Alternative systems of financing secondary school education in Baringo district

BY

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DECLARATION

This project is my original work and has not been presented to any other university for award of any degree.

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DEDICATION
This project is dedicated to my late mother Robai Nasimiyu Watima and my wife
Marystella Nekoye Watima, the two women in my life who never tired telling me that
I was a cut above the rest and from whom I learned the virtues of honest work and
resilience; and my late Dad, William C Watima who without words taught me
patience.
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<tr>
<td>ADB</td>
<td>African Development Bank</td>
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<td>AIC</td>
<td>Africa Inland Church</td>
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<td>ASAL</td>
<td>Arid and Semi Arid Land</td>
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<td>CBO</td>
<td>Community Based Organisation</td>
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<td>CCF</td>
<td>Christian Children Fund</td>
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<td>CDF</td>
<td>Constituency Development Fund</td>
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<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
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<tr>
<td>CEPAL</td>
<td>Economic Commission For Latin America and Caribbean</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<td>GER</td>
<td>Gross Enrolment Ratio</td>
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<td>GNP</td>
<td>Gross National Product</td>
<td></td>
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<tr>
<td>IDA</td>
<td>International Development Agency</td>
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<td>IIEP</td>
<td>International Institute of Educational Planning</td>
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<tr>
<td>IPAR</td>
<td>Institute of Policy Analysis and Research</td>
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<tr>
<td>MPET</td>
<td>Master Plan on Education and Training</td>
<td></td>
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<tr>
<td>NGO</td>
<td>Non Governmental Organization</td>
<td></td>
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<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
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<td>SEIA</td>
<td>Secondary Education in Africa</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>TSC</td>
<td>Teacher Service Commission</td>
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<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organisation</td>
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ABSTRACT

This study was an investigation into alternative systems of financing secondary education. It sought to establish the current system of financing secondary education and its limitations in Baringo District; it also sought to establish the alternative systems of financing secondary education, their limitations and strategies for their successful implementation. Eight secondary schools constituting 40% were selected to participate in the study. Simple balloting was used to select the sample. The target respondents were Principals, PTA chairpersons and form 3 students of the sampled schools in Baringo District together with the District Education Officer. A total of 320 students participated in the study. The school Principals, the PTA chairpersons and the District Education Officer were each given a questionnaire to complete, while the students were interviewed using the students interview schedules to collect the data. Descriptive statistics were used to analyse the data. The study was guided by the social systems theory. The social systems theory takes care of a school as a composite of complex networks contributing towards the whole. It examines the various key stakeholders in school financing. The study established that the current system of financing secondary education was cost sharing between the parents and the government. The data collected revealed that the current financing system could not adequately provide the required facilities and finances to run the schools smoothly and that it put a heavier burden on the parent who already was faced with poverty, food insecurity and disease. The study further established that there existed alternative sources of financing education which included NGOs, Commercial entities, cooperative societies, old students associations, religious organizations, prominent personalities, and income generating activities. However, these alternatives were not well developed due to lack of sensitization of the community on the need to fund education, lack of good will from the leaders, corruption and lack of time to venture in income generating activities as revealed from the analysed data. In the light of these findings, suggestions and recommendations towards strengthening the current system and implementing the alternative system have been made.
CHAPTER ONE
INTRODUCTION

1.0 Introduction
This chapter presents information in eleven parts. The first part attempts to present a general overview of the challenges facing Secondary Education systems and financing in the developed world, particularly the Sub-Saharan Africa and the attempts that have been made to address these challenges with particular emphasis on Kenya. The part has also specifically shed light on the secondary school financing challenges of Baringo District. The importance of secondary education has been highlighted. The chapter has also highlighted the statement of the problem. It has dealt with the purpose of the study, objectives of the study and research questions. The significance of the study, the assumptions of the study, the limitations and delimitations of the study have been covered in this chapter. The theoretical framework and conceptual framework which guided this study have been discussed here. The chapter has closed with the definitions of operational terms.

1.1 Background to the Study
Expanding access equitably and improving quality at the same time are the twin challenges faced by secondary education systems throughout the developing world (World Bank, 2005). Responding to these challenges calls for broad reforms everywhere but perhaps more so in sub – Saharan Africa than in any region (ibid).

The question of education opportunity for every individual is one that continues to be problematic both quantitatively and qualitatively. Beckley (1985) avers that inspite of the increasing enrolment rate and high priority accorded to education by the
government the percentage of children benefiting from education provision both in primary and secondary level continued to be very low.

In its Secondary Education in Africa (2007) draft report, the World Bank advises that major changes in the way resources were deployed and mobilized was to be the core of reforms that countries must consider if a purposeful and orderly development of secondary education was to occur. Hirsch (1973) asserted that education was a merit good, which should be made available to everyone regardless of his income and therefore his ability to afford. Thus its financing was best carried out by governments. However, in the early 1980s many governments especially in sub-Saharan Africa started passing the burden of education finance to parents (Ayot and Briggs, 1992).

At independence secondary education in Kenya was publicly financed with a major input from the religious community. However the period immediately after independence saw many countries both developed and developing come under a heavy cloud of the global energy crisis. Due to the attendant economic constraints, most developing countries suffered global aid squeeze from donor agencies. Ceilings were placed on the development aid to the developing countries. As a consequence, other sectors like defence, health and public transport and higher education which had hitherto, been financed by the donor agencies began posing serious competition to the education sector for public finance. The rapidly increasing population and corresponding increase in enrolment both at primary and secondary levels led to increased allocation to the education sub-sector. For instance the allocation to the education sub-sector in Kenya, increased from 18% of the national income in 1963 to 35% in 1985 (Ayot and Briggs, 1992).
The energy crisis and its impact on the economy and the increased spending on education forced the government to look for alternative ways of financing education. Cost sharing policy was introduced which left more responsibilities for education finance to parents, particularly in the area of capital expenditure (Ayot and Briggs, 1992).

The cost sharing system of financing education, while it had eased the government burden, was not sensitive to the income poor and did not address itself to the question of access and equity to educational opportunity.

Since the introduction of cost sharing policy in Kenya as depicted in Sessional Paper No. 6 of 1988 on Educational and Manpower Training for the Next Decade and Beyond, access to education had been affected. A significant number of students had been kept out of school due to the inability of their parents to pay school levies and other expenses. Kibbogy, S. J. (2001) observed that an increasing number of students had continued to drop out of school before completing the full education cycle which constituted a serious drain and wastage on the country’s budget. All students who completed standard eight and qualified for admission in secondary schools were to gain access to form one and proceed up to form four.

There was need to arrest the situation on low transition rates from primary to secondary education and drop – out so as to be in tandem with the government’s goal of achieving a transition rate of 70% from primary to secondary schools.

Inspite of all the efforts exerted on the expansion of education in Kenya, the problems of high drop – out rates and low access to secondary school still loomed large. The main reason cited for these problems was the private cost for schooling. Most low and middle – income parents were not able to send their children to secondary
schools. Secondary school fees constituted a very high proportion of household income (Reolikar, 1999).

Mills (2003) observed that primary and secondary school gross enrolment rate dropped significantly through the 1990s largely due to the increasing cost of education to parents. It was clear that the previous cost being charged to parents were the biggest constraints on many children attending school. The government had to address and resolve the issue of cost and financing arrangement.

The master plan on Education and Training (M.P.E.T) 1997-2000 concluded that the policy of cost sharing had been a contributory factor to falling enrolments as well as failing schools. This posed a critical problem to the government which had to contain the cost of the system within the education kitty and at the same time reduce the burden on the parents.

Muya (1989) rightly argued that while cost sharing was a convenient way of shedding the bloated education budget for the exchequer, it led to social inequality and far reaching implications on education access. While the cost sharing policy had worked to some extent, it was increasingly clear that it could not be sustained in some regions without adversely affecting education access, equity and quality. This policy had placed a heavier burden on the parent who was already under the burden of biting poverty exacerbated by inflation, drought and disease.

One such region that was unable to sustain cost-sharing system of financing secondary education was Baringo district. The district is an Asal region. The inhabitants were trapped in poverty, chronic risk of livestock loss and famine, physical insecurity and environmental degradation. Rain fed agriculture was not possible except where there was potential for irrigation which hardly existed.
Consequently, the inhabitants had become more vulnerable to external shocks mainly arising from insufficient rainfall and crash in livestock numbers. This had given rise to high levels of poverty and chronic dependency on relief food (Aboud, 2005). It was thus fairly clear that there was chronic income and food insecurity among the inhabitants of Baringo district. This had impacted negatively on the ability of parents to finance secondary education.

The government’s intervention to provide free secondary education had only had a major positive impact on day schools but negligible impact on Boarding schools which was the main target of this study. The support of the NGOs – World Vision and CCF was set to cease with their planned withdrawal from the district by the year 2009. It was for these reasons that this study sought to investigate alternative financing systems for secondary education.

1.1. Importance of Education

Education was recognized the world over as a basic pre-requisite for development. Ayot and Briggs (1992) underscored this fact by recognizing the universal acceptance of the concept of human capital as a vital factor in economic growth.

Besides encouraging changes in behaviour which aimed to improve the human condition, education instilled self confidence and self reliance in the individual and enabled informed decision – making in such areas as health and nutrition, family planning, sanitation, food production and its management and realistic self – evaluation (World Bank, 1995; Psacharopoulos, 1995). These observations were in tandem with the findings by Coldwell (1990) that there existed a high correlation between maternal education and child survival and development (World Bank, 1995 and Psacharopoulos, 1995).
Secondary education was particularly important to a developing country like Kenya as it led to self-sufficiency in technically qualified manpower necessary for increased productivity and improvement in the overall quality of life. It was the gateway to the opportunities and benefits of economic and social development (World Bank, 2004).

Globalization and the increasing demand for a more sophisticated labour force, combined with the growth of knowledge based economies gave a sense of urgency to the heightened demand for secondary education, enunciates the (World Bank, 2004). Secondary education was increasingly then being recognized as the cornerstone of education systems in the 21st century (ibid). It was thus imperative that sustainable financing systems of secondary education were developed.

Effective secondary schooling offered access to abstract reasoning and the kind of flexible thinking skill associated with growth – oriented production and new jobs in manufacturing and the service sector, which had an increasing information processing and knowledge content (Lewin and Caillods, 2001). There were Suggestions that improved access to education could reduce income inequality.

The World Bank (1998), observed that increasing the availability of secondary education in addition to basic education, was a key part of East Asia’s success in attaining high stocks of human capital a factor that accounted for its economic development. CEPAL (1996), further argued that in Latin America it was necessary to acquire 10 or more years of education in order to have a better than 90% chance of escaping poverty.

It seemed possible that temporary migration of labour from poor to richer countries was in future going to be restricted to the more educated and skilled, who were likely to possess secondary education and above (Lewin and Coillods, 2001).
World Bank (2002) concluded that education was a crucial tool for building democratic societies and, dynamic globally competitive economies. This perhaps served to explain why education, the world over, was given priority by governments and individuals, often willing to spend colossal amount of money in its acquisition.

1.2 Statement of the Problem

Financing secondary education in Kenya, like in many developing countries was faced with acute problems. The current system of cost sharing obtaining in Baringo district had placed the heaviest burden on the parents who already were faced with chronic income and food insecurity.

The government intervention under free secondary education had had little impact on boarding schools where costs to parents had largely remained unchanged. The limited and irregular grants from the government to schools had not assisted much. As a consequence, secondary school participation rates had remained low in Baringo district. The transition rate from Primary to Secondary School stood at 30% while retention rate in the district had stagnated at 60% (DEO’s office, Baringo District, 2006).

Support from World vision and CCF, was set to cease with the planned withdrawal of the two NGOs by 2009. There was therefore, need to come up with alternative and sustainable system of financing secondary education in the district. The purpose of this study was to identify and analyze alternative financing systems with a view to suggesting policy options to increase and sustain secondary education participation in the district.
1.3 Purpose of the Study
This study sought to investigate and analyze the various alternative systems of financing secondary education with a view to raising the secondary school participation rates.

1.4.0 Objectives of the Study
The broad objective of this study was to investigate alternative systems in the financing of secondary education in Baringo district.

1.4.1 The specific objectives were:
   i. To identify the current system of funding secondary education in Baringo district.
   ii. To identify the alternative systems of financing secondary education Baringo district.
   iii. To find out the problems associated with the already existing system in Baringo district.
   iv. To find out the problems associated with the alternative system in Baringo district.
   v. To suggest the possible strategies for improving the current system and implementing the alternative systems.

1.5 Research Questions.
1) What is the current system of funding secondary education in Baringo district?
2) What are the alternative systems of funding secondary education in Baringo district?
3) What are the problems associated with the already existing system in Baringo district?
4) What are the problems associated with the alternative systems of financing secondary education in Baringo district?

5) What are the possible strategies for improving the current system and implementing the alternative system?

1.6 Significance of the Study.

This study was significant for the following reasons:

i. The study would help the government to identify areas of intervention geared towards stimulating, guiding and controlling community financing of secondary schools in Kenya. It would also identify the various financing mechanisms available to communities in Kenya.

ii. The study would add knowledge in an area that is critical to educational development yet scarcely researched.

1.7 Assumptions of the Study

This study assumed that:

i. The sample respondents would provide the required and correct information.

ii. Time would be adequate to collect all the required data.

iii. Peace would prevail in the country during the time of data collection.

1.8.0 Limitations and Delimitations of the Study.

1.8.1 Limitations.

The poor transport network in Baringo district was likely to hinder the researcher’s access to the targeted sample population.
1.8.2 Delimitations

The study intended to cover only three divisions, Kabarnet, Sacho and Marigat of Baringo district.

1.9 Theoretical Framework.

A theory is a “general statement that summarizes and organizes knowledge by proposing a general relationship between events” (Robson, 1993). The events could have taken place or not. In a more elaborate definition, Kerlinger (1979) stated that “theory was a set of inter-related constructs (concepts), definitions, and propositions that presented a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting phenomena”. These definitions provided room for a researcher to utilize more than just one theory in explaining a phenomenon. Hoy and Miskel (1992) averred that the ultimate aim of theory was “to provide general explanations for phenomena, guide research by providing conceptual underpinnings for the further development of knowledge and finally guide action”. In tandem with the aforesated views, this section was devoted to establishing a theory that would guide the proposed study.

This study was based on the social systems theory or model as espoused by Marvin Osten and elaborated by Getzel-Guba and Abbot cited in Hoy and Miskel (1982). Osten said that:

A social system is a model organization that possessed a distinctive total unit beyond its component parts; it is distinguished from its environment by clearly defined boundary; it is composed of elements and subsystems that are at least interrelated within relatively stable patterns (equilbria) of social order.

Social systems also have inputs and through the process of interrelated activities, produce outputs which will be gauged by an internal and external feedback loop.
Orlosky et al. (1985), states that, the social systems approach to organizational studies goes beyond concern for formal structure. The social system includes all individuals who interact regularly to influence organizational life. The school social system includes students, parents, custodians, volunteers, central office and others. To finance secondary education, linkages with several stakeholders must be built.

The choice of social systems theory was because it took care of the school as a composite of complex networks contributing towards the whole. It was almost impossible to study school financing without examining the various key stakeholders. Paulson (1976) clearly brought out this intertwining nature of the education by stating that, the only way to effect changes in the education system was for educators to make alliances with community people, students, various ethnic groups, union members… participating in decision making and become agents of fundamental change in the education system.

1.10 Conceptual Framework.
The theory as conceptualized by the researcher was as shown in fig.1.1 The process of financing secondary education was seen as a consequence of interactions among the parents, the community and the Government. As indicated in fig.1.1 financing of secondary schools operations was envisaged from outside or within the school.
Fig. 1.1: Conceptual Framework of Secondary School Financing.
1.11 Definitions of Operational Terms

1) **Educational Finance**: This term was used to refer to the provision of monetary and non-monetary resources used in the provision of education to students (UNESCO, 2004).

2) **Community financing**: This referred to a system where the community contributes both monetary and non-monetary support in form of land, labour and materials in the development of education in area (Lewin and Mallawachchi, 2000).

3) **Cost-sharing scheme**: This was used to refer to a system where the government finances education administration and professional services, while the communities, parents, and sponsors provide physical facilities, books, stationery and other consumables, IPAR (2003) or an arrangement where the cost of service provision was shared between the service providers and the beneficiary.

4) **Access**: This term was used to refer to provision of favourable financial resources so as to reduce the disadvantages that the lack of such resources brought to those progressing through the education system (Oluyele and Vusi, 2001).

5) **Harambee**: Pooling of resources by the community and well – wishers in order to finance or support a project.

6) **School Asset**: Any school property that could be used for the income generation or subsidiary sources of income without interfering with the school’s programmes, goals and smooth running.
7) **Development Expenditure:** Expenditure incurred or used on capital (goods i.e. items that had a life span of more than one year e.g. land, building desks etc.

8) **Recurrent Expenditure:** Expenditure that kept repeating itself every year i.e. incurred every financial year. It entailed salaries and consumable, like chalk, exercise books, food etc.

9) **Gross enrolment Rate:** The ratio of the total number of pupils enrolled at a particular level to their total population.

10) **Gross Product:** This referred to the sum of value added by all resident producers plus product taxes not included in the value of output
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter sought to analyze past research work and other important information on the subject of financing of secondary education.

Financing of secondary education covered two main areas namely: capital expenditure and recurrent expenditure which included salaries for both teachers and non-teaching staff. In the current situation under cost sharing arrangement, the government paid salaries for teaching staff while the rest of the costs were largely borne by the parents and the communities. The parents met these costs through regular payment of a prescribed amount of school fees per child per year. This research particularly focussed on alternative systems for paying school fees for the needy students.

2.2 Analysis of the Problems Facing Secondary School Education
Equitable and sustainable financing and management of secondary education had become a major challenge in low income countries; the role of secondary education in economic and social development was being re-assessed in the context of globalization and competitiveness in the information age and changes in secondary education being driven by rapid transformation in technology and labour markets.

In many developing countries, the problems of financing secondary school education were acute. Participation rates remained low and were not growing in most of the countries where they were smallest (Lewin, 2001). World Bank (1982) observed that Africa’s deepening crisis was characterized by weak agricultural growth, a decline in industrial output, poor export performance, shooting debts among others.
Though universal in rich countries, secondary schooling was a scarce luxury in much of the rest of the world especially in sub-Saharan Africa. One billion people lived where secondary GER were between 40% - 70% and atleast 700 million people living in countries with GER at secondary level of less than 40% (Lewin, 2001; World Bank, 2006). This kind of scenario implied that it was unlikely that much more than 20% of school age children were completing a full secondary cycle.

While most countries were approaching a GER of 100% at primary school level, progress on increasing secondary school participation had been disappointing. Analysis made by Lewin (2001) indicated that those countries which had low enrolment rates at secondary school level could not finance substantially higher rates of participation from domestic resources with current cost structures. These countries suffered from low economic growth, high population growth and high dependence ratios. These limited their scope for increased investment per student.

External support for investment in secondary education had been small. The share of aid targeted on secondary education by bilateral donors remained tiny both globally and in sub – Saharan Africa over the period 1983 – 1993 (Bennell and Furlong, 1997). World Bank lending to secondary education declined from 50% in 1970s to 10% between 1980- 1996 (World Bank, 1995). IDA funding for secondary education to sub – Saharan Africa declined from 50% in 1990 to 21% by 1996 (Bennell and Furlong, 1997). World Bank (2006) reinforced this observation by acknowledging that, historically secondary education had been neglected in developing and financing education systems. However, it further rightly observed that, the vital importance of secondary education could no longer be ignored. It was a crucial link between primary schooling, tertiary education and the labour market.
The priority given to investment in primary and basic education in world fora and national plans had over-shadowed analysis of the changing role and financing problems that affect secondary schooling. Lewin and Caillods (2001) convincingly argued that the policy agenda had been skewed to the extent that fewer secondary education projects had been externally financed in the past.

While it was clear that money was required the literature review did not suggest the way forward to getting funds. This study was aimed at proposing a suitable solution to the problem.

2.3.1 Financing Secondary Education in Developed Countries

In the US education had been financed mainly by local government. The largest single source of revenue collected locally by school districts was the property tax which accounted for four-fifths of the total revenue collected (Hirsh, 1973). Property tax as it was administered had a great advantage in that it could be broken down into separate rates which could be applied to each public agency or function for which revenues from tax were earmarked (Buchanan, 1973). Revenue stability due to persistent urban growth was another advantage. The major disadvantage was encouragement of relocation of businesses outside urban tax jurisdiction. The US government had also financed schools through direct transfer of funds. This had the advantage of increasing economic efficiency and reduction of regional inequality.

Australia funded her elementary and secondary schooling through income tax collected by the commonwealth government and subsequently passed onto the state and territory governments through general and specific purpose grants – (UNESCO, 1999).
2.3.2 Financing systems in Asia

Sri Lanka, a low-income country managed to provide high level access and participation rates to primary and secondary education to its school-age population, GER of 103 primary and 66% secondary by mid 80s. This impressive record was achieved at very low costs below 3% of her GNP. The share of education in government expenditure averaged 7-8% (ADB, 1996).

Both primary and secondary education was free. Text books at secondary level were not free, they were subsidized. Uniform was provided free. The lunch time meals were provided freely.

The government provided most of the funds 90% with little contribution coming from facilities fees, school development associations and old students associations. External assistance was another source accounting for 30% of funds for capital expenditure and equipments. The facilities fee levied was on pupils discretionally to take care of those unable to pay.

In China schools ran their programmes from several sources which included school-run businesses, renting school space for communal use,(labs and night schools) running schools within schools (bilingual classes) government subsidy in form of special (grants, fund raisings, contributions from individuals, education taxes from enterprises, people’s education fund, education taxes, school fees. Some of these sources of finance however may only favour schools which were favourably located in terms of economic activities and the existence of entrepreneurial skills. Over-emphasis of revenue generation at the expense of learning conditions was the main disadvantage (Lewin, 2001). Primary and secondary education was free in Costa Rica (Hutchinson and Lewin, 2001).
2.3.3 Financing Systems in Africa

Different countries on the continent had different systems of financing their secondary education. Majority of the countries, focussed on increasing the level of funding from the central government and reduction of the unit cost per student. This section sought to analyze financing systems among a few African countries, both francophone and Anglophone.

Zimbabwe had managed to achieve and sustain relatively high secondary enrolment, whilst simultaneously providing access to nearly all school–age children to primary schools, being a relatively poor African country notwithstanding (Lewin and Coillods, 2001). The main source of funding for government secondary schools was through the Ministry vote. The government had committed 8% of the GNP to education and more than 14% of the total expenditure. Other funds came from local authorities and school communities (Lewin and coillods, 2001). The government shouldered 94% of capital expenditure budget while parents and the community accounted for 6%. In non–government schools, the government met the cost of staff salaries and 27% of capital expenditure. While it was clear that through these systems, Zimbabwe had managed to improve access the question of quality and equity had remained unaddressed.

Malawi had some of the lowest enrolment rates at secondary level in sub – Saharan Africa, at 6% by 1995 (UNESCO, 1998). To address the problem, the government increased the proportion of the national budget allocated to education from 3.5% in 1985 to 5.5% by 1998. All government schools were financed by the government. The fees charged to parents were very little. Other sources of funds were NGOs. However the expansion of secondary education had not been substantially increased due to high unit costs. To be affordable, opportunities to increase internal efficiency and find ways of increasing complementary funding needed to be explored.
The GER in the francophone countries of Madagascar, Mali, Senegal and Burkina Faso, in secondary education were very low, despite the substantial allocation of resources from the government. The main reason was high unit cost (Lewin and Caillods, 2001). To address this problem several strategies were employed; reduction of teaching salaries by half (Cote de’ Ivoire), use of non-permanent and contract teachers (Mali and Senegal), making lower secondary part of basic education (Mali). Simplifying the curricular, reducing the number of years in school and lowering the building standards (Mali).

In Cote d’Ivoire, all fees were paid by the government with the parents only paying for the text books, uniform and transport. Burkina Faso parents did not pay fees. In Senegal and Madagascar, government grants were given even to private schools. Individual students also were given scholarships.

Lewin and Caillods (2001) proposed eight policy options to be considered by francophone countries in order to finance a higher participation in secondary education. They included:

1) Increasing the share of GNP and of the budget spent on education
2) Increasing the share of the budget allocated to secondary education in the overall education budget.
3) Increasing the efficiency of the education systems.
4) Curriculum reform
5) Structural reform and school organization.
6) Reducing the cost of secondary schooling.
7) Reducing the cost of construction.
8) Diversifying the source of finances for state schools.
Increasing the size of the private sectors

International assistance is another option for financing the expansion of secondary education.

2.3.4 Financing System in Kenya

Like most developing countries, Kenya, since independence had committed large amounts of her resources to the development of formal education (Anderson, 1973). The efforts of the central government to develop secondary schools, considerable as they had been, had not kept pace with the development of primary schools (Poignant 1973). It required a lot of resources to establish and run secondary schools. The organization of secondary school completely unaided made very heavy demands on sometimes very poor peasants in the countryside. At the present, costs were rising and money was proving difficult to raise. These financial difficulties were threatening the gains made in FPE – by hindering the transition rates from primary to secondary schools which currently stood at 45%.

A historical analysis of the patterns and trends of educational financing in Kenya, revealed existence of a partnership between the state, households and communities, long before the introduction of the cost sharing policy by the government (IPAR, 2003). Mutua (1975) observed that, public financing of education in Kenya started in 1909 when financial grants were made to mission schools conducting industrial training. Achola (1988) agreed with this observation by pointing out that cost sharing between the parents, community and government went back into the early years of colonial rule in Kenya.

The full institutionalization of cost sharing policy could be traced back to the 1973 energy crisis. Cost – sharing was introduced as a reaction to this crisis, mainly to
cushion the government against the deficit in the education budget. The trend in 1970s and 1980s had therefore been to cut down on education budgets in order to finance other essential services (Otieno, et al., 1992). In the cost sharing strategy the government financed education administration and professional services while the communities, parents, through regular fees payments and sponsors provided physical facilities, part cost of books, stationery and other consumables.

Shaeffer (1991) highlighted potential benefits from collaboration of governments with parents and communities. He argued that this collaborative relationship increased the resources available for schools and improved the relevance, appropriateness and sustainability of reforms and innovation. This happened in Kenya where parents and communities felt accountable for the well-being of Schools especially in relation to contributions in financing the educational programme which gave them a personal attachment to their schools thus strengthening the cost sharing spirit.

The major setback with cost-sharing strategy was that strong reliance on parental and community resourcing could exacerbate various irregularities. Only the well-off could provide self help. The policy shift placed the heavier burden to the parent who was already under threat of increasing poverty levels exacerbated by inflation, drought and disease. However, Rono (1988) agreed that the contribution of parents, community and government was essential in easing pressure on the government exchequer. The operations of the school were envisaged to attract costs that related to tuition, activity, uniform, development of classrooms, dormitories, laboratories, Dining Halls, local travelling and transport, meals, salaries, textbooks, and other equipment.
The Ministry of Education also ran a bursary scheme and funded laboratory equipment in secondary schools, which aimed at enhancing access to and ensuring high quality secondary education for all Kenyans. The philosophy behind this scheme was to operationalize the idea that inability to pay fees should not deny any qualified child access to secondary school (IPAR, 2003).

However this support did not affect the school fees that each student paid which currently stood at Ksh 22,500 per year excluding development levy, uniform fee and transport. While it was clear that every child should be taken to school, some groups found it difficult to send their children to school due to poverty. The Ksh 22,500 school fee per year was way beyond the reach of majority of the parents. Such parents were normally assisted by NGOs, CBOs, churches and community members in form of donations or fundraisings (harambees).

Despite the commitment of parents, community and Government to contribute in providing and financing of public secondary schools through payment in cash and kind and holding harambees to raise funds for schools, there had been setbacks in financing secondary education in Kenya which had been portrayed as costly. The immediate consequence of cost sharing policy in education in Kenya at secondary school level had been escalation of school fees. The school fees and other related costs such as uniform had become too high for parents to afford; hence the dream of parents to give their children good education was increasingly getting out of reach for most of them, thus making education a preserve for the rich (The East Africa Standard, 11th April 1998).

A research project launched by the international Institute for Educational planning (IIEP) into financing educational systems in various parts of the world noted that
research into financed education system had a broader aim not only of looking at the real possibility of the developing countries financing their educational objectives but rather to study the various financing methods likely to augment resources and to define a strategy of educational financing more closely adopted to social and economic realities. World Bank (1980) appreciated the need for alternative systems of financing secondary education. Hinged on this, it was the intention of this research to seek to identify alternative systems of financing secondary education in Baringo district.

2.3.5 Community Financing

Community financing had become especially important in countries where governments had been unable to meet the full demand for education (Lumumba, 1993; Bray with Lilies, 1988; Kemmerer, 1992). However, it had been argued that due to poor design, community initiatives sometimes may lead to inappropriate use of scarce resources. It was important that communities be organized well to fully participate in education financing.

Community financing helped to improve the relevance and the effectiveness of education process (Shaffer, 1994). In 1991, 18% of secondary schools were operated by communities with little or no support from the government (World Bank, 1994). In Kenya in 1987, community supported schools accounted for ¾ of all schools (Mwiria, 1990).

Local financing increased the legitimacy of communities to exercise control over their schools. This strengthened accountability to parents and communities regarding their financing of education. It could lead to improvements in home schools liaison and in the local relevance of education.
Communities could get involved in school financing through various financing mechanisms. Key mechanisms included: fund raising (Harambee), fetes, carnivals, cultural shows, and harvests). These were common throughout the world (Gillespie and Collins, 1988). Levies on each household or individual (Ruda, 1993). This system had successfully been applied in Botswana, parts of Asia, such as Lao People’s Democratic Republic (Bray, 1996; Singapore Dandeker, 1996).

The community had contributed to financing public schools in Kenya since independence through systematic collection of funds through harambees, donation of land, labour and construction material.

The contributions of parents, community and government had been impressive but scholars felt that the three traditional sources of funds, government, community and parents had been overburdened by school related costs and hence needed for alternative system. There was strong evidence which suggested that the objectives of cost sharing were not being met, because schools lacked essential facilities inspite of the relatively larger levels of government, parents and community expenditures on education. Secondary school participation rates were low. It was widely accepted that a significant factor accounting for the above was the inability of parents, communities and governments to meet the charges required of them – by schools particularly in view of the fact that educational costs were not the only costs they had to meet in daily life.

Cash crop cooperatives provided another type of financing. In Tanzania, the Kilimanjaro Native Cooperative Union supported more than 60% self – help secondary schools and Bukoba Cooperative Union ran another five schools (Galatia,
Tribal and religious communities could be another source of funds. Religious organizations found within communities could meet recurrent expenditure of schools from collections made during church ceremonies. Many religious schools in low-income countries could attract funds from religious organizations in more prosperous countries (Bray, 1996). Some schools operated by Hindu community in Kenya (Abreu, 1982), served to reinforce this idea. Fear for political fragmentation limited the usefulness of this mechanism. The major strength with community financing was the diversity and flexibility which was possible and the responsiveness to locally perceived needs (Swartland and Taylor, 1988).

The major disadvantage with community financing was that schools may be vulnerable to exploitation by elites (Bray, 1996). Bhatnagar and Williams (1992) correctly observed that sometimes resources for development could be captured by local elites and used primarily for their benefit rather than the intended beneficiaries. Commercial enterprises under an innovative partnership scheme where commercial enterprises are involved in an adopt–a-school programme could be developed. This had been successfully implemented in the Philippine where secondary schools had benefited in form of cash grants, construction, computers, scholarships, and maintenance support (Martin, 1996). Companies could be encouraged to become partners with individual schools (Bray, 1996). Brooke Bond Kenya limited illustrates the potential role of commercial enterprises in school financing. By the mid 1980s the corporation had established seventeen schools (Lilies and Ayot, 1988).
2.3.6. Summary

The world over, evidence clearly suggested that secondary education was associated with an acceleration of economic growth and could make a significant contribution to a country’s economic social and political performance. Most governments recognized this importance and were increasingly investing larger shares of their budgets accordingly. However, the burden of the cost of secondary education remained largely heavy on the income poor especially in sub Saharan Africa. External support for this sub sector of the education system had been small. As a consequence enrolment rates had been low. More priority had been given to the primary level.

Various governments had adopted different systems of financing their secondary education. The systems ranged from the fully paid for secondary education by the government, in developed countries to well coordinated innovative partnership support from various development partners in the East Asian countries to cost sharing system witnessed in most sub Saharan African countries including Kenya.

Community and NGOs’ support had been very critical in the financing of secondary school education in Kenya in as far as fees payment for the needy students was concerned. Particular attention had been drawn to Baringo District of Kenya where the community and NGO participation had been profoundly pronounced. Analysis of the various systems of financing secondary education was done and thus set the stage for an investigation into an alternative system that would suit the Baringo District situation and Kenya in general.

In the literature review a number of gaps had been left unfilled due to reasons and circumstances that made direct borrowing difficult. These gaps, included: - many of these studies were conducted in situations that were different from those obtaining in
This country and therefore their findings were not directly applicable to Kenya and specifically, Baringo district. Secondly, most of the studies carried out in Kenyan setting were too general and broad because they focussed on various schools and hence lacking in-depth information of Baringo district.

This study attempted to identify the suitable alternative systems that had not been fully employed. It also proposed appropriate strategies to improve the existing systems.
CHAPTER THREE
METHODOLOGY

3.1 Introduction
This chapter discussed the basic methodological orientations and design that were utilized for the study. It briefly described the study area and gave an outline of the study population. The chapter also discussed the methods, sampling procedures and tools that were used for data collection, analysis and reporting.

3.2 Research Design
The study employed a survey design. The survey design was ex post facto. In such a research the investigator makes inferences concerning relationships among variables without direct control of independent variables because manipulation have already occurred or because they are inherently not manipulable (Kerlinger, 1973)

Ex post facto research design was recommended for use in educational research because most research problems in this area did not lend themselves to experimentation (Kerlinger, 1973).

3.3 Location of the Study.
The study was carried out in Kabarnet, Marigat and Sacho divisions of Baringo district. Baringo is an expansive district covering an area of 8,655 km2. It borders Turkana district to the north, Samburu and Laikipia to the east, Koibatek to the south and Keiyo, Markwet and West Pokot to the west (Ministry of Planning, 2005).

The district was classified as arid and semi-arid land (Asal). Administratively, the district is divided into 11 divisions with 65 locations and 170 sub-locations, with a population of 311,870 (Ministry of Planning, 2006).
There were 43 secondary schools in the district, 17 provincial schools, 22 district schools and 4 private schools (DEO’s office Baringo District, 2006). There were 18 secondary schools in the three divisions, 15 public and 3 private. Only public schools were to be considered for the study. The three divisions were selected because of familiarity of the area by the researcher and the dual existence of Asal conditions and high potential highland areas. The primary respondents were the secondary schools principals, the chairmen of PTA, the area District Education Officer and the form three secondary school students.

3.4 Sample Size and Sampling Technique.
There were 18 secondary schools in Kabarnet, Margat, and Sacho divisions. 15 secondary schools were publicly sponsored while 3 were privately sponsored. The researcher was particularly interested in public schools. A total of 8 secondary schools were selected for this study, constituting 40% of the (total secondary schools) population. 2 secondary schools each were randomly selected from Marigat and Sacho divisions while 4 schools were randomly selected from Kabarnet divisions as shown in the table 3.1.1. Simple random sampling was applied to select the individual schools to participate in the study.

<table>
<thead>
<tr>
<th>Division</th>
<th>Sec. schools</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marigat</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Kabarnet</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Sacho</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

This sampling technique was to ensure fair representation of the study population since a proportionate number of secondary schools was selected from each division.
3.5.0 Research Instruments

The study utilized a mixture of instruments. These included, questionnaires, and student interview Schedules. A multi – method approach was useful in dealing with the unforeseen circumstances that would arise in the field (Sommer and Sommer, 1991).

3.5.1 Questionnaires.

Questionnaires were administered to the Principals, PTA chairmen and the DEO. The questionnaires sought to solicit information on the following:- the current system of funding secondary education in Baringo District, alternative systems of funding secondary education; problems associated with the current system and alternative systems of funding secondary education, and strategies for improving the current system and implementing the alternative system. Questionnaires were widely used in education to obtain information on conditions and practices and to make enquiries concerning attitudes and opinions quickly and in precise form (Lovell and Lawson, 1971). The use of questionnaires was preferred because it saved time and allowed collection of data easily. They also were least costly, easy to quantity and appropriate in summarizing the results (Kane, 1995; World Bank, 2000; Sommer and Sommer, 1991). The questionnaires consisted of both closed and open ended questions. Open ended questions were used to get views from the respondents while closed ended questions were used to gather specific information.

3.5.2. Students Interview Schedule

The study also solicited for information by holding interviews with Form Three secondary school students. This method was appropriate because respondents were encouraged to air their personal and collective views on the subject (World Bank, 2000). This helped the researcher to understand and get indepth information on the
adequacy on the current system of funding secondary education in Baringo district, alternative system of funding secondary education, problems associated with the current system and strategies for improving the current system and implementing the alternative system.

3.6.0. Validity and Reliability of Research Instruments

3.6.1. Validity of the Questionnaire

Validity refers to the extent to which a measure actually measures what it is supposed to measure (Dane, 1990). To ascertain the validity of the questionnaire, the researcher employed piloting. The researcher also consulted experts in the Faculty of Education, Kenyatta University. Comments on the format of the questionnaire and the construction of questions were incorporated in the final research instruments.

3.6.2 Reliability of the Questionnaire

Reliability is defined as the degree of consistency between two measures of the same thing (Mehrens and Lehmann, 1984). Reliability was established by the use of Pearson Product Moment Correlation (r)

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

To obtain the X and Y scores the split-half technique was used.

3.7 Method of Data Collection

After obtaining the research permit from the Ministry of Education, the researcher proceeded to the DEO’s office and the District Commissioner’s office, Baringo Central District to deliver the research permit. The researcher then carried out the
pilot of the study of two schools which did not form part of the sample schools. Thereafter the researcher proceeded to the sampled schools to deliver the questionnaire to the Principals and the PTA Chairmen. He also booked appointment with the schools administration to interview the students. The respondents were allowed one week to fill the questionnaires. The researcher delivered the questionnaire to the DEO and agreed with him to collect it after a week. The students’ interviews were conducted by researcher personally. The questionnaires for the PTA chairmen were sent through the school principals. The questionnaires were personally collected by the researcher.

3.8 Data Analysis
Data collected was analyzed by use of descriptive statistics. This involved the calculation of measures of variability and central tendency and percentage. These tools for analysis were selected because they easily communicated the findings to many readers and quick visual impression of quantifiable variables. The SPSS program was also used to analyze the data where it was necessary. Quantitative data was presented using frequency distribution tables, graphs and percentages. Only key issues of the interviews with the respondents were recorded by the researcher.
CHAPTER FOUR
PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction
This chapter deals with the presentation and analysis of data gathered from the study of an investigation into alternative system of financing secondary school education in Baringo District. The study was based on the following objectives: To identify the current system of funding secondary education; to identify the alternative systems of financing secondary education; to find out problems associated with the already existing system. The study was to further find out the problems associated with the alternative system in Baringo District and to suggest possible strategies for improving the current system and implementing the alternative systems. Questionnaires and interview schedules were used to gather the data. The first part of this sub-section presents descriptions about the respondents and background. Next, the main data has been treated under each of the questions raised in chapter one, and finally a major discussion under pertinent research questions has been presented.

4.2 Background Information
The sample included eight public Secondary schools out of eighteen in Sacho, Marigat and Kabarnet Divisions, Baringo District. Eight secondary school principals, eight PTA chairmen, 320 Form Three students and the DEO were sampled.

4.2.1 Types of Schools
This question was only asked to the sampled secondary schools principals respondents, with a view to establishing the types of schools and whether views varied regarding alternative system of financing secondary school education in Baringo District from different types of schools. The results were as shown in Figure 4.1.
Figure 4.1: Types of Schools

Figure 4.1 indicates that 42.9% of the schools were boys boarding, 28.6% girls boarding and 28.6% mixed boarding schools. The result were in line with the researcher’s expectation of sampling different types of schools to establish whether there was difference in opinion regarding alternative system of financing secondary school education.

4.2.2 Schools by categories
The study sought to establish the categories of schools that the respondents were serving in. The findings are presented in Figure 4.2
From the data in Figure 4.2, the study revealed that 57.1% of the schools were District schools and 43.9% were Provincial schools. This implies that the researcher received information from different categories of schools which eliminated risks of biased views.

### 4.2.3 Duration of Stay in Schools

The researcher asked the secondary schools principals to indicate the duration of stay in their respective schools. In response to this question, the results were as shown in table 4.1.

<table>
<thead>
<tr>
<th>Duration of Stay</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one Year</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>2-3 Years</td>
<td>3</td>
<td>42.9</td>
</tr>
<tr>
<td>3-5 Years</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>More than 5 Years</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
From table 4.1, the principals who had served for less than years were 14.1%, followed by 42.9% of the principals who had served for a period of between 2-3 years. Those who had served for between 3-5 years were 14.3% and those more than 5 years were 28.6%. This implies that majority of the principals in Baringo District had served for more than 2 years. They thus had the requisite experience in their schools to authoritatively give views on the financing systems and their limitations.

### 4.2.4 School Enrolment by Gender

An item was included in the questionnaire which sought information on enrolment by gender. The findings were as indicated in Table 4.2.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Average Enrolment</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>191</td>
<td>96</td>
<td>489</td>
</tr>
<tr>
<td>Female</td>
<td>368</td>
<td>98</td>
<td>840</td>
</tr>
</tbody>
</table>

From Table 4.2, the study revealed that the average enrolment of male students were 191 and female 368. This was important in this study in that, views from both genders on alternative system of financing secondary school education were captured.

### 4.2.5 Staff Establishment by Gender

In terms of staff establishment by gender and qualifications, the finding is as shown in table 4.3.
<table>
<thead>
<tr>
<th>Qualification</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma Holders</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Graduate Teachers</td>
<td>12</td>
<td>8</td>
</tr>
</tbody>
</table>

In this study the researcher established that there was an average of 3 male teachers and 16 female teachers with Diploma qualification. The study further revealed that there was an average of 12 male graduate teachers and 8 graduate female teachers per school. This was important in this research in order to establish that access to quality education was not influenced by gender qualification and establishment factors.

4.3 System of Funding Secondary Education

This part sought to answer the research question, ‘what is the current system of funding secondary education in Baringo District?’ In a bid to identify the current system of funding used in secondary education in Baringo District, an item was included in the questionnaires which asked the respondents to list the sources of finance to run the school operations. The responses were as shown in Table 4.4 below:
Table 4.4: Sources of Finance to run Schools

<table>
<thead>
<tr>
<th>Sources</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees from Parents</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>CDF</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Ministry Support</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>Bursaries</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>School Farm</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>NGOs</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>School Internal Revenue</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

As indicated in Table 4.4, the respondents gave more than one source of revenue for schools. The table shows that majority of the respondents, 87.5% cited fees from the parents as the major source of revenue for schools followed by support from the Ministry of education 75.0%, bursaries and CDF 25.0%. It was clear from the findings that schools had not yet embraced alternative system of financing secondary school education but relied mostly on either parents or support from the government to run respective schools.

4.3.1 Contribution from the Government and Parents

In order to establish the level of contribution from both the government and parents between the years 2005 to 2008, Table 4.5 shows this finding.
As indicated in Table 4.5, the parents still contributed a lot of money to run the schools, followed by the government. This may be an indication of lack of alternative system of financing secondary school education and that schools depended mostly on the support from parents and the government. The study revealed that the schools were comprised of students, teachers, parents, non teaching staff, BOG members, PTA and local community.

4.3.2 Contribution from the Community

In an attempt to identify the contribution from the community to fund secondary education in Baringo District, an item was included in the questionnaires which asked the respondents to state the amount of contribution made by the community to run the school operations. The responses were as shown in Table 4.6 below:

<table>
<thead>
<tr>
<th>Years</th>
<th>Contribution in KShs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>6,389,228</td>
</tr>
<tr>
<td>2006</td>
<td>6,846,678</td>
</tr>
<tr>
<td>2007</td>
<td>6,471,433</td>
</tr>
<tr>
<td>2008</td>
<td>4,837,889</td>
</tr>
</tbody>
</table>
As indicated in Table 4.6, the community contributed a lot of money, ksh. 24,545,228 between 2005 to 2008, to run the schools. This may be an indication of the commitment of the community towards education. The study revealed that the community contributed mainly towards boarding fees, PTA projects, development projects like infrastructure, payment of non teaching staff salaries among other things.

4.4 Alternative Systems of Financing Secondary Education
This part sought to answer the research question, ‘are there any alternative systems of funding secondary education in Baringo District?’ Respondents were asked to state whether there were any NGOs operating in the district. In a bid to establish whether there were NGOs operating within the District, 28.6% of the respondents indicated the presence of NGOs while 71.4% said there were no NGOs within the District. Example of NGOs included World Vision and Christian Children Fund (CCF). The study established that the few NGOs available did not give significant support or contribution towards financing activities within the schools. In order to establish whether commercial entities were operating in Baringo District like supermarkets, industries or hotels, 71.4% of the respondents acknowledged the presence of these entities while 28.6% did not. The following were examples of the commercial entities operating in the district, Uchuzi and Nafuu Supermarkets, Commercial banks among other entities. The study revealed that even though there was presence of commercial entities in the District, they did not contribute significantly towards financing operations of the schools. In the researcher’s analysis, the alternative system of financing secondary education was minimal; therefore the community and particularly parents carried the largest responsibility in financing secondary education in the District. This concurs with Lewin & Coillods (2001) who pointed out that other funds come from local authorities and school community. Achola (1988) pointed out that
cost sharing between the parents, community and the government went back to the colonial period.

In this study, 85.7% of the respondents acknowledged the presence of old students association in the District. 24.3% of the respondents indicated that the old boys’ association financed some school operations. Some of the facilities funded by the old boys include purchase of school uniforms and construction of water tanks in some schools.

Apart from prominent people like members of parliament and councillors from the localities where the schools were located, 42.7% of the respondents indicated in this study that other members of the community including army officers, medical officers, CEOs were involved in supporting the schools. These members of the community mostly constructed water tanks and raised funds for the construction of other physical facilities like dormitories, classrooms and dormitories.

From this study, 67.1% indicated that there were cooperative societies in the divisions where these schools operated. In a view to establish the contribution of cooperatives operating in the division, 71.4% of the respondents agreed that cooperatives societies offered financial support to some schools, one example being Baringo teachers Sacco.

According to the researcher’s own analysis alternative system of financing secondary education in the District rested with the community including religious organizations as stated by 42.7% who cited religious organizations as the main sponsors of their schools. Rono (1988) agrees that the contribution from parents and the community at large was essential in easing pressure on the government exchequer. Table 4.7 shows total contributions from religious organizations between 2005 to 2008.
As indicated in Table 4.7, religious organizations contributed a lot of money to run the schools. This may be an indication of the commitment of the religious groups towards education.

4.5 Problems Associated with the Existing System in Baringo District.

This part sought to answer the research question, ‘Are there problems associated with the already existing system in Baringo District?’ In an attempt to establish the problems associated with the existing system of financing secondary education in Baringo District, an item was included in the questionnaire which sought information on how successful the implementation of curriculum in secondary schools in term of education resources and facilities was. Table 4.8 presents the finding.

Table 4.7: Contribution from the Religious Organizations.

<table>
<thead>
<tr>
<th>Years</th>
<th>Contribution in KShs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>249,666</td>
</tr>
<tr>
<td>2006</td>
<td>302,686</td>
</tr>
<tr>
<td>2007</td>
<td>304,085</td>
</tr>
<tr>
<td>2008</td>
<td>245,407</td>
</tr>
</tbody>
</table>

Table 4.8: Provision of Resources and Facilities.

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Frequencies in Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Resources</td>
<td>42.9</td>
</tr>
<tr>
<td>Textbooks</td>
<td>42.9</td>
</tr>
<tr>
<td>Laboratories</td>
<td>42.9</td>
</tr>
<tr>
<td>Library</td>
<td>14.3</td>
</tr>
<tr>
<td>Desk</td>
<td>14.3</td>
</tr>
<tr>
<td>Workshops</td>
<td>57.1</td>
</tr>
<tr>
<td>Dormitories</td>
<td>28.6</td>
</tr>
<tr>
<td>Staff houses</td>
<td>14.3</td>
</tr>
</tbody>
</table>
As indicated in table 4.8, 42.9% of the respondents indicated that there were problems associated with the provision of education resources, 42.9% had problems with provision of textbooks and 42 percent with the provision of laboratories. The study further revealed that 14.3 percent indicated problems associated with the provision of libraries and facilities like desks and staff houses, while 28.6 percent cited shortage of dormitories. The study showed that a majority, 57.1 percent cited problems associated with the provision of workshops.

In a bid to establish the shortfalls against the total budget in secondary schools, an item was included in the questionnaire which sought for information actual receipts of secondary schools and the shortfalls. Table 4.9 presents the finding.

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual Receipts</th>
<th>Shortfalls</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>7,710,220</td>
<td>1,943,279</td>
</tr>
<tr>
<td>2006</td>
<td>8,078,785</td>
<td>2,536,886</td>
</tr>
<tr>
<td>2007</td>
<td>7,730,270</td>
<td>2,189,811</td>
</tr>
</tbody>
</table>

According to Table 4.9 the amount of money received for running secondary schools was less than the required. The shortfalls shows that schools needed extra income to supplement what was available in order to meet the budget deficit. The study revealed that between 50-80% of the students, defaulted in fees payment each year. It was still a problem for the parents/guardians to bridge the deficit or the shortfall which called for alternative means of funding secondary school education.
In this study, an item was included in the questionnaires which sought information on the opinion of the school principals regarding problems involved in the financing of school facilities. Table 4.10 presents the finding.

<table>
<thead>
<tr>
<th>Problems</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rising cost of school equipment and supplies</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Delayed government grants</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Inadequate government grant</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Inadequate payment of school fees by parents</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Unexpected problem in the school that requires money</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### 4.6 Problems Associated with the Alternative System

This part sought information to answer the research question, ‘What are the problems associated with the alternative systems of financing secondary education in Baringo District?’ In a bid to establish the problems that were associated with alternative systems of funding secondary school education, an item was included in the questionnaires which sought information on whether the prominent people responded when invited to assist. In response, 71.4% of the respondents agreed that prominent people gave support.

In this study 71.4% of the respondents informed the study that there were problems in implementing alternative systems of funding secondary education. Some of the problems mentioned included: lack of sensitization of the community on the need to fund education, low economic power in the community due to poverty, lack of good
will from leaders. Other problems included corruption and lack of time to venture in income generating activities.

An item was included in the questionnaires which sought information on whether parents and community members were responsive to advice on how to improve economically. In response, only 42.9% of the respondents agreed. This in agreement with Lewin (2001) who found out in his study that, participation rates in funding secondary school education remained low and were not growing in most of the countries where they were smallest. This implies that alternative way of funding secondary was still a challenge as the study revealed that most parents lacked interest in offering advice on the same. However, 71.4% informed the study that community were always cooperative when called upon to contribute to a common cause. The study also noted that cooperative societies and commercial entities were not active in offering alternative funding as 57.1% indicated to this study.

4.7 Strategies for Improving and Implementing the Alternative Systems

This part sought information to answer the research question, ‘What are the possible strategies for improving the current system and implementing the alternative system?’ In this study, the respondents suggested ways of improving community and parents’ contribution towards financing secondary education in Baringo District:

- 81.9% of respondents suggested that awareness should be created on the value of education.

- Awarding tender to the locals to supply items like foodstuff to the schools to earn income, that is to empower local community economically.

- Employing the local community as subordinate staff to work in local secondary schools.
- The government encouraged to send grants and bursary to schools in time and channeled to schools directly and increase the amount set for education.

- The school administration should be inducted to come up with alternative methods of getting funds as income generating activities.

- Sensitizing the constituents on the importance of financing education, looking for donors to give bursaries to the needy students and approaching money lending institutions.

- Strengthening schools to engage in income generating activities by increasing the activities of CBO that is community based organization.

- Increase efficiency in channeling government grants to schools by directly channeling it to the schools not through ministry of education or DEB (District Education Board).

### 4.8 SUMMARY

In this chapter the data collected during the field study has been analysed. This data as collected by the research instruments, the questionnaire and the student interview schedule, has been independently analysed. Issues ranging from the current system to alternative system of funding secondary school education, problems associated with the current system and alternative system and the strategies to improve and implement the current and the alternative systems have been highlighted.

In the next chapter we discussed the above findings by way of summary, drawing conclusions and making recommendations regarding the alternative systems of financing secondary school education. Suggestions for further research as drawn from issues raised by this study are also made.
CHAPTER FIVE
SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Introduction
This chapter presents information of the entire study in four parts. The first part presents discussion of the summary of the findings of the study as revealed through analysed data in the previous chapter. The second part discusses the conclusions drawn from the findings of the study. The third part discusses the recommendations made by the study to address issues raised on the alternative systems of financing secondary school education. Finally, suggestions for further research emanating from issues raised in the cause of study are made.

5.1.1 Summary
Presented here is a precise attempt of discussing the summary of the findings of the study as revealed by analysed data.

5.1.2 Current System of Financing Secondary Education
From the analysis of the current financing system, it is clear that the parents and the government through the Ministry of Education are the major financiers of secondary education, with a bigger portion lying on the parents, at 87.5% against the Government’s 75.0%, in a cost sharing arrangement. The Government funded education through bursaries to needy students and direct capitation to schools under the free Day Secondary Education kitty to mainly meet the recurrent expenditure needs. The parents together with members of the community financed the boarding requirements and the capital expenditure (infrastructure development). Other sources like CDF, School farm, NGO’s and school internal revenue generation projects provided negligible support at 12.5%. This financing system put more burden on the
parent who as indicated elsewhere in this report is already threatened with food insecurity, biting poverty and disease. This was bound to negatively affect access, equity and quality to education especially of children, from poor families. A related study by Muya (1989) showed that cost sharing appeared to lead to social inequality and far reaching implementations on education access. A similar study by Kibbogy S. J. (2001) observed that an increasing number of students continued to drop out of school before completing the full education cycle which constituted a serious drain and wastage on the country’s budget. Another study by Mills (2003) reinforced this observation that primary and secondary school gross enrolment rate dropped significantly through the 1990’s largely due to the increasing cost of education to parents.

5.1.3 Alternative Systems of Financing Secondary Education.
The study established that there was a significant presence of the NGO’s, 28.6%; commercial entities, 71.4%; Old students Association, 85.7%; prominent personalities, 43.7%; Cooperative Societies, 67.1% and Religious organizations, 42.7% operating in the District. All these entities constituted alternatives to parents and the government in financing education. The output of the research showed that some of the old students associations 14.3% had been involved in the construction of some school facilities like water tanks. The study further revealed that some prominent personalities like members of parliament, councillors, army officers, medical officers and CEOs of some corporate entities had been involved, albeit on a small scale, in the raising of funds for the construction of physical facilities like dormitories and classrooms.

The study showed that the religious organizations being sponsors of most schools under study made some little contribution to the school finances.
Commercial entities contribution was insignificant.

From the analysis of the data collected, there existed great potential for the above entities to significantly finance secondary education in their areas of operation. This potential needed to be exploited. World Bank (1980) greatly appreciated the need for alternative systems of financing secondary education. It was important that communities be organized well to fully participate in education financing. Studies by Lumumba (1993), Bray with Lilies (1988), Kemmerer (1992), showed that community financing had become especially important in countries where governments had been unable to meet the full demand for education. A related study by Galatia (1994) indicated that Bukoba Cooperative Union in Tanzania, generated funds through a levy on each kilogram of coffee sold through the cooperative to run five schools. Commercial entities could enter an innovative partnership programme where they were asked to adopt a school for purposes of financing. A related study by Martin (1996) showed that secondary schools in Philippine had benefited in form of cash grants, construction, computers, scholarships and maintenance support from companies under adopt-a-school programme. A study by Bray (1996) revealed that companies could be encouraged to, become partners with individual schools. Secondary schools in Baringo district could greatly benefit if the cited alternatives were developed.

5.1.4 Problems Associated with the Existing Financing System
The study findings on problems associated with the current financing system showed that there were problems associated with the provision of education resources. Both the school Principals and the PTA chairpersons indicated that text books, laboratories, libraries, desks, staff houses and dormitories were not adequately provided. Lack of
these essential facilities provided a strong evidence that the objectives of cost sharing were not being met. This in effect meant low secondary school participation rates.

The study revealed that between 50-80% of the students defaulted in fees payment every year. This meant that the parents and the government were unable to meet the charges required of them by schools – especially in view of the fact that educational costs were not the only costs they had to meet in daily life.

Rising cost of school equipment and supplies, delayed and inadequate government grants, inadequate school fees payment by parents, were some of the problems associated with the current system as revealed by the study.

5.1.5 Problems associated with the Alternative System

The study established that prominent people, old students association and religious organizations gave support to schools. It was however revealed that lack of sensitization of the community on the need to fund education, low economic power in the community due to poverty, corruption and lack of time to venture in income generating activities were among the problems affecting the alternative financing system. Some of the findings made in the study were in tandem with the observations made by Bhatnagar and Williams (1992) that pointed out that sometimes resources could be captured by local elites and used primarily for their benefit rather than the intended beneficiaries.

The study noted that parents lacked interest in offering advice on how to improve economically.
Mechanisms for mobilizing and rallying the prominent personalities, religious organizations, commercial entities, and old students associations to financially support school were non-existent.

5.1.6 Strategies for Improving the Current System and Implementing the Alternative Systems

The study revealed that respondents were unanimous in suggesting that awareness on the value of education needed to be created, 81.9%. It was further suggested that school tenders could be awarded to the local community members, to economically empower them. Employing the locals to provide both semi-skilled and unskilled labour, it was revealed, could contribute to the community’s economic empowerment to enable them effectively finance school programs.

The study indicated that the government could be encouraged to send grants and bursaries to schools on time and channel the same directly to schools to minimise cases of corruption. The amount could also be increased to adequately meet the school requirements.

The study further showed that the school administration could be equipped with entrepreneurial skills to come up with income generating activities to provide alternative sources of funds. This was in line with the observation made by Lewin (2001) that some sources of finance only favoured schools which were favourably located in terms of economic activities and the existence of entrepreneurial skills.

Need to sensitize the constituents on the importance of financing education, it was revealed would provide flexible and diverse sources of finance. A related study by Swartland and Taylor (1988) showed that the major strength with community financing was the responsiveness to locally perceived needs.
5.2 Conclusions

In this part, attempt was made to discuss the inferences drawn in the course of analysing the data.

The current system was cost sharing between the parent, and government

i. It was evident that schools mostly relied on the parents and the government to run educational programmes. Alternatives to these two sources were negligible.

ii. The major burden of financing secondary education lay on the parents i.e. at 85% of the respondents citing this as, the main source of revenue. In 2005, the parents contributed Kshs. 6.4m as compared to the government, Kshs. 0.5 million.

iii. The community mainly funded development projects like infrastructure development.

iv. While it highly acknowledged that there existed probable alternative sources of financing secondary school education, such as NGOs, Commercial entities, Cooperative societies, old students associations, religious organizations and prominent personalities from the region, their contribution towards financing education was minimal. Only religious organizations and prominent personalities showed significant contribution through participation in fund raisings to put up physical infrastructure and student sponsorship programmes. There was great potential to harness the other alternatives so as to lessen the burden on the parent.
v. The current system of financing secondary education, it was revealed, could not adequately address the issue of provision of resources and facilities which meant that the quality and access to secondary school education was low.

vi. The study revealed that schools suffered perpetual budgetary shortfalls every year. This meant that there was need to develop alternative means of funding secondary education to ensure balanced budgets.

vii. Principals cited inadequate fees payment by parents and rising costs of school equipment and supplies as the major impediments to financing school facilities. This called for alternatives to the current funding systems.

viii. The major problems cited in the implementation of the alternative systems of funding secondary schools education were: lack of sensitization of the community on the need to fund education, low economic power due to poverty, lack of goodwill from leaders, corruption and lack of time to venture in income generating activities.

ix. Ways suggested to improve and implement the alternative systems included, creating awareness on the value of education, economically empowering the local community through awarding them tenders to supply items like food stuffs and employing members of the community as support staff, the government sending grants to schools on time, inducting school administrators on income generating activities, looking for donors to give bursaries for needy students.
5.3 Recommendations

From the foregoing, this study recommended that the following be done in order to come up with an alternative system of financing secondary school education.

i. The political, religious and community leaders should thoroughly sensitize the community members on the need to fund education. This could be done through public barazas or religious meetings.

ii. The government should initiate a community economic empowerment programme for instance helping to identify income generating projects and providing funds to implement those projects.

iii. School Administrators should be equipped with entrepreneurial skills through training to be capacitated to initiate and sustain income generating activities.

iv. The government should encourage partnership with corporate entities to finance schools within their areas of operation in line with what Equity Bank is currently doing.

v. Bursary funds should be channeled through school Boards of Governors to avoid corruption and ensure that they benefit the deserving students.

vi. Old boys and girls associations should be strengthened in schools and be encouraged to finance school projects.

vii. Cooperative societies should introduce an education levy on the members’ incomes to be used to finance secondary school education within their areas of jurisdiction.
viii. The devolved governments should pass legislation requiring that any commercial entity operating within their jurisdiction should commit a specified fraction of their profits to a kitty that will go directly to financing secondary school education in those regions.

ix. Tax incentives/holidays could be given to commercial entities which would engage in an adopt-a-school programme. The incentives would prevent unnecessary relocation of businesses from areas of high secondary school concentration.

5.4 Suggestions for Further Research
This study had its own limitations in the area of improving and implementing alternative systems of financing secondary school education. Also in the course of the entire study, other issues emerged that call for further research. This study therefore suggests the following areas for further research.

1. Similar research be replicated in Day Schools in Urban slum areas.

2. Further research should be carried out to seek for ways of attracting and sustaining interest of commercial entities in financing secondary school education.


5.5 SUMMARY
This chapter has finally presented the conclusion on the findings of the entire study. The implications of these findings on financing of secondary school education have been discussed. The chapter has ended with preferred areas for further research as emerging issues in the current study.
REFERENCES

Akinkugbe, O. & Kunene, V (2001). Education Financing and Budgeting Reforms in Africa; The Swaziland Case Study. ADEA & CODESRIA


World Bank (2002). Education for Dynamic Economies; Action Plan to Accelerate Progress towards Education for all.

APPENDIX 1

QUESTIONNAIRE FOR SECONDARY SCHOOL PRINCIPALS

The aim of this interview is to seek your views on the alternative ways of paying school fees for the needy students in order to raise transition rates from primary to secondary schools and completion rates in secondary schools. The information given will be purely used for academic purposes and will be treated with due confidentiality.

PART A

1) Name of the school………………………… (Optional)…………………………..

2) Type of school (Boys Boarding/Boys day/Girls boarding/Girls Day/Mixed Boarding/Mixed Day Mixed Day and Boarding)

…………………………………………………………………………………………...

3) Category of the school (National / Provincial/District

…………………………………………………………………………………………...

4) Duration of stay in the current school in years
(A) Less than one year…… (B) 2-3yrs….. (C 3-5yrs….. (D) More than 5….. Yrs

6) School enrolment by gender (A) Male - □ (B) female  □

7) Staff establishment by gender and qualification

i)  (A) Male.......................... (B) Female .........................

ii) (A) Graduate teacher............. (B) Diploma holders.................
Part B.

8. List the sources of finance to run the school operations.

9. Does the government contribute finances?

(A) Yes [ ] (B) No [ ]

10. (A) If Yes, how?

(B) How much did the government contribute in the following years?

(A) 2005 ........................................

(B) 2006 ........................................

(C) 2007 ........................................

(D) 2008 ........................................

11. (a) Do the parents contribute in financing school activities?

(A) Yes ........ (B) No........

(b) If yes, how much did they contribute in the following years?

(A) 2005 ................................. ...............

(B) 2006 ................................. ...............

(C) 2007 ................................. ...............

(D) 2008 ................................. ...............
(c) What items are financed by the parents?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

12. (a) Who constitute your school community?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

(b) Does the community contribute for the financing of the school operations?

(A) Yes  (B) NO

If yes, state how much the community contributed in

(A) 2005 ..............................................
(B) 2006............................................
(C) 2007 ............................................
(D) 2008............................................

(c) What facilities have been financed by the community?

i. .................................................................
ii. .................................................................
iii. .................................................................
iv. .................................................................
In your own opinion why do you think the government, community and parents contribute to providing and financing public secondary education?

a) Government

b) Community

c) Parents

Part C: Alternative systems of financing secondary education.

14) Are there NGOs operating within your district?

[A) Yes  [B) NO

If yes, list them down
Do these NGOs contribute towards financing activities in your school?
(A) Yes  [ ]  (B) No  [ ]

If yes indicate the amount contributed in the years shown below:
2005 .................................................................
2006.................................................................
2007 .................................................................
2008 .................................................................

13. Are there commercial entities operating in Baringo district? (Supermarkets, industries, tourist Hotels, etc.)
(A) Yes  [ ]  (B)  [ ]

If yes, name them
........................................................................................................
........................................................................................................
........................................................................................................

Have these commercial entities contributed towards financing operations in your school?
(A) Yes  [ ]  (B) NO  [ ]

If yes state the amount contributed in the following years

(A) 2005 ......................................................
(B) 2006 ......................................................
(C) 2007 ......................................................
(D) 2008 ......................................................
14. Do you have an old students’ association?

(A) Yes  
(B) NO 

If yes, when was it established?

………………………………………………………………………………

Does this old students association finance any school operation?

(A) Yes  
(B) No 

If yes, state the amount contributed in the following years:

A) 2005 ..............................................
(B) 2006 ..............................................
(C) 2007 ..............................................
(D) 2008 ..............................................

List the facilities or operations funded by the old students association.

…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………

15. Are there prominent members of society apart from the area MP and councillors from the locality where the school is located?

(A) Yes  
(B) NO 

If yes, list the position held in the public and the number
Do these persons contribute to the operations of the school?

(A) Yes ☐  (B) NO ☐

I Yes, State the amount contributed in the years shown

A) 2005 .............................................
(B) 2006 ............................... 
(C) 2007 .............................................
(D) 2008 ............................... 

State the operations / facilities funded
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

If they do not contribute to the operations of the school, have they ever been invited to school?

(A) Yes ☐  (B) NO ☐

16. Are there cooperative societies operating in the division where your school is located?

(A) Yes ☐  (B) No ☐
If yes, name them

Do these cooperative societies finance any of the school operations?

(A) Yes  □  (B) NO  □

If yes, name the facilities or operations funded.

Does the sponsor fund any operations in the school?

(A) Yes  □  (B) NO  □

If yes, name the sponsors and the facilities / operations funded

Facility/operation  value (ksh)

(A) Yes  □  (B) NO  □

Do you have any income generating activities in school?
If yes, how much did these activities generate in the following years?

A) 2005 .............................................
(B) 2006 .............................................
(C) 2007 .............................................
(D) 2008 .............................................

21. Indicate other sources if any of financing your school and amount provided in the following years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Source</th>
<th>Amount</th>
<th>Resource provided</th>
<th>Adequate:</th>
<th>No / yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>2006</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>2007</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>2008</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

Part D: Problems associated with the current system.

22. How successful has been the implementation of Curriculum in your school in terms of the provision of the following?

**Education Resources**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>![Yes]</td>
</tr>
<tr>
<td>Laboratories</td>
<td>![Yes]</td>
</tr>
<tr>
<td>Libraries</td>
<td>![Yes]</td>
</tr>
<tr>
<td>Desks</td>
<td>![Yes]</td>
</tr>
<tr>
<td>Workshops</td>
<td>![Yes]</td>
</tr>
<tr>
<td>Dormitories</td>
<td>![Yes]</td>
</tr>
</tbody>
</table>
23. What was your total budget in the following years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual receipts</th>
<th>Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>……………………</td>
<td>………………</td>
</tr>
<tr>
<td>2006</td>
<td>……………………</td>
<td>………………</td>
</tr>
<tr>
<td>2007</td>
<td>……………………</td>
<td>………………</td>
</tr>
</tbody>
</table>

24. Do parents find it difficult to pay school fees?

- (A) Yes
- (B) NO

If yes, please explain

…………………………………………………………………………
……………………………………………………………………
…………………………………………………………………

25. What percentage of students default in fees payment each year?

- (a) Less than 50%
- (b) Between 50% - 80%
- (c) Between 51% - 99%
- (d) 100%

Tick one.
26. In your own opinion which problems have been involved in the financing of school facilities in your school? Please tick one.

i.) Rising cost of school equipment and supplies

ii.) Delayed government grants

iii.) Inadequate government grants

iv.) Inadequate payment of school fees by parents

v.) High payment imposed on parents

vi.) Unexpected problems in the school which require money

vii.) Others specify

Part E: problems associated with alternative systems

27. Do the prominent people around your school come when you invite them?

Yes ☐ No ☐

PART F: Strategies for improving the current financing system and implementing the alternative one.

30. In what ways can the current sources of income for public secondary schools be improved?

........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................

31. What methods of raising funds do you suggest the government schools should emphasize to enable the country succeed in education programmes?

a) Government

........................................................................................................
32. Suggest ways the government and school can take to encourage other educational development partners to finance secondary education.

a) Government

b) School

33. Which one of the alternatives would you consider most effective in addressing fees payment problems for students in your school. Tick one.

A) Economically empowering the parent and communities.  [ ]

B) Establishing community based education fund by community members.  [ ]

C) Establishing education based cooperative society.  [ ]

D) The government to fully pay for secondary education.  [ ]

E) Encouraging well established commercial entities to adopt school for purpose of supporting their development.  [ ]
F) Assisting schools financially to set up commercially viable income generating activities.

G) Schools to source for funds from donor activities.

Thank you for your response.
APPENDIX 2
QUESTIONNAIRE FOR THE DEO

The aim of this questionnaire is to seek our views on the alternative ways of financing secondary education in Baringo district. The information given will be purely used for academic purposes and will be treated with due confidentiality.

PART A

1. How long have you been in your current position?
   - Less than one year
   - Between one – 5 years
   - Between 5 to 10 years
   - More than 10 years

2. What was the enrolment by gender in public boarding secondary schools in the years shown?

<table>
<thead>
<tr>
<th>YEAR</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part B.

3. List methods of financing secondary schools in your district.

……………………………………………………………………………………………………
……………………………………………………………………………………………………

4. How does the government finance public secondary schools in Baringo districts?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

5) Has the community contributed towards providing financing public secondary schools in any way other than Harambee.

   Yes ☐         No ☐
If Yes, explain ……………………………………………………………………
……………………………………………………………………
……………………………………………………………………
……………………………………………………………………

6. What specific facilities does the government finance/provide?
(i) …………………………………………………………………
(ii) ………………………………………………………
(iii) ………………………………………………………
(iv) ………………………………………………………

7. What facilities do the parents finance?
   i) …………………………………………………………………
   (ii) ………………………………………………………
   (iii) ………………………………………………………
   (iv) ………………………………………………………

8. Were the contributions by the parents, community Government adequate in the years indicated below?

<table>
<thead>
<tr>
<th>Years shown?</th>
<th>Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
</tr>
</tbody>
</table>

9. Have all your secondary schools adequate facilities?
   Yes ☐   No ☐

10. Are there unexploited alternative ways of financing secondary education?
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
11. Suggest ways of improving the provision and financing of secondary education in your district?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………..………………

12) which one of the alternatives would you consider most effective in addressing fees payment for needy students in your school. Tick one.

A) Economically empowering the parent and communities.

B) Establishing community based education fund by community members.

C) Establishing education based cooperative society.

D) The government to fully pay for secondary education.

E) Encouraging well established commercial entities to adopt school for purpose of Supporting their development.

F) Assisting schools financially to set up commercially viable income generating Activities.

G) Schools to source for funds from donor activities.

Thank you for your cooperation.
APPENDIX 3

QUESTIONNAIRE FOR THE PTA CHAIRMAN

1. How long have you been a parent in this school?
   Less than one year
   Two years
   Three years
   More than 4 years
   Tick one

2. In what ways have the parents contributed to the following of his school?
   (i) ..................................................................
   (ii) ..................................................................
   (iii) ..................................................................
   (iv) ..................................................................

3. How much are parents required to pay for the following per year in Kenya shillings (Ksh)?
   Tuition .................................................................
   Activity .................................................................
   Uniforms .................................................................
   Boarding .................................................................
   Local travelling transports .................................
   Medical .................................................................
   Development ........................................................
   Any other ............................................................

4. Is the contribution made by parents adequate?
   Yes ☐  No ☐

5. In your opinion are the current sources of finance for the school sufficient for the smooth running of educational programmes?
   Yes ☐  No ☐
6. Considering the ability of the parents would you say they are able to contribute to financing of education in your school more than they do now?

Yes ☐  No ☐  I don’t know ☐

Please explain ……………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………………………..

7. In what ways has the community contributed to providing and financing of their school?
…………………………………………………………………………………………………………………………………………………………..
…………………………………………………………………………………………………………………………………………………………..
…………………………………………………………………………………………………………………………………………………………..

8. What reasons do you think make the community and parents contribute towards providing and financing of public secondary schools in Baringo districts?
(i) …………………………………………………………………………………………………………………………………………………..
(ii) …………………………………………………………………………………………………………………………………………………..
(iii) …………………………………………………………………………………………………………………………………………………..
(iv) …………………………………………………………………………………………………………………………………………………..

9. Suggest ways of improving community and parents contributions towards financing secondary school education in Baringo district.
(A) Community
…………………………………………………………………………………………………………………………………………………………..
…………………………………………………………………………………………………………………………………………………………..
…………………………………………………………………………………………………………………………………………………………..
…………………………………………………………………………………………………………………………………………………………..
…………………………………………………………………………………………………………………………………………………………..
…………………………………………………………………………………………………………………………………………………………..

(B) Parents
…………………………………………………………………………………………………………………………………………………………..
…………………………………………………………………………………………………………………………………………………………..
…………………………………………………………………………………………………………………………………………………………..
…………………………………………………………………………………………………………………………………………………………..
…………………………………………………………………………………………………………………………………………………………..
…………………………………………………………………………………………………………………………………………………………..

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10. Suggest other alternative ways of providing and financing secondary education in Baringo district

11. What strategies can be employed to promote the alternative sources above?

12) Which one of the alternatives would you consider most effective in addressing fees payment for needy students in your school. Tick one.

A) Economically empowering the parent and communities.

B) Establishing community based education fund by community members.

C) Establishing education based cooperative society.

D) The government to fully pay for secondary education.

E) Encouraging well established commercial entities to adopt school for purpose of supporting their development.

F) Assisting schools financially to set up commercially viable income generating activities.

G) Schools to source for funds from donor activities.

Thank you for your cooperation
APPENDIX 4

STUDENTS INTERVIEW SCHEDULE

The aim of this discussion is to seek your views on alternative systems of financing secondary school education in Baringo district. Your views will solely be used for the purposes of this research and will be treated with due confidence.

Student attendance: Male ……………… Female ………………………

Q1. What items are you required to come to school with?

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Are your parents able to afford the above items?

(A) Yes [ ]  (B) NO [ ]

Explain…………………………………………………………….

3. Which items are you issued with by the school?

…………………………………………………………………………………………

4. Which items or facilities do you lack in a school?

…………………………………………………………………………………………
5. Do you face any financial problems?
   Yes □  No □
   If yes, state them
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

6. Do your parents pay school fees?
   (A) Yes □  (B) No □

7. Why do you think your parents pay school fees for you?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

8. Are facilities in school adequate?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

9. If inadequate, does it affect your performance?
   ……………………………………………………………………………………………
   If yes, explain,
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

10. How can your parents be assisted to pay fees?
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………
11. Among the following alternatives which three alternatives in order priority would you recommend as the most effective in addressing fees payment for needy students in your school?

A) Economically empowering the parent and communities.

B) Establishing community based education fund by community members.

C) Establishing education based cooperative society.

D) The government to fully pay for secondary education.

E) Encouraging well established commercial entities to adopt school for purpose of supporting their development.

F) Assisting schools financially to set up commercially viable income generating activities.

G) Schools to source for funds from donor activities.

Thank you very much for your cooperation