IMPACT OF TUITION WAIVER ON WASTAGE IN PUBLIC DAY SECONDARY SCHOOLS IN KIRINYAGA COUNTY

BY

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DECLARATION

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

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DEDICATION

This project is dedicated to my wife Muthoni, my sons Waweru and Riungu, my Mom Joy and my late grandparents Kiuma and Wamurango.
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I appreciate the contributions and support given by various individuals and institutions for the successful completion of this project. However, it would be difficult to mention all by name, but the following deserve special mention.

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ABBREVIATIONS

CDF………………..Constituency Development Fund
D.E.O………………District Education Officer
EFA ………………..Education for All
GDP ………………..Gross Domestic Product
GER…………………Gross Enrollment Rate
GOK ………………..Government of Kenya
KCSE………………Kenya Certificate of Secondary Education
M.O.E………………Ministry of Education
M.O.E.S.T………..Ministry of Education Science and Technology
NEP ………………..North Eastern Province
OECD………………Organization of Economic Co-operative
and Development
IPAR……………….Institute of Policy Analysis and Research
ABSTRACT

There are very many challenges facing secondary school education delivery in Kenya in recent times, leading to high dropout and repetition rates. This made the Government of Kenya (GOK) to introduce provision of tuition fee waiver in public secondary schools in 2008. The purpose of this study was to determine the influence of tuition fee waiver on wastage in public day secondary schools. This was done by assessing the repetition and dropout rates. Specifically this study sought to; determine the dropout rates in public day secondary schools in Kirinyaga Central District, determine, find out other intervention measures that can be used to reduce wastage and find out other factors that may lead students to drop out of school or repeat grades. The findings of this study can help the policy makers in formulating more effective policies on provision of tuition fee waiver. The findings may also benefit other researchers as reference and basis for further studies on the provision of other public subsidies in these schools. The study adopted a descriptive survey design. The target population comprised of all the 19 public day secondary schools in Kirinyaga Central District. The sample population was 9 public day secondary schools. The total number of respondents was 22 comprising of 9 principals, 12 class teachers and one District Education Officer (D.E.O). Simple random sampling was used to select schools. Data was collected using questionnaires and document analysis worksheet. Questionnaires were administered on principals, class teachers and the D.E.O while document analysis worksheet was used to collect data from records in the D.E.O’s office. Data collection instruments were piloted in two schools within the district. The study sought to answer the problem to whether the provisions of tuition fee waiver in public day secondary schools in Kirinyaga Central District have any impact on wastage. The study was based on Classical Liberal Theory which states that; social mobility will be promoted by equal opportunity to education. The instruments were presented to two experts on education planning from Kenyatta University and one senior personnel from the District Education Office for validation. To test for reliability, test-retest technique was applied. The three questionnaires had a correlation coefficient of 0.76. The quantitative data collected was analyzed using descriptive statistics such as frequencies and percentages. The results were presented in form of tables and bar graphs. The finding of this study revealed a reduced rate of wastage in public day secondary schools after the introduction of tuition fee waiver. Dropout and repetition rates reduced from 2.3 and 1.6 in 2007 to 0.7 and 0.9 in 2010 respectively. The study concluded that, tuition fee waiver had a positive impact on wastage. This study recommended an increase in tuition fee waiver. It also recommended the start of income generating projects in these schools to supplement government subsidies. In-service courses for guidance and counseling teachers should be improved to equip teachers with new skills. The study suggested that further investigation should be carried out on why girls’ dropout and repetition rates are higher than for boys. Also similar studies should be carried out on the impact of tuition fee waiver on the other aspects of education such as enrolment, survival and completion rates.
CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education plays a great role both to an individual and to the society. Education equips an individual with skills which help him/her to know his/her rights and also be able to participate in national development. It also enables an individual to appreciate values and ethics that enhance harmonized co-existence among people of different ethnic background (Saitoti, 2003). At the societal level, education equips one with appropriate skills, knowledge and attitudes which are necessary for production and development. Hence investing in human capacity is highly valued by many nations all over the world leading them to address various challenges that may be facing their education system which may lead to wastage.

The Kenya’s education sector vision is to realize access to globally competitive quality and relevant education and training by 2030 (Republic of Kenya, 2008). As a nation Kenya incurs a loss whenever there is wastage in the education sector. For instance dropout signifies unfulfilled aim, goal and objective for the individual, community and nation at large. Any dropout at the secondary school level the country losses potential workforce towards target year of national industrialization of vision 2030. This wastage can be due to:
Irregular school attendance, inadequate learning and teaching facilities among others leads to poor performance among students resulting to repetition (Republic of Kenya, 1994). High poverty level in many households has led students to drop out from school to employment to supplement family incomes. The major reason why students drop out from school is due to lack of funds to finance education in most households (World Bank, 1995).

Wastage can also be caused by personal factors. For instance teenage pregnancies among female students lead to school drop outs; low self-esteem, negative attitude towards schooling and low occupational aspirations among students lead to wastage (Onsomu and Muthaka, 2006). There are also family factors that may lead to wastage. For example parent’s level of education, illiterate parents have low educational aspirations for their children hence little encouragement for children to continue with school (Estrom et.al, 1986). There are also school-related factors that contribute to wastage such as suspension and expulsion from school, insecurity within the school environment and poor performance lead to students dropping out of school (ibid).

One major guiding philosophy of Kenya Government for education is that every Kenyan has inalienable right to basic education no matter his/her socio-economic status (Republic of Kenya,1996). In line with this, the Kenya Government since independence have appointed several commissions and Working Parties to develop policy framework for the development of the educational sector and specifically
geared towards reducing educational wastage in all levels of education. More emphasis is given to primary and secondary levels.

The Sessional paper No.10 on African Socialism and its application to planning (Republic of Kenya, 1964) singled out poverty, ignorance and disease as the major hindrance to development. It emphasized education as one of the tools for the production of the required skilled and trained manpower to replace departing expatriates. The report of the commission of inquiry into the education system of Kenya (Republic of Kenya, 2000) lauded the objectives of the 8.4.4 education system. However it regretted that its implementation process was not properly done. For instance, the commission noted that there was no initial consultation with various stakeholders there was also lack of proper monitoring mechanisms for its successful implementation. Due to these shortfalls the cost of its implementation escalated to a point where it was unaffordable to majority of the Kenyan parents. This led to high dropout and repetition rates as well as low enrollment and retention rates.

The report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya, 1988) raised concern regarding wastage especially in primary level of education. It noted that wastage was through high dropout and repetition rates of more than 40 per cent. This report recommended an in-depth action oriented study on the causes and extent of high dropout and repetition rates to be carried out. The report suggested the need to improve the internal efficiency of education system to make it more cost effective.
These government reports among others have clearly shown that the development of education in Kenya since independence has been faced with many challenges. The forms of educational wastage in Kenya have been highlighted in these reports; they include dropout and repetition rates. For instance, the MOE Report of the education sector review and Development (Republic of Kenya, 2008) reveal that Gross Enrolment Rate (GER) in secondary schools has increased from 29.5 per cent in 2005 to 36.8 per cent in 2007. In 2007 Central Province registered the highest GER for both boys and girls recording 53.3 per cent and 51.3 per cent respectively. The lowest GER was recorded in North Eastern Province (NEP) at 9.7 per cent and 4.4 per cent for boys and girls respectively. Boys recorded a higher participation rate than girls in all provinces (Republic of Kenya, 2008).

The report further showed that repetition rates at secondary school level in 1999 were 1.7 per cent and 1.5 per cent for boys and girls respectively. The lowest repetition rates were noted in Nairobi and Central Province at 1.0 and 0.5 per cent respectively. The highest repetition rate was recorded in Nyanza and NEP at 2.6 per cent and 3.4 per cent respectively. On average boys recorded a higher repetition rate than girls over the period under review (ibid). These figures appear small but the repercussions they have to the education system is far reaching as this reduces the available spaces for those not repeating these grades.
The dropout rates in secondary school level have also been quite high. The report noted that in 1999 the average dropout rates were 5.3 per cent and 5.6 per cent for boys and girls respectively. The highest dropout rates were noted in North Eastern Province at 7.6 per cent while the lowest was recorded in Central Province at 4.0 per cent. In 2003 Nyanza Province recorded a very sharp increase from 4.6 per cent in 1999 to 9.5 per cent with girls’ rate being 10.3 per cent.

For the completion rates the report noted that in secondary school level it had been quite low. For instance, for the period 1987-1990 the average completion rates were 86.4 per cent. They declined to 79.0 per cent for the period 1997-2000 (Republic of Kenya, 2008).

The 1999 population census reports analysis show that out of total 1,438,500 and 1,433,000 boys and girls respectively aged 14-17 years who were supposed to be in secondary school in 2000 only 348,100 boys (24.2 per cent) and 313,700 girls (21.9 per cent) were enrolled. These shows many youth were out of secondary school education (ibid).

These forms of educational wastage have affected the attainment of Education For All (EFA) as set out by the Dakar Framework for Action on EFA (UNESCO, 2000). This has affected national development in many developing countries hence need for governments not to spare any efforts geared towards sealing every path that leads to educational wastage. As Kenya government gears towards achieving EFA by 2015 it has tried to seal those loop-holes that lead to educational wastage. For example, the
introduction of tuition fee waiver in secondary schools education in 2008. However it has been noted that due to high poverty levels in many households which has been raising in recent times the cost of secondary school education is still beyond reach of many households.

In an effort to look for ways to reduce educational wastage the government has been forming various commissions, working parties and task forces. For instance The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (The Kamunge Report, 1988), The Commission of Inquiry into the Education system of Kenya (The Koech Report, 2000) among others. These commissions and task forces have come up with very good recommendations but their implementation has been done in piece meal hence their benefits have not been fully realized (Saitoti, 2003).

Investing in human resource provide a skilled human resource needed for national development. Due to this the Government of Kenya (GOK) has invested heavily in the expansion and improvement of education at all levels, for instance Secondary School Bursary Scheme was introduced in 1993/1994 financial year with an initial allocation of Ksh.25 million. In 2007/2008 financial year it was increased to Ksh.600 million where each needy student was allocated a minimum of Ksh. 8,000 (Oyugi, 2010). At independence there were 151 secondary schools with a total enrolment of 30,121 students (Republic of Kenya, 2008). By the year 2007 there were 6,485 secondary schools with a total enrolment of 1,382,211 students (Oyugi, 2010).
Although secondary school education opportunities continue to expand there is poor access and participation leading to wastage. In 2008 the average GER was 42.5 per cent. This has affected implementation of government policies and development programs. There is great concern on wastage at secondary school level in Kenya, this is due to the fact that:

First, secondary education is seen as the gateway to higher education and improved social and economic status. Therefore non-enrollment and non-completion of this level of education denies a student an opportunity to acquire the desired knowledge and skills needed for self reliance.

Secondly, the government is investing heavily in education, for instance, in 20011/2012 fiscal year the secondary school education sub-sector was allocated Ksh.18.5 Billion towards tuition fee waiver kitty out of Ksh.200 Billion allocated to the MOE (Republic of Kenya, 2011). Since the introduction of tuition fee waiver program in public secondary schools education in 2008 the government is spending Ksh.10, 255 per student per year.

However with this high expenditure in secondary education the government still losses a substantial amount of money through wastage. According to the MOE report on the 8-4-4 system of education (Republic of Kenya, 1984) funds invested in education should not be lost through dropouts who have neither useful education nor the opportunities to improve on what has already been gained.
1.2 Statement of the problem

The public subsidies such as provision of tuition fee waiver in public secondary schools education are intended to reduce wastage in terms of reducing the dropout and repetition rates. However with the high expenditure in secondary education the government still losses substantial amount of money through wastage. Funds invested in education should not be lost through dropouts who have neither useful education nor the opportunities to improve on what has already been gained.

Therefore, does the provision of tuition fee waiver have any impact on wastage? Hence, this study intended to investigate how tuition fee waiver has influenced dropout and repetition rates since its implementation in secondary schools in Kirinyaga Central District, Kirinyaga County.

1.3 Purpose of the study

The purpose of this study was to determine the influence of tuition fee waiver on wastage in public day secondary schools in Kirinyaga Central District in Kirinyaga County since its implementation.

1.4 Objectives of the study

The specific objectives of this study include:
i. To determine the dropout rates for the period 2007-2010 in public day secondary schools in Kirinyaga Central District in Kirinyaga County.

ii. To determine the repetition rates between years 2007-2010 in public day secondary schools.

iii. To find out other intervention measures apart from provision of tuition fee waiver that can be put in place to reduce wastage.

iv. To find out other factors other than insufficient funds that may lead students to drop out of school or repeat grades in public day secondary schools in Kirinyaga County.

1.5 Research Questions

The following research questions guided the study:

i. What are the current dropout rates in public day secondary schools?

ii. What are the current repetition rates in public day secondary schools?

iii. What are other intervention measures other than provision of tuition fee waiver that can be put in place to reduce wastage in public day secondary schools?

iv. Are there any other factors other than lack of funds that lead students in public day secondary schools to drop out of school or repeat grades?
1.6 Significance of the study

The findings of this study showed the impact of tuition fee waiver on educational wastage in public day secondary schools. With education being geared towards attainment of EFA by 2015 the findings of this proposed study will help the policy makers in the Government to make informed decisions in future provision of tuition fee waiver to public day secondary schools to reduce educational wastage. The findings of this study will also be of benefit to other researchers as it will act as basis and reference for further studies on the provision of other public subsidies in public day secondary schools.

1.7 Limitation of the study

The scope of this study was limited to only 9 public day secondary schools in Kirinyaga Central district, Kirinyaga County. To be more conclusive the results of this study should have covered other secondary schools in the entire county. But due to time and financial constraints this was not possible.

The study also limited itself to the opinions of the sampled population; this is because collecting the opinions of the whole population would require more time and other logistics.
1.8 Delimitation of the Study

The study confined itself to 2007-2010 year period, that is, one year before the provision of tuition fee waiver for secondary school education and two years after. The study confined itself to teachers and principals of public day secondary schools and the D.E.O of the district under the study.

1.9 Assumptions of the Study

This study proceeded on the basis of the following assumptions:

i. All the sampled public day secondary schools had experienced cases of dropout and repetition of grades between the periods 2007-2010.

ii. Accurate and up to date students’ records were kept by the school administration and at the District Education Office.

iii. Girls and boys are given equal access to secondary education.

iv. The respondents provided reliable responses.

1.10 Theoretical Framework

This study was based on classical Liberal Theory, which states that social mobility will be promoted by equal opportunity of education. The roots of this theory can be traced to writers such as Roussaeu (1776) who claimed that in the ‘natural’ state, men were born equal and personal qualities should not jeopardize social equality so
long as the society rewards people according to their merits. Each person is born with a given amount of capacity which to a large extent is inherited and cannot be substantially changed. Thus education system should be designed so as to remove barriers of any nature; economical, gender, geographical and so on, that may prevent bright students from lower economic background from taking advantages of inborn talents which accelerate them to social promotion.

One of the liberal progressivisms and American educationist Horace Mann (1796-1859), term education as ‘The Great Equalizer’ which enhances life changes of those born into humble circumstances (Cremin, 1957). The theory demands for forth going through education of primary and secondary level for which access would be determined on the basis of individual’s merits and not social background. It follows from this belief that social institutions such as in education should in the same sense attempt to treat people equally. There are innumerable examples people from poor families who have not taken advantage of education opportunities and proceed to obtain better jobs and higher incomes than they would otherwise have done. If the state did not provide education without charge these individuals would have been denied opportunity for advancement.

There is a wide spread belief that by removing economic barriers, providing more places in secondary education and by increasing the length of attendance in common school, ideal conditions could be created to implement the vision of equal opportunities where everybody has access to the kind and amount of education that
suited his inherited capacity. In the past a great deal of weight has been attached to education as a vehicle of equalization and it has generally been assumed that increased public spending in education would contribute to this end and reduce dropout and repetition rates as well as absenteeism of the poor (Organization of Economic Co-operative and Development, 1975).

In developing countries where inequalities in education provision are severe, it may be desirable on equity and efficiency grounds to pursue the goal of equal distribution of educational opportunities. Inequality of participation means that the benefits of education are disproportionately enjoyed by the upper income families whose children are far more likely to complete secondary schooling or enroll in higher education (Psacharopoulos and Woodhall, 1985), while poor families may not afford to sustain their children in school hence increased dropout and repetition rates as well as higher cases of absenteeism. This affects the internal efficiency of public secondary schools.

In Kenya the government has been providing tuition fee waiver in public secondary schools since 2008 at least to enable more students to complete their education with minimal interruptions. Thus this theory was found relevant because provision of tuition fees waiver will indiscriminately keep students in school, hence minimizing their withdrawal prematurely, this will impart positively on internal efficiency in the learning institution.

1.11 The Conceptual Framework
In this conceptual framework it is assumed that with the provision of tuition fee waiver, teaching and learning facilities would improve hence reducing wastage. However in some instances this does not happen leading to some students dropping out of school or repeating grades. Figure 1 shows the impact of funds from tuition fee waiver kitty on the forms of wastage.

**Figure 1: Conceptual Framework on the Impact of Tuition Fee Waiver on Wastage**

With the provision of tuition fee waiver economic geographical and social background barriers will be removed. This will make students from lower economic background and from any geographical region to take advantage of inborn talents to accelerate their social promotion through the education system, as result there will be reduced absenteeism and high retention rates hence improved academic performance leading to low repetition and dropout rates. Absenteeism and low retention rates due to non-payment of school levies cause students to perform poorly academically. This lead to some dropping out of school, while others repeat classes (Government of Zimbabwe, 1994).
However despite introduction of tuition fee waiver the high level of poverty in some households make parents to be unable to meet other costs of secondary school education. These are other extra levies charged by schools even after the provision of tuition fee waiver by the government.

1.12 Operational definition of terms

**Dropout**: This is any student who leaves school in any grade before completing secondary school education cycle.

**Dropout Rate**: This is the proportion of students of a given cohort or grade that does not complete secondary school education.

**Educational Wastage**: This is retention of a student in one grade for more than one academic year or premature withdrawal of a student from school at any stage before completion of the secondary school cycle. Measured using dropout and repetition rates.

**Grade**: Student level of educational attainment or class.

**Repeater**: This refers to a student who remains in the same grade in a school in a given year.

**Repetition Rate**: This is the proportion of the students in a school that remain in the same grade in a given year.
**Class Stream:** A group of students in the same grade level assigned same or different rooms or classes.

**Subsidy:** These are grants given by the government in terms of cash transfers, text books etc to public day secondary schools towards reducing educational wastage.

**Tuition Fee Waiver:** This is the amount of money granted to each secondary school student by government as tuition fee of Ksh.10 265 per year.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter the researcher will examine the impact of tuition fee waiver in reducing the repetition and dropout rates in public day secondary schools which are forms of educational wastage, as they are researched and documented by other international and local scholars. It will cover incidences of repetition and dropout rates, public financing of secondary education and its impact on wastage.

2.1 Causes of Wastage Worldwide and in Kenya

Empirical researches conducted all over the world by different researchers have concluded that the following group of factors cause wastage in the school system; Economic factors, personal factors, family factors and school-related factors (World Bank, 1995).

On economic factors these studies cited that 65 per cent of wastage is due to poverty (Brimmer, 1971). Due to high poverty levels in many households students are forced to drop out of school and seek employment to supplement family incomes. Due to high poverty levels in India parents are unable to meet other expenses in education even against the provision of free education (ibid). A case study carried out in Ethiopia indicated that the major reason why students drop out of school is due to lack of funds to finance education in most households (Onsomu, 2006).
Personal factors emanating from the students themselves such as unwanted pregnancies, early marriages, low self-esteem, negative attitude towards schooling and low occupational aspirations lead to wastage (Siddiqi and Patrinos, 1995). A survey carried out to elicit the social background of secondary education in Iran showed that low-esteemed students have much lower chances of continuing with their secondary education (World Bank, 2001).

Family factors such as parent’s level of education contribute to wastage. For instance a study carried out in Thailand by World Bank noted that parents who are illiterate have low educational aspirations for their children hence little encouragement for children to continue with school (World Bank, 2001). The study further noted that those students who are at risk of dropping out of school but subsequently don’t had a more positive relationship within the family.

In India 50 per cent of high school drop outs cited school-related reasons for leaving school prematurely (Rumberger, 1987). For example they cited suspension and expulsion from school, insecurity and poor performance as the main factors. Grade retention in school is another school-related factor that cause many school drop outs (Estrom et.al, 1986). Student’s psychological attachment to school is also a key to academic and social success this encourages students to remain in school.

In Kenya the final report of Strengthening Primary Education (SPRED) project spelt out insufficient funds, child labour, high poverty levels among others as the main causes of wastage (Republic of Kenya, 1994). The report further cited poor...
performance of students due to irregular school attendance and inadequate learning and teaching facilities as the main causes of repetition. Irregular school attendance is mainly caused by students being sent home for non-payment of school levies.

2.2 Repetition and dropout rates worldwide and in Kenya

Educational wastage is a phenomenon for both developed and developing nations. In 2008 about 126 million students worldwide were not in school. Almost 80 per cent of them were from sub-Saharan Africa and South Asia. Repetition and dropping out of school exacts a negative personal toll on the students involved and a large share of the limited resources available for education. Educational wastage is about missed opportunities for the individuals, communities, nations and regions of the world (World Bank, 1995).

A study carried by UNESCO (1998) in Asian countries found that the total number of dropouts per year from primary education was about 31.6 million pupils. The study found that countries like Singapore and Indonesia has repetition rates of 7 per cent and 10 per cent respectively. Studies in Thailand found that two-thirds of dropouts had been repeaters (Jere, 2007).

Repetition rates in developing countries are quite high (Eisenmon, 1997). The highest rates were recorded in sub-Saharan African Countries which stood at 21 per cent at secondary school level. It had been noted that grade repetition rates are
almost non-existent in developed countries that enforce automatic promotion policies (UNESCO, 1998).

In 1998 enrollment in Brazil was quite high, however education attainment had a slow progression through high school due to infrequency and erratic attendance and high dropout rates. The average repetition and dropout rates in 1998 in Brazil were 13 and 8.9 per cent respectively (Siddiqi and Patrinos, 2000). Almost half of all Brazilian children come from poor families.

In 1990, the average repetition rate in Hungary was 3 per cent at secondary school level. In 1997 it rose to 5 per cent, and rose further to 5.1 per cent in 1998. By 1999 it had risen to 6.3 per cent. In the same period 1990-1999 out of the total students who enrolled in secondary school 46 per cent dropped out of school before completion (World Bank, 2003).

In 1982, Malaysia, Republic of Korea and Philippines had repetition rates from 0 to 2 per cent. Singapore, Indonesia, Sri Lanka, Thailand and Vietnam had repetition rates of between 7 and 10 per cent, while Bangladesh and Bhutan repetition rate stood at an average of 21 per cent (UNESCO, 1998).

A study carried by Todaro (1994) in developing countries found that, in Latin America approximate 60 per cent of 1,000 pupils who enroll in primary level of education drop out of school before completing the cycle. In Asia he found that 20 per cent of every 100 students who join secondary school level drop out of school
before completion and in Africa 54 per cent of every 100 pupils who enroll in school drop out before completion (ibid).

In Ekiti State in Nigeria wastage rates at high school level between 2001 and 2006 was 11.2, 11.2, 10.9, 9.7, 10.0, and 8.9 per cent respectively. This reveals that many students did not graduate from secondary school level of education and if they did, not within the specified period (Federal Government of Nigeria, 2006).

The Ministry of Education of the Education Sector Review and Development (Republic of Kenya, 2008) showed that repetition rates at secondary school level in 2003 were 1.5 and 1.1 per cent for boys and girls respectively. The highest repetition rate was noted in North Eastern Province at 3.4 per cent and the lowest in Central Province at 0.5 per cent. Nationally on average boys recorded higher repetition rates than girls. These figures appear small but the repercussions they have to the education system are far reaching as this reduces the available spaces for those not repeating these grades.

In the same period the dropout rates in 2003 were 6.9 and 6.2 per cent for boys and girls respectively. The highest dropout rates were noted in Nyanza Province at 9.5 per cent followed by Western Province at 8.8 per cent, while the lowest was noted in North Eastern Province at 3.8 per cent followed by Central Province at 5.2 per cent (Republic of Kenya, 2008).
Eshiwani, (1986) observed that in Kenya the overall wastage rate ranges from 30 per cent to 47 per cent...a minimum wastage in terms of number of students who complete a cycle within an educational system is expected, on the contrary a great deal of wastage occurs in terms of dropouts and repetition. According to Eisenmon, (1997), from a societal economic view, schooling is most efficient if every student moves up to the next grade every year as each student who repeats has the economic effect of adding a new student at the grade and subsequent grades.

2.3 Public financing of secondary education and its impact worldwide and in Kenya

Assie-Lumumba, (2005) identifies five sources of financing education: the state, local communities, families, businesses and external sources. For instance, Bangladesh in 2004 introduced selective scholarship for female students in secondary schools, while Columbia introduced targeted vouchers for learners from socio-economically disadvantaged groups. In Burkina Faso where the government could not sustain the recurrent cost of secondary education, partnerships are being nurtured with private sector in the provision of good quality secondary education. This involves construction of at least three low cost secondary schools in underserved areas. Other initiative is providing lease financing for construction of private schools (Gueye and Gauci, 2003).

The cost of secondary school education is one of the main factors contributing to school non attendance in Kenya. In 2006 about 38 per cent of secondary school age
youth dropped from school due to indirect costs of schooling or opportunity cost of schooling (Republic of Kenya, 2007).

In South-East Asia to reduce wastage loan schemes have been introduced in secondary schools. This has already been introduced in China, South Korea, Thailand and Philippines. For instance, in Philippines in 2001 each student in secondary school was granted 1000 US Dollars per year, as a result enrollment grew rapidly from 0.2 million students in 1990s to 2.4 million students in 2001 (Susan, 2003). In Philippines financial support for secondary school education is derived from tuition fees, matriculation fees and donations. In the cities of Manila, Quezon and Iloilo secondary school education is free, 60 per cent of the total current expenditure of secondary school education is derived from tuition fees. National Aid is granted to Provincial, Municipal and city secondary schools except those in Manila and Quezon cities. There is also special Education Fund to purchase teaching materials and maintenance of the physical infrastructure in high schools. This has maintained wastage rates at the lowest levels of 0.6 per cent (ibid).

In Argentina additional financial support to secondary school education has been a success as it is developed to provide projects aimed at retaining students in school. This covered the provision of teaching and learning materials. Grants to subsidize schooling has also been extended to secondary schools. For example in 2000 approximate 200 million US Dollars was used to finance secondary education. This
reduced education wastage significantly from an average of 3.2 per cent in 1999 to 2.9 per cent in 2002 (Aysegul, 2004).

Sri-Lanka education is characterized by low costs as its education organizational structure allows for integrated primary and secondary schools, hence sustainability of secondary school education at affordable rates. In 2003 the total expenditure on secondary education was only 6 per cent of the Gross Net Product (Onsomu and Muthaka, 2006).

In U.S there are high education subsidies which take two forms; grants and loan programs funded by the state and federal governments. For example, in 1997 the state and local government provided 56.4 Billion US Dollars in subsidies to secondary education. The average public four-year secondary school education is more than 50 per cent subsidized in US. This has reduced educational wastage to a minimum level (Aysegul, 2004).

Since the early 1980s, financing of education in China has undergone a fundamental structural change from a formally centralized system with a narrow revenue base to a decentralized system with a diversified revenue base (Tsang, 1996). Before 1980 each level of government was responsible for its own education finances. By 1985 decentralization in educational administration, financing and diversification in mobilization of education resources had resulted to reduction of educational wastages by 42 per cent. For example, between 1986-1992 the Government of China increased the budget allocation to education by 3.5 per cent per year and out-of-
budget funds (surges and levies) by 19.7 per cent per year. Per student budget spending increased by 9.6 per cent per year at primary level and by 5.1 per cent per at secondary school level (Tsang, 1990). This funding has reduced educational wastage through the provision of adequate resources to support education inputs such as instructional materials and physical infrastructure. By 1997 total government spending on education amounted to 186, 254 million Yuan, this has led to smooth completion of education at all levels (ibid).

In Sub-Saharan Africa countries cost per student at secondary level average at least 30 per cent and 60 per cent of Gross Net Product per capita. Secondary schools in Sub-Saharan Africa enroll just 25 million of the 93 million children of secondary school going age and many of them attend irregularly and fail to complete lower secondary school (Lewin, 2006). Educational reforms are needed to expand enrollment and reduce wastage in secondary schooling in affordable ways. Revenue to finance schools is needed to reduce the costs per student to levels that allow higher enrollment and reduced educational wastages.

In Nigeria financing of secondary school education is from public expenditures. In 1998 the total public expenditure to financing secondary education was 21 per cent of Gross Domestic Product. By 2006 it had been increased to 35 per cent (Keith, 2002). This allocation had been used to increase enrollment and reduce educational wastage which stood at an average of 3.6 per cent in 2001. The Federal Government
expenditure on secondary education in 1998 was 14.6 per cent of the total public expenditure. This increased to 15.6 per cent in 2002 (ibid).

Secondary school expansion in Zimbabwe can be attributed to government commitment to high level financial policy and prioritized expenditure which are sustained for a long time. For instance, during the expansion period budgetary allocation to education was maintained at 8 to 9 per cent of the Gross Net Product. In 2000 budgetary allocation to secondary education was increased to 10 per cent from 8 per cent in 1999 (Lewin and Cailluds, 2001). Internal efficiency at secondary school level was improved through adoption of policy on automatic promotion from Form 1 through Form 4, by this repetition rates were maintained at low levels (ibid).

In Malawi repetition and dropout rates were estimated at 15 to 20 per cent at secondary school level in 2001 (ibid). Implementing of Free Primary Education in 1994 placed severe budgetary constraints on financing of secondary education estimated at seven or more times higher than that of primary education. Towards expanding secondary school education in Malawi more finances from public expenditure was allocated to build more secondary schools and purchase more teaching and learning resources. A textbook fund was also established to improve textbook provision in secondary schools.

In Kenya, one of the main goals in resource allocation to the education sector is to enhance internal efficiency by reducing both dropout and repetition rates at all levels of education. This is as per Millennium Development Goals (MDG) targets, dropout
rates are targeted at 1 per cent while repetition rates are targeted at 5 per cent by 2015 for both primary and secondary levels of education (Republic of Kenya, 2008).

To a large extent dropout and repetition rates are expected to decrease over the projection period following the implementation of various interventions aimed at reducing costs of education (Republic of Kenya, 2005). Education financing in Kenya from 1988 to 2007 had been based on the cost sharing policy introduced in 1988. This policy required that parents and community meet the cost of key non-salary inputs such as tuition, textbooks and uniforms. The main aim of cost-sharing policy was to reduce education cost burden on the government while ensuring cost effectiveness in the utilization of educational facilities, equipments, materials and personnel. This is with a view to maintaining the growth, quality and relevance of education.

Bursary provision was introduced in 1993 as a way of supporting bright students’ access secondary education. For example, in 2004/2005 financial year Ksh. 770 million was allocated for bursaries (KIPPRA, 2006). This helped to keep more than 10,000 secondary school students in school who would have otherwise dropped out of school. In 2004/2005 financial year secondary school sector received 1.6 per cent of Gross Domestic Product of which 93.5 per cent went to teachers’ salaries and 6.5 per cent to non-salary expenditures such as learning materials, textbooks and physical infrastructure among others.
Over the time financing of education in Kenya has been a partnership between the government, parents and international community (Republic of Kenya, 2007). The government has always been responsible for financing teachers’ salaries and offering limited development finance for specific projects in public schools. On average the share of total government expenditure taken up by education had been 17 per cent on average of Gross Domestic Product. Kenya’s spending on education both as a proportion of the GDP and total public spending is well above both the global average and those of her immediate neighbours. For instance, Botswana spends an average of 8.6 per cent of GDP on education, Uganda 2.5 per cent, Tanzania 2.2 per cent, Malaysia 6.2 per cent and South Korea 3.8 per cent (Otieno and Colclough, 2007).

Education budget for 2007/2008 financial year was Ksh. 119.5 Billion. Out of this 21.8 per cent was allocated to secondary school education (Republic of Kenya, 2008). In the past there was no government contribution for construction of physical infrastructure or for the purchase of learning materials at secondary school level. But this changed with the implementation of ‘affordable secondary school education’ from 2008. Under this program government is channeling monies directly to schools to finance their expenditures.

2.4 Summary

With increased public subsidies in developing countries, the secondary school enrollments continue to increase. For instance in East Asia it rised from 47 per cent
in 1990 to 66 per cent in 2000; Middle East it increased from 52 per cent to 57 per cent in the same period (UNESCO, 1998). Although significance progress has been made to increase school enrollment but this gain is being undermined by persistently large number of students who take more than one year to complete a particular grade and those who drop out of school before completing secondary school cycle.

Sustainable financing of secondary education require both feasible policy reforms and sustainable financing options if the problem of educational wastage is to be solved (Susan, 2003). Besides, the government must play its central role in policy direction and encourage strong partnership among all the stakeholders including communities, NGOs, private sector and external support among others. Main financing policy reforms relate to improved secondary school internal efficiencies, improved efficiency on use of resources and improved school management (ibid).

Some of the financing options that may work to reduce educational wastage in developing countries, Kenya included are; reducing schooling costs, public financing of physical infrastructure and household subsidies. Manda, Mwabu and Kimenyi (2002) note that the government should always be the principal investor in education, such a role cannot be left entirely to the private sector because of the long term objectives of human resource development.

Dropout and repetition have several implications for all educational systems (Eshiwani, 1986), for instance the amount of money spent on repeaters adds extra financial burden to the educational system. It is argued that in a country where half
of those in educational system drop out of school, then the overall national development is decelerated at a rate of 50 per cent (ibid). The World Bank Sector Policy Paper of 1980 shows that the problem of dropout and repetition especially in Africa is serious. Extensive research on educational wastage carried out by UNESCO in 1982 and International Bureau of Education in 1992 showed that educational wastage has resulted in low economic growth leading to increased levels of poverty (UNESCO, 1998).

Repetition in public day secondary schools has been attributed to the following: Irregular school attendance, inadequate learning and teaching facilities, examination oriented curriculum among others (Republic of Kenya, 1998). A case study carried in Thailand indicated that the major reason why students drop out of school is due to lack of funds to finance their education (World Bank, 1992). Poverty plays a leading role in education deprivation. This means parents cannot afford the cost of sending their children to school. Despite all these studies there was none which specifically touched on educational wastage in public day secondary schools. Economic factors are most emphasized ignoring other factors that cause educational wastage.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The methods and timing that were used in this Project Research ensured that variables that would interfere with the findings are controlled. In this chapter the researcher will present the methodology that was used in sampling, collecting and analyzing data.

3.1 Research Design

This study adopted an exploratory approach using a descriptive survey design to assess the impact of tuition fee waiver on wastage in public day secondary schools in Kirinyaga Central District, Kirinyaga County. This design is used to gather information, summarize, present and interpret it for clarification (Orodho, 2009). This is so because the study was concerned with gathering facts and figures rather than manipulation of variables. This enabled this study to gather qualitative and quantitative data from a large number of cases. This design was appropriate in this study as it helped the researcher to produce statistical information on issues of educational wastage.
3.2 Variables

In this study tuition fee waiver and wastage rates were the independent and dependent variables respectively. In this case the wastage rates will depend on the amount of tuition fee waiver provided.

3.3 Locale of the study

The study was carried out in Kirinyaga Central District, Kirinyaga County. The nearest town is Kerugoya which is about 150km from Nairobi. The district has a population of 528, 912 people, according to 2009 census. The poverty index level is 25.2 per cent according to Kenya Integrated Household Budget Survey (KIHBS) 2005-2006. The District has been identified as the locale of the study due to its urban and rural set up.

3.4 Target population

The target population was all the 19 public day secondary schools in Kirinyaga Central District, Kirinyaga County which are funded by government using public funds. The population is homogeneous. The schools are poorly equipped in terms of learning and teaching facilities. Their enrolments are below their capacity.

3.5 Sampling Techniques

The study adopted a survey design in which an attempt was made to select a sample that is representative of the population. Simple random sampling was used to select 9
public day secondary schools out of the 19 in Kirinyaga Central District, Kirinyaga County. The 9 schools constituted 47.4 per cent of the total number of schools. This number was justified because according to Gay (1972) a minimum sample of 10 per cent is recommended for a large population and 20 per cent for a small population in a survey research. The schools were selected depending on the number of the streams as follows: Six schools with one stream each and three schools with two stream each. The class teacher of each stream was included in the sample. Principals of the selected schools were also included.

3.6 Sample Size

The study sample was 9 public day secondary schools out of 19 found in Kirinyaga Central District, Kirinyaga County. The study had a total of 22 respondents comprising of 9 Principals, 12 class teachers and one District Education Officer (D.E.O). The 9 Principals were from the 9 schools selected by simple random and the 12 class teachers were of streams of the 9 schools selected.

3.7 Research Instruments

The research instruments used in data collection included questionnaires and document analysis worksheet. There were three sets of questionnaires, which included: Questionnaire for the principals, Questionnaire for the class teachers and Questionnaire for the D.E.O. The principals and class teachers questionnaires was used to collect data on school enrolment, dropouts and repeaters and intervention
measures used by these schools to reduce instances of dropouts and repeaters. The questionnaire for the D.E.O was used collect data on general overview of the district in terms of enrolment, wastage and factors that lead to wastage.

These questionnaires contained open-ended items and closed-ended items. Document analysis worksheet was used by the researcher to get enrollment trends from the schools’ monthly returns at the D.E.O’s office.

**3.8 Piloting**

The research instruments were piloted in two schools within the district which are identical to the sampled schools. This number was justified because according to Wunsch (1986) at least 10 per cent of the target population is ideal for piloting. Schools sampled for the main study were not included in the pilot study. This helped in identifying ambiguities and irrelevant items in the research instruments. Piloting was done before the study.

**3.9 Validity**

For face and content validation the research instruments were presented to two experts in education planning from Kenyatta University. They were also presented to one experienced personnel in management of schools from Kirinyaga Central District Education Office.
3.10 Reliability

To test for the reliability test-retest technique was applied. The questionnaires were administered again after two weeks to the principals and class teachers of the two schools used in the test of validity. Comparison of answers given in the two instances was analyzed. Spearman rank order correlation was employed to compute the correlation coefficient. A correlation coefficient (r) of 0.75 was considered high enough to judge the reliability of the instruments. This established the extent to which the contents of the questions are consistent in eliciting the same responses every time the instrument is administered. The reliability level of the three questionnaires had a correlation coefficient of 0.76.

3.11 Data Collection Technique

After ascertaining the validity and the reliability of the instruments, a Research Clearance Permit from the Ministry of Education office was sought. The permit was then presented to the D.E.O Kirinyaga Central District, Kirinyaga County who wrote an introductory letter to the principals of the sampled public day secondary schools in the district. The researcher then booked an appointment with the principals of the sampled schools to get appointment date to explain to them the purpose of the visit.

The researcher administered questionnaires to the principals and class teachers and collected them after three days. The researcher used the document analysis worksheet to collect information on enrollment trends from the monthly schools’
returns at the D.E.O’s office. The researcher also administered a questionnaire to the D.E.O and collected it after three days.

3.12 Data Analysis and Presentation

After obtaining the required information from the questionnaires data was coded for analysis. Data was grouped in tables for easier interpretation. Data was analyzed quantitatively. The data from the questionnaires was organized as per research question.

The quantitative data collected was analyzed using descriptive statistics. This analysis is in form of simple descriptive statistics which includes; frequencies and percentages. The results are presented in form of tables, bar graphs and pie-charts. The researcher was careful to note the number of times views were given and the number of respondents who gave the same responses as this formed the basis of drawing conclusions.
CHAPTER FOUR

DATA, ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

The purpose of this study was to determine the impact of tuition fee waiver on wastage in public day secondary schools in Kirinyaga Central District in Kirinyaga County since its implementation, determine the dropout and repetition rates, find out other intervention measures apart from tuition fee waiver that can be put in place to reduce wastage and find out other factors that may lead students to drop out of school or repeat grades in public day secondary schools. This chapter presents the findings of this study.

The data was collected from 9 principals, 12 class teachers and one District Education Officer. The 9 public day secondary schools sampled out of 19 in the Kirinyaga Central District had a total enrolment of two thousand and eighty students. These findings are presented under the following headings: enrolment rates, dropout rates, intervention measures to reduce dropout rates, repetition rates, reasons for repeating grades and intervention measures to reduce repetition rates.

4.1 Enrolment Rates

This study had to collect data on enrolment of the sampled schools as these results formed the basis of calculating dropout and repetition rates.
Table 1 shows the enrolment rates for the 9 sampled public day secondary schools between 2007-2010.

**Table 1: Enrolment Rates of Public Day Secondary Schools Between 2007-2010**

<table>
<thead>
<tr>
<th>School capacity</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Average Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>S/ No.</td>
<td>Actual Enr. Rate</td>
<td>Enr. Rate</td>
<td>Enr. Rate</td>
<td>Enr. Rate</td>
<td>Enr. Rate</td>
</tr>
<tr>
<td>1.</td>
<td>360</td>
<td>230</td>
<td>63.9</td>
<td>308</td>
<td>85.6</td>
</tr>
<tr>
<td>2.</td>
<td>180</td>
<td>120</td>
<td>66.7</td>
<td>136</td>
<td>75.6</td>
</tr>
<tr>
<td>3.</td>
<td>200</td>
<td>160</td>
<td>80.0</td>
<td>173</td>
<td>86.5</td>
</tr>
<tr>
<td>4.</td>
<td>180</td>
<td>120</td>
<td>66.7</td>
<td>156</td>
<td>86.5</td>
</tr>
<tr>
<td>5.</td>
<td>360</td>
<td>250</td>
<td>69.4</td>
<td>32.2</td>
<td>89.4</td>
</tr>
<tr>
<td>6.</td>
<td>450</td>
<td>325</td>
<td>72.2</td>
<td>356</td>
<td>79.1</td>
</tr>
<tr>
<td>7.</td>
<td>180</td>
<td>125</td>
<td>70.0</td>
<td>133</td>
<td>73.9</td>
</tr>
<tr>
<td>8.</td>
<td>180</td>
<td>133</td>
<td>73.9</td>
<td>156</td>
<td>86.7</td>
</tr>
<tr>
<td>9.</td>
<td>200</td>
<td>146</td>
<td>73.0</td>
<td>165</td>
<td>82.5</td>
</tr>
</tbody>
</table>

**Source: District Education Office, Kirinyaga Central**

The results in table 1 indicate that all the 9 public day secondary schools sampled were under enrolled. All the 9 schools reported an increase in enrolment; however two schools reported a decrease in enrolment in the year 2010. The principals attributed the increased enrolment to the introduction of tuition fee waiver in public day secondary schools, improved discipline and conducive learning environment among others.

Table 2 below shows frequencies (n) and relative percentages of the reasons behind the increased enrolment as reported by the principals.
Table 2: Reasons for the increase in enrolment in public day secondary schools

<table>
<thead>
<tr>
<th>Reasons for Increase</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition fee waiver</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td>Bursaries</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Adequate facilities</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Community participation</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Conducive learning environment</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Improved discipline</td>
<td>2</td>
<td>22.2</td>
</tr>
</tbody>
</table>

Source: Researcher

Decrease in enrolment in the two schools in the year 2010 was attributed mainly due to introduction of extra user charges or levies by those schools; such as lunch levy, motivation fees and holiday tuition fees among others. Table 3 below shows the reasons for decrease in enrolment rates in public day secondary schools.
Table 3: Reasons for the Decrease in Enrolment Rates in Public Day Secondary Schools

<table>
<thead>
<tr>
<th>Reasons for Decrease in Enrolment</th>
<th>n</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of funds to pay extra fees</td>
<td>5</td>
<td>55.5</td>
</tr>
<tr>
<td>Indiscipline</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Inadequate learning facilities</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>22.2</td>
</tr>
</tbody>
</table>

Source: Researcher

In table 3 above other reasons that the principals cited included the presence of many public day secondary schools in the same locality competing for the same students.

Table 4 shows the suggested measures given by principals to enhance enrolment.

Table 4: Suggested Measures by Principals to Enhance Enrolment

<table>
<thead>
<tr>
<th>Suggested Measure</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase tuition fee waiver</td>
<td>6</td>
<td>66.7</td>
</tr>
<tr>
<td>Bursary provision</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td>Enhancing discipline</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td>Emphasizing day schools</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Parental education</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Stream school management</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Allowing dropouts back</td>
<td>1</td>
<td>11.1</td>
</tr>
</tbody>
</table>

Source: Researcher
These analyses revealed that majority of public day secondary schools have their enrolment below their capacities. Like in China (Tsang, 1990), the main cause of this was noted to be high cost of schooling in terms of extra user charges being levied by schools to close the gaps left even after the provision of tuition fee waiver. These extra user charges include lunch fee and motivation fee among many others. Indiscipline was also cited as a cause of under enrolment, for instance those schools with frequent cases of indiscipline such as strikes are under enrolled. The study also revealed that many of these public day secondary schools are found in the same locality hence compete for the same students leading to majority of them being under enrolled.

As suggested by Lewin (2006), the major measure suggested by the principals to enhance enrolment was increasing tuition fee waiver and provision of bursaries to needy students and also enhance discipline in public day secondary schools. They suggested that non-teaching staff in the public day secondary schools should be put in the government payroll to reduce burden on the parents. They also suggested that more funds from the Constituency Development Fund (CDF) should be channeled to the public day secondary schools.

4.2 Dropout Rates

Ten class teachers out of twelve (83.3 per cent) who responded to the questionnaire reported to have experienced student dropping out of the classes. Several factors were cited for this dropout.
4.2.1 School-Related Factors

Table 5 below shows these findings.

**Table 5: School-Related Factors That Cause Dropout**

<table>
<thead>
<tr>
<th>Factor</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor performance</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Dislike school</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Expulsion/ suspension</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Long distance to school</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Inadequate facilities</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Irregular school attendance</td>
<td>8</td>
<td>66.7</td>
</tr>
</tbody>
</table>

**Source: Researcher**

From table 5 the major school-related factors that lead students to drop out of school are irregular school attendance (66.7 per cent), expulsion and suspension from school (41.7 per cent). Irregular school attendance was noted to be caused by non-payment of school monies, while expulsion and suspension from school was due to cases of indiscipline. The District Education Officer also cited irregular school attendance, expulsion and suspension as the main school-related factors that lead students dropping out of school.
4.2.2 Economic Factors Leading To Dropout

Table 6 below shows the economic factors that lead students to drop out of school.

Table 6: Economic Factors That Lead Students to Drop Out of School

<table>
<thead>
<tr>
<th>Economic Factors</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of school fees</td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td>Venturing to employment</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Child labour</td>
<td>2</td>
<td>16</td>
</tr>
</tbody>
</table>

Source: Researcher

Like in Nigeria (Keith, 2002), table 6 above clearly shows that the main economic factor that leads students to drop out of school is lack of funds to pay school fees (83.3 per cent). The D.E.O also cited lack of funds as the major cause of drop outs in the district. Home responsibilities were associated with child labour to supplement the family income.
4.2.3 Personal Factors

Table 7 shows various personal factors contributing to dropout.

Table 7: Personal Factors Causing Dropout

<table>
<thead>
<tr>
<th>Personal Factors</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor performance</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Early marriages</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Cultural beliefs</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Orphaned</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>

Source: Researcher

Table 7 above shows that the main personal factor causing dropout is poor performance (75 per cent), followed by drug abuse mainly due to peer influence. Majority of the class teachers cited alcohol as the major drug being abused by students. The D.E.O had the same view. Other factors that were cited by the class teachers included lack of motivation among students due to lack of employment after finishing school.
4.3 Dropout Rates by Class and Gender

Table 8 below shows the dropout rates by class and gender.

Table 8: Dropout Rates by Class and Gender

<table>
<thead>
<tr>
<th>Class</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>girls</td>
<td>Boys</td>
<td>girls</td>
</tr>
<tr>
<td>Form 1</td>
<td>Enrolment</td>
<td>210</td>
<td>124</td>
<td>194</td>
</tr>
<tr>
<td></td>
<td>Dropouts</td>
<td>6</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Dropout rate</td>
<td>2.9</td>
<td>6.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Form 1I</td>
<td>Enrolment</td>
<td>198</td>
<td>134</td>
<td>205</td>
</tr>
<tr>
<td></td>
<td>Dropouts</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Dropout rate</td>
<td>1.5</td>
<td>2.9</td>
<td>1.9</td>
</tr>
<tr>
<td>Form 1II</td>
<td>Enrolment</td>
<td>214</td>
<td>112</td>
<td>211</td>
</tr>
<tr>
<td></td>
<td>Dropouts</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Dropout rate</td>
<td>0.9</td>
<td>2.7</td>
<td>0.5</td>
</tr>
<tr>
<td>Form 1V</td>
<td>Enrolment</td>
<td>198</td>
<td>135</td>
<td>212</td>
</tr>
<tr>
<td></td>
<td>Dropouts</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Dropout rate</td>
<td>0.5</td>
<td>1.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Average Dropout rate</td>
<td>1.5</td>
<td>3.4</td>
<td>1.1</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Source: District Education Office, Kirinyaga Central

Table 8 shows that the average dropout rates for boys in Form I in 2007 was 1.5 per cent, it decreased to 1.1 per cent and 1.0 per cent in Form II and Form III in 2008 and 2009 respectively. It increased to 1.1 per cent in Form IV in 2010. Form I registered high dropout rate of 2.9 per cent and 6.5 per cent for boys and girls.
respectively in 2007 compared to the other years in the study. Form I and Form III registered the highest dropout rates for both boys and girls in 2007. Form IV registered the highest dropout rates in 2007 and 2009 for both boys and girls.

The above analyses revealed that the average dropout rates for girls were higher than those of boys. The highest average dropout rates observed were 1.5 and 3.4 per cent for boys and girls respectively in 2007. Forms I and II recorded the highest dropout rates with average of 3.7 and 3.4 per cent respectively. The main reasons given for students dropping out of school were lack of funds to finance their education, irregular school attendance, suspension and expulsion from school. It was noted that when students are in Forms I, II and III they are at the peak of their adolescent stage. This is the time they start experimenting on drugs raising the cases of indiscipline leading to expulsion and suspension from school; at the same stage girls are prone to teenage pregnancies. Ekstrom (1986) noted that absenteeism, truancy among other indiscipline problems cause dropout among students. The analyses supports Onsomu (2006) findings in Ethiopia that the main cause of dropping out of school is lack funds to finance schooling. Oyugi (2010) also noted that teenage pregnancies were the main cause of girls dropping out of school.
4.4 Intervention Measures

Eight class teachers out of twelve said that their schools had put up intervention measures to reduce dropout rates. The main measures mentioned by these teachers include; guidance and counseling (75 per cent) and bursary recommendation for poor students (66.7 per cent). It was noted that guidance and counseling was used to reduce cases of indiscipline which may result to expulsion or suspension leading to dropping out of school. Recommendation for bursaries to poor students will help to keep them in school. Table 9 shows these intervention measures.

Table 9: Intervention Measures Against Dropout

<table>
<thead>
<tr>
<th>Intervention on Measure</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents consultation with teachers</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Recommendation for bursary</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Strict monitoring/ follow up</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Enforce discipline</td>
<td>4</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Source: Researcher

From the table 9 above the main intervention measure used by majority of schools is guidance and counseling and parental consultation with teachers (75 per cent) followed by recommending students from poor households for bursaries (66.7 per cent). The District Education Officer cited the presence of Guidance and Counseling
Committee in majority of public day secondary schools to facilitate dissemination of information.

However three class teachers out of twelve (25 per cent) noted that their schools had not put up any intervention measure yet, but recommended guidance and counseling and bursary recommendation to students from poor families as main intervention measures which their schools can use to reduce dropout rates. All the nine principals said that they would accept back girls who drop out of school due to pregnancy but after counseling the girl.

4.5 Repetition in Public Day Secondary Schools

Out of twelve class teachers who responded to the questionnaire eight (66.7 per cent) of them reported to had repeaters in their classes. Table 10 below shows the number of repeaters and repetition rates by class and gender between 2007-2010.
Table 10: Repetition Rates by Class and Gender

<table>
<thead>
<tr>
<th>Class</th>
<th>Enrolment</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeater</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Repetition rate</td>
<td>0.5</td>
<td>0</td>
<td>0.8</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Form II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeater</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Repetition rate</td>
<td>2.9</td>
<td>0.5</td>
<td>1.6</td>
<td>0</td>
<td>0.6</td>
<td>0.4</td>
</tr>
<tr>
<td>Form III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeater</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Repetition rate</td>
<td>2.7</td>
<td>1.4</td>
<td>0.8</td>
<td>1.0</td>
<td>0.8</td>
<td>0.5</td>
</tr>
<tr>
<td>Form IV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeater</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Repetition rate</td>
<td>3.7</td>
<td>1.4</td>
<td>1.8</td>
<td>0.9</td>
<td>0.8</td>
<td>0.5</td>
</tr>
<tr>
<td>Average repetition rate</td>
<td>0.9</td>
<td>2.3</td>
<td>0.8</td>
<td>1.2</td>
<td>0.7</td>
<td>0.7</td>
<td>0.4</td>
</tr>
</tbody>
</table>

Source: District Education Office, Kirinyaga Central

From table 10 above, the highest repetition rates are in Form III and Form IV. The highest repetition rate was registered in Form IV at 3.7 per cent. In average girls registered the highest repetition rates compared to boys. Qualitative data from schools indicated that most repeaters were Form IV leavers who had not performed well in KCSE hence needed to improve on their grades for admission to public universities and colleges.
The above analyses found that the highest repetition rates were in Forms III and IV. Class teachers emphasized that repetition in their schools was a personal choice of students as they were not forced to repeat. The main reason given as to why majority of students repeat in Forms III and IV was to improve their KCSE grades for clear entry to public universities and colleges. The major intervention measures employed by public day secondary school to reduce repetition rates are guidance and counseling and remedial teaching especially if it is not a student’s choice to repeat.

4.5.1 Reasons for Repetition in Public Day Secondary Schools

Table 11 below shows reasons given by class teachers to why students repeat classes.

<table>
<thead>
<tr>
<th>Reason for Repetition</th>
<th>n</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irregular school attendance</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Poor performance</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>To better KCSE Grades</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Transfer from other schools</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Indiscipline</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Non-registration of examination e.g. K.C.S.E</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Non-payment of extra school levies</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Poor health</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>8.3</td>
</tr>
</tbody>
</table>

Source: Researcher

From the above table 11, the main reasons given by class teachers to why students from the public day secondary schools repeat classes are: Irregular school attendance (75 per cent), to better KCSE grades (66.7 per cent) and poor performance (58.3 per
It was noted that irregular school attendance by students is due to non-payment of the extra school levies. Poor performance is due to irregular attendance and indiscipline. These reasons for repetition were also cited by the District Education Officer. Among the other reasons given by the class teachers are individual parental requests.

4.5.2 Intervention Measures used by Public Day Secondary Schools to Reduce Repetition Rates

All the twelve class teachers the questionnaire was administered to cited that their schools have put up intervention measures to reduce repetition rates.

Table 12 below shows these measures.
Table 12: Intervention measures used by Public Day Secondary Schools to Reduce Repetition Rates

<table>
<thead>
<tr>
<th>Intervention Measures</th>
<th>n</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial teaching</td>
<td>11</td>
<td>91.7</td>
</tr>
<tr>
<td>Parental involvement</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Installment payment of school levies</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Giving supplement reexaminations</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>School policy against repeating</td>
<td>1</td>
<td>8.3</td>
</tr>
</tbody>
</table>

Source: Researcher

From the table 12 above most class teachers cited remedial teaching (91.7 per cent), parental involvement (66.7 per cent) and guidance and counseling (58.3 per cent) as the most preferred intervention measures used by their schools to reduce repetition.

Due to high poverty levels among many households in the district lack of funds to pay for the extra user charges being levied by schools was cited as a major cause of wastage. To this end increase of bursary allocation to needy students was highly recommended. Indiscipline was also cited as a major cause of wastage. Indiscipline leads to students being expelled or suspended from school. The fact that guidance and counseling is the main intervention measure used by teachers to reduce indiscipline more in-service courses should be provided for the guidance and counseling teachers. This will equip these teachers with hands on skill on current approaches in guidance and counseling. Guidance and counseling is also used on girls to reduce the instances of teenage pregnancies especially to girls in Forms I, II
and III. Like in Latin America (Todaro, 1994) dropout and repetition rates reduced significantly after the provision of tuition fee waiver in 2008. For instance, dropout and repetition rates for girls reduced from 3.4 and 2.3 per cent in 2007 respectively to 0.8 and 0.9 per cent in 2010 respectively.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter sought to summarize the findings of this study and bring in the researched conclusion and recommendations.

5.1 Summary of the Findings

The study intended to assess the impact of tuition fee waiver on wastage in public day secondary schools since its implementation in Kirinyaga Central District, Kirinyaga County. The study specifically sought to: determine the dropout and repetition rates; Find out other factors that may lead students to drop out of school or repeat classes; Find out other intervention measures that can be used to reduce wastage in public day secondary schools.

An exploratory approach using descriptive survey design was adopted to carry out the study. Nine public day secondary schools out of 19 in the district were sampled. The respondents comprised of 9 Principals, 12 class teachers and one District Education Officer. Simple random sampling was used to select the 9 public day secondary schools. The research instruments used to collect the data included, open-ended and closed-ended questionnaires and a Document Analysis Sheet. The data collected was analyzed using descriptive statistics then presented in form of tables and bar graphs.
5.1.1 Dropout Rates in Public Day Secondary School

The study revealed that there are several factors such as economic factors, school-related factors and personal factors that lead to educational wastage in public day secondary schools in the district. All the 9 sampled schools showed a marginal reduction in wastage since the implementation of the tuition fee waiver program by the government in 2008. The study also revealed that the schools enrolments were below capacity; however the study showed that their enrolments increased significantly between years 2007-2010. This increase was attributed to the introduction of tuition fee waiver as this had reduced the cost of schooling in public day secondary schools. Although this was the case, two schools recorded a decrease in enrolment in 2010; this was as a result of those schools introducing extra user charges such as lunch fee and motivation fee among others.

Dropout cases were experienced in all sampled schools. The main reasons of these dropout cases were pointed as school related, economic related and personal reasons. The average dropout rates for girls were higher than for boys. However it was noted that the average dropout rates decreased marginally with the rolling up of tuition fee waiver initiative by the government in 2008.

5.1.2 Repetition Rates in Public Day Secondary Schools

Repetition cases were also reported in these schools. The highest repetition rates were observed in Forms III and IV classes. This was attributed to the need for
students to improve their KCSE grades for admission to public universities and colleges. Girls registered higher repetition rates as compared to boys. The major reason given by class teachers which lead to these high repetition rates was irregular school attendance leading to poor performance. Parental requests also contributed to students’ repetition.

5.1.3 Intervention Measures Used by Public Day Secondary Schools to Reduce Dropout and Repetition Rates

The study showed that there are various intervention measures used by public day secondary schools to reduce dropout and repetition rates. Parental consultations, bursaries recommendations especially to the students from humble background and use of guidance and counseling among others were mainly mentioned to reduce dropout rates. Remedial teaching, parental involvement, guidance and counseling among others were used to reduce repetition rates.

5.2 Conclusion

In Kirinyaga Central District, under enrolment, dropout and repetition were cited as the major causes of educational wastage. This has impacted negatively on the provision of secondary school education in this district as evidenced by high dropout and repetition rates in some classes especially among girls.
5.2.1 Dropout and Repetition Rates in Public Day Secondary Schools

However it has been noted that dropout and repetition rates reduced significantly after the tuition fee waiver initiative was rolled in 2008. For example dropout and repetition rates for girls reduced from 3.4 and 2.3 per cent respectively in 2007 to 0.8 and 0.9 per cent respectively in 2010. However this trend is being reversed due to the tendency of public day secondary schools to charge extra levies such as lunch levy. Some of these levies are beyond the reach of many parents.

5.2.2 Intervention Measures and Factors that Lead to Dropouts and Repeaters

In this chapter factors that contribute to the students dropping out of school or repeating classes in public day secondary schools have been identified and discussed. For instance school based factors, economic factors and personal factors. Economic factors were cited as the most critical of these factors. If these factors are critically addressed the impact of tuition fee waiver will be felt to a large extent in public day secondary schools. For this to be a reality great co-operation between all the stakeholders involved in the provision of secondary education will be required.

5.3 Recommendations

The following recommendations are therefore suggested so that the impact of tuition fee waiver on all forms of wastage can be felt to a more great extent.
5.3.1 Dropout and Repetition rates

The bursary allocations by the Ministry of Education and Constituency Development Fund should be increased to cater for more needy students in public day secondary schools. This will make it possible for these students to pay for the extra user charges hence learn with minimal interruptions, hence reducing dropout and repetition rates.

5.3.2 Intervention Measures

Public day secondary schools should be encouraged to start various income generating projects to supplement what they get from the government as tuition fee waiver. This will lead to reduction to what they levy as extra user charges or doing away with it all together.

Parents and the communities at large should sensitize on the need to provide more learning facilities and resources. This would promote effective teaching and learning hence a higher retention level of students in school.

In-servicing of guidance and counseling teachers should be supported at all levels. This would help to equip these teachers with new practical skills for effective tackling of the emerging issues in school level. This would go a long way in reducing the cases of indiscipline and teenage pregnancies in public day secondary schools.
The funds meant for tuition fee waiver should be increased to cater for more activities in the schools. This would reduce the extra user charges being levied by schools to cater for some of these activities for smooth running of these institutions.

Repetition by students is mainly due to poor academic performance hence schools should enhance remedial teaching to assist the weak students to improve their performance. To some extent this can also reduce the chances of students dropping out of school due to poor performance.

The government policy on admission of girls after delivery should be enforced as some administrators either they are not aware of its existence or they ignore it. Parents should be sensitized on the same to avoid keeping the girl at home after delivery. This would reduce the high dropout rates among girls.

Accurate and up to date statistical information about schools should be maintained especially at the district education office. This would help planners in future provision of the public funds to the schools.

**5.4 Suggestions for Further Research**

The higher cases of dropouts in Forms II and III especially among girls in the district should be further investigated to get the real cause.

Similar study should be carried out to cover the other districts in Kirinyaga County and the whole country at large.
Other studies should be carried out on the impact of tuition fee waiver on the other aspects of education for instance enrolment, survival rates and completion rates among others.
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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR THE PRINCIPAL

Please answer all the questions in the spaces provided after each question or by placing a tick in the appropriate box for a given response.

1. Number of streams in your school  (e.g. single-stream, double-stream).

2. Teachers establishment: Males _______ Females _______ Total _______

3. Current enrollment: Boys _______ Girls _______ Total _______


<table>
<thead>
<tr>
<th>YEAR</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Capacity of school in terms of enrollment

6. Between 2007-2010 did your school register an INCREASE or a DECREASE in enrollment? INCREASE. □ DECREASE. □

7. What were the reasons for the INCREASE or DECREASE in enrollment as stated in item 6 above? Tick appropriately.

Reasons for the INCREASE in enrollment.

i. Introduction of tuition fee waiver

ii. Bursary provision

iii. Adequate learning and teaching facilities

iv. Community participation

v. Conducive learning environment

vi. Improved discipline

Others specify

Reasons for the DECREASE in enrollment.

i. High poverty levels in the households/lack of funds to pay school fee
ii. Early marriages

iii. Socio-cultural beliefs

iv. Poor student health

v. Inadequate learning and teaching facilities

vi. Lack of parental involvement

vii. HIV/AIDS impact

viii. Indiscipline

Others specify

8. Suggest those strategies that can be used to improve enrollment in public day secondary schools.

9a) Has your school put up any intervention measures to reduce the number of students dropping out of school? YES. NO
b) If YES which are those measures?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

10a) If a student drops out of school would you re-admit him/her back to school?

YES. □ NO. □

b) If YES on which conditions?

____________________________________________________________________

____________________________________________________________________

11a) If your school is a mixed public day secondary school would you re-admit an expectant girl after delivery?

YES. □ NO. □

b) If NO give your reasons.

____________________________________________________________________

____________________________________________________________________

12a) Between 2007-2010 did your school receive any public subsidies?

YES. □ NO. □

b) If YES what type of public subsidies did it receive and what was the total amount for each year?
<table>
<thead>
<tr>
<th>YEAR</th>
<th>TYPE OF SUBSIDY</th>
<th>TOTAL AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX II

QUESTIONNAIRE FOR CLASS TEACHERS

Please answer all the questions in the spaces provided after each question or by putting a tick in the appropriate box for a given response.

1. Which classes have you been a class teacher and in which years. Tick appropriately.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
</tr>
</tbody>
</table>
2. a) Are there any students who dropped out of school in your Class/Form?

YES. ☐  NO. ☐

b) If YES, state Class/Form, year and the number of students who dropped out of school by gender.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FORM</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
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<tr>
<td>2010</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

3. Below are some of the factors that cause students to drop out of school.

Please tick the correct reason that made your students to drop out of school.

**School Related Factors**

i. Poor performance……………………........... ☐

ii. Dislike school………………………………... ☐
iii. Expelled/Suspended.................................

iv. Long distance to school..........................

v. Insecurity in school............................... 

vi. Inadequate learning facilities..................

vii. Harsh teachers.................................

viii. Irregular school attendance................

**Economic Factors**

i. Lack of school fees..............................

ii. Go to look for job..............................

iii. Child labour....................................

**Personal Factors**

i. Poor performance..............................

ii. Pregnancy......................................

iii. Early marriage...............................

iv. Cultural beliefs..............................

v. Orphaned......................................
vi. Drug abuse……………………………………. [ ]

Other reasons specify. ________________________________

______________________________

______________________________

4. a) Has your school put up any intervention measures to reduce the number of students dropping out of school? YES. [ ] NO. [ ]

b) If YES state those measures.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

c) If NO which measures can you suggest to be put in place by the school administration?

__________________________________________________________________________

__________________________________________________________________________

5a) Has any of your students repeated classes or have any students from other schools joined your class as repeaters? YES. [ ] NO. [ ]

b) If YES, state Form, year and the number of students who repeated by gender.
### Table

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FORM</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. The following are some of the reasons that make students repeat classes. Please tick the reason(s) that make the students in your to repeat.

- Irregular school attendance…………………………………
- Poor performance……………………………………………
- To better their KCSE grades…………………………………
- Transfer from other schools ……………………………….
- Insecurity in the former school…………………………….
- Indiscipline………………………………………………
- Non-registration of the exam e.g. KCSE…………………..
- Lack of extra school levies…………………………………
- Poor health………………………………………………
Other reasons specify. 

__________________________________________

__________________________________________

7. a) Has your school put up any intervention measures to reduce repetition of students?

YES. [ ] NO. [ ]

b) If YES please list these measures.

__________________________________________

__________________________________________

__________________________________________

c) If NO which measures would you recommend to the school management to put in place?

__________________________________________

__________________________________________

__________________________________________
APPENDIX III

QUESTIONNAIRE FOR THE D.E.O

Please answer all the questions in the spaces provided after each question or placing a tick in the appropriate box for a given response.

1. Name of the district. ____________________________

2. State the number of public day secondary schools in the district. ____________

   How many are mixed? ____________

3. Teachers’ establishment in the public day secondary schools in the district.

   Male _______ Females _______ Total _______

4. Current enrollment in the public day secondary schools in the district.

   Boys _______ Girls _______ Total _______

5a) Are there any public day secondary schools in the district that experience drop out cases?

   YES. ☐       NO. ☐

b) If YES please state the number of students who dropped out of school between 2006-2010 by gender.

   Boys _______ Girls _______ Total ______________
6. The following are some factors that contribute to students dropping out of school. Please tick against the reason that you think cause students to drop out of school in the district.

**School Related Factors**

i. Poor performance

ii. Dislike school

iii. Expelled/suspended

iv. Long distance to school

v. Insecurity in the school

vi. Inadequate learning facilities

vii. Harsh teachers

viii. Irregular school attendance

**Economic Factors**

i. Lack of extra school levies

ii. Go to look for job

iii. Child Labour
Personal Factors

i. Poor health………………………………………… □

ii. Pregnancy………………………………………….. □

iii. Early marriage……………………………………… □

iv. Cultural belief…………………………………….. □

v. Orphaned………………………………………….. □

vi. Drug abuse………………………………………… □

Others reasons specify.

____________________________________________________________________

____________________________________________________________________

7a) Have public day secondary schools in the district put up any intervention measures to reduce cases of school dropouts? YES. □ NO. □

b) If YES please list those measures in the spaces below.

____________________________________________________________________

____________________________________________________________________

8. Please state the reasons given by public day secondary schools management
for not putting up any intervention measures to reduce dropout rates.

9a) Are there any repetition cases in public day secondary schools in the district?

YES. □  NO. □

b) If YES please state the reasons given by public day secondary schools management for student repetition of classes.

10a) Between 2007-2010 did the public day secondary schools in your district receive any public subsidies? YES. □  NO. □

b) If YES what type of subsidies did they receive and what was the total amount for each year

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TYPE OF SUBSIDY</th>
<th>TOTAL AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td></td>
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</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX IV

DOCUMENT ANALYSIS WORKSHEET

This document analysis worksheet will be filled by the researcher during his visit to the D.E.O’s office. The worksheet will be used to get enrollment trends for the year period 2006-2010 from the monthly public day secondary schools’ returns at the office.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GENDER</th>
<th>FORMS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FORM I</td>
</tr>
<tr>
<td>2007</td>
<td>BOYS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GIRLS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>BOYS</td>
<td></td>
</tr>
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<td></td>
<td>GIRLS</td>
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</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>BOYS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GIRLS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>BOYS</td>
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</tr>
<tr>
<td></td>
<td>GIRLS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
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</table>
# APPENDIX V

## ESTIMATED BUDGET

<table>
<thead>
<tr>
<th>ITEM</th>
<th>KSHS</th>
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<tbody>
<tr>
<td><strong>Proposal Writing</strong></td>
<td></td>
</tr>
<tr>
<td>• Downloading materials</td>
<td>1,500</td>
</tr>
<tr>
<td>• Typing and printing</td>
<td>2,500</td>
</tr>
<tr>
<td>• Photocopying</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>Production and research instruments</strong></td>
<td></td>
</tr>
<tr>
<td>• Typing</td>
<td>1,000</td>
</tr>
<tr>
<td>• Photocopy</td>
<td>3,600</td>
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<tr>
<td><strong>Transport and subsistence</strong></td>
<td></td>
</tr>
<tr>
<td>• Public Transport</td>
<td>4,000</td>
</tr>
<tr>
<td>• Meals</td>
<td>2,000</td>
</tr>
<tr>
<td><strong>Data analysis</strong></td>
<td></td>
</tr>
<tr>
<td>• Data cleaning, editing and coding</td>
<td>3,500</td>
</tr>
<tr>
<td>• Actual analysis</td>
<td>3,000</td>
</tr>
<tr>
<td><strong>Report writing</strong></td>
<td></td>
</tr>
<tr>
<td>• Typing</td>
<td>4,500</td>
</tr>
<tr>
<td>• Producing copies of the receipts</td>
<td>3,600</td>
</tr>
<tr>
<td>• Binding report copies</td>
<td>2,500</td>
</tr>
<tr>
<td>• Miscellaneous costs</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36,200</strong></td>
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</table>
## APPENDIX VI

### TIME SCHEDULE

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DURATION</th>
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<tbody>
<tr>
<td>Proposal Writing</td>
<td>June - July 2011</td>
</tr>
<tr>
<td>Proposal Presentation and Assessment</td>
<td>August 2011</td>
</tr>
<tr>
<td>Proposal Correction</td>
<td>September - October 2011</td>
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<tr>
<td>Piloting</td>
<td>16\textsuperscript{th} – 20\textsuperscript{th} Jan 2012</td>
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<tr>
<td>Correction of Instruments of Data Collection</td>
<td>21\textsuperscript{st} – 28\textsuperscript{th} Jan 2012</td>
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<tr>
<td>Administration of Instruments of Data Collection</td>
<td>30\textsuperscript{th} Jan - 10\textsuperscript{th} Feb 2012</td>
</tr>
<tr>
<td>Data Analysis and Interpretation</td>
<td>11\textsuperscript{th} - 24\textsuperscript{th} Feb 2012</td>
</tr>
<tr>
<td>Report Writing</td>
<td>25\textsuperscript{th} Feb – 10\textsuperscript{th} March</td>
</tr>
<tr>
<td>Report Printing and Binding</td>
<td>11\textsuperscript{th} – 18\textsuperscript{th} March 2012</td>
</tr>
<tr>
<td>Report Presentation</td>
<td>April 2012</td>
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