

# IMPACT OF FREE DAY SECONDARY EDUCATION FUNDING ON STUDENT ENROLMENT KCSE ACADEMIC ACHIEVEMENT IN GUCHA SOUTH SUB- COUNTY, KENYA

## ABSTRACT

**Aims:** To determine the impact of subsidized Free Day Secondary Education funding on student enrolment and Kenya Certificate of Secondary Education (KCSE) academic achievement in Gucha South schools.

**Study design:** Descriptive survey research design

**Place and Duration of Study:** Public day secondary schools in Gucha South Sub-County, Kisii County, Kenya. Study was conducted between January to April 2016.

**Methodology:** A descriptive survey research design was used to collect data from public day secondary schools in Gucha South Sub-County. Study population comprised of 323 subjects: 35 principals, 280 teachers, one Sub-County Director of Education and 7 Zonal Quality and Standards Officers (ZQASOs) in the Sub-County. 30% of the study population subjects were randomly sampled to give 11 principals, 84 teachers, 2 ZQASOS and one Sub-County Director of Education (SCDE) hence a total of 98 respondents. Structured questionnaires and Interview schedules were used to collect data from the sampled respondents. Qualitative data collected from interviews and open-ended questions were analysed using meanings and implications coming from respondents. Quantitative data was analysed using descriptive statistics in the form of frequency counts, means and percentages. Impact of the FDSE funding on academic achievement was measured in the KCSE grading whereby a lower to higher level reflected a positive impact.

**Results:** Student enrollment rose from an average of 117 per school in 2008 to 212 in 2012. KCSE achievement improved over the years from a mean score of 3.25 in 2008 to 4.50 in 2012.

**Conclusion:** FDSE policy is a worthy initiative for it enhanced access to education, increased student enrollment as well as improved the academic achievement of learners through a positive deviation of the mean in KCSE from lower to upper grades

**Keywords:** [Secondary education, enrolment, academic achievement, student enrollment]

## 1. INTRODUCTION

Secondary school education has higher rates of return compared to primary school education [1]. This is due to the fact that at secondary school students develop reasoning and thinking skills, learn a way of life that enables them to be valuable citizens and promote nationhood. To expand quality secondary education is therefore critical for a better educated workforce [2]. In Africa, the governments of various countries have been committed to promoting Education for All (EFA). This has led to increased demand for secondary education and hence increased budgetary allocation [3]. In Kenya, secondary education aims to prepare the learners to make positive contribution to the development of society. It also helps learners to choose with confidence as well as cope with vocational education after school. Furthermore, education helps in the acquisition of attitudes of national patriotism, self-respect, self-reliance, cooperation, adaptability and sense of purpose, integrity [4]

In developed countries such as Australia, Britain, France and Sweden, secondary school education is financed by governments [5]. In Kenya, secondary education has grown steadily since independence in 1963, commanding a huge proportion of budgetary allocation (40 %) from the government [6]. This is attributed to the fact that education is widely recognized as key to national development [7]. An increase in access and quality of education, relative to the national population is critical to social,

29 cultural, political, religious and economic growth. Secondary education in Kenya aims at equipping  
 30 learners with knowledge, skills and attitudes for development of self and the nation at large [8].  
 31 Secondary education also has large effects on human capital, reducing low-skill self employment, and  
 32 increasing formal employment [9].

33 The provision of education to the country's children has been and will continue to be an expensive  
 34 investment to the government and individual households. This is why the Kenyan Ministry of  
 35 Education aptly states that the provision of education is a collaborative effort between it, and a diverse  
 36 group of partners and stakeholders including individuals, non-Governmental organisations, local  
 37 authorities, faith or religious based organizations, development partners, local communities and  
 38 parents [10].

39 The issue of financing education has been addressed by the Government through the evolution of  
 40 education policies since the 1963 independence with the production and publication of educational  
 41 reports. The Ominde Report of 1964 proposed an education system to foster national unity and  
 42 development. The Gachathi Committee Report of 1976 focused on changing the structure of  
 43 education. It was followed by the Mackay Report of 1981 that led to the establishment of the 8-4-4  
 44 system of education. The Sessional Paper No. 6 of 1988 addressed financing of education as its  
 45 running theme and was an outcome of the Kamunge Report leading to cost sharing [11].

46 In Kenya, education being centrepiece of the Government's Vision 2030, an ambitious plan has been  
 47 put in place to transform the country into a middle- income country by 2030. Free Primary Education  
 48 (FPE) and Free Day Secondary Education (FDSE) policies are part of this vision and have produced a  
 49 dramatic response in an effort to attain the Millennium Development Goals. The Government in 2003  
 50 introduced Free Primary Education (FPE) to ensure access, retention, equity, and relevance, internal  
 51 and external efficiencies within the education system [8]. This led to the increase of pupils in public  
 52 primary schools from 5.9 million in December 2002 to 6.9 million in January 2003 and 7.2 million in  
 53 2004. As per the year 2007, there were 7.7 million children in primary schools [7]. This increased  
 54 enrolment needed a way for these children to further their education after KCPE. Therefore, the  
 55 Kenyan government in 2008 as part of the fulfilment of the campaign pledges of 2007, increased its  
 56 support to public secondary schools through the Free Day Secondary Education (FDSE) policy. The  
 57 policy aimed at enhancing enrolment and improving quality in secondary education. Funds disbursed  
 58 to all public secondary schools were to cater for personal emoluments, activity, strengthening  
 59 mathematics and sciences, medication, repair, maintenance and improvement and tuition as  
 60 examination material costs. This sought to supply enough learning materials and required  
 61 infrastructure to all public secondary schools. The funds were also meant to enhance curriculum  
 62 implementation, timely syllabus coverage, access to education, retention of students and academic  
 63 performance.

64 In Gucha South, the KCSE performance in public day secondary schools had not been satisfactory  
 65 (Table 1) before the introduction of FDSE. The poor KCSE achievement before the introduction of  
 66 FDSE was attributed to lack of learning resources, student absenteeism as a result of lack of fees and  
 67 poor school infrastructure.  
 68

69 **Table 1 Gucha South Sub-County KCSE Performance for 2003- 2007**

Year	Mean
2003	3.45
2004	3.42
2005	3.61
2006	3.51
2007	3.49

70  
 71 With the FDSE funding, the relationship between FDSE funds and students academic achievement in  
 72 public day secondary schools in Gucha South Sub- County has not been established, a gap that this  
 73 study sought to address by examining the impact of FDSE on student enrolment and academic  
 74 achievement in public day secondary schools in Gucha South Sub-County, Kisii County, Kenya.  
 75

## 76 **2. MATERIAL AND METHODS**

### 77 78 **2.1 Location of the Study**

79 The study was conducted in public day secondary schools in Gucha South Sub-County, Kisii County,  
 80 Kenya. The Sub-County is located at a latitude of 0° 55' 54 S and longitude 34° 08' 11 E. It has four  
 81 Educational Divisions namely; Nyamarambe, Tabaka, Moticho and Etago and seven educational  
 82 Zones. These Zones are: Nyakembene, Omogenda, Suguta, Tabaka/Rigena, Mochengo, Etago and  
 83 Moticho. It has 44 Public secondary Schools whereby 35 are mixed day secondary schools. Tabaka  
 84 Division consists of Tabaka ward where Tabaka/Rigena zone is situated. Nyamarambe Division  
 85 comprises Bogetenga and Boikanga wards with Nyakembene and Mochengo zones. In Etago  
 86 division, there is Chitago/Borabu ward with Omogenda and Etago zones. Moticho division has  
 87 Moticho and Getenga wards with Moticho and Suguta zones.

88

## 89 2.2 Study population, Sample Size and Sampling Techniques

90 The study population consisted of three hundred and twenty three (323) subjects made up of: 35  
 91 principals, 280 teachers from the 35 Public day secondary schools in Gucha South Sub-County, one  
 92 Sub-County Director of Education and 7 ZQASOs. Based on the 30% recommended sample size [12-  
 93 14], 11 principals, 84 teachers, 2 ZQASOs and one Sub-County Director of Education were randomly  
 94 sampled from each of the individual study population to give a total of 98 respondents (Table 2).  
 95 Saturation sampling technique was used to select the Sub-County Director of Education for he was  
 96 the only one.

97 **Table 2 Population, Sample Size and Percentage of the Sample Size to Population.**

Description	Population	Sample Size	Percentage(%)
Principals	35	11	30
Teachers	280	84	30
ZQASOs	7	2	30
DEO	1	1	100
TOTAL	323	98	30

98

99

## 100 2.3 Data Collection

100 The tools for data collection in this study were questionnaires for principal and teachers, Interview  
 101 schedules were administered to the SCDE, ZQASOs to gather data on the impact of FDSE policy on  
 102 academic achievement in public day secondary schools. In-depth interviews were as well  
 103 administered to ten teachers and four principals for collection of quality data through the process of  
 104 probing. The interview schedules for the SCDE, ZQASOs, principals and teachers centred on  
 105 students' enrolment as well as KCSE performance. The researcher next visited the sampled schools  
 106 to individually administer the questionnaires to teachers and principals that were filled and collected  
 107 on the same day to avoid falsification, losses and time wastage. The questionnaires were self-  
 108 administered. The interviews were conducted in the schools, education offices of the Sub-County,  
 109 ZQASOs and in schools using the developed and piloted interview schedules. The interview data was  
 110 audio-recorded using a phone. The respondents were informed prior to the interview and assured  
 111 that the information they gave was to be treated confidentially and used only for purposes of the  
 112 study.

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114

## 115 3. RESULTS AND DISCUSSION

116

### 117 3.1 Demographic data

118

119

117 The demographic data of the respondents included gender, level of education and work experience.  
 118 The study was carried out in public day secondary schools in Gucha South Sub-County, Kisii County  
 119 amongst 84 teachers and 11 principals. The female teachers comprised 25% of the teachers'

120 population and 75 % male teachers, while the female respondents were 8 % for the principals and 92  
 121 % males. There was one male Sub-County Director of Education; two ZQASOs.

122

123 **3.1.1 Education Level**

124

125 Results (Table 3) show that a majority of the principals that is 63.6 % had a Bachelor’s degree while  
 126 36.4 % had Masters Degree. None of the principals was a diploma holder. 72.6 % of the teachers had  
 127 a Bachelors degree, 16.7 % had a Masters degree and 10.7 % with diploma certificates. On the other  
 128 hand, 50 % of interviewed ZQASOs had a first degree with the other 50 % having a diploma in  
 129 education. None of the ZQASOs was a masters holder. The one SCDE had a master of education  
 130 degree.

131

132 **Table 3 Education Levels of the Principals, Teachers, Zonal Quality and Standards Officers**  
 133 **and Sub County Director of Education**

Education level	Principals		Teachers		ZQASO		SCDE	
	n=11	%	n=84	%	n=2	%	n=1	%
Masters	4	36.4	14	16.7	0	0	1	100
Bachelors	7	63.6	61	72.3	1	50	0	0
Diploma	0	0	9	10.7	1	50	0	0
Total	11	100	84	100	2	100	1	100

134

135 **3.1.2 Respondent’s Work Experience**

136 Results (Table 4) show that the working experience for the principals was as follows: 18.2 % had an  
 137 experience of between 1-5 years, 45.4 % had 6-10 years and 36.4 % had 11-15 years. As for the  
 138 teachers: 11.9 % had a working experience of 1-5 years, 40.5 % 5-10 years, 30.9 % 11-15 years and  
 139 16.7 % of 16-20 years. The two ZQASOs and the Sub-County Director of Education had both worked  
 140 between 6-10 years.

141

142 **Table 4 Work experience of respondents**

Work Experience	Principals		Teachers		ZQASO		SCDE	
	n=11	%	n=84	%	n=2	%	n=1	%
16- 20 Years	0	0	14	16.7	0	0	0	0
11- 15 Years	4	36.4	26	30.9	0	0	0	0
6 -10 Years	5	45.4	34	40.5	2	100	1	100
1 - 5 Years	2	18.2	10	11.9	0	0	0	0

143

144 The data in Table 4 show that a majority of the principals that is 45.4% had a working experience of  
 145 over six years. This meant that they had a vast experience on management of schools that helped in  
 146 the administration of the schools. The greater percentage of the teachers that is 40.5 percent had a  
 147 teaching experience of over six years. The SCDE and the ZQASOs both had a working experience of  
 148 6 to 10 years. This experience enabled the respondents to have the ability to give credible responses.

149

150 **3.2 School Enrolment**

151

152 **3.2.1 Student enrolment in the Schools**

153 The study aimed at presenting the enrolment in the schools for the period before and after the  
 154 introduction of FDSE policy. Table 5 shows the enrolment trends of students between the years 2008  
 155 to 2012 in the schools.

156

157

158  
159**Table 5 Number of Students Enrolled in the Eleven Schools (2008-2012)**

School	2008	2009	2010	2011	2012
A	189	247	360	400	419
B	94	109	110	127	129
C	110	142	165	189	194
D	99	120	139	164	178
E	130	148	194	200	209
F	89	101	130	149	151
G	143	183	207	229	210
H	115	148	188	210	213
I	90	138	160	193	198
J	110	128	148	162	158
K	120	180	235	280	280
Total	1289	1644	2036	2303	2339
Average	117	149	185	209	212

160 Table 5 shows that the average number of students in the sampled schools increased steadily from  
 161 117 in the year 2008 to 212 in the year 2012. The total enrolment for sampled schools rose from 1289  
 162 in 2008 to 1644 in 2009, 2036 in 2010, 2303 in 2011 and 2339 in 2012. This shows that the schools  
 163 recorded improved enrolment after the introduction of FDSE policy. This is commendable in that more  
 164 students had access to secondary education in Gucha South Sub-County. The increased enrolment  
 165 had an effect as the Government capitation to schools also went higher which enabled the schools to  
 166 procure more learning materials, improved physical facilities which had a bearing on KCSE  
 167 achievement.

### 168 **3.2.2 Number of Students in Class**

169 The study also asked the teachers to indicate the number of students in each of the classes they  
 170 taught. Table 6 shows the responses of the teachers in regard to students in their classes.

171  
172

**Table 6 Number of Students in a Class (2012)**

No. of Students	FI		FII		FIII		FIV	
		%		%		%		%
1-20	00	00	00	00	00	00	00	00
21-30	00	00	00	00	00	00	05	06
31-40	24	28.6	25	29.8	20	23.8	16	19
41-50	42	50	44	52.4	45	53.6	45	53.6
Over 50	18	21.4	15	17.8	19	22.6	18	21.4
Total	84	100	84	100	84	100	84	100

173

174 Table 6 shows that in form four, 6 % of the teachers attended to classes of between 21-30  
175 students, 19 % of the teachers attended to between 31- 40 students in class, 53.6 % attended to  
176 class sizes of between 41-50 students while 21.4 % of the teachers attended to class sizes of over 50  
177 students. In form three, 23.8 % of teachers attended to between 31- 40 students in class, 53.6 %  
178 attended to class sizes of between 41-50 students while 22.6 % of the teachers attended to classes of  
179 over 50 students. In form two, 29.8 % of teachers attended to between 31- 40 students in class, 52.4  
180 % attended to class sizes of between 41- 50 students while 17.8 % of the teachers attended to  
181 classes of over 50 students. In form one, 28.6 % of teachers attended to 31- 40 students in class, 50  
182 % attended to class sizes of between 41- 50 while 21.4 % of the teachers attended to classes of over  
183 50 students. There is an indication from the data that 73.2 % of the teachers had students in their  
184 classrooms of over forty meaning that the classrooms had the required number due to FDSE policy.

185

186

187 **3.3 Learner Academic Achievement**

188

189 **3.3.1 Frequency of internal Examinations**

190 The researcher sought from the principals the frequency of administering internal examinations after  
191 the introduction of FDSE funds. Table 7 shows the frequency with which the internal examinations  
192 were administered.

193

194 **Table 7 Frequency of administering Internal Examinations**

Frequency of internal exams	No of Principals(n=11)	Percentage
Thrice a term	6	54.5
Twice a term	4	36.4
Once a term	1	9.1
Yearly	0	0
Total	11	100

195

196 Table 7 shows that 54.5 % of the principals indicated that their schools did evaluation examinations  
197 three times a term, 36.4 % of them had their schools examinations twice a term and 9.1 % once a  
198 term. This indicated that most of the schools did two or more examinations in a term thus enhancing  
199 KCSE academic achievement.

200

201 **3.3.2 KCSE Performance**

202

203 The study also sought to establish the effect of FDSE on KCSE academic achievement. The  
204 principals were to indicate if the introduction of FDSE policy had led to improved KCSE performance  
205 in their schools. Table 8 shows the response of the principals.

206

207 **Table 8 KCSE Performance**

Improved KCSE Performance	No. of principals (n=11)	Percentage
Yes	9	81.8
No	2	18.2

208

209 Table 8 shows that 81.8 % of the principals indicated that their school KCSE means had  
 210 Improved with the introduction of FDSE policy while 18.2 % indicated that their school results had not  
 211 improved. Thus for most of the schools, FDSE policy led to improved KCSE results. For the principals,  
 212 whose KCSE performance had not improved attributed it the large number of students in class, staff  
 213 shortage as well as poor syllabus coverage.

214 The principals were also to indicate KCSE performance for their schools from 2008-2012 as shown in  
 215 Table 9

216

217 **Table 9 School KCSE Performance from 2008-2012**

School	Mean score				
	2008	2009	2010	2011	2012
A	3.636	4.712	4.846	4.859	4.895
B	3.259	4.145	4.894	5.22	5.894
C	3.457	4.647	4.814	4.902	5.45
D	3.913	4.392	4.549	4.710	4.78
E	3.107	4.0	4.34	4.849	5.15
F	3.56	3.871	3.971	4.014	4.38
G	2.772	2.806	3.44	3.889	4.034
H	3.625	3.653	3.563	3.712	4.023
I	2.71	3.286	3.677	3.776	4.01
J	3.001	3.071	3.158	3.178	3.326
K	2.714	3.154	3.156	3.241	3.582
<b>Average</b>	3.250	3.794	4.037	4.214	4.502

218 Table 9 shows that the performance of the sampled public day schools in KCSE improved from an  
 219 average of 3.25 in 2008 to 3.794 in 2009, 4.037 in 2010, 4.214 in 2011 and 4.502 in 2012. From these  
 220 findings it is clear that the performance in public day secondary schools improved with the introduction  
 221 of FDSE policy. Hence FDSE had a positive impact on academic achievement in public day  
 222 secondary schools in Gucha South Sub-County.

223 Most of the principals, 63.6 % rated FDSE funding for examinations to be adequate for the purchase of  
 224 stationery for examinations, laboratory chemicals and equipment, revision materials and examination  
 225 preparation equipments. Some principals (36.4 %) however, felt the funds were not adequate and  
 226 resorted to demanding for duplicating papers from students for examinations thus administering fewer  
 227 examinations and few item examinations. The reduction of student absenteeism had led to full  
 228 classrooms and as one teacher put it, "we no longer have to adjourn lessons because half of the class  
 229 has been sent home to collect school fees". Thus for majority of principals the FDSE funds provided  
 230 adequate examination materials for use by teachers in the administration of internal examinations.  
 231 Consequently, there was an improved KCSE performance

232

233

### 234 Discussion

235 Education in most developed countries beyond the compulsory level is financed in part and  
 236 sometimes wholly by the government [15]. Secondary school education is vital for national  
 237 development and various stakeholders do recognize quality education as a pathway to achieving  
 238 desirable lifestyles for all people [16]. The implementation of the FDSE policy requires adequate skills  
 239 and experience to cope with its rising demand for the management and teachers who implement the  
 240 curriculum. The skills are attained from the training the relevant personnel. Most principals had  
 241 bachelors and master degrees and the one SCDE had a master degree in education. The knowledge  
 242 and skills that the respondents possessed enabled them to ensure that the policy of FDSE was ineptly  
 243 implemented in the schools to attain the targets that were set. Courses undertaken in colleges and  
 244 universities gave the respondents the desirable technical, human and conceptual skills to analyse and  
 245 diagnose complicated situations for the smooth operation of the policy.

246 Basically, when there is no overcrowding in class as a result of large numbers of students, there is  
 247 active participation and a positive teaching morale is enhanced and therefore quality teaching.  
 248 However, it was indicated that an average of 20.8 % of the teachers handle classes of over 50  
 249 students way above the recommended number of 40 per teacher as directed by the Ministry of  
 250 Education. Increased enrolment was attributed to the Government subsidy to secondary schools.  
 251 These findings were similar to those of [17] who also indicated that enrollment to school increases  
 252 wherever education costs are subsidized in schools. A study by [18] on teacher population in Kenya  
 253 since the introduction of FDSE found out that the average number of teachers shortage per school  
 254 increased progressively from 3.6 in 2007, 4.00 in 2008 and 4.3 in 2009. The number of teachers has  
 255 remained constant over the years despite the increase in enrolment and the number of schools. It is  
 256 worth noting that teaching a classroom of above 41 students complicates the teachers' teaching  
 257 methodology and provision of valid tests and examinations. Before the introduction of the FDSE,  
 258 enrolment as well as the number of students consistently attending classes was greatly affected due  
 259 to lack of adequate school fees from the parents and guardians. However, with the introduction of  
 260 FDSE funding examination as well as revision materials, equipped laboratories enhanced learning  
 261 and thus improved academic achievement. The reduction of student absenteeism led to full  
 262 classrooms. Consequently the KCSE performance improved. It is generally agreed that the most  
 263 important manifestations of schooling quality are literacy, greater cognitive abilities and better student  
 264 performance in examinations [19]. Therefore, despite the shortcoming of large classes as a result of  
 265 increased student enrollment with the introduction of FDSE, there was an improvement in the KCSE  
 266 academic achievement.  
 267  
 268

#### 269 4. Conclusion

270 FDSE policy is a worthy initiative for it enhanced access to education, provides physical facilities,  
 271 learning resources which in return improved the academic achievement of learners through a positive  
 272 deviation of the mean in KCSE from lower to upper grades.  
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326 **DEFINITIONS**

327

<b>Curriculum</b>	Content of an education programme.
<b>Free Day Secondary Education</b>	Waiver of all forms of tuition fees
<b>Impact</b>	The consequences of educational inputs due to FDSE.
<b>Quality Education</b>	Education that is both relevant to the learners' needs and aspirations and helps in the attainment of national goals of education.

328  
 329  
 330 **ABBREVIATIONS**

- 331  
 332 **KCSE** Kenya Certificate of Secondary Education  
 333 **ZQASOS** Zonal Quality and Standards Officers  
 334 **SCDE** Sub-County Director of Education  
 335 **FDSE** Free Day Secondary Education  
 336  
 337  
 338

339 **APPENDICES**

340  
 341 **APPENDIX I**  
 342 **TEACHERS' QUESTIONNAIRE**

343 This research is strictly for purposes of the study 'The Impact of Free Day Secondary Education  
 344 funding on KCSE Academic Achievement'. Kindly provide answers to these questions as honestly as  
 345 possible. Your answers will be treated confidentially. Do not indicate your name or that of your school  
 346 anywhere on this questionnaire.

347 **SECTION A: BACKGROUND INFORMATION**

348 Please tick (✓) as appropriate or fill in the spaces provided.

349

350 1. Your gender

351  Male

352  Female

353 2. How old are you, in years?

354  between 20 – 29

355  between 30 – 39

356  between 40 – 49

357  over 50

358 3. Indicate your Professional qualification.

359  Master of education

360  Bachelor of education

361  Diploma in education

362  PGDE

363 Others, (please specify) \_\_\_\_\_

364 4. What is your teaching experience?

365  1-4 years  15-19 years  5-9 years  10-14 years  over 20 years

366

367 **SECTION B: PHYSICAL FACILITIES AND LEARNING RESOURCES**

368 **SECTION C: ENROLMENT AND WORK LOAD**

369 7(a) How many students are there in each class?

370  0 -20

371  21 – 30

372  31 - 40

373  41 – 50

374  Over 50

375 (b) How many lessons do you have in a week?

376  0-12

377  13 – 20

378  21 – 28

379  29 – 36

380  over 36

381 (c) Are the classrooms overcrowded?

382  Yes

No

383 (d) How do you rate your teaching work load?

384  Too high

385  High

386  Average  Low

387 (e) How do you cope with the increased workload?

388  Use of remedial classes/long hours

389  Combining some streams

390 (f) Are examination preparation materials adequate in school?

391  Yes

392  No

393 8. Does the increased enrolment affect effective teaching?

394  Yes

395  No

396 **SECTION D: PERFORMANCE IN KCSE**

397 (b) How often do you give examinations to your students?

398  weekly

399  monthly

400  twice a term

401  once a term

402 Any other (Please specify) \_\_\_\_\_

403 (c) Are resources / materials provided for examinations enough in the school?

404  Yes

405  No

406 If No, what materials are inadequate?

- 407 [ ] typing or photocopying papers
- 408 [ ] writing materials
- 409 [ ] ink
- 410 [ ] laboratory chemicals / consumables
- 411 Any other, (specify) \_\_\_\_\_
- 412

413 **APPENDIX II**

414 **INTERVIEW SCHEDULE FOR SUB-COUNTY DIRECTOR OF EDUCATION**

- 415 1. For how long have you been a Sub-County Director of Education?
- 416 2. What is your Educational Qualification?
- 417 3. Have FDSE funds affected the availability of physical facilities in the public day secondary
- 418 schools?
- 419 4. How has FDSE affected the availability of learning resources in the district's public day
- 420 secondary schools?
- 421 5. How has FDSE impacted on students' enrolment in the day public secondary schools in the
- 422 Sub-County?
- 423 6. Are there enough trained teachers in the public day secondary schools commensurate to the
- 424 student enrolment?
- 425 7. How do you rate the teachers' workload in public day secondary schools in your area?
- 426 8. How has the FDSE Policy impacted in the performance of students in KCSE in public day
- 427 secondary schools in Gucha South?