STRATEGIES ADOPTED BY SCHOOL MANAGEMENT TO CONTAIN THE RISING COST OF SECONDARY EDUCATION IN KIRINYAGA-EAST DISTRICT, KIRINYAGA COUNTY, KENYA.

BY

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REG. No: E55/CE/14303/2009

RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION, IN FULFILLMENT OF THE REQUIREMENTS FOR AWARD OF MASTER OF EDUCATION DEGREE OF KENYATTA UNIVERSITY.

OCTOBER, 2013

Strategies adopted by school management to
DECLARATION

This Research Project is my original work and has not been submitted to any other institution or University for any study programme.

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DEDICATION

To my wife Sicily Wangari, my son Reuben Kariuki and twin daughters Mercy and Miriam.
ACKNOWLEDGEMENT

Am grateful to God for a sober mind and a healthy body while writing this Research Project. My gratitude extends to my supervisors Dr. Norbert Ogeta and Dr. Mukirae Njihia for providing me with insights necessary while carrying out this research project. Further gratitude goes to my course Lecturers Dr. George Onyango, Dr. M. Otieno, Dr. K. Gatimu, Dr. L. Libese, Prof. J. Orodho, Dr. N. Ogeta, Dr. J. Nyerere, Dr. Koech and Dr. Rugar who made me go through the course units successfully. More regards goes to Mrs. Cecilia Kinyua, the Principal Rukenya Mixed Secondary school and her staff for their continued support and encouragement. She gave an enabling environment for learning and permission to be in school for further studies. More appreciation goes to Dr., Patricia Muchiri of University of Nairobi, who read through the Research Project and gave her academic and professional advice. Finally to my wife Sicily, my son Reuben and my twin daughters Mercy and Miriam, they offered moral support, funds, and their prayers to me while preparing this Research Project and gave me the best environment for research. God bless you all.
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### LIST OF ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.E.O</td>
<td>Area Education Officer</td>
</tr>
<tr>
<td>B.E.S</td>
<td>Boarding equipment and stores</td>
</tr>
<tr>
<td>B.O.M</td>
<td>Board of management</td>
</tr>
<tr>
<td>C.E.O</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>D.E.B</td>
<td>District Education Board</td>
</tr>
<tr>
<td>D.E.O</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>CEMASTEA</td>
<td>Centre for mathematics, science and technology education in Africa</td>
</tr>
<tr>
<td>DQASO</td>
<td>Directorate Quality Assurance and Standards Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>FSE</td>
<td>Free Secondary Education</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrolment Rate</td>
</tr>
<tr>
<td>GNP</td>
<td>Gross Net Product</td>
</tr>
<tr>
<td>I.C.T</td>
<td>Information Communication and Technology</td>
</tr>
<tr>
<td>IGAS</td>
<td>Income generating activities</td>
</tr>
<tr>
<td>IMF</td>
<td>International Monetary Fund</td>
</tr>
<tr>
<td>INSET</td>
<td>In service training</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education Support Sector Programme</td>
</tr>
<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KIPPRA</td>
<td>Kenya Institute for Public Policy Research and Analysis</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Kshs.</td>
<td>Kenya shillings</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MHEST</td>
<td>Ministry of Higher Education Science and Technology</td>
</tr>
<tr>
<td>M.O.E</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic Cooperation and Development</td>
</tr>
<tr>
<td>P.T.A</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>SAPS</td>
<td>Structural Adjustment Programs</td>
</tr>
<tr>
<td>S.E.S</td>
<td>School equipment and stores</td>
</tr>
<tr>
<td>SMASSE</td>
<td>Strengthening Mathematics and Science in Secondary Education</td>
</tr>
<tr>
<td>S.P.S.S</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>T.S.C</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
</tr>
<tr>
<td>U.S.A</td>
<td>United States of America</td>
</tr>
</tbody>
</table>
ABSTRACT

The purpose of this study was to examine the strategies adopted by school management to contain the rising cost of secondary education in Kirinyaga-East District in Kirinyaga County so that there is progression to secondary school after class eight and reduced drop outs in secondary schools. The objectives of the study were to establish controlled use of school funds to contain the rising cost of secondary education, establish strategies adopted by secondary school management while budgeting so as to contain cost of secondary education, find out other income generating strategies adopted by school management to contain the rising cost of secondary education and establish strategies put in place by school management in collection of user charges to contain the rising cost of secondary school education in Kirinyaga-East District, Kirinyaga County. The theoretical framework was based on the business strategy theory developed by Porter in 1980. Literature was reviewed on financing education outside African Countries; African countries and Secondary education in Kenya. This study employed a descriptive survey design. The target population for this study was 32 public secondary schools. Respondents for this study were chosen using stratified and purposive sampling and comprised of 23 people. These included; 7 Head teachers, 5 B.O.M chairpersons, 10 P.T.A chairpersons and the District Education Officer. Research instruments used in the study included: questionnaires, interview schedule, and observation schedule. The data was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies and percentages were used to analyze the data. The analyzed data was presented in the form of frequency tables, bar graphs and pie chart. The study revealed that secondary schools in Kirinyaga-East District, Kirinyaga County adopted the following strategies to contain the rising cost of secondary education; on controlled use of school funds included regular auditing of school accounts, utilizing maximally the existing alternative sources of income and employing cost reduction methods. On the budgeting strategies, stake holders adjusted the budget regularly so as to work within it, increased the vote head for co-curriculum activities, and had funds collection. On Income generating strategies, very few schools used land and buildings available to raise an income, community participation and other activities like walk were rarely used to raise income and provision of cheap labor. Secondary schools relied on government bursaries for bright and needy students. Very few schools initiated a programme to assist bright and needy students. On the user charges collection strategies, parents and guardians exchanged services and goods for school fees and were required to make serious pledges to have prompt fees payment. The study recommended that secondary schools management could write proposals requesting for more funds, use of technical skills within a secondary school in home science rooms, computer rooms and workshops. Finally, service and commercial based activities that generate income so as to contain the rising cost of secondary education to be introduced in schools. This study could be carried out in other counties in Kenya.

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CHAPTER ONE
INTRODUCTION

1.0: Background to the Study

Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality (World Bank, 1998). UNESCO (2005) argues that the level of a country’s education is one of the key indicators of its level of development. Globally, education is recognized as a basic human right.

According to Universal Declaration of Human Rights Article 26 (1948)

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Education for all has been discussed in international forums, for example United Nations Educational Scientific and Cultural Organization (UNESCO) World Conference at Jomtien, Thailand in 1990 and its follow-up in Dakar, Senegal in 2000 (Republic of Kenya, 2005). Eventually, governments around the world have invested huge amounts of their expenditure on education. The global trends demand that more skills, values, and attitudes are necessary to exploit any global opportunity. It is also one of the best ways of ensuring a country’s economic prosperity and competitiveness.

Secondary school education is a prerequisite training for future professionals such as doctors, lawyers, and policy makers. Secondary school education provides a vital link between basic education and the world of work, on the one hand, and further training on the other. It is therefore an important sub-sector of education in the preparation of human capital for development and provision of life opportunities. However, despite its importance in the process of development, the costs of provision and expansion of quality secondary school education have been escalating while its resources have been dwindling (World Bank, 2005).

In an effort to achieve educational goals discussed in international forums and fulfill pledge made during 2007 election campaigns, the government of Kenya launched Free Day Secondary Education in 2008. The focus was to address illiteracy, low quality education and low completion rates at the secondary school level, high cost of
education and poor community participation. These have been a struggle to Kenya since independence (Republic of Kenya, 2005). Achoka, Odebero, Maiyo & Mualuko (2007) had also observed that the key concerns for the Kenyan government were access, retention, equity, quality and relevance, and internal and external efficiencies within the education system. The taskforce on affordable secondary school education (Gachukia, 2007) recommended among others a Government subsidy of Kshs. 10,265/= per student to meet the cost of instructional material and other support services. This was to be given to every student in a public secondary school.

The money was voted as in Table 1.1

<table>
<thead>
<tr>
<th>Vote head</th>
<th>Amount of money to every student (Kshs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>3,600.00</td>
</tr>
<tr>
<td>Repair maintenance</td>
<td>500.00</td>
</tr>
<tr>
<td>Local transport</td>
<td>500.00</td>
</tr>
<tr>
<td>Administration cost</td>
<td>600.00</td>
</tr>
<tr>
<td>Electricity, water and Conservancy</td>
<td>600.00</td>
</tr>
<tr>
<td>Activity fees</td>
<td>600.00</td>
</tr>
<tr>
<td>Personal emolument</td>
<td>3,965.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10,265.00</strong></td>
</tr>
</tbody>
</table>

Table 1.1: Government Subsidy per Student. Source: The Taskforce on Secondary Education (2007).
The funds for tuition vote head (Kshs.3, 600 per student) are specifically for educational tuition materials which includes: textbooks /instructional material Kshs.2195.00; exercise books Kshs.720.00; laboratory equipment Kshs.300.00; chalk kshs.72.00; internal examinations Kshs190.00 and teaching and learning material Kshs. 195.00 (Gachukia, 2007). Although no other vote head can vire from the tuition vote head, the cost of tuition materials has risen beyond what has been allocated. This therefore calls for school management to adopt other strategies that will contain the rising cost of secondary education in order achieve the set education goals. Other than the government funding, parents are required to meet the cost of boarding, school development, feeding programme and other indirect costs of education like school uniforms (Gachukia, 2007).

Table 1.2 below shows fees structure for the year 2012 for a day secondary school. The fees structure is discussed in a full Board of Management meeting, Parents Teachers Association meeting and parent’s annual general meeting. It is then passed to the District Education Board for further discussion and once signed by the District Education Officer on behalf of the minister of education, it becomes a policy. The fee in Table 1.2 is not enough to contain the rising cost of secondary education.
<table>
<thead>
<tr>
<th>Vote head</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td>Lunch</td>
<td>2500</td>
<td>2500</td>
</tr>
<tr>
<td></td>
<td>Dev.</td>
<td>2000</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Act.</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Caution</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>5200</strong></td>
<td><strong>2700</strong></td>
</tr>
<tr>
<td>Form 2 &amp; 3</td>
<td>Lunch</td>
<td>2500</td>
<td>2500</td>
</tr>
<tr>
<td></td>
<td>Dev.</td>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>Act.</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Exams.</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>4300</strong></td>
<td><strong>4300</strong></td>
</tr>
<tr>
<td>Form 4</td>
<td>Lunch</td>
<td>2500</td>
<td>2500</td>
</tr>
<tr>
<td></td>
<td>Dev.</td>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>Act.</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Exams.</td>
<td>675</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>4375</strong></td>
<td><strong>3700</strong></td>
</tr>
</tbody>
</table>

**Table 1.2: Fees structure for the year 2012.** Source: Rukenya Mixed Day Secondary School.

For instance, Ksh.2500 paid for lunch programme does not cater fully for the lunch budget. Most of the secondary school development projects in the region of study stagnated as parents do not pay promptly Ksh.2000 for development.
Majority of the parents do not take secondary education as a priority, others have low earnings. This results to public expenditure on education becoming a matter of great concern due to the fact that it is weighing very heavily on the exchequer and therefore a serious need for institutions to generate their own income so as to continue running, even when there is frequent rise of cost of secondary education (World Bank, 2005).

The delays in cash flow from treasury to schools when every new term commences normally affects institutions which do not have alternative sources of funding or systems that control cost of education.

The argument in Table 1.3 below for the prices of commonly used commodities in a day secondary school for the last six years, postulates that prices of the commonly used school commodities rose between 20% and 60% within the said period. Most of these items prices did not match with the budgeted allocations in their specific vote heads. The price of a bag of maize (90kg), for instance, rose by 53.8% while that for the master roll used in photocopy machine rose by 60% from the year 2007 to 2012. The government FDSE funds to each student initiated in 2008 has not been increased to match with the market price of educational items, and therefore not enough to meet the rising cost of secondary education.
Commonly used items | Market price per item for the last Six years in Kenya shillings in Kirinyaga-East District.  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
</tr>
<tr>
<td>Maize, 90Kg bag</td>
<td>2600</td>
</tr>
<tr>
<td>Beans, 90Kg bag</td>
<td>5600</td>
</tr>
<tr>
<td>Sugar, 50Kg bag</td>
<td>9000</td>
</tr>
<tr>
<td>Chalk, 1 gross</td>
<td>350</td>
</tr>
<tr>
<td>Exercise books per carton</td>
<td>4800</td>
</tr>
<tr>
<td>Master roll</td>
<td>2500</td>
</tr>
</tbody>
</table>

Table 1.3: Change in prices of some basic school essentials.
Source: Rukenya Mixed Day Secondary School

School fees collected by school management are an immense problem and alone do not contain the rising cost of secondary education. There is therefore a need to establish strategies adopted to contain the rising cost of secondary education by the school management in Kirinyaga-East District in Kirinyaga County.

1.1: Statement of the Problem.

Secondary schools have varying needs depending on category, status, size and locale. However, the government at the moment does not consider any of these factors while allocating FDSE funds to a school for it is done uniformly. The government funds most vote heads for day secondary school totaling to Ksh.10,265 per student annually while
for boarding secondary schools the parents are required to add Ksh.18, 627 per year (MOE, 2008). The parents and guardians meet the indirect cost like uniforms, meals and direct costs like development fund as agreed upon on parents meetings. The budgeted fees charged on each student and the government provision does not meet the rising cost of secondary school education. This is because the prices of commodities in the market fluctuate due to external factors like hiked petrol prices, climate change, poverty level within the community to mention just but a few. This affects the cost of providing secondary school education. The social economic status of the parents in Kirinyaga-East District; Kirinyaga County as well as the misconception that education is free hinders them from meeting their obligations of paying fees for their children. The government disburses funds to secondary schools at once while parents and guardians take too long to pay fees or pay in installments and in most cases they do not meet their obligation of fees payment. This is a challenge to school management who ought to contain the rising cost of secondary education.

1.2: Purpose of the Study.

Based on the problem stated, the study sought out strategies adopted by school management to contain the rising cost of secondary education in Kirinyaga East District, Kirinyaga County. The social economic issues in the District of study are a great hindrance to acquisition quality secondary education such that if no measures are taken to contain the rising cost of education, learning terminates after class eight in primary school or there would emerge so many drop outs in secondary school.
1.3: Objectives of the Study.

This study sought to:

i. Establish strategies adopted by secondary school management to controlled use of school funds to contain the rising cost of secondary education in Kirinyaga-East District, Kirinyaga County.

ii. Establish strategies adopted by secondary school management while budgeting so as to contain cost of secondary education in Kirinyaga-East District, Kirinyaga County.

iii. Find out other income generating strategies adopted by school management to add to government subsidy and fees paid by parents in order to contain the rising cost of secondary education in Kirinyaga-East District, Kirinyaga County.

iv. Establish strategies put in place by school management in collection of user charges to contain the rising cost of secondary school education in Kirinyaga-East District, Kirinyaga County.

1.4: Research Questions.

The study was guided by the following research questions:

i) What strategies are adopted by school management so school funds are well spent to contain the rising cost of secondary school education in Kirinyaga-East District, Kirinyaga County?
ii) What strategies are adopted by secondary school management that ensures the school budget contains the rising cost of secondary school education in Kirinyaga-East District, Kirinyaga County?

iii) What income generating strategies are adopted by school management to add to the government subsidy and fees paid in order to contain the rising cost of secondary education in Kirinyaga-East District, Kirinyaga County?

iv) What strategies are put in place by school management in collection of user charges to contain the rising cost of secondary school education in Kirinyaga-East District, Kirinyaga County?

1.5: Basic Assumptions.

In this study the following basic assumptions were made:

1. The government releases its funds to schools early before the school term begins in order to contain the cost of providing secondary education.

2. Parents and guardians meet fees payment obligation promptly which makes the school management contain cost of secondary school education.

3. The BOM and the community contribute a lot towards the school budget to cater for any other extra cost of education.

4. Schools have income generating activities that contribute a lot to school budget.
1.6: Limitations of the Study.

The study was limited to only public secondary schools in Kirinyaga East District, in Kirinyaga County Kenya. Due to insufficient time and funds, the respondents were head teachers, P.T.A chairpersons, B.O.M chairpersons and the District Education Officer. Students and other stakeholders like NGOs were not involved while conducting the research.

1.7: Scope of the Study.

The study confined itself to head teachers, P.T.A chairpersons, and D.E.O and B.O.M. chairpersons of the public secondary schools who play the role of school management in their position in school. Secondly, the respondents considered during the study were Government employees (T.S.C) but not those employed by other organizations. Private secondary schools were not included in the study since they do not enjoy government funding in any way.

1.8: Significance of the Study.

Findings from the study will help in formulating future education policies that will improve managing rising cost of secondary education in Kenya. School managements may borrow from the study findings and contain the rising cost of secondary school education. The study may form a base from where other researchers can develop their research.
1.9: Theoretical Framework.

The study employed Business Strategy Theory developed by Porter in 1980. The theory is summarized as a means of creating competitive advantage to achieve sustainability while attracting customers and defending against competitive forces. The generic is used to establish the foundation for evaluating the alignment between project management and business strategy. Porter's generic strategies are cost leadership, differentiation, and focus. He postulates that firms can achieve a competitive advantage by choosing one of these strategies. However, firms are compelled to focus on a combination of strategies in reaction to global competition (Wright, 1987).

It is inferred that once strategic managers have selected a business strategy with the intention of sustaining an organization, which portfolio management can assist in the decision making efforts of selecting the right projects that will contribute to the organizational needs. Also, a standard project lifecycle is needed for aligning the business strategy and the project management elements. Projects organized into portfolios that utilize best practices, common methodologies, and continuous improvement will determine the success of implementing the business strategy. The feedback loop, that is, stage gates, will make sure that resources are funneled appropriately and non-performing projects are terminated efficiently and effectively (Wright, 1987). In relation to this study, it is inferred that the competitive attributes of the adopted strategies and their combination by school management will contain the rising cost of public secondary school education.
1.10: Conceptual Framework.

Theoretical framework is conceptualized to suit this study whereby that which contained the rising cost of secondary school education is having some strategies adopted by the school management.

![Conceptual Framework Diagram]

**Figure 1: Conceptual Framework**  
*Source: Researcher*

The independent variables which this study included the following strategies: establishing funds management, identifying school needs, having income generating and collection of user charges which are adopted by the school management. The moderator variables in the study included: physical facilities, academic support, modernized equipment, teacher
motivation, food program and the parent income which determines how fees is paid or collected by the school management. The study investigated how these variables affect the independent variables and therefore determined the dependent variable, which contained the rising cost of secondary education.

1.11: Definition of Significant Terms

**Alternative financing:** refers to other sources of income to a secondary school than school fees paid by parents and government FDSE funds.

**Budget:** Refers to statement of the total educational program for a given unit, as well as an estimate of resources necessary to carry out the program and the revenues needed to cover those expenditures. It is a summary of the school programme reflecting the expected revenues and expenditures. (Waweru, 2005)

**Boarding:** Spending day and night in an institution while studying and all physical needs of the student are provided.

**Bilateral channels:** These include donors from Australia, the European Commission, Germany, France and the United Kingdom they provide funding for basic education in low-income countries.

**Contain:** Working within the laid down structures or costs.

**Dependent variable:** is the factor that varies as the researcher introduces, removes, or varies the independent variables.

**Financial management:** Process of ensuring that funds are solicited and utilized as in the budget.
Global Partnership for Education: is a platform for collaboration at the global and country levels.

Independent variable: is the factor which is measured, manipulated or selected by the researcher to determine its relationship to observed phenomena.

Management: It entails planning, organizing, directing and controlling.

Mixed day: Students are only catered for during the day in terms of studying and meals. They spend the night with their parents or guardians.

Moderator variable: is that factor that is measured, manipulated or selected by the researcher to discover whether or not it modifies the relationship between an independent variable and the observed phenomena.

Multilateral channels: dialogues with the international Monetary Fund (IMF), the World Bank Group and other major development banks, and the development agency for funding education programme and activities related to education in developing countries, eg UNESCO.


Public secondary school: An institution in which the government invests most of its resources in terms of human and funding of the various vote heads and ensures that the laid down guidelines are followed in utilization of these resources in acquisition of secondary education to its citizen.

User charges: refers to a tax that's disguised as a price a charge for the use of a publicly provided good or service.
School management: Refers to the art of getting things done through people. In a broader sense, it is the process of planning, organizing, leading and controlling the efforts of organization members and of using all other organizational resources to achieve stated organizational goals.

Stakeholders: those who bear the responsibility of ensuring secondary education objectives are attained.

Strategies: refers to the directions and scope of an organization over the long-term objectives, which achieves advantages for the organization through its configuration of resources within a challenging environment, to meet the needs of markets and to fulfill stakeholder expectations.

Vire: Refers to borrowing of funds from a particular vote head to another needy vote head which is refunded once the borrowing vote head has accumulated funds. In a school, this is done with a minute of a full board of Management meeting.
2.0: Introduction.

The study reviewed literature on financing education outside African Countries, financing education in African countries, financing Secondary education in Kenya and its summary. The reviewed literature was drawn from books, journals, government publications and documents, reports and works that have a bearing wholly or partially on the field of education finance.

2.1: Financing Education outside African Countries.

In 2002, the World Bank together with development partners launched the Global Partnership for Education to help low-income countries meet the education Millennium Development Goals (MDG) and the EFA goals. Through the Global Partnership for Education compact, developing countries were to put commitment to design and implement sound education plans while donor partners commit to align and harmonize additional funds within these plans. Funding is channeled through existing bilateral and multilateral channels and also through the Global Partnership for Education, which supports countries with insufficient resources to implement their sector plans. (World Bank, 2002)

The core strategic goals with the Global Partnership were to increase the number of children with access to basic education, improving education quality, increasing equity of access to education, reaching marginalized populations, and building strong national education
systems. In its effort to achieve its core objectives, the global partnership for education recognizes that the progress must be country-driven; more money at the global level alone is not enough and therefore the need to draw strategies that can generate funds or reduce the cost of education. (www.worldbank.org, October 2012).

In 2011, the Global Partnership for Education kick started a 3-year replenishment campaign to reinvigorate political and financial support for education. The Global Partnership for Education Fund received contributions of US$2.5 billion to be disbursed to developing countries within a period of 3 years. These funds will achieve the following results in developing country partners: An additional 25 million primary school pupils will enroll in school; the population of out-of-school pupils will be reduced by 50%; primary completion rates will increase by 7.5%; 50 million new textbooks will be distributed in primary learning institutions and training for 600,000 new teachers. (www.worldbank.org, October 2012)

The other method of financing education in the world is collection of user charges. Government produces and supplies a number of near public goods, like education, libraries, parks, and transportation systems. The "prices" for these goods are user charges. The logic is that people, who benefit from the good and are willing to pay, should pay for them. While this helps pay production costs, it tends to be inefficient and institutions need to look for more funding ways to reduce the costs of education.

(http://glossary.econguru.com/economicterm/user+charge, September 2012)
Bray (2002) advances the argument that financing of education requires public spending on the levels of education for which social returns exceed private returns (that is, basic education) and increased private spending on investments that yields higher private returns (higher and continuing education). The total social benefits of educating children equal the sum of the benefits that accrue individually to the children and their families plus benefits to society that arise from interaction with educated individuals. KIPPRA Discussion Paper No. 55 (2006) asserts that the benefits to education have been shown as going directly to an individual and the society. This includes such benefits as increased adult wages and income, increased participation in the political process, greater charity donations, and reduced dependency on social support programme, reduced criminal activity, increased savings, better health, lower mortality rates, and increased life expectancy. This justifies the need for the world governments to invest more on education.

KIPPRA (2006) further notes that students in many parts of the world, a large percentage of students rely almost fully on aid of some kind. Some of the methods students use to pay for the cost of tuition includes: grants, student savings, bursaries, scholarships, parents’ money, government, financial institution loans, educational loans, student loans, and company funding. Tuition is one of the costs of a post-secondary education in the U.S.A. The total cost of college in the U.S.A is called the costs of attendance or the "sticker price" and in addition to tuition it can include room and board, travel expenses, books, fees, and other expenses such as computers. (KIPPRA, 2006)
Spillane, Camburn, and Pareja (2007) asserts that the site administrator represents the single most influential stakeholder in the school setting and is expected to set the academic tone for students, parents, staff, and community members through effective participatory leadership. Effective site administration leadership develops a collaborative team approach to decision making and problem solving, while simultaneously and consistently developing and maintaining district wide policies and guidelines. (U. S.A Department of Labor, 2008)

Additionally, the successful site administrator employs a distributive approach to routine school operations to ensure maximum involvement of other internal and external stakeholders. For example, the site administrator may choose set up task force committees including parents, teachers, community leaders, and students-to research a particular issue and report their findings to the School Improvement Team. Finally, the site administrator may be subject to significant influences by the cultures explicit and implicit interactions among staff of the school, which may determine the effectiveness of his or her leadership. For example, many explicit interactions ceremonies and rituals are routine and are expected, such interactions should be encouraged and honored; whereas, implicit behaviors stemming from unwritten expectations are potentially problematic. With this influence to the school community, he or she has the power to mobilize them to solicit for school funds to meet school needs (Kezar, 2001).

Britain school managers notes that the existing methods, from social perspective of funding schools like charging fees, government grants, and the inclusion of others like religious groups, NGOs, wealthy individuals, to mention a few, are not sufficient in meeting the
schools needs as expected in the school budget. There serious need to start means, where schools generate their own income. (www.teachamantofish.org.uk, September 2012)

More income in the schools than the current sources would make the schools better, by hiring more teachers, improve school facilities, teach new subjects, improve teaching methods by use of I.C.T, and reduce school fees or offer scholarships to poorer students. The school can still generate some income in this way as an equity partner, for example, by taking a return on its contribution to startup funds), through renting out its facilities, and in consultancy fees. (www.teachamantofish.org.uk, September 2012)

The cases from developing countries bring out different pictures on how secondary schools have been financed. For instance, Sri-Lanka's education is characteristic of low costs and its education organizational structure allows for integrated primary and secondary schools, and sustainability of secondary enrolment at affordable rates (6 percent of GNP). Sri-Lanka, though a low income country, had high school participation rates estimated at 104 percent primary GER, 66 percent secondary GER, and 4 percent tertiary GER in mid-1980s and low population growth rate of 1.2 percent between 1980-1994. By 1993, the participation rates for 5-14 age population had reached 93 percent rural and 96 percent urban (Lewin and Caillods, 2001)

This case of Sri-Lanka, as Lewin and Caillods (2001) notes, is attributed to rapid secondary school expansion and sustainable financing, including decentralization of management to
principal councils free primary education with grade 1-13 supported with widely distributed school facilities, free text book scheme, high subsidiary secondary education, free uniforms; adequate provision of infrastructure for teacher training and in-service programme, and high internal efficiency reflected by low repetition (2.6 percent) rates and dropout rates (4 percent).

The evaluation and follow-up procedures carried out by the National Agency for Education aim to provide a broad and sound basis for use by all interested parties needing up to date information and facts. However, the follow-up on how the school system uses resources, its conditions and qualitative results needed to be developed and made more efficient. The quality of education is subject to specific scrutiny by national educational inspectors in accordance with special government directives (KIPPRA, 2006).

The roles of each stakeholder in a school district provide an integral part to the entire organization. Like a system of checks and balances, the school board oversees a superintendent and the superintendent oversees the site administrators. The parents and students, as stakeholders, have a right to complain to the board, to the administration, and to the superintendent concerning the changes and adherence to policy. Though each stakeholder has a say in the business of the district, the power and influence of say may depend on the role and the position of a stakeholder. This ensures that the resources available, including the institution funds are well contained (Cruz, 2006).
As the ideas and methodology change to meet the information age, the structure and hierarchy within a school district and the role of the stakeholders may change. America is currently revamping administrative and teaching roles within the schools, which may restructure the leadership of the school board, superintendent, and other educational stakeholders who participate in the educational processes. But considering the increases in our population of young people and their educational needs, and the challenges posed by the new global economy, more resources are surely needed (Robert, 2011).

Observed also is that Pell Grants in America that allowed young people from poor families to attend college was already squeezed and education was taking the largest portion of the National Budget. Most of the states in America adopted their own ways of reducing the education cost. The following examples illustrate the strategies put in place by different states. Arizona eliminated pre-school for 4,328 children, and cut funding for books, computers and other classroom supplies. California reduced K-12 aid to local school districts by billions of dollars and cut down a variety of programs, including adult literacy instruction and helps for high school students. Colorado and Georgia reduced public-school spending nearly 5 percent from 2010, Illinois and Massachusetts by 3 percent. Virginia's state cuts for the coming year's budget, $700 million which includes eliminating funding for class-size reduction from kindergarten through third grade. Washington State suspended a program to reduce class sizes (Robert, 2011). All these are strategies by different states in America in order to contain the rising cost of education.
2.2: Financing Education in African Countries.

In Nigeria excessive dependence of state governments on allocations from the Federation Account and federally collected value added tax limits the fiscal decentralization of education sector. In the past, Nigerian government spending varied according to fluctuations in the price of oil. However, the recent fiscal policy appears to be more consistent, since government spending is no longer closely linked to the price of oil. For example, the real level of consolidated government spending remained practically unchanged between 2001 and 2005 and increased only 13 percent between 2003 and 2005, despite a doubling in the price of oil. This implies that funds allocated for ministry of education could not meet teaching staff government salary scales; and therefore, fees were paid into government revenue by beneficiaries of education (World Bank, 2006a). Further strategies included government schools established an external aid projects which were operated on the basis of special agreements and the expenditure charged to the government was included in the regular school budget estimates. The education sector was partly financed by private sources represented almost exclusively by fees paid by consumers of education (World Bank, 2008).

Schools operated by local government, however, were administered in the same way as government schools and fees were paid into revenue while schools owned by the local government authorities but operated by voluntary agencies under an agreement were administered in the same way as assisted voluntary agency schools. Non-assisted schools were completely financed through fees and teachers were paid, on contract,
salaries which were fixed by the school managers. With introduction of SAPS by World Bank and International monetary funds, financing education in most of the developing countries changed greatly for they preferred funding lower level other than higher level of education. Countries which implemented SAPS experienced increasing indebtedness and budget deficits because they were not growing; a growing economy realizes budget surpluses and pays its debts and this affected the education sector in Nigeria (World Bank, 2006).

Secondary school expansion in Zimbabwe is attributed to high level of policy and financial government commitment and prioritized expenditures sustained for a long period (Lewin and Caillods, 2001). During the expansion period, budgetary allocation to education was maintained at 8 to 9 percent of GNP while secondary allocation increased with tertiary allocation held to less than 10 percent. At the same time, unit cost of primary and secondary education remained stable and in small multiples of unit cost recorded at 1:2, respectively. This contributed to financial sustainability of enrolment growth at secondary school cycle (Lewin and Caillods, 2001).

The country adopted a system of sharing the costs of increased participation among all stakeholders including local authorities, communities and community-based organizations, hence easing the cost burden on the government on financing education. A poor child is also often a hungry child, and hunger impacts immediately on school attendance and academic performance. Studies have shown that, nationally, in 2003, children in 7% of households were always or often hungry, while in a further 17% of households, children sometimes
went hungry. The problem is worse in the Eastern Cape, where children in about 38% of households always, often or sometimes went hungry. This negatively impacts on school performance as most pupils kept away from schooling. (http://www.education.gov.za, September 2012).

In South Africa, fees at the school are lawfully determined at the annual general meeting of the school. The school governing body has to notify all parents in writing of the amount of fees charged at the school and the procedure for obtaining an exemption. The parents at a school can organize amongst each and together ensure that they have a majority resolution that is in keeping with what they can afford. School fees may be determined and charged at a school only if a resolution to do so has been adopted by the majority of parents attending an annual general meeting of parents at the school. In doing this they contain the cost of schooling for their children. (http://www.erp.org.za, September 2012).

Poverty in any developing country directly affects the affordability of, access to, and potential benefits from, education. On the one hand, poverty affects a learner’s performance at school; but, on the other hand, a good school education can, to some extent, compensate for and break the cycle of poverty (South Africa, Department of Education, 2006d, p. 76).

Lewin and Caillods (2001) brings out the case of Malawi as one of low participation rates at primary (65 percent) and secondary (6 percent) levels in 1995 and nominal transition rate from primary to secondary of 10 percent. The low secondary enrolment rates were associated with low levels of participation at primary and low performance at final grade of
primary level leading to minimal number of the pupils meeting the minimum requirement for transition to secondary. Repetition and dropout rates were estimated at 15-20 percent and 18 percent in primary education, respectively, during the same period.

The implementation of FPE in 1994 by Malawi government placed severe budgetary constraints on financing of secondary education estimated at seven or more times higher than that of primary education as noted by Lewin and Caillods (2001). This led to expansion of secondary education in Malawi, the major policy and investment commitments which included increasing transition rates from primary to secondary to 30 percent through building of more secondary schools; encouraging the development of private secondary schools; reduction in double shift system, curriculum review and rationalization to ensure quality; deliberate efforts towards increasing girls enrolment in secondary schools; and improved in-service and pre-service training. This relatively reduced the cost of secondary education in Malawi (Lewin and Caillods 2001).

2.3: Financing Secondary Education in Kenya.

The options available in Kenya in financing secondary education includes the role of private sector in provision of secondary education; enhanced efficiency in resource utilization, including increase in class size and teaching load; and improving efficiency in bursary allocations. It is also worth noting that some of the resource requirements could be covered indirectly through community and extra budgetary allocations. In this case, direct burden on government is likely to be lower, while enhancing feasibility of the various options. The
financing challenge of expanded secondary education is large in relation to the public resources (KIPPRA, 2006).

The studies indicate that Kenya needs sustainable and cost-effective financing options to cater for the envisaged enrolment expansion. One option is to ensure that the students who are not likely to benefit from formal secondary schooling are provided with options to access secondary education, which includes using alternative methods such as distance learning and skills training. Another option is to put more emphasis on strong and sustainable partnerships with other stakeholders (private sector, Non-Governmental Organizations, and communities) and institutionalize incentives for inducing such a framework. Other innovative ways of financing secondary enrolment include selective scholarships and targeted financing vouchers and bursary schemes, which allow students from vulnerable or lower socio economic groups to attend secondary schools (World Bank, 2005).

The financing of education is designed to ensure cost effectiveness and review of the current bursary scheme. Expansion of secondary education at unit costs comparable to those in government day secondary schools to achieve a gross enrolment rate of over 50 percent during the next 10 years requires up to five times the current expenditure of secondary education. The total public cost of secondary education to the overall government education budget at current prices is estimated to go beyond 4 times current expenditure levels. Unless the GDP grows and education budget as percentage of GDP increases faster, then the cost cannot be achieved by the government (KIPPRA, 2006).
Since any additional increase in secondary school GER will require additional financing, the secondary education budget is high in terms of Kenya’s budget and proportion of education budget to GDP may not be sufficient to sustain the envisaged expansion of secondary education. Furthermore, the inter-sectored budgetary distribution, which tends to be in favor of primary education, implies a major challenge with regard to expansion in post-primary level. However, a gap exist since once a school budget is drawn, activities are expected to flow as planned for but the cost of education keep on increasing daily and other factors come like delayed disbursement of FSE funds by the government of Kenya (KIPPRA, 2006).

Mutegi (2011) notes during his study in Narok Kenya, that almost all secondary schools in Kenya face serious financial difficulties due to failure by parents to pay fees. As a result, schools are unable to meet their budgetary estimates, and this compromises the quality of secondary education in the country. Furthermore, there is rising concern about the amount of study time wasted by students as they are sent home for fees. At the same time, some head teachers feel that the recommended fees structure should be amended to allow Schools to increase school fees in line with rising cost of living in the country. The problem addressed by this study, therefore, was to investigate whether school management have adopted strategies to contain the rising cost of secondary education in Kirinyaga-East District, Kirinyaga county.
The government and development partners have come in to fund secondary education in infrastructure, provisions of bursaries, provision of grants to arid and semi-arid areas localities. The summary of government funding through the ministry of education is as in the Table 2.1 below. It is observed that funds to develop secondary education expansion strategy did not continue being put in schools accounts the year 2007 to the year 2010. The implication of this is that the burden of improving putting new school infrastructures solely was put on the parents. Generally total secondary education expenditures by ministry of education including bursaries kept on rising from the year 2005 to the year 2010.

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<tr>
<td>Develop secondary education expansion strategy.</td>
<td>30.0</td>
<td>10.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Provide bursaries and scholarships.</td>
<td>1,013.0</td>
<td>1,013.0</td>
<td>1,121.0</td>
<td>233.1</td>
<td>1,356.4</td>
<td>5,736.5</td>
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<td>Grants to ASAL secondary schools.</td>
<td>222.5</td>
<td>200.0</td>
<td>250.0</td>
<td>300.0</td>
<td>300.0</td>
<td>1,272.5</td>
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<td>Classroom construction in ASAL and urban slums.</td>
<td>150.0</td>
<td>300.0</td>
<td>300.0</td>
<td>300.0</td>
<td>300.0</td>
<td>1,350.0</td>
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<td>Open and distance Learning.</td>
<td>50.0</td>
<td>200.0</td>
<td>130.0</td>
<td>100.0</td>
<td>100.0</td>
<td>580.0</td>
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<tr>
<td>Science equipment in targeted schools.</td>
<td>243.9</td>
<td>315.6</td>
<td>374.4</td>
<td>415.2</td>
<td>456.6</td>
<td>1,805.7</td>
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<td>Provision of ICT.</td>
<td>250.0</td>
<td>400.0</td>
<td>400.0</td>
<td>400.0</td>
<td>400.0</td>
<td>1,850.0</td>
</tr>
<tr>
<td>Total Secondary education including bursaries.</td>
<td>1,959.4</td>
<td>2,438.6</td>
<td>2,575.4</td>
<td>2,748.3</td>
<td>2,913.0</td>
<td>12,634.7</td>
</tr>
</tbody>
</table>

Table 2.1 Summary of yearly costs: 2005/06 – 2009/10 (Ksh million) Source: KESSP (2005-2010)
These types of funds are tied grants, and they can only meet the specified need by the government. For any extra cost of secondary education which is as a result external factors like inflation, failure to pay school fees by parents, the list is big. The school management therefore should adopt strategies so as to contain the rising cost of secondary education. According to RECOUP Working Paper No. 36 (2010), 6% of the budgeted funds by Kenya Education Support Programme (KESSP) are drawn from both bilateral and multilateral donors.

Table 2.2 shows another level of government and development partners in education commitment of financing secondary education.

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<tbody>
<tr>
<td>Teacher orientation and INSET</td>
<td>30.0</td>
<td>10.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Curriculum Revision (Diploma colleges)</td>
<td>16.1</td>
<td>11.0</td>
<td>2.7</td>
<td>1.0</td>
<td>1.0</td>
<td>31.8</td>
</tr>
<tr>
<td>SMASSE INSET (Districts)</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>500.0</td>
</tr>
<tr>
<td>SMASSE INSET for diplomas colleges.</td>
<td>0.4</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>2.4</td>
</tr>
<tr>
<td>Curriculum review for secondary technical subjects.</td>
<td>10.0</td>
<td>10.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Maintenance of current INSET at CEMASTEA.</td>
<td>14.0</td>
<td>15.0</td>
<td>15.0</td>
<td>15.0</td>
<td>15.0</td>
<td>74.0</td>
</tr>
<tr>
<td>M&amp;E and R&amp;D.</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total SMASSE EXP.</strong></td>
<td><strong>243.5</strong></td>
<td><strong>279.1</strong></td>
<td><strong>297.2</strong></td>
<td><strong>317.8</strong></td>
<td><strong>337.7</strong></td>
<td><strong>1,475.3</strong></td>
</tr>
</tbody>
</table>

Table 2.2 Summary of yearly costs: 2005/06 – 2009/10 (Ksh million) Source: KESSP (2005-2010)
SMASSE seems to consume the lion's share of the finances available. Parents have been further requested to pay more activity vote head, since the government funds are tied grants and activities have become expensive to run. This makes the user charges rise and eventually the direct cost of education. Tables 2.1 and 2.2 shows the summary of the total cost over the 5 years period of secondary school investment programme, which is about Kshs 12 billion by the government of Kenya and other education development partners. However, there is no commitment by the government as per now to meet cost variation of education due to inflation, climate change and other factors. Therefore the study established strategies adopted to contain the rising cost of secondary education in Kirinyaga-East District.

2.4: Summary of Literature Review.

The global and other African countries perspective on education financing show that, there are strategies adopted by various governments so as to reduce over reliance on state funds on education. The strategies includes: initiating school based projects that generate income, using innovative means to reduce the cost of education like use I.C.T in teaching and learning, proper financial management of the allocated funds by school heads and laying down ways of collecting user charges. These are efforts to cut down the rising cost of education. World organizations like the World Bank and IMF are willing to fund education in developing countries but the funded states ought to be fully accountable and free from corruption. Other parts of the world, like U.S.A, some unnecessary costs have been put aside so as to concentrate with only which is necessary in order to contain learning in schools.
The Kenya situation is not different from South Africa where a school budget is prepared by the school principal and the heads of department. This budget is discussed P.T.A and B.O.M meetings and then further discussed in a parents general meeting. In all these meetings, minutes are made with a proposer and someone to second the deliberations. These minutes are then forwarded to the D.E.B for discussions in their meeting.

A copy of the discussed minutes forwarded to the Ministry of Education, by the D.E.B secretary. The signed minutes become a school policy and every stake holder has to respect and do as guided by the policy. Although the school manager is to implement the budget drawn by all stakeholders, other factors come into play during implementation like some parents absconding fees payment, inflation and other factors hence the cost of secondary education rises creating a need to be contained.

The situation in other parts of the world resembles the case in Kenya and more so Kirinyaga-East District, Kirinyaga County. Provision of funds by the government and other stakeholders do not actually meet the extra rise of cost for secondary education. The reviewed literature indicates that in various parts of the world alternative funds are being solicited and other cost reduction strategies have been adopted to contain the rising cost of education. Therefore, a gap exits and there was need to establish adopted strategies to contain rising cost of secondary education in schools in Kirinyaga-East District, Kirinyaga County.
CHAPTER THREE

METHODOLOGY

3.0: Introduction.

This study investigated the strategies which school management has adopted to contain the rising cost of providing public secondary education. This chapter presents the research design, study locale, target population, sampling design, and research instruments, piloting research instruments, validity and reliability of the instruments, data collection and analysis techniques.

3.1: Research Design.

This study employed a descriptive survey design since it described the current phenomenon without manipulation of variables. Descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2009).

Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. Descriptive survey design is not only restricted to fact findings, but may often result in the formulation of important principles of knowledge and solution to significant problems. This study used descriptive survey when collecting information on strategies adopted by the school management to contain the rising cost of secondary education.
3.2: The Study Locale.

The study was undertaken in Kirinyaga East- District of Kirinyaga County, Kenya. Singleton (1993) asserts that the ideal setting for a research study is one that directly satisfies researchers’ needs. In addition, Singleton observes that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Kirinyaga-East District in Kirinyaga County has her own peculiar problems which results to secondary school drop outs or failure to proceed with secondary school education. The researcher therefore considered this District for study and investigates the strategies adopted by school management to contain the rising cost of education.

3.3: Target Population.

The target population for this study was all public secondary schools in Kirinyaga East District. According to the District Education Officer records, Kirinyaga East-District had 32 public secondary schools. The District had 5 boys’ boarding schools, 7 girls’ boarding schools, and 20 mixed day secondary schools.

The respondents included B.O.M chairpersons who are the school managers and ensure funds are put into proper use, P.T.A Chairpersons who represent parents interests of having continuous learning, head teachers who are the C.E.O of their schools and run the schools on a daily basis and finally the D.E.O who oversees how the government policies are implemented and is the secretary to the D.E.B.
3.4: Sample.

The sample of the study was obtained from the sampled schools of the target population. Through purposive sampling, ten schools were obtained. The respondents for this study were obtained using stratified sampling. It comprised of head teachers who are the C.E.O, B.O.M Chairpersons who chair the Board of Management meetings and is also in the executive committee, P.T.A Chairpersons who chair P.T.A meetings and also included in constituting B.O.M. These respondents were drawn from 32 Secondary schools and the D.E.O of Kirinyaga-East District, since he has the role to lead and control various use of school resources.

3.5: Sampling Procedure of Schools.

For the purpose of this study out of the 32 public secondary schools, 10 schools were purposively sampled. This sample accounts for 31.25% of the total population of 32 secondary schools which carries the study representation. Stratified sampling was used to select the sample population. This method aimed at achieving desired representation from various sub-groups in the population. Stratified sampling was used to select 2 boy’s boarding secondary schools, 2 girl’s boarding secondary school and 6 mixed day secondary schools, where the sample fraction of 10/32 was multiplied by each number of schools. Table 3.1 shows a summary of population (schools), sampled size and the percentage of sampled size.
Table 3.1: Sampling procedure of schools.

3.6: Sampling Procedure of Respondents.

Purposive sampling was used to select the 7 head teachers, 5 B.O.M chairpersons and 10 P.T.A chairpersons from the sampled schools and the D.E.O Kirinyaga-East District. Table 3.2 below shows a summary of respondents’ population, sample size and the percentage of sampled size. Purposive sampling ensured that respondents are drawn from all categories of schools in the district of study.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Target population (N)</th>
<th>Sampled schools (n)</th>
<th>Sample %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>32</td>
<td>7</td>
<td>21.88%</td>
</tr>
<tr>
<td>B.O.M Chairpersons</td>
<td>32</td>
<td>5</td>
<td>15.63%</td>
</tr>
<tr>
<td>P.T.A Chairpersons</td>
<td>32</td>
<td>10</td>
<td>31.25%</td>
</tr>
<tr>
<td>D.E.O</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>
3.7: Research Instruments

The research instruments for this study were questionnaires, Interview schedule and observation schedule. Questionnaires were used in data collection from the head teachers, P.T.A chairpersons, and the D.E.O as they are appropriate in descriptive survey where the number of respondents is high (Orodho 2009). Questionnaires also offer the advantage of being easy and cost effective to administer to a large population (Walker, 1985). As shown in Table 3.2 the D.E.O, Head teachers and P.T.A chair persons have a sample percentage of more than 20% and therefore questionnaires were appropriate to administer during the study.

According to Lovell and Lawson (1971), questionnaires are appropriate to use in education studies because they obtain information about current conditions and practices and make inquiries concerning attitudes and opinions quickly and in a precise form. Peil et al (1982) echoes the same but adds that questionnaires provide a cheap means of collecting data from a large population.

Interview schedule was only used with B.O.M Chairpersons who were invited by the head teacher and the researcher filled their oral response in the interview schedule instrument. Observation schedules were used by the researcher to record resources available in the schools.
3.7.1: Head Teacher, P.T.A Chairperson, and D.E.O Questionnaire.

The questionnaire had two parts: Part A collected general information of respondents, Part B provided information to the researcher on strategies adopted by school management to contain the rising cost of providing secondary education with closed ended statements, where the respondents will strongly agree or agree or disagree or strongly disagree.

3.7.2: B.O.M Chairpersons Interview Schedule.

This interview schedule was in two parts: Part A collected general information of respondents, and Part B had closed ended questions which the researcher filled the respondent answer. The researcher requested the head teacher to invite the B.O.M chairperson of the sampled schools to facilitate data collection. This instrument found out strategies that have been adopted by school management to contain the rising cost of providing secondary education.

3.7.3: Observation Schedule.

Bell (1987) asserts that observation schedules are used to supplement information from formal responses. There is a lot to learn by just observing the environment and noting the daily practices by human beings which make a living for them. This instrument had three parts to observe: physical facilities used by students, school administration block and staff room and existence of income generating activities on their adequacy and use, so as to contain the rising cost of secondary education. The researcher filled the instrument as observed. Sometimes observations made were coupled with an informal interview.
3.8: Piloting Research Instruments.

The research instruments were piloted in two schools in the Kirinyaga-East District which were not included in the study sample. This was meant to enhance the validity and reliability of the research instruments. Piloting was important because it helped in revealing any deficiencies that may be in a questionnaire so that they are addressed on time (Mugenda and Mugenda, 1999). The research instruments were then revised before being applied for the study.

3.8.1: Validity of the Research Instruments.

Validity refers to the degree to which the sample of the test represents the content that the test is designed to measure. The researcher used content validity to measure the extent to which the research instruments represented the content that the research instruments were designed to measure. This was determined by systematically conducting a set of operations such as defining in precise terms, the specific content universe sampled, specifying objectives and describing how the content universe was sampled to develop research instruments items (Orodho, 2009:188).

3.8.2: Reliability of Research Instruments.

Reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2009). Reliability was assessed using the test-retest method where the questionnaire was administered to three respondents from one school that was not included in the study sample. The completed
questionnaires scores were analyzed and after two weeks, the same questionnaires were administered to the same respondents. The completed questionnaire was awarded and analyzed again. A correlation coefficient was determined using the Pearson product moment. According to Orodho (2009:291) the Pearson's product moment coefficient varies depending on the data obtained. For the purpose of this study, the data used to determine the Pearson's product moment coefficient is the scores of the first test administered, say X and the scores obtained after retesting two weeks later, say Y. From the scores, the formula for Pearson's coefficient of correlation, r, was;

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where X was the score that will be obtained after administering the questionnaire initially; Y was the score that will be obtained from the same respondents after two weeks and N was the population of the study which was 3. The higher the (positive) correlation coefficient obtained, the higher the reliability of the research instrument. The higher (negative) correlation coefficient obtained the less reliable is the research instrument. A Pearson correlation coefficient of $r = +0.75$ was considered as very reliable and that of $r = -$ less than zero not reliable. The calculated correlation for this study was +0.86 after administering the research instruments to three respondents of the same secondary school in Kirinyaga-East; Kirinyaga County. The findings therefore obtained during the study are reliable.
3.9: Data Collection Procedure.

The researcher sought an introduction letter from Kenyatta University and a research permit from the National Council for Science and Technology. After this, the researcher booked appointments with the sampled schools through the head teachers and administered the interview schedule, observation schedule and questionnaires. The researcher visited each of the sampled schools and administered the questionnaires himself. The respondents were given relevant instructions verbally and assured of confidentiality after which they were given one hour to fill in the questionnaires, and the researcher collected the filled in questionnaires for analysis.

3.10: Data Analysis Techniques.

Descriptive and Inferential Statistics was used to analyze the data obtained. Quantitative data collected from the field was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). The result of data analysis was presented in frequency tables, bar charts, and percentages. According to Orodho (2009:235), data collected by qualitative methods is usually massive, descriptive, highly detailed and subjective, comprising of stories and conversations. The form in which it is recorded varies, but most of it assumes the form of a text.

The analysis of qualitative data went through the same process of data management, that is, editing, coding, and examining the relationships between variables interpretation and presentation. The researcher used pragmatic and systematic content analysis technique to
analyze qualitative data. Content analysis examines the intensity with which certain words, points of view, and emotionally laden words which was used in the study. Relevant interpretation, discussion and recommendations were drawn from the analyzed data (Orodho, 2009)
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.0: Introduction.

This chapter presents the findings of the data collected from sampled Head teachers, Chairperson Board of Management, Chairperson PTA and the D.E.O of 32 secondary schools of Kirinyaga-East District. The study sought for strategies adopted by school management to contain the rising cost of secondary education in Kirinyaga-East District, Kirinyaga County. The respondents included head teachers, B.O.M chairpersons, P.T.A chairpersons and the D.E.O. The sample was chosen using random and stratified sampling technique was as shown in Table 4.0 and their response rate in percentage.

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample targeted</th>
<th>Collected</th>
<th>Percentage of response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teachers</td>
<td>7</td>
<td>6</td>
<td>85.7%</td>
</tr>
<tr>
<td>B.O.M</td>
<td>5</td>
<td>4</td>
<td>80.0%</td>
</tr>
<tr>
<td>P.T.A</td>
<td>10</td>
<td>6</td>
<td>60.0%</td>
</tr>
<tr>
<td>D.E.O</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>17</strong></td>
<td><strong>73.9%</strong></td>
</tr>
</tbody>
</table>

Table 4.0: Response Rate.
The category of research instruments gave a response rate of 73.9% as in Table 4.0 above. This was because some of the head teachers; B.O.M chairpersons and P.T.A chairperson in the sample size were not available to give their responses at the moment data was collected. Mugenda and Mugenda (1999) stated that the response rate of 50% and above is a good response rate. The findings of the study are presented in sub-headings as per the objectives and research questions of the study.

4.1: Controlled Use of school Funds Strategies.

The first objective of the study was to establish strategies adopted by secondary school management to controlled use of school funds to contain the rising cost of secondary education, in Kirinyaga-East District, Kirinyaga County. The findings from the respondents are stipulated below, where they gave the controlled use of school funds strategies under sub-sections.

4.1.1: Secondary Schools Auditing.

The Kenyan government has made endeavors to provide quality education and training on account of achieving access, equity quality at all levels of Education. It is however, inspiring to note that through reforms in the education sector which emanated from the Sessional Paper No.1 of 2005, positive changes have been realized. Among others, they include introduction of Free Day Secondary Education (FDSE) in January, 2008(M.O.E, 2012). These funds require regular auditing as control measure for their use in secondary schools. Auditing reduces chances of embezzlement, misappropriation and mismanagement of the funds so that the rising cost of education is contained. (Waweru, 2005)
Table 4.1 shows findings on whether government funds in secondary school were regularly audited and discussed by the secondary school management as a controlled use of school funds strategy to contain the rising cost of secondary school education in Kirinyaga-East District, Kirinyaga County.

<table>
<thead>
<tr>
<th>Respondents'</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Sure</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Strongly Disagreed</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Agreed</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>9</td>
<td>52.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1: Respondents' on Secondary School Auditing.

Findings from Table 4.1 indicated that respondents 52.9% and 29.4% strongly agreed and agreed respectively that government funding was regularly audited and discussed by secondary schools management. Only 11.8% strongly disagreed while 4.3% were not sure whether school funds were audited and discussed by secondary school management as a strategy to contain the rising cost of secondary education. Auditing secondary schools books of accounts was practiced by majority of school managements as a way of ensuring that most secondary schools managements did the recommended practice by the Ministry of Education.
4.1.2: Existing Alternative Source of Income and Reduced Cost of Education.

Another controlled use of school funds strategy that was sought is whether the existing alternative sources of income which are agricultural or service based reduced cost of education to contain the rising cost of secondary education in the region of study. Figure 2 below shows findings on whether secondary schools management used the existing alternative source of income which are agricultural or service based to reduce cost of secondary school education in Kirinyaga-East District as a strategy on controlled use of school funds.

![Figure 2: Secondary School Management Use of Existing Alternative Source of Income to Reduce Cost of Education.](image)

Figure 2 indicates, among the sampled population 43.5% strongly agreed and 26.1% agreed respectively, that secondary school management used the existing alternative sources of income from agriculture and rents to reduce the cost of secondary schools. In these secondary schools accounting records for these alternative sources of income like
dairy farming and coffee farming were well kept and updated regularly. Total proportions (30.4%) simply disagreed and were not sure that existing alternative sources of income reduced cost of a secondary school education in Kirinyaga-East District. These are mainly secondary schools that do not have vast land for other uses or were limited in funds to revive projects that existed. The strategy adopted was use of income from the existing alternative sources in agriculture or rents so as to contain the rising cost of secondary education.

4.1.3: Employing Cost Reduction Methods.

Another controlled use of school funds strategy was employing cost reduction methods by providing meals in the season of harvest so as to contain the rising cost of education. Table 4.2 below gives the respondents on whether employing cost reduction strategy contained the rising cost of secondary education in Kirinyaga-East District as a strategy on controlled use of school funds. The findings were that, out of the sampled population 41.2% strongly agreed and 23.5% agreed respectively, that secondary school need to employ cost reduction methods so as to contain the rising cost of running secondary schools by management. The cost reduction methods employed required secondary school management becoming creative and innovative. From the sampled population, 11.8% and 17.6% disagreed and strongly disagreed respectively with the fact that employing cost reduction methods would not contain the rising cost of secondary education in Kirinyaga-East District. However, of the sampled population 5.9% was not sure whether employing cost reduction methods would contain the rising cost of
secondary education. Innovativeness is lacking in some of the secondary school management. Therefore employing cost reduction strategies methods like improvisation of costly items of education would contain the rising cost of education.

<table>
<thead>
<tr>
<th>Respondents'</th>
<th>Frequency n</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Sure</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Strongly Disagreed</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Disagreed</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Agreed</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.2: Need to Employ Cost Reduction Methods.

4.2: Strategies on school budget.

The second objective of study was to establish strategies adopted by secondary school management while budgeting so as to contain cost of secondary education, Kirinyaga County. In Kirinyaga-East District, Kirinyaga County. The findings from the respondents are stipulated below, where they gave the various strategies adopted.
4.2.1: Proportion of Budget on Meals and Stationery.

Provision of meals is a basic need in a secondary school. This includes breakfast, lunch and supper for a boarding school. For a day school breakfast and lunch are provided. Food prices are determined by several factors, which include market price inflation, harsh climatic conditions to mention but a few. The changing price of petroleum products national wide affects greatly the production of stationery and other related educational materials. Figure 3 below gives the opinions on whether the education stake holders meet regularly and revised the school budget and adjusted it to the market price of educational items and therefore contained the rising cost of education.

Figure 3 depicts that 43.5% and 26.1% strongly agreed and agreed respectively that stake holders need to adjust foodstuffs and stationery price in their budget so as to contain the rising cost of education. Adjustment also included feeding students with meals on the
season which lowered the rising cost of secondary education. Out of the sampled population, 8.7% and 13.0% strongly disagreed and disagreed respectively that the school budget should not be adjusted while 8.7% was not sure.

4.2.2: Students' Co-curriculum Activities.

Students' performance is not gauged only by academic excellence but by involvement in activities outside the class room. These activities included games, music, Science Engineering Fair and drama. These activities consume everything voted for and vire from other vote heads (KSSHA, 2009). Figure 4 below shows opinions whether increasing the vote head would contain their costs.

![Percentage of Respondents'](image)

**Figure 4: Respondents' on activity fund strategy**

Figure 4 depicts that 34.8% and 21.7% strongly agreed and agreed respectively that there was need to increase the vote head on activities so as to contain the rising cost of
secondary education. Out of the sampled population, 21.7% and 13.0% strongly disagreed and disagreed respectively that secondary school do not need to increase activity vote head while 8.7% was not sure. Increasing the activity vote head would require Parents invited to the school and agree on the proposed fee so that it can be ratified by the Ministry of Education. Proposals can be written to the ministry education through the relevant offices like KSSHA requesting for a higher allocation on activity funding in secondary schools.

4.2.3: Parents Funds Collection Activities.

Secondary schools require sufficient basic structures that facilitates teaching and learning. These includes toilets, science laboratory, library, administration offices to mention a few (Waweru, 2005). Table 4.3 below shows findings whether parents conducts fund collection activities to develop school infrastructure in order to contain the rising cost of secondary education.

<table>
<thead>
<tr>
<th>Respondents'</th>
<th>Frequency n</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Sure</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Strongly Disagreed</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Disagreed</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Agreed</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>10</td>
<td>58.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.3: Parents Funds to Develop Infrastructure.
Table 4.3 shows that, out of the sampled population 58.8% strongly agreed and 17.6% agreed respectively, that secondary school parents conduct fund raising to develop infrastructure so as to contain the rising cost of running secondary schools by management. The sum of percentage of that agreed and strongly agreed that parents raise funds to develop school infrastructure was 76.4%. This implies that parents do support school infrastructure development.

At the same time, 5.9% and 11.8% of the corrected sampled population disagreed and strongly disagreed respectively with the fact that parents conduct fund raising to develop infrastructure would not contain the rising cost of secondary education in Kirinyaga-East District. The sampled population which was not sure (5.9%) whether parents conducts fund raising to develop infrastructure and would contain the rising cost of secondary education. Due to financial constrain 25% of the parents are unable to support school infrastructure while majority (75%) contained the rising cost of secondary education by contributing towards school infrastructure.

4.3: Other Income Generating Strategies

The third objective of the study was to find out other income generating strategies adopted by school management to add to government subsidy and fees paid by parents in order to contain the rising cost of secondary education to contain the rising cost of secondary education in Kirinyaga-East District, Kirinyaga County. The findings from the respondents are stipulated below; where they gave other income generating strategies adopted.
4.3.1: Land and Buildings Available to Generate Extra Income.

School managements used funds generated from charging fees, government grants, and grants from others like religious groups, NGOs, wealthy individuals to mention but a few (Mutegi, 2011). These are insufficient in meeting the schools needs as expected in the school budget. There is serious need to start means where schools generate their own income and contain the rising cost of secondary education. One of the strategies is the use of the school land and buildings lying idle and generates extra income. Table 4.4 shows findings on whether secondary schools used land and buildings available to generate extra income.

<table>
<thead>
<tr>
<th>Respondents'</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Sure</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Strongly Disagreed</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Disagreed</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Agreed</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>6</td>
<td>35.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.4: Land and Building generators of Extra income.

Table 4.4 shows that, from the sampled population 35.2% strongly agreed and 29.4% agreed respectively, that secondary school made use of Land and buildings available to generate extra income so as to contain the rising cost of running secondary schools by
management. This percentage of less than 50% disagreeing was due to the fact that mixed day secondary schools do not have land to cultivate or buildings to rent. Secondary schools like boys and girls boarding agreed and strongly agreed since they had vast land and unutilized buildings which brought some income to the school.

At the same time, 11.8% of the sampled population was not sure whether land and buildings available generate extra income that would contain the rising cost of secondary education. This implies that 64.6% of the sampled population generated some income to contain the rising cost of secondary education. Of the sampled population 35.4% did not generate income from land and buildings to contain the rising cost of secondary education.

4.3.2: Generation of Income from Activities and Provision of Cheap Labor.

Activities like walk and community participation generate income and provide cheap labour so that some make some savings is used to contain secondary school education (Waweru, 2005). The Figure 5 gives information of whether walk and community participation generated income and provided cheap labor respectively in Kirinyaga-East District; Kirinyaga County.
Figure 5: Income from Activities and Provision of Cheap Labor

Figure 5 indicated that only 47.8% and 26.1% strongly agreed and agreed respectively that walk and community participation could generate income and provide cheap labor for the school while 13.0% disagreed and strongly disagreed. These methods were popular with some secondary schools since they were suitable methods of generating income. However, others disputed and argued that it wasted a lot of time for the learners and the parents.

4.3.3: Bursaries for Needy Students.

Developing countries use innovative ways of financing secondary education which include selective scholarships, targeted financing vouchers and bursary schemes, which allow students from vulnerable or lower socio economic groups to attend secondary schools (World Bank, 2005). The findings from the study whether bursaries assisted
needy students so as to contain the rising cost of secondary education were as in Table 4.5 below.

<table>
<thead>
<tr>
<th>Respondents'</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagreed</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Disagreed</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Agreed</td>
<td>8</td>
<td>47.1</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.5: Bursaries for Needy Students.

Out of the sampled population 29.4% and 47.1% of the respondents' strongly agreed and agreed respectively that the bursaries assisted needy students so as to contain the rising cost of secondary school education. Secondary school management need to establish school based bursary schemes so as to assist the needy students. This would contain the rising cost of secondary school education.

Out of the sampled population 17.6% and 5.9% disagreed and strongly disagreed respectively that bursaries assisted needy students. This was found so due to the fact that most students though needy, did not benefit from the available bursaries scheme.
4.4: Establishing methods in collection of user charges.

The fourth objective of the study was to establish strategies put in place by school management in collection of user charges to contain the rising cost of secondary school education in Kirinyaga-East District, Kirinyaga County. The findings from the respondents are stipulated below, where they gave methods put in place by school management in collection of user charges.

4.4.1: Parents Fees Payment.

The taskforce on affordable secondary school education (Gachukia, 2007) recommended among others a Government subsidy of Kshs. 10,265/= per student for tuition and other support services. However, parents are required to meet the cost of boarding, school development, feeding programme and other indirect costs of education like school uniforms (Gachukia, 2007). Figure 6 below gives

![Pie Chart: Rate on how school fees is paid]

Figure 6: Rate on how school fees is paid
Findings whether parents paid school fees promptly so as to contain the rising cost of secondary education. Figure 6 depicts that 13.0% and 30.4% strongly agreed and agreed respectively that parents paid the school fees promptly so as to contain the rising cost of secondary education. Out of the sampled population, 17.4% and 34.8% strongly disagreed and disagreed respectively that secondary school parents paid school fees promptly while 4.3% was not sure. These are parents who argues that the government relieved them from school fees payment and therefore do not commit themselves with secondary school education in any way. The study found that prudent measures are required to have school fees paid promptly so as to contain the rising cost of secondary education.

4.4.2: Exchange of Services or Goods for School fees.

As a country a need to adopt a system of sharing the costs of increased items in education among all stakeholders including local authorities, communities and community-based organizations, hence easing the cost burden on the government on financing education (Mutegi, 2011). Table 4.6 below shows findings whether exchange of services or goods for school fees were used by the beneficially of education like parents and students so as to contain the rising cost of secondary education. Out of the sampled population of the respondents’ strongly agreed (35.3%) and agreed (29.4%) that exchange of services or goods for school fees was used by the beneficially of education like parents and students so as to contain the rising cost of secondary school education.
<table>
<thead>
<tr>
<th>Respondents’</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Sure</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Strongly Disagreed</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Disagreed</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Agreed</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>6</td>
<td>35.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.6: Exchange of Services or Goods for School Fees

Secondary school management identified the need in the school budget and requested the needy parents to exchange services or goods. This contained the rising cost of secondary school education. Out of the sampled population 23.5% and 5.9% disagreed and strongly disagreed that exchange of services or goods for school fees in assisting needy students could not contain the rising cost of secondary education.

4.4.3: Use of Class Teachers in Collection of School Fees.

The head teacher is the chief accounting officer in a secondary school. School fees collection procedures and all expenditures lie wholly on the head teacher (Waweru, 2005). Class teachers as part of school administration, collection of school fees may be delegated to them since they interact with the students daily. Figure 7 below shows respondents on whether while using class teachers to collect school fees; students cleared their school fees balances.
The findings are that 30.4% strongly agreed and agreed that use of class teachers in school fees collection enabled head teachers collect outstanding fees balances, so as to contain the rising cost of secondary education. Out of the sampled population, those who strongly disagreed (17.4%) and disagreed (13.0%) that class teachers could be delegated the role of school fees collection while 13.0% was not sure. The study found that using class teachers in school fees collection was a good strategy adopted to contain the rising cost of secondary education. Some schools have large enrollment and they were easily followed up by their individual class teachers for school fees payment. Those schools with low enrollment struggled in school fees payment and would make pledges with their class teachers.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0: Introduction

This chapter summaries the main findings and make conclusions relevant to the research conducted. From the analysis of data collected, the following were discussions, conclusions and recommendations. The responses were based on the objectives of the study aimed at establishing the strategies adopted by school management to contain the rising cost of secondary school education in Kirinyaga-East District, Kirinyaga County, Kenya.

5.1: Summary.

Following the analyzed data, interpretations and summary was made as per following sub-headings derived from the study objectives.

5.1.1: Controlled Use of School Funds Strategies

The study established controlled use of school funds strategies put in place in secondary schools in order to contain the rising cost of secondary schools in Kirinyaga-East District. These included: regular auditing and discussing government funds to free day secondary school by the school management, fully utilizing existing alternative sources of income and employing cost reduction methods in order to contain the rising cost of secondary school education in Kirinyaga-East District.
5.1.2: Strategies on the School Budget.

The study findings indicated parents regularly met with other stakeholders and established school needs and adjusted their budgets to market prices. In order to cater for activities which are allocated inadequate funds by the government, school management invited parents for discussion so as to add to the activity vote head. The study further found that parents were called upon regularly to conduct fund raising activities in order to develop the school infrastructure, this contained secondary school education.

5.1.3: Other income generating strategies.

The study found that less than fifty percent of secondary schools with vast land and buildings not used for teaching and learning never used them to generate income. Walk and community participation generated some income and cheap labor needed for running secondary schools. However, this was not adequate to contain the rising cost of secondary school education. Bursaries for bright needy students were in place in the District of the study. Some secondary schools had a school based bursary programme where bright and needy student benefited. This contained the rising cost of secondary school education in the District of study.

5.1.4: Methods Put in Place in Collection of User Charges.

Parents and guardians were followed keenly by the school management so as to pay fees promptly and others made serious fees pledges to enable the school management contain the rising cost of secondary school education. The parents who were weak financially
were requested to exchange services like labor work in the school and supplied goods like cereals so as to cut the high unpaid fees hence contained the rising cost of secondary education

5.2: Conclusions

The findings indicated that most of the secondary schools management took their books of accounts for auditing. This means that the government funds were well utilized. Suggestions on how to improve the school expenditures were discussed by the school management. Secondary education management (more than 50%) utilized the existing alternative sources of income like rent from staff houses and dairy farming by so as to reduce cost of education. Feeding students with the food in season of harvest was a strategy to reduce the rising cost of secondary education. The study found that on activities that spend much of the school funds, stake holders were invited for a discussion aiming to add funds to this vote head. Parents willingly developed school infrastructure during invited meetings where they agreed upon the fees to be paid. Over 75% of the Secondary schools in the District of study with vast land did some farming which generated income and contained the rising cost of education. Most secondary schools relied on County Council, C.D.F and M.O.E bursaries and only a few secondary schools initiated a school based bursary programme which took care of the bright and needy students. Community participation in funds collections and provision of cheap labor for school projects was embraced in effort to contain the rising cost of secondary education. Most parents and guardians made serious fees payment commitment which made user
charge collection possible. Parents who are very weak financially were allowed to exchange labor for fees or even supply cereals in place of fees so as to contain the rising cost of secondary education. Presence of technical skills learnt in secondary schools with home science, computers and workshops did very little to contain the rising cost of secondary education.

5.3: Recommendations.

The study recommended the following:

1. Secondary schools management could write proposals requesting for more funds from the government and other NGOs as efforts to contain the rising cost of secondary school education.

2. School management need to come up with service and commercial based activities which will help contain the rising cost of secondary education.

3. The criteria for awarding bursaries to needy students should be revised so that it is done at school level where students’ needs and academic ability is easily noticeable.

5.3.1 Suggestion for further research

Other areas of further research to consider include:

i) Use of knowledge and skills in technical subjects within a secondary school to generate income in order to contain the rising cost of secondary education.

ii) This research was carried out in Kirinyaga-East District; Kirinyaga County. The researcher suggests it being conducted in other counties in Kenya.
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APPENDICES
APPENDIX I

Head Teacher’s Questionnaire

This questionnaire was designed to gather information on strategies adopted by school management to contain the rising cost of providing secondary education. Please note that this information will be treated with utmost confidentiality and will be used strictly for the purpose of this study. Do not write your name anywhere on the questionnaire. Please answer the questions by putting a tick [✓] or by filling in the blank spaces.

PART A: General information.

1. Gender Male [ ] Female [ ]

2. Indicate your highest professional academic qualification.
   a) Diploma in Education [ ]
   b) BED [ ]
   c) BA/BSC/PGDE [ ]
   d) MED [ ]
   e) other (specify) __________________________

3. i) Indicate your experience as a head teacher.
   a) 4 years or less [ ]
   b) 5-10 years [ ]
   c) over 10 years[ ]

   ii) State the Status and type of your school
   a) Boys Boarding [ ]
   b) Girls Boarding [ ]
   c) Mixed Day [ ]
**PART B**

This part is designed to gather general information on strategies adopted by school management to contain the rising cost of providing secondary education. Please indicate your answer by putting a [✓] on the rated scale where you strongly agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD).

i. **Establishing controlled use of school funds strategies**

1. The government funds in secondary school education were regularly audited and discussed by the secondary school management.

   (SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

2. Secondary schools management used the existing alternative sources of income to reduce cost of education.

   (SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

3. There is need to employ cost reduction methods like providing meals in the Season bought cheaply.

   (SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

ii. **Establishing needs in the secondary school budget**

4. Education stake holders in secondary school meet regularly to revise the school budget and adjusted it to the market price of educational items.

   (SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

5. There is need to increase the vote head for school co curriculum activities which is not enough.

   (SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

6. Insufficient infrastructures in a secondary school results to school Management soliciting funds from parents and other stakeholders.

   (SA) [ ] (A) [ ] (D) [ ] (SD) [ ]
iii. Finding out other income generating strategies

7. Secondary schools management need to use the available land, buildings and services to generate an extra income to contain the rising cost of education.

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

8. Activities which are geared to collect school funds like, walk, and community participation funds drive should be made use by school management more often so as to contain the rising cost of secondary education.

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

9. Parents and students participate fully on school income generating activities which supplement greatly on the school budget.

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

10. School management need to initiate a school based bursary scheme which supports the very bright and needy students who may not benefit from other bursary schemes from the government.

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

iv. Establishing the methods put in place by school management in collection of user charges.

11. Parents meet their obligations by paying school fees promptly or by installments to the school account in order to contain cost of secondary school.

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

12. Exchange of services or goods for school fees may be used by the beneficially of education like parents and students to contain the rising cost of secondary education.

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

13. School fees is paid well when the class teachers are delegated the role of collecting school fees

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

Thank you for your cooperation
APPENDIX II

P.T.A Chairperson Questionnaire

This questionnaire was designed to gather information on strategies adopted by school management to contain the rising cost of providing secondary education. Please note that this information will be treated with utmost confidentiality and will be used strictly for the purpose of this study. Do not write your name anywhere on the questionnaire. Please answer the questions by putting a tick [✓] or by filling in the blank spaces.

PART A: General information.

1. Gender Male [ ] Female [ ]
2. Indicate your highest professional academic qualification.
   a) Diploma in Education [ ] b) BE [ ] c) BA/BSC/PGDE [ ]
   d) MED [ ] e) other (specify) ________________________________
3. i) Indicate your experience as a P.T.A Chairperson
   a) 4 years or less [ ] b) 5-10 years [ ] c) Above 10 years[ ]
   ii) State the Status and type of your school
       a) Boys Boarding [ ] b) Girls Boarding [ ] c) Mixed Day [ ]

PART B

This part is designed to gather general information on strategies adopted by school management to contain the rising cost of providing secondary education. Please indicate your answer by putting a [✓] on the rated scale where you strongly agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD).

i) Establishing controlled use of school funds strategies.
1. The government funds in secondary school education were regularly audited and discussed by the secondary school management.
   (SA) [ ] (A) [ ] (D) [ ] (SD) [ ]
2. Secondary schools management used the existing alternative sources of income to reduce cost of education.

(SA)[ ] (A)[ ] (D)[ ] (SD)[ ]

3. There is need to employ cost reduction methods like providing meals in the season bought cheaply.

(SA)[ ] (A)[ ] (D)[ ] (SD)[ ]

ii) Establishing needs in the secondary school budget.

4. Education stake holders in secondary school meet regularly to revise the school budget and adjusted it to the market price of educational items.

(SA)[ ] (A)[ ] (D)[ ] (SD)[ ]

5. There is need to increase the vote head for school co-curriculum activities which is not enough.

(SA)[ ] (A)[ ] (D)[ ] (SD)[ ]

6. Insufficient infrastructures in a secondary school results to school Management soliciting funds from parents and other stakeholders.

(SA)[ ] (A)[ ] (D)[ ] (SD)[ ]

iii) Finding out other income generating strategies.

7. Secondary schools management uses the available land, buildings and Services to generate an extra income to contain the rising cost of education.

(SA)[ ] (A)[ ] (D)[ ] (SD)[ ]

8. Activities which are geared to collect school funds like, walk, and community participation funds drive should be made use by school management more often so as to contain the rising cost of secondary education.

(SA)[ ] (A)[ ] (D)[ ] (SD)[ ]

9. Parents and students participate fully on school income generating activities which supplement greatly on the school budget.

(SA)[ ] (A)[ ] (D)[ ] (SD)[ ]

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10. School management need to initiate a school based bursary scheme which supports the very bright and needy students who may not benefit from other bursary schemes from the government.

iv) Establishing the methods put in place by school management in collection of user charges.

11. Parents meet their obligations by paying school fees promptly or by installments to the school account in order to contain cost of secondary school.

12. Exchange of services or goods for school fees may be used by the beneficially of education like parents and students to contain the rising cost of secondary education.

13. School fees is paid well when the class teachers are delegated the role of collecting school fees

Thank you for your cooperation
APPENDIX III

District Education Officer Questionnaire

This questionnaire was designed to gather information on strategies adopted by school management to contain the rising cost of providing secondary education. Please note that this information will be treated with utmost confidentiality and will be used strictly for the purpose of this study. Do not write your name anywhere on the questionnaire. Please answer the questions by putting a tick [✓] or by filling in the blank spaces.

PART A: General information.

1. Gender Male [ ] Female [ ]

2. Indicate your highest professional academic qualification.
   a) Diploma in Education [ ] b) B.ED [ ] c) BA/BSC/PGDE [ ]
   d) MED [ ]
   e) other (specify) __________________________

3. i) Indicate your experience as an education officer.
   a) 4 years or less [ ] b) 5-10 years [ ] c) over 10 years [ ]

ii) State the Status and type of your schools affected greatly by high cost of secondary education.
   a) Boys Boarding [ ]
   b) Girls Boarding [ ]
   c) Mixed Day [ ]
   d) All [ ]

PART B

This part is designed to gather general information on strategies adopted by school management to contain the rising cost of providing secondary education. Please indicate your answer by putting a [✓] on the rated scale where you strongly agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD).

i) Establishing controlled use of school funds strategies.

1. The government funds in secondary school education were regularly audited and discussed by the secondary school management.

   (SA) [ ] (A) [ ] (D) [ ] (SD) [ ]
2. Secondary schools management used the existing alternative sources of income to reduce cost of education.

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

3. There is need to employ cost reduction methods like providing meals in the season bought cheaply.

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

**ii) Establishing needs in the secondary school budget.**

4. Education stakeholders in secondary school meet regularly to revise the school budget and adjusted it to the market price of educational items.

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

5. There is need to increase the vote head for school co-curriculum activities which is not enough.

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

6. Insufficient infrastructures in a secondary school results to school Management soliciting funds from parents and other stakeholders.

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

**iii) Finding out other income generating strategies.**

7. Secondary schools management uses the available land, buildings and Services to generate an extra income to contain the rising cost of education.

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

8. Activities which are geared to collect school funds like, walk, and community participation funds drive should be made use by school management more often so as to contain the rising cost of secondary education.

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]

9. Parents and students participate fully on school income generating activities which supplement greatly on the school budget.

(SA) [ ] (A) [ ] (D) [ ] (SD) [ ]
10. School management need to initiate a school based bursary scheme which supports the very bright and needy students who may not benefit from other bursary schemes from the government.

(SA)[ ] (A)[ ] (D)[ ] (SD)[ ]

v. Establishing the methods put in place by school management in collection of user charges.

11. Parents meet their obligations by paying school fees promptly or by installments to the school account in order to contain cost of secondary school.

(SA)[ ] (A)[ ] (D)[ ] (SD)[ ]

12. Exchange of services or goods for school fees may be used by the beneficially of education like parents and students to contain the rising cost of secondary education.

(SA)[ ] (A)[ ] (D)[ ] (SD)[ ]

13. School fees is paid well when the class teachers are delegated the role of collecting school fees.

(SA)[ ] (A)[ ] (D)[ ] (SD)[ ]

Thank you for your cooperation
APPENDIX IV

B.O.M Chairperson Interview Schedule

This interview schedule was designed to gather information on strategies adopted by school management to contain the rising cost of providing secondary education. The information collected will be treated with utmost confidentiality and will be used strictly for the purpose of this study. The name of the respondent is not required anywhere on this interview schedule. Questions are answered by putting a tick [✓] by the researcher.

**Part A: General information.**

1. Gender  
   - Male [ ]  
   - Female [ ]

2. Indicate your highest professional academic qualification.
   - a) Diploma in Education [ ]
   - b) BED [ ]
   - c) BA/BSC/PGDE [ ]
   - d) MED [ ]
   - e) other (specify) [ ]

3. Indicate the period you have served the school as a B.O.M Chairperson.
   - a) 1-5 years [ ]
   - b) 6-10 years [ ]
   - c) over 10 years [ ]

4. Type of your school:
   - a) Boys [ ]
   - b) Girls [ ]
   - c) Mixed [ ]

5. What is the status of your school?
   - a) Day [ ]
   - b) Boarding [ ]
   - c) Mixed Boarding [ ]
   - d) Mixed Day [ ]

**PART B**

This part is designed to gather general information on strategies adopted by school management to contain the rising cost of providing secondary education. Please indicate your answer by putting a [✓] on the rated scale where you strongly agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD).

i) Establishing controlled use of school funds strategies.

1. The government funds in secondary school education were regularly audited and discussed by the secondary school management.
   - (SA) [ ]
   - (A) [ ]
   - (D) [ ]
   - (SD) [ ]
2. Secondary schools management used the existing alternative sources of income to reduce cost of education.

(SA) [  ] (A) [  ] (D) [  ] (SD) [  ]

3. There is need to employ cost reduction methods like providing meals in the Season bought cheaply.

(SA) [  ] (A) [  ] (D) [  ] (SD) [  ]

ii) Establishing needs in the secondary school budget.

4. Education-stake holders in secondary school meet regularly to revise the school budget and adjusted it to the market price of educational items.

(SA) [  ] (A) [  ] (D) [  ] (SD) [  ]

5. There is need to increase the vote head for school co-curriculum activities which is not enough.

(SA) [  ] (A) [  ] (D) [  ] (SD) [  ]

6. Insufficient infrastructures in a secondary school results to school Management soliciting funds from parents and other stakeholders.

(SA) [  ] (A) [  ] (D) [  ] (SD) [  ]

iii) Finding out other income generating strategies.

7. Secondary schools management uses the available land, buildings and Services to generate an extra income to contain the rising cost of education.

(SA) [  ] (A) [  ] (D) [  ] (SD) [  ]

8. Activities which are geared to collect school funds like, walk, and community participation funds drive should be made use by school management more often so as to contain the rising cost of secondary education.

(SA) [  ] (A) [  ] (D) [  ] (SD) [  ]

9. Parents and students participate fully on school income generating activities which supplement greatly on the school budget.

(SA) [  ] (A) [  ] (D) [  ] (SD) [  ]
10. School management need to initiate a school based bursary scheme which supports the very bright and needy students who may not benefit from other bursary schemes from the government.

11. Parents meet their obligations by paying school fees promptly or by installments to the school account in order to contain cost of secondary school.

12. Exchange of services or goods for school fees may be used by the beneficially of education like parents and students to contain the rising cost of secondary education.

13. School fees is paid well when the class teachers are delegated the role of collecting school fees.

Thank you for your cooperation
APPENDIX V

Observation Schedule

1. PHYSICAL FACILITIES

A. Classrooms: More than adequate [ ] Enough [ ] Inadequate [ ]
   Congested [ ] Not congested [ ]

B. Laboratories: Available [ ] Not available [ ]
   Well equipped [ ] Not well equipped [ ]

C. Library: Available [ ] Not available [ ]
   Well equipped [ ] Not well equipped [ ]

D. Computer: Available [ ] Not available [ ] Well equipped [ ]
   Not well equipped [ ]

E. Home science room: Available [ ] Not available [ ]
   Well equipped [ ] Not well equipped [ ]

F. Workshops: Available [ ] Not available [ ] Well equipped [ ]
   Not well equipped [ ]

2. School administration block and staff room

More adequate [ ] Adequate [ ] Inadequate [ ] Congested [ ] Not Congested [ ]

3. Existence of income generating activities

Service based

Agricultural based

Commercial based

Thank you for your cooperation
APPENDIX VI

Location of Kirinyaga-East District, Kirinyaga County
APPENDIX VII

List of secondary schools in Kirinyaga East District

1. 9222101 KABARE GIRLS' HIGH SCHOOL – Girls Boarding
2. 9222102 MUTIGE SECONDARY SCHOOL – Boys Boarding
3. 9222103 KIANGUENYI SECONDARY SCHOOL – Mixed Day
4. 9222104 MUGUMO GIRLS' SECONDARY SCHOOL – Girls Boarding
5. 9222105 KIAMICIRI SECONDARY SCHOOL – Mixed Day & Boarding
6. 9222106 GATUNGURU SECONDARY SCHOOL – Mixed Day
7. 9222107 RUKENYA MIXED DAY SECONDARY SCHOOL – Mixed Day
8. 9222109 ST. LOUIS NYAGITHUCI – Mixed Day
9. 9222110 NGUNGU SECONDARY SCHOOL – Mixed Boarding
10. 9222111 GATUGURA MIXED SECONDARY SCHOOL – Mixed Day
11. 9222113 KIMUNYE SECONDARY SCHOOL – Mixed Day
12. 9222201 KIANYAGA HIGH SCHOOL – Boys Boarding
13. 9222202 ST MARYS KARUMANDI SECONDARY SCHOOL – Boys Boarding
14. 9222203 RWAMBITI SECONDARY SHOOL – Mixed Day
15. 9222204 KIBURIA GIRLS’SECONDARY SCHOOL – Girls Boarding
16. 9222205 THUMAITA EAST GIRLS’ SECONDARY SCHOOL – Girls Boarding
17. 9222206 KIAMWATHI SECONDARY SCHOOL – Mixed Day
18. 9222207 KAVOTE SECONDARY SCHOOL – Mixed Day
19. 9222208 MUCAGARA SECONDARY SCHOOL – Mixed Day
20. 9222210 KIANDAI SECONDARY SCHOOL – Mixed Day

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21. 9222301 NGIRIAMBU GIRLS SECONDARY SCHOOL – Girls Boarding
22. 9222302 GACATHA SECONDARY SCHOOL – Mixed Day
23. 9222303 KIAMUTUGU BOYS HIGH SCHOOL – Boys Boarding
24. 9222304 GITURE SECONDARY SCHOOL – Mixed Day
25. 9222305 ST ANNS’ GITUBA GIRLS SECONDARY SCHOOL – Girls Boarding
26. 9222306 KIAMUGUMO GIRLS’ SECONDARY SCHOOL – Girls Boarding
27. 9222307 KARUCHO SECONDARY SCHOOL – Mixed Day
28. 9222308 NGARIAMA SECONDARY SCHOOL – Mixed Day
29. 9222309 KIANYAMBO SECONDARY SCHOOL – Mixed Day
30. 9222310 GACIONGO SECONDARY SCHOOL – Mixed Day
31. 9222311 KIAUMBUI SECONDARY SCHOOL – Mixed Day
32. 9222312 KAJUU MIXED SECONDARY SCHOOL – Mixed Day Sec.
APPENDIX VIII

Research Authorization Permit

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Msc./Mrs./Muse/Institution
Daniel Githinji Murithi
of (Address) Kenyatta University
P.O.Box 43844-00100, Nairobi
has been permitted to conduct research in
Location
Kirinyaga East
District
Central
Province

on the topic: Strategies adopted by school management to contain the rising cost of secondary school education in Kirinyaga East District, Kirinyaga County, Kenya

for a period ending, 31st December, 2013.

Applicant's Signature

PAGE 3

Research Permit No. NCST/RGD/14/013/16
Date of issue 14th March, 2013
Fee received KSh. 1,000

Secretary
National Council for Science & Technology

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