

**SOCIO ECONOMIC AND SOCIO CULTURAL CHALLENGES TO  
EFFECTIVE IMPLEMENTATION OF SUBSIDIZED DAY SECONDARY  
EDUCATION IN WEST POKOT SUBCOUNTY, KENYA**

**MARTHA NASIMIYU NAMASAKE**

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## DECLARATION

I declare that this research project is my original work and has not been presented in any other university for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data and tables have been borrowed from other sources including internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

Signature  Date 29/9/2020

**MARTHA NASIMIYU NAMASAKE**

**E55/CE/26304/2011**

I confirm that the work reported in this project was carried out by the candidate under my supervision as the University Supervisor.

Signature..... Date.....

**DR. JOSEPH G. MUNGAI (PhD)**

Lecturer,

Department of Educational Management,

Policy and Curriculum Studies,

Kenyatta University

## **DEDICATION**

This work is dedicated to my loving husband, Abraham Muttama and my daughters Esther Hazel and Nipha Gael and my son Steve Munroe. Their patience, love, understanding, prayers and support they gave me and the zeal and determination to complete my post graduate studies. To my late father, Mr. Francis Namasake and mother Esther Lusike for the faith they had in me, financial support, commitment and their encouragement throughout the study.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ASAL</b>	-	Arid and Semi-Arid Land
<b>CDF</b>	-	Constituency Development Fund
<b>CEO</b>	-	County Education Office
<b>CSO</b>	-	Curriculum Support Officer
<b>EFA</b>	-	Education for All
<b>FGM</b>	-	Female Genital Mutilation
<b>FPE</b>	-	Free Primary Education
<b>KESHA</b>	-	Kenya Secondary School Head Association
<b>KESP</b>	-	Kenya Education Sector Support Programme
<b>KCSE</b>	-	Kenya Certificate of Secondary Education
<b>LATF</b>	-	Local Authority Transfer Fund
<b>MDG</b>	-	Millennium Development Goals
<b>MOE</b>	-	Ministry of Education
<b>NARC</b>	-	National Alliance Rainbow Coalition
<b>SDG</b>	-	Sustainable Development Goals
<b>SSE</b>	-	Subsidized Secondary Education
<b>UNESCO</b>	-	United Nations Educational Scientific and Cultural Organization

## ABSTRACT

In 2003, the government presented free primary education in Kenya, which prompted an extreme increment in enrolment in primary schools. This act prompted the government to introduce subsidized secondary education to allow the increased student population to progress to secondary schools in 2008. This student population increase brought about various challenges to implementation of the subsidized programme. This research therefore examined the socio economic and socio cultural factors affecting effective implementation of subsidized day secondary Education in West Pokot Sub-County, Kenya. The study's specific objectives are to examine the socio economic factors affecting effective implementation of subsidized secondary education in West Pokot; to examine the socio cultural factors affecting the effective implement of subsidized secondary education in West Pokot; and to determine the adequacy and availability of physical resources to sustain the subsidized secondary school education in West Pokot. The study utilized an exploratory survey design. The study targeted 123 respondents comprising of 10 principals, 108 teachers, and 5 Curriculum Support Officers (CSOs). The sample size was comprised of 6 principals, 54 teachers, and 2 CSOs. The study instruments utilized for information collection from principals, CSOs and teachers were survey questionnaires. The validity and reliability of the questionnaires was checked using Pearson coefficient of correlation, which was 0.84. The Data was analyzed using descriptive statistics in the form of frequencies and percentages and presented using frequency distribution tables. The study concluded that certain socio economic and socio-cultural factors notably influenced implementation of subsidized day secondary education negatively. The study findings indicated that the major socio economic factors that negatively affected implementation of subsidized secondary education included pastoralism, nomadic way of life and illiteracy. The study also revealed that the specific socio economic and socio-cultural factors that hampered the utilization of subsidized day secondary education were an itinerant way of life, joblessness, single or polygamous guardians, early relationships and marriages, female genital mutilation (FGM), sexual orientation inclination of male instead of a female child and child labor through household tasks. The study also found that most schools lacked physical offices, for example, study halls, classrooms, latrines, libraries, research centers, seats and work areas and tables, and the accessible offices were of low quality. The study recommends extension of physical offices, the presentation of rotating assets for destitute students, and enlightenment of the public on the merits of educating and training their youngsters and stopping negative socio-cultural practices, which adversely influence education such as FGM, early relationships and marriages and the nomadic way of life.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter discusses the background to the study, the problem statement, the purpose of the study and specific objectives. The chapter also discusses the research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, the theoretical framework, conceptual framework as well as the operational definitions of key terms used in the study.

### **1.1 Background to the Study**

Every child belongs to a particular home from where s/he inherits many cultural practices. The parents of the child are the first teachers, and as s/he grows up, s/he picks up specific methods from the home and the society around. As the child joins the formal education system, s/he has already performed norms and traditions from home, and it's surrounding as Mazid (2010) puts it. Every community has its way of life, which is not necessarily universal. The parents of the child and the community around inculcate into the child character and mindset, which has an impact on how to interact with others outside the home and society. According to Chen, Kong, Gao & Mo (2018) and Nzoka, & Orodho (2015), a positive parent-child relationship encourages children to be committed and motivated to attend and remain in the class.

Wambugu (2012) asserts that cultural values give a community and society its identity and that culture is usually shared among the members of the society. The cultural values

of an organization are passed on from one generation to another. Manali (2010) states that culture usually bonds the members of a community and symbolizes a system of control which models the standards, norms, and behavior of the society. Cultural values affect how an individual acts and behave. The cultural values influence personal life and therefore have an impact on one way or another in one's social life (Epstein et al., 2018). The student's discipline is very crucial to the student's academic performance in any school (Muchunku, 2014). Student discipline forms a key performance indicator in academic circles. The socio-cultural factors play a vital role in enabling youths to access education. More often, youths are usually confronted by different cultural norms and tradition which may even hinder their progress in academic endeavors (Durowaiye & Khan, 2017).

The economic background of the child's parent or guardian is crucial in making decisions regarding education. As Sava & Orodho (2014) puts it, the economical household characteristics are essential as to whether to take a child to school or not. Oketch and Ngware (2012) assert the household economic characteristics such as level of income determines whether the child enrolls in a school, stays, learns, and progresses to the next academic level. In most of the sub-Saharan countries, Kenya included, there exist economic activities such as tea farming, coffee farming, and cattle rearing among others. In most cases, these economic activities may interfere with the student's class attendance.

It is worth noting that as a parent, there is a need for the parent to get involved in the academic work of the child under his/her care. Besides financial and material support, it is essential for the parent to get involved in the educational matters of the student as this motivates the student in achieving his/her academic goals (Mweti, 2013; Nyakan & Yambo, 2016; Mwangi, 2017). School going children are sometimes used as a source of cheap labor in such kind of economic activities (Lewin, 2008). According to Ma, X (2009), the family socio economic status contributes significantly to the learning outcome of a student. Further, the researcher maintains that children from poor economic backgrounds tend to perform relatively poor in academic work. The financial status of the parent dramatically influences the chances of the student enrolling and staying in class (Kainuwa & Yusuf, 2013; Mueni 2015).

The UNESCO International Standard Classification of education describes education as involving organized and sustained communication design to bring about learning (UNESCO, 2005). According to Panel (2013) in a report of United Nations, education is an essential human right and should in this way, be open to all independent of race, sexual orientation or district from which one originates from. In 1990, Education For All (EFA) was acquainted with guarantee that all youngsters will approach Education constantly. The EFA activities recognize the way that education is essential to the development of an individual, country, and the whole world.

According to Baller (2009), education is a crucial tool for everyone's life that assists one to maximize his/her potential. Educated people command respect from the society

in which they live. Education is the key to the socio-economic development for the nation and the individual. The law on child's right to free education commands that the parent has the responsibilities to make sure that the child enrolls, attends, and completes school (World Bank, 2009).

In Kenya, like in other countries, this sustained communication is organized and managed through a coherent system put in place by the government. In conjunction with donors and non-governmental organizations, Kenya has invested heavily in efforts aimed at achieving the Millennium Development Goals (MDGs) of the Universal Primary Education by 2015 (GoK, 2003). The MDGs were renamed Sustainable Development Goals (SDGs).

However, access to education has been of concern to the government, education stakeholders, and society in general. Financing has been a collaboration of parents, communities, and government even before the cost sharing policy was introduced in 1988 (GoK 1988). Cost sharing was evidenced in self-help (Harambee) movements.

The financing of education by the government started during the colonial period in Kenya, as highlighted by the Frazer report of 1909 when financial grants were made available to mission schools. At independence, a lot of funds were invested in expanding the educational facilities and also introducing the seven (7) years of free primary education. In the 1980s, the cost-sharing policies were implemented with parents assuming a more significant role than the central government in financing

education. The parents continued paying tuition, buying books, and desks. After the cost sharing policy proved a burden to the poor and vulnerable households, the government introduced FPE in 2003 (KESSP, 2010). The implementation of FPE by the NARC government was seen as part of a broader scheme to meet the goals of Education For All (EFA) ratified at Jomtien, Thailand, in 1990 and Dakar, Senegal in 2002 (EFA News, 2003). FPE led to an increase in enrollment at all stages even at class eight level hence the rise of the number of KCPE candidates (Brudevold-Newman, 2017; James, Simiyu, and Riechi, 2016). The government of Kenya, through session paper No.1 of 2005, committed to increasing the primary to secondary school shift from 49 to 70% by 2010. The increment would be made possible by the government supplementing parents' efforts in meeting the costs of secondary level. The government supports needy students through bursaries. The aim of the government bursaries is to address the financial problems of the students from poor socio-economic background as well as those from slums (GOK, 2003; 2005).

It was imagined that the government's framework would facilitate the weight of secondary school Education to guardians, particularly poor people and defenseless. The approach is likewise supplemented by the administration of bursaries, Constituency Development Fund (CDF), and Local Authority Transfer Fund (LATF) generally to help children from poor and defenseless family units. Like in any change, it will be unusual not to anticipate problems in the usage of this liberal approach of sponsored secondary Education. Mr. Cleophas Tirop, the then Chairman of the Kenya Secondary School Heads Association (KESSHA), talking in the interest of the school heads



emphasized their support for the program but asked the administration to understand the numerous difficulties confronting them in the execution procedure (Oyaro, 2008). Most of the arid and semi – arid regions have been recording poor working conditions of the learning facilities. According to Chepkonga (2017; 2020) most of the learning institutions in West Pokot lack basic working facilities. In the study it was revealed that slightly below 50% of the classrooms are ventilated and slightly above 36% of them being accessible to learners. Mang’eni (2018) states that West Pokot has been marginalized in terms provision of quality education, this study examined difficulties confronting the compelling usage of subsidized day secondary Education in West Pokot Sub-County, Kenya.

## **1.2 Statement of the Problem**

Education is the way to national improvement in any nation. This must be accomplished if quality Education is offered to every one of its citizens. As a method for upgrading availability, value, and maintenance of secondary education, the Kenya Government introduced subsidized day secondary education in 2008. The aim was to accommodate the expanding free primary school graduates as a result of Free Primary Education introduced in the country in 2003. This led to student population explosion in the subsidized secondary schools which brought about various challenges to implementation of the subsidized programme.

Various studies have revealed that effective implementation of this program has been undermined by various challenges some of which include inadequate physical

infrastructural facilities and negative effects of certain socio-economic and socio-cultural attributes. This study therefore sought to examine the socio-economic and socio-cultural challenges to effective implementation of subsidized day secondary education in West Pokot Sub-County, Kenya. The effect of these challenges was expected to be adverse in this county where the inhabitants continue to observe strict adherence to negative socio-economic and socio-cultural practices.

### **1.3 Purpose of the Study**

The study aimed at determining the socio economic and socio cultural factors affecting the effective implementation of subsidized day secondary education in West Pokot Sub-County, Kenya.

### **1.4 Objectives of the Study**

The objectives of the study were:

- i) To examine the effect of socio economic factors on the effective implementation of subsidized day secondary schools in West Pokot Sub – County, Kenya.
- ii) To determine the effect of socio cultural factors on the effective implementation of subsidized day secondary schools in West Pokot Sub – County, Kenya.
- iii) To determine the availability and adequacy of physical infrastructural instructional facilities in day secondary schools following the implementation of subsidized education.

## **1.5 Research Questions**

In order to accomplish the study objectives, the following questions were addressed

- i) What are the specific socio economic factors affecting effective implementation of subsidized day secondary schools in West Pokot Sub – County, Kenya?
- ii) What are the specific socio cultural factors affecting effective implementation of subsidized day secondary schools in West Pokot Sub – County, Kenya?
- iii) What is the accessibility and ampleness of physical infrastructural instructional facilities in day secondary schools following the implementation of subsidized education?

## **1.6 Significance of the Study**

The conclusions of this study may be helpful to the government, school administration, and teachers. Teachers and school administrators might be able to monitor the enrolment rates of students. This may also ensure that CDF money is utilized correctly to support the construction of physical facilities such as classrooms, library, laboratories, and administration blocks.

School administrators may benefit because they may realize that the cost of necessary items and other indirect payments charged may lead to students' drop-outs, thus hurting the implementation of subsidized secondary education. The findings of the study may also be beneficial to researchers and consults in school.

The findings may be beneficial to the policymakers and the government in general. The politicians will have an informed statistics on their role in the smooth implementation of the SSE and may use the findings to try and address the challenges that are being faced by the students, school administrators, parents and guardians regarding SSE.

## **1.7 Limitations and Delimitations**

The study had the following limitations and delimitations.

### **1.7.1 Limitations of the Study**

The study employed descriptive survey research design and the following were the weaknesses:

- i) The weakness of self-report and the data given by the respondent may be distorted.
- ii) The respondents may say what they believe to be true or perhaps what they think the researcher would like to hear. To this end, the researcher ensured that the research instruments were as objective as possible.
- iii) The questionnaires may not capture the opinions and attitudes of the respondent and they may likewise be biased.
- iv) The sample size may not be adequate to generalize to all students of West Pokot County and Kenya in general.
- v) Lastly, the respondents may intentionally misrepresent facts in order to present a favorable impression to the researcher.

To overcome these limitations, the respondents were assured of confidentiality.

### **1.7.2 Delimitations of the Study**

Delimitations of the study included the following:

- i) The study was carried out in day schools and the outcomes that were inferred formed the basis for generalization and recommendations.
- ii) It included teachers and principals of the schools as the huge respondents and not all stakeholders in the education sector.
- iii) Since the study focused on one sub-county, it may not be representative and that the study is constrained by time and financial resources.
- iv) The findings of the study relied heavily on the responses from the respondents, and in this manner the reliability of the information depended entirely on them.

### **1.8 Assumptions of the Study**

This study made the assumptions that:

- i) The respondents were cooperative and gave truthful and honest responses to the instrument items.
- ii) The instruments applied in data collection were adequate in gathering sufficient information required for this study.
- iii) The participants answered the interview questions in an honest and candid manner.
- iv) Participants had a sincere interest in participating in the research and did not have other motives, such as getting a better grade in a course if they are college students or impressing their job supervisor because they agreed to be in the study.

- v) The inclusion criteria of the samples were appropriate and therefore assured that the participants had all experienced the same or similar phenomenon of the study.

## **1.9 Theoretical Framework**

The study was based on two theories namely Socio-cultural Theory and Theory of Socialist Economics of Education. Social cultural theory was first introduced by Vygotsky (1978) and looked at the critical contribution the society makes to the growth of the individual in learning. The theory insists that there is an interaction between the development of the individual and the culture in which s/he lives in. The method stresses that parents, caregivers, peers, and culture at large are highly responsible for higher-order development in the learning process. The theory looks at the contribution the society has on an individual. According to the theory, every function in the child's cultural development appears in two phases. The first phase is on the social level, and the second phase is at the individual level. This means that learning is between the people and secondly the child internalizes this interaction.

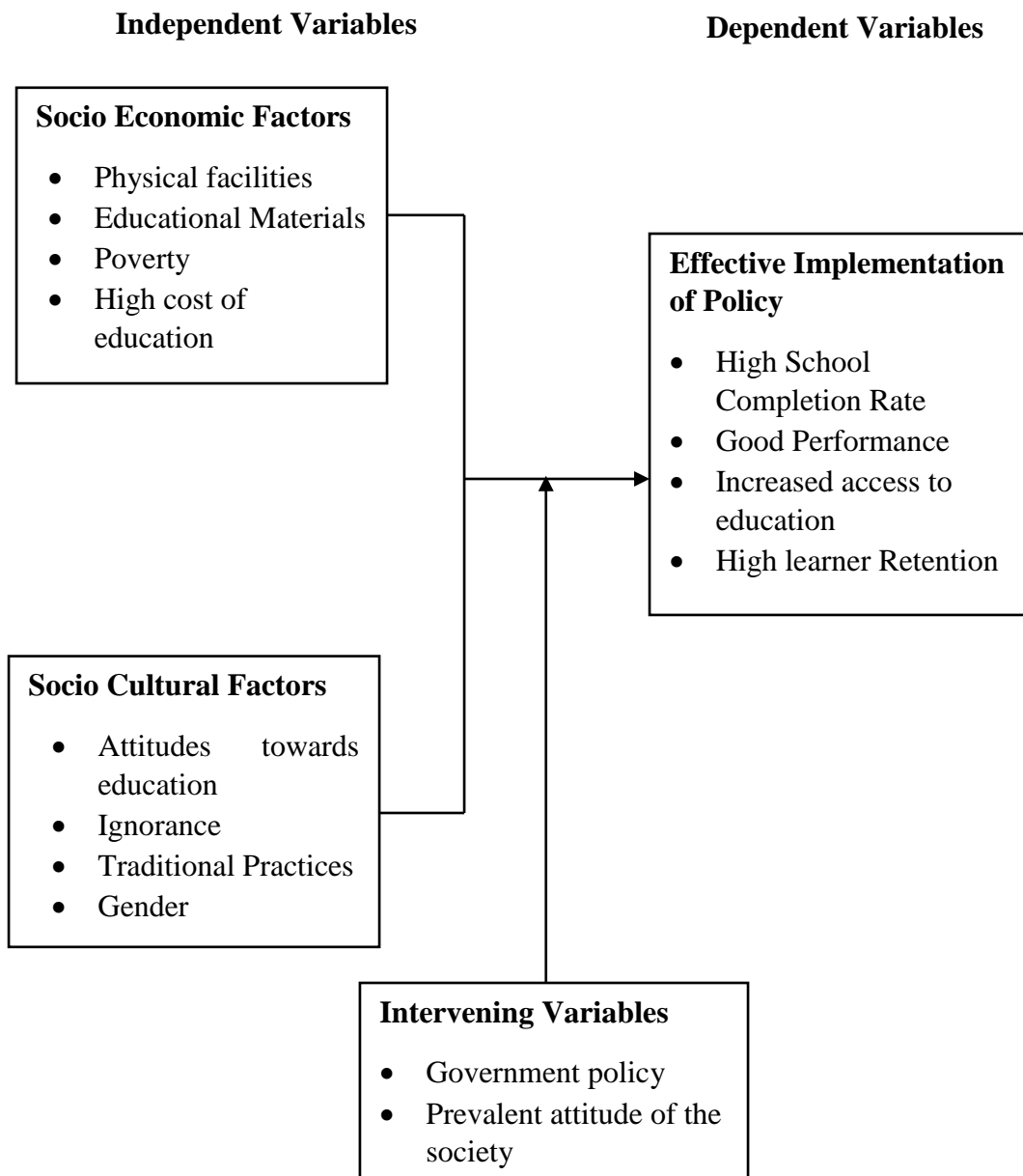
The theory further argues that children use the existing cultural artifacts to create new ones, which in turn regulate, monitor, and control their behavior. This implies that learning takes place through the participation in cultural settings such as the family, interaction with peers and also educational settings such as schools, social activities, etc. The theory focuses on how parents, peers, and society in general influences individual learning and also how cultural beliefs, norms, and attitude affect Education and learning. This theory implies that the culture, views, traditions, opinions, and patterns of the people of West Pokot County influences the students learning within the county.

Theory of Socialist Economics of Education was developed by a French Writer Louis Blanc in the 19th century. The theory advocates for the government to allocate funds to education in the form of grants, loans, and even subsidies to enable the poor to access education. The writer argues that if this is not done, then the education system will not be accessible to all and sundry as it will be too expensive for the poor. According to the theory, the allocation of grants, loans, and subsidies can assist in enhancing equity in access to secondary school education. The awards, loans, and subsidies will go a long way in paying for school fees and other levies. If the secondary school education were offered without these government grants, loans, and subsidies, only the wealthy could afford to enroll their children in secondary schools. The population of West Pokot is nomadic and is reduced, and thus the government subsidies are significant to the enhancement of secondary school education in the county.

### **1.10 Conceptual Framework**

According to Orodho (2009), a conceptual framework is a model, which demonstrates the connection between the factors of an investigation diagrammatically. The reasonable structure of this study indicates socio economics and socio cultural factors that influence the successful usage of sponsored day secondary school education in West Pokot County in Kenya. The socio - financial difficulties incorporate physical offices, Educational materials, destitution, and the many expenses of training while the socio cultural difficulties incorporate frames of mind, obliviousness, conventional practices and sex. The socio economics, socio cultural and the physical facilities have an impact on the effective implementation of subsidized secondary education. Positive

socio economic, socio cultural factors and the adequate physical facilities are likely to impact positively on the implementation of subsidized secondary education. The figure 1.1 demonstrates the connection among needy and autonomous factors of the study.



**Figure 1.1: Conceptual Framework**



## **1.11 Operational Definitions of Terms**

<b>Challenges</b>	Refers to difficulties faced during the time spent in executing financed secondary education which could have a negative effect on education.
<b>Effective implementation</b>	Refers to carrying out something successfully i.e. subsidized secondary education is carried out successfully in order to meet its objective of increasing access and retention of learners in schools.
<b>Subsidized</b>	It refers to supporting financially. In this case, supporting parents in payment of tuition fee for all learners in public secondary schools
<b>Principals</b>	Alludes to the head of a school named by the Teachers' Service Commission as per Education Act Cap. 211
<b>School Facilities</b>	School facilities means school plant facilities, school plant projects, school buildings and the grounds
<b>Students' attitudes</b>	Refers to students' predisposition or tendency to respond positively or negatively towards education.
<b>Arid and Semi-Arid Land</b>	Consist of those areas in Kenya where the weather is dry and arid in Kenya and includes West Pokot Sub – County.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter reviews literature in relation to socio economic and socio cultural factors affecting effective implementation of subsidized day secondary education, physical infrastructure affecting implementation of subsidized day secondary education and research gaps.

#### **2.2 Socio – Economic Factors and Subsidized Secondary School Education.**

Education is a basic need for everyone in the society. Education plays a key role in the development of any nation. It is the responsibility of any nation to provide the necessities of life including education. As much as the government funds the education, it is also important for the population to sacrifice as much as the government does. World over, different communities engage on different economic to sustain their living. In Kenya and sub-Saharan countries, most of the communities rely on commercial activities for survival. In Kenya, most of the regions carry out business activities such as trading, cash crop farming, as well as food crop farming as economic activities. In most arid and semi-arid areas (ASAL), animal rearing and other events are conducted. In other regions, fish farming along lakes and oceans are undertaken as part of the economic activities. These activities, in a way or another, may be beneficial to the education system as well as detrimental to the system.

According to Muthaa, M'muyuri, Bururia and Mwenda, (2013).some activities can be detrimental to education. The researchers attributed the high dropout rate of secondary school students in Igembe District to the khat (miraa) business that thrives in the district. The researcher states that students leave school to go and harvest, package, and trade in the khat business. Wambugu (2012) in a study in Igembe North District also attributed the high absenteeism from secondary schools in the area on the same economic engagements.

In a study carried out by Ma, X (2009) on a global perspective on socio economic differences in learning outcomes, the researcher maintains that the family economic status affects the learning outcome. The researcher found that students from poor economic backgrounds tend to perform poorly in terms of school work and therefore the need for the government's interventions in terms of subsidies, grants and bursaries to facilitate those students from poor economic backgrounds. Research study shows that the financial status is a good predictor of academic performance (Cedeño, Martínez-Arias & Bueno, 2016).

A study conducted by Aturupane, Glewwe and Wisniewski (2013) on the impact of school quality, socioeconomic factors, and child health on students' academic achievement: evidence from Sri Lankan primary schools, the researchers maintain that the household economic status, enrollment in private tutoring, exercise books, and electric lighting and the availability of the necessary resources have a positive effect on academic achievement.

Mweti (2013) conducted a study on financial elements affecting students' scholastic execution in open secondary schools in Igembe South District of Kenya and discovered that parental degree of education did impact on student's scholarly accomplishment. Be that as it may, the researcher proceeds to contend that parental inclusion, money related status, and material help essentially influence the scholastic execution of the students. In another study carried out by Mueni (2015) on socio-monetary components impacting students' dropout rate from open day secondary schools in Kilungu sub-district Makueni County, it was found that among the different elements that impacted education was the economic status of the parents or guardian.

It is the argument of this study that poor counties with rudimental households and families of low socio-economic status are unlikely to provide their secondary schools with adequate and quality physical instructional infrastructural facilities. Economic hardships have for decades been attributed to high school dropout thus affecting the effective implementation subsidized secondary school education in rural areas (Sarker, & Hossin, 2019). In a study conducted in Tanzania concluded that socio economic factors played an important role in hindering effective implementation of subsidized secondary school education (Ouma, Ting, Z., & Pasha, 2017).

### **2.3 Socio Cultural Factors and Subsidized Secondary School Education**

Culture is usually the art, ideas, customs, habits, and social behavior of a particular community. Nieto (2010) described culture as "dynamic, multifaceted, embedded in context, influenced by social, economic, and political factors, created and socially

constructed, learned, and dialectical.” Culture plays a significant role in one’s life as the key to opening the analysis of human societies and behavior (Trevarthen, Gratier & Osborne, 2014). The culture of any organization contains a combination of customs, beliefs, religions, arts, and habits that bind a community. The culture of one society may value education while another organization may have little value for it. In a study conducted by Chen, Kong, Gao & Mo (2018), the researchers concluded that the parent-child relationship played a significant role in motivating children to attend and remain committed to school work. This then implies that culture at home is key to motivating learners to be committed to school work.

There are many dictates of culture on one’s life, including values, norms as well as economic activities to be carried out by the society. Some societies may have rigid cultures, while others have flexible ones. According to Goodman (2009), a rigorous culture may be retrogressive while flexible are progressive. A survey conducted by Halder, Das and Harun, (2015) in East Pokot and Baringo East Districts states that some of the retrogressive practice includes FGM. These practices, which are cultural highly affect school going children and thus hinders the smooth and effective implementation of the SSE (Mutilu, 2014; Huisman, Rani & Smits, 2010).

In developing nations, the literature indicates that cultural challenges exist and are persistent and act against the effective implementation of SSE. These challenges include, among others; FGM, early marriages, family obligations where the student has to assist in domestic or household chores (Kipkemo, 2017; Nyakan & Yambo, 2016). In

a study conducted by Adanna and Agbasiere (2020), the researchers concluded that socio cultural factors such as farming, early marriages boy child preference affected effective implementation of secondary school education. It is, therefore, the obligation and responsibilities of these developing nations to overcome these challenges to useful implement the policies. A study conducted by Ngware, Onsomu, Muthaka, and Manda (2007) in Tharaka Sub - County indicated that there is low enrollment at secondary schools due to FGM and early marriages which are all cultural.

In a study conducted by Wambugu (2012) on the impact of socio-cultural and financial factors on the entrance and cooperation in secondary school education in Igembe North District in Kenya, the researcher found that the socio-cultural exercises are early relationships, circumcision, and polygamy. The researcher discovered that these social variables influence cooperation in secondary school education adversely regardless of the administration's push to finance the secondary school education.

In an investigation led in Tanzania by Komunte (2011) on Socio – cultural components influencing network secondary school students' scholastic execution: an instance of Mvomero District, the researcher discovered that the socio-cultural elements influenced students' scholarly exhibition adversely. Further, the discoveries demonstrated that students practices identified with their investigations influenced their scholastic execution. In one more investigation by Abdinoor (2012) on financial, socio-cultural and school-based elements that are impacting the results in Kenya certificate of

secondary education (KCSE) in Isiolo County it was inferred that socio-economic and socio-cultural factors affected KCSE performance.

In a study conducted by Adan & Orodho (2014) in Mandera , Kenya on the Subsidized Secondary Education Policy: What are the Socio-Economic and Cultural Implications on Equitable and Quality Education, the researchers revealed that despite the government's efforts and initiatives on the subsidizing the secondary school education, there was low transition and retention rates, and high wastage. The researchers attributed these drawbacks on socio-cultural factors such as low premium attached to education by both the student and the parent.

Even with the implementation of subsidized education, enrolment, and retention (Brudevold-Newman2017; James, Simiyu, and Riechi, 2016) of learners in schools may be affected by socio-cultural factors in the environment. Wanyonyi (2004) observed that school dropouts were still there despite the introduction of FPE. According to his study, some factors that cause school dropout include; early marriages, teenage pregnancies, peer pressure (absence of enthusiasm for school) and residential obligations carelessness by guardians (discipline). This investigation was to see whether socio-cultural practices influence the usage of subsidized day secondary education in West Pokot Sub-County.

## **2.4 Physical Infrastructural Instructional Facilities and Subsidized Day Secondary Education**

Safety of learners is vital in regard to the provision of education in any country. Learning institutions in Kenya have continued to experience different disasters emanating from inappropriate school physical infrastructure among other factors (Mwangi, 2008). Buildings, classrooms, laboratories and equipment education infrastructure are crucial elements of learning environments in schools and universities. There is strong evidence that high quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, among other benefits. It has also been found that environmental and design elements of school infrastructure together explained 16 percent of variation in primary students' academic progress. Moreover, the design of education infrastructure affects learning through interrelated effects of naturalness (e.g. light, air quality), stimulation (e.g. complexity, colour) and individualization (e.g. flexibility of the learning space) (Teixeira, Amaroso & Gresham, 2017). This concurs with Kennedy's (2003) assertion that when the learning process is at the core of design priorities, there is significant likelihood that the physical facilities will positively influence performance. According to Gatua (2015), the most visible aspect of school's physical infrastructure entails quality of security systems and maintenance of school buildings and grounds.

It has been contended that availability of education physical facilities and equipment in African countries is disheartening with old and dilapidated secondary school buildings (Ajayi and Ayodele, 2001). Most of the classrooms, laboratories, examination halls,



libraries and office furniture are in a terrible state of disrepair and this has contributed to poor academic performance. Furthermore, most windows are out of use, thereby causing hazards to life while fluorescent tubes for providing electricity are out of place. According to Ajayi and Ayodele (2001), availability of physical facilities is quite important in the achievement of effective instructional delivery and supervision in the school system. Non-availability of basic facilities such as classrooms, office accommodation, workshops, sporting facilities, laboratories, libraries et cetera is being experienced in the subsidized day secondary schools in Kenya due to ever increasing student population and it adversely affects pedagogy.

Siocha, Onderi, & Mwebi (2017) note that learning infrastructure is a key base for effective teaching and learning in schools and that it forms a very important component in ensuring successful education. Physical needs are met through provision of safe physical structures, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for work and play. Emotional needs are met by creating pleasant surroundings, a friendly atmosphere and an inspiring environment (Lupinacci, 2002). This view is supported by Clark (2002) who points out that students' who feel safe in school experience positive effect on their learning. Safe school environment is characterized by the presence of certain physical aspects such as a secure wall, fences and gates, buildings that are in good state of repair and well maintained school grounds. This implies that a clean and safe environment is conducive to education and has security of property, well cared for facilities, furniture

and equipment, clean toilets, water and green environment and absence of harassment (Squelch, 2001).

Furthermore, physical facilities in the school setting play pivotal role in actualization of educational goals and objectives by satisfying the physical and emotional needs of staff and students in a learning institution (Squelch, 2001). Physical facilities in any school organization range from the school plant which comprises of the school buildings, classrooms, libraries, laboratories, toilet facilities, learning materials to other infrastructures that would likely motivate students towards learning. However, in developing countries such as Kenya, the available physical facilities seem not to be of standard quality, some seem to lack maintenance culture, while some are in dilapidated conditions and this is of great concern to educators and researchers. It has been observed that the provision of these school facilities have dwindled over the years, perhaps due to increase in school enrolment rates which has led to population explosion in government-funded schools. Notable experience shows that if physical facilities are available, students tend to have interest in learning which invariably leads to high performance (Akomolafe & Olubunmi, 2016). In view of the reported inadequacies therefore, this study sought to establish the status of physical infrastructural instructional facilities in terms of their availability and adequacy in West Pokot Sub-County.

## **2.5 Research Gaps**

Culture and education should be supportive of one another and in harmony. Culture influences education, and education influences culture. Positive culture has a positive influence on secondary school education. The negative perception is detrimental to the furtherance of secondary school education. Culture guides the way of life while education shapes the way of life. Education should teach a positive culture, which is all-inclusive. Most researchers have studied the influence of socio economic factors on dropouts, retention and progression rather than the implementation of subsidized secondary education (Wanyonyi, 2018; Adanna & Agbasiere, 2020; Abdinoor, 2012; Adan& Orodho, 2014; Sarker & Hossin, 2019; Ouma, Ting, Z., & Pasha, 2017).

Most of the research work done has concentrated on the factors of culture and economics. Little has been done on the effect of the socio-cultural and socio-economic challenges on the practical implementation of SSE. The researches, however, recognize the importance of these factors on the successful application of the SSE. Little research has been done on these challenges on the effective of SSE policy in West Pokot Sub-County.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the methodology that will be employed in the study. The key aspects being discussed in this chapter are research design, study population, sampling procedure and sample size, the instruments for data collection, validity and reliability of the research instruments, pilot study, data collection instruments, data collection procedure, method of data analysis and ethical considerations.

#### **3.2 Research Design**

The research employed descriptive survey design which is an overview plan that is used in exploratory examinations to enable a scientist to gather data, condense, present, explain and interpret (Orodho, 2002). The structure was picked for study since it had the capacity to enable investigation of the relationship between variables in their natural settings as they occur (Zikmund, Babin, Carr, and Griffin, 2012). Also, the design allows the use of questionnaires as a research instrument. Questionnaires are widely used in descriptive research because they obtain facts about current conditions and are very useful in making inquiries concerning attitudes and opinions (Zikmund et al., 2012) and for this reason the researcher utilized them to gather the necessary data in connection with statement of the problem.

### **3.2.1 Variables of the Study**

The factors in this examination were socio-cultural and a financial difficulty as the autonomous factors while the needy variable was the down to earth implementation of SSE in West Pokot. The socio-cultural challenges included students' attitudes towards education, ignorance to knowledge, traditional practices, and gender while socio-economic factors included Physical facilities, availability of Educational materials, poverty, and high cost of tuition. The dependent variable was broken down into high school completion rate, excellent performance, and increase access to education, and high learner retention.

### **3.3 Location of the Study**

The study was conducted in West Pokot Sub-County. It is one of the 14 counties in the Rift valley Region, and it is situated in the north fracture along Kenya's western boundary with Uganda. The County borders Turkana County towards the North and North East, Trans-Nzoia County towards the South, Elgeyo Marakwet County towards the South East and Baringo County towards the East. The Sub-County was picked on the grounds that a few partners had raised concern about the low enrolment and completion rates in secondary schools despite the introduction of subsidized day secondary education.

### **3.4 Target Population**

The study population was teachers, Principals, and Curriculum Support Officers (CSOs) from West Pokot Sub-County. The Sub-County has a total of 10-day secondary schools,

each of which is headed by a principal. The Sub-County is serviced by five (5) Curriculum Support Officers. The ten (10) day secondary schools are maintained by one hundred and eight members (108) of teaching staff (West Pokot County Education Office, 2018).Table 3.1. The investigation utilized a straightforward arbitrary testing strategy to pick the sample of six (6) schools, which is sixty (60%) of the community. The population was thought to be homogeneous.

**Table 3.1: Target Population**

Category	Target Population	Percentage
Curriculum Support Officers (CSO)	5	4.07
Principals	10	8.13
Teaching Staff	108	87.80
Total	123	100

**Source:** Researcher, 2018

### **3.5 Sampling Techniques and Sample Size**

Sampling is picking a given number of subjects from a characterized gathering as an agent of that population. The investigation utilized a straightforward arbitrary testing strategy to pick the sample of six (6) schools, which is sixty (60%) of the community. The population is thought to be homogeneous. From the six (6) schools, a total of fifty-four (54) teachers were selected by simple random sampling method where nine (9) was from each school. Two (2) CSOs were purposively selected. This made the total respondents to be 62.

**Table 3.2: Sampling Techniques and Sample Size**

<b>Category</b>	<b>Population</b>	<b>Sample</b>	<b>Percentage %</b>
Principals	10	6	60
Teacher	108	54	50
CSOs	5	2	40
<b>Total</b>	<b>123</b>	<b>62</b>	<b>50.40</b>

**Source:** Researcher, 2018

### **3.6 Data Collection Instruments**

Researchers tend to use data collection instruments that are cost-effective, efficient, and accurate. The research study utilized primary data which was collected from principals, teachers, and Curriculum Support Officers. The data was compiled by the use of semi-structured questionnaires.

#### **3.6.1 Questionnaires**

A poll is an examination device that accumulates information over a wide portrayal and is one approach to evoke self-values. As indicated by Zikmund, Babin, Carr, and Griffin (2012), a survey can be utilized to connect with countless respondents, in contrast to different techniques for gathering information. Additionally, it is generally cheap and cost-effective.

### **3.7 Pilot Study**

A pilot study was performed to pre-test the exploration instruments. The pilot study was completed in two (2) schools which were chosen for gathering genuine information. In the two schools an aggregate of ten (10) teachers were examined five (5) teachers from each school. The two schools utilized in the pilot study were not considered during the genuine information gathering. Two (2) CSOs were utilized in the pilot study. These two (2) were not associated with the genuine information gathering. The guiding planned to help the researcher in finding any shortcomings in the study instruments, check the lucidity of the inquiries and things and furthermore evoke remarks from respondents that will help in the improvement of the tools. Zikmund, Babin, Carr, and Griffin (2012) states that a pilot study is a small-scale research project that gathers data from respondents related to those that will be used in the comprehensive research and serves as a guide for a more extensive study; examines specific aspects of the research to see if the selected procedures will work as intended.

#### **3.7.1 Validity of the Instrument**

Kothari (2017) defines validity as the extent to which variations found with a measuring instrument reflect right variety among those being tested. There are two ways of putting up the validity of a research tool or device, that is, logic and statistical evidence. First, the researcher guaranteed that the instrument was identified with the targets of the study, and it contained all the important and relevant data. Aspects that were not clear were rephrased while others were dropped so long as they did not affect the overall intent of the study.



### 3.7.2 Reliability of the Instrument

Reliability of a data collection instrument indicates internal consistency. A measure is referred to as reliable if different attempts at measuring a variable bring similar results.

Internal consistency will be measured by coefficient alpha ( $\alpha$ ) method. The coefficient shows whether or not the different items converge. The ratio of alpha ranges in value from zero (0), meaning no consistency, to one (1), meaning complete unity. Generally speaking, scales with a coefficient  $\alpha$  between 0.80 and 0.95 are considered to have excellent reliability (Zikmund et al., 2012).

According to Bell and Bryman (2015), values of 0.7 and above are typically used as a rule of thumb to express a right level of internal reliability, scores higher than 0.7 denote an acceptable level of security, and ratings below 0.5 indicate reduced levels of safety. The study established the Pearson correlation coefficient was 0.84 as shown:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n(\sum x^2) - (\sum x)^2\} \{n(\sum y^2) - (\sum y)^2\}}} = \frac{48 \times 299 - 65 \times 66}{\sqrt{292681 \times 49284}} = 0.84$$

### 3.8 Data Collection Procedure

The researcher sought authority from the university to collect data through the Department of Education Management, Policy and Curriculum Studies. Upon approval by the department, data collection authorization was looked for and allowed from NACOSTI as required by the law and then the researcher sought authority from the West Pokot Sub County Education office to collect data from the sampled schools. Upon approval by the Sub – County offices, the researcher sought permission from the

principals of the sampled schools through a written letter. Once the permission was granted the researcher collected the data per objectives. An initial visit was made to each school between third July 2018 and twelfth July 2018 by the researcher and her group to inform the principals regarding the planned research and a date to carry out the survey was consented to be between twentieth July 2018 and 28th July 2018. Assent for interest was looked for before leading the studies. The surveys were exclusively conveyed by the researcher and her unit during the information gathering. Course of action for filling in the surveys inside about fourteen days was made. Toward the part of the bargain weeks completed reviews were by and by gathered by the specialist prepared for information examination. The researcher collected data on financial constraints regarding domestic activities undertaken by students, the income generating activities of the region, family finances and the cost of necessary items. Data on the availability and adequacy of physical facilities was collected regarding the number of facilities available against the requirements and the working conditions of each. The researcher collected data about the cultural background of the respondents such as early marriages, FGM etc.

### **3.9 Data Analysis**

The filled in questionnaires were thoroughly inspected for completeness and errors. After verification the data was edited, coded and organized. The data coding and organization was done as per the objectives of the study. The responses on the demographic information were analyzed by use of descriptive statistics of percentages and frequencies. The responses

about the socio cultural and socio economic factors were analyzed by use of frequencies and percentages.

Data on financial constraints was analyzed thematically by use of narrative while the availability and adequacy of physical infrastructure was analyzed by use of tables, frequency tables and percentages. The data on the socio – cultural factors was analyzed thematically and presented as narratives.

### **3.10 Logistical and Ethical Considerations**

#### **3.10.1 Logistical Considerations**

A research approval was sought from departments and granted. Another approval was sought and granted from NACOSTI as required by the law and a copy submitted to the CEO West Pokot County. The researcher sought for a meeting with the principals and teachers of the sampled schools and consent to take part in this investigation was looked for before carrying out the study. Starter visits to the sampled schools meant to set up affinity with the respondents. Informed consent for support was looked for before conducting the study. Secrecy and trustworthiness were profoundly maintained.

#### **3.10.2 Ethical Considerations**

In order to guarantee confidentiality, the researcher coded the questionnaires so as not to disclose and expose the respondents. The record was kept separate from review information. No distinguishing data was given on the polls. Introductory letters appended to the surveys gave disclosing information on the motives of the investigation

and assured the respondents of security. The respondents were guided on how the questionnaires were to be filled and returned. The method of reasoning after this was to help lessen the probability of acquiring one-sided reactions.

Assent of the respondents was looked for before taking part in the study, and the members in the study were guaranteed of privacy, on the data given. The instruments were pretested to guarantee that every item of information gathering is productive. The respondents were very much secured by keeping the data given secret and by causing them to stay unknown to protect their identity.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter incorporates information examination, dialogues, and discoveries of the exploration. The information were outlined by utilization of graphic insights which involves the utilization of frequency tables, rates, rank requesting and mean scores.

#### 4.2 General and Background Information

The study sought to establish the response rate according to different categories of respondents.

##### 4.2.1 Response Rate

The study targeted 62 respondents amongst principals, teachers, and CSOs. The questionnaire was returned as shown in the table 4.1

**Table 4.1: Response Rate**

Respondents	Sample size	% Response Rate
Non response	14	22.58
Actual respondents	48	77.41
Targeted respondents	62	100

**Source:** Researcher, (2018)

Table 4.1 demonstrates that every one of the things displayed to the respondents was 62 (100%), yet just 48 were appropriately filled. This means a response rate of 48 (77.4%) was recorded. This suggests the reaction was great. As indicated by Mugenda and

Mugenda (2009), a half reaction rate is sufficient, 60% is great, 70% is evaluated great, or more 70% the response is excellent. It is an unmistakable sign that the instrument was comprehended and addressed well as indicated by various respondents' feelings without any interference.

#### 4.2.2 Response Rate Based on Category of Respondents

The study sought to determine the response rate by various classifications of respondents. The response rate is shown in table 4.2.

**Table 4.2: Response Rate Based on Category of Respondents**

Category	Sample	Actual Respondents	Percentage (%)
Principals	6	5	83.33
Teachers	54	41	75.92
CSOs	2	2	100
Total	62	48	77.41

**Source:** Researcher, (2018)

It was established that all the 2 (100%) CSOs responded back, 41 (75.92%) teachers responded while 5 (83.33%) of the principals responded. This translates to a general response rate of 48 (77.41%).

#### 4.2.3 Gender of the Respondents

The study sought to determine the response rate of the teachers and principals based on the gender. Table 4.3 incorporates these statistics.

**Table 4.3: Respondents by Gender**

Gender	Principals	Percentage %	Teachers	Percentage %
Male	4	80.0	23	56.1
Female	1	20.0	18	43.9
Total	5	100.0	41	100.00

**Source:** Researcher, (2018)

Table 4.3 shows the gender of the respondents. The study findings reported that 4 (80.0%) of the principals were male while 1 (20.0%) were female. The study likewise established that 23 (56.1%) of the teachers were male while 18 (43.9%) were female. Obviously, the male respondents overwhelmed, as appeared by the respondents. This mirrors the discoveries of African Development Bank (2006) which set up that despite the fact that females constitute a large proportion of the Kenyan population; they are disadvantaged to work in government sectors and the private sectors. There were numerous genuine difficulties confronting women looking for work all the more so in dry and semi-dry regions (ASAL), despite the fact that numerous activities and undertakings try to promote women.

#### **4.2.4 Education Level of the Respondents**

The study attempted to examine the level of training of the respondents. It was found that 3 (60.0%) of the principals had a four-year college education, while 2 (40.0%) had masters' degree. Teachers who had a diploma certificate were 5 (12.2%), 30 (73.2%) had a bachelor's degree while 6 (14.6%) had master's degrees. The study result shows a

high level of educational achievement as the respondents were the top cream of the society. This clearly shows that the principals and teachers are well qualified to handle the position and responsibilities they are holding. These results concur with Lydia and Nasongo (2009) who states that the government has tried very much to engage teachers and principals who are well qualified.

**Table 4.4: Education Level of Respondents**

Education Level	Principals	Percentage (%)	Teachers	Percentage (%)
Diploma	0	0	5	12.20
Degree	3	60.00	30	73.17
Masters	2	40.00	6	14.63
Total	5	100.00	41	100.00

**Source:** Researcher, (2018)

#### **4.2.5 Length of Service in Teaching Profession**

It was established from the research that majority of the principals 4 (80.0%) indicated that they had teaching experience of above ten years while 1 (20.0%) stated that had served for a time of between 6 to 10 years. It was additionally settled from the study that greater part of the teachers 18 (43.9%) had showing knowledge of 6-10 years, 14 (34.1%) had showing background of over ten years while 9 (21.9%) had showing background of below five years. This shows principals had higher experience than teachers as shown on Table 4.5.



**Table 4.5: Length of Experience**

Teaching Experience	Principals	Percentage (%)	Teachers	Percentage (%)
0-5years	0	0.00	9	21.95
6-10years	1	20.00	18	43.90
above 10 years	4	80.00	14	34.15
Total	5	100.00	41	100.00

**Source:** Researcher, 2018

#### 4.2.6 Age of the Respondents

It was discovered from the research that majority of the principals, 2 (40.0%) indicated that their age was between 40-49 and above 50 years, while 1 (20.0%) reported that the age was between 30-39 years. It was discovered from the study that majority of the teachers 16 (39.02%) had an age of between 30-39 years, 11 (26.82%) age was between 40-49 years, 8 (19.52%) age was between 20-29 years while 6 (14.63%) age was 50 years and over. This indicates that majority of the working class in Kenya is below 40 years. This can be explained because of the young population of Kenya.

**Table 4.6: Age of Respondents**

Age	Principals	Percentage (%)	Teachers	Percentage (%)
20-29 years	0	0.00	8	19.52
30-39 years	1	20.00	16	39.02
40-49 years	2	40.00	11	26.83
50 and above	2	40.00	6	14.63
Total	5	100.00	41	100.00

**Source:** Researcher, 2018

### **4.3 Socio Economic Factors and Implementation of Subsidized Day Secondary Education**

The first objective of the study was to examine the effect of socio economic factors on the effective implementation of subsidized secondary school in West Pokot Sub – County, Kenya. Towards this end, the researcher had first to establish the socio economic activities that the communities around the study location engage in. The respondents indicated the main economic activity of the community was pastoralism and agriculture. The respondents indicated that students from nomadic families are also engaged in the activity, which limits their time to revise their school work. They further noted that majority of the nomads are illiterate hence may fail to sufficiently inspire their children to learn. All the 2 (100%) of the CSOs, 41 (75.92%) of the teachers and 5 (83.33%) of the principals agreed that roaming way of life influenced the execution of subsidized day Secondary school education (Table 4-7). Further the study revealed that students are compelled to remain with relatives or companions in light of the fact that their parents continued going all around with their animals looking for water and field. Table 4 – 8 shows that 4 (8.9%) principals, 39 (86.67%) teachers and 2 (4.44%) CSOs feel that the nomadic economic life is a factor that contributes negatively to the implementation of subsidized secondary school education in West Pokot Sub – County. The respondents cited that charges installment was troublesome during the dry season, which prompted non-attendance. They further said that pastoralists connected more an incentive to domesticated animals as contradicted to education, which affected the attitude of the students towards education. Also, the respondents said that during drought many students attended to their herds at the expense of schooling as the case

with school holidays when the students helped their parents to tend the herds which limited their time of revising their school work.

**Table 4.7: Economic Factors**

Category	Sample	Actual Respondents	Percentage (%)
Principals	6	5	83.33
Teachers	54	41	75.92
CSOs	2	2	100
Total	62	48	77.41

**Source:** Researcher, 2018

**Table 4.8: Nomadic way of life as a barrier**

Category	Sample	Actual Respondents	Percentage (%)
Principals	6	4	8.89
Teachers	54	39	86.67
CSOs	2	2	4.44
Total	62	45	100.00

**Source:** Researcher, 2018

#### **4.4 Socio - Cultural Factors and Implementation of Subsidized Day Secondary Education**

The study sought to investigate the socio-cultural challenges faced by students in day secondary schools in West Pokot Sub-County. The principals, teachers, and CSOs identified several socio-cultural challenges faced by the learners which included long distance walking/traveling way of life, joblessness, single or polygamous guardians , female genital mutilation (FGM), gender inclination of the male child (androcentric

bias), and youngsters' engagement in domestic chores. As reported by curriculum support officers (CSOs), the primary socio-cultural challenges were related to young ladies being occupied with family tasks, for example, washing, fetching water, and gathering kindling while the young men were engaged in cultivating farmlands and youth groupings, particularly during the weekend. They noticed that this constrained their time for learning. These findings strongly concur with those of Kipkemo (2017) and Nyakan & Yambo (2016) that FGM, early marriages and family obligations where the student has to assist in domestic or household chores hinder implementation of subsidized day secondary education.

The study likewise demonstrated that socio-cultural variables influenced the usage of subsidized education, with the greater part concurring that young ladies are reserved for marriage while in school. The principals, teachers and CSOs were approached to give their perspectives on how early marriage influenced the execution of subsidized day secondary education in the Sub-County. There was an agreement among the respondents who said that early marriages influenced the execution of subsidized secondary education and that young ladies were more adversely affected. They additionally expressed that numerous young ladies neglected to settle down in school because of the learning that they would not get an opportunity to propel their education beyond secondary school since they would be offered for marriage when they complete form four. A portion of the respondents reported that the parents of some of the girls believed that keeping young ladies in schools as opposed to wedding them off to imminent spouses was an exercise in futility (Table 4.9). A study conducted by Ngware,

Onsomu, Muthaka, and Manda (2007) in Tharaka Sub - County indicated that there was low enrollment in secondary schools due to the socio-cultural practices of FGM and early marriages which is in agreement with the findings of the current study that FGM and early marriages hindered implementation of subsidized day secondary education.

**Table 4.9: Socio Cultural Factors affecting implementation SSE**

Factors	Respondents					
	CSOs		Teachers		Principals	
	Number	%	Number	%	Number	%
Female Genital Mutilation	2	100	5	100.00	38	92.68
Gender inclination	1	50	3	60.00	39	95.12
Single or polygamous guardians	2	100	5	100.00	41	100.00
Joblessness	2	100	3	60.00	38	92.68
Domestic chores	1	50	4	80.00	38	92.68
Nomadic way of life	2	100	3	60.00	40	97.56

**Source:** Researcher, 2018

The respondents also contended that students who had experienced the initiation into adulthood through circumcision or FGM ceremonies saw themselves as grown-ups, and this drove them to participate in pre-marital sexual undertakings. It in addition influenced their frame of mind towards their teachers as they saw them as their equivalents and consequently disobeyed them. Greater part of the respondents accepted that their polygamous status contrarily influenced the execution of subsidized day secondary education. Quite a number of the parents (men) are in the polygamous family, although they do not have the financial strength to support a large family. This

has led to the suffering of children and women. Among the casualties, is the implementation of subsidized day secondary education, which occurs when the family cannot even afford the basic needs leave alone money to finance students' educational needs in secondary schools. These findings are supported by those of Brudevold-Newman (2017) and James, Simiyu, and Riechi (2016) who contend that implementation of subsidized day secondary education with regard to enrolment, and retention of learners in schools may be affected by socio-cultural factors in the environment.

#### **4.5 Physical Facilities and Implementation of Subsidized Day Secondary Education**

The third objective of the study was to ascertain whether there was challenge of the physical facilities in West Pokot Sub-County in terms of classrooms, laboratories, desks, libraries and teachers chairs. In general, the research findings indicate that there was shortage of classrooms, laboratories, latrines and desks. Table 4-10 shows that there is a shortage of classrooms in West Pokot Sub – County. These results concur with the results of Olagboye (2004). Majority of the principals 4 (80.00%) observed that the schools had two classes while 1 (20.00%) observed that they had three classes. On the side of the teachers a majority of them 32 (78.05%) observed that they had two while 9 (21.95%) observed that they had three classes shown on table 4.10.

**Table 4.10: Shortage of classrooms**

<b>No of classrooms</b>	<b>Principals</b>	<b>Percentage (%)</b>	<b>Teachers</b>	<b>Percentage (%)</b>
Two	4	80.0	32	78.05
Three	1	20.0	9	21.95
Total	5	100.00	41	100.00

**Source:** Researcher, 2018

Table 4.11 shows the number of available and required latrines in day secondary schools. The availability of latrines posed a hindrance as it was indicated by majority of the principals, 3 (60.00%) indicated that they had only four latrines while five were required, 1 (20.00%) indicated that had six latrines and two were required and 1(20.00%) indicated had eight latrines and none is required.

**Table 4.11: Shortage of latrines**

<b>Number of Latrines available</b>	<b>Principals</b>	<b>%</b>	<b>Required</b>
Four	3	60	5
Six	1	20	2
Eight	1	20	0
Total	5	100	7

**Source:** Researcher, 2018

Table 4.12 shows the availability of libraries in the subsidized day secondary schools. The majority of principals 3 (60.00%) indicated that the libraries are not a big problem. However, 2 (40.00%) indicated that they had challenges with the library facilities

**Table 4.12: Availability of Libraries**

Availability of Library	Principals	Percentage (%)
Yes	3	60.00%
No	2	40.00%
Total	5	100.00%

**Source:** Researcher, 2018

Table 4.13 shows that there is a shortage of laboratories with majority of principals 3 (60.00%) indicating that they had only one laboratory in the school, and 1 (20.00%) indicated that they two and three laboratories respectively.

**Table 4.13: Availability of Laboratories**

Number of laboratories	Principals	Percentage (%)
One	3	60.00%
Two	1	20.00%
Three	1	20.00%
Total	5	100.00%

**Source:** Researcher, 2018

Table 4.14 shows teachers' chairs and desks inadequacy in most day secondary schools in West Pokot Sub – County. Majority of the principals 3 (60.00%) indicated that the teachers' chairs and tables are not adequate while 2 (40.00%) indicated they are comfortable with the situation. The results agree with those of Buckley, Schneider and Shang (2004).



**Table 4.14: Adequacy of Teachers Chairs and Tables**

Adequacy of teachers chairs and tables	Principals	Percentage (%)
Yes	2	40.00
No	3	60.00
Total	5	100.00

**Source:** Researcher, 2018

Majority of teachers are not comfortable with the current workload as 36 (87.80%) indicating that the workload is either too high or high while only 5 (12.20%) teachers' state that the workload is average and none says its low.

Table 4.15 indicates that the teachers' workload is quite significant with majority (87.80%) confirming this.

**Table 4.15: Teachers' Workload**

Teaching Workload	Teachers	Percentage (%)
Too high	12	29.27
High	24	58.54
Average	5	12.19
Low	0	0.00
Total	41	100.00

The operational condition of the physical facilities is not good enough as shown by the responses in Table 4.16.

**Table 4.16: Operational Conditions of the Physical Facilities**

Physical Facilities	Good		Fair		Bad	
	F	%	F	%	F	%
Teachers' tables and chairs	6	14.63	14	34.14	21	51.21
Students' desks and chairs	3	7.31	8	43.90	20	48.78
Classroom floors'	1	2.43	16	39.02	24	58.53
Classroom walls'	2	4.87	22	53.65	23	56.09
Doors	2	4.87	12	29.26	27	65.85
Windows	0	0.0	12	29.26	29	70.73
Blackboards' condition	5	12.19	20	48.78	16	39.02

**Source:** Researcher, 2018

Instructional physical infrastructures play a vital role in facilitating pedagogy in day secondary schools. Currently, there is an ever expanding student population due to the introduction of subsidized day secondary education. The scarcity status of these instructional physical infrastructures is worrying. The government should essentially provide these facilities if the goals of this noble subsidy of promoting education access and quality to most of its secondary school-age children is to be realized. These findings on inadequate physical infrastructural instructional facilities are in concurrence with those of Mwangi (2008) and Akomolafe & Olubunmi (2016). This study's revelations are also in line with those of Gatua (2015) who observed that most of schools' physical facilities were not as safe as required which was evidenced by presence of unsafe, squeezed, ill equipped and poorly maintained physical infrastructure.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents discussions of the key findings displayed in part four, ends drawn dependent on such discoveries and proposals to it. This part is, therefore, organized into summary of findings, conclusions, recommendations and suggestions for further research.

#### **5.2 Summary of Findings**

From the study, it is clear that socio economic, socio cultural and adequacy of physical facilities pose a hindrance to the effective implementation of subsidized education in day schools in west Pokot Sub - County. The youth are highly involved in domestic and economic activities, which influence the implementation negatively as most of the youths do not have enough time for study. Most of them are involved in assisting their parents in farming, rearing of animals and domestic and economic activities. This trend is discouraging to the school administrators, teachers and even the policy makers as the resources provided usually go to waste due to under – utilization.

Study findings indicate that the physical facilities are not adequate, and the state is not good at all. Even the ones that are available, they are likely not to support the subsidized secondary school at their current state. The number of classes, latrines, laboratories, libraries, teachers' chairs and tables are insufficient and inadequate in most schools. This implies that the physical facilities in these schools cannot support the subsidized

secondary schools within the Sub – County. This calls for all the stakeholders to uplift these facilities so that the implementation of subsidized secondary school education can be effective.

Within the Sub – County there are numerous social –economic and socio – cultural barriers that hinder the effective implementation of the subsidized secondary school education. The socio economic factors that hinder the implementation of subsidized secondary school education include the nomadic way of life, joblessness and other economic factors. The social – cultural factors include long distance walking/traveling way of life, joblessness, single or polygamous guardians, early relationships, female genital mutilation (FGM), gender inclination of the male child (androcentric bias), and youngsters’ engagement in domestic chores and early marriages.

### **5.3 Conclusions**

The study concludes that culture and poverty of the household units compelled children to be engaged in domestic and other income generating activities to supplement the family incomes. Furthermore, poor quality of physical offices, for example, study halls, toilets, research centers, libraries, work areas and tables adversely affected implementation of subsidized day secondary education. Additionally, insufficient school offices can have negative ramifications for the usage of subsidized day secondary education. Learning offices were observed to be deficient with schools lacking enough course readings such as learning materials, stationery, and other advantageous materials.

The study additionally presumes that the expense of essential things and other aberrant installments influenced the implementation of subsidized day secondary education. Dominant part of the students' families raised domesticated animals and cultivated crops as a way of generating income, which did not adequately take into account the students' needs in schools, which consequently influenced the usage of subsidized day secondary education. The average cost for basic items was too high for the individuals and school to afford such as purchasing school essentials, offices, seats, work areas, assembly halls, study halls, research centers, and libraries or to pay school charges, which are significant.

The investigation additionally infers that most schools charge another duty separated from the stipulated government expenses, which most guardians cannot pay. Moreover, it concluded that majority of the students needed learning essentials because of destitution, the administration does not provide all the learning things, poor monetary status of guardians, obliviousness of guardians and the greater part of the learning essentials were costly.

The study finally concludes that the fundamental financial, infrastructural and socio-cultural difficulties that influence the implementation of subsidized day secondary education constitute a traveling course way whose effect can be reduced or eradicated with time.

## **5.4 Recommendations**

The study recommended the following:

- i. The schools should build sufficient classrooms, research facilities, libraries; toilets, work areas, et cetera which upgrade usage of subsidized secondary education and training.
- ii. The schools should be furnished or furnish themselves with the essential financial administration offices to ensure effective utilization of secondary education financial subsidies to avoid unnecessary embezzlement and losses.
- iii. The day secondary schools ought to be expanded to accommodate numerous students and the administration should adhere to the school expenditure rules to guarantee that schools do not charge extra fees than the gazette one.
- iv. The public should be enlightened about the significance of educating their youngsters and in this way they can surrender their socio-cultural practices, which adversely affect education such as early relationships and marriages, and female genital mutilation (FGM).
- v. The government and different partners should start income generating programmes in the Sub-County to complement the subsistence activities which can in turn help the itinerant individuals inside the county to settle and give the youngsters a chance to go to schools.

## **5.5 Suggestions for Further Studies**

The investigation prescribes that

- i. A comparative study ought to be attempted by future researchers in various schools in various counties to check and look at the investigation results.
- ii. More inquiry on individual factors, to improve profound and careful comprehension of difficulties confronting the compelling implementation of subsidized day secondary education in Kenya.

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## **APPENDICES**

### **APPENDIX I: LETTER OF INTRODUCTION**

Martha Nasimiyu Namasake

P.O Box 1072,

KITALE

Dear Respondent,

#### **RE: REQUEST TO FILL THE QUESTIONNAIRE FOR RESEARCH PURPOSE**

I am a postgraduate student at Kenyatta University and I request you to kindly fill the attached questionnaire as sincerely as possible. The research topic focuses on the socio economic and socio cultural challenges to effective implementation of subsidized day secondary education in West Pokot Sub-County, Kenya. This study is purely for academic purposes and not for any other purpose. Your views will be crucial to the success of this study.

Your cooperation will be highly appreciated and any information given shall be strictly treated as private and confidential.

Thank you for your cooperation.

Yours faithfully,

Martha Nasimiyu Namasake



## APPENDIX II: PRINCIPAL'S QUESTIONNAIRE

Please read and answer the questionnaire below by either ticking the correct answers or filling in the blank space provided. Any information given shall be treated private and confidential and shall not be used for any other purpose other than which pertains to this research.

### SECTION A

#### General Information

1. Name of your School .....
2. Your gender      Male            ( )                      Female            ( )
3. What category of students do you teach?  
Girls            ( )      Mixed            ( )      Boys            ( )
4. What is your teaching experience?  
0-5years    ( )      6-10years    ( )      above 10 years    ( )
5. How long have you been a principal?  
0-5years    ( )      6-10years    ( )      above 10years    ( )
6. What are your academic and professional qualifications?  
Diploma            ( )      Degree            ( )      Masters            ( )  
Others            ( )
7. How many streams does your school have? .....

SECTION B

a) Costs of compulsory items and other direct payments

i) How do you rate the cost of living? Low ( ) Moderate ( )  
High ( ) Too High ( )

ii) How does the cost of living affect the implementation of subsidized secondary education? .....

iii) Do all students' have all the items required for day to day learning?  
Yes ( ) No ( )

iv) If no how do you deal with the shortage?  
Borrowing ( ) Sharing ( ) Not sure ( )

v) What makes students to lack these items? .....

vi) A part from the stipulated government fee, do schools charge any other levy?  
Yes ( ) No ( )

If yes how does the failure of parents to raise these levies affect the implementation of subsidized secondary education? .....

b) Adequacy and availability of physical facilities

i) How many classrooms are available?  
Four ( ) Six ( ) Others ( )

ii) Do you experience any shortage of classrooms?  
Yes ( ) No ( )

If yes, how many more are required? Two ( ) Three ( ) Others ( )

iii) How many latrines do have? Four ( ) Six ( )  
Eight ( ) Others ( )

iv) How many more latrines are required?  
Two ( ) Four ( ) Others ( ) Not Sure ( )

v) Do you have a library? Yes ( ) No ( )

vi) How many laboratories does the school have?  
One ( ) Two ( ) Three ( ) Four ( ) None ( )

vii) Do students have enough chairs and desks? Yes ( ) No ( )

viii) Do teachers have adequate chairs and tables? Yes ( ) No ( )

ix) What measures has the school put in place to address the inadequacy and unavailability of the facilities mentioned above? .....

c) Social-economic and Social-cultural factors

i. Which economic activities does the community practice?.....

ii. How do the economic activities practiced affect the implementation of subsidized secondary education? .....

iii. Which other social challenges affect the implementation of subsidized day secondary education? .....

iv. Does the community have some cultural practices? Yes ( ) No ( )

v. How do these cultural practices affect the implementation of subsidized day secondary education .....

## APPENDIX III: TEACHERS' QUESTIONNAIRE

### SECTION A

#### Background Information

1. Your Gender Male ( ) Female ( )
2. Name of school.....
3. Your age (in years) between 20-29 ( ) 30-39 ( ) 40-49 ( ) 50 and above ( )
4. What is your level of education? Bachelor's Degree ( ) Diploma ( ) Masters' Degree ( ) others ( )
5. How many years have you been a teacher? .....

### SECTION B

1. How many classrooms are available? Four ( ) Six ( ) Others ( )
2. How many more classrooms are required in the school?  
Two ( ) Three ( ) Others ( )
3. What is your weekly teaching workload? 10-20 ( ) 21-30 ( )  
30 and above ( )
4. How do you rate the teaching workload?  
Too high ( ) High ( ) Average ( ) Low ( )
5. Fill in the table below on the conditions of the following physical facilities

Physical Facilities	Good	Fair	Bad
Teachers' tables and chairs			
Students' desks and chairs			
Classroom floors'			
Classroom walls'			
Doors			
Windows			
Blackboards' condition			

6. How do you rate the cost of living? Low  Moderate   
High  Too High
7. How does the cost of living affect the implementation of subsidized secondary education? .....
8. Do all students' have all the items required for day to day learning?  
Yes  No  Not sure
- If no how do you deal with the shortage? Borrowing   
Sharing  Not sure
9. What makes students to lack these items? .....
10. A part from the stipulated government fee, do schools charge any other levy?  
Yes  No
- If yes how does the failure of parents to raise these levies affect the implementation of subsidized secondary education? .....
11. Which economic activities does the community practice?.....
12. How do the economic activities practiced affect the implementation of subsidized day secondary education? .....

13. Which other social challenges affect the implementation of subsidized day secondary education? .....

.....

14. Does the community have some cultural practices? Yes ( ) No ( )

15. How do these cultural practices affect the implementation of subsidized day secondary education? .....

.....

## **APPENDIX IV: QUESTIONNAIRES FOR CSOs**

- i. Which educational areas are you responsible for?
- ii. What are your views on the availability and adequacy of physical facilities in relation to students' population?
- iii. What is the impact of other indirect payments charged by the school on the implementation of the program?
- iv. Which economic activities does the community practice?
- v. How do the economic activities affect the implementation of the program?
- vi. What are the socio-cultural practices in the area?
- vii. How do the social cultural practices affect the implementation of subsidized day secondary education?



**APPENDIX V: RESEARCH APPROVAL LETTER FROM  
KENYATTA UNIVERSITY**



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: dean\_graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel: 810901 ExL4150

Internal Memo

**FROM:** Dean, Graduate School

**DATE:** 17<sup>th</sup> June, 2016

**TO:** Martha Naximiyu Namasake  
C/o Educational Management Policy &  
Curriculum Studies Dept.

**REF:** E50/CE/26304/2011

**SUBJECT:** APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 11<sup>th</sup> May, 2016.

You may now proceed with your Data Collection, subject to clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report form. The Supervision Tracking Forms are available at the University's Website under Graduate School website.

Thank you

  
**HARRIET ISABOKE**  
FOR: DEAN, GRADUATE SCHOOL



c.c. Chairman, Department of Educational Management Policy and Curriculum Studies  
Supervisors:

1. Dr. Michael Muriage  
C/o Department of Educational Management Policy and Curriculum Studies  
Kenyatta University
2. Dr. Joseph Mungai  
C/o Department of Educational Management Policy and Curriculum Studies  
Kenyatta University

# APPENDIX VI: RESEARCH AUTHORIZATION LETTER FROM NACOSTI



## NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254 (0) 20 311 5100  
Toll-free: 1199 11999  
Fax: +254 (0) 20 311 5100  
Email: [applications@naci.go.ke](mailto:applications@naci.go.ke)  
Website: [www.naci.go.ke](http://www.naci.go.ke)  
When writing please quote

NACOSTI Upper Station  
100 Wapaka Way  
P.O. Box 20010/00100  
NAIROBI KENYA

Ref No: **NACOSTI/P/18/SI020/21785**

Date: **4<sup>th</sup> July, 2018**

Martha Nasimiyu Namasake  
Kenya University  
P.O Box 43844-00100  
**NAIROBI**

### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Challenges facing effective implementation of subsidized day secondary education in West Pokot County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in West Pokot County for the period ending **4<sup>th</sup> May, 2019**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

**DR. STEPHEN K. KIBIRU, PhD,  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner,  
West Pokot County.

The County Director of Education,  
West Pokot County.

## APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:  
**MISS. MARTHA NASIMIYU NAMASAKE**  
of **KENYATTA UNIVERSITY, 0-30200**  
**KITALE**, has been permitted to conduct  
research in **Westpokot County**

Permit No : **NACOSTI/P/18/51020/21785**  
Date Of Issue : **4th July, 2018**  
Fee Received : **Ksh 1000**

on the topic: **CHALLENGES FACING**  
**EFFECTIVE IMPLEMENTATION OF**  
**SUBSIDIZED DAY SECONDARY**  
**EDUCATION IN WEST POKOT**  
**COUNTY, KENYA**

for the period ending:  
**4th May, 2019**



.....  
**Applicant's**  
**Signature**

  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

## APPENDIX VIII: BUDGET

a) ITEMS (STATIONARY)	Quantity	Cost in ksh
Pens	6 dozens@ 10	60/=
Pencils	5@10	50/=
Rubber	50@2	100/=
Flash disk	2@1500	3000/=
Paper	8rims@500	4000
Sub total		<u>7,210/=</u>
<b>B) TRAVELING EXPENSES</b>		
Transport		15,000/=
Administering questionnaires		8,000/=
Lunch @400per day for 60 days		24,000/=
Sub total		<u>47,000/=.</u>
<b>C) SECRETARIAL SERVICES</b>		
Research proposal research, typing, printing and binding		8,000
Researching, Typing, printing and binding the final report		17,000
Photocopying questionnaires		2,000/=
Sub-total		<u>27,000/=</u>
<b>d) COMMUNICATION SERVICES</b>		
Telephone services		7,000/=
Sub-total		<u>7,000/=</u>
<b>e) Miscellaneous expenses</b>		
Sub-total		<u>20,000/=</u>
<b>GRAND TOTAL</b>		<u>108, 210/=</u>