

**AN ASSESSMENT OF ALTERNATIVE SOURCES OF FINANCING FREE DAY  
SECONDARY EDUCATION IN MOMBASA COUNTY, KENYA**

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## ABSTRACT

The purpose of this study was to assess the alternative sources of financing day secondary education in Mombasa County. The objectives of the study were to find out the alternative sources of financing free day secondary education existing in Mombasa County, to find out how much was got from these sources and how the funds are used and to evaluate the effects of alternative sources of financing FDSE on the learner in Mombasa County. This study was guided by both the scientific theory of management and the human capital theory. A target population of 2656 persons was involved. It comprised of 32 public secondary schools principals in Mombasa County, their bursars, all teachers of the secondary schools and all the form four students in public secondary schools in Mombasa County. A purposively selected sample of 304 respondents was used. The sample included 16 principals of day secondary schools in Mombasa County, their bursars, 2 teachers and 15 students from each of the 16 schools. Semi-structured questionnaires were administered to the school principals, the bursars, the teachers and the students. For in-depth understanding of the situation interview was conducted on the bursars. Both quantitative and qualitative research methods were used in this study. Descriptive research design and descriptive statistics were employed to collect and analyze the data. Statistical Package for Social Sciences (SPSS version 20) was employed to analyze the data. The findings revealed that there exists several alternative sources of financing free day secondary education in Mombasa County. The school bus was ranked first as the most preferred source of income while farming was least due to unavailability of land. The alternative sources were found to have positive effect on the learner retention, access, student-textbook ratio, teacher-student ratio amongst others. The Ministry of Education, Science and Technology should therefore formulate policies that will ensure that all schools implement viable alternative sources of financing free day secondary education to avoid overdependence on government grants that are sometimes disbursed late in the term. In pursuit of increased earnings from our secondary schools, the ministry of education should also put in place mechanisms that will ensure each school is given a minimum income that is expected every financial year.