent to the school, 13 (65%) reported thrice, 5 (30%) indicated twice while 1 (5%) was nor sure. Asked to indicate some of the financial records maintained at the school, data reveled that schools maintained, tuition fee records, boarding fee records and lunch levies. Alomba (2003) states that according to the M O E manual for head teachers of primary schools and principals of secondary schools in Kenya are the financial controllers and accounting officers and are responsible for all financial collections and expenditure. The head teacher should be familiar with book keeping procedures according to the Ministry of Education, heads are supposed to ensure efficient and effective management of school finances to provide and promote educational service. The responses further indicated that banks were operated by the principal and also be members of the BOM.

The research also sought to establish the opinions of the principals, deputy principals and the heads of departments on the influence of principals' financial management skills on the implementation of free secondary education in public secondary schools.

The principals were therefore requested to indicate the extent to which they agreed or disagreed with statement on the principals' financial management. The findings are presented in Table 4.30

**Table 4.30 Principals Responses on Financial Management**

Statement	Agree		Disagree	
	F	%	F	%
Financial Management training improves performance and efficiency	19	95.0	1	5.0
I am the financial controller and accounting officer in the school	20	100.0	0	0.0
I am familiar with book keeping procedures	20	100.0	0	0.0
I ensure efficient and effective management of school finances	20	100.0	0	0.0
I adhere to accounting procedures	20	100.0	0	0.0
I ensure sound accountability systems	20	100.0	0	0.0

Data shows that all the principals agreed that financial management training improve performance and efficiency, they were the financial controller and accounting officer in the

school, they were familiar with book keeping procedures, they adhered to accounting procedure and that they were ensured sound accountability system. According to Orlosky (2008) principals 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 him, financial management determines the way the school is managed and whether or not the school will meet its objectives. The principal 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.

The deputy principals were therefore requested to indicate the extent to which they agreed or disagreed with statement on the principals' financial management. The findings are presented in Table 4.31.



**Table 4.31 Deputy Principals' Responses on Financial Management**

<b>Statement</b>	<b>Agree</b>		<b>Disagree</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Financial Management training improve performance and efficiency	20	100.0	0	0.0
My principal is the financial controller and accounting officer in the school	20	100.0	0	0.0
My principal is familiar with book keeping procedures	20	100.0	0	0.0
My principal ensure efficient and effective management of school finances	20	100.0	0	0.0
My principal adhere to accounting procedure	20	100.0	0	0.0
My principal ensures sound accountability system	20	100.0	0	0.0

Data from the deputy principals confirm the data from the principals that that financial management training improve performance and efficiency, that the principals were the financial controller and accounting officer in the school, they were familiar with book keeping procedures, that the principals adhered to accounting procedure and that the principals ensured sound accountability system.

The heads of departments were therefore requested to indicate the extent to which they agreed or disagreed with statement on the principals' financial management. The findings are presented in Table 4.32

**Table 4.32 Heads of Departments Responses on Financial Management**

<b>Statement</b>	<b>Agree</b>		<b>Disagree</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Financial Management training improves performance and efficiency	28	100.0	0	0.0
My principal is the financial controller and accounting officer in the school	28	100.0	1	3.6
My principal is familiar with book keeping procedures	28	100.0	0	0.0
My principal ensure efficient and effective management of school finances	28	100.0	0	0.0
My principal adhere to accounting procedures	28	100.0	0	0.0
My principal ensures sound accountability systems	28	100.0	0	0.0

Responses from the heads of departments confirm the data from the principals that that financial management training improve performance and efficiency, that the principals were the financial controller and accounting officer in the school, they were familiar with book keeping procedures, that the principals adhered to accounting procedure and that the principals ensured sound accountability system. Kallberg (1993) states that one of the central issues in modern financial management is the proper evaluation of risk and return.

The profitability of many firms depends very much on the institution’s ability to evaluate and control credit risk.

To test the null hypotheses that principals’ financial management skills do not statistically influence the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County, one sample T test was used. The findings are presented in Table 4.33

**Table 4.33 One sample T- test for the Principals’ Financial Management Skills and Implementation of FSE.**

	Test value =					
	T	Df	Sig. (2 Tailed)	Mean Difference	95% Confidence Interval of Difference	
					Upper	Lower
Principals’ financial management skills	-3212	9	0.15	-5.5432	-7.3122	-6.5431

The data shows that the p valued was 0.15 which is greater than 0.05 ( $p >= 0.05$ ) hence the null hypothesis was retained. This means that principals’ financial management does not statistically influence the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County. The findings of this research on the

principals' financial management skills on the implementation of a free secondary education did not concur with the findings of Oyaró (2008) which established that principals had not been trained and lacked sufficient knowledge and skills in financial management in their institutions. The findings here show that principals had attended training and seminars on financial management and therefore possess the necessary skills.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study, findings of the study, conclusion, and recommendations and finally presents the suggestions for further studies.

#### **5.2 Summary of the Study**

The purpose of this study was to investigate the administrative factors influencing the implementation of free secondary education in public secondary schools in Makindu Sub – County, Makueni County. Four research objectives guided that study. The objectives sought to assess the influence of disbursement of funds on the implementation of free secondary education; determine the influence of school size on the implementation of free secondary education; establish the influence of availability of resources on the implementation of free secondary education and lastly assess the influence of principals’ financial management skills on the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County. The study also used null hypotheses. The Null hypotheses stated that disbursement of funds, school size, availability of resources and principals’ financial management skills do not statistically influence the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County. This study was framed by the Capital Theory of School Effectiveness and Improvement developed by Hargreaves (2001). The study was carried out using descriptive

survey design. The target population comprised of all the 20 public secondary schools in the Sub-County comprising of 20 principals, 20 deputy principals and 100 heads of departments. The sample comprised of 20 principals, 20 deputy principals and 30 heads of departments. The study used questionnaires to collect data. Data was analysed by use of descriptive and inferential statistics.

### **5.3 Findings of the Study**

Findings on the influence of disbursement of funds on the implementation of free secondary education in public secondary schools reveal that students were not allocated adequate funds according to their needs as was reported by all the principals, majority (85%) of the deputy principals and majority (85.7%) of the heads of departments. Majority (85.5%) indicate that Free secondary education funds did not guarantee equity in students. Majority (90%) disagreed that FSE funds cater for all school fees requirement. It was also observed that parents were able to top up fees for their children. Materials for learning and teaching to be acquired by free secondary education funds were always not ready due to the delays of funds. One sample T test for the null hypothesis that disbursement of funds statistically influenced the implementation of free secondary education in public secondary schools revealed that the p valued was 0.006 which was less than 0.05 ( $< 0.05$ ) hence the null hypothesis was rejected.

Findings on the influence of school size on the implementation of free secondary education in public secondary schools reveal that majority of the principals (95%), majority of the deputy principals (90%) and majority of the heads of departments (82.1%) indicate that they

did not have adequate and complete classrooms. All the principals, 95 percent of the deputy principals and 67.9 percent of the heads of departments indicate that they did not have adequate teachers in their schools. One sample T test was used to test the hypothesis that school size does not statistically influence the implementation of free secondary education in public secondary schools showed that the p valued was 0.132 which is greater than 0.05 ( $p >= 0.05$ ) hence the null hypothesis was retained.

Findings on the influence of availability of resources on the implementation of free secondary education in public secondary schools reveal that school principals and all the deputy principals indicated that they experience shortage of resources in the schools. For example computers, laboratory apparatus and Audio visuals were not available in schools as indicated by 80 percent, 70 percent and 95 percent principals respectively. One sample T test that was used to test the hypothesis that availability of resources statistically influenced the implementation of free secondary education in public secondary schools showed that the p valued was 0.005 which is less than 0.05 ( $p < 0.05$ ) hence the null hypothesis was rejected.

Findings on the influence of principals' financial management skills on the implementation of free secondary education in public secondary schools reveal that all the principals agreed that financial management training improve performance and efficiency, they were the financial controller and accounting officer in the school, they were familiar with book keeping procedures, they adhered to accounting procedure and that they were ensured sound accountability system. A one sample T test on the null hypotheses that principals' financial

management skills did not statistically influence the implementation of free secondary education in public secondary schools revealed a p valued 0.15 which is greater than 0.05 ( $p \geq 0.05$ ) hence the null hypothesis was retained.

#### **5.4 Conclusion**

The study concludes that disbursement of funds affected the implementation of free secondary education in public secondary schools. Students were not allocated adequate funds according to their needs, free education funds did not guarantee equity in students and did not cater for all school fees requirement. Parents were supposed to top up fees for their children. Materials for learning and teaching to be acquired by free secondary education funds were always not ready due to the delays of funds. The study also conclude that majority of the principals, deputy principals and heads of departments indicated that they did not have adequate and complete classrooms. Schools did not have adequate teachers in their schools. However, one sample T test use to test the hypothesis that school size does not statistically influence the implementation of free secondary education in public secondary schools showed that school size did not statistically influence the implementation of FSE.

The study conclude that availability of resources influenced the implementation of free secondary education in public secondary schools. For example, all the school principals, deputy principals indicated that they experience shortage of resources in the schools. Computers, laboratory apparatus and audio visuals were not available in schools. One sample T test used to test the hypothesis that availability of resources does not statistically



influence the implementation of free secondary education in public secondary schools showed availability of resources statistically influenced the implementation of the free secondary education. The study also concluded that principals' financial management skills did not statistically influence the implementation of free secondary education in public secondary schools.

### **5.5 Recommendations**

Based on the findings of the study the following were the recommendations. The government should disburse adequate funds so the principals are able to implement the curriculum. The government should disburse the funds in good time so that the principals are able to plan and implement school programmes in good time. The principals should be trained so that they are able to manage the school funds effectively.

### **5.6 Suggestions for Further Studies**

Taking the limitations and delimitations of the study, the following areas were suggested for further research. A study on principals' characteristics on the implementation of FSE. A study on influence of parental participation in school development and its influence of FSE implementation. A study on school factors that influence the implementation of FSE

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## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

Benjamin Kyalo Ndambuki  
Department of Educational  
Administration and Planning  
South Eastern Kenya University  
P.O. Box 170 – 90200  
Kitui  
1<sup>st</sup> Jan, 2016

The Principal

\_\_\_\_\_ Secondary school

Dear Sir / Madam,

#### **RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL**

I am a master's student at South Eastern Kenya University carrying out a study on **“administrative factors influencing the implementation of free secondary education in public secondary schools”**. Your school has been selected as one of the few for the purpose of undertaking the study. I am hereby kindly requesting you to give your honest responses to the questionnaire items attached to this letter. Your response will be accepted. There is no wrong or right answer. Your identity will be treated with confidentiality and the information used strictly for the academic purposes. Thank you in advance for the anticipated cooperation.

Yours faithfully,

Benjamin Kyalo Ndambuki

## APPENDIX II

### QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is designed to gather information on the administrative factors influencing the implementation of free secondary education in public secondary schools. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information will only be used for the purpose of this study. Please respond to all items.

#### PART A: Demographic Information

Indicate the correct option by inserting a tick (✓) in appropriate box provided

1. Gender: Female  Male
2. Age: Below 24yrs  26 – 30 yrs  31 – 35 yrs   
36 – 40 yrs  41 – 45 yrs  46 – 50 yrs  51  
and above

3. Kindly indicate your highest academic/professional qualification.

B.Ed  Diploma in Education   
M.Ed  P1  PhD \_\_\_\_\_

4. Indicate your teaching experience in years

Below 1 yr  2 – 5 yrs  6 – 10 yrs  11-15yrs  
 16-20yrs  >20yrs

5. How long have you been principal in this school?

1 – 5 years [ ] 6 – 10 years [ ]  
11 – 15 years [ ] 16 – 20 years [ ]

21 – 25 years                26 years and above   

**Section B: Influence of Disbursement of Funds on the Implementation of Free Secondary Education in Public Secondary Schools.**

6. Are students allocated adequate funds according to their needs?

Yes                No           

7. If yes, is the fund disbursed on time?

Yes                No           

8. If no, which is the average amount you would propose per student?

.....

9. Is your school having a bank account?

Yes                No           

10. Have you ever experienced delays of the FSE finances?

Yes (    ) No (    ) Not Sure (    )

11. Do you have any records of the FSE finances in your school?

Yes (    ) No (    )            Not Sure (    )

12. Are the finances provided to your school adequate to meet the school needs throughout the year?

Yes (    ) No (    )            Not Sure (    )

13. Statements below are related to disbursement of funds on the implementation of free secondary education in public secondary schools. Please tick appropriately.

Key



SA = Strongly Agree      A=    Agree    U= Undecided      D = Disagree

SD = Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Education funds are disbursed directly to school accounts					
Free secondary education funds does not guarantee equity in students					
Free secondary education funds cater for all school fees requirements.					
Parents are able to top up fees for their children					
Completion rate is looked into at secondary school level.					
Materials for learning and teaching to be acquired by free secondary education funds are always ready					

**Section C: Influence of School Size on the Implementation of Free Secondary Education in Public Secondary Schools**

14. Do you have adequate and complete classrooms?

Yes (    ) No (    )                      Not Sure (    )

15. Please indicate if you have inadequacy of teachers in your school

Yes (    ) No (    )                      Not Sure (    )

16. Statements below are related to school size and the implementation of free secondary education in public secondary schools. Please tick appropriately.

Key

SA = Strongly Agree      A= Agree    U= Undecided      D = Disagree

SD = Strongly Disagree

Statement	SA	A	U	D	SD
Free secondary education lead to high number of students in secondary schools					
There is high number of pupils taught by a teacher at a particular time					
Teacher pupil- ratio is lower than the average class size.					
My teachers teach large classes					
School size influence the implementation of free secondary education					

**Section D: Influence of Availability of Resources on the Implementation of Free Secondary Education in Public Secondary Schools.**

17. Do you experience any shortage of resources?

Yes (    ) No (    )                      Not Sure (    )

18. Indicate the availability of the following resources in your school:

Key:                      A = Available NA= Not Available

<b>Resources</b>	<b>A</b>	<b>NA</b>
Teachers		
Class books.		
Students' reference books.		
Teachers' reference books.		
Charts and maps		
Computers		
Laboratory apparatus		
Audio aids		

**Section E: Influence of Principals' Financial Management Skills on the Implementation of Free Secondary Education in Public Secondary Schools**

19. Have you ever attended any seminar for school financial management?

Yes ( ) No ( ) Not Sure ( )

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

Once ( ) Twice ( ) Trice ( )

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

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

22. Other than yourself are there other people who operate the school bank account?

Yes ( ) No ( ) Not Sure ( )

23. Statements below are related to principals' financial management and the implementation of free secondary education in public secondary schools. Please tick appropriately.

Key

SA = Strongly Agree      A= Agree    U= Undecided      D = Disagree

SD = Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Financial Management training improves performance and efficiency					
I am the financial controller and accounting officer in the school					
I am familiar with book keeping procedures					
I ensure efficient and effective management of school finances					
I adhere to accounting procedures					
I ensure sound accountability systems.					

### APPENDIX III

#### QUESTIONNAIRE FOR DEPUTY PRINCIPALS

This questionnaire is designed to gather information on the administrative factors influencing the implementation of free secondary education in public secondary schools. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information will only be used for the purpose of this study. Please respond to all items.

#### PART A: Demographic Information

Indicate the correct option by inserting a tick (✓) in appropriate box provided

1. Gender: Female  Male
2. Age: Below 24yrs  26 – 30 yrs  31 – 35 yrs   
36 – 40 yrs  41 – 45 yrs  46 – 50 yrs  51  
and above
3. Kindly indicate your highest academic/professional qualification.  
B.Ed  Diploma in Education   
M.Ed  P1  PhD \_\_\_\_\_
4. Indicate your teaching experience in years  
Below 1 yr  2 – 5 yrs  6 – 10 yrs  11-15yrs  
 16-20yrs  >20yrs
5. How long have you been deputy principal in this school?  
1 – 5 years [ ] 6 – 10 years [ ]

11 – 15 years                16 – 20 years           

21 – 25 years                26 years and above   

**Section B: Influence of Disbursement of Funds on the Implementation of Free Secondary Education in Public Secondary Schools**

6. Are students allocated adequate fund according to their needs?

Yes                No           

7. If yes, is the fund disbursed in time?

Yes                No           

8. Is your school having a bank account?

Yes                No           

9. Have ever experienced delays of the FSE finances?

Yes (    ) No (    ) Not Sure (    )

10. Do you have any records of the FSE finances in your school?

Yes (    ) No (    )            Not Sure (    )

11. Are the finances provided to your school adequate to meet the school needs throughout the year?

Yes (    ) No (    )            Not Sure (    )

12. Statements below are related to disbursement of funds on the implementation of free secondary education in public secondary schools. Please tick appropriately.

Key

SA = Strongly Agree            A=    Agree    U= Undecided            D = Disagree

SD = Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Education funds are disbursed directly to school accounts					
Free secondary education funds does not guarantee equity in students					
Free secondary education funds cater for all school fees requirement.					
Parents are able to top up fees for their children					
Completion rate is looked into at secondary school level.					
Materials for learning and teaching to be acquired by free secondary education funds are always ready					

**Section C: Influence of School Size on the Implementation of Free Secondary Education in Public Secondary Schools**

13. Do you have adequate and complete classrooms?

Yes ( ) No ( ) Not Sure ( )

14. Please indicate if you have inadequacy of teachers in your school

Yes ( ) No ( ) Not Sure ( )

15. Statements below are related to school size and the implementation of free secondary education in public secondary schools. Please tick appropriately.

Key: SA = Strongly Agree A= Agree U= Undecided D = Disagree

SD = Strongly Disagree

Statement	SA	A	U	D	SD
Free secondary education lead to high number of students secondary schools					
There is high number of pupils taught by a teacher at a particular time					
Teacher pupil- ratio is lower than the average class size.					
My teachers teach large classes					
School size influence the implementation of free secondary education					

**Section D: Influence of Availability of Resources on the Implementation of Free Secondary Education in Public Secondary Schools.**

16. Do you experience any shortage of resources?

Yes ( ) No ( ) Not Sure ( )

17. Indicate the availability of the following resources in your school:

Key: A = Available NA= Not Available

Resources	A	NA



Teachers		
Class books.		
Students' reference books.		
Teachers' reference books.		
Charts and maps		
Computers		
Laboratory apparatus		
Audio aids		

**Section E: Influence of Principals' Financial Management Skills on the Implementation of Free Secondary Education in Public Secondary Schools**

18. Have you ever attended any seminar for school financial management?

Yes ( ) No ( ) Not Sure ( )

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

Once ( ) Twice ( ) Thrice ( )

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

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

26. Who operate the school bank account?

27. Statements below are related to principals' financial management and the implementation of free secondary education in public secondary schools. Please tick appropriately.

Key

SA = Strongly Agree      A=    Agree   U= Undecided      D = Disagree

SD = Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Financial Management training improves performance and efficiency					
My principal is the financial controller and accounting officer in the school					
My principal is familiar with book keeping procedures					
My principal ensure efficient and effective management of school finances					
My principal adhere to accounting procedures					
My principal ensures sound accountability systems.					

## APPENDIX IV

### QUESTIONNAIRE FOR HODS

This questionnaire is designed to gather information on the administrative factors influencing the implementation of free secondary education in public secondary schools. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information will only be used for the purpose of this study. Please respond to all items.

#### PART A: Demographic Information

Indicate the correct option by inserting a tick (✓) in appropriate box provided

1. Gender: Female  Male
2. Age: Below 24yrs  26 – 30 yrs  31 – 35 yrs   
36 – 40 yrs  41 – 45 yrs  46 – 50 yrs  51  
and above
3. Kindly indicate your highest academic/professional qualification.  
B.Ed  Diploma in Education   
M.Ed  P1  PhD \_\_\_\_\_
4. Indicate your teaching experience in years  
Below 1 yr  2 – 5 yrs  6 – 10 yrs  11-15yrs   
 16-20yrs  >20yrs
5. How long have you been a teacher in this school?  
1 – 5 years [ ] 6 – 10 years [ ]

11 – 15 years                16 – 20 years           

21 – 25 years                26 years and above   

**Section B: Influence of Disbursement of Funds on the Implementation of Free Secondary Education in Public Secondary Schools**

6. Are students allocated adequate fund according to their needs?

Yes                No           

7. If yes, is the fund disbursed in time?

Yes                No           

8. Is your school having a bank account?

Yes                No           

9. Are the finances provided to your school adequate to meet the school needs throughout the year?

Yes (      ) No (      )            Not Sure (      )

10. Statements below are related to disbursement of funds on the implementation of free secondary education in public secondary schools. Please tick appropriately.

Key

SA = Strongly Agree      A=    Agree    U= Undecided      D = Disagree

SD = Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Education funds are disbursed directly to school accounts					
Free secondary education funds does not guarantee equity in students					
Free secondary education funds cater for all school fees requirement.					
Parents are able to top up fees for their children					
Completion rate is looked into at secondary school level.					
Materials for learning and teaching to be acquired by free secondary education funds are always ready					

**Section C: Influence of School Size on the Implementation of Free Secondary Education in Public Secondary Schools**

11. Do you have adequate and complete classrooms?

Yes ( ) No ( ) Not Sure ( )

12. Are you able to handle the number of students in your school

Yes ( ) No ( ) Not Sure ( )

13. Statements below are related to school size and the implementation of free secondary education in public secondary schools. Please tick appropriately.

Key

SA = Strongly Agree      A= Agree    U= Undecided      D = Disagree

SD = Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Free secondary education lead to high number of students					
I have high number of pupils in my class					
Teacher pupil- ratio is lower than the average class size.					
I teach large classes					
School size influence the implementation of free secondary education					

**Section D: Influence of Availability of Resources on the Implementation of Free Secondary Education in Public Secondary Schools.**

14. Do you experience any shortage of resources?

Yes (    ) No (    )                      Not Sure (    )

15. Indicate the availability of the following resources in your school:

Key:              A = Available    NA= Not Available

<b>Resources</b>	<b>A</b>	<b>NA</b>
Teachers		
Class books.		
Students' reference books.		
Teachers' reference books.		
Charts and maps		
Computers		
Laboratory apparatus		
Audio aids		

**Section E: Influence of Principals' Financial Management Skills on the Implementation of Free secondary Education in Public Secondary Schools**

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

Once ( ) Twice ( ) Thrice ( )

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

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

30. Statements below are related to principals' financial management and the implementation of free secondary education in public secondary schools. Please tick appropriately.

Key

SA = Strongly Agree      A= Agree      U= Undecided      D = Disagree

SD = Strongly Disagree

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Financial Management training improves performance and efficiency					
My principal is the financial controller and accounting officer in the school					
My principal is familiar with book keeping procedures					
My principal ensure efficient and effective management of school finances					
My principal adhere to accounting procedures					
My principal ensures sound accountability systems.					



**APPENDIX V**

**RESEARCH PERMIT**