

**STRATEGIES ADOPTED BY SECONDARY SCHOOL PRINCIPAL TO
ADDRESS THE RISING COST OF EDUCATION: A CASE STUDY OF
KURESOI DISTRICT, NAKURU COUNTY**

BY

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DECLARATION

This project is my original work and has not been presented for award of a degree or any other award in any University.

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DEDICATION

This work is dedicated to my wife Janet who supported me throughout and my children Peter, Emmanuel, Caleb and Naomi for their prayers for me to complete my course.

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ABSTRACT

The growing expenses associated with education are often a catalyst for rising tuition and fees, and they play a large role as educators plan for the future of their institutions. The escalation of school fees at secondary level has been the immediate consequence of measures to be taken to reduce cost of education in Kenya. This study used a descriptive survey design where it targeted Principals in secondary schools of Kuresoi District in Rift Valley. The study stratified the schools into boarding and day schools and simple random samplings techniques to obtain schools to be studied in the District. In every stratum, the study randomly selected 40% of the schools and purposive sampling was used to select the head teachers in each school. The total numbers of secondary schools studied were 40. Data collection instruments used was questionnaires and interviews which were validated through a pilot study; questionnaire was given to principals while the interview schedules were used to solicit for more information from the PTA and BOG members of the schools. The data from the completed questionnaires was cleaned, re-coded and entered into the computer using SPSS V.16 statistical package analysis. Descriptive statistics were used to present the data, while linear regression and Pearson's correlations were used to establish the strategies adopted by secondary schools principals to cope up with rising cost of education and its implication on quality of education in Kuresoi District. The boarding schools have managed to engage in farming activities to generate funds and were also getting help from CDF while the day schools were getting funding from the community and from nongovernmental organizations. Schools with large tracks of land have managed to generate extra incomes for the schools by using the land resource to their benefit. The biggest effect of the rising cost of education is the academic performance of the schools as opposed to the development of the schools and operations in the school. Schools should ensure that they fully utilize resources at their disposal to generate extra income for the schools with an aim of dealing with the rising costs in schools.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT	iv
ABSTRACT.....	v
LIST OF TABLES.....	x
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS.....	xii
CHAPTER ONE INTRODUCTION.....	1
1.1 Background to the Study	1
1.2 Statement of the Problem	6
1.3 Broad Objective.....	7
1.4 Specific Objectives.....	7
1.5 Research Questions	8
1.6 Significance of the Study	9
1.7 Assumptions of the Study	9
1.8 Limitations of the Study.....	10
1.9 Scope of the Study.....	10
1.10 Theoretical Framework	11
1.11 Operational Definition of Key Terms	14

CHAPTER TWO LITERATURE REVIEW	15
2.0 Introduction	15
2.1 Income level and budget expenditure on financing secondary school education ...	16
2.2 Constrains faced by principals as result of rising cost on education.....	18
2.3 The potential measures which schools put in place to cope up with rising cost of education	22
2.4 Implication of rising cost on quality of education of secondary schools	28
2.5 Summary of the Literature	30
CHAPTER THREE RESEARCH METHODOLOGY	34
3.0 Introduction	34
3.1 Research Design.....	34
3.2 The Study Area.....	35
3.3 Target Population	35
3.4 Sample Size and Sampling Technique	36
3.5 The Data Collection Instruments.....	37
3.5.1 Questionnaire	37
3.5.2 Interview Schedule.....	38
3.5.4 Data Collection Procedure	38
3.6 Validity of Research Instruments and Reliability	39
3.6.1 Validity of Research Instruments.....	39
3.6.2 Reliability of the Research Instruments	39

3.7 Data Analysis	41
3.8 Ethical Considerations.....	41
CHAPTER FOUR DATA ANALYSIS, PRESENTATION AND	
DISCUSSIONS	42
4.1 Introduction	42
4.2 Background Information	42
4.2.1 Gender of the Respondents	43
4.2.2 Age of Respondents	44
4.2.3 Education Level of Respondents.....	45
4.3 Level of School Incomes.....	46
4.3.1 Level of Incomes for Schools based on Land Sizes.....	46
4.3.2 Level of Incomes for Schools based on School Category.....	47
4.3.3 Rising costs that increase Educational Costs in Schools	48
4.3.4 Income Source for Schools	51
4.4 Constraints Faced by the Principal as a Result of Rising Costs.....	53
4.5 Strategies put in place by School Heads to curb the Rising Costs.....	55
4.6 Implication of rising cost on quality of education.....	57
4.6.1 Effect of Variations of School Budgets on the Effects of the Staff management Strategies	57
4.7 Discussion.....	59

CHAPTER FIVE SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	61
5.1 Summary of the Findings	61
5.2 Conclusion.....	64
5.3 Recommendations	65
5.4 Suggestions for Further Studies	66
REFERENCES	67
APPENDICES	71
QUESTIONNAIRE FOR SCHOOL PRINCIPALS	71
QUESTIONNAIRE FOR B.O.G /PTA.....	79
INTERVIEW SCHEDULE FOR B.O.G/P.T.A.....	87

LIST OF TABLES

Table 3.1: Sampling for the study.....	36
Table 4.1: Gender of the Respondents.....	43
Table 4.2: Relationship between Land Size and Level of School Incomes.....	46
Table 4.3: Cross tabulation between School Category and Level of School Income.....	47
Table 4.4: Significance of the Income Level and School Category	48
Table: 4.5: Rising costs that increase Educational Costs in Schools.....	49
Table 4.6: Income Source in Relation to the School Category.....	51
Table 4.7: Significance of Income Source in Relation to School Category	52
Table 4.8: Constraints Faced by the Principal as a Result of Rising Costs	53
Table 4.9: Variations of Challenges facing school heads as a result of rising costs	54
Table 4.10: Effect of Rising Costs on Development Projects	55
Table 4.11: Effect of Variations of School Budgets on the Effects of the Staff management Strategies	58

LIST OF FIGURES

Figure 1 A conceptual framework for the study	12
Figure 2 Ages of the Respondents	44
Figure 3 Education Levels of the Respondents	45

LIST OF ABBREVIATIONS

USA	United State of America
IMF	International monetary fund
KCPE	Kenya Certificate Primary Education
MOEST	Ministry of education Science and Technology
PTA	Parents Teachers Association
BOG	Board of Governor
SPSS	Statistical Package for Social Sciences
GDP	Gross Domestic Product
IMF	International monetary fund
SAPs	Structural Adjustment Programmers
GOK	Government of Kenya

CHAPTER ONE

INTRODUCTION

This chapter gives a background of the study in the light of the stated aims and related research. It highlights the issues related to strategies adopted by secondary schools principal to address the rising cost in secondary schools education and its implication on education. The background of the study, the statement of the problem, purpose of the study, research questions, study objectives, research hypotheses, and significance of the study, assumptions of the study and limitations of the study is discussed in this chapter.

1.1 Background to the Study

Education is now universally recognized as a form of investment in human being, which yields both economic and non-economic benefits and contributes to a country's future wealth by increasing the productive capacity of its people. Cost-of-Education Index theory was adopted by Monk and Walker (1991). At that time, only four other states Alaska, Florida, Missouri, and Ohio had educational finance systems that were designed to address differences in the cost of inputs, and the adjustment used in Missouri was not funded. The issues raised most frequently by school district officials concerned uncontrollable costs associated with teacher and personnel salary costs, recruitment costs, the cost of health insurance and other employee benefits, cost of buying teaching and learning material and the cost of building and maintaining schools, (Odero, 2007).

The growing expenses associated with educating students is often a catalyst for rising tuition and fees, and they play a large role as educators plan for the future of their institutions. Dibski, (2003) did a study on rural schools in Canada and found that; the actual operating expenditure exceeded the expenditure recognized under foundation programmed. The study proposed three strategies of coping with financial strains that include: Reducing costs through bulk buying of goods, use of less experienced staff, further centralization and/or closures of schools, Increasing revenue through property taxes and provincial grants and Improving efficiency of maximizing use of existing resources, and sharing resources with neighboring schools.

Hanold, (2002), noted that there has been a massive increase in spending in education all over the world due to rising costs of education. This has been attributed by inflation, the need for more sophisticated equipment such as computers, laboratory equipment, home science materials and projectors and the ever-growing demand for education this has led to increase in cost of education.

The experience of the Africa region with secondary education development is varied and rich. Some Sub-Saharan Africa countries are managing secondary education development effectively. Many others are considering options for reform because of the rising cost of education (Malenya, 2009). Botswana, Cape Verde, Mauritius, Namibia, Seychelles and South Africa have implemented cost sharing in secondary school education by offering to pay for tuition for all students. While other countries such as Burundi, Burkina Faso, Central African Re, Niger and Rwanda are in the process of subsidizing cost of secondary education to cushion the rising cost of secondary education and enhance access as well as retention, (Dibski, 2003).

In Guinea for example, the government subsidizes all tuition fees as well as buys books for the students. In Egypt, the government has also subsidized secondary education for all its citizens and is in the process of offering free secondary education for all citizens to include cost of boarding, development of infrastructure and tuition (Ayodo, 1991).

The World Bank (1988) observed that in many African countries most of the money allocated to education is spent on teachers' salaries with little regard to equipment, maintenance of physical facilities and development. One of the most important recommendations by the world Bank is that if African countries (South of the Sahara) were to reduce their unit costs in education at all levels they had to introduce cost sharing in which the student and the parent pay directly for such items as books and school running expenses.

According to the World Bank report (1988), KESSP recognizes expanding access to secondary education at relatively low cost, while improving the quality of secondary education to be immediate challenges to be tackled by the Ministry of Education. The challenges are not unique to Kenya. The World Bank (1988) observes that depending on specific country conditions, the principal challenges in secondary education in developing countries and transition economies can be grouped into four, not mutually exclusive, priority areas: expanding access for all, paying special attention to issues relating to gender- and ethnicity-related exclusion; increasing retention and graduation; improving efficiency; and improving relevance and quality, (Binder, 2004).

Secondary education is important in generating opportunities for social and economic development. Besides being a transitional level between primary and tertiary education,

secondary schooling provides a base for acquiring insights, skills and competences required at the higher levels of education and in the labor market. However, Kenya has low secondary school participation rates. High cost of education is often seen as the most serious impediment to accessing secondary education. With many countries adopting a policy of free primary education, the pressure for expanding secondary education places is growing rapidly, (Binder, 2004).

Despite its importance in the development process, the costs of providing and expanding quality secondary education have been escalating, while resources for secondary education have been dwindling. The current status of education in Kenya suggests that providing affordable, quality, relevant and equitable secondary education in Kenya is a challenge because of the persistent discrepancy between the rate of economic growth which limits the government's budgetary allocation to meet the growing demand for education and of other demands in the economy, (Bray, 2000).

Cost and financing of education is a complex subject; complex because finance underlies so much of the three overarching themes of contemporary education policy, namely: quality and the relationship between funding and quality in any of its several dimensions; access, or the search for social equity in who benefits from, and who pays for, education; and efficiency, or the search for a cost-effective relationship between revenues (particularly those that come from students, parents, and taxpayers) and outputs, whether measured in enrollments, graduates, or student learning, (Barasa, 2006).

In Kenya, for instance, secondary education budget constitutes roughly 22% of government, while secondary teachers' salary alone as a proportion of total MOE

recurrent budget is 24%, (Monk, 1991). This is reasonably high and the efficiency of public spending on secondary school teachers must be one of the main issues that the strategy should address.

Ayodo,(1991) states that education is the largest item in most countries budgets and unless the trends are reversed, a number of countries will face serious financial problems. Most developing countries face a basic dilemma, future resources will not be sufficient to support present trends in expansion of school places (Dibski, 2003). Educational cost continues to perplex educational planners in most countries

Reduction in educational expenditure has been the desire of most countries especially the developing ones. The Kenya government, for example, got concerned about the rising cost of education and training and constraints it caused the government in its ability to provide adequate financing to other sectors of the economy. In view of this, the government decided as stated in Sessional Paper Number One, (1986), to reduce the expenditure to about 30 per cent of National recurrent budget (Republic of Kenya, 1999). In reality, however, the reverse is what took place. As a result of rapid expansion, the education system has increased pressures on government budget. For instance, following the recent increase in teacher's salary, education and training now consume over 40 per cent of the recurrent budget. Teacher's salary alone wallops about 90 per cent of that budget (Republic of Kenya, 1999).

As the country focuses on achieving the goals set in Kenya Vision 2030, the relevance of the curriculum becomes a very pertinent issue which must be addressed at all levels of

education. The secondary education strategy has addressed the review of the curriculum, the provision of cutting education cost from government subsidies.

With increased poverty levels, many parents and communities have not been able to meet the cost requirements under cost sharing policy. Thus their investment in education and support to their children's education has dwindled. The study recommended that the government should establish the strategies to cut cost of secondary education and provide fee guidelines that are acceptable by all and additional costs in the middle of the term or year should be avoided. School administrators should encourage and use locally available teaching-learning materials, start income generating activities and sensitize parents on their role in the provision of physical facilities and equipment in schools (Makori, 2006).

1.2 Statement of the Problem

The escalation of school fees at secondary level has been the immediate consequence of measures to be taken to reduce cost of education in Kenya. The fees and other school related increased costs that have become too high for parents to afford given their low average incomes. Therefore, some may not afford to keep their children in school especially at secondary level. Access to secondary schools by the poor has remained elusive despite government efforts to ensure equity in provision of education. Despite tuition fee waiver in secondary schools, children from poor backgrounds have continued to be marginalized. Many students from poor families perform well in KCPE and are admitted to national schools but are locked out due to their inability to pay the high fees. Therefore, financing education has become a major problems facing secondary education

in Kenya as a result of rising cost. This situation might be the root cause of increased dropout, absenteeism and repetition in secondary schools in Kuresoi district. Hence the study sought to establish strategies adopted by secondary school principal to cope up with rising cost of education in Kuresoi district, Kenya.

1.3 Broad Objective

The main objective of this study was to find out strategies adopted by secondary school principal to address the rising cost of education in Kuresoi district, and suggest ways in which they can be mitigated.

1.4 Specific Objectives

The study was based on the following specific objectives:

- i.) To determine the level of income and budget expenditure on financing secondary school education.
- ii.) To determine constraints faced by principals as result of rising cost on schools in secondary schools in Kuresoi district.
- iii.) To determine the potential measures which schools put in place to cope with rising cost of education of secondary schools in Kuresoi district.
- iv.) To assess the implication of rising cost on quality of education of secondary schools in Kuresoi district.

1.5 Research Questions

The study was guided by the following research questions:

- i.) What is the level of income and budget expenditure on financing secondary school education?
- ii.) What are the constraints faced by principal as result of rising cost on schools in secondary schools in Kuresoi district?
- iii.) What potential measures which schools put in place to cope up with rising cost of education of secondary schools in Kuresoi district?
- iv.) What is the implication of raising cost on quality of education of secondary schools in Kuresoi district?

1.6 Significance of the Study

The significance of this study lies on strategies adopted by secondary school principal to address the rising cost of education. Therefore the findings of the study are expected to provide an insight to educational administrators on the areas in school administration mostly affected by rising cost in order to provide appropriate measures of reducing it.

The results of this study will also provide useful information to educational planners and policy makers on the ways of coping with rising costs in education.

It is hoped that Ministry of education Science and Technology (MOEST) would use the findings of the study in reviewing policies on school financing especially on fees charged.

1.7 Assumptions of the Study

The study was premised on the following assumptions:

- i) Schools are facing difficulties due to rising costs in education.
- ii) There are financial constraints that hinder the smooth running and development of secondary schools.
- iii) Respondents were willing to respond to the questions asked.
- iv) Researcher got permission from the ministry of education as well as the DEO in order to carry out the study.

1.8 Limitations of the Study

The study was limited in a number of ways;

The subject matter is mainly at the prerogative of the administrators in schools as issues concerning rising costs are mainly management issues which teachers and other staff at the schools have little knowledge about. This was a major limiting factor as the employee respondents were not be able to respond to questions relating to the effects of the rising costs.

The researcher however made efforts to ensure that the questionnaires used in the study are stratified to ensure that employee questionnaire were as simplified as possible.

The respondents in the study were also not also be willing to share the nature of the information being sought as the nature of the information was considered sensitive especially for a survey study which sought to compare responses from the different schools. The researcher however sought to assure the respondents that the information collected was confidential and used for purposes of the study only.

1.9 Scope of the Study

The focus of the study was to establish out strategies adopted by secondary school principal to address the rising cost of education in Kuresoi district. The factors studied include the extent to which teaching and learning has been affected and also how school

expansion and growth has been constrained by rising cost in education. The study will be conducted for a period of 4 weeks. The study targeted 40 schools in Kuresoi district.

1.10 Theoretical Framework

The study was based on the Systems Theory of Administration. This concept of systems theory suggests that the whole is greater than the sum of its parts. Simmons (2000) describes a system theory as a series of interrelated and interdependent parts, such that the interaction of any part (subsystem) affects the whole system (p.29).

Each part is tightly linked to other parts of the organization and no single part exists in isolation of others. The systems theory rests on the believe that in all systems from the Galaxy planetary system, the society, education system, school and class room have different parts performing different functions, but in such a way that each part interacts and is interdependent with other parts and with other systems (environment) around it.

Therefore what affects one part, affects the other parts in the system and its environment. Schools are essentially systems by their own right because they made up of several parts serving different functions, which are interrelated.

From the systems perspective school management involves managing and solving problems in each part of the organizations but doing so with the understanding that actions taken in one part of the organization affect other parts of the organization. For instances implementing a solution to a problem in a school's curriculum instruction and supervision function will likely affect other aspects of the school such as staffing personnel tasks, physical facilities, and community relation and finance tasks.

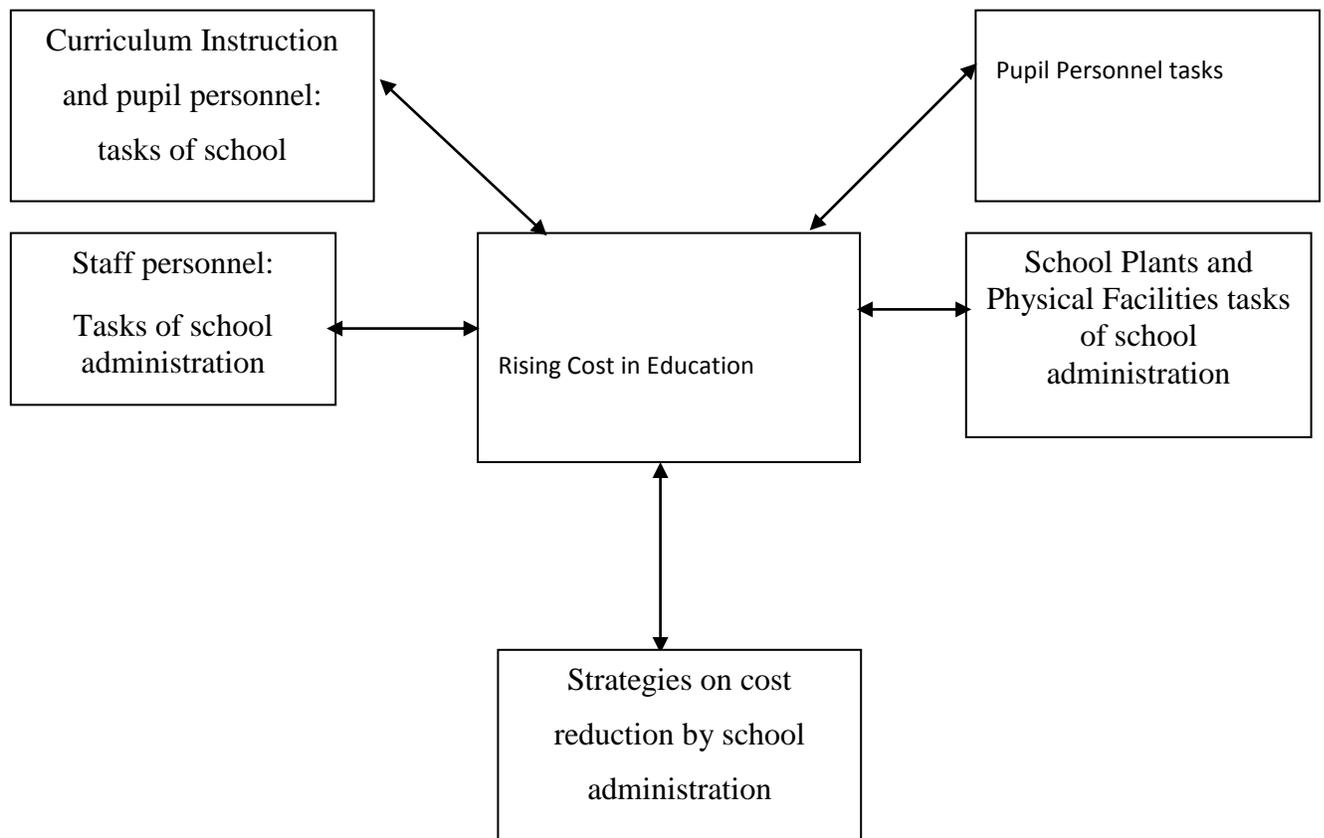


Figure 1. A conceptual framework for the study

Cost of education is a result of a myriad of factors including the free secondary education as well as economic development and cost of living. In secondary schools, cost of education is determined by infrastructure development, salaries for staff as well as teaching/learning equipments and resources.

The systems theory is relevant to educational administration because the educational system or even a single school unit or a child is a system, and the concept of interaction and interdependence of parts with the others and with the wider system is applicable.

This study finds the approach appropriate in that what affects one part of a school administrative system (finance) has some ramification on the entire school system

1.11 Operational Definition of Key Terms

The following terms will be used in this study to imply:

Administrative functions: consists of the performance or management of business operations and thus the making or implementing of a major decision. It is the universal process of organizing people and resources efficiently so as to direct activities toward common goals and objectives.

Budget Constraints: Budget constraints relate to the inability of the school budget to meet its targets.

School Administration: Operational functions performed by head teachers to realize educational goals.

Rising Costs: Rising cost in this context refers to persistent increases in school expenditures. These include staff personal emoluments, buying equipment and facilities, buying foods, stationery among others.

Stakeholders: Refers to individuals or groups who have an interest in the schools and includes parents, suppliers, education officials, debtors and the community.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is presentation of the literature that is related to the study on effect of rising cost on school administration and ways of managing such costs. The sources of literature included; books, past reports, articles, journals, newspapers magazines and computer downloads. Literature related to this study was reviewed with an aim of evaluating opinion, knowledge and attitudes of other researchers towards effects of rising cost in education on administration besides looking at strengths and weaknesses of such studies and identify the gaps to be filled from these studies.

The literature is reviewed to cover the following sub-sections: the level of income and budget expenditure on financing secondary school education, constrains faced by principal as result of rising cost on education, the potential measures which schools put in place to cope up with rising cost of education, implication of rising cost on quality of education of secondary schools in Kuresoi district. Finally the critical reviews as different authors and finally summary was made on the literature.

2.1 Income level and budget expenditure on financing secondary school education

In many developing, and particularly in Sub-Saharan Africa, high cost of education is often seen as the most serious impediment to accessing secondary education. With many countries adopting a policy of free primary education, the pressure for expanding secondary education places is growing. The implication is that more investment must be made in secondary education to meet this growing demand. Global analysis shows that for countries to achieve a net enrolment rate of 90 percent, they will have to spend an additional 3.4 percent of GDP beyond the current levels of 3.3 percent (Binder, 2004). Kenya's secondary education spending is notably low, at 1 21.4 percent of total education spending (Cox, 2006).

Other analyses such as Mingat (2004) seem to suggest that in order to attain that goal, African countries would be required to double the current expenditure levels for secondary education, a scenario that does not seem feasible (World Bank, 2005) given the financial constraints facing most countries. In Kenya, for instance, secondary education budget constitutes roughly 22% of government, while secondary teachers' salary alone as a proportion of total MOE recurrent budget is 24% (MPER, 2007). This is reasonably high and the efficiency of public spending on secondary school teachers must be one of the main issues that the strategy should address.

Under the present cost sharing arrangement, households are spending over Ksh 25,000 per student in direct fee (Ksh 12,000) and indirect non-fee (Ksh 13,000+) costs. GoK spends about Ksh 22,000 but in 2005/06, 93.5 percent of the GoK's expenditure went on teachers' salaries and only 6.5 percent on non-salary expenditures. So far unit costs have been calculated by looking at the GoK's share (teachers' salaries and bursaries) of Ksh

23,862 in urban day schools and the estimate of the households' share of the fees at around Ksh 12,332. But these two figures still do not provide an estimate of the additional non-fee costs that are borne by the household for indirect costs such as transportation, lunches, uniforms, development fees, private tuition and textbooks (Sessional Paper1, Republic of Kenya, 2005).

The bursaries programme provides assistance to children from poor backgrounds and thus enhances access, ensures retention and reduces disparities and inequalities in the provision of secondary school education. In particular, the bursaries are targeted to students living under difficult conditions and Most Vulnerable Children (MVCs). These include orphans, the girl child and children from poor families, slum areas, pockets of poverty in high potential areas, and ASAL districts. At constituency level, the bursary fund is managed by a Constituency Bursary Management Committee (CBMC) in consultation with the MOE in accordance with the set guidelines. The sector increased bursary allocation from Kshs.770 million in 2004/05 to Kshs.800 million in 2005/06. In order to ensure access and retention the Government has waived fees in all public day secondary schools with effect from January 2008.

The Government is supporting schools to improve teaching and learning materials, including laboratory/science equipment; under a targeted support programme. During 2003/04 a total of Kshs.150 million was allocated for science equipment/laboratory. This amount was increased to Kshs.160 million and Kshs.170 million in 2004/05 and 2005/06 respectively. In 2006/07 the actual expenditure was Kshs.160 million while the printed estimate for 2007/08 has an allocation of Kshs.165 million. However, this amount is inadequate given that the number of needy schools is high, (Bray, 2000).

A total of Kshs.40 million was provided to all public secondary schools in the 28 ASALs districts based on student enrolments during year 2004/05. As part of an affirmative action, secondary schools in Mandera, Wajir, Ijara, Garissa, Moyale, Marsabit and Isiolo have been given an enhanced allocation so that the minimum amount per school in these districts is Kshs. 100,000 regardless of student enrolment. All the secondary schools in the 28 ASALs districts received ASALs grants amounting to Kshs.70 million in November 2005, (Dibski, 2003).

Oketch, (2007), points out that the grants are targeted to secondary schools in 43 districts that are not categorized as ASALs but have regions unclassified as pockets of poverty. The allocation for financial years 2003/04, 2004/05 and 2005/06 were Kshs.27 million, Kshs.30 million and Kshs.45 million respectively. In exploring the different options in expanding secondary education, coupled with the financial situation of most countries, governments must consider the different forms of public private partnerships that will make financing secondary education equitable, affordable, of reasonable quality, and relevant without shocking the budgets of most states. These are among the issues this section of the strategy explores.

2.2 Constrains faced by principals as result of rising cost on education

The administrator of public primary schools are responsible to be keen on the rising cost of secondary school .The government and all other stakeholders look upon the head teacher for effective implementation of any program introduced at this level. Free secondary Education is such a program that was introduced and it is the responsibility of

the head teacher to ensure that it is effectively implemented on the ground. Free secondary Education has opportunities and presents great challenges to primary school head teachers because they are the ones expected to play a key role in its implementation.

The results of high secondary education costs are reflected in overall static enrolment rates, high incidences of dropouts and repetition, inadequate teaching–learning resources and idle capacity in many schools.

The lack of teacher accountability in many developing countries may reflect the colonial legacy, the hierarchical nature of many developing societies, and the large gaps in education and social status between teachers and their pupils' families. In many countries, teachers offer, and pressure parents to pay for, “extra lessons” after school or on weekends to prepare students for important examinations (Bray, 1999). In such situations, increased teaching effort at school could reduce the demand for extra lessons, and thus teacher income.

Kenya's development goals especially industrialization by the year 2020 demands that a majority of Kenyan youth should be able to access secondary education which is mainly used for entry into tertiary levels. Education is one of the most effective instruments a country has at its disposal for promoting sustainable social and economic development for its people, (Lewin, 2006). Kenya no doubt has achieved an impressive increase in quantitative indices of education at all levels since independence. In 1960, the secondary GER was merely 2 percent, and it increased by more than nine times to a level of 19 percent in 1980 and 30 percent in 1990. However, it declined from to 26 percent in 1994

and further to 23 percent in 2000 before increasing to about 31 percent in 2005. This is still low.

The government's goal of achieving 70% transition rate from primary to secondary school level in January 2008 is a challenging task in view of the myriads of obstacles the country is facing including high poverty levels, inadequate number of secondary schools, and the perennial droughts that hit the country from time to time. A sound plan which takes into consideration the diversity of Kenyan cultures and the different climatic conditions of the country needs to be put in place to enable the country expand its secondary education. Martim, (2008), assert that, secondary education strategy is a plan for the development of secondary education in Kenya for the next five years. This plan provides the nation with realistic options of expanding access within a framework that allows equitable access to secondary education for minority groups and those living in marginalized areas while ensuring that quality is not compromised.

As the country focuses on achieving the goals set in vision 2030, the relevance of the curriculum becomes a very pertinent issue which must be addressed at all levels of education. The secondary education strategy has addressed the review of the curriculum, the provision of teachers, in-service training and the introduction of Open and Distance Learning as a tool for the curriculum delivery (Mangoa, 2009).

The implementation of the secondary strategy is a responsibility for all Kenyans and it is hoped that the various stakeholders will play their respective roles to enable the government enhance access to quality secondary education. Prudent management of resources at the school level and the adherence to the set financial regulations is

mandatory if the strategy is to achieve the desired results. It is important that the sub sector remains affordable to government and the parents in direct and indirect costs, (Olembo, 2002).

With the successful implementation of the secondary strategy it is expected that the transition rate from primary to secondary will rise to 70% by 2008 and 80% by 2010. The quality and management of secondary education will be improved through in-service training and provision of the required teaching and learning materials. The modification of the curriculum will help in making it more responsive to the learners' needs as well as the country's labour market requirements in line with the pillars of vision 2030.

Since the late 1980s, household contribution to secondary education has increased considerably. It is estimated that about 56 percent of the Kenyans live below the poverty line. There is an increasing trend for many households to opt out of secondary education largely because it is unaffordable. Affluent households however enrolment their children in the few, more established secondary schools that have managed to maintain a measure of quality. It is estimated that the average proportion of costs borne by households is about 46 percent for day schools; 63 percent for boarding schools and an overall average of about 57 percent for day and boarding schools (GoK's, 2005).

The opportunities and challenges in the implementation of Free Primary Education as ingrained in the In Sessional Paper No. 1 of 2004 on education and Training (Republic of Kenya, 2004), are still a matter of utter concern to educationists. In all public secondary schools, head teachers like in any other parts of the country, are supposed to implement in cutting the secondary school cost.

2.3 The potential measures which schools put in place to cope up with rising cost of education

The Secondary education strategy has been developed at a time when the demand for secondary education is increasing not only in Kenya but also globally. Many parents are continuously making sacrifices to enable their children acquire secondary education due to the increasing private returns that are associated with higher levels of education. The Government as stated in KESSP and the Sessional Paper NO 1 of 2005 has long term plans of incorporating secondary education as part of basic education as a means of achieving the GoK's and GoK's by 2015, as articulated in the GoK's Paper and in tandem with other international conventions.

Some of the key strategic issues the sector has to address with the limited resources available include: access, equity, quality and relevance, affordability and efficient management of both material and the human resources. Given the government's policy of achieving transition rate of 70% by 2008 it is critical that the proposed options for expanding access are implemented as a matter of urgency. The Kenya Vision 2030 identifies improvement of access to secondary education as a strong vehicle towards reducing illiteracy and sets to build and fully equip 560 new schools as one of the flagship projects in 2012. A high level of collaboration among all the education stakeholders is central towards the realization of this goal in the education sub sector.

The fundamental issue raised in the secondary strategy is that expansion of access to secondary education will not be effective unless issues of quality and relevance are addressed at the various levels of education. The role played by teachers in curriculum delivery of quality of education, the strategy recommends the implementation of the new

teacher staffing norms which is the culmination of a study on the assessment of staffing needs in the country. The study gives the teacher projections for the secondary school level and gives other dynamics that affect the quality of teaching and learning, (Hanold ,2002) .

A historical background of education in Kenya provides a deeper understanding of how education has evolved and continues to expand since the country's independence in December, 12th 1963, the government set up several commissions of enquiry to explore ways of increasing access, improve on quality and enhance the relevance of education in the country. The government shouldered most of the burden of providing secondary education in the government maintained secondary schools until 1988 when cost sharing policy was introduced. The provision of secondary education became a shared responsibility between the government and the communities with the government providing teachers and bursaries to the needy while the parents put up school infrastructure and cater for all the other requirements of the child while he is at school. This radical policy shift resulted in problems of access to secondary education for many children especially from the ASAL regions and pockets of poverty in the high potential areas and the urban slums (World Bank, 1988).

In its efforts to provide quality and relevant education the government has made several strides especially with the introduction of Free Primary Education (FPE) in 2003. With so many students graduating from primary schools, there is high demand for secondary education. FPE has had an enormous impact on the secondary education sub sector which is already overstretched with inadequate number of schools, shortage of teachers. The priority areas of expenditure for the Ministry as outlined in the strategy are access and

equity, quality and relevance as well as governance whose implementation is in the short term beginning January 2008.

The other areas of implementation fall in the medium term and long term plan of the ministry. The secondary school education strategy highlights the importance of secondary education and underscores the need for a broader perspective on post primary education. A major strategy to minimize costs is to ensure more effective utilization of resources by making use of double shift schools, creation of new streams in the existing schools and making use of the idle classrooms for the lower classes in the primary schools. Major projects of enhancing access to secondary education for the disadvantaged students like orphans and the vulnerable children in the urban slums, ASALs and Pockets of poverty are given prominence. The strategy further recommends realistic measures of enhancing private sector participation in the provision of secondary education (Ibid).

The government should establish the unit cost of secondary education and come up with fee guidelines that are acceptable to all and put in place policies to ensure that school administrators adhere to these fee guidelines. Additional costs in the middle of the term or year should be discouraged (Republic of Kenya, 2005).

In spite of policy guidelines in Sessional Papers (No. 6 Republic of Kenya 1988, No. 1 of 2005 Education training and research) systematic planning for expanding secondary schooling has not been fully developed. For instance, decisions on establishment of new schools as opposed to expanding existing ones or establishing boarding schools facilities continue to be made by communities and DEB's without the benefit of a rationalized overall plan of action that takes into account availability of human and other resources as

opposed to the recommended ideal that public schools should be at least triple-stream institutions each with an enrolment of 480 students.

Strategies for financing secondary education is through improve Resource Utilization. An option for reducing the burden of secondary education cost on government is to gradually increase the number of lessons taught per week. The Government could offer optional subjects in specific schools with provision for part-time teachers handling small classes. The details of the projects are available in the Teacher Service Commission's study on staffing norms in 2006.

Bray, (2000) said that implement the recommendations of the Staffing Norms this can be done through enhancing efficient and effective utilization of teachers. Commission a study to determine the actual unit cost of providing secondary education, taking into account various geographical disparities and resource endowments so that there are able to know how much to charge. Another measure that can be put in place is the rationalize teacher deployment by withdrawing teachers from schools with enrolments of less than 120 students, and redeploy them to understaffed schools of either two or three streams and aim for more effective utilization.

Expand and Construct Day Schools this can help in cost reduction, annual average expenditure per student in day schools is 88 percent of the average expenditure for all categories of secondary schools. This is much lower than that of National (122 percent, Boarding (110 percent) and mixed day and boarding (99 percent)) schools. This in part means that any cost-effectiveness strategy in secondary education could be targeted at expanding day schools since they require lower unit-cost contribution from households.

Direct financial and material support to more day schools to enhance their effectiveness and improve their overall quality and performance. Enforce the requirement that all schools should be at least two or three streams. Discourage setting up of boarding schools in densely populated areas, (Dibski, 2003).

To reduce secondary unit costs by enhancing cost-effectiveness in education, the Government could target an upper limit of optimal class size of 45 students, and promote the efficient use of both human and physical resources. This option should be accompanied by cost reduction measures for parents towards making secondary education affordable. Increase Class Size will promote class size of 45 students in secondary schools (Lewin, 2006).

This study established that schools did not have enough teaching and learning materials. Therefore, there is a need for school administrators to encourage and use locally available resources and improvise those materials that they cannot afford to purchase. The government should introduce effective policies in the administration of the bursary fund to mainly target the poor. There is a need for the introduction of a better method of financing education that would reduce dropout rates. Such methods could include provision of selective education vouchers that would mainly target the poor and the marginalized (Malenya, 2009)

There is a need for the introduction of work based programmers in secondary schools to enable the economically disadvantaged students to raise their school fees. School administrators should be encouraged to start income generating activities and encourage both parents and students to fully participate to subsidize the costs of schooling. There is

a need for the introduction of work based programmers in secondary schools to enable the economically disadvantaged students to raise their school fees, (Miruka, 2009),

Mangoa, (2009) commented that Head teachers should encourage parents to be paying in kind. For instance, parents should be encouraged to supply building materials, foodstuffs and labor. School administrators and parents should come up with the best formulae of paying school fees. Allow parents with low-income to be paying as little as Ksh. 200 per week. This will enable many parents to pay so that students are not regularly sent home to collect school fees because this has led to inefficiency in schools.

There are some recognized flaws with the current system that was introduced in 2003 under the management of the Constituency Bursary Management Committees. The funds are not reaching all deserving and vulnerable groups, particularly orphans and vulnerable children (OVCs). Re-evaluation of the current bursary system, reorientation of eligibility criteria and disbursement mechanism to target OVCs who qualify to enter National and leading provincial schools. Ministry of Education and other partners establish a parallel bursary system to target needy total orphans and vulnerable children who qualify to join National and leading provincial schools (Miruka, 2009).

Establishing a Post-Primary Education Savings Account the implementation of free primary education for eight years of primary schooling has resulted in significant savings for households. Government could consider liaising with a Bank or Insurance Agency for establishing a Post-Primary Education Savings Account. Under this Account parents could specifically set aside funds during the primary cycle years for the education of their child during the post primary years. This can be done by introduce incentive measures for

parents to save for education through options such as tax relief or the provision of matching funds if the child completes certain years of secondary study (Simmons, 2000) .

Makori (2006) assert that Government could consider at least two of three public-private partnership options, Cross Subsidization and Partnership. Under the first option high performing government boarding schools could consider offering a day stream in which the parents would pay in excess of the government rates of Ksh. 11,000 or even the National schools fee of Ksh 26,900 for boarding students in private streams. The surplus income could then be placed in a fund that could be used to subsidize places for more needy students. A further variation of this option that could help to alleviate both supply and demand-side constraints could be explored whereby a public primary school in the morning out-sources the use of its facilities to the non-State sector for provision of secondary education in the country.

2.4 Implication of rising cost on quality of education of secondary schools

The cost of educating a child in a boarding secondary school is five times higher than that of a day school. It costs the household approximately Kshs.30, 000 to educate a child in a boarding school and Kshs.20, 000 to educate a student in a day school. The reasons attributed to drop out at this level are high cost of schooling coupled with high poverty levels, unfriendly school environment especially for girls, socio-cultural factors and the low anticipation of future benefits of education, (Ayodo , 1991).

Increased secondary participation within current cost structures in SSA is severely constrained. The basic arithmetic of the dilemma is straightforward. Typical budgeting patterns in low enrolment countries in SSA allocate relatively small amounts of public

expenditure on education to secondary level, sometimes less than 10%. In these countries, where the average Gross Enrolment Rate at Secondary (GER2) can be less than 15%, increases in secondary level participation to say GER2 60% without reforms would require a quadrupling or more of allocations to secondary (Simmons, 2000). This is unlikely.

Public expenditure per pupil at lower secondary level across GoK's countries averages about three times that at primary, and about six times that at upper secondary, and in South Asia two to four times. The ratios may be several times greater for specialized technical and vocational institutions. Cost per pupil at secondary in SSA average at least 30% and 60% of GoK's per capita for lower and upper secondary. In the SSA countries with the lowest enrolment rates, the cost of a secondary school place may be as much as 100% of GNP per capita and more than 10 times as much as a place at primary school (Hanold, 2002). Though South Asian rates are generally lower as a result of relatively lower teacher's salaries, they may approach these levels in the low enrolments countries.

Barasa (2006) carried out an investigation on consequences of financial mismanagement in secondary schools in Kenya. The problems encountered include; strikes, poor food lack of learning facilities, school fees hikes and inadequate non-teaching staff. The study was however silent on impact of rising cost on school administrative functions although rising cost triggers financial problems. Other studies done relating to this area include those of Dean (2009) who undertook a study in United Kingdom to investigate problems faced by school management. His findings were that, the most predominant problems inherent in schools include- staff, administrative and discipline problems, financial

problems, which come in from resource allocation and management. In essence, (Mangoa, 2009), underscored the importance of proper utilization of resources.

The cost of learning materials, books, uniforms and other expenses, in addition to opportunity costs, deter poor students and from engaging in formal secondary education especially. This cost include Personal books e.g. dictionaries, bible, atlas and hymn Book. Uniform fees, boarding fees, PTA, medical and caution, Personal basics e.g. soap, pens, exercise books, uniforms and shoes (Bray, 2000).

Inadequate number of secondary schools, those graduating from primary schools who wish to join secondary Schools should be given equal opportunities to join schools of their choice. This is however not the case because secondary schools in the country are relatively few-slightly over 4300 public and private secondary schools compared to over 18,000 primary schools (Dibski, 2003).

2.5 Summary of the Literature

Despite in rising cost of education countries like Guinea for example, the government subsidizes all tuition fees as well as buys books for the students. In Egypt, the government has also subsidized secondary education for all its citizens and is in the process of offering free secondary education for all citizens to include cost of boarding, development of infrastructure and tuition (Ayodo, 1999). Increased secondary participation within current cost structures in SSA is severely constrained. The basic arithmetic of the dilemma is straightforward. Typical budgeting patterns in low enrolment countries in SSA allocate relatively small amounts of public expenditure on education to secondary level, sometimes less than 10%. In these countries, where the average Gross

Enrolment Rate at Secondary (GER2) can be less than 15%, increases in secondary level participation to say GER2 60% without reforms would require a quadrupling or more of allocations to secondary (Simmons, 2000).

The costs that school incur as part of the raising cost policy in financing secondary school education. The cost of educating a child secondary school is higher. The reasons attributed to drop out at this level are high cost of schooling coupled with high poverty levels, unfriendly school environment especially for girls, socio-cultural factors and the low anticipation of future benefits of education. Increased secondary participation within current cost structures in SSA is severely constrained. The basic arithmetic of the dilemma is straightforward. Typical budgeting patterns in low enrolment countries in SSA allocate relatively small amounts of public expenditure on education to secondary level, sometimes less than 10%. The cost of learning materials, books, uniforms and other expenses, in addition to opportunity costs, deter poor students and from engaging in formal secondary education especially. This cost include Personal books e.g. dictionaries, bible, atlas and hymn Book. Uniform fees, boarding fees, PTA, medical and caution, Personal basics e.g. soap, pens, exercise books, uniforms and shoes, (Malenya, 2009).

Constrains faced by administrator as result of rising cost on schools ,the administrator of public primary schools are responsible to be keen on the rising cost of secondary school. The results of high secondary education costs are reflected in overall static enrolment rates, high incidences of dropouts and repetition, inadequate teaching–learning resources and idle capacity in many schools. Prudent management of resources at the school level and the adherence to the set financial regulations is mandatory if the strategy is to achieve

the desired results. It is important that the sub sector remains affordable to government and the parents in direct and indirect costs, (Makori, 2006).

Measures which schools put in place to cope up with rising cost of education ,Many parents are continuously making sacrifices to enable their children acquire secondary education due to the increasing private returns that are associated with higher levels of education. Some of the key strategic issues the sector has to address with the limited resources available include: access, equity, quality and relevance, affordability and efficient management of both material and the human resources. Given the government's policy of achieving transition rate of 70% by 2008 it is critical that the proposed options for expanding access are implemented as a matter of urgency.

The government should establish the unit cost of secondary education and come up with fee guidelines that are acceptable to all and put in place policies to ensure that school administrators adhere to these fee guidelines. Strategies for financing secondary education is through improve Resource Utilization. To reduce secondary unit costs by enhancing cost-effectiveness in education, the Government could target an upper limit of optimal class size of 45 students, and promote the efficient use of both human and physical resources, (Lewin, 2003).

Parent view that with the rising cost of education, there is delayed coverage of the syllabuses because students were not attending classes regularly. This makes teachers to repeat what they had already taught when those students who had been sent home for fees resumed. Projects in schools were delayed and payments of non-teaching staff were delayed leading to lack of motivation hence poor performance. Physical development in

school slowed down and it was revealed that some projects, which were supposed to have been completed some years back, are still under construction. Acquisitions of necessary teaching learning materials and equipment have become difficult. These demotivate teachers and students leading to poor performance, (Hanold, 2002).

CHAPTER THREE

RESEARCH DESIGN METHODOLOGY

3.0 Introduction

This chapter covers the methodology and procedures that were followed when carrying out the proposed study. The purpose of this section was to provide a description of the research area or setting, an outline of the study population, sample size and sampling techniques, data sources and instruments, data collection procedures and data analysis and presentation.

3.1 Research Design

This study adopted a descriptive survey research design. This is design used to determine reasons or causes for the current status of the phenomenon under study. As a result of the cause-and-effect relationships, this research design does not permit manipulation of the variables (Patton, 2002). The design was adopted in this study because the cause, i.e. the independent variables was studied after they have exerted the effect on the dependent variable. The study then proceeded to study the independent variable in retrospect for its possible relationship to, and effects on, the dependent variable. The researcher found survey design appropriate since the study is interested in finding out the status of financing secondary school education.

3.2 The Study Area

The study was carried out in Kuresoi district in Rift Valley province in Kenya. Kuresoi District is one of the nineteen (19) districts of Rift Valley Province. It measures a total surface area of 2487 Km². According to the Kuresoi district Poverty Reduction Strategy paper consultation report (2001-2004) the population of the poor in the district is 50% with more prevalence visible among the pastoral section. According to the DSO Kuresoi, (2001) report on education, there are wide gender parities in enrolment both in primary and secondary schools accompanied by high dropout rates, the report also points out that 5,807,103 children are in primary school 458,136 boys and 403,064 girls or 861,200 in secondary school. According to the countries census report, (2009), he projected population per square kilometer in 2009 is 103 people.

3.3 Target Population

Mugenda and Mugenda (2003) define a population as a complete set of individuals, cases or objects with some common observable characteristics.

The target population was secondary schools in Kuresoi district with a total number of 40 public secondary schools. The study targeted 15 head teachers and 15 BOG/PTA members in secondary schools in Kuresoi district.

3.4 Sample Size and Sampling Technique

Stratified sampling was used to divide the district into strata's according to the type of school. The strata's was boarding and day schools. In every stratum, the researcher was then randomly select 40 per cent of the schools. The study then used purposive sampling to select the head teachers in each school. The study selected 40 per cent of the target population because Neuman (2000) argues that the sample size depends on what one wants to know, what is at stake and recommends 40% as an appropriate sample in a case study. In every sampled school, the researcher interviewed one BOG and one PTA member.

Table 3.1: Sampling for the study

Type of school	No of schools	Number of head teachers	Sample
Boarding	15	15	5
Day	25	25	10
Total	40	40	15

This sample size was deemed adequate for the study. Every scientific enterprise tries to find out something that will apply to everything of a certain kind by studying a few examples the results of the study being as we say, “generalisable” (Kerlinger, 1978).

Neuman (2000) indicate that a sample size, 40% of the target population is large enough so long as it allows for reliable data analysis by cross tabulation, provides desired level of accuracy in estimates of the large population and allows for testing for significance of differences between estimates; Patton (2002), argues that the sample size depends on

what one wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility and what can be done with available time and resource.

3.5 The Data Collection Instruments

The study used the questionnaire, interview schedule, observation checklist, and document analysis in data collection. These are briefly discussed below.

3.5.1 Questionnaire

The study administered 40 questionnaires to the respondents in Kuresoi District. The questionnaires were preferred because of its low cost even the universe is large and widely spread geographically, it is free from bias, respondents have adequate time to give well thought out answers and large samples can be made use of. The questionnaire is commonly used to obtain data about population, since each item is developed to address a specific objective, research questions or hypothesis of the study (Mugenda & Mugenda, 2003).

The questionnaire included both structured and semi-structured questions. This allowed the respondents to give their own views. The questionnaires were in three parts. The first part sought to highlight demographic data; the next parts on the issues as per objectives. The Likert scale was useful in analyzing data in questions that directly involved the attitudes of the respondents.

3.5.2 Interview Schedule

The study also employed the use of interviews as a method of collecting data. These methods were specific and contained information on the measure taken on the rising cost. Structured and semi-structured interview questions were designed for this exercise. The reason for use of interviews was that they are easy to administer since the questions are prepared in advance. They also allowed a great deal of information to be gathered in a short period of time. Interviews also eliminated many sources of bias common to other instruments like observations. In addition, interviews helped seek clarification through probing. The questions that were asked were confidential between the researcher and the respondent. Above all the data collected through interviews was highly amenable to statistical manipulation.

3.5.4 Data Collection Procedure

Before collecting data, the study sent a letter to the sampled secondary schools requesting to be allowed to collect data in the secondary school. This letter was attached to the permit obtained from the ministry of higher education, science and technology headquarters in Nairobi. The same documents were also sent to the Kuresoi education officer and area education officer. These letters were sent to the secondary schools three weeks before the actual date of data collection. This enabled the respondents to prepare for the study.

The study then administered the questionnaire to the secondary schools head teachers and teachers. The BOG and PTA members were notified of an interview schedule with the

study at their soonest convenient time and were also assured that their responses strictly for academic purposes and were treated with utmost confidentiality. The study was available to give clarification on questions or items in the questionnaire that were not clear. The respondents were assured of the confidentiality of any information they gave.

3.6 Validity of Research Instruments and Reliability

3.6.1 Validity of Research Instruments

Validity is the degree to which results obtained from analysis of the data actually represent the phenomenon under study (Best and Khan, 1993). It is the accuracy and meaningfulness of inferences, which are based on research results. It means the agreement between value of measurements and its true value. Validity is quantified by comparing measurements with values that are as close to the true values as possible. A reconnaissance was conducted using two boarding and two day secondary schools in the district and this was helpful because the study was able to make necessary changes in the questionnaire and also plan adequately for the study.

3.6.2 Reliability of the Research Instruments

Reliability is the measure of the degree to which a research yields consistent results or data after repeated trials. It is the degree of consistency that the research instruments or procedures demonstrate. It is qualified by taking several measurements on the same subjects. Poor reliability degrades the precision of a single measurement and reduces the ability to track changes in measurement in a study (Mislevy, 2004). The reliability of data

collection instruments was determined from the pilot study where the researcher administered the research instruments to the Head teachers, teachers and student of two secondary schools in the neighboring district. The research instruments administered questionnaires to the same respondents twice after a period of two weeks. The Cronbach's coefficient alpha was applied on the results obtained to determine how items correlate among them in the same instrument. Cronbach's coefficient Alpha of more than 0.7 was taken as the cut off value for being acceptable which enhances the identification of the dispensable variables and deleted variables. These results are as follows;

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

The questionnaires were administered twice within an interval of two weeks. To determine the coefficient of stability, Pearson product moment formula was used. This established the extent to which the questionnaire elicited the same responses every time it was administered.

Table 3.2: Reliability Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.805	.796	47

Author: Survey 2021

A correlation coefficient was calculated at 0.805 which indicated a high degree of consistency. A cronbach alpha value of $\alpha > 0.7$ were considered reliable for the study. The

results obtained from the pilot study assisted the researcher in revising the questionnaire to make sure that it covers the objectives of the study (Fraenkel & Wallen, 2000).

3.7 Data Analysis

The data was organized, presented, analyzed and interpreted using descriptive and inferential statistics. Descriptive statistics were used included frequencies, percentages, tables, means and charts. Another method that was the use of cross tabulation process, an essential technique in tabulating frequencies and occurrences of some variables. When analyzing qualitative data, especially from observation and interviews, the quasi-judicial method was crucial because it offered a systematic procedure, which uses rational arguments to interpret empirical evidence.

3.8 Ethical Considerations

Kombo and Tromp (2006), note that researchers whose subjects are people or animals must consider the conduct of their research, and give attention to the ethical issues associated with carrying out their research. This study dealt with people as respondents (teachers, head teachers and student). The researcher considered the fact that participation in research is voluntary. This is why the researcher took time to explain to the respondents the importance of the study and therefore requested the respondents to participate in the study by giving information relevant for the study. To establish good working relationship with the participants, the researcher endeavored to develop a good rapport with them.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

The study assessed the strategies that have been put in place by schools to curb the rising costs in the schools. This chapter therefore aimed to analyze the strategies employed by schools in curbing the effects of the rising costs from the responses collected using the questionnaires. The information collected was presented in tabular and graphical formats after analysis was done in descriptive and inferential statistics with an aim to establish the relationships between the schools management activities and their effects on the rising costs. Discussions of the findings will be given in under the information presented. The information analyzed will be interpreted in relation to the research objectives to ensure that it is provides answers to the research questions.

4.2 Background Information

The research found it necessary to analyze the general characteristics of the respondents as the characteristics of the respondents could have had an influence on the responses elicited from the respondents.

4.2.1 Gender of the Respondents

The research established the gender of the respondents and presented the information in

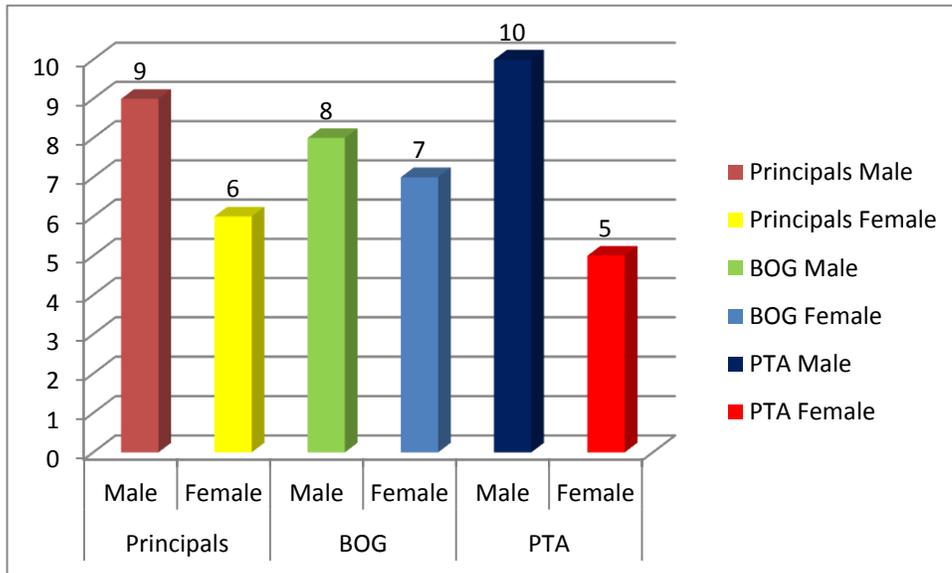


Figure 2: Gender of the Respondents

The study involved respondents comprising of 60% male principal and 40% female principals, 53% male BOG respondents and 47% female BOG respondents and 67% male PTA respondents and 33% female PTA respondents. The variations in gender were not so significant to warrant the researcher to assume that the research responses were biased to a given gender. The gender distribution was distributed more evenly.

4.2.2 Age of Respondents

The researcher found it necessary to establish the gender of the respondents as the age of the respondents was likely to affect the responses that the different age groups of the respondents would give.

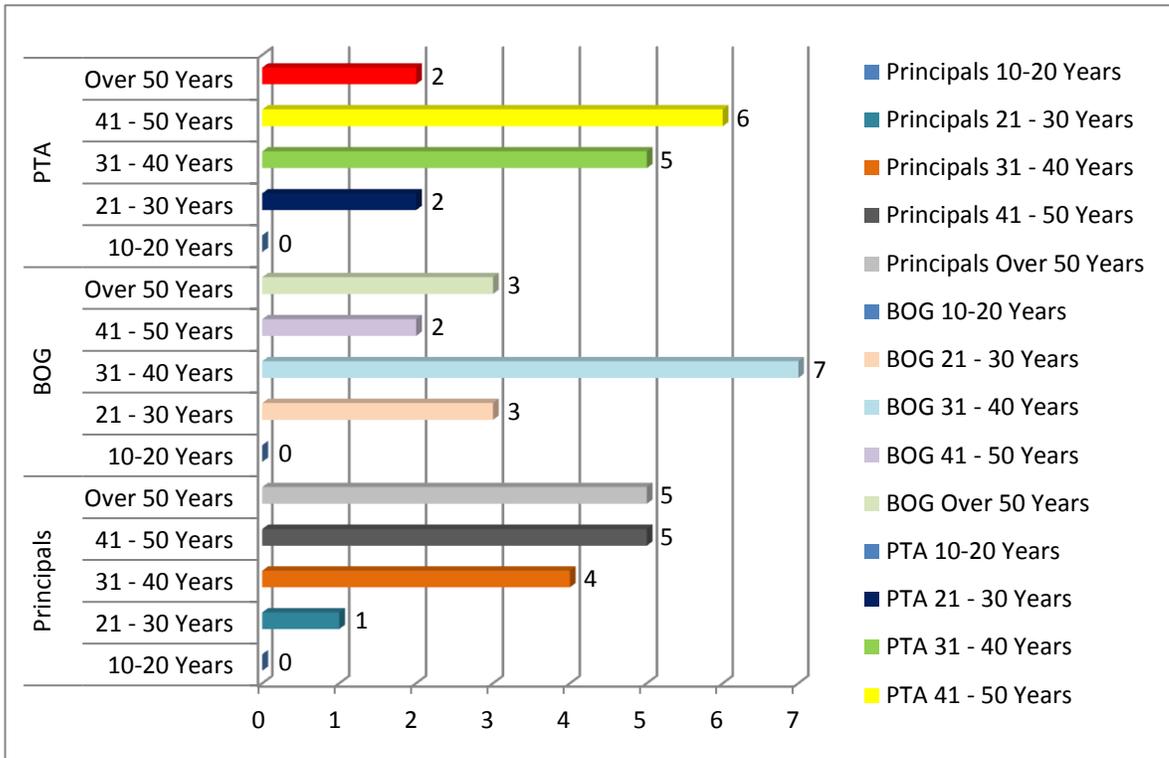


Figure 3: Ages of the Respondents

Figure 3 shows that majority of the respondents were aged between the ages of 31 – 40 and the ages of 41 – 50 years. This was the case for all the respondents in the three categories identified. The ages of the principals were more evenly distributed as compared to the ages of the other respondents. This meant that the principal’s responses were more likely to be more objective than the responses of the other two categories of responses.

4.2.3 Education Level of Respondents

It was important to establish the education level of the respondents in order to ensure that the responses elicited from the respondents were both informed and represented the ideas of the various groups of people in the school setting.

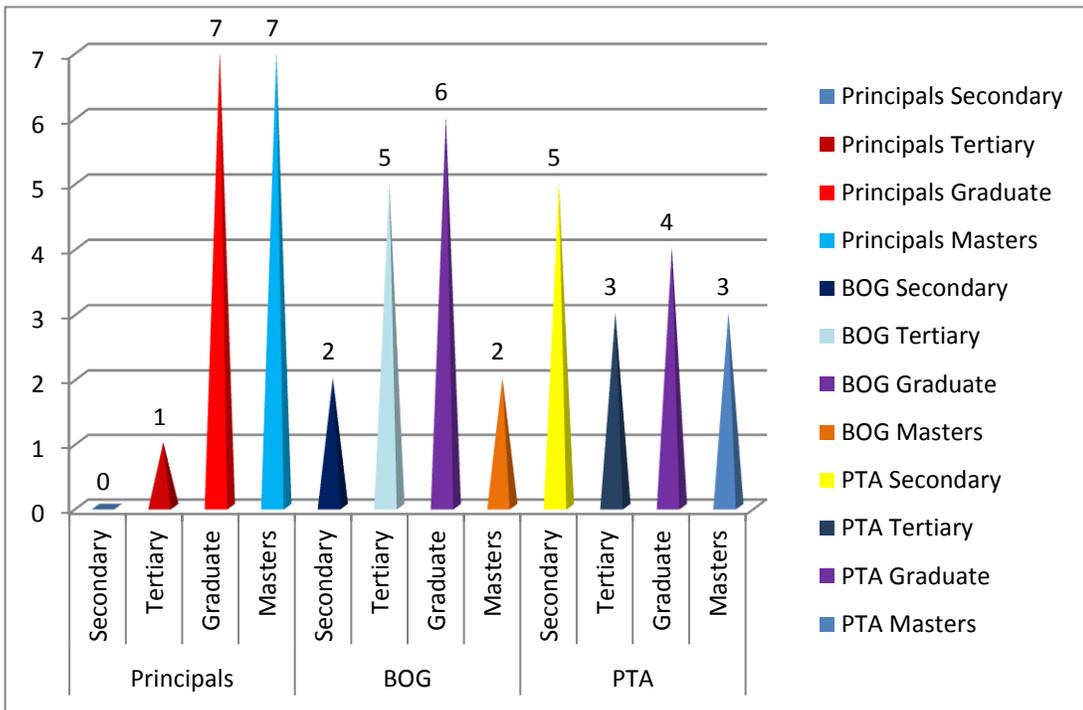


Figure 4: Education Levels of the Respondents

Figure 4 indicates that majority of the principals in the study had graduate and master’s qualifications while a majority of the BOG respondents had tertiary and graduate qualifications while a majority of the PTA respondents had secondary and graduate qualifications. This represented a relatively fair distribution of responses as nearly all education levels were represented in the study.

4.3 Level of School Incomes

4.3.1 Level of Incomes for Schools based on Land Sizes

The researcher aimed to establish the relationship between the level of incomes in the school and the physical characteristics of the school in terms of the land size of the school as school incomes have in the past been attributed to the amount of activities can support with the available land at its disposal. According to Makori (2006), institutions have suffered financially as a result of poor utilization of the land resources within the school. He notes that level if incomes for schools is pegged on the ability of the school to generate some revenue from the available resources.

Table 4.1: Relationship between Land Size and Level of School Incomes

		Correlations	
		Land Size	Level of School Incomes
Land Size	Pearson Correlation	1	-.594*
	Sig. (2-tailed)		.019
	N	15	15
Level of School Incomes	Pearson Correlation	-.594*	1
	Sig. (2-tailed)	.019	
	N	15	15

Correlation is significant at the 0.05 level (2-tailed).

The researcher established a significant relationship between the land size and the level of incomes in schools $p = 0.019$. Majority of the respondents who thought that the school incomes were relatively enough also noted that their schools land sizes were relatively big. The relationship was partially strong with a person correlation of 0.594.

4.3.2 Level of Incomes for Schools based on School Category

The researcher found it necessary to establish the effect of the school category on the level of incomes in the schools. This was necessary in that the schools budgets depended on the cost centers of the schools despite majority of the schools having the same source of income.

Table 4.2: Cross tabulation between School Category and Level of School Income

School Category * Level of School Income Cross tabulation					
			Level		Total
			Yes	No	
School	Boarding	Count	0	5	5
Category		% within School Cat	.0%	100.0%	100.0%
	Day School	Count	6	4	10
		% within School Cat	60.0%	40.0%	100.0%
Total		Count	6	9	15
		% within School Cat	40.0%	60.0%	100.0%

The research findings indicated that 100% of the respondents in the boarding schools did not think that the incomes in the schools were adequate while 60% of the respondents in day schools thought that the incomes in schools were adequate while 40% did not think that the school incomes were not adequate.

Table 4.3: Significance of the Income Level and School Category

	Chi-Square Tests				
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.000 ^a	1	.025		
Continuity Correction ^b	2.812	1	.094		
Likelihood Ratio	6.730	1	.009		
Fisher's Exact Test				.044	.042
Linear-by-Linear Association	4.667	1	.031		
N of Valid Cases ^b	15				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is 2.00.
b. Computed only for a 2x2 table

The research findings indicated a significant relationship between the school category and the level of the school incomes ($p = 0.44$). This relationship is supported by Miruka, (2009) who notes that boarding schools have been facing more serious financial constraints than the day schools that can opt to neglect some of their roles which require them to be obligated financially. Boarding schools have more financial responsibilities which they have to cater for even amidst the rising costs of products and services.

4.3.3 Rising costs that increase Educational Costs in Schools

The researcher sought to establish the effect of rising costs on educational costs by seeking responses from the relevant respondent as to which expenditures in the school have been more greatly affected by the rising costs.

Table 4.4: Rising costs that increase Educational Costs in Schools

Responses			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Books Purchases	Principal	Frequency	3	6	1	3	2	15
		Percentage	20	40	7	20	13	100
Laboratory Equipment	BOG	Frequency	5	4	2	2	2	15
		Percentage	33	27	13	13	13	100
	PTA	Frequency	6	3	1	2	3	15
		Percentage	40	20	7	13	20	100
Tuition Materials	Principal	Frequency	3	2	0	5	5	15
		Percentage	20	13	0	33	33	100
	BOG	Frequency	5	3	0	3	4	15
		Percentage	33	20	0	20	27	100
Schools Equipment	PTA	Frequency	2	2	0	7	4	15
		Percentage	13	13	0	47	27	100
	Principal	Frequency	6	3	1	3	2	15
		Percentage	40	20	7	20	13	100
Food Staffs	BOG	Frequency	8	1	0	4	2	15
		Percentage	53	7	0	27	13	100
	PTA	Frequency	9	2	0	1	3	15
		Percentage	60	13	0	7	20	100
Schools Equipment	Principal	Frequency	9	2	3	0	1	15
		Percentage	60	13	20	0	7	100
	BOG	Frequency	5	2	4	2	2	15
		Percentage	33	13	27	13	13	100
Food Staffs	PTA	Frequency	8	2	1	1	3	15
		Percentage	53	13	7	7	20	100
	Principal	Frequency	5	4	3	2	1	15
		Percentage	33	27	20	13	7	100
Food Staffs	BOG	Frequency	7	5	1	1	1	15
		Percentage	47	33	7	7	7	100
	PTA	Frequency	5	5	2	3	1	15
		Percentage	33	33	13	20	7	100

The researcher established that for the purchase of books, more of the respondents agreed that the purchase of books is greatly affected by rising costs. Over 50 per cent of the Principals, BOGs and the PTA members all agreed that the purchase of books is greatly

affected by rising costs. Respondents however were split as to whether the laboratory equipment is affected by the rising costs. The respondents were split between the agreeing and disagreeing on the effect of rising costs on laboratory equipment.

Respondents however agreed that tuition costs have been greatly affected by the rising costs. 60 per cent of the principals, 60 per cent of the BOG members and 73 per cent of the PTA agreed that tuition fees have been affected by the rising costs. This was the same case for the school equipment and food staffs.

This meant that most of the costs sectors in the schools were being affected by the rising costs in the schools. This meant that the schools in general were feeling the effects rising costs in all the sectors. This would imply that the heavy effects of the cost sectors in the school would have significant effects on the way management operates and thus management would be required to formulate strategies to deal with the rising costs. According to Bray, (2000) the cost of learning materials, books, uniforms and other expenses, in addition to opportunity costs, deter poor students and from engaging in formal secondary education especially. This cost include Personal books e.g. dictionaries, bible, atlas and hymn Book. Uniform fees, boarding fees, PTA, medical and caution, Personal basics e.g. soap, pens, exercise books, uniforms and shoes.

4.3.4 Income Source for Schools

The study also found it necessary to determine the common sources of income for the various categories as it had been established that the different categories of schools had different financial obligations. This therefore meant that the schools management had to employ varying strategies to generate schools income.

Table 4.5: Income Source in Relation to the School Category

		School Category * Income Source Cross Tabulation					
		Income Source for				Total	
		Constituency Development Funds	Farming Activities	Community Funding	Non Governmental Institutions		
School Category	Boarding	Count	3	2	0	0	5
		% within	60.0	40.0	.0	.0	100.0
	Day School	Count	0	0	5	5	10
		% within	.0	.0	50.0	50.0	100.0
Total		Count	3	3	2	5	5
		% within	20.0%	20.0	13.3	33.3	33.3

The researcher established that boarding schools main source of income besides school fees was the CDF funds according to 60 per cent and the Farming activities, 40 per cent of boarding schools. The researcher also established that the main sources of funding for the day schools besides the school fees was community funding and the funds from non-governmental institutions.

Table 4.6: Significance of Income Source in Relation to School Category

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.000 ^a	3	.002
Likelihood Ratio	19.095	3	.000
Linear-by-Linear Association	11.185	1	.001
N of Valid Cases	15		

a. 8 cells (100.0%) have expected count less than 5. The minimum expected count is .67.

The study established the significance of the relationship between of income source and the school category at $p = .002$. This indicated a significant relationship between the two school category and the income source. This meant that besides the usual collection of fees that is common to both the day and the boarding schools, the different categories of schools have developed other sources of incomes that suite them and are sustainable to them. This is true as according to Martim (2008) in his book about inequalities in Education he discusses the common strategies that schools have implemented in an effort to curb the rising costs. He discusses the use of farming activities as the a common strategy for boarding schools and the use of community funds for the day schools as most the day schools are owned by the nongovernmental organizations.

4.4 Constraints Faced by the Principal as a Result of Rising Costs

The researcher found it necessary to compute the constraints that school managers face as a result in the variations of the rising costs.

Table 4.7: Constraints Faced by the Principal as a Result of Rising Costs

		One-Sample Statistics			
		N	Mean	Std. Deviation	Std. Error Mean
Variations	in	15	3.47	1.407	.363
Enrolment	numbers				
High Incidences of		15	2.13	1.125	.291
School Dropouts					
Repetition	of	15	3.87	.990	.256
Classes	by				
Students					
Inadequate		15	2.33	1.397	.361
teaching and the					
Learning Materials					
Idle Capacity		15	4.00	1.134	.293

The researcher computed the means of the responses to establish which were the common constraints that principals faced and it was established that the common challenges that principals faced in as a result of the increased rising costs was the high dropout numbers. This was attributed to the inability of most of the students to pay fees in the school. This was mainly because the problem of rising costs affected even the households of the students and was worsened by the fact that the schools also had introduced some fee to enable them survive the inflations in the cost of products. This was a challenge to principals had to make sure they device a way of retaining the pupils in schools. The lack of teaching and learning materials was also identified as a major challenge of the rising costs.

The research found it necessary to measure significance of variations of the challenges identified to an assumed mean of the study to test which constraints were more felt by the school heads and which ones were not major challenges for the school heads. From a sampled mean of (2) from a sample likert scale coded from (1-5) established that enrolment numbers in the school, repetition and idle capacity had significant variations to the test value which meant that they were not considered as constraints for school teachers caused by the rising costs within the school.

Table 4.8: Variations of Challenges facing school heads as a result of rising costs

		One-Sample Test					
		Test Value = 2				95% Confidence Interval	
		t	Df	Sig. (2-tailed)	Mean Difference	of the Difference	
						Lower	Upper
Variations in	Enrolment numbers	4.036	14	.001	1.467	.69	2.25
High Incidences of	School Dropouts	.459	14	.653	.133	-.49	.76
Repetition of Classes	by Students	7.299	14	.000	1.867	1.32	2.42
Inadequate teaching	and the Learning Materials	.924	14	.371	.333	-.44	1.11
Idle Capacity		6.831	14	.000	2.000	1.37	2.63

According to Miruka (2009), the rising costs in schools have posed serious management problems for school heads especially in trying to manage the students in the school. The lack of funds to buy school learning and administrative equipments has forced school heads to enforce stricter fee collection measures in the schools leading to high dropout rates of students.

4.5 Strategies put in place by School Heads to curb the Rising Costs

The research evaluated the effects of the rising costs on development projects with an aim of trying to establish if the school management considers alternative measures of dealing with the rising costs not only when dealing with the learning materials but also when dealing with other school projects that they have been entrusted with.

Table 4.10 Effect of Rising Costs on Development Projects

		One-Sample Test					
		Test Value = 2					
		T	df	Sig. (2- tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Initiating	income	.000	14	1.000	.000	-.75	.75
generating	activities						
Scaling	down	-	14	.000	-.733	-.99	-.48
development	projects	6.205					
Seeking	alternative	-	14	.173	-.333	-.83	.16
sources of	financing e.g.	1.435					
harambees							
cost sharing		3.537	14	.003	1.267	.50	2.03
Increasing	workload to	1.658	14	.120	.533	-.16	1.22
existing	staff						
Raising	school fees	-	14	.334	-.267	-.84	.31
		1.000					
Improve	Resource	-.459	14	.653	-.133	-.76	.49
Utilization							

The research established that the school heads have developed a number of alternative strategies to deal with the rising costs in the education sector even when dealing with development projects. This was done by measuring the variations of the mean to a samples assumed mean of (2) which considered acceptable for each response. The researcher established that school used alternative ways of generating income and to generate alternative sources of financing for example the harambees for the school as possible strategies of dealing with the rising costs. Raising the amount of fees payable and improving resource utilization were also identified as possible strategies that the school management heads employed to deal with the rising costs. This was identified by assessing the variations of the strategies to the assumed mean. The means of the strategies that had were not significant ($p < 0.05$) indicated that this strategies were common to the staff managers as per the coding employed.

These findings indicated that development is a must for all schools as they are the governing principals of quality education in the country and are contained in the strategic manuals that govern the operations of the school heads. This indicates that scaling down development projects is not a viable option for the school heads. According to Odera, (2007), a school manager must do all that is within his limits to ensure that the school operations are not halted by financial constraints. He must make do with the available finances and develop strategies that will ensure that resource allocation is effective and efficient.

4.6 Implication of rising cost on quality of education

4.6.1 Effect of Variations of School Budgets on the Effects of the Staff management Strategies

The researcher established the relationship between the effect of the variations in school budgets over the last five years and its effect on the strategies employed by management. This was in an attempt to establish if the school budgets were had any significant relation to the effect of the management strategies employed as illustrated in the table below. A significant relationship would indicate high variations in the relationships meaning that the strategy employed did not have that effect.

Table 4.11: Effect of Variations of School Budgets on the Staff management Strategies

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
Inadequate Teaching and learning materials	Between Groups	.633	2	.317	.125	.883
	Within Groups	30.300	12	2.525		
	Total	30.933	14			
Delayed coverage of the syllabus	Between Groups	.400	2	.200	.212	.812
	Within Groups	11.333	12	.944		
	Total	11.733	14			
Physical development in school slowed down	Between Groups	.800	2	.400	.298	.008
	Within Groups	16.133	12	1.344		
	Total	16.933	14			
underutilization of available resources	Between Groups	.150	2	.075	.038	.003
	Within Groups	23.583	12	1.965		
	Total	23.733	14			
High dropout rate	Between Groups	3.333	2	1.667	.588	.001
	Within Groups	34.000	12	2.833		
	Total	37.333	14			
Poor academic performance	Between Groups	11.350	2	5.675	2.241	.149
	Within Groups	30.383	12	2.532		
	Total	41.733	14			
Demotivated staffs	Between Groups	6.050	2	3.025	1.559	.030
	Within Groups	23.283	12	1.940		
	Total	29.333	14			

The researcher identified that the variations in the schools budgets had effects on the as the significant in the variation was not significant. The research also established that the schools budgets also affected the coverage of the syllabus in the schools and affected the academic performances of the schools, ($P>0.05$).

The research however established that the rising costs which were reflected in the decrease in budgets did not affect the physical development of the schools, it did not

affect the utilization of resources in the school neither did it affect the dropout rates and the motivation of the staffs in the school. ($p < 0.05$)

The study therefore concludes that the biggest effect of the rising cost is the academic performance of the schools as opposed to the development of the schools and operations in the school as the schools has developed alternative strategies to deal with the rising costs in the school for example finding alternative ways to raise money for school projects.

4.7 Discussion

According to majority of the respondents, most of the secondary schools in Kuresoi District have expenditures exceeding their income. Apart from the school fees, other sources of income for the schools included CDF funding for school infrastructural facilities such as class rooms and income from farming activities. It was also evident that boarding schools have more financial challenges compared to day schools. This is because of they have more financial responsibilities which they have to cater for unlike the day schools.

The maintenance of secondary schools operations have been faced with the constraints of rising costs which have resulted in increased school fees as reported by most of the respondents. This has led to high dropout rates of students. The poor utilization and low budgetary allocation of financial resources have been associated with challenges of financing the operations of schools according to over 75% of the respondents. Most

respondents suggested that the schools can use alternative ways of generating income for example the *Harambees* as possible strategies of dealing with the rising costs. Raising the amount of fees payable and improving resource utilization are also possible strategies that a large proportion of the respondents who participated in the study pointed out that the school management heads can employ to deal with the rising costs of running a school.

The variations in the schools budgets had effects on the level of the teaching and learning materials according to majority of the respondents. This is manifested in the coverage of the syllabus in the schools and the academic performances of the schools. A large percentage of the respondents who were recruited into the study also pointed out that the rising costs which are reflected in the decrease in budgets did not affect the physical development of the schools, it did not affect the utilization of resources in the school neither did it affect the dropout rates nor the motivation of the staffs in the school.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Findings

The research established that the characteristics of the respondents did not have any significant effects on the research outcomes as the sample populations exhibited random characteristics which were representative of any population. The ages of the respondents were well distributed across the different groups of the respondents as would be expected in any population and the genders of the population were also evenly distributed. The academic qualifications also indicated the characteristics which would be expected from a normal population and therefore the researcher concluded that the general characteristics of the respondents in the study only served to give balanced responses on the data specific to the study.

The research established that the schools income was not enough compared to the expenditures of the schools. The study established that boarding schools main source of income besides school fees was the CDF funds according to 60 per cent and the Farming activities, 40 per cent of boarding schools. The study findings indicated a significant relationship between the school category and the level of the school incomes ($p = 0.44$). This relationship is supported by Miruka, (2009) who notes that boarding schools have been facing more serious financial constraints than the day schools that can opt to neglect some of their roles which require them to be obligated financially. Boarding schools have

more financial responsibilities which they have to cater for even amidst the rising costs of products and services.

The study also sought to establish the challenges that the school heads face in trying to cope up with the rising costs. The means of the responses were computed to establish which were the common constraints that principals faced and it was established that the common challenges that principals faced in as a result of the increased rising costs was the high dropout numbers. From a sampled mean of (2) from a sample likert scale coded from (1-5) established that enrolment numbers in the school, repetition and idle capacity had significant variations to the test value which meant that they were not considered as constraints for school teachers caused by the rising costs within the school. The results obtained indicated that the common challenges that principals faced in as a result of the increased rising costs was the high dropout rates.

These findings of the study are in concordance with the Dibski, (2003) who pointed out that many schools in the Sub-Saharan Africa are faced with challenges of financing their operations because of the low budgetary allocation and poor utilization of financial resources.

The researcher established that school used alternative ways of generating income and to generate alternative sources of financing for example the harambees for the school as possible strategies of dealing with the rising costs. The means of the strategies that had were not significant ($p < 0.05$) indicated that this strategies were common to the staff managers as per the coding employed. Raising the amount of fees payable and improving

resource utilization were also identified as possible strategies that the school management heads employed to deal with the rising costs.

Hanold, (2002) indicates that the schools that have embarked on other forms of income generating activities such as farming and investments in assets have been able to face the challenges of rising costs of living. Hanold, (2002) suggests that for schools especially in the developing countries of Africa to drastically reduce problems that are associated with financial problems, then it should make investments so as to generate extra income instead of raising the school fees.

The researcher identified that the variations in the schools budgets had effects on the level of the teaching and learning materials. The research also established that the schools budgets also affected the coverage of the syllabus in the schools and affected the academic performances of the schools. The research however established that the rising costs which were reflected in the decrease in budgets did not affect the physical development of the schools, it did not affect the utilization of resources in the school neither did it affect the dropout rates and the motivation of the staffs in the school.

According to Odero, (2007), the rising cost of education influences the academic performance of the schools and thus schools should developed strategies to deal with the rising costs by finding ways of raising finances. Odero, (2007) points out that the escalating costs of education has adversely affected the coverage of the syllabus for majority of schools in Kenya.

5.2 Conclusion

Schools have been affected by the rising costs at varying degrees depending on whether school categories either the boarding or day schools and based on the land sizes of the schools. Schools with large track of land have managed to generate extra incomes for the schools by using the land resource to their benefit. The purchase of school equipments and the tuition costs have been considered to be the largest cost centers of the school. The schools have however managed to develop funds to cover for the deficits. The boarding schools have managed to engage in farming activities to generate funds and were also getting help from CDF while the day schools were getting funding from the community and from nongovernmental organizations.

The Principals were however facing serious challenges in dealing with the rising costs. The greatest challenge was the increase in the number of school dropout despite the enrolment of the students in the schools remaining relatively normal. The rising costs however also do not affect the repetition of the students in the various classes.

The schools have however put in place measure to deal with the rising costs under the leadership of the various school heads. School has developed alternative ways of generating income and to generate alternative sources of financing for example the harambees for the school as possible strategies of dealing with the rising costs. Raising the amount of fees payable and improving resource utilization were also identified as possible strategies that the school management heads employed to deal with the rising costs. This strategies however do not affect the physical development of the school as the

development of the projects are considered important to the operation of the schools and are directives in the strategic plans of schools.

The biggest effect of the rising cost is the academic performance of the schools as opposed to the development of the schools and operations in the school as the schools has developed alternative strategies to deal with the rising costs in the school for example finding alternative ways to raise money for school projects. Some of the effects include effect on the availability of the teaching and learning materials resulting into effects on the coverage of the syllabus in the schools and affected the academic performances of the schools.

5.3 Recommendations

The research makes the following research recommendations to assist the schools deal with the rising costs in the schools;

- i. Schools should ensure that they fully utilize resources at their disposal for example land to generate extra income for the schools with an aim of dealing with the rising costs in schools.
- ii. Government should ensure that school fees for schools are not raised but instead should encourage schools to seek for alternative sources of financing such as farming or cutting down on school expenditures.
- iii. The school principals should develop school procedures that require school members including teachers and teachers to participate in income generating activities in school farms to help schools manage rising costs.

- iv. In service training programmes should be promoted and funded by the government to ensure that school heads are able to deal effectively with the rising school costs through effective budgeting and resource allocation process.

5.4 Suggestions for Further Studies

Other researchers should research on the measures that the government should put in place to help school overcome the problems of the rising cost. This will help compliment the strategies that the school managers put in place to ensure academic performance in the school in not affected.

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5. Tick which applies to your school

Boarding school []

Day school []

6. What is the size of your school land in acreage?

0-5 ()

6-10 ()

11-20 ()

Over 21 ()

SECTION B: Level of income and budget expenditure on financing secondary school education

7. Is the level of income and budget expenditure on financing secondary school education adequate?

Yes []

No []

8. The following are some of the cost that secondary schools incur. Rate them according to your best of knowledge as to which one leads to raising cost in education? Use the ratings below **SA**-strongly agree =5, **A**-agree= 4, **UD**-undecided =3, **D**-disagree=2, **SD**- strongly disagree=1

Category	SA	A	UD	D	SD
The school's budget is adequate for purchasing Books (Exercise/Text)					
There is enough money for purchasing laboratory equipment.					
Other tuition materials are easily acquired					
School equipment are of the required standards					
Foodstuffs for school is easily purchased					

Any other Comment

9. State the sources of income that you generate for your school?

Section C: Constraints faced by principals as result of rising cost in schools

10. To what extend do you agree on the following constrains faced by principals as result of rising cost in secondary schools? Indicate you response SA-strongly agree =5, A- agree= 4, UD-undecided =3, D-disagree=2, SD-strongly disagree=1

Category	SA	A	UD	D	SD
The enrolment rates has increased					
There is high incidences of dropouts					
Repetition of students affects the school’s budget					
Inadequate teaching–learning resources					
There is lack of cooperation from the school staff					

Any other Comment

11. What potential measures schools put in place to cope up with rising cost of education in secondary schools?

.....

.....

.....

12. Has the school scaled down the development of its projects in order to reduce cost?

Yes []

No []

If yes, rate them in order of preference SA-strongly agree =5, A-agree= 4, UD-undecided =3, D-disagree=2, SD-strongly disagree=1

Statements	SA	A	UD	D	SD
There is initiation of income generating activities					
The school has Scaled down development projects					
The school is seeking alternative sources of financing eg Harambees					
There is cost sharing of the school expenses					
There is increasing workload to existing staff					
There is raising of school fees					
The school has Improved resource Utilization					
The school encourages parents to pay fees on time					

13. Give other measures you use to cope with rising cost in education?

14. As a school principal how do you view rising cost as burden to

a) Parents

b) School

Section D: Potential measures which schools put in place to cope up with rising cost of education of secondary schools

15. The following statements involve the potential measures which can be put in place to cope with the rising cost of education of secondary schools. Tick according to your agreement of the statement.

SA-strongly agree = 5, A-agree= 4, UD-undecided =3, D-disagree=2, SD-strongly disagree=1

Statement	SA	A	UD	D	SD
The school can come up with projects to generate income					
The school should improve accountability of school's funds					
The school fees should be raised to get more funds for school					
The number of students enrollment should be revised					
There should be more employment of teachers					

16. Suggest any other way that can be used to generate income for schools smooth running.

Section E: Implication of rising cost on quality of education of secondary school

17. The following are the implication of raising cost on quality of education of secondary schools in Kuresoi district. To what extend do you agree on them? SA-strongly agree =5, A-agree= 4, UD-undecided =3, D-disagree=2, SD-strongly disagree=1

Category	SA	A	UD	D	SD
There is inadequate Teaching and learning materials					
There is delayed coverage of the syllabus					
Physical development in school slowed down					
underutilization of available resources					
There is high students dropout rate					
There is Poor academic performance					
The staff is demotivated					
The Students are resisting changes and are rioting					

QUESTIONNAIRE FOR B.O.G /PTA

Dear Respondent,

I am a student from Kenyatta University pursuing a Masters Degree in Education Management. I am carrying out a research entitled: **STRATEGIES ADOPTED BY SECONDARY SCHOOL PRINCIPAL TO ADDRESS THE RISING COST OF EDUCATION: A CASE STUDY OF KURESOI DISTRICT**. Please assist me by filling in the questionnaires provided. The questionnaires are meant to help in fulfilling the research objectives. The researcher assures you confidentiality in the information given.

Section A: Demographic information

1. Sex

Male ()

Female ()

2. What is your age bracket?

10-20years ()

31-40 ()

21-30 years ()

41-50 ()

Over 50 years ()

3. What is your level of education qualification?

Primary Level ()

Secondary Level ()

Masters ()

Tertiary Level ()

University Level ()

4. What is your position in school?

PTA/BOG () Head teacher ()

5. Tick the status of your school

Boarding school []

Day school []

6. What is the size of your school land in acreage?

0-5 ()

6-10 ()

11-20 ()

Over 21 ()

SECTION B: Level of income and budget expenditure on financing secondary schools education

7. Is the level of income and budget expenditure on financing secondary school education adequate?

Yes []

No []

8. Which one is high?

Income []

Budget expenditure []

9. The following are some of the cost that secondary schools incur Rate them according to your best of knowledge as to which one leads to raising cost in education? Use the ratings below **SA**-strongly agree =5, **A**-agree= 4, **UD**-undecided =3, **D**-disagree=2, **SD**-strongly disagree=1

Category	SA	A	UD	D	SD
The finances allocated for purchasing of books (text and exercise) is adequate.					
The money purchasing Laboratory requirements is enough					
Other tuition materials are easily acquired					
There are enough school equipment					
School foodstuffs are financed adequately					

Any other Comment

10. What are some of the income sources that you generate from your school?

Section C: Constraints faced by principals as result of rising cost on schools

11. To what extent do you agree on the following constrains faced by principals as result of rising cost in secondary schools? Indicate you response SA-strongly agree =5, A-agree= 4, U-undecided =3, D-disagree=2, SD-strongly disagree=1

Category	SA	A	UD	D	SD
The enrolment rates are adequate for proper management of schools					
High incidences of dropouts					
Repetition affects school's expenditure					
There is inadequate teaching-learning resources					
The government support the school's projects					

Any other Comment

12. What potential measures can the schools put in place to cope up with rising cost of education in secondary schools?

.....

.....

.....

13. Has the school scaled down the development of its projects in order to reduce cost?

Yes []

No []

If yes rate them in order of preference SA-strongly agree =5, A-agree= 4, UD-undecided =3, D-disagree=2, SD-strongly disagree=1

Statements	SA	A	UD	D	SD
Initiating income generating activities is easily done					
There is the Scaling down of development projects					
The school is seeking alternative sources of financing					
The school is trying to cost share her spending					
Implementation of development projects is in short term					
There is improved resource utilization					

14. Give other measures you use to cope with rising cost in education?

Section D: Potential measures which schools put in place to cope up with rising cost of education of secondary schools

15. The following statements involve the potential measures which can be put in place to cope with the rising cost of education of secondary schools. Tick according to your agreement of the statement.

SA-strongly agree = 5, A-agree= 4, UD-undecided =3, D-disagree=2, SD-strongly disagree=1

Statement	SA	A	UD	D	SD
The school can come up with projects to generate income					
The school should improve accountability of school's funds					
The school fees should be raised to get more funds.					
The number of students enrollment should be revised					
There should be more employment of teachers					

16. Suggest any other way that can be used to generate income for schools smooth running.

Section E: Implication of rising cost on quality of education of secondary school

17 (i) As a school principal in the BOG, how do you view rising cost as burden to

a) Parents

.....

b) School

.....

18. The following are statements of the implication of raising cost on quality of education of secondary schools in Kuresoi district. To what extend do you agree with them? SA-strongly agree =5, A-agree= 4, UD-undecided =3, D-disagree=2, SD-strongly disagree=1

Category	SA	A	UD	D	SD
Teaching and learning is smooth in school					
There is delayed coverage of the syllabus					
Physical development in school has slowed down					
There is underutilization of available resources					

19. Suggest ways that can be used to make the problem of raising cost of education bearable.

INTERVIEW SCHEDULE FOR B.O.G/P.T.A

The following questions will guide the researcher during the interview session with BOG/PTA in secondary schools in Kuresoi district:

- i.) What is the level of income and budget expenditure on financing secondary school education?
- ii.) What are the constrain faced by principal as result of rising cost on schools in secondary schools in Kuresoi district?
- iii.) What potential measures which schools put in place to cope up with rising cost of education of secondary schools in Kuresoi district?
- iv.) What is the implication of raising cost on quality of education of secondary schools in Kuresoi district?