

**IMPLEMENTATION OF FREE SECONDARY EDUCATION
POLICY AND ITS INFLUENCE ON PARTICIPATION AND
RESOURCES IN PUBLIC SECONDARY SCHOOLS IN NAIROBI
COUNTY, KENYA**

KIMANI GLADYS N. MUTHONI

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DECLARATION

I declare that this research thesis is my original work and has not been presented for a degree in any other university or any other institution of higher learning for certification. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

Signature: _____ **Date:** _____

Kimani Gladys N. Muthoni
E55/CE/26275/2011

Supervisors

We confirm that the candidate under our supervision carried out the work reported in this thesis as university supervisors.

Signature _____ **Date** _____

Prof. Daniel N. Sifuna

**Department of Educational Foundation
Kenyatta University.**

Sign _____ **Date** _____

Dr. Maurice I. Makatiani

**Department of Educational Foundation,
Kenyatta University.**

ABSTRACT

Education is key to Nations's developmental process. For the FSE policy to be fully realized and for citizens to fully enjoy its benefits, it's essential for the national system of education in Kenya to be streamlined in order to develop a clear educational policy and redress the likely internal inefficiencies in the system. The purpose of the study was to find out the impact of the FSE Policy on Public secondary schools in Kenya. The study sought to assess the influence of the FSE Policy on access and enrolment, physical facilities and material resources, human resources and community participation in public secondary schools in Nairobi City County. This study adopted the Classical Liberal Theory of Equal Opportunity advanced by Jean Jacques Rousseau (1712-1778). The researcher employed a descriptive survey research design. The target population of the research was all the 84 public secondary schools in Nairobi City County, this research was aimed at the 84 secondary schools situated within the city, 43,111 parents, 1873 teachers and 84 principals. Simple random, cluster and purposive sampling techniques were used to select schools, principals, teachers and parents who were the respondents. The validity of the research instruments was ascertained through piloting and the validity of the content was enhanced by expert judgement. A split half technique of reliability testing was employed and the pilot questionnaires were divided into two equivalent halves and then the correlation coefficient was computed. Data was collected using questionnaires for principals, parents and teachers, observation schedules for school facilities and functions and relationships with the community. Document analysis of school records relevant to the study and interview schedules with principals and teachers. Data was analysed using Statistical Package for Social Sciences (SPSS). The analysed data was presented using frequency distribution tables, bar graphs, pie charts and frequency polygons. The study concluded that the schools in Nairobi City County are currently under pressure due to increased enrolment, this has put a strain on physical facilities, material resources human resources. The community is non-committal about providing funds to supplement the school budget however; they are committed to attending school meetings and sorting out discipline issues. The study recommended that the government should focus on increasing the number of schools and expanding the existing facilities to accommodate the increased number of students.

TABLE OF CONTENTS

DECLARATION.....	ii
ABSTRACT.....	iii
TABLE OF CONTENTS.....	iv
LIST OF FIGURES.....	vii
LIST OF TABLES.....	viii
ABBREVIATION AND ACRONYMS.....	ix
CHAPTER ONE.....	1
INTRODUCTION AND BACKGROUND TO THE STUDY.....	1
1.0 Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	7
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 Limitation and Delimitation.....	11
1.7.1 Limitations of the Study.....	11
1.7.2 Delimitation of the study.....	11
1.8 Assumptions.....	11
1.9 Theoretical Framework.....	12
1.10 Conceptual Framework.....	14
1.11 Operational Definition of Terms.....	18
CHAPTER TWO.....	19
REVIEW OF RELATED LITERATURE.....	19
2.1 Introduction.....	19
2.2 Changes in Enrolment and Access after the FSE Policy.....	19
2.3 Adequacy of Physical Facilities and Material Resources after the FSE Policy.....	22
2.4 Community Participation and Involvement after the FSE Policy.....	27
2.5 Status of School Human Resources after the FSE policy.....	29

2.6 Summary of Reviewed Literature.....	31
CHAPTER THREE.....	33
RESEARCH DESIGN AND METHODOLOGY.....	33
3.0 Introduction.....	33
3.1 Research Design.....	33
3.1.1 Variables of Study.....	34
3.2 Research Location.....	35
3.3 Target Population.....	36
3.4 Sampling Procedure and Sample Size.....	37
3.4.1 Sampling Procedure.....	37
3.4.2 Sample Size.....	37
3.5 Research Instruments.....	39
3.5.1 Questionnaires.....	39
3.5.2 Observation.....	40
3.5.3 Interviews.....	41
3.5.4 Piloting of the Study.....	41
3.6 Reliability of the Instruments.....	42
3.7 Validity of the Instruments.....	42
3.8 Data Collection Procedures.....	43
3.9 Data Analysis.....	44
3.10 Ethical Considerations.....	44
CHAPTER FOUR.....	46
DATA ANALYSIS AND DISCUSSION.....	46
4.1 Introduction.....	46
4.2 Demographic Information.....	47
4.2.1 Academic Qualification of Principals and Teachers.....	48
4.2.2 Age Brackets of Teachers.....	50
4.2.3 Work Experience.....	51
4.3 Enrolment and Access after the FSE Policy.....	52
4.4 Influence of Availability of Resources.....	56
4.5 Level of Community Involment and Participation.....	59

CHAPTER FIVE.....	65
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	65
5.1 Introduction.....	65
5.2 Summary.....	65
5.2.1 Enrolment and Access after the FSE Policy.....	66
5.2.2 Availability and Adequacy of Physical Facilities and Material Resources.....	67
5.2.3 Policy of FSE on Status of the School Human Resources.....	68
5.2.4 Government Policy on Community Involvement and Participation.....	69
5.3 Conclusion.....	70
5.4 Recommendations.....	71
5.4.1 Policy Recommendations.....	71
5.4.2 Recommendations for Further Research.....	72
REFERENCES.....	74
APPENDIX I: Krejcie and Morgan (1970) Guide for Sample Sizes.....	79
APPENDIX II: PRINCIPAL’S QUESTIONNAIRE.....	80
APPENDIX III: QUESTIONNAIRE FOR TEACHERS.....	86
APPENDIX IV: INTERVIEW SCHEDULE FOR PARENTS.....	89
APPENDIX V: OBSERVATION SCHEDULE.....	90
APPENDIX VI: RESEARCH APPROVAL LETTER.....	91
APPENDIX VII: NACOSTI RESEARCH LICENSE.....	92

LIST OF FIGURES

Figure 1.1: Conceptual Framework	15
Figure 4.1: pie chart showing Gender of Principals	47
Figure 4.2: pie chart showing Gender of Teachers	47
Figure 4.3: Bar graph showing the age of teachers in years	49
Figure 4.4: pie chart showing overcrowding of classes	53
Figure 4.5: level of support from the community.	58

LIST OF TABLES

Table 4.1: Academic qualification of Principals and Teachers	48
Table 4.2: Work Experience	50
Table 4.3: Number of streams between 2012 to 2016	51
Table 4.4: Average number of students per class	52
Table 4.5 Challenges as result of increased student enrolment	54
Table 4.6: Average number of facilities available and additional requirements	55
Table 4.7: Adequacy of resources	56
Table 4.8: Areas in which community participates and gets involved	59
Table 4.9: Analysis of FSE from Principals perspective	60
Table 4.10: Analysis of FSE from teacher's perspective	61

ABBREVIATION AND ACRONYMS

CDF	Constitution Development Fund
CRC	Convention on the Rights of the Child
GA	General Assembly
GER	Gross Enrolment Ratio
GOK	Government of Kenya
EFA	Education Funding Agency
FPE	Free Primary Education
ICESCR	International Convention on Economic Social and Cultural Rights
IPAR	Institute of Policy Analysis and Research
KES	Kenya Shilling
KESSP	Kenya Education Sector Support Program
MDG	Millennium Development Goals
R	Rand
RSA	Republic of South Africa
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter introduces the problem to be investigated. It covers the background of the problem, statement of the problem, the purpose of the study, research objectives, research questions and significance of the study. The chapter also states the limitations of the study, basic assumptions, theoretical framework, conceptual framework and definitions of key terms.

1.1 Background of the Study

According to the United Nations Secretariat (2006) every citizen has a fundamental right to education. In light of the above, the right to education is reflected in international law in Article 26 of the Universal Declaration of Human Rights and Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights. Article 26 states that:

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

The above was a political statement after World War II in 1945 and had both political and economic arguments. In the political argument, this statement views free secondary education as a fundamental human right whereas in the economic argument article 26 views free secondary education as an investment for economic and human resource

development. Therefore, these two arguments contribute to the basis for justification of the policy on free secondary school education.

From a global perspective, the conference resolutions as a result of Article 26 of the Rights have general acceptance by Governments worldwide. For instance, in developed countries, education beyond the compulsory level is usually financed in part and sometimes wholly by the state. The United Kingdom has a “Cheque book scheme” giving headmasters their general account with responsibility for stationery, materials, textbooks, library books, repairs of furniture and equipment, purchase of small apparatus, cleaning materials and first aid materials (Downes, 1988). In Japan, the government provides free education up to the secondary school level. Citizens of school-going age attend school to acquire an education that is fully funded by the Japanese government (Nyaga, 2005). The World Bank (2005) describes secondary education as the crucial link between schooling, tertiary education, and the labour market. In the year 2000, all the 191 United Nations (U. N) states adopted the Millennium Declaration, General Assembly (G. A.) Resolution A/54/2000, which aimed at creating a global corporative approach to meeting challenges facing future world development (UNESCO, 2002). The millennium meeting created a framework of goals, targets and indicators, famously known as the Millennium Development Goals (MDGs).

Regionally nearly all countries in Sub-Saharan Africa have implemented policies to ensure free universal primary education. This has resulted in an increase in enrolment and completion rates and has brought increased demand for access to secondary education. With increased enrolment in Secondary schools, African countries must deal

with issues of funding, quality, retention and completion rates, and provision of human resources, material resources, physical facilities and equity. Osei (2006) found that most of the time teachers in most countries in Sub-Saharan Africa work in multi-grade, overcrowded classes (40-80 pupils in a class). This is mainly due to a considerable increase in student enrolment in primary and secondary schools. Osei (2006) noted that overcrowding, coupled with other challenges such as lack of school facilities, learning materials and inadequate infrastructure affects the quality of education in Sub-Saharan African Countries. Lockheed (1991) states that educational systems in developing countries are inherently inefficient due to among other reasons inadequate allocation of funds which lowers the quality and quantity of inputs, especially physical infrastructures such as classrooms, workshops, laboratories and learning materials and resources. One of the key MDGs is universal education or Education For All(EFA). Following the EFA goals, the Dakar Framework for Action World Education forum was held in Dakar (Senegal) from 26th-28th April 2000.EFA was seen as a basic right, national and international priority requiring a strong and sustained political commitment, enhanced financial allocations and participation for all EFA partners in the process of policy design, planning and implementation (UNESCO,2002).

Locally, Kenya committed itself to the achievement of this goal. Therefore, the government of Kenya has inescapable responsibility to facilitate the realization of these requirements. The constitution of Kenya 2010 unequivocally promises all Kenyans the unprecedented opportunity to capitalize on the progress made thus far in order to exploit the full potential of education for each and every child, youth and adult in the nation. Furthermore, Articles 53, and 54 of the constitution have provisions on children's right to free and compulsory education including quality service and to

access to educational institutions and facilities for persons with disabilities that are integrated into society, to the extent compatible with the interests of the person. In addition to that in the Bill of rights; the right to education includes both duties and obligations which are to be realized immediately and those which are subject to progressive realization. The obligation to ensure free and compulsory basic education and the elimination of discrimination in education is, for instance, an immediate obligation. These also qualify as minimum core obligations which apply regardless of available resources. On the other hand, most of the obligations relating to the right to education are to be realized progressively according to the maximum available state resources. Therefore, it is important to note that the Kenyan constitution envisages that education will continue to be primarily a national responsibility.

The Basic Education Act 2013 reiterates the fact that Basic Education which has been made free and compulsory in Kenya should be operationalized through the legal framework enshrined in the Act (Republic of Kenya 2010). Both the constitution 2010 and Basic Education Act 2013 guarantee and provides legal mechanisms for ensuring that every Kenyan citizen gets access to Basic education and other economic and social rights that hinge upon the citizens' access to, and performance in education as much as on the application of knowledge, attitude and skills gained through the educational experience (UNESCO,2012; Republic Of Kenya 2013). Furthermore, they both ensure through their legal mechanisms that every Kenyan citizen gets access to basic education, adequate human resources, funding, equipment, infrastructure and education-related resources that hinge upon the citizen's access to education (UNESCO, 2012).

Lastly, Kenya is a signatory to The International Convention on Economic Social and Cultural Rights (ICESCR 1966), which states that secondary education shall be made generally available and accessible to all by every appropriate means and in particular by the progressive introduction of free education. Kenya is also a signatory to the convention on the Convention on the Rights of the Child (CRC 1989) which states that governments must encourage the development of different forms of secondary, including general and vocational education make them available and accessible to every child and take appropriate measures such as the introduction of free education and offering financial assistance in case of need.

In 2003, the FPE policy was introduced to make primary education more accessible and increase education reach in the country (Oketch & Ngware, 2012). This policy was later followed by the Free Secondary Education policy in 2008 which was equally aimed at boosting enrolment and quality of secondary education in the country (Odhiambo, 2010). These policies had international goodwill and credibility, as these were part of the universally agreed Millennium Development Goals (MDGs) and other internationally agreed premises (Orodho, 2013). This broad vision of education and the holistic approach to sector development was fully embraced by Kenya as a hugely important vehicle for realizing vision 2030, the road map for development (Odhiambo 2010; UNESCO 2012). The education goals of vision 2030 are to provide globally competitive quality education, training and research for Kenya's development. This is to be achieved by reducing illiteracy by increasing access to education, improving the transition rate from primary to secondary schools and raising the quality and relevance of education. Vision 2030 recognizes that the education and training of all Kenyans are fundamental to the success of the vision.

In 2008 FSE was rolled out as stipulated in Kenya Education Sector Support Program (KESSP) launched in July 2005, where the government committed herself to ensure that free education went beyond primary school. Under the secondary education plan, each student is allocated Kshs 10,625 per year, with 1.7 million students benefiting from the program in the year 2011. The transition rate from primary to secondary has risen to 72% in 2011, up from 47% in 2002 according to the 2011 Economic survey. By introducing FSE in 2008, the government of Kenya intended to remove major obstacles that stood in the way of children who needed to join and complete secondary Education. (the Republic of Kenya, 2005). The FSE policy was also to ensure the provision of equal opportunities for education by reducing the burden of fees on parents and increasing the transition from primary schools to secondary schools, which at the time aimed at increasing the transition to 70%. The gross enrolment rate for primary schools was 107.6% and 36.8% for secondary schools.

However, the Kenyan government was not fully prepared for the implementation of the FSE policy and as a result, a myriad of challenges arose. Kwamboka (2008) stated that a shortage of teachers, lack of learning materials and resources and inadequate facilities and infrastructure were among a myriad of problems that face secondary schools in Kenya. In 2007, there were 1.2 million children in Kenya's high school system but an extra 400,000 students entered secondary schools in 2008. This means that at least 4000 new Classrooms were needed to accommodate the 1.6 million pupils expected in public secondary schools in 2008. In an effort to avert a possible crisis, the TSC recruited 4000 extra teachers in 2008 to cater for the sudden upsurge of students. This was necessary because of the Ministry of Education's limits on class size. However, the TSC shortly after stopped the recruitment of additional teachers; only recruiting

teachers to replace those exiting the service. As a result, teachers have to deal with crowded classes in high schools and this may affect the quality of education (Barasa & Kiplagat, 2008).

Turana (2010) also stated that a number of emerging issues that are more likely to affect the sustainable provision of the quality of FSE include, limited facilities, over-enrolled classes, shortages of physical facilities, inadequate numbers of trained teachers, increased numbers of untrained teachers, financial constraints, growing government financial deficits and delayed government disbursement of subsidies. It is however not clear whether these issues were addressed. This study, therefore, sought to investigate the FSE policy as far as it affects the education system in Nairobi. This was done with special emphasis on the number of students who have access to and have enrolled in Nairobi public schools. The researcher studied the adequacy of physical facilities and material resources for the students, the quality; whether it has been compromised or not, the adequacy of the workforce in the schools and the community involvement and participation in the affairs of the school.

1.2 Statement of the Problem

From the study's background, it is evident that there are a number of problems influencing free secondary education policy on participation and resources in public secondary schools. Low transfer rates from primary to secondary education are a serious concern for secondary education in Kenya. This has resulted in low secondary school participation in terms of enrolment, with a significant disparity between primary and secondary school enrolment. Following the implementation of free primary education (FPE) in Kenya, an additional 1.5 million students were allowed to attend

school for the first time (MOEST, 2005). Equally prior to the implementation of free secondary education (FSE), reports from the District Education Office in Nairobi indicated that secondary schools faced challenges such as understaffing, insufficient physical facilities and material resources, poverty, classroom congestion, a negative community attitude toward education and drug abuse. If measures were not made to make secondary school more accessible, the gap would have widened even further.

The study's central problem is that the Kenyan government pledged in session paper No.1 of 2005 to boost the transition from primary to secondary education from 49 to 70 per cent. This was facilitated by providing bursaries to poor and needy students, as well as supplementing parents' efforts in meeting secondary school education costs by introducing tuition-free secondary education from the year 2008, with the commitment to pay tuition fees for all students enrolled on the secondary level. However, low enrolment has been caused by the implementation of the cost-sharing policy, to address illiteracy, low-quality education, low secondary school completion rates, high education costs and inadequate community participation. It should be highlighted that the FSE policy effort may have been driven by the politically charged climate that has consistently overtaken the country since the 2007 general election to date, implying that the country has been unprepared for its implementation.

Despite these measures, Kwamboka (2008) claims that among the issues confronting Kenya's free secondary schools are a lack of teachers, a paucity of textbooks and inadequate infrastructure. It is also important to note that these concerns are not supported by systematic studies or empirical data in Nairobi; thus, the study aimed to conduct an analysis of the FSE policy in public secondary schools in Nairobi City County, with a focus on the participation indicators of access and enrolment, as well as

resources in terms of physical facilities, material resources, human resources and community participation.

1.3 Purpose of the Study

The study aimed at gathering information that analyses the extent to which Government policy on free secondary influence the participation of secondary students in terms of access and enrolment, community involvement and participation. Secondly, the purpose of the study was to establish the extent to which Government policy on FSE influences the availability and adequacy of physical facilities and material resources; the status of the school human resources in secondary schools in Nairobi City County.

1.4 Objectives of the Study

This study sought:

To determine how the implementation of Government policy on FSE influences access and enrolment in public secondary schools in Nairobi County.

To investigate the extent to which Government policy on FSE influences the availability and adequacy of physical facilities and material resources in public secondary schools in Nairobi County in Nairobi County.

To determine how the implementation of Government policy on FSE influences the status of the school human resources in public secondary schools in Nairobi County.

To investigate the extent to which the Government policy of FSE influences the community involvement and participation in public secondary schools in Nairobi County.

1.5 Research Questions

How does the implementation of Government policy on FSE influence access and

enrolment in public secondary schools in Nairobi County?

To what extent does Government policy on FSE influence the availability and adequacy of physical facilities and material resources in public secondary schools in Nairobi County?

How does the implementation of Government policy on FSE influence the status of the school human resources in public secondary schools in Nairobi County?

To what extent does the Government policy of FSE influence the community involvement and participation in public secondary schools in Nairobi County?

1.6 Significance of the Study

The researcher hoped that the study may stimulate continuous debate on FSE and also provide valuable insights that the governments, stakeholders, scholars and researchers can rely on in making the FSE initiative a success. The government through the ministry of education may use the study in evaluating and strengthening access to education. The study would also be useful to the community in determining the necessary contributions they ought to make towards FSE and thus make them adequately informed and prepared to meet their responsibilities towards the education of their children. Secondary school principals and teachers in public secondary schools may use information from this study in evaluating the status of FSE to address the issues and make proper amendments or recommendations on the same. Policymakers may use the findings of the study in ensuring adequate funding, adequate physical facilities and material resources, adequate human resources, enhanced quality and strong community participation and involvement.

1.7 Limitation and Delimitation

1.7.1 Limitations of the Study

The researcher was faced with the challenge of the unwillingness of some respondents to fill the questionnaires which was frustrating. However, the researcher persistently followed and pursued the respondents until all the questionnaires were filled and returned.

It was not possible to cover all the opinions of parents and other stakeholders in Nairobi because tracing them would have required considerable time and money. However, the researcher overcame the challenge by personally engaging parents and also sought research grants including applying for bank loans and engaged the services of research assistants to assist in navigating the research process.

1.7.2 Delimitation of the study

The study was conducted within public secondary schools within Nairobi City County and not any other. The population of the study was delimited to parents, teachers and principals of public secondary schools in Nairobi County. In terms of research instruments, the study only used questionnaires, observation and interview schedules to map out the data needed from a variety of sources in this study.

1.8 Assumptions

The research was conducted under the assumption that:

The respondents understood the concept regarding the influence of government policy of free secondary education on participation and resources in public secondary schools in Nairobi City County and that their responses were accurate and honest and gave valid and reliable results.

The respondents exercised their freedom while responding to research questions without fear or coercion.

There was an influence of Government policy of free secondary education on participation and resources in public secondary schools in Nairobi City County.

1.9 Theoretical Framework

This study adopted the Classical Liberal Theory of Equal Opportunity advanced by Jean Jacques Rousseau (1712-1778). The study is based on the Classical Liberal Theory of Equal Opportunity that social mobility will be promoted by the equal opportunity of education. This theory promotes the ideology of individual rights and promotes the idea of a government that exists to protect the rights, freedoms and liberties of each individual.

The theory is related to this study in the sense that statesmen were born equal and personal qualities should not jeopardize social equity so long as society rewards people according to their status. Equal opportunity is an assertion that everyone should be accorded equal treatment, unhindered by barriers except when there are distinct exceptions that can be clearly pointed out. The theory further states that all human beings are created equal hence all the social institutions (like schools) with a societal set-up should actively and consciously through laws and policies promote this equality.

The classical liberal theory states that social mobility will be promoted by equal opportunity of education. American Declaration of independence claimed that all people are created equal that is, people are born with the same moral and political rights. It follows from the belief that social institutions such as education should in

some sense attempt to treat people equally. There are many examples of people from poor backgrounds that have taken advantage of education opportunities and proceeded to get good jobs and higher incomes than would otherwise do.

The theory also asserts that every individual is born with a given amount of capacity which is mainly inherited and cannot be altered, therefore educational programs should be formulated in such a way that they eliminate obstacles of any sort be it (economic, gender, geographical, cultural, political or historical) that hinder students from poor backgrounds from utilizing their inborn skills, talents and abilities, which propel them to social promotion. Social institutions such as education should in some sense attempt to treat equally. An American education reformer Horace Mann (1712-1778) argued that education should be universal, non-sectarian, and free and its aims should be social, civic virtue and character, rather than mere learning or the advancement of the sectarian end. He called education the great equalizer which would enhance the life chances of those born into humble circumstances.

In developing countries, there is widespread inequality of educational provisions. This leads to inequality of participation which means that the benefits of education are disproportionately enjoyed by high-income families whose children are far more likely to complete the primary and secondary school cycle or enroll in higher education (Psacharopolous & Woodhall, 1985).

In this context the FSE Policy initiated by the Kenyan government is a means of providing equal opportunities in education and promoting social equality amongst all of Kenya. . If the government did not provide affordable education, these individuals would have been denied the opportunity for advancement. Therefore, by removing

economic barriers there will be the creation of equal opportunity, where everyone has access to the quality and quantity that matches his or her inherited capacity. In the past, a great deal of weight has been attached to education as a vehicle of equalization and it has generally been assumed that increased public spending on education which contributes to this end reduces dropout, repetition and absenteeism of poor children (OECD,1975)

In Kenya, The National Rainbow Coalition (NARC) government made primary and secondary education free in a bid to enhance access to education and increase transition rates from primary school to secondary school. This is after the government declared secondary education as an integral part of basic education. The Classical Liberal theory was relevant to this study because it suggested that social mobility can be promoted by the equal opportunity of education and also it propagated the rationale that no child who qualifies academically for secondary education should be denied access to secondary education because of inhibiting factors. This theory guided this study in the sense that some learners risked discrimination from the education structure if deliberate measures and strategies are not put in place to ensure equal opportunities for access and participation. The study, therefore, sought to find out if FSE policy had provided equal opportunities for all in terms of access, enrolment, physical facilities, material resources and human resources.

1.10 Conceptual Framework

A conceptual framework is a hypothesized model identifying the concepts or variables under study while showing their relationships. Orodho (2004) defines it as being a mode of presentation where a researcher conceptualizes or represents the relationship

graphically or diagrammatically. The Conceptual framework was based on Psacharopoulous and Woodhall (1985) concept of Investment decisions. This concept was relevant because the GOK made a decision to invest in education through providing funds to implement and sustain the FSE Policy in order to improve access and transition and give an equal opportunity to all.

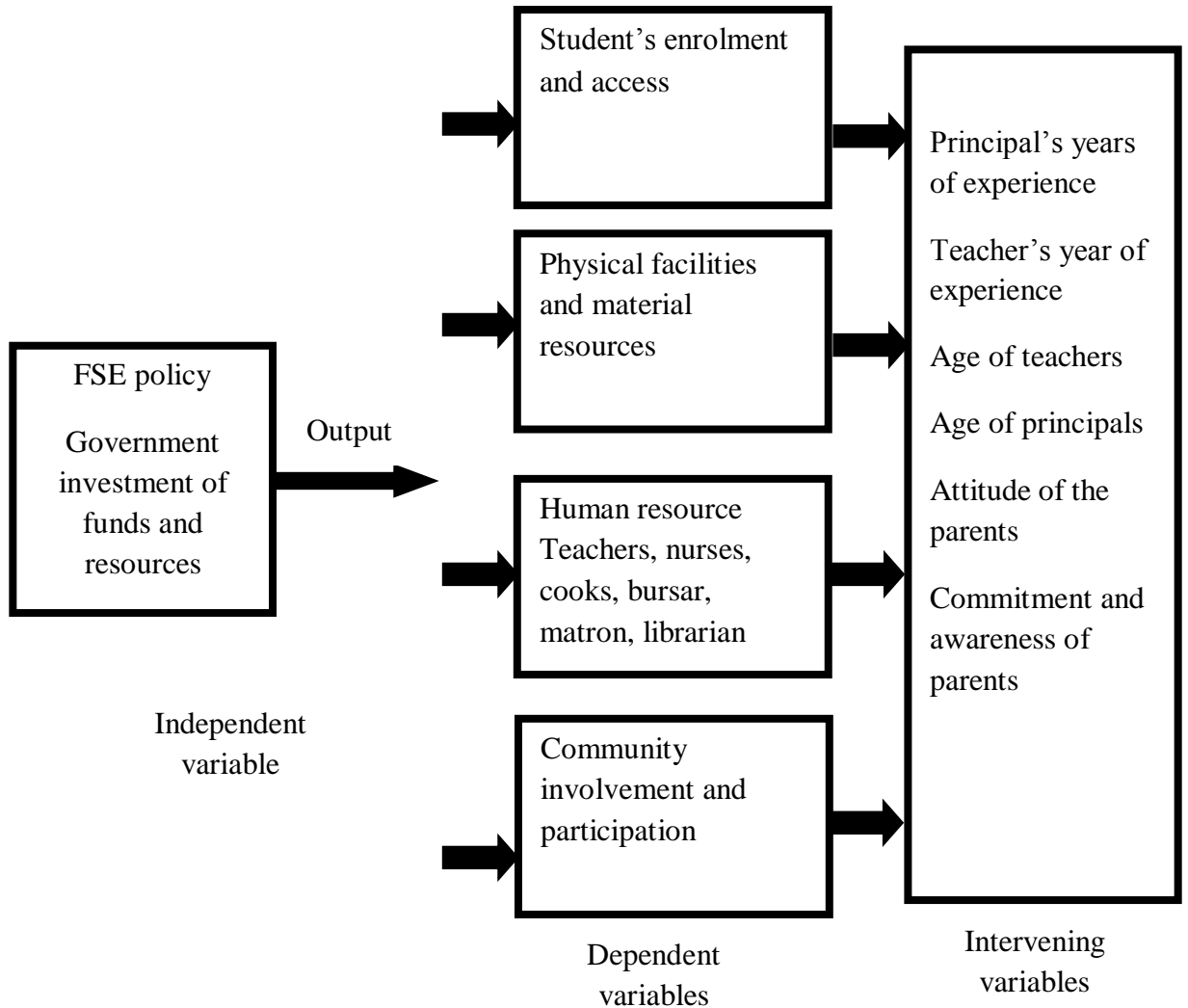


Figure 1.1: Conceptual Framework showing the influence of the FSE Policy on Students enrollment and access, physical facilities and material resources, Human resources and Community Involvement and Participation.

Source; Researcher (2020)

The framework considered the input of the government directed at the FSE policy measured in terms of financial resources. It also looks at the output of FSE policy in terms of impact on the dependent variables. The dependent variables sought to answer important questions that appeared during the analysis of the FSE policy. Among these questions, the indicators are measured in terms of enrolment increased or decreased since the FSE policy. A sudden upshot of enrolment would destabilize this ratio. In general, the indicators of a successful FSE policy include increased access and enrolment, adequate physical facilities and material resources, availability of human resources, and strong community participation. Regarding resources, the study focused on the physical facilities and material resources sufficiency given the needs of the system since the FSE policy. It was measured by establishing the sufficiency of the workforce and how the community responded to the policy.

Material resources included course books, set books, class readers, chalks, maps, rulers; pens etc., where the unavailability of this could negatively impact the classroom teaching and learning process. Physical facilities and equipment included classrooms, laboratories, playgrounds, dormitories, library, administrative offices etc. The availability of this would have positive implications on the quality of FSE. The introduction of the FSE policy can bring an imbalance in the supply of physical facilities and material resources. This may be caused by the unexpected high number of students entering the system. With fewer resources, there may be de-motivation and psychological strain that affects the students' concentration hence the quality of output is distorted. On the other hand, human resource; student/staff ratio; this ratio dictates the level of possible student-staff interaction which in turn defines the smooth running of the school. Also for effective learning to take place the teacher-student ratio must not

exceed the recommended limit.

The community has a meaningful role in school governance, and community participation is one of the known strategies that improve education access and quality. The FSE policy should help embrace the interaction between society's communities and public secondary schools. As shown above, the introduction of the FSE policy in Kenya could affect access and enrolment, physical and material resources, human resources and community participation. These factors are the dependent variables of the study and could be affected by the FSE policy which is the independent variable.

Finally, the intervening variables included: Principals' and teachers' experience, number of teachers in a school, age of teachers and principals, attitude, commitment and awareness of the community. Free Secondary Education is meant to raise access and enrolment, the demand for an increased number of qualified teachers and support staff prevails. If the increased number of students is met with few qualified teachers the academic performance will be wanting. With the intervention of the government policy to increase the number of qualified teachers, the students will have a sufficient supply of information from the teachers to achieve the desired academic performance.

1.11 Operational Definition of Terms

Access: Refers to the availability of educational opportunities by students at the secondary level for all those who are legible in public secondary schools in Nairobi County.

Drop out: refers to any student who abandons secondary school without completing up to the final grade.

Enrolment: refers to the number of students in a level or stage of an educational system as compared to the estimated population of the age group, which corresponds to that level or stage.

Participation: refers to taking part in enrolment, access and performance by the secondary school students in Nairobi County.

Physical facilities: refers to all tangible amenities that facilitate smooth learning in a school for example classrooms, laboratories, dining hall, and dormitories, among others.

Principal: refers to a person in charge of a secondary school who oversees administrative responsibilities of the school.

Public secondary schools: refers to schools ran by public government funds and under the supervision of the government through the Ministry of Education.

Transition rates: means the smooth flow of students from one level of education to the other e.g. from primary level of education to secondary level of education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter the researcher presents a review of literature related to the study. Studies done in relation to challenges encountered in the implementation of FSE have revealed that essential physical, human and financial resources are not always available in schools. The shortages of these resources have been a cause of serious concern to all stakeholders in the education sector since it tends to lower the quality of teaching and learning in schools.

2.2 Changes in Enrolment and Access after the FSE Policy

The FSE programme was introduced at the beginning of 2008 because many Kenyan children who completed primary school were not getting admitted to secondary school. The objective of the new policy was that all children who were academically qualified for secondary education will be given an equal opportunity to join a secondary school (Gachugi, 2009). The introduction of Free Secondary Education is expected to result in increased access for students. This has started to be experienced and is expected to continue over the years as more pupils benefiting from FPE graduate from primary schools and seek to join public secondary schools. Enrolment is one of the key indicators of access to education. Major determinants of enrolment are the income of the parents, school fees, availability of schools within reasonable proximity, community involvement, transportation, education quality and relevance (Raja & Burnett, 2004).

Onyango (2001) observes that with the introduction of FDSE, schools have registered an over-enrolment which means that the resources and facilities available in schools are overstretched. A study by Asayo (2009) shows that there are inadequate facilities due to the upsurge in student numbers. In addition, the influxes cause large class sizes, especially in densely populated areas. In marginalised areas, the affordable cost of education attracts many people to school hence a possible shortage of schools arises. Inadequate numbers of trained teachers and the inadequacy of learning materials and resources are also major factors affecting the FSE while the growing government financial deficits make the matter worse.

In Kenya, Mwirigi and Muthaa (2015) investigated the effect of enrolment on learning quality in elementary schools in the Imenti Central District. The descriptive survey research design was used in this study. Purposive sampling was employed to choose two QASO officers in charge of the Imenti Central district, yielding a sample size of 382 people. Questionnaires and interview schedules were employed as data gathering techniques. Data was analyzed using descriptive statistics, and the results were presented in the form of frequency distribution tables and bar graphs. According to the report, high enrolment patterns in elementary schools resulted in overworked staff members, inadequate teaching and learning facilities, poor sanitary facilities, and insufficient classrooms. The increased enrolment and access had a significant impact on the quality of learning in public primary schools.

Odhiambo (2015) conducted research to analyze the program's effects on Access, Quality, Retention and Completion Rates, and Equity. The target population was 920 respondents, which included 58 head teachers, 857 instructors, and 5 educational officials, and the sample size was 225, which included 20 head teachers, 200 teachers,

and 5 educational officials. The head teachers were chosen using proportional sampling, and the educational authorities were chosen using purposive sampling. Questionnaires were utilized to collect data from head teachers, teachers, and divisional education officers, while the district education officer was interviewed. Data on physical and instructional resources were collected using observation criteria. The results showed that the program's implementation had a detrimental impact on the standard of instruction provided in the schools and the program, among other things, enhanced access and enrolment.

In Kenya's Kilifi County, Olang'o et al. (2021) looked into how the Free Day Secondary Education (FDSE) program affected academic performance in rural public day secondary schools (RPDSS). The study used a descriptive survey research approach, and 375 subjects were deemed to be an adequate sample size. Data from principals, teachers, and education directors were gathered using structured questionnaires and interview schedules. Through document analysis, performance and enrolment statistics were gathered. The instruments' dependability was determined using the test-and-retest approach, which produced a correlation coefficient of 0.83, a sign of dependable instruments. The study discovered that during 2003–2007 and 2013–2017, the school mean score decreased. A strong positive connection between enrolment and subpar performance was found ($r = 0.93$).

Raja and Burnett, (2004) only covered primary schools and Onyango (2001) only covered day schools. Even though the literature covered much regarding access and enrolment trends after the implementation free secondary education policy, the study established the existing information on enrolment trends was scanty and not current

based on information on the ground. This study sought to fill those gaps by finding out if the FSE policy has had an influence on current access and enrolment trends in public secondary schools in Nairobi.

2.3 Adequacy of Physical Facilities and Material Resources after the FSE Policy.

With the introduction of Free Secondary Education, schools could have registered an over-enrolment, which means that the materials and resources available in schools are overstretched. School facilities include the administrative office, staff rooms and offices, classrooms laboratories, workshops, equipment, stores libraries, hostels, staff houses and the school grounds. Material resources include textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and videotape recorders. Other categories of material resources consist of paper supplies and writing materials such as pens, erasers, exercise books, crayons, chalk, drawing books, notebooks, pencils, rulers, slates, workbooks and so on (Atkinson, 2000).

The development and maintenance of physical facilities in educational institutions by communities, parents and sponsors should continue to be encouraged. This is because the lack of such facilities interferes with the learning process. According to Lewin (2008), the financing required for expansion of access to secondary education shows that enrolments in secondary education cannot be expanded at present budget levels. Constrained by limited public resources and in the absence of significant policy reforms, SSA countries have responded to the increased demand for secondary places by using the same amount of resources over a growing number of students (Verspoor, 2008). Consequently, essential inputs are often in short supply resulting in increased

class sizes, shortages of textbooks, instructional materials and supplies, poorly stocked libraries and double or triple shift use of facilities.

In secondary schools in Tanzania's Arusha District, Naisujaki et al. (2017) looked into teachers' perceptions on the availability of instructional materials and physical facilities. Data was gathered through a questionnaire, interview schedules, and written materials using a descriptive case study design. Out of around 1049 chosen school stakeholders in the Arusha District, a sample of 318 was chosen using simple random and purposeful selection techniques. Before data was collected, the instruments underwent expert evaluation to establish validity. The experts compared the instruments to the study questions and made the required suggestions for improvement. With the use of SPSS, a pilot research was carried out among schools that were not included in the sample. The questionnaire was quite reliable, as evidenced by the reliability test results of 0.727 Cronbach's Alpha for instructional materials and 0.778 for physical facilities. The study findings revealed that the increase in pupils attending community schools resulted in a lack of textbooks, reference books, maps, and globes at the schools under investigation. Additionally, schools lacked basic physical infrastructure, including classrooms, desks, chairs, and adequate distance between the available classrooms.

Adeogun (2001) discovered a symbiotic relationship between learning resources and academic success. According to Adeogun (2001) schools with more learning resources registered and posted better academic results. Learners' academic results are heavily determined by the quality and quantity of teaching and learning resources. The author pointed out that schools with more learning resources performed better academically.

Sifuna (1986) also dwelt on this aspect and found a positive correlation between school facilities and the performance of learners. Mbaabu (1983) adds that the inadequacy of physical facilities, learning materials, equipment and tools were among the bottlenecks that Principals are faced with in Kenya. The study found out that in most schools, classes had over 50 children. This study revealed that free education at the primary level brought about problems related to over-enrolment, lack of physical facilities, and inadequate teachers. The researcher wanted to find out whether, with the introduction of free secondary education, similar challenges were experienced in public secondary schools in Nairobi.

In relation to the structure of physical facilities, Olembo and Ross (1992) indicate that the development efforts of principals have sometimes been ineffective because of the lack of space for extension within the school, lack of housing for teachers and worse still lack of essential facilities like desks, chalk, books and so on. Some schools do not have adequate classrooms and where they exist they are sometimes in very deplorable condition, which is hazardous to students and staff. From the above literature, it has emerged that Olembo and Ross (1992), and Olembo and Cameroon only focused on the challenges principals face and did not cover the impact these challenges had on teachers, support staff, students and the quality of education. From the above literature, the adequacy of physical facilities and material resources are presented generally and not specifically which makes it had to bring out meaningful intervention. This study sought to fill that gap by establishing the recent trends that reflect the educational reality on the ground.

Omego (2015) aimed to determine how principals in the Kisumu East sub-county perceived the difficulties they encountered in raising students' academic progress. The study's goals included determining how principals in Kisumu East Sub-county saw the obstacles of managing physical buildings, teaching and learning resources, student behavior, and financial resources. The study population included 33 principals, 33 deputy principals, 33 senior teachers, and one Sub-County Quality Assurance and Standards Officer. A descriptive survey research technique was used (SCQUASO). Thirty principals, thirty deputy principals, thirty senior teachers, and one SCQUASO were chosen via saturated sampling. Utilizing questionnaires, detailed interview schedules, and observational guides, data were gathered. The instruments were validated by specialists in educational administration. The study determined that principals were perceived to be experiencing physical facility-based issues since 388 (53.6 per cent) respondents gave them an average rating of 4, which indicates that they occur frequently. The interquartile range was 2.10, and the median was higher than half the range. The majority of 244 (46.7%) respondents gave financial resource management a rating of 5, which was supported by an interquartile range of 1.10 and a median that was more than half the range, indicating that it was always difficult.

According to Chirchir et al. (2017), government funding for the SSE's implementation in Kericho County's Bureti Sub-County was enough. In order to explore the factors impacting the adoption of SSE, the study used a descriptive study survey research design from the quantitative research paradigm as the primary design, complemented by a naturalistic research design from the qualitative research paradigm. In Bureti Sub-county, the study focused on all principals and deputy principals, all teachers, one sub-county director of education, and one district quality assurance and standard officer. In

the sub-county where the survey was conducted, there were 50 schools as the study's population. 15 schools, 15 principals, and 132 teachers were used as a sample. The study includes 1 Sub-County Director of Education and 1 District Quality and Standards Officer. According to the findings, there is a severe teacher shortage, inadequate facilities, inadequate funding from the government for expansion, a delay in disbursing SSE funds, and inefficient cost-sharing techniques among the primary challenges to SSE implementation.

Ayoo (2002) carried out a study on the effects of school physical facilities on academic performance and established that the availability of facilities had an impact on the performance of students in National examinations. In Kakamega County's public secondary schools, Khayo (2019) conducted a study to evaluate the utilization and management of physical and learning resources for academic achievement. The instruments were questionnaires given to teachers, department heads, and subject heads. All 290 of the county's public secondary schools' principals, HODs, subject heads, and teachers made up the target population. Schools were stratified by grouping them according to their type: boys boarding, girls boarding, mixed day schools, and mixed boarding. Simple random selection was employed to choose the 350 subject heads and 400 instructors who participated in the study, while random sampling was used to choose the 79 principals of the sampled schools and the 340 department heads. The study results revealed that the government's insufficient funding was a significant obstacle to the provision, use, and upkeep of resources in the majority of the county's schools. The investigation found that nothing was done to make use of available resources for student welfare. From the literature reviewed it is clear that there is a close link between physical facilities and material resources and academic

performance. It however does not reveal the impact the FSE policy has had on the same in public secondary schools in Nairobi. Therefore, this study sought to fill that gap.

2.4 Community Participation and Involvement after the FSE Policy.

The introduction of the FSE policy could affect and influence community involvement and participation. According to Lezotte (2001), family and community involvement is a general term used to describe myriad activities, projects and programs that bring parents, businesses and other stakeholders together to support student learning and schools. Henereld and Craig (1996) acknowledged parent and community support as one of the key factors that determine school effectiveness in sub-Saharan Africa. They identify that the community provides financial and material support to the school. Henereld and Craig (1996) also recognize that the community has a meaningful role in school governance; and community members and parents assist with instruction. FSE could also be affected by factors related to community participation. This is mainly because the family is the primary social system for children. Spencer, Molar, Ford, Rochester (1989) underscore the importance of school and community relations. They highlight that schools were formed by society, within society and for society so that through its children, society would retain its identity and its viability. According to Spencer et al (1989), the concept of 'school' inherently embraces the interaction between society's communities and its teaching-learning institutions. Ejieh (1987) adds to this by emphasizing that education institutions will many times need to enlist the help of community members in the process of providing quality education for the child.

A study carried out by Kilonzo (2007) found that 92.5% of the primary school parents felt that they should not contribute anything to FPE in Kenya since education was

“free”. Since the same parents have children in secondary schools their full support and participation in FSE is in question. From the quoted studies it has already been established that there is a relationship between parental/community involvement and school success. However, the study by Onyango (2001) only covers the role of the Principal and the duties of the community but he has not covered the impact the FSE policy has had on community involvement in public secondary schools in Nairobi. Kilonzo (2007) study was also not based on public secondary schools in Nairobi, a research that was filled the current study.

In Kenya's Trans-Nzoia East sub-county, Chemweno (2018) looked into school-community support for the implementation of free day secondary education. The research adopted the Schultz, Sakamoto, and Powers-based Human Capital Theory. The population of the study consisted of 14 Day Secondary Schools in Trans-Nzoia East Sub-County that present candidates for the Kenya Certificate of Secondary Education (KCSE). The study used a descriptive survey design. Students, teachers, and principals made up the sample size. Questionnaires, a sub-county director of education interview schedule, and document analysis were the instruments used for data collection. The report demonstrated that the distribution of county bursaries to deserving students was unfair because the Ward Committee lacked a database of past recipients. As a result, class teachers were required to identify deserving students. According to the report, school feeding programs keep kids in class and engaged in the learning process. Many schools found it difficult to implement Free Day Secondary Education because of the high teacher-to-student ratio, inadequate physical facilities, and lack of teaching/learning resources for students who were eligible from primary schools. They however failed to extensively determine how the implementation of Government policy

on FSE influences the status of the school human resources in public secondary schools in Kenya.

2.5 Status of School Human Resources after the FSE policy

A secondary school as an educational institution has teaching staff, non-teaching personnel and students including their knowledge, abilities and skills as the human resources. Maicibi (2003) states that all schools are made up of people (workers) and other non-human resources and when the right numbers of people with relevant skills are brought together, it can influence other factors towards achieving the school goals and objectives. Human resources are the people who constitute the workforce in an organization. Delivery of good quality education will ultimately depend on what happens in the classroom and teachers are at the forefront of service delivery (El, 2009). Onyango (2001) adds that the teachers' role cannot be downplayed especially since the introduction of FSE. However, the contribution made by other staff members such as secretaries, bursars, accounts clerks, matrons, nurses, cooks, messengers and watchmen cannot be overlooked.

In Sub-Saharan Africa, teacher recruitment, retention, and deployment are insufficient and inefficient. The study indicated that achieving the goals of universal primary enrolment (UPE) requires increasing the number of teacher supplies. According to World Bank projections based on UNESCO data, sub-Saharan Africa will need more new teachers to adequately meet the demands of primary education (Schwille & Dembele, 2007). In Tanzania, Godda (2018) looked at the management skills of principals of public secondary schools in the Singida municipality's implementation of

the Free Secondary Education (FSE) program. The research was a descriptive survey that included qualitative and quantitative research methods. Questionnaires and interviews were used to collect data from 200 teachers, 10 school heads and 5 municipal secondary education officers. The results showed that, in spite of a number of obstacles, including a lack of funding to cover some school needs, parents' misconceptions that the FSE policy covered all fees and a sharp rise in student enrolment, the heads of public secondary schools in the Singida municipality had the managerial skills to run their institutions successfully. The results also showed that school administrators employ both informal and formal coping mechanisms to deal with FSE-related difficulties, such as community involvement and informal peer coaching.

As Kenya feels it is reaching the UPE goals and begin expanding secondary education, the requirements for additional teachers and support staff will increase pressure on an already stretched system making the challenge seem insurmountable. How to deal with issues of teacher and support staff supply as a critical constraint to secondary education expansion is barely addressed. A study conducted by Chabari (2011) on FSE in Public secondary schools in Kangundo District in Kenya established that more students were able to attend schools as a result of FSE though this strained the available resources in schools. The study recommended the need for the employment of more teachers to cater for the increasing student population and also to provide more funds.

A study by Muhindi (2011) indicates the changes in the number of teachers in secondary schools since the inception of FSE. Other than average, the number of

teachers per school decreased from 19 in 2007. The average number of teacher shortages per school increased from 3.6 in 2007, to 4.0 in 2008 to 4.3 in 2009. The number of untrained teachers increased from 23% in 2007, 29% in 2008 to 33% in 2009. The average teacher-pupil ratio stood at 45:1 in 2007, 48:1 in 2008 to 52:1 in 2009 (UNESCO 2010; World Bank 2010). This study did not focus on support staff. The literature fails to directly take on the most basic constraint on secondary education expansion: will there be sufficient teachers and support staff? El, (2009) and Onyango (2001) focused solely on teachers' adequacy and did not cover the support staff in their studies. Lewins and Colloids (2001) on the other hand only focused on FPE and teachers 'adequacy in SSA and didn't cover FSE and support staff in public secondary schools; a research gap that was filled by the current study.

2.6 Summary of Reviewed Literature

The FSE programme was introduced at the beginning of 2008 because many Kenyan children who completed primary school were not getting access to secondary school. The main purpose of the new policy was that all children who were academically qualified for secondary education will be given an equal opportunity to join secondary education.

From the literature, there was a lack of proper deliberation and information on the functions of various stakeholders. As a result of this, there is confusion among teachers, parents, school committee members, sponsors and local donors. At the same time, there was a lack of clear guidelines as far as FPE was concerned and many issues were rushed into without them being properly addressed. This study sought to find out if

that's the same scenario in the public school after the FSE policy. A study conducted on free secondary education in public secondary schools in Kenya established that many more students were able to attend school as a result of free secondary education. This strained the available resources in schools. The study recommended the need for recruitment of more teachers to cater for the students' upsurge and also to provide more funds. This is because the quality of education is usually pegged on teacher effectiveness and adequacy of funds. Most studies only covered primary schools and not secondary schools hence the current study to fill that gap.

A study on challenges related to the implementation of FPE established that due to the rising number of pupils enrolling in schools, teachers were sometimes overwhelmed and were not able to give individualised attention to pupils' assignments and this contributed to a decline in academic performance. The literature review has reviewed that the introduction of the FSE policy registered increased access and enrolment of students. The literature pointed out that enrolment in primary education to date stands at 8 million up from 5.2 million in 2002. This implies a very large number of primary school graduates are seeking a place in secondary school and this may directly impact school resources. This study sought to determine the impact of the FSE policy on physical facilities and material resources, human resources, and quality of education. The researcher could not trace any studies which have been conducted to examine the factors that have been affected since the introduction of the FSE policy in Nairobi public schools, leading to the research gap that this study hoped to fill.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the methodology which was used to carry out the study. It further describes the type and source of data, the target population and sampling methods and the techniques, research instruments, piloting of the study, reliability of the instruments, data collection procedures and data analysis techniques that were adopted.

3.1 Research Design

Research design essentially refers to the plan or strategy for shaping the research (Matt, Henn, Mark, Weinstein & Nick Foard, 2009). The study adopted a descriptive survey research design where the researcher conducted a field survey in selected public schools in Nairobi city county. Descriptive survey design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho,2003). It can be used when collecting information about people's attitudes, opinions, habits or any variety of education or social issues (Orodho & Kombo, 2002). The survey design was based on the use of questionnaires, observation schedules and interview schedules that will be used as data collection instruments. Descriptive research design is a description of the state of affairs as it exists at present (Kothari,2003).

A descriptive survey design was justified and appropriate for this study as it enabled the researcher to obtain information that described the current situation in the FSE programme by asking respondents questions. The design was also appropriate as it assisted the researcher to detail systematically the situations, problems, events and programmes prevailing about the influence of government policy of free secondary education on participation and resources in public secondary schools in Nairobi City County.

3.1.1 Variables of Study

The study included both the dependent, independent and the intervening variables. One of the independent variables was students' enrolment and access. The second independent variable focused on resources. Regarding resources, the study focused on the physical facilities and material resources sufficiency given the needs of the system since the FSE policy. It was measured by establishing the sufficiency of the workforce and how the community responded to the policy. Material resources included course books, set books, class readers, chalks, maps, rulers; pens etc., where the unavailability of this could negatively impact on the classroom teaching and learning process. Physical facilities and equipment included classrooms, laboratories, playgrounds, dormitories, library, administrative offices etc. The availability of this would have positive implications on the quality of FSE. The other independent variable was extent to Government policy of FSE influences the community involvement and participation. The community has a meaningful role in school governance; and community participation is one of the known strategies that improve education access and quality. The FSE policy should help embrace the interaction between society's communities

and public secondary schools. The dependent variables on the other hand sought to answer important questions that are going to appear during the analysis of the FSE policy.

Finally, the intervening variables include: Principals' and teachers' experience, number of teachers in a school, age of teachers and principals, attitude, commitment and awareness of the community. Free Secondary Education is meant to raise access and enrolment, the demand for an increased number of qualified teachers and support staff prevails. If the increased number of students is met with few qualified teachers the academic performance will be wanting. With the intervention of the government policy to increase the number of qualified teachers, the students will have sufficient supply of information from the teachers to achieve the desired academic performance.

3.2 Research Location.

This study was conducted in Nairobi City County. According to Matt et al. (2009), the optimal setting for a research study is one that clearly meets the researcher's interests. Nairobi is 162 kilometers squared inclusive of its suburbs and is the 12th largest city in Africa. It is made up of nine Sub Counties namely; Starehe, Kamukunji, Kasarani, Makadara, Njiiru, Embakasi, Lang'ata, Dagoretti and Westlands. Nairobi City County was chosen as the location for the study because reports from the Nairobi Sub County Education Office, in the period before the introduction of FSE indicated that secondary schools were facing challenges related to understaffing, inadequate physical facilities and material resources, poverty, congestion in classrooms, negative attitude towards education by the community and drug abuse (Nairobi Sub County Education, 2015).

Therefore, it was important to gain empirical data on the state of affairs now since the introduction of the FSE policy in 2008.

3.3 Target Population

Mugenda and Mugenda (2009) define population as an entire group of individual events or objects having common observable characteristics. Orodho (2013) also points out that target population is any group of individuals who have one or more characteristics in common that are of interest to the researchers. This research was aimed at the 84 secondary schools situated within the city, 43,111 parents, 1873 teachers and 84 principals as presented in Table 3.1 below.

Table 3 1: Public Secondary Schools per Sub County.

Sub Counties	No. Of Schools.
Starehe	11
Kamukunji	6
Kasarani	11
Makadara	11
Njiiru	10
Embakasi	8
Lang'ata	5
Dagoretti	12
Westlands	10
GRAND TOTAL	84

Source: (Ministry of Education 2015)

3.4 Sampling Procedure and Sample Size

3.4.1 Sampling Procedure

In terms of sampling procedure, Orodho and Kombo (2010) opines that sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. The study, therefore, employed cluster, purposive and simple random sampling techniques to obtain the sample for the study. Cluster sampling technique which according to Mugenda (2008) is a technique that divides a population into naturally occurring groups was used for purposes of sampling the 84 public schools in Nairobi City County. Principals were purposively selected because they are believed to have very good information regarding influence of government policy of free secondary education on participation and resources in public secondary schools in Nairobi City County. Both the Principals and the teachers were proportionately selected according to their population size in each sub-county. Again most Principals were interviewed to provide qualitative information hence making purposive sampling appropriate for the study. The teachers and parents were randomly selected so as to give each subject an equal chance of being selected to participate in the study. Simple random sampling involves defining the population, identifying each individual or member of the population and selecting individuals basing on chance. Therefore, compared to other techniques, random sampling was the best way to obtain a representative sample.

3.4.2 Sample Size

A sample is a selection of the population to which the research intends to generalize results (Mbweza, 2006). To determine the appropriate sample size, an updated list of all

public secondary schools in Nairobi County was obtained from the Nairobi city county director of education (2015) at Nyayo house and had a total of 84 public schools. According to Orodho (2010), in a descriptive survey, at least 20% of the population may be necessary for the study to be considered if the population is small; therefore the study considered 50.0%. The county was clustered into 9 Sub Counties namely: Starehe, Kamukunji, Kasarani, Makadara, Njiru, Embakasi, Lang'ata, Dagoretti, Westlands and approximately 50% of schools in each district participated in this study. All schools were public secondary schools and were beneficiaries of the FSE programme. This research was aimed at the 84 secondary schools situated within the city, with a population of 84 principals and 1873 teachers.

From all the nine educational sub-counties, the study sampled five principals which is approximately 50.0% from each except Lang'ata district which provided 4 schools due to the secondary schools being fewer than in other districts making a total of 44 principals. The study also picked 5 parents per sub-County to match the number of principals making a sample size of 44. Using Krejcie and Morgan table, a total of 318 teachers were sampled from a population of 1873 formed part of the sample. Krejcie and Morgan (1970) formula used to determine the sample size:

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where

S= Required Sample Size.

N= Number of teachers in Nairobi City County (1873).

P= Population proportion of individuals that yield maximum possible

sample size (Assumed to be 0.5).

d = Degree of accuracy as reflected by amount of error to be tolerated (taken as 0.05).

X^2 = Table value of chi-square for one degree of freedom taken as 3.841 for 0.95.

Therefore, the study sampled 44 principals, 318 teachers and 44 parents.

3.5 Research Instruments.

Various research instruments namely questionnaires, observation and interview schedules were developed to map out the data needed from a variety of sources in this study. A multi-method approach was useful in dealing with the unpredictable circumstances that arise in field research (Sommer & Sommer 1991). The data was collected using both primary and secondary sources. Secondary data was collected from official documents from the Ministry of Education the Central Bureau of Statics (CBS) and government records. Such data included government expenditure on FSE, student enrolment and dropout rates. Primary data was collected from Questionnaires, which is quantitative and qualitative data from the respondents. Closed and Open-ended questions were used. This section discusses the types of instruments and corresponding target respondents.

3.5.1 Questionnaires

According to Orodho (2004), the questionnaire method can reach a large number of respondents who are able to read and write independently. In this method, the researcher issued the questionnaire to principals and teachers. The questionnaires were closed-ended and required the persons being issued to provide straightforward answers of either yes or no. Khan (1992) says that questionnaires enable the researcher

administering them to explain the purpose of the study and give the meaning of the terms that may not be clear. The questionnaires were being used because of their ease to collect large amounts of data and save money and time as they are easy and quick to issue. The questionnaires were comprised of 5 sections. Section one collected the background information of the principals, teachers and parents. Each of the other four sections collected information on the adequacy of physical facilities and material resources, adequacy of human resources, community involvement and effect on access and enrolment after the introduction of FSE policy.

3.5.2 Observation

This is a tool that provides information about actual behaviour. The researcher visited selected schools in Nairobi City County to administer questionnaires and observe the key physical facilities and material resources used in the schools. According to Mugenda and Mugenda (2005) observation is a key research instrument which provides the researcher with an opportunity to verify the behaviour of the respondents through interaction. "Observation allows the researcher to put behaviour in context and thereby understand it better" (Kombo, 2006). A reconnaissance mission was conducted prior to embarking on the following observation method. This allowed the researcher to get verifiable and first-hand information about how things are actually done. The observation guide was also used to verify some of the information obtained through questionnaires relating to the availability of physical facilities, materials and human resources.

3.5.3 Interviews

In this method, questions were administered orally by the interviewer to the parents to obtain information from them during parent days meetings for different schools per sub-County in their respective meeting halls. This allowed the researcher to be responsive to individual differences and situational characteristics and it also allowed the informants to open up and produce more information. The interview contained items covering all the objectives of the study. Qualitative in-depth interviews are noted more for their probes and pauses than their particular question format (Mcmillan & Schumacher, 2006). The objectives of the study were outlined in advance. Structured questions were asked together with some open-ended ones. In a bid to enhance the validity of the data collected, interviews were recorded on audiotape then later transcribed.

3.5.4 Piloting of the Study

Piloting is important in finalizing research instruments especially when feedback is required in a study, Orodho (2002). The purpose of piloting the questionnaires is to detect deficiencies in the questionnaires, and vague questions and also determine whether the anticipated analytical techniques are appropriate Orodho (2004). The researcher used one public school in neighbouring Kiambu County which did not end up in the list of the sampled schools piloting the study. The school was randomly selected and the questionnaires were administered to the principal and parents' representative. The purpose of piloting the research instruments was also to find out their reliability and validity and their suitability for the study. Piloting was used to refine the instruments so as to obtain accurate information which reflected an integrated picture of the situation under investigation.

3.6 Reliability of the Instruments

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument delivers consistent results or data after repeated trials. The pilot study enabled the researcher to assess the usefulness of the questionnaire items so that those items found to be inadequate or vague may either be removed or changed to improve the quality of the research instrument therefore increasing reliability. A split-half technique of reliability testing was employed, where by the pilot questionnaires were divided into two equivalent halves and then the Spearman correlation coefficient was computed. A reliability coefficient of 0.7 or bigger is recommended by (Kiess & Bloomquist, 1985). Since the value of the alpha coefficient range from 0 to 1, the findings were as presented in Table 3.2 for all individual items in the questionnaire.

Table 3.2: Reliability Statistics for All Items

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
0.924	0.920	15

As shown in Table 3.5 the overall reliability statistics shows that the Cronbach's alpha was 0.924 and thus showing that there was a reliable internal consistency for the scale. The reliability result yielded a coefficient of 0.924 which was considered to be excellent for the study.

3.7 Validity of the Instruments

A pre-test where 3-5 cases of respondents was used to test understanding, difficulty of questions and willingness to respond was done to increase validity of the tools (Ghuri

& Gronhaug, 2005). Pretesting was to make terms or language clear and will test the accuracy and sustainability of the instrument. This therefore generated adequate data. It also got rid of irrelevant and sensitive items in the tools. Respondents in the pre-test/preliminary survey were randomly selected from the target population. To avoid problems brought about test and retest, these respondents were not used in the final survey. To ensure content validity, the questionnaire was given to both a researcher and an education expert to check whether all the major factors in Free Secondary Education had been captured. The pilot study helped improve face validity and content of the instruments. According to Borg and Gall (1989), content validity of an instrument is enhanced through expert judgment. As such the researcher consulted the supervisor and other experts from the school of education at Kenyatta University.

3.8 Data Collection Procedures

Prior to data collection the researcher sought permission from the department of Educational Foundations of Kenyatta University and research license/permit from National Commission for Science and Innovation (NACOSTI). The researcher further sought an approval letter from the Ministry of Education which was presented to the County Director of Education for the purpose of obtaining legal consent to carry out the research. A rapport with the potential respondents was established with an aim of explaining the purpose of the study to the respondents. The principals of respective schools were consulted on the mode of administering the questionnaire and the suitable time when the information can be gathered from them and the parents.

3.9 Data Analysis

Kerlinger (1973) defines data analysis as categorization, ordering, manipulation and summarizing of data to obtain answers to research questions. Data was cleaned and then sorted to ready for processing and analysis. Both qualitative and quantitative data were analyzed using descriptive statistics such as frequencies, means and standard deviation as presented by the objectives. Data analysis was conducted at intervals throughout the data collection process and finally at the end of this exercise. Quantitative data was coded in the computers then analysed and the findings was presented using percentages and frequency tables. Quantitative data also required the use of a computer sheet and therefore statistical Package for Social Sciences (SPSS) version 22 was used, specifically Pearson's Chi Squared test. The information from few open ended items was included in the study in narrative form as observed by (Brook 2013; Orodho, 2012). Frequency counts of the responses were then obtained to generate information about informants who had participated in the study and to illustrate the general trend of findings on the various variables that were under investigation. Qualitative data from the principal's interview schedules and oral recording from parents was analysed through thematic analysis then converted into a write up using coding categories related to the research questions.

3.10 Ethical Considerations

The researcher put the following points into consideration when carrying out the research, Voluntary participation; the participants were not coerced into participating in this research. Informed consent; the prospective participants were fully informed about

the procedures and risks involved in research and gave their consent to participate. Confidentiality; the privacy of the participants was guaranteed. Anonymity; the participants remained anonymous throughout the study even to the researchers themselves.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the study. The main objective of the study was to gather information that analysed the extent to which Government policy on free secondary influence participation of secondary students in terms of access and enrolment, community involvement and participation. Secondly, the study established the extent to which Government policy on FSE influence the availability and adequacy of physical facilities and material resources; the status of the school human resources in secondary schools in Nairobi City County. In this respect, the study was guided by the following specific objectives:

To determine how the implementation of Government policy on FSE influence access and enrolment in public secondary schools.

To investigate the extent to which Government policy on FSE influence the availability and adequacy of physical facilities and material resources in public secondary schools

To determine how the implementation of Government policy on FSE influence the status of the school human resources in public secondary schools

To investigate the extent to Government policy of FSE influences the community involvement and participation in public secondary school.

The study adopted a descriptive survey research design where the researcher conducted a field survey in selected public schools in Nairobi city county. Descriptive survey design was justified and appropriate for this study as it enabled the researcher to obtain information that described the current situation in the FSE programme by asking respondents questions. The design was also appropriate as it assisted the researcher to detail systematically the situations, problems, events and programmes prevailing about influence of government policy of free secondary education on participation and resources in public secondary schools in Nairobi City County. This research was aimed at the 84 secondary schools situated within the city, 1873 teachers and 44 principals participated in the study.

More than one research instruments namely questionnaires, observation and interview schedules were developed to map out the data needed from a variety of sources in this study. The data was collected using both primary and secondary sources. Secondary data was collected from official documents from the Ministry of Education the Central Bureau of Statics (CBS) and the government records. Such data included government expenditure on FSE, student enrolment and dropout rates. This chapter therefore provides demographic information of informants followed by detailed discussions of responses to the study questions.

4.2 Demographic Information.

This section presents the bio-data of respondents in terms of gender, age, length of service and academic qualifications followed by the analysis and discussion of each of

the four research questions. The respondents both teachers and the principals were asked to state their gender and Figures 4.1 and 4.2 present the findings.

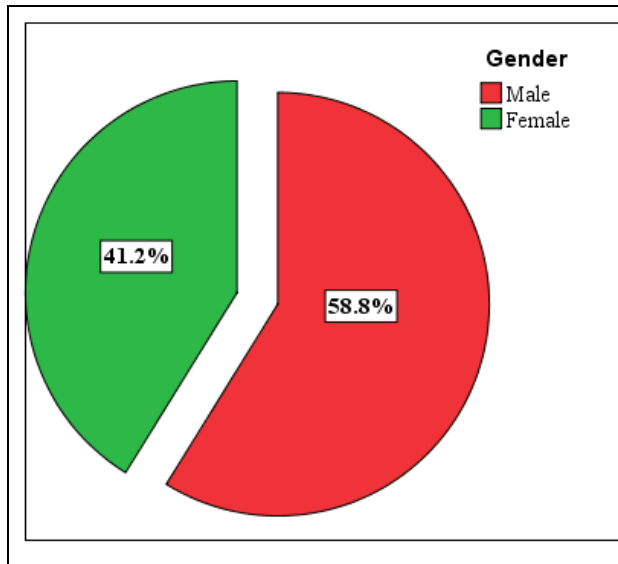


Figure 4.1 Gender of Principals

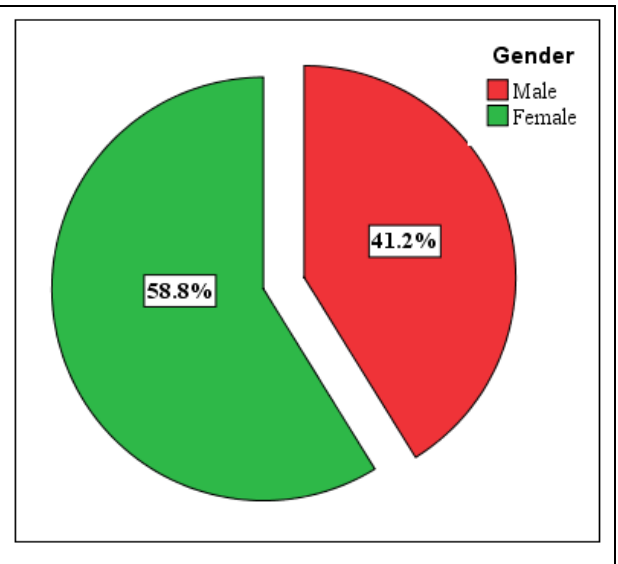


Figure 4.2 Gender of Teachers

From the above findings, the study established that the male Principals were (58.8%) while (41.2%) were female. This shows gender imbalance in appointment to leadership positions suggesting that public secondary school leadership is male dominated in the county. The gender distribution for the teachers was (58.8%) female and (41.2%) male.

4.2.1 Academic Qualification of Principals and Teachers

The study aimed to establish the highest professional qualifications of the respondents. Their responses are presented in Table 4.1.

Table 4.1: Academic Qualification of Principals and Teachers

Qualificatio n	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
M.E.D	8	18.1	19	6.0
B.E.D	26	59.1	243	76.4
DIP/ED	10	22.8	56	17.6
Total	44	100	318	100

Data analysis revealed varied qualifications for Principals and Teachers. Majority of the Principals as presented above indicated that out of the 44 of them (59.1%) were bachelor Degree holders while (22.8%) were diploma holders and only (17.6 %) had postgraduate qualification. These results imply that majority of the Principals had basic professional qualifications desirable for secondary school teaching and should be encouraged to further their studies to enrich their professionalism, competence and acquire new approaches and skills pertaining to new educational trends in the country. On the other hand, teachers in the county are also highly academically qualified (76.4%) Degree holders (17.6 %) diploma holders and (6.0 %) postgraduate holders) and this is an indication that the respondents were well trained and educated as teachers and would therefore be expected to contribute positively to the FSE Policy since they are well equipped with the knowledge they need to perform their duties effectively and efficiently and their responses were credible.

4.2.2 Age Brackets of Teachers

Teachers were asked to state their ages and Figure 4.3 presents the findings

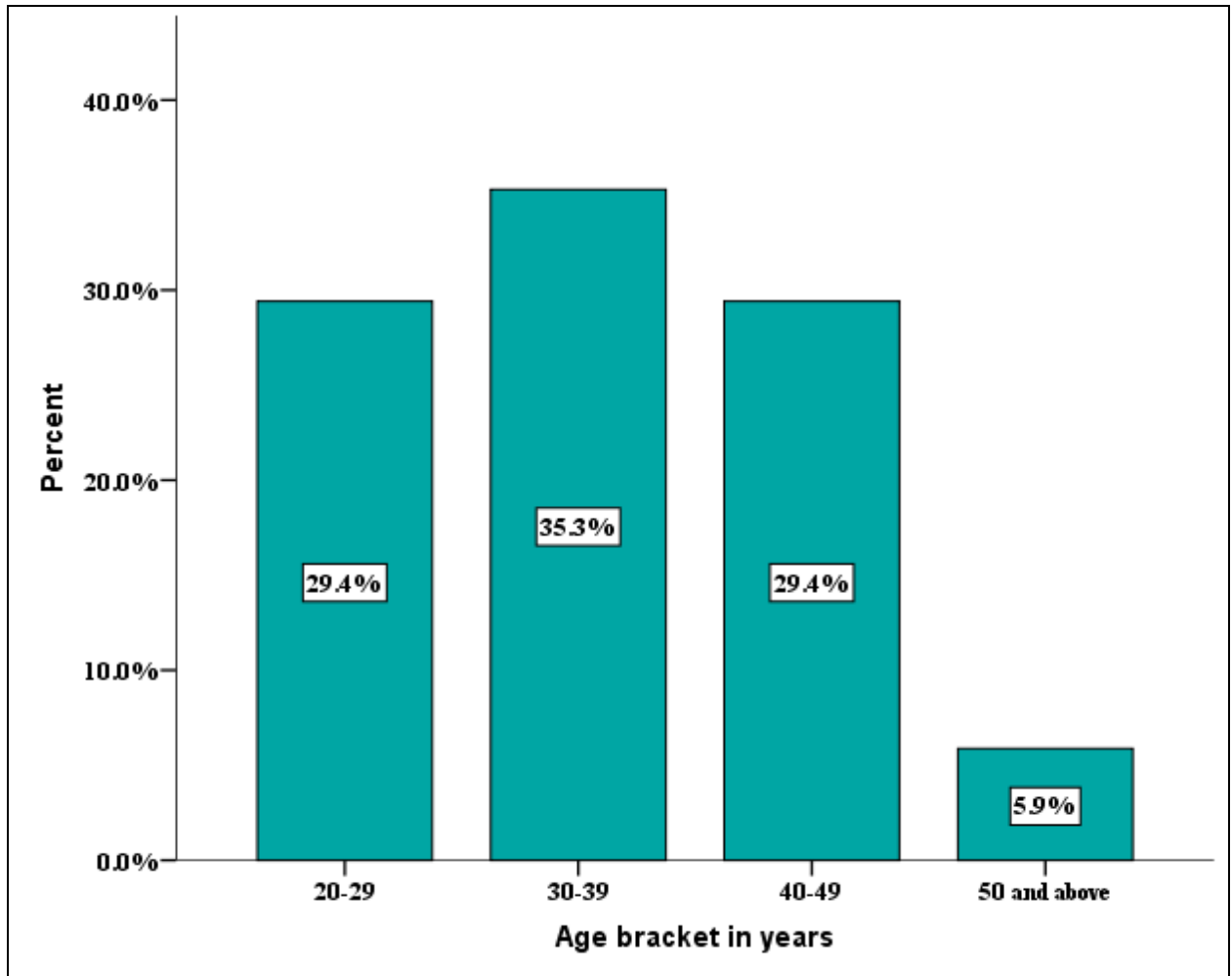


Figure 4.3: Bar graph showing the age of teachers in years

Figure 4.3 shows that (29.4%) of teachers ranged between 20-29 years, (35.3%) who were the majority were aged between 30-39 years, while (29.4%) aged between 40-49. The least number of teachers was (5.9%) who were aged above 50 years of age.

4.2.3 Work Experience

During the study, both principals and teachers were asked to indicate their work experiences and Table 4.2 presents the findings.

Table 4.2: Work Experience

Years of experience	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
<5 years	16	36.4	132	41.5
6-10 Years	10	22.7	75	23.6
11-15 Years	3	6.8	75	23.6
16-20 years	5	11.3	-	-
>20 years	10	22.7	36	11.3
Total	44	100	318	100

The findings of the study as presented in Table 4.2 showed Principals who taught for less than 5 years were (36.4 %) while those who taught for between 6-10 years were (22.7%). This is an indication that a significant number of Principals had headed schools for a considerable period of time implying that they clearly understood issues pertaining to institutions and were therefore in a position to articulate the issues affecting the free secondary education policy. The findings further reveal that (41.5%)

of the teachers had less than 5 years experience suggesting that a number of teachers had been employed recently by the government. And cumulatively (85.4 %) of the teachers had more than one-year experience. Table 4.2 shows the distribution of the Principals and teachers regarding the number of years they had served. Analysis of the results showed that on average teachers had served in the current school for a period of 6 years with minimum of 0.5 years and the highest being 21 years. While head teachers had on average served for 3 years with the lowest serving 1 year and the highest had served for 10 years.

4.3 Enrolment and Access after the FSE Policy

The study sought to determine how the implementation of Government policy on FSE influenced access and enrolment in public secondary schools as contemplated in objective one. The principals were therefore asked to state the rate of enrolment per stream and Table 4.3 presents the findings.

Table 4.3: Number of Enrolments per streams in 2012 to 2016

Streams	2012	2013	2014	2015	2016
1	7.1%	7.1%	7.1%	11.8%	5.9%
2	28.6%	28.6%	14.3%	23.5%	23.5%
3	14.3%	14.3%	21.4%	11.8%	11.8%
4	28.6%	28.6%	28.6%	17.6%	23.5%
5	21.4%	14.3%	21.4%	29.4%	23.5%

Table 4.3 shows that the Principals indicated a decrease in streams between 2015 and 2016 and varied changes in the number of streams in other years. It also shows that between 2012 and 2015 the number of streams increased.

The study further sought to establish the average number of students per class and Table 4.4 presents the findings.

Table 4.4: Average Number of Students per Class

Average number of student per class	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
30-39	5	11.4	-	-
40-49	16	36.4	112	35.2
50-59	21	47.7	206	64.8
60 and above	2	4.5	-	-
Total	44	100	318	100

Table 4.4 shows that (35.2%) of the teachers indicated that the average number of students per class ranged from 40-49, while (64.8%) indicated that students ranged between 50-59 students per class. From the Principals perspective majority of the Principals (47.7%) indicated that the students ranged from 50-59 students per class,

4.5% indicated students ranged above 60 students per class, while only 11.4% indicated that the students ranged from 30-39 students per class and 36.4% ranged 40-49 students per class. This shows that most of the schools had 50-59 students per class, which is a large number and they would therefore have a significant effect on physical and material resources and human resources.

Responses from the teachers indicated that the classes were overcrowded and to cope with the situation the teachers used lecture method, group work activities and use of video in class as teaching methods as presented in Figure 4.3 which shows the proportion of teachers indicating that there was overcrowding in their classes as a result of free secondary education policy.

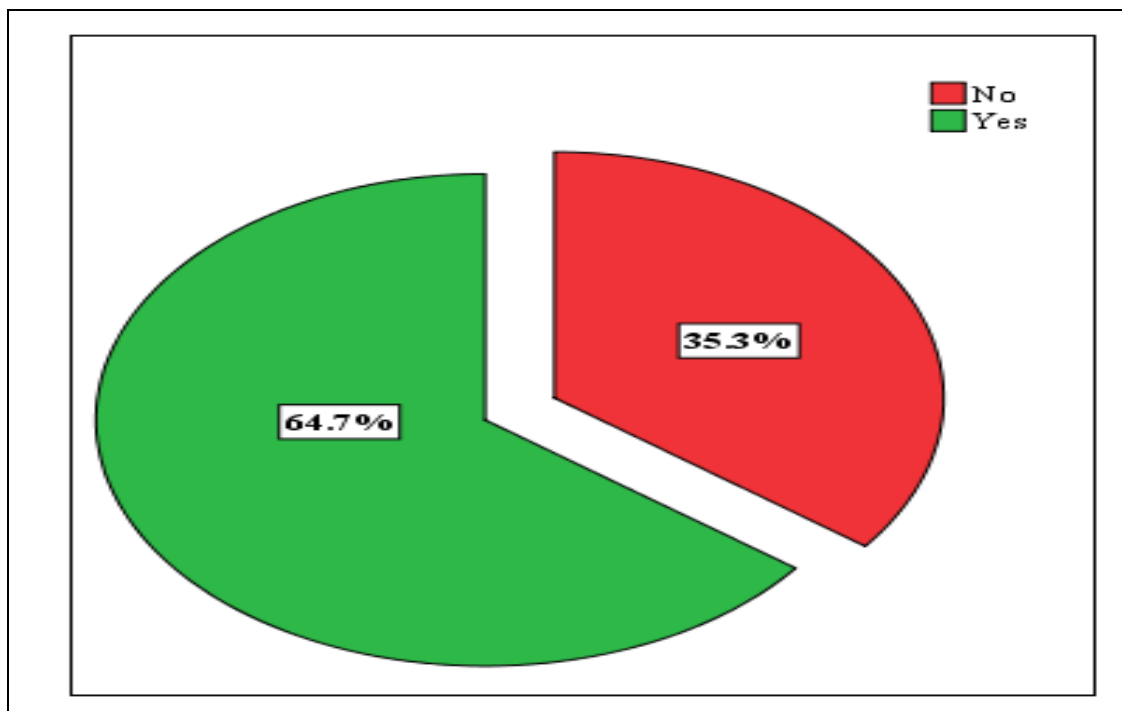


Figure 4.4: Pie Chart Showing Overcrowding of Classes

Figure 4.4 shows that (64.2 %) of the teachers reported that their classes were overcrowded while only (35.5%) reported that they did not have overcrowded classes. This shows that most of the schools had overcrowded classrooms; this study is in agreement to studies conducted elsewhere. For instance, Osei (2006) found that broadly, teachers in most countries in sub-Saharan Africa work in multi-grade, overcrowded classrooms (40-80 students in a class), mainly due to a considerable increase in student enrolment from primary to secondary education. Osei (2006) noted that overcrowding, together with other challenges such as lack of school facilities (lack of basic teaching materials, and an absence of sufficient equipment for laboratories) and inadequate infrastructure (such as little lighting, drab walls) were some of the challenges experienced due to increased student enrolment. Mwirigi and Muthaa (2015) in their investigation on the effect of enrolment on learning quality in elementary schools agrees that high enrolment patterns in elementary schools resulted in overworked staff members, inadequate teaching and learning facilities, poor sanitary facilities, and insufficient classrooms. The increased enrolment and access had a significant impact on the quality of learning in public primary schools. Olang'o et al. (2021) on the hand established a strong correlation between enrolment and performance.

Principals were asked to state the challenges their respective schools were facing as a result of increased enrolment and Table 4.5 presents the findings.

Table 4.5 Challenges as Result of Increased Student Enrolment

Challenges	Responses	Percent
Allocation of resources and materials	10	22.7%
inadequate space in (classes, dormitories laboratories)	7	15.9%
Shortage of human resource	18	40.9%
Uncooperative parents	10	22.7%

The results show that majority (40.9%) of the principals reported that there were was challenge of shortage of human resources, (22.7 %) of the principals reported challenges as a result of increased student enrolment were due to inadequate resources and materials, (22.7%) as result of uncooperative parents and (15.9%) indicated that challenges were due to inadequate space in classes, dormitories and laboratories. Similar studies have equally noted the same challenges for instance a study carried out by Chabari (2011) on FSE in public secondary schools in Kangundo revealed that more students enrolled and were able to attend secondary school as a result of FSE policy though this strained the available material and physical resources in the schools.

4.4 Influence of Availability of Resources

In terms of facilities, the principals were asked to state the number of facilities that were available and additional requirements in their respective schools and Table 4.6 presents the findings.

Table 4.6: Average number of facilities available and additional requirements

Facilities	Average	Minimum	Maximum
How many classes are needed in the school?	15	4	36
How many classes are available?	14	2	32
How many labs are needed in the school?	5	3	10
How many labs are available?	3	0	6
How many Dormitories are available?	4	0	17
How many Dormitories are needed?	4	0	18
How many latrines are in the school?	13	4	25
How many are needed?	15	4	30

Table 4.6 shows that most of the school require on average additional 15 classes, 5 laboratories, 4 dormitories and 15 latrines. This is an indication that increased enrolment of the student is not able to be catered for by the available resources. Orodho (2013) indicated that principals faced increasing administrative difficulties which included inadequate infrastructure, shortage of textbooks and laboratory equipment; lack of proper school furniture like desks and overcrowded classrooms. Although, (52.9%) of the Principals indicated that funds provided to the school are inadequate to cater for the increased number of enrolment only (41.2%) agreed that the funds were sufficient. On the other hand, (64.7%) the Principals were in agreement that the government disbursed funds on time to meet the school obligations.

In terms of the adequacy of the resources, the teachers were allowed to give multiple responses and the report were as presented in Table 4.7

Table 4.7: Adequacy of resources

Resources	Adequate		Inadequate	
	F	%	f	%
Classrooms	202	63.5	116	36.6
Laboratories	152	47.8	166	52.2
Desks	260	81.7	58	18.3
Textbooks	152	47.8	166	52.2
Other teachings-learning resources	166	52.2	152	47.8

Table 4.7 shows that over (63.5%) of the teachers reported that classrooms were adequate, (47.8%), (81.7%), (47.8%) and (52.2%) of the teachers indicated that laboratories, desks, textbooks and other teaching-learning resources respectively were adequate. This reveals that generally, the teachers rated the physical facilities to be adequate, and they would therefore be expected to perform their duties effectively despite the increased enrolment.

The parents in an interview concurred with teachers by noting that none of the public secondary schools in the county had adequate physical facilities. They added that free secondary education has made the situation worse because of rise in enrolment in all the public schools. Shortage in boarding facilities and overcrowded classrooms according to the parents has had adverse effects on performance. Naisujaki et al. (2017) looked into teachers' perceptions on the availability of instructional materials and physical facilities and concurred that the increase in pupils attending community

schools resulted in a lack of textbooks, reference books, maps, and globes at the schools under investigation. Additionally, schools lacked basic physical infrastructure, including classrooms, desks, chairs, and adequate distance between the available classrooms. Chirchir et al. (2017), also found out that teacher shortage also affected the general participation , inadequate facilities, inadequate funding from the government for expansion, a delay in disbursing SSE funds and inefficient cost-sharing techniques among the primary challenges to SSE implementation.

4.5 Level of Community Involvement and Participation

Objective four of the study sought to investigate the extent to Government policy of FSE influence the community involvement and participation in public secondary school. The principals were therefore asked to characterize the level of adequacy of the support given by the community and Figure 4.4 presents the findings.

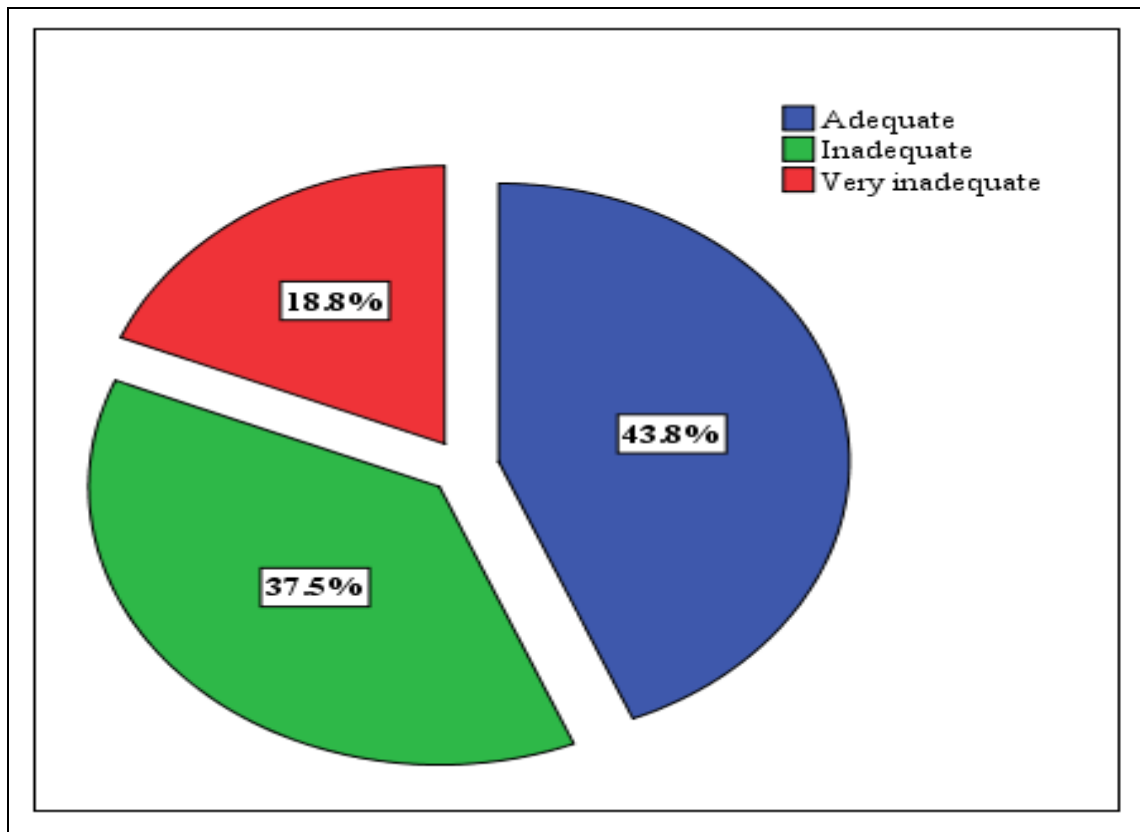


Figure 4.5: level of support from the community.

Figure 4.5 shows that (43.8%) rated it as adequate, (37.5%) rated it as inadequate while the least (18.8%) rated it as very inadequate. This shows that on the most part, the support given by the community to the schools was adequate, which may prove to be a positive relationship between the school and the community, which can impact on the school performance.

The principals were also asked to state the areas of the school in which the community participated and Table 4.8 presents the findings.

Table 4.8: Areas in which Community Participates and Gets Involved

Area of participation	Frequency	Percentage
Development Contributions	10	22.7%
P.T.A School Meetings	23	52.3%
Discipline Students	3	6.8%
Academic Forums	8	18.2%
Total	44	100

Table 4.8 shows that (52.3%) of the Principals indicated that community members prefer participating in PTA school meeting while (22.7%) in development contributions,(6.8%) in discipline of students (18.2%) in academic forum. Interview with the parents indicated that they were non-committal to supplement the school budget as most of them felt that the government should avail more funds. Chemweno (2018) looked into school-community support for the implementation of free day secondary education and confirmed that Many schools found it difficult to implement

Free Day Secondary Education because of the high teacher-to-student ratio, inadequate physical facilities, and lack of teaching/learning resources for students who were eligible from primary schools. The current study however filled the research gap by extensively determining how the implementation of Government policy on FSE influenced the status of the school human resources in public secondary schools in Kenya.

In a bid to analyse the principals' perspective regarding free secondary education, they were asked to state the extent to which they agreed with provided statements regarding the impact of FSE policy in a four-point scale from strongly disagreed to strongly agreed. Table 4.9 presents the findings.

Table 4.9: Analysis of FSE from Principals Perspective

Aspects of FSE	S.A	A	D	S.D	(χ^2) p-value
Free secondary Education has caused high enrolment rates.	20.0	46.7	33.3		(1.600) 0.449
F.S.E has provided more opportunities for more students to attend secondary school.	12.5	62.5	18.8	6.3	(12.500) 0.006
F.S.E has put a strain on the physical facilities like dorms.	6.3	75.0	18.8		(12.875) 0.002
F.S.E has put a strain on material resources thus forcing parents to buy.	6.3	62.5	25.0	6.3	(13.500) 0.004
The community supports the school by providing funds to pay for extra workers.	12.5	37.5	12.5	37.5	(4.000) 0.260
The community members attend meetings and contribute financially to the school development projects.	18.8	37.5	12.5	31.3	(2.500) 0.475

In the Principals responses, a Chi Square test was used which shows that any statistical tests wherein the sampling distribution of the test statistic is a Chi Squared distribution when the test is true. In this case it was used to show a relationship between the different categorical variables. Responses from the head teachers showed some agreement that free secondary education had caused high enrolment rates (46.7%) but the responses were varied and thus statistically the agreement was not significant ($\chi^2 = 1.600$, $p = 0.449$).

There was a significant agreement ($p < 0.05$) to the statement that F.S.E has provided more opportunities for more students to attend secondary school, (75%) agreed F.S.E has put a strain on the physical facilities like dorms while (62.5%) agreed that F.S.E has put a strain on material resources thus forcing parents to contribute financially. Therefore, chi-square test showed agreement to the statement that the community supports the school by providing funds to pay for extra workers and that the community members attend meetings and contribute financially to the school development projects were not statistically significant ($P > 0.05$). Henereld and Craig (1996) recognized that the community has a meaningful role in school governance; and community members and parents assist with instruction. This is mainly because the family is the primary social system for children. Spencer, Molar, Ford, Rochester (1989) underscore the importance of school and community relations. They highlight that schools were formed by society, within society and for society so that through its children, society would retain its identity and its viability.

Teachers were also asked to state the extent to which they agreed with various statements on their perspective regarding the extent to which Government policy of

FSE influence the community involvement and participation in public secondary school on a four-point scale. Table 4.10 presents the findings.

Table 4.10: Analysis of FSE from Teacher’s Perspective

Aspects of F.S.E	S.A	A	D	S.D	(χ^2) p-value
Free secondary Education has caused high enrolment	60	40			(9.000) 0.606
F.S.E has provided more opportunities for more students to attend secondary school	58.8	41.2			(10.00) 0.628
F.S.E has put a strain on the physical facilities in the school like dorms, labs, classrooms and latrines.	73.3	26.7			(8.941) 0.011
F.S.E has put a strain on material resources like textbooks, exercise books and pens etc. thus forcing parents to buy.	29.4	64.7	5.9		(11.00) 0.121
The community members support the school by providing funds to pay for extra workers.	5.9	23.5	64.7	5.9	(15.70) 0.001
The community members attend meetings and contribute financially to the school development projects.	6.3	25.0	31.3	37.5	(3.500) 0.324

Responses from the teachers showed some agreement that the free secondary education policy had caused high enrolment rates (60%) but the responses were varied and thus statistically the agreement was not significant ($\chi^2 = 9.000$, $p = 0.628$). There was a

significant agreement ($p < 0.05$) to the statement that F.S.E has put a strain on the physical facilities in the school like dormitories, laboratories, classrooms and latrines and The community members support the school by providing funds to pay for extra workers. Therefore, chi-square test showed that agreement to the statement that F.S.E has provided more opportunities for more students to attend secondary school and that the community members attend meetings and contribute financially to the school development projects were not statistically significant ($P > 0.05$).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions and recommendations arrived at. It also gives suggestions for further studies. The purpose of the research was to analyse and assess the enforcement of the FSE policy on public secondary schools in Nairobi City County. The study sought to meet the following research objectives;

To determine the influence of the FSE policy on access and enrolment in public secondary schools.

To investigate the availability and adequacy of physical facilities and material resources after the FSE policy.

To assess the status of the school's human resources after the FSE Policy.

To investigate whether community involvement and participation have been influenced by the FSE policy.

5.2 Summary.

The study adopted a descriptive survey research design where the researcher conducted a field survey in selected public schools in Nairobi city county. The design was also appropriate as it assisted the researcher to detail systematically the situations, problems, events and programmes prevailing about the influence of government policy of free secondary education on participation and resources in public secondary schools in Nairobi City County. This research was aimed at the 84 secondary schools situated within the city, 1873 teachers and 44 principals participated in the study. More than one research instrument namely questionnaires, observation and interview schedules were

developed to map out the data needed from a variety of sources in this study. The data was collected using both primary and secondary sources.

In terms of gender, the study established that the male Principals were (58.8%) while (41.2%) were female. The gender distribution for the teachers was (58.8%) female and (41.2%) male. Data analysis revealed varied qualifications for Principals and Teachers. The majority of the Principals as presented above indicated that out of 44 of them (59.1%) were bachelor's Degree holders while (22.8%) were diploma holders and only (17.6 %) had a postgraduate qualification. On the other hand, teachers (76.4%) were degree holders (17.6 %) diploma holders and (6.0 %) postgraduate holders). Regarding age, the study showed that (29.4%) of teachers ranged between 20-29 years, (35.3%) who were the majority were aged between 30-39 years, while (and 29.4%) were aged between 40-49. The least number of teachers was (5.9%) who were aged above 50 years of age. The study showed Principals who taught for less than 5 years were (36.4 %) while those who taught for between 6-10 years were (22.7%). The findings further reveal that (41.5%) of the teachers had less than 5 years of experience suggesting that a number of teachers had been employed recently by the government. And cumulatively (85.4 %) of the teachers had more than one year of experience.

5.2.1 Enrolment and Access after the FSE Policy

The study sought to determine how the implementation of Government policy on FSE influenced access and enrolment in public secondary schools as contemplated in objective one. The findings showed that the Principals indicated a decrease in streams between 2015 and 2016 and varied changes in the number of streams in other years. It

also revealed that between 2012 and 2015 the number of streams increased. The study further reported the majority of the teachers indicated that the average number of students per class ranged from 40-49, while (64.8%) indicated that students ranged between 50-59 students per class. From the Principals perspective majority of the Principals indicated that the students ranged from 50-59 students per class, 4.5% indicated students ranged above 60 students per class, while only 11.4% indicated that the students ranged from 30-39 students per class and 36.4% ranged 40-49 students per class. This shows that most of the schools had 50-59 students per class, which is a large number and they would therefore have a significant effect on physical and material resources and human resources. Responses from the teachers indicated that the classes were overcrowded and to cope with the situation the teachers used lecture method, group work activities and use of videos in class as teaching methods which shows the proportion of teachers indicating that there was overcrowding in their classes as a result of free secondary education policy. The teachers reported that their classes were overcrowded while only (35.5%) reported that they did not have overcrowded classes. This shows that most of the schools had overcrowded classrooms; this study is in agreement with studies conducted elsewhere.

5.2.2 Availability and Adequacy of Physical Facilities and Material Resources

In terms of facilities, most schools require on average additional 15 classes,5 laboratories,4 dormitories and 15 latrines. This is an indication that increased enrolment of the student is not able to be catered for by the available resources. Although, the Principals indicated that funds provided to the school are inadequate to cater for the increased number of enrolments only (41.2%) agreed that the funds were sufficient. On

the other hand, Principals agreed that the government disbursed funds on time to meet the school obligations. In terms of the adequacy of the resources, teachers reported that classrooms were adequate, and they indicated that laboratories, desks, textbooks and other teaching-learning resources respectively were adequate. This reveals that generally, the teachers rated the physical facilities to be adequate, and they would therefore be expected to perform their duties effectively despite the increased enrolment. The parents in an interview concurred with teachers by noting that none of the public secondary schools in the county had adequate physical facilities. They added that free secondary education has made the situation worse because of the rise in enrolment in all the public schools. Shortage in boarding facilities and overcrowded classrooms according to the parents, has had adverse effects on performance.

5.2.3 Policy of FSE on Status of the School Human Resources

On the adequacy of School Human Resources (40%) reported a shortage, it was reported that parents agreed to contribute towards hiring and paying of extra workers, more than half of parents disagreed with the idea of contributing towards hiring extra workers. On disbursement of funds by the government, half of the Principals reported that funds provided by the government were inadequate while the rest reported that the funds were adequate. More than half of the principals reported that the funds were disbursed on time while (47.1%) of the teachers reported adequate laboratories while (and 52.9%) reported they were inadequate. More than three quarter of the teachers reported adequate desks while (17.6%) reported inadequate desks. Half of the respondents reported adequate desks while (52.9%) reported inadequate desks. Lastly (52.9%) of the respondents reported adequate teaching and learning resources.

5.2.4 Government Policy on Community Involvement and Participation

Objective four of the study sought to investigate the extent to which Government policy on Free Secondary Education (FSE) influences community involvement and participation in public secondary schools. The majority of respondents indicated that the support given by the community to the schools was adequate, which may prove to be a positive relationship between the school and the community, which can impact the school's performance. The study also revealed that more than half of the Principals indicated that community members prefer participating in PTA school meetings, in development contributions, in the discipline of students and in an academic forum. Interviews with the parents indicated that they were non-committal to supplement the school budget as most of them felt that the government should avail more funds. Responses from the head teachers and teachers showed some agreement that free secondary education had caused high enrolment rates (46.7%) but the responses were varied and thus statistically the agreement was not significant ($\chi^2 = 1.600$, $p = 0.449$). There was a significant agreement ($p < 0.05$) to the statement that F.S.E has provided more opportunities for more students to attend secondary school, (75%) agreed that F.S.E has put a strain on physical facilities like dorms while (62.5%) agreed that F.S.E has put a strain on material resources thus forcing parents to contribute financially. Therefore, the chi-square test showed agreement with the statement that the community supports the school by providing funds to pay for extra workers and that the community members attend meetings and contribute financially to the school development projects were not statistically significant ($P > 0.05$). The interview schedule revealed that most parents were non-committal to supplement the school budget as most of them felt that the government should avail more funds.

5.3 Conclusion.

Teachers in most Sub-Saharan African countries work in multi-grade, overcrowded classrooms (40-80 students per class), owing to a significant increase in student enrolment from primary to secondary education. Overcrowding, together with other challenges such as lack of school facilities (lack of basic teaching materials, and an absence of sufficient equipment for laboratories) and inadequate infrastructure (such as little lighting, and drab walls) were some of the challenges experienced due to increased student enrolment. In terms of challenges, principals reported that there was challenge of shortage of human resources, principals also reported challenges as a result of increased student enrolment were due to inadequate resources and materials, as result of uncooperative parents and that challenges were due to inadequate space in classes, dormitories and laboratories. Similar studies have equally noted the same challenges for instance a study carried out on FSE in public secondary schools in Kangundo revealed that more students enrolled and were able to attend secondary school as a result of FSE policy though this strained the available material and physical resources in the schools.

Previous studies indicated that principals faced increasing administrative difficulties which included inadequate infrastructure, shortage of textbooks and laboratory equipment; lack of proper school furniture like desks and overcrowded classrooms. The study concluded that the schools in Nairobi City County are currently under pressure due to increased enrolment, this has put a strain on physical facilities and material resources. The community is non-committal on providing funds to supplement the school budget however; they are committed to attending school meetings and sorting out discipline issues.

5.4 Recommendations

From the study findings, the following recommendations are suggested to address problems regarding the influence of government policy of free secondary education on participation and resources in public secondary schools in Nairobi City county.

5.4.1 Policy Recommendations

Recommendation to Policy Makers

First the study established that there was an increase in access and enrolment of students and varied changes in the number of streams as a result of the Government policy of FSE. The findings showed that most of the schools had 50-59 students per class, which is a large number and they would therefore have a significant effect on physical and material resources and human resources. The government should therefore focus on increasing the number of schools and expanding the existing facilities to accommodate the increased number of students. There should proper guideline on education policy regarding enrolment and how to mitigate against excess enrolments and overcrowding.

Recommendation to Ministry of Education

Secondly, the study found that the free secondary education policy had a lot of influence on the availability and adequacy of physical facilities and material resources. Free secondary education had made the situation worse because of the rise in enrolment in all the public schools, Shortage in boarding facilities and overcrowded classrooms which had adverse effects on performance. This is an indication that increased

enrolment of the student was not able to be catered for by the available resources. Due to increased enrolments, the schools required additional classes, laboratories, dormitories and latrines. The government should therefore increase allocation to enable secondary schools procure additional physical facilities and material resources; and disbursed funds on time to meet the school obligations.

Thirdly, the policy on free secondary education had adverse effect on the status of human resources. Due to increased enrolment as a result of FSE, there was reported shortage of human resources in many schools, which forced parents to contribute towards hiring and paying of extra workers. The government should therefore directly employ support staff and engage the community in human resource mobilization strategies to mitigate the shortage.

Recommendation to the Community

Fourthly, in terms of community participation, the study revealed that community members preferred participating in PTA school meetings, in development contributions, in the discipline of students and in academic forums but were non-committal to supplement the school budget as most of them felt that the government should avail more funds. Therefore, the schools should look for strategies that can be attractive to community members to entice them to fully participate in bridging the budget gaps.

5.4.2 Recommendations for Further Research

Based on the study findings, the following recommendations were made:

A study should be conducted on methods to expand and stretch the existing current

school facilities to accommodate the high enrolment rates.

A study should be conducted on all counties to determine the perception the community has on the FSE policy.

A study should be conducted on methods and ways of coping with the inadequacy of the FSE funds disbursed by the government.

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APPENDIX I: Krejcie and Morgan (1970) Guide for Sample Sizes

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

N = Population Size

S = Sample Size

APPENDIX II: PRINCIPAL'S QUESTIONNAIRE

I am carrying out this study to analyse the free secondary education policy in Nairobi City County. You are kindly requested to answer truthfully and precisely these questions.

The answers you give to these questions be treated as confidential and will be used for research only. Please ticks were appropriate or fill in the required information in the spaces provided.

SECTION A

1. Your Gender?

Male

Female

2. Academic qualification

M.E.D

B.E.D

DIP/Ed

Other (specify).....

3. Other qualifications?

MSC

MA

Other (Specify).....

4. Experience as a principal (in years)

.....**years**

5. Your experience as principal in the current school?

.....**years.**

SECTION B

1. Your school had how many streams in:

- I. 2012**
- II. 2013**
- III. 2014**
- IV. 2015**
- V. 2016**

2. What is the average number of students per class?

<input type="text"/>	20-29	<input type="text"/>	30-39	<input type="text"/>	40-49	<input type="text"/>	50-59	<input type="text"/>
<input type="text"/>	60 and above							

3. What challenges does the school face in the enrolment of students?

- Allocation of resources & materials (books, chairs, desks)
- Inadequate space in (classes, dorms, labs)
- Shortage of Human Resource
- Uncooperative parents
- All the above

4. Do all the students admitted to the school report?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

SECTION C

1. How many classes are needed in the school?

.....
.....

2. How many classes are available?

.....
.....

3. How many labs are needed in the school?

.....
.....

4. How many labs are available?

.....
.....

5. How many Dormitories are available?

.....
.....

6. How many Dormitories are needed?

.....
.....

7. How many latrines are in the school?

.....
.....

8. How many are needed?

.....
.....

9. Are the funds provided to your school adequate to meet the school budget through the year? No
 Yes

10. Does the government disburse the funds on time to enable the school to meet its financial duties?
 Yes No

SECTION D.

COMMUNITY PARTICIPATION & INVOLVEMENTS

1. How would you characterize the support given by the community?

Adequate
 Inadequate

Inadequate

Very

2. In which areas of the school does the community participate and get involved?

Development Contributions

P.T.A School Meetings

Discipline Students

Academic Forums

Other (Specify).....

SECTION E

ANALYSIS OF FSE

Kindly state your degree of agreement or disagreement in relation to each of the provided items on a 4-point scale.

Insert a tick in the most appropriate column.

A key has been provided.

SA (Strongly Agree) A (Agree) D (Disagree) N (Neither Agree or Disagree), SD (Strongly Disagree)

ASPECTS OF FSE	S.A	A	N	D	S.D
Free secondary Education has caused high enrollment rates.					
F.S.E has provided more opportunities for more students to attend secondary school.					
F.S.E has put a strain on the physical facilities like dorms.					
F.S.E has put a strain on material resources thus forcing parents to buy.					
The community supports the school by providing funds to pay for extra workers.					
The community members attend meetings and contribute financially to the school development projects.					

SECTION F

What suggestions can you make towards the improvements of F.S.E policy?

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This is an academic research. The intention of the study is to analyse the free secondary education policy in Nairobi City County. You are kindly requested to answer truthfully and precisely these questions.

The answers you give to these questions be treated as confidential. Please do not write your name or that of your institution anywhere on this questionnaire. Please tick where appropriate or fill in the required information in the spaces provided.

SECTION A.

1. Your Gender?

Male

Female

2. Your Age (in years)?

Between 20-29

Between 30-39

Between 40-49

50 plus

3. Academic qualifications

M.E.D

B.E.D

DIP/Ed

Other (Specify).....

4. Other qualifications?

MSC

MA

5. Experience as a teacher (In years)

.....years

6. Your experience as a teacher in the current school?

.....Years

SECTION 2

Enrollment and Access

1. What is the average number of students per class in your school?

.....
.....

2. Are classes overcrowded?

Yes

No

- b. If yes how do you cope with overcrowding?

.....
..

3. Rate the adequacy by ticking where appropriate.

RESOURCES	ADEQUATE	INADEQUATE
Classrooms		
Laboratories		
Sanitary Facility		
Desks		
Textbooks		
Other teachings-learning resources		
(Writing materials, charts, chalks etc.)		

SA (Strongly Agree) A (Agree) D(Disagree) N (Neither Agree or Disagree),SD(Strongly Disagree)

Aspects of F.S.E	S.A	A	N	D	S.D
Free secondary Education has caused high enrollment					
F.S.E has provided more opportunities for more students to attend secondary school					
F.S.E has put a strain on the physical facilities in the school like dorms, labs, classrooms and latrines.					
F.S.E has put a strain on martial resources like textbooks, exercise books and pens etc. thus forcing parents to buy.					
The community members support the school by providing funds to pay for extra workers.					
The community members attend meetings and contribute financially to the school development projects.					

APPENDIX IV: INTERVIEW SCHEDULE FOR PARENTS

1. What are your views on the FSE policy?
.....
.....
.....
2. Have you benefited from the FSE policy?
.....
.....
.....
3. Are you as a parent expected to contribute financially to the school?
.....
.....
.....
4. What are some of the items that you are expected to buy for your
son/daughter at the school?
.....
.....
.....
5. What are the positive and negative effects of the PSE policy?
.....
.....
.....
6. What suggestions would you give to improve the FSE policy in
Nairobi?
.....
.....
.....

APPENDIX V: OBSERVATION SCHEDULE

Dimensions	Key Indicators	Very Good	Good	Adequate	Inadequate
Availability of physical facilities in schools	Classroom space Desks and Chairs Sporting facilities Laboratories Water and sanitation Toilet facilities				
School enrollment	Unsteady enrollment Number of pupils per class				
Availability of instructional material	Teacher-student ratio				
Teacher-Pupil ratio	Number of teachers Number of pupils				

APPENDIX VI: RESEARCH APPROVAL LETTER



**KENYATTA UNIVERSITY
DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

P. O. Box 42844 00802 Tel: 011099, 071622544, 07165 Nairobi, Kenya E-mail: Chairperson-edufoundations@ku.ac.ke/educationalfoundations@ymail.com

11th September 2013

TO WHOM IT MAY CONCERN

RE: KIMANI GLADYS NELLY MUTHONI –M.ED STUDENT, KENYATTA UNIVERSITY

This is to confirm that the above named is a postgraduate student at the Department of Educational Foundations, Kenyatta University. Her registration No. is E55/CE/26275/2011

She has completed her course work and has now embarked on writing her dissertation entitled "*A Study of costs in Kenyan secondary Schools: A case Study of Nairobi County*".

Any assistance given her will be highly appreciated.


Thank you.


Dr. Isabella M. Musyoka-Kamuk
Chairperson Department of Educational Foundations



IMK/jw


APPENDIX VII: NACOSTI RESEARCH LICENSE


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

RefNo: **795666** Date of Issue: **04/October/2022**


RESEARCH LICENSE




This is to Certify that Ms. Gladys Nelly Muthoni Kimani of Kenyatta University, has been licensed to conduct research in Nairobi on the topic: FREE SECONDARY EDUCATION POLICY ON PARTICIPATION AND RESOURCES IN PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY COUNTY, KENYA for the period ending : 04/October/2023.

License No: **NACOSTI/P/22/20194**

795666
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
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