INFLUENCE OF GOVERNMENT FUNDING ON LEARNER COMPLETION RATE IN MIXED DAY PUBLIC SECONDARY SCHOOLS IN CHESUMEI SUB COUNTY, NANDI , KENYA

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A Research Project Submitted in Partial Fulfilment of the Requirement for the Award of Degree of Master of Education in Educational Planning of Koitaleel Samoei University College (A Constituent College of the University of Nairobi)

DECLARATION

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

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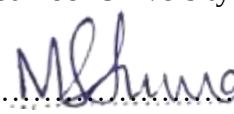
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LIST OF ABBREVIATIONS AND ACRONYMS

CDF	Constituency Development Fund
EPF	Education Production Function
FDSE	Free Day Secondary School Education
FPE	Free Primary Education
KCSE	Kenya Certificate of Secondary Education
KNBS	Kenya National Bureau of Statistics
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
RoK	Republic of Kenya
UNCICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
VIF	Variance Inflation Factor
GPE	**G**lobal Partnership for Education

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ABSTRACT

Students' completion rate varies in various states worldwide. High students' drop-out still exists in public schools in Kenya which negatively impacts students' completion rate. This is despite government funding of day public secondary schools. The purpose of this study was to determine the influence of government funding on learner completion rate in mixed day public secondary schools in Chesumei Sub County, Nandi County, Kenya. The objectives of this study included: to determine the extent to which government funding in form of government scholarships influence completion rate in public secondary schools in Chesumei sub county, to examine the extent to which government funding in tuition provision has influenced completion rate in public secondary schools in Chesumei sub county and to establish the extent to which government funding in providing infrastructure influences completion rate in public secondary schools in Chesumei sub county. The study was anchored on the Education Production Function (EPF) theory. The study adopted a descriptive survey research design. Target population was 343 respondents who comprised of 24 principals, 270 heads of department, and 48 members of board of management and 1 sub county director of education. The sample size was 227 respondents who comprised of 22 principals, 162 heads of department 42 members of the board of management assistant and 1 sub county director of education. The study adopted stratified random sampling, simple random sampling and purposive sampling techniques to select the respondents. Primary data was collected using close-ended questionnaires and interview guide. The study adopted content validity where experts' opinion was sought to validate the contents of the questionnaire. The study adopted internal consistency reliability which was tested using Cronbach's alpha co-efficient. Data that was collected in the study was analyzed using descriptive statistics, inferential statistics and content analysis. Findings revealed that government scholarships had a positive and significant effect on completion rate ((β=0.778, $p<0.05$), government funding in tuition provision had a positive and significant effect on completion rate ((β=0.248, $p<0.05$) and government funding in tuition provision had a positive and significant effect on completion rate ((β=0.248, $p<0.05$). The study concluded that government scholarships, government funding in tuition provision and government funding in providing infrastructure enhance students' completion rate in public secondary schools in Chesumei sub county. The study recommends that government scholarships should continue being provided to students to enhance students' completion rate in public secondary schools. Government funds in tuition provision should cater for all teaching needs of students. No parent should be asked to contribute towards classroom construction in the schools. The study recommends that a future study should be conducted on other determinants of students' completion rate in mixed day public secondary schools in Chesumei Sub County, Nandi County, Kenya besides government funding.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Student completion in public day secondary schools is an issue that has received priority across various countries worldwide (Michubi, 2022). For example, in America variations in students' completion rate in is witnessed in various states. In Canada, between 2017 and 2020, high school completion rate has increased by approximately 11 percent (%) and this is attributed to the fact that the government has prioritized students' completion rate (Macgowen, 2021). In Africa and more specifically in Sub-Saharan African countries, students' completion of secondary education is high among male students than female students (Plank, DeLuca, & Estacion, 2018). A report by UNICEF (2022) posits that in the sub-Saharan region which includes Kenya, 21 percent (%) female students as well as 28 percent (%) male students complete secondary school. In Kenya, despite an increase in students' completion rate in post-primary schools, a high number of students still fail to complete their secondary school.

Indicators of completion rate adopted in this study included low dropout and high cohort sitting KCSE. According to Martin and Halperin (2021), "when there is low student drop-out, students' completion rate is high." When more students sit for KCSE, it implies that students' completion rate is high (Plank et al., 2018). In a bid to increase students completion rate in public secondary schools, governments across the world adopted government funding (Mwangi & Cheloti, 2023). Government funding refers to funds provided by the government to learners in schools as a policy in support of their studies (Masimbwa, 2020). Government funding in educational institutions is done as a matter of public interest to make more students not only access by

proceed with their education as a result of reduction of tuition fees which in-turn enhances students' completion rate (Njau, 2021).

Indicators of government funding which were adopted in this study include; government scholarships, government funding in tuition provision and government funding in providing infrastructure. All governments worldwide provide government funding in form of scholarships, tuition provision and provision of infrastructure which helps to enhance students' completion rate (Psacharopoulos & Woodhall, 2020). Governments also funds tuition fees for students in day public secondary schools and part of the governments' funds are used to fund infrastructural developments which include school libraries, laboratories and classrooms among others (Mitha, 2021). The focus of the current study was to establish the influence of government funding in provision of infrastructure on completion rate in public mixed day secondary schools in Chesumei Sub-County. To determine the influence of government scholarships on completion rate in public mixed day secondary schools in Chesumei Sub-County. To examine the influence of government funding in tuition provision on completion rate in public mixed day secondary schools in Chesumei Sub-County.

Governments of various countries around the world, for example, India, Ukraine and Egypt among others allocate funds for students' education in post-primary schools (Onuko, 2022). In developing countries such as Ghana, funds provided by the government for this course enhances the rate at which students' complete education (Cameron, 2020). In United States of America and Britain, students' completion rate is high due to government funding (Lewin & Calloids, 2021). In South Africa, the government funds education in public secondary schools which contributes to enhancement of the rate at which students complete their studies (Michubi, 2022).

In Kenya, the Government provision of subsidies for education is meant to enhance students' completion rate (Onuko, 2022). In January 2008, the government of Kenya introduced FDSE subsidy whose main objective was to enhance access rate to secondary school education irrespective of the students' socio-economic status and hence enhance students' completion rate (Njau, 2021). In Kenya, the government provides funds to enhance students' completion rate at various levels of education. This is done through Free Day Secondary Education. As per the FDSE policy, the government meets tuition fees. According to GoK (2022), for the year 2023, governments' funding for day public secondary education is KES. 22,244.00 annually per student as elucidate in Table 1.1.

TABLE 1. 1 GOVERNMENTS' FUNDING (CAPITATION) FOR DAY PUBLIC SECONDARY EDUCATION IN 2023

S/NO	ITEM	Amount (KES)
1	Tuition	4144.00
2	Medical/Insurance	2000.00
3	Activity	1500.00
4	SMASSE	200.00
5	Other Vote Heads	9400.00
6	Maintenance and Improvement	5000.00
7	Grand Total	22,244.00

Source; ministry of education (2024)

Despite government funding as shown in Table 1.1, not all students complete their education in public day secondary schools in Kenya. In Chesumei Sub County which is in Nandi County, there is the Nandi County's Education policy which is guided by the Nandi County Education Fund Act, 2016. The funding policy revolves around provision of bursaries for students who are needy. Nandi County government allocates funds through education and vocational training department. The bursaries are mostly offered to students who happen to be needy. The

distribution of funds is done among students in secondary schools, colleges, universities and vocational polytechnics (Nandi County Education Fund (NACEF) Act, 2014). Funds are usually, students who do not complete secondary education is a major problem. As from 2020 to 2023, Chesumei Sub County registered 72 secondary students who did not complete their secondary education which is equivalent to 18 percent (%) of all the students who did not complete secondary education in Nandi County (Chesumei sub county education office, 2023). Table 1.2 shows the total number of students who did not complete their secondary school education in Nandi County.

TABLE 1. 2 STATISTICS ON STUDENT DROPOUT IN PUBLIC SECONDARY SCHOOLS IN NANDI COUNTY

Sub-County	2020	2021	2022	2023	Total
Chesumei	20	17	15	20	72
Tinderet	18	10	19	19	66
Nandi South	20	17	13	14	64
Nandi North	17	14	13	19	63
Nandi East	17	16	12	17	62
Nandi Central	15	20	14	12	61

(Source: Nandi County Education Office, 2023)

It was evident in Table 1.2 that Chesumei sub-county had the highest students' drop-out in day public secondary schools in Nandi County between 2020 and 2023.

1.2 Statement of the Problem

Government funding in the education sector is meant to enhance high students' retention rate in schools, lower drop-out rate and enhance completion rate. But besides its adoption in public

secondary schools, students' completion rate is not yet 100% (Tanui, 2022). According to Mwaluko (2017), students' completion rate in public secondary schools in Kenya was still low as public secondary schools still suffer higher students' drop-out which negatively impacts students' completion rate. Completion rates at secondary levels in Kenya was 87.5% in 2022 (Action Aid Kenya, 2022). This shows that students' completion rate in secondary schools is not yet 100 percent (%) despite government funding. In Chesumei sub county, the statistics provided by the Chesumei Sub County Education Office (2023) shows that in 2020-2023 a total of 72 students in day public secondary schools did not complete secondary education (Table 1.2). This shows that even in Chesumei sub-county, students' completion rate was low. This was besides existence of government funding to day public secondary schools in Kenya.

Empirically, in Chesumei Sub County, little is known about the influence of government funding on completion rate in Mixed Day Public Secondary Schools and yet their existed students who do not complete secondary school in mixed day public secondary schools. The current study therefore sought to determine the influence of government funding on completion rate in mixed day public secondary schools in Chesumei Sub County.

1.3 Purpose of the study

The purpose of the study was to determine the influence of government funding on completion rate in mixed day public secondary schools in Chesumei Sub County, Nandi County, Kenya.

1.4 Objectives of the study were

(i) To establish the influence of government funding in provision of infrastructure on learner completion rate in public mixed day secondary schools in Chesumei Sub-County.

(ii) To determine the influence of government scholarships on learner completion rate in public mixed day secondary schools in Chesumei Sub-County.

(iii) To examine the influence of government funding in tuition provision on learner completion rate in public mixed day secondary schools in Chesumei Sub-County.

1.5 Research Hypotheses

$H_0$1 There is no statistically significant relationship between government funding in providing infrastructure and learner completion rate in public mixed day secondary schools in Chesumei Sub County.

H_o2 There is no statistically significant relationship between government scholarships and learner completion rate in public mixed day secondary schools in Chesumei Sub County.

H_o3 There is no statistically significant relationship between government funding in tuition provision and learner completion rate in public mixed day secondary schools in Chesumei Sub County.

1.6 Significance of the Study

The study will be of great significance to the government through the ministry of education (MoE). It will help the MoE to know what to prioritize whether government funding in form of scholarships, government funding in tuition provision and government funding in providing infrastructure so as to enhance students' completion rate in public secondary schools. The study will also be of great significant to the management of mixed public secondary schools in Chesumei sub county. It will help the management to know which recommendations to make to the MoE so as to enhance students' completion rate in mixed public secondary schools in Chesumei sub county.

The study might be of great significance to donors and development partners in the education sector. The study will provide more information that will make them understand the extent to which government funding has influenced students' completion rate in mixed public secondary schools in Chesumei sub county. This might help them to consider increasing or reducing their contribution towards financing students in mixed public secondary schools in Chesumei sub county. The study will also be of great significance to scholars as it will provide a basis for further research on government funding and students' completion rate in mixed day Public Secondary Schools. The study will also contribute to theoretical development on government funding and completion rate. The study will help to enhance the existing literature on government funding and completion rate.

1.7 Limitation of the Study

Data was gathered from principals, heads of department, members of board of management, students and sub county education officer only and yet their other stakeholders in the education sector in schools who can also provide information sought on government funding and students' completion rate. This posed a methodological limitation which limited the quality, quantity and data diversity. The researcher designed the questionnaire in such a way that it is able to collect extensive data to address study's purpose.

1.8 Delimitation of the Study

The study was conducted in Chesumei Sub County only and it focused only on mixed day public secondary schools. Government funding was delimited on government funding in form of government scholarships, government funding in tuition provision and government funding in providing infrastructure. The study duration was 4 months, that is, between July and October 2024. The respondents were principals, heads of department, and board of management and sub

county director of education. The study was delimited on 24 principals, 270Heads of Department, 48 members of Board of Management, and 1 Sub-County director of education.

1.9 Assumptions of the study

The following assumptions were made in the study

Respondents targeted would be willing to participate in the study, provide accurate information on the subject matter and would be aware on extent of government funding on learner completion rate

1.10 Operational Definition of Terms

Completion rate is the rate of learners who complete the last year of secondary school.

Dropout is the number of students who fail to complete the last year of secondary education.

Government funding is a type of subsidy that the government allocates whose intention is to reduce actual education cost that each student is supposed to pay and the education institute.

Government scholarship is a type of financial award to students for provision of support towards education. It is always offered on the basis of academic merit.

Infrastructure facilities in school that support learning including classrooms, toilets, administration block

Tuition learning materials which include textbooks, chalks, charts that aid in learning process

Public day Secondary Schools are secondary schools which fail to provide boarding facilities to learners and happen to be run by public funds under the supervision of the government.

1.11 Organization of the study

At project stage, the study comprised of five chapters, chapter one covers introduction and it further comprised on the topics enlisted above. The subtopics are well explained for purposes of clarity and making the purpose of the study well known. Chapter two is on literature review and comprised of review of literature of study variables among others. Literature provided is extensive and it has brought-out the gaps the study sought to fill. Different gaps have been provided in this chapter. Chapter three is on methodology and covered other topics such as research design and target population as provided in detail in the chapter itself. All the sub topics are extensive enough to make the methodology sufficient enough for purposes of making the study successful. Chapter four covered data analysis, interpretation and discussion. The discussions are provided in detail where comparison has been done with previous studies on the subject matter. Chapter five covered summary, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents literature reviewed on study variables-completion rate and government funding. It also covers empirical review on government funding in form of teacher provision and completion rate, government funding in tuition provision and completion rate and government funding in providing infrastructure and completion rate. The chapter also presents summary of literature reviewed, theoretical framework and the conceptual framework.

2.2 Concept of Learner Completion Rate

Students usually enroll for education in various academic institutions and some drop-out along the way which leads to low completion rates levels (Mackatiani, 2018). In education, completion rates of students' is a measure of internal efficiency as well as quality output in education (Imbova, 2018). Completion of education connote the situation by which students complete their studies (Charles, 2019). The rate at which students are able to complete education various across the world. For example, in Sub Saharan Africa, male students' completion of secondary education is high than for female. According to Mackatiani et al. (2020), learners non-completion rates are high besides government funding in Kenya. Magondu (2021), posits that low completion rates in secondary school remain to be the biggest challenge that the education sector is facing in Kenya and other countries around the world.

In secondary schools, completion rates refer to learners who complete form four in similar school which is expressed as a fraction of total learners who admitted in form one. According to

World statistics, 84% of the students who are supposed to enroll to secondary schools do enroll however in low-income countries, 70% students do not complete their secondary school education (Nzoka & Orodho, 2020). According to Kimosop et al. (2019) in Sub-Sahara Africa, the completion rate is 37% while in Kenya, although the government has massively invested in education, a significant number of students still drop out of schools. Students' completion rate is way below enrolment rates in schools. Not all students who enroll in public secondary school's complete school. Some drop on the way due to certain reasons that contribute to their inability to complete their studies. The causes of non-completion rate are worrying as it is the desire of every parent or guardian for their children to complete their studies with the desire to benefit their parents in future.

In secondary schools, instances of early pregnancies have had a significant negative impact on students' completion rates. Majority of girls who get pregnant fail to complete their studies and hence increases non-completion rates. Majority of the students who fail to complete their studies is not out of their own free will (Charles, 2019). It happens against their will and due to challenges beyond their control, they end-up not completing their studies. Completion rates among students in secondary schools keeps on varying from one region to another, one country to the other and one continent to the other (Imbovah, Mackatiani, Getange, & Bogonko, 2018).

Students' completion rate helps to measure the quality of output in the education sector. Countries that successfully cuts on student's non-completion rates are able to enhance the quality of their education (Ngwili, 2024). Students' completion rate in secondary schools is high for boys than girls. The students who fail to complete their studies most likely end-up facing many challenges in their life's that spans the lifetime (Ndayi, Mackatiani, & Ejore, 2024). Some end-up getting involved in crime and some die early. When a comparison is done between African

continent and other continents around the world, students completion rates are on the surge in Africa than in other continents worldwide (McFarland, Cui, Rathbun, & Holmes, 2018). The students who enroll for education in secondary schools are not the same us those who complete their studies over the years. Drop-out cases keep on being reported in schools, societies and nations worldwide (Chapman, et al., 2021).

Low student dropout rate implies that the completion rate is high which should be the case after government funding in public secondary schools was initiated (Murage & Kisaka, 2021). High cohort of students sit for KCSE, it implies that the completion rate is high (Nduwayo, 2022). This is needed when any jurisdiction adopts government funding in public secondary schools. In the subject area, few studies exist on the subject matter and yet their exist students in mixed day public secondary schools who fail to complete their studies.

2.3 Government Funding

In the education sector, government funding is a government subsidy aimed at reduction of cost of education that each student is supposed to pay and the education institute (OECD, 2021). In all countries, education sector is majorly financed by the government. As much as there are other stakeholders who finance the education sector, the key stakeholder is the government. In most of the countries world-wide, education is partly or wholly financed by the government of the day (Simiyu, 2021). It is the responsibility of the parents, society and those in leadership at the community level in assistance with other stakeholders to make sure that children are able to go to school (Nkutire, 2022). For some nations, the government provides full government funding of education in primary and secondary education (Mokaya & Samuel, 2022). This is with the intention of ensuring children are able to access education as expected. In Countries like Japan,

for children who should go to school, it is mandatory for them to attend school (Ndiku & Muhavi, 2013).

The education institute is usually given subsidy to offer tuition fees at a price lower than the actual fees that should be paid by each student (Ndiku, & Muhavi, 2013). Part of the intention of government funding is to provide equipment to students for use at a slightly lower price that what can be bought in the market (Orunaboka & Nwachukwu, 2022). This is important is enhancement of student's access-rate to education (Mbayah & Maende, 2023). Partial or full government funding of education has enhanced students access rate to education in primary and secondary schools worldwide (Nwafor, Uchendu, & Akani, 2021). Cost of education can either contribute to high or low students' completion rates. Increase in cost of education is associated with high students drop-out but with government funding of education, it contributes to high students' completion rate of education in their respective levels of education (Larocca & Carr, 2020). In most jurisdictions world-wide, cost of education that is high contributes to high students' completion rate. When a parent fails to meet the cost of education due to failure to access any help from the government, it contributes high students' drop-out (Wanja, 2023).

For University or college students, government funding allocated is inform of scholarship as well as study loan (Ogawa, 2020). Orodho and Njeru (2020), the government of Kenya made a recommendation to increase bursary allocation as well as it introduced fee waiver systems as strategies to enhance access as well as completion of secondary education. According to UNESCO, the world is increasing its proportion of funding for education (Adu-Gyamfi et al., 2022). This is because governments around the world have realized that education is the most significant venture that helps to improve economic growth, equity, as well as development and it is known to transform societies (Ndiku & Muhavi, 2023). For example, in Ghana in 2017, the

government has newly implemented free education policy that involves full funding who intention is to enhance high students' completion rate (Abdul-Rahaman et al., 2020).

The objectives of government funding of education are to enhance students' transition rates as well as their completion of their various levels of education (Chikoko & Mthembu, 2020). It also helps a government to lower disparities as well as their inequalities in the provision of secondary school education (Tsisiga & Barasa, 2014). Students who might not meet the cost of education in private schools always rely on government funding in the education sector to meet the cost of education (Belfield & Levin, 2020). Funds provided by the government helps to ease the fees burden from the parents and/or guardians to enhance students' completion rate at the various levels of education (Chapman, Laird, & KewalRamani, 2020). When the government fails to provide funding in the education sector, some children miss-out on education due to high levels of poverty (Onyeukwu, 2022). Government funding in the education sector has a significant impact on students' completion rate (Getange, Onkeo, & Orodho, 2021).

In Kenya, the government has made an effort and developed FPE Program whose intention is to provide free tuition in secondary education (Getange, 2022). The essence of rolling-out the FPE Program was to increase both access rate and students' completion rate in their respective levels of education. Since the rolling-out of the FPE Program, students' enrollment in schools has been on the rise (Thakur, 2020). However, completion rates keep on varying attributed to many factors among them lack of sufficient funds. According to Karega (2018) as much as government funding is provided to public secondary schools, its impact on students' completion rate varies from once country to the other. Government funding can also be in form of teacher provision, in tuition provision and in infrastructure provision (Agabi, 2022).

2.4 Government Funding in Form of Government Scholarships and Learner Completion Rate

According to a report by UNICEF (2017), various initiatives have been adopted by different governments to finance education. The initiatives include the Presidential Secondary School Bursary (PSSB) which was founded in 2013/2014 financial year. Besides government appropriation to education through its budget estimate, in countries such as Bulgaria, Czech Republic, Ireland, Slovakia and Iceland the governments further finance secondary education through government Scholarships. This has helped to enhance students access rate to education as well as it enhanced students' completion rate at various levels of education. (Câmpeanu & Catarama, 2022).

In Tanzania, the government provides scholarships to Secondary School Pupils who come from low-income Households. Government Scholarships is a Government Scheme that helps students to further their studies in secondary schools. The scholarships are meant for households who are not able to pay for their secondary school education (Kingori, 2021). In Tanzania, there is the (Global Partnership for Education) GPE which has partnered with the government and it provides a grant of US$112.5 million all which has made more students to access secondary school education (Boniphace & Ngusa, 2022).

In Tanzania, there is the Circular No. 5 which is concerned with the implementation of Tanzania's fee- free secondary education and it is usually complemented by governments scholarships that are usually offered so as to make more students to access to secondary education (Shukia, 2020). In Kenya and Nandi County where Chesumei Sub County is found, students benefit from KCB Foundation is able to provide secondary education scholarships for

students who performance is high than that of others (Ngasura et al., 2023). There is also private public partnership which include the wings to fly scholarship among others which also offer scholarships to children all which helps to enhance secondary education (Mbogo et al., 2023). Other scholarships include Co-operative Bank Scholarships, palm house foundation scholarships and Elimu among others (Mwangi & Cheloti, 2023).

Governments provide funding in form of scholarships so as not only to improve educational quality standards as well as enhance students' completion rate. For the past decade more emphasis has been placed on government funding through bursaries (Itegi, 2020). This has led to an upsurge in enrollment in day public secondary schools amidst the provision of bursaries to needy students (Aoko, 2016). In Nyamaiya division, Kenya, a study was done by Nyakoe (2020) on government funding and academic achievement of Public Secondary Schools. Data was analyzed descriptively as well as inferentially. Government funding in form of government scholarships and findings on this construct revealed that government funding affects students' completion rate. A contextual existed as the study had been conducted in a different study setting.

2.5 Government Funding in Tuition Provision and Learner Completion Rate

Government's word-wide fund education through various ways, for example, through tuition provision. In Finland, pupils do not pay for education fees (Ustun & Eryilmaz, 2018). In Australia, the Australian Commonwealth Government provides tuition fees for students in public schools which helps to enhance student enrolment and completion rate in public academic institutions (Campbell, 2022). According to Onubuleze (2022), in Nigeria, the government funds secondary education in public schools through provision of tuition fees.

In Uganda, there is the Universal Secondary Education (USE) which helps to enhance pupils' enrolment in public secondary schools as well as public primary schools (Huylebroeck & Titeca, 2020). In Kenya, in 2008, FDSE program was introduced to reduce financial burden for parents and enhance increased students' enrolment to secondary schools (Kasai, 2019). Tuition is provided at Sh4,144 per student which goes along to reduce financial burden from parents and enhance students access to education in secondary schools (MoE, 2023). It also enhances student retention and completion rate in the schools. In the study area, learners in public secondary schools receive Sh4,144 per student meant for tuition fees (MoE, 2022). This amount has an impact on students' completion rates which this study seeks to establish.

Paying tuition enhances students' completion rate. A schools' success is partly measured by students' completion rates (Wanjala & Hussein, 2021). The rationale behind birth of subsidized tuition fees is reduction of burden the paying school fees from the parents as well as mitigate on students' drop-out rates from schools (Wachiye, 2020). Tuition provision by governments helps to increase students' completion rate in schools. More students are able to complete schools when the burden to pay school fees is shelved from parents. High poverty levels are the major cause of low students' completion rate. A study by Bob (2020) revealed that government funding in tuition provision is effective in enhancement of students' completion rate. One of the strategies that governments are using to retain students in schools who end-up completing their studies is through provision of tuition (Gura, 2022). It was evident that before governments introduced tuition subsidies, students drop-out rate was high among households in low socio-economic backgrounds.

The study by Mwangi et al. (2023) revealed that tuition provision had led to increase in students' retention rates and hence reduced drop-out rates which translates to increase in students'

completion rate. In the Sub-Saharan region, government funding in tuition provision has led to high students' completion rate. Boyle et al. (2022) posit that tuition fees as well as other expenses that students incur together with their entire households are impediments against access as well as completion of secondary school education. A report by Kenya National Bureau of Statistics (KNBS) (2017) reveals that low students school attendance and low completion rates is to a greater extent attributed to school fees burden. A study was done by Suleman, and Hussain (2021) and it revealed that tuition fees provision by the government contributes to an increase in students' completion rates.

2.6 Government Funding in Providing Infrastructure and Learner Completion Rate

Schools have different infrastructures which are needed for students to have a conducive learning environment (Mutigwa, 2024). The cost of this infrastructures is high and when government pays for them it has high chances of increasing students' completion rate in schools. When parents from less-privileged countries are asked to meet the cost of this instrastructures and are unable to, automatically can contributes to students drop-out from the school (Ngware, Onsomu, & Muthaka, 2022). Due to the desire by governments to enhance students access to education, they provide funding for providing infrastructure. Such kind of funds are usually high that parents can not be able to withstand its burden. This is besides the fact that infrastructural development is important in enhancement of education or can contribute to improvement in the quality of education (Ngeiywa, 2023).

Government around the world provide funding meant for infrastructural development. For example, in Australia, the government provides capital funding to non-government schools which is delivered through the Capital Grants Program. Such funds help in the improvement of infrastructure which include school facilities (Koshy & Phillimore, 2023). Block Grant

Authorities in each state as well as territory usually provider Australian Government capital grants for both Independent as well as Catholic schools. States and territories regulate schools in their infrastructure as well as maintenance funding in the schools (Connors & McMorrow, 2021).

The status of infrastructure development in a school is important as it has the capability to enhance students' retention rate. The status of infrastructure has a significant role on how conducive a learning environment is (Tareke et al., 2024). It plays a significant role on students' completion rate. Some parents worry so much about the quality of the classrooms, libraries, offices, washrooms and laboratories. The status of this infrastructures is a determinant of student's completion rate. Studies that have been done on government funding in providing infrastructure and completion rate are scarce and yet the subject matter is core to students' completion rate (Tsemato, Darza, & Berhanu, 2024). There is a high probability of high students drop-out in a school that lacks enough classrooms. Classrooms should be enough to accommodate the number of students in a school. When the number of students is more than the number of classrooms, it might lead to congestion that compromises the quality of education. Some parents in such a scenario ends up taking their children to other schools or allowing their children to drop-out of school (Yizengaw, 2024).

A good school is the one that has enough infrastructures which happen to be of good quality. The existing infrastructures should be of good quality and when parents are called upon to contribute towards their development some of the parents cannot meet the burden and therefore opt for sending their children to other schools or the students end-up dropping out of school (Tsisiga & Barasa, 2014). But when the government provides funding for infrastructural development it eases the burden from the parents and/or guardians and therefore there is a high probability that the students will be able to complete their studies on when it is intended (Thakur, 2020).

Government funding in providing infrastructure is a determinant of successful students' completion rate. In modern times, students have a bias for good quality infrastructures development and therefore when the government provides such financing it goes handy in enhancement of student's completion rate.

In the United Stated of America, India, Portugal and other countries, the government has the responsibility of provision of funding for infrastructural development in schools (Long, 2019). Schools with bad infrastructural development most likely experience high student drop-out and therefore completion rate is low. Government financing for infrastructural development is of essence for making sure that parents have no burden to pay for infrastructural development (Rutherford, & Rabovsky, 2020). In Ghana, the government saw the need to provide financing for infrastructural development in public school. This is based on the analogy that parents who take their children to public schools are those with low income compared to those who take their children to private secondary schools (Thompson & Casely-Hayford, 2018). The government has increased the funds the provide towards infrastructural development with the intention to reduce the amount of funds the parents contribute towards infrastructural development. Public secondary schools are financed by the government and the government keeps on adjusting the amount per school that is meant to facilitate infrastructural development (Abdul-Rahaman, et al., 2020).

In Nigeria, the government provides funding towards infrastructural development of public schools. In the past the parents were supposed to meet all the cost associated with infrastructural development (Jimoh, Abdullahi, & Hadiza, 2020). It became too costly to the extent that the government was forced to subsidize and contribute towards infrastructural development. Classrooms, offices, libraries and laboratories should be in good condition for students to have a

conducive work environment (Efosa, 2020). The amount that the government provides towards infrastructural development as much as is not sufficient to meet all the infrastructural needs in public schools, it goes handy in enhancement of student's completion rates in public schools. If a comparison is done between when the government did not entirely finance infrastructural development and at the moment when it contributes towards infrastructural development, students' completion rate has been affected (Amadi & Nwogu, 2023).

In Mali, students' completion rate is public schools is affected by government financing for infrastructural development. In public schools, the government provides financing for infrastructural development which helps to enhance students' completion rate. Most of the parents in rural setting are poor and rely on public schools for their children schooling (Sidibé, Gao, & Jaiteh, 2022). Majority are poor and therefore the idea that the government provides funding for infrastructural development was highly welcomed and it has caused many parents to sustain their children in schools. Students' drop-out rates have gone done as enrollment has increased. Students' completion rates have improved, although keeps on varying, that is, sometimes increases or decreases (Muskin, 2020). Funds for infrastructural development has made schools infrastructures to be upgraded to modern status. This has made the schools to look nice as enrollment rates keeps on increasing.

In South Africa, the government provides funding for infrastructural development in public schools. The funds are meant for improvement of various infrastructures such as classrooms, offices, toilets, libraries and laboratories (Ayuk & Koma, 2019). The quality of such infrastructures has improved or keeps on being improved in public schools. Besides the improvement in the infrastructures, the number of students has increased significantly in majority of the schools attributed to the fact that funding towards infrastructural burden has

eased the parents the burden of raising such funds (Matsolo, Ningpuanyeh, & Susuman, 2018). In the last few seven years, the funds meant for infrastructural development has increased significantly and hence has contributed to high student's enrollment rates in public schools. In public secondary schools, majority of the parents are now able to meet the cost of education due to government funding of infrastructure (Ntshoe & De Villiers, 2019). This has an effect on students' completion rates and school population. As much as government funding for infrastructural development is important, very few studies exist on the subject matter and hence a contextual gap existed which this study sought to address.

In Liberia, schooling is considered important for all school going children. The government provides funding for infrastructural development. In the schools, infrastructures such as classrooms keeps on being improved courtesy of the funds provided by the government (Wehye, 2023). Toilets have been built based on the funds provided by the government. In the schools, students' population has increased as parents' burden towards cost of education has reduced (Romero, Sandefur, & Sandholtz, 2020). Most of the infrastructural developments are financed by the government and therefore poor parents are able to sustain their children in schools (Nagel & Snyder Jr, 2019). Class rooms are being built that are sizeable enough to accommodate the ever-increasing student's population in the schools. However, cases of students drop-out have been cited in the schools which compromises students' completion rate.

In Ethiopia, students' completion rates keep on varying yearly. Sometimes, it increases while a times it decreases (Ayalew, 2021). The government provided financing for infrastructural development which has made education is public schools a bit affordable. The funds provided by the government towards infrastructural development keeps on changing as demands changes. The funds provided by the government are able to enhance students' completion rates. Structures

in public schools keep on being built, maintenance keeps on being done to improve the quality of the structures. Students' completion rates keep on changing and yet the government provides funds for infrastructural development (Woldehanna, 2021). In most schools, the infrastructures have been upgraded and therefore more students are able to enroll in schools. In Ethiopia, public schools, the funds provided by the school towards infrastructural development keeps on contributing towards students' completion rate. Most of the studies that have been done on students' completion rate have not been done on government funding and its effect on students' completion rate and therefore a gap in knowledge exists which this study sought to address. This helped to enhance the existing body of knowledge on the subject matter.

In Angola, students' completion rate keeps on changing. Funds are provided by the government towards infrastructural development and such funds are meant for maintenance and construction of classrooms in schools. According to Duffy (2021), government funds for infrastructural development has helped most students to continue with their studies until completion. More than 95% of the funds needed for infrastructural development in the schools are provided for by the government. Such funds have made students completion rate to increase and as much as there are other factors that contribute to students' drop-out, at least government funds for infrastructural development have made parents not strain a lot while trying to meet the cost of education (Ferrinho et al., 2024). The unit cost of education has gone down while the students are able to attend classes without being sent home for funds meant for infrastructural development. Records show that more students are able to complete their studies if compared to the times when parents and/or guardians met all the cost of infrastructural development in public schools (Canjinji, 2024).

In Benin, education is mandatory for all school age children. Parents are supposed to take their children to schools however, in the past all the cost associated with infrastructural development was met by the parents. In the last few decades, the government has eased that burden from the parents as it is able to provide such funds (Fatoke Dato, 2022). In the last five years the amount of funds allocated for infrastructural development has been increased to enhance improvement of the status of the buildings in the schools (Fichtner, 2018). The libraries have been built and painted for the sake of improving on their quality. Students' completion rates keep on changing attributed to funds meant for infrastructural development among other reasons. Parents who are financially incapacitated are at the moment able to finance education without struggling. Students are not interrupted from schools by being sent home for funds meant for infrastructural development (Blimpo, 2021). The funds provided by the government has made schools to buy chairs and tables, school beds and replaced doors in classrooms and other offices within schools. Schools have built new infrastructures and students completion rates has significantly improved over the years. Parents are able to enroll their children to school without struggling as the cost meant of infrastructural development is met by the government (Olatunde & Okorie, 2023). This amount used to be a great burden for parents in the past when this cost was met by the parents and guardians. There is the need for an empirical study to be conducted to determine its effect on students' completion rate and hence the reason as to why this study was conducted.

In Malawi, there is the education sector improvement program (MESIP) where under it, the government provides funding for infrastructural development of public schools (Nampota & Chiwaula, 2023). The intention is to increase access to education that is of high quality. According to Government of Malawi (2023), the provision of funding for infrastructure has an impact on student completion of school. In Uganda, there is the UPPET policy and each UPPET

implementing school is able to receive a certain amount of money in every financial quarter of the year. Part of the capitation is meant for infrastructure funding. It helps in the maintenance of school infrastructure in a bid to enhance student's completion rate in public schools (Nkutire, 2022). In Kenya, devolved funds from the government are allocated for the sake of infrastructure construction as well as improvement (MoE, 2022). Such funds are used for construction of buildings, classrooms, and laboratories which are important elements in schools.

When the infrastructure is schools is of high quality it reduces students' dropout rates while it enhances students' completion rates (Lafortune et al., 2018). Infrastructure in schools include library facilities among others. For successful achievement of academic performance in schools, physical infrastructure such as laboratories, school library and classrooms should be made available (Getange & Onsombi, 2021). Classroom are important infrastructural facilities in schools and how spacious the classrooms facilitate teacher-student interaction which has an impact on the academic performance as well as students' completion rate (Okpala et al., 2021). Schools should have a library where books, magazines, newspapers and other articles are kept (Naidoo & McKay, 2018). Students need to have access to the library for improvement in academic performance and those drop out of schools due to lack of access to textbooks end not dropping and therefore this enhances students' completion rate (Kreisman & Steinberg, 2019).

In most public secondary schools, laboratories continue to play a significant role in enhancement of students' behaviors as well as learning. According to Achoka (2019), size of classrooms, laboratories and libraries have an impact on students' completion rates. When such facilities are insufficient, some students shy-off from schools and therefore it contributes to a surge in drop-out rate (Abdul-Rahaman et al., 2018). Governments provide funding for provision of infrastructure in schools worldwide. This is for the sake of making sure students have a

conducive learning environment which can enhance their completion rate (Nthiga, 2018). According to Aroni (2021), access to school but also the schools having the provisions required to attract as well as retain students in school until the students complete their education. These provisions include proper classrooms, adequate as well as functional toilets and drinking water facilities among others (Naidoo & McKay, 2018).

A study was done by Muli (2020) and it established that government funding in providing infrastructure enhances students' completion rate. Muli (2020) further posits that when classrooms are adequate it helps to enhance student retention which contributes to improvement is students' retention rate. The study had been done in a different geographical setting. Another study was conducted by Ndiku and Muhavi (2023) and it established that government funding in providing classrooms enhances students' completion rate. The study further revealed that government funding in providing school library lowers' drop-out rate and contributes to increase in the number of students who complete education at various cadres.

2.7 Theoretical Review

Theoretical review was provided to show the theory (s) that underpin the current study (Gupta & Gupta, 2022). It is important for the theories that underpin a study to be provided for the sake of putting a study into context. In this study, the Education Production Function (EPF) theory was used. According to Hanushek (2020) school inputs such as school resources have an impact on the completion rate of students. According to Hailu and Biyabeyen (2021), a higher investment in school resources enhances students' retention in schools, lowers drop-out rate and enhances students' completion rate. The theory posits that education outcomes are influenced by inputs made to the education process which include funding inform of subsidies, and grants among others (Sifuna, 2019). Students' completion rate is a function of input as well as processes.

According to this theory, funding is an input that facilitates provision of other sets of inputs which include staffing, infrastructure and teaching learning resources.

Funding, human and material resources therefore make up the inputs in the education process while completion rate among others is the output. UNESCO (2020) recognizes students' completion of studies to be influenced by the funding provided by the government amongst other factors. The ability of students to complete their studies is therefore an entire spectrum which consists ofvarious input and the most significant one is availability of funds (Ibe-Bassey, 2023). The funds that the government provides in the education sector not only caters for tuition fees but it covers textbooks provision, hiring of teachers and other in-house trainings among teachers (Itegi, 2020). Outputs are seen in terms of the high cohort sitting KCSE, low dropout among others (Sifuna, 2019). Finances provided by the government are inputs which influence students' completion rate.

2.8 Conceptual Framework

Conceptual framework is associated with the nature as well as the association among the study variables. When the variables are diagrammatically represented, it is easy to understand. In this study, the conceptual framework was as provided in Figure 2.1.

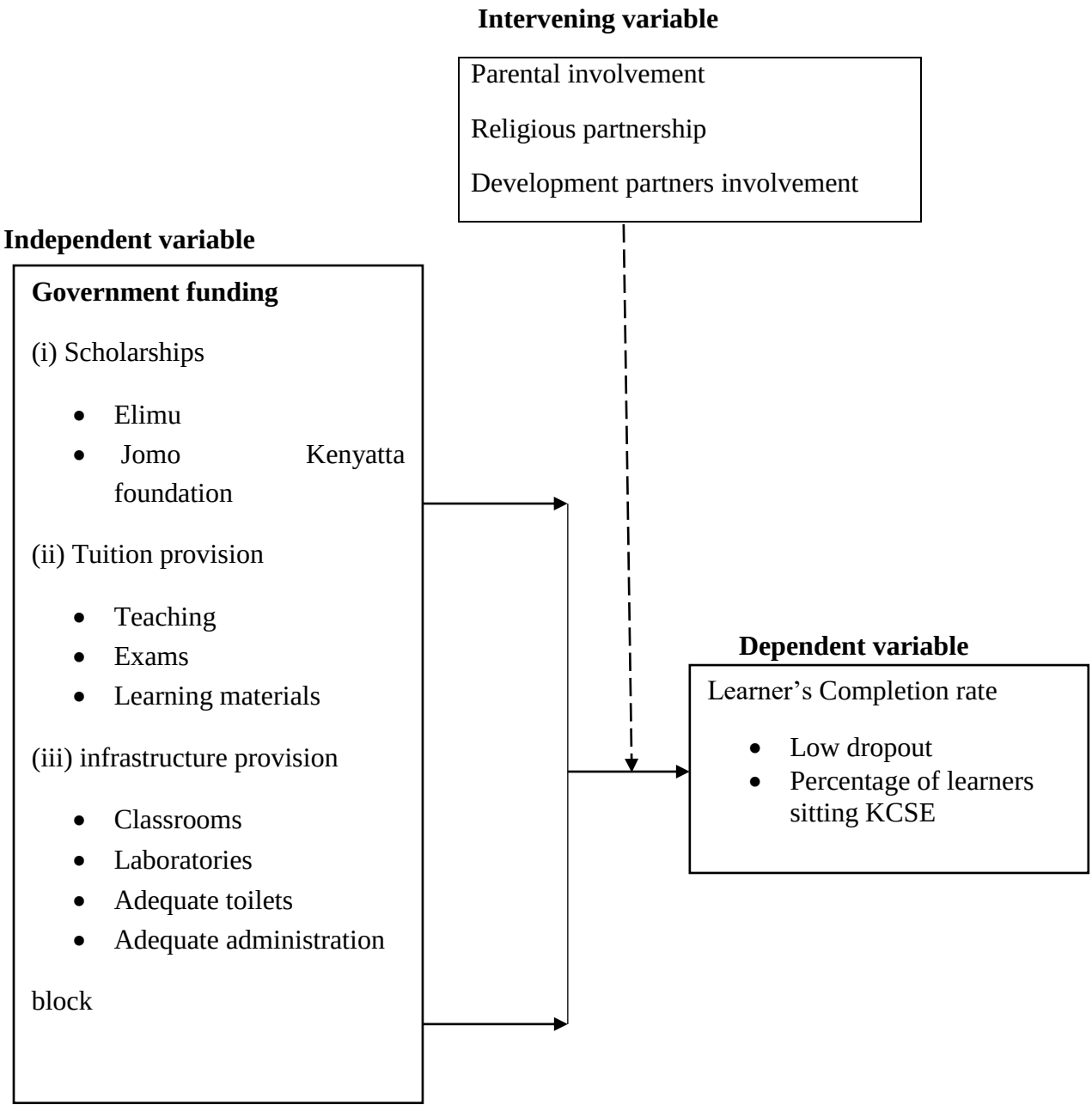


Figure 2.1: Conceptual framework

The independent variable was government funding and the dependent variable was completion rate. Indicators of government funding adopted in this study included; government scholarships, government funding in tuition provision and government funding in providing infrastructure.

Indicators of government scholarships were; Jomo Kenyatta foundation and Elimu Scholarship Private public partnership (Wings to fly). The indicators of government funding in tuition provision included teaching, exams and learning materials. The indicators of government funding in providing infrastructure were; classrooms, laboratories, adequate toilets and adequate administration block. Indicators of completion rate were low dropout and high cohort sitting KCSE. Interving variables parental involvement, religious partnership and development partners involvement influence learner completion rate as they supplement funding from the government but do not form the basis of our study because we delimited our study to only government funding.

2.9 Summary of the Literature Reviewed

Various studies have been undertaken on government funding and learner completion rate. However, the studies which have been conducted in Kenya had not been done among mixed day public secondary schools in Chesumei Sub County in Nandi County, Kenya. Moreover, some of the studies done, had not delimited their study on government funding in form of scholarships, government funding in tuition provision and government funding in providing infrastructure. Most of the studies reviewed did not examine high cohort sitting KCSE as an operational measure of completion rate which the current study seeks to add. Hence, there was need for this study to be conducted to extensively determine the effect on government funding on completion rate in the study area.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research design, population targeted, sample size and sampling procedure and data collection instruments. The chapter also cover validity and reliability tests where a specification was provided on how validity was tested and how reliability of research instruments was tested as well. The chapter also details the data collection procedures, data analysis methods and ethical considerations that were upheld in the study

3.2 Research design

The study adopted an ex post facto research design because it is associated with studies that involve examination of the effects of a predictor variable that has already occurred without manipulation by the researcher. The predictor variables in this study were, government funding in form of scholarships, government funding in tuition provision and government funding in providing infrastructure. It a type of a research design that is associated with both collection of quantitative and qualitative data (Gupta & Gupta, 2022). It is a type of a research design that is associated with observation of a phenomenon that occurs naturally, participants' non-random assignment and associations' identification in a retrospective manner (Patel & Patel, 2019). The research design was also appropriate as it does not allow for the manipulation of variables present. The design is appropriate for the study as it facilitates collection of comprehensive data that can help a researcher achieve the purpose of the study (Mukherjee, 2019). This type of

design was therefore suitable for this study as data on the variable was collected at a specific time.

3.3 Target population

It is the group the researcher is interested in knowing more about (Nayak & Singh, 2021). It was provided in this study as it is from the target population that the sample is gotten. It is also important as it provide details of the respondents of a study that the data collected and analyzed is generalizable (Sahir, 2021). Target population was 343 respondents who comprised of 24 principals, 270 heads of department, 48 board of management and drawn from 24 mixed public secondary schools in Chesumei sub county. It also involved 1 Sub County education officer. It was as presented in Table 3.1.

Table 3.1: Target population

	Category	Target population	Sample size	Percentage
1.	Principals	24	22	9.69%
2.	Head-of departments	270	162	70.92%
3.	Bom	48	42	18.94%
4.	Sub county director of education	1	1	0.44%
Total		**343**	**227**	**100%**

3.4 Sample size and sampling procedure

Sample size is the proportion of the target population that is used in a study (Mukherjee, 2019). It is usually a fraction of the total population. In this study, the sample size was 227 respondents arrived at based on the formula by Yamane's (1967);

$n = {}^{N}/_{1 + N(e)^2}$

Where;

n relates to the desired sample size

N relates to target population

e relates to margin of error that is, 0.05

$n = {}^{24}/_{1 + 24(0.05)^2}$ = 22 respondents for principals

The above author founded the formula below for determining the sample per group studied;

nh = n (Nh/N)

The sample size per stratum was presented in Table 3.2.

Table 3.2: Sample size per stratum

	Category	Target population	Sample size	Percentage
1.	Principals	24	22	9.69%
2.	Head-of departments	270	162	70.92%
3.	Bom	48	42	18.94%
4.	Sub county director of education	1	1	0.44%
Total		**343**	**227**	**100%**

The study adopted three sampling techniques, that is, stratified, simple and purposive. The study used stratified random sampling technique to come up with different groups (strata's) from which specific respondents were selected. The groups from which the respondents were selected included; principals, board of management and heads of departments. The use of stratified random sampling technique was for purposes of enhancing precision, bias reduction and enhancement of subgroups representation. In each group, the respondents were picked in a random manner. The use of simple random sampling was for purposes of ensuring the members have an opportunity for being selected as a respondent in the study that is equal. It also helps in minimization of bias and it contributes to provision of a sample that is representative. Sub county education officer was selected using purposive sampling technique. The use of this sampling technique was for purposes of targeting of insights that are specific from the respondent.

3.5 Data collection instruments

Primary data was gathered using both questionnaires and interview guide.

3.5.1 Questionnaire

Questionnaires can comprise of unstructured question, semi structure question or structured questions. The study used one set of questionnaires which comprised of five (5) section; section A was on demographic information, section B, government funding in form of scholarships, section C, government funding in tuition provision, section D, government funding in providing infrastructure and section E on students' completion rate. Questionnaires were used because they are cost effective, allows for anonymity and they lead to collection of data that is large scale. Questionnaires also enable responses that are easily quantifiable and standardized and therefore suitable for this kind of a study. The questionnaires was administered to principals, board of management and heads of departments.

3.5.2 Interview guide

Interview guide was used to gather data from the sub-county director of education officer. Interview guide was used because it allows collection of more information about a certain aspect. It helps in gaining knowledge, views as well experiences. It also helps in the development of rapport as well as capturing of non-verbal cues (Mukherjee, 2019).

3.6 Validity and reliability of research instruments

3.6.1 Validity

It is research instruments 'accuracy at measuring what it should measure. In the event that a high validity is obtained it implies that the research instrument provides results that are in-tandem to actual properties, features and variations that exist in either physical or social world (Nayak & Singh, 2021). This study adopted content validity where experts' opinion was sought to validate the contents of the questionnaire. The experts whose opinion was sought include supervisors and experts in education matters like sub-county director of education.

3.6.2 Reliability

It is how consistently a research instrument is able to collect similar results after being administered more than once under similar circumstances (Gupta & Gupta, 2022). A good study should have high reliability than low reliability. There are various types of reliability which include but not limited to test-retest reliability and parallel form's reliability. Good research is the one that is able to provide consistent results when done more than once. In this study, cronbach alpha co-efficient was adopted and it was supposed to be ≥ 0.7. Instruments' reliability results were as under;

Table 3.3: Reliability of Research Instrument

Variable	Cronbach's Alpha	Number of Items	Comment
Government scholarships	0.718	5	Reliable
Government funding in tuition provision	0.757	6	Reliable
Government funding in providing infrastructure	0.772	7	Reliable
Completion rate	0.701	3	Reliable

Cronbach's alpha co-efficient for government scholarships was found to be 0.718 while government funding in tuition provision was found to be 0.757. Government funding in providing infrastructure had 0.772 and completion rate had 0.701 all which were more than 0.7 which met the criteria of ≥ 0.7 as stated by Gupta and Gupta (2022).

3.7 Data collection procedures

The research first of all sought for an introductory letter for data collection from the faculty of education at Koitaleel Samoei University College. After obtaining the introductory letter for data collection, the researcher applied for a research permit from National Commission for Science, Technology and Innovation (NACOSTI). Upon receipt of the research license, permission for data collection was sort from the education office in the county and in the respective schools studied in this study area before commencing the data collection exercise. Questionnaires were self-administered where the respondents were given questionnaires and allowed a maximum of 10 minutes to fill the questionnaires. Upon completion, the researcher immediately collected the questionnaires to minimize loss of questionnaires.

3.8 Data analysis methods

Data that was collected in the study was analyzed using descriptive statistics, inferential statistics and content analysis. The descriptive statistics that were adopted in the study include, percentages, frequencies, mean and standard deviation. Content analysis was adopted in the presentation of results obtained via interview guide. The findings were presented using common thematic narratives. The inferential statistics adopted included multiple linear regression which was used to determine the extent to which government funding affects students' completion rate. The regression model adopted was as follows;

$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \boldsymbol{\varepsilon}$

Where:

Y is the dependent variable (completion rate).

α = Regression constant

β_1, β_2& β_3 are regression co-efficient for X_1, X_2 & X_3

X_1 connotes government scholarships

X_2 connotes government funding in tuition provision

X_3 connotes government funding in providing infrastructure

$\boldsymbol{\varepsilon}$ is the error term

The regression model was based on the following five (5) assumptions: linearity of residuals, normality, multicollinearity, independence of residuals, and homoscedasticity. Linearity test was done by use of scatter plots. Multicollinearity by VIF and if it is more than 10 it implies that there was serious multi-collinearity problem. Autocorrelation Test was conducted using Durbin Watson "d" test and d should exceed 1.5 but not more than 2.5. Homoscedasticity test was

conducted using a scatter plot which should not be spread in a format that is triangular while normality assumption by Shapiro-Wilk test where $p>0.05$ for scatter plots to be normally distributed.

3.9 Ethical considerations

The researcher ensured that every person participating in the survey understands fully the purpose of the study they intend to participate in and their engagement in the survey was voluntarily. Participants were assured that participation in the study was free of any harm. Responses that were provided with the participants were treated with utmost confidentiality. The researcher ensured citations are provided for other people's work adopted in the study. This helped to mitigate on plagiarism levels. The document was accessible to all people on university thesis repository, university library and online through various search engines.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, interpretation and discussion on influence of government funding on completion rate in mixed Day Public Secondary Schools in Chesumei Sub County, Nandi County, Kenya. The results presented in the chapter include; response rate, validity test, reliability test, background information of the respondents, descriptive statistics, correlation analysis, test of regression assumptions and regression analysis.

4.2 Response rate

Table 4.1 presents the results on respondents' participation in the survey. A total of 227 questionnaires were issued to the respondents, out of which 170 questionnaires were filled which represent 75.2%. Pandey and Pandey (2021) opine that the threshold sufficient for data analysis is 60% or above. The response rate of 75.2% was therefore adequate for analysis and reporting.

Table 4.1: Response rate

Response rate	Frequency	Percent
Responded	170	75.2
Not responded	57	24.8
Total	**227**	**100.0**

4.3 Background information of the respondents

Background information helps to provide more data about respondents that helps to ensure that the sample for a study is able to accurately represent the target population (Patel & Patel, 2019).

Background information was provided in this study as it helps the researcher to explore how demographic variables can affect research output (Gupta & Gupta, 2022). It also informs results generalizability to the entire population as presented below.

4.3.1 Distribution of the Respondents by Age category

Findings were presented in Table 4.2.

Table 4.2: Age category

Age category	Frequency	Percent
35 years and below	10	4.8
36-40 years	69	40.6
41-45 years	54	31.9
45 years and above	37	22.7
Total	**170**	**100.0**

Results as per Table 4.2, shows that 10(4.8%) of the respondents had 35 years and below, 69(40.6%) between 36 and 40 years, 54(31.9%) between 41 and 45 years and 37(22.7%) 45 years and above. The respondents were drawn from different age groups and hence enhanced diversity of opinions on the information sought in the questionnaire which improved the quality of the study.

4.3.2 Distribution of the Respondents by Gender

The results were presented in Table 4.3.

Table 4.3: Gender

Gender	Frequency	Percent
Male	95	56.1
Female	75	43.9
Total	**170**	**100.0**

56.1% of the total respondents were male while 43.9% female. There was therefore fair representation of both genders in this study. The study also adequately got the viewpoints of both genders.

4.3.3 Distribution of the Respondents by Highest Education Qualification

The results were presented in Table 4.4;

Table 4.4: Highest education qualification

Highest education qualification	Frequency	Percent
Diploma in education	48	28.3
B. ED	95	55.6
M. ED	26	15.8
Doctorate	1	0.3
Total	**170**	**100.0**

As presented in Table 4.4, 28.3% of the respondents had a diploma in education, 55.6% had a bachelor's degree in education, 15.8% master's degree in education while 0.3% had a doctorate

degree. This implies that all the respondents were well educated and possessed the knowledge required to provide the information required on government funding and completion rate.

4.3.4 Distribution of the Respondents by Current Position in the school

Results were as under;

Table 4.5: Current position in the school

Current position in the school	Frequency	Percent
Principal	9	5.1
HoD	144	84.9
Member of board of management	16	9.9
Sub county director of education	1	0.1
Total	**170**	**100.0**

Results presented in Table 4.5 reveal that 5.1% of the total respondents were principals, 84.9% were heads of department and 9.9% were members of board of management 0.1%was subcounty director of education. The respondents held different positions which helped to enhance the diversity of opinions which improved the quality of the study.

4.3.5 Distribution of the Respondents by duration at the school

The results were as under;

Table 4.6: Duration at the school

Duration at the school	Frequency	Percent
Less than 5 years	70	41.1
5-7 years	66	38.8
More than 7 years	34	20.2
Total	**170**	**100.0**

Results revealed that 41.1% of the respondents had worked at the school less than 5 years, 38.8% between 5 and 7 years and 20.2% more than 7 years. All the respondents had worked long enough at the schools and therefore understood the influence of government funding on completion rate in mixed day public secondary schools in Chesumei Sub County, Nandi County

4.4 Descriptive statistics

This section presents descriptive statistics results on government scholarships/bursaries, government funding in tuition provision, government funding in providing infrastructure and completion rates. Agree and strongly agree in the likert scale was grouped together as agree and strongly disagree and disagree as disagree while neutral still remained to be neutral while presenting the results. The results presented in the study also include both the mean and standard deviation for each and every statement. The results were presented below;

4.4.1 Government scholarships and learner completion rate

Findings were as provided in Table 4.7.

Table 4.7: Government scholarships

Statements		S. A	A	N	D	S. D	Mean	Std. deviation
Elimu program contributes to more students completing secondary education.	F	18	79	9	33	29	3.0876	1.35839
	%	10.7	46.9	5.1	19.9	17.3		
More students have access to Jomo Kenyatta foundation scholarship in the school.	F	10	44	8	49	59	3.5182	1.34548
	%	6.1	26.3	4.8	29.1	33.7		
Students who are beneficiaries of Jomo Kenyatta foundation scholarship complete their studies in the school.	F	46	44	8	43	29	2.9562	1.58053
	%	27.0	26.0	4.8	25.0	17.1		
Funds provided through Jomo Kenyatta Foundation enhance student completion rate in the school.	F	44	50	16	24	36	3.1533	1.39795
	%	26.3	29.3	9.2	13.8	21.4		
All students benefit from Jomo Kenyatta Foundation in Chesumei Sub-County.	F	36	9	10	47	68	3.5547	1.26561
	%	21.1	5.1	6.1	27.6	40.1		

The study had sought to determine whether Elimu program contributes to more students completing secondary education, majority of the respondents 57.6% (10.7%+46.9%) agreed with the statement while 37.2% (19.9%+17.3%) disagreed and 5.1% were undecided. This signifies that majority of the respondents agreed that elimu program contributes to more students completing secondary education as the statement recorded a mean score of 3.0876 and a standard deviation of 1.35839. Findings resemble that of Nyakoe (2020) that elimu program contributes to more students completing secondary education. On whether, more students have access to Jomo Kenyatta foundation(JKF) scholarship in the school, 32.4% agreed while 62.8% disagreed

and 4.8% were undecided. This meant that majority of the respondents stated that more students had no access to (JKF) scholarship in the schools as supported by a mean of 3.5182 and a standard deviation of 1.34548. The study by Tanui (2022) also established that more students had no access to (JKF) scholarship in the schools.

The study sought to determine whether students who are beneficiaries of jomo Kenyatta foundation scholarship complete their studies in the school, majority of the respondents 53% agreed while 42.1% disagreed and 4.8% were undecided. This meant that majority of the respondents revealed that students who are beneficiaries of (JKF) scholarship complete their studies in the school as the statement recorded a mean of 2.9562 and a standard deviation of 1.58053. The study is in agreement with that of Ndiku and Muhavi (2023) that students who are beneficiaries of (JKF) scholarship complete their studies in the schools.

On whether funds provided through Jomo Kenyatta Foundation enhance student completion rate in the school, majority of the respondents 55.6% agreed with the statement while 35.2% disagreed and 9.2% neither agreed nor disagreed. The statement recorded a mean of 3.1533 and a standard deviation of 1.39795 which implies that majority of the respondents agrees that funds provided through Constituency development fund enhance student completion rate in the school. The findings resemble that of Mukudi (2019) that funds provided through Constituency development fund enhance student completion rate in the schools. Lastly, on whether all students benefit from Jomo Kenyatta Foundation in Chesumei Sub-County, majority of the respondents 67.7% disagreed with the statement while 26.3% agreed with the statement and 6.1% neither agreed nor disagreed. This meant that majority of the respondents disagreed that all students benefit from Jomo Kenyatta Foundation in Chesumei Sub-County, this was supported by a mean score of 3.5547 and a standard deviation of 1.26561. The study is in agreement with that of

Wachira (2018) that not all students benefit from Jomo Kenyatta Foundation. The respondent interviewed revealed that;

"*Government scholarships have had a significant influence on students completion rate in public secondary schools in Chesumei sub county. More students are now able to complete their studies and drop-out rates due to lack of school fees has reduced to a significant extent in all public secondary schools in Chesumei sub county."*

4.4.2 Government Funding in Tuition Provision and learner completion rate

The findings were presented in Table 4.9.

Table 4.9: Government Funding in Tuition Provision

Statements		S. A	A	N	D	S.D	Mean	Std. deviation
Government funds in tuition provision caters for all teaching needs of students.	F	31	37	19	38	45	2.8832	1.48555
	%	18.1	21.7	11.5	22.4	26.3		
Teaching at the school is poor due to lack of sufficient funds allocated by the government.	F	47	57	18	20	28	2.9270	1.50799
	%	28.1	33.9	10.2	11.7	16.1		
The amount that the government provides for tuition caters for all exams students sit for each term.	F	58	34	32	28	18	3.3358	1.26768
	%	34.2	19.2	18.9	16.6	10.7		
We do not send students home for exam fees each term.	F	55	32	26	28	29	3.1606	1.38921
	%	32.7	18.6	15.3	16.3	17.1		
All learning materials are funded for the government.	F	72	29	28	27	14	3.3942	1.20878
	%	42.6	16.6	16.3	16.1	8.4		
No parent or guardian pay for learning materials in the school.	F	52	35	26	28	29	3.0511	1.37371
	%	30.4	20.9	15.3	16.3	17.1		

The study wanted to know whether government funds in tuition provision caters for all teaching needs of students, majority of the respondents 48.7% agreed while 39.8% disagreed and 11.5% were undecided. This meant that government funds in tuition provision caters for all teaching

needs of students, as supported by average of 2.8832 and a variation in responses of 1.48555. Findings resemble that of Wanjala and Hussein (2017) that government funds in tuition provision caters for all teaching needs of students. In regards to whether teaching at the school is poor due to lack of sufficient funds allocated by the government, 62% agreed, 27.8% disagreed and 10.2% were neutral. Teaching at the school was poor due to lack of sufficient funds allocated by the government as backed by a mean of 2.9270 and a standard deviation of 1.50799. The findings were in agreement with that of Wachiye (2020) that teaching in public schools is poor due to lack of sufficient funds allocated by the government.

On whether the amount that the government provides for tuition caters for all exams students sit for each term, majority of the respondents 53.4% agreed while 27.3% disagreed while 18.9% were undecided. The government therefore pays for all exams students sat for each term as backed by a mean score of 3.3358 and a standard deviation of 1.26768. Findings resemble that of Bob (2020) that government pays for all exams students sit for each term. A total of 51.3% agreed that they did not send students home for exam fees each term, 33.4% disagreed and 15.3% were undecided. The respondents did not send students home for exam fees each term as backed by a mean score of 3.1606 and a standard deviation of 1.38921. Findings resemble that of Gura (2022) that in most public schools, students are not sent home for exam fees.

On whether all learning materials are funded for by the government, 59.2% agreed, 24.5% disagreed and 16.3% were undecided. All learning materials were funded for by the government, as supported by a mean of 3.3942 and a standard deviation of 1.20878. Mwangi et al. (2017) also found that all learning materials are funded for by the government. On whether no parent or guardian pay for learning materials in the school, 51.3% agreed, 33.4% disagreed and 15.3%

were undecided. The respondents agreed that no parent or guardian pay for learning materials in the schools which was supported by 3.0511 and a standard deviation of 1.37371. Findings are similar to that of Suleman and Hussain (2021) that no parent or guardian pays for learning materials in the schools. The results presented on this objective have revealed that government funding in tuition provision play a pivotal role on students' completion rates. Government funding in tuition provision has an effect of students' completion rate. The respondent interviewed revealed that;

Government funding in tuition provision contributes to high students' completion rate in public secondary schools in Chesumei sub county. Children from less-privileged families are now able to complete studies as government funding in tuition provision has reduced fees burden from the parents and/or guardian (s)."

4.4.3 Government Funding in Providing Infrastructure and learner completion rate

Findings were presented in Table 4.10.

Table 4.10: Government Funding in Providing Infrastructure

Statements		S. A	A	N	D	S. D	Mean	Std. deviation
No parent is asked to contribute towards classroom construction in the school.	F	65	50	18	19	18	3.7591	1.35866
	%	38.5	29.6	10.5	11.0	10.5		
The school has sufficient number of classrooms funded by the government.	F	35	36	26	26	47	2.9416	1.45908
	%	20.7	20.9	15.3	15.3	27.8		
No parent is asked to contribute towards laboratories construction in the school.	F	51	48	18	26	27	2.9197	1.47059
	%	29.8	28.6	10.7	15.6	15.3		
No student is asked to purchase any laboratory material in the school because funds provided by the government are used to purchase them all.	F	59	31	24	26	30	2.9197	1.28943
	%	33.9	19.9	12.8	15.6	17.9		
Funds provided by the government are adequate to facilitate toilets construction in the school.	F	32	27	18	43	51	2.9416	1.45403
	%	18.6	15.3	10.5	25.5	30.1		
More toilets have been constructed from the funds provided by the government for infrastructural development.	F	53	55	25	18	19	3.5547	1.34994
	%	31.4	32.7	14.5	10.5	11.0		
No additional funds are required from parents for administration block construction.	F	26	43	9	37	55	3.3212	1.49477
	%	15.1	25.5	5.1	21.9	32.4		

The interest of the study was to determine whether no parent was asked to contribute towards classroom construction in the schools, 68.1% agreed, 21.5% disagreed and 10.5% were

undecided. This meant that no parent was asked to contribute towards classroom construction in the schools as backed by a mean score of 3.7591 and a standard deviation of 1.35866. Findings resemble that of Nampota and Chiwaula (2023) that no parent is asked to contribute towards classroom construction in the schools. On whether the school has sufficient number of classrooms funded by the government, majority of the respondents 43.1% disagreed while 41.6% agreed and 15.3% undecided. This meant that the school has no sufficient number of classrooms funded by the government as supported by a mean score of 2.9416 and a standard deviation of 1.45908. The study by Nkutire (2022) also revealed that the schools do not have sufficient number of classrooms funded by the government.

In regards to whether no parent is asked to contribute towards laboratories construction in the school, majority of the respondents 58.4% agreed with the statement while 30.9% disagreed while 10.7% neither agreed nor disagreed. This meant that no parent is asked to contribute towards laboratories construction in the schools as backed by a mean score of 2.9197 and a standard deviation of 1.47059. Findings resemble that of Getange and Onsombi (2016) that no parent is asked to contribute towards laboratories construction in the schools. On whether no student is asked to purchase any laboratory material in the school because funds provided by the government are used to purchase them all, majority of the respondents 53.9% agreed and 33.5% disagreed while 12.8% were undecided. This signifies that no student is asked to purchase any laboratory material in the school because funds provided by the government are used to purchase them all, as supported by a mean score of 2.9197 and a standard deviation of 1.28943. The study agrees with that of Okpala et al. (2021) that no student is asked to purchase any laboratory material in the school because funds provided by the government are used to purchase them all.

In regards to whether funds provided by the government are adequate to facilitate toilets construction in the school, 55.6% disagreed while 33.9% agreed and 10.5% neither agreed nor disagreed. This meant that the funds provided by the government are not adequate to facilitate toilets construction in the schools as backed by a mean score of 2.9416 and a standard deviation of 1.45403. Findings resemble that of Achoka (2019) that the funds provided by the government are not adequate to facilitate toilets construction in the schools. In relation to whether more toilets have been constructed from the funds provided by the government for infrastructural development, majority of the respondents 64.1% agreed while 21.5% disagreed and 14.5% neither agreed nor disagreed. This signifies that more toilets have been constructed from the funds provided by the government for infrastructural development as indorsed by a mean score of 3.5547 and a standard deviation of 1.34994. Findings resemble that of Nthiga (2018) that more toilets have been constructed from the funds provided by the government for infrastructural development. Lastly, the study sought to determine whether no additional funds are required from parents for administration block construction, 40.6% agreed while 54.3% disagreed and 5.1% neither agreed nor disagreed. This meant that no additional funds are required from parents for administration block construction as backed by a mean score of 3.3212 and a standard deviation of 1.49477. Findings are in-tandem with that of Muli (2020) that no additional funds are required from parents for administration block construction. The results presented on this objective have revealed that government funding in provision of infrastructure plays a significant role on students' completion rates. The respondent interviewed revealed that;

"Government funding in providing infrastructure enhances students' completion rate in public secondary schools in Chesumei Sub County. The learning environment improves when the government put in place infrastructural structures that students need for the learning environment to be conducive such as laboratories, libraries, classrooms, office and toilets among others. When students find all these infrastructural structures in a school, it contributes to their desire to continue learning until they complete their studies."

4.4.4 Learner Completion rate of students in Public Secondary Schools

The results were presented in Table 4.11.

Table 4.11: Completion rate of students in Public Secondary Schools

Statements		S. A	A	N	D	S.D	Mean	Std. deviation
The school has been recording low students drop-out because of government fund.	F	53	46	17	18	36	2.8321	1.35890
	%	31.4	27.0	9.9	10.5	21.2		
The number of students who sit for KCSE have been increasing in the school.	F	66	36	18	18	32	3.3577	1.28759
	%	39.0	21.2	10.5	10.5	18.9		
We recorded the highest number of students who sat for KCSE last year than any other previous year.	F	76	44	9	31	10	2.6423	1.24698

A total of 58.4% agreed that the school has been recording low students drop-out because of government fund, 31.7% disagreed and 9.9% were undecided. This meant that the school had been recording low students drop-out because of government fund as backed by a mean score of 2.8321 and a standard deviation of 1.35890. Findings resemble that of Kasai (2019) that the school has been recording low students drop-out because of government fund. In relation to whether the number of students who sit for KCSE have been increasing in the school, 60.2% agreed 29.4% disagreed and 10.5% were undecided. This signifies that the number of students who sit for KCSE have been increasing in the school, as indorsed by a mean score of 3.3577 and a standard deviation of 1.28759. The study by Kimosop et al. (2019) also established that the number of students who sit for KCSE have been increasing in the schools. Lastly, the study sought to determine whether the respondents had recorded the highest number of students who sat for KCSE last year than any other previous year, majority of the respondents 71.5% agreed

while 23.7% disagreed while 4.8% neither agreed nor disagreed. This meant that the school had recorded the highest number of students who sat for KCSE last year than any other previous year, as supported by a mean score of 2.6423 and a standard deviation of 1.24698. The study by Mwangi et al. (2017) stated schools had recorded the highest number of students who sat for KCSE last year than any other previous year. The students' completion rates had improved in the secondary schools in Chesumei sub-county.

4.5 Test of Regression Assumptions

Regression assumptions testing are important as when the assumptions are violated, they contribute to estimates that are bias and inefficient. The regression assumptions tested in the study include linearity, multi-collinearity, normality, autocorrelation and homoscedasticity assumption. The results were presented below.

4.5.1 Linearity assumption

The assumption was tested using a scatter plot and results were presented in Figure 4.1.

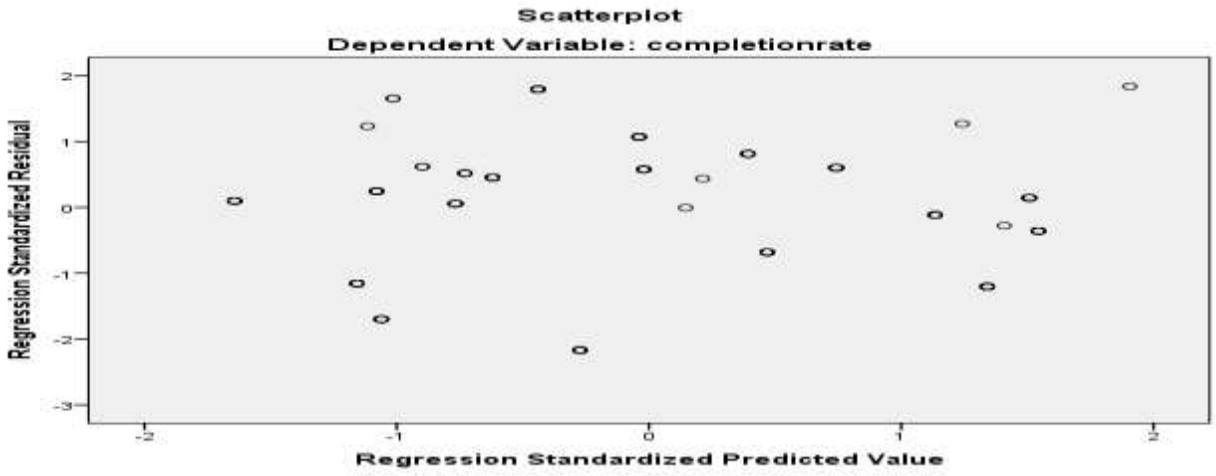


Figure 4.1: Linearity Test Assumption

In figure 4.1, the residual points had been scattered without an obvious pattern and therefore the linearity assumption was upheld.

4.5.2 Multicollinearity Test

It was done using VIF and results presented in Table 4.11.

Table 4.11: Multi-collinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Government scholarships	.975	1.025
	Government funding in tuition provision	.976	1.025
	Government funding in providing infrastructure	.953	1.049

a. Dependent Variable: Completion rate

The VIF was less than 10, hence, there was no serious multi-collinearity problem.

4.5.3 Autocorrelation Test

The results were presented in Table 4.12.

Table 4.12: Autocorrelation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.718[a]	.468	.452	2.07077	2.241

a. Predictors: (Constant), Government scholarships, government funding in tuition provision, government funding in providing infrastructure

b. Dependent Variable: completion rate

The results reveal that the value of the d statistic was 2.241 which fell between 1.5 and 2.5 and therefore the assumption was upheld.

4.5.4 Normality Test

The results were presented in Table 4.13.

Table 4.13: Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Completion rate	.166	392	.068	.895	392	.057

a. Lilliefors Significance Correction

The p-value was 0.057 which exceeded 0.05 and therefore the normality assumption was upheld that the residuals assumed a normal distribution.

4.5.5 Homoscedasticity Test

The assumption was tested using a scatter plot and results were presented in figure 4.2.

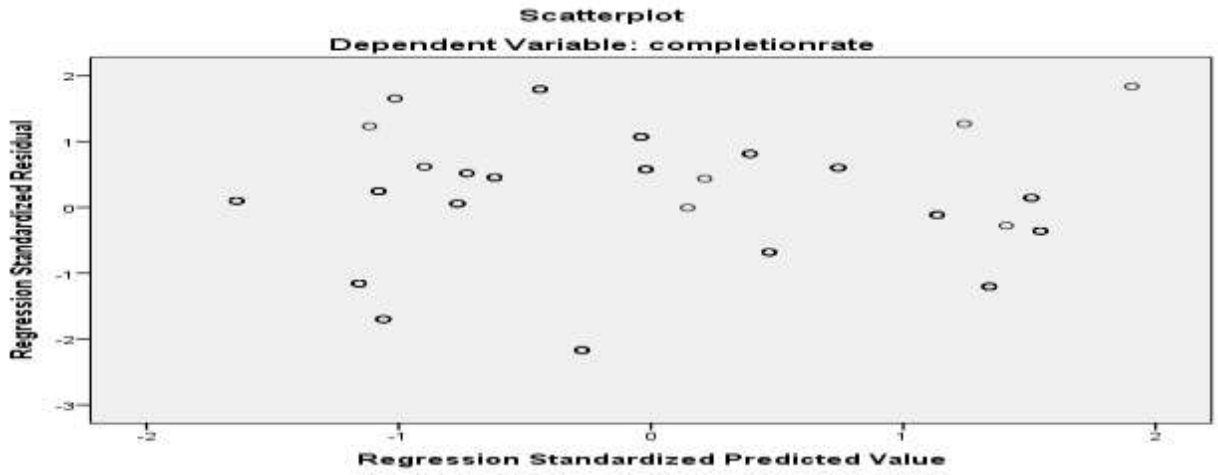


Figure 4.2: Homoscedasticity Test

As shown above, the residuals did not fan-out in a triangular fashion and therefore the assumption was upheld.

4.6 Correlation analysis of learner completion rate

Correlation analysis results were presented in Table 4.14.

Table 4.14: Correlation analysis

		Completion rate	Government scholarships	Government funding in tuition provision	Government funding in providing infrastructure
Completion rate	Pearson Correlation	1			
	Sig. (2-tailed)				
Government scholarships	Pearson Correlation	.681**	1		
	Sig. (2-tailed)	.000			
Government funding in tuition provision	Pearson Correlation	.633*	.347**	1	
	Sig. (2-tailed)	.000	.000		
Government funding in providing infrastructure	Pearson Correlation	.713*	.162**	.639**	
	Sig. (2-tailed)	.000	.000	.000	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Findings reveal that there exists a positive and significant association between government scholarships and completion rate (r=0.681, p=0.000). The study by Mbogo et al. (2023) also found similar results. Government funding in tuition provision has a positive and significant effect on completion rate (r=0.633, p=0.000). Findings resemble that of Njau (2021) that government funding in tuition provision enhances completion rate. Government funding in providing infrastructure has a positive and significant association with completion rate (r=0.713, p=0.000). Ngasura et al. (2023) also established that there exists a positive and significant association between government funding in providing infrastructure and completion rate.

4.7 Regression analysis

The results presented in this section include model summary, model fitness and regression co-efficient.

4.7.1 Model summary

Model summary results were presented in Table 4.15 which comprises of R, R Square, adjusted R Square and standard error of the estimate.

Table 4.15: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.718[a]	.568	.552	2.07077

a. Predictors: (Constant), Government scholarships, government funding in tuition provision, government funding in providing infrastructure
b. Dependent Variable: completion rate

The R value was 0.718 and in practice, a value of 0.4 is taken for further analysis and therefore in this study a value of 0.718 was good for further analysis. R square was 0.568 which was good as it exceeded the recommended 0.05. The value of adjusted R square was 0.552 which was not far off from 0.568 and therefore it was good and therefore a 55.2% change in completion rate could be explained by predictor variables (Government scholarships, government funding in tuition provision and government funding in providing infrastructure).

4.7.2 ANOVA

ANOVA was adopted to test model fitness and the results presented in Table 4.16.

Table 4.16: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	208.825	3	69.608	16. 233	.000
	Residual	570.314	388	4.288		
	Total	779.139	391			

a. Dependent Variable: completion rate

b. Predictors: (Constant), Government scholarships, government funding in tuition government funding in providing infrastructure

The value of F test was $F(3, 388) = 16.233$, $p<0.05$. This implies that the model was fit for the study and could be adopted to predict completion rate of students in Public Secondary Schools.

4.7.3 Regression co-efficients

The results were presented in Table 4.17.

Table 4.17: Regression co-efficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.594	1.889		4.019	.000
	Government scholarships	.778	.069	.086	1.142	.002
	Government funding in tuition provision	.248	.056	.331	4.404	.000
	Government funding in providing infrastructure	.206	.048	.327	4.298	.000

a. Dependent Variable: students' completion rate

The results presented in Table 4.17 show that government scholarships had a positive and significant effect on students' completion rate ((β=0.778, p=0.002). This implies that an increase in government scholarships by one unit increases students' completion rate by 0.778 units. The first null hypothesis was rejected and the study held that government scholarships enhanced completion rate in public secondary schools in Chesumei Sub County. The study concurs with that of Nyakoe (2020) that government scholarships enhance students' completion rate in public secondary schools.

Government funding in tuition provision had a positive and significant effect on students' completion rate (β=0.248, p=0.000). This implies that an increase in government funding in tuition provision by one unit increases completion rate by 0.248 units. The second null hypothesis was rejected and it was held that government funding in tuition provision enhances students' completion rate in public secondary schools in Chesumei Sub County. The study

concurs with that of Ndegwa (2020) that government funding in tuition provision enhances students' completion rate in public secondary schools.

Government funding in providing infrastructure had a positive and significant effect on completion rate ((β=0.206, p=0.000). This implies that an increase in government funding in providing infrastructure by one unit increases completion rate by 0.206. The third objective was rejected and it was held that government funding in providing infrastructure enhances completion rate in Chesumei Sub County. Findings resemble that of Ndiku and Muhavi (2023) that government funding in providing infrastructure enhances completion rate. The regression model was as specified below;

$Y=7.594+0.778\ X_1+.248\ X_2+.143\ X_3$

Where;

Y= Students' completion rate

X_1= Government scholarships

X_2= Government funding in tuition provision

X_3= Government funding in providing infrastructure

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers summary of findings on government scholarships and students' completion rate, government funding in tuition provision and students' completion rate and government funding in providing infrastructure and students' completion rate. Conclusions on each of the specific objectives and recommendations are provided. The recommendations comprised of both policy recommendations and suggestions for further studies.

5.2 Summary of Findings

This section presents summary of findings which are presented as per the specific objectives adopted in this study.

5.2.1 Government scholarships on learner completion rate

Elimu program contributes to more students completing secondary education. Majority of the respondents stated that more students had no access to Wings to fly scholarship in the school. Students who are beneficiaries of Wings to fly scholarship complete their studies in the school. Funds provided through Jomo Kenya Foundation enhance student completion rate in the school. Not all students benefit from funds provided by Jomo Kenyatta Foundation Chesumei Sub-County. Government scholarships have a positive and significant association with completion rate ($r=0.681$, $p=0.000$). Regression co-efficient results revealed that government scholarships had a positive as well as significant effect on completion rate ($\beta=0.778$, $p=0.002$). The first null hypothesis was rejected and the study held that government scholarships enhance completion rate in public secondary schools in Chesumei sub county.

5.2.2 Government funding in tuition provision on learner completion rate

Government funds in tuition provision caters for all teaching needs of students. Teaching at the school was poor due to lack of sufficient funds allocated by the government. The government pays for all exams students sit for each term. The students were not sent home for exam fees each term. All learning materials are funded for by the government and no parent or guardian paid for learning materials in the schools. Government funding in tuition provision had a positive association with completion rate ($r=0.633$, $p=0.000$). Regression analysis results were as follows; government funding in tuition provision improved completion rate ($\beta=0.248$, $p=0.000$). The second null hypothesis was rejected and the study held that government funding in tuition provision improves completion rate in public secondary schools.

5.2.3 Government funding in providing infrastructure on learner completion rate

No parent was asked to contribute towards classroom construction in the schools. The school has sufficient number of classrooms funded by the government. No parent was asked to contribute towards laboratories construction in the schools. No student is asked to purchase any laboratory material in the school because funds provided by the government are used to purchase them all. The funds provided by the government are not adequate to facilitate toilets construction in the schools. More toilets had been constructed from the funds provided by the government for infrastructural development. No additional funds are required from parents for administration block construction. Government funding in providing infrastructure had a positive and significant association with completion rate ($r=0.713$, $p=0.000$). Government funding in providing infrastructure had a positive and significant effect on completion rate ($\beta=0.206$, $p=0.000$). The 3rd null hypothesis was rejected and the study held that government funding in providing infrastructure improves completion rate in Chesumei sub county.

5.3 Conclusion

The study concluded that government scholarships enhance students' completion rate in public secondary schools in Chesumei sub county. The study also concluded that Elimu program contributes to more students completing secondary education. More students have no access to Wings to fly scholarship in the school. Students who are beneficiaries of Wings to fly scholarship complete their studies in the school. The funds provided through Jomo Kenyatta Foundation enhance student completion rate in the school. Not all students benefit from funds provided by Jomo Kenyatta Foundation in Chesumei Sub-County.

Additionally, government funding in tuition provision has a positive and significant effect on completion rate. The study also concluded that government funds in tuition provision that caters for all teaching needs of students enhances their completion rate. Insufficient funds allocated by the government and the government paying for all exams students sit for each term affects students' completion rate in schools. Not sending students home for exam fees each term and all learning materials being funded for by the government enhances students' completion rate. No parent or guardian paying for learning materials in the schools affects students' completion rate in schools.

Lastly, the study concluded that government funding in providing infrastructure has a positive and significant effect on completion rate. The study also concluded that when no parent is asked to contribute towards classroom construction in the schools, it enhances students' completion rate in the schools. Students' completion rate is enhanced when a school has sufficient number of classrooms funded by the government and when no parent is asked to contribute towards laboratories construction in the schools. Students' completion rate increases

when no student is asked to purchase any laboratory material in the school because funds provided by the government are used to purchase them all. Funds provided by the government to facilitate toilets construction in the schools affect students' completion rate. When no additional funds are required from parents for administration block construction, it affects students' completion rate in the schools.

5.4 Recommendations

5.4.1 Recommendations for Policy and Practice

The study recommends that government scholarships should continue being provided to students to enhance students' completion rate in public secondary schools, elimu program should benefit more students as it contributes to more students completing secondary education. More students should benefit from the wings to fly scholarship in the schools. Students who are beneficiaries of Wings to fly scholarship complete their studies in the school. All needy students should benefit from funds provided by Jomo Kenyatta Foundation in Chesumei Sub-County.

Government funds in tuition provision should cater for all teaching needs of students, the government should allocate sufficient funds to schools and should pay for all exams students sit for each term. Students should not be sent home for exam fees each term and all learning materials should be funded for by the government so as to increase students' completion rate. No parent or guardian should pay for learning materials in the schools. Lastly, the study recommended that no parent should be asked to contribute towards classroom construction in the schools. A sufficient number of classrooms funded by the government should be constructed in the schools and no parent should be asked to contribute towards laboratories

construction in the schools. No student should be asked to purchase any laboratory material in the schools. The government should provide enough funds for construction of toilets in the schools. No additional funds should be required from parents for administration block construction.

5.5 Suggestions for Further Studies

The indicators of government funding that had been adopted in the study are; government scholarships, government funding in tuition provision and government funding in provision of infrastructure. Future studies should be done on the same topic but should consider the adoption of other indicators of government funding besides the ones adopted in this study, that is, government scholarships, government funding in tuition provision and government funding in provision of infrastructure. Future studies should be done on the influence of government funding on completion rate in mixed day public secondary schools in sub counties in other 46 counties in Kenya.

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER TO THE RESPONDENTS

RE: PARTICIPATION IN ACADEMIC RESEARCH

I am a Master of Education Degree student at Koitaleel Samoei University College (A constituent College of the University of Nairobi) and I am researching on "**Influence of government funding on learner completion rate in Mixed Day Public Secondary Schools in Chesumei Sub County, Nandi County, Kenya."** I am requesting for your acceptance to provide information that will help in the completion of this study. Participation in the study is out of free will and all the information that you will provide will be used to academic purposes only.

Your participation will be highly appreciated.

Yours faithfully,



Obed Kipngetich Seurei

Contact : 0718110907

APPENDIX II: QUESTIONNAIRE

This questionnaire is designed to aid in collection of data on the influence of government funding on learner completion rate in Mixed Day Public Secondary Schools in Chesumei Sub County, Nandi County, Kenya. Your responses on the prompts captured on the questionnaire will be used for academic purposes only and the responses you will provide will be treated with utmost confidentiality.

Section A: General Information

Kindly tick (√) against the correct choice.

1. Age category

≤ 35 years ☐ 36 -40 years ☐ 41-45 years ☐ ≥ 45 years ☐

2. State your gender

Male ☐ Female ☐

3. State your highest academic qualification?

Diploma in Education ☐ B. ED ☐ M. ED ☐ Doctorate ☐

4. Current position in the school

Principal ☐ Head of Departme☐ Stu☐t Member of Board of ☐ Management

4. For how long have you been in the school?

Less than 5 years ☐ 5-7 years ☐ More than 7 years ☐

Section B: Influence of Government scholarships on learner Completion Rate

To what extent do you either agree or disagree with the following statements on Government scholarships. Please rate your perceptions using the following 5-point Likert scale. "**Strongly disagree = 1, Disagree=2, Neutral = 3, Agree = 4, strongly agree = 5"**

Tick (√) as appropriate

B	**Government scholarships**	**5**	**4**	**3**	**2**	**1**
B_1	Elimu program contributes to more students completing secondary education.					
B_2	More students have access to Wings to fly scholarship in the school.					
B_3	Students who are beneficiaries of Wings to fly scholarship complete their studies in the school.					
B_4	Funds provided through Jomo Kenyatta Foundation enhance student completion rate in the school.					
B_5	All students benefit from funds provided by Jomo Kenyatta Foundation in Chesumei Sub-County.					

Section C: Influence of Government Funding in Tuition Provision on learner Completion Rate

To what extent do you either agree or disagree with the following statements on government funding in tuition provision. Please rate your perceptions using the following 5-point Likert scale. "**Strongly disagree = 1, Disagree=2, Neutral = 3, Agree = 4, strongly agree = 5"**

Tick (√) as appropriate

C	**Government Funding in Tuition Provision**	**5**	**4**	**3**	**2**	**1**
C_1	Government funds in tuition provision caters for all teaching needs of students.					
C_2	Teaching at the school is poor due to lack of sufficient funds allocated by the government.					
C_3	The amount that the government provides for tuition caters for					

	all exams students sit for each term.					
C_4	We do not send students home for exam fees each term.					
C5	All learning materials are funded for the government.					
C_6	No parent or guardian pay for learning materials in the school.					

Section D: Influence of Government Funding in Providing Infrastructure on learner Completion Rate

To what extent do you either agree or disagree with the following statements on government funding in providing infrastructure. Please rate your perceptions using the following 5-point Likert scale. "**Strongly disagree = 1, Disagree=2, Neutral = 3, Agree = 4, strongly agree = 5"**

Tick (√) as appropriate

D	**Government Funding in Providing Infrastructure**	**5**	**4**	**3**	**2**	**1**
D_1	No parent is asked to contribute towards classroom construction in the school.					
D_2	The school has sufficient number of classrooms funded by the government.					
D_3	No parent is asked to contribute towards laboratories construction in the school.					
D_4	No student is asked to purchase any laboratory material in the school because funds provided by the government are used to purchase them all.					
D_5	Funds provided by the government are adequate to facilitate toilets construction in the school.					

D_6	More toilets have been constructed from the funds provided by the government for infrastructural development.					
D_7	No additional funds are required from parents for administration block construction.					

Section E: Completion rate of students in Public Secondary Schools

To what extent do you either agree or disagree with the following statements on financial technology. Please rate your perceptions using the following 5-point Likert scale. "**Strongly disagree = 1, Disagree=2, Neutral = 3, Agree = 4, strongly agree = 5"**

Tick (√) as appropriate

E	**Completion rate**	**5**	**4**	**3**	**2**	**1**
E_1	The school has been recording low students drop-out because of government fund.					
E_2	The number of students who sit for KCSE have been increasing in the school.					
E_3	We recorded the highest number of students who sat for KCSE last year than any other previous year.					

APPENDIX III: INTERVIEW GUIDE

1. For how long have you been in this position in Chesumei sub county?
2. Describe to the extent to which government scholarships influence completion rate in public secondary schools in Chesumei sub county?
3. Describe the extent to which government funding in tuition provision has influences completion rate in public secondary schools in Chesumei sub county?
4. Describe the extent to which government funding in providing infrastructure influences completion rate in public secondary schools in Chesumei subcounty?
5. What are the challenges faced when government funds in the education sector are being disbursed in mixed day public secondary schools in Chesumei sub county?

Agnes Jeptoo

INFLUENCE OF GOVERNMENT FUNDING ON LEARNER COMPLETION RATE IN MIXED DAY PUBLIC SECONDARY SCH...

K.S. Papers, 2025

Koitaleel Samoei, 2025

UoN_Instruct_Tim

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REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **543601**

Date of Issue: **22/October/2024**

RESEARCH LICENSE



This is to Certify that Mr.. OBED KIPNGETICH SEUREI of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nandi on the topic: INFLUENCE OF GOVERNMENT FUNDING ON COMPLETION RATES IN PUBLIC MIXED DAY SECONDARY SCHOOLS IN CHESUMEI SUB COUNTY, NANDI COUNTY KENYA for the period ending : 22/October/2025.

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October 02 , 2024

TO THE DIRECTOR
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
(NACOSTI), NAIROBI KENYA

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

REF: OBED KIPNGETICH SEUREI - ADMISSION NUMBER E55/0030/2020

The above named person is registered student of Koitaleel Samoei University College (KSUC), pursuing Master's Degree in Education Curriculum studies.

Obed is planning to conduct an academic research titled.

"INFLUENCE OF GOVERNMENT FUNDING ON COMPLETION RATE IN MIXED DAY PUBLIC SECONDARY SCHOOLS IN CHESUMEI SUB-COUNTY ,NANDI COUNTY,KENYA. "

I request your office to accord him the necessary assistance to enable him conduct his research.

Yours faithfully,

02 OCT 2024
Tel: 020 - 4915314
P. O. Box 5-30307, MOSORIOT

DR, JEPKEMBOI CHOGE
DIRECTOR SCHOOL OF EDUCATION

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION

Email: cdenandicounty@yahoo.com
Telephone: 0773044624
When replying please quote

County Director of Education
NANDI COUNTY,
P. O. Box 36-30300,
KAPSABET.
Date 23/10/2024

Ref: NDI/CDE/RESEARCH/1/VOL.III/152

Obed Kipngetich Seurei
Koitalel Samoei University College
P.O Box 5-30307
MOSORIOT

RE: RESEARCH AUTHORIZATION

Reference is made to the National Commission for Science, Technology and Innovation's letter Ref: No. NACOSTI/P/24/41141 dated 22nd October, 2024.

The above named person has been granted permission by the County Director of Education to carry out research on " ***influence of Government Funding on Completion Rates in Public Mixed Day Secondary Schools in Chesumei Sub County in Nandi County, Kenya for the*** period ending **22nd October, 2025.**

Kindly provide him all necessary support he requires.

for: County Director Of Education Nandi County

Mathew C. Sum,
For: County Director of Education,
NANDI COUNTY.

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

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When replying, please quote

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County Commissioner's Office,
Nandi County
P.O. Box 30,
KAPSABET.

22nd October, 2024

Obed Kipngetich Seurei
Koitaleel Samoei University College
P.O. Box 5 - 30307
MOSORIOT.

RE: RESEARCH AUTHORIZATION

This is in reference to letter No. NACOSTI/P/24/41141 dated 22nd October, 2024 from the Director General, National Commission for Science, Technology and Innovation on the above subject matter.

You are hereby authorized to conduct research on **"Influence of Government funding on completion rates in public Mixed Day Secondary Schools in Chesumei Sub County, Nandi County"** for the period ending **22nd October, 2025.**

Wishing you all the best.

COUNTY COMMISSIONER NANDI 23 OCT 2023 P.O BOX 30-30300, KAPSABET

CAROLINE M. NZWILI,
COUNTY COMMISSIONER,
NANDI.