

**ANALYSIS OF THE EFFECTS OF SUBSIDIZED SECONDARY
SCHOOL EDUCATION ON ACCESS AND PARTICIPATION:
A CASE OF MANGA DISTRICT, NYAMIRA COUNTY, KENYA**

By

NYAKERI BEVON

E55/10760/08

**A PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF
EDUCATION DEGREE IN EDUCATIONAL MANAGEMENT,
POLICY AND CURRICULUM STUDIES IN THE
SCHOOL OF EDUCATION
KENYATTA UNIVERSITY**

NOVEMBER, 2011

DECLARATION

This research project is my original work and has not been presented for a degree award in this or any other university. This project or its part should not be reproduced without prior authority of the author and/or Kenyatta University.

Signature_____

Nyakeri K. Bevon

Reg. No. E55/10760/08

Date

APPROVAL BY THE SUPERVISORS

This research project has been submitted with our approval as the University Supervisors:

Signature:_____

Date:_____

Dr Norbert Ogeta

Lecturer

Department of Educational Management,

Policy and Curriculum Studies

Kenyatta University

Signature:_____

Date:_____

Dr. Jackline A. Nyerere

Lecturer

Department of Educational Management,

Policy and Curriculum Studies

Kenyatta University

DEDICATION

This project is dedicated to my loving wife Rose and sons Kevin Onsongo and Allan Nyakeri.

ACKNOWLEDGEMENT

My sincere gratitude goes to my supervisors: Dr. Norbert Ogeta and Dr. Jackline Nyerere for their assistance, guidance and patience during the preparation of this research project.

My thanks also go to Eunice Onyango who spent most of her time in typing and editing this research project.

I will also not forget to thank DEO, principals and teachers who co-operated and participated in responding to my instruments.

Finally, I wish to recognize and thank my family for the encouragement and support at the time of undertaking my studies.

ABSTRACT

This study assessed the effects of subsidized secondary education on access and participation in public secondary schools in Manga district. The study was guided by the following objectives: to determine enrolments in public secondary schools before and after implementation of Subsidized Secondary Education(SSE), effects of SSE in Manga district and strategies for improving the implementation of SSE in the district. Literature on financing secondary education in the world, financing secondary education in Africa and financing secondary education in Kenya. The study was done in Manga district which has 26 secondary schools within the three divisions. In the study 26 principals and 50 class teachers were put into a strata through stratified sampling. A total of 15 principals, 30 class teachers were selected for the study using proportionate random sampling and District Education Officer was involved in the study through purposive sampling. The questionnaires and interview schedule were the main instruments used in data collection. Two questionnaires were used i.e. a questionnaire for the principals and class teachers. Interview schedule was used in collecting data from the District Education Officer (DEO). Data collected was coded and then analyzed using Statistical Package for Social Sciences (SPSS) software. The findings of this study include; increase in enrolment and improved retention of students. Inadequate tuition facilities understaffing of teachers, indifference of education stakeholders in supervisory and development roles, delay by Ministry of Education to disburse SSE funds and poor tendering procedures and systems were found to be the major challenges that face SSE programme. The study recommended that; government to consider allocating more funds to SSE programme on its annual budget, school managers should be given regular training on financial management. Teachers Service Commission to employ more teachers, government should consider reducing or abolishing the many levies charged, Ministry of Education to facilitate timely disbursement of SSE funds to schools and ensure proper and regular monitoring by the field officers to eliminate pilferage of SSE funds.

LIST OF ACRONYMS AND ABBREVIATIONS

CDF	Constituency Development Fund
EFA	Education For All
DEO	District Education Officer
GER	Gross Enrolment Rates
GDP	Gross Domestic Product
GNP	Gross National Product
GoK	Government of Kenya
KCSE	Kenya Certificate of Secondary Education
MDG	Millennium Development Goals
MoE	Ministry of Education
NER	Net Enrolment Rate
RoK	Republic of Kenya
SSE	Subsidized Secondary Education
UNESCO	United Nations Educational Scientific Cultural Organization
UPE	Universal Primary Education

TABLE OF CONTENTS

Declaration	ii
Dedication	iii
Acknowledgements	iv
Abstract	v
List of Acronyms and Abbreviations.....	vi
Table of contents	vii
List of tables	x
List of figures	xi

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	7
1.4 Objectives	7
1.5 Research Questions.....	7
1.6 Significance of the Study.....	8
1.7 Limitations	8
1.8 Delimitation of the study	8
1.9 Assumptions	9
1.10 Theoretical framework.....	9
1.11 Conceptual Framework	10
1.12 Operational Definition of Terms	11

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction	12
2.2 Financing Secondary Education in the world.....	12
2.2.1 Enrolment and participation rates around the world.....	12
2.2.2 Lower and Upper Secondary Education.....	15
2.2.3 Patterns and trends in public spending around the world.....	17
2.3 Financing Secondary Education in Africa.....	18
2.4 Financing Secondary Education in Kenya	20
2.4.1 Justification of secondary school expansion	27
2.5 Summary of literature review	29

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction	30
3.1 Research Design	30
3.2 Location of study	31
3.3 Target Population	31
3.4 Sampling Procedure.....	33
3.5 Research Instruments	33
3.5.1 Questionnaire for the principal	33
3.5.2 Questionnaire for class teachers	34
3.5.3 Interview schedule for DEO	34
3.6 Piloting	35
3.6.1 Validity of the instruments.....	35
3.6.2 Reliability of instruments	35
3.7 Data Collection	36
3.8 Data Analysis and Presentation	37

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction.....	38
4.2: Demographic data	38
4.3 Enrolment of students in public day secondary schools in Manga District.....	39
4.4: Challenges facing the implementation of subsidized secondary education.....	42
4.5: Effects of subsidized secondary school education	43
4.6 Strategies for improving the implementation of subsidized secondary education.....	44
4.7 Discussion	47

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	49
5.2 Research findings	49
5.2.1 Enrolment of students in public secondary schools	49
5.2.2 Challenges faced in implementation of SSE	50
5.2.3 Effects of SSE	50
5.2.4 Strategies to enhance the implementation of SSE	50
5.3 Conclusion.....	51
5.4 Recommendations	52
5.5 Recommendations for Further Study.....	52

REFERENCES	54
-------------------------	----

APPENDICES

Appendix A: Questionnaire for Principal	58
Appendix B: Questionnaire for class teacher	62
Appendix C: Questionnaire for the DEO	64
Appendix D: Budget	65
Appendix E: Work Plan.....	66
Appendix F: Research Authorization letter.....	67

LIST OF TABLES

Table

2.1: Enrolment ratios in secondary education by region 1991, 1999 and 20005.....	14
2.2: GERs in lower and upper secondary by region, 1999 and 2005.....	16
2.3: Patterns and trends in public spending around the world	17
2.4: Transition and participation rates in primary schools in selected African Countries.....	19
4.1: Reasons that lead to school dropouts.....	40
4.2: Recommendations to achieve high participation rates in Secondary schools.....	45

LIST OF FIGURES

Figure

1.1 Conceptual framework on effects of Subsidized Secondary Education	10
4.1 Students enrolment in Manga District.....	39
4.2 Factors that have contributed to school dropout according to teachers.....	41
4.3 Main contribution of Subsidized Secondary Education.....	43
4.4 Principals recommendations on how to improve SSE implementation in Manga district.....	46

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In Kenya, where the education system runs 8 years in primary school, 4 years in secondary and at least 3 years in college and 4 years in the university, secondary school education plays a pivotal role in providing the youth with opportunities to acquire human capital skills (Ngware et al., 2006). It enables the youth to pursue specific fields of training so as to improve their skills leading to higher labour market productivity. Despite this important role, access to secondary education in Kenya is still very low (Ngware *et al*, 2006).

The major hindrances to access and quality education in public secondary schools include high cost, high levels of poverty, extra levies for private tuition and unfriendly environment especially for children from poor households and those with special needs (Ministry of Education (MoE) ,2007). The cost of secondary education has been a major factor contributing to non attendance in secondary school. High cost of secondary education is mainly due to the high boarding expenses, upfront demand for school development projects such as purchase of school buses, construction and maintainance swimming pools as well as stringent admission conditions that entail demand for excess items and costly uniforms (MoE, 2007). Overall cost, which includes the cost of learning materials, books, uniform and other expenses, in addition to opportunity costs deter poor students from specifically engaging in formal secondary education (MOE, 2007).The

most affected category of students include those from poor families and orphans (Ngware et al, 2006).

An examination of the economic composition of enrolled students at the secondary level shows that, while primary school pupils are drawn more or less proportionately from the upper income groups, fewer than 4% of secondary students are drawn from the poorest per capita expenditure quintile, 7.3% from the lower middle-income group, 11.4% from middle income group, 16.2% from upper middle while 28.2% are drawn from the richest quartile (Society for International Development, 2003; MoE, 2007). Children from the top wealth quartiles have a better chance of enrolling in secondary school than those from the bottom wealth quartiles. This analysis reveals that access to secondary education in Kenya is skewed in favour of the rich (KDHS, 2003).

In a bid to enhance access to secondary education, the government has been giving out bursaries. These are targeted to students from poor families particularly the orphans and girl child. At constituency level, the bursary fund is managed by Constituency Management Committee in consultation with the Ministry of Education. Other sources of bursary include Constituency Development Fund (CDF) as stipulated in constituency Development Fund (CDF) Act of 2004 and Local Authorities Transfer Fund (LATF). Bursary allocation has been increasing since 2003, for example in 2005/06 and 2006/07 fiscal years, Kshs.800 million per academic year was allocated towards the MOE Bursary Scheme. Allocation criteria are based on a formula that takes into account the constituency poverty index and school enrolment (MOE, 2007).

Experience, however, has shown that the system does not work. Not only do the needy students miss out because of political considerations but those who get the bursary are allocated sums that do not meet all their schooling needs (EFA, 2007). There is lack of proper criteria in the identification of the needy for the purpose of bursary awards. The criteria in use emphasize on discipline and performance. Some needy students from low socio-economic backgrounds do not meet the level of discipline and performance required. Using discipline as a criterion disadvantages students from poor families. There is evidence indicating that children from poor households are likely to have more school discipline related problems than those from wealthy families. These could include lateness, absenteeism, unfinished assignments, untidiness caused by a deprived background and lack of school uniform. Performance as a criterion militates against applicants from low socio-economic backgrounds, thus hindering them from getting bursary support as they may not be high achievers in academic work. This means that if attention was paid to performance as a criterion it could curtail the government's effort to equalize access to education through the provision of bursary subsidies (Oedebero et al, 2007).

To address the issue of making secondary school affordable, Education Stakeholders constituted a taskforce on 9th may 2007 that was launched by the Education Secretary on 5th June, 2007. The mandate of the task force was to establish ways and make recommendations on how to make secondary education affordable to all secondary school age youth in the country (EFA, 2007).

The Taskforce recommended a tuition waiver of Ksh.3600 for all students in day secondary schools; District, Provincial and National boarding school (MOE, 2007). In May 2007, during labour day celebrations, president Kibaki announced that tuition fees would be scrapped from secondary school fees in January 2008 (EFA , 2008). However, during 2007 general election campaigns, nearly all presidential candidates promised to go beyond subsidized education to a free and compulsory secondary education. In January 2008, president Kibaki implemented the pledge which has been seen by many as a political populist move that would in real terms, remain a burden to parents (Ngare, 2007). The main objective of providing free secondary education is to ensure that children from poor households acquire a quality education that enables them to access opportunities for self-advancement and become productive members of society (Speech by president Kibaki, February, 2008). The government opted for subsidized payment in day schools and boarding schools, to a tune of sh.10, 265 in fee per student. This is to meet the full cost or part of tuition, repairs, travel and transport, administration, electricity and water bills, activity fees and non-teaching staff salaries, among others. Parents are expected to continue paying for school uniforms, boarding expenses, lunch and transport (Business daily, 2008). As parents still bear the mentioned costs, the appropriate term to use in this study would be subsidized secondary education.

Subsidy by the Government of Kenya (GoK) to secondary schools is justified by the fact that; Primary education alone is not sufficient to provide the quality skilled human resource necessary for our country's sustainable development. Moreover, Primary school pupils complete 8 years of schooling when they are still too young to engage in

productive activities and contribute meaningfully to nation building. In addition, children from poor families who fail to join secondary schools because of lack of school fees often revert back to illiteracy, thus reversing eight years of investment in their primary education (Kibaki, 2008). Given the massive increase in enrolments after the introduction of free primary education, there is a concern that if secondary schools continue to charge fees, the majority of those who successfully enter and complete primary education will be unable to continue to secondary education. There are children from poor families whose parents are unable to afford costs of secondary education. The denial of this level of education is likely to limit their chances of escaping poverty (Asayo Ohba, 2009). Because of the social, political and economic benefits associated with secondary education, subsidized secondary education is seen as a potential strategy to expanding access to education for the poor. This study aimed at analyzing the effect of subsidized secondary education on access and participation in Manga District in Kenya.

1.2 Statement of the Problem

The overall Kenyan education sector goal is to achieve Education for All (EFA) and the Millennium Development Goals (MDGs) on universal education by 2015 in tandem with national and international conventions and commitment and Vision 2030. Key to this is the secondary education which is recognized as fundamental in laying the foundation for development of knowledge and skills necessary for higher education, social adaptation and entrepreneurship (MoE, 2007).

Access to quality, relevant and affordable secondary education has remained a problem to many Kenyans as is evident from the low primary to secondary transition rates, gender

disparities where more boys than girls are enrolled and enrolment that is skewed in favour of the rich. The major hindrances include high costs, high levels of poverty, extra levies for private tuition, unfriendly environment especially for children from poor households and those with special needs. Children from poor backgrounds in most cases are not able to afford these costs and that is why the GoK officially launched the Subsidized Secondary Education (SSE) programme at the beginning of 2008. Subsidized secondary education is implemented at a time when the country is experiencing poor economic performance due to the consequences of drought, post election violence and global economic recession. This is reflected by the drop in real GDP growth from 7.1 percent in 2007 to 1.7 percent in 2008 (Budget strategy paper, 2009) while the Government of Kenya (GoK) spends a relatively high proportion of total public expenditure on education as a percentage of Gross National Product (GNP). With the high expenditure financed by citizens through taxes and development partners, it is imperative that SSE achieves its objective, i.e. ensure that children from poor households acquire a quality education that enables them access opportunities for self advancement and become productive members of society (Kibaki, 2008). This study looked at the effects of the subsidized secondary education program on access and participation in education at public secondary schools in Manga District.

1.3 Purpose of the Study

Was to analyze the effect of subsidized secondary education on access and participation in public day secondary schools and suggest ways of improving the implementation of subsidized secondary education.

1.4 Objectives

- i. To determine the enrolment of students in public day secondary schools in Manga District before and after implementation of subsidized secondary school education.
- ii. To identify the challenges facing the implementation of subsidized secondary education in Manga District.
- iii. To analyze the effects of subsidized secondary education in Manga District.
- iv. Suggest strategies for improving the implementation of subsidized secondary education in Manga District.

1.5 Research Questions

- i. What is the level of enrolment of students in public secondary schools before and after implementation of subsidized secondary education in Manga District?
- ii. What are the challenges facing the implementation of subsidized secondary education in Manga District?
- iii. What are the effects of subsidized secondary education in Manga district?
- iv. What are some of the ways of improving the implementation of subsidized secondary education in Manga District?

1.6 Significance of the Study

The researcher hoped that the findings and recommendations of this study would provide information on the progress of SSE and the challenges that may be limiting its success. The information would be important to the Ministry of Education and may highlight where problems are in terms of SSE implementation and therefore come up with appropriate solutions to those problems. Additionally, the findings of the study would help parents appreciate their part in supplementing Government support and make the programme a success. This study would also add literature to the area of effects of subsidized secondary education on enrolment and participation.

1.7 Limitation of the Study

The study was constrained by the limited scope of literature. Few studies on SSE have been done since its implementation in 2008. The researcher however utilized studies from other countries and applied them to Kenyan situation. Some schools did not have proper school records making availability of records difficult and inaccurate. To counter this problem, the researcher counter checked the school records with the data in the District Education Office.

1.8 Delimitation of the Study

The study confined itself to public secondary schools and hence private secondary schools were not involved. Principals and class teachers of identified public secondary schools were the main respondents. The data collected from the DEO inclined towards public secondary schools.

1.9 Assumptions of the Study

The researcher, in carrying out the study made following assumptions:

- i. Subsidized secondary education had been implemented in all public day secondary schools in Manga District.
- ii. The District Education Officer, Principals and Class teachers would be willing to respond to research instruments on time and provide accurate information for this study.

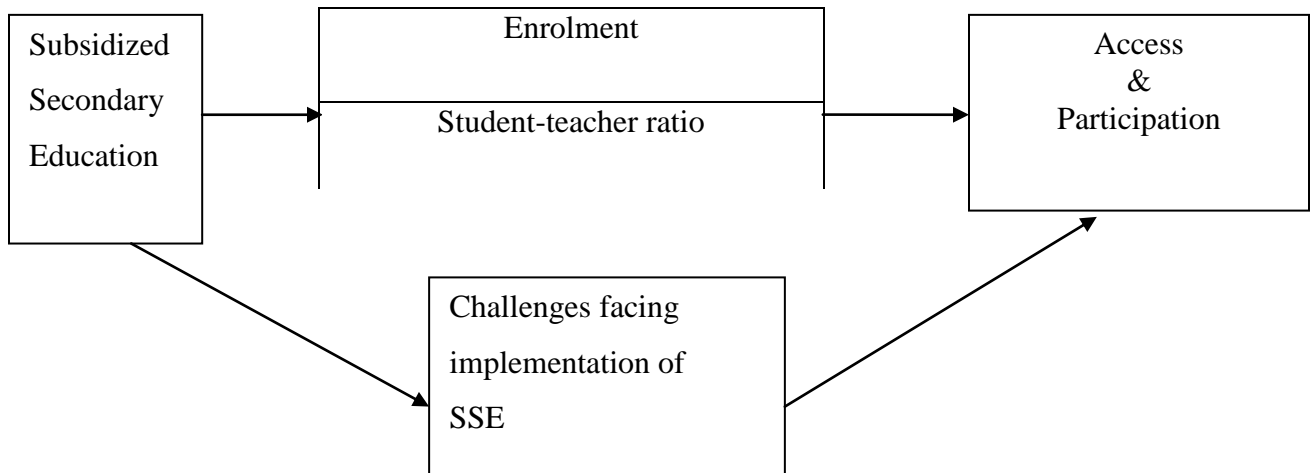
1.10 Theoretical Framework

The classical liberal theory of Equal Opportunity and Social Darwinism asserts that each person is born with given amount of capacity, which to a large extent, is inherited and cannot be substantially changed. Thus, education systems should be designed so as to remove barriers of any nature that prevent bright students from lower economic backgrounds from taking advantage of inborn talents which accelerate them to social promotion.

The orientation of the study is on equality brought about by access and participation in the education process which in turn is determined by the ability to pay the user charges levied by the schools. Increased dropouts and absenteeism occasioned by financial inability of poor families to sustain their children in schools affect the internal efficiency of public schools. This theory was found relevant for the study because the user charges discriminate poor families who cannot afford to keep their children in school.

By removing financial barriers in secondary schools, ideal conditions could be created to implement the vision of equal opportunities where everybody has access to education that suits individual abilities and capabilities.

Fig 1.1: Conceptual framework on effects of Subsidized Secondary Education



Source: *The Researcher*

A conceptual framework is a model of representation where a researcher represents relationships between variables in the study and shows the relationship graphically or diagrammatically (Orodho 2004).

The conceptual framework above envisage a relationship between subsidized secondary education that is supposed to have an effect on enrolment, student-teacher ratio and the challenges facing subsidized education that may hamper attainment of access and participation.

1.12 Operational Definition of Terms

Access: This refers to availability of opportunity for a student to be enrolled and learn in a secondary school.

Quality: This is the degree of worth of knowledge, skills and attitudes acquired by secondary students. It is measured by educational inputs which in this context is textbooks and teachers.

Subsidized Education: A system where the government meets all the costs related to education apart from uniform, boarding for boarders and lunch fee for day scholars.

Public schools: These are schools managed by Board of Governors appointed by the Minister for Education, teachers employed and paid by the Government of Kenya and the students are given a subsidy of Kshs 10,265.

Absenteeism: Refers to continued failure to attend classes.

Poor students: Students whose parents or guardians are unable to pay for their upkeep in school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, literature review is done under the following sub headings:

- Financing Secondary Education in the world
- Financing Secondary Education in Africa
- Financing Secondary Education in Kenya

2.2 Financing Secondary Education in the world

Increasing participation in secondary education is an explicit part of the Dakar Commitment to Education For All (EFA) and of the millennium Development Goals (MDGs) as more countries progress towards Universal Primary Education (UPE). Secondary education is important where opportunities for secondary education are scarce, parents may see less reason to ensure that their children complete primary school undermining progress towards UPE.

Most Governments today are committed to providing universal access to basic education which includes lower secondary as well as primary education. It follows that universal basic education requires completion of primary school and successful transition to lower secondary .All developed countries, some countries in transition and most countries in Latin America and the Caribbean and in East Asia and the Pacific consider primary and lower secondary education part of compulsory schooling.

2.2.1 Enrolment and Participation Rates around the World

Worldwide participation rates in secondary education have increased significantly since the early 1990s. Enrolment in secondary education has been on the rise; in 2005 some 512 million students were enrolled in secondary schools worldwide and in 2006 513 Million students, an increase of nearly 76 Million since 1999.

Worldwide participation rates in secondary education have increased significantly since the early 1990s, the average secondary GER was 52% in 1991, 60% in 1999 and 66% in 2005. The average secondary NER increased from 53% in 1999 to 59% in 2005. Participation rates in secondary education increased in all regions except central Asia in 1991-1999, a period of widespread educational deterioration (Silora et al., 2007).

Countries in North America and Western Europe have achieved Universal secondary education with GER above 100% on average and NERs exceeding 90%: Relatively high secondary NERs (over 80%) are found in central and Eastern Europe and in Central Asia. Two –thirds or more of secondary school age young people are enrolled in secondary schools in Latin America and in East Asia and the Pacific. Average secondary NERs are lower in the remaining sub-Saharan Africa (25%).

Table 2.1: Enrolment ratios in secondary education by region 1991, 1999 and 2005

	Gross enrolment ratios %			Net enrolment ratios %	
	School year ending in			School year ending in	
	1991	1999	2005	1999	2005
World	52	60	66	53	59
Developing countries	42	53	60	46	53
Developed countries	93	100	102	89	92
Countries in transition	95	91	91	84	82
Sub Saharan African	22	24	32	19	26
Arab states	51	60	68	52	58
Central Asia	98	86	90	81	84
East Asia and the pacific	50	64	74	61	70
East Asia	50	64	73	61	70
Pacific	66	107	105	68	69
South and west Asia	41	46	53	40	46
Latin America & Caribbean	51	80	88	59	68
Caribbean	43	54	58	45	42
Latin America	51	81	89	59	69
North America and Western Europe	94	101	92	102	89
Central and Eastern Europe	81	87	89	80	81

Source: *UNESCO (2006)*

2.2.2 Lower and Upper Secondary Education

Most countries distinguish between two stages of secondary education (UNESCO 1997). Lower secondary education often compulsory, seeks to maintain and deepen the educational aims of primary schooling. In some countries it is provided in the same institutions and taught by the same teachers as primary education; in others it is institutionally distinct from primary education and shares more in common with upper secondary education. The onset of upper secondary education typically marks the end of compulsory schooling.

Worldwide in 2005 the GER in lower secondary was 79% much higher than ratio of 53% in upper secondary. Differing participation rates between the two levels were especially in East Asia and the Pacific, Latin America and the Caribbean and the Arab states. By contrast, in North America and Western Europe and in Central and Eastern Europe participation is very similar throughout all of secondary education.

In all developed countries, in all countries in transition and in 80% of the countries in Latin America and the Caribbean and in East Asia and the Pacific lower secondary education is indeed compulsory and participation levels are high: GERs were above 90% in 2005. In 75% of the Arab states, lower secondary education is now compulsory but average participation levels while increasing are far from Universal at 8%. In South and West Asia and in sub-Saharan Africa where lower secondary education is compulsory in less than 40% of countries.

Table 2.2: Gross enrolment ratios (GERs) in lower and upper secondary education by region, 1999 and 2005.

	Lower Secondary		Upper Secondary	
	School year ending in		School year ending in	
	1999	2005	1999	2005
World	72	79	47	53
Developing countries	66	75	38	46
Developed countries	102	104	98	99
Countries in transition	92	91	87	89
Sub Saharan Africa	28	38	19	24
Arab states	73	81	46	55
Central Asia	90	95	77	76
East Asia	80	93	45	54
Pacific	89	89	139	132
South & west Asia	59	66	34	41
Latin America and Caribbean	95	100	62	73
Latin America	96	101	63	74
North America and west Europe	103	105	98	99
Central and Eastern Europe	92	91	81	87

Source: *UNESCO (2006)*

2.2.3 Patterns and Trends in Public Spending Around the World

The distribution of spending on the various education level has an important implication for equity within the countries. The table 2.3 shows public expenditure on education as a percentage of GNP regions.

Table 2.3: Patterns and trends in public spending around the world

World	Countries with data (%)
World	68
Developing countries	82
Countries in transition	75
Sub-Saharan Africa	73
Arab states	50
Central Asia	67
East Asia and the Pacific	42
South and West Asia	78
Latin America / Caribbean	73
North America / W. Europe	88
Central and Eastern Europe	76

Source: UNESCO, 2005

Large increases in spending have been associated in some countries with substantial progress on EFA goals. For example Ethiopia, Mozambique, Senegal and Kenya were sharply increased and all share of GNP invested in education and have seen significant declines in numbers of out-of- school children. In South and West Asia more than halved

its out-of-school population from 37 million to 18 million. And in Sub-Saharan Africa, the number of primary- school- age children not in school dropped by 10 million.

2.3 Financing Secondary Education in Africa

The experience of sub-Saharan Africa during the 1990s economic stagnation and high levels of external debt undermined government's capacity to finance education, with per capita spending declining in many countries.

The importance of economic growth for education financing is not widely recognized. The increasing national income does create financing conditions conducive to higher public spending on education. Economic growth expands the resources available to governments through taxation. The share of national income collected in government revenue tends to rise as poverty falls and economic growth is an important condition for sustained poverty reduction.

Access to secondary education in many countries is highly selective. In many countries, transition rates between primary and secondary education does not exceed 25%. As the primary school develops and becomes increasingly difficult to translate a primary school certificate into a job, social pressure for access to the next level of education constantly grows stronger. This problem of allocation of limited number of places in the secondary school level becomes more acute where selection is severe, procedures explicit and issues at stake are important (UNESCO, 2005).

Compared to the rest of the world, enrollment ratios in Africa are much lower at all levels. In 1980s, enrollments in Africa were at their lowest ebb following several inter-country conflicts, economic difficulties and poor economic policies. Governments were forced to cut the already meager educational budgets especially those with adjustments programmes. The notion of Free Primary Education (FPE) disappeared over the decade and for some the emphasis of basic education at the expense of higher education severely weakened capacity building at critical levels in an increasingly knowledge-based world economy. Despite modest increase in enrolment rates in the 1990s this was insufficient to reverse the setbacks of 1980s (World bank, 1998/9).

The transition and participation rate in most of the sub-Saharan countries is below 50 per cent. Data obtained from some selected countries indicate the following transition rates:

Table 2.4: Transition and participation rates in Primary Education in selected African countries

Country	Transition ad participation (%)
Seychelles	100
South Africa	90
Mauritius	80
Kenya	30
Uganda	20
Tanzania	20
Niger	10

Source: UNESCO, 2006

UPE is not just getting children into school at an appropriate age. It also about ensuring that they stay in school to complete a full cycle of quality basic education. Some

impressive gains have been registered. The Net Enrolment Ratio (NER) for developing countries as a group has increased between 1999 and 2006 at twice the rate of 1990s. In Sub-Saharan Africa it increased from 54% to 70%. This is six times the rate of 1990s and it was achieved despite the rapid population. Ethiopia more than doubled its NER to 71%. The NERs of Benin and Republic of Tanzania moved from around 50% to more than 80% (UNESCO, 2005).

Expansion of secondary school enrolment has led to reductions in gender disparities in most regions. However, gender disparities remain larger in secondary education than in primary. In many countries in Sub-Saharan Africa participation rates for girls remain low and disparities high.

Gender disparities are unequally distributed across societies. In Mali, the Gender Parity Index (GPI) for the poorest 20% of households was 0.60 in 2001 whereas many girls in richest 20% were attending primary school. The secondary GPI is 0.50 for the poorest households and 0.96 for the wealthiest. Such facts demonstrate how poverty often magnifies the effects of gender disparities in education (UNESCO, 2009).

2.4 Financing Secondary Education in Kenya

Financing of education has been and continues to be a major challenge to many countries, both developing and developed countries. There have been massive increases in spending on education all over the world. This is due to the ever-growing demand for education, the resultant expansion of educational systems, rising costs in education because of inflation and the need for more and more sophisticated equipment (Ayot and Briggs,

1988). The rate of public expenditure on education is greater than the actual increase of G.N.P. this means that education is consuming a bigger and bigger share of the total wealth available. Concern about the increasing costs of education has led to attempts to make education more efficient.

There are many studies done on the financing of education. This literature review covers the following studies; Akinkugbe (2001), World Bank (1980), Lewis (1990), Chai (1971), Njeru and Orodho (2003), Kosgei et al (2006), Achola (1988), Makori (1996). A study carried by Akinkugbe & Kunene (2001:134) found an imbalance in financing of education in Swaziland. The study showed that on average, about 30% of the recurrent expenditure goes to primary education, while the remaining 70% is equally divided between secondary and tertiary levels of education as well as with the other activity heads in the Ministry of Education.

The study revealed that what is needed to educate one single university student would be sufficient to educate about 55 primary or about 20 secondary school students. Additionally, while the contribution of the household to the education system is quite high at the primary, secondary and high school levels (over 40%), at the tertiary (post-secondary) level, the household contribution is almost nil. The study found that there was a serious resource constraint particularly for the materials and supplies needed to provide high quality education in primary schools in Swaziland. Education in developing countries is mainly a public enterprise and therefore the bulk of educational finance comes from public sources (Chai, 1971). An historical analysis of the pattern and trends of education financing in Kenya reveals existence of a partnership between the state,

households, and communities, long before the introduction of the cost-sharing policy by the Government of Kenya.

The Government of Kenya recognizes the importance of secondary education. This has made the Government to increase the budgetary allocation to this level of education in order to increase access and ensure high quality secondary school education for all Kenyans. As reported by the World Bank's Education Sector Policy Paper (1980) cited in Meier (1990:458),

“Studies have shown that economic returns on investment in education seem, in most instances, to exceed returns on alternative kinds of investment, and that developing countries obtain higher returns than the developed ones”.

Concerning the importance of secondary school education, Lewis (1990) cited in Meier (1990:453) characterizes the products of secondary school as,

“The officers and noncommissioned officers of an economic and social system. A small percent goes on to university education, but the numbers required from the university are so small that the average country of up to 5 million inhabitants could average tolerably well without a university of its own. Absence of secondary schools, however, is an enormous handicap... The middle and upper ranks of business consist almost entirely of secondary school products, and these products are the backbone of public administration”.

In light of the above, and in recognition of the important role played by quality education towards economic growth and expansion of employment opportunities, the government of Kenya increased allocation to the education sector by 11% from Ksh.108.3 billion in 2006/2007 to Ksh. 119.5 billion in 2007/2008 and currently increased it further to a total of Ksh138.241 which is an increase of Ksh.10.3 billion from the previous year. The

increase is due to the introduction of tuition free secondary education and hiring of more teachers.

In the financing of secondary education in Kenya, the Ministry of Education operates a bursary scheme at secondary education level in order to enable students from poor families to get access to secondary education. A study done by Njeru and Orodho (2003) both of the Institute of Policy Analysis and Research (IPAR) found that only about 22% of the children belonging to the poorest quintile enjoy bursary relief. However at the current level of funding, bursaries provide only 4% of relief of the total cost per student in secondary schools (Kosgei et al, 2006 in Educator V1 N1). The main problem with bursaries is that given the prohibitively high cost of secondary schooling in Kenya, the current allocation is grossly inadequate. It caters only for 28% of the needy students.

Achola (1988) cited in Kosgei (2001) studied the financing of secondary schools in Kenya and found out that the public expenditures on education were too high and unrealistic and recommends for urgent need for community and local governments to finance the supply of education with a very limited support from the central government. The study fails to recognize the fact that education is a human right and it is the responsibility of the government to ensure that her citizens get access to basic education. The study also fails to suggest ways of putting the existing finances into better use by the institutions. Makori (1996) carried out a study on the rising costs in public secondary schools in Kisii central revealed that schools were faced with the problem of inadequate funds and that several strategies have been adopted to make ends meet. Some of the strategies include the reduction of the budget through improved efficiencies, budget

reduction through programme reduction and increasing revenues through fundraisings, charges for services provided and donations. This study however did not suggest how the existing resources could be utilized.

Before Kenya became independent in 1963, secondary education was being provided along racial lines through European schools, Asian schools, and African schools. The European schools were more endowed with learning facilities while African schools, mostly attended by children of the pre-independence African elites, were few and had few facilities. Immediately after independence, all existing public secondary schools were categorized as public unaided schools, public-aided schools, or National Schools (publicly-aided schools considered as centers of excellence). In addition, there were private schools that were being established. National Schools were better endowed with facilities and were mainly the former European schools—some of whom were high cost schools. In the last two categories, the government employed teachers and provided facilities through the Kenya School Equipment Scheme. The un-aided category was a community initiative (locally known as harambee schools), which was a reaction to social demand for secondary education. Harambee schools were established with an aim of expanding opportunities of access to secondary education, which previously were constrained by limited school places and cost of secondary education. Unlike other schools, most harambee schools were locally accessible in terms of distance and charged relatively low fees. The majority of low social class households took their children to these schools.

Unfortunately, harambee schools, which were seen as a panacea to the problem of access to secondary education, were perceived as providing low quality education. In the 1980s, the government intervened and began supplying teachers and learning equipments to all secondary schools except private schools, thus improving quality and partly financing community initiatives.

The schools were re-categorized as district, provincial, and national schools. The majority of former harambee schools (most of them day schools) became district schools. At the same time, a cost-sharing policy was introduced where the government was mainly to provide teachers and other essential learning resources while the communities were to finance school infrastructure and meet most of the recurrent expenditure. This was a welcome move in terms of improving the quality of secondary education, but it did not adequately address the problem of access to affordable secondary education. This made the government to embark on a bursary (or student-aid) program targeting the vulnerable groups. However, the bursary program was inadequate, given the growing number of school-age population. In the 1990s, which was characterized by the shocks created by structural adjustment programs and the onset of market liberalization, government participation in the provision of secondary education became limited to paying teacher salaries due to budget cuts.

In addition, fewer schools were being constructed while there was widespread poverty and increased school withdrawal, yet the school-age population kept increasing. After the year 2000, the government seemed to be more determined to expand opportunities of access to affordable secondary education. This was due to increased social demand for

education and a realization that the Free Primary Education program (introduced in 2003) is likely to push the demand for secondary education even much higher. Such determination is manifested through an increased budgetary allocation to secondary school bursary funds from US\$ 11.5 million in 2003–04 to Ksh 800 million or (US \$11.7) in 2006/2007 financial year. This has been disbursed through constituencies in a plan that seeks to broaden the base of beneficiaries and guarantee effective targeting of the needy. However experience has shown that the system does not work. Not only do the needy students miss out because of political consideration but those who get the bursary are allocated sums that do not meet all their schooling needs. This is because politicians are involved in the management of the funds, and due to that, they appoint their cronies to sit in the constituency bursary committees and through that influence those to receive money. In this arrangement, needy students whose parents do not support the politicians easily miss the bursaries, while those whose parents can afford, get the money just because they support the politician (EFA, 2007).

Suggestions that have been advanced on reducing secondary costs include improving resource utilization; this can be done by increasing the Average Teaching Load (ATL) to 25 hours per week, teachers having a cluster of schools to achieve the target teaching load, retraining teachers to ensure that they are able to teach high demand subjects and permit secondary schools to hire temporary teachers to replace those who are on sick leave or maternity leave. Other options include increasing enrolment through expansion of schools to at least three streams, Expand and construct more day schools, promote and

upgrade all day schools in the country in terms of facilities and learning environment to the level of provincial schools (MOE, 2007; Ngware, 2007).

The Kenya Government in its move towards reducing costs of secondary education scrapped tuition fees in a step towards expanding access and ensuring high retention and completion rates at this level (EFA,2008).This study therefore will seek to establish the effect of the government subsidy on access and participation in public secondary schools in Kenya.

2.4.1 Justification of Secondary School Expansion

Six reasons justify investment in expanded participation at secondary level in much of Sub Saharan Africa (SSA) where enrolment rates are low. First, the output of primary school systems is set to increase by 200% or more over the next 10 years as Universal Primary Education (UPE) and completion is approached. This will create large unmet demand for secondary places with consequences for political instability arising from unmet aspirations and for equity. Second, the progress towards the Millenium Development Goals (MDGs) requires UPE. This depends on an adequate flow of qualified secondary graduates into primary teaching which will be compromised where Secondary output is small. It also depends on sustained demand for primary schooling which will falter if transition rates into secondary fall. The MDGs commit countries to achieving gender equity in primary and secondary schooling. The evidence from SSA is clear that this is most likely where secondary Gross Enrolment Rates (GERs) exceed 50%, and is rarely achieved where enrolment rates are lower.

Third, HIV and AIDS have decimated the active labour force and undermined prospects for economic growth in some SSA countries. Several studies point to evidence that those with secondary schooling are less at risk than those with lower levels of educational achievement. In other countries conflict has seriously degraded capabilities. In both cases the human capital that has been lost has to be replenished if prospects for recovery are to bear fruit and this requires more than basic education.

Fourth, poverty reduction will stall unless income distribution improves. Successful completion of secondary schooling is becoming the major mechanism for allocating life chances in much of SSE, acting as a filter for access to better paid livelihoods and occupations. Secondary schooling excludes most children from below the 20th percentile of household income in low enrolment countries. Patterns are strikingly different between countries. This exclusion must be reversed if national pools of talent are to be fully accessed, equity in educational opportunities is to improve, and social mobility out of poverty is to be available to larger proportions of the population. Primary schooling alone, especially its extension to “the last 20%”, is unlikely in itself to be income redistributing or poverty alleviating for those it reaches, except on the margin. Fifth, competitiveness, especially in high value-added and knowledge-based sectors of the economy, depends on knowledge, skills and competencies associated with abstract reasoning, analysis, language and communication skills, and the application of science and technology.

These are most efficiently acquired through secondary schooling. Greater economic growth is associated with balanced patterns of public educational investment. Those

countries which have grown fastest have more balanced patterns of investment across different levels of education than those with heavily skewed distributions, and have higher secondary participation levels at early stages of their growth. Sixth, curriculum reform at secondary level is essential both because it has been widely neglected and because expanded access will enroll children with different learning needs and capabilities. Increased participation without more relevant, effective and efficient learning and teaching will not be fit for purpose and may create more problems than it solves. Curriculum issues are intimately linked to levels of achievement throughout the primary cycle which remain disappointing and continue to invite effective quality improvement.

2.5 Summary of Literature Review

The review endeavored to highlight the role of governments in education financing. It has been indicated that access to secondary schooling has been marked with huge differences, it is clear that developing nations are characterized by low enrolment, participation and transition rates compared to the developed world. Even within Africa, disparities still exist as captured through enrolments and transition rates in selected African countries.

Literature reviewed indicated that a number of studies have been undertaken in secondary school financing and its effect on access, participation, retention and completion. However, limited studies had been carried out on the effects of subsidized secondary education on access and participation thus leaving a potential gap in literature review that this study sought to fill. The current study therefore analyzed the effects of SSE on enrolment and participation in public secondary schools in Manga District.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter gives detailed outline on how the study was carried out. Its subsections described the research design that was used in the study, target population, sample and sampling procedure, research instruments, piloting, data collection and data analysis techniques employed in the current study.

3.1 Research Design

Descriptive survey research design was used in this study. Survey research deals with the incidence, distribution and interrelations of educational variables. It gathers data at a particular point in time with the intention of describing the nature of the existing conditions, identifying the standards against which existing conditions can be compared and determines the relationship that exists between specific events (Orodho, 2005:42).

Survey research design was chosen because the population to be studied was too large to observe directly and thus the design enabled the researcher to use questionnaires as a method of data collection. The survey research was deemed to be useful because of the economy of taking a sample of the population to generalize results for the whole population.

3.2 Location of Study

This study was carried out in Manga District. Manga District is one of the districts that make up Nyanza Province. The district borders Masaba, Nyamira North, and Nyamira

south Borabu and Kisii central districts. The district is sub-divided into three administrative divisions namely, Magombo, Kemera and Manga.

It was therefore believed that the study would give a wide varied view of the problem under study. However, it should be observed that the choice of the area of study did not render other parts of the district less significant.

3.3 Target Population

Mugenda and Mugenda (1999) define a population as a complete set of individuals, cases or objects with some common observable characteristics. A target population is that population to which a researcher wants to generalize the results of a study. The study was carried out in Manga district, which is in Nyanza province of Kenya. The target population for the study was day public secondary schools in the district. The study targeted all the 26 Principals, 50 Class teachers and the DEO in the district.

3.4 Sampling Procedure

Sampling is the process of selecting a sub-set of cases in order to draw conclusions about the entire set (Orodho, 2005). A sample is a small part of large population, which is thought to be representative of the larger population. Any statements made about the sample should be true for the entire population.

As noted by Cohen (2003), factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population. Therefore there is need to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population under study.

Stratified proportionate random sampling was used in this study. For the purpose of getting a representative sample, registered day public secondary schools in Manga District were grouped into three divisions. Proportionate random sampling technique was then used to select secondary schools from each division. This ensured that all the schools in the district got equal chances of being selected for the study. Orodho (2005:143) notes that the sample should be selected in such a way that you are assured that certain sub-groups in the population will be represented in the sample in proportion to their numbers in the population itself.

There are 26 registered public secondary schools in Manga district as reflected by the DEO's office records. There are 7 secondary schools in Magambo division, 8 schools in Kemera division and 11 schools in Manga division. A total of 15 secondary schools were selected for the study using proportionate random sampling. This is 60% of the total number of secondary schools in Manga district. The 15 schools for the sample were selected from each division as follows:

		POPULATION	SAMPLE	% SAMPLE SELECTED
<i>Schools in each Division</i>				
	MAGOMBO	7	4	57
	KEMERA	8	5	63
	MANGA	11	6	55
<i>TOTAL</i>		26	15	
<i>Respondents</i>	PRINCIPALS	26	15	58
	CLASSTEACHERS	50	30	60
	DEO	1	1	100

Source: DEO's Office Manga, 2010.

To obtain a school from each division for the study, simple random sampling was applied. A school was assigned a number and the numbers placed in a basket. The number that was picked randomly represented the school where the study was carried out. A stratified random sample is a useful blend of randomization and categorization, thereby enabling both a quantitative and qualitative piece of research to be undertaken (Cohen, 2003:101). The obvious advantage in stratified random sampling is that it ensures inclusion, in the sample of subgroup, which otherwise would be omitted entirely by other sampling methods because of their small numbers in the population (Mugenda and Mugenda, 1999).

3.5 Research Instruments

The collection of data was done using structured questionnaires. A questionnaire is an instrument used to gather data, which allows measurement for or against a particular viewpoint (Orodho, 2005). This study used structured questionnaires because it has the ability to collect a large amount of information in a reasonably quick space of time. The data gathered through the use of questionnaires can be coded easily and therefore analysis of the data becomes straight forward. The questionnaires were given to the selected school's principals and class teachers while an interview schedule was used to collect data from the DEO. Analysis of the relevant records and documents was also done.

3.5.1 Questionnaire for Principals

The study utilized one set of questionnaire for principals . The instrument contained both closed and open ended questions. Orodho (2008) says that the open ended questions are

easy to construct and give greater depth of information and that closed ended questions are easy to analyze

3.5.2 Questionnaire for Class Teachers

The study utilized one set of questionnaire for all the class teachers involved from form one to form four using closed and open ended questions. Information on attendance and participation on individual students was sought.

3.5.3 Interview Schedule for DEO

The study used an interview schedule for the DEO. Nsubuga (2000) argues that an interview schedule provides more information because respondents are comfortable communicating orally.

3.6 Piloting

After the instruments had been constructed, they were piloted before proceeding with the study to establish that the questions were framed correctly, wording was clear, they had correct layout and to check on research biasness.

Kasomo (2007) says that questionnaires are pre-tested on a pilot group similar to the sample to which the questionnaires are to be given. Therefore, the questionnaires were piloted in two secondary schools Ogango and Ikonge mixed secondary school which did not participate in the actual research to provide a check on feasibility of the proposed procedure for collecting and coding data.

3.6.1 Validity of the Instrument

Validity is concerned with the degree to which an empirical measure or several measures of a concept accurately represent that concept. It is the degree to which result obtained from the analysis of the data actually represents the phenomenon under investigation (Orodho, 2005).

In this study, content validity of the instruments to be used was done through the expert judgment by the supervisors and colleagues in the department of Educational Management, Policy and Curriculum Studies who examined whether or not the research instruments were representative of the full content of the study. This enabled the researcher to identify the areas under-tested or over-tested and hence making corrections before carrying out the study.

3.6.2 Reliability of the Instruments

According to Mugenda and Mugenda (2003:95), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. In this study, the test-retest method was used to assess the reliability of the research instruments. This involved administering the same instrument twice to the same group of subjects. The Spearman's rank order correlation was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaire were consistent in eliciting the same response every time the instrument was administered. Instrument gave a co-efficient of 0.8 and thus they were used for the study since this implied a high degree of reliability of the data and suitability of the research instruments.

Spearman's rank order correlation:

$$\text{Rho } (r_s) = 1 - \frac{6\sum d_i^2}{n(n^2 - 1)}$$

The questionnaires were piloted in 5 secondary schools in a neighbouring Masaba district. This is because the two districts have many things in common. First Manga and Masaba districts were initially in Nyamira district. Both districts also experience the same social, economical and environmental conditions. For example, they both share the same culture (Gusii culture) and are blessed with plenty rainfall throughout the year. Their economic activity is farming especially growing of tea as the cash crop. The schools in both districts are almost in similar conditions.

3.7 Data Collection Procedure

Kombo and Tromp (2006) define data collection as the gathering of information to serve or prove some facts. Before collecting data, the researcher sent a letter to the sampled schools requesting to be allowed to collect data in the school. A research permit from the Ministry of Education was attached to this letter. The same documents were sent to Manga District Education officer and District Commissioner. The letters were sent to the schools three weeks before the actual date of data collection. This enabled the respondents to prepare for the study and also gave the researcher time to prepare a time and date schedule for visiting the schools to collect data.

During the day of data collection, the researcher went to the schools as scheduled. The researcher then sought permission from the Principal and after introducing himself, he went on to explain the purpose of his study. He also assured the respondents on the

confidentiality of any information that they gave. The researcher then administered the questionnaires to the sampled respondents.

3.8 Data Analysis and Presentation

Data analysis refers to a systematic searching and arranging interviews, field notes, data and other materials obtained from the field with the aims of increasing their understanding and enabling the researcher to present them to others(Orodho, 2005). After collecting the data, the responses were coded manually before entering them into the Statistical Package for Social Sciences (SPSS) computer program for analysis. Descriptive statistics such as frequencies, percentages and mean were used to analyse the data quantitatively. Qualitative data obtained from the open-ended questions were analyzed according to themes based on the study objectives and the research questions and thereafter, inferences and conclusions were drawn. The analyzed data was presented using tables, graphs and charts.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The purpose of this study was to analyze the effect of subsidized secondary education on access and participation in public day secondary schools and suggest ways of improving the implementation of subsidized secondary education. The study involved 15 day secondary schools and the findings are discussed according to the following research objectives.

- i. To determine the enrolment of students in public day secondary schools in Manga District before and after implementation of subsidized secondary school education.
- ii. To identify the challenges facing the implementation of subsidized secondary education in Manga District.
- iii. To analyze the effects of subsidized secondary education in Manga District.
- iv. Suggest strategies for improving the implementation of subsidized secondary education in Manga District.

4.2 Demographic Data

The District has 26 Public Secondary Schools spread over the three Divisions namely Kemera, Magombo, and Manga. As regards the type of schools it was discovered that 88% are mixed Schools, 8% Boys Schools and 4% girls Schools. It was also realized 84% of the Schools are mixed day schools and the remaining 16% are full boarding

schools. Day Schools are recommended in Kenya's education system because they are affordable. Republic of Kenya (1988), recommends that future Secondary Schools as a cost effective measure of expanding and providing accessibility to secondary education. The high number of day schools therefore, is in line with the education policy.

4.3 Enrolment of Students in Public Secondary Schools in Manga District

The first objective sought to determine the enrolment of students in public day secondary schools in Manga District before and after implementation of subsidized secondary school education. Figure 4.1 gives a summary of enrolment of both boys and girls in the district since the year 2007.

Fig 4.1 Students enrolment in Manga District

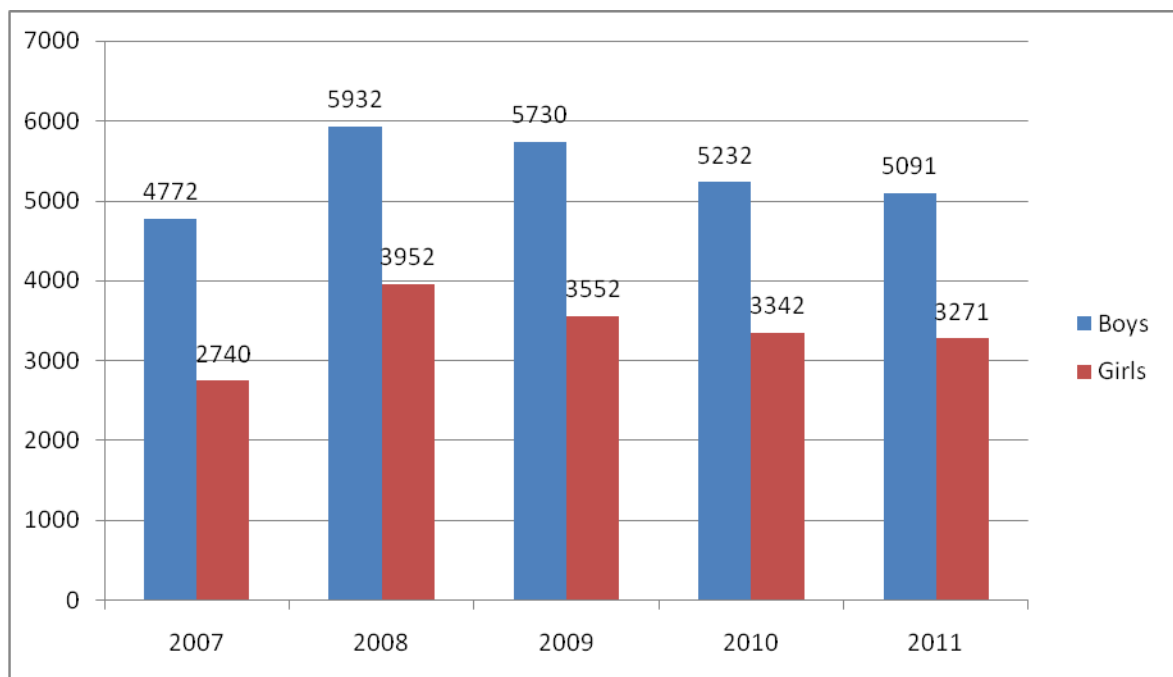


Figure 4.1 revealed that there was an increase in enrolment in both genders in 2008. The enrolment of boys rose from 4772 in year 2007 to 5932 in year 2008 showing an increase of 24.3% while that of girls rose from 2740 in year 2007 to 3952 in year 2008 showing an increase of 44.2%. This can be attributed to the SSE which begun to be implemented in the year 2008.

The graph also revealed a steady decline in enrollment as the years progressed a fact that shows that either the enrolled students were dropping out of schools or there was less enthusiasm towards SSE or both.

All the sampled head teachers (100%) said that their schools experienced drop out of students at all levels and they went on to give the reasons enumerated in table 4.1 as the major causes of school dropout in Manga district.

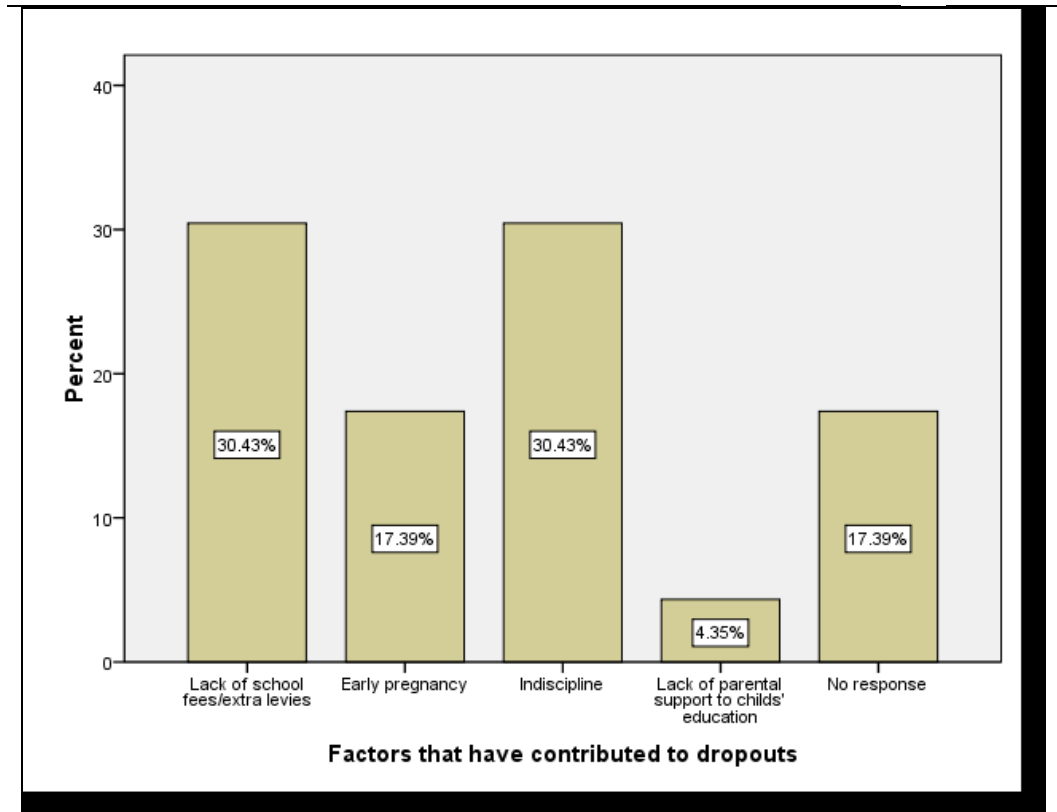
Table 4.1: Reasons that lead to school dropout (N=10)

	Frequency	Percent
Lack of payment of school levies	7	70.0
Early pregnancies for girls	1	10.0
Poor performance	1	10.0
Indiscipline	1	10.0
Total	10	100.0

Table 4.1 revealed that most principals (70%) said that lack of payment of school levies led to dropping out in secondary schools. The two major levies identified by the principals were P.T.A development fund and payment for lunch programme.

On their side the teachers attributed the school dropouts to the reasons summarized in figure 4.2

Fig 4.2: Factors that have contributed to school dropout according to teachers



According to figure 4.2, most teachers (30.43%) felt that school dropouts in Manga district were due to lack of school fees/extra levies and indiscipline. The finding on school levies concurs with that of the head teacher as revealed in table 4.1 above. This shows that extra school levies in Manga district is playing a major role in students dropping out of school.

4.4 Challenges Facing the Implementation of Subsidized Secondary Education

The second objective sought to identify the challenges facing the implementation of subsidized secondary education in Manga District. The DEO enumerated the following factors as the main challenges to the implementation of SSE.

- a) Inadequate tuition facilities due to high enrolment caused by students influx following the announcement of SSE by the government in January 2008;
- b) Understaffing of teachers especially in mathematics and sciences;
- c) Delay by MoE to disperse SSE funds;
- d) Inexperienced and unskilled head teachers in financial management practices leading to misappropriation of SSE funds;
- e) Poor institutions tendering systems and procedures that allow for leakage of resources;
- f) Indifference of other educational stakeholders about their supervisory and development roles;

These factors appear to point to weaknesses in all the educational stakeholders in Manga district. The government appears to have hurriedly rolled the SSE programme without enough preliminary feasibility studies to evaluate the practicability of the programme at

the time of implementation. This is being reflected in the delay of disbursement of funds, inadequacy of teachers to handle the large students' influxes that resulted and lack of capacity building of head teachers to handle the SSE funds appropriately. Parents and other sponsors appear to have relaxed on their supervisory and development roles leaving the school administrators unchecked and also without supplementary resources needed for SSE to be successful.

4.5 The Effects of Subsidized Secondary Education.

The third objective sought to analyze the effects of subsidized secondary education in Manga district. Firstly, the main contributions of SSE as reported by head teachers are summarized in figure 4.3.

Fig 4.3: Main contribution of subsidized secondary education

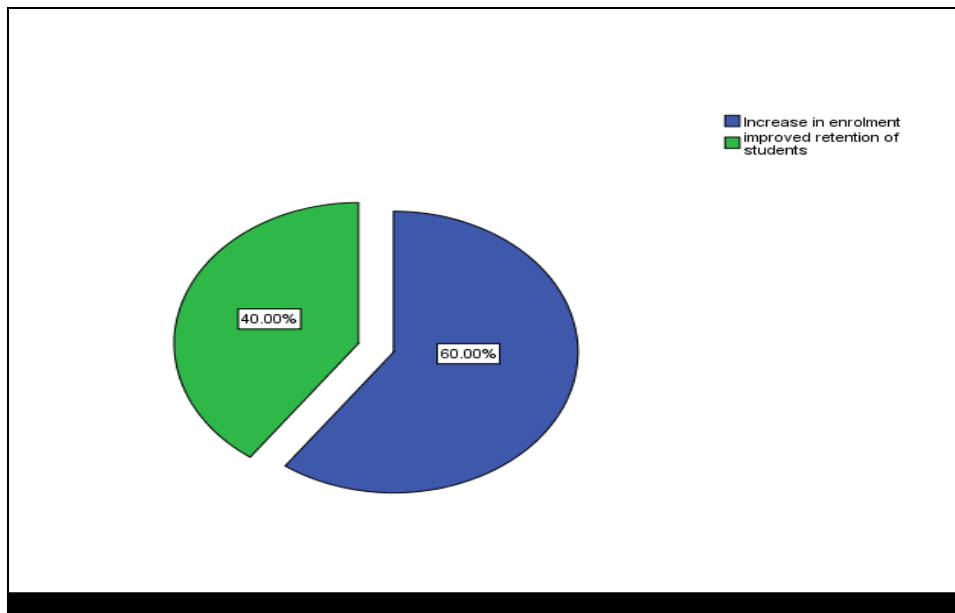


Figure 4.3 revealed the contributions of SSE mentioned by the school head teachers. 60% of the head teachers said that SSE increased the enrolment of students in their schools while 40% of the head teachers said that SSE had improved retention of students in their schools. This finding concurs with findings in figure 4.1 above that showed that there was a rise in enrolments following the implementation of SSE in 2008 and that this rise was not sustainable in the subsequent years indicating a possibility that there was poor retention of the enrolled students.

According to the DEO, apart from increasing schools enrolment, SSE was also responsible for straining physical and human resources in the district. This has adversely affected the quality of education in the district as reflected in the districts KCSE performance.

4.6 Strategies for Improving the Implementation of Subsidized Secondary Education

The fourth objective sought to suggest strategies for improving the implementation of subsidized secondary education in Manga district. To begin with, the teachers gave their suggestions on how to achieve high participation rates in secondary schools in Manga district as summarized in table 4.2.

Table 4.2: Recommendations to achieve high participation rates in secondary schools (N=23)

	Frequency	Percent
Parents to be sensitized on the importance of educating their children	3	13.0
Make secondary education absolutely free and compulsory	5	21.7
Encourage community participation on education	3	13.0
Guidance and counseling of students and their parents on the importance of education	10	43.5
No response	2	8.7
Total	23	100.0

Table 4.3 revealed that most of the teachers (43.5%) believe that offering guidance and counseling to students and their parents on the importance of education would enhance high participation rates in secondary schools in Manga district. This is followed by 21.7% of the teachers who feel that making secondary education absolutely free and compulsory will enhance high participation rates. This means that there are other individual and home factors that are keeping students away from schools apart from extra levies charged by the schools as also revealed in figure 4.2 above.

The sampled principals were requested to give their recommendations on how to improve the implementation of SSE in Manga district. Their recommendations are summarized in figure 4.4

Fig 4.4: Principals recommendations on how to improve SSE implementation in Manga district (N=15)

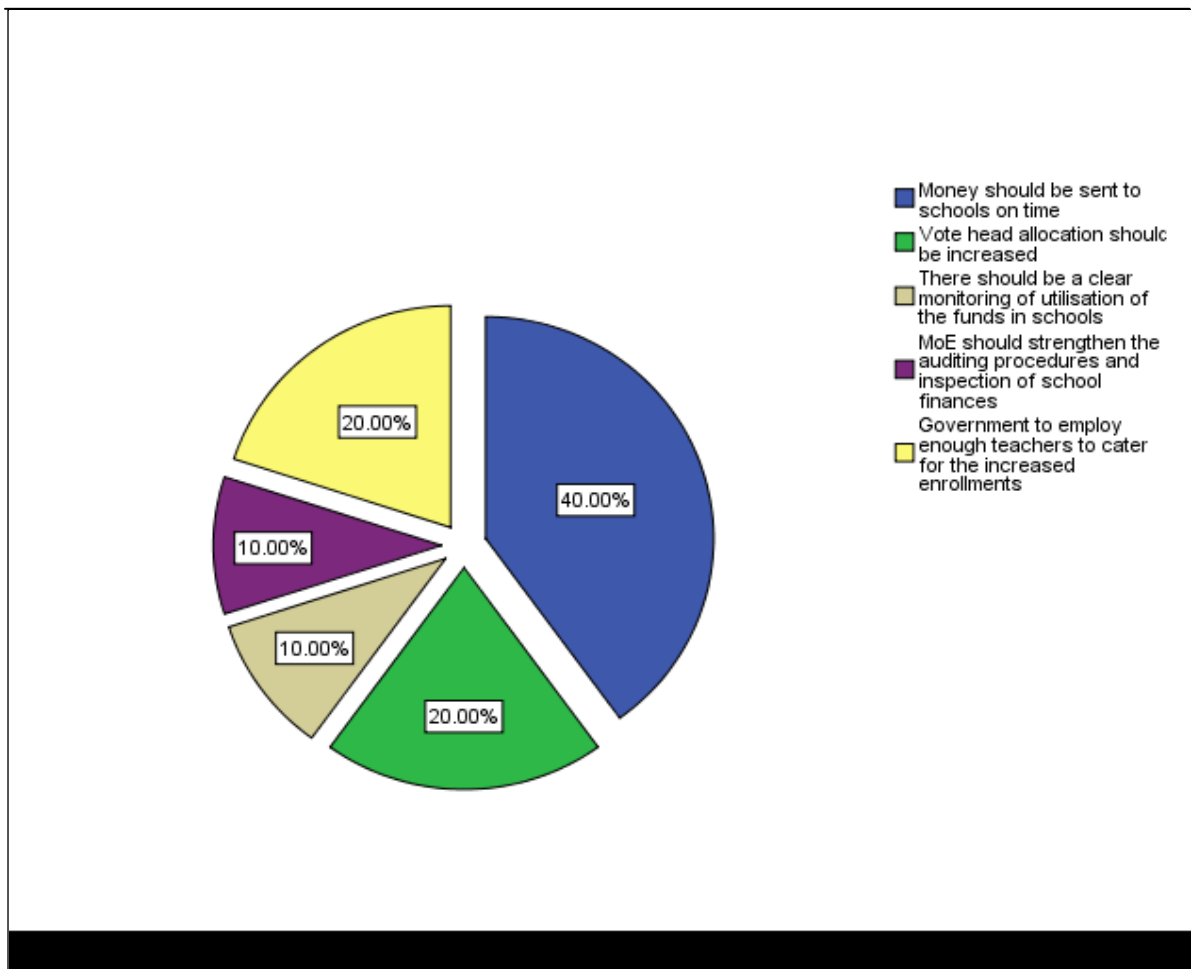


Figure 4.4 revealed that most principals (40%) feel that SSE in Manga district could be improved if MoE could send the subsidized fees to schools on time. This was followed by 20% of the principals who felt that vote head of specific items on the subsidized fees

should be increased and that the government should also employ enough teachers to cater for the increased enrolments respectively. This could be interpreted to mean that SSE implementation in Manga district is facing challenges due to delays by the MoE to disbursing the subsidized fees. Secondly that the challenges associated with the SSE implementation in Manga district are also due to low allocation in vote heads of specific items like tuition fees thus straining the institutions budgets and also poor teacher-pupil ratios in schools that force schools to employ teachers through Boards of Governors a fact that eats on their tuition budget.

Additionally, the DEO recommended regular audit of books of accounts to be done in public schools, capacity building of school administrators on good financial management practices and nomination of competent and focused BOG and PTA members.

4.7 Discussion

Objective one set out to determine the enrolments of students before and after the implementation of Secondary School Education (SSE). With the introduction of Secondary School Education (SSE), increased enrolment has been realized in the District hence promoting access and participation of Secondary Education.

However, with schools still levying user charges and other levies i.e. Parents Teachers Association (PTA) fund, Lunch going unchecked by the Ministry of Education (MoE) the gains achieved will be eroded.

Objective two looked at the challenges facing the implementation of Subsidized Secondary Schools (SSE). Here the researcher sought to determine some of the

challenges facing the implementation of the subsidized secondary Schools (SSE) and the study found out the following; inadequate tuition facilities understaffing, inexperienced and unskilled head teachers in financial management leading to loss of subsidized secondary education (SSE) funds and a delay in disbursement of the subsidized secondary school (SSE) funds by the Ministry of Education (MoE).

It was realized that if no proper and timely interventions are put in place to mitigate these challenges then effective implementation of this program may be jeopardized.

It is therefore the responsibility of all the stakeholders who include teachers, school management and Ministry of Education (MoE) officials to find appropriate measures to reduce the effect of these challenges.

Objective three sought to determine the effects of Subsidized Secondary Education. The main contributions of Subsidized Secondary Education (SSE), were increased enrolment, improved retention and absenteeism reduced a great deal. However, these positive contributions came with a price which included straining of the available physical facilities and human resources ie high pupil-Teacher ratio which has adversely affected the quality of education offered.

Objective four sought strategies of improving the implementation of secondary education. And all the respondents interviewed gave their suggestions towards this objective. These include making secondary education free and compulsory, encouraging community participation, parents being sensitized on the role of education and providing guidance and counseling to both students and parents on the importance of education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings of the study, conclusions that have been drawn and recommendations on the way forward based on the findings of the study and conclusions that have been drawn. Finally the gaps that have left by the research in form of suggestions for further research have been given in this chapter

5.2 Summary of the findings

The purpose of this study was to analyze the effects of subsidized secondary school education on access and participation in Manga district. The study adopted a descriptive survey design and data collected was largely descriptive in nature. The questionnaires solicited information on enrolments in public secondary schools, effects of subsidized secondary education, challenges facing the implementation of SSE and ways of improving the implementation of subsidized secondary education in Manga

5.2.1 Enrolment of Students in Public Secondary Schools

The study revealed there was an increase in enrolment in both genders at the inception of SSE in 2008 with the enrolment of boys rising from 4772 in the year 2007 to 5932 in the year 2008 showing an increase of 24.3% while that of girls rose from 2740 in a year 2007 to 3952 in a year 2008 showing and increase of 44.2%.

The study also revealed a gradual decline in girls enrolment starting from 2009 with 10% decline in 2009 5% in 2010 and 1% in 2011.

5.2.2 Challenges faced in implementation of SSE

The study found out the following as some of the challenges faced in the implementation of SSE as suggested by the respondents

- Inadequate tuition facilitates caused by students influx after introduction of SSE.
- Understaffing of teachers especially in mathematics and sciences.
- Delay by the Ministry of Education to disburse SSE funds.
- Inexperienced and unskilled principals in financial management.
- Irregular supervision and inspection by the MoE field officers.

5.2.3 The effects of Subsidized Secondary Education

The study revealed the following as the main contributions of SSE.

- Increased school enrolments
- Increased retention.
- Reduction in absenteeism in most schools.

5.2.4 Strategies to Enhance Implementation of Subsidized Secondary Education

Most respondents agreed that if the following measures were to be put in place then implementation of SSE will be enhanced.

- Timely disbursement of SSE funds.
- Increasing allocation for the SSE funds in order to raise the vote heads for specific items as proposed by the principals.
- Employment of more teachers to cater for increasing enrolments.

- Regular audit of books by auditors and inspection by the quality assurance officers will enhance efficiency in schools.

5.3 Conclusion

From the findings of this study the following conclusions have been drawn.

- i. Most schools registered increased enrolment between the year 2008 when SSE was introduced and year 2010.
- ii. Inadequate tuition facilities due to rising inflation and increased enrolment following the introduction of Subsidized Secondary Education by the government in January 2008.
- iii. Most schools have extra charges i.e. lunch, PTA, remedial fee which have contributed to raising the amount fees charged in the respective schools.
- iv. Principals in most schools lacked knowledge and experience in financial management thus reducing their competences in proper financial management and planning.
- v. The indifference by the Ministry of Education (MoE) officials i.e. Auditors, quality assurance officers in carrying out supervisory and inspection duties has led to laxity among the principals , teachers and bursars leading to loss of funds in schools and failure to implement curriculum as required.

5.4 Recommendations

From the above findings the researcher recommends the following measures to ensure effective implementation of Subsidized Secondary Education.

1. The government should consider allocating more funds to Subsidized Secondary Education on its annual budget in order to provide funds for more tuition facilities for the increasing number of students in the public secondary schools.
2. The Ministry of Education in liaison with Ministry of Finance to facilitate timely disbursement of funds to schools.
3. In the long run, the government should consider reducing or abolishing the many levies charged on parents to reduce the financial burden on the parents.
4. School managers should be given regular training on best practices in financial management to reduce loss of SSE funds.
5. Proper and regular monitoring should be enhanced by the Ministry of Education through its field officers.
6. The government through Teachers Service Commission (TSC) should employ more teachers to cater for the rising number of students.

5.5 Recommendations for Further Study

- i. In spite of the introduction of Subsidized Secondary Education, many school going students remain out of school. This is clearly attested by decline in enrolment after 2009 despite the growing population rates in Manga District. The research to investigate individual factors responsible for the decline in enrolment.

- ii. The need to study and explore the possibilities of equitable Subsidized Secondary Education (SSE), funding based on family, regional or affirmative requirements, as opposed to blanket equal funding per child.

REFERENCES

- Achoka, J. S. K., Stephen O. O., Julius, K. and Ndiku, J. (2007). *Access to Basic education in Kenya: Inherent concerns*. Educational Research and Review vol.2 (10), pp.275284, October 2007. Retrieved July 15, <http://www.academecjournals.org/ERR>
- Asayo Ohba, (2009). *Does free secondary educations enable the poor to gain access? : A study from rural Kenya*. CREATE Pathways to Access to Research Monograph No.21. Brighton: University of Sussex.
- Ayot, H. O. and Briggs, (1988). *Economics of Education*, Nairobi: Kijabe Printing Press.
- Bray, M. (1998). Financing education in developing Asia; Themes, tensions and policies. *International Journal of Education Research*, 29(7), 627-642.
- Bregman, J., & Stallmeister, S. (2002). *Secondary Education in Africa: Strategies for renewal*. Africa Region Human Development Working Paper Series. Washington. DC: Human Development Sector Africa Region, the World Bank. Retrieved August 1, 2008, from <http://www.worldbank.org/afr/seia>.
- Borg, R.W. & Gall, D. M. (1983). *Educational Research: An Introduction*. New York: Longman
- Francis, L. M. (2008). *The Free Secondary Education Agenda: Daraja Civic Initiative Forum*.

- Gropello, E. (Ed). (2006). *Meeting the challenges of secondary Education in Latin America and East Asia: Improving efficiency and resource mobilization*. Washington, DC: The World Bank.
- Government of Kenya, (2005). *Sessional Paper No.1 of 2005 on a Policy Framework for Education, Training and Research*. Nairobi: Government Printer.
- Government of Kenya, (2006). *Education Sector Report, 2006 Report*. Nairobi: Ministry of Education Science and Technology.
- Harbison, F., Myers, C. A. (1964). *Education Manpower and Economic Growth: Strategies of Human Resource Development*, McGraw Hill Company, New York, NY.
- International Bank for Reconstruction and Development (2005). *Expanding Opportunities and building competencies for young people: A new agenda for secondary Education*. Washington DC: World Bank.
- Republic of Kenya (2006). *Report on the state of human rights, 2003-2004*. Nairobi: Kenya National Commission on Human rights.
- Kerlinger, F. N. (1973). *Foundations of Behavioural Research* 2nd Edition. New Delhi: Surjeet Publications.
- LeBel, P. (2000). *Economic Choices for educational policy in Africa*. Center for economic Research on Africa, School of Business, Montclair State University.

- Lewin, K, & Calloids, F. (2001). *Financing Secondary Education in Developing Countries: Strategies for sustainable growth*. Paris: IIEP-UNESCO.
- Ministry of Education (2007). *Report of the Task force on Affordable Secondary Education*. Shrend Publishers Ltd.
- Moses, & Kalton, R. (1971). *Survey Methods in Social Investigation*, London: Heinemann Educational Books.
- Mugenda, M. O. & Mugenda, G. A. (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Ngware, M. W., Onsomu, E. N., Muthaka, and D. I. & Manda, D. (2006). *Improving Access to Secondary Education in Kenya: what can be done?* Equal Opportunities International, 25(7,523-543).
- Ngware, M. W., Onsomu, E. N., & Muthaka, D. I. (2007). *Financing Secondary Education in Kenya: Cost reduction and financing options*. Education policy Analysis Archives, 15(240). Retrieved from <http://epaa.asu.edu/epaa/v15n24/>
- Office of public Communications (2008). *President Kibaki launches free secondary Education*, Business Daily, Nairobi, March 25,2008.

Oso, W. Y. & Onen, D. (2005). *A general guide to writing research proposal and report: A handbook for Beginning researchers* Kisumu: Options Press and Publishers.

World Bank, (1998/99). *World development report. World Bank*. New York: Washington DC.

World Bank, (1995). *Beyond economic growth an introduction to sustainable development* (2nd edition). New York: Washington DC.

APPENDIX A

QUESTIONNAIRE FOR THE PRINCIPAL

This questionnaire is for research purpose. Please feel free to provide your responses as honestly and faithfully as possible in the spaces provided or tick appropriately in the option boxes provided.

1. Name of the school

2. Type of school

a) Boys Boarding

b) Girls Boarding

c) Boys Day

d) Girls Day

e) Mixed

3. School size

a) Single stream

b) Double steam

c) Triple stream

4. Enumerate the school enrolment for the following years.

	2007	2008	2009	2010
Boys				
Girls				
Total				

5. State any other levy or levies and amount paid by the parents in funding school activities apart from the government channeled funds.

LEVIES	Form 1	Form 2	Form 3	Form 4
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

6. What is the mode of payment for school fees and other levies in your school?

- a) Bank
- b) Cash
- c) Cash and Bank

7. Do you accept school fees payment in any other form (i.e. maize, beans, vegetables, timber etc) from parents?

Yes

No

8. Generally how do you rate the fee collection for this year?

	Excellent	Good	Poor	Very poor
Form I				
Form II				
Form III				
Form IV				

9. Which class is currently most affected by the school fee payment?

Form 1

Form 2

Form 3

Form 4

10. (a) Do you have a school policy on the payment of school fees?

Yes

No

(b) If yes, highlight briefly the contents of the policy

.....

.....

.....

11. What measures has the school put in place to ensure that students who enroll participate in all school programs and activities?

12. Enumerate the main contributions of the SSE since its inception in 2008.

13. In your opinion, apart from waiver of user charges, suggest other ways of reducing absenteeism and dropouts in your school.

14. What recommendations can you offer which will go in improving the implementation of SSE in Manga District.

APPENDIX B

QUESTIONNAIRE FOR CLASS TEACHER

This questionnaire is for research purpose. Please feel free to provide your responses as honestly and faithfully as possible in the spaces provided or tick appropriately in the option boxes provided.

1. (a) Name of the school.....
(b) Class and stream e.g. 1A.....
2. (a) How many students do you have in your class?.....
(b) If it is a mixed secondary school, indicate enrolment as follows:
Boys
Girls
3. (a) Has any new student/s been enrolled in your class this year?.....
(b) If yes, indicate the number as follows:
Boys
Girls
4. (a) Has any student/s dropped from your class since form 1 in your stream?.....
(b) If yes, indicate the number as follows (incase of mixed school)
Boys
Girls
(c) Highlight the main factors that have contributed to the dropouts in your class.....
.....
.....

(d) In your opinion which are the main factors that have contributed to these dropouts.....

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

(e) Are there students who dropout due to family and personal factors?

Yes

No

(f) If yes, highlight the reason

i.

ii.

iii.

5. In your opinion, what do you think should be done in order to achieve high enrolment and participation rates in secondary schools?

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

APPENDIX C

INTERVIEW SCHEDULE FOR THE DISTRICT EDUCATION OFFICER (DEO)

1. How many secondary school teachers by gender are employed by the government in Manga District?
2. What is the number of public secondary schools in the district and their categories?
3. What is the district secondary schools enrolment for the years 2007, 2008, 2009 and 2010 by gender?
4. What is the district secondary school enrolment in 2007, 2008, 2009 and 2010 by class level?
5. What are the Ministry of Education guidelines on secondary school fees payment?
6. In your opinion do schools observe the ministry's guidelines?
7. How regular do officers from your office carry out inspection in the district?
8. What are some of the effects of the introduction of SSE in education In Manga District?
9. What are the challenges experienced in the implementation of SSE in Manga District?
10. Which strategies can be introduced in the district in order to improve the implementation of SSE?

APPENDIX D

BUDGET

The following is an expenditure estimate of the research

Activity	Amount
1. Proposal preparation	6,000
2. Development of research instruments	4500
3. piloting	4,000
4. Research permit	1,000
5. Typing, photocopying and secretarial services	10,000
6. Data collection(administration of research instruments , lunch and travel	6,000
7. Data analysis	5,000
8. Report writing	7,000
9. Binding and submission	3,000
10. Miscellaneous	5,000
Total	51,500

APPENDIX E
WORK PLAN

Date/ month	Activity
January 2010	Concept paper development
February –June 2010	Proposal writing (literature review, drafting, writing chapter three development of instruments)
July	Submission of the proposal
September	Piloting of the instruments
October / November 2010	Finalizing and production of research instruments
December	Obtaining research permit
January / February 2011	Data collection
March / April	Report writing
May	Binding and submission of report
July	Graduation

APPENDIX F
RESEARCH PERMIT