IMPACT OF PUBLIC SUBSIDY ON GENDER EQUITY IN SECONDARY SCHOOL EDUCATION IN GARISSA DISTRICT, GARISSA COUNTY, KENYA

BY

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DECLARATION

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

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DEDICATION

This project is dedicated to my wife Deborah Mwikali, my two daughters Faith Ndanu and Christine Mutheu, my father Samuel Mulonzya and my late mother Susan Nduni.
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I wish to appreciate the contribution and support given by various individuals for the successful completion of this project. Even though it would be difficult to mention all by name, the following deserve special attention: First and foremost my deep gratitude go to my supervisors Dr. Jackline Nyerere and Dr. Thaddaeus Rugar for dedicating their time and energy to read this work. Their special advice, guidance and patience resulted to the successful completion of this project. Secondly, special thanks go to my employer, the Public Service Commission through the Ministry of Education for granting me opportunity to undertake this program during school holidays. Lastly, I wish to express my sincere gratitude to the District Education Officer, Principals and Teachers from Garissa District for their cooperation during this study.
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<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>BOG</td>
<td>Board of Governors</td>
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<tr>
<td>CFS</td>
<td>Child Friendly Schools</td>
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<tr>
<td>CEF</td>
<td>Common Education Fund</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FCUBE</td>
<td>Free Compulsory Universal Basic Education</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>FSE</td>
<td>Free Secondary Education</td>
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<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
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<td>GER</td>
<td>Gross Enrolment Rate</td>
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<td>GNP</td>
<td>Gross Net Product</td>
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<tr>
<td>GoK</td>
<td>Government of Kenya</td>
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<td>GPI</td>
<td>Gender Parity Index</td>
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<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>IMF</td>
<td>International Monetary Fund</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>NGO</td>
<td>Non Governmental Organization</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents and Teachers Association</td>
</tr>
<tr>
<td>NCST</td>
<td>National Council for Science and Technology</td>
</tr>
<tr>
<td>SAPs</td>
<td>Structural Adjustment Programmes</td>
</tr>
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<td>SEBF</td>
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SSE – Subsidized Secondary Education
TSC – Teachers Service Commission
UNESCO – United Nations, Educational Scientific and Cultural Organization
UNICEF – United Nations Children’s Fund
UNO – United Nations Organization
UPE – Universal Primary Education
USAID – United States Agency for International Development
USE – Universal Secondary Education
WEF – World Education Forum
ABSTRACT

The Government of Kenya has always put great emphasis in expanding secondary school education since independence to enhance maximum transition from primary to secondary level. However, despite this government’s initiative, gender disparities, still persist. Available statistics indicate that secondary school enrolment in several provinces and districts across the country was in favour of boys by 2007. The government decided to introduce subsidy to secondary education to enhance transition rates from primary to secondary level. The purpose of this study was to assess the impact of the public subsidy to secondary education on gender equity in Garissa District. The objectives of the study were to; analyze enrolment trends by gender in Garissa District from 2008-2011 and identify factors causing gender disparities in the district. The study tried to provide feedback on the impact of the government subsidy towards the achievement of gender equity on secondary education in Garissa District. The study was guided by the Darwin’s Classical Liberal Theory on Equal Opportunity which advocates for equal treatment of all of people regardless of their gender or social status. The study adopted a descriptive survey design and targeted all the eight public secondary schools in Garissa District. The target population was 113 respondents comprising of one District Education Officer (DEO), eight principals and 104 class teachers of the eight public secondary schools in the district. The sample size was 43 respondents comprising of one DEO, 8 principals and 34 class teachers. The study employed Saturated Sampling Technique on the DEO and the principals while class teachers were selected using Simple Random Sampling. The study used interview schedule guide and facts sheet to collect data from the DEO and questionnaires to collect data from principals and class teachers. The research instruments were piloted in one of the schools from the neighboring district. To enhance validity, the questionnaires were presented to the two Supervisors from Kenyatta University for guidance. To test for reliability, test-retest technique was applied. The questionnaires for principals and for class teachers were reliable as they yielded correlation coefficient of 0.76. The collected data was subjected to both qualitative and quantitative analysis. The qualitative data was analyzed in narrative form while the quantitative data was analyzed by use of percentages and frequencies which were then presented in tables. The data was analyzed using the Statistical Packages for Social Science (SPSS) version 18. The study established that there existed gender disparities in the access to secondary school education despite various education subsidies that were offered by the government. These were attributed to the involvement of girls in domestic chores, restricted mobility for girls, low valuation of female labour in the market, few women teacher role models, early marriages among girls and the traditional socialization. Various gender enhancing strategies suggested included; identifying and working on gender parity in enrollment, educational outcomes and retention rates, addressing the impact of educational programs and policies on boys and girls and equitable access and quality from gender perspective. This study recommends the following: various stakeholders such as the government, religious bodies and Non-Governmental Organizations (NGOs) should mobilize and sensitize parents and communities on the importance of educating both boys and girls and ensuring equal education opportunities for both.
CHAPTER ONE
INTRODUCTION

The introduction section looks at the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitations and delimitations of the study, assumptions of the study, scope of the study, theoretical and conceptual frameworks and definition of key terms.

1.1 Background of the Study

Education has come to be regarded as a key catalyst to growth and development all over the world. According to United States Agency for International Development (2005), investments in education facilitate the achievement of most other development goals and increase the probability that progress will be sustained. Consequently, both the individuals and governments continue to invest heavily in education. The Universal Declaration on Human Rights by the United Nations Organization (UNO), to which Kenya subscribes, embraces education as a basic human right. Kenya is also a signatory to the international conventions that established the Education for All (EFA) agenda in Jomtien Thailand in 1990 and the World Education Forum (WEF) which was held in Senegal in 2000. The Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning emphasized the need for every Kenyan child to access basic welfare provisions including education irrespective of gender, religion and ethnicity. The paper further observed that education and training was mandatory in eliminating poverty and diseases from the developing countries (Republic of Kenya, 1965). Thus, every Kenyan child is entitled to education which shall be the responsibility of the government
and parents. According to the Children's Act (2001), every child is entitled to free basic education, which is also compulsory. According to Okemo (2001), the government has an obligation to provide equal opportunities of education to all citizens to enable them to participate fully in socio-economic and political development of the country and also empower them to improve their welfare. Upon the attainment of independence in 1963, the Government of Kenya in its first National Development Plan of 1964-1969 indicated the need to expand education and noted that, education and national development were so closely related in a developing country that it was almost impossible to speak of one without the other (National Development Plan, 1964). The government identified Universal Primary Education (UPE) as first of the three long-term goals for Kenya's Educational Programmes. The other two were the creation of opportunities for access to secondary and higher education to meet manpower needs in the country. According to Eshiwani (1993), the government showed commitment to secondary education in 1970's by scrapping form IV and form V fees in low cost schools and reduction of fees in high cost schools to keep as many students at that level of secondary education as were capable and willing to enter. The Report of the National Committee on Educational Objectives and Policies (Gachathi Report, 1976) recommended government support for Harambee schools to enable many students to access secondary school education. By 1980, secondary education in Kenya had expanded rapidly due to the provision of government subsidy and growth of Harambee (Self-help) community schools. The aim of starting Harambee schools was to absorb students who could not get places in government schools and aid the country in the production of qualified manpower needed by the nation. However, as the secondary school sub-sector expanded, various costs on
education on the other hand were on the rise. The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Kamunge Report, 1988) recommended the introduction of cost-sharing between the government and communities in the financing of education. The government introduced cost-sharing policy through Sessional Paper No. 6 of 1988 following the introduction of Structural Adjustment Programmes (SAPs) by the World Bank and the International Monetary Fund (IMF). This placed heavy burden on education to many poor households. As a result, there was a decline of secondary school Gross Enrolment Rate (GER) which dropped from 29.4% in 1990 to 22% in 2000 (Oketch & Rolleston, 2007). Thus the completion rates declined from 86.4% in 1990 to 77.8% in 2000. To counter the dropout rates, the government introduced Secondary Bursary Fund (SEBF) in the 1993/1994 Financial Year.

According Oyugi, Riech & Anupi (2008), the bursary allocation in the national budget increased from Ksh. 25 million in 1993/1994 to Ksh. 800 million in the 2007/2008 Financial Year. The underlying rationale for introduction of the bursary scheme was that no child who qualified for secondary education would be denied access because of the inability to pay fees. The objective therefore was to provide financial assistance to economically and socially needy students in all public secondary schools in the country. However, the administration of the bursary scheme was faced with many challenges such as low budgetary allocation, delay in disbursement, inadequate monitoring mechanisms and inconsistency. It was therefore evident that despite the noble idea of the bursary scheme, its aim of increasing access and reduction of gender disparities in secondary
school education was not accomplished. According to the Institute of Policy Analysis and Research (2005), the government published Sessional Paper No. 1 of 2005 which resulted to the creation of Kenya Education Sector Support Programme (KESSP). One of the objectives of KESSP was to lower costs and provide instructional materials to the needy public secondary schools while encouraging parents and communities to provide infrastructure and operational costs. A task force was formed to establish ways of providing affordable secondary education by exploring the costs of education and the implications of introducing Free Secondary Education (FSE). The task force suggested the idea of introducing tuition waiver subsidy but noted likely challenges such as sustainability, ineffectiveness and politicization. In 2008, the government introduced Subsidized Secondary Education (SSE) and committed itself to fully pay for all tuition charges at a cost of Ksh. 3,600 per student per year. The government was also to pay Ksh. 7,025 per student per year for non-teaching staff salaries, water and electricity, repair and maintenance among other costs totaling to Ksh. 10,265 per student per year. This meant that the parents would only take care of the school uniforms, lunch charges and development levy for day schools and uniforms, boarding expenses and development fees for boarding schools. This initiative was aimed at making secondary school education affordable to most parents in Kenya. The reduced costs would enhance access, gender parity and retention in secondary school education. Following the introduction of the SSE, the secondary school enrolment rose from 1.37 million students in 2007 to 1.47 million students in 2008. The Kenya Institute of Public Policy and Research Analysis (2009) notes that the increase in enrolment in public secondary schools was 18% compared to 13.7% in 2007. Despite these initiatives by the government, there still exist
gender imbalances in access to secondary education in various regions in the country. It is from this background that this study intends to look at the impact the Subsidized Secondary Education has had on access and reduction of gender disparities in secondary school education in Garissa District.

1.2 Statement of the Problem

Available statistics in Kenya indicate that up to 2007, public secondary school enrolment was in favour of boys. This was the same scenario witnessed across several provinces and districts in the country. According to statistics from the Ministry of Education (2007), there were 556,459 boys compared to 470,306 girls who were enrolled in public secondary schools in Kenya in 2007. This represented a Gender Parity Index (GPI) of 0.85. In North Eastern Province, there were 6,539 boys compared to 2,458 girls who were enrolled in public secondary schools in 2007 accounting for a GPI of 0.38. In Garissa District, the enrolment of boys was 2066 compared to 829 girls in 2007 representing a GPI of 0.40. The above enrolment figures indicate that the enrolment of girls lagged behind that of boys in secondary school education up to 2007. One of the reasons that caused gender imbalances in secondary schools education was the high cost of financing secondary education. The government of Kenya decided to introduce Free Secondary Education to enable all children to access secondary school education regardless of their gender status. The government’s aim was to ensure that all children who graduate in primary schools will transit to secondary school level. The purpose of this study therefore was to assess the impact of Subsidized Secondary School Education towards elimination of gender imbalances in Garissa District.
1.3 Purpose of the Study
The purpose of this study was to assess the impact of Subsidized Secondary School Education on elimination of gender disparities in access to secondary school education in Garissa District. The study analyzed the extend to which Subsidized Secondary School Education has helped towards the achievement of gender equity on secondary school education in Garissa District.

1.4 Objectives of the Study
This study was guided by the following objectives:

1. To determine the gender patterns of enrolment in Garissa District between 2008-2011.
2. To identify gender related factors that affect access and participation to Secondary school education in Garissa District.
3. To find out from the respondents gender equity enhancing strategies to Secondary school education in Garissa District.

1.5 Research Questions
This study was guided by the following questions:

1. What have been the gender patterns of students’ enrolment in secondary schools in Garissa District between 2008 – 2011?
2. What are the main gender related factors that affect students’ access to secondary school education in Garissa District?
3. What strategies can be employed to enhance gender equity to secondary school education in Garissa District?

1.6 Significance of the Study

The findings of the study will provide useful information regarding the impact of Subsidized Secondary Education towards the achievement of gender equity in Garissa District. The study will help the government in formulating appropriate policies aimed at eliminating gender disparities in the provision of secondary school education in Kenya. The findings of the study will be used in sensitizing all stakeholders in Garissa District on the importance of secondary school education for all children regardless of their gender status. The study may also be used by other scholars as a point of reference for further research on the topic.

1.7 Limitations of the Study

The study was only carried out in Garissa District as it could not be extended to cover the whole county due to financial constraints.

The study targeted the DEO, principals and class teachers of secondary schools in Garissa District as it was too expensive to involve other stakeholders like parents and community members. Travelling to visit the schools was a challenge because of the insecurity situation in the region hence there was need to seek for security from government security offices.
1.8 Delimitations of the Study
The study limited itself to public secondary schools since they are the beneficiaries of the Subsidized Secondary Education funds. Thus, private schools were not included in the study. The entire sample matrix was 43 respondents comprising of one DEO, 8 principals and 34 class teachers.

1.9 Assumptions of the Study
All respondents would cooperate and provide objective and reliable responses.
All schools were receiving the funds for the Subsidized Secondary School Education.
Public secondary schools are the main provider of secondary education in Garissa District. There was a positive relationship between funding and access to secondary education.

1.10 Scope of the Study
The study was carried out in Garissa District in Garissa County in Kenya. The district had a total of eight (8) public secondary schools. All the eight secondary schools were targeted in the study. A total of 43 respondents comprising of one (1) DEO, Eight (8) principals and 34 class teachers were targeted in the study. The study used questionnaires, facts sheet and interview schedule guide as data collection tools.

1.11 Theoretical Framework
This study was guided by the Darwin’s Classical Liberal Theory on Equal Opportunity which was developed in Europe and United States of America in the 19th Century. The
theory asserts that each person is born with a given amount of capacity which to a large extend is inherited and cannot be substantially changed. The theory advocates for social liberty which entails equal treatment to all groups of people regardless their race, gender or social status. Thus educational systems should be designed so as to remove barriers of any nature such as economic, gender or geographic that prevents bright students from lower economic backgrounds from taking advantage of their inborn talents which accelerate them to social promotion.

According to Orodho (2010), the theory demands for further going through education at primary and secondary level to which access would be determined on the basis of individual’s merit and not on social background. The Classical Liberal Theory therefore advocates for equal opportunity to education which will in turn promote the individual’s social mobility. The roots of this theory can be traced to writers such as Rousseau (1712-1778) who claimed that all people are created equal and therefore social institutions such as education should in some sense attempt to treat people equally. According to Orodho (2010), the American educator Horace Mann (1796-1889) could call education the great equalizer. There is widespread belief that by removing economic barriers and making more places available in upper primary and secondary education and by increasing attendance to school, ideal conditions could be created to implement the vision of equal opportunity where everybody has access to the kind and amount of education that suits his or her inherited capacity. Orodho (2010) further observes that in developing countries where inequalities of educational provision are severe, it may be desirable on equity and efficiency grounds to pursue the goal of equal distribution of educational opportunities.
Inequality of participation means that the benefits of education are disproportionately enjoyed by the upper income families whose children are far more likely to complete the primary and secondary school cycle or enroll in higher education. As Njeru & Orodho (2003) notes, it is therefore inevitable that unequal participation in education will in the long run worsen the status of the poor and the vulnerable groups. It is on this background that the Government of Kenya introduced Free Primary Education in 2003 and Subsidized Secondary Education in 2008 in a bid to enhance access to education to all children regardless of their gender or social status to enable them exploit their potential to their fullest. This theory was therefore found relevant for this proposed study as it seeks to assess the impact of Subsidized Secondary Education towards the elimination of gender inequalities in secondary school education in Garissa District.

1.12 Conceptual Framework

A conceptual framework is a model of presentation where a researcher presents the relationship between variables in the study by displaying them graphically or diagrammatically (Orodho, 2009). In the proposed study, the variables are the public subsidy to secondary education on one hand (independent variable) and gender equity in secondary education on the other hand (dependent variable).

The introduction of Free Primary Education and Subsidized Secondary Education was intended to provide equal opportunities to all children regardless of gender or their social background. By removing the various barriers that contribute to gender imbalances in accessing secondary school education, it is hoped that both boys and girls will be given
equal opportunities to nurture their talents to the fullest and actively participate in the nation building. Figure 1 shows the conceptual framework of this study.

Figure 1: Conceptual framework on the impact of Subsidized Secondary Education on Gender Equity
1.13 Definition of Key Terms

Access: Availability of educational opportunities at secondary school level for all those who are eligible.

Completion Rate: Ratio of the total number of students completing or graduating from the year of a cycle in a given year to the total number of children of official graduation age in the population.

Dropout: Pupils who drop out from a given grade or cycle or level of education in a given school year.

Education: Development process provided by a school or other institutions organized for instructions and learning.

Enrolment Rate: Refers to all the learners registered in a particular grade or form in a school.

Gender: General categorization of people based on their sex status.

Participation: Refers to the chances and opportunities that students have for entering into secondary education after their successful completion of primary education.

School: An institution in which not less than 10 students receive regular instructions or an assembly of not less than 10 students.

Subsidized Secondary Education: Education policy introduced by the government to pay for tuition cost to all students in public secondary schools.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the literature related to the financing and status of secondary school education in the global and local perspectives. The study explored how secondary education is financed in various countries in the world. The review also examined some of the gender related factors which limit realization of gender equity in the provision of secondary education.

2.2 Public financing of Secondary Education in USA and Europe

The benefits of education have made many governments to opt in investing heavily on education. According to Saavedra (2002), the actual level of resources a country invests in education helps to determine the quantity and quality of education received by its children. Consequently, a good education financing system is crucial for generating adequate level of funding while promoting efficiency and equity which are important factors for optimizing the distribution of education quality and benefits among members of the society. One of the main challenges countries around the world face is to equip their young people to become active citizens, to find employment in constantly changing work place environment and to cope with and respond to change through their lives.

Countries need to respond to these challenges with approaches that are appropriate to their capacities and long-term development objectives. In this context, secondary education takes on special significance. According to the World Bank (2005), secondary
education in developed countries is subsidiary to higher education and this relationship has influenced policy, choice of providers, curriculum decision, teacher recruitment and training, evaluation, accreditation and certification. In the 20th Century, both United States of America and Soviet Union education policies led to secondary education models aimed at creation of massive systems that emphasized upon access and universal coverage. After 1945, what was later referred to as comprehensive secondary schools begun to spread from Northern to Southern Europe.

In comprehensive schools, all students regardless of their gender status receive secondary education in a single institution based on a common curriculum and may be streamed through elective subjects. This is in contrast to students being tracked and grouped by either academic ability or by choice on entering secondary education. Goldin (2001) argues that the spectacular expansion of secondary education in the USA which took place 40-50 years before the corresponding expansion in European countries has to do with a template that entailed a sharp departure from the European tradition of secondary schooling. This US template encompasses a number of virtues such as public funding and provision, an open and forgiving system which is non-selective with no early specialization or academic segregation, an academic yet practical curriculum, numerous small fiscally independent schools and secular control of schools and school funds. In sharp contrast with the USA, nearly half a century elapsed in European countries between when primary education was generalized and made free and compulsory and when access to secondary education was open to all. In 1945, countries such as France, Ireland and Spain enrolled a fairly low proportion of the relevant age group in secondary education.
In developed countries, education beyond the compulsory level is usually financed in part and sometimes wholly by the state.

In Britain, education up to secondary school level is fully financed by the government (Moon & Mayes, 1994). Parents are only required to ensure that children attend school. In Britain, the Education Authority and Central Government are required by Section 7 of the 1994 Act to make education facilities available. This enables parents to carry out their legal duty. Parents are seen as the school’s prime legal clients until the child is 16 years of age. Section 36 of the Act states that it shall be the duty of parents of every child of compulsory school going age to cause him to receive full-time education suitable to his age, ability and aptitude, either by regular attendance to school or otherwise (Moon & Mayes, 1994). During the mid 1990’s, most OECD countries started implementing major structural reforms on secondary education which led to raising of achievement levels and reducing the gender gap between different groups. Repetition practices were restricted as countries offered a direct and automatic access to junior and senior secondary schools to the whole cohort without any admission requirements. This facilitated access and realization of gender equity in secondary school education. The OECD countries also initiated reforms which enhanced the private sectors’ role in the provision of secondary education. For example 75% of schools in Netherlands are private but are publically funded (Onsomu, Muthaka, Ngware & Kombei, 2007). Most of the private schools receive public subsidies or contributions from businesses. Thus the public funding of education in OECD countries is a social priority accounting for 13.3% of the total government’s expenditure. In the United States of America, the Federal Government is
empowered by the Constitution to levy taxes and collect revenues for the support of education. However, the Congress decides the extent of such support (Nyagah, 2005).

2.3 Public financing of Secondary Education in Asia

Many Countries in Asia have committed large expenditures on secondary education which has resulted in higher enrolment levels than in other countries with similar levels of GDP. By 1965, countries such as Hong Kong, Korea and Singapore had already achieved UPE. By the late 1980's, significant progress at secondary level was evident in several countries. According to KIPPRA (2009), the fast growing economies of the Asian Tigers spent 35% to 50% of their education budget on secondary education. Korea for instance increased its secondary enrolment rate from 35% in 1970 to 90% in 1990. Philippines on the other hand had 71% gross enrolment at secondary level up from 46% in 1970. These achievements were made possible due to equity in distribution of income by the government by ensuring that the poor, who could not otherwise afford education expenditures were taken care of. In Japan, the government fiscal policies provide for free education up to secondary school level. Those of school going age have no option other than attend school to acquire education that is fully funded by the government (Nyagah, 2005). In Sri-Lanka, secondary school GER had reached 66% in the 1980's despite it being a low-income country. Lenin & Mallawarachchi (2001) notes that Sri-Lanka is one of the low-income countries that provides high level of access to secondary school education. By 1993, the participation rates for 5-14 age population had reached 93% in the rural and 96% in the urban areas. This was attributed to rapid secondary school expansion and sustainable financing, including decentralization of management to
principal councils, FPE for grade 1-13, free text book schemes, high Subsidized Secondary Education, free uniform among others (Caillods, 2001).

2.4 Public financing of Secondary Education in Sub-Saharan Africa

Secondary school enrolment in Sub-Saharan Africa (SSA) has continued to be the lowest in the world. According to United Nations Educational, Scientific and Cultural Organization (2008), only 25% of the approximately 104 million secondary school age children in SSA were enrolled in school in 2006. This figure in SSA presents a critical challenge as compared with other regions. The international commitment to the Basic Education for All and Free Universal Primary Education as provided under the 1990 Jomtien and the 2000 Dakar meeting has driven the policies and financial investments of donors and developing nations alike. The successes of this international commitment have addressed many of the equity and quality issues facing developing countries as they expand their educational systems. EFA has thus drastically increased the demand for secondary education while competing with the resources necessary to respond to the demand (World Bank, 2008). Another internal trend that is driving change in SSA countries is the move towards compulsory secondary education. Longer periods of compulsory education are becoming a world wide norm. For instance, lower secondary education is almost universally compulsory in Asia, North America, Europe and Australia. Some SSA countries are extending basic compulsory education up to secondary level.
In Mali, basic education is going from six to nine years while in Senegal and Zambia, basic education lasts for eight years. Holsinger & Cowell (2000) notes that longer basic education allows more time for the consolidation of learning. The demand for secondary education is increasing rapidly in almost all SSA countries. Verspoor (2008b) notes that between 1999 and 2005, primary school intake increased by 40% adding that even though survival rates have remained stable so far, this still implies a very large increase in the number of primary school graduates that are seeking place in secondary school. Ledoux & Mingat (2007) as cited in Verspoor (2008b) observes that with increasing completion rates, the number of primary school leavers could even triple by 2010 in many countries in SSA. This creates an enormous challenge for secondary education policy which needs to be designed not only to respond to inevitable rapid increase in demand for access but also to provide quality of instruction necessary to ensure the supply of personnel with high levels of education and training demanded by a growing and modernizing economy. Breaking away from the low growth equilibrium that has characterized many African economies for too long will require sustained investment in the improvement of the human resources including secondary education (Verspoor, 2006b). Projections of the financing required for significant expansion of access to secondary education including progress towards a basic education cycle of 9 or 10 years indicate that enrolments in secondary education can not be expanded at present unit cost levels (Lewin, 2008). Constrained by limited public resources and in absence of significant policy reforms, SSA countries have expanded to the increased demand for secondary places by spreading the same resources over larger number of students (Verspoor, 2008a).
Consequently, essential inputs are often in short supply resulting in increasing class sizes, shortages of text books, instructional materials and supplies, poor stocked libraries and double or triple shifts use of facilities. Even in countries where public education has traditionally been free, private contributions to the financing of government schools are increasingly important. Lewin (2008) observes that in public schools in Uganda, Tanzania and Zambia, more than half of the total cost per student are financed through fees and other parental contributions.

In Rwanda, the government introduced a nine year basic education programme in 2006 by extending free education from primary to lower secondary (Ohba, 2009). The government was concerned that high fees charged at secondary education locked out many students who completed primary education and qualified to transit to secondary level. Although the introduction of the 9 year basic education programme led to increase in GER from 16.6% in 2005 to 18.3% in 2006, girls remained under represented in the overall enrolments which accounted for 47.5% in 2006, compared to 47.2% in 2005 (UNESCO, 2008). In Cote d'Ivore, there are no fees charged in all public schools. However, students pay for text books, uniforms and transport. The number of students entering secondary school level is controlled by the Ministry of Education through entrance examinations after six years in primary (Caillods, 2001). This policy has led to repetition and increased drop out rates thus limiting access to secondary education. In Uganda, the government introduced Universal Secondary Education in 2007. According to UNESCO (2008), the government was concerned that only one in five children who completed primary school had access to secondary education. In addition, majority of
those who completed primary education were from wealthy households. The introduction of the Universal Secondary Education was aimed at shifting access patterns from limited elites to majority of children in the country. However, despite the introduction of USE, parents are still required to pay boarding and medication costs thus limiting access to children from poor households (UNESCO, 2008). In Ghana, the government introduced Free Compulsory Universal Basic Education programme (FCUBE) in 1996. Under this programme, education in both primary and lower secondary levels became free (Ohba, 2009). However, despite the abolition of school fees, some schools introduced indirect fees to compensate for the lost revenue. It was not until 2006 when all fees were abolished through the government’s capitation grant. Studies on access to primary and lower secondary level in Ghana show that although FCUBE made overall enrolment to increase, children from poor households continue to be under represented (Akyeampong, 2009).

In South Africa, user fees are identified as a barrier to access. While school budgets are funded by allocations from state revenue, school fees are required to supplement these budgets so that schools are able to run smoothly (Veriava, 2002). The South African School Act (SASA) provides that a majority of parents at public schools may determine whether or not school fees are charged and the amount to be paid. There is however exemptions for parents who can not afford to pay. This exemption is extended to parents whose income is less than 30 times, but not more that 10 times the amount of fees charged (Veriava, 2002). In the Democratic Republic of Congo, parents pay more than 80% of the cost in both private and public secondary schools (World Bank, 2005). In
Burkina Faso, the government provides two teachers for every new established lower secondary school. The communities and other providers are expected to contract additional teachers as needed. Manduvi & Kevin (2001) notes that private sector participation in Burkina Faso is high with enrolment in private schools accounting for almost 30%. In Chad, half of the teachers in junior secondary schools are community teachers mostly paid by parents (World Bank, 2007). On the provision of goods and services, most SSA countries no longer rely on public entities for the provision of goods and services in particular classrooms and text books. Text books are procured from private publishers and private contractors sometimes hired by schools or communities build most classrooms. A review of text book provision in 18 countries in SSA by Read, Buchan, Foster & Bapuji (2008) found that secondary school text books were entirely financed by parents in 11 countries, entirely financed by government in 5 countries and financed by government in 2 countries with funding levels that assumed significant parental contributions.

2.5 Public financing of Secondary Education in Kenya and its impact on Gender Equity

In Kenya, as in other developing countries, the provision of quality education and relevant training to all is regarded as important factors for achieving national development goals. The Government of Kenya has therefore focused its main attention on formulating appropriate education policies to ensure maximum development of human resources who are essential for all aspects of development and wealth creation. According to Munavu, Ogutu & Wasanga (2008), all education stakeholders recognize
that quality education at all levels will enable Kenyans to utilize their natural resources efficiently and effectively in order to attain and maintain desirable lifestyles. The Sessional Paper No. 1 of 2005 on Policy Framework for Education, Training and Research points at various challenges which threaten the achievement of good education system. These include low enrolment and retention rates, constricted access and equity at higher levels, establishment and maintenance of quality and relevance and myriad in efficiencies in managing the limited resources allocated to the education sector (Republic of Kenya, 2005).

According to the Ministry of Education (2007), the secondary education sub-sector in Kenya has been expanding in absolute numbers since independence in 1963. Enrolment trends show a steady growth from 30,000 in 1963 to 860,000 students in 2003 and 1,180,267 in 2007. Similarly, the number of public secondary schools increased from 151 in 1963 to 5127 in 2007. This increase was attributed to sustained reforms and bursary scheme, expansion programmes undertaken by the government and increased demand for secondary education. Onsumu, Muthaka, Ngware & Koimbei (2006) however note that the rise in enrolment did not correspond to the population increase for children aged 14-17 years. Further, there existed gender disparities with the enrolment of boys being higher than that of girls. Statistics from the Ministry of Education (2007), indicate that the secondary school enrolment for boys in 2007 was 556,459 compared to 470,306 girls representing a Gender Parity Index of 0.85. This scenario was witnessed in North Eastern Province with boys registering an enrolment of 6539 compared to 2458 girls representing a GPI of 0.38. In Garissa District, there were 2066 boys compared to 829 girls who were
enrolled in secondary schools in 2007 which represented a GPI of 0.40. According to Gachungi (2005), high cost of secondary education was one of the factors leading to low enrolment in secondary education in Kenya. In his study, economic factors and in particular lack of school fees ranked highly as a cause of under enrolment. This was the same view held by Ncabira (2005), who identified high cost of secondary education as the reason for lack of access to secondary schools. The high cost of secondary education in Kenya was the rationale behind the introduction of Free Secondary Education in 2008. The FSE programme was officially launched in February 2008 by President Mwai Kibaki. The underlying assumption of the new policy was that all children who excelled in primary education would gain access to secondary education. During the launch of the programme, the President emphasized that the main objective of providing FSE was to ensure that children from poor households would acquire quality education that will enable them to access opportunities for self-advancement and become productive members of the society. According to the programme the government pays Ksh. 10,265 per student per year for all the students in public secondary schools in Kenya. Students in public day secondary schools are supposed to pay Ksh. 8,500. In public boarding secondary schools, the District, Provincial and National schools are required to charge fees that reflect the cost of living in their respective areas but not exceed Ksh. 18,627 (Ohba, 2009). Before the introduction of Subsidized Secondary Education in 2008, secondary school enrolment was in favor of boys across many regions in the country. This study therefore aimed at assessing the impact of the Subsidized Secondary Education towards the achievement of gender equity in secondary education in Garissa District.
2.6 Gender related factors that affect Access to Secondary Education

The term gender can be defined as the general categorization of people based on their sex status. Gender equity is the process of treating males and females fairly. According to the Draft Training Manual for Secondary School Bursary Scheme (2010), gender equity in schools means providing equal opportunities for all learners to enable them realize their full human rights. However the International Labour Organization (2000) notes that gender equity does not mean treating all learners the same way because many factors could disadvantage students in having a chance to achieve equitable outcomes. Thus gender equity should entail treatment which is considered equivalent in terms of rights, benefits, obligations and opportunities. According to the World Bank (2005), a person’s life achievement should be determined primarily by his/her talents and efforts rather than pre-determined circumstances such as race, gender, social status or family background.

Many studies have shown that various communities attach more importance to the education of boys than the one for girls. The gender division of labour in many communities has continued to reward women less in the work place (Kingdon, 1998b). This has resulted in relatively lower female education and work participation reflecting the ideological bias against considering women as household bread-winners. Anderson (1988) observes that since education is often thought to be most useful in the formal sector and because girls/women often have low access to this sector than boys/men, parents decide that schooling is not relevant for the economic roles of their female children. The low valuation of female labour in the market place and association for female labour with fulfilling domestic responsibilities including child rearing has led to a
deep-seated cultural association of women with the institution of marriage and family. A study carried by Jha & Jhingran (2002) on schooling in communities across 10 districts in India found that the continued belief in the importance of marriage for girls at an early age limit their access to educational opportunities. The study further found that responsibilities for securing domestic water and fuel placed tremendous time burdens on girls who could otherwise be in school. Subrahmanian (2005) notes that parental under-investment in female education is due to the belief that educating females bring low returns as skills required in the reproductive sphere require domestic socialization and not many years of schooling. Insufficient attention has been paid to the gender dynamics that affect children’s larger participation in school. A study carried in Malawi revealed that the process of getting girls to school without addressing impediments in the learning process put girls at a disadvantage. For instance, 60 boys were assigned high status tasks like time keeping and the ringing of school bell whereas girls were responsible for sweeping and arranging furniture. Kendall (2006) notes that what goes on in the classroom also affect female access to education. For example teaching methods, curriculum content, classroom and other facilities affect female entry and retention. Ramachandran (2003 b) notes that sexual harassment and violence have also been found to be major constraining factors that prevent parents from freely sending their children to school. In addition, lacks of female teachers also discourage girls from enrolling in school. According to Anderson (1988), the sex of the teacher is important since it affects teacher – pupil interaction with female teachers acting as a role models and thereby providing more encouragement to girls than male teachers. Malawezi (1990) in her study on why girls fail to continue with their education observed that teachers treated girls differently from boys both in terms of
academic expectations and gender specific terms of discipline. However, in some parts of the world, boys' educational outcomes lag behind girls' outcomes. In Botswana, Lesotho and Namibia for example some boys are taken out of school or denied entry all together to become cattle herders. In Latin America and Caribbean, boys usually have higher repetition rates and lower achievement rates than girls. The reasons for the boys' under achievement have been supported by various studies. A study conducted by the United Nations Children's Fund (2003), observed that boys under achievement were linked to notions, gender and power. The study notes that the boys' weak performance in school may be related to their traditional socialism. For example, achievement in language and literature is considered to be more 'feminine' than 'masculine'. Another study conducted in Jamaica by USAID (2005) found that boys were continually told that they were lazy and inattentive to their studies. This resulted in low-esteem and poor academic achievement and test results. The level of education of parents also determines the degree of commitment in the education of their children.

According to World Bank (1995), literate parents are more likely than illiterate ones to enroll their daughters in school. The World Bank report notes that regions with the highest proportions of illiterate adults are those with the widest gender gaps. Another factor that affects girls' access to education is the existence of discriminatory attitudes which have been embedded in customs and culture. Lloyd & Blanc (1996) observes that mobility restrictions arise in many societies when girls reach puberty and this makes the effect to be more on girls' retention than entry. Sometimes conflict arises between what is taught at home during initiation ceremonies and at school which may lead to parents
opposing girls continued attendance at school (Oda, 1996). Religion has also been found to affect access in certain regions. Religious privileges of access in some countries for example have often been restricted to males and people of certain classes (King, 1987).

2.7 Strategies for Enhancing Gender Equity to Secondary School Education

Equality of educational outcomes means that both girls and boys enjoy equal opportunities to excel and academic outcomes are based on their individual talents and efforts. To ensure fair chances for individual achievement, the length of schooling, academic qualifications and careers should not be based on a person's sex. Schleicher (2007) observes that if the mechanism for evaluating individual achievement through tests, examinations and assessments reflect a gender bias, they transmit messages to students that can discourage their interest in school or in particular subjects. According to Njeru (2011), a number of intervention measures can be used to ensure gender equity in education participation which includes: Training teachers to understand how their perceptions or expectations of male and female students may influence students' progress, mark examinations and provide feedback. This may include an assortment of question types such as prose, diagrams, charts and tables when developing tests, examinations or assessment questions to respond to the diversity in students' learning styles. Teachers can also use various question types such as multiple choice, essay and short answers and weigh the test items to ensure that students with different learning styles have equal opportunities to succeed. Another intervention is balancing classroom assessment methods to evaluate group and individual work using verbal and written evaluation tools, review of existing tests, examinations, and assessments to determine
whether the examples and language used are free of any gender bias and stereotypes. This will help to remove any gender specific content and ensure that the examples reflect a balance in girls’ and boys’ experiences. Mlama (2012) observes that fostering equity and participation is one of the guiding principles of the Decentralized Basic Education project in Indonesia. The country has incorporated gender-sensitive teaching techniques in order to improve the quality of education. One of the strategies used in the country was to focus on the enhancement of the quality of teaching and learning through strengthened teacher training and improvement in the school learning environment. Teachers are trained in active learning methodologies that help transform the classroom into a dynamic learning environment that engages both boys and girls. The Classroom activities include small group sessions that give students the opportunity to share ideas and work together to solve common challenges. As a result of the training, teachers are able to connect education to students’ realities and encourage inquiry and reflection among them.

According to Munavu, Ogutu & Wasanga (2008), improving opportunities for women in the labour market can give them the economic means to send their children to school. Achieving equality after learners finish their studies and enter the labour market requires interventions that go beyond the education sector which include: Enacting and enforcement of labour laws that ensure equal opportunity and pay equity. Conduct social mobilization campaigns aimed at increasing women’s and girls’ status and value in society. Promote legal reforms that ensure women and girls have equal protection and rights with regard to family law, citizenship, property ownership, political participation, inheritance, and financial sector. Provide leadership training for women, promotion of
infrastructure enhancement that encourage economic growth, poverty reduction and improvement of the families’ health and well being to ease the burden on women and girls. Develop programs to remove implicit or explicit barriers to women’s participation in non-traditional sectors including targeted recruitment, training, and support initiatives for the women. Viewing programming options through the multiple dimensions of gender equality can generate new ways of thinking about education for all children. According to the Child Friendly Schools Manual (2010), a perspective that considers the dynamics between males and females and their respective socio-economic and political roles will produce better results in the women’s and girls’ education. Such a perspective is also useful for understanding the dynamics that have a positive or negative impact on the education of boys. Educators must understand how stereotypes limit the choices and opportunities for boys and girls and obscure their needs and differences. This understanding will help educators create learning opportunities that will enable all children to flourish and reach their full potential. Mlama (2012) made recommendations for ensuring gender equity such as: Ensure that gender concerns are identified and addressed at the highest level of politics and public policy. Recognize that there are myriad entry points for addressing gender inequalities such as enrolment policies and practices, curriculum relevance, teacher deployment, learning environment, security, new technologies, and resource allocation. Ensure that gender concerns are identified and addressed in activities focusing on global issues such as HIV/AIDS and education in emergencies or post-conflict situations. Analyze how specific educational programs and policies impact girls and boys differently, taking into account different roles, responsibilities, needs, and interests and address them during the project design process.
Integrate gender awareness components into pre-and in-service teacher training. Incorporate gender considerations into activities to develop curricula and learning materials. Identify and report on indicators such as girls' and boys' net and gross enrolment, gender parity in enrolment, equality in educational outcomes, and girls' and boys' completion rates. Make interventions for girls more effective by integrating them into a coherent overall strategy for education reform. Develop practical tools to support programming staff in designing, implementing, reporting on, and evaluating programs that address equitable access and quality from a gender perspective.

2.8 Summary of Literature Review

The literature review has shown that in many countries, the cost of education is either borne by the state or by the state in conjunction with parents and other beneficiaries. The literature has revealed that the initiatives being undertaken by various governments will enable nations to advance EFA goals and equity dimensions in the provision of secondary education. Ohba (2009) observes that secondary school education is critical as it is the bridge between primary education and the world of work. However, the high cost of secondary education in many countries has been one of the main factors that limit access and achievement of gender equity in secondary education. As a result, many countries have introduced Free Secondary Education policies to enhance access and achieve gender equity in the provision of secondary school education. According to Moon & Mayes (1994), secondary school education in USA and many Asian countries is funded by the government. In Sub-Saharan Africa, there has been a deliberate attempt to make secondary education to be part of basic education. This move has been necessitated by
the large number of pupils who are graduating from primary level following the introduction of Free Primary Education in many countries. Consequently, many governments in SSA have introduced Subsidized Secondary Education to enhance access of children graduating from primary level. Ghana for example introduced Free Compulsory Universal Basic programme in 1996 while Rwanda introduced a nine year basic education programme in 2006 (Ohba, 2009). The literature review has also explored various gender related factors other than financing which may also inhibit access and achievement of gender equity in secondary education. The purpose of this study therefore was to assess the impact of Subsidized Secondary Education towards the achievement of gender equity in secondary school education in Garissa District.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter deals with research design, study locale, target population, sampling techniques, data collection instruments, their validity and reliability and the methods of analyzing the data.

3.2 Research Design
This study employed a descriptive survey design to assess the impact of subsidized secondary education on access to secondary school education in Garissa District in relation to gender equity. Survey research design is the most commonly used descriptive method in educational research. According to Lockesh (1984), descriptive research studies are used to obtain pertinent and precise information, concerning the current status of a phenomenon and draw valid general conclusion from the facts discovered. Orodho (2009) observes that survey study gathers data at point in time with intention of describing the nature of the existing conditions and determine the relationship that exist between specific events. This method is preferred because the study will give information about the degree of success of Subsidized Secondary Education. The research used both primary and secondary data. Primary data was obtained by using questionnaires while secondary data was obtained from books journals and the internet.
3.3 Location of the Study

The research was conducted in public secondary schools in Garissa District, Garissa County, in Kenya. The district boarders Lagdera District to the North, Tana River County to the South, Fafi District to the East and Balambala District to the West. The district is in ASAL area, which is prone to severe drought. The main economic activity in the region is mainly livestock keeping. The harsh climatic conditions have compelled the residents to adopt a nomadic way of life. The district has two divisions namely Central and Sankuri which are further administered into three educational zones namely Waberi, Galbet and Sankuri. There were eight (8) public secondary schools in the district. The study targeted all the eight public secondary schools. The district was chosen for study because of low access levels and gender imbalances which had been recurring in the region over the years. The study revealed various reasons accounting for this situation and suggested various strategies that could be adopted to reverse the trend.

3.4 Target Population

According to Mugenda & Mugenda (1999), target population is an entire group of individuals, events or objects having common observable characteristics. Orodho (2009) refers to the target population as all the members of a real set of people, events or objects to which the researcher wishes to generalize the results of the study. The study targeted all the eight public secondary schools in Garissa District. The target population was one District Education Officer, all eight principals and 104 class teachers from the eight public secondary schools in Garissa District giving a total population of 113 respondents.
3.5 Sample Size

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Kombo & Tromp, 2006). When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. He further notes that research conclusions and generalizations are only as good as the samples they are based on. The sample size for this study consisted of 43 respondents comprising of one (1) DEO, eight (8) principals and 34 class teachers. This number was deemed representative of the total population of 113 people. The sample size is presented in Table 3.1 below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Population</th>
<th>Sample Size</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEO</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Principals</td>
<td>8</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Class Teachers</td>
<td>104</td>
<td>34</td>
<td>32.7</td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td>43</td>
<td>38.1</td>
</tr>
</tbody>
</table>

Source: District Education Office, Garissa

3.5.1 Sampling Techniques

Sampling is a process used by a researcher to identify people, places or things to study. (Kombo & Tromp, 2006). The objective of sampling was get accurate empirical data from a fraction of the population that is representative of the entire population. This study applied Saturated Sampling Technique to use the DEO and all principals of the eight
public secondary schools in Garissa District. In the category of class teachers, Simple Random Sampling was used to select 34 out of the total number of 104 class teachers. The number of class teachers selected from each school depended on the number of streams the school had. In Garissa District, there were two schools with double stream, three schools with triple stream, two schools with four streams and one school with five streams. Consequently, three (3) class teachers were selected from each school with double stream, four (4) from schools with triple stream, while schools with four and five streams provided five (5) and six (6) class teachers respectively giving a total of 34 class teachers. The sampling of class teachers is presented in Table 3.2 below.

Table 3.2: An illustration of the sampling of class teachers

<table>
<thead>
<tr>
<th>School Status</th>
<th>No. of Schools</th>
<th>No. of Class Teachers</th>
<th>Sample Size</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double stream</td>
<td>2</td>
<td>16</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>Triple stream</td>
<td>3</td>
<td>36</td>
<td>12</td>
<td>33.3</td>
</tr>
<tr>
<td>Four streams</td>
<td>2</td>
<td>32</td>
<td>10</td>
<td>31.3</td>
</tr>
<tr>
<td>Five streams</td>
<td>1</td>
<td>20</td>
<td>6</td>
<td>30.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>104</strong></td>
<td><strong>34</strong></td>
<td><strong>32.7</strong></td>
</tr>
</tbody>
</table>

Source: District Education Office, Garissa

The procedure for selecting the 34 class teachers involved the use of small pieces of papers which were equal to the total number of class teachers in each school. The papers were given serial numbers depending on the number of teachers to be selected from each school while the rest of papers for teachers who participated in the study were blank. The
papers were folded and the class teachers from each school were asked to pick one paper. Teachers who picked papers bearing numbers were the ones used in the study. The entire sample matrix for the study was 43 respondents.

3.6 Research Instruments

The research employed the use of questionnaires, facts sheet and interview schedule guide. A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). A questionnaire is easier to administer, saves time and also upholds confidentiality. An interview schedule guide on the other hand is a set of questions that the researcher asks when interviewing respondents. Best & Khan (1993) notes that interview schedules are preferred as a device for data collection where the respondents are more willing to talk than write. This study used two sets of questionnaires, facts sheet and one interview schedule guide. One set of the questionnaire was administered to the principals while the other set was administered to class teachers of secondary schools in Garissa District. The interview schedule guide and facts sheet were used to collect data from the District Education Officer.

3.7 Piloting

This is giving the research instrument to a small representative sample, identical to the actual sample to be used in the study. The piloting of the research instruments was done in one of the secondary schools in the neighbouring district. The researcher administered the questionnaires to one (1) principal and four (4) class teachers in the pilot study. The
pilot study helped the researcher to note deficiencies in the questionnaires which were corrected before the actual study.

3.7.1 Validity of the Instruments

Validity involves checking whether the research instruments measure what they purport to measure. According to Orodho (2010), validity should be concerned with establishing whether the questionnaire content is measuring what it is supposed to measure. The researcher sought assistance from the two Supervisors for guidance on the relevance of the content used in the questionnaires. The recommendations given by the Supervisors were used to refine and polish up the questionnaires and make them appropriate for the study.

3.7.2 Reliability of the Instruments

According to Orodho (2010), reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. Under the pilot study, test-retest technique was used to measure reliability of the research instruments. The questionnaires were piloted on respondents who would not be involved in the actual study. The questionnaires were administered again to the same group after two weeks. Spearman’s rank order correlation was used to compute correlation coefficient in order to establish the extent to which contents of the questionnaires were consistent in depicting the same responses. The two weeks period ensured a higher correlation because of the short time gap between the two tests. To ascertain the reliability, the internal consistency method was employed where the instruments were
tested using the Spearman’s rank order correlation. Nachmias & Nachmias (1976) recommend that reliability correlation coefficient of 0.7 and above is acceptable for the instruments to be reliable. The results from the study showed that all the instruments; questionnaires for principals and for class teachers were reliable as they yielded a correlation coefficient of 0.76. This meant that the use of the instruments would result into appropriate results that could be generalized to the entire population. Mugenda & Mugenda (2008) content that the test-retest technique helps to ascertain that the instruments of data collection are free from any pitfalls and mistakes that would surface in the main data collection process if the test-retest of the instruments was not done.

3.8 Data Collection Procedure
The researcher sought introductory letter from the Graduate School, Kenyatta University to take to the National Commission for Science, Technology and Innovation to request for authority to conduct the research in Garissa District. The researcher then used the letter to seek permission from the DEO, Garissa to visit the schools in the district. The researcher first visited the schools to familiarize himself with their locality before the actual research took place. A schedule for visiting the schools was drawn. The researcher then visited each school at the appointed time. The researcher then distributed the questionnaires to the principals and the sampled class teachers to fill. The questionnaires were then collected and checked to confirm whether all the questions had been filled. After all schools had been visited, the researcher visited the District Education Officer to conduct the interview using the interview schedule guide and the
facts sheet. After data collection exercise was completed, the research instruments were packed together safely and data was later analyzed.

3.9 Data Analysis and Presentation

Data analysis is the process of systematically searching and arranging interview scripts, file notes, data and other materials obtained from the field with the aim of increasing ones understanding on them in order to present them to others (Orodho, 2009). According to Patton (1990), massive qualitative data from the field need to be organized into significant patterns to reveal the essence of the data. The researcher organized responses into pertinent areas of the study based on research questions. Qualitative analysis was done in narrative form while quantitative analysis was done using descriptive statistics through calculation of frequencies and percentages. The results were then presented in tables for ease of interpretation. The analysis was done using the Statistical Package for Social Science (SPSS) version 18. The researcher then drew conclusion and recommendations based on the results of the study.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction
The purpose of this study was to determine the impact of public subsidy on gender equity in secondary school education in Garissa District. The study sought to determine gender patterns of enrolment in Garissa District between 2008-2011; identify gender related factors that affect access and participation to secondary education and suggest strategies for enhancing gender equity to secondary school education. The study targeted 8 principals and 34 class teachers from public secondary schools and one DEO from Garissa District. The data was analyzed using both qualitative and quantitative analysis. The qualitative data was analyzed in narrative form while the quantitative data was analyzed using descriptive statistics such as frequencies and percentages which were then presented in tables. This chapter presents the analysis, results and discussion on the findings of this study.

4.2 Demographic aspects of Respondents
The demographic aspects of the respondents focused on the respondents’ school type, age bracket of respondents and their highest professional qualifications.

4.2.1 Respondents’ School Type
The district had four school type categories namely boys’ boarding, girls’ boarding, boys’ day and girls’ day as presented in Table 4.1
Table 4.1: Respondents’ school type

<table>
<thead>
<tr>
<th>School type</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys’ boarding</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Girls’ boarding</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Boys’ day</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Girls’ day</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher

Results from Table 4.1 indicate that 37.5% were boys’ boarding school, 12.5% were girls’ boarding school, while boys’ and girls’ day schools were 25% each. This indicates that the highest percentage of the schools that participated in the study was from the boys’ boarding category because the category had the highest number of schools.

4.2.2 Age bracket of Respondents

The results of the age of the principals, class teachers and the DEO are presented in Table 4.2.

Table 4.2: Age bracket of respondents

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Principals</th>
<th>%</th>
<th>Class Teachers</th>
<th>%</th>
<th>DEO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>8.8</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>25-30</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>17.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>31-35</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>26.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>36-40</td>
<td>2</td>
<td>25</td>
<td>4</td>
<td>11.8</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>41-45</td>
<td>3</td>
<td>37.5</td>
<td>5</td>
<td>14.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>46-50</td>
<td>1</td>
<td>12.5</td>
<td>4</td>
<td>11.8</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Above 50</td>
<td>2</td>
<td>25</td>
<td>3</td>
<td>8.8</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Researcher
Table 4.2 indicates that 25% of the principals were aged between 36-40 years, 37.5% were aged between 41-45 years, and 12.5% were aged between 46-50 years while 25% were aged over 50 years. The DEO was aged between 46-50 years. On the category of class teachers, 8.8% were aged below 25 years, 17.7% were aged between 25-30 years, 26.5% were aged between 31-35 years, 11.8% were aged between 36-40 years, 14.7% were aged between 41-45 years, 11.8% were aged between 46-50 years while 8.8% were aged over 50 years. It is therefore evident that majority of the principals were aged between 41-46 years while majority of the class teachers were aged between 31-35 years and below.

4.2.3 Highest Professional Qualifications of Respondents

The highest professional qualification of the principals, class teachers and the DEO are presented in Table 4.3

<table>
<thead>
<tr>
<th>Designation</th>
<th>Masters</th>
<th>%</th>
<th>Bachelor</th>
<th>%</th>
<th>Diploma</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>2</td>
<td>25</td>
<td>6</td>
<td>75</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Class Teachers</td>
<td>5</td>
<td>14.7</td>
<td>23</td>
<td>67.6</td>
<td>6</td>
<td>17.6</td>
</tr>
<tr>
<td>DEO</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Researcher

Table 4.3 indicates that out of the eight principals who participated in the study, 25% had masters degree while 75% had bachelors degree. The class teachers who participated in the study recorded 14.7% with masters, 67.6% with bachelors degree and 17.6% with diploma in education. The District Education Officer had a bachelors degree. Results
from this study indicate that majority of the respondents had bachelors degree as their highest professional qualification.

### 4.3 Gender Patterns of Enrolment in Garissa District between 2008-2011

The first objective of this study was to determine the gender patterns of enrolment in Garissa District between 2008-2011. The respondents were asked to give enrolment figures per gender from their schools between 2008-2011. The responses were subjected to both quantitative and qualitative analysis. The results are presented in Table 4.4.

#### Table 4.4: Patterns of students enrolment per gender from 2008-2011

<table>
<thead>
<tr>
<th>Years</th>
<th>Boys</th>
<th>%</th>
<th>Girls</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>1797</td>
<td>65.9</td>
<td>930</td>
<td>34.1</td>
</tr>
<tr>
<td>2009</td>
<td>2089</td>
<td>65.7</td>
<td>1092</td>
<td>34.3</td>
</tr>
<tr>
<td>2010</td>
<td>2450</td>
<td>65.8</td>
<td>1273</td>
<td>34.2</td>
</tr>
<tr>
<td>2011</td>
<td>2338</td>
<td>68.2</td>
<td>1091</td>
<td>31.8</td>
</tr>
</tbody>
</table>

Source: Researcher

Results from table 4.4 indicate that the enrolment of boys was higher than that of girls in all the four years from 2008-2011. In 2008, the enrolment of boys was 65.9% against 34.1% that of the girls. In 2009, the enrolment of boys dropped to 65.7% while that of girls increased to 34.3%. In 2010, the enrolment of boys increased to 65.8% while that of girls dropped to 34.2%. In 2011, the enrolment of boys increased to 68.2% while that of girls declined to 31.8%. These statistics indicate that the enrolment of boys was over 65% compared to less than 35% that of girls in all the four years. This implies that
gender disparities still existed in the district despite the introduction of public subsidies to secondary school education by the government.

According to the Kenya Population and Housing Census (2009), there were 11510 Boys and 8860 girls aged between 14 and 17 years in Garissa District, which is the official secondary school going age. The findings of this study revealed that only 2089 boys and 1092 girls were enrolled in secondary schools in 2009 in the district, accounting for only 18.1% and 12.3% for boys and girls respectively. The findings of this study are in agreement with findings of studies from other parts of the world. In Sub-Saharan Africa for example, Rwanda introduced free education programme from primary to lower secondary in 2006. According to Ohba (2009), the government was concerned that high fees charged in secondary schools locked out many students after completing primary education. This programme led to increase in enrolment at secondary level from 16.6% in 2005 to 18.3% in 2006.

However, despite this, the enrolment of girls still remained under represented. Ghana introduced a similar programme in 1996 to enhance gender equity in secondary school education. However, according to Akyempong (2009), gender disparities still existed as the enrolment in secondary schools in the country had been in favour of boys. Lewin (2008) had different findings where he observed that secondary education in public schools in Uganda, Tanzania and Zambia was not entirely free as more than half of the total cost per student was financed through fees and other parental contributions. This had affected access to secondary education and the enrolment of girls was lower than that of
boys leading to gender imbalances in secondary school education. However, other studies have shown that some countries have achieved gender equity in secondary school education. According to KIPPRA (2009), the Asian Tigers which include countries such as Hong Kong, Korea and Singapore have committed large expenditures on secondary school education. These countries spent 35% to 50% of the education budget on secondary education. This has resulted in higher enrolment levels and gender equity in secondary school education compared to other countries with similar GDP. In Japan, the government’s fiscal policies provide for free education up to secondary level leading to enhanced access and participation for all children to secondary school education.

4.3.1 Gender Parity Access to Education related factors

The responses from principals, class teachers and the DEO on gender parity access to education related factors are presented in Table 4.5

<table>
<thead>
<tr>
<th>Gender parity access to education related factors</th>
<th>Principals %</th>
<th>Class teachers %</th>
<th>DEO %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favouring boys</td>
<td>8 100</td>
<td>32 94.1</td>
<td>1 100</td>
</tr>
<tr>
<td>Discriminatory attitude to girls’ education</td>
<td>7 87.5</td>
<td>29 85.3</td>
<td>1 100</td>
</tr>
<tr>
<td>Mobility restrictions for girls</td>
<td>6 75</td>
<td>29 85.3</td>
<td>1 100</td>
</tr>
<tr>
<td>High enrolment of boys than girls</td>
<td>6 75</td>
<td>29 85.3</td>
<td>1 100</td>
</tr>
<tr>
<td>Different retention rates between boys and girls</td>
<td>6 75</td>
<td>21 61.8</td>
<td>1 100</td>
</tr>
</tbody>
</table>

Source: Researcher
Table 4.5 shows results on gender parity related factors influencing access to secondary school education. The responses favouring boys attracted 100% response rate from principals, 94.1% response rate from class teachers and 100% response rate from the DEO. Discriminatory attitude towards girls education had 87.5% response rate from principals, 85.3% response rate from class teachers and 100% response rate from the DEO. Mobility restriction for girls followed with 75% response rate from principals, 85.3% response rate from class teachers and 100% response rate from the DEO. High enrolment of boys than girls recorded 75% response rate from principals, 85.3% response rate from class teachers and 100% response rate from the DEO. Different retention rates between boys and girls recorded 75% response rate from principals, 61.8% response rate from class teachers and 100% response rate from the DEO. The above findings indicate that majority of parents had discriminatory attitude towards the education of girls thus preferring to educate the boys as opposed to girls. There were also high mobility restrictions for the girls which resulted to low retention rates of girls’ secondary school education.

4.4 Gender related factors, Access and Participation to Secondary School Education

The second objective of this study was to identify gender related factors that affect access and participation to secondary school education in Garissa District. The respondents were asked to highlight some of the gender related factors that affect access and participation to secondary school education in Garissa District. The responses were analyzed using quantitative and qualitative analysis. The results are shown in Table 4.6
Table 4.6: Gender related factors that affect access and participation to secondary school education

<table>
<thead>
<tr>
<th>Gender related factors affecting access and participation to secondary education</th>
<th>Principals</th>
<th>%</th>
<th>Class Teachers</th>
<th>%</th>
<th>DEO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional socialism</td>
<td>8</td>
<td>100</td>
<td>33</td>
<td>97.1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Few women teacher role models</td>
<td>7</td>
<td>87.5</td>
<td>30</td>
<td>88.2</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Early girls’ marriages</td>
<td>8</td>
<td>100</td>
<td>33</td>
<td>97.1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Involvement of girls in domestic chores</td>
<td>6</td>
<td>75</td>
<td>32</td>
<td>94.1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Restricted mobility for girls</td>
<td>7</td>
<td>87.5</td>
<td>29</td>
<td>85.3</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Low valuation of female labour in the market</td>
<td>8</td>
<td>100</td>
<td>33</td>
<td>97.1</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher

Table 4.6 shows that traditional socialism recorded 100% response rate from principals, 97.1% response rate from class teachers and 100% response rate from the DEO. Few women teacher role models had 87.5% response rate from principals, 88.2% response rate from class teachers and 100% response rate from the DEO. Early girls’ marriages had 100% response rate from principals, 97.1% response rate from class teachers and 100% response rate from the DEO. Involvement of girls in domestic chores had 75% response rate from principals, 94.1% response rate from class teachers and 100% response rate from the D.E.O. Restricted mobility of girls had 87.5% response rate from principals, 85.3% response rate from class teachers and 100% response rate from the DEO. Low valuation of female labour in the market had 100% response rate from the...
principals, 97.1% response rate from class teachers and 100% response rate from the DEO. It is therefore evident that traditional socialism, early girls’ marriages and low valuation of female labour in the market had the greatest influence on female students’ participation in secondary school education.

4.4.1 Teaching Staff per Gender in Garissa District from 2008-2011

Data collected on teaching staff in the district indicated that there were few female teachers in secondary schools than their male counter parts as shown in Table 4.7

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>99</td>
<td>85.3</td>
<td>17</td>
<td>14.7</td>
</tr>
<tr>
<td>2009</td>
<td>105</td>
<td>86.8</td>
<td>16</td>
<td>13.2</td>
</tr>
<tr>
<td>2010</td>
<td>93</td>
<td>83.6</td>
<td>18</td>
<td>16.2</td>
</tr>
<tr>
<td>2011</td>
<td>120</td>
<td>81.6</td>
<td>27</td>
<td>18.4</td>
</tr>
</tbody>
</table>

Source: District Education Office, Garrissa

Results from Table 4.7 indicate that in the four years, the number of male teachers was higher than that of the female teachers. In 2008, male teachers were 85.3% while female teachers were 14.7%. In 2009, the number of male teachers increased to 86.8% while female teachers declined to 13.2%. In 2010, there was decline in the number of male teachers to 83.6% while female teachers increased to 16.2%. In 2011, there was decline in the number of the male teachers to 81.6% while female teachers increased to 18.4%. These figures indicate that the number of male teachers in the district was over 80% while female teachers were less than 20% in all the four years. This implies that there
was gender disparity in the recruitment of teachers in the district. This situation led to few female teacher role models thus greatly affecting access and participation of female students. This further contributed to gender disparities in the district.

The DEO and the principals attributed the low number of female teachers to their unwillingness to work in the district; hence very few of them apply for the jobs when they are advertised by the Teachers Service Commission. The findings of this study are similar to those done in other parts of the world. These studies have shown that many communities associate women with fulfilling domestic responsibilities like child bearing. This has led to a deep seated cultural association of women with the institution of marriage and family. Jha & Jhingran (2002) notes that the belief in the importance of marriage of girls at an early age in India limits access to their educational opportunities. Lloyd & Blanc (1996) observes that mobility restrictions arise in many societies when girls reach puberty and the effect is more on girls’ retention than is on the boys. According to Kingdon (1998b), the gender division of labour in many communities rewards women less in the work place. This has resulted in the relatively lower female education and work participation. Anderson (1988) observes that some communities regard education as the most useful in the formal sector and because girls have low access to this sector than boys, parents prefer to educate boys. These studies are similar to those of Subrahmanian (2005) who observes that parental investment in female education is due to the belief that education of female brings low returns.
Many studies have shown that getting girls into school without addressing impediments in a learning process put girls at a disadvantage. Kendall (2006) observes that what goes on in the classroom affect female access to education. According to Ramachandran (2003b), lack of female teachers discourages girls from enrolling into school. Anderson (1988) had similar views noting that the sex of the teacher is important since it affects the teacher-pupil interaction with female teachers acting as role models to girls. However some studies have shown that traditional socialism may on the other hand affect performance of boys in school. A report by UNICEF (2003) notes that in some countries such as Botswana, Lesotho and Namibia, boys are taken out of school or denied entry all together to become cattle herders. As such boys usually have higher repetition rates and lower achievement than girls. A study in Jamaica found that boys were continually told that they were lazy and inattentive to their studies. This resulted in low esteem and poor academic achievement and test results (USAID, 2005).

4.5 Strategies for Enhancing Gender Equity to Secondary School Education

The third objective of this study was gender enhancing strategies to secondary school education in Garissa District. The study sought the opinion of the DEO, principals and class teachers to establish various strategies that can be employed to ensure gender equity to secondary school education in the district. The responses were subjected to both quantitative and qualitative analysis. The results are presented in Table 4.8
Table 4.8: Gender equity enhancing strategies to secondary school education

<table>
<thead>
<tr>
<th>Gender equity enhancing strategies</th>
<th>Principals</th>
<th>%</th>
<th>Class teachers</th>
<th>%</th>
<th>DEO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and work on gender parity in enrollment, educational outcomes and retention rates</td>
<td>8</td>
<td>100</td>
<td>32</td>
<td>94.1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Address impact of educational programs and policies on boys and girls</td>
<td>8</td>
<td>100</td>
<td>30</td>
<td>88.2</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Address equitable access and quality from gender perspective</td>
<td>7</td>
<td>87.5</td>
<td>30</td>
<td>88.2</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Teachers to use gender sensitive teaching methodologies</td>
<td>7</td>
<td>87.5</td>
<td>28</td>
<td>82.4</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Train teachers on gender sensitive perceptions and expectations</td>
<td>6</td>
<td>75</td>
<td>22</td>
<td>64.7</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Use dynamic and gender sensitive environments</td>
<td>6</td>
<td>75</td>
<td>29</td>
<td>85.3</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Improve opportunities for women in labour market</td>
<td>7</td>
<td>87.5</td>
<td>28</td>
<td>82.4</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Enact and enforce gender sensitive laws for women and men</td>
<td>6</td>
<td>75</td>
<td>21</td>
<td>61.8</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher

Results from Table 4.8 indicate that identifying and working on gender parity in enrollment, educational outcomes and retention rates were among the major strategies employed to ensure gender equity in attaining secondary school education. These recorded 100% response rate from principals, 94.1% response rate from class teachers and 100% response rate from the DEO. Addressing the impact of educational programs and policies on boys and girls had 100% response rate from principals, 88.2% response rate from class teachers and 100% response rate from the DEO. Addressing equitable access and quality from gender perspective recorded 87.5% response rate from principals,
88.2% response rate from class teachers and 100% response rate from the DEO. Teachers to use gender sensitive teaching methodologies had 87.5% response rate from principals, 82.4% response rate from class teachers and 100% response rate from the DEO. Training teachers on gender sensitive perceptions and expectations followed with 75% response rate from principals, 64.7% response rate from class teachers and 100% response rate from the DEO. Use of dynamic and gender sensitive environments had 75% response rate from principals, 85.3% response rate from class teachers and 100% response rate from the DEO. Improving opportunities for women in the labour market had 87.5% response rate from principals, 82.4% response rate from class teachers and 100% response rate from the DEO. The last strategy was on enacting and enforcing gender sensitive laws for women and men which recorded 75% response rate from principals, 61.8% response rate from class teachers and 100% response rate from the DEO. The findings on the strategies for enhancing gender equity to secondary school education are similar to the observations made by Njeru (2011) who noted that a number of intervention measures can be used to ensure gender equity in education participation.

These include; training teachers to understand how their perceptions or expectations of male and female students may influence how they assess students' progress, mark examinations, and provide feedback. Mlama (2012) made similar observations where he noted that, in order to improve the quality of education, enhancement of the quality of teaching and learning in Indonesia was being done through strengthening teacher training and improvements in the school learning environment, ensuring gender equity by identifying and addressing gender concerns at the highest level of politics and public Policy. Munavu, Ogutu & Wasanga (2008) had similar observation and recommended
that improving opportunities for women in the labour market can give them the economic means to send their children to school. He also noted that achieving equality after learners finish their studies and enter the labour market requires interventions that go beyond the education sector which include; enactment and enforcement of labour laws that ensure equal opportunity and pay equity.

However his findings differ from the findings of the current study which advocates for conducting social mobilization campaigns aimed at increasing women’s and girls’ status and value in society, promoting legal reforms that ensure women and girls have equal protection and rights with regard to family law, citizenship, property ownership, political participation, inheritance, financial sector and provision of leadership training for women. Other measures include; development of practical tools for designing, implementing, reporting, and evaluating programs that address equitable access and quality from a gender perspective. However, he noted that in some cases such policies are not fully implemented in most countries hence quite often fewer girls than boys access and participate in secondary school education. It is therefore evident that identifying and working on gender parity in enrollment, educational outcomes and retention rates and addressing the impact of educational programs and policies on boys and girls were the main strategies that would ensure gender equity in secondary school participation. This reflects the positive influence of the new Kenya Constitution promulgated in August 2010 which provides for more room for women in nation building. If the constitution is efficiently and effectively implemented, then there is a likelihood of gender equity in participation to secondary school education in the near future hence both boys and girls would equally benefit from the education subsidies.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This chapter highlights summary of the findings of the study based on research objectives. This is followed by conclusion derived from the study, recommendations and suggestions for further research.

5.2 Summary of the findings

The study aimed at assessing the impact of public subsidy on gender equity in secondary school education in Garissa District, Garissa County, Kenya. The study sought to determine gender patterns of enrollment in Garissa District between 2008-2011. The second objective was to identify gender related factors that affect access and participation to secondary education. The third objective was gender equity enhancing strategies to secondary school education. An exploratory approach using descriptive survey design was adopted to carry out the study. The study employed saturated sampling technique to target all the eight public secondary schools in Garissa District. The respondents comprised of eight principals, thirty four class teachers and one District Education Officer. The research instruments used to collect data included questionnaires, interview schedule guide and facts sheet. The data collected was analyzed using quantitative and qualitative analysis and then presented in tables.
5.2.1 Gender Patterns of Enrollment in Garissa District between 2008-2011
This was the first objective of the study. Results from the findings showed that the enrollment of boys was higher than that of girls for the four years from 2008-2011. In 2008 the enrollment of boys was 65.9% while that of girls was 34.1%. In 2009, the enrollment of boys dropped to 65.7% while that of girls increased to 34.3%. In 2010, the enrollment of boys rose to 65.8% while girls dropped to 34.2%. In 2011, the enrollment of boys increased to 68.2% while girls dropped further to 31.8%. These findings indicate that the enrollment of boys was over 65% compared to that of girls which was less than 35% in all the four years. The findings further show that the district recorded a Gender Parity Index of 0.52 between 2008 and 2010 while in 2011, it was 0.47. These GPI values further confirm that fewer female students were enrolled in secondary school in the district from 2008-2011.

5.2.2 Gender related factors that affect Access and Participation to Secondary School Education
This was the second objective of the study. The findings revealed various gender related factors which influenced access and participation to secondary education. Traditional socialism and early girls’ marriages ranked high with each recording 100% response rate from principals and the DEO and 97.1% response rate from class teachers. Low valuation of female labour in the market attracted 100% response rate from principals, 97.1% response rate from class teachers and 100% response rate from the DEO. Another factor was few women teacher role models which recorded 87.5% response rate from principals, 88.2% response rate from class teachers and 100% response rate from the
DEO. Restricted mobility for girls followed with 87.5% response rate from principals, 85.3% response rate from class teachers and 100% response rate from the DEO. The least was involvement of girls in domestic chores which recorded 75% response rate from principals, 94.1% response rate from class teachers and 100% response rate from the DEO. The above findings imply that girls were the most disadvantaged compared to boys in the access and participation to secondary school education in Garissa District. This confirms why gender disparities existed in the district despite various initiatives by the government to eradicate gender imbalances in the education sector in the country.

5.2.3 Gender Equity Enhancing Strategies to Secondary School Education

This was the third objective of the study. The findings suggest several strategies aimed at enhancing gender equity to secondary school education in the district. The first strategy was indentifying and working on gender parity in enrollment, educational outcomes and retention rates. This strategy recorded 100% response rate from principals and the DEO and 94.1% response rate from the class teachers. The second strategy was addressing the impact of educational programs and policies on boys and girls which recorded 100% response rate from principals and the DEO and 88.2% response rate from the class teachers. The third strategy was addressing equitable access and quality from gender perspective which recorded 100% response rate from the DEO, 88.2% response rate from class teachers and 87.5% response rate from principals. This was followed by the use of gender sensitive language by teachers and improvement of opportunities for women in the labour market with each recording 100% response rate from the DEO, 87.5% response rate from principals and 82.4% response rate from the class teachers. Training
teachers on gender sensitive perceptions and expectations was another strategy recording 100% response rate from the DEO, 75% response rate from principals and 64.7% response rate from the class teachers. The last strategy was on enactment and enforcement of gender sensitive laws for women and men which recorded 75% response rate from principals, 61.8% response rate from class teachers and 100% response rate from the DEO.

5.3 Conclusion

This study makes the following conclusions based on the findings; on the gender patterns of enrolment in Garissa District between 2008 and 2011, the study revealed that there were gender disparities as far as participation of students in secondary school education was concerned. It was noted that the proportion of boys continued to increase while that of girls continued to decline in all the four years under study. This happened despite the provision of various subsidies by the government to enhance equal access and participation in secondary school education to all children. This therefore implies that the subsidies were of more benefit to boys than to the girls. The findings on the gender related factors indicated that traditional socialism, early girls' marriages and low valuation of female labour in the market had the greatest influence on female students' participation in secondary school education. Many parents therefore preferred to educate the boys as opposed to girls, a situation that contributed to gender imbalances in secondary school education. On gender equity enhancing strategies to secondary school education, the study revealed that identifying and working on gender parity in enrolment, educational outcomes and retention rates would have the greatest influence.
5.4 Recommendations

We have seen that girls have not benefited much compared to boys despite provision of the government subsidies. In order to address the issues on impact of education subsidies on gender equity in access and participation in secondary school education in Garissa District, this study recommends the following:

5.4.1 Gender Patterns of Enrolment in Garissa District between 2008 and 2011

Since there are gender parity issues that hinder gender equity in access and participation in secondary school education regardless of the government support through education subsidies, various stakeholders such as the government, religious bodies and Non Governmental Organizations should mobilize and sensitize parents and communities on the importance of educating both boys and girls and ensuring equal education opportunities for both. This is because the beneficiaries of the secondary school education are leaders and developers of tomorrow. They are therefore expected to acquire from the secondary schools the knowledge and skills which would be useful to themselves and to the society regardless of their gender status. Unfortunately many of them are not acquiring these skills due to traditional beliefs, practices and stereotyping about women's position in the society. This militates against their effective contribution to themselves and to the society hence their contribution to the nation building.
5.4.2 Gender related factors that affect Access and Participation to Secondary School Education

The issue of gender related factors and access and participation to secondary school education is closely inter-woven and inter-dependent for the purpose of achieving gender equity in access and participation in secondary school studies. There is therefore need to address issues that militate against equality in education access in order to ensure full participation of both boys and girls. This would ensure that both equally enjoy the benefits of education subsidies. The factors related to involvement of girls in domestic chores, restricted mobility for girls and low valuation of female labour in the market should be dealt with and a balance to be stricken in the recruitment and employment of both male and female teachers.

5.4.3 Strategies for Enhancing Gender Equity to Secondary School Education

As far as strategies for enhancing gender equity to secondary school education are concerned, there is need for the government through the Ministry of Education to identify and work on gender parity in enrollment, educational outcomes and retention rates. The impact of educational programs and policies on both boys and girls should be addressed as well as equitable access and quality from gender perspective. Teachers should be trained to use gender sensitive teaching methodologies. They should embrace gender sensitive perceptions and expectations and make use of dynamic and gender sensitive environments. Opportunities for women in the labour market should be improved. Further, there is need for firm commitment to gender empowerment in the political and social realms. This is a goal which is most clearly laid out in the Kenya Constitution and
the Vision 2030 Development Plans. This should be emphasized and implemented so as to ensure gender equity in access and participation in secondary school education.

5.5 Suggestions for further Research

The researcher wishes to make the following recommendations for further research:

i) A similar study can be carried out in a different geographical area to investigate the contribution of education subsidies to girls' participation in secondary school education.


iii) A comparative study on participation levels of boys and girls in secondary school education in both public private secondary schools.
REFERENCES


APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is intended to collect data for research purposes only. Your responses will be treated with utmost confidentiality.

Please tick the appropriate box or give the required information.

PART A: PERSONAL INFORMATION.

1. Gender  
   Male [ ]  Female [ ]

2. Age in years

3. Highest academic qualification
   Diploma [ ]
   B.ED [ ]
   Masters [ ]
   Others (Specify) ..............................................................

4. Years of experience as a teacher

5. Years of experience as a head teacher

6. Number of years in the current station

PART B: INFORMATION ABOUT THE SCHOOL

7. Name of school .................................................................

8. School category: National [ ]  County [ ]  District [ ]

9. School status [ ]
   Boys’ Boarding [ ]  Boys’ Day [ ]  Boys’ Day and Boarding [ ]
   Girls’ Boarding [ ]  Girls’ Day [ ]  Girls’ Day and Boarding [ ]
   Mixed Boarding [ ]  Mixed Day [ ]  Mixed Day and Boarding [ ]
10. Year established

11. Number of streams in each class
   Form One [ ]   Form Two [ ]   Form Three [ ]   Form Four [ ]

12. What is the school's approved enrolment by the MoE?

SECTION C: GENDER PARITY INDEX FROM 2008 -2011

13. What was the student enrolment in the following years?

<table>
<thead>
<tr>
<th>Years</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tbody>
<tr>
<td>2007</td>
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<tr>
<td>2011</td>
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</tbody>
</table>

14. How many teachers are serving under TSC in your school?
   Males ..................................   Females ..................................

15. Has your school engaged any BOG teachers? Yes [ ] No [ ]

If yes, state the number per gender i.e. Males .................................. Females ..................................

16. Are there cases of dropouts in your school?
   Yes [ ] No [ ]

17. On average, how many students dropout every term?
   Boys [ ] Girls [ ]

18. Give three causes of dropout in your school?
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
19. a) Has your school put up any intervention measures to reduce students drop out?
   
   Yes [ ] No [ ]
   
   b) If yes, which are those measures?
   ................................................................................................................
   ................................................................................................................
   ................................................................................................................

20. a) If your school is a girl’s public secondary school would you re-admit an expectant girl after delivery? Yes No
   
   a) If yes, give your views for 21( a) above.
   ................................................................................................................
   ................................................................................................................
   ................................................................................................................

21. a) Do students repeat classes in your school?
   
   i) Yes [ ] ii) No [ ]
   
   b) If yes, what reasons make them repeat classes?
   ................................................................................................................
   ................................................................................................................
SECTION D: GENDER RELATED FACTORS AND ACCESS TO SECONDARY SCHOOL EDUCATION

22. What gender roles are assigned to students in your school?
   i) Boys’ roles
   ii) Girls’ roles

23. What challenges if any, do students face in school?
   i) Boys’ related challenges
   ii) Girls’ related challenges

24. Are there cases of child labour which hinder students’ access to secondary education in your school?
   Yes [ ] No [ ]
   Please explain briefly
25. Other than financial constraints, do students in your school face other challenges?

Yes [ ] No. [ ]

Please give your views

26. How much is the total fee charged to students in your school?

SECTION E: STRATEGIES ADOPTED TO ENSURE GENDER EQUITY IN ACCESS TO SECONDARY SCHOOL EDUCATION

27. Which are some of the levies charged in your school?

28. a) Has Subsidized Secondary Education had any impact in your school?

Yes [ ] No [ ]

b) Give reasons for your response in 24 (a) above

29. In your own opinion, what strategies should be put in place to ensure that education subsidies best serve the needy and deserving students?

30. How can gender parity in accessing secondary school education be ensured?

THANK YOU FOR YOUR RESPONSES
APPENDIX 2: QUESTIONNAIRE FOR CLASS TEACHERS

This questionnaire is intended to collect data for research purposes only. Your responses will be treated with utmost confidentiality. Please tick the appropriate option or write in the spaces provided. Do not write your name.

PART A: PERSONAL INFORMATION

1. Gender Male [ ] Female [ ]

2. Age in years ............................................

3. Highest academic qualification.
   Diploma [ ] B.ED [ ] Masters [ ]
   Others (Specify) ...........................................................................................................

4. Years of experience as a teacher..............................................................................

5. Period of stay in the current station.............................................................................

6. Which classes have you been a class teacher and in which years? Tick appropriately.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FORM</th>
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<td>2011</td>
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</tbody>
</table>
PART B: INFORMATION ABOUT THE SCHOOL

7. Name of school

8. School category: National [ ] County [ ] District [ ]

9. School status
   Boys’ Boarding [ ] Boys’ Day [ ] Boys’ Day and Boarding [ ]
   Girls’ Boarding [ ] Girls’ Day [ ] Girls’ Day and Boarding [ ]
   Mixed Boarding [ ] Mixed Day [ ] Mixed Day and Boarding [ ]

10. Year established

11. Number of streams in each class
   Form One [ ] Form Two [ ] Form Three [ ] Form Four [ ]

12. What is the school’s approved enrolment by the MOE?

SECTION C: GENDER PARITY INDEX FROM 2008 -2011

13. What was the student enrolment in the following years?

<table>
<thead>
<tr>
<th>Years</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tbody>
<tr>
<td>2007</td>
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<td>2011</td>
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</tbody>
</table>

14. How many teachers are serving under TSC in your school?
   Males............................................ Females............................................
15. Has your school engaged any BOG teachers?  Yes [ ]  No [ ]

If yes, state the number per gender i.e. Males.................................. Females........................

16. Are there cases of dropouts in your school?

Yes [ ]  No [ ]

17. On average, how many students drop out every term?

Boys [ ]  Girls [ ]

18. Give three causes of dropout in your school?

19. a) Has your school put up any intervention measures to reduce students drop out?

Yes [ ]  No [ ]

b) If yes, which are those measures?

20. a) If your school is a girl’s public secondary school would you re-admit an expectant girl after delivery? Yes [ ]  No [ ]

a) If yes, give your views for 20 (a) above.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

21. a) Do students repeat classes in your school?

i) Yes [ ]  ii) No [ ]

b) If yes, what reasons make them repeat classes?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
SECTION D: GENDER RELATED FACTORS AND ACCESS TO SECONDARY SCHOOL EDUCATION

22. What gender roles are assigned to students in your school?
   i) Boys’ roles
   ii) Girls’ roles

23. What challenges if any, do students face in school?
   i) Boys’ related challenges
   ii) Girls’ related challenges

24. Are there cases of child labour which hinder students’ access to secondary education in your school? Yes [ ] No [ ]
   Please explain briefly

25. Other than financial constraints, do students in your school face other challenges? Yes [ ] No [ ]
   Please give your views

26. How much is the total fee charged to students in your school?
SECTION E: STRATEGIES ADOPTED TO ENSURE GENDER EQUITY AND ACCESS TO SECONDARY SCHOOL EDUCATION

27. Which are some of the levies charged in your school?

28. a) Has Subsidized Secondary Education had any impact in your school?

   Yes [ ]     No [ ]

   b) Give reasons for your response in 24 (a) above

29. In your own opinion, what strategies should be put in place to ensure that education subsidies best serve the needy and deserving students?

30. How can gender parity in accessing secondary school education be ensured?

THANK YOU FOR YOUR RESPONSES
APPENDIX 3: INTERVIEW SCHEDULE GUIDE FOR THE DEO

1. Name of your district? ..............................................................................................................

2. State the number of public secondary schools in the district ..............................................

3. Are the secondary schools in Garissa District adequate for?
   a) Boys Yes [ ] No [ ]
   b) Girls Yes [ ] No [ ]

4. What is the teacher's establishment in the public secondary schools in the district?
   Males ............................................. Females .............................................

5. What is the transition rate from primary to secondary school per gender in the district?
   (a) Boys.................................................................................................................................
   (b) Girls.................................................................................................................................

6. Are there cases of drop out in secondary schools in Garissa District?
   Yes [ ] No [ ]

7. What is the current dropout rate per gender in Garissa District?
   a) Dropout rate for boys ...........................................................................................................
   b) Dropout rate for girls ............................................................................................................

8. Give causes of students drop out from secondary schools in Garissa District?
   ................................................................................................................................................
   ................................................................................................................................................
   ................................................................................................................................................
   ................................................................................................................................................
9. Has the district put up any intervention measures to reduce the cases of students drop out?

Yes [ ] No [ ]

If yes, please list some of these measures


10. What has been the secondary school enrolment by gender in Garissa District from 2008-2011?

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tbody>
<tr>
<td>2008</td>
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<td>Total</td>
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</table>

11. Give your views on parents’ attitude towards education of boys and girls in Garissa District.

a) Parents attitude on boys education


b) Parents attitude on girls education


12. Are there cases of child labour in Garissa District?

Yes [ ] No [ ]

If yes, please give examples of those cases

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13. Are there cases of sexual harassment of students by teachers in Garissa District?

Yes [ ] No [ ]

If yes, please explain briefly.

-------------------------------------------------------------------------------------

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14. How has the Subsidized Secondary Education programme impacted on access of boys and girls in Garissa District?

a) Impact on boys

-------------------------------------------------------------------------------------

-------------------------------------------------------------------------------------

-------------------------------------------------------------------------------------

b) Impact on girls

-------------------------------------------------------------------------------------

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15. a) Has the Subsidized Secondary Education been adequate to schools in Garissa District? Yes [ ] No [ ]
16. Give two challenges which have hindered access to secondary school education for boys and girls in Garissa District?

   a) Challenges for boys .................................................................

   b) Challenges for girls .................................................................

17. In your opinion, what proposals would you make to the following groups of stakeholders for the improvement of access to secondary education in Garissa District?

   a) Government .................................................................

   b) Community .................................................................

   c) Parents .................................................................

   d) Head teachers .................................................................

   e) Teachers .................................................................
18. a) Has Subsidized Secondary Education had any impact in your school?
   
   Yes [ ]  No [ ]

   b) Give reasons for your response in 24 (a) above .................................................................
   .................................................................................................................................

19. In your own opinion, what strategies should be put in place to ensure that education subsidies best serve the needy and deserving students? .................................................................
   .................................................................................................................................

20. How can gender parity in accessing secondary school education be ensured? .................
   .................................................................................................................................

THANK YOU FOR YOUR RESPONSES
APPENDIX 4: FACTS SHEET

(A) ENROLMENT OF STUDENTS PER GENDER PER SCHOOL FROM 2008 - 2011

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(B) TEACHING STAFF PER GENDER PER SCHOOL FROM 2008 - 2011

<table>
<thead>
<tr>
<th>S/NO</th>
<th>NAME OF SCHOOL</th>
<th>2008 Male</th>
<th>Female</th>
<th>2009 Male</th>
<th>Female</th>
<th>2010 Male</th>
<th>Female</th>
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## APPENDIX 5: RESEARCH BUDGET

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<thead>
<tr>
<th>ITEM</th>
<th>AMOUNT (KSH)</th>
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<tbody>
<tr>
<td><strong>Proposal Writing</strong></td>
<td></td>
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<tr>
<td>a) Down loading materials from internet</td>
<td>10,000</td>
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<tr>
<td>b) Stationery</td>
<td></td>
</tr>
<tr>
<td>i) 4 reams @ 500/=</td>
<td>2,000</td>
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<tr>
<td>ii) 10 pens @ 25/=</td>
<td>250</td>
</tr>
<tr>
<td>c) Typing the project proposal</td>
<td>2,000</td>
</tr>
<tr>
<td>d) Photocopy and binding 5 copies @ 500/=</td>
<td>2,500</td>
</tr>
<tr>
<td><strong>Piloting</strong></td>
<td></td>
</tr>
<tr>
<td>a) Developing 35 copies of research instruments @ 50/=</td>
<td>1,750</td>
</tr>
<tr>
<td>b) Boarding / Meals (2 days) @ 2000/=</td>
<td>4,000</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td></td>
</tr>
<tr>
<td>a) Developing 100 copies of research instruments @ 50/=</td>
<td>5,000</td>
</tr>
<tr>
<td>b) Boarding/meals (6 days) @ 4000/=</td>
<td>24,000</td>
</tr>
<tr>
<td><strong>Data Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>a) Typing and printing project proposal – 100 pages</td>
<td>5,000</td>
</tr>
<tr>
<td>b) Photocopying 5 copies @ 100 pages</td>
<td>2,500</td>
</tr>
<tr>
<td>c) Binding 5 booklets</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>60,000</td>
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</table>
Dear Sir/Madam

RE: REQUEST TO CARRY OUT RESEARCH IN GARISSA DISTRICT

I am a student at Kenyatta University pursuing a Master of Education Degree in Education Planning. As part of my course, I am required to carry out research on the impact of public subsidy on gender equity in secondary school education in Garissa District.

The purpose of this letter is to seek your permission to collect data from secondary schools in your district.

Attached herewith are copies of the questionnaires, facts sheet and interview schedule guide.

Yours faithfully,

RICHARD M. MULONZYA
Mobile No. 0727051128
Email address: mmulonzya@yahoo.com
APPENDIX 7: RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2241349, 20-267 3550,
0713 788 787, 0735 404 245
Fax: +254-20-2213215
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke

When replying please quote

Our Ref: NACOSTI/P/13/5129/87

Richard Mati Mulonzya
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Impact of public subsidy on gender equity in secondary education in Garissa District, Garissa County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Garissa County for a period ending 31st December, 2013.

You are advised to report to the County Commissioner and the County Director of Education, Garissa County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PDD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Garissa County.
APPENDIX 8: RESEARCH PERMIT

Permit No.: NACOSTI/P/13/5129/87
Date of Issue: 9th October, 2013
Fees Received: Kshs. 1000.00

Name of the Institution: KENYATTA UNIVERSITY, 0-59400

THIS IS TO CERTIFY THAT
MR. RICHARD MAMU MULONZA
OF KENYATTA UNIVERSITY, 0-59400
has been permitted to conduct research in Garissa, County
on the topic: IMPACT OF PUBLIC
SUBSIDY ON GENDER EQUITY IN
SECONDARY EDUCATION IN GARISSA
DISTRICT, GARISASSA COUNTY, KENYA.
for the period ending
31st December, 2013

Applicant's Signature

Secretary
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and
the County Education Officer of the area before
embarking on your research. Failure to do so
may lead to the cancellation of your permit.

2. Government Officers will not be interviewed
without prior appointment.

3. No questionnaire will be used unless it has been
approved by the relevant Government Ministries.

4. The research findings and evaluation of the project
shall be subject to further approval from the
relevant Government Ministries.

5. The research must be submitted in a hardcopy
of at least two (2) hard copies and one (1) soft copy of your final report.

6. The Government of Kenya reserves the right to
review the conditions of this permit at any time.

RESEARCH CLEARANCE PERMIT

Serial No.: 00416

KEMAYATTA UNIVERSITY LIBRARY