# FACTORS INFLUENCING IMPLEMENTATION OF FREE DAY SECONDARY EDUCATION PROGRAM IN CHEPALUNGU SUB COUNTY, BOMET COUNTY, KENYA

**BY**

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**SCHOOL OF PLANNING AND ARCHITECTURE**

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## DECLARATION

This project is my own original work and has not been submitted for a degree examination in any university, college or research body. Where other peoples' work has been cited it has been acknowledged.

**Joel K Bett**

**EL/SPM/01092/2016**

Sign…… Date……

This project has been submitted for examination with my approval as a university supervisor.

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## DEDICATION

This work is dedicated to my entire family members: my wife, all my children, parents and my siblings.

## ABSTRACT

Globally, education is regarded as a basic human right with everybody expected to have access. It should be cost free in elementary and fundamental stages. Kenya supports international advocacy for universal education for all school going children. In this Republic, there are 8592 public secondary schools ascribing to subsidized free day secondary education (FDSE) program. This program was put in place in the year 2010 to improve access to schools by children from poor backgrounds. The government put in place support for the post primary education program by providing funds for infrastructure, tuition materials and employment of support staff. Despite the huge financial support given to day schools through FDSE program, result analysis in KCSE show poor performance. This study therefore sought to establish the reason behind the poor performance in the day schools despite the heavy financial support given. The main objective of this study was to determine factors influencing effective implementation of Free Day Secondary Education Program (FDSE) in Chepalungu sub County; Bomet County. The specific objectives of the study were to: determine the influence of learning resources on implementation of FDSE; establish the effect of monitoring strategies on implementation of FDSE; evaluate human resource capacity on implementation of FDSE; determine the effect of funds on implementation of FDSE in Chepalungu Sub County. The population of day schools in the study area were 54. A cross sectional survey design was employed by the study whereby 48 day secondary schools were sampled by stratified random sampling. Questionnaires were administered to the principals, Education officers and KUPPET officials were identified as key informants and were interviewed through guided interview questions. Observation schedules were also employed in which actual visits to the sampled schools were made. Qualitative data was analyzed using thematic analysis, while quantitative data was presented by using frequency tables, bar graphs, pie charts. Out of the study it was found that: learning resources in day schools were inadequate and students were learning in congested environments; the monitoring strategies in place in day schools were not structured and well designed; human resource capacity was not sufficient and skills were not continuously supported; funds provided for use in implementation of FDSE had more challenges which included inadequacy; delays in remission; insufficiency in supporting the much programs within the schools that promotes better performance. government should release the funds in time to enable execution of school financial plan; Human resource in day schools was found to be inadequate and therefore concluded that for better and effective implementation of FDSE the staff should be increased; education monitoring personnel be increased and these personnel be devolved to ward levels for ease in discharging the function.

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## LIST OF ABBREVIATIONS

| | |
|---|---|
| **BOM** | Board of Management |
| **CCTV** | Closed Circuit Television |
| **EFA** | Education for All |
| **FDSE** | Free Day Secondary Education |
| **FPE** | Free Primary Education |
| **FSE** | Free Secondary Education |
| **KCSE** | Kenya Certificate of Secondary Education |
| **KNEC** | Kenya National Examination Council |
| **KNUT** | Kenya National Union of Teachers |
| **KUPPET** | Kenya Union of Post Primary Education Teachers |
| **MOE** | Ministry of Education |
| **MOES** | Ministry of Education and Sports |
| **NEA** | National Education Association |
| **NGEC** | National Gender and Equality Commission |
| **SFDSE** | Subsidized Free Day Secondary Education |
| **SIG** | Special Interest Group |
| **SMC** | School Management Committee |
| **STR** | Student- Teacher Ratio |
| **TLM** | Teaching Learning Materials |
| **TSC** | Teachers' Service Commission |
| **UNESCO** | United Nations Educational, Scientific and Cultural Organization |
| **UNICEF** | United Nations children's' Education Fund |
| **LMIS** | Learning Management Information System |

## OPERATIONAL DEFINITION OF TERMS

**Learning resource-** it is a material/ device used to enhance learning within an institution

**Free day secondary education** – this is secondary education program undertaken with funds provided by the government for every day scholar.

**Implementation**: this is execution of a plan/program, in this study FDSE. Use of personnel found in day school to put the FDSE program into effect.

**Monitoring**: It means ensuring that what is being done is what was planned to be done and is done in a systematic approach to overseeing planning, learning, and teaching.

**Evaluation**: it is a summative assessment of current practices within the school, then informs on future planning for both learning and teaching.

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# CHAPTER ONE
# INTRODUCTION

## 1.1 Background to the Study

Globally, education is regarded as a basic human right which everyone has a right to access and should be free in the elementary and fundamental stages (OECD, 2005; Robinson, 2020). According to the World Bank report (1996), inadequacies in the supervision of schools, both by district level officers and head teachers, and the limitations of disciplinary processes are seriously undermining effective teaching. Opare, (1981) compared academic performance of day and boarding students in a research conducted in Ghana his study found that most of those who performed well came from homes of higher socio-economic factors and this counted in the academic performance of pupils.

In Uganda, the Government through the Ministry of Education and Sports provides administration and management in the National Education System, (Isiye, 2015). Isiye went on to say that, key policy decisions regarding education and other educational services in Uganda have always been made by the state at least since the attainment of independence. However, Schools whether government aided or private, have stakeholders who undertake various activities.

In Kenya, secondary schools operate under the guidelines and policies set up by the government through Ministry of Education (MOE). The policies are executed through different organs which includes Teachers Service Commission (TSC) and Kenya National Examination Council (KNEC). Many schools barely afford to complete the syllabus with scarce facilities like computers hence weak performance in National exams, (Cohen ,2004;Mutegi, 2014). The extent to which performance relates with available learning/teaching resources if determined may indicate a correlation. The range and diversity of materials used in learning influences performance in exams because of exposure to different types of questions.

A limited number of teachers, scarcity of textbooks and inadequate facilities were amongst the problems that were faced by primary schools as it went educating about six million children in 2002 to the current total of 8.2 million. Ten years on, questions remain about the quality of basic education that is being offered to Kenyan children (Obuna ,2008). In the year 2008, Kenya government introduced Free Day Secondary Education (FDSE) aimed at improving transition

from primary to secondary. This was after free primary education had been in place since 2003. This implementation followed another government influence on implementation of free primary education which had experienced some challenges. The implementation of FDSE has not been without challenges. The challenges are ranging from inadequacies in learning resources to lack of or poor financial management skills. Day schools are accessible to all learners but mostly are used by students from low income households. School management is done through the coalition of stakeholders who performs different complementary functions in order to attain school objectives and goals Isiye, (2015). TSC and MOE have functions to play in the operations of schools. Management in school covers material resources, human resources and structural resources. Roles played by the stakeholders are important in determining performance in schools depending on how each plays the respective roles.

Through FDSE the government has put an effort to provide education to more children who otherwise could not afford. Performance in day schools is low despite the emphasis put by the government to promote day schools. This research sought to determine factors influencing effective implementation of FDSE program.

The quality of management services, determines the survival and progress of organizations such as schools, Adongo, (2006). Kitavi and Westmizan (1997) explained that long distances made by students who day school always make students exhausted and loses concentration in class. Sometimes this makes them to be late or to be absent. This will lead to poor performance in examination. The Government had shown her commitment to the provision of education at low cost incurred by the parents through the introduction of Free Primary Education (FPE) in 2003. Free Day Secondary Education was aimed at enhancing retention of learners in schools. Its launch was meant to address illiteracy, low quality education and low completion rates at the secondary level, high cost of education and poor community participation (Republic of Kenya, 2005). The government was determined to improving students' access to education by the vulnerable in the society. The government spends so much money in funding the program yet there is poor performance in the schools. These factors that influence effective implementation of FDSE and subsequently determines performance in the schools must be established.

The studies show that a lot of funds have been channeled towards implementation of FDSE. One of the reasons for conducting this study was to assess the influence of learning/teaching resources on implementation of FDSE.

According to Adedji and Owoeye (2002), the availability of physical and material resources is very important for the success of any worthwhile educational endeavor. It indicated that resources such as classrooms, furniture as well as teaching and learning materials are important for educational achievements. The government seems to have succeeded in increasing learner access to education through FDSE, however little information was shown on how the quality of the education offered was to be sustained.

Monitoring of departmental functions in schools can be of tremendous help in checking progress of FDSE implementation. The funds spent in the schools through different projects must be audited to ensure they are prudently expended.

When Kenya government introduced free primary schooling in 2003, vast numbers of additional pupils were brought into education system, putting it on a steep learning curve. The strategies put in place to curb the effects of large population in schools ought to have been planned at the start of the FDSE implementation. These studies show that the government was able to achieve much success in raising access to learning by the students through FDSE. The program's sustainability depends on how the program is managed. Monitoring strategies applied in management of progress of FDSE should be constantly evaluated and reviewed in order to address the challenges that go with implementation of the program.

The challenges faced in FPE were numerous including poor quality due to under staffing among others. Some 400,000 students entered secondary school in 2007 which is about 60% of those who sat for the Kenya certificate of primary education, this number was expected to rise by 200,000 in the subsequent year due to the introduction of subsidies covering tuition and certain related costs. 4,000 new classrooms which is an equivalent of 250 schools were needed to accommodate the 1.4 million pupils that were expected in public secondary schools during 2008 including the 200,000 pupils' avalanche resulting from the free tuition program introduced by the government, Kwamboka (2008). At the start of the program of free secondary schools, there were about 4,478 public secondary schools, many of which were in a state of disrepair and

lacked essential facilities. The whole of 2007 ought to have been used in building extra classes and hiring of teachers but was not done (Obuna 2008). The state of performance generally went down. The initial Policy on reimbursement of funds under the free day secondary program was that a school must have 40 to 45 students in order to receive funds. Under the secondary school program, authorities would pay schools about 130 dollars per pupil annually. This amount was to be allocated in lump sums at the start of each of the three school terms. The monies were expected to cover the tuition and administration costs, school maintenance and improvements, co-curricular activities and class activities, Kwamboka, (2008). FSE was purely meant for day secondary schools and therefore the schools were supposed to rely entirely on the government funding. The study focus on Chepalungu Sub County schools in Bomet County which is considered to be one of the poorest sub counties in Kenya. It also contains the highest population of students in day secondary schools among the five sub counties in Bomet County.

### 1.2 Problem Statement

Free day secondary education was a government innovation meant to address the challenges of low transition rates to secondary. Government funding of day schools through FDSE was to loosen the burden of the parent on meeting the cost of education hence improving transition rates to tertiary education. Despite the heavy funding through FDSE, performance in day schools has remained to be low. In Chepalungu Sub County over 80% of the schools are day schools and the mean scores for the years between 2016 and 2019 ranged between 3.0 and 5.0.

The challenges affecting performance in the day schools include inadequacies of teaching/learning resources. FDSE program led to increase in demand for space in secondary schools and more children demanded for space in nearby day schools that were close to their homes. This led to congestion in physical facilities and pressure on learning materials. Failures by the school to put up effective monitoring strategies in the learning process contribute greatly towards underperformance. Monitoring the implementation of FDSE was a paramount exercise which was supposed to be seriously planned. A system with poor/ defective monitoring systems cannot perform well as compared with those where monitoring systems are well planned and structured. The poor performance in day secondary schools is contributed by weak monitoring and defective strategies used in monitoring. It was for this reason that this study planned to find out the influence of monitoring strategies on implementation of the program.

The knowledge and skills of teachers and support staff must be continuously updated to make them effective and efficient in discharging duties. There is a lot of emerging issues in education which calls for continuous training of staff serving in the school. A school whose staff is not attending in service training waste a lot of time while discharging services. Staff with poor or inadequate skills cannot perform well as compared to those who are continuously equipped with new skills of handling a task. Schools where staffs' skills are continuously developed perform better than schools where they are hardly developed. Implementation of the program required the staff and particularly the principals to have accounting skills. It was believed that the personnel in charge of implementation of the program in day schools was ill prepared and lacked adequate skills needed for effective implementation of the program. This study sought to evaluate the human resource in relation to implementation of the program.

Remission problems on FDSE funds affect planning and expenditure. Inadequacy of the fund and unclear policy on expenditures are also the problems faced while expending the money in the school. The inadequacy of the fund greatly affects acquisition, construction or completion of a learning resource. This in turn would have a direct negative influence on effective implementation of the program hence performance would be low. Funds provided by the government required that its expenditure is accounted for. It was expected that FDSE program would be better implemented because government took the funding responsibility. It was for this reasons that this study was carried to find out which and how these factors influenced implementation of FDSE in the day schools.

### 1.3 Purpose of Study

The main objective of this study was to determine factors influencing effective implementation of free day secondary education program in Chepalungu sub County, Bomet County.

### 1.4 Specific Objectives of the Study

The specific objectives of the study were to:

i. Assess the influence of learning/teaching resources on implementation of FDSE in Day secondary Schools in Chepalungu Sub County.
ii. Establish the effect of monitoring strategies on implementation of FDSE in Chepalugu Sub County.

iii. Evaluate human resource capacity on implementation of FDSE in Chepalungu Sub County.
iv. Determine the influence of funds on implementation of FDSE program in Chepalungu Sub County.

### 1.5 Research Questions

i. How does the learning/ teaching resources influence implementation of FDSE?
ii. What is the effect of FDSE monitoring strategies on implementation of FDSE program?
iii. How do staff skills affect FDSE?
iv. How does the challenges of FDSE funds affecting FDSE program?

### 1.6 Significance of the study

This study on factors influencing the implementation of free day secondary education may help the government through MOE to access the achievement of FDSE; principals of day schools to strategies on best way to improve their performance of duties and school managers to evaluate the status of their schools. The study may also be used in planning for capacity building of human resources in various day schools hence making the staff equipped with necessary knowledge and skills. Some of the vital learning resources mentioned in the study and identified as necessary for implementation of FDSE will assist the principals in decision making.

### 1.7 Scope and limitation of the study

#### 1.7.1 Geographical scope

This study focused on influence of free day secondary education (FDSE) on academic performance of students in day secondary schools in Chepalungu sub County, Bomet County.

#### 1.7.2 Content scope

The challenges facing education applies to all categories of schools whether public, private, boarding or day schools. The scope of this study however was limited to the factors influencing implementation of FDSE program in Chepalungu Sub County. These includes influence of teaching learning resources, effects of monitoring strategies on FDSE, human resource capacity on implementation of FDSE and FDSE funds on implementation of FDSE. All these were looked at with a view of establishing their influence on academic performance. The government of Kenya provides FSE fund to both public day and boarding schools. This study was only focused

on day schools. This study did not consider other factors that influence academic performance in day schools which includes but not limited to: leadership style, entry behavior of learners and standard of discipline in a school. In this study influence of learning resources was focused, also the application of monitoring techniques among other factors.

### 1.7.3 Limitations

The study targeted 48 principals to whom the questionnaires were to be administered. 44 principals were available to respond to the questionnaires. 4 principals could not be reached out because of personal engagements and other commitments. More time was then spent in visiting their schools to administer the questionnaires when they were not very committed. This then prolonged the time in data was being collected. Therefore, only 44 questionnaires were returned translating to 91.7%. Also during the date of administrations of the questionnaires some principals sought to have more time to respond to the questionnaires and so the researcher had to reschedule the collection dates for the questionnaires.

# CHAPTER TWO
# LITERATURE REVIEW

## 2.1 Introduction

This section is classified into four sub-sections in relation to literature under the following areas: learning resources and FDSE implementation, monitoring strategies and implementation of FDSE, human resource capacity and implementation of FDSE, influence of FDSE funds on implementation of FDSE.

## 2.2 Learning/Teaching Resources and FDSE implementation

Population growth has many positive impacts as there are negative. These includes: economic boost, increased innovation among others, (Mark, 2018). As the population of student increase in the schools, challenges that go with it increases. Poor performance in schools in sub Saharan Africa has been associated with shortage or lack of core textbooks, (Mudulia, 2012). The presence of these learning resources in schools should therefore be guaranteed.

Eshiwani (2001) found that poor performance in mathematics in Kenya is attributed to poor teaching methods and acute shortage of textbooks. Shortage of textbooks affects the number of assignments/ homework administered by teachers to students. The ministry of education (MoE) asserts that, the performance of learners can be affected by availability, distribution and utilization of learning resources. The cost of acquiring textbooks for learners is not low and this used to raise the cost of education in public schools. One of the reasons why FSE program was introduced was to reduce the cost of education by supporting day secondary schools. Learning resources are mostly acquired or constructed by contractors who seek contracts from the school through the principal. The principals/ managers are expected to work within the ministry's guidelines on acquisition of tuition materials. How such contracts are officered determines the success of the school. Schools with weak policies supporting transparency and integrity are likely to have more challenges on implementation of school programs. The introduction of FSE program in schools let to increased population of learners particularly in day schools. The factors to the effect of increased population could be attributed to the success of FDSE program however it worked to increase the challenges. These challenges that worked to the disadvantage of a good program that was intended to produce success should be established.

The students that joined school in Form one were expected to complete their schooling after FDSE was introduced, however not all the students who joined form one in day schools completes their studies(Olango, 2021). The ratio of student to textbooks and the range of resources used should be established and examined with reference to how it relates with performance. Bell and Rhodes (1996) notes that school facilities include the administrative office, staff rooms and offices, classrooms, laboratories, workshops, equipment, stores, libraries, hostels, staff houses and the school grounds. The learning resources include, print electronic, models and multi-media, print media which refers to books, magazines, newspaper, chart, map and posters Wanyama (2003). A conducive environment equips students with potential skills in solving problems and develops a self-regulatory scientific attitude of learning, as a result learners learn at their own pace Owoeye and Yara (2011). A similar conclusion was reached by Earthman (2004) who argued that the quality of the physical environment of the classroom has significant effects on the student's academic achievement.

Adedeji (1998), Owoeye(2000), Ajayi (2002), Akomolafe (2003, 2005) and Awoeye (2011) submitted a positive relationship between material resources in schools and students' academic performance. Miller and Seller (2006) assert that instructional materials are critical ingredients in learning and the intended program cannot be easily implemented without them. They noted that the major contributing factor to academic performance is the facilities the school has. The study of Lowe (2009) on effective teaching and learning resources in South Africa, found that, lack of relevant teaching materials caused dismal students' performance in national exam. In related research Opare (1999) came up with the assertion that the provision of the needed human and material resources went a long way to enhance academic performance. He did this research by comparing the performance of public and private basic schools. One of his findings was that the schools which were well equipped in terms of resources did better than those which did not have the necessary resources for teaching and learning.

Eshiet (1987) also came out with his findings which confirmed earlier finding that, adequate provision of instructional resources could be the major contributing factor to positive performance in science related subjects. In their study materials for teaching and learning must be availed for meaningful learning to take place, however the proportion on material use was not shown. According to FDSE plan a standard classroom was designed to accommodate a

maximum of 45 students. The free day secondary education (FDSE) was geared towards solving one major challenge observed earlier that is increased access to basic education. Children were required to fill empty village classrooms which were constructed in large numbers because of increased demand for education in day school. It was the responsibility of the government to provide materials for learning, teachers who will give instructions to them and other services required for learning. The objective of increasing access to secondary education was achieved. Mechanisms to gather for quality and arrest challenges brought about by increased enrolment were not however exposed. If the plan of achieving a class size of 45 students per class was to be achieved, it implied that a teacher was to attend a learner at an average of 1 minute in a lesson of 40 minutes.

After the program had been under implementation for some years, it has been established that the class size has gone beyond the planned. The effect on quality learning and teaching by increased number of learners per class should be determined together with solutions. This research sought to find out how learning resources influenced FDSE implementation in day secondary schools. It was done by determining size, number and quality of learning/teaching resources and how the factors affect success of the program. After reviewing 35 years of production function research, Verstegen and King (1998) concluded that "resource inputs can and do make a difference in students' Educational outcomes."

### 2.3 Monitoring Strategies and Implementation of FDSE

Khan (2012) reveals that monitoring is a process of tracking changes in a program, project or policy outcomes over time. It is the systematic and routine collection of information from policies, projects, and programs for the purposes of learning from experiences and making necessary changes; make outcome assessment in input- output use. This provides internal and external accountability of resources used and the results obtained; provide a basis to take informed decisions on the future of the initiative or policy. The system of monitoring of access to the use of the learning resource by students is necessary to determine the satisfaction level on utility of any given resource. Projects in public secondary schools arise out of the desire to satisfy demands, needs and beneficiaries and try to achieve the vision 2030 (Igunnu, 2005). Any public project must have a watchdog and all expenditures involving public projects must be properly accounted for. People who are involved in supervision or implementation of the project

must be held responsible in all activities that pertain to such projects. Monitoring techniques applicable in teaching includes: entrance and exit tickets, student reflection, revising knowledge and summarizing, (Moore, 2017). According to, Good, (1985), monitoring involves the following activities: Questioning students, circulating around the classroom during seatwork, conducting periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding, reviewing student performance data collected and recorded and using these data to make needed adjustments in instruction.

Monitoring of a process is important to institutions in many ways how the process is done depends on the purpose and objectives of the institution. The influence of a monitoring style adopted in an institution affect how resources are utilized which in turn affect student's academic performance. Schmoker, (1999) and Levumi,(2019) stated that progress monitoring can be used in making a wide range of decisions which includes: identification of students at risk for school failure, placement in compensatory programs, instructional grouping, selecting/writing annual goals and short term objectives, and monitoring progress toward achievement of goals and objectives.

Monitoring and evaluation therefore is necessary for a success of any process. It is indicated that there are a wide range of monitoring styles applied in institutions. The impact of any style depends on the suitability of the monitoring style in the given institution. Schmoker,(1999) continued to argue that the primary purpose of developing progress monitoring is to inform teacher decisions regarding the effectiveness of their current instruction for individual students. It is imperative therefore to establish how learning resources in a school are regulated if not adequate to ensure every learner is in access of the limited learning resource and how this contributes to effective learning. According to ministry of education, MoE, (2019) in the sessional paper No. 1 on educational reforms, it was stated that, goals set were to be achieved by: ensuring that utilization of learner capitation grants and other school funds is monitored and evaluated through appropriate M&E tools. The following strategies were to be applied; establishing a monitoring, evaluation and reporting system; strengthening capacity of education officers and other education stakeholders to effectively monitor and evaluate utilization of learner capitation grants and other school funds; enhancing the use of ICT in monitoring and evaluating the utilization of learner capitation grants and other school funds; and developing a communication structure for providing feedback on the utilization and management of learner

capitation grants and other school funds. These strategies were concern with keeping watch on use of the school monies received from MoE. Monitoring process is a managerial function which enhances the intertwined process (learning and teaching) to yield positive results in education. Teachers' Service Commission is mandated to manage teachers by monitoring their performance; this in turn determines students' learning outcomes. According to Bell (1988), and Little (2009) the evaluation of the teaching staff should be made to achieve these goals: to identify the inactive nonprofessional teachers; to increase salary and to make promotions; to provide external accountability; to improve teacher performance; to make effective management of teachers; to provide professional development opportunities.

The lesson attendance by learners and teachers should always be checked to ensure that progress in work covered is regulated. Students' use of certain school learning resources shouldn't be left unsupervised. This will ensure proper use and its use achieve intended purpose. Use of library, laboratory and computer rooms by the students if closely checked will ensure that standards are observed and the spaces there in are maximally utilized. Materials meant for learning if not regulated well may be under utilized by learners resulting in failure and poor performance. If not adequate, the few materials should be well regulated so as to be used by all learners for certain duration of time. School projects under construction and supplies of learning materials if not checked may not meet the required standards that promote a good learning environment. A school monitoring strategy in place determines the success in implementation of a school program. This strategy will guide regulation and control on input and output in school system. Without proper monitoring strategy there will be poor time management amongst the implementers of a curriculum and among the learners leading to poor performance. This study sought to establish the effect of monitoring strategies in implementation of FDSE.

### 2.4 Human Resource Capacity and FDSE Implementation

Human resource is one aspect necessary for a success of any worthwhile program in an institution and should not be ignored. Research indeed consistently shows appositive association between human resource systems and performance (Boselie, Dietz, & Boo, 2005; Jiang, Lepak, Ju, & Baer, 2012). In a school, human resources comprise of teaching and support staff. In addition, there are school managers appointed by the MOE. Knowledge and skills for performance of duties must be updated. While teachers perform the teaching function the support

staff performs other duties that support the learning process and functioning of a school. The support staff includes librarian, laboratory technicians, security personnel, catering and hospitality personnel. Knowledge and skills of these personnel should be updated periodically for effective performance of duties. FDSE when it was introduced required that the principals possess financial management skills in addition to other skills of management. In addition, FDSE came with demand for technical knowhow since management and teaching required integration of technology. Teaching and learning processes are intertwined. Atakpa and Ankomah, (1998), stated that effective teaching and learning greatly relied on the competence of its human resources as well as material resources which were needed for the impartation of knowledge. Teaching is the process that ought to bring about learning. In this study human resource capacity is going to be evaluated in order to establish its impact on implementation of FDSE.

### 2.5 FDSE funds and implementation of FDSE

The quality of education significantly depends on the availability of funds. The ultimate responsibility for financing education falls on the governments (UNESCO, 2013). One of the principles of the provision of basic education as indicated in the Basic Education Act of 2013 is provision of funds and related resources to meet the needs of every child for acquisition of basic education, NGEC (2016). In Free secondary education, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees, Republic of Kenya, (2005). Increased and prompt government funding is required to improve the quality of education. According to research paper by Mugandaetal (2016) they stated that Education Sector requires a lot of funds to sustain, and are of the opinion that Government should increase the allocation towards FDSE. Through FSE policy it's the government that was expected to provide funds for purchase of textbooks and learning aids; the achievement to this effect ought to be determined. The trend in release of the FSE funds may influence quality and provision of the learning resources in school. Satisfaction levels of the schools in the way the FDSE funds are released to schools and subsequent utility should constantly be evaluated. The national budget determines the allocation of funds towards the support of the FSE programs. Less funding could mean smaller staffs, fewer resources and a lower number of services for students. These are the factors that were planned to be verified through this study and how this affects the implementation of the FDSE.

## 2.6 Conceptual framework

**Independent variables** **intervening variables** **dependent variable**

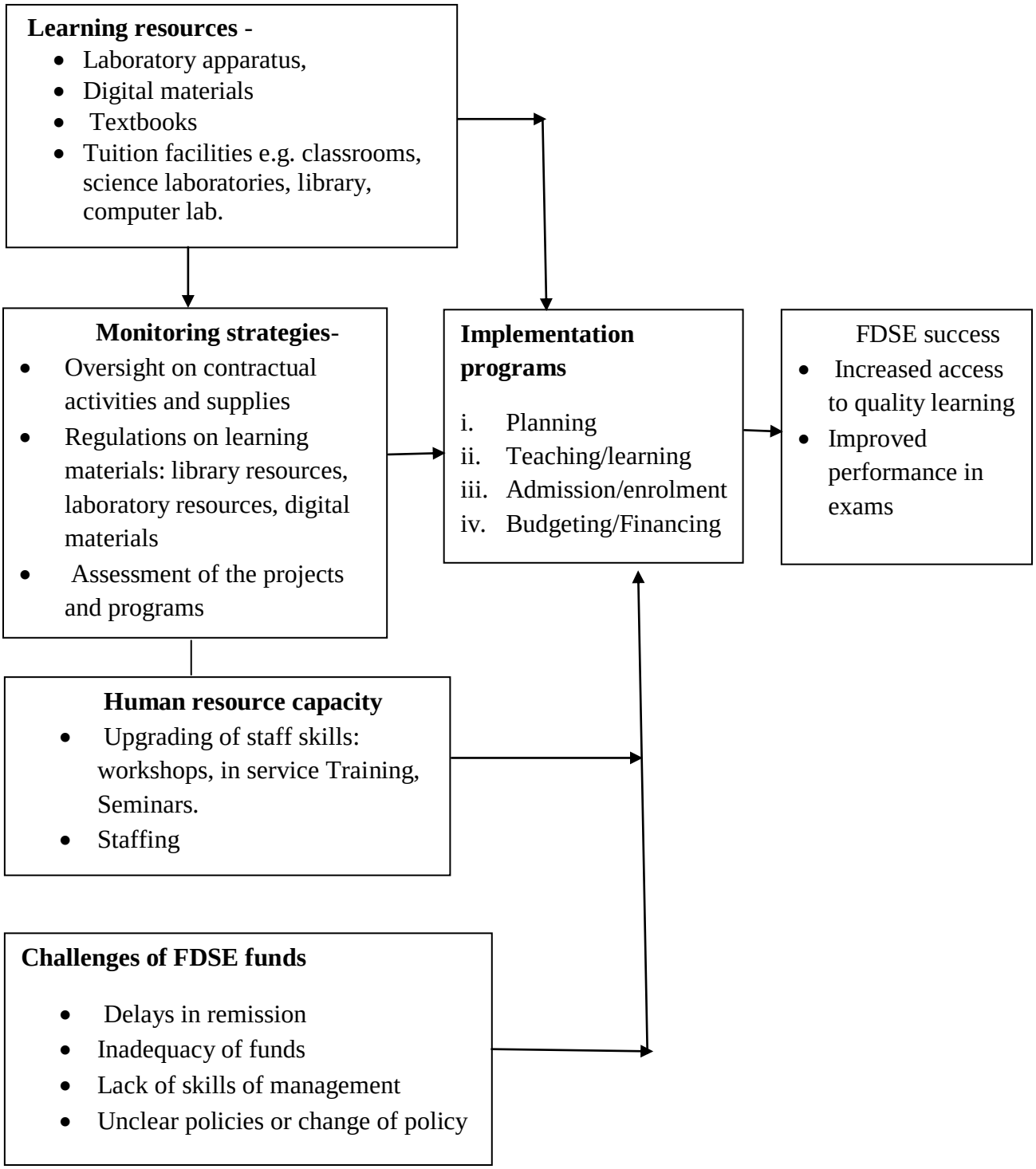


**Figure 2.1: Conceptual framework**

# CHAPTER THREE
# METHODOLOGY

## 3.1 Introduction

This chapter presents the research design, area of study, target population, sample and sampling techniques, research instruments and data collection procedures.

## 3.2 Research Design

According to Kothari (2001) research design can be regarded as an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with research purpose. It is the conceptual structure within which research is conducted.
In this research a cross sectional survey design was used to collect primary data by means of questionnaires and interviews. Information about the total population of students in the sub County was obtained from the sub County office of education.
Similarly, the number of day schools was obtained from statistics recorded by Chepalungu sub County education office. The information obtained was used to determine the number of schools hence number of students and teachers targeted. The constituency is sub divided into five administrative units known as wards. The researcher identified the five wards and simplified the study by identifying best and poorly performing day school from each of the five wards.

Permission to seek information from sampled schools wassought from the sub County Director of education. Once permission was granted, researcher went and administered questionnaires to principals. A different date to conduct interview with the education officials and KUPPET officials was planned to be carried. Similarly, interview was scheduled to different date and observation was made on vital areas which was necessary information in data collection. Other relevant information required in this study like the number of schools was collected from the records found in sub-County education office.

## 3.3 Study Area

The research deals with factors influencing effective implementation of FDSE in Chepalungu Sub County, Bomet County in Kenya. The County is found in the larger Rift Valley bordering Narok County and in southen end of Kericho County. Chepalungu Sub County is one of the 5 Sub Counties found in Bomet County; Kenya with an estimated area of 537.1485km$^2$ and having

30,602 households. The sub County has 54 registered day secondary schools with a total of 12400 students covered by FDSE program.

The areas focused in the study were: the influence of learning/teaching resources on implementation of FDSE; the effect of monitoring strategies on implementation of FDSE; human resource capacity on implementation of FDSE; challenges of funds on implementation of FDSE program in Chepalungu sub County.

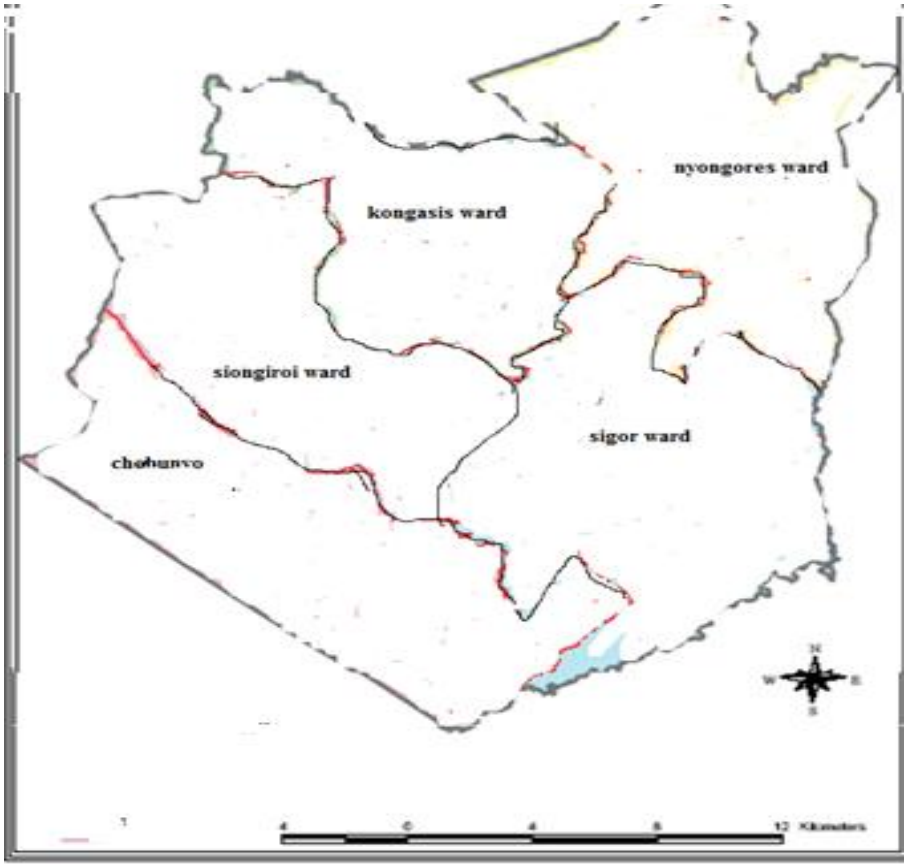


**Figure 3.1: Map of Chepalungu Sub County**

**Source- google map**

### 3.4 Study /Target population

The target population is a larger group from which a sample is selected. The target population is the population which the researcher wants to generalize the results (Mugenda and Mugenda, 1999). It is the entire group of persons or elements that have at least one thing in common.

In Chepalungu where the study is conducted the total number of schools offering day schooling programme who were registered by dates of research were 54. They were situated in the 5 administrative wards of Chepalungu Sub County within Bomet County. Information was catered from principals who were the target respondents. Information was also collected through KII from the County and Sub CountyTSC unit. This unit has staff who supervise and networks with school principals on conduct and management of teachers. The MOE and TSC were responding through interview schedules and so were the KUPPET officials who were the key informant.

### 3.5 Sample and Sampling Techniques

This section describes the sample size and sampling procedure employed for this study.

#### 3.5.1Sample size

This study's sample size is determined using Morgan and Krejcie. The study area has got five administrative wards with schools in the ward distributed as shown. Stratified random sampling is used to obtain the sample as indicated in the table below.

**Table 3.1: Stratified random sampling**

| Ward | Number of day schools | % of population | Sample |
|---|---|---|---|
| Chebunyo | 11 | 21% | 10 |
| Kongasis | 11 | 21% | 10 |
| Siongiroi | 12 | 22% | 12 |
| Sigor | 10 | 18% | 8 |
| Nyangores | 10 | 18% | 8 |
| | 54 | 100% | 48 |

From the sampled schools the principals were issued with questionnaires.

#### 3.5.2 Sampling Procedure

The study employed both purposive and stratified random sampling to obtain the schools of study. Purposive sampling was to ensure that the directors of MOE of TSC and KUPPET officials participate in the study. The list of schools in the various wards within the sub County was first listed from which the stratified sampling was carried to obtain the sample for study. The day secondary schools in Chepalungu Sub County were the target.

### 3.6 Research Instruments

Data was collected using questionnaire, observation and interview schedules developed by the researcher. Questionnaires and interview schedules were chosen because of their flexibility to collect larger volume of information and their ease in administration.

#### 3.6.1 Questionnaires for principals

The questionnaires were administered to principals of the sampled public day schools. It was applied because of its suitability, ease of administration, its flexibility to collect wider perspective of the information required and because it saves time. The questionnaires were categorized into five parts, part 1; was covering the general information of the respondents, part 2 covered information on school learning resources, part 3 covered the monitoring strategies applied in the school, part 4 covered the human resource capacity and part 5 covered the challenges of funds.

#### 3.6.2 Interviews for key informant persons

They were sought from TSC directors and directors of education, KUPPET and officials. They were considered as key informant person in the study. The information required was monitoring and evaluation policies, formation of monitoring and evaluation teams, costs incurred and effectiveness of monitoring and evaluation teams. Their specific roles in monitoring process were the main interest of the researcher in interviewing this category of people. Detail information is required about the learning resources, monitoring and evaluation strategies applicable in the school, the policies and implementation of the policies.

#### 3.6.3 Observation schedules

It was carried out on different dates from the dates when the questionnaires and interviews had been administered. It was done to affirm the quality, status of projects completed and uncompleted. The number of classrooms, laboratories, offices and other resources were determined. Permission from the principal was sought first and mission started when the permission was granted. Explanation on the objectives of observation schedules were given to principals.

### 3.7 Validity of the Instruments

Mugenda and Mugenda (2003) define validity as the extent to which a research instrument can measure what it is intended to measure. It is the extent to which research instrument measures accuracy and meaningfulness of the research result. To come up with research instruments that would yield content that is valid, the researcher worked very closely with the supervisor to identify the indicators relevant to the variables being measured. This ensured that they contained all possible items that would be used to measure the variables (Mugenda & Mugenda, 2003). The questionnaire used was based on the objectives of the study and simple English was used to avoid ambiguity and misinterpretation. Interview guide was drafted in such a way that it captured all the required measurable variables in the study and constructed under the guidance of the supervisor who has the expertise. Questions guiding observation schedules were also drafted in advance and were used during the field observation.

### 3.8 Reliability of the Instruments

According to Mugenda and Mugenda (2003) reliability refers to the degree to which the research instrument consistently measures whatever it is meant to measure. The researcher ensured this by constructing a thorough conceptual framework in which the terms used in data collection instrument was analyzed and explained. Principals from the different schools when they were asked to responds to the questions were interpreting in similar expected way implying the instrument was reliable. The instruments used covered all important aspects of the objectives in the study. The research instruments were thereafter adjusted to ensure that they gave reliable information targeted in the study.

### 3.9 Data Collection Procedure

To enhance a high return rate, an initiative to have personal contact with the respondents was made by the researcher in the collection of data. Nwana (1996) stipulated that pre-arrangement should be made with respondents so that there would be precision in the information given. In strategizing for the collection of data, permission was sought from the Principals whose schools were sampled while presenting an introduction letter from the university. When the permission was granted questionnaires that are coded was then carried in the appointed dates and issued to the principals in the various schools. Explanation on the contents of the questionnaires was given out to ensure that respondents fully understood the task required from them. When the

questionnaires were fully filled, the researcher collected the filled questionnaire and carried them back. When questionnaires had fully been administered and done, interviews with key informants who in this case were: education officers (TSC and MoE) and KUPPET officials was planned. Interviews were done on the dates appointed by the respondents.

### 3.10 Data Analysis Procedure

All items of the questionnaires were coded. Questionnaires were edited as to ensure that respondents provide clear, legible, relevant and appropriate responses. Data was presented by use of frequency table's pie charts and bar graphs. Quantitative data was analyzed using, bar graphs and pie charts while qualitative data was analyzed by thematic analysis.

### 3.11 Ethical Consideration

The respondents' confidentiality was considered during the study by coding the questionnaires administered. The intention of collecting data through the questionnaire and interviews was first explained to make respondents feel free to give the sought information. The office of the County director of education was earlier informed of the research. During the administration of questionnaires school principals were provided with university introduction letter and they did not deny free collection of the data required in the study. The information obtained from any respondents was not used for any other purpose other than drawing conclusions from which the study aimed at obtaining.

# CHAPTERFOUR

# RESULTS AND DISCUSSION

## 4.1 Introduction

This chapter presents the results and discussions of the study. It presents the demographic information of the respondents, analysis of data collected and interpretation of the data.

## 4.2 Demographic Information of the Respondents

In this study the demographic information of the respondents included getting information on their age, gender and experience. The data collected was focusing on implementation of free day secondary education. The respondents were the principals in day schools, sub County education officials, sub County TSC officials and union official (KUPPET).

### 4.2.1 Gender of the respondents

**Table 4.1: Gender of Respondents**

| Gender | Number | Percentage |
|---|---|---|
| Male | 37 | 77% |
| Female | 11 | 23% |

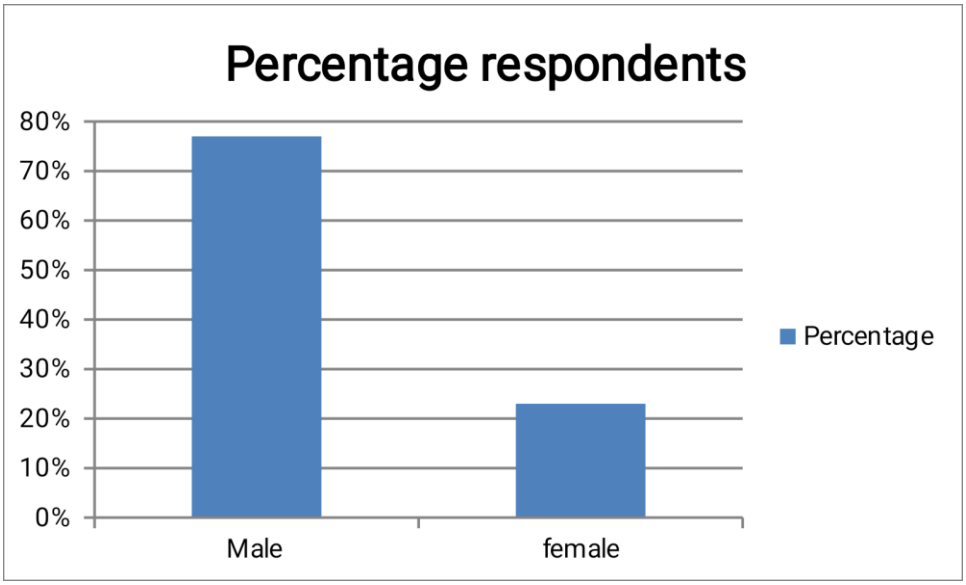


**Figure 4.1: Pictorial Representation of Gender**

There were more principals in the sub County who are males (77%) than their female counterpart. This means there are more male teachers who are qualified to head than female

teachers. As to how it influences effective implementation of the FDSE program the relationship could not be commented. The observation only shows that women and men have not attained equality in society in areas of management. Males are still predominant in most management opportunities.

### 4.2.2 Age of the respondents

**Table 4.2: Age of Respondents**

| **Age category** | **Frequency** | **%** |
|---|---|---|
| 20-29 | 0 | |
| 30-39 | 0 | |
| 40-49 | 23 | 52 |
| 50 years and above | 21 | 48 |
| **Total** | **44** | **100** |

Most of the principals are between 40-49 years (52%). This shows that most of the principals are in middle active age. A few of the principals are above 50 years. The principals are senior teachers with majority of them having age between 40 and 50 years. The hierarchy of leadership is said to be partly dependent on age and ones experience in service.

### 4.2.3 Academic qualification

**Table 4.3: Academic Qualifications of Respondents**

| **Qualification** | **Number** | **%** |
|---|---|---|
| MEd | 4 | 9 |
| BEd | 37 | 84 |
| Dip/ Ed | 2 | 5 |
| Phd | 1 | 2 |
| Total | 44 | 100 |

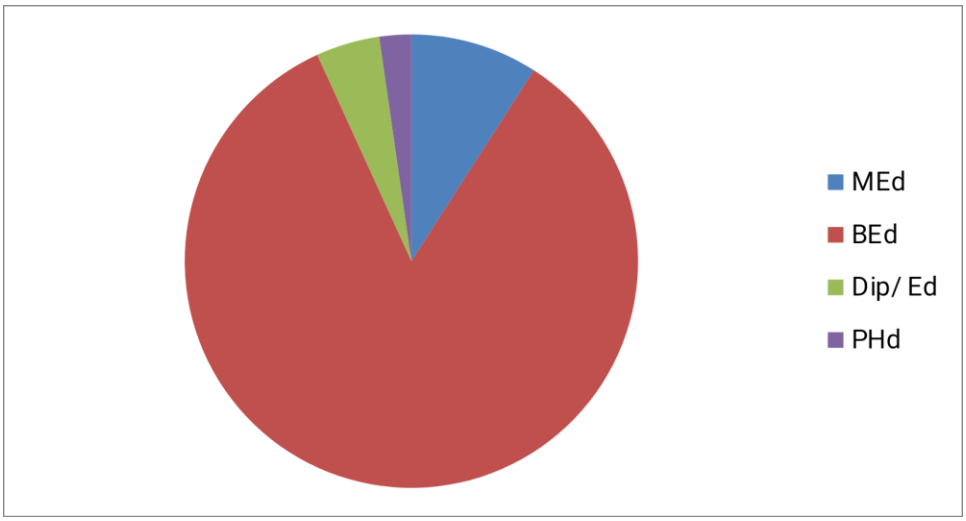


**Figure 4.2: Representation of Academic Qualification**

The results show that the principals have the basic knowledge with majority of them having bachelor of education knowledge (84%).There were very few principals who have advanced their degree after first degree. With 9% having Med and 2 % having PhD and 5% having the qualification of a diploma. This shows that in Chepalungu most of the principals have their highest level of education at first degree.

### 4.2.4 Experience in Headship

**Table 4.4: Years in Headship**

| Experience ( years) | Number of principals | % |
|---|---|---|
| 0-3 years | 5 | 11.4 |
| 4-7 years | 16 | 36.4 |
| 8-11 years | 13 | 29.5 |
| 12-15 years | 10 | 22.7 |
| Total | 44 | 100 |

Most of the principals had experience of between 4-7 years in headship (36.4%), followed by those with 8 – 11 years in headship (29.5).

## 4.3 Responses on school learning resources

### 4.3.1 Trends in Admission

In order to establish the relationship between the learning resources and student population the researcher asked the respondents to state the trends in student population for the form ones

joining their school for the different years. The trends for the successive years were analyzed and summarized for the entire sub County as shown in the tables below. All those who showed an increase or decrease in the trends were summed and entered for respective interval as shown: Form one

**Table 4.5: Form 1 Admission**

| **Admission** | **2016-2017** | | **2017-2018** | | **2018-2019** | | **2019-2020** | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Increased | 40 | 91 | 38 | 86 | 41 | 93 | 35 | 80 |
| Decreased | 4 | 9 | 6 | 14 | 3 | 7 | 9 | 20 |
| **Total** | **44** | **100%** | **44** | **100%** | **44** | **100%** | **44** | **100%** |

At the start of FDSE program, there was a high number of enrollment (91%). This declined to 86%, then 80% as in 2020. Form four

**Table 4.6: Form 4 Admission**

| **Admission** | **2016-2017** | | **2017-2018** | | **2018-2019** | | **2019-2020** | |
|---|---|---|---|---|---|---|---|---|
| | No | % | No | % | No | % | No | % |
| Increased | 30 | 68 | 36 | 82 | 29 | 66 | 36 | 68 |
| Decreased | 14 | 32 | 8 | 18 | 15 | 34 | 8 | 18 |
| **Total** | **44** | **100** | **44** | **100** | **44** | **100** | **44** | **100** |

Enrollment in form four fluctuated between 68% and 82%. The two tables on form 1 and form 4 enrollment show responses where most respondents indicated an overall increase in number of students who enrolled for admission. The increase in student population in a school produces a significant pressure on existing resources in a school. The number of students served by one teacher increases and therefore quality of teaching service goes down. Number of hours allocated for the class remains at 40 minutes per lesson. In this case every learner on average was attended to in 1 minute. Increasing number of learners in same class subsequently exert an effect on contact hours with the teacher. The learnt content therefore reduces and subsequently influences achievements.

When contact hours of a student are reduced the learner does not achieve much. Learning can be achieved more if contact hours with the teacher are higher. In international standards senior high school, a classroom has 22/26 students. This means in a lesson of 40 minutes one individual student is attended to in almost 2 minutes

### 4.4 Status of learning /teaching resources

The respondents were asked to indicate the status of the following physical resources in their schools. The respondents could pick more than one response so as to highlight the problem areas in the schools. The responses were as summarized in the table below:

**Table 4.7: Evaluation of Learning/Teaching Resources (Multiple Answers Allowed)**

| Resource | Adequate | | Inadequate | | Missing | |
|---|---|---|---|---|---|---|
| | No | % | No | % | No | % |
| Classrooms | 7 | 16 | 37 | 84 | 0 | 0 |
| Labs | 4 | 9 | 32 | 73 | 8 | 18 |
| Library | 0 | 0 | 1 | 2 | 43 | 98 |
| Computer rooms | 0 | 0 | 20 | 46 | 23 | 52 |
| Computers | 0 | 0 | 10 | 23 | 34 | 77 |
| Textbooks | 36 | 82 | 8 | 18 | 0 | 0 |

Classrooms had the highest percentage of inadequate spaces (84%). Some schools had no laboratories (18%), libraries (98%) and computer rooms. The table given demonstrates that there is limited number of learning resources in the school. Much of the resources that are adequate are the text books having been positively responded to by 82% of the principals. It is expected that performance ought to have been better as a result of increased accessibility by students to books. Though the text books are adequate library space is inadequate (98%) as most of the respondents indicated that they have inadequate library space. Library allows learners to do research and further search on details of learnt content. When library space is missing learners may not expand the knowledge achieved from their teachers. Library also provides storage of reference books which contain greater details compared to student's course books Williams (2013). Currently in high schools' library remains to be the main source of much information compared to any other source. The findings show that students in the study area are disadvantaged due to the inadequate learning resources.

Of the 44 respondents (principals), 35 indicated that most of their projects are financed by FDSE funds, while the rest indicated that they fund most of their projects through CDF and other sources. The FDSE funds were said to be limited to tuition resources, maintenance and running administrative functions. In the responses there were classrooms and laboratories in most day schools but were not adequate for use by the learners. On the other hand the computer rooms and

libraries were missing in the schools. The textbooks used were being placed in bookstores as the libraries were missing. These resources that are missing are vital in implementation of the school programs. Missing them therefore would have performance hampered.

### 4.5 Responses on Resource utility

**Table 4.8: Physical resources**

| **Resource** | **Under utilized** | | **Full capacity** | | **Congested** | | **Missing Facilities** | |
|---|---|---|---|---|---|---|---|---|
| | No | % | No | % | No | % | No | % |
| Classroom | 5 | 11 | 15 | 34 | 24 | 52 | 0 | 0 |
| Lab | 15 | 34 | 8 | 18 | 1 | 2 | 8 | 18 |
| Library | 1 | 2 | 0 | 0 | 0 | 0 | 43 | 98 |
| Computer rooms | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 52 |

The responses on utility of the resources indicate that only 11% of schools had classes which were under utilized. 34% of classes were ok, 52 % were congested. In Chepalungu therefore, the learners per class are above the capacities of the classes in the schools hence require extra classes. This was after the 52% of the respondents indicated that their classes are congested. Overcrowding occurs when a school facility enrolls more students than it was assigned to accommodate, Hornick (2015). It is agreed that overcrowding involves a class of more than 46 students, Adaralegbe, (1983). Large class sizes do not allow individual students to get attention from teachers and lead to failure of students in exams and therefore poor performance.

Learning in an environment where learners exceeds the standard class size is not effective. The laboratories and libraries in the schools according to the responses were either missing or underutilized. The responses were because of inadequate materials for use in driving learning or the resource was missing in the school so that learning could not take effect in those physical resources. Computer laboratories were missing (53%) in all day schools. This means learning with integrated technology could not take effect in the schools. The learners therefore were used to traditional physical resources that were not adequate and unreliable.

### 4.5.1 Computers

**Table 4.9: State of Computers**

| **Resource** | | |
|---|---|---|
| Computers | No | % |
| Available for students | 0 | 0 |
| available for students and staff | 1 | 2 |
| Available for staff and not for students | 43 | 98 |
| **Total** | **44** | **100** |

According to the responses, computers were not available for students in all the day schools. This means FDSE program is implemented without integrating computer literacy. 98% of the respondents indicated that the computers available were meant for staff. This mostly were those used to enhance administrative functions such as preparation of exams, maintenance of vital school information and those personally used by staff for personal development. Computers do promote student's learning when used properly in an environment connected to internet. Schools with internet services can use their computers to source for information that supplement the knowledge gained from teachers because currently there are virtual libraries. Virtual libraries provide immediate access to wide range of resources that may not immediately be found in physical collections.

### 4.5.2 Textbooks

**Table 4.10: State of Textbooks**

| Resource | | |
|---|---|---|
| Textbooks | No | % |
| Not available | 4 | 9 |
| Not enough | 21 | 48 |
| Enough | 19 | 43 |
| Total | 44 | 100 |

Most respondents indicated that the textbooks are available but not enough for use (48%). 43% of the schools were content with the textbooks, while 9% of schools indicated that text books were not available. The textbooks in use were the course books that are found in the library usually used to administer assignments. What were missing in the libraries were the reference books that are mostly required in revision which enables the students to excel in exams. The students were not able to access virtual libraries while in school and so their resource books were limited to those found in the physical library.

### 4.6 Influence of physical resources on performance in school

Classrooms provide space where learning/teaching takes place in school. Where classrooms accommodate the right size of learners, effective learning takes place in the classes. Teachers in such classes can easily reach out to individual learner; assist them learner as compared to congested classes which do not allow free movement of a teacher in class.

**Table 4.11: School Population vs Mean Score**

| Year | Status of facility | Performance ( mean score) | | | | | |
|---|---|---|---|---|---|---|---|
| | | 5-7 | | 3-4.9 | | 1-2.9 | |
| | | No | % | No | % | No | % |
| 2016 | Full capacity | 1 | 2% | 5 | 11% | 15 | 34% |
| | congested | 1 | 2% | 11 | 28% | 11 | 28% |
| 2017 | Full capacity | 5 | 11 | 17 | 39 | 4 | 9 |
| | Congested | 5 | 11 | 10 | 23 | 3 | 7 |
| 2018 | Full capacity | 3 | 7% | 8 | 18% | 6 | 14% |
| | congested | 3 | 7% | 17 | 39% | 7 | 16% |
| 2019 | Full capacity | 0 | 0% | 11 | 25% | 8 | 18% |
| | congested | 2 | 4% | 15 | 34% | 8 | 18% |
| 2020 | Full capacity | 0 | 0% | 12 | 27% | 5 | 11% |
| | congested | 2 | 4% | 12 | 27% | 13 | 29% |

This shows that where the classroom or lab is very congested performance is minimal. Laboratories spaces when available and equipped learners perform a wide range of experiments freely. When more experiments are performed by the students they gain a greater experience in learning more concepts. Where learners are congested and laboratory equipment inadequate few experiments are performed, individual learners are easily attended as they learn, identification of difficulties of the learners as they cannot easily be detected and monitoring of activities is ineffective and this will affect learners' achievement. The prevailing mean score shows that majority of the schools have their performance at between 3 and 5. The mean scores show that majority of learners score between D and C-.

### 4.7 Responses on Challenges related to demand for physical facilities and resources

#### 4.7.1 Responses on available classrooms

**Table 4.12: Distribution of classrooms**

| No. of classrooms in use | No | % |
|---|---|---|
| 4 classrooms | 25 | 57 |
| 6 classrooms | 8 | 18 |
| 8 classrooms | 6 | 14 |
| Above 8 classrooms | 5 | 11 |
| | **44** | **100** |

This demonstrates that majority of the schools in the Sub County are single streamed and a few are triple streamed. The students in the stated classrooms were in excess of the standard class size. Attending students individually by the teacher was hardly possible because the classes were congested. Methods of instruction where classroom is congested is limited to lecture method. Lecture method of teaching is said to be teacher centered and not viable secondary school learners.

#### 4.7.2 Responses on needed classrooms

**Table 4.13: Classroom facilities needed**

| No. of classrooms required | No. | % |
|---|---|---|
| 4 | 30 | 68% |
| 6 | 10 | 23% |
| Not sure | 4 | 9% |
| **Total** | **44** | **100%** |

A greater number of respondents indicated that they need an average of four classrooms. This demand for classrooms by most of the schools indicates that students in day schools have increased significantly. However, the congestion in classes leads to greater pressure being exerted on the available resources. The challenge has a relationship with low performance in the day schools. Where the classrooms were congested the performance was low.

### 4.7.3 Responses on coping with inadequacies in classrooms

**Table 4.14: Coping Strategies**

| | Unlikely | | Rarely | | Often | |
|---|---|---|---|---|---|---|
| | No | % | No | % | No | % |
| Seek approval from the Sub County Education Board (SEB) to charge levy for the Completion | 22 | 50% | 12 | 27% | 0 | 0% |
| Request donors for funding | 15 | 34% | 13 | 30% | 16 | 36% |
| Forget construction for the time being | 0 | 0% | 3 | 7% | 40 | 90% |
| Complete using cheap materials | 21 | 48% | 15 | 34% | 8 | 18% |
| Request CDF | 2 | 9% | 2 | 9% | 41 | 93% |

Most principals cope with inadequacies in classrooms by seeking funding from the CDF kitties (93%). The second alternative more likely adopted by most principals is to forget construction and prefer learners being in congested classrooms. From the table it shows that the main source of funding for the physical resources is the constituency development fund (CDF). When CDF fund fails to support the projects the principals hardly complete the projects. Responses indicated that school management prefers postponing the construction work till funds are made available.

### 4.7.4 Adequacy of desks/ lockers

The respondents were asked to state whether the desks /lockers were adequate or not. The table below shows the summary of their responses:

**Table 4.15: Adequacy of sitting facilities in Schools**

| **Responses** | **Frequency** | **%** |
|---|---|---|
| Yes | 10 | 23 |
| No | 34 | 77 |
| **Total** | **44** | **100** |

Majority of the schools have inadequate lockers. 77 % of the respondents stated that they were not having adequate desks/lockers. All the day schools where responses were obtained were using chairs in place of benches as the main seating tools. Lockers are used by the learners to keep their stationeries required in learning safe and make the classroom conducive for learning. The responses given by the respondents indicated that the available lockers are not adequate for

the students in their schools. By extension the students are putting pressure on the few lockers available in the school.

**Table 4.16: Responses on quantity of desks/lockers in schools**

| **Number** | **Frequency** | **%** |
|---|---|---|
| Below 100 | 8 | 18 |
| 100-200 | 3 | 7 |
| 200-300 | 20 | 46 |
| 400 and above | 13 | 30 |
| | **44** | **100** |

Majority of the respondents were having lockers that are between 200 and 300 lockers. Learning in an environment where such vital fittings are inadequate is ineffective because the learners are uncomfortable to do anything in class. A student/ learner who is not free during learning is likely to be distracted in learning and will not achieve much. Classroom furniture is key to high performing students from a young age, UNESCO (2003). The average student spends 60% of their day to day sitting in a classroom. If the learners are uncomfortable, they can be fatigued. This will lead to diminished attention span and reduced learning potential.

### 4.7.5 Responses on coping Strategies to deal with shortage of chairs and lockers

The respondents were supposed to respond by ticking among the given choices in order of rank, where 1 unlikely 2. Rarely 3. Often

**Table 4.17: Coping strategies for desk shortage**

| | **Unlikely** | | **Rarely** | | **Often** | |
|---|---|---|---|---|---|---|
| | No | % | No | % | No | % |
| Crowded sitting | 7 | 16% | 0 | 0% | 38 | 86% |
| Sitting on the floor | 0 | 0% | 0 | 0% | 0 | 0% |
| Multi-shift teaching | 0 | 0% | 0 | 0% | 3 | 7% |
| Others (specify) | 0 | 0% | 0 | 0% | 5 | 11% |

Most respondents prefer having crowded classes (86%) than applying the other alternatives. Those who stated use of others were preferring use of plastic chairs and benches. Chairs used by learners must be designed appropriately to avoid learner's distraction through body strains. Effective learning takes place in an environment where distracters are highly minimized. If the seating tools are agents of distracters, then achievement by the learners will not be achieved.

When more students share a seat that ought to be used by a single person this will affect achievement of what is learnt.

### 4.7.6 Responses on adequacy of latrines

The respondents were asked to state by ticking the number of the latrines present in the school and those they are in need of. The following were their responses:

**Table 4.18: Availability of Latrines**

| Number available | Frequency | % |
|---|---|---|
| 2 | 2 | 5 |
| 3 | 1 | 2 |
| 4 | 10 | 23 |
| 6 | 20 | 45 |
| 8 | 11 | 25 |
| | **44** | **100** |

From the table it shows that most schools have an average of 6 latrines available for use both by students and staff (45%). This is as stated by majority of the respondents according to the given choices.

**Table 4.19: Number of latrines required**

| Number required | Frequency | % |
|---|---|---|
| 2 | 15 | 34 |
| 4 | 20 | 46 |
| Not sure | 9 | 20 |
| **Total** | **44** | **100** |

Higher number of respondents indicated that on average they require 4 extra latrines in their school (46%). This was almost half of the schools found within the sub County. Latrines are the essential disposal area which should be freely used by students, staff and visitors. In a school with limited number of these facilities, a lot of time is wasted by the users while waiting for one another. This in turn influences time management in attending the call of duty by the teacher and attending learning sessions by the learner. A lot of time is thus wasted leading to uncovered work. Work planned for the term therefore is not fully covered. The cumulative effects will subsequently affect achievement by these learners when they finally sit for their final examination.

### 4.7.7 Responses on inadequacy of teachers

**Table 4.20: Teacher shortage in School**

| Responses | Frequency | Percentage |
|---|---|---|
| Yes | 41 | 93 |
| no | 3 | 6 |
| Not sure | 0 | 0 |
| **Total** | **44** | **100** |

This shows that most schools have shortage of teaching staff (93%). Teachers are the main implementers of the program and without enough teachers the ratio of teacher to learner could be very low. The teacher serving a bigger number of learners is unproductive as compared with one dealing with few students. This demonstration has a closer relationship with the low performance in Chepalungu. 93% of the respondents indicated that teachers are inadequate in the respective schools. The high shortage of teachers in the schools greatly affects the learning process of the learners in the day schools. Understaffing in public schools has been attributed to poor performance in KCPE, Katana (2010).

### 4.7.8 Responses on coping with inadequacy of teachers

**Table 4.21: Strategies employed to curb shortage of teachers (Multiple responses)**

| Strategy | Never | | Rarely considered | | Often | |
|---|---|---|---|---|---|---|
| | No | % | NO | % | No | % |
| Combine classes | 28 | 67% | 10 | 23% | 6 | 14% |
| Employ BOM teachers | 0 | 0% | 0 | 0% | 44 | 100% |
| Use of volunteer teachers | 33 | 75% | 3 | 7% | 8 | 18% |

Employment of BOM teachers was noted as the main strategy applied in schools in overcoming the teacher shortage. These teachers are paid through FDSE funds together with other school workers being catered for in salary emoluments.

### 4.8 Existence of monitoring strategies and Programs

**Table 4.22: Table on existence of monitoring strategy on projects and programs**

| project | Yes | | No | |
|---|---|---|---|---|
| | No | % | No | % |
| Classroom | 44 | 100% | 0 | 0 |
| Lab | 35 | 80% | 9 | 20% |
| Library | 8 | 18% | 36 | 81% |
| Computer room | 0 | 0 | 44 | 100% |
| Use of computer | 0 | 0 | 44 | 100% |
| Use of textbooks | 44 | 100% | 0 | 0% |

The monitoring activities stated were: use of class representative to control classes and class activities, use of log books during constructions, use of check lists, use of inventory records in the laboratories, issuing of library cards for those in the library. This was an indicator that there was monitoring of programs and activities of the schools. These activities entailing monitoring are not adequate to produce the impact required for positive performance are not sufficient.

#### 4.8.1 Status of M&E departments in schools

The respondents were asked if there was an M&E department functioning in their schools. The table below displays the responses of the principals.

**Table 4.23: Status of Monitoring Department**

| Status | No | % |
|---|---|---|
| Available | 35 | 80 |
| Not available | 9 | 20 |
| Total | 44 | 100 |

The responses show that M&E departments are available and operational. 80% indicated that the department was available while 20% stated that the department is missing. The role of the department was to ensure that projects maintain standards and quality of work done within the school. On closer look on the responses where there was missing M& E department the performance in the school was lower than those who had a functional M&E. This shows that the department is very necessary as it enables the students to organize their time well and directs the learners appropriately on what they need to learn at any given time.

### 4.8.2 Responses on external monitoring of day school by MOE

The table below shows the responses given where the respondents had been asked to state number of times assessed by MOE and when they were last assessed by MOE.

**Table 4.24: Monitoring of School Projects by External Bodies**

| Number of times assessed | No | % |
|---|---|---|
| Once | 12 | 27 |
| Twice | 14 | 32 |
| Thrice | 10 | 23 |
| Four | 8 | 18 |
| Never | 0 | 0 |
| | 44 | 100 |

Majority of the schools have been assessed by the MOE. This could be the requirement before a school is registered as a public institution. The quality and standards of the structures must first be assessed by the ministry before the school goes operational. A greater number of respondents indicated that they have been accessed twice in the five years. The distribution of the assessment is as given in the table below for the given years.

**Table 4.25: Frequency of Monitoring**

| | Frequency | | | | | | | | Total | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Year Last assessed | Once | | Twice | | Thrice | | Four | | | |
| 2016 | 3 | 7% | 4 | 9% | 1 | 2% | 2 | 5% | 10 | 23 |
| 2017 | 2 | 5% | 1 | 2% | 2 | 5% | 1 | 2% | 6 | 14 |
| 2018 | 4 | 9% | 2 | 5% | 2 | 5% | 2 | 5% | 10 | 23 |
| 2019 | 1 | 2% | 3 | 7% | 3 | 7% | 1 | 2% | 8 | 18 |
| 2020 | 2 | 5% | 4 | 9% | 2 | 5% | 2 | 5% | 10 | 23 |
| | 12 | 27% | 14 | 32% | 10 | 23% | 8 | 18% | | |

The table shows that assessment of learning /teaching in school is rarely done. The frequency of assessment was low because of the limited number of personnel who are supposed to do the monitoring within the sub county. Chepalungu sub county education office had only four officers supervising the implementation of FDSE in 54 day schools. This number of staff was too few to accomplish the task. Schools have internal monitoring systems which are particularly executed under the management of the principals. These systems are expected to be a remedy to the rarely done monitoring by the external systems of the ministry of education because of inadequate

number of personnel. Assessment of all schools within a year is not possible. For the five years used, only a maximum of ten assessments were done in the year. The year with least number of assessments was in 2017 which were 6 assessments in the whole year, this accounted for 14% of all assessments done in the schools for the five consecutive years. The reports of assessments take sometimes before its report is received back and may not be deliberated on the results because of lack of will and capacity to implement. The absence of monitoring structures and weak monitoring systems in the schools could be the root cause of poor performance in exams by the students studying in day schools. Implementation of FDSE cannot be effective without a proper monitoring structure and close supervision of school functions. Weakness in this process opens room for failure.

### 4.8.3 Access to Monitoring Report

They were also asked if they were given report of the assessment and to state how they acted on the report. The following shows how they responded.

**Table 4.26: Monitoring Report Issued**

| **Issued report** | **No** | **%** |
|---|---|---|
| Yes | 38 | 86 |
| No | 6 | 14 |
| **Total** | **44** | **100** |

The responses indicate that assessment reports are usually issued back by the MOE after assessment. 86% of the respondents indicated that they were issued with the report. The schools are expected to act on the report given to strengthen their systems. It is good to note that assessments are rarely done across the Sub County.

## 4.9 Responses on human resource capacity

### 4.9.1 Training on Monitoring and Evaluation skills of the principals

The principals had been requested to state the training skills they have acquired while on duty and this table shows the responses of the various principals.

**Table 4.27: Responses of the various principals**

| Status | No. | % |
|---|---|---|
| Trained on management | 38 | 86% |
| Untrained | 6 | 14% |
| Total | 44 | 100 |

Out of the 44 respondents 86% have been trained while 14% have not acquired management skills from KEMI. This observation shows that the necessary management skills on monitoring and evaluation are possessed by majority of the principals. It is a requirement by the TSC for one to have undergone training on these skills before one is promoted for a full position of a principal. The schools whose principals had attended the management course had their performance being better than those whose principals had not updated their managerial skills. This show in service training was a way to go if better results are to be achieved in the day schools. Most principals also were in agreement that staff who had gone for in service course or attended workshop performed their duties better and more efficiently than the ones who had not attended. This contributed to good performance in the schools because of minimization of wasted time. Time spend with learner by the teacher who had attended training was more productive than the one who had not gone for the trainings. Staff who attends training get informed of the emerging issues and relay the information to their place of work much earlier.

### 4.9.2 Responses on budgetary allocations to capacity building

The respondents were asked to respond if they have budgetary allocations meant to capacity build the workers within their school. The responses were as given and analyzed in the table below.

**Table 4.28: Budgetary Allocation for Capacity Building for Staff**

| **State of budgetary allocations** | **No.** | **%** |
|---|---|---|
| Allocated | 31 | 71 |
| Not allocated | 13 | 29 |
| **Total** | **44** | **100** |

Mostly targeted department was indicated by the majority of the respondents as accounts department (71%). Capacity building of the teachers was not the schools' responsibility but the

responsibility of teacher's service commission. Skills mostly targeted by the school among the staff were the accounting skills. Skills acquired help the principals in reducing audit queries.

The table below shows staff development in the various day schools between the years 2016-2020.

**Table 4.29: Number of teachers who were capacity built in the day schools between 2016-2020**

| **Years** | **Less than 5** | | **5- 10** | | **More than 10** | | |
|---|---|---|---|---|---|---|---|
| | No | % | No | % | No | % | |
| 2016 | 15 | 34% | 20 | 45% | 9 | 20% | |
| 2017 | 14 | 32% | 23 | 52% | 7 | 16% | |
| 2018 | 12 | 27% | 22 | 50% | 10 | 23% | |
| 2019 | 23 | 52% | 8 | 18% | 13 | 30% | |
| 2020 | 9 | 20% | 18 | 41% | 17 | 39% | |

Departments which underwent capacity building through short courses and seminars:

Teachers
Account clerks/ bursar
Library/ library personnel
Security personnel
Office messengers

More teachers were exposed to in service training in the year 2020 than any other year. This is the year when the mean scores for most schools were higher. The government had a policy that required teachers to have certain skills and arrangements were made to have teachers trained in the year. Emphasis is accorded to training of the teachers who are the main implementers of the FDSE. Though the teachers were trained in the five years, the number of the teachers trained in the year 2020 were more than any other year. The training depends on the policy of the government on need to train on particular skills required.

**Table 4.30: Number of accounts clerks who underwent capacity building training between 2016- 2020**

| Years | 0 | | 1 | | 2 | | More than 2 | |
|---|---|---|---|---|---|---|---|---|
| | No | % | No | % | No | % | No | % |
| 2016 | 12 | 27% | 28 | 67% | 4 | 9% | 0 | 0 |
| 2017 | 14 | 32% | 20 | 45% | 10 | 23% | 0 | 0 |
| 2018 | 12 | 27% | 24 | 55% | 6 | 14% | 0 | 0 |
| 2019 | 23 | 52% | 15 | 34% | 3 | 7% | 2 | 5% |
| 2020 | 9 | 20% | 27 | 61% | 5 | 11% | 3 | 7% |

The responses show that more staff members went for in service training in 2020 than any other year.

**Table 4.31: Laboratory/library personnel underwent capacity building in the day schools between 2016- 2020**

| Years | 0 | | 1 | | 2 | | More than 2 | |
|---|---|---|---|---|---|---|---|---|
| | No | % | No | % | No | % | No | % |
| 2016 | 28 | 67% | 16 | 36% | 0 | 0% | 0 | 0% |
| 2017 | 30 | 68% | 8 | 18% | 6 | 14% | 0 | 0% |
| 2018 | 23 | 52% | 20 | 45% | 1 | 2% | 0 | 0% |
| 2019 | 20 | 45% | 20 | 45% | 4 | 9% | 0 | 0% |
| 2020 | 15 | 34% | 23 | 52% | 5 | 11% | 1 | 2% |

**Table 4.32: Other support staff who underwent capacity building in the day schools between 2016- 2020**

| Years | 0 | | 1 | | More than 2 | |
|---|---|---|---|---|---|---|
| | No | % | No | % | No | % |
| 2016 | 2 | 5% | 38 | 86% | 4 | 9% |
| 2017 | 8 | 18% | 28 | 64% | 8 | 18% |
| 2018 | 5 | 11% | 20 | 45% | 19 | 43% |
| 2019 | 7 | 16% | 16 | 36% | 21 | 47% |
| 2020 | 16 | 36% | 23 | 52% | 5 | 11% |

The funds for the training were obtained from the governments' capitation. Teachers training were facilitated by the TSC and the training was presided over by the CEMASTEA.

### 4.9.3 Influence of capacity building on efficiency in work performance

The principals were asked to state the effect of in service trainings on work performance of the staff and the table below shows how the respondents responded in summary.

**Table 4.33: Respondents responded in summary**

| Work behavior | Rarely | | Often | |
|---|---|---|---|---|
| | No | % | No | % |
| Completes the assignment | 0 | 0% | 41 | 93% |
| Postpone the work assigned | 2 | 5% | 1 | 2% |
| Perform the tasks better alone | 0 | 0% | 30 | 68% |
| Complete the assignment but with support from an expert sourced out | 5 | 11% | 26 | 59% |

From the responses it is evident that the trainings offered on the staff influences work performance positively. The assignments are completed without postponing and the tasks are performed better.

### 4.10 Challenges on utilization of FDSE funds

The respondents were asked to state whether they have ever faced any challenge in utilization of FDSE funds and how they cope with the challenge. The responses given by the respondents were as summarized below:

**Table 4.34: Challenges in FDSE**

| Response | No | % |
|---|---|---|
| Yes | 44 | 100 |
| No | 0 | 0 |

The challenges highlighted was on inadequacy of FDSE funds and the delays in remission of the fund. The respondents were to state if they were having adequate finances throughout the year, and the following shows how the respondents responded to the question

**Table 4.35: Respondents responded to the question**

| Status of the finances | no | yes |
|---|---|---|
| Adequate | 44 | 0 |
| Inadequate | 0 | 44 |

The school finances according to majority of the respondents are not adequate. This inadequacy in the school finances determines how most of the programs within the school are going to be financed. Where there is inadequacy, payment of school workers may be affected hence get demotivated.

### 4.11Responses from key informant persons

#### 4.11.1 KUPPET officials

The first question asked was whether the officials had roles played about implementation of FDSE. The response obtained was that the KUPPET was in charge of the teacher welfare and are the engine behind the implementation process. They advocate for employment of more teachers. The official further stated that the main challenge faced by day schools is that the teachers currently serving are inadequate and that they have a role to advocate for employment of more teachers. These inadequacies of teachers in the schools as informed by the KUPPET demonstrate that learners are failing because of little interaction with the teacher. The plan by the government to address this challenge is not clear however many teachers have been trained by the government through provision of higher education. The officials were also asked to give some of the challenges faced by their members while implementing FDSE. Response obtained about this was that teachers are mainly demoralized by poor pay and the employer doesn't give heed to their call until they resort to mass action which affects learners as they are not attended to during the season of industrial action. The boycott of duty directly affects the students' outcomes in exams and this partly gives an answer as to why learners perform poorly. The researcher was able to establish the role played by the officials in ensuring that the implementers of the FDSE program perform their duty effectively. The advocacy for better pay was their main role in FDSE program implementation. The response on the membership of the principals as union members could not exactly be stated but asserted that they have 90% of the principals that contributes union fees to KUPPET office, Bomet chapter every month. The principals are the main supervisors of the implementation of the FDSE program and their membership to the trade union may affect implementation especially when teachers are facing conflict with their employer.

The question as to whether the KUPPET has any role in monitoring of FDSE they stated that their role was to ensure that working environment is conducive. An environment that is not conducive affect smooth implementation as the teachers may be under security threat hence may not concentrate in delivery of teaching service. The KUPPET stated that teachers' advocacy for better pay is a continuous exercise and currently engaging their employer for improved terms. According to KUPPET, their employer have currently structured how they are going to improve pay for teachers; one of the issues stated was promotion of qualified teachers accompanied by

increase of pay, annual increment for all the teachers and provision of comprehensive medical cover for social security.

On improvement of teachers' skills the KUPPET couldn't give details of the number of teachers that have undergone in service training on emerging issues but aware that there are teachers on study leave for higher qualifications and others undergoing some courses under KEMI. Other teachers were also said to be training privately on minor courses involving computer use and applications. The formal courses arranged by the employer were those organized by Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA) for science and mathematics teachers. This body is managed and regulated by the MOE. The presence of this structural plan on ensuring continuous training of teachers indicates that government had a clear design on ensuring success in implementation of FDSE.

### 4.11.2 Sub County Director of education

The director had been posed with numerous questions involving their function related to monitoring and evaluation. To start with was the difference in function between SCDE and TSC function in the sub county. SCDE was concern with all education programs and their implementation within the sub county while TSC was concern with maintaining teacher professionalism, transfer, recruitment and arrangement of in service training for teachers within the sub county. The SCDE checked on implementation of the programs whereas the TSC check teachers' implementation in the standards set. Reaction on how the office relates with the M&E departments within the schools was that the office of the principal was basically concern with co ordination of monitoring exercise within the school.

Their mandate according to the CDE office was independent and gets information on school activities from the office of the principal. It was the responsibility of the principal to organize the system to ensure relevant departments exist for smooth school operation. This response from the sub county director of education showed that school internal monitoring departments are not recognized outside the school. The work performance by the various departments within the school depends on the good will, creativity and flexibility of the principal. All reports from the different departments are forwarded to the principals who determine how the reports are used. He or she then determines the next course of action such as strengthening or adjustments on operation. The response on level of application of technology in enhancing monitoring exercise

was that use of social media applications such as whats app and emails are usually used in communicating with principals. Other applications used which embraces technology is use of Google meet applications especially while conducting online conference or meeting. During such forums any information required can be videotaped or snap shot. The researcher further inquired from the director the plans they had on how they were strengthening monitoring of functions carried by the school. The response from the director was that the function was to be further devolved to ward level. Zoning of the schools were also currently being done but hindered by inadequate human resource. The director had been asked to give suggestion about number of members that should make up M&E department and the director on his response stated that it is the principal to determine depending on size of the school and number of staff.

Response as to how reports of monitoring and evaluation are obtained from various schools by the office of the director is that the reports are channeled by the principals through online platforms and physical delivery when demanded similarly the office of director of education provides feedback on reports of monitoring to the schools either through online platforms or by hand delivery to the schools. The responses on the challenges faced by the office of the sub county director of education were stated to be numerous but the biggest challenge faced in execution of monitoring and evaluation was means of transport and poor road net work within the sub county. This challenge was observed to be due to lack of funds or inadequate funding by the ministry to the office. The challenge was seen to be the source of a compromise to required standards in implementation of school programs. Source of funds to the office was stated as the county office through the national government. The limited funds received from the office were the reasons behind the limited number of assessments carried within the sub county; in any case the assessment was never initiated by the sub county office but by county director of education. The capacity building of staff was being organized by the associations formed by the principals but where sub county director of education was a signatory. On performance in KCSE the director stated that boarding schools perform better compared to day schools. The information obtained from the informants was that implementation of FDSE was greatly affected by the inadequacy of funds to fund monitoring and evaluation in the sub county. It indicated also that there is no formal organized M&E department in schools but functions related to that of M&E in schools has different designs and names. Implementation of FDSE depends entirely on the school principal.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter contains a summary of the results of the research conducted between April 2022 and May 2022 in Chepalungu Sub County, conclusion and recommendation for further research.

## 5.2 Summary of findings

This research aimed at determination of factors influencing implementation of FDSE in day secondary education in Chepalungu Sub County. The methods used to collect data were interviews, issuance of questionnaires and observation from the schools. There were four main areas looked into in the research; influence of learning resources on implementation of FDSE, the effect of monitoring strategies on implementation of FDSE in day secondary school, influence of human resource capacity on implementation of FDSE program, the influence of funds on implementation of FDSE program.

From the findings it was established that implementation of FDSE is faced with myriad of challenges among which are; inadequacy of learning resources (classrooms, laboratories and libraries), inadequacy of basic amenities that aid learning and teaching process like toilets, desks reference books. These were part of the learning resources that influences outcome of FDSE implementation. There is shortage of classrooms in almost all the day schools. The inadequacy leads to congestion making environment not conducive for learning. This unfavorable environment would affect academic performance in the schools. Physical libraries as per the findings are either missing or library space is inadequate. Computer laboratories were found to be unavailable or inadequate for use by the students in almost all the day schools within the sub county and so virtual libraries couldn't be accessed by the learners while in school. The inadequacy or absence of the learning resources contributes to the poor performance in the sub county day schools. Therefore, implementation of FDSE is largely affected by the state of the learning resources. On establishment of influence of monitoring strategies on implementation of FDSE it was found that internal monitoring systems are not fixed and were lacking structure and design. External assessment of the schools was rarely being done because of overwhelmed staff. Daily attendance of duty by staff were controlled and regulated by log books; technology is not yet employed since CCTV cameras are hardly installed in the day schools. Monitoring of

learning /teaching process depends on class teacher and class representative and was not sufficient to produce good results. Where M&E department was in place in school performance by the learner was better than where they were missing the department. Where the roles of the department were clear and well defined results in exams were better but not good. While evaluating the human resource's skills and how it relates with implementation it was found that there was close relationship between the principals' managerial skills and school performance. The principals who had attained KEMI training had higher mean score than those who had not gone for training. The resources spent in developing the staff was looked at against the efficiency of the staff in performing the tasks. From the analysis a staff that had undergone training was more efficient and competent in performance of duty. However, it was established that the schools do not give more priority to capacity building of the staff because of the challenges of funds. Capacity building of teachers depends on their employer TSC.

### 5.3 Conclusions

The research was investigating the factors that influence implementation of FDSE in Chepalungu Sub County. The study sought to assess the effect of learning resources, the influence of monitoring strategies, evaluate the effect of human resource capacity and determine the influence of funds on implementation of FDSE. From the study it was found out that learning resources are inadequate; monitoring strategies established are missing structure and design; the human capacity is inadequate and the funds used in implementation of FDSE is unreliable and insufficient to gather for all demands required. It was therefore concluded that since learners are continuously increasing in day secondary the capitation fund be raised to allow for expansions of physical resources in the schools. Meanwhile the school management to be given freedom to source funds from donors and other sources to enable the schools to withstand the challenges brought about by the rising population.

The monitoring departments should be formally established in all the schools and appointment of office bearers should be directly appointed and assigned specific roles by the employer. This will increase the efficiency and work output of the department. Quick measures would be made as anomaly in outcomes occurs and quick decisions to arrest the anomaly will be made much faster.

Human resource in day schools was found to be inadequate and therefore concluded that for better and effective implementation of FDSE the staff should be increased. A clear plan should

be made to ensure that teachers are employed at an interval of time. This will reduce the ratio of student to teacher. The human resource capacity building should be factored in annual budget to upgrade the knowledge of the staff in school. This will increase the efficiency of the staff and even raise motivation levels. The constant training will upgrade the teachers' knowledge and keep the teachers informed. The outcomes of FDSE could be realized well if the employees within the day schools are constantly trained. A lot of time was observed to be wasted where staff is using old methods in offering services. Application of technology improves service delivery than when technology is not embraced. Virtual libraries are accessed by employees who have updated skills of applying technology. It was then concluded that the human resource capacity building in day secondary schools targets technical skills that will make teachers, support staff apply technology to make FDSE implementation effective.

Funds used for implementation of FDSE in public day schools are inadequate. Day secondary schools are faced with a lot of challenges which makes the implementation of FDSE difficult to achieve the desired outcomes. It is therefore concluded in the study that day schools should be involved in activities that generates income for the schools to provide alternative source of funds. This will enable the schools to solve the many problems arising from the more challenges facing day schools hence making implementation of FDSE achieve the desired outcomes.

### 5.3 Recommendations

The researcher noted that there was need to strengthen the quality of education in day secondary schools. It is recommended that a number of actions be done to improve the quality of education. One of which is for the government to increase the capitation fee accompanied by budget having a clear framework on expenditure. The budget should involve development fund for expansion of the physical facilities in all the day schools to gather for the continuous increase in student population in day schools. Another recommendation made was that the government should release the funds in time to enable execution of school financial plan. It was noted that when the government releases FDSE funds late implementation of the program is adversely affected. The study also recommended that the school managements sources funds from other sources apart from government funding. The study furthermore recommended that the education monitoring personnel be increased and these personnel be devolved to ward levels for ease in discharging the function. In addition, a school must have a recognized department in charge of internal

monitoring which will be working in collaboration with the external monitoring team. A clear plan on capacity building of teachers and staff be factored by the government to ensure they are trained on emerging issues and for smooth implementation of FDSE.

### 5.4 Recommendations for Further Research

The study was faced with some delimitation and therefore recommended further research on the following:

i. Challenges facing utilization of FSE in boarding schools should be carried to find the effect on learning.
ii. Influence of leadership skills of the principals on the implementation of FDSE.

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## APPENDICES

**Appendix I: Questionnaire for principals**

**Dear respondent,**

This questionnaire is administered for academic purpose and is not to be used for any other purpose. Kindly respond to the questions in the questionnaire as accurate as possible. You will not be required to write your name anywhere.

Demographic characteristics of the respondent

1. Give your gender: a. Male ☐

   b. Female ☐

2. Indicate your Age category:

   b] 20-29 years ☐

   c] 30-39 years ☐

   d] 40-49 years ☐

   e] Above 50years ☐

3. Name of the School ……...……...

4. Academic qualifications ( ) MEd ( ) BEd () Dip/Ed () Other (Specify) ……

a. Your experience in headship in years
   Less than one year ()2-4 years () 4-6 years () 6 years and above ()

b. your experience in headship in the current school ……years

c. Have you undergone any training on management of FDSE
   What was the content of the training?

6. Give the mean scores for your school by ticking the bracket of the result in the given years to show performance of your school:

| | Year | | | | |
|---|---|---|---|---|---|
| Mean score attained | 2016 | 2017 | 2018 | 2019 | 2020 |
| 1-2.9 | | | | | |
| 3-4.9 | | | | | |
| 5-7 | | | | | |
| Above 7 | | | | | |

**Questions on school learning resources:**

FSE in your school has led to increase in student population, i.True ( ) ii. False ( )

Before FDSE what was the population of Form 1 students joining?

What is the current population of Form 4 students joining?

3. Give the student population in your school for the stated years.

| Form | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

4. Which of the following have been financed by FDSE; State the school status since inception of FDSE?

| Resource | Tick | Number since inception of FDSE | Required |
|---|---|---|---|
| Class rooms | | | |
| Laboratories | | | |
| Library space | | | |
| Computer rooms | | | |
| Computers | | | |
| Text books | | | |

At any particular point in time, what is the number of students making use of the following?

| Resource | Number of students | comment |
|---|---|---|
| Class rooms | | |
| Laboratories | | |
| Library space | | |
| Computer rooms | | |
| Computers | | |
| Text books | | |

**Challenges Related to Demand for Physical Facilities and resources**

1. How many classrooms are required in the school? Four [ ] Six [ ] Eight [ ] Not Sure [ ]
2. How many classrooms are available? Four [ ]Six [ ] Eight [ ] More than 8 [ ]
3. Do you experience any shortage? Yes [ ] No []
4. How do you cope with the shortage if any?
5. Do you have adequate and complete classrooms? Yes ()No ()
6. If there are incomplete classrooms how do you intend to complete them? Tick as many responses as apply in order of rank, where 1 unlikely 2. Rarely 3. Often

| | 1 | 2 | 3 |
|---|---|---|---|
| Seek approval from the Sub County Education Board (SEB) to charge levy for the Completion | | | |
| Request donors for funding | | | |
| Forget construction for the time being | | | |
| Complete using cheap materials | | | |
| Others (Specify) | | | |

7(a) Are there adequate desks/lockers in the school? Yes ()No () Not Sure 12.

(b) How many desks/lockers are available? ……..

(c) If there is any shortage, how do you cope with it? Tick as many responses as apply in order of rank, where 1.Unlikely 2. Rarely 3. Often

| | 1 | 2 | 3 |
|---|---|---|---|
| Crowded sitting | | | |
| Sitting on the floor | | | |
| Multi-shift teaching | | | |
| Others (specify) | | | |

8. How many latrines do you have? Two [ ] Three [ ] Four [ ] Six [ ] Eight [ ]

(b) How many more are required? Two [ ]Four [ ] Not Sure [ ]

(c) If they are not adequate does this interfere with school timetable due to delays?

Yes [ ]No [ ]

9. Please indicate if you have inadequacy of teachers in your school Yes () No () Not Sure ()

10. What strategies have you used to deal with that situation?

Combined classes ()Employed BOM teachers () Use of volunteer teachers ()

11. Please indicate on the table below the coping strategies that you use when faced with inadequacy of funds for the last 4 years. Tick as many as can apply, but in order of rank

1 never applied 2 rarely applied 3 applied 4 mostly applied

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Working on tight budgets | | | | |
| Seeking CDF partnership in school | | | | |
| Subsidizing with PA funds | | | | |
| Fundraising | | | | |
| Acquisition of goods on credit from Suppliers | | | | |
| Seeking donor funding | | | | |

| | | | | |
|---|---|---|---|---|
| Making budget readjustments | | | | |
| Borrowing money from other school heads | | | | |
| Leaving some tasks undone until funds are available | | | | |

**Questions on Monitoring Strategies**

1. Does your school have a strategy on monitoring of the following FDSE projects and activities within the school? State the strategy

Class rooms

Laboratories

Library space

Computer rooms

Computer

Text book

2. What strategies have you put in place to ensure there is success in implementation of FDSE program in your school?

Does the school have a monitoring department in charge of FDSE projects?

Yes () No ()

Explain

3. What is the Role of the department?

4. (a. How many times have MOE visited your school for assessment?

(b. When was the last assessment carried?

(c. Were you given the report of the assessment?

(d. was the report promptly given?

(e. How did you act on the report of the assessment?

5. State the activities that are used in supervising

(a.Students'class work

(b. Remedial learning

(c. Issuance of library books

(d. Delivery of ordered items/ school supplies

**Human resource capacity**

1. What is the state of staff in your school?

| Type of staff | State | Tick the appropriate |
|---|---|---|
| Teachers | Adequate | |
| | Inadequate | |
| Support staff | Adequate | |
| | Inadequate | |

2. What is the capacity of your staff in terms of ICT compliance?

| Compliance | Tick the appropriate |
|---|---|
| High | |
| Low | |

3. Do you have budget for capacity building in your school?

4. Which department do you target most in capacity building plan?

5. (a. Which skills do you consider to be necessary for your staff when planning for their training?

(b. How are the skills acquired helping you in implementation of FDSE in your school?

6. State the number of staff that attended training for the stated years:

| | | year | | | | |
|---|---|---|---|---|---|---|
| SN | Department from which staff is developed | 2016 | 2017 | 2018 | 2019 | 2020 |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |

7. How was the training influencing duty performance of the staff?

8. How did you fund the training?

9. State the work behavior of your staff after in service training in the performance of duty involving FDSE implementation.

| Work behavior | Rarely | Often |
|---|---|---|
| Completes the assignment | | |
| Postpone the work assigned | | |
| Perform the tasks better alone | | |
| Complete the assignment but with support from an expert sourced out | | |

**Challenges in Utilization of FDSE Funds**

1. Have you ever experienced delays of the FDSE finances?

Yes ()No () Not Sure ()

(i). if yes, please can you explain briefly how you dealt with the situation ……

2. Have you ever had any problem with the operation of the finances in your school?

Yes ()No () Not Sure ( )

3. If yes, please can you explain shortly the cause of the problem and how you dealt with the problem…….....

4. Are the finances provided to your school adequate to meet the school needs throughout the year? () Yes () No Not Sure ()

5. If no, please explain how you cope with the situation? ……

**Thanks**

**Appendix II: Interview Schedule for Kuppet**

Do you have a role in the implementation of FDSE in schools?

Give some of the challenges faced by your members while implementing FDSE?

How do you assist your members to overcome the challenges?

How many principals are members of KUPPET in Chepalungu?

Are KUPPET officials having any role in monitoring of FDSE? Give the role.

While advocating for a good working environment for your workers what milestone have you made during implementation of FDSE program?

How many teachers have been trained in the sub County for the last 5 years in emerging issues especially those related with implementation of FDSE?

**Appendix III: Interview Schedule For Directors- MOE**

Is there difference in your functions, between CDE and TSC?

How do you relate with M&E departments in schools?

How have you utilized technology to enhance monitoring and evaluation within your area of work?

What plans do you have to strengthen monitoring of school functions?

How many members should the monitoring and evaluation departments made of?

How do you get reports of monitoring and evaluation from various schools within your area of work?

What challenges do you face while carrying out your mandate of monitoring and evaluation in schools?

How do you communicate reports of monitoring and evaluations to schools or to your other stakeholders?

Which monitoring and evaluation strategies are they applied in day schools?

Who plans for capacity building of M&E staff within your place of jurisdiction?

Who provides funds for monitoring and evaluation function within your place of jurisdiction?

How many times do you carry assessment of a single school?

What challenges do you come across while carrying out assessment in schools within your jurisdiction?

Which category of schools performs better in KCSE exams?

**Appendix IV: Observation schedule**

Key areas of consideration:

Determine actual number of physical structures actively in use and available in the school.

Determine the exact dimension of the classrooms.

Find out incomplete projects in the day schools.

Determine the type and nature of textbooks found in the school/ library.

Establish the monitoring systems applicable in the school such as check existence of CCTV camera, library or laboratory regulations.

**Appendix V: Work Plan**

| Activity | Months/duration | Time frame | Activity | Duration | Time frame |
|---|---|---|---|---|---|
| Concept | April- June | 2 months | Defense | October /November | 1 month |
| Supervisor allocation | August | 1 month | Feedback after defense | December | 1 month |
| Meeting with the supervisor to review concept | September | 1 month | Corrections | January | 1month |
| Chapter 1 | October | 1 month | Data collection | Feb | 1 month |
| Chapter 2 | November | 1 month | Results and analysis | March | 1 month |
| Chapter 3 | December | 1 month | Report writing | March/ April | 1 month |
| Review with supervisor | January | 1 month | Handling over report for marking | April | 1 month |
| | | | Feedback | May | 1 month |
| Feedback from supervisor | February | 1 month | Final corrections and Binding of thesis | | 1 month |
| Preparation for defense | March to October | 7 months | | | |

**Appendix VI: Budget**

| Item | Quantity | Unit cost<br>Kshs | Total |
|---|---|---|---|
| Ream of printing papers | 5 | 500 | 2500 |
| Flash disc 8 GB | 1 | 1000 | 1000 |
| Photocopy and printing | 1000 | 5 | 5000 |
| Cost of travel to and froBomet- Kisumu to consult supervisor | 10 times | 2500 | 25,000 |
| Accommodation | 10 | 1000 | 10000 |
| Data collection: transport and airtime | | 10,000 | 10,000 |
| Internet use | 1GB Per month | 499 | 6000 |
| Data analysis : software and assistance | | | 40,000 |
| Total cost | | | 99,500 |