

**INFLUENCE OF EDUCATIONAL SUBSIDIES ON COMPLETION  
RATES IN PUBLIC DAY SECONDARY SCHOOLS IN KITUI  
COUNTY, KENYA**

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A Thesis Submitted in Fulfilment of the Requirement for the Degree of Doctor  
of Philosophy in Educational Planning of  
South Eastern Kenya University

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## DECLARATION

This thesis is my original work and has not been presented to any other institution for any other award. I understand that plagiarism is an offence and I declare therefore that this thesis is my original work and has not been submitted for any award in any other institution

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## **DEDICATION**

This Thesis is dedicated to my beloved wife Jane Muthoni, our children Victor Mwangi and Abbey Riunga, my Mom Joy Wanjiku and My late grandparents Kiuma Gakuru and Margaret Wamurango.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ASAL</b>	Arid and semi-arid lands
<b>BOM</b>	Board of Management
<b>CDF</b>	Constituency Development Fund
<b>CBF</b>	Constituency Bursary Fund
<b>EFA</b>	Education for All
<b>FDSE</b>	Free Day Secondary School Education
<b>FPE</b>	Free Primary Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KIPPRA</b>	Kenya Institute of Public Policy Research
<b>KNEC</b>	Kenya National Examinations Council
<b>MDGs</b>	Millennium Development Goals
<b>MoE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission of Science, Technology and Innovation
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>SEBF</b>	Secondary Education Bursary Fund
<b>SPSS</b>	Statistical Package for Social Science
<b>SSA</b>	Sub-Saharan Africa
<b>TSC</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>USE</b>	Universal Secondary Education
<b>SEBF</b>	Secondary Education Bursary Fund

## ABSTRACT

Completion rates in public day secondary schools in Kitui County is low and stands at 72.8 per cent which is way below the government expectation of 98 per cent. The purpose of this study was to investigate the influence of Educational Subsidies on completion rates in public day secondary schools in Kitui County. The objectives of this study were, to assess the influence of Free Day Secondary Education on completion rates in public day secondary schools in Kitui County, Kenya, to determine the extent to which government bursaries influence completion rates in public day secondary schools in Kitui County, to establish the extent to which provision of teaching and learning materials influences completion rates in public day secondary schools in Kitui County and to examine the extent to which educational subsidies influence completion rates among different student gender in public day secondary schools in Kitui County. This study was anchored on the Classical Liberal Theory of Equal Opportunity by Jean-Jacques Rousseau. The study adopted descriptive survey research design. The sample size for the study consisted of 119 principals of day secondary schools in Kitui County, 16 treasurers of Constituency Bursary Fund committee and one County Director of Education, giving a total of 136 respondents. Stratified proportionate sampling technique was used to select the schools from every sub-county using Yamane's Formula. Simple random sampling was used to select principals and purposive sampling was used to select Constituency Bursary Fund committee treasurers and County Director of Education. Data was collected using a questionnaire for the principals, interview schedules for Constituency Bursary Fund committee treasurers and County Director of Education. Document review guide was used to gather data on enrolment and completion rates of students from school class and admission registers and Kenya Certificate Secondary Education registration records. The study revealed that Free Day Secondary Education influence on completion rates is very significant by 0.127 level of significant implying that the provision of Free Day Secondary Education has helped students to complete their studies. However, funds were inadequate to keep a student in school for a whole year. The study also found that the constituency bursary fund committee treasurers had no records to track the impact of the bursaries disbursed. The study further found that teaching and learning materials were inadequate. The study recommended that the government should increase funding for Free Day Secondary Education in public day secondary schools. The study also recommended that public day secondary schools Board of Management should mobilize other sources of teaching and learning materials. The study further recommended that Constituency Bursary Fund Committees should improve on record keeping and tracking to ensure impact of bursary on completion rates is documented. The study concludes that provision of Free Day Secondary Education has increased students' retention rate and reduced dropout rates subsequently this has led to high completion rates. The study further concludes that Constituency Development Fund bursary has not been effective in ensuring retention of students in public day secondary schools.

## **CHAPTER ONE**

### **INTRODUCTION**

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

Educational subsidy is an assistance given by the government as a policy to students in educational institutions in support of their studies and is regarded as being in the public interest (Edwards, 2016). The primary goal of public day secondary school educational subsidies is to promote school enrolment and reduce dropout rates by reducing tuition costs hence increasing completion rates. Cecilia (2009), explained that subsidies to secondary education are intended to provide equality of chances to all students, no matter what their family wealth is.

Cameron (1997), explained that in many developed nations such as United States of America, 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. Cameron further commented that in some developing countries like Ghana, Nicaragua and Guatemala secondary education is compulsory. This has led to high completion rates. Dearden, Emmerson, and Frayne (2005) noted that all over the world education has been viewed as means of reducing poverty as well as a means of attaining higher economic growth. Dearden, Emmerson, and Frayne further stated that in both developed and developing countries education is seen as a key to

development. The fast-moving technological change can only be attained through education. In United States and the Britain there have been an increase in the returns to education due to government funding.

The United Kingdom abolished fees for state secondary schools through the Butler Act of 1944 and the compulsory school leaving ages was increased from 14 to 15. In the United States today, the compulsory school leaving age ranges from 16 to 18 and for the rest of the Organization for Economic Co-operation and Development (OECD) countries, it ranges from 14 to 18. Lewin (2007) studies on Improving Access, Equity and Transitions in Education in Bangladesh, found that completion rates improved substantially in Bangladesh after the introduction of educational subsidies. Keith (2008), found a negative relationship between educational grants and transition rates in United Kingdom. He explained that there are other underlying factors that affect transition and retention rates in the United Kingdom. Bowen (2009) in a study conducted in United States of America, indicated that, there were downwards trends in U.S. college completion rates over the past few decades. He stated that, among students entering college, completion rates are lower today than they were in the 1970s. Bowen further stated that low completion rates of students were from lower socio-economic backgrounds. Edwards (2016) in a study conducted in United States of America, noted that The U.S. Department of Education spends tens of billions of dollars a year on subsidies for higher education. The bulk of the spending goes to student aid, with the balance going to grants for educational institutions. Federal student loans are about



\$100 billion a year, and grants to colleges and universities are \$2.5 billion a year. This could be related to the situation in Kitui County where completion rates are still lagging behind at 72.8 per cent. This is against the anticipated government completion rates in secondary schools of 98 per cent by 2015.

A study done by Lewin (2008) on Financing Education in Mauritius, explained that educational subsidies make secondary education more accessible. The study further stated that in Mauritius higher educational subsidies take two basic forms: grants and loan programs and operating subsidies. The study stated that operating subsidies are primarily funded by the state and local governments (Lewin, 2008). Lewin (2008) further noted that free secondary education was introduced in Mauritius in 1977. Prior to 1977, only scholarship winners of primary school-leaving examinations were entitled to free education in state schools. The governing body of public secondary schools in South Africa has taken measures to supplement the resources supplied by the state (Masimbwa, 2010). This decision by the state has led to high completion rates in South Africa (Masimbwa, 2010). Muhindi (2012) noted that despite financial crisis and deficits, some governments in Sub-Saharan Africa (SSA) have recently extended free education from primary to include secondary schools. Rwanda and Uganda abolished lower secondary education fees in 2006 and 2007 respectively (Muhindi, 2012). The Government of Rwanda has a nine-year basic education of which primary to lower secondary is free (United Nations Educational Scientific and Cultural Organization, 2007). This policy was implemented to ensure high completion

rates. In most countries, governments remain the largest financiers and providers of education. This note examines the evidence on the extent to which public expenditure on education have been effective in reaching the poor. The distribution of educational expenditures is inequitable, especially at the post-primary levels, where poor income groups are under-represented as compared with higher income groups.

The Government of Kenya subsidization of Education is motivated by the desire to increase transition and retention rates leading to low dropout rates hence high completion rates (Masimbwa, 2010). Educational subsidies include; Free Day Secondary School Education (FDSE), Constituency Development Fund (CDF) bursary, scholarships, teaching and learning materials and grants (Republic of Kenya, 2008). This study explored FDSE, CDF bursary, teaching and learning materials.

FDSE subsidy was introduced by the Government of Kenya in January 2008. The main objective was to make secondary school education accessible and affordable to all qualified students regardless of their socio-economic background; in the long run improve the completion rates. The 1990 Jomtein World Conference on Education for All (EFA) encouraged governments all over the world to provide universal education to its citizens. In response to these resolutions, the Government of Kenya launched Free Primary Education (FPE) in 2003 and FDSE in 2008 as a strategy to make education accessible and affordable to many households in the country (Orodho, 2014). Initially a

sum of Kshs 10 265 was allocated to every student in public secondary school annually (Republic of Kenya, 2005). Free Day Secondary Education was meant to address illiteracy, low quality education and low completion rates at the secondary level (Republic of Kenya, 2005). However, this has not been the case in Kitui County as completion rates are still low. Orodho (2014), observed that FDSE initiative could have been triggered by the Kenya government commitment to increase transition rate from primary to secondary by seventy percent (Republic of Kenya, 2008). A study by KIPPRA (2008) on public expenditure tracking of secondary education bursary fund in Nairobi County, Kenya established a positive relationship between public educational subsidies and completion rates.

The Kenya government plays a crucial role in financing of public secondary education especially through Free Day Secondary Education. In 2007, the government formed a taskforce to look into ways and means of reducing the cost of secondary education on households (Ministry of Education, 2008). The taskforce on Affordable Secondary Education was led by Dr. Eddah Gachukia and it recommended a Government monetary subsidy of Kshs 10 265 per child to meet the cost of instructional material and other support services (Gachukia, 2007). The government started disbursing FDSE funds in January 2008. The disbursement of FDSE funds is in three batches; 50 per cent in first term, 30 per cent in second term and 20 per cent in third term.

According to the Free Day Secondary School Education (FDSE) policy, the Government of Kenya was expected to meet the tuition fees of KShs 10 265 per student annually (Gachukia, 2007). The FDSE funds were to be later revised through government circular No. MOE.DSEC/5/17 of 2015 to Ksh. 12 870 per child. This was done due to the fact that, despite the disbursement of FDSE funds completion rates were still low as some students from public day secondary schools were dropping out of school. This relates to Classical Theory whose aim is to create equal opportunities for all human beings. Further in 2017 the then Education Cabinet Secretary in consultation with education stakeholders further revised the FDSE funds figure upwardly to Ksh. 22 244 per student annually through government circular No. MOE/HQS/3/13/3 of 2018. It was first disbursed in January 2018. Parents were required to meet other requirements like lunch, transport and boarding fees for those in boarding schools, besides development of approved school projects.

However, some parents were not aware of the revision and hence still kept their children at home for lack of school fees. In some areas transition from primary level to secondary was very low because parents could not afford to pay other levies such as co-curriculum levy, internal examinations levy and Kenya Secondary Schools Heads Association levy among others. The FDSE funds are distributed in the following vote heads Table 1.1

**Table 1.1: FDSE Vote heads**

<b>Vote head</b>	<b>Amount (Ksh)</b>
Teaching/ Learning Materials	1,640
Repairs maintenance and improvement	680
Medical insurance (safety and property)	200
Local travel and transport	680
Administration cost	1,040
Electricity, water and conservancy	1,040
Activities fees	1,040
Personal emoluments	6,920
Smasse	400
Text books	5,122
Exercise books	2,048
Laboratory equipment	820
Chalk	102
Reference/Library material	204
Exam and Assessment	308
<b>TOTAL</b>	<b>22,244</b>

**Source:** MoE 2018

This policy was in line with the government commitment to ensure that regional special needs and gender disparities were addressed (Akaranga, 2011). FDSE efforts were a positive move towards the realization of the Millennium Development Goals (MDGs) and Education for All (EFA). The government of Kenya adopted Free Day Secondary Education subsidy policy in January 2008 (Ministry of Education, 2008). The rationale for Free Day Secondary Education Policy was to ensure equity in education by reducing the burden of fees borne by parents /guardians and enhance transition from primary schools to secondary schools to 70 per cent. The gross enrolment rate

for primary schools was 107.6 per cent and 36.8 per cent for secondary schools (Ministry of Education, 2007). According to the Kenya Economic Survey Republic of Kenya (2011), the total enrolment rate from 2009 to 2010 for secondary schools increased from 1.15 million students to 1.70 million students that is 12.6 per cent increase.

In 1993/1994 financial year Secondary Schools Bursary Scheme was introduced in Kenya to enhance access, ensure retention and increase completion rates (Republic of Kenya, 2006). This provision of bursary was to enable bright students from low socio-economic background access secondary school education. In line with government policy on decentralization, devolution and empowerment of communities, from the year 2003 the bursary scheme funds were channelled through Constituency Development Funds (CDF) Ministry of Education Science and Technology (2003). The bursary scheme was targeted to students from poor families, those in slum areas, those from pockets of poverty in high potential areas, districts in Arid and semi-arid lands (ASAL), orphans and the girl child (Onuko, 2012). Asena (2016), noted that majority of beneficiaries of secondary schools bursary scheme were funded by CDF at 78 per cent. One major challenge facing provision of bursary was that students were not assured of continuous funding and that the disbursements were not in line with the school calendar year. This implied that a student could receive funds in one year and miss in the following year leading to students dropping out of school prematurely. This could be the case

in Kitui County where completion rates are still low despite government bursary scheme.

Teaching and learning materials are materials or tools locally made or imported that could make tremendous enhancement of lesson impact if intelligently used (Akaranga, 2011). Ohba (2009), defines teaching and learning materials as objects or devices, which help the teacher to make a lesson much clearer to the learner. Ohba (2009), further describes them as concrete or physical objects which provide sound, visual or both to the sense organs during teaching. Instructional materials perform such functions as the extension of the range of experience available to learners, supplement and complement the teacher's verbal explanations thereby making learning experience richer and providing the teacher with interest into a wide variety of learning activities (Akaranga, 2011). Teaching and learning materials include textbooks, computers, maps, chalk, exercise books and school buildings among other teaching and learning materials.

Bosire (1986) and Kaguma (2012), state that although the number of girls in secondary school continues to rise every year, a good number of them have been unable to complete secondary education. Among the factors that affect completion rate among girls in public day secondary schools sighted by this study were cultural beliefs, sexual abuse, pregnancy early marriage, child labour, unsupportive environment, lack of guidance and counselling, poor performance and poverty (Kaguma, 2012). Musonga (2014), showed that there

are other factors that negatively affect completion rates of secondary school students especially girls. Such factors he said included; child labour, poverty and lack of sponsorship. This means that if such factors are not addressed then completion rates will remain low despite government.

Kaguma (2012), in Kirinyaga County, further explained that the colonial government introduced a series of examinations whose motive was to make sure as many Africans as possible did not complete school; low completion rates affected both boys and girls. However, girls had more problems that prevented them to complete their education so as to successfully compete with the boys. Studies done by Wainaina (2008) in Thika District Kiambu County, indicated that during the early colonial days missionary education was a preserve for the boys while the girls stayed at home to prepare for marriage and family life. The cultural beliefs and practices that prejudice girls continue to keep a good number of them out of school every day (Wainaina, 2008). Musonga (2014), further noted that, the cost of voluntary contributions, uniforms, books and bus fares can make free education to be expensive. In Africa, many girls are forced to drop from school because families often send them out to work at a young age so that they can get additional income. This study further explored whether introduction of educational subsidies has impacted on gender completion rates in Kitui County.

Miako (2012), in the study, school levies and their effects on access and retention since the introduction of the subsidized secondary education in



Nyandarua County found that about 21 per cent of students joining secondary school do not complete their secondary education. This study looked at the influence of educational subsidies on completion rates in day secondary school in Kitui County. From Kitui County Education Office records, transition rate from primary to secondary schools is low, with only 55 per cent of primary school graduates entering secondary school. There are also high dropout rates; about 37 per cent of secondary school students do not complete school (Kitui County Education Office Records, 2014). According to 2014 education reports obtained from Kitui County Education office the main source of educational subsidies is CDF at 71.43 per cent mainly used to improve infrastructure in day secondary schools (Education County Office Kitui, 2014). This is followed by 21.43 per cent from Non-Governmental Organizations, only 7.14 per cent is obtained from the Ministry of Education as subsidized Day Secondary Education. This study investigated the current influence of FDSE, CDF bursary and teaching and learning resources on completion rates in public day secondary schools in Kitui County.

## **1.2 Statement of problem**

Completion rates in public day secondary schools in Kitui County is still low and stands at 72.8 per cent which is way below the government expectation of 98 per cent (Kitui County Education Office, 2014). The Government of Kenya has put in place policies to make education affordable to enhance completion rates. This has been done through provision of Free Primary Education (FPE)

and Free Day Secondary Education (FDSE). Funds for these programs are disbursed annually to all public schools.

Miako (2012), conducted a study in Nyandarua County on school levies and their effects on access and retention since the introduction of the free day secondary education, this study found that many parents were unable to pay school levies provide uniform and other basic needs like food negatively affecting retention rates, leading to low completion rates. This study used descriptive survey design, the target population was 256 and the sample size was 133 respondents. Kosgei (2012) in a study on beyond school inputs and resources: an assessment of the effects of subsidies educational outputs in Kenya found that educational subsidies lead to high completion rates in Kenya. This study used mixed methods design. The target population was 493 and the sample size was 271 respondents. Masimbwa (2010) in a study conducted in Kericho County on cost-saving measures in enhancing efficiency in secondary schools found that effective use of educational subsidies leads to high completion rates in secondary schools in Kericho. Descriptive survey was used in this study with a target population of 472 and the sample size was 214 respondents.

A study on influence of educational subsidies on completion rates in day secondary schools has not been conducted in Kitui County. These studies did not specifically look at the influence of FDSE, CDF bursary and teaching and learning resources. This study was conducted to fill this gap.

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

The purpose of this study was to investigate the influence of Educational Subsidies on completion rates in public day secondary schools in Kitui County.

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

The study was guided by the following objectives:

- i) To assess the influence of Free Day Secondary education on completion rates in public day secondary schools in Kitui County, Kenya.
- ii) To determine the extent to which government bursaries influence completion rates in public day secondary schools in Kitui County, Kenya.
- iii) To establish the extent to which provision of teaching and learning materials influences completion rates in public day secondary schools in Kitui County, Kenya.
- iv) To examine the extent to which educational subsidies influence completion rates among different student gender in public day secondary schools in Kitui County, Kenya.

### **1.5 Research hypotheses**

This study was addressed by the following hypotheses:

H<sub>01</sub>: There is no statistically significant relationship between Free Day Secondary Education (FDSE) and completion rates in public day secondary schools in Kitui County, Kenya.

Ho<sub>2</sub>: There is no statistically significant relationship between provisions of Government bursaries and completion rates in public day secondary Schools in Kitui County, Kenya.

Ho<sub>3</sub>: There is no statistically significant relationship between provision of teaching and learning materials and completion rates in public day secondary schools in Kitui County, Kenya.

Ho<sub>4</sub>: There is no statistically significant relationship between educational subsidies and completion rates among student's gender in public day secondary schools in Kitui County, Kenya.

### **1.6 Significance of the study**

The findings of the study may be used by the Ministry of Education to review the policy on educational subsidies provision with a view of ensuring adequacy. The study findings may also be used by the government to assess the impact of the already allocated funds for FDSE on KCSE completion rates. The government could use the study findings in holding to account officers responsible for disbursement of the educational subsidies in every constituency.

The recommendations from this study may be useful to parents in determining the necessary contributions they need to make towards the education of their children so that they complete secondary school. Parents will also be aware of the extent of the government support towards Free Day Secondary Education and thus make them adequately prepared to meet their responsibilities towards education of their children. School administrators and teachers in secondary

schools could use findings from this study in evaluating the status of FDSE, address the challenges and make appropriate amendments or recommendations on the same. The study findings could be used by donors in assessing the impact of the allocated funds to education in relation to Day Secondary School Education retention and completion rates and identify any gap that they need to fill. This study will add to a pool of knowledge in education planning and economics which other scholars may refer to in building their literature.

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

Principals, County Director of Education and CBF committee treasurers were likely to withhold relevant information in order to reflect government provision of educational subsidies as a success. To counter this shortcoming the researcher triangulated tools of data collection by comparing responses from the three classes of respondents. CDF bursary is disbursed through the constituencies hence treasurers of CBF committee may be politically biased out of fear of political victimization. To counter this limitation, the respondents were asked not to include their identity in the data collection tools. There are very few studies done at PhD level on the area of this study, therefore the researcher used published journals and work done at Masters Degree level.

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

Delimitation is the geographical boundaries of the study (Orodho, 2014). The study was confined in public day secondary schools in Kitui County only, though there are other public secondary schools that benefit from public

educational subsidies. Although there are other educational subsidies provided in Kenya this study was delimited to only three educational subsidies, FDSE, CDF bursaries, teaching and learning materials. This study was also delimited to responses from principals, County Director of Education and treasurers of CBF committees.

### **1.9 Definition of significant terms**

**Educational subsidy** refers to the financial support given to public day secondary schools by the Kenya government.

**Education indices** refers to parameters used to measure the effectiveness of a public subsidy on education. These indices include; retention, transition, dropout and completion rates among others.

**Public day secondary schools** refers to public secondary schools that do not provide boarding facilities to students, they are also run by public funds under the government Supervision

**Cost-saving measures** refers to strategies and alternatives that can reduce the cost of education.

**Wastage** refers to the number of the students who either repeat a grade or drop out of school in a given period.

**Dropout** refers to a student who leaves a secondary school without having completed the four years cycle.

**Dropout rate** refers to the percentage of students failing to complete the secondary school four years cycle.

**Completion rate** refers to the percentage of students completing the last year of secondary school.

**Retention rate** refers to the number of students who start at a secondary school and go on to the next year(s) at the same school.

**Equity** refers to giving equal opportunities to all children in education even to those from poor backgrounds.

**Transition** refers to the completion of one level of education and proceeding to the next level e.g. from primary school to secondary school level.

**Bursary** refers to government's financial allocations to each constituency which is aimed at assisting children from poor households' access education.

### **1.10 Organization of the study**

This study is organized into five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions and hypothesis, significance of the study, limitations and delimitations of the study, definition of significant terms and organization of the study. Chapter two examined the literature review under the following sub headings: Free Day Secondary School Education (FDSE) and students' completion rates, Government bursary and students' completion rates, Influence of teaching and learning resources on completion rates, Distribution of educational subsidies among students' gender and completion rates and summary of literature review. The chapter also includes theoretical framework and conceptual framework of the study. Chapter three consists of research methodology. Consisting of research design, target population, sample size and sampling procedure, research instruments, validity and reliability of research instruments, data collection procedures, data analysis procedures and ethical considerations. Chapter four consists of data

analysis, presentation and discussions. Chapter five consists of a summary of the study findings, conclusions, recommendations and suggested areas for further research.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter explores related literature review on influence of Educational Subsidies on completion rates in public day secondary schools in Kitui County. It discusses influence of FDSE on students' completion rates, effect of Government bursary on students' completion rates, influence of teaching and learning materials on completion rates, influence of distribution of subsidies among student's gender on completion rates and summary of related literature. The chapter expounds on the theory upon which the study is anchored and draws a conceptual framework of the study.

#### **2.2 Free Day Secondary School Education (FDSE) and students' completion rates**

FDSE funds are provided to all public secondary schools in Kenya. These funds are disbursed annually to every school according to school population with every student receiving a total of ksh 22 244 per year. According to Cameron (1997), in many developed nations such as United States of America, 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. Cameron further explained that The United Kingdom abolished fees for state secondary schools in 1944 through the Butler Act (Cameron, 1997). Edwards (2016) in a study on higher education subsidies: budget of the U.S. government, fiscal year 2016 analytical perspective

conducted in United States of America, noted that The U.S. Department of Education spends tens of billions of dollars a year on subsidies for higher education. The bulk of the spending goes to student aid, with the balance going to grants for educational institutions. Federal student loans are about \$100 billion a year, and grants to colleges and universities are \$2.5 billion a year. This means that in most countries governments remain the largest financiers and providers of education.

A Study by Lewin (2008), on financing education in Mauritius explains that subsidized secondary schooling in Sub-Saharan Africa (SSA) has led to high completion rates. The study used survey method. Questionnaires and interview schedule were used to collect data. The respondents for the study comprised of 153 head teachers, 158 deputy head teachers, 153 treasurers of school management committees, 1 district education officer. Simple random sampling was used to select a sample of 93 headteachers, 102 deputy head teachers, 93 treasurers of school management committees and 1 district education officer. Descriptive statistics was used to analyse data collected using questionnaires and presented as frequencies and percentages. Rwanda and Uganda abolished lower secondary education fees in 2006 and 2007 respectively (Lewin, 2008). The Government of Rwanda was concerned that, high fees charged at secondary school level of education locked out those who completed primary education and qualified for secondary education (World Bank, 2008). While introducing Universal Secondary Education (USE) in Uganda there was a great concern that, only one in five children who completed primary school

had access to secondary education, and the majority of them are those from wealthy households (UNESCO, 2007). In most countries, governments remain the largest financiers and providers of education. This note examines the evidence on the extent to which public expenditure on education have been effective in reaching the poor. The distribution of educational expenditures is inequitable, especially at the post-primary levels, where poor income groups are under-represented as compared with higher income groups (Ayesha, 2008). This implies that despite the governments financing education in most countries completion rates are still low.

A Study done by Ngwili (2014) on factors influencing student's completion rates in public day and boarding secondary schools in Kibwezi District, Makueni County found that funds from FDSE are used to enhance educational facilities in day secondary schools, this has provided ideal environment for quality education, hence improved completion rates. The study design was descriptive survey, the target population was 632 and the sample size was 242 respondents. The study instruments were questionnaires for the principals, teachers, students and an interview schedules for educational officers. The data collected was analyzed using descriptive statistics and presented using frequency tables and percentages. The study indicated that factors such as the poverty, teenage pregnancies, early marriages, child labour, unsupportive parents, indiscipline, lack of guidance and counselling, lack of role models, illicit brew, poor performance and motor bike boda-boda business does not foster students' secondary education completion especially in public day

secondary schools. The study concentrated on the factors influencing students' completion rates in public day and boarding secondary schools. It is on this basis this study sought to assess the influence of Free Day Secondary Education on completion rates in public day secondary schools in Kitui County.

A study done by Kinaro (2015) sought to examine the Contribution of Free Day Secondary Education in Promoting Students' Completion Rates in Public Secondary Schools in Mvita Sub-County Mombasa County. The study used descriptive survey design. Simple random sampling was used to the sample sizes of this study which were 12 head teachers, 64 teachers and 189 students. The factors investigated by this study included cost of education (direct and indirect), parents economic activities, school characteristics including physical facilities, teacher resource, discipline, school type and category, family background and finally the parents' level of education in enhancing students' completion rates in public secondary in Mvita Sub-county. Both qualitative and quantitative techniques were used to analyse data. The analyzed data was presented in frequency tables. The study revealed that there is a high enrolment rate into secondary schools which is not consistency to reflect in completion rates due to a number of other factors. The physical facilities in the schools are not adequate to allow easy learning. The schools are not further developed to meet the increasing demand by the learners of the secondary education. The schools do not have adequate instructional materials that affect the educational outcomes. The study further revealed that school funds are a

major challenge as the research found out because parents are still expected to meet educational costs in spite of the subsidized education by free day secondary education by the government. However, although this study and my study used descriptive survey design my sample size was 136 respondents which is smaller in comparison. This study left a gap on the extent to which FDSE influence completion rates in public day secondary schools.

Asena (2016) conducted a study in secondary schools in Bungoma County on Factors Affecting Subsidized Free Day Secondary Education in Enhancing Learners Retention in Secondary Schools in Kenya. The study used Cross-sectional survey design. The target population was 3,993 and the sample size was 340 respondents. Proportional stratified sampling was adopted to obtain the sample size. The study used questionnaires and interview schedules were used to collect data from the respondents. Qualitative data was analyzed using content analysis while quantitative data analyzed using descriptive statistics.

The study established that enrollment and transition rates of learners had increased since the introduction of FDSE by the government in the year 2008. The study also revealed there is an acute shortage of teachers despite the expansion of various secondary schools in Bungoma County to three streams per class. This study concurs with the Classical theory that human beings are equal and social institutions should create this equality. However, this study has left a gap on the influence of FDSE on completion rates in public day secondary schools.

### **2.3 Government bursary and students' completion rates**

A bursary is a monetary award made by an institution to individuals or groups of people who have bursary capability from the school to help them pay education fees (Orodho, 2014). According to Lewin (2008) completion rates improved substantially in Bangladesh after the introduction of bursary scheme to secondary school students. Keith (2008) noted that in UK the provision of government bursary led to high transition and completion rates.

Muthoki (2015), conducted a study in Mtito-Andei Division Kibwezi Sub-County Makueni County which sought to establish the influence of government bursaries on students' access to secondary education. The target population was 2228 and the sample size was 228 respondents. The study used descriptive survey design. The study revealed that provision of government bursaries has led to high retention rates, consequently leading to high students' completion rates. Despite this study and my study using the same design this study identified a research gap on the extent to which government bursary influence completion rates in public day secondary schools in Kitui County.

A Study done by Onuko (2012) on Impact of Bursary Schemes on Retention of Students in Public Secondary Schools in Gem District, Kenya which was guided by four objectives. The study was guided by the theory of socialist economics of education. The study sample size was 322 students' beneficiaries, 24 senior teachers and 12 Principals. The respondents were drawn using a combination of random and purposive sampling procedures.

The study adopted descriptive design. Data was analyzed using frequency distributions, cross tabulations with SPSS and MS-Excel software packages.

The study found that the total fees was too high as compared to the bursary that students get from the provider. This showed that bursary schemes were only supplementing students' fees and not generally paying school fees wholesomely. The study further revealed that significantly higher number of beneficiaries 63% got bursary from other bursary providers, well-wishers and parents to supplement government bursary. Further findings revealed that students were not assured of continuous funding and that the disbursements were not in line with the school calendar year. The study recommended for allocation of more funds to constituencies and financing of the beneficiaries adequately to completion their secondary education. The study also recommended that disbursement of funds to constituencies should be in line with the schools' calendar year. The study recommended for good governance and efficient management of Constituency Bursary Committees in relation to allocation of bursaries to beneficiaries in schools. Despite use of an appropriate research methodology the study concentrated on the impact of all bursary schemes on retention of students in public secondary schools. It is on this basis this study identified a research gap on the extent to which government bursary influence completion rates in public day secondary schools in Kitui County.

Bursary funds for secondary schools are channelled through the Constituency Bursary Fund. This fund is meant to supplement the effort of FDSE to meet

the financing gap of needy students. The fund was initially operated through the Ministry of Education and operationalized by the school Board of Management (BOM) at school level as Secondary Education Bursary Fund (SEBF) Ministry of Education (2008). Provision of bursary is one of several strategies used by government to ensure that disadvantaged children have equal opportunity in accessing education at all levels. This has led to high completion rates among the disadvantaged children (Republic of Kenya, 2008).

There is also County Bursary Fund provided by the County Government through County Ministry of Education and Youth Affairs (Commission on Revenue Allocation, 2017). These bursaries are meant for those students from low socio-economic background to improve on their completion rates. A Study done by Njau (2013) sought to establish the Effect of Secondary Education Bursary Fund on Access and Retention of Students in Public Secondary Schools in Juja Constituency, Kiambu County Kenya. The study used the descriptive survey research design. The target population was twenty-two secondary schools in Juja constituency. Simple random sampling was used to get the sample size which constituted of 400 students and 10 head teachers and 3 Secondary Education Bursary Fund (SEBF) committee members. Data collection was done using questionnaires and interview schedules while data analysis was done using descriptive statistics.



Njau (2013) established that Secondary Education Bursary has led to high retention rates in public day secondary schools, this led to high completion rates. The study also found that SEBF was a critical source of funds for financing education as majority of parents did not have a stable source of income. Lack of the school fees was a major hindrance on access and retention of students in secondary schools. The study found that the level of awareness on SEBF application and qualification criteria was very low in secondary schools in Juja constituency and therefore the deserving students did not apply for the SEBF. Further the study established that SEBF allocated to deserving students was inadequate to cater for all the educational costs. The study recommended increasing the SEBF allocations to the needy students, strict adherence to set guidelines, increasing the level of transparency in allocation and increasing the level of awareness to the targeted beneficiaries on the SEBF application procedures. The study also recommended that government should review the guidelines on allocation of SEBF to ensure that only the deserving students benefit from the funds. The study further recommended the SEBF management committee should conduct a country-wide campaign to create awareness on SEBF to increase the success rate of the fund. although this study used an effective research methodology it was limited in sample size since it was conducted in one constituency while my study was conducted in 16 sub-counties. This study identified a knowledge gap on the influence of government bursary on completion rates in public day secondary schools in Kitui County.

According to (Muhindi, 2012), following the changes in the allocation mechanisms since 2003, claims of misallocation of bursary funds, double awards to one student in two schools, awards to students not enrolled in any school, as well as excessive patronage by members of parliament. These have negatively affected effectiveness of the funds. This agrees with Njau (2013) on low level of transparency in allocation of SEBF.

#### **2.4 Teaching/learning resources and completion rates**

According to Slavin (2009) alludes that in United States teachers can teach well with supporting materials such as textbooks, teachers' guides, computers and maps. Further students' access to textbooks is an important factor in what and how much they learn which lead to high completion rates. In many developing countries, the availability of textbooks and other reading materials is severely limited. This view is consistent with Ohba (2009) who noted that there is an indication that not all the students who joined secondary schools complete secondary school level cycle due to poor performance as a result of inadequate teaching and learning resources hence dropping out of school.

Akaranga (2011) did a study on impact of subsidized secondary education on access to educational learning resource in public secondary schools in Butere District, Kakamega County. The study design was descriptive survey, the target population was 367 and the sample size was 103 respondents. The study instruments were questionnaires for the principals, teachers, students and an interview schedules for educational officers. Data analysis was done using

descriptive statistics using percentages and frequencies. The study found that provision of teaching and learning materials led to improved completion rates in public day secondary schools. The finding by Akaranga (2011) established that the main teaching and learning materials in public secondary schools to include textbooks, teachers' guides, computers, maps, chalk and exercise books. Despite using an appropriate research methodology, this study concentrated much on the impact of subsidized secondary education on access to educational learning resources in public secondary schools. It is on this basis my study found a research gap on the influence of teaching and learning materials on completion rates in public day secondary schools in Kitui County.

Nyaga (2005), did a study in Mbeere District, Embu County on the effects of delayed fees payments on the teaching and learning process in public secondary schools. Questionnaires were used as tools of collecting data. The study design was descriptive survey, the target population was 423 and the sample size was 113 respondents. The study found that provision of school text books has no much effect on completion rates in public secondary schools. This disagrees with Akaranga (2011) who established that provision of teaching and learning materials led to improved completion rates in public day secondary schools. The study recommended that for public secondary schools to perform better academically in their KCSE there was need to equip public secondary schools with the necessary teaching-learning materials. The study also recommended on improved students-book ratio. This implies that teaching and learning materials play a key role in students' academic

performance. However, this study identified a knowledge gap on the extent to which provision of teaching and learning materials influences completion rates in public day secondary schools in Kitui County Kenya.

Ohba (2009) underscores the significant role played by the government and the local community in providing for construction of school buildings, maintenance and all other teaching and learning materials. This provides a conducive teaching and learning environment leading to high completion rates. This is supported by Yara (2010) who noted that teaching and learning resources enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students. Kimeu (2015) however, underscores the need for adequate instructional materials such as textbooks which is the main instruction material and the most cost-effective input affecting student performance hence high completion rates.

A study done by Kanyora (2014) in public secondary schools in Mukurwe-ini District, Nyeri County sought to investigate School Based Factors that Influence Completion Rates Among Public Secondary School Students in Mukurwe-ini District, Nyeri County. Data collection was done using questionnaires and interview schedules. The study adopted a descriptive survey research design. Random sampling was used to get a sample of 93 head teachers and 418 teachers, making a total of 511 respondents. Data was analyzed using quantitative and qualitative techniques. The study found that teaching and learning materials received by secondary schools include

laboratory equipments, reference materials, classroom constructions and ICT Equipments. The finding by Kanyora (2014) indicated that students' academic performance depended on availability of teachers' reference books and guides, students' and teachers' textbooks, charts, chalk boards and chalk, classrooms and laboratory apparatus as teaching and learning materials. Kanyora (2014) also found that the government is the main source of these teaching and learning materials. The study further found that provision of teaching and learning materials led to improved completion rates in public day secondary school. Ohba (2009) agrees in that all teaching and learning materials provides a conducive teaching and learning environment leading to high completion rates. Reviewed literature of my study has identified a gap of the extent to which teaching and learning materials influence completion rates in public day secondary schools hence a research gap this study sought to fill.

## **2.5 Distribution of Educational subsidies among students' gender and completion rates**

UNESCO (2007), there is a new scenario for educational planning and management in Latin America which shows that teachers low expectations towards girls' academic performances reduce girls' motivation leading to girls' low completion rates. This view is consistent with Lewin (2008) who noted that a report on financing education in Mauritius maintain that in Africa, many girls are forced to drop from school because families often send them out to work at a young age so that they can get additional income.

A Study done by Keiichi and Wokadala (2014) in East Uganda sought to analyse on equity issues in lower secondary education in East Uganda. Descriptive research design was used in this study. Two research questions were raised to guide the study. Frequency tables and percentages were used to analyse data collected. The sample of the study was made up of 170 respondents consisting of 50 successful senior high school graduates, 60 drop out senior high school girls, 50 Continuing senior high school girls and 10 teachers. Purposive sampling technique was used to select successful senior high school graduates, drop out senior high school girls and teachers while stratified random sample technique was used to sample the Continuing students successful senior high school graduates. This study revealed that Uganda government placed priority on expanding access to basic education. This was evident in 2007 through the introduction of the Universal Post Primary Education and Training (UPPET) Policy. The introduction of free lower secondary education in Uganda transformed into an increase in enrolments from 208,861 (110,469 males and 98,392 females) in 2006 to 291,797 (154,923 males and 136,874 females) in 2008.

In regard to influence of distribution of educational subsidies among students' gender on completion rates, Keiichi and Wokadala (2014) found that there was noticeable increase in completion rates in Uganda but with wide disparities at secondary level. For instance, completion rates increased to 39.0 per cent in 2010 from 29.0 in 2006. In 2010 completion rates for males and females were 45 per cent and 32 per cent respectively compared to 33 per cent for males and

25 per cent females in 2006. This concurs with Adams (2013) who noted that Government, parents and teachers are to blame for the low completion rates of girls in Senior high school in Sekondi Takoradi, Ghana. Keiichi and Wokadala (2014) study recommended that the Government of Uganda through the Ministry of Education should introduce and implement policies which aim at helping pregnant girls who drop out of school to come back after delivery. Parents should also be sensitized on the essence of girls' education to enable them offer the necessary motivation for their daughters. Further the study recommended that school authorities should put in place gender sensitive measures encapsulating teachers' mode of delivery in class, gender friendly facilities and motivation packages instituted by the school for girls.

Orodho (2014) conducted a study to establish factors that affect gender completion rates at secondary school level in Kenya. Data was collected using questionnaires and interview schedules. The study adopted a descriptive survey research design. Stratified sampling was used to get 426 respondents comprising of 116 headteachers, 199 teachers, 56 members of the Board of Management and 47 Quality Assurance and Standards Officers. Data was analyzed using quantitative and qualitative techniques. The study found that cultural norms and gender stereotypes are some of factors that affect gender completion rates. For instance, mathematics and science subjects are seen as 'boys subjects' while home science is seen as a 'girls subject'. The study also found that although in Kenya there is high rates of primary school enrolment and high transition rates to secondary schools, girls' completion rates are low

compared to those of boys. This concurs with Ministry of Education (2015), which observed that the enrolment in secondary schools by class and sex from 2009 to 2013 indicates that the total enrolment of boys rose by 10.7 per cent while that of girls increased, by 9.0 per cent. The retention rate for girls was 88.0 per cent compared to the boys at 92.0 per cent. Literature review has revealed that although the above study used appropriate research methodology, it did not investigate the influence of educational subsidies among students' gender on completion rates. To fill this gap this study sought to examine extent to which distribution of educational subsidies among students' gender influence completion rates in public day secondary schools in Kitui County.

Muhindi (2012) conducted a study in Nyeri County to establish the challenges facing the implementation of free day secondary education: a case study of Nyeri South District, Nyeri County in Kenya. The researcher adopted a descriptive survey research design to conduct the study. The target population consisted of all public secondary schools in Nyeri South District. A stratified random sample of 18 schools was selected. The sample size was 403 respondents which consisted of 18 principals, 105 teachers and 280 students. Data was collected using two sets of instruments, a questionnaire for the principals and an observation guide. Data was analyzed using Statistical Package for Social Sciences (SPSS). The analyzed data was presented using frequency distribution tables, bar graphs, pie charts and frequency polygons. The study found that girl's completion rates at secondary school level is low.



The study used descriptive survey design. The study by Muhindi (2012) revealed that although the subsidized secondary education policy was making remarkable impact in terms of accelerated access to education, there was high wastage exhibited in low transition rates from secondary school to tertiary institutions and low retention rate widening inequality that was negatively affecting education of the girl-child. This study has however identified a research gap on the extent to which distribution of educational subsidies among students' gender influence completion rates in public day secondary schools in Kitui County.

Kaindi (2015) conducted a study to establish the relationship between educational subsidies and school dropout rates in Kilungu Sub-County Makueni County. The study used the descriptive survey research design. The target population was 33 secondary schools in Kilungu Sub-County. Simple random sampling was used to get the sample size which constituted of 260 students and 12 head teachers and 2 Secondary Education Bursary Fund committee members. Data collection was done using questionnaires and interview schedules while data analysis was done using descriptive statistics. The study found that students who drop out of school come from homes whose parents have little income and those students from well up families have little chances of dropping out from school. The study also found that some students whose parents are financially stable drop are out of school because they do not see the need for education since they are provided with all the basic needs. This is more so among boys leading to low completion rates

among boys. However, despite the use appropriate research methodology, this study identified a research gap on influence of the distribution of educational subsidies among students' gender on completion rates and in public day secondary schools in Kitui County.

A study done by Kaguma (2012) in Kirinyaga County sought to establish Girls' Completion Rates in Public Mixed Day Secondary Schools. The study was guided by the following objectives; to determine school-based factors that influence school girl's school completion, to determine home hold factors that influence girl's school completion, to determine parent's perception on the investment in girl's education and to determine strategies for countering the problems facing the girl child to ensure 100 per cent completion rate among girls. The study adopted a descriptive survey design to collect information. The target population was 836 and the sample size was 458 respondents. Random sampling was used to get a sample of 5 head teachers, 25 teachers, 100 students, 20 parents and 2 education officers. The findings from the study indicated that factors such as the poverty, teenage pregnancies, early marriages, indiscipline, lack of guidance and counselling, lack of role models and poor performance does not foster completion of girls' secondary education. This concurs with Keiichi and Wokadala (2014) who maintained that there are low completion rates among girls in Uganda.

Based on the study findings the researcher recommended that the government to fully fund instead of subsidizing secondary education, provide the girl-child

with sanitary pads monthly, parents to be more involved and teachers to be trained and motivated to concentrate on assisting the girl child to make maximum use of study time both at home and school. However, this study has identified a research gap on the extent to which distribution of educational subsidies among different students' gender influence completion rates in public day secondary schools. To fill this gap this study will seek to examine extent to which distribution of educational subsidies among different students' gender influence completion rates in public day secondary schools.

Kosgey (2012), conducted a study that sought to assess the effects of subsidies on educational outputs in Kenya. The study was guided by the following specific objectives; to present statistical outlay of public subsidies in the education sector in terms of levels and target areas, to evaluate educational attainment indices in relation to public subsidies and lastly and to determine strategies of enhancing educational attainment in view of public subsidies. The study adopted a mixed method research design. The target population included education officials and principals of high schools. The study sample was 270 school principals out of a population of 493. The respondents were selected using purposive and simple random sampling technique. The instruments for data collection were questionnaires and interview schedule. The study found that 23 per cent of Kenyan girls complete secondary school compared to 29 per cent of boys. Data was analyzed using descriptive statistics for measures of central tendencies and frequencies and inferential statistics using t-test and ANOVA models. The findings of this study revealed that there is a statistically

significant relationship between the public subsidy and all educational indices in all the counties except the ASAL Turkana County where the impact was least felt. The study also revealed that irrespective of the geographical location of schools, subsidies have a positive and significant effect on the indicators of educational attainments especially completion rates of boys and girls. Although there was use of effective research methodology, this study identified a research gap on the extent to which educational subsidies influence completion rates among different gender in public day secondary schools in Kitui County.

## **2.6 Summary of reviewed related literature**

On the first educational subsidy discussed in the literature review which is free day secondary education, Lewin (2008) and Ngwili (2014) were in consistent that government funding in secondary education led to high completion rates. On government bursary and students' completion rates Keith (2008), Lewin (2008) and Onuko (2012) concluded that provision of government bursary to students leads to high transition and completion rates. Lewin (2008), Ngwili (2014), Keith (2008) and Onuko (2012) their studies targeted all types of secondary schools. This study specifically investigated influence of FDSE on completion rates in public day secondary schools in Kitui County.

Nyaga (2005, Slavin (2009) and Akaranga (2011) were in agreement that provision of teaching and learning resources lead to improved completion rates among students in secondary schools. UNESCO (2007) and Lewin

(2008) were in consistent that distribution of educational subsidies among different gender in secondary schools is even, however there exist disparities in male and female completion rates. Keiichi and Wokadala (2014) noted that in Uganda there were noticeable increases in completion rates; but with wide disparities at secondary level. On average completion rates were 39.0 per cent in 2010, 45 per cent for males and 32 per cent for females. Muhindi (2012), Kaguma (2012) and Kosgey (2012) had the same view that there exist disparities in male and female completion rates despite provision of educational subsidies. These studies generalised all educational subsidies. It is on this basis that this study examined the extent to which FDSE, government bursary and teaching and learning resources influence completion rates among different student gender in public day secondary schools in Kitui County.

## **2.7 Theoretical framework**

This study was anchored on the Classical Liberal Theory of Equal Opportunity by Jean-Jacques Rousseau (1712-1778). The theory states that all human beings are created equal and hence all the social institutions within a societal set up should promote this equality. The main characteristic of this theory is that it advocates civil liberties under the rule of law with an emphasis on economic freedom. Classical liberals believe that society is no more than the sum of its individual members. In this context provision of equal opportunity to education is one way of promoting social equality in the society. The Government of Kenya provides FDSE funds, bursaries and teaching and learning materials to ensure that all children in Kenya get equal opportunities

towards acquiring education. Therefore, the Classical Liberal Theory was found to be relevant for this study because socio-economic background discriminates poor families who cannot afford to keep their children in school hence withdrawing them prematurely. The Government of Kenya introduced subsidized secondary education to give an equal opportunity in secondary education to all eligible secondary school students regardless of their socio-economic background (Republic of Kenya, 2008). This is in line with the UN Convention on the Right of the Child of 1989 which declared that all children have a right to a free education which should develop each child's personality, talents and abilities to the fullest.

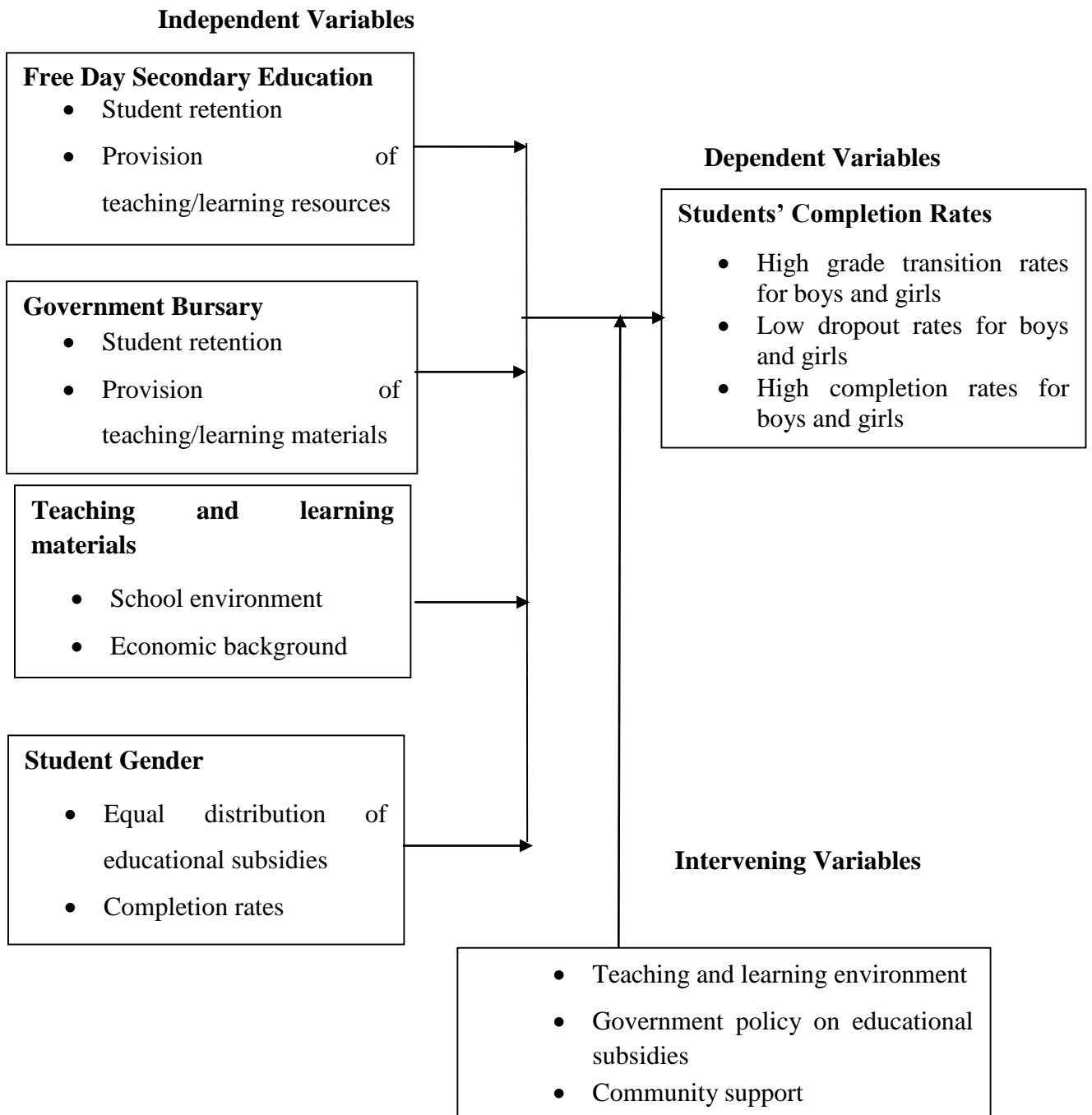
The Weaknesses of this theory is that the proponents believed that for equal opportunity a free economy with minimal government interference is required (Golam, 2014). Critics of Classical Liberal Theory of Equal Opportunity claim that this theory has been largely silent on the challenge posed by multiculturalism. The result is that equality of educational opportunity is potentially rendered a sham for cultural minorities as they are required to confront educational ideals and practices that are culturally encumbered in a way that reflects only the values and interests of the dominant social group (Kenneth, 2015). However, there are other underlying factors that may hinder development of free economy such as harsh weather conditions. Therefore, though the governments strive to promote equality in all regions these underlying factors may hinder region equality promotion (Lewin, 2008). However, despite this weakness it is still the best theory to anchor this study in

that public secondary schools are social institutions within the social set up and hence should promote equality in the provision of educational subsidies (Yatich, 2017). Some of these educational subsidies includes but not limited to Free Day Secondary Education funds, government bursaries, teaching and learning materials.

It is noted that students join public day secondary schools with one notation that they would receive educational subsidies equally regardless of their socio-economic background and gender. Thus, secondary schools as a social institution should be effective in management of the educational subsidies provided to them with respect to their students. Effective management of these educational subsidies will guarantee completion of all students regardless of their socio-economic background and gender.

## **2.8 Conceptual framework**

The conceptual framework of this study shows the relationship between educational subsidies and completion rates as indicated in figure 2.1



**Figure 2.1: Educational Subsidies and KCSE Completion Rates**

Figure 2.1 shows relationships between the independent variable of the study Educational subsidies and completion rates which is the dependent variable. Subsidies are disbursed to female and male students equally. The Provision of educational subsidies influences completion rates among different gender.



Intervening variables influence effectiveness of educational subsidies. If the teaching and learning environment is conducive and educational subsidies utilized effectively then completion rate is expected to be high for both gender. The Kenya National Policy on educational subsidies is that the government will provide free and compulsory basic education to all (Kenya constitution, 2010). If the community support the government policy on provision of education it will lead to effective utilization of the educational subsidies hence high completion rates among different gender.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter consists of the research design, target population, sampling procedure and sample size, validity of research instruments, reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations.

#### **3.2 Research design**

This study adopted descriptive survey research design. Descriptive survey research design is primarily concerned with determining and reporting the way things are, Orodho (2004). According to Mugenda (2008), descriptive survey is a method of collecting data in order to answer questions concerning the current status of the area under the study. Lewin (2008) highly recommend this type of research design where several respondents give answers to specific questions at one-point time survey. Descriptive survey design was appropriate for this study because enabled use of existing data. It also provided a systematic representative and reliable information.

#### **3.3 Target population**

This study was conducted in Kitui County which is divided into sixteen administrative divisions (sub-counties). According to county education records (2015) there are 442 secondary schools in Kitui County, among these 218 are day schools. Secondary education enrolment stands at 54 000. Those students

enrolled in day secondary schools are 29 630 (Education County Office Kitui, 2015). The study targeted 218 principals, one County Director of Education and 16 treasurers to Constituency Bursary Fund committees. The total target population was 235 respondents.

### **3.4 Sampling procedure and sample size**

Kitui county has 16 sub-counties, all the public day secondary schools in Kitui County were stratified according to sub-counties. Stratified proportionate sampling technique was used to give equal representation from every sub-county using Yamane's Formula (2009).

$$n = \frac{N}{1 + N(e^2)}$$

Where;

n is the sample size

N is the target population

e is the level of precision

This study used 95 per cent confidence level with  $\pm 8$  per cent precision level therefore  $N=218$  and  $e=0.08$

$$n = \frac{218}{1.8384} = 119$$

To select the schools from each sub-county simple random sampling was used. This gave a total of 119 schools. All the principals of the 119 were included in the sample. The 119 schools constituted 55 per cent of the total number of schools. According to Mugenda (2008), 50 per cent of the target population

was sufficient sample size to represent a population. Every CBF committee has one treasurer. Purposive sampling was used to include the treasurer of every CBF committee from the 16 sub-counties. Kitui County has one County Director of Education who was purposively included in the study. Therefore, the sample size for the study consisted of 119 principals of day secondary schools in Kitui County, 16 treasurers of CBF committee and 1 County Director of Education, giving a total of 136 respondents. Purposive sampling was used because the groups of respondents have the requisite data which is necessary for this research. The selected schools from each sub-county are shown in table 3.1

**Table 3.1: Study population and the sample.**

<b>Sub-county</b>	<b>No. of day secondary schools</b>	<b>Sample</b>
Mutomo	10	5
Ikutha	7	4
Lower Yatta	7	4
Mutitu	13	7
Kitui Central	28	15
Kisasi	8	4
Nzambani	10	6
Kitui West	8	4
Matinyani	10	6
Mwingi Central	29	15
Katulani	8	5
Migwani	31	16
Mwingi East	21	11
Mumoni	10	6
Kyuso	9	6
Tseikuru	9	5
<b>TOTAL</b>	<b>218</b>	<b>119</b>

### **3.5 Research instruments**

A research instrument is what a researcher uses to collect information or data to answer a research question. A research instrument can produce qualitative and/or quantitative data (Mugenda, 2008). This study used questionnaire, interview schedules and document review guide as tools for data collection.

#### **3.5.1 Questionnaire**

A questionnaire is a data collection instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Orodho, 2005). Questionnaire was selected for this study because it can be used to collect data over a large sample and is the most effective for collecting data in descriptive survey research design (Kerlinger, 1986). Orodho (2005) further explains that questionnaires capture information on people's attitudes and opinions on education issues.

The questionnaires were administered to school Principals. Questionnaires for school principals had five sections. Section 'A' was used to collect general information. Section 'B' gathered information on first objective on the effect of FDSE subsidy on completion rates. Section "C" sourced information on second objective on influence of CDF bursaries on completion rates. Section 'D' asked questions related to third objective to gather information on influence of teaching and learning materials on completion rates. Section "E" sourced information on the fourth objective which was about the extent to which educational subsidies influences completion rates among different student gender. It also gathered information on enrolment for years 2007-

2010, KCSE candidature for years 2010-2013, the number of drop outs in each class according to gender for years 2007-2011; implementation challenges and other factors that could affect completion rates.

### **3.5.2 Document review guide**

Document review guide was used to gather data concerning enrolment and completion rates of students. The documents analysed included school class and admission registers from sampled schools and KCSE registration records and KNEC results data analysis from the County Education office. Document analysis helped to supplement information obtained from the questionnaires. Document review guide helps the researcher to understand the history and operation of the issues being evaluated better. It is useful as it can be used to supplement information obtained from the questionnaire.

### **3.5.3 Interview guide**

Interview schedule provide a detailed understanding about issues under the study (Kerlinger, 1986). He further argues that more people are willing to communicate orally than in writing and therefore, data is obtained more readily in an interview. This instrument was suitable for this study as it was used to collect detailed and first-hand information.

Interview guide was administered to County Director of Education and treasurer of CBF Committees. County Director of Education is significant in approval of school levies to be charged in secondary schools. The interview guide was used to collect data on the modalities of disbursing the public

educational subsidies to schools, the challenges facing the public subsidization programme in the county, KCSE registration process and their views on the impact of public educational subsidies on the attainment of educational indices. During the interview the data was collected by writing down the responses.

### **3.6 Validity of research instruments**

Kothari (2004), noted that validity of an instrument represents the degree to which a test measures what it purports to measure. Validity refers to the accuracy and the meaningfulness of inferences, which are based on the research results. A research instrument is valid if it actually measures what it is supposed to measure (Amin, 2005). Validity of the research instruments in this study was ascertained by conducting a pilot study. The research instruments were piloted in sixteen day secondary schools within the county which are identical to the sampled schools. These schools were not part of the sampled schools. This number was justified because Amin (2005), argued that at least 10 per cent of the target population is ideal for piloting. This helped to remove ambiguous questions and irrelevant items on the questionnaires and interview schedules. The test items also were presented to a panel of research experts in Educational Administration and planning. Their corrections and recommendations were incorporated in the final instruments.

### **3.7 Reliability of research instruments**

Reliability is the measure of degree to which a research instrument yields consistent results or data after repeated trials (Orodho, 2005). A Test-re-test

technique was used to establish the reliability of the research instruments. A sample of one school was selected from different sub-counties. The developed instruments were administered to them. The responses were scored. A time lapse of two weeks between the first and the second test was allowed, keeping all initial conditions constant (Kothari, 2004). The responses were scored. The scores from the first and second test were correlated to get the co-efficient of stability using Spearman's coefficient of correlation (rho) formula shown below:

$$r = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Where

r = Spearman's coefficient of correlation

n = number of pairs of observation

d = the difference between the ranks of pairs of the two variables

Mugenda, (2008), states that a reliability index of a minimum of values of 0.8 or more indicates high degree of correlation and can be used to judge the instrument as reliable or consistent. The reliability test on the Principals' questionnaire yielded score of 0.851. The interview schedule for County Director of Education and Treasurers of Constituency Bursary Fund had a reliability score of 0.820 and 0.812 respectively. The average reliability score for the three research instruments was 0.823 this indicated that research instruments were reliable hence were used to collect data for this study.



### **3.8 Data collection procedure**

An introductory letter was obtained from the Board of Post Graduate Studies South Eastern Kenya University. This letter was used to obtain a permit from National Commission for Science, Technology and Innovation (NACOSTI). Permission to collect data from Kitui County was sought from the County Director of Education and Kitui County Commissioner. Appointment was booked with the Principals of sampled schools on when to personally administer questionnaires to them. The researcher wrote an introductory letter and book appointment for interviews with the CBF committee treasurers and County Director of Education and personally conducted the interview on agreed dates.

### **3.9 Data analysis techniques**

Mugenda (2008) describe data analysis as the process of bringing order, structure and meaning to the mass of collected data. It is the activity of making sense of interpreting and theorizing data that signifies a search for general statements among categories of data (Kothari, 2004). Once data was collected it was edited for accuracy, uniformity, and consistency. Descriptive and inferential statistics was used to analyse data using Statistical Package for Social Science (SPSS). Quantitative data from first to fourth objective was analysed using descriptive statistics and presented in frequency tables, graphs and cross tabulation tables. Responses from open ended questions and interviews were transcribed and reported in narratives.

Correlation analysis on the five-point Likert scale was used on data obtained to indicate the extent to which educational subsidies influence completion rates in public day secondary schools in Kitui County, Kenya. Correlation analysis served to indicate the effect of educational subsidies on completion rates in public day secondary schools in Kitui County, Kenya. A Chi-square ( $\chi^2$ ) test was used to analyse Ho<sub>1</sub>, Ho<sub>2</sub>, Ho<sub>3</sub> and Ho<sub>4</sub>. Hypothesis testing was done using the Chi-square ( $\chi^2$ ) test. Significance was tested at 0.05 level of significance at 1 degree of freedom. If the p-values are greater than 0.05 level of significance the null hypothesis was rejected, on the contrary, if the level of significance was less than 0.05 level of significance then the null hypothesis was accepted.

To gauge responses in the questionnaires a five-point Likert scale ranging from 'strongly agree' to 'strongly disagree' was used. A weighted means score was used to interpret the results. A mean score range from 4 to 5 meant that the respondents strongly agreed with the statement. A mean score range from 3 to 3.9 meant that the respondents agreed with the statement. A mean score range from 2.5 to 2.9 meant that the respondents were undecided with the statement. A mean score range from 2 to 2.4 meant that the respondents disagreed with the statement. A mean score range from 1 to 2.3 meant that the respondents strongly disagreed with the statement (Bell, 2005).

### **3.10 Ethical considerations**

Ethics are the norms for conduct that distinguishes between acceptable and unacceptable behavior (Bell, 2005). In this study the following ethical considerations were made. Honesty; data, results, methods and procedures were honestly reported. There were no fabrications, falsifications or misrepresentation of data. Objectivity; the researcher strived to avoid bias in data analysis, data interpretation and other aspects of research where objectivity was required. Integrity, the researcher kept promises and agreements, acted with sincerity, strive for consistency of thought and action. Confidentiality; the researcher protected confidential records and documents. Legality; the researcher strived to know and obey relevant laws of the land, institutional and governmental agencies. Official authorization (permit) was sought from the relevant organ(s) of the government.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents results of the study which is organized in sub-topics based on the objectives. The study was to investigate the influence of Educational Subsidies on completion rates in public day secondary schools in Kitui County. Data was collected using questionnaire for head teachers, document review guide, an interview guide for the County Director of Education and constituency bursary fund committee treasurers. Collected data was compiled into frequencies, percentages and presented in tables and graphs.

#### **4.2 Research Instruments Response Rate**

The study was to establish the influence of educational subsidies on completion rates in day secondary schools. One questionnaire was administered to 119 public day secondary school principals. One County Director of Education and 16 Treasurers to Constituency Bursary Fund were interviewed. Out of the 119 questionnaires, 105 questionnaires were duly filled and returned this represents a response rate of 88.2 per cent. This response rate is considered satisfactory to make conclusions for the study. According to Mugenda (2008), a 50 per cent response rate is adequate, 60 per cent good and above 70 per cent rated very good. This also collaborates Amin (2005) assertion that a response rate of 50 per cent is adequate, while a

response rate greater than 70 per cent is very good. Based on this assertion, the response rate of 88.2 per cent is very good. All the 16 Treasurers to Constituency Bursary Fund were interviewed representing 100 per cent response rate. One County Director of Education was also interviewed representing 100 per cent response rate. The findings are presented in Table 4.1.

**Table 4.1: Research Instruments Response Rate**

<b>Research Instrument</b>	<b>Expected</b>	<b>Returned</b>	<b>%</b>	<b>Unreturned</b>	<b>%</b>
Principal's Questionnaires	119	105	88.2	14	11.8
CDE Interview Guide	1	1	100	0	0
CBF Treasurers Interview Guide	16	16	100	0	0

### **4.3 Demographic Information of the Principals**

The study sought to ascertain the background information of the principals in the sampled schools. The background information points at the respondents' suitability in answering the questions.

#### **4.3.1 Gender of the Principals**

Principals were requested to indicate their gender. The findings are presented in Table 4.2

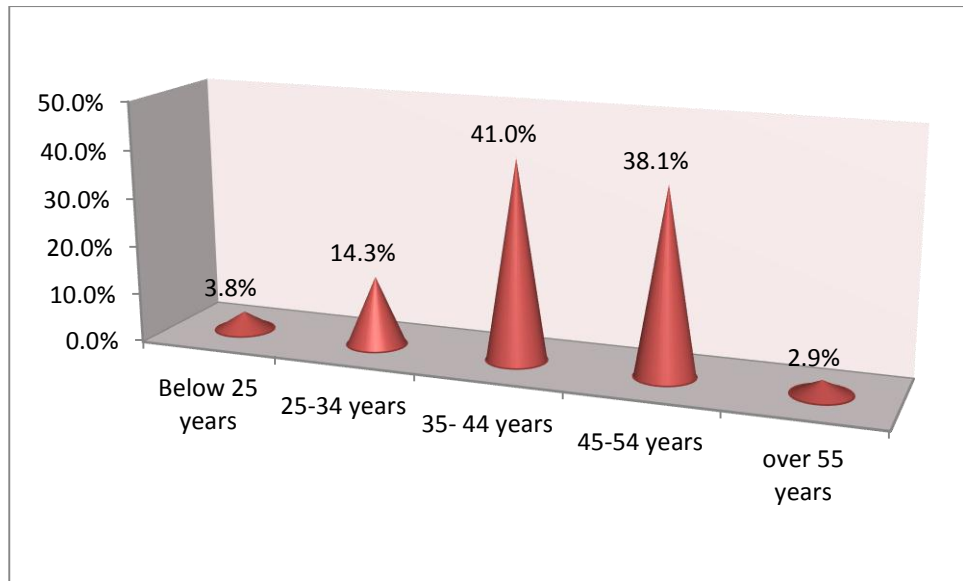
**Table 4.2: Gender of the Principals**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	66	62.9
Female	39	37.1
<b>Total</b>	<b>105</b>	<b>100.0</b>

From the findings above 62.9 per cent of the principals were male while 37.1 per cent were females. This depicts that majority of the principals of public day secondary schools in Kitui County were male. According to Psacharopolous and Woodhall (1985) in majority of the countries worldwide women are less likely than men to participate in the labour force market. They are less likely to be employed or actively looking for a job.

#### **4.3.2 Age of School Principals**

Principals of the sampled schools were requested to indicate their age. The findings are presented in Figure 4.1.

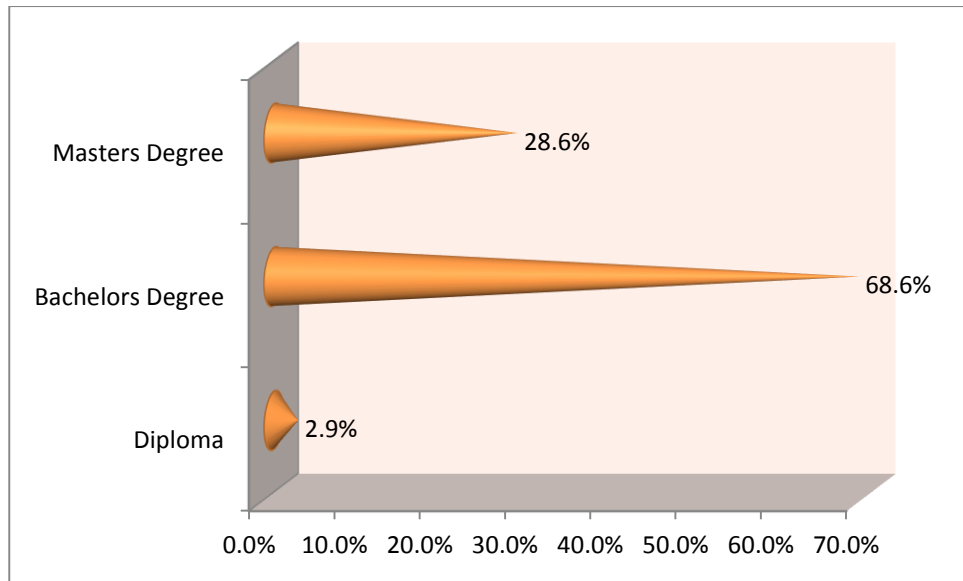


**Figure 4.1: Age of school principals.**

The study established that most of the principals in public day secondary schools (41 per cent) in Kitui County were between the ages of 35-44 years. Those who fell between the age of 45-54 years were 38.1 per cent, 14.3 per cent were between the age of 25-34 years, 3.8 per cent indicated were below 25 years, while 2.9 per cent were above 55 years. This implies that most of the principals in public day secondary schools are aged between 35-44 years. The respondents are elderly thus more experienced and therefore higher chances of getting reliable information. According to Ouru (2008) head teachers aged between 35 and 47 were energetic and effective administrators than their younger and much older counterparts.

#### **4.3.3 Academic and Professional Qualifications of Principals**

Principals in sampled day secondary schools were requested to indicate their academic and professional qualifications. The findings are presented in Figure 4.2



**Figure 4.2: Academic and professional qualifications of principals**

The findings in figure 4.2 shows that majority of the respondents (68.6 per cent) were bachelor’s degree holders, 28.6 per cent were Masters degree holders, while the remaining 2.9 per cent were Diploma holders. This shows that 97.2 per cent of the principals in the public day secondary schools in Kitui County possess degree qualifications hence they are well trained thus had rich information and knowledge on the influence of educational subsidies on completion rates in public day secondary schools in Kitui County and therefore there were higher chances that they would offer reliable information. This agrees with Sisungu, Buhere and Sang (2011) who stated that education level of an individual enhances his/her proficiency, operational and conceptualization skills.



#### 4.3.4 Working Duration of the Principals

The head teachers' years of service enhance the experience and understanding of influence of educational subsidies on completion rates in the school. The principals were hence requested to indicate the duration of work in their respective schools. The findings are presented in Table 4.3

**Table 4.3: Working Duration of the Principals**

	<b>Frequency</b>	<b>Percent</b>
Less than 5 years	20	19.0
5-10 years	29	27.6
11-15 years	54	51.5
16-20 years	2	1.9
Above 20 years	0	0.0
<b>Total</b>	<b>105</b>	<b>100.0</b>

From the findings majority of the principals (51.5 per cent) had worked in the school between 11-15 years. 27.6 per cent of the principals indicated that they had worked in the school between 5-10 years. 19.0 per cent indicated that they had worked in the school for less than 5 years and 1.91 per cent indicated that they had worked between 16-20 years. There was no principal who indicated to have worked for over 20 years. This indicates that majority of the principals (80.0 per cent) had been in the schools for a much longer period of more than 5 years. This period was considered long enough for the principals to gain experience on how educational subsidies influences completion rates in public day secondary schools in Kitui County.

#### **4.4 Influence of Free Day Secondary Education on Completion Rates in Public Day Secondary Schools**

The primary goal of public day secondary school educational subsidies is to promote school enrolment and reduce dropout rates by reducing tuition costs (Republic of Kenya, 2008). Cameron (1997), explained that in many developed nations such as United States of America, Canada, Australia, France, Britain and Sweden, secondary education in public schools is funded by the government. Cameron further commented that in some developing countries like Ghana, Nicaragua and Guetemala secondary education is funded by the government and it is compulsory. This has led to high completion rates. The study sought to establish the influence of free day secondary education on completion rates in public day secondary schools in Kitui County, Kenya. Although there are other educational subsidies provided in Kenya, this study concentrated on only three educational subsidies, FDSE, CDF bursaries, teaching and learning materials. However, the researcher further sought information on the extent to which educational subsidies influence completion rates among different student gender in public day secondary schools. Information on the influence of the educational subsidies on completion rates in public day secondary schools was collected, analysed and presented. The results are presented and discussed in the following sections.

##### **4.4.1 Principals' responses on FDSE and Completion Rates in Day Secondary Schools**

In this section responses of principals were put on a 5-point Likert scale which was used to seek an insight into the influence of FDSE on completion rate

indices in day secondary schools. A rating of “Strongly Agree” had a score of 5 assigned to it; “Agree” was assigned a score of 4; “Undecided” was assigned a score of 3; “Disagree” had a score of 2 assigned to it; “Strongly Disagree” was assigned a score of 1. A weighted mean score was used to interpret the results. A mean score range from 4 to 5 meant that the respondent strongly agree with the statement. A mean score range from 3 to 3.9 mean that the respondent agree with the statement. A mean score range from 2.5 to 2.9 meant that the respondent is undecided with the statement. A mean score range from 2 to 2.4 meant that the respondent disagree with the statement. A mean score range from 1 to 2.3 meant that the respondent strongly disagree with the statement. The study findings are as presented in Table 4.4

**Table 4.4: Principals’ responses on influence of FDSE on completion rates in day secondary schools.**

Statement	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mean score
	F	%	F	%	F	%	F	%	F	%	
FDSE subsidy has increased student retention rates in public day secondary schools in Kitui County.	1	0.9	0	0	1	0.9	46	43.8	57	54.3	4.5
FDSE subsidy has ensured students in ASAL areas benefit in education in Kitui County.	0	0	0	0	5	4.8	55	52.4	45	42.9	4.4
FDSE subsidy has reduced student dropout rates in public day secondary schools in Kitui County.	0	0	3	2.9	5	4.8	45	42.9	52	49.5	4.4
FDSE subsidy has increased transition rate from Public day secondary schools to tertiary institutions.	1	1	6	5.7	5	4.8	38	36.2	55	52.4	4.3

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There is no relationship between FDSE subsidy and completion rates.	50	47.6	26	24.8	6	5.7	16	15.2	7	6.7	2.1
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Table 4.4 shows that 54.3 per cent of the principals surveyed strongly agreed that FDSE subsidy increases student retention rates in day secondary schools, 43.8 per cent agreed and 0.9 per cent strongly disagreed while 0.9 per cent were undecided. This can be interpreted to mean that 98.1 per cent of the principals agreed that FDSE subsidy increases students' retention rates in day secondary schools with a mean of 4.5. This agrees with findings of Njau (2013) who found that FDSE subsidy increase students' retention rates in secondary schools in Juja constituency, Kiambu County.

Table 4.4 further shows that 42.9 per cent of the principals surveyed strongly agreed that FDSE subsidy ensures that students in ASAL areas benefit in education in day secondary schools, 52.4 per cent agreed and 4.8 per cent were undecided while none of the principals disagreed with the statement. This can be interpreted to mean that 95.3 per cent of the principals agreed that FDSE subsidy ensures that students in ASAL areas benefit in education in day secondary schools with a mean of 4.4. This agrees with findings of Kaindi (2015) who found that FDSE subsidy ensures that students in ASAL areas benefit in education in public day secondary schools in Kilungu Sub-County Makueni County. These findings agrees with the Classical Theory that human beings are equal and social institutions should create this equality.

On the third statement findings, Table 4.4 shows that 49.5 per cent of the principals surveyed strongly agreed that FDSE subsidy reduces students' dropout rates in day secondary schools, 42.9 per cent agreed and 2.9 per cent disagreed while 4.8 per cent of the principals were undecided. This can be interpreted to mean that 92.4 per cent of the principals agreed that FDSE subsidy reduces students' dropout rates in day secondary schools. The statement posted a mean of 4.4. This agrees with findings of Muthoki (2015) who found that FDSE subsidy reduces students' dropout rates in day secondary schools in Mtito-Andei Division Kibwezi Sub-County Makueni County.

On the fourth statement findings, Table 4.4 shows that 52.4 per cent of the principals surveyed strongly agreed that FDSE subsidy increases transition rates from day secondary schools to tertiary institutions, 36.2 per cent agreed with the statement and 5.7 per cent disagreed while 4.8 per cent of the principals were undecided. This can be interpreted to mean that 88.6 per cent of the principals agreed that FDSE subsidy increases transition rates from secondary schools to tertiary institutions. The statement posted a mean of 4.33. This agrees with findings of Kinaro (2015) who found that FDSE subsidy increases transition rates from day secondary schools to tertiary institutions in Mvita Sub-County Mombasa County.

When the principals were asked to indicate whether there is no relationship between FDSE subsidy and completion rates, Table 4.4 shows that 47.6 per

cent of the principals surveyed strongly disagreed that there is no relationship between FDSE subsidy and completion rates, 24.8 per cent disagreed with the statement, 15.2 per cent agreed and 6.7 per cent strongly agreed while 5.7 per cent of the principals were undecided. This can be interpreted to mean that majority of the principals, 72.4 per cent disagreed that there is no relationship between FDSE subsidy and completion rates. However, 21.9 per cent of the principals agreed with the statement. The statement posted a mean of 2.09. The finding agrees with those of Lewin (2008) who found that that financing secondary education lead to high completion rates in Mauritius.

#### **4.4.2 Responses of County Director of Education on the influence of FDSE on Completion Rates in Day Secondary Schools**

Interview was conducted with the County Director of Education Kitui County. Questions on the influence of FDSE on completion rates in public day secondary schools were put across. The study findings are as presented in Table 4.5

**Table 4.5 Responses of County Director of Education on the influence of FDSE on Completion Rates in Day Secondary Schools**

<b>Form 1 Enrolment</b>		<b>KCSE Candidature</b>		<b>% Completion Rate</b>
<b>Year</b>	No. of Students	<b>Year</b>	No. of Students	
<b>2007</b>	4413	<b>2010</b>	3112	70.4
<b>2008</b>	4426	<b>2011</b>	3123	70.6
<b>2009</b>	4522	<b>2012</b>	3225	71.3
<b>2010</b>	4615	<b>2013</b>	3348	72.6

The County Director of Education indicated that FDSE had a significant positive impact on completion rates. From County Education Office 4 413 students enrolled in form one in 2007 in public day secondary schools. In 2010 KCSE candidature in public day secondary schools was 3 211 students, indicating that 70.4 per cent of the students completed secondary school in Kitui County. In 2008 Form one enrolment in public day secondary schools was 4 426 students, among these students 3 123 did their KCSE in 2011. This is interpreted to mean that 70.6 per cent of the students completed secondary education in 2011.

In 2009 4 522 students enrolled in Form one in day secondary schools. In 2012 KCSE candidature in day secondary schools was 3 225 candidates. This is interpreted to mean that 71.3 per cent of the students who had enrolled in Form one in 2009 completed secondary school. In 2010 enrolment in Form one in secondary schools was 4 615 students. In 2013 KCSE candidature was 3348 candidates. This means that 72.6 per cent of the students who had enrolled in Form one 2009 completed secondary schools (Kitui County Education Office Records, 2014). These findings agree with those of principals that FDSE has led to high completion rates in public day secondary schools in Kitui County, 98.1 per cent of the principals agreed that FDSE has led to high completion rates in public day secondary schools in Kitui County.

#### **4.4.3 Comparison between Responses from Principals and Responses from County Director of Education on the influence of FDSE on Completion Rates in Public Day Secondary Schools**

The study found that majority of the principals 98.1 per cent agreed that FDSE subsidy increases student retention rates in secondary schools thus leading to high completion rates, Table 4.4. This concurred with the findings from the County Director of Education who indicated that FDSE had a significance positive impact on completion rates of day secondary school students. County Director of Education indicated completion rates in public day secondary schools has been rising steadily, from 70.4 per cent in 2007 to 72.6 per cent in 2013.

#### **4.4.4 Hypothesis Testing (H<sub>01</sub>)**

In regard to **hypothesis one (H<sub>01</sub>): There is no statistically significant relationship between Free Day Secondary Education (FDSE) and completion rates in public day secondary schools in Kitui County, Kenya.**

The chi-square test ( $\chi^2$ ) of independence was used to test the hypothesis one developed from objective (i). According to Bell (2005) the chi-square ( $\chi^2$ ) test of independence is used to evaluate group differences when the test variable is nominal, dichotomous, ordinal, or grouped interval. This test is suitable for this hypothesis as the test variable is ordinal. The acceptable level of significance for the chi-square test ( $\chi^2$ ) test of was 0.05 at 1 degree of freedom. The Levels of significance found to be greater than 0.05 implied that the null hypothesis is rejected, on the contrary, if the level of significance was less



than 0.05 then the null hypothesis was accepted. The results are as shown in Table 4.6.

**Table 4.6: Chi-square test for the Influence of Free Day Secondary Education (FDSE) on completion rates**

<b>Independent variable</b>	<b>Hypothesis</b>	<b>Chi-test</b>	<b>Chi-sq. p value</b>	<b>Sig. Value</b>	<b>Result</b>	<b>Decision</b>
Free Day Secondary Education (FDSE)	H <sub>01</sub>	32.1	0.0127	0.05	0.0127<0.05	H <sub>01</sub> : rejected

Table 4.6 shows that at 0.05 confidence level, the null (H<sub>01</sub>) hypothesis yielded Pearson's P-value of 0.0127 which is less than 0.05, hence, the null hypothesis was rejected. Consequently, its alternate hypothesis that there is statistically significant relationship between Free Day Secondary Education (FDSE) and completion rates in public day secondary schools in Kitui County, Kenya, was accepted. These findings of the hypothesis agree with those of descriptive statistics where majority of the principals 72.4 per cent disagreed on the statement that there is no relationship between FDSE subsidy and completion rates and also County Director of Education (Kitui County

Education Office Records, 2014) who agreed that FDSE influences completion rate.

#### **4.5: Findings from Principals on the Influence of CDF Bursaries on Completion Rates**

Objective two sought to establish the extent to which CDF bursaries influence completion rates in day secondary schools. In this section responses of principals were put on a 5-point Likert scale which was used to seek an insight into the influence of CDF bursaries on completion rate indices in day secondary schools. A rating of “Strongly Agree” had a score of 5 assigned to it; “Agree” was assigned a score of 4; “Undecided” was assigned a score of 3; “Disagree” had a score of 2 assigned to it; “Strongly Disagree” was assigned a score of 1. A weighted mean score was used to interpret the results. A mean score range from 4 to 5 meant that the respondent strongly agreed with the statement. A mean score range from 3 to 3.9 meant that the respondent agreed with the statement. A mean score range from 2.5 to 2.9 meant that the respondent was undecided with the statement. A mean score range from 2 to 2.4 meant that the respondent disagreed with the statement. A mean score range from 1 to 2.3 meant that the respondent strongly disagreed with the statement. The study findings are as presented in Table 4.7

**Table 4.7: Responses from principals on the influence of CDF bursaries on completion rates**

Statement	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mean score
	F	%	F	%	F	%	F	%	F	%	
CDF bursary has increased student retention rates in public day secondary schools in Kitui County.	7	6.7	0	0.0	23	21.9	34	32.4	41	39.0	3.9
CDF bursary has ensured students in ASAL areas benefit in education in Kitui County.	2	1.9	0	0.0	8	7.6	47	44.8	48	45.7	4.3
CDF bursary has reduced student dropout rates in public day secondary schools in Kitui County.	6	5.7	1	1.0	5	4.8	48	45.7	45	42.9	4.2
CDF bursary has increased transition rate from public day secondary schools to tertiary institutions in Kitui County.	6	5.7	15	14.3	8	7.6	43	41.0	33	31.4	3.8
There is no relationship between CDF bursaries and completion rates.	59	56.2	3	2.9	12	11.4	26	24.8	5	4.8	2.2

Table 4.7 shows that 39.0 per cent of the principals surveyed strongly agreed that CDF bursaries increases students' retention rates in day secondary schools. 32.4 per cent of the principals agreed and 6.7 per cent of the principals strongly disagreed while 21.9 per cent of the principals were undecided. This can be interpreted to mean that 71.4 per cent of the principals agreed that CDF bursaries increases students' retention rates in public day secondary schools with a mean of 3.9. This agrees with findings of Onuko (2012) who found that CDF bursaries increases students' retention rates in public day secondary schools in Gem District, Siaya County.

Table 4.7 further shows that 45.7 per cent of the principals surveyed strongly agreed that CDF bursaries ensures that students in ASAL areas benefit in education, 44.8 per cent of the principals agreed and 7.6 per cent of the principals were undecided while 1.9 per cent of the principals disagreed with the statement. This can be interpreted to mean that 80.5 per cent of the principals agreed that CDF bursaries ensures students in ASAL areas benefit in education with a mean of 4.3. This agrees with findings of Muthoki (2015) who found that CDF bursaries ensures that students in ASAL areas benefit in education in day secondary schools in Mtito-Andei Division Kibwezi Sub-County Makueni County.

On the third statement findings, Table 4.7 shows that 42.9 per cent of the principals surveyed strongly agreed that CDF bursaries reduces students' dropout rates in day secondary schools, 45.7 per cent of the principals agreed, 5.7 per cent of the principals strongly disagreed and 0.95 per cent of the

principals disagreed while 4.8 per cent of the principals were undecided. This can be interpreted to mean that 88.6 per cent of the principals agreed that CDF bursaries reduces student dropout rates in day secondary schools. The statement posted a mean of 4.2. This agrees with findings of Kaindi (2015) who found that bursaries reduce students' dropout rates in public day secondary schools in Kilungu Sub-County Makueni County.

On the fourth statement findings, Table 4.7 shows that 31.4 per cent of the principals surveyed strongly agreed that CDF bursaries increases students' transition rate from secondary schools to tertiary institutions, 41.0 per cent of the principals agreed with the statement, 5.7 per cent of the principals strongly disagreed and 14.3 per cent of the principals disagreed while 7.6 per cent of the principals were undecided. This can be interpreted to mean that 72.4 per cent of the principals agreed that CDF bursaries increases students' transition rate from secondary schools to tertiary institutions. The statement posted a mean of 3.8. This agrees with findings of Ngwili (2014) who found that bursaries increase students' transition rate from secondary schools to tertiary institutions in Kibwezi District, Makueni County.

Further principals were asked to indicate there is no relationship between CDF bursaries and completion rates, Table 4.4 shows that 56.2 per cent of the principals surveyed strongly disagreed with the statement that there is no relationship between CDF bursaries and completion rates, 2.9 per cent of the principals disagreed with the statement, 24.8 per cent of the principals agreed

and 4.8 per cent of the principals strongly agreed while 11.4 per cent of the principals were undecided. This can be interpreted to mean that majority of the principals, 59.1 per cent disagreed with the statement that there is no relationship between CDF bursaries and completion rates. However, 29.6 per cent of the principals agreed with the statement. The statement posted a mean of 2.19. These findings agree with those of Onuko (2012) who found that government bursaries improve retention rates thus leading to high completion rates in secondary schools in Gem District, Nyanza County. His sample size was 358 respondents and his study design was descriptive survey.

#### **4.5.1: Responses from Constituency Bursary Fund Committee Treasurers on the Influence of CDF Bursaries on Completion Rates**

Interviews with the Constituency Bursary Fund committee treasurers revealed that there are no records to track the beneficiaries of CDF bursaries. Regarding consistency in allocating the bursaries they indicated that they disburse the funds once per year in the month of December. They however indicated that funds are available to only guardians who are registered as voters in that particular constituency. Constituency Bursary Fund committee treasurers indicated that they were no application forms the beneficiary was required to fill. The beneficiary must present him or herself in person or guardian.

The Constituency Bursary Fund committee treasurers further indicated that all form ones admitted in national schools automatically qualified for Ksh 10 000 from the kitty regardless social or economic background. They however said

that they were not able to track the beneficiaries of the fund because CDF treasurers do not keep records of the students who benefit from the funding. They also indicated that the office lacked continuity because new officers are appointed every time there is an election and hence it is not possible to know the influence of CDF bursaries on completion rates. The CDF treasurers further indicated that disbursement of the funds is not consistent. Every year parents are to present themselves for funds allocation or fill an application form.

Four CDF Committee treasurers further indicated that CDF bursary fund did not focus on needy students. It was disbursed to any parent with a student in secondary school who present him/herself to the committee and has affiliation to the constituency. The only requirement required was a fee structure from the secondary school and a voter's receipt of registration in that constituency.

#### **4.5.2: Comparison between Responses from Principals and Constituency Bursary Fund Committee Treasurers on the Influence of CDF Bursaries on Completion Rates**

Based on the study findings, principals strongly agreed with the Constituency Bursary Fund committee treasurers that CDF bursaries ensures students in ASAL areas benefit in education. Further they agreed that CDF bursaries reduces student dropout rates in secondary schools and that CDF bursaries increases student retention rates in secondary schools hence leading to higher completion rates. The findings agree with those of Keith (2008) who found

that Government Bursary led to high transition and completion rates in UK. However, treasurers to CDF bursary committees said that they are not able to track the beneficiaries due to political nature of the office hence were not able to determine the influence of CDF bursaries on completion rates. Most records were not traceable from the previous office bearers.

#### 4.5.3: Hypothesis Testing (H<sub>02</sub>)

The following null hypothesis was used to test if there was statistically significant relationship between provisions of Government bursaries and completion rates in public day secondary Schools. **H<sub>02</sub>: There is no statistically significant relationship between provisions of Government bursaries and completion rates in public day secondary Schools in Kitui County, Kenya.**

The findings for the hypothesis are tabulated in Table 4.8.

**Table 4.8: Chi-square test for the Influence of Government bursaries on completion rates**

Independent variable	Hypothesis	Chi-test	Chi-sq. p value	Sig. Value	Result	Decision
Provisions of Government bursaries	H <sub>02</sub>	27.64	0.0118	0.05	0.0118<0.05	H <sub>02</sub> : rejected

Table 4.8 shows that the null hypothesis had a P-value of 0.0118 which is less than 0.05, which was set as the acceptable level of significance. Therefore, the



null hypothesis (Ho<sub>2</sub>): There is no statistically significant relationship between provisions of Government bursaries and completion rates in public day secondary Schools in Kitui County, Kenya was rejected. This implies that Government bursaries are statistically significant in influencing completion rates in public day secondary schools. Consequently, alternate hypothesis was accepted. These findings of the hypothesis agree with those of descriptive statistics where majority of the principals 59.1 per cent disagreed on the statement that there is no relationship between CDF bursaries and completion rates and also County Director of Education who agreed that CDF bursaries influences completion rate in public day secondary schools.

#### **4.6: Influence of Teaching and Learning Materials on Completion Rates in Public Day Secondary Schools**

The third objective sought to establish the influence of teaching and learning materials on completion rates in day secondary schools. Akaranga (2011) listed the teaching learning materials to include textbooks, teachers' guides, computers, maps, chalk and exercise books.

##### **4.6.1: Responses from Principals on the types of teaching and learning materials they receive from government and NGOs**

Principals were requested to indicate the types of teaching and learning materials they receive from government, NGOs and other sources. The study findings are as presented in Table 4.9

**Table 4.9: Principals’ responses on the types of teaching and learning materials they receive from the government and NGOs**

Question	Type of teaching and learning material	Government		NGOs		Others	
		F	%	F	%	F	%
Specify the type of teaching and learning materials your school receive either from government or non-governmental organizations	Lab Equipments	62	59.1	32	30.5	11	10.5
	Reference materials	72	68.6	20	20.7	13	12.4
	Classrooms construction	58	55.2	36	34.3	11	10.5
	ICT equipments	56	53.3	48	45.7	1	0.01

Table 4.9 shows that majority of the principals 59.1 per cent indicated that they received laboratory equipments from the government, with 30.5 per cent of the principals indicating that they received laboratory equipments from Non-Governmental Organisations and 10.5 of the principals indicating that they received laboratory equipments from other sources. On reference materials majority of the principals 68.6 per cent indicated that they received them from the government, while 20.7 per cent of the principals indicated that they received reference materials from Non-Governmental Organisations and

12.4 of the principals indicated that they received reference materials from other sources.

Table 4.9 also shows that majority of the principals 55.2 per cent indicated that construction of the classrooms is done by the government, 34.3 per cent indicated that construction of the classrooms is done by Non-Governmental Organisations and 10.48 of the principals indicated that construction of the classrooms is done by other sources. Table 4.9 shows that 53.33 per cent of the principals surveyed indicated that they receive ICT Equipments from the government, 45.71 per cent indicated that they receive ICT Equipments from Non-Governmental Organisations and 0.01 of the principals indicated that they receive ICT Equipments from other sources. From these findings it can be interpreted to mean that majority of the principals indicated that government is the main source of teaching and learning materials. This agrees with findings of Kanyora (2014) who found that government is the main source of teaching and learning materials in secondary schools in Mukurwe-ini District, Nyeri County.

#### **4.6.2: Responses from Principals on Influence of Teaching and Learning Materials on Completion Rates**

Principals were requested to indicate the degree to which they agree with the statement that there is no relationship between teaching and learning materials and completion rates in day secondary schools. The study findings are as presented in Table 4.10

**Table 4.10: Principals’ responses on influence of teaching and learning materials on completion rates**

Statement	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mean score
	F	%	F	%	F	%	F	%	F	%	
There is no relationship between teaching and learning materials and completion rates.	58	56.2	26	24.8	6	5.7	16	15.2	7	6.7	2.2

Table 4.10 shows that 56.2 per cent of the principals surveyed strongly disagreed that there is no relationship between teaching and learning materials and completion rates, 24.8 per cent disagreed with the statement, 15.2 per cent agreed and 6.7 per cent strongly agreed while 5.7 per cent of the principals were undecided. This can be interpreted to mean that majority of the principals, 81.0 per cent disagreed that there is no relationship between teaching and learning materials and completion rates. However, 21.9 per cent of the principals agreed with the statement. The statement posted a mean of 2.2. The findings agree with those of Akaranga (2011) who found that provision of teaching and learning materials led to improved completion rates in public day secondary schools in Butere District, Kakamega County. His sample size was 103 respondents and his study design was descriptive survey. These findings also agree with Slavin (2009) who found that students’ access

to textbooks is an important factor in what and how much they learn which lead to high completion rates in United States.

**4.6.3: Hypothesis Testing (H<sub>03</sub>)**

The third objective was to establish the extent to which provision of teaching and learning materials influences completion rates in public day secondary schools. The following null hypothesis was used to test if there was a statistically significant relationship between provision of teaching and learning materials and completion rates in public day secondary schools **H<sub>03</sub>: There is no statistically significant relationship between provision of teaching and learning materials and completion rates in public day secondary schools in Kitui County, Kenya.**

The results are presented in Table 4.11.

**Table 4.11: Chi-square test for the extent to which provision of teaching and learning materials influences completion rates in public day secondary schools**

<b>Independent variable</b>	<b>Hypothesis</b>	<b>Chi-test</b>	<b>Chi-sq. p value</b>	<b>Sig. Value</b>	<b>Result</b>	<b>Decision</b>
provision of teaching and learning materials	H <sub>03</sub>	48.25	0.0132	0.05	0.0132<0.05	H <sub>03</sub> : rejected

Table 4.11 shows that at 0.05 level of significance, the null hypothesis ( $H_{03}$ ) yielded a Pearson's P-value of 0.0132 which is less than 0.05 level of significance, hence, the null hypothesis was rejected. Consequently, its alternate hypothesis that there is statistically significant relationship between provision of teaching and learning materials and completion rates in public day secondary schools in Kitui County, Kenya was accepted. This implies that teaching and learning materials are very significant in influencing completion rates in public day secondary schools. These findings of the hypothesis agree with those of descriptive statistics where majority of the principals 80.95 per cent disagreed on the statement that there is no relationship between teaching and learning materials and completion rates.

#### **4.7: Educational Subsidies Influence on Completion Rates Among Different Student Gender in Public Day Secondary Schools**

The fourth objective sought to examine the extent to which educational subsidies influence completion rates among different student gender in public day secondary schools in Kitui County, Kenya. The study findings are as presented in the sections below.

##### **4.7.1 Findings from the Principals on Enrolment to Form One per Gender**

Principals were asked to indicate the enrolment of Form one in the following years per gender. The study findings are presented in Table 4.12

**Table 4.12: Enrolment to Form one per student gender**

Year	Boys		Girls	
	Total	Percentage	Total	Percentage

2007	2313	52.4	2103	47.6
2008	2150	48.6	2274	51.4
2009	2324	52.4	2200	47.6
2010	2315	50.2	2304	49.8
<b>Total</b>	<b>9102</b>	<b>50.6</b>	<b>8881</b>	<b>49.4</b>

Table 4.12 shows the trend of Form one students' enrolment over a four-year-period. The lowest number of boys enrolled in form one was in 2008 at 2150 and for girls was in 2007 at 2103, while the highest number of boys enrolled in form one was 2324 in 2009 and 2304 for girls in 2010. The total number of boys enrolled in form one over the four-year-period was 9102 and for girls was 8881. This can be interpreted to mean that the number of boys enrolled in form one over the four-year-period was more than girls at 50.6 per cent while for girls was 49.4 per cent.

Table 4.12 shows that in 2007 52.4 per cent of all students enrolled in form one were boys, while girls were 47.6 per cent. In 2008 48.6 per cent of the students in form one were boys compared to 51.4 per cent for girls. In 2009 and 2010 the percentage number of boys enrolled in form one was 52.4 and 50.2 per cent respectively while the percentage number of girls was 47.6 per cent and 49.8 in 2009 and 2010 respectively. This represented a positive change in the enrolment of form one students over the four-year-period. This steady rise in enrolment of form one students over the four-year-period can be interpreted to mean that distribution of educational subsidies among different students' gender in public day secondary schools have led to higher enrolment

rates of form one students. This agrees with findings of Njau (2013) who found that distribution of educational subsidies among different students' gender in public day secondary schools have led to higher enrolment rates of form one students in Juja constituency, Kiambu County.

#### **4.7.2: Findings from the Principals on KCSE Candidature per student gender**

School principals were asked to indicate the school KCSE candidature between 2010-2013. The study findings are presented in Table 4.13.

**Table 4.13: Findings from the principals on KCSE candidature per student gender**

<b>Year</b>	<b>Boys</b>		<b>Girls</b>	
	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
2010	1632	52.5	1480	47.5
2011	1636	52.3	1487	47.7
2012	1702	52.7	1523	47.3
2013	1748	52.2	1600	47.8
<b>Total</b>	<b>6718</b>	<b>52.4</b>	<b>6090</b>	<b>47.6</b>

Table 4.13 shows the trend of KCSE candidature over a period of 4 years. The lowest number of boys who sat for KCSE was 1632 in 2010 and for girls, it was 1480 in 2010. This indicates that among the 2313 boys who enrolled in form one in 2007, those who completed secondary school in 2010 were 1632



which is 70.6 per cent, while 2 103 girls enrolled in form one in 2007 and 1 480 completed secondary school in 2010 which represents 70.4 per cent completion rate. The highest number of boys and girls who sat for KCSE was 1 748 and 1 600 respectively in the year 2013. This indicates that with 2 315 boys enrolling in form one in 2010 those who completed secondary school education in 2013 were 1 748 which is 75.5 per cent, while 2 304 girls enrolling in form one in 2010, those who completed secondary school education in 2013 were 1 600. This means that 69.4 per cent of girls who enrolled in form one in 2010 completed secondary education in 2013. The steady rise in KCSE candidature over the four-year-period indicates that the distribution of educational subsidies among different students' gender in day secondary schools have led to high students' retention rates consequently leading to high completion rates.

These findings have shown that more boys sat for KCSE than girls over the four-year-period. Over the four-year-period a total of 6 718 boys and 6 090 girls sat for KCSE. This can be interpreted to mean that completion rates over the four-year period for boys are higher than for girls at 52.4 and 47.6 per cent respectively. This goes against the Classical Theory that social institutions should create equality to all human beings due to the gender disparity on completion rates. These findings agree with findings of Muhindi (2012) who found that one of the challenges facing the implementation of free day secondary education is low completion rates among girls in Nyeri South

District, Nyeri County. However, his sample was 84 and used descriptive survey design.

**4.7.3: Findings of Principals on Extent to Which Educational Subsidies Influence Completion Rates Among Different Student Gender**

The study sought to establish the extent to which educational subsidies influence completion rates among different student gender in public day secondary schools. Responses of principals were put on a 5-point Likert scale which was used to seek an insight on the extent to which educational subsidies influence completion rates among different student gender in day secondary schools. A rating of “Strongly Agree” had a score of 5 assigned to it; “Agree” was assigned a score of 4; “Undecided” was assigned a score of 3; “Disagree” had a score of 2 assigned to it; “Strongly Disagree” was assigned a score of 1. A weighted mean score was used to interpret the results. The findings are as presented in Table 4.14.

**Table 4.14: Extent to Which Educational Subsidies Influence Completion Rates Among Different Student Gender**

Statement	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mean score
	F	%	F	%	F	%	F	%	F	%	
Educational subsidies have ensured both males and female students receive education in public day secondary schools in Kitui	0	0.0	0	0.0	17	16.2	53	50.5	35	33.3	4.17

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County.

There is no relationship between student gender and completion rates.	36	34.3	33	31.4	15	14.3	11	10.5	10	9.5	2.30
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Table 4.14 shows that 33.3 per cent of the principals surveyed strongly agreed that educational subsidies ensures both males and female students receive education in public day secondary schools, with 50.5 per cent of the principals agreed while 16.2 per cent of the principals were undecided. None of the principals disagreed with the statement. This can be interpreted to mean that 83.8 per cent of the principals agreed that educational subsidies ensured that both males and female students received education in public day secondary schools with a mean of 4.17. This agreed with findings of Lewin (2008) who found that in Africa educational subsidies ensured both males and female students' access education opportunities.

When asked to indicate whether there is there is no relationship between student gender and completion rates Table 4.14 shows that 34.3 per cent of the principals surveyed strongly disagreed that there is no relationship between student gender and completion rates, while 31.4 per cent of the principals disagreed with the statement. 10.5 per cent of the principals agreed and 9.5 per cent strongly agreed while 14.3 per cent of the principals were undecided. This can be interpreted to mean that majority of the principals, 65.7 per cent disagreed that there is there is no relationship between student gender and

completion rates. However, 20.0 per cent of the principals agreed with the statement. The statement posted a mean of 2.30. The finding agreed with those of Muthoki (2015) who found that there was relationship between student gender and completion rates in day secondary schools in Mtito-Andei Division Kibwezi Sub-County Makueni County.

**4.7.4: Findings from the County Director of Education on the Extent to Which Educational Subsidies Influence Completion Rates among Different Students Gender**

Interview was conducted with the County Director of Education Kitui County. Questions on the extent to which educational subsidies influence completion rates among different student gender in public day secondary schools were asked. The County Director of Education indicated that educational subsidies had a significant positive impact on completion rates for both male and female students. The findings are as presented in Table 4.15.

**Table 4.15: Findings from the County Director of Education on the Extent to Which Educational Subsidies Influence Completion Rates among Different Students Gender**

Form 1 Enrolment			KCSE Candidature			% Completion Rate	
Year	F	M	Year	F	M	F	M

<b>2007</b>	2102	2311	<b>2010</b>	1480	1632	70.4	70.6
<b>2008</b>	2274	2150	<b>2011</b>	1487	1636	65.4	76.1
<b>2009</b>	2201	2321	<b>2012</b>	1523	1702	69.2	73.3
<b>2010</b>	2304	2315	<b>2013</b>	1600	1748	69.4	75.5

Table 4.15 shows that Form one enrolment in 2007 for female and male was 2102 and 2311 respectively. Those who completed secondary education in 2010 were 1480 and 1632 for female and male respectively. This means that 70.4 and 70.6 per cent of female and male respectively completed secondary school education. In 2008 Table 4.15 shows that the number of students who enrolled in Form one was 2274 females and 2150 males. Those who sat for KCSE in 2011 were 1487 females and 1636 males. This can be interpreted to mean that completion rate for male was higher at mean of 73.9 per cent as compared to female at 68.6 per cent.

Table 4.15 further shows that in 2009 Form one enrolment was 2201 and 2321 for female and male respectively. In 2012 KCSE candidature was 1523 females and 1703 males. This can be interpreted to mean that 69.2 per cent of females completed secondary school education while 73.3 per cent of males completed secondary school education. Table 4.15 also shows that in 2010 the female enrolment in Form one in day secondary schools was 2304 and female KCSE candidature in 2013 was 1600. This indicated that 69.4 per cent of girls completed secondary school in 2013. On the other hand, 2315 male students enrolled in Form one in 2010 in public day secondary schools. In 2013 KCSE

there were 1748 male candidates indicating that 75.5 per cent of male students completed secondary education.

The County Director of Education indicated that there are other factors which influence completion rates among different students' gender in day secondary schools such as cultural and religious beliefs, illiteracy, early pregnancies, poverty and extra levies. The County Director of Education indicated that other levies charged to students in secondary schools include co-curriculum levy, internal examinations levy and Kenya Secondary Schools Heads Association levy. The County Director of Education clarified that before a levy is introduced in secondary schools it must be discussed in Parents General meeting then presented to the County Education Board for approval and if approved a circular is issued to all schools. This agrees with Orodho (2014) study in Kenya on factors that affect gender completion rates at secondary school level which found that cultural norms and gender stereotypes are some of factors that affect gender completion rates. The findings of this study also agree with UNESCO (2007) who found that teachers' low expectations towards girls' academic performances reduce girls' motivation leading to girls' low completion. The County Director of Education further indicated that the county has a gender parity of 48 and 51 for female and male respectively.

#### **4.7.5: Hypothesis Testing (Ho4)**

The fourth objective was to examine the extent to which educational subsidies influence completion rates among different student gender in public day

secondary schools. The following null hypothesis was used to test if there was a statistically significant relationship between educational subsidies and completion rates among students' gender in public day secondary schools.

**H<sub>04</sub>: There is no statistically significant relationship between educational subsidies and completion rates among students' gender in public day secondary schools in Kitui County, Kenya.**

The chi-square test ( $\chi^2$ ) of independence was used to test the hypothesis four developed from objective (iv). The results are as shown in Table 4.16.

**Table 4.16: Chi square test for the Extent to Which Educational Subsidies Influence Completion Rates among Different Student Gender**

<b>Independent variable</b>	<b>Hypothesis</b>	<b>Chi-test</b>	<b>Chi-sq. p value</b>	<b>Sig. Value</b>	<b>Result</b>	<b>Decision</b>
Educational subsidies among students' gender	H <sub>04</sub>	29.65	0.0141	0.05	0.014<0.05	H <sub>04</sub> : rejected

A Chi square test on the extent to which educational subsidies influence students' completion rate per gender as indicated in table 4.14 indicated a P-value of 0.0141 which is less than 0.05, the set acceptable level of significance. Therefore, the null hypothesis (H<sub>04</sub>): There is no statistically significant relationship between educational subsidies and completion rates among students' gender in public day secondary schools in Kitui County, Kenya was rejected. Consequently, its alternate hypothesis that there is statistically significant relationship between educational subsidies and

completion rates among students' gender in public day secondary schools in Kitui County, Kenya was accepted. These findings of the hypothesis agree with those of descriptive statistics where majority of the principals, 65.7 per cent disagreed that there is there is no relationship between student gender and completion rates. The findings also agree with those of the County Director of Education who indicated that educational subsidies had a significance positive impact on completion rates for both male and female students.

#### **4.7.6: Findings from the Principals on Challenges of Implementing Public Educational Subsidies Disbursement**

This study sought to establish the challenges faced by principals when implementing the policy on public educational subsidies disbursement. The principals indicated the challenges faced when implementing the policy on public educational subsidies disbursement to include inadequacy of funds, late release of funds by the government, delays in disbursement of funds by the government to the needy students, students dropping out of school due to extra levies fees balances, assisted students some drop out from school because of other reasons, lack of enough human resource, unfair distribution of resources, difficulty in sharing available subsidies due to high number of needy students, rise in food and fuel prices, inadequate training in financial management, insufficient allocations from CDF and other government bursaries.



#### **4.7.7: Findings from the Principals on Other Factors Influencing Students Completion Rates in Public Day Secondary Schools**

This study sought to establish whether there are other factors that could have contributed to students not completing their secondary education despite provision of public educational subsidies. Principals indicated these factors to include early marriages, early pregnancies, traditional background, and ignorance by parents.

The principals indicated that poverty is the main factor that influence students' completion rates in public day secondary schools in Kitui County. They further pointed that poverty influences the demand for schooling not only because it affects the inability of households to pay fees and other costs associated with education, but also because it is associated with a high opportunity cost of schooling for students.

The principals indicated that some households prefer investing in boys' education because it is deemed as more important with the consequence of females being likely to drop out of school before completing their secondary school education. These parents often see it as poor investment to educate a girl since she is expected to get married and leave home. They argue that girl's education will benefit the husband's family rather than her own.

The principals also indicated that there is a strong cultural preference for males among the local community. This translates to gender inequality in

education in Kitui County. This affects highly completion rates among girls in public day secondary schools. Principals also indicated that there is a traditional practice of early marriages among girls which is most common in poor, rural communities. More often, student brides are pulled out of school before completing their secondary education.

These findings agree with County Director of Education findings who indicated that there are other factors that have contributed to students not completing their secondary education despite provision of public educational subsidies they include: extra levies, cultural practices, religious beliefs, and poverty. These findings also agree with Orodho (2014) who found that cultural norms and gender stereotypes are some of factors that affect gender completion rates.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the research findings and conclusions derived from the study findings. It brings together the opinions expressed in the previous chapter in discussing and drawing conclusions from the research findings on the influence of educational subsidies on completion rates in public day secondary schools in Kitui County. The recommendations made from the findings for policy and practice are also presented. The chapter also presents suggestions on areas for further research.

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

On the influence of Free Day Secondary Education on completion rates in public day secondary schools, majority of the principals surveyed 54.3 per cent strongly agreed that FDSE subsidy increases student retention rates in public day secondary schools, 43.8 per cent agreed and 0.95 per cent strongly disagreed while 0.95 per cent were undecided. This can be interpreted to mean that 98.11 per cent of the principals agreed that FDSE subsidy has increased students' retention rates in public day secondary schools in Kitui County with a mean of 4.50.

The principals further indicated that FDSE subsidy has ensured that students in ASAL areas benefit in education in public day secondary schools in Kitui

County, 42.9 per cent of the principals surveyed strongly agreed, 52.4 per cent agreed and 4.8 per cent were undecided while none of the principals disagreed with the statement. This can be interpreted to mean that 95.3 per cent of the principals agreed that FDSE subsidy has ensured that students in ASAL areas benefit in education in public day secondary schools in Kitui County with a mean of 4.38. Most of the Principals surveyed 49.5 per cent strongly agreed that FDSE subsidy has reduced students' dropout rates in public day secondary schools in Kitui County, 42.9 per cent agreed and 2.9 per cent disagreed while 4.8 per cent of the principals were undecided. This can be interpreted to mean that 92.4 per cent of the principals agreed that FDSE subsidy has reduced students' dropout rates in public day secondary schools in Kitui County. The statement posted a mean of 4.39.

Majority of the principals surveyed 52.4 per cent strongly agreed that FDSE subsidy has increased transition rates from public day secondary schools to tertiary institutions in Kitui County, 36.2 per cent agreed with the statement and 5.7 per cent disagreed while 4.8 per cent of the principals were undecided. This can be interpreted to mean that 88.6 per cent of the principals agreed that FDSE subsidy has increased transition rates from public day secondary schools to tertiary institutions in Kitui County. The statement posted a mean of 4.33. When asked to indicate whether there is no relationship between FDSE subsidy and completion rates, most of the principals surveyed 47.6 per cent strongly disagreed that there is no relationship between FDSE subsidy and completion rates, 24.8 per cent disagreed with the statement, 15.2 per cent

agreed and 6.7 per cent strongly agreed while 5.7 per cent of the principals were undecided. This can be interpreted to mean that majority of the principals, 72.4 per cent disagreed that there is no relationship between FDSE subsidy and completion rates. However, 21.9 per cent of the principals agreed with the statement. The statement posted a mean of 2.09.

Interview conducted with the County Director of Education Kitui County on the influence of FDSE on completion rates in public day secondary schools in Kitui County indicated that 4 413 students enrolled in form one in 2007 in public day secondary schools. In 2010 KCSE candidature in public day secondary schools was 3211 students, indicating that 70.4 per cent of the students completed secondary school in Kitui County. In 2008 Form one enrolment in public day secondary schools was 4 426 students, among these students 3 123 did their KCSE in 2011. This is interpreted to mean that 70.6 per cent of the students completed secondary education in 2011.

In 2009 4 522 students enrolled in Form one in day secondary schools. In 2012 KCSE candidature in day secondary schools was 3 225 candidates. This is interpreted to mean that 71.3 per cent of the students who had enrolled in Form one in 2009 completed secondary school. In 2010 enrolment in Form one in secondary schools was 4 615 students. In 2013 KCSE candidature was 3348 candidates. This means that 72.6 per cent of the students who had enrolled in Form one 2009 completed secondary schools. This study found that FDSE influence completion rates in public day secondary schools.

Completion rates in public day secondary schools has been rising steadily from 70.4 per cent in 2007 to 72.6 per cent in 2013. This agrees with the Classical Theory that human beings are equal and social institution should create this equality.

The study also found that majority of the principals surveyed agreed that CDF bursary has increased student retention rates in public day secondary schools in Kitui County. Most of the principals surveyed 39.0 per cent strongly agreed that CDF bursary has increased students' retention rates in public day secondary schools in Kitui County, 32.4 per cent agreed and 6.7 per cent strongly disagreed while 21.9 per cent were undecided. This can be interpreted to mean that 71.4 per cent of the principals agreed that CDF bursary has increased students' retention rates in public day secondary schools in Kitui County with a mean of 3.97. Most of the principals surveyed 45.7 per cent strongly agreed that CDF bursary has ensured that students in ASAL areas benefit in education., 44.8 per cent agreed and 7.6 per cent were undecided while 1.9 per cent disagreed with the statement. This can be interpreted to mean that 80.5 per cent of the principals agreed that CDF bursary has ensured students in ASAL areas benefit in education with a mean of 4.32.

The study also found that most of the principals surveyed 42.9 per cent strongly agreed that CDF bursary has reduced students' dropout rates in public day secondary schools in Kitui County, 45.7 per cent agreed, 5.7 per cent strongly disagreed and 0.95 per cent disagree while 4.8 per cent of the

principals were undecided. This can be interpreted to mean that 88.6 per cent of the principals agreed that CDF bursary has reduced student dropout rates in public day secondary schools in Kitui County. The statement posted a mean of 4.19. The study further found that 31.4 per cent of the principals surveyed strongly agreed that CDF bursary has increased students' transition rate from public day secondary schools to tertiary institutions in Kitui County, 41.0 per cent agreed with the statement, 5.7 per cent strongly disagreed and 14.3 per cent disagree while 7.6 per cent of the principals were undecided. This can be interpreted to mean that 72.4 per cent of the principals agreed that CDF bursary has increased students' transition rate from public day secondary schools to tertiary institutions in Kitui County. The statement posted a mean of 3.78.

Further principals were asked to indicate whether there is no relationship between CDF bursary and completion rates, majority of the principals surveyed 56.2 per cent strongly disagreed with the statement that there is no relationship between CDF bursary and completion rates, 2.9 per cent disagreed with the statement, 24.8 per cent agreed and 4.8 per cent strongly agreed while 11.4 per cent of the principals were undecided. This can be interpreted to mean that majority of the principals, 59.1 per cent disagreed with the statement that there is no relationship between CDF bursaries and completion rates. However, 29.6 per cent of the principals agreed with the statement. The statement posted a mean of 2.19.

Interviews with the Constituency Bursary Fund committee treasurers revealed that there are no records to track the beneficiaries of CDF bursaries. Regarding consistency in allocating the bursaries they indicated that they disburse the funds once per year in the month of December. They however indicated that funds are available to only guardians who are registered as voters in that particular constituency. Constituency Bursary Fund committee treasurers indicated that they are no application forms the beneficiary must present him or herself in person. They further indicated that all form ones admitted in national schools automatically qualify for Ksh 10 000 from the kitty regardless social or economic background. This concurs with the Classical Theory that human beings are equal and social institution need to cultivate this by providing equal opportunities to all. They however said that they are not able to track the beneficiaries of the fund because CDF treasurers do not keep records of the students who benefit from the funding.

The Constituency Bursary Fund committee treasurers also indicated that the office lack continuity because new officers are appointed every time there is an election and hence it is not possible to know the influence of CDF bursaries on completion rates. The CDF treasurers further indicated that disbursement of the funds is not consistent. Every year parents are to present themselves for funds allocation or fill an application form. Four CDF Committee treasurers further indicated that CDF bursary fund does not focus on needy students. It is disbursed to any parent with a student in secondary school who present him/herself to the committee and has affiliation to the



constituency. The only requirement required is a fee structure from the secondary school and a voter's receipt of registration in that constituency.

Principals were asked to specify the type of teaching and learning materials their school receive either from government or non-governmental organizations. The principals indicated that teaching and learning materials that they receive include laboratory equipment, reference materials such as text books, charts and wall maps, construction of classrooms and ICT equipment such as computers. From the study findings majority of the principals indicated that government is the main source of teaching and learning materials. On laboratory equipment majority of the principals 59.05 per cent indicated that they receive laboratory equipment from the government, 30.48 per cent indicated that they receive laboratory equipment from Non-Governmental Organisations and 10.48 of the principals indicated that they receive laboratory equipment from other sources.

On reference materials majority of the principals 68.57 per cent indicated that they receive them from the government, 20.7 per cent indicated that they receive reference materials from Non-Governmental Organisations and 12.38 of the principals indicated that they receive reference materials from other sources. The study further found that on classroom construction 55.23 per cent of the principals surveyed indicated that construction of the classrooms is done by the government, 34.28 per cent indicated that construction of the classrooms is done by Non-Governmental Organisations and 10.48 of the principals indicated that construction of the classrooms is done by other

sources, while on ICT Equipment 53.33 per cent of the principals surveyed indicated that they receive ICT Equipment from the government, 45.71 per cent indicated that they receive ICT Equipment from Non-Governmental Organisations and 0.01 per cent of the principals indicated that they receive ICT Equipment from other sources. Principals indicated other sources to include individual well-wishers. From these findings it can be interpreted to mean that majority of the principals indicated that government is the main source of teaching and learning materials.

The study further found that majority of the principals surveyed 56.15 per cent strongly disagreed that there is no relationship between teaching and learning materials and completion rates, 24.8 per cent disagreed with the statement, 15.2 per cent agreed and 6.7 per cent strongly agreed while 5.7 per cent of the principals were undecided. This can be interpreted to mean that majority of the principals, 80.95 per cent disagreed that there is no relationship between teaching and learning materials and completion rates. However, 21.9 per cent of the principals agreed with the statement. The statement posted a mean of 2.21. Therefore, teaching and learning materials influence completion rates in public day secondary schools.

The study found that over a four-year-period Form one students' enrolment the lowest number of boys enrolled in form one was in 2008 at 2150 and for girls was in 2007 at 2103, while the highest number of boys enrolled in form one was 2324 in 2009 and 2304 for girls in 2010. The total number of boys

enrolled in form one over the four-year-period was 9102 and for girls was 8881. This can be interpreted to mean that the number of boys enrolled in form one over the four-year-period was more than girls at 50.6 per cent while for girls was 49.4 per cent. In 2007 52.4 per cent of all students enrolled in form one were boys, while girls were 47.6 per cent. In 2008 48.6 per cent of the students in form one were boys compared to 51.4 per cent for girls. In 2009 and 2010 the percentage number of boys enrolled in form one was 52.4 and 50.2 per cent respectively while the percentage number of girls was 47.6 per cent and 49.8 in 2009 and 2010 respectively.

The study also found that the lowest number of boys who sat for KCSE was 1632 in 2010 and for girls was 1480 in 2010. This indicates that 2313 boys who enrolled in form one in 2007, those who completed secondary school in 2010 were 1632 which is 70.6 per cent, while 2103 girls enrolled in form one in 2007 and 1480 completed secondary school in 2010 which represents 70.4 per cent completion rate. The highest number of boys and girls who sat for KCSE was 1748 and 1600 respectively in the year 2013. This indicates that with 2315 boys enrolling in form one in 2010 those who completed secondary school education in 2013 were 1748 which is 75.5 per cent, while 2304 girls enrolling in form one in 2010, those who completed secondary school education in 2013 were 1600. This means that 69.4 per cent of girls who enrolled in form one in 2010 completed secondary education in 2013.

The steady rise in KCSE candidature over the four-year-period indicates that the distribution of educational subsidies among different students' gender in public day secondary schools has influenced completion rates among different student gender differently in Kitui County. This study has found that boys have higher completion rates ranging from 70.6 per cent in 2010 to 75.5 per cent in 2013 as opposed to girls whose completion rates range from 70.4 per cent in 2010 to 69.4 per cent in 2013. This shows that completion rates due to distribution of educational subsidies is higher among boys than girls.

### **5.3: Conclusion**

Based on the findings, this study concludes that; there is low completion rates among students in public day secondary schools in Kitui County and the completion rates among the girls is lower than completion rates for boys. However, although the problem of low completion rates especially among female students in public day secondary schools in Kitui County may be caused by inadequate educational subsidies there are other factors that contribute to these low completion rates. These factors include cultural and religious beliefs, illiteracy, early pregnancies, poverty and extra levies. Extra levies include co-curriculum levy, internal examinations levy and Kenya Secondary Schools Heads Association levy.

The study concludes that provision of FDSE in public day secondary schools has increased students' retention rate and reduced dropout rates subsequently

this has led to high completion rates with 88.6 per cent of the principals agreeing that FDSE subsidy has increased transition rates from public day secondary schools to tertiary institutions in Kitui County. The Chi-square ( $\chi^2$ ) results have indicated that there is statistically significant relationship between Free Day Secondary Education (FDSE) and completion rates in public day secondary schools in Kitui County with a p-value of 0.0127. The study also concludes that FDSE funds are not adequate and the disbursement was not timely.

The study concludes that CDF bursary has not been effective in ensuring retention of students in public day secondary schools. Regarding consistency the study concludes that there is no consistency in disbursement of CDF bursary. The study also concludes that it was not possible to track the beneficiaries of the fund because CDF treasurers do not keep records of the students who benefit from the funding. The study also concludes that it is not possible to know the influence of CDF bursaries on completion rates due to lack of continuity because new officers are appointed every time there is an election. On government bursaries the Chi-square ( $\chi^2$ ) results indicates a p-value of 0.0118. This implies that Government bursaries are statistically significant in influencing completion rates in public day secondary schools

The study concludes that teaching and learning materials leads to high completion rates in public day secondary schools in Kitui County. The Chi-square ( $\chi^2$ ) results have indicated that there is statistically significant

relationship between provision of teaching and learning materials and completion rates in public day secondary schools in Kitui County with a p-value of 0.0132. However, teaching and learning materials provided by the government and Non-governmental organizations are not adequate.

The study concludes that distribution of educational subsidies among different students' gender have led to higher enrolment rates of form one students and also enhanced students' retention rates. Further the study concludes completion rates for males are higher than for females. The Chi-square ( $\chi^2$ ) results have indicated that there is statistically significant relationship between educational subsidies and completion rates among students' gender in public day secondary schools in Kitui County with a p-value of 0.0141.

The study also concludes that there are other factors that could have contributed to students not completing their secondary school education despite provision of public educational subsidies. These factors include early marriages, early pregnancies, traditional background, and ignorance by parents.

#### **5.4: Recommendations of the Study**

Based on the findings, the study makes the following recommendations;

The government should increase funds for FDSE allocated to public day secondary schools as the study revealed that they were not adequate to enhance full students' participation in public day secondary schools. The

government should increase the amount of FDSE tuition per child per year and remit it in good time to secondary schools so that the school managers could plan with precision and be able to retain the students in schools for full participation.

The government through the Ministry of Devolution should increase funds allocated to CDF so that more funds can be allocated to public day secondary schools as bursaries. CDF Committees should improve on record keeping and tracking of the beneficiaries to ensure that needy students get bursary. The Committees should also improve on record keeping and tracking to ensure impact of bursary on completion rates can be documented. They should also look for ways to identify the needy students who require support from CDF bursary kitty

There is need for school managers and government to adopt a good subsidy sourcing and management culture involving the communities, corporate bodies, NGOs and individuals to actively participate in the provision of teaching and learning materials and ensuring transparency and accountability to safeguard use of these materials. Public day secondary schools BOM should mobilize other sources of teaching and learning materials. The government should also increase the teaching and learning resources to public day secondary schools.

Schools should provide a safe and conducive learning environment to enhance learning, improve access, attendance, retention and completion rates in public day secondary schools' education for both student gender. Other factors that influence completion rate for both gender should be looked at.

Ministry of Education (MoE) should offer consistent and quality training for principals and other stakeholders on administration skills. This will help them to employ appropriate strategies to ensure that the educational subsidies are well managed.

Teachers Service Commission (TSC) should collaborate with other stakeholders in matters of teacher management aimed at improving quality education. It should recruit adequate teachers to teach in public day secondary schools in ASALs because they are directly involved in implementation of government policies.

### **5.5: Suggestions for Further Research**

The following areas are suggested for further study:

A comparative study can be carried out in a different geographical area to investigate the influence of FDSE on completion rates in public day secondary schools since its inception in Kenya.



A survey can be carried out on the influence of CDF bursaries and other government bursaries being provided through the devolved county governments on completion rates.

Further investigation can be carried out on the relationship between teaching and learning resources and completion rates in public day secondary schools.

A comparative study can be carried out on financing of day secondary school education in both public and private day secondary schools and the influence on students' gender.

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## APPENDICES

### APPENDIX 1: LETTER OF INTRODUCTION

Githaka Mwangi

South Eastern Kenya University

Department of Educational

Administration and Planning

P.O Box 170-90200, Kitui.


The Principal.....School,

Dear sir/madam,

#### **RE: PERMISSION TO COLLECT DATA FROM YOUR SCHOOL**

I am a PhD student in the department of Educational administration and planning South Eastern Kenya University undertaking a PhD degree in Education Planning and Economics. I am currently conducting research on **Influence of educational subsidies on completion rates in public day secondary schools in Kitui County, Kenya.** Your school has been selected to participate in the study. My respondents will include the principal and the deputy principal. I will collect data through use of questionnaires. I would like to take this opportunity to assure you that the information you give will be used only for academic purpose and the identity of your school will remain confidential. Thank you for your assistance.

Yours faithfully,



Githaka Mwangi.

## APPENDIX 2: QUESTIONNAIRE FOR THE PRINCIPALS

This questionnaire will be used to collect general information on the extent to which **Free Day Secondary education influences completion rates in public day secondary schools in Kitui County, Kenya**. Any information you give will be used for purposes of this research only. Your identity will be treated with utmost confidentiality and anonymity. The information will be used for academic work only. To ensure the same you are not required to write your name or the name of your school. Please fill in the spaces provided for questions requiring your opinion or tick the appropriate answer in the bracket (✓) provided.

### Section A: General Information

1. Please indicate your gender Male ( ) Female ( )
2. Please indicate your age bracket Below 25 years ( ) 25-34 years ( )  
35- 44 years ( ) 45-54 years ( ) over 55 years ( )
3. What is your highest academic and professional qualifications?  
Diploma ( ) Bachelors Degree ( ) Masters Degree ( )  
PhD Holder ( ) Any other (specify) \_\_\_\_\_
4. What is your teaching experience? Less than 5 years ( ) 5-10 years ( )  
11-15 years ( ) 16-20 years ( ) Above 20 years ( )
5. Indicate the period you have served in your present station as a principal? Less than 5 years ( ) 5-10 years ( ) 11-20 years ( ) over 20 years ( )

### Section B: Effect of FDSE subsidy on completion rates

6. The following statements relate to the relationship between FDSE and completion rates in day secondary schools. On a scale of 1-5 please indicate the extent to which you agree that FDSE influences completion rates in your school.

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

	1	2	3	4	5
FDSE subsidy increases student retention rates in secondary schools					
FDSE subsidy ensures students in ASAL areas benefit in education.					
FDSE subsidy reduces student dropout rates in secondary schools					
FDSE subsidy increases transition rate from secondary schools to tertiary institutions					
There is no relationship between FDSE subsidy and completion rates					

**Section C: Influence of CDF bursaries on completion rates in day secondary schools**

7. Using the following key please indicate the extent to which you agree that CDF bursaries influences completion rates in your school.

1.Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree

	5	4	3	2	1
CDF bursaries increases student retention rates in secondary schools					
CDF bursaries ensures students in ASAL areas benefit in education.					
CDF bursaries reduces student dropout rates in secondary schools					
CDF bursaries increases transition rate from secondary schools to tertiary institutions					
There is no relationship between CDF bursaries and completion rates					

**Section D: Influence of teaching and learning materials on completion rates in day secondary schools**

8. Specify the type of teaching and learning materials your school receive either from government or non-governmental organizations

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9. The following statement relate to the relationship between teaching and learning materials and completion rates in day secondary schools. On a scale of 1-5 please indicate the extent to which you agree that teaching and learning materials influences completion rates in your school.

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree  
5. Strongly agree

	5	4	3	2	1
There is no relationship between teaching and learning materials and completion rates					

**Section E: Influence of distribution of subsidies among students' gender on completion rates in day secondary schools**

10. What was the enrolment of Form one in the following years per gender?

YEAR	BOYS	GIRLS
2007		
2008		
2009		
2010		

11. What was the KCSE candidature of your school in the following years?

YEAR	BOYS	GIRLS
2010		
2011		
2012		
2013		

12. Using the following key please indicate the extent to which you agree that student gender influences completion rates in your school.

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

	5	4	3	2	1
Educational subsidies ensure both males and female students receive education					
There is no relationship between student gender and completion rates					

13. Briefly explain challenges that you face when implementing the policy on public educational subsidies disbursement.

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14. Which other factors could have contributed to students not completing their secondary education despite provision of public educational subsidies?

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**Thank you.**

**APPENDIX 3: DOCUMENT REVIEW GUIDE (FOR SAMPLED SCHOOLS)**

Number of students in each form as per class register for years 2007-2010

	2007		2008		2009		2010	
	B	G	B	G	B	G	B	G
FORM 1								
FORM 2								
FORM 3								
FORM 4								

Number of candidates registered for KCSE for years 2010-2013.

YEAR	2010		2011		2012		2013	
GENDER	B	G	B	G	B	G	B	G
NUMBER								

**APPENDIX 4: DOCUMENT REVIEW GUIDE (FOR COUNTY  
EDUCATION OFFICE)**

Number of candidates registered for KCSE per KNEC analyzed results for years 2010-2013.

YEAR	BOYS	GIRLS
2010		
2011		
2012		
2013		



## **APPENDIX 5: INTERVIEW SCHEDULE FOR THE SENIOR COUNTY**

### **EDUCATION OFFICER**

1. For how long have you been the Education Officer for this County?
2. In your opinion to what extent is FDSE subsidy effective in Kitui County?
3. In your opinion to what extent does government bursaries affect completion rates of day secondary schools in Kitui County?
4. In your opinion how effective is provision of teaching and learning materials in day secondary schools, Kitui County?
5. To what extent does FDSE affect completion rates among student gender?
6. In your opinion are there any other factors which influence completion rates among students in day secondary schools, Kitui County?
7. Identify any other levies charged in day secondary schools?
8. In the event that a school wishes to introduce a levy to the students what procedure do they follow?
9. In your opinion what are the causes of low completion rates in day secondary schools, Kitui County?

**Thank you.**

## **APPENDIX 6: INTERVIEW SCHEDULE FOR THE CONSTITUENCY**

### **BURSARY FUND COMMITTEE TREASURER**

1. Can you explain how your committee disburse bursaries to students in public day secondary schools?
2. In your opinion can you explain whether your committee is consistent in allocating of bursaries to beneficiaries?
3. In an event a school wishes its students to access constituency bursary what procedure do they follow?
4. Whom do you involve to identify the beneficiaries of the funds?
5. In your opinion to what extent does these funds affect completion rates of students in day secondary schools in Kitui County?


**Thank you.**

## APPENDIX 7: RESEARCH CLEARANCE PERMIT

**THIS IS TO CERTIFY THAT:** **Permit No : NACOSTI/P/16/69453/13622**  
**MR. GITHAKA J MWANGI** **Date Of Issue : 24th October,2016**  
**of SOUTH EASTERN KENYA UNIVERSITY,** **Fee Received :ksh 2000**  
**0-10300 KERUGOYA,has been permitted**  
**to conduct research in Kitui County**

**on the topic: INFLUENCE OF**  
**EDUCATIONAL SUBSIDIES ON**  
**COMPLETION RATES IN DAY SECONDARY**  
**SCHOOLS IN KITUI COUNTY**


**for the period ending:**  
**24th October,2017**




**Applicant's Signature** **Director General**  
**National Commission for Science, Technology & Innovation**

**CONDITIONS**

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



**REPUBLIC OF KENYA**



**NACOSTI**  
**National Commission for Science, Technology and Innovation**

**RESEACH CLEARANCE PERMIT**

**Serial No. A 1325**

**CONDITIONS: see back page**

## APPENDIX 8: RESEARCH AUTHORIZATION LETTER



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

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

Ref. No.

Date:

NACOSTI/P/16/69453/13622

24<sup>th</sup> October, 2016

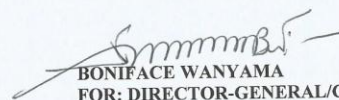
Githaka J. Mwangi  
South Eastern Kenya University  
P.O. Box 170-90200  
**KITUI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Influence of educational subsidies on completion rates in day secondary schools in Kitui County,*" I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **24<sup>th</sup> October, 2017.**

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

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

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**


Copy to:

The County Commissioner  
Kitui County.

The County Director of Education  
Kitui County.

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

## APPENDIX 9: LETTER OF PERMISSION TO COLLECT DATA

  
**SOUTH EASTERN KENYA UNIVERSITY**  
**OFFICE OF THE DIRECTOR**  
**BOARD OF POST GRADUATE STUDIES**

P.O. BOX 170-90200  
KITUI, KENYA  
Email: info@seku.ac.ke

TEL: 020-2413859 (KITUI)  
: 020-2531395 (NAIROBI)  
Email: bps@seku.ac.ke

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Our Ref: E70/KIT/30041/2014  
Date: Monday, September 05, 2016

Githaka Mwangi  
Reg. No. E70/KIT/30041/2014  
C/O Director, Kitui Campus


Dear Mwangi,

**RE: PERMISSION TO COLLECT DATA**

This is to acknowledge receipt of your Doctor of Philosophy in Educational Administration and Planning Proposal document entitled, *"Influence of educational subsidies on completion rates in public day secondary schools in Kitui County, Kenya"*. Following a successful presentation of your Ph.D Proposal, the School of Education in conjunction with the Directorate, Board of Post graduate Studies (BPS) have approved that you proceed on and carry out your research data collection in accordance with your approved proposal.



During your research work, you will be closely supervised by Dr. Selpher K. Cheloni and Dr. Rose N. Obac. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report (SEKU/ARSA/BPS/F-02) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection as a critical stage in your Doctor of Philosophy in Educational, Administration and Planning in Educational Administration and Planning.

  
Prof. Cornelius Wanjala  
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs  
Dean, School of Education  
Chairman, Department of Educational Administration and Planning  
Dr. Selpher K. Cheloni  
Dr. Rose N. Obac  
Director, Kitui  
BPS Office - To file

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ARID TO GREEN  ISO 9001: 2008 CERTIFIED  TRANSFORMING LIVES

**APPENDIX 10: RESEARCH AUTHORIZATION LETTER FROM CDE**

**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY  
State Department for Education**

Telegrams "EDUCATION" Kitui  
Telephone: Kitui 22759  
Fax :04444-22103  
E-Mail : [cde.kitui@gmail.com](mailto:cde.kitui@gmail.com)



REPUBLIC OF KENYA

COUNTY EDUCATION OFFICE  
KITUI COUNTY  
P.O BOX 1557-90200  
KITUI

*When replying please quote;*

**Ref. No: KTIC/ED/RES/22/190**

**Date.9/09/2016**

**GITHAKA MWANGI  
REG.NO.E70/KIT/30041/2014**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to conduct a research on **"Influence of educational subsidies on completion rates in public day secondary schools in Kitui County, Kenya"** I am pleased to inform you that permission has been granted.

You are advised to liaise with the respective Sub County Directors of Education before embarking on the exercise.

Regards,

**P.M.MAKITE  
COUNTY DIRECTOR OF EDUCATION  
KITUI COUNTY.**

COUNTY DIRECTOR OF EDUCATION  
KITUI  
P. O. Box 1557, KITUI.

