

# GOVERNMENT FUNDING DYNAMICS INFLUENCING IMPLEMENTATION OF FREE DAY SECONDARY EDUCATION BY PRINCIPALS IN LIKONI SUB COUNTY, MOMBASA COUNTY

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## ABSTRACT

**Purpose.** To find out government funding dynamics influence on implementation of Free Day Secondary Education by public secondary school's principals in Likoni Sub County, Mombasa County.

**Research methodology.** The study used mixed methods approach that is quantitative and qualitative methods were applied. This research methodology is very suitable since it involves the data mixing approach whereby through mixing the data sets, the researcher makes available a better understanding of the problem than if either data set had been used alone. According to Creswell (2009), in quantitative method, the researcher decides what to study; asks specific questions, collects quantifiable data from a large number of participants; analyzes these numbers using statistics; and conducts the inquiry in an unbiased and objective manner. In this case questionnaires were used to collect the data. In qualitative approach, the researcher relied on the participant's views, ask broad questions and collect data entailing largely of words from the respondents. The researcher described and analyzed the words grounded on the objectives of the study. In this case, interview guides were used to collect the data. The two data sets were merged by bringing the separate results together in the interpretation when the researcher was analyzing the data. The target population was 97 comprising of 1 sub-County Director, 12 principals, 24 Board of Management Representatives and 60 Head of Departments in the Sub County. Using central limit theorem, 9 public secondary schools formed the sample size; that is 75% of the total schools out of 12 public schools. All principals from sampled secondary schools, 2 BOM Reps (Chair and PA chair) and the sub county director of education were selected using purposeful sampling considering secondary schools which have bigger number of student's enrollment. Simple random sampling was used to select 5 heads of departments and from each school sampled to reduce the sense of biasness among the respondents. The researcher used the sampling procedures to realize a sample of 9 principals, 45 Heads of Departments, 18 Board of Management representatives and one Sub County Director of Education.

**Findings.** When asked whether the amount allocated to each learner by the government is enough to cater for his or her needs, the respondents responded differently as shown in table 9 above, that is (26) 53.3% and (12) 26.5% disagreed and strongly disagreed respectively. (3) 6.1% neither agreed nor disagreed. (6) 12.2% and (2) 4.1% agreed and strongly agreed that indeed the fund allocated by the government is enough to cater for the needs of

each student. Most of the respondents were in agreement that the amount allocated is not enough to cater for the needs of the student. The findings were in agreement with the study done by Lewin, (2008) that the amount of funds from the government are insufficient. Further, when asked about distribution of funds by government to the school based on NEMIS capitation reduces the amount of funds the school receives, the respondents had mixed views. Strongly agreed and agreed had (12) 24.5 each while (10) 20.4% remained neutral and (10) 20.4% and (5) 10.2% disagreed completely. One Principal noted, “*Capitation per student according to Nemis number reduces the amount each school receives. The school cannot cater for all the needs of the learner hence leading to calling upon parents, sponsors and well-wishers to top up the deficit.*” The principals were in agreement that the government is not practical in attempt to implement this Free day Secondary Education strategy.

**Recommendations.** On adequacy of funds, the study recommends that the government should first put in place prudent finance control measures before increasing allocation to the schools and other learning institutions to avoid mismanagement and embezzlement of funds. In the context of funds disbursement to schools, the study recommends that the government should and must disburse the allocated amount as early as possible to enhance smooth functioning of learning process in learning institutions. Strict guidelines on management of education matters irrespective of political affiliations should be developed in order to realize the vision 2030 of sustainable quality basic education to all citizens.

**Key words.** *Funding dynamics, Free day secondary education, adequacy*

## INTRODUCTION

In latest years, demand of education has increased tremendously, leading to education systems expansion in most countries. This has been experienced all over the world including Kenya, where the sector of education consumes the biggest share of the budget, according to Zakiriza, Walela and Kukubo (2015). Challenges affecting free secondary education implementation are being experienced due to insufficient finance by most African countries. Countries which embraced Free Secondary Education (FSE) earlier like Britain are far much ahead in terms of infrastructure development, economic and technological advancement amongst many other things. Education systems in the world are mostly funded by the government. This funding from the government sometimes is untimely, inadequate and may not ensure effective implementation of FSE according to study done by Kungu and Mwangi (2014) in Kiambu County, Kenya.

## STATEMENT OF THE PROBLEM

Free secondary education (FSE) has continued to be implemented worldwide to achieve the SDGs as stipulated by Incheon Conference in 2015, (United Nations Educational, Scientific and Cultural Organization, 2016). The government of Kenya introduced FDSE in the year 2008 as a strategy to increase access, lower household costs and improve academic performance in public secondary schools, through an annual Kshs. 10,265 subsidy per student over the 2008-2012 period. Currently, the subsidy for each student is Kshs 22,244. This strategy has led to rise in students’ enrolment over the years from 1.77 million in 2012 to 3.59 million in 2022 (Education Sector Report of 2022). As a matter of fact, increased enrolment because of FDSE should be met with an increase in

teaching and learning resources from government and stakeholders. This ensures effective curriculum implementation and good school academic performance. Reduced user fees have led to increased enrolment in Likoni Sub County Public Day Secondary Schools, with inadequate corresponding increase in teaching learning resources. This has really affected negatively the management of secondary schools by principals who find it hard to cope with insufficient and untimely disbursement of FDSE funds from the government. These implementation challenges that might hinder success and sustainability of FDSE policy, have over this time frame not been fully investigated. Challenges facing FDSE implementation, inadequate funding and government tenacious delays in ensuring the cash reach to the schools are some of funding dynamics experienced by principals of public secondary schools forcing them to send some of student's home to collect school fees.

If this challenge of funding is not addressed, education quality will be compromised, more school dropouts will be witnessed, exhaustion of physical facilities which will lead to poor academic performance and consequently, culminating into lack of qualified technocrats in labour market in future. The study intention was to find out the extent at which government funding dynamics of inadequate funding, untimely disbursement of FDSE funds, budgeting and auditing problems influence implementation of FDSE strategy among principals of public secondary schools in Likoni Sub-County, Mombasa County. The conclusion of this research provides vital data material to all stakeholders in education segment to be used in guaranteeing achievement of FDSE programme as well as expanding access to secondary education in Kenya in line with the vision 2030 and education policies.

## **OBJECTIVES OF THE STUDY**

- i. To assess how adequacy of funds dynamics influence implementation of Free Day Secondary Education by principals from Likoni Sub-County Public Secondary schools in Mombasa County.
- ii. To assess influence of criteria of disbursement of funds dynamics on implementation of Free Day Secondary Education by principals of Likoni Sub County public secondary schools in Mombasa County.
- iii. To assess how Free Day Secondary Education funds budgeting dynamics influence implementation of Free Day Secondary Education by principals of Likoni Sub County Public secondary schools Mombasa County.
- iv. To assess the processes of funds auditing dynamics influencing implementation of Free Day Secondary Education by principals of Likoni Sub-County public secondary schools in Mombasa County.

## **RESEARCH QUESTIONS**

- i. What is the influence of adequacy of funds dynamics on implementation of Free Day Secondary Education by principals of Likoni Sub County public secondary schools in the County of Mombasa?
- ii. How does disbursement of Free Day Secondary Education funds dynamics influence implementation of Free Day Secondary Education by principals of Likoni Sub County public secondary schools in County of Mombasa?
- iii. What is the influence of budgeting of Free Day Secondary Education funds dynamics on implementation of Free Day Secondary Education by principals of Likoni Sub County Public secondary schools in the County of Mombasa?

- iv. How do the processes of auditing of funds dynamics influence implementation of Free Day Secondary Education by principals of Likoni Sub County public secondary schools in the County of Mombasa?

## THEORITICAL REVIEW

### Constraints Theory

This theory of constraints (TOC) as postulated by Eliyahu M Goldratt (1984) guided this study. Theory of Constraints is an approach of management that outlooks any controllable system as being restricted in attaining more of its goals by diminutive number of constraints. According to Goldratt, there is one main constraint that exists always; and TOC uses a centering process to categorize the constraint and restructure the rest of the organization constraints around it. It usually adopts the common idiom 'a chain is no stronger than its weakest point. This means that processes, organizations, etc. are defenseless if the weakest areas affecting them are not identified and eliminated. Theory of Constraints is founded on the promise that the degree of goal attainment by a goal-oriented system is limited to one constraint. If that one constraint is eliminated, the other constraints that might be affecting the organization also diminish. Goldratt (1984) suggest five steps to follow in applying TOC as a process.

The first step is identifying the constraint, second, decide how to exploit and eliminate the constraint, and third subordinate everything else to the constraint that is all hands joined in taking priority to deal with the constraint. Fourth, is elevating the constraint by removing the pressures on it. Lastly is evaluating and checking if the constraint is lifted. While the theory originally centered on manufacturing, it's clear that it can be seen working in education sector. Currently, implementation of FDSE has faced various constraints. A constraint is anything that prevents any organization from realizing its goals. Among challenges facing effective implementation of FDSE strategy is inadequate funds, inadequate teachers, inadequate teaching and learning materials, poor infrastructure etc. All these are constraints but there is one constraint which when eliminated other constraints also disappear. The constraint of insufficient funds is one constraint if eliminated then principals would be at a good position to achieve the effective implementation of FDSE. It will lead to improved performance in academics and general running of school programs will be efficient. Lack of enough funds is the limiting factor in implementation of FDSE by principals in public secondary schools of Likoni Sub County and once dealt with other limiting factors are put off.

### System Theory

The study was also steered by system approach theory that was advanced by Von Ludwig (1968). According to John (1983), he defines system as a set of objects or entities that interrelate with one another to form a whole. TST considers organization as a social system comprising of persons working together within an official structure drawing both financial resources and human from their direct environment and later ensuring that these resources are utilized back into the same environment. Von, (1968) outlines that; application of 'by systems' means 'complexes of elements in interaction standing. The closed system is so-called closed if it neither takes in nor give out matter that is only energy exchange is possible and taken into account. The system is referred to as open because of continual input and output of both energy and matter in it. System approach encompasses the examination of the interaction of parts of a whole and how it relates with environment. It should be applied while

planning alterations in all the system, and especially the open system to which education belongs because of its continuous interaction with the environment and its element of receiving inputs from external environment, processes then and delivers output to external environment. The system approach is one of the educational managements approaches which different parts function for the common good by forming the integral part of a whole.

It is through this system approach theory; the investigator considered the school as a whole. It is the duty of the principals to make sure that all system features are well coordinated. The funds from the government should be managed well and the students from communities should be prepared accordingly and released to the society qualified to fill the labour gap. FDSE implementation lies solely in the hands of principals and help of teachers and BOM members. FDSE implementation is considered as the principal's administrative role in the school. In this study, the task of the principal is to ensure proper managing of monetary resources on budgeting, accounting, auditing, and appraisal of the utilization of fiscal resources while the government ensures allocation of enough funds to the students and funds being released on time to ensure running of educational programs without stoppages. The justification of using these two theories in this study was because they brought out the point that using the constraints theory the government can identify the constraint of insufficient funds and be able to work on it in attempt to make implementation of FDSE effective and through the theory of System Approach where the school acts as a system that receives raw materials that is, students from the society and through the support of government prepares and produces a product that goes back to the society and work for the government and the cycle continues. The funds from the government play a great role in ensuring proper administration and management of secondary schools which in turn leads to achievement of goals and objectives of educational sector.

## **EMPIRICAL REVIEW**

The term adequacy according to Collins dictionary refers to the quality of being enough or great enough in amounts to be acceptable. Adequacy of funds in relation to Free Day Secondary education means that there is sufficiency of enough financial resources to ensure smooth running of secondary school programme. Availability of funds ensures that the school has enough physical facilities, learning resources, prompt payment of support staff as well as BOM teachers, meeting the school expenditure of so-curricular activities among other expenses. Most of developed countries have their education system are generally partly supported by the state and sometimes entirely (World Bank, 2005). Education in Britain is totally financed by the national government from primary to secondary, Moon and Moyes (1994). The main duty of parents is to make sure that the kids are taken to school. Japan, a developed country, the financial policies of the government guarantee free education from primary to secondary level (Nyaga, 2005). The national government ensures that there are enough funds to run the basic education hence every child attaining the right age of schooling is mandatory to be taken to school.

According to study done on equity and adequacy in school funding by John, (1997), they cite that education in America is devolved to states. Each state coordinates its own funding of education. Certain States have superior finance capital than others and in most wealthy States Districts have single considerably higher pupil payments than do poor Districts. The Federal government of USA finances public education and proper policies have been put to ensure that budgeting and auditing of the public fund is excellently carried out every year. Nyaga (2005) note that school fees are a significant fragment of educational organization in Canada. Parents pay for education of their children through fees reimbursement direction. However, it has been realized by the government that some parents cannot legally meet their children's education fees hence it ensures that no child is denied a chance to acquire education as a result of lacking school fees.

Financing basic education in Africa is wanting. Most countries have not yet achieved adequate funding to sustain both primary and secondary education. The governments in African countries have tried to finance it but still disparity is evident in almost all counties especially Sub-Saharan countries. Henry (2014) notes that financing of education in Egypt has been decentralized since 2007. First, lower levels of the system are allocated funding via simple and transparent equity-based funding formulas. Consequently, all actors can tell how much is being apportioned to themselves, to others and why. Additionally, since the distribution is done by such a funding method, it lessens budgetary transaction practice that has resulted in glossy imbalance per student allocations across governorates. Nayimba and Marshall (2013) study on Uganda's quality of education, affirmed that funds inadequacy leads to insufficient teaching and learning materials, few teachers, inability to meet school expenses among many other costs. Effective implementation of free day secondary education is still wanting as there is not enough funding to support the secondary education programs. Poverty levels among the parents make their children not to access secondary education because as much as the government is providing school fees, parents are required to provide uniforms, lunch for the students as well as development fees.

Ethiopia an Eastern African country is one of the countries with the highest poverty level in the world (Veerspoor and Josh, 2013). They also affirm that Ethiopia's quality of education in as being acceptably of low standards and blame it on inadequacy of funds to employ enough teachers, securing of good physical and learning facilities which makes the implementation of FDSE next to impossible in this country. Since independence, basic quality education provision has been the precedence of the Kenya government (Ministry of Education Science and Technology, 2017). Introduction of Free Primary Education (FPE) in 2003, increased retention rates of pupils in primary schools as accessing of education was easy. The challenge was that still most of the parents could not be able to afford the cost of education in secondary schools. President Mwai Kibaki at that time decided to introduce free tuition to secondary school students but the burden was still very huge for the parents of poor backgrounds to cater for the other costs. International human rights law, of which Kenya is a signatory to; advocates for free and mandatory primary education while secondary education should gradually be provided to every child at no cost (United Nations Educational, Scientific and Cultural Organization, 2005).

Nevertheless, according to Basic Education Act of 2013, every Kenyan child is freely entitled to basic education. The government of Kenya has been trying to achieve this dream but many families that live below one dollar per day find it hard to pay for their children secondary education fees. There are 8592 public secondary schools and 1350 private ones in Kenya, as per the economic survey of 2017. Kenya Bureau of statistics (KNBS) survey put all secondary school enrollments in 2016 at 2.72 million students from 2.016 million in 2005. From the time when President Kibaki's office guidelines of fees payment were declared in 2008, government has only increased once its contribution in 2015. Due to inflation, the real cost of secondary education went higher as explained by Kahi Indimuli-Chair Kenya Secondary School Heads Association conference in Mombasa in 2022 during their annual conference. FDSE was put in place to reduce the burden of parents in payment of school fees. FSE policy, 2008, suggests that the tuition fees were expected to be met by the government and other costs by giving at least Kshs 10,400 to every student and the parents were obliged to cater other necessities such as lunch, uniforms, and boarding fees for boarders besides developments plans. This was in tandem with government promise to make sure that gender inequalities and needs of the region were dealt with amicably.

According to study done in Ugenya Sub-County by Michael (2014), on challenges affecting implementation of FDSE policy, he cited that inadequacy of funds was the main reason for delaying implementation of FDSE strategy by secondary school's principals. The government of Kenya is not providing enough funds to cater for the needs of the children as well as the school managerial functions. The allocations on the student need to be boosted and amount per vote head on some activities to be increased. Principals of secondary school perform a key function in the running of all monetary undertakings of the school. Skills of financial management are very crucial in planning and budgeting of funds provided by the government and other finance stakeholders. However, financial management determines the manner in which the affairs of the school are carried out and if the school will bring its objectives into accomplishment or not. Head teachers are responsible in performing financial management such budgeting, accounting and auditing. Most schools have enrolled quite a number of students which supersedes the physical facilities and learning materials. Meeting the needs of support staff as well as payment of BOM teachers requires sufficient funds. School financial needs often overwhelm the funds provided by the government which become a dynamic that influence the effective implementation of FDSE strategy. Most of the parents have the perception that since the government is providing free tuition; they're not supposed to pay any school levy. Principals find themselves in a fix where the students have not paid for their lunch programme and development fees on whether to send them home or not. The government in its new guidelines 2020 requires students to remain in school without being sent home.

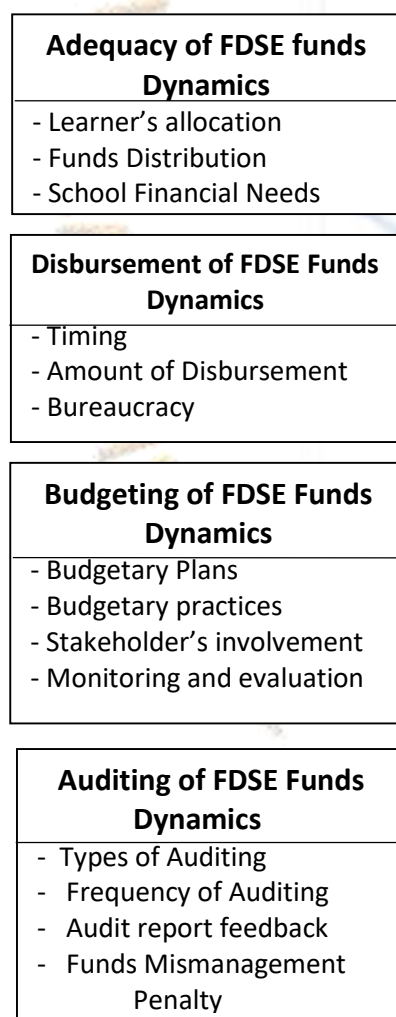
A study done in Mandera County on constraints affecting implementation of FDSE by Mohamed and Orodho (2015) indicate that FDSE policy was far from achievement due to insufficient funds allocation to secondary schools by the government. The funds are insufficient to cater for building facilities, teaching and learning resources and meeting other financial needs of the school. Another study by Omondi, (2015), in Mombasa County, Mvita Sub-County, on contribution of FDSE funds in promoting efficacy of public education, he affirmed that the insufficient school funds are the major challenge experienced by parents as they are still anticipated to meet costs of education despite of the government providing subsidy in education. The study recommended for

government of Kenya to add more monies to enable improved secondary completion rates. It has been revealed from the previous studies that funds from the government cannot be enough hence parents are supposed to supplement it with few amounts to allow the activities of the school to be carried out smoothly.

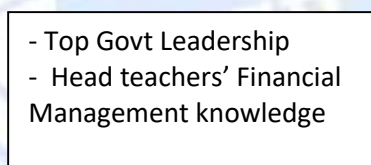
The funds from the government usually are received already apportioned to each student to tailor for tuition fees, operational costs, co-curricular activities and other school needs. The funds distribution by the government on various vote heads does not match with the needs of every school; this makes the principal to have a hard time to use money for a certain activity to finance another activity. Sometimes funds to finance co-curricular activities such as drama and music festivals are not included. This leaves head teachers with either an option to use funds allocated to other vote heads or decline from participation. The amount allocated to education by Kenyan budget is comparatively enormous yet appears to be not enough to cater fully FDSE strategy requiring consolidated support for sustainability. From the studies, it clearly evident that insufficient funds sent to schools together with rigid rules of expenses that fail to appreciate the inimitable requirements of each school is a dynamic that greatly influences effective implementation of FDSE by principals Likoni Sub-County public secondary schools.

### CONCEPTUAL FRAMEWORK

#### Independent Variables



#### Intervening Variables



#### Dependent Variable

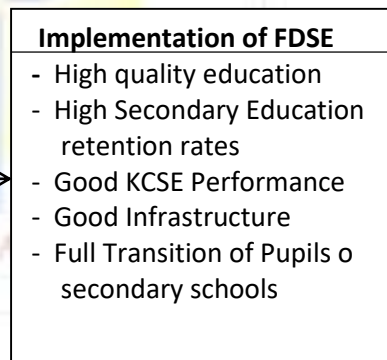


Figure 1

The conceptual Framework



**RESERCH METHODOLOGY**

The study used mixed methods approach that is quantitative and qualitative methods were applied. This research methodology is very suitable since it involves the data mixing approach whereby through mixing the data sets, the researcher makes available a better understanding of the problem than if either data set had been used alone. According to Creswell (2009), in quantitative method, the researcher decides what to study; asks specific questions, collects quantifiable data from a large number of participants; analyzes these numbers using statistics; and conducts the inquiry in an unbiased and objective manner. In this case questionnaires were used to collect the data. In qualitative approach, the researcher relied on the participant’s views, ask broad questions and collect data entailing largely of words from the respondents. The researcher described and analyzed the words grounded on the objectives of the study. In this case, interview guides were used to collect the data. The two data sets were merged by bringing the separate results together in the interpretation when the researcher was analyzing the data.

**RESULTS AND DISCUSSIONS**

**Quantitative analysis of findings of Adequacy of funds dynamics on FDSE implementation**

The study sought to determine the perception of the respondents regarding the adequacy of funds on the implementation of FDSE in Mombasa County. This was determined using various descriptive statistics including the frequency distributions, means and standard deviations of various statements and results presented in Table below.

*Descriptive statistics for adequacy of funds dynamics*

	1	2	3	4	5	Mean	Std
	%						Dev
The amount allocated to each learner by the government is enough to cater for the needs of the student.	2	6	3	26	12	3.82	1.074
	4.1%	12.2%	6.1%	53.1%	26.5%		
Distribution of funds by government to your school based on NEMIS capitation reduce the amount of funds the school receives	12	12	10	10	5	2.67	1.329
	24.5%	24.5%	20.4%	20.4%	10.2%		
The amount of funds received by your school from the government meets the school financial needs	5	0	0	29	15	4.10	0.848
	10.2%	0.0%	0.0%	59.6%	30.2%		
The amount of funds provided by the government can be enough to finance education fees for needy students if parents from	8	12	3	15	11	3.18	1.453
	16.3%	24.5%	6.1%	30.6%	22.4%		

able backgrounds sponsor  
their children

There are many students in  
your school who are not  
receiving FDSE funds due  
to lack of birth certificate  
hence no NEMIS number

11	16	5	13	4		
22.4%	32.7%	10.2%	26.5%	8.2%	2.65	1.316

**Key:** 1=strongly agree, 2= agree, 3 = undecided, 4 =disagree, and 5 =strongly disagree.

The frequency distributions were as a result of various views of the respondents on the different statements in regards to the adequacy of funds on implementation of FDSE in Likoni Sub-County, Mombasa County. When asked whether the amount allocated to each learner by the government is enough to cater for his or her needs, the respondents responded differently as shown in table 9 above, that is (26) 53.3% and (12) 26.5% disagreed and strongly disagreed respectively. (3) 6.1% neither agreed nor disagreed. (6) 12.2% and (2) 4.1% agreed and strongly agreed that indeed the fund allocated by the government is enough to cater for the needs of each student. Most of the respondents were in agreement that the amount allocated is not enough to cater for the needs of the student. The findings were in agreement with the study done by Lewin, (2008) that the amount of funds from the government are insufficient. Further, when asked about distribution of funds by government to the school based on NEMIS capitation reduces the amount of funds the school receives, the respondents had mixed views. Strongly agreed and agreed had (12) 24.5 each while (10) 20.4% remained neutral and (10) 20.4% and (5) 10.2% disagreed completely.

In responding whether the amount of funds received by their school from the government meet the school financial needs, (29) 59.6% and (15) 30.2% in totality disagreed. Only (5) 10.2% strongly agreed. The findings shows that the funds from the government cannot meet the financial needs of the secondary school due to high enrollment of students. In addition, when asked whether the amount of funds from the government can be enough to cater for the needy students, if parents from able background sponsor their children; (15) 30.6% and (11) 22.4% disagreed and strongly disagreed respectively. (3) 6.1% were undecided while (12) 24.5% and (8) 16.3% agreed in totality. When asked if there are many students in your school who are not receiving FDSE fund due lack of NEMIS number, 16 (32.7% agreed, (11) 22.4% totally agreed (5) 10.2% remained neutral while (13) (26.5) % disagreed while (4) 8.2 % in totally disagreed. The mean scores and standard deviation for the different statements of the fund’s adequacy matrix were generated, showing the responses around the mean and level of consensus on a given statement. The mean scores were interpreted as strong tendency to disagree for mean scores of between 2.50 and 3.49 and tendency to agree for mean scores of between 3.50 and 4.50. The standard deviations were interpreted as there was disagreement for standard deviations of above 1 and moderate agreement for standard deviations between 0.50 and 0.99. The mean scores and standard deviations were 3.84 and 1.07 for funds allocation on each student by the government, 2.67 and 1.33 for NEMIS capitation, 4.10 and 0.85 for school

financial needs, 3.18 and 1.45 for the funds for the needy students and finally, 2.65 and 1.32 for lack of funds due to lack of NEMIS number. From the findings, it is evident from average mean score of 3.28 that the inadequacy of FDSE funds dynamics influence negatively the implementation of free day secondary education y principals in Likoni Sub County. The findings were in agreement with the study done by Omondi (2015) in Mombasa County that insufficient funds from the government impedes effective implementation of FDSE.

### **Thematic analysis qualitative findings of adequacy of funds dynamics on implementation of FDSE.**

Principals of public secondary schools of Likoni Sub-County and SCDE were also interviewed. The respondents responded in the favor of the view that most secondary schools' managements in the Sub-County are finding it hard to implement the FDSE strategy due to funding dynamics of insufficient funds to run school programs and activities. The SCDE noted that the managers of various schools have to work with little budget to make ends meet. Principals confirmed that inadequate funds have created strained relationship with the service providers. One Principal from school B noted, "*Capitation per student according to Nemis number reduces the amount each school receives. The school cannot cater for all the needs of the learner hence leading to calling upon parents, sponsors and well-wishers to top up the deficit.*" The principals were in agreement that the government is not practical in attempt to implement this FDSE strategy. These sentiments are in agreement with research done the amount allocated to each learner cannot be enough to meet the financial needs of the student. This has led to the schools incurring huge debts which derail the implementation of FDSE. The sub county director also noted that inadequacy of funds menace has caused a lot of stress to some of the principals due to increased needs with little money to use. The views of the respondents were in agreement of the quantitative findings where most respondents totally agreed that the government allocation of funds to each learner is below the expectation which was in tandem with the study done Ngaywa (2015) that established that the government should fully support secondary education to facilitate effective implementation of FDSE strategy.

### **CONCLUSIONS**

The study results showed that most independent variables had significant value above 0.05 meaning that they all have no significant influence. In the establishment of the influence of funds adequacy dynamics, the study concluded that the adequacy of funds has no significant influence on implementation of FDSE. The study revealed that in every unit increase in adequacy of funds, results in decrease in implementation of FDSE in public secondary schools of Likoni Sub County, Mombasa County.

### **RECOMMENDATIONS**

On adequacy of funds, the study recommends that the government should first put in place prudent finance control measures before increasing allocation to the schools and other learning institutions to avoid mismanagement and embezzlement of funds. In the context of funds disbursement to schools, the study recommends that the government should and must disburse the allocated amount as early as possible to enhance smooth functioning of learning process in learning institutions. Strict guidelines on management of education matters irrespective of political affiliations should be developed in order to realize the vision 2030 of sustainable quality basic education to all citizens.

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