

Ksh. 3000/-

**THE EFFECTS OF SUBSIDIZED SECONDARY EDUCATION ON  
ACCESS BY GENDER AND THE DISADVANTAGED IN  
KAKAMEGA NORTH DISTRICT OF KAKAMEGA COUNTY,  
KENYA**

**BY**

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**E55/10768/08**

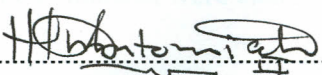
**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF  
EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT  
FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION  
(EDUCATIONAL PLANNING) OF KENYATTA UNIVERSITY**

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### DECLARATION

This research project is my original work and has not been represented for examination to any other university for the award of a degree or any other award.

  
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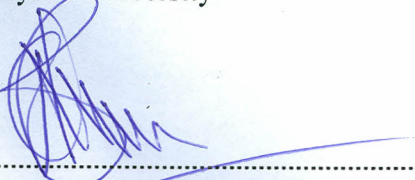
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## DEDICATION

This study is dedicated to my dear wife Celestine Naliaka and all my sons Brain, Churchill, Dominic, John and my daughters Lilian Priscilla and Diana for the hardships they endured as family finances were channeled towards this study.

## ACKNOWLEDGMENT

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**ACRONYMS AND ABBREVIATIONS**

ASALS	Arid and Semi arid Lands
DEO	District Education Officer
EFA	Education for All
EMIS	Education Management Information System
GER	Gross Enrolment Rate
GOK	Government of Kenya
MDGS	Millennium Development Goals
MEDCO	Mauritius Development Company
MOE	Ministry Of Education
NER	Net Enrolment Rate
OECD	Organization of Economic Co-operation and Development
PSSA	Private Secondary School Authority
ROK	Republic Of Kenya
SSE	Subsidized Secondary Education
UNESCO	United Nations Educational Scientific and Cultural Organization
UNO	United Nations Organization

## ABSTRACT

Notwithstanding the importance of education in economic development and efforts made by the government to increase access to education, children aged 14-17 years in Kakamega North District had not taken advantage of this and many of them had been seen engaged in a number of petty economic activities instead of attending school. The purpose of the study was to analyze enrollment of students in the District between 2005-2010, to identify the disparities in enrolment and find out factors affecting access and enrolment rate by gender between 2005-2010, investigate factors affecting enrolment and determine the level of participation by students from low income backgrounds. Descriptive surveys design was used in this study. Stratified sampling was used in areas under study for fair representation of the population of 7,532 students in 35 schools. The target population was 220 students from 11 schools representing 30% and 11 principals representing 11 sample schools. Purposive sampling on the other hand was done for education officers who were respondents in the areas of study. Quantitative and qualitative data was collected through questionnaires and interview schedules. Questionnaires were used to collect data from principals and students, while structured interview schedules were used to collect data from education officers. Data analysis was done using descriptive statistics. Quantitative data was computed into enrolment rates, figures converted into percentages and frequency tables, line graphs and pie charts were used to determine access trends by gender. These methods of data presentation led to the analysis by narration. The data also yielded the factors that influence access in secondary schools in Kakamega North District. The qualitative was analyzed using content analysis. The research revealed a disparity in enrolment in favors of boys, a low enrolment rate at the district level compared to national enrolment rate and low participation rate by students from low income backgrounds. The research recommends increase in the subsidy to keep pace with rising cost of living and sensitization of the public on the purpose of the subsidy on education, provision of more female teachers to act as role models for the girls and establishment of more single sex secondary schools to curb the rampant pregnancies in schools in district.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background

It has been proved beyond any doubt that education is an important tool in propelling the states of the world to higher levels of development. According to proponents of human capital theory like Schultz (1961) and Denison (1962), there is overwhelming evidence to the effect that Education is an important contributor to the economic growth and development. For instance, there is theoretical and empirical evidence suggesting that investment in formal and non formal education and training of labour force plays a crucial role in economic development. According to the World Bank, world development report says that investment in people if done rightly provides a foundation for lasting development.

The accumulation of human capital and specifically of knowledge through education facilitates the development of new technologies and is a source of self sustaining growth (Azariads and Dragen, 1990; Barror, 1991). Education makes work in industries more productive (Haddad et al., 1990).

Most economists argue that it is the human resource of the nation not its physical capital or natural resources that ultimately determine the size and character of its economic development. This provided the basis for expanding education systems the world over (OCED, 1983). On attainment of independence, independent African Governments embarked on ambitious programmes of reforming their respective Education systems to produce the required human resources necessary to steer the country's economic growth and

development. In Kenya for instance, since attainment of independence in 1963 Kenya has had more than 10 successive development plans, the 1963 election manifesto of Kenya African National Union (KANU) and sessional paper no 10 of 1965 on African socialism and its application to planning in Kenya form the basis of the 1<sup>st</sup> five development plans 1964 – 1970, 1970 – 1974, 1974 – 1978, 1978 – 1983 and 1984 – 1988. The sessional paper no 10 of 1965 outlines the basic objectives for an independent Kenya. It also proposes the ways to achieve the objectives from freedom of want, diseases, ignorance and exploitation. The objectives further include an expansion of economy with equitable sharing in its benefits and integration of the national economy. The paper (Sessional Paper NO: 10 of 1965) perceived education as more of an economic than a social service. This basic principle of linking education to economic growth was incorporated in all development plans. The planning document attempted to translate the objective of sessional paper no 10 of 1965 into practice.

In 1964, the government appointed a commission known as Kenya Education Commission report chaired by Simon Ominde. The Ominde commission among its other recommendations was the training of Africa human resources to replace the Europeans who were leaving enmasse and the expansion of Secondary Education. This recommendation no doubt witnessed increased enrolment in Secondary Schools in subsequent years to date as shown in the Table 1.1:

**Table 1.1: secondary school students enrollment by form and gender between 2003-2006**

Form	2003			2004			2005			2006		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	142,887	134,935	277,822	146,645	127,057	273,702	139,469	124,384	263853	161588	137873	299461
2	111,279	105,500	212,779	124,585	114,053	238,638	122,867	109471	232338	132015	119077	251092
3	106,262	98,239	204,501	117,975	105,118	233,093	120,912	107770	228682	120978	115443	236421
4	102,322	85,089	187,411	101,301	89,416	190,717	110,909	98367	209276	131491	111615	243106
Total	462,750	419,763	882,513	490,506	435,644	926,150	494,157	439992	934149	546072	499008	1030080

Source: Ministry of education (2007)

From the Table 1.1, it can be noted that there was a steady increase in the number of schools as well increased enrolment between 2003 and 2006 in Kenya.

In the recent past, the coalition government in the effort to fulfil its campaign pledges prior to the 2007 elections declared free Secondary Education. To this end the government pledged to meet the cost of tuition of all students in Secondary Schools starting from January 2008 leaving other levies like boarding to parents. This move has since then led to increased enrolment in secondary schools countrywide. Table 1.2 shows the percentage of the total number of students enrolled in schools vis-avis those out of schools but of the same age.

**Table 1.2 Net Enrolment Rate from (2005 – 2010)**

YEAR	BOYS	%	GIRLS	%	TOTAL	%
2005	494,157	30.7	439,992	26.9	934,149	28.2
2006	546,072	34.6	484,008	30.2	1,030,080	32.4
2007	639,393	41	540,874	34.6	1,182,211	38.0
2008	746,513	46.03	635,698	38.8	1,382,211	42.5
2009	804,119	49.0	695,896	41.8	1,500,015	45.3
2010	916,302	50.9	792,120	46.3	1,800,312	47.8

**Source: 2010: MOE: EMIS School Census Returns**

Findings in Table 1.2 show an improvement in enrolment in Secondary schools in Kenya from 2005 to 2010. However, the enrolment rates in terms of percentages declined between 2008 and 2010.

## 1.2 Statement of the Problem

Historically, there has been persistent imbalance in access to education world over by different groups of people favouring boys and children from well off families but disadvantaging female students and those from low income families. This has prompted countries world over to put policies and programmes in place to address this situation. In most countries of the world, just like in primary and tertiary institutions, education in secondary has been skewed in favour of boys. This has constrained the access to education for girls and other disadvantaged groups like children from low income families, physically challenged and orphans.

In Kenya one of the policies and programmes put in place by the government to fight this disparity in accessing secondary education is the January 2008 subsidy on secondary education. This acted as an impetus in improving enrolment in public secondary schools as shown in the table 1.2 However, the problem of study arose from the fact that notwithstanding the subsidized Secondary education, Secondary school children (14 – 17 years) in Kakamega north district had not taken advantage of this subsidy on education and many (boys and girls) had been seen hawking items in market centres and many girls employed in homes as house maids. According to Kakamega North District Education Officer, girls are victims of circumstances than boys. For instance, from the enrolment of 2010, there were 4091 boys against 3441 girls representing 54% and 46% respectively.

Given the importance of education to the country and the government subsidy on Secondary Education, children who have not enrolled in schools are a drawback to the country's move

towards EFA by 2015. The study analyzed the enrolment rates by gender between 2005–2010 and factors that affect access to Secondary Education in Kakamega North District of Kakamega County.

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

The purpose of the study was to investigate the enrolment rate by gender and the level of participation by students from poor economic background, physically challenged and orphans in order to identify the disparity in enrolment and find out factors affecting access.

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

The objectives of the study were:

- i. To determine the impact of subsidized secondary education in Kakamega North District,
- ii. To determine factors influencing access and enrolment in Kakamega North District
- iii. To determine the level of participation by students from low income earners and other disadvantaged groups like the physically challenged and orphans
- iv. To establish whether parents are aware of the subsidized secondary education

### **1.5 Research Questions**

The following research questions guided the study

- i. What is the impact of subsidized secondary education in Kakamega North District?
- ii. What factors influence access and enrolment by gender in the district?
- iii. What is the level of participation by learners from low economic background like the physically challenged and orphans?
- iv. How informed are parents about the subsidized secondary education?

### **1.6 Significance of the Study**

Its results raised awareness on the disparities in enrolment at this small unit (district). The smaller unit being closer to people shed more light hence enabling the government to design intervention policies in addressing the situation. The study also proposed intervention measures to address educational issues hence enhancing equity in access to education in the region.

### **1.7 Assumptions of the Study**

The study was carried out on assumption that respondents in the field would cooperate with the researcher to enable him collect data for analysis, documents needed for analysis e.g. questionnaires would be available and appropriate and that principals of schools are aware of the main purpose of introduction of the subsidized secondary education.

### **1.8 Limitation of the study**

The study had some limitations which include inadequate funds to cover all the schools in the district as the area is vast.

### **1.9 Delimitation of the study**

The study only focused on public schools leaving out private schools because education subsidy is only given to students in public schools.

### 1.10 Theoretical Framework

The theoretical framework in this study was derived from the theory of investing in human capital proposed by Theodore Schultz in 1960. In this theory T.W. Schultz emphasized the development of human knowledge through education as a process of investment in human capital which involves incurring both private and social costs. He referred to costs and benefits derived from education by the government as social costs and benefits while costs and benefits incurred by individuals (parents), organizations and communities as private. He also pointed out that the cost of any investment must be measured by its opportunity cost (earnings foregone) rather than by monetary expenditures. In other words according to Schultz in this theory, to estimate the total cost of investment in human capital through education, indirect costs must be considered.

The theory therefore forms a very important theoretical base for the study. In the theory, private cost (direct and indirect costs are identified as educational expenses which must be met from various sources such as government, parents community, commercials firms etc. It is for this reason coupled with both private and social benefits accrued from education that in January 2008 the coalition government introduced a subsidy on secondary education to enable more children to access education.

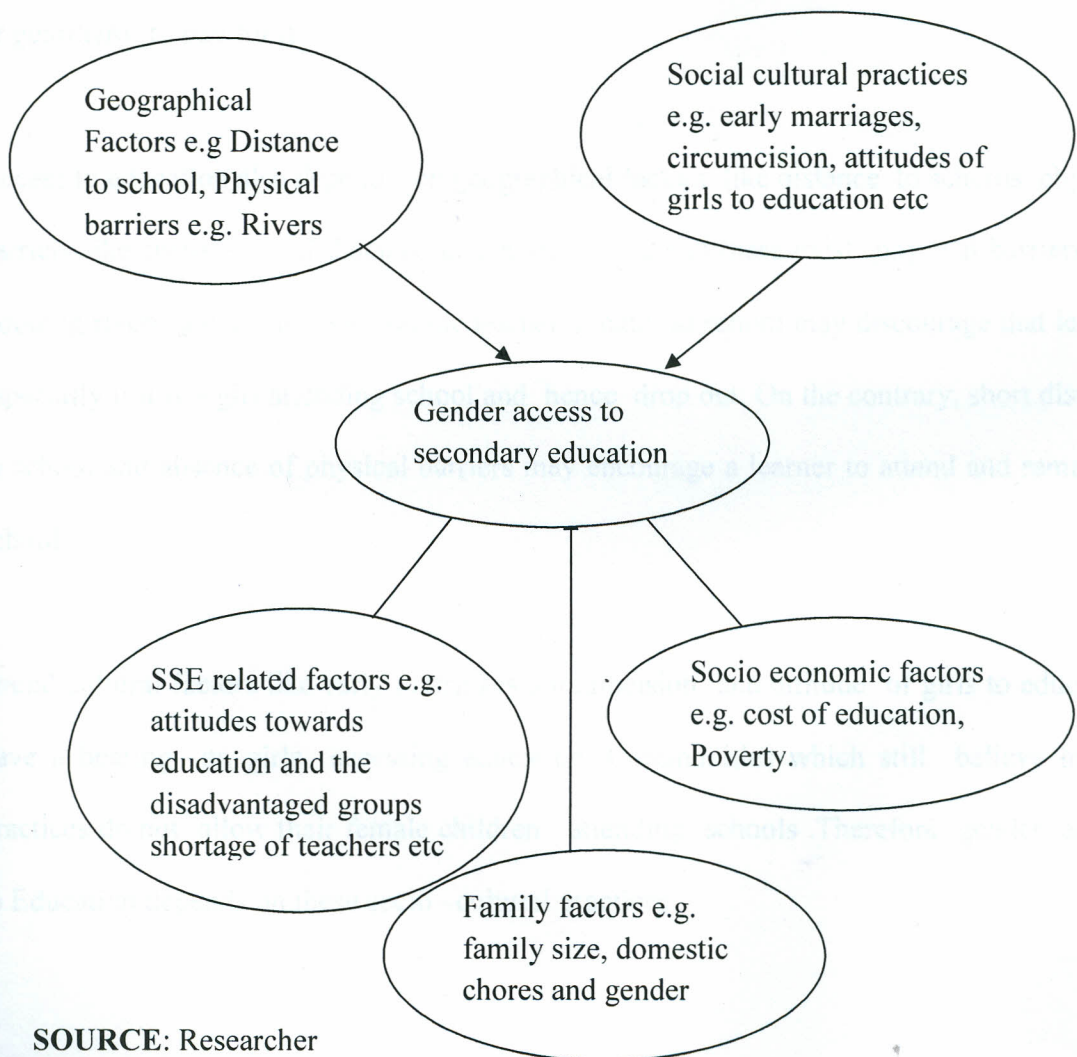
Human capital theory is relevant for this study because education should be accessed by both girls and boys and the disadvantage like children from low income background if investment in education is to be more meaningful. It is against this background that this

study sought to investigate the effects of subsidized secondary education on access by gender and the disadvantaged in Kakamega North District.

### 1.11 Conceptual Framework

The conceptual framework of subsidized secondary education was looked at in terms of variables/factors inhibiting access by gender e.g. social cultural, socio – economic, gender based violence family factors and geographical factors.

**Figure 1.1: Factors Influencing Gender Access to Secondary Education**



**SOURCE:** Researcher

In figure 1.1, Gender access to education is a dependent variable whereas factors hindering or promoting accessibility are independent variables. Education is an investment in human capital which incurs costs. For any student to access education at any level he or she has to pay for it. Students from families that are well endowed with resources can easily pay for the service. While those from poor economic backgrounds only choose to educate boys hence this becomes a hindrance to girls accessing education (Economic factors). This therefore implies that access to education depends on the ability of parents or guardians to pay for it.

Access to education also depends on geographical factors like distance to schools, physical barriers like rivers e.t.c .If distance to school is long and there exist physical barriers like flooding rivers and steep slopes on the learner's path to school may discourage that learner especially if it is a girl attending school and hence drop out. On the contrary, short distance to school and absence of physical barriers may encourage a learner to attend and remain in school.

Social cultural factors like early marriages ,circumcision and attitude of girls to education have a bearing on girls accessing education .Communities which still believe in this practices do not allow their female children attending schools .Therefore gender access to Education depends on these socio –cultural practices.

### 1.12 Definition of Operational Terms

<b>Access</b>	Is the right to opportunities available for the child to enter and complete education.
<b>Gender:</b>	The distinction between men and women.
<b>Socio cultural factor</b>	A combination of social and cultural issues that either limit or enhance the child's access and retention in school
<b>Socio economic factor</b>	A combination of social and economic conditions which either limit or enhance a child's access and retention in school
<b>Gross Enrolment Rate</b>	Total enrolment in specific level of education regardless of age as a percentage of the eligible official school age population to the same level of education in a given school year
<b>Net Enrolment Rate</b>	enrolment of official age – group for a given level of education expressed as a percentage of the corresponding population
<b>School</b>	Institution designed for the teaching of students/pupils under the direction of teachers in a formal education system.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter sought to highlight financing education in the countries of the world, African and Kenya, how gender and education relates to economic growth, gender access to education in developed and developing countries, subsidized secondary education in Kenya and summary and conclusion of literature review.

#### 2.2 Financing Education in the Countries of the World

In 1948 United Nations declared education as a human right. The declaration of this human right was unequivocal in the view that states should bear most or all costs and article 26 declares that education shall be free, at least in the elementary and fundamental stages. Similarly, principle 7 of the 1959 United Nations declaration of the child education declared that the child shall be entitled to receive education which shall be free and compulsory at least in the elementary stage. In addition, Article 13 of the 1966 International Covenant on Economic, Social and Cultural Rights states that: -

- a) Primary education shall be compulsory and available to all
- b) Secondary education in its different forms shall be made generally available and accessible to all by every appropriate means and in particular by the progressive introduction of free education.
- c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means and in particular by progressive introduction of free education

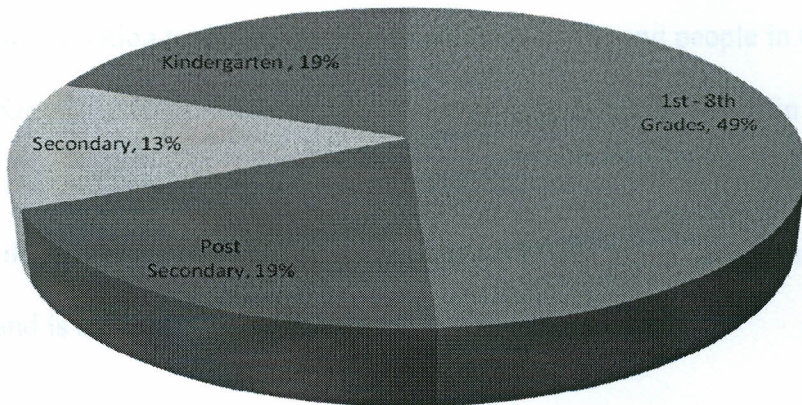
In similar vein article 28 of 1989 convention on the rights of the child indicated that all signatories would

- i) Make primary education compulsory, available, and free for all.
- ii) Encourage different forms of secondary education by making them available and accessible to every child.
- iii) Make higher education accessible to all on the basis of capacity by every appropriate means.

In most countries today, education is largely financed by the public sector but never entirely. This is because there are costs borne by parents and students. These costs may be earnings foregone or cost of books, transport to school, meals etc. The public financing of education has grown in importance as the concept of human capital has found wider acceptance as a vital factor in economic growth and even more important is the idea that education is a human right has been universally recognized.

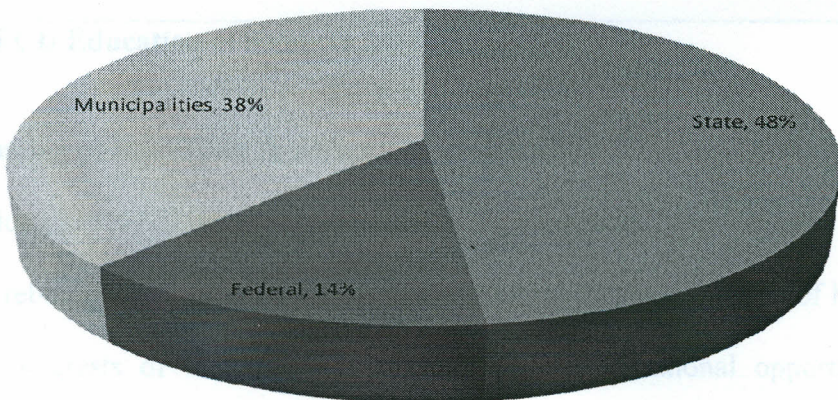
In the more developed countries, education beyond the compulsory level is usually financed in part and sometimes wholly by the state. The central government may subsidize the cost of building, teachers' salaries e.t.c.

In Brazil for example, the total expenditure on education is 5.2% of the GDP. In 1988 the Federal Constitution gave autonomy to municipalities allowing them to organize their own education systems independent of state or federal supervision. The constitution mandated that 25% of state and municipal income and 18% of federal government income to be channeled to education.



**Figure 2.1: A Breakdown of Public Investments in Education per Sector 2003 Estimates in Brazil**

As reflected in the aforementioned example, the constitution mandated both federal and municipal governments to fund education in Brazil. However, there is no reference to gender and neither is there reference to the disadvantaged groups, a gap that forms the focal point for this study.



**Figure 2.2: Breakdown of Public Investment in Education per Governmental Sphere 2003 Estimates**

Compared with other financial effort Brazil is making to channel resources to education is relatively small in relation to the population of children and young people in the population. According to OECD data for 2000, public education investment in Brazil in terms of GDP (4.1%) which is significantly less than Argentina 4.8% because Brazil's population is aged 5 – 19 years while Argentina has 28% of her population in this group. Secondary education in Brazil is free and is included as a final stage of basic education.

Based on OECD data, Brazil is one of the countries with the greatest disparity in public investment per student according to the various levels of education as shown in the table 2.1.

**Table 2.1: Education Investment in US & (000) per Student. 1999.**

Country	U.S	Japan	France	UK	Brazil	Malaysia
Primary	6.6	5.2	4.1	3.6	0.9	1.0
Secondary	8.1	6.0	7.1	5.6	1.1	1.0
Higher Education	19.2	10.2	7.9	9.5	13.6	3.0

**Source: OECD Education at a glance 2002**

### 2.3 Financing of Education in Africa

Egypt has a long history of the government financing education. After the 1952 revolution in her effort to rebuild the society, based her reconstruction on the principles of human rights, religion and interests of the majority. To attain equal educational opportunities, most scholars and academics agreed on a number of principles that were to be considered among them being:

- a) Need to give children from low income families, rural areas remote areas or random settlements of cities equal opportunities to education allowing them to continue reaching educational services in accordance with their capabilities effort and inclinations. Each of them entitled to a job in accordance with his degree of educational achievement.
- b) The national democratic government to offer its educational services and resource to all citizens, including supervision and financing of education the first allocation of service in accordance with the educational needs of individuals, schools and education departments as well as realistic implementation of compulsory and free education insuring that all students receive equal treatment.

The 1956 constitution indicated that all Egyptians have a right to education the state being the sole and direct sponsor of educational process. In 1961 the late president Gamal Abdul Nasser proclaimed that all phases of education including college education would be free of charge to all Egyptian citizens. The 1968 as well as 1971 constitution also indicates that education at all stages is a legitimate right for all Egyptians.

The Mubarak national programme for 1991/1996 asserted that any change in educational policy should by no means compromise the principle of equal opportunity which has become part and parcel of the awareness of the Egyptians and one of the gains cherished and valued by the people (MOE 1996).

**Table 2.2: The growth of general and technical secondary school students between 1953/54 – 1997/98 in Egypt.**

Year	General Education		Technical Education		Total (student)
	No.	%	No.	%	
1953/54	92,062	82.9	18980	17.1	111,042
1959/60	123,470	67.2	60347	32.8	183,825
1965/66	215,633	68.0	101614	32.0	317,247
1969/70	293,144	59.8	197054	40.2	490,198
1973/74	323,603	53.2	284,795	46.8	608,390
1976/77	392,861	49.3	403,550	50.7	1,096,412
1980/81	485,867	43.3	635,407	56.7	1,121,274
1985/90	569,336	39.3	887,399	60.7	1,446,765
1991/92	573,026	33.8	1,120,194	66.2	1,693,220
1995/96	817,387	31.4	1,786,380	68.6	2,603,767
1997/98	909,199	33.5	1,808,008	66.5	3,717,207

**Source: M.O.E Educational reports and statistics in different years.**

At independence in 1968, Swaziland like most countries of the world looked upon education as one of the critical factors in national building and fulfillment of individual aspirations and needs. Hence the educational policies drawn up immediately after independence were based on social demand rather than economic factors. For instance, in her first development plan 1969 – 1973 the following important policy decision were undertaken:

- a) To make primary education universal and free
- b) To make secondary education free and available to all children who wanted it and were capable of profiting from it.

However in the subsequent developing plans secondary education ceased to be free due to high demand coupled with financial constraints. The quality of education between 1969 and 1973 continued to drop with high cases of dropouts and repetitions hence the government turned its attention to quality at the expense of quantity at the secondary sector.

**Table 2.3: Secondary School/High School Indicators in Swaziland**

Year	Schools	Pupils
1971	54	10 681
1976	67	16 996
1980	82	23 198
1985	90	29 914
1991	150	44 085
1996	170	54 873
1997	175	58 197

Source: MOE CSO Education Statistics Various Issues.

**Table 2.4: Budgetary Allocation to Education (1986–1998 (Million) in Swaziland**

Year	Education	Secondary	%
1985/86	40.5	12.0	30
1986/87	49.8	12.1	24
1987/88	64.1	15.0	23
1988/89	72.2	18.1	25
1989/90	85.6	22.1	26
1990/91	106.2	26.0	24
1991/92	164.1	37.4	23
1992/93	180.8	41.6	23
1993/94	186.8	48.0	26
1994/95	239.3	63.6	27
1995/96	312.6	77.8	25
1996/97	290.0	178.6	27.1
1997/ 98	369.9	100.4	27.1

Source: Government of Swaziland, Budget estimate

The provision of education in Mauritius is governed by the education Act of 1957. The government provides the bulk of primary and secondary education and all tertiary levels.

Private operators are also allowed from primary to vocational and tertiary levels. The government extended free education to the secondary level in 1977.

The policy of free secondary educational became effective in January 1977 and marked a turning point in the history of education and social development in Mauritius. Prior to 1977, only scholarship winner of the primary school leaving examinations were entitled to free education in states schools. A few places were allocated to non – scholarship winners who had to pay moderate fees ranging from Rs 10 per month for form 1 to Rs 40 per month for form VI. Private schools were fee paying too and fees increased with grade. Fees also varied according to region and category of schools. Monthly school fees in private secondary schools ranged from Rs 30 to Rs 300. In keeping with its policy of introducing free secondary education, the government set up the Private Secondary School Authority (PSSA) in 1976 to channel the government assistance to an exercise control over Private Schools. The present practice is for the government to pay wages of staff of Private Schools through PSSA and their running expenses.

In attempt to increase equity in the secondary sector the government topped up the grant to the PSSA by other incentive grants, such as development bank of Mauritius loans which are made available to private schools at preferential interest rates to upgrade their infrastructural facilities. In addition, there was an elaborate scheme for the construction and management of school buildings to house more than 18 private secondary schools, where no scope for expansion or improvement exists.

A private company, the Mauritius Educational development company Ltd (MEDCO), was set up in 1993 to do this. It is managing five schools at present and receives grants through PSSA like other private schools.

Recurrent expenditure on secondary education increased from 42.8 percent of the total education budget in 1994 to 43 percent in 1995 but decreased to 40.3% in 1996 and to 39.5% in 1997. Capital expenditure on other hand increased in the secondary sector.

Although all levels of formal education are “free” in that no tuition fees are paid private cost of education for extra tuition, uniform, books and transport are still quite considerable and increase the higher child goes in the systems. Textbooks are provided by the ministry of education to all primary school pupils but at secondary level, students buy their own textbooks which are generally expensive.

**Table 2.5: per capital Average recurrent total cost of education by level 1996 in Mauritius**

Level	Cost (RS) state	Cost (RS) Private	Total
Primary	6 590	2 500	9 090
Secondary	20 700	15 000	36 200

**Source: MOE, 1997**

## 2.4 Financing of Education in Kenya

Following the all African states conference held in Addis Ababa in 1961, the African countries resolved to provide the following:

- i) Free, universal and compulsory primary education by 1980
- ii) Secondary education to 30% of the primary school children who completed primary education
- iii) Higher education of 20% of student who completed secondary education
- iv) Improving quality of African schools and universities

In order to achieve these goals the government had to spend 14.6% of the recurrent expenditure on Education. At that time emphasis on education was for manpower development to fill up the vacancies left by the departing expatriates. Therefore more and more schools were opened and in places where the government was slow in providing secondary education, the local communities built schools only to be taken over by the government later on when they were viable.

The government expenditure therefore rose to 30% of the national budget in 1970/71 and 34.9% in 1974/5 when free primary education was provided up-to standard 4.

According to the development plan 1970 – 1974, the government growth rate on education expenditure was estimated at 9.9% primary, 8.2% on secondary.

Education and 7.3% on university education whereas at the same time on education budget the rate for primary education ( 90%) was consumed by teachers salaries in secondary

65.7% was used for a similar purpose and 60% for university education. Since education expenditure on education has been very high, it required parents and the beneficiaries to contribute towards it. Development expenditure had also been high but dropping from 12% between 1964/65 and 1968/69 to 49% in 1979/80 because the burden was being shared both by the government and parents through community effort such as Harambee.

Since independence the government has continued to spend more and more money on education. This is attributed to great demand for education and the change in educational policies that are expensive to implement. From the 2007/08 financial year, the government's expenditure on education has been as presented in Table 2.6.

**Table 2.6: Recurrent Development Expenditure on Education 2007/08-2009/10 in Ksh. million**

	2007/08			2008/09			2009/10		
	Recurrent	Dev	Total	Recurrent	Dev	Total	Recurrent	Dev	Total
Administration	81,999.78	2,485.31	84,478.09	83,694.61	2,445.24	86,139.86	101,609.59	14,192.46	115,802.05
Pre-primary & primary	7,099.58	4,524.75	11,624.33	6,834.11	5,772.31	12,606.42	7,945.73	1,065.31	9,011.04
Secondary	1,584.93	167.50	1,752.43	1,559.76	612.10	2,171.86	1,048.55	4.00	1,052.55
Tertiary	23,534.70	1,357.57	24,892.26	35,456.78	546,604.00	40,922.82	35,618.82	3,738.42	39,535.24
Education not definable	849.75	3,827.31	4,167.06	1,642.86	377.88	2,020.73	1,201.73	733.87	1,973.60
<b>Total</b>	<b>115,061.74</b>	<b>12,362.43</b>	<b>127,424.18</b>	<b>129,188.12</b>	<b>14,673.57</b>	<b>143,861.69</b>	<b>147,424.43</b>	<b>19,774.05</b>	<b>167,198.48</b>

**Source: Government of Kenya estimates on recurrent expenditure**

**Table 2.7: Growth of public Expenditure on education between 2005/2006 and 2009/2010 in Ksh. Million**

YEAR	EXPENDITURE
2005/06	96,027.43
2006/07	109,238.10
2007/08	127,424.18
2008/09	143,861.69
2009/10	167,198.48

**Source: KNBS 2010**

## **2.5 Gender and Education: Economic Growth and Development**

In many respects, education has been regarded as a major contributor to the current world's social, political and economic wellbeing. In Sessional Paper No. 1 of 1986 entitled 'economic management for renewal growth' (ROK, 1986). Education is classified as a basic need which is a necessity for decent life along side adequate institution, shelter, clothing and clean water. Given education's central role in economic development, the government through its policy on employment directed that 30% employment in public sector be taken by women. This scenario has been so because men being better educated than women they took up all available vacancies. This is a manifestation that men had more access to education than women hence, the need to correct the situation especially in places where girls are disadvantaged in terms of access. For the case of university intake for instance, the affirmative action as a policy has been undertaken to enable more girls' access university education by lowering minimum entry requirements for them. Besides the government directive on employment and affirmative action on university intake, the 2010 constitution

stipulates that not more than  $\frac{2}{3}$  of the people occupying any office should be of the same gender.

Gradstein (2004), in his study to evaluate the expansion of education in the world in relation to economic development notes that accumulation of human capital along side that of physical assets has been widely viewed as a central component of economic development. The acquisition of knowledge through education has led to the growth of technology from most developed countries and spilled over across national boundaries providing an impetus for schooling in developing countries.

According to human capital theory, education leads to the acquisition of knowledge skills and attitudes. These skills and knowledge leads to increased productivity of the educated and this increased productivity of the educated leads to higher earnings (Blaug, 1968).

Lockhood (1980) as cited by Psacharapoulos in his studies has shown that agricultural productivity increase by an average of 8.7% when farmers are given four years of elementary education. Since agriculture is the backbone of Kenya's economy, it can be seen that through education rural population could increase agricultural output. Given that most agricultural production in Africa is undertaken by women, accessing educational to them will automatically minimize the problem of food shortage in Kenya.

Much of the studies on education to economic growth were done mainly in developed countries. However, this does not limit the contribution of education to these countries

alone. Aduda (1999) quoted the permanent secretary in the Ministry of Education who said that Kenya since independence had placed the role of education in promoting socio – economic development by having a substantial increase in budgetary allocation which went up from Kshs 12.7 billion in the financial year 1990/91 to 46 billion in the financial year 1998/99. This was expressed when he addressed the stakeholders in education sector at a meeting held to discuss country’s report on an assessment of the world declaration on education for all at Kenya Institute of Education (KIE) in Nairobi. Additionally, expenditure on education in Kenya has continued to rise e.g. in the financial year of 2007/2008 education received the highest allocation of Kshs. 119 billion (Daily Nation 2007). Like Lockhood (1980) cited by Psacharapoulous, Muyia (1991) cites a study in Western Kenya on Maize production which revealed the direct positive correlation between the level of education of a farmer and output in Agriculture.

## **2.6 Gender access to Education in Developed and Developing Countries**

Common wealth (2004) observes that eliminating gender disparity by increasing education opportunity to girls is ultimately integral to attainment of MDGs on Universal Primary Education by 2015. Commonwealth cites barriers towards accessing education by girls as varying from one country to another but cites socio – economic factors and cultural factors as being the key ones. Some families for example, favour boys’ education as opposed to girls where resources are inadequate. Poverty is mentioned as broader obstacle that keeps both boys and girls in varied labour environment in order to help their families’ subsistence. In some cases the fear of girls being exposed to uncouth Peer practices in mixed schools

such as sexual orientation that could lead to pregnancy, violence or general harassment prevents parents allowing their female children in accessing schools.

Commonwealth recommends policies in common wealth countries to address these issues that lead to gender disparity such as provision of more qualified female teachers to eliminate cultural factors that prevent girls from accessing education and provision of single sex schools in some situations. Greater emphasis needs to be placed on gender mainstreaming in education policy to address issues like poverty reduction strategies in reducing gender disparities. In line with these, Kenya as a member of commonwealth has put in place measures such as single sex schools for girls especially in North Eastern province.

In countries like Egypt and Swaziland in their constitutions and development plans laid emphasis on provision of education to their citizens but did not lay emphasis on accessing education by gender and the disadvantaged groups like children from poor economic back grounds, orphans and those from single parents.

In the study in Teso district by Akijakin (2005), legal factors, home based factors, school based factors and others influence participation and dropping out the schools by the learners. He asserts that in order to increase the access ,the government had to abolish school fees in 1970s , introduce milk programme, providing boarding facilities and introducing feeding programme in remote districts especially in primary schools.

Abagi Wamahiu and Owino (1997) in their study to examine how household factors effect school participation of girls in Nairobi (urban) and Siaya (Rural) observed that factors such as house hold income, level of education of both parents and ,ratio of boys to girls in a house hold, conduciveness of learning environment at home and time spent on gender related activities household (chores ), impacted differently on boys and girls. The study observes that generally girls are more disadvantaged compared to boys especially where house hold income in low and level of education of both parents is low. This study made recommendation on policy- thus putting certain measures in place which would have significant increase in the chances of girls participation in schools like providing equal opportunities to all in education to all regions and both sexes and establishing factors hindering access to education and addressing them. The government of Kenya under NARC and Coalition government used apolitical platform to address this main hinderance which was the cost of education by providing free primary education in 2003 and free day secondary education in 2008 respectively which to a great extend was amove towards addressing gender imbalance in accessibility education.

## **2.7 Subsidized Secondary Education in Kenya**

Education is a key factor in the development of any country world over. At independence 1963, the newly elected government set up a commission headed by Ominde popularly known as Ominde commission to look into the education system. The commission among other recommendations recommended the expansion of secondary education. This was aimed at training manpower needed to replace the Europeans who were leaving the country in large numbers. This consequently, increased enrolment in Secondary Schools. After a

period of more than two decades Koech (2002) commission, known as commission of Inquiry into Kenya System of education was appointed by President Moi in 1998 to recommend on ways of enabling the education system facilitate national unity.

Social responsibility accelerated industrial and technological development and lifelong learning (Koech Report, 2001). Among other things the commission recommended an early childhood to secondary level. This was followed up by the Sessional paper No. 1 of 2005 on Policy Framework for Education, Training and Research. The paper suggested the integration of secondary as part of basic education cycle as a way of solving the problem of low transition of pupils from primary school to secondary. It further suggested establishment and expansion of day secondary schools to boost the transition as most parents are poor to afford the cost of boarding. After the general elections of 2007, the coalition government that was formed decided to implement the Koech report in form of fulfilling the election campaign pledges. Since January 2008, enrolment in secondary schools has risen as shown in the table 1.2.

Despite this effort, there were many secondary school going children in Kakamega North district who had not taken advantage of the free day school education. Many of them could be seen on market centres hawking, on farms weeding either maize or sugarcane others employed as maids in households.

**Table 2.8: No. Of students aged 14 – 17 years not in schools in some of the villages in Kakamega North District by January, 2010**

<b>Division</b>	<b>Name of area</b>	<b>No. Of children aged 14-17 not in school</b>
North Kabras	Tombo	20
Central Kabras	Chegulo	15
East Kabras	Kimang'eti	25
South Kabras	Mahira	12
West Kabras	Mugai	30
<b>Total</b>	<b>5</b>	<b>102</b>

**Source: Researcher**

It was against this background therefore that the researcher sought to study the impact of the subsidized Secondary on access by gender in the District in question in order to bring light to issues affecting the programme so that policy could be crafted to address the situation.

## **2.8 The Summary of the Literature Review**

From what has been discussed under literature review, it can be noted that most studies have addressed the concern for constrained access to education in both primary and secondary schools. The studies have noted existence of gender imbalance which is skewed in favour of boys. Most of the studies by Akijakin (2005), NOOR (2003) among others have identified factors that affect access as home based, legal, socio – economic and cultural factors. These studies have been based at District level or comparison between urban and rural areas as studied by Abagi and Wamahu in 1995. The studies have recommended policies to address the situation but have not fully addressed the problem.

In this study the researcher addressed access to education by gender and the disadvantaged group in Kakamega North District of Kakamega County. The researcher used the district to analyze the impact of the subsidized secondary education to have an in depth study to the factors that affect access categorized as geographical, social, economic, and social cultural and SSE related factors.

The gaps the study intended to fill were:-

- i. Including the disadvantaged groups like children from poor economic backgrounds, physically challenged and orphans which was done.
- ii. Narrowing down on the actual students out of schools (age between 14-17 years) but this was not achieved because data on age groups in the district was not available.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section comprises the description of research design, location of study, sample size and sampling procedure, research instruments, pilot study, Data collection procedure and data analysis plan.

#### **3.2 Research Design**

The study used descriptive survey. This research design is considered appropriate because it collects data describing the existing situations. Abagi (1996), describes descriptive survey design as a form of design that presents existing conditions practices, attitudes or opinions held, processes going on trends for developing interpretation of meaning. The design aims at setting a true picture of situation behaviour or attitude of individual's and community at large. It seeks to uncover the nature of factors involved in a given situation, determine the degree in which they exist and discover the links existing in the factors. It also provides ways of investigating conditions under which different phenomena in education occur, characteristics of educators and learners hence this design provides information of the existence of events, variables and their relationships. Borg and Gall (1989) note that descriptive survey research is intended to produce aspects of education that interest policy makers and educators. The researcher used descriptive design to collect views from various stakeholders in order to find out their opinion about the subsidized secondary education programme.

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

Kakamega North District is one of the 19 Districts which form the former western province. It was carved from the larger Kakamega District in Kakamega County.

According to the Kenya Bureau of Statistics (2010), Kakamega North District is bordered by Kakamega Central to the South, Uasin Gishu and Nandi to the East, Kakamega West to the West and Lugari to the North. Kakamega North District occupies a total area of 427 Km<sup>2</sup>, total population of 205,166 and population density of 480 persons per Km<sup>2</sup>. Administratively the district is divided into five divisions namely East, West Central, North and South. Mixed farming is the dominant activity which involves growing of crops mainly sugarcane and maize and keeping of animals like cattle, sheep and goats.

### **3.4 Target Population**

According to the district education office, as at December 2010, the area of study has a total number of 35 secondary schools with a student population of 7,532 against the district's population of 205,166. From the DEO's offices records, the teacher population stood at 523 as at December 2010.

### **3.5 Sample Size and Sampling Procedures**

From records at the Kakamega North D.E.Os office, the study population was 35 secondary schools with the total population of 7532 as at December 2010. The samples were 11 schools which represented 30% of the population. Gay (1992) asserted that for small population a sample size of at least 20% of the population is a good representation. The

schools were sampled through stratified sampling procedure to have the area under study well represented as represented in the table 3.1

**Table 3.1: Kakamega North Districts Secondary Schools**

Division	Target Population			Sample population						Students Interviewed	
	No. of Schools	Principals	Students	No. of Schools	%	Principals	%	Students	%	No.	%
North Kabras	11	11	1,770	3	27	3	27	258	15	60	23
Central Kabras	5	5	435	2	40	2	40	64	15	40	63
South Kabras	6	6	1,041	2	33	2	33	152	15	40	26
West Kabras	6	6	2,407	2	33	2	33	352	15	30	9
East Kabras	7	7	1,879	2	29	2	29	274	15	50	18
<b>Total</b>	<b>35</b>	<b>35</b>	<b>7,532</b>	<b>11</b>	<b>31</b>	<b>11</b>	<b>31</b>	<b>1100</b>	<b>15</b>	<b>220</b>	<b>20</b>

**Source: DEOs office Kakamega North, 2010**

Purposive sampling was done to sample education officers in areas of study. Stratified random sampling was done to get schools at the divisional level and respondents to fill the questionnaires. The total number of students sampled for the study was 220 out of 1100 students from 11 secondary schools representing 20% as proposed by Gay (1992).

### 3.6 Research instruments

The researcher used questionnaires with close ended and open ended. The close ended were included because they are easy to administer and analyze. The open ended on the other hand were easy to formulate and helped to get in – depth responses from the respondents. According to Kane (1995) questionnaires are widely used in research to obtain information

about current conditions and practices to make enquiries concerning attitudes and opinions in a precise form. The use of questionnaires is preferred because they save time and allow the collection of data to be easy.

### **3.6.1 Structured Interview Schedule**

This was used to collect data from the education officers at the districts level. Peil (1995) maintains that interview can provide reliable, valid and theoretically satisfactory results and full answers hence suitable research instruments for this study.

### **3.6.2 Document Analysis**

The researcher also obtained data through document analysis such as class registers and admission registers at the school division and district levels. Mwiria and Wamahu (1995) assert that document analysis is the best method of accessing the valid information since it cannot create alter or withhold information required by the researcher. This was used to supplement, validate and ascertain some responses in the questionnaires.

### **3.7 Pilot Study**

In order for the study instrument to measure what it has to measure, pilot testing was done before the instrument was used in actual data collection. The researcher did piloting by administering questionnaires to two schools that were not in the sample. The questionnaires were analyzed by the researcher to find the suitability of the language used so that any ambiguities could be corrected before data was collected. The piloting established that the instruments used were appropriate.

### 3.7.1 Validity

This helped the researcher ascertain the content validity of the instruments. In order to ascertain the validity, the questionnaires and interview schedules were presented to the supervisors for discussion. The supervisors found the instruments appropriate and allowed the researcher to use them.

### 3.7.2 Reliability of research instruments

The split half measure of reliability was used. A randomly selected sample of five copies of questionnaires from each of the schools piloted was used for this purpose.

The open ended questions Scored a mark for relevant response and zero for irrelevant and blank responses. The ten copies of the questionnaires selected were divided into two equal halves by taking the odd number items against the even number items. The scores of halves were correlated using the Pearson's formula

$$\text{Split half} = \frac{N \sum XY - (\sum X \sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

Using the formula the coefficient of the half the test was established at 0.5 meaning the research instruments were reliable.

### **3.8 Data Collection Procedure**

After obtaining a permit from the National Council of Science and Technology, the researcher made visits to schools identified for research in advance and arranged when to administer the questionnaires. The researcher then on agreed dates administered questionnaires to principals and students from form 3– 4 with the assistance of some teachers. The researcher also made appointment with the local education officer for familiarization purpose and explained the purpose of the study. The researcher in person conducted interview on agreed date.

### **3.9 Methods of Data Analysis**

Data analysis involved qualitative and quantitative data. Before the actual data analysis, questionnaires were checked to determine if accurate samples had been obtained in terms of proportion of used questionnaires and checked if all had been completed. Qualitative data was analyzed in narrative form while quantitative data was analyzed using descriptive statistics using means, frequencies and percentages. Gay (1992) asserts that frequencies easily show the number of times a number occurred or a number of respondents in a given category. Data from interview was read carefully paying special attention to comments, ideas and concerns from education officer. The field notes were edited, coded written based on content and then analyzed deductively. Kane (1995) asserts that a researcher can use inductive approach to collect data that is through interviews and then analyze them deductively when putting results of the whole study together.

To enhance research ethics, the researcher subjected all the resulting responses on the outcomes of analyses of the quantitative data collected during the study and made interpretations accordingly. In addition, an introductory letter and a research permit were attached to the study questionnaire highlighting the study objectives and guaranteeing confidentiality of the information provided on the strength that it was only for academic purposes.

## CHAPTER FOUR

### DATA ANALYSIS PRESENTATION AND DISCUSSION

#### 4.1 Introduction

The purpose of the study was to find out the effects of the government subsidy on secondary education on access by gender and disadvantaged groups like children from poor economic background. Data was collected from 11 schools that is from Principals and students and from the District Education officers. Data was analyzed using descriptive statistics including frequency distribution and means. Then, it was presented in tables, graphs and pie charts.

The following research questions formed the basis of analysis:

- i. What is the impact of subsidized secondary education in Kakamega North district?
- ii. Which factors influence access and enrolment by gender in the district?
- iii. What is the level of participation in education by learners from low economic background like the physically challenged and orphans?
- iv. How informed are parents about the subsidized secondary education?

The study involved a number of respondents. These include 201 Form Three and Four students from 10 out of 11 sampled schools namely Matete, Tombo, and Shivanga from Kabras North, Matsakha and Namanja from Central Kabras. Lukala and Mavusi from west Kabras. Shamberere and Kakunga girls from South Kabras and Kimangeti from East Kabras, 10 principals from the 11 sampled secondary schools, an assistant education officer and the district education officer Kakamega north district as shown in their profiles in Table

**Table 4.1 Profiles of Respondents**

Respondents	Sex		Qualifications		Experience	
	Male	Female	Degree	Diploma	0-9 Years	10 Years & above
Students	113	88	-	-	-	-
Principals	8	2	6	4	7	3
DEOs	2	0	1	1	1	1

Out of the 10 principals, 8 were males while 2 were females. 6 were graduate teachers while 4 were diploma holders. Lastly, District Education Officer (DEO) who had been the DEO for more than six years was a degree holder.

#### 4.2 Impact of Subsidized Secondary Education on Access in the District

The researcher sought to know the enrolment in targeted schools before and after the government subsidy on secondary education. Principals gave the Schools' enrolment as shown in Table 4.2.

**Table 4.2 Enrolment in sampled schools before and after the government subsidy on Secondary Education**

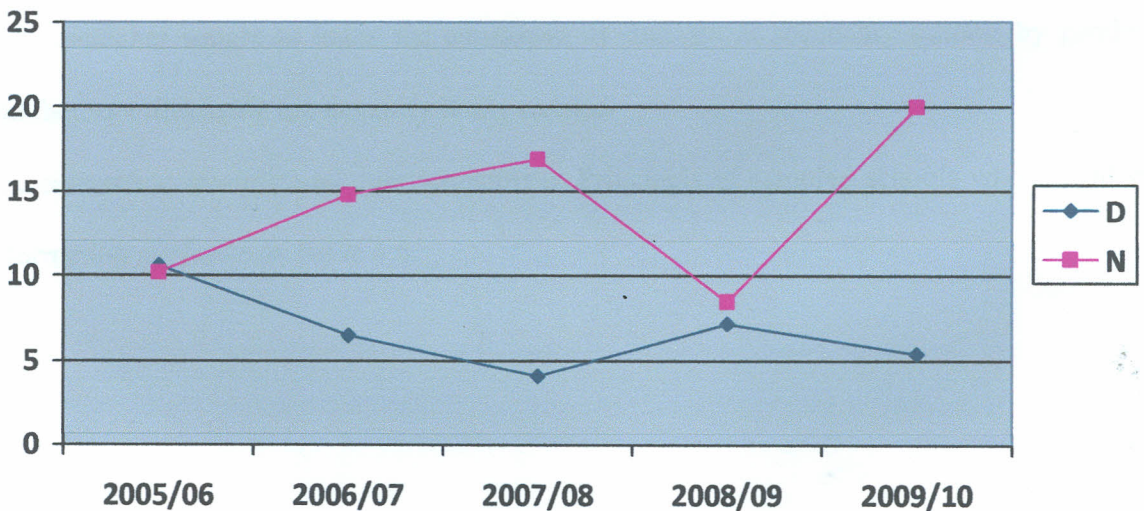
SCHOOL	YEAR					
	BEFORE			AFTER		
	2005	2006	2007	2008	2009	2010
MATETE	157	188	165	166	222	221
KIMANG'ETI	159	249	305	341	347	419
TOMBO	67	75	88	85	110	160
MATSAKHA	149	153	164	174	194	210
LUKALA	81	114	135	161	173	187
SHIVANGA	90	96	99	121	124	135
KAKUNGA-	-	-	-	53	68	90
MAVUSI	197	215	221	231	262	270
SHAMBERERE	260	265	270	288	300	308
NAMANJA	53	76	78	108	140	141

The researcher also sought to know the enrolment at the district level from the district education officer who gave the enrolment as shown in Table. 4.3.

**Table 4.3: Enrolment trend of students in Secondary schools in the district before and after the government subsidy on Education**

BEFORE				AFTER		
YEAR	2005	2006	2007	2008	2009	2010
<b>BOYS</b>	11,349	12,874	13,734	14,146	14,963	15,682
<b>GIRLS</b>	10,432	11,216	11,917	12,566	13,694	14,523
<b>TOTAL</b>	21,781	24,090	25,651	26,712	28,657	30,205

From Tables 4.2 and 4.3, it can be noted that there has been steady increase in enrolment in secondary schools in the district over years. However compared to the national enrolment in terms of percentage increase, the increase in enrolment at the district level is much lower than the national one as shown in Figure 4.1



**Figure 4.1: District Enrollment vs National Enrollment**

In the introduction, it was noted that despite the subsidy on secondary education parents in the district had not taken advantage of the subsidy. This was confirmed by the findings emerging from this study.

Given that school fees has been a major stumbling block to children attending school, it was naturally expected the enrolment rate in schools to rise with the introduction of the government subsidy on secondary education but it has never been the case in Kakamega North District, but instead the District enrolment rate has almost remained as it was before the subsidy. The respondents interviewed especially principals of sampled schools attributed the low enrolment rate to the hidden costs like PTA Fund, Lunch Levy, Motivation fee and uniform. According to these principals, these levies have proved to be a big burden to most parents leading to some students dropping out of schools.

#### **4.3 The Disparity in Enrolment by Gender and Factors Influencing Disparity.**

The researcher sought to know the enrolment of students in secondary schools by gender and factors influencing the disparity if any existed.

The researcher administered questionnaires to Principals of sampled schools who provided information as shown in Table 4.4.

**Table 4.4: Enrolment of Students In Secondary Schools in the District By Gender**

SCHOOL		YEAR					
		2005	2006	2007	2008	2009	2010
MATETE	BOYS	85	114	83	85	116	102
	GIRLS	72	74	82	81	106	109
	TOTAL	157	188	165	166	222	211
KIMANG'ETI	BOYS	159	164	204	187	221	223
	GIRLS	90	141	137	160	177	196
	TOTAL	249	305	341	347	398	419
TOMBO	BOYS	40	45	58	67	70	110
	GIRLS	27	30	30	28	40	50
	TOTAL	67	75	88	95	110	160
MATSAKHA	BOYS	90	88	96	101	106	115
	GIRLS	59	65	68	73	88	95
	TOTAL	149	153	164	174	194	210
LUKALA	BOYS	49	61	74	86	92	103
	GIRLS	32	53	61	75	81	84
	TOTAL	81	114	135	161	173	187
KAKUNGA	GIRLS	-	-	-	53	68	90
	TOTAL	-	-	-	53	68	90
SHIVANGA	BOYS	52	61	59	67	71	74
	GIRLS	38	35	40	54	53	61
	TOTAL	90	96	99	121	124	135
SHAMBERERE	BOYS	145	152	150	163	170	173
	GIRLS	115	113	120	125	130	135
	TOTAL	260	265	270	288	300	308
MAVUSI	BOYS	114	120	125	130	145	150
	GIRLS	83	95	96	101	117	120
	TOTAL	197	215	221	231	262	270
NAMANJA	BOYS	33	45	50	63	83	82
	GIRLS	20	31	38	45	57	59
	TOTAL	53	76	88	108	140	141

#### 4.4 The Enrolment at the District

The researcher had an oral interview with the DEO over the enrolment of students at the district level by gender and information was provided as shown in Table 4.5.

**Table 4.5: Enrolment of Student at the District Level**

Year	2005	%	2006	%	2007	%	2008	%	2009	%	2010	%
Boys	11,349	52.1	12874	53.4	13734	53.5	14146	52.9	14,963	52.2	15,682	51.9
Girls	10,432	47.9	11216	46.6	11,977	46..5	12566	47.1	13694	47.8	14,523	48.1
Total	21781	100	24,090	100	25,651	100	26,712	100	28,657	100	30,205	100

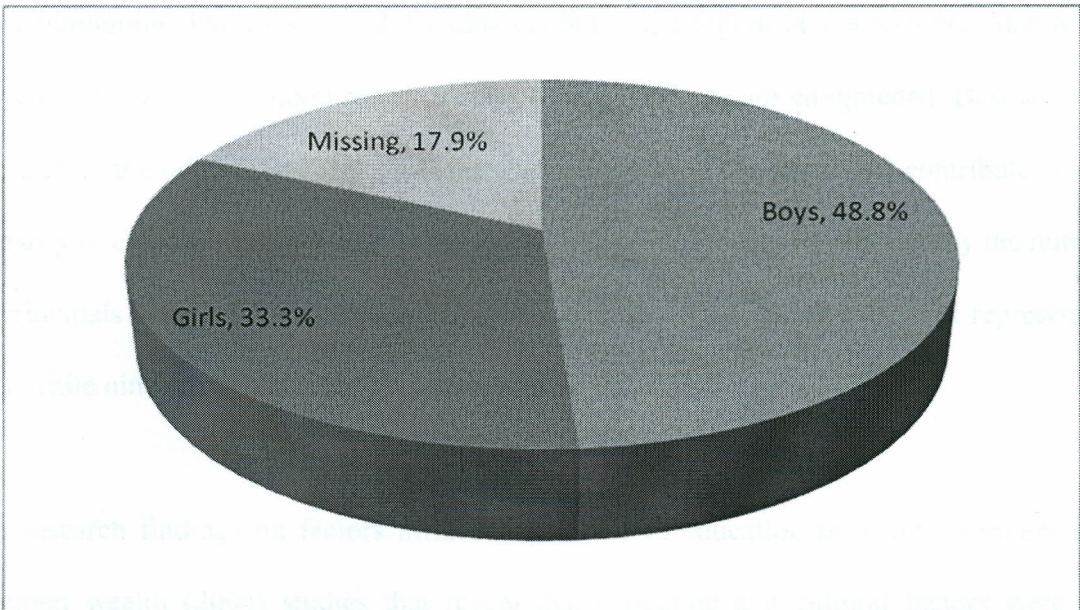
#### 4.5 Factors influencing the Disparity in Enrolment

The researcher sought to know the factors influencing the disparity in enrolment from students and principals of schools through questionnaires and the district education officers through the oral interview and all parties gave the following as major factors.

- i) Preference for boys by parents for educational opportunities
- ii) High rate of dropout from school by girls due to early pregnancies and marriages.
- iii) Lack of role models for girls.

For instance of all 201 students interviewed 98 said boys are preferred to girls for education needs 67 said girls were preferred to boy, while 36 said both are preferred as shown in figure

4.2



**Figure 4.2: Preferences to educational needs by parents as given by Students**

From Tables 4.4 and 4.5, it can be noted that the enrolment of students in secondary schools in the district is skewed in favour of boys over years. However, there's a slight improvement in enrolment of girls since the inception of the subsidy on secondary education for instance enrolment for the girls rose from 46.6% in 2007 to 47.1% in 2008 and the same trend continued to 2010.

As for the reasons for the disparity in enrolment, the respondents especially students advanced two major reasons as preference for boys by parents in provision for educational opportunities and high rate of dropout from schools by girls due to early pregnancies and marriages. This fact was confirmed by principals. The preference for boys was attributed to the believe that boys belong to the community but girls belong to other communities through marriage hence other communities stand to benefit from girls education more than the community they belong. This is a scenario expected in marginalized areas like North Eastern

and communities like Masaai and Turkana etc but not a region in Western province which is well endowed with natural resources and whose residents are enlightened. Besides these two factors the other factor that came out explicitly during the study that contributes to the disparity in enrolment is lack of role models for the girls. This was evidenced by the number of principals sampled for interview with only one out of ten being a woman representing 10% while nine out of ten being men representing 90%.

The research findings on factors influencing access to education by gender concurs with common wealth (2004) studies that reveal that economic and cultural factors were key factors influencing disparity in accessing education by girls in most countries of the world. As common wealth (2004) observes, eliminating gender disparities by increasing education opportunities for girls is ultimately integral to attainment of MDGs and therefore prescribes various policies for common wealth countries like provision of more female teachers to eliminate cultural factors that prevent girls from accessing education, single sex schools and gender mainstreaming as a way of addressing gender disparities.

#### **4.6 Level of participation in education by learners from low economic background and other disadvantaged groups**

The researcher also sought to know the level of participation in education by learners from disadvantaged groups like children from low economic background. 10 principals interviewed provided the following information as shown in Table 4.6.

**Table 4.6: Level of participation of Students from Low Economic Background**

<b>LEVEL</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>LOW</b>	6	60
<b>AVERAGE</b>	2	20
<b>MISSING</b>	2	20

From Table 4.6, it can be concluded that the participation level of the disadvantaged groups including students from low economic background is low. Out of the ten principals interviewed six representing 60% said the participation of student's from low economic background and other disadvantaged group was low. When the researcher interviewed the district education officer over participation of student's from low economic background and other disadvantaged groups like the physically challenged, it was established that the level was low thereby concurring with principals of secondary schools. Both principals and the DEO attributed the low participation especially of the physically challenged to the negative attitude parents have over their physically challenged children. It was established that most parents of children who are physically challenged regard these children as bad omen and therefore do not like exposing them to the public for fear of being embarrassed. As for the other students both students interviewed and principals attributed low enrolment to high dropout rate due to lack of school fees. A glance at enrolment at form one level in most sampled schools indicates high enrolment but the rate continues to drop in subsequent grades and years because of lack of school fees. This is an indication that some parents are too poor to afford not only school fees but other hidden costs like P.T.A Fund, Lunch, Motivation, just but to mention a few. The researcher's study of fees registers in some of the sample schools revealed that students owe schools millions of shillings inform of fees

arrears which is another indicator that students from poor economic background in the district do not access education in spite of the subsidy. Despite this subsidy and bursaries that are poorly administered, the education sector still faces many challenges pertaining to the financing of education especially of children from poor economic background. In order to solve this problem, a leaf should be borrowed from Egyptian system whereby children from low income families, rural areas, remote areas or random settlements of cities are given equal opportunities to education allowing them to continue receiving educational services in accordance with their capabilities, efforts and inclinations each of them entitled to a job in accordance with his/her degree of education achievements as per 1952 constitution and other subsequent constitutions.

The declaration of the subsidy on secondary education was in line with article 13 of 1966 of UNO which declared that “secondary education in its form shall be made generally available and accessible to all by every appropriate means and in particular by the progressive introduction of free education” secondary education should be made entirely free in order to cater for the children from poor economic backgrounds.

#### **4.7 How informed are parents about the government subsidy on secondary education**

The researcher sought to know whether parents were aware of the government subsidy on secondary education. In doing so, the researcher used three parameters to gauge the level of awareness. These were:

- i. Education level of parents/guardians
- ii. Of parents/guardians occupation
- iii. Opinion of parents/guardians over the subsidy on secondary education

#### 4.7.1 Level of Parents/Guardians' Education

The researcher administered questionnaires to selected students seeking to know the level of the parents' education. The following information was provided.

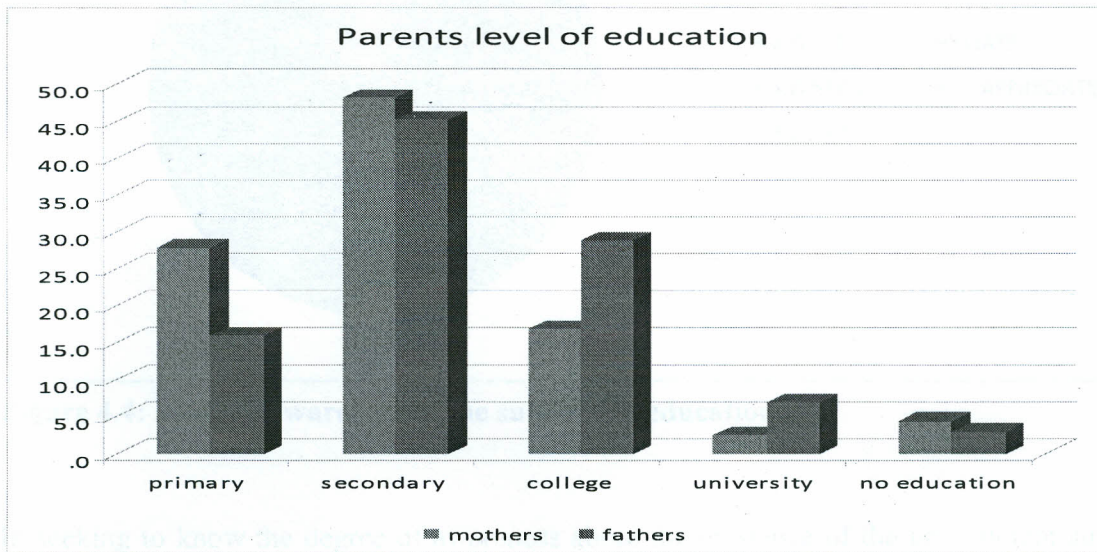


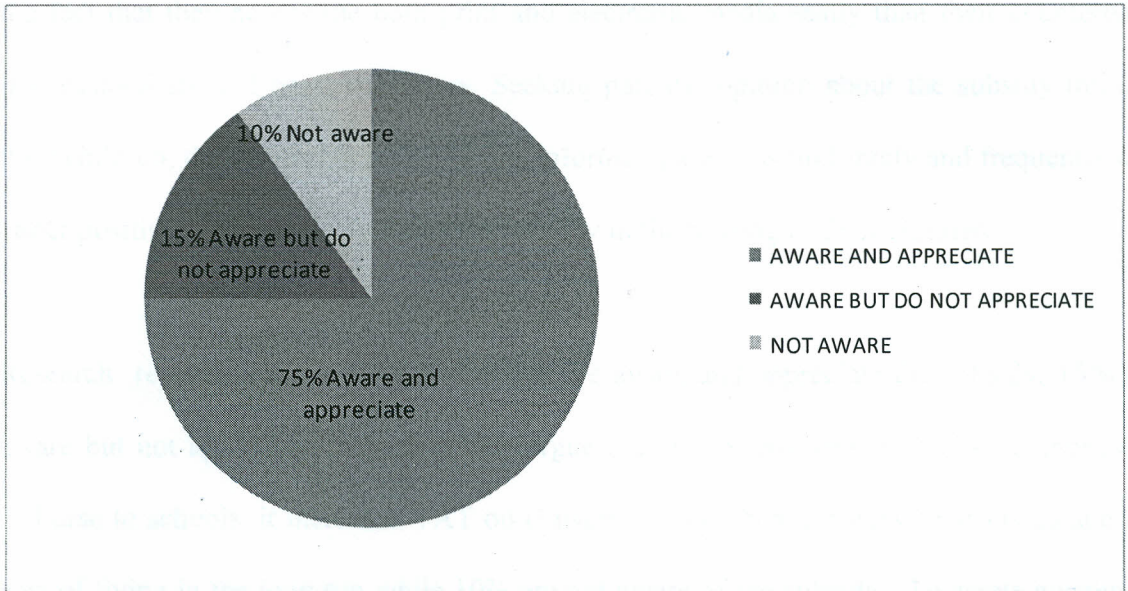
Figure 4.3: Parent's Level of Education

#### 4.7.2 Parents/Guardians' Occupation

The researcher sought to know parents/guardians occupation. Research revealed that over 75% of the parents/guardians are peasant farmers while the remaining 25% were said to be working in civil service like teachers, doctors, police officers, officers in Kenya defence forces, agricultural officers and also in private sector.

#### 4.7.3 Parents/Guardians opinion about the government subsidy on Education

The researcher sought to know the degree of awareness about the SSE by parents through their children. Questionnaires were administered and responses from students indicated that about 75% of parents were aware of the subsidy and appreciate it, 15% were aware but do not appreciate it while 10% were not aware.



**Figure 4.4: Level of awareness of the subsidy on education**

In seeking to know the degree of awareness about the existence of the government subsidy the researcher used three different parameters. The parameters were:

- i. Parents' level of education
- ii. Parents' occupation
- iii. Parents' opinion about the subsidy.

By using parents' level of education as a parameter, the researcher believed that the higher the level of education the parent has, the more informed that parent is about the subsidy on education and vice versa. The research revealed that most parents had acquired secondary education and therefore are informed about the subsidy. On the use of parents occupation as a parameter to gauge the degree of awareness about the government subsidy on secondary education the researcher believed that parents in profession like law, medicine teaching engineering, architecture and many others would be more informed about the subsidy given

the fact that they access the both print and electronic media easily than their counterparts like pastoralists and peasant farmers. Seeking parents' opinion about the subsidy through their children, the researcher believed that informed parents would freely and frequently talk either positively or negatively about the subsidy in the hearing of their children.

Research revealed that 75% of the parents are aware and appreciate the subsidy, 15% are aware but not appreciate it. In fact they argue that as the government looks for money to disburse to schools, it increases VAT on consumer goods hence raising their prices and the cost of living in the long run while 10% are not aware of the subsidy. To create awareness of the subsidy amongst parents, a leaf can be borrowed from the Ghanaian system where education grants are given to parents especially mothers unlike the current practice where grants are directly deposited to school accounts by the government.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

The research was carried out in ten secondary schools with the sole purpose of finding out the effects of the government subsidy on secondary Education on access by gender and the disadvantaged groups.

#### 5.2 Summary

The government policy on secondary is to improve enrolment from the current 47.8% as a strategy of attaining the overall EFA goal by 2015. Despite the government's effort, secondary education has continued to experience many challenges relating to access. This prompted the researcher to find out the effects of SSE on access to education by gender and the disadvantaged groups.

The objectives of the study were to determine the factors influencing access in enrolment in Kakamega North district and the level of participation in education on learners from Poor Economic background, to establish whether parents are aware of SSE and suggest solutions to the problems the study was to establish. Research questions formulated to guide the collection of data included, what is the impact of SSE on access by gender and disadvantaged groups? Which factors influence access and enrolment by gender? How informed are parents about SSE? And what is the level of participation in education by learners from low economic background and disadvantaged groups?

The key assumptions were that all respondents in the field would co-operate with the researcher, all research instruments would be available and appropriate.

The study was based on the investment of human capital theory, Literature review included highlights on financing of education in the countries of the world, Africa and Kenya, and how education and gender relates to economic growth and subsidized secondary in Kenya.

The study adopted the descriptive survey design methodology. Target population included students, principals and district education officers in Kakamega north district. Data was collected using Questionnaires and oral interviews. Data was analyzed using descriptive statistics including distributions and means. Data was presented in tables, graphs and pie charts. The study sought to establish if SSE had any impact on accessibility. After the study, it was established that indeed SSE has had a positive impact on enrolment in public secondary school in the district.

### **5.3 Conclusions**

Data elicited from respondents was analyzed and the following conclusions made: Although there has been increased enrolment in public secondary schools in the district since the inception of SSE, the rate of increase in enrolment at the district is lower than the national one. for instance the rate of enrolment at national level in the 2007/2008 increased by 17.1% while at the district level it was 4.1% which was a drop from 6.1% from the previous year and in 2009/2010 enrollment at national rose to 20% against the districts 5.4%.

In spite of the fact that parents seemed to be aware of the government subsidy on secondary education, most of them did not understand the purpose of this subsidy. Majority of the parents believe that the government has taken over the responsibility of paying fees for their children. Not only that, but research also established that the introduction of the subsidy on secondary education paved way for either increase or introduction of other levies by schools like PTA, motivation fee, lunch , etc hence making fees to remain at the same level as it was before the subsidy.

#### **5.4 Recommendations**

Basing on the findings of the study, the researcher makes the following recommendations.

- The subsidy should be increased to keep pace with rising cost of living.
- The public should be sensitized on the purpose of the subsidy on education.
- The ministry of education through district education boards should control other levies charged by schools so that the subsidy can be felt by parents.
- Provision of more female teachers to act as role models for girls.
- Single sex secondary schools to curb the rampant pregnancies in schools in the district.

#### **5.5 Suggestions for Further Research**

- A similar study needs to be carried out in other regions of Kenya with different socioeconomic and environmental background to establish whether enrolment has improved in other regions as well.
- A wide region for instance a country would be considered for research.
- A study narrowing down on NER to establish the real number of children aged 14-17 years in schools.
- A study can be undertaken to establish alternative means of financing secondary education.

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## APPENDICES

### Appendix A: Questionnaire for Head Teachers

I am Mutimba Hudson a postgraduate student of Kenyatta University. The questionnaire is intended purely for research work of the researcher, any information given herein will strictly be confidential. Your cooperation will highly be appreciated.

#### SECTION 1: General information.

1. What is your gender? (Tick one)

Male                        Female     

2. How long have you been a headteacher?

Less than 10 years            10-20 years            over 20 years     

#### SECTION 11: Factors affecting access to secondary Education

3. What is your staff composition?

i. No. of male teachers

ii. No. of female teachers

4. (a) Is your school (yes or No)

i. Understaffed

ii. Well staffed

iii. Overstaffed

(b) Do you think the answer in question 4(a) above has affected enrolment in your school? (yes or No)

If yes, explain .....

5. (a) With the introduction of subsidized secondary education, there was increased enrolment in schools nationally; do you think there are other factors that still affect inaccessibility of boys! girls to public secondary schools? (yes or No)

if yes list them

(i) .....

(ii) .....

(iii):.....

- (b) Which factor amongst those listed in 5(a) above is the most acute?

- (c) What do you think should be done to make student take advantage of the SSE programme.

- i. Sensitize the public
- ii. Increase funding
- iii. Others

6. a) Who is the sponsor of the school?

b) Is there any role the sponsor plays in improving enrolment in school?

7. What is the level of participation by children from low economic background and other disadvantaged groups e.g. physically challenged?

- i. High
- ii. Average
- iii. Low

**SECTION III: Information on enrolment in Secondary schools**

8. (a) What has been enrolment in your school between 2005 and 2010

YEAR	2005	2006	2007	2008	2009	2010
BOYS						
GIRLS						
TOTAL						

(b) What is contributing to the number of boys to be more than girls or vice versa?

(c) What is the percentage of these boys and girls who drop out of school per year?

(d) Which reasons cause boys/girls to drop out of school?

Boys

(i)

Girls

(i)

(ii)

(ii)

(iii)

(iii)

(e) What do you think should be done to address these problem? .....

.....

9. Apart from the government subsidy, what other levies are parents charged for their children's education per child per year. List them and the amount charged. ....

.....

.....

.....

## Appendix B: Questionnaire for Students

I am Mutimba Hudson, a postgraduate student of Kenyatta University. The questionnaire is intended purely for research work of the researcher, any information given herein will strictly be confidential. Your cooperation will highly be appreciated.

### QUESTIONNAIRE FOR STUDENTS

#### Section A: General Information

1. Gender (tick one)

Male      ( )                  Female      ( )

2. Your parents level of education (tick one)

Father

Mother

i. Primary                  ( )

Primary                  ( )

ii. Secondary              ( )

Secondary              ( )

iii. College                ( )

College                ( )

iv. University              ( )

University              ( )

v. No education          ( )

No education          ( )

3. Parent occupation

Father.....mother.....

**Section B: Factors influencing access in Secondary education**

4. Do you know students who were in this school but have dropped out? What reasons made them drop out?

5. (a) What extra money do your parents spend in a year on your educational needs?

(tick one)

i) Less than 500 ( )

ii) 5000 ( )

iii) 75000 ( )

iv) 10000 ( )

v) Over 10000 ( )

(b) list the items on which money in 5(a) above is spend.

i)

ii)

iii)

6. Between boys and girls who drop out of school most?

7. (a) In your family between boys and girls which ones do your parents have preference in giving educational needs? (tick one)

Boys ( )

Girls ( )

Both ( )

Give reason for your answer in 7(a) above .....

.....

8. What is your parents' opinion about subsidized secondary education?

## **Appendix C: Interview Schedule for Education Officer**

I am Mutimba Hudson ,a postgraduate student of Kenyatta University. The questionnaire is intended purely for research work of the researcher, any information given herein will strictly be confidential. Your cooperation will highly be appreciated.

### **INTERVIEW SCHEDULE FOR EDUCATION OFFICER**

#### **SECTION A : general information**

1. (a) Designation of education officer. QASO in charge of EMIS (Education Management Information Systems)
- b) How long have you served in this capacity
  - (i) Less than 1 year, (ii) 1-5, (iii) over 5 years

#### **SECTION B :Factors Affecting Access to Secondary Education**

2. With the introduction of the government subsidy on secondary education (SSE) do you think it has an impact on enrolment the district?
- 3 (a) Is there gender parity in accessing secondary education in your district?
  - (b) If the answer in 3(a) above in No, what are the reasons for the disparity?
4. The high cost of education is the main impediment of accessibility to education. List other factors that affect accessibility.
  - (i) How is your office dealing with the cases of school dropouts affecting SSE programme?
  - (ii) What do you think the government should do to promote the enrolment, retention, and completion rates?

- (iii) What is the level of participation in education by the disadvantaged groups e.g.
- (iv) Children from poor economic backgrounds and physically challenged?
- (v) (b) What is your office doing to promote participation of the disadvantaged groups in accessing education?

### **SECTION C. Data on Enrolment**

Provide the data on enrolment in your district between 2005-2010

YEAR	2005	2006	2007	2008	2009	2010
BOYS						
GIRLS						
TOTAL						

### Appendix D: List of Schools in Kakamega North District

Division	Schools
Kabras North	<ol style="list-style-type: none"> <li>1. Bulupi</li> <li>2. Lwandenti</li> <li>3. Matete</li> <li>4. Namagara</li> <li>5. Shivanga</li> <li>6. Tombo</li> <li>7. Shandiche</li> <li>8. Silungai</li> </ol>
South Kabras	<ol style="list-style-type: none"> <li>1. Lukume</li> <li>2. Kakunga Girls</li> <li>3. Mahira</li> <li>4. Shamberere</li> <li>5. Shamoni</li> <li>6. St. Mary's Shiome Girls</li> </ol>
West Kabras	<ol style="list-style-type: none"> <li>1. Bukhakunga</li> <li>2. Malava Boys</li> <li>3. Malava Girls</li> <li>4. Samitsi Boys</li> <li>5. Samitsi Girls</li> <li>6. Shirugu</li> <li>7. Lukala</li> <li>8. Mavusi</li> <li>9. Mugai</li> </ol>
East Kabras	<ol style="list-style-type: none"> <li>1. Chimoron</li> <li>2. Ikoli</li> <li>3. St. Antony Kakoi</li> <li>4. Kuvasali</li> <li>5. Kimangeti</li> <li>6. Lugusi</li> </ol>
Central Kabras	<ol style="list-style-type: none"> <li>1. Chegulo</li> <li>2. Matsakha</li> <li>3. Namanja</li> <li>4. Tande</li> <li>5. Vashele</li> <li>6. Namushiya</li> </ol>

## Appendix E: Research Permit

