THE INFLUENCE OF SUBSIDIZED SECONDARY EDUCATION
ON ACCESS TO EDUCATIONAL RESOURCES IN PUBLIC
DAY SECONDARY SCHOOLS IN MIGORI COUNTY, KENYA

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REQUIREMENTS FOR AWARD OF THE DEGREE OF MASTER OF
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DECEMBER, 2015
DECLARATION

This is my original work and has not been submitted for a degree in any other university.


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To my parents for their hard work of supporting me financially, moral value and the motivation they gave to me to undertake the research, my supervisors for guiding me on how to conduct the research.
ACKNOWLEDGEMENT

First and foremost, I thank God for guiding me through up to where I have reached. Doing this research is due to His grace. I acknowledge the Almighty Father for good care. I profoundly appreciate my supervisors Dr. John Nderitu and Dr. Michael Murage for the professional guidance and support. A lot of thanks also to the entire department of Educational Management, Policy and Curriculum Studies of Kenyatta University and Mr. Antony D. Bojana for editing the final work.

My special tribute also goes to my husband Kennedy and my children Christine, Billy and Emmanuel for bearing with my absence as I undertook this study. I may not thank all who participated and contributed to the success of this study personally but I pass my sincere gratitude to all who directly or indirectly supported me.
# TABLE OF CONTENTS

DECLARATION .................................................................................................................. ii  
DEDICATION ..................................................................................................................... iii  
ACKNOWLEDGEMENT ................................................................................................... iv  
TABLE OF CONTENTS ................................................................................................... v  
LIST OF TABLES ............................................................................................................... viii  
LIST OF FIGURES ......................................................................................................... viii  
ACRONYMS AND ABBREVIATIONS ......................................................................... x  
ABSTRACT ....................................................................................................................... xi  

## CHAPTER ONE: INTRODUCTION ............................................................................. 1  
1.0 Introduction .............................................................................................................. 1  
1.1 Background to the Study .......................................................................................... 1  
1.2 Statement of the Problem ......................................................................................... 8  
1.3 Purpose of the Study ............................................................................................... 9  
1.4 Objectives of the Study ........................................................................................... 9  
1.5 Research Questions ............................................................................................... 9  
1.6 Significance of the Study ......................................................................................... 10  
1.7 Assumptions of the Study ....................................................................................... 10  
1.8 Limitations of the Study .......................................................................................... 10  
1.9 Delimitations of the Study ...................................................................................... 11  
1.10 Theoretical Framework ......................................................................................... 11  
1.11 Conceptual Framework ......................................................................................... 13  
1.12 Operational Definition of Terms .......................................................................... 16  

## CHAPTER TWO: LITERATURE REVIEW ............................................................... 17  
2.1 Introduction .............................................................................................................. 17  
2.2 Effects of FDSE on Quality of Human Resource ................................................. 17  
2.3 Effects of FDSE on Adequacy of Human Resource ............................................. 19  
2.4 Effect of FDSE on Quality and Adequacy of Physical Resources ....................... 20  
2.5 Strategies Adopted by Stakeholders to Address Quality and Adequacy of Resources ........................................................................................................... 21  
2.6 Summary ................................................................................................................. 23
CHAPTER THREE: RESEARCH METHODOLOGY ................................................. 25
3.1 Introduction .................................................................................................................. 25
3.2 Research Design ........................................................................................................... 25
3.3 Locale of the Study ...................................................................................................... 25
3.4 Study Population ......................................................................................................... 26
3.5 Sample Size ................................................................................................................. 26
3.6 Sampling Techniques ................................................................................................. 27
3.7 Data Collection Instruments ...................................................................................... 28
  3.7.1 Principals Questionnaire ....................................................................................... 28
  3.7.2 Students Questionnaire ......................................................................................... 29
3.8 Pilot Study ................................................................................................................... 29
3.9 Validity ......................................................................................................................... 30
3.10 Reliability .................................................................................................................. 30
3.11 Data Collection Techniques ...................................................................................... 30
3.12 Data Analysis and Presentation .................................................................................. 31
3.13 Logical and Ethical Considerations .......................................................................... 31

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION ................................................. 32
4.1 Introduction .................................................................................................................. 32
4.2 Respondents ................................................................................................................ 32
  4.2.1 Principals and Students Gender ........................................................................... 32
  4.2.2 Principals Age Bracket ......................................................................................... 33
  4.2.3 Principals Highest Level of Education ................................................................. 34
  4.2.4 Principals Duration of Working in their Stations ............................................... 35
4.3 To Establish the Effect of FDSE funds on Quality of Human Resource .... 36
4.4 To Establish Effect of FDSE funds on Adequacy of Human Resource ...... 40
4.5 To Establish the Effects of FDSE funds on Quality of Physical Resources 46
4.6 Effects of FDSE funds on the Adequacy of Physical Resources .......................... 50
4.7 To Find out Strategies Adopted by Stakeholders to Address Quality of Resources ........................................................................................................ 56
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction ........................................................................................................... 61
5.2 Summary of the Study .......................................................................................... 61
  5.2.1 To Establish the effect of FDSE on Quality of Human Resource.... 61
  5.2.2 To Establish effect of FDSE on Adequacy of Human Resource .... 61
  5.2.3 To Establish the Effect of FDSE on Quality of Physical Resources ................................................................. 62
  5.2.4 To Check the effects of FDSE funds on Adequacy of Physical Resources .................................................................................................................. 62
  5.2.5 To Find out Strategies Adopted by Stakeholders to Address Quality of Resources ........................................................................................................... 63
5.3 Conclusions of the Study ...................................................................................... 63
5.4 Recommendations from the Study ..................................................................... 67
5.5 Suggestions for Further Research ....................................................................... 67

REFERENCES ................................................................................................................. 68

APPENDICES ................................................................................................................... 72
APPENDIX I: PRINCIPALS QUESTIONNAIRE .............................................................. 72
APPENDIX II: STUDENTS QUESTIONNAIRE .............................................................. 78
APPENDIX III: AUTHORIZATION LETTER ................................................................. 84
APPENDIX IV: RESEARCH PERMIT ........................................................................... 85
LIST OF TABLES

Table 3.1: Sample Size ........................................................................................................ 28
Table 4.1: Principals, Students Gender ............................................................................ 33
Table 4.2: Principals Age Bracket ..................................................................................... 33
Table 4.3: Principals Highest Level of Education .............................................................. 34
Table 4.4: Principals Duration of Working in Their Stations .......................................... 35
Table 4.5: Effects of Adequacy of FDSE Funds on Quality of Human Resource ........ 36
Table 4.6: Likert scale on effects of Adequacy of FDSE Funds on Quality of Human Resource ........................................................................................................ 37
Table 4.7: Timeliness of Disbursement of FDSE Funds and Quality of Human Resource ........................................................................................................ 39
Table 4.8: Adequacy of FDSE Funds and Adequacy of Human Resource ..................... 42
Table 4.9: Likert scale on effect of Adequacy of FDSE Funds on Adequacy of Human Resource ........................................................................................................ 43
Table 4.10: Timeliness of Disbursement of FDSE Funds and Adequacy of Human Resource .................................................................................................................... 45
Table 4.11: Timeliness of Disbursement of FDSE Funds and Quality of Physical Resources ........................................................................................................ 48
Table 4.12: Effect of Adequacy of FDSE Funds on Quality of Physical Resources ... .......................................................................................................................... 49
Table 4.13: Adequacy of FDSE Funds and the Adequacy of Physical Resources .......... 52
Table 4.14: Likert Scale on effect of Adequacy of FDSE Funds on the Adequacy of Physical Resources ........................................................................................................ 53
Table 4.15: Timeliness of Disbursement of FDSE Funds and the Adequacy of Physical Resources ........................................................................................................ 55
Table 4.16: Rating the Efficiency of the Strategies Used to Address Quality of Resources ........................................................................................................ 57
Table 4.17: Strategies Adopted By Stakeholders to Address Quality of Resources 58
LIST OF FIGURES

Figure 1.1:  Conceptual Framework ................................................................. 13
Figure 4.1:  Effects of FDSE funds on adequacy of Human Resource .......... 41
Figure 4.2:  Effects of FDSE funds on Quality of Physical Resources .......... 47
Figure 4.3:  FDSE funds and the Adequacy of Physical Resources .......... 51
Figure 4.4:  Strategies to Address Quality of Resources ......................... 56
**ACRONYMS AND ABBREVIATIONS**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immuno Deficiency Syndrome</td>
</tr>
<tr>
<td>BoM</td>
<td>Board of Management</td>
</tr>
<tr>
<td>CBE</td>
<td>Competency-Based Education</td>
</tr>
<tr>
<td>CBF</td>
<td>Constituency Bursary Fund</td>
</tr>
<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>CBO</td>
<td>Church Based Organizations</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>EMIS</td>
<td>Education Management Information Systems</td>
</tr>
<tr>
<td>FDSE</td>
<td>Free Day Secondary Education</td>
</tr>
<tr>
<td>FSE</td>
<td>Free Secondary Education</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary 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 National Product</td>
</tr>
<tr>
<td>HCT</td>
<td>Human Capital Theory</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immuno Deficiency Virus</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization of Economic Co-operation and Development</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>RoK</td>
<td>Republic of Kenya</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children Fund</td>
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</tbody>
</table>
ABSTRACT

The Kenya government, through the Sessional Paper No. 1 of 2005 made secondary education part of basic education. This saw the NARC government introduce free-day Secondary Education in 2008 to enhance transition from primary to secondary level of education. Provision of a tuition free secondary education is a government policy targeting the poor so that educational resources can be equitably distributed across all members of society. This study sought to establish the influence of subsidized secondary education on access to educational resources in Kuria West Sub-County, Migori County, Kenya. The key objectives were: to establish the effect of FDSE on quality of human resource, to establish effect of FDSE on adequacy of human resource, to establish the effect of FDSE on quality and adequacy of physical resources and to find out strategies adopted by stakeholders to address quality and adequacy of resources. The study looked at the pupil-teacher ratios, pupil-textbook ratios, the quality and adequacy of physical resources and the strategies that stakeholders have adopted to address adequacy and quality of teaching-learning resources. From the reviewed literature, FDSE has led to increased enrolment at secondary school level thus the need to pace up teaching-learning resources to match the increasing enrolments. The study adopted the descriptive survey design. The study was based on the Education Function Production Theory which views education as a production process through teaching and learning. The study population included the 20 public day secondary schools in Kuria West Sub-County with a student enrolment of 1403 and the 20 Principals of these schools. A stratified random sample of 20 schools was selected to form this study sample; 120 student respondents from the selected schools were randomly sampled while the 10 Principals heading the selected schools were purposively sampled to participate in the study. Questionnaires were used for data collection. The collected data were analyzed using Statistical Package for Social Sciences (SPSS) then presented using frequency tables, and bar graphs. From the study findings, it was clear that the adequacy of FDSE funds was critical in determining the quality of human resources available in public day secondary schools. The adequacy of FDSE funds significantly affects the adequacy and quality of both physical and human resources. A good number of public day secondary schools had adopted strategies to deal with poor quality of physical and human resources. The study recommends that the government through the ministry of education should review the FDSE programme with a view to catering for financial resources required to provide additional resources to cope with resultant increased enrolment. The school management should work closely with other stakeholders like parents NGOs, CBOs to mobilize more funds to provide human and physical resources needed.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covers the background to the study, statement of the problem, purpose for the study, objectives of the study, research questions, assumptions of the study, significance of the study, delimitations and limitations of the study, theoretical and conceptual frameworks and operational definition of key terms.

1.1 Background to the Study

According to the universal declaration of human rights by the United Nations (1948), education is one of the basic human rights viewed as a necessary condition for the full exercise of other rights. In its general sense, education is a form of learning through which knowledge, skills and attitudes of a group of people are passed on from one generation to another through teaching, training and research (Nyerere, 1999). This definition is similar to that of Oluoch, (1982) who asserts that education is the process through which an individual acquires the desired knowledge, skills and attitudes. It can thus be concluded that through education one is able to acquire the necessary knowledge, skills and attitudes that are useful in leading a meaningful life.

Provision of education in Kenya is guided by various policy documents among them the Basic Education Act (2013), The Constitution of Kenya (2010) and Kenya Vision 2030. It is also in light of recent international initiatives like Education for All (EFA) and the Millennium Development Goals (MDGs). All these policy documents imply that education is key to construction of globally competitive societies that are democratically stable. The educational policies show that an
equitable distribution of education is correlated to a country’s socio-economic and political growth. Through education, a country’s economic growth is enhanced through human resource development and productivity which in turn contributes to the country’s growth to enhance general living.

Socially, education fosters social cohesion and trust among citizens leading to a harmonious co-existence through appreciation of the varied cultures of the country. This then translates to a politically stable nation where there is respect for one another. An educated population is well-endowed with civic education enhancing participation in legal matters and all aspects of government and public service. The national philosophy places education at the centre stage of the country’s human and economic development, Republic of Kenya (RoK, 2006). It emphasizes the provision of a holistic quality education and training that promotes the cognitive, psychomotor and affective domains of the learners. It is for this reason that policymakers in education insist on a free and compulsory basic education for attainment of educational goals and objectives.

Formal education in Kenya can be traced back to the colonial era where it was stratified along racial lines, region and gender. Ominde (1964) observes that there existed an ‘African education’, a ‘European education’ and an ‘Asian education’ (Ominde, 1964). During the era of discrimination, there were three separate education systems in the same country. After independence, in 1964, the Ominde Commission was set up and it came up with an education system aimed at fostering national unity and development. The structure of this system was 7-4-2-3 in which seven years were spent in attaining primary education, four in lower secondary two in upper secondary and three in university. This system was criticized for being ‘too
academic’ and therefore, not suitable for employment. Therefore, 8-4-4 system of education was introduced in 1985 following the Mackay report of 1982 with a view to training learners to be self-reliant. It meant that learners stayed in primary school for eight years, secondary for four years and university for four years. Secondary level of education is the level immediately after primary. Upon completion of this four year course, the students progress to university or middle level colleges for training in readiness for the labor market.

As a public and private goal, education in Kenya has been financed by both the state and individuals. (Eshiwani, 1993). Financing of education in Kenya has been prioritized since it contributes majorly to the country’s socio-economic development. It is also a basic human right necessary for the exercising of all the other rights. The government and individuals invest in education due to its rate of return to both the society and the individual. In Kenya, education is said to be “free” since the government pays for tuition in primary and secondary school. However, it is not absolutely free since parents meet other costs like the foregone costs, transport, uniform and even meals.

In an endeavor to provide education to all its citizens the Kenyan government introduced Free Primary Education (FPE) in 2003. It is also referred to as Subsidized Primary Education since the cost of schooling is not absolutely free. Children are thus enrolled to the primary level of education at the age of seven years. Introduction of FPE Programme saw enrolment in primary school rise hence increased enrolments of the secondary level of education. To meet the government’s goal of making basic education compulsory Free Day Secondary Education (FDSE) was introduced in 2007. Basic education in Kenya is the primary and secondary
school levels of learning. These two levels get a government subsidy to ensure access to all children of school going-age. A total of Kshs. 10,065 is paid to government schools yearly for each student in secondary.

By making basic education compulsory, the Kenyan government yields to the All Africa States conference held in Addis Ababa in 1961 where all African countries resolved to make primary education compulsory, free and universal. This means that the marginalized communities and the vulnerable children are given equal schooling opportunities. In the Addis Ababa conference, secondary education was to be accessible to at least 30% of the children that completed primary school. As one of the African countries, Kenya offers subsidized Secondary Education not only to 30% of the learners exiting primary school but all who join public secondary schools.

Government expenditure on education has continued to grow due to the great demand for education. Change of educational policies has also led to the increase in government expenditure on education since the policies are expensive to implement. Upon realization of the fact that education is a basic human right, and a tool for social and economic growth, individuals and society have greatly invested in it. Trends in education also keep changing prompting the government to review education policies to suit the labor market demands.

Higher education is also financed by the Kenyan government whereby local investors are given annual grants for capital development and recurrent expenditures. Overseas university education is supported by the government through limited scholarships. However, students in both local and overseas universities also finance their education. The local students finance their education through a
university students’ loan scheme introduced in the 1974/75 academic year. The students benefitting from this scheme are given money in form of a loan which they repay after completion of their studies. The Kenyan students studying in overseas universities meet all the other expenses like accommodation, meals, stationery and transportation.

Towards attainment of educational goals and objectives, the government of Kenya is investing heavily in the education of its citizens at all levels. Parents are also incorporated in financing education for their children so that the education costs are shared. This study is based on accessing the extent to which educational resources are accessed in public day secondary schools in Kuria West Sub- County, Kenya despite the huge private and public investment in education.

The secondary level of education is of great value since it ensures transition from the primary level upon which the government and private investors have greatly invested. Further, it is a gateway to future training and education thus linking its graduates to the labor market. It is at this point that students choose the subjects that will guide them in their future careers therefore, a critical level in their career choices. This level equips learners with skills that will enable them to ‘survive’ even without further training due to inclusion of technical subjects in the curriculum. One of the aims of the 8-4-4 system of education was to make its graduates self-reliant.

At any rate, not all learners exiting the primary level of education proceed to secondary school. A UNESCO, (2006) report indicates that in most African countries, half of the children enrolled at the end of primary do not proceed to secondary. It is evident then that most of the learners completing the primary cycle do not join secondary school given that the secondary schools are too few to
accommodate all who leave primary. Another factor hampering transition from primary to secondary is the HIV/AIDS pandemic which leaves children orphaned so they cannot rise above their poverty to attend school. Cross cutting issues like child labor, negative cultural practices, drug and substance abuse are also barriers to effective participation to secondary education. For the day schools, most students have to walk long distances daily to and from school and this hinders full participation in schooling at secondary level.

Educational resources refer to the physical, financial, human and instructional materials used in education to facilitate the teaching-learning process (Olembo & Ross, 1992). Physical resources refer to the infrastructure of a school; all the buildings involving the administration block, classrooms, sanitary units, the laboratories, libraries and even the playground. Human resources on the other hand are the people that staff and operate the organization (Tracey, 1987). Instructional materials are the things used by teachers to implement the curriculum like textbooks, charts, teacher- made learning aids, exercise books and even chalks. Financial resources refer to the finances available for use in carrying out school activities.

Njeru and Orodho, (2003) observe that a combination of all these resources will lead to an efficient school system that will translate to achievement of the school goals and objectives of disseminating knowledge and skills (MoE, 2007-2010). However, as Mbaabu, (1983) observes, these resources are very scarce and lack of them impedes proper management of schools. In line with the provision of FDSE in Kenya, these resources are overstretched due to increased enrolments as observed by Robert Masese (Director of education in charge of secondary) in the Standard, Tuesday 10th June 2014:4 col.3.
He asserted;

...Due to FDSE, the transition rates from primary to secondary have increased from 59.6 per cent in 2007 to 77 per cent in 2014. This represents a 17.4 per cent increase within 7 years.

An increased transition means that more learners are attaining more places in secondary school further constraining the scarcely available resources. This calls for additional resources to match the rising enrolments for quality in education to be maintained. The already existing resources should be repaired and maintained to create conducive learning environments and more of what is lacking be paced up to the number of the learners.

The table below gives a summary of secondary enrolment in Kenya for the years 2003-2012.

**Table 1.1: Enrolment in Secondary School in Kenya (2003-2012)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>851,836</td>
</tr>
<tr>
<td>2004</td>
<td>841,608</td>
</tr>
<tr>
<td>2005</td>
<td>845,544</td>
</tr>
<tr>
<td>2006</td>
<td>903,046</td>
</tr>
<tr>
<td>2007</td>
<td>1,180,267</td>
</tr>
<tr>
<td>2008</td>
<td>1,211,114</td>
</tr>
<tr>
<td>2009</td>
<td>1,473,921</td>
</tr>
<tr>
<td>2010</td>
<td>1,616,069</td>
</tr>
<tr>
<td>2011</td>
<td>1,783,191</td>
</tr>
<tr>
<td>2012</td>
<td>1,902,489</td>
</tr>
</tbody>
</table>

Source: MoE (2009)

The above table indicates an increase in secondary enrolment in Kenya between 2007 and 2012. Between the years 2003 and 2007 the government had not introduced subsidized secondary education though Free Primary Education was
already in place. In 2008, the Kenyan government introduced subsidized secondary education to enhance transition from primary to secondary tier of education. The enrolment increased from 851,836 in 2003 to 1,180,267 in 2007 which accounts for a 38.6 per cent increase. This can be attributed to the inception of FPE in 2003 where parents sent more learners to secondary after the government eased their burden of fee payment from the primary sub-sector. Between the years 2008-2012, the enrolment increased by 691,375 from 1,211,114 to 1,902,489 in 2012 representing a 36.3 per cent which can also be attributed to FDSE that has seen transition rates from primary to secondary increase to 77 per cent. While FDSE has led to increased enrolment in Kenya, this study will seek to establish whether the same is true for Kuria West Sub-County and if so to establish if the increased enrolments have an influence on access to educational resources.

1.2 Statement of the Problem

One of the current issues in educational management is the quality of education attained despite the huge government investment in the education sector (Uwezo, 2010). Introduction of FPE in 2003 raised enrolment in primary schools which in turn led to an increase in enrolment in secondary schools. The number of learners in secondary school went up from 841,608 in 2004 to 1,211,114 in 2008 representing an 18 per cent increase. This increase in enrolment implies that the already existing resources may be constrained. Quality education should assist learners by reaching to all of them and giving them opportunities to participate in learning through organization of learning experiences. This can only be possible when the human, physical and instructional materials are adequate. In reference to education quality, one examines the teacher- pupil ratio, the pupil – textbook ratio, the pupil- latrine ratio, the class size and classroom space even the teaching load of the teachers. In
light of the increased number of learners in schools, the researcher sought to find out if subsidized secondary education influences access to educational resources in Kuria West Sub-county, Migori County.

1.3 Purpose of the Study
The purpose of this study was to establish the influence of subsidized secondary education on access to educational resources in Kuria West Sub-County with a view of enhancing access to these resources.

1.4 Objectives of the Study
To fulfill the intended purpose, this study was guided by the following objectives:

i. To find out the effect of FDSE funds on quality of human resource;

ii. To establish the effects of FDSE funds on adequacy of human resource;

iii. To investigate the effect of FDSE funds on quality of physical resources;

iv. To check whether FDSE has any effect on the adequacy of physical resources;

v. To find out strategies adopted by stakeholders to address quality of resources.

1.5 Research Questions
The following research questions guided this study:

i. To what extent do FDSE funds influence the quality of human resource?

ii. How does FDSE fund affect the adequacy of human resource?

iii. What are the effects of FDSE funds on quality of physical resources?

iv. Does FDSE have any effect on the adequacy of physical resources?

v. What strategies have been put in place by stakeholders to address quality of resources?
1.6 Significance of the Study

The findings of this study may be useful in the following ways:

i. The findings of this study may provide information to education stakeholders that could be useful in ensuring success of FDSE;

ii. They could also help the government, through the MoE to evaluate and strengthen access to education;

iii. The information obtained could help parents to determine the necessary contributions they ought to make towards FDSE and also to be aware of their role in FDSE and the government role.

1.7 Assumptions of the Study

This study assumed that:

i. All public secondary schools in Kuria West Sub-County receive equitable funding from FDSE programme.

ii. The participants involved in the study gave truthful information.

iii. Respondents participated freely without fear and/or bias.

1.8 Limitations of the Study

This study was characterized by the limitations below:

i. The findings from the sample will be generalized for the entire Kuria West Sub County.

ii. The responses obtained from the respondents were genuine and as objective as possible.
1.9 Delimitations of the Study

This study was based on the following delimitations:

i. It delimited itself to public day secondary schools since they benefit fully from the FDSE programme.

ii. Only the 4 schools that were sampled formed this study’s sample.

1.10 Theoretical Framework

This study was guided by the theory of production. Woodhall, (1972) points out that any discussion on educational process in economics must commence with production process. This is a process of converting raw materials into products that satisfy a need or products with utility. Production process in any firm is based on the production function, which describes the physical relations between the firm’s input of resources and its output (products). Production function is also a theoretical construct which gives mathematical expression to the production relationship that defines the maximum output to be produced from different combinations of given sets of inputs. As Blaug, (1969) points out that in the production process, a firm is the basic unit of economic production which utilizes a variety of inputs (a, b, c, d) to produce an output (X).

Since education service has grown steadily and now is viewed as an industry that uses a variety of inputs to produce outputs, schools can be seen as producers of education services and that leads naturally to the notion of the education production function. Pritchett and Filmer, (1999) note that the appropriate modification needed in the education context is for schools to be treated as organizations that should try to maximize output. In mainstream economic analysis, education is seen as a production process in which inputs (e.g. students, teachers, and textbooks) are
combined to yield desired outputs (e.g. student learning and performance) within the education sector under the prevailing educational technology (encompassing pedagogy, curriculum, and school organization).

As Johnson, (1960) points out, this conceptualization of education sector permits application of production function concept to the study of schooling. Applied in the education set-up, the production function is referred to as Education Production Function (EPF). Capitalizing on the analogy of a profit-maximizing firm, EPF methodology conceives of schools as enterprises in which “raw materials” (learners) and other inputs (teachers, books, libraries, laboratories, etc.) are combined through a given process or technology to produce certain outputs (learning and performance). Schools, therefore, have a normal purpose to take human raw materials (learners) and convert them into something more valuable (employable adults).

Education production function perceives schools as enterprises in which students (raw materials) and other inputs (teachers, books etc) are combined through a given process or technology to produce certain outputs (learning and performance).
1.11 Conceptual Framework

**Figure 1.1: Conceptual Framework**

**Source:** Researcher, 2015

The researcher conceptualized that access to education can be enhanced through FDSE funds. However, the enhanced access to education can only lead to an increased number of the output if the human, physical, instructional and financial resources are adequate.

Physical resources refer to the buildings and the general infrastructure of a school. According to Okumbe (1998), the importance of the appearance of the school plant and school compound offer an inspiration and motivation to members of the school.
community and stakeholders. Presence of laboratories for instance will give learners an opportunity to carry out their practical lessons to arrive at solutions on the experiments performed for a better understanding of the concept under study. This is true for all the other physical facilities like the dining hall, library, toilets and even the playground. Adequacy and proper use of physical resources leads to increased productivity.

Human resources are the people directly involved in carrying out activities related to teaching and learning. Mbiti, (1992) observes that the most critical element in the education process is the people charged with the task of effecting desirable change in the development of the child and the youth. The leadership styles of the Principal will determine how effectively they will carry out these tasks. The non-teaching staff like the watchmen provide support in areas outside the classroom to create a conducive environment for the teaching-learning process. Availability of these resources enhances learning thus increased productivity.

Instructional materials on the other hand include textbooks, exercise books, laboratory equipment and chemicals and even chalk. Students’ access to these materials affects how much they learn. As Mbiti, (2007) notes, teachers cannot teach effectively without support materials no matter how qualified they are. He emphasizes that availability and proper use of instructional materials enhance the quality of education. Therefore, students’ access to these materials is an important factor on how much they learn. Financial resources refer to the funds available for use in running school activities and programmes. These include the government funds of Ksh. 10,265 per student per year and all other finances from other sources like bursaries, fees paid by parents and money obtained from income-generating
activities within the school. The way the finances of a school are managed and their availability determines whether or not the school will achieve its objectives.

On the contrary, unavailability and an inadequate use of the physical, human, financial and instructional materials leads to reduced productivity. It is for this reason that all stakeholders in education should ensure that with subsidized secondary education leading to increased enrolment the relevant resources for teaching and learning should be adequately supplied for the aims and objectives of education to be realized.
1.12 Operational Definition of Terms

In this section, operational definitions of terms are presented as used within the study context.

**Access**: Refers to enrolment in secondary school. It is also the availability of required items.

**Cost-sharing**: Refers to involving parents and other private investors in education to meet part of the cost in providing education as the government pays tuition fee.

**Educational resources**: Refers to the human, financial and physical items used in teaching and learning.

**Free secondary education**: Refers to secondary education funded through taxation or charitable organizations rather than tuition fees. In Kenya, it caters for tuition, repair and maintenance, local transport, administration costs, electricity, water and conservancy, activity fees and personal emoluments.

**Human capital**: Refers to stock of competencies, knowledge, social and personality attributes including creativity, embodied in the ability to perform labour so as to produce economic value.

**Human resources**: Refers to the people organizing and imparting knowledge in a school.

**Instructional materials**: Refers to the items prepared and designed to aid teaching and learning for example textbooks, laboratory equipment and chemicals, exercise books and chalks.

**Physical facilities**: Refers to all infrastructure including classrooms, laboratories, toilets, intended to facilitate learning.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter reviews literature related to how subsidized secondary education influences access to educational resources. It discusses on the basis of effect of FDSE on quality of human resources, effect of FDSE on adequacy of human resources the effect of FDSE on quality and adequacy of physical resources and the strategies adopted by stakeholders to address quality and adequacy of resources.

2.2 Effects of FDSE on Quality of Human Resource
When the human resource of a school is well endowed with the necessary knowledge, skills and attitudes access to education is achieved thus high transition and completion rates. Distribution of educational opportunities play a vital role in developing human prospects. The educational opportunities ought to be equally distributed since they are linked to one’s income, health and life chances in general. The quality of human resource in the teaching- learning process can be measured through the teachers’ qualifications since they are charged with the responsibility of implementing the curriculum (Onyango, 2011). Among the studies reviewed to establish the effects of FDSE funds on quality of human resource is a study by Onyango, (2011) which showed that human resources are the most important resource in a school. Teachers are the most important staff since they impart knowledge and skills. However, other members like the secretary, bursar, messengers, grounds men are also important since they facilitate the teaching-learning process. This finding is in agreement with that of Odhiambo, (2005) who asserts that the most important purpose of a school is to provide equal and enhanced
learning opportunities to all learners and the most important resource in achieving this are the teachers. In his study, Onyango, (2011) found that teachers can be effective in carrying out their roles if they are well-managed and motivated; a responsibility of the Principal who is supposed to delegate responsibilities and help in conflict management. In the same study by Onyango, (2011) it was realized that for both teachers and head teachers to carry out their roles effectively, there was need for regular in- servicing to keep them up-to-date with the emerging trends in the running of schools. He therefore, called upon the government to ensure that teachers maintain high professional qualifications to enable them to carry out their duties more effectively.

This study by Onyango, (2011) pointed out, for instance, that on matters of student discipline the Principals are supposed to take the lead by helping the learners and staff to develop individual personalities suitable for schools smooth running. This can be done through departments like guidance and counselling so that the school involves students to make reasonable and independent choices. This can only be productive if the Principals and the teachers in charge of such departments are properly trained on how to carry out the tasks required of them.

Onyango’s, (2011) study identified that with introduction of FDSE enrolment has increased leading to a high workload for the Principals and the teachers yet they have not been trained on how to cope with the rising numbers. The current study sought to establish how the increased enrolment affects the quality of the output in the education system, in this case the learner which is line with meeting the objective of establishing the effect of FDSE on quality of human resource. This study revealed that with introduction of FDSE human resources in schools are
highly overworked hence may not perform to the expected standards. This creates a variance in the way learners access the human resource in their school leading to disparities in education.

2.3 Effects of FDSE on Adequacy of Human Resource

Human resource can be said to be adequate given the sufficient number that is required to perform the task at hand. A study by Chabari, (2010) on the challenges facing effective implementation of FSE in public schools in Kang’undo district, Kenya, sought to determine the challenges facing effective implementation of FSE in relation to students’ enrolment and teachers’ workload in schools in Kang’undo district. It found that teachers’ workload was high due to overcrowded classrooms that forced teachers to work for extra hours, re-arrange the classes so as to attend to all learners or work with what was available. This means that classroom space was not ample enough for proper attention to be accorded to all learners. To cope with over-enrolment, teachers were supposed to work for extra hours or teach combined classes. The number of teachers was found to be insufficient with teachers teaching an average of 32 lessons a week compared to the 27 recommended by the MoE. The pupil- teacher ratio was found to be 55:1 while the MoE recommends that of 40:1.

Further, this study by Chabari, (2010) found out that head teachers faced the challenges of monitoring curriculum implementation by the teachers due to over enrolment. According to Wanga and Karangu, (1992) the head teachers are supposed to ensure proper curriculum implementation through planning and adoption, classroom management, arrangement of instructional programs and all activities in and out of school. A heavy workload on the teacher means an improper curriculum implementation. This finding was similar to that of Gatheru, (2008) whose study on
challenges related to implementation of FPE in Narok District found that due to the rising number of pupils enrolled in schools, teachers are sometimes overwhelmed to give individualized attention to all learners. Failure to mark all assignments given, for instance, led to poor performance. This study recommended that the government employs more teachers to cope with the rising enrolments. It also called upon the stakeholders in education to support the government to provide secondary education through payment of fees towards employment of more teachers who are trained but not yet employed by the TSC.

The gap identified in the reviewed study was that lack of enough teachers leads to lack of individualized attention to learners. This forces parents to enrol their children for private tuitions which according to Bray, (2007) are very expensive in terms of time and money. Further, the same learners who attend the private tuition programme proceed without a break from the normal school routine. The current study sought to find out the influence an inadequate number of teachers has on the students after they lack individualized attention and resort to private tuitions and therefore, establish the effect of FDSE on adequacy of human resource.

2.4 Effect of FDSE on Quality and Adequacy of Physical Resources

A study by Mwende, (2014) on School Based Factors Influencing Quality of Education in Public Secondary Schools whose objectives were to determine how physical facilities affect the quality of education in public secondary schools and to determine the extent to which class size affects the quality of education in public secondary schools found that FDSE led to over-enrolment which made the resources available in schools to be constrained. This study noted that according to Likoko, Mutsotso, and Nasongo, (2013), learning experiences are fruitful when there is
adequate, quality and quantity physical resources and that overcrowded classrooms, unattractive school buildings and lack of playground can contribute to poor performance. To further emphasize the importance of physical facilities, Cameron (1970) as quoted by Likoko et al., (2013) underscores the importance of developing adequate and appropriate physical facilities for attainment of quality education. The reviewed study by Mwende, (2014) revealed that schools that lacked enough classrooms conducted lessons under trees and during bad weather lessons were postponed or were never taught at all. This was found to be a major setback to syllabus coverage thus poor performance in examinations.

Contrary to such schools that lack physical facilities, a study carried out by Ayoo, (2002) in Kisumu Municipality noted that the schools that did well in national examinations had adequate learning facilities. This study recommended that the Ministry of Education come up with an operational mechanism to be followed by schools regarding school structures and buildings. The current study recommends ways through which more funds can be raised to ensure the operational mechanism regarding school structures by the government is achieved. If this is achieved then, the negative effects of FDSE on quality and adequacy of physical resources can be avoided for quality in education to be attained.

2.5 Strategies Adopted by Stakeholders to Address Quality and Adequacy of Resources

Among the key stakeholders in the education system is the school principal who is charged with the responsibility of ensuring that school facilities are available and in good shape. These facilities include the school offices, laboratories, classrooms, sanitary units, staff houses and even the school playgrounds (Bell & Rhodes, 1996).
To maintain the physical facilities of a school, the Principals find sources of alternative funding to complement the government subsidy (Verspoor, 2008). This can be done through well-structured Public-Private Partnerships (PPS) that can help diversify the financing sources.

Olembo and Cameron, (1986) observe that school principals face increasing administrative difficulties like inadequate and poorly constructed buildings, lack of furniture, lack of maintenance and repair and even lack of space for further expansion of schools. This means that the task of administration for the principals becomes highly taxing both to them and the entire education system.

In finding out the strategies adopted by stakeholders to cope with these challenges, this study reviewed a study by Onyango, (2011) whose aim was to find out the challenges faced by Principals in implementing FSE and the strategies put in place to cope with it. One of the strategies he identified was that of school principals working hand in hand with the school BoMs and PTAs to ensure good school-community relationship. The reviewed study noted that the school principal should get the committee to closely know the school, share in its expectations and needs. If the principals work with the PTA closely, the PTA will inform parents about school activities. This will mean that parents will feel involved in school matters and when called upon to develop the school, they will willingly do it. Further, an enhanced school community relationship will translate to proper maintenance of school property since the school’s immediate community is responsible for maintaining its infrastructure. If, for instance, the school hires out the school bus to the community for a function, the money can be used for some maintenance and repair activities in the school.
Another strategy identified by Onyango’s, (2011) study is that the Principals should always co-operate with teacher agencies of organizations in the community that renders important services to the students while in schools. If a good working relationship is maintained, the community can be actively involved in school activities leading to a mutual relationship between school and community thus coping with unavailability of resources. If the school lacks water and there is a river in the village, with a good working relationship, the students can be allowed to draw from the river.

The reviewed study therefore recommended that the government, as one of the stakeholders in education should not only facilitate learners to be in school by paying their tuition fees but also ensure there is adequate space and equipment. The government, according to this study should set aside more funds for construction of more physical facilities to match the enrolments.

The gap identified by Onyango, (2011) was that with FSE, some parents feel that provision of education is solely the responsibility of the state. The current study suggests ways through which the school principals can maintain a good working relationship with the community so that they are actively involved in school activities to boost school finances for purchase and improvement of school physical facilities.

2.6 Summary

Education is an expensive service upon which the government and individuals spend huge sums of money. It is also one of the most important government resources thus the need to invest in it for development. It involves the use of human, physical and
financial resources to attain yet these resources are very scarce. The Kenya government has relieved parents from direct financial responsibility through payment of tuition fees at secondary level of education. This is through the FDSE programme but as Olembo and Ross (1992) note, education is a non-material good which cannot be free because to provide it, money is required to train the personnel, employ professionals, acquire the physical facilities among others. Most schools, as revealed by the reviewed literature exhibit limited infrastructure, lack of enough qualified teaching and non-teaching personnel and sufficient instructional materials.

The Kenya government has therefore undertaken to invest in the education of its citizens by making secondary education accessible to all due to its multiplier effect since it benefits the society and the individual. This program is aimed at reducing inequality in education towards the attainment of EFA and MDG goals. Most studies reviewed in this chapter reveal that FDSE has led to increased enrolment at secondary school level which has in turn led to an overstretch in the use of resources. This study sought to assess the influence of FDSE on access to educational resources and how this influences success of the FDSE programme.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the research design, locale of the study, target population, sample size and sampling techniques, data collection instruments, pilot study, validity and reliability of the instruments, data collection procedure, data analysis and the logical and ethical considerations are discussed.

3.2 Research Design

The study adopted the descriptive survey design to achieve the set objectives. Descriptive survey design is concerned with describing, recording, analyzing and interpreting relationships or conditions as they exist without manipulating the variables (Kothari, 2003). This study considered this a suitable design due to its ability to enable rapid data collection from a representative sample population as observed by (Cohen & Manion (1980). In a study on how subsidized secondary education influences access to educational resources, this design was the most ideal since Bell, (2005), observes that it obtains information through asking questions of the selected population by the use of well-structured and piloted questionnaires. In the context of this study this design was the most appropriate since it described the state of educational resources as they are and how well they are accessed.

3.3 Locale of the Study

The study was conducted in Kuria West Sub-County of Migori County, Kenya. The district was selected because of its poor socio-economic status and low number of professionals compared to other districts of Migori County (Mohochi, 2006). The fluctuating enrolments (Sub-County Education Office, 2012) which sometimes
decline motivated the researcher to undertake the study so as to establish whether access to educational resources has enhanced access to secondary education with the introduction of FDSE. Kuria West Sub-County is one of the districts of Migori County whose indigenous habitants are the Kuria. It boarders Tanzania to the South, Kuria East Sub-County to the North and Migori Sub-County to the North-East (Mohochi, 2006).

According to the 2009 population census, it has a population of 256,086 inhabitants for an area of 581km². The climate is warmer since it is on an altitude of 0, latitude of 0.2186⁰ and longitude of 173.4420⁰. This favors cattle rearing and tobacco farming as the major economic activities which are carried out in small scale. The district has five administrative divisions: Mabera, Isibania, Ikerege, Masaba and Kehancha with its headquarters at Kehancha.

3.4 Study Population

This study targeted 20 school principals since they are the school managers and are thought to have a wide experience and knowledge on the use of FDSE funds in the school. It also targeted 1403 students since they are the direct beneficiaries of the FDSE funds. Their contribution to this study was thus considered of great importance.

3.5 Sample Size

To determine the number of schools to be sampled, a representation index of not less than 20 per cent was used. Orodho, (2010) observed that in a descriptive survey at least 20 per cent of the population may be required for consideration of the study for small populations. This observation is in agreement with Gay, (1992) who observes
that a sample size of at least 20 per cent is ideal for small populations and 10 per cent for large populations. The study therefore sampled 10 schools out of the 20 public secondary schools which represents 50 per cent of the school population. The 10 principals heading the sampled schools formed the study forming a 50 per cent representation. A total of 12 students from each sampled school participated in the study. This yielded a total of 120 students from the 10 selected schools. The total number of respondents for the study was 130.

### 3.6 Sampling Techniques

Kuria West Sub-County is stratified to 4 educational zones: Kehancha, Mabera, Isibania and Masaba. Proportionate sampling was used to ensure fair representation of the study population. This ensured a proportionate and adequate distribution of schools among the 4 educational zones. This guaranteed that all the zones were involved in the study thus considering all the socio-economic dynamics of the Sub-County.

After determining the number of schools to form the study from each of the educational zones, simple random sampling by use of random tables was used to select the schools from each zone. The schools corresponding to the numbers picked were included in the sample. Simple random sampling technique ensured that all schools from the selected educational zone had a chance to participate. Purposive sampling was then used to select the principals of the selected schools. This would ensure that all the principals from the sampled schools formed the study.
Table 3.1: Sample Size

<table>
<thead>
<tr>
<th>Population (N)</th>
<th>Sample (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Principals</td>
<td>14</td>
</tr>
<tr>
<td>Students</td>
<td>751</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>765</strong></td>
</tr>
</tbody>
</table>


The table above shows that of the 20 Principals in the public schools of Kuria West Sub-County, 14 are male while 6 are female. From the 10 sampled head teachers, 4 are female while the other 6 are male. As for the case of students, 751 are boys while 652 are girls. To obtain the sample from the student population each gender has been considered depending on the number in the population. This has yielded 72 boys and 68 girls participating in the study.

3.7 Data Collection Instruments

Data collection for this study was done by the use of questionnaires. This is because questionnaires elicit information on the appropriate area to which respondents respond objectively (Kerlinger, 1973). The questionnaires assure anonymity and confidentiality and therefore, assessing how much access learners have to educational resources due to FDSE, this instrument was considered the most appropriate.

3.7.1 Principals Questionnaire

The Principals questionnaire was divided to five sections. The first section of the Principals questionnaire contains questions on demographic characteristics like gender, age, length of service as Principals and the level of education. The second
section elicited information on the adequacy of human resources, the third section on availability of instructional materials. The fourth section of this questionnaire sought to find out the availability and adequacy of physical facilities while the fifth sought to find out the strategies that stakeholders have adopted to address adequacy of resources.

3.7.2 Students Questionnaire

This questionnaire sought demographic information in section 1. The demographic information sought included age, form and gender of the respondents. This information was important to the study since it assured the researcher that the respondents were of the right age for benefits of government grants. Information of the respondents gender ensured equal distribution of chances along gender orientations. Section II targeted school-related characteristics like if they have teachers in all subjects, general student population, physical and instructional facilities in school.

3.8 Pilot Study

Orodho, (2009) notes that piloting is done to establish the suitability of research instruments to be used for the study. The questionnaires were piloted in one school not forming part of this study. The reason for piloting was to identify any problems in the use of the questionnaires so that they could be remedied before the actual study. Piloting assists the researcher to check the amount of time taken in filling the questionnaire, clarity of questions and the difficulties of data analysis (Bell, 2005).
3.9 Validity

An instrument is considered valid when the selected content is relevant to the gap identified. The instruments for this study were discussed with the supervisors before the actual study and the feedback was used to help in their modification.

3.10 Reliability

Reliability was determined through the Test re-test method where the already developed questionnaires were administered to subjects similar to those taking part in the study but not the actual respondents. A reliable instrument is one that can measure a variable accurately to obtain the same result over a period of time with repeated trials. Through the Test re-test method, the researcher can identify errors in the instrument for correction before the actual study. This set of scores is correlated using Spearman’s correlation coefficient to determine the validity of the questionnaires. The formula for calculating Spearman’s correlation coefficient is:

\[ r_s = \frac{6 \sum d_i^2}{n(n^2-1)} \]

Where \( r_s \) = Spearman’s coefficient of correlation
\( d_i \) = difference between ranks of pairs of the two variables
\( n \) = the number of pairs of observation.

A correlation coefficient of 0.75 was achieved which was higher than the recommended correlation coefficient of 0.7 and therefore the tool were reliable (George & Mallery, 2003).

3.11 Data Collection Techniques

After obtaining permission from the relevant authority to conduct research, the researcher visited the sampled schools to book an appointment with the head teachers and familiarize with them. On the agreed dates and time, she administered
the questionnaires to the head teachers, and the students. Upon completion of the questionnaires by each of these respondents, the researcher collected them and packaged them safely to await analysis.

3.12 Data Analysis and Presentation

The quantitative approach was used for data analysis. Data obtained from the questionnaires were coded and entered into the computer for computation of the descriptive statistics. The study used the Statistical Package for Social Sciences (SPSS Version 21.0) to run descriptive analyses to produce percentages and frequency distributions. The data were also summarized by use of tables.

3.13 Logical and Ethical Considerations

In observing the Pre –field logistics the researcher obtained the research permit from the National Commission for Science Technology and Innovation (NACOSTI) on time, drew and observed the work plan and research budget, produced and packaged the research instruments ensuring that their layout is in order before setting out for data collection. As for the Field logistics, the researcher ensured that the questionnaires were administered appropriately and any deficiencies that were detected during piloting were corrected so that they test what they were intended to test. While observing the Post field logistics the researcher saw to it that all questionnaires administered were collected, edited and properly packaged for coding and analysis. As an ethical consideration, the researcher sought voluntary participation of the respondents. For the case of students, she sought consent from the head teachers and she advised them not to write their names anywhere on the questionnaire to assure anonymity and confidentiality. The study subjects was also not mentioned anywhere in the study by the researcher.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The chapter contains the findings of the study based on the specific objectives. It also provides the interpretation and discussion of the findings. The study sought to find out the influence of subsidized secondary education on access to educational resources in public day secondary schools: Kuria West Sub-County, Migori County, Kenya.

4.2 Respondents

The study targeted 120 students and 20 principals out of which 100 students and 10 principals responded to and returned their questionnaires duly filled in contributing to the response rates of 83.3 per cent for the students and 100 per cent for principals. These response rates were sufficient and representative and conforms to (Mugenda & Mugenda, 2008) stipulation that a response rate of 50 per cent is adequate; 60 per cent is good and 70 per cent and over is excellent for analysis and statistical reporting. This commendable response rate was due to extra efforts that were made via personal calls and courtesy visits to remind the respondents to fill in and return the questionnaires.

4.2.1 Principals and Students Gender

The study sought to find out the gender of the respondents. Gender refers to the state of a respondent being male or female. The respondents gender helped the researcher to determine whether there was gender disparity among the public day secondary school principals and students in Kuria West Sub-County. The findings are as shown in Table 4.1;
Table 4.1: Principals, Students Gender

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Per cent (%)</td>
<td>F</td>
<td>Per cent (%)</td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>60</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>40</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Principal and Student Questionnaires  N=110

From the study findings in Table 4.1 above, 60 per cent of the principals, and 51 per cent of students were male while 40 per cent of principals and 49 per cent of students were female. This shows that there was gender balance in the selection of students to participate in the study, therefore, giving it a balanced gender perspective.

4.2.2 Principals Age Bracket

The study sought to find out the age of the principals. The principals age indicates the respondent’s number of years and helped the researcher to determine the age level of the public day secondary school principals. Age of the principals was necessary in determining how effectively they would carry out their managerial roles in relation to human and physical resources. The principals were asked to state their age bracket. The findings are as shown in Table 4.2.

Table 4.2: Principals Age Bracket

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>Per cent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-35 years</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>36-45 years</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Over 45 years</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Principal Questionnaires  N=10
According to the study findings in Table 4.2 above, 50 per cent of the head teachers indicated that they were between 36-45 years old, 30 per cent were over 45 years while 20 per cent were between 25-35 years old. This shows that the principals had enough experience in teaching and school management thus as school managers they would manage and motivate the human resource available to ensure equal opportunities to all learners.

### 4.2.3 Principals Highest Level of Education

The study sought information on the highest level of education attained by principals. The highest level of education indicates the highest academic qualification attained and helped the researcher to determine the principals competence in dealing with the physical and human resource management by public day secondary schools. This information was important in finding out the appropriateness of the principals in answering the questions. The findings from the study are shown in table 4.3.

<table>
<thead>
<tr>
<th>Principal's Highest Level of Education</th>
<th>F</th>
<th>Per cent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source: Principal Questionnaires N=10**

From the study findings in Table 4.3, 40 per cent of the principals were diploma holders, 30 per cent were degree holders while 30 per cent had masters degree. This means that principals were well-trained in their teaching career and therefore,
capable of fulfilling their teaching and management roles. As managers they would ensure proper use and maintenance of the physical and human resources available.

4.2.4 Principals Duration of Working in their Stations

The study sought information on the length of stay of principals in their current stations. The respondents duration of working indicates the number of years that the respondents had worked as principals in their current work stations and this helped the researcher to determine their level of experience in human and physical resource management. The principals were asked to state the duration that they had worked in the station. The findings are as shown in Table 4.4;

**Table 4.4: Principals Duration of Working in Their Stations**

<table>
<thead>
<tr>
<th>Duration</th>
<th>F</th>
<th>Per cent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>6-10 years</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Principal Questionnaires N=10*

According to the study findings in Table 4.4, 60 per cent of the principals indicated that they had worked for 6-10 years, 30 per cent of principals had worked for over 10 years while 10 per cent of them had worked for 1-5 years. This shows that the principals were experienced as they had worked for 6-10 years and therefore were well-endowed with knowledge, experience and skills to carry out their roles. They would therefore delegate duties to the available human resource for attainment of school goals.
4.3 To Establish the Effect of FDSE funds on Quality of Human Resource

The first objective of the study was to establish the effect of FDSE funds on quality of human resource. The study sought to achieve this objective since human resources are the most important resource in a school. Teachers are charged with the responsibility of implementing the curriculum. The qualifications of the human resources in a school determine how effectively they would carry out their roles.

The study sought to find out whether adequacy of FDSE affects quality of human resource. Adequacy of FDSE funds refers to the ability of the FDSE funds to meet the financial requirements towards meeting the staffing needs arising from the increased enrolment resulting from the FDSE programme implementation. Understanding the adequacy of FDSE funds was useful in determining the public secondary schools ability in acquiring the right quality of human resources. The findings are presented in table 4.5.

<table>
<thead>
<tr>
<th>Effects of adequacy of FDSE funds</th>
<th>Principals</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Per cent (%)</td>
</tr>
<tr>
<td>Very great extent</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Great extent</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Little extent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Principal and Student Questionnaires N=110

According to the findings, 50% of the principals indicated that adequacy of FDSE funds affects quality of human resource to a very great extent, 30% to a great extent while 20% of the principals indicated that adequacy of FDSE funds affects quality of
human resource moderately. On the other hand, 46% of the students indicated that adequacy of FDSE funds affects quality of human resource to a very great extent, 24% to a great extent 23% to a moderate extent and 7% to a little extent.

From these findings, it is evident that the adequacy of FDSE funds affected quality of human resource in public day secondary schools: Kuria West Sub-County, Migori County, Kenya. The findings are similar to Chabari (2010) who indicated that FDSE funds negatively affected quality of human resource in public day secondary schools. By use of a five point Likert scale where: 1 - Strongly Disagree 2 – Disagree 3 - Neutral 4- Agree and 5- Strongly Agree, the findings are as shown in table 4.6

**Table 4.6: Likert scale on effects of Adequacy of FDSE Funds on Quality of Human Resource**

<table>
<thead>
<tr>
<th>Description</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDSE programme does not provide for hiring of well-trained non-teaching staff</td>
<td>4.1200</td>
<td>1.16619</td>
</tr>
<tr>
<td>FDSE funds are inadequate which negatively affects quality of human resource</td>
<td>4.3600</td>
<td>.75719</td>
</tr>
<tr>
<td>The disbursement of FDSE is not timely which negatively affects quality of human resource</td>
<td>3.7200</td>
<td>1.33915</td>
</tr>
<tr>
<td>FDSE programme had not helped in improving teachers motivation in carrying out their roles</td>
<td>3.7200</td>
<td>1.30767</td>
</tr>
<tr>
<td>With introduction of FDSE enrolment has increased leading to a high workload for the principals</td>
<td>3.8400</td>
<td>1.21381</td>
</tr>
<tr>
<td>Teachers are yet to be retrained on how to cope with the rising numbers</td>
<td>4.1200</td>
<td>1.05357</td>
</tr>
<tr>
<td>The FDSE programme did not provide for additional capacity building of the human resource to cope with the changes in service delivery</td>
<td>3.7200</td>
<td>1.45831</td>
</tr>
</tbody>
</table>

Source: Principal and Student Questionnaires

N=110
The principals were in agreement that; FDSE funds are inadequate which negatively affects quality of human resource (Mean=4.3600), FDSE programme does not provide for hiring of well-trained non-teaching staff (Mean=4.1200), teachers are yet to be retrained on how to cope with the rising numbers (Mean=4.1200), with introduction of FDSE enrolment increased leading to a high workload for the principals (Mean=3.8400), the disbursement of FDSE funds is not timely which negatively affects quality of human resource (Mean=3.7200), FDSE programme had not helped in improving teachers motivation in carrying out their roles (Mean=3.7200), and that the FDSE programme did not provide for additional capacity building of the human resource to cope with the changes in service delivery (Mean=3.7200) respectively.

The findings imply that FDSE significantly affects the quality of human resource in public day secondary schools: Kuria West Sub-County, Migori County, Kenya. It is evident that the inadequacy of the funds from the FDSE programme compromised the quality of human resource. This is because the FDSE programme failed to provide for the hiring of human resource to cope with the resultant increased enrolment and to provide for the building of the capacity of the existing human resources to deal with the changes emerging with the inception of the FDSE programme. The increased workload for the teachers and support staff also reduced the quality of personalized teaching they are meant to offer to the students. Again, owing to delayed disbursement of FDSE funds the acquisition, sustenance and motivation of human resources were negatively affected as the funds were unreliable.
The findings are similar to Onyango (2011) who found that teachers can be effective in carrying out their roles if they are well-managed and motivated; a responsibility of the Principal who is supposed to delegate responsibilities and help in conflict management. To achieve the objective of establishing the effects of FDSE funds on quality of human resource the researcher enquired the extent to which the timeliness of disbursement of FDSE funds affects quality of human resource. The timeliness of disbursement of FDSE funds refers to the government’s promptness in releasing the FDSE funds to various public day secondary schools in Kenya per given academic term. The timeliness of disbursement of FDSE funds was useful in determining the extent to which public day secondary schools were affected by delays in disbursement of FDSE funds in acquiring the human / physical resources. Table 4.7 is a summary of the findings on timeliness of disbursement of FDSE funds and quality of human resource.

**Table 4.7: Timeliness of Disbursement of FDSE Funds and Quality of Human Resource**

| Timeliness of disbursement | Principals | | Students | |
|---------------------------|------------|--|----------|--|----------|
|                           | F | Per cent (%) | F | Per cent (%) |
| Very great extent         | 4 | 40% | 36 | 36% |
| Great extent              | 5 | 50% | 49 | 49% |
| Moderate extent           | 1 | 10% | 11 | 11% |
| Little extent             | 0 | 0   | 4  | 4%  |
| Total                     | 10| 100 | 100| 100 |

*Source: Principal and Student Questionnaires N=110*

According to the findings, 50% of the principals indicated that timeliness of disbursement of FDSE funds affects quality of human resource to a great extent, 40% to a very great extent, while 10% of the principals indicated that timeliness of disbursement of FDSE funds affects quality of human resource to a moderate extent.
On the other hand, 49% of the students indicated that timeliness of disbursement of FDSE affects quality of human resource to a great extent, 36% to a very great extent, 11% to a moderate extent and 4% to a little extent.

This illustrates that the timeliness of disbursement of FDSE funds affects quality of human resource to a great extent in public day secondary schools: Kuria West Sub-County, Migori County, Kenya. These findings are similar to Wanga and Karangu, (1992) who indicated that funds for public schools were not remitted in time and the delays caused challenges the hiring of new staff to cope with the increased students in public schools.

4.4 To Establish Effect of FDSE funds on Adequacy of Human Resource

The second objective of the study was to establish the effect of FDSE funds on adequacy of human resource. The adequacy of FDSE funds refers to the ability of the FDSE funds to meet the financial need towards meeting the staffing needs arising from the increased enrolment resulting from the FDSE programme implementation. Understanding the adequacy of FDSE funds was useful in determining the public day secondary schools capability of hiring the right number of teaching and non-teaching staff. The respondents were asked to give a brief explanation on how the number of personnel in their schools was affected by increase in enrolment and the results were as shown in the graph.
Figure 4.1: Effects of FDSE funds on adequacy of Human Resource N= 110

Source: Principal and Student Questionnaires

Based on the findings, 70% of the principals and 64% of the students indicated that the adequacy of FDSE funds affects adequacy of human resource. However, 30% of the principals and 36% of the students indicated that the adequacy of FDSE funds does not affect adequacy of human resource. This infers that the adequacy of FDSE funds significantly affects the adequacy of human resources available in public day secondary schools. The findings are similar to Gatheru (2008) who found that due to the rising number of pupils enrolled in schools, teachers are sometimes overwhelmed to give individualized attention to all learners. Failure to mark all assignments given, for instance, led to poor performance.

The study inquired on the extent to which the adequacy of FDSE funds affects adequacy of human resource. The financial resources available from the FDSE kitty help the schools in hiring additional number of teachers and non-teaching staff to cater for the increased student enrolment resulting from the FDSE programme.
implementation. Understanding the adequacy of FDSE funds was useful in determining the public day secondary schools ability in hiring adequate human resources. Table 4.8 shows the findings on adequacy of FDSE funds and human resource.

Table 4.8: Adequacy of FDSE Funds and Adequacy of Human Resource

| Adequacy of FDSE Funds | Principals | | Students | |
|------------------------|------------|-----------|-----------|
|                        | F | Per cent (%) | F | Per cent (%) |
| Very great extent      | 3 | 30%         | 33 | 33%         |
| Great extent           | 4 | 40%         | 41 | 41%         |
| Moderate extent        | 2 | 20%         | 17 | 17%         |
| Little extent          | 1 | 10%         | 9  | 9%          |
| Total                  | 10| 100%        | 100| 100%        |

Source: Principal and Student Questionnaires

According to the findings, 40% of the principals indicated that adequacy of FDSE funds affects adequacy of human resource to a very great extent, 30% to a great extent, 20% to a moderate extent and 10% to a little extent. On the other hand, 41% of the students indicated that adequacy of FDSE funds affects adequacy of human resource to a very great extent, 33% to a great extent, 17% to a moderate extent and 9% to a little extent.

The findings infer that the adequacy of FDSE funds affects adequacy of human resource to a great extent in public day secondary schools: Kuria West Sub-County, Migori County, Kenya. The findings are similar to Mwende (2014) who indicated that inadequate educational funds are to blame for the lack of adequate teachers and non-teaching staff in schools.
The study further sought to find out the extent to which adequacy of FDSE funds affects adequacy of human resource. The effect of adequacy of FDSE funds refers to the implications resulting from the FDSE funds released to each public day secondary schools per given term or year. Information on the adequacy of FDSE funds was useful in determining the public day secondary schools capability in hiring the right number of teaching and non-teaching staff. The respondents were requested to indicate their level of agreement on the following statements on effect of adequacy of FDSE funds on adequacy of human resource. The responses were rated on a five-point Likert scale where: 1 - Strongly Disagree 2 – Disagree 3 - Neutral 4- Agree and 5- Strongly Agree. The findings are as shown in table 4.9;

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools lack enough well-trained teachers to cater for increased enrollment due to FDSE programme</td>
<td>3.7200</td>
<td>1.24231</td>
</tr>
<tr>
<td>The disbursement of FDSE funds is not timely which negatively affect adequacy of human resource</td>
<td>3.2800</td>
<td>1.54164</td>
</tr>
<tr>
<td>The FDSE brought increased teacher student-ratio which reduced quality of learning</td>
<td>3.6000</td>
<td>1.22474</td>
</tr>
<tr>
<td>FDSE programme has resulted in high teachers’ workload</td>
<td>3.8000</td>
<td>1.19024</td>
</tr>
<tr>
<td>To cope with over-enrolment due to FDSE, teachers work for extra hours or teach combined classes</td>
<td>3.6400</td>
<td>1.25433</td>
</tr>
<tr>
<td>Principals are faced with challenges of monitoring curriculum implementation by the teachers due to over enrolment</td>
<td>3.2400</td>
<td>1.61452</td>
</tr>
</tbody>
</table>

Source: Principal and Student Questionnaires

N=110

The principals were in agreement that: FDSE programme has resulted in high teachers workload (Mean=3.8000), schools lack enough well trained teachers to cater for increased enrolment due to FDSE programme (Mean=3.7200), to cope with
over-enrolment due to FDSE, teachers work for extra hours or teach combined classes (Mean=3.6400), the FDSE brought increased teacher student-ratio which reduced quality of learning (Mean=3.6000), the disbursement of FDSE funds is not timely which negatively affects adequacy of human resource (Mean=3.2800), and that principals are faced with challenges of monitoring curriculum implementation by the teachers due to over enrolment (Mean=3.2400) respectively.

The findings imply that FDSE significantly affects the adequacy of human resource in public day secondary schools: Kuria West Sub-County, Migori County, Kenya. The FDSE programme negatively impacted on the adequacy of human resource; resulted to very high teacher-students ratio thus reducing quality of learning. Disbursement delays of FDSE funds makes retention of additional personnel difficult. The resultant unconducive environment due to the inception of the FDSE programme made teaching in public day secondary schools less attractive to potential teachers and non-teaching staff hence negatively influencing the adequacy of human resource in public day secondary schools: Kuria West Sub-County, Migori County, Kenya.

The findings are similar to Chabari (2010) who found that teacher workload was high due to overcrowded classrooms that forced teachers to work for extra hours, re-arrange the classes so as to attend to all learners or work with what was available. This means that classroom space was not conducive enough for proper attention to be accorded to all learners. To cope with over-enrolment, teachers were supposed to work for extra hours or teach combined classes. The number of teachers was found to be insufficient with teachers teaching an average of 32 lessons a week compared to the 27 recommended by the MoE. The pupil-teacher ratio was found to be 55:1 while the MoE recommends 40:1 (Chabari, 2010).
On the timeliness of Disbursement of FDSE Funds and Adequacy of Human Resource the study inquired on the extent to which the timeliness of disbursement of FDSE funds affects adequacy of human resource. The timeliness of disbursement of FDSE funds refers to the government’s promptness in releasing the FDSE funds to various public day secondary schools in Kenya in a given academic term. The timeliness of disbursement of FDSE funds is useful in determining the extent to which public day secondary schools were affected by delays in disbursement of FDSE funds in acquiring adequate human resources. Table 4.10 shows the extent to which timeliness of disbursement of FDSE funds affects adequacy of human resource.

Table 4.10: Timeliness of Disbursement of FDSE Funds and Adequacy of Human Resource

| Timeliness of disbursement | Principals | | Students | |
|---------------------------|------------|-----------------|-----------|
|                           | F          | Per cent (%)    | F         |
| Very great extent         | 4          | 40%             | 31        |
| Great extent              | 5          | 50%             | 43        |
| Moderate extent           | 1          | 10%             | 14        |
| Little extent             | 0          | 0               | 12        |
| Total                     | 10         | 100%            | 100       |

Source: Principal and Student Questionnaires  
N=110

According to the findings, 50% of the principals indicated that the timeliness of disbursement of FDSE funds affects adequacy of human resource to a great extent, 40% to a very great extent, while 10% of the principals indicated that the timeliness of disbursement of FDSE funds affects adequacy of human resource to a moderate extent. On the other hand, 43% of the students indicated that the timeliness of disbursement of FDSE funds affects adequacy of human resource to a great extent, 31% to a very great extent, 14% to a moderate extent and 12% to a little extent.
From the findings, it is evident that the timeliness of disbursement of FDSE funds significantly affected adequacy of human resource in public day secondary schools: Kuria West Sub-County, Migori County, Kenya. The findings are similar to Bray, (2007) who indicated that delays in disbursement of educational funds are to blame for the inadequacy in teachers and non-teaching staff in schools.

4.5 To Establish the Effects of FDSE funds on Quality of Physical Resources

The third objective of the study was to establish the effect of FDSE funds on quality of physical resources. The study sought to establish how the adequacy of FDSE funds affects quality of physical resources. The adequacy of FDSE funds refers to the ability of the FDSE funds to meet the financial requirements towards meeting the infrastructural needs arising from the increased enrolment resulting from the FDSE programme implementation. Knowledge on the adequacy of FDSE funds was useful in determining the public secondary schools ability in acquiring the right quality of physical resources. The responses obtained showed that the amount of money given to school per learner per term was not sufficient and this led to poor infrastructure. Respondents observed that the physical facilities were in poor conditions and lacked repair and maintenance. The findings are shown in figure 4.2.
According to the findings, 90% of the principals and 78% of the students indicated that the adequacy of FDSE funds affects quality of physical resources. However, 10% of the principals and 12% of the students indicated that the adequacy of FDSE funds does not affect quality of physical resources. This inferred that the adequacy of FDSE funds affected quality of physical resources available in public day secondary schools to a great extent.

On the timeliness of disbursement of FDSE funds and quality of physical resources the study enquired on the extent to which the timeliness of disbursement of FDSE funds affects quality of physical resources. The timeliness of disbursement of FDSE funds refers to the government’s promptness in releasing the FDSE funds to various public day secondary schools in Kenya in a given academic term. The timeliness of disbursement of FDSE funds is useful in determining the extent to which public day
secondary schools were affected by delays in disbursement of FDSE funds in purchasing, constructing or improving the quality of physical resources. The findings are shown in table 4.11.

Table 4.11: Timeliness of Disbursement of FDSE Funds and Quality of Physical Resources

<table>
<thead>
<tr>
<th>Timeliness of disbursement</th>
<th>Principals</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Per cent (%)</td>
</tr>
<tr>
<td>Very great extent</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Great extent</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Little extent</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Principal and Student Questionnaires  
N=110

According to the findings, 40% of the principals indicated that the timeliness of disbursement of FDSE funds affects quality of physical resources to a very great extent, 40% to a great extent, 10% to a moderate extent while another 10% indicated that it affects to a little extent. On the other hand, 38% of the students indicated that the timeliness of disbursement of FDSE funds affects quality of physical resources to a very great extent, 36% to a great extent, 15% to a moderate extent and 11% to a little extent.

The findings indicate that the timeliness of disbursement of FDSE funds affected quality of physical resources to a great extent whereby the delays experienced in the disbursement of FDSE funds made it hard for the school management to improve the quality of physical resources available in schools. The findings are similar to Likoko et al (2013) who indicated that in public schools the funds from the government are always late to be received by the beneficiaries and therefore, compromising the
quality of physical resources. The study sought to determine the extent to which adequacy of FDSE funds affects quality of physical resources by use of a five-point Likert scale where: 1 - Strongly Disagree 2 – Disagree 3 - Neutral 4- Agree and 5- Strongly Agree. The findings are as shown in table 4.12;

Table 4.12: Effect of Adequacy of FDSE Funds on Quality of Physical Resources

<table>
<thead>
<tr>
<th>Effects of FDSE Funds</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDSE funds are inadequate which negatively affect the quality of physical resources</td>
<td>3.6000</td>
<td>1.35401</td>
</tr>
<tr>
<td>The disbursement of FDSE funds is not timely and negatively affect quality of physical resources</td>
<td>4.1200</td>
<td>1.05357</td>
</tr>
<tr>
<td>FDSE does not provide for adequate, quality and quantity physical resources</td>
<td>3.7600</td>
<td>1.33167</td>
</tr>
<tr>
<td>There are overcrowded classrooms, unattractive school buildings and lack of playground</td>
<td>3.7200</td>
<td>1.30767</td>
</tr>
<tr>
<td>FDSE does not provide for developing adequate and appropriate physical facilities</td>
<td>3.8400</td>
<td>1.21381</td>
</tr>
</tbody>
</table>

Source: Principal and Student Questionnaires N=110

The principals were in agreement that: the disbursement of FDSE funds is not timely and negatively affects quality of physical resources (Mean=4.1200), FDSE does not provide for developing adequate and appropriate physical facilities (Mean=3.8400), FDSE does not provide for adequate, quality and quantity physical resources (Mean=3.7600), there are overcrowded classrooms, unattractive school buildings and lack of playground (Mean=3.7200), FDSE funds are inadequate which negatively affects the quality of physical resources (Mean=3.6000) respectively.
The findings imply that FDSE significantly affected the quality of physical resources in public day secondary schools: Kuria West Sub-County, Migori County, Kenya. The existing physical resources are being shared by increased number of students enrolled through the FDSE programme hence declining in their quality. With the delays in the disbursement of FDSE funds, it is difficult for the school management to improve the quality of physical resources via repairs and purchasing of new physical resources. The FDSE funds also being inadequate could not allow the school administration to purchase or construct high quality physical resources.

The findings are similar to Mwende, (2014) who indicated that FDSE led to over-enrolment which made the resources available in schools to be constrained. According to Likoko, Mutsotso, and Nasongo, (2013), learning experiences are fruitful when there is adequate, quality and quantity physical resources and that overcrowded classrooms, unattractive school buildings and lack of playground can contribute to poor performance.

4.6 Effects of FDSE funds on the Adequacy of Physical Resources

The fourth objective of the study was to establish whether FDSE has any effect on the adequacy of physical resources. The study sought to establish whether the adequacy of FDSE funds affects the adequacy of physical resources. The adequacy of FDSE funds refers to the ability of the FDSE funds to meet the financial requirements towards meeting the infrastructural needs arising from the increased enrolment resulting from the FDSE programme implementation. Understanding the adequacy of FDSE funds was useful in determining the public day secondary schools ability in acquiring adequate physical resources.
According to the findings, 90% of the principals and 83% of the students indicated that the adequacy of FDSE affects the adequacy of physical resources. However, 10% of the principals and 17% of the students indicated that the adequacy of FDSE funds does not affect the adequacy of physical resources. This infers that the adequacy of FDSE funds is important in determining the adequacy of physical resources in public day schools.

The findings are similar to Ayoo, (2002) in Kisumu Municipality who noted that the schools that did well in national examinations had adequate learning facilities. This study, therefore, recommended that the Ministry of Education come up with an operational mechanism to be followed by schools regarding school structures and buildings.
The study inquired on the extent to which the adequacy of FDSE funds affects the adequacy of physical resources. The adequacy of FDSE refers to the ability of the FDSE funds to meet the financial needs of public day secondary schools. The financial resources availed through the FDSE kitty helps the schools in acquiring additional physical resources to cater for the increased student enrolment resulting from the FDSE programme implementation. Understanding the adequacy of FDSE funds was useful in determining the public day secondary schools ability in acquiring additional physical resources. Table 4.13 shows the findings on adequacy of FDSE funds and the adequacy of physical resources.

Table 4.13: Adequacy of FDSE Funds and the Adequacy of Physical Resources

<table>
<thead>
<tr>
<th>Adequacy of FDSE funds</th>
<th>Principals</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Per cent (%)</td>
</tr>
<tr>
<td>Very great extent</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Great extent</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Little extent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Principal and Student Questionnaire

The findings indicate that 50% of the principals indicated that the adequacy of FDSE funds affects the adequacy of physical resources to a very great extent, 40% to a great extent, while 10% of the principals indicated that the adequacy of FDSE funds affects the adequacy of physical resources to a moderate extent. On the other hand, 40% of the students indicated that the adequacy of FDSE affects the adequacy of physical resources to a very great extent, 38% to a great extent, 18% to a moderate extent and 4% to a little extent.
This inferred that the adequacy of FDSE funds affected the adequacy of physical resources in public day secondary schools to a great extent. Owing to limited financial resources from the FDSE programme, school management can hardly acquire additional physical resources needed to cater for additional enrolled students in public day secondary schools in Kuria West Sub-County, Migori County, Kenya. The findings are similar to Bell and Rhodes, (1996) who established that school management can hardly acquire additional physical resources needed owing to lack of adequate financial resources.

The respondents were requested to indicate their level of agreement on the following statements on effect of adequacy of FDSE funds on physical resources. The responses were rated on a five-point Likert scale where: 1 - Strongly Disagree 2 – Disagree 3 - Neutral 4- Agree and 5- Strongly Agree. The findings are as shown in table 4.16;

**Table 4.14: Likert Scale on effect of Adequacy of FDSE Funds on the Adequacy of Physical Resources**

<table>
<thead>
<tr>
<th>Effects of adequacy of FDSE</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDSE funds are inadequate which negatively affect the adequacy of physical resources</td>
<td>4.160</td>
<td>1.14310</td>
</tr>
<tr>
<td>The disbursement of FDSE is not timely and therefore, negatively affects the adequacy of physical resources</td>
<td>4.040</td>
<td>1.17189</td>
</tr>
<tr>
<td>FDSE funds provided did not cater for provision of physical resources</td>
<td>3.120</td>
<td>1.64114</td>
</tr>
<tr>
<td>FDSE programme does not provide for improvement of the existing physical resources</td>
<td>3.720</td>
<td>1.45831</td>
</tr>
</tbody>
</table>

*Source: Principal and Student Questionnaire*  
*N=110*
The principals were in agreement that FDSE funds are inadequate which negatively affect the adequacy of physical resources (Mean=4.1600), the disbursement of FDSE is not timely and therefore, negatively affects the adequacy of physical resources (Mean=4.0400), FDSE programme does not provide for improvement of the existing physical resources (Mean=3.7200), FDSE funds provided did not cater for provision of physical resources (Mean=3.1200) respectively.

The findings imply that FDSE significantly affects the adequacy of physical resources in public day secondary schools Kuria West Sub-County, Migori County, Kenya. The funds availed through the FDSE were limited and therefore, could not provide adequate physical resources in public day secondary schools in terms of building or repairing of classes, school buildings, improving playground, sanitary units, and staff houses among others.

The findings are similar to Mwende, (2014) who revealed that schools that lacked enough classrooms conducted lessons under trees and during bad weather lessons were postponed or were never taught at all. This was found to be a major setback to syllabus coverage thus poor performance in examinations. The study inquired on the extent to which the timeliness of disbursement of FDSE funds affects the adequacy of physical resources. The timeliness of disbursement of FDSE funds refers to the government’s promptness in releasing the FDSE funds to various public day secondary schools in Kenya per given academic term. The timeliness of disbursement of FDSE is useful in determining the extent to which public day secondary schools were affected by delays in disbursement of FDSE funds towards acquiring adequate physical resources. Table 4.15 is a summary of findings on timeliness of disbursement of FDSE funds and the adequacy of physical resources.
Table 4.15: Timeliness of Disbursement of FDSE Funds and the Adequacy of Physical Resources

<table>
<thead>
<tr>
<th>Timeliness of disbursement</th>
<th>Principals</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>F</td>
<td>Per cent (%)</td>
</tr>
<tr>
<td>Very great extent</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Great extent</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Little extent</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Principal and Student Questionnaires

According to the findings, 40% of the principals indicated that the timeliness of disbursement of FDSE funds affects the adequacy of physical resources to a very great extent, 40% to a great extent, while 10% to a moderate extent and another 10% to a little extent. On the other hand, 42% of the students indicated that the timeliness of disbursement of FDSE affects the adequacy of physical resources to a very great extent, 36% to a very great extent, while 15% to a moderate extent and 7% to a little extent.

This illustrates that the timeliness of disbursement of FDSE funds affected the adequacy of physical resources to a great extent. Any delay in the disbursement of FDSE funds resulted in lack of adequate physical resources available in public day secondary schools in Kuria West Sub-County, Migori County, Kenya.

The findings are similar to Olembo and Cameron (1986) who observed that school principals face increasing administrative difficulties like inadequate and poorly constructed buildings, lack of furniture, lack of maintenance and repair and even lack of space for further expansion of schools. This means that the task of
administration for the principals becomes highly taxing both to them and the entire education system.

4.7 To Find out Strategies Adopted by Stakeholders to Address Quality of Resources

The fifth objective of the study was to find out strategies adopted by stakeholders to address quality of resources. The study sought to establish whether the schools had adopted strategies to address quality of resources. Strategy refers to ways that public day secondary schools use to mitigate and cope with challenges emanating from inadequate and poor quality human and physical resources resulting from implementation of FDSE. The findings were as shown in figure 4.4.

![Figure 4.4: Strategies to Address Quality of Resources](image)

**Source:** Principal and Student Questionnaire

According to the findings, 60% of the principals and 44% of the students indicated that their schools had adopted strategies to address quality of resources. However, 40% of the principals and 56% of the students indicated that their schools had adopted strategies to address quality of resources. This infers that a good number of public day schools had adopted a number of strategies to deal with poor quality of
human and physical resources as a result of implementation of FDSE programmes. The respondents were further required to rate the efficiency of the strategies used in their schools to address quality of resources. Their responses are tabulated in table 4.16;

**Table 4.16: Rating the Efficiency of the Strategies Used to Address Quality of Resources**

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Per cent (%)</td>
<td>F</td>
<td>Per cent (%)</td>
</tr>
<tr>
<td>Inefficient</td>
<td>2</td>
<td>10%</td>
<td>21</td>
<td>28%</td>
</tr>
<tr>
<td>Moderately efficient</td>
<td>5</td>
<td>50%</td>
<td>38</td>
<td>38%</td>
</tr>
<tr>
<td>Efficient</td>
<td>4</td>
<td>40%</td>
<td>41</td>
<td>34%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Principal and Student Questionnaires  N=110*

The study established that the strategies used in their schools to address quality of resources were moderately efficient as indicated by 50% of the principals and 38% of the students interviewed. In addition, the strategies used in schools to address quality of resources were efficient as indicated by 40% of the principals and 34% of the students interviewed. However, 10% of the principals and 28% of the students rated the strategies used in schools to address quality of resources as inefficient.

The findings illustrate that the strategies adopted to deal with poor quality of human and physical resources as a result of implementation of FDSE programmes were only efficient to a moderate extent. Therefore, more required to be done to improve the quality of human and physical resources in public day secondary schools. The findings are similar to Onyango, (2011) who posited that in order to maintain the physical facilities of a school, the Principals find sources of alternative funding to
complement the government subsidy. On establishing the strategies adopted by stakeholders to address quality of resources a Likert scale was used where: 1 - Strongly Disagree 2 – Disagree 3 - Neutral 4- Agree and 5- Strongly Agree. The findings are as shown in 4.17.

**Table 4.17: Strategies Adopted By Stakeholders to Address Quality of Resources**

<table>
<thead>
<tr>
<th>Strategies adopted to address quality of resources</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents are actively involved in school activities to boost school finances for purchase and improvement of school physical facilities</td>
<td>3.7857</td>
<td>0.77820</td>
</tr>
<tr>
<td>The government set aside more funds for construction of more physical facilities to match the enrolments</td>
<td>1.3571</td>
<td>0.68176</td>
</tr>
<tr>
<td>The community are actively involved in school activities leading to a mutual school-community relationship thus allowing sharing of available of resources</td>
<td>3.4857</td>
<td>0.67551</td>
</tr>
<tr>
<td>Enhanced school-community relationship has led to proper maintenance of school property</td>
<td>3.9571</td>
<td>0.84159</td>
</tr>
<tr>
<td>School principals work closely with school BoMs and PTAs to ensure availability of required resources</td>
<td>3.5857</td>
<td>1.06992</td>
</tr>
<tr>
<td>Principals find alternative funding sources to complement the government subsidy through well-structured Public- Private Partnerships (PPS)</td>
<td>2.7857</td>
<td>0.77820</td>
</tr>
<tr>
<td>Ministry of Education has come up with an operational mechanism to be followed by schools regarding school structures and buildings</td>
<td>2.3571</td>
<td>0.68176</td>
</tr>
<tr>
<td>Government has hired additional teachers to match the additional students as a result of FDSE</td>
<td>2.4857</td>
<td>0.67551</td>
</tr>
<tr>
<td>Government facilitate capacity building of teachers to match their skills and knowledge with increased enrollment</td>
<td>2.9621</td>
<td>0.84222</td>
</tr>
</tbody>
</table>

Source: Principal and Student Questionnaires  N=110
The principals were in agreement that; parents are actively involved in school activities to boost school finances for purchase and improvement of school physical facilities (Mean=3.7857), the community is actively involved in school activities leading to a mutual school-community relationship thus allowing sharing of available resources (Mean=3.4857), enhanced school-community relationship has led to proper maintenance of school property (Mean=3.9571), and that school principals work closely with school BoMs and PTAs to ensure availability of required resources (Mean=3.5857) respectively.

However, the principals disagreed that government facilitate capacity building of teachers to match their skills and knowledge with increased enrollment (Mean=2.9621), principals find alternative funding sources to complement the government subsidy through well-structured Public-Private Partnerships (PPS) (Mean=2.7857), Ministry of Education has come up with an operational mechanism to be followed by schools regarding school structures and buildings (Mean=2.3571), government has hired additional teachers to match the additional students as a result of FDSE (Mean=2.4857), the government set aside more funds for construction of more physical facilities to match the enrolments (Mean=1.3571) respectively.

The findings imply that the school management had adopted several strategies to mitigate and cope with the challenge of diminishing quality of human and physical resources as a result of FDSE programme. These strategies ranged from financial resources from parents involvement in school affairs, mutual school-community relationship that helps in sharing and maintenance of available resources, and working closely BoMs and PTAs in ensuring availability of required resources.
However, these strategies were not sufficient to cope with the declining quality and adequacy of human and physical resources.

The findings are similar to Onyango, (2011) who indicated that the strategies used by principals included working hand in hand with the school BoMs and PTAs to ensure good school-community relationship, financial resources from parental involvement in school affairs, and mutual school-community relationship that helps in sharing and maintenance of available resources.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents summary of the study, conclusion and recommendations of the study in line with the objectives of the study on the influence of subsidized secondary education on access to educational resources in public day secondary schools: Kuria West Sub-County, Migori County, Kenya.

5.2 Summary of the Study

5.2.1 To Establish the effect of FDSE on Quality of Human Resource
The study revealed that the inadequacy and non-timeliness in disbursement of FDSE funds negatively affected the quality of human resources available in public day secondary schools. The inadequacy of funds for the FDSE programme compromised the quality of human resource as the FDSE programme failed to provide for the hiring of human resource to cope with the resultant increased enrolment and also to provide for the building of the capacity of the existing human resources to deal with the changes emerging with the inception of the FDSE programme.

5.2.2 To Establish effect of FDSE on Adequacy of Human Resource
The study revealed that the inadequacy and non-timeliness in disbursement of FDSE funds negatively affected the adequacy of human resources available in public day secondary schools. The inception of FDSE negatively impacted on the adequacy of human resource through; resulting to very high teacher-student ratio, reduced quality of learning due to delays in the disbursement of FDSE funds making hiring and retention of additional personnel difficult, increased teacher turnover due to increased workload with no commensurate pay. The resultant unconducive
environment due to inception of the FDSE programme made teaching in public day secondary schools less attractive to potential teachers and non-teaching staff hence negatively influencing the adequacy of human resource in public day secondary schools.

5.2.3 To Establish the Effect of FDSE on Quality of Physical Resources

The study revealed that the inadequacy and non-timeliness in disbursement of FDSE funds negatively affected the quality of physical resources available in public day secondary schools. The existing physical resources are being shared by increased number of students enrolled through the FDSE programme hence declining in their quality. With the delays in the disbursement of FDSE funds, it is difficult for the school management to improve the quality of physical resources via repairs and purchasing of new physical resources. The FDSE funds also being inadequate could not allow the school administration to purchase or construct high quality physical resources.

5.2.4 To Check the effects of FDSE funds on Adequacy of Physical Resources

The study revealed that the inadequacy and non-timeliness in disbursement of FDSE funds negatively affected the adequacy of physical resources available in public day secondary schools. The funds availed through FDSE were limited and therefore, could not provide adequate physical resources in public day secondary schools in terms of building or repair of classes, school buildings, improving playground, sanitary units, and staff houses among others.
5.2.5 To Find out Strategies Adopted by Stakeholders to Address Quality of Resources

The study established that schools had adopted strategies to address challenges in quality of human and physical resources. The study established that the strategies adopted to deal with poor quality and inadequacy of human and physical resources as a result of implementation of FDSE programmes were only moderately efficient. The strategies adopted to mitigate and cope with poor quality and inadequacy of resources ranged from; financial resources from parental involvement in school affairs, mutual school-community relationship that helps in sharing and maintenance of available resources, and working with BoMs and PTAs in ensuring availability of required resources. However, these strategies were not sufficient to cope with the declining quality and adequacy of human and physical resources.

5.3 Conclusions of the Study

The study concluded that the adequacy of FDSE funds was critical in determining the quality of human resources available in public day secondary schools. Owing to increased enrolment in public day secondary schools, teachers are teaching for over the 27 lessons recommended by the Ministry of Education as the FDSE programme did not cater for the hiring of additional teachers. This in turn has made teachers unable to give individualized attention to all learners in school.

From these findings, it is evident that FDSE affected quality of human resource to a very great extent in public day secondary schools: Kuria West Sub-County, Migori County, Kenya. It also illustrated that the timeliness of disbursement of FDSE funds affected quality of human resource to a great extent in public day secondary schools: Kuria West Sub-County, Migori County, Kenya. The findings imply that FDSE
significantly affects the quality of human resource in public day secondary schools: Kuria West Sub-County, Migori County, Kenya.

It is evident that the inadequacy of the funds from the FDSE programme compromised the quality of human resource. This is because the FDSE programme failed to provide for the hiring of human resource to cope with the resultant increased enrolment and to provide for the building of the capacity of the existing human resources to deal with the changes emerging with the inception of the FDSE programme. The increased workload for the teachers and support staff also reduced the quality of personalized teaching they are meant to offer to the students. Again, owing to delayed disbursement of FDSE funds, the acquiring, sustenance and motivation of human resources was negatively affected as the funds were unreliable. This infers that the adequacy of FDSE funds significantly affects the adequacy of human resources available in public day secondary schools. Therefore, FDSE affects adequacy of human resource to a great extent in public day secondary schools: Kuria West Sub-County, Migori County, Kenya.

From these findings, it is evident that the timeliness of disbursement of FDSE funds significantly affected adequacy of human resource in public day secondary schools: Kuria West Sub-County, Migori County, Kenya. FDSE negatively impacted on the adequacy of human resource through; resulting to very high teacher-student ratio reduced quality of learning, due to delays in the disbursement of FDSE funds making hiring and retention of additional personnel difficult, and increased teacher turnover due to increased workload with no commensurate pay. The resultant unconducive environment due to inception of the FDSE programme made teaching in public day secondary schools less attractive to potential teachers and non-
teaching staff hence negatively influencing the adequacy of human resource in public day secondary schools: Kuria West Sub-County, Migori County, Kenya.

The study concludes that FDSE affected quality of physical resources available in public day secondary schools to a great extent. This illustrated that FDSE determined the quality of physical resources available for use by students in public day secondary schools in Kuria West Sub-County, Migori County, Kenya.

The study concluded that the timeliness of disbursement of FDSE funds affected quality of physical resources to a great extent whereby the delays experienced in the disbursement of FDSE funds made it hard for the school management to improve the quality of physical resources available in schools. The findings imply that FDSE significantly affects the quality of physical resources in public day secondary schools: Kuria West Sub-County, Migori County, Kenya. The existing physical resources are being shared among the increased number of students enrolled through the FDSE programme hence declining in their quality. With the delays in the disbursement of FDSE funds, it is difficult for the school management to improve the quality of physical resources via repairs and purchasing of new physical resources. The FDSE funds also being inadequate do not allow the school administration to purchase or construct high quality physical resources. This inferred that FDSE was important in determining the adequacy of physical resources in public day schools. FDSE affects the adequacy of physical resources in public day secondary schools to a great extent. Owing to limited financial resources from the FDSE programme, school managements can hardly acquire additional physical resources needed to cater for additional enrolled students in public day secondary schools in Kuria West Sub-County, Migori County, Kenya.
The timeliness of disbursement of FDSE funds affected the adequacy of physical resources to a great extent. Any delay in the disbursement of the FDSE fund resulted in lack of adequate physical resources available in public secondary schools in Kuria West Sub-County, Migori County, Kenya. The findings imply that FDSE significantly affects the adequacy of physical resources in public day secondary schools: Kuria West Sub-County, Migori County, Kenya. The funds availed through FDSE programme were limited and therefore, could not provide adequate physical resources in public day secondary schools in terms of building or repairing of classes, school buildings, improving playground, sanitary units, and staff houses among others.

The study concluded that a good number of public day schools had adopted a number of strategies to deal with poor quality of human and physical resources as a result of implementation of the FDSE programme. The study established that the strategies adopted to deal with poor quality of human and physical resources as a result of implementation of FDSE were only efficient to a moderate extent. Therefore, more required to be done to improve the quality of human and physical resources in public day secondary schools.

The school management had adopted several strategies to mitigate and cope with the challenge of diminishing quality of human and physical resources as a result of FDSE programme. These strategies ranged from; financial resources from parental involvement in school affairs, mutual school-community relationship that helps in sharing and maintenance of available resources, and working closely BoMs and PTAs in ensuring availability of required resources. However, these strategies were not sufficient to cope with the declining quality and adequacy of human and physical resources.
5.4 Recommendations from the Study

i. The government, through the Ministry of Education should review the FDSE programme with a view to catering for financial resources required to provide for the additional human resources to cope with resultant increased enrolments;

ii. The school managements should adopt strategies to preserve and make good use of the available physical resources. This will help increase the lifespan of these physical resources and serve schools for a longer duration;

iii. The Government should facilitate capacity building of teachers to match their skills and knowledge with increased enrolment due to FDSE programme;

iv. The school management should work closely with other stakeholders like parents, NGOs, CBOs to mobilize more funds to provide human and physical resources needed.

5.5 Suggestions for Further Research

The researcher suggests that:

Additional study should be conducted in other counties in Kenya to generalize the study on the influence of subsidized secondary education on access to educational resources in public day secondary schools: Kuria West Sub-County, Migori County, Kenya
REFERENCES


APPENDICES

APPENDIX I: PRINCIPALS QUESTIONNAIRE

Dear Sir/Madam,

I am a postgraduate student at Kenyatta University interested in carrying out a research on ‘The influence of subsidized secondary education on access to educational resources in Kuria West Sub-County. I would like you to take part in this study by filling this questionnaire as accurately as possible. The information obtained from the questionnaire will be used for study purposes and will be treated as highly confidential.

Section A: General information

Please provide the information about you and your school. Tick appropriately (√)

1. What is your gender? Male [ ] Female [ ]

2. What is your teaching experience?
   0-5 years [ ]
   6-10 years [ ]
   Above 10 years [ ]

3. For how long have you been a principal?
   0-5 years [ ]
   6-10 years [ ]
   Above 10 years [ ]

4. For how long have you served in the current station?
   0-5 years [ ]
   6-10 years [ ]
   Above 10 years [ ]

5. Tick your academic and professional qualifications as applicable below.
   Certificate [ ] Diploma [ ]
   Degree [ ] Masters [ ]
   Other (specify) ........................................................................................................................................

72
Section B: To establish the effect of FDSE on quality of human resource

1. Does FDSE affect quality of human resource?
   Yes [ ] No [ ]

2. To what extent does FDSE affect quality of human resource?
   Very great extent [ ] Great extent [ ]
   Moderate extent [ ] Little extent [ ]

3. To what extent does the timeliness of disbursement of FDSE funds affect quality of human resource?
   Very great extent [ ] Great extent [ ]
   Moderate extent [ ] Little extent [ ]

4. What is your level of agreement with the following statements on effect of FDSE on quality of human resource? Use a scale of 1-5 where 1= strongly disagree, 2= disagree, 3= moderately agree, 4= agree and 5= strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not provide for hiring of well-trained non-teaching staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FDSE funds are inadequate which negatively affect quality of human resource</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The disbursement of FDSE funds is not timely which negatively affect quality of human resource</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FDSE program had not helped in improving teachers motivation in carrying out their roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With introduction of FDSE enrolment has increased leading to a high workload for the head teachers</td>
<td></td>
<td></td>
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<tr>
<td>Teachers are yet to be trained on how to cope with the rising numbers</td>
<td></td>
<td></td>
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<tr>
<td>The FDSE program did not provide for additional capacity building of the human resource to cope with the changes in service delivery</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Section C: To establish effect of FDSE on adequacy of human resource

1. Does FDSE affect adequacy of human resource?
   - Yes [ ]
   - No [ ]

2. To what extent does FDSE affect adequacy of human resource?
   - Very great extent [ ]
   - Great extent [ ]
   - Moderate extent [ ]
   - Little extent [ ]

3. To what extent does the timeliness of disbursement of FDSE funds affect adequacy of human resource?
   - Very great extent [ ]
   - Great extent [ ]
   - Moderate extent [ ]
   - Little extent [ ]

4. What is your level of agreement with the following statements on effect of FDSE on adequacy of human resource? Use a scale of 1-5 where 1= strongly disagree, 2-disagree, 3-moderately agree, 4-agree and 5= strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>FDSE funds are inadequate which negatively affect adequacy of human resource</td>
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<tr>
<td>The disbursement of FDSE funds is not timely and negatively affect adequacy of human resource</td>
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<tr>
<td>FDSE brought increased teacher student-ratio which reduced quality of learning</td>
<td></td>
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<tr>
<td>Does not provide for hiring of well-trained non-teaching staff</td>
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<tr>
<td>FDSE program has resulted in high teachers’ workload</td>
<td></td>
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<tr>
<td>To cope with over-enrolment due to FDSE, teachers work for extra hours or teach combined classes</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teachers are teaching for over 27 lessons a week as recommended by the MoE.</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Principals are faced with challenges of monitoring curriculum implementation by the teachers due to over enrolment</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Due to over enrolment teachers are unable to give individualized attention to all learners</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Section D: To establish the effect of FDSE on quality of physical resources

1. Does FDSE affect quality of physical resources?
   Yes [ ]  No [ ]

2. To what extent does FDSE affect quality of physical resources?
   Very great extent [ ]  Great extent [ ]
   Moderate extent [ ]  Little extent [ ]

3. To what extent does the timeliness of disbursement of FDSE funds affect quality of physical resources?
   Very great extent [ ]  Great extent [ ]
   Moderate extent [ ]  Little extent [ ]

4. What is your level of agreement with the following statements on effect of FDSE on quality of physical resources? Use a scale of 1-5 where 1= strongly disagree, 2-disagree, 3-moderately agree, 4-agree and 5= strongly agree.

<table>
<thead>
<tr>
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<th>2</th>
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<tbody>
<tr>
<td>FDSE funds are inadequate which negatively affect the quality of physical resources</td>
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<tr>
<td>The disbursement of FDSE funds is not timely and negatively affect quality of physical resources</td>
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<td></td>
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</tr>
<tr>
<td>FDSE does not provide for adequate, quality and quantity physical resources</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>There are overcrowded classrooms, unattractive school buildings and lack of playground</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FDSE does not provide for developing adequate and appropriate physical facilities</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Section E: To check whether FDSE has any effect on the adequacy of physical resources

1. Does FDSE affect the adequacy of physical resources?
   Yes [ ] No [ ]

2. To what extent does FDSE affect the adequacy of physical resources?
   Very great extent [ ] Great extent [ ]
   Moderate extent [ ] Little extent [ ]

3. To what extent does the timeliness of disbursement of FDSE funds affect the adequacy of physical resources?
   Very great extent [ ] Great extent [ ]
   Moderate extent [ ] Little extent [ ]

4. What is your level of agreement with the following statements on whether FDSE has any effect on the adequacy of physical resources? Use a scale of 1-5 where 1= strongly disagree, 2=disagree, 3=moderately agree, 4=agree and 5= strongly agree.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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**Section F: To find out strategies adopted by stakeholders to address quality of resources**

What is your level of agreement with the following statements on strategies adopted by stakeholders to address quality of resources? Use a scale of 1-5 where 1= strongly disagree, 2-disagree, 3-moderately agree, 4-agree and 5= strongly agree.

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<td>Enhanced school-community relationship will translate to proper maintenance of school property</td>
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</table>

**Thank you for time for your time and participation**
APPENDIX II: STUDENTS QUESTIONNAIRE

I am a postgraduate student at Kenyatta University interested in carrying out a research on ‘The influence of subsidized secondary education on access to educational resources in Kuria West Sub-County’.

The findings of the study will be used to meet the requirements of a Masters of Education course. Kindly answer all parts of the questionnaire as accurately as possible. The information will be treated confidentially and for the purpose of the study only. Do not write your name anywhere on the questionnaire.

Instructions: Please tick (✓) or answer as required.

Section 1: Background Information

1. Age bracket
   14-17 years [ ]
   17-20 years [ ]
   Above 20 years [ ]

2. Class/Form
   Form one [ ]
   Form two [ ]
   Form three [ ]
   Form four [ ]

3. Sex of the respondent
   Male [ ]
   Female [ ]

Section B: To establish the effect of FDSE on quality of human resource

1. Does the adequacy of FDSE funds affect quality of human resource?
   Yes [ ]
   No [ ]

2. To what extent does FDSE affect quality of human resource?
   Very great extent [ ]
   Great extent [ ]
   Moderate extent [ ]
   Little extent [ ]
3. To what extent does the timeliness of disbursement of FDSE funds affect quality of human resource?

<table>
<thead>
<tr>
<th>Extent</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Very great</td>
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<tr>
<td>Great</td>
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<td>Moderate</td>
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<tr>
<td>Little</td>
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</tbody>
</table>

4. What is your level of agreement with the following statements on effect of FDSE on quality of human resource? Use a scale of 1-5 where 1= strongly disagree, 2= disagree, 3= moderately agree, 4= agree and 5= strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Does not provide for hiring of well-trained non-teaching staff</td>
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<td></td>
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<tr>
<td>FDSE funds are inadequate which negatively affect quality of human resource</td>
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<tr>
<td>The disbursement of FDSE is not timely which negatively affect quality of human resource</td>
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<tr>
<td>FDSE program had not helped in improving teachers motivation in carrying out their roles</td>
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<tr>
<td>With introduction of FDSE enrolment has increased leading to a high workload for the head teachers</td>
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<tr>
<td>Teachers are yet to be trained on how to cope with the rising numbers</td>
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<tr>
<td>The FDSE program did not provide for additional capacity building of the human resource to cope with the changes in service delivery</td>
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</table>

Section C: To establish effect of FDSE on adequacy of human resource

1. Does FDSE affect adequacy of human resource?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>[ ]</td>
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</tbody>
</table>

2. To what extent does FDSE affect adequacy of human resource?

<table>
<thead>
<tr>
<th>Extent</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Very great</td>
<td>[ ]</td>
<td></td>
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<tr>
<td>Great</td>
<td>[ ]</td>
<td></td>
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<tr>
<td>Moderate</td>
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<tr>
<td>Little</td>
<td>[ ]</td>
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</tbody>
</table>
3. To what extent does the timeliness of disbursement of FDSE funds affect adequacy of human resource?

- Very great extent [ ]
- Great extent [ ]
- Moderate extent [ ]
- Little extent [ ]

4. What is your level of agreement with the following statements on effect of FDSE on adequacy of human resource? Use a scale of 1-5 where 1= strongly disagree, 2-disagree, 3-moderately agree, 4-agree and 5= strongly agree.

<table>
<thead>
<tr>
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<tr>
<td>The disbursement of FDSE is not timely and negatively affect adequacy of human resource</td>
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<tr>
<td>The FDSE brought increased teacher student-ratio which reduced quality of learning</td>
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<tr>
<td>Does not provide for hiring of well-trained non-teaching staff</td>
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<tr>
<td>FDSE program has resulted in high teachers’ workload</td>
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<tr>
<td>To cope with over-enrolment due to FDSE, teachers work for extra hours or teach combined classes</td>
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<tr>
<td>Teachers are teaching for over 27 lessons a week as recommended by the MoE</td>
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<td>Principals are faced with challenges of monitoring curriculum implementation by the teachers due to over enrolment</td>
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<td>Due to over enrolment teachers are unable to give individualized attention to all learners</td>
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</table>

Section D: To establish the effect of FDSE on quality of physical resources

1. Does FDSE affect quality of physical resources?

- Yes [ ]
- No [ ]

2. To what extent does FDSE affect quality of physical resources?

- Very great extent [ ]
- Great extent [ ]
- Moderate extent [ ]
- Little extent [ ]
3. To what extent does the timeliness of disbursement of FDSE funds affect quality of physical resources?

<table>
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<tr>
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</tbody>
</table>

4. What is your level of agreement with the following statements on effect of FDSE on quality of physical resources? Use a scale of 1-5 where 1= strongly disagree, 2-disagree, 3-moderately agree, 4-agree and 5= strongly agree.

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<tr>
<td>FDSE does not provide for adequate, quality and quantity physical resources</td>
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<tr>
<td>There are overcrowded classrooms, unattractive school buildings and lack of playground</td>
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<tr>
<td>FDSE does not provide for developing adequate and appropriate physical facilities</td>
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</table>

Section E: To check whether FDSE has any effect on the adequacy of physical resources

1. Does FDSE affect the adequacy of physical resources?
   Yes [ ] No [ ]

2. To what extent does FDSE affect the adequacy of physical resources?
   Very great extent [ ] Great extent [ ]
   Moderate extent [ ] Little extent [ ]

3. To what extent does the timeliness of disbursement of FDSE funds affect the adequacy of physical resources?
   Very great extent [ ] Great extent [ ]
   Moderate extent [ ] Little extent [ ]
4. What is your level of agreement with the following statements on whether FDSE has any effect on the adequacy of physical resources? Use a scale of 1-5 where 1= strongly disagree, 2-disagree, 3-moderately agree, 4-agree and 5= strongly agree.

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**Section F: To find out strategies adopted by stakeholders to address quality of resources**

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**Thank you for time for your time and participation**
APPENDIX III: AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No.

Date:
21st April, 2015

NACOSTI/P/15/8257/5424

Esther Kemunto Masara
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “The influence of subsidized secondary education on access to educational resources in public day secondary schools: Kuria West District, Migori County, Kenya” I am pleased to inform you that you have been authorized to undertake research in Migori County for a period ending 31st May, 2015.

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

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

DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Migori County.

The County Director of Education
Migori County.
APPENDIX IV: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. ESTHER KEMUNTO MASARA
of KENYATTA UNIVERSITY, 2162-40400
has been permitted to conduct
research in Migori County

on the topic: THE INFLUENCE OF
SUBSIDIZED SECONDARY EDUCATION
ON ACCESS TO EDUCATIONAL
RESOURCES IN PUBLIC DAY SECONDARY
SCHOOLS: KURA WEST DISTRICT,
MIGORI COUNTY, KENYA

for the period ending:
31st May, 2015

Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

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

Republic of Kenya

National Commission for Science,
Technology & Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 5000

CONDITIONS: see back page