

**NONGOVERNMENTAL ORGANIZATIONS CONTRIBUTIONS AND
INFLUENCE ON ACCESS AND RETENTION IN PUBLIC SECONDARY
EDUCATION IN KAJIADO COUNTY, KENYA**

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DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this research report to Almighty God, my beloved wife, Nepeita, my son, Darren, parents and siblings for their unending support towards my education and during my research report writing

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LIST OF ACRONYMS

EFA	Education for All
SDGs	Sustainable Development Goals
N.G.O. s	Nongovernmental Organizations
U.N.	United Nations
UNESCO	United Nations Educational Scientific, Cultural and Organization
UNICEF	United Nations Children's Fund
U.P.E.	Universal Primary Education
S.R.S	Stratified Random Sampling
S.N.V	Stichting Nederlandse Vrijwilligers
OXFAM	Oxford Committee for Famine Relief

ABSTRACT

This study aimed to evaluate the influence of sponsorship programs by Non-Governmental Organizations (NGOs) on students' access to public secondary education in Kajiado County, Kenya. The research specifically focused on four objectives: first, to examine how NGOs working in public secondary schools improve access to education among marginalized students from low-income households; second, to evaluate the influence of NGO education scholarships on access to public secondary education; third, to determine the contribution of NGO provision of teaching-learning resources on access to public secondary education; and lastly, to assess the influence of NGO-provided educational infrastructure on access to public secondary education. A descriptive research design was adopted, targeting 507 teachers, 601 scholarship recipients, and representatives of 10 NGOs across 35 secondary schools in Kajiado County. A proportionate stratified random sampling method yielded a sample of 187 respondents, including teachers, students, and NGO staff. Data was collected using questionnaires and interviews, analyzed using descriptive statistics (means, percentages, and frequencies) and inferential statistics (Spearman-Rho correlation and chi-square tests at a 0.05 significance level). Key findings revealed that NGO initiatives, including scholarships, teaching-learning resources, and educational infrastructure, significantly enhanced access to public secondary education. Scholarships facilitated enrolment and retention of students, while resources such as textbooks and laboratory equipment improved learning conditions. Additionally, NGO support in constructing and upgrading school infrastructure, including classrooms and sanitation facilities, contributed to improved access and retention rates. The study concludes that NGO programs play a critical role in promoting access to public secondary education for marginalized students in Kajiado County. It recommends stronger partnerships between NGOs, communities, and the Ministry of Education to enhance the effectiveness and reach of these programs. Further research is recommended to assess similar impacts in other counties across Kenya.

CHAPTER ONE

INTRODUCTION

Chapter One covers the background of the study, a statement of the problem, purpose, and objectives. The chapter also looks into the research question, significance of the study, limitations and delimitation of the study, assumptions of the study, theoretical framework, school quality, conceptual framework, and definitions of terms

1.1 Background of the Study

Education is essential for bringing about long-lasting beneficial change in children's lives, claims De Siqueira (2020). However, proper inclusive, equitable, and equal access to education is out of reach for millions of children and teenagers in underdeveloped nations and low-income neighborhoods. Many children start school unprepared and drop out before completing their education. According to UNESCO, 73 million children worldwide are being denied the opportunity to receive an education, with over 50% of these children in conflict-affected areas. Of these, 28 million are young children. The Dakar Framework for Action (2000), often referred to as Education for All, emphasizes that education is a fundamental human right. It is essential for achieving peace, stability, and sustainable development, making it a necessary tool for contributing effectively to society and 21st-century economies influenced by escalating globalization.

Chandra (2020) emphasized that without changes to the structure and character of funding, participation rates in secondary school cannot increase quickly in many developing countries. Due to this, many governments worldwide have had to reevaluate how secondary education programs, such as bursaries and scholarships,

could support underprivileged students. For example, the Edusave Merit Bursary in Singapore provides scholarships to talented students from households with an income of less than \$4,000 per month, awarding \$300 annually to secondary-level students in the top 25% of their class (M.O.E., 2012). Such initiatives help prevent students from dropping out due to financial constraints.

In Pakistan, the government has long collaborated with NGOs to improve access to secondary education. While NGOs have helped enhance both primary and secondary education at the policy level, gaps remain in implementing efficient infrastructure and consistent attendance among teachers and students. UNESCO reports that 60% of secondary school-age children in Pakistan are not enrolled in school due to inadequate funding and infrastructure.

Globally, progress has been made in primary education access since the Dakar conference in 2000, but secondary education lags significantly, especially in Sub-Saharan Africa. According to a report by the African Union and UNESCO (2023), Sub-Saharan Africa has the world's largest out-of-school population. In 2021, 32.6 million children of secondary school age in the region were not enrolled, with the majority being girls and children from rural and impoverished households. This disparity is evident in Kajiado County, Kenya, where cultural practices, poverty, and inadequate school infrastructure hinder access and retention.

The United Nations International Children's Emergency Fund (UNICEF, 2008) states that ensuring access to quality education is a shared responsibility between governments and parents. However, in many pastoralist communities, such as those in Kajiado County, parents often deprioritize education due to financial hardships and cultural barriers. Creating an inviting learning environment—one that includes

well-fed, healthy, and motivated students—is critical for quality education. Governments cannot achieve this alone; additional funding and support from NGOs and private sector partners are essential.

According to the African Development Fund (2007), secondary education completion rates in Africa are among the lowest globally, with only 25% of students completing secondary school in most Sub-Saharan African countries. In Kenya, the completion rate is even lower in arid and semi-arid regions like Kajiado County, where transition rates from primary to secondary education were at 55% in 2020 (Ministry of Education, 2021). Financial constraints remain a significant barrier, as many households cannot afford tuition, uniforms, and learning materials.

NGOs such as USAID and ActionAid have implemented innovative financing strategies to support education in such regions. Scholarships, block grants, and the provision of teaching-learning materials have been shown to improve access and retention rates. For example, USAID (2021) reported that 70% of scholarship recipients in Kenya's ASAL regions transitioned to secondary education, compared to a national average of 60%.

Despite the introduction of free day secondary education and bursary programs in Kenya, access and retention rates remain lower than desired. According to Jepnyango & Tomno (2021), in 2009, secondary school enrollment in Kenya was only 13% compared to 70% for primary schools. Similarly, UNESCO (2023) found that in 2022, 60% of school-age children in Kenya's rural areas had no access to secondary school due to economic barriers.

With the primary objectives of expanding access, enhancing equity, and elevating education quality, NGOs have made significant efforts to improve education in marginalized regions like Kajiado County. Programs such as Equity Group Foundation's Wings to Fly, SNV Netherlands Development Organization, and USAID have demonstrated measurable success in increasing enrollment, retention, and student outcomes. However, challenges such as poverty, early marriages, and FGM remain significant barriers.

Poverty is one of the biggest obstacles to achieving Sustainable Development Goal 4, which emphasizes equitable and inclusive education. Rising poverty rates in arid regions like Kajiado County have forced many children to drop out of school to work or assist their families. Statistics from UNICEF (2021) show that 35% of children in Kenya's rural areas leave school due to poverty, with only 10% progressing to secondary school without financial aid.

This study seeks to evaluate how international and national NGO sponsorship programs influence secondary education access and retention for marginalized students in Kajiado County. It focuses on key interventions such as scholarships, teaching-learning resources, and educational infrastructure to provide actionable insights for stakeholders.

1.2 Statement of the Problem

There are numerous barriers to education among low-income households in Sub-Saharan Africa, a region characterized by the highest rates of education exclusion of the six developing world regions. Klapper & Panchamia (2023) assert that in a dozen Sub-Saharan African nations, including Kenya, school fees remain a widespread challenge among schools and cause financial stress to families. Parents

and guardians face difficulties covering exam fees, uniforms, books, school upkeep, and hiring additional teachers. These barriers exacerbate inequalities and hinder access to secondary education, particularly in marginalized regions such as Kajiado County.

According to Ponge (2019), non-governmental organizations (NGOs) are crucial to the Kenyan education sector. They provide various forms of support, including financial assistance such as school fees, uniforms, and other budgetary supplements. NGOs also address basic necessities to sustain students in school, such as books, stationery, and emergency provisions, while raising public awareness of educational initiatives through media outreach. Despite these efforts, there remains limited empirical research and data on the specific role and effectiveness of NGO assistance in promoting secondary education in Kenya.

A review of existing studies shows that while some research highlights the contributions of NGOs to education broadly, few studies provide detailed insights into how NGO programs impact secondary education in marginalized areas like Kajiado County. The lack of comprehensive data creates a knowledge gap regarding the specific influence of NGO-provided scholarships, teaching-learning resources, and educational infrastructure on educational access and retention in these regions. This gap is critical, as the effectiveness of such interventions is essential for scaling programs and informing policies to address educational disparities in Kenya.

Therefore, this study aims to investigate how NGOs support secondary education access and retention among marginalized students from low-income households in Kajiado County. By focusing on the provision of scholarships, teaching-learning

resources, and infrastructure, the study seeks to fill the existing knowledge gap and provide actionable insights for improving educational outcomes in Kenya.

1.3 Purpose of the Study

The research study's purpose was to examine how NGOs contribute to access and retention to public secondary Education among marginalized students from low-income households in Kajiado with a view to offer suggestions for alternative approaches to the problems secondary school students have concerning their education such as acquiring educational resources.

1.4 Objectives of the Study

This study addressed the following goals;

- i. To investigate how the NGOs working in the public secondary schools in Kajiado county has enhanced access and retention to education among marginalized students.
- ii. To examine the roles of NGOs education scholarship on access and retention to public secondary Education among marginalized students in Kajiado county.
- iii. To determine the contribution of NGOs provision of teaching-learning resources on access and retention to public secondary Education in Kajiado County.
- iv. To identify the influence of NGOs provision of educational infrastructure on access and retention to public secondary Education in Kajiado County.

1.5 Research Questions

- i. What services do the NGOs provide while working with marginalized students in the public secondary schools in Kajiado County?
- ii. How does NGOs education scholarship influence access and retention to public secondary Education among marginalized students from low-income households in Kajiado County?
- iii. How does NGOs provision of teaching-learning resources influence access and retention to public secondary Education in Kajiado County?
- iv. What influence does NGOs have in providing educational infrastructure on access and retention to public secondary Education among marginalized students from low-income households in Kajiado county?

1.6 Significance of the Study

Education significantly influences human development and societal stability. It is closely linked to various social phenomena, including economic growth, poverty alleviation, social cohesion, and health improvement. This study is particularly important as it addresses how non-governmental organizations (NGOs) impact access to and retention in secondary education, especially among marginalized communities in Kajiado County.

The study findings may benefit students by shedding light on how NGO interventions, such as scholarships and learning resources, improve access to and retention in secondary education. These insights can guide NGOs in designing more targeted and effective programs, ensuring that more students remain in school and perform better academically. Improved academic performance will provide students

with opportunities to pursue higher education, thereby increasing their future career prospects.

For teachers, the study may highlight the importance of NGO-provided resources, such as textbooks, laboratory equipment, and infrastructure. This can create a better teaching environment and improve student outcomes. The study also underscores the role of teachers in collaborating with NGOs to identify students in need and ensure that the resources provided are effectively utilized.

Parents will benefit from this study as it emphasizes how NGO interventions alleviate the financial burden of education, such as tuition fees, school uniforms, and learning materials. This reduces the likelihood of students dropping out due to economic challenges. Moreover, the study encourages parents to actively engage in partnerships with NGOs and schools to support their children's education.

For Boards of Management (BOM) in schools, the study offers insights into the critical role NGOs play in complementing government efforts to provide quality education. By understanding the scope of NGO contributions, BOMs can work more collaboratively with these organizations to address gaps in infrastructure, teaching resources, and student welfare. This cooperation can lead to more effective governance and resource allocation in schools.

At a broader level, the study provides policymakers with evidence on the role of NGOs in promoting secondary education. This can inform the development of policies that strengthen government-NGO partnerships, ensuring that resources are channeled effectively to areas of greatest need. By addressing key issues such as

access, retention, and quality, policymakers can use the findings to improve education equity in Kenya.

Lastly, the study contributes to academic knowledge, offering a framework for future research on NGO interventions in education. Researchers and education practitioners can build on this study to explore similar issues in other regions or refine existing NGO programs.

1.7 Limitations of the Study

The researcher focuses on employees from NGOs, administrators, senior teachers and students who participated in data gathering, leaving out parents and other educational stakeholders even though parents and other stakeholders could have provided more information for this study as they offer core support for students. Even if there are numerous ways in which NGOs benefit the society, the study would only pay attention to the promotion and accessibility of high-quality education. There were some methodological restrictions that the researcher would probably run against when conducting the study. The random sampling approach had limitations when used to collect data from the entire population. Additionally, some respondents were hesitant to provide intricate details.

1.8 Delimitation of the Study

The study only included public secondary schools in Kajiado County where students receive scholarships. This is because the researcher found that, from 2014 to 2018, Kajiado County's public secondary schools performed below average in terms of both access to and the quality of their education. The study only examined how secondary education access, retention and NGOs' promotion have affected Kajiado County. To acquire a complete picture of the educational landscape in Kajiado

County, data collection from NGO staff school administration, senior teachers, and students were helpful. The respondents would answer the questions freely if the researcher guarantees their confidentiality. The limits of Kajiado County would serve as the target population's exclusive geographic distribution. The study would solely consider the methods that NGOs employ to promote and provide access to secondary education. The study would concentrate on 2014 to 2018 because the researcher saw a deterioration in performance and access to secondary school.

1.9 Assumptions of the Study

The study presumed that the respondents would cooperate and give expected answers to the researcher's questions and remarks. The assistance students received from N.G.O.s significantly impacts their ability to obtain secondary education. Additionally, students' self-esteem, similarly molded through life skills instruction, impacted their academic performance in public primary schools. Life skills education affected their performance and impacted the student's capacity to control their emotions. Last but not least, it was anticipated that teaching life skills would improve student performance by reducing student conflict.

1.10 Theoretical Framework

1.10.1 Human Capital Theory

Education is a growth engine and key to development in every society based on its quantity and quality. The conventional human capital theory states that when education is of greater quality, people may be more ready to invest in it. According to the human capital theory, education increases the efficiency and productivity of people within the society (Leoni, 2023). Even when educational initiatives like giving additional resources, educational materials, changing pedagogy, or enhancing

teacher incentives do improve learning, there is little proof that they also boost school attendance.

The theory is applicable to this study because it helps the audience comprehend why nongovernmental organizations are deeply invested in sponsoring marginalized students to attain education which is key in their development and improvement of their community. The success of Kajiado county in terms of human development is dependent on human capital stock. Provision of education to all children, including children from marginalized communities, is a productive investment in human capital and more worthwhile than the physical capital.

1.11 Conceptual Framework

The conceptual framework chart below fitted into this research study because it depicted the link between students' access to high-quality secondary education and the sponsorship programs provided by NGOs. According to the chart below, educational scholarship, teaching, learning resources and educational infrastructure are independent variables. Educational enrollment and retention of the students are dependent on provision of the independent variables.

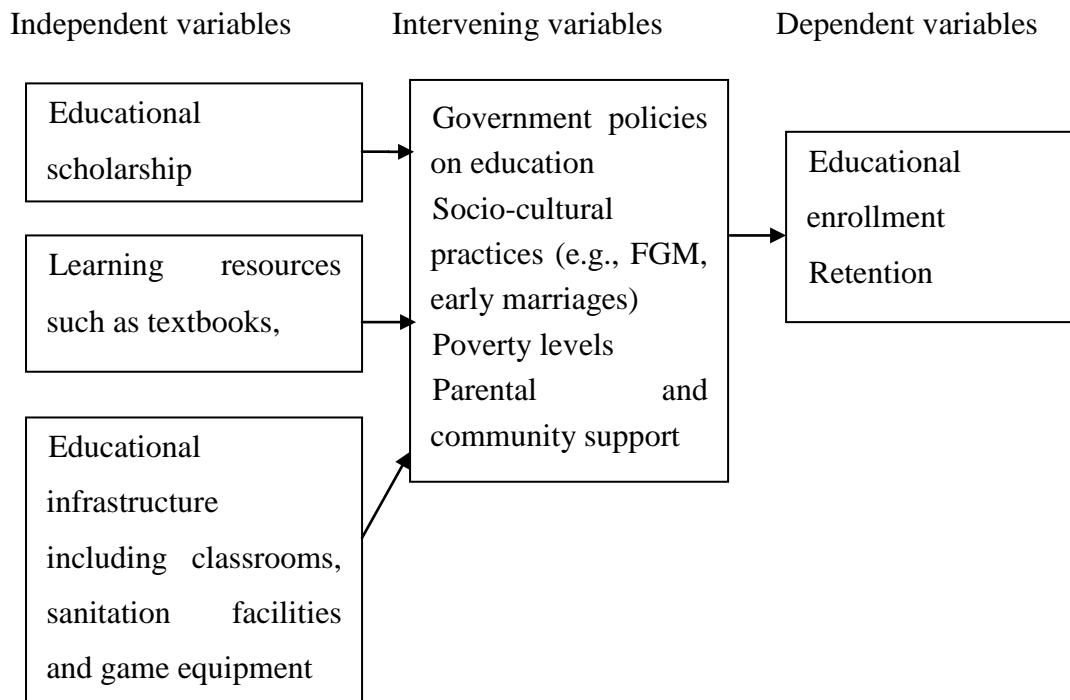


Figure 1.1: Conceptual Framework

1.12 Definitions of Terms

A nongovernmental organization (NGO) is any local, national, or international nonprofit voluntary citizen group action set up to offer services or promote public policy and is typically unaffiliated with any government.

Secondary Education: refers to the educational institutions that provide post-elementary programs. This study alludes to the school's form one through form four instruction.

Access to Education: the capacity for all individuals to experience equal educational opportunities, regardless of socioeconomic status, race, background, or physical limitations.

Quality education: is a method of education that results in knowledgeable people who can competently handle issues about their field of study. The system should help people acquire desirable traits like moral integrity.

Education: is a procedure for instructing and learning, particularly in schools or colleges, to advance students' information and abilities.

Educational resources: are provided by the donors to the sponsored secondary school students in the form of textbooks, uniforms, school bags, school shoes, movies, multimedia, books, and reference materials.

Merit scholarship: These are awards given to students who perform exceptionally well to motivate them to continue working hard and maintaining their performance.

Scholarship: support provided to needy students to enable them to finish their studies. This study's scholarship will be evaluated based on merit, educational resources, and direct help.

Direct academic or needy-based scholarship: is the help provided to low-income students to motivate them to finish their Education. It attempts to improve equality among many groups, such as orphans, women pastoral communities, and other unique groups.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter discusses the work that previous academics have done. Sponsorship, direct scholarships for secondary school students, educational materials for secondary schools, block scholarships for secondary schools, and an overview of the literature review comprise this chapter.

2.2 Sponsorship

Nolan (2020) claim that sponsorship programs whether run by churches, the government, or NGOs are a direct outcome of poverty and are intended to help the poor. According to the report, many of the world's most impoverished and vulnerable people run the risk of soon finding themselves on the economic scrap heap. The risk will be present in many developing countries if current policies are implemented. It could sound like a bold statement until one considers the nature of contemporary poverty and the commercial and political forces that support it and widen the economic gap around the world. Globalization has marginalized developing nations and the world's poorest citizens (Yunindyawati, 2017).

The increasing demand for secondary education has led to financial backing from various sources. In East Africa, parents, local communities, the federal government, local government, and private groups all contributed to the cost of education. Non-profit organizations that function independently of governments are known as non-governmental organizations (Awuor, 2015). They are classified as private individuals or organizations that are led by goal-oriented persons and organized

locally, nationally, or worldwide to promote various activities for the benefit of the community.

It is impossible to overestimate the importance of education in development. Much evidence shows that education, especially primary school, has significant social and economic benefits. The demands and expectations of education have increased with the government's steady increase in educational funding. The infrastructure of schools is no longer sufficient on its own. It needs to be a proper building with enough air, light, water, and restrooms. In addition to being physically present in the classroom, teachers also need to engage the children in enjoyable activities and make learning engaging for the impoverished in rural areas by implementing innovative teaching and learning strategies. Kids need to acquire more than just the fundamentals of reading and writing (Jagannathan, 1999). Both cognitive and non-cognitive talents should be developed. The pedagogy and curriculum used in schools should have significance and relevance to the real-world circumstances of the students. Given the increasing expectations placed on school education, the State finds it challenging to meet the basic needs of providing all children with an effective education administration while also being at the forefront of educational innovation and quality improvement. While this literature looks at NGOs' Partnerships for elementary education, it does not focus on NGOs' partnerships with students in secondary education. The current study aims to fill this literature gap by examining how NGOs aid in education innovation among marginalized students.

N.G.O.s such as USAID, World Vision, Big Life Foundation, Great Plains Conservation, Carbon Credit, Nice Place Foundation, Mt. Kilimanjaro Child Education Programme and Equity Bank Wings to Fly Foundation have accepted the

challenge and are addressing the problems that impact people experiencing poverty. When there aren't enough opportunities, poverty creeps in and endures, crushing people's hopes and making them feel helpless. This might be brought on by insufficient social services, a lack of money or resources, societal oppression or discrimination, or even self-defeating habits engrained in culture or self-worth. It finally assists in empowering individuals to escape their difficult situations eventually. To improve students' access to secondary Education in Kajiado County, this study aims to determine the efficacy of the scholarship programs offered by the N.G.O.s.

NGOs are diversified organizations within and between various national contexts (Chengula, 2019). Notwithstanding the significant differences across NGOs, their shared motivation to advance the interests of the underprivileged remains constant. Furthermore, NGOs work to improve the lives of the impoverished worldwide despite all the disparities. According to Chengula (2019), NGOs can play several roles in advancing education for all by providing resources to government and community schools, such as teaching and learning materials, supporting the construction of school buildings and other infrastructure, teacher training, and assistance for marginalized and disadvantaged students, for instance, covering school tuition and boarding costs for girls confined to large distances. NGOs are crucial to development as well. NGOs' services are crucial in developing nations when an extensive range of essential basic services are missing, as they frequently provide a complementary function to the government. As a result, NGOs ought to be viewed as equal partners in development.

African Education in Focus (2010) states that there are numerous resource-related issues that schools must deal with, which harm the school's overall academic performance. Many facilities are insufficiently supplied, including desks, tables, maps, photos, posters, and instructional staff. Any lesson's success depends on the teacher's preparation, the tools used, and the teaching aids employed. This indicates that in the quest for academic excellence, the availability of suitable educational resources cannot be minimized (World Bank, 2008). More research is required to understand how facility sponsorship affects academic achievement and secondary school access.

The partnerships between schools, local communities, and NGOs have been instrumental in promoting access to quality education in Kenya. For instance, the Aga Khan Foundation has been partnering with communities and schools to implement school improvement programs that aim at boosting teacher competencies, school leadership, and community engagement (Lusenaka & Matisi (2024). The Kenyan government has partnered with non-governmental institutions such as World Vision to implement child-friendly school programs that create inclusive, safe, and learner-centered environments.

According to several documents and publications, non-governmental organizations (NGOs) are well-known in Africa for helping vulnerable children—particularly teenage moms—get an education (Kassanga & Lekule, 2021). For instance, NGOs are very popular in Nigeria in advocating for women's and girls' education, particularly when influencing equality and fairness in educational policy. Being a nation where the majority of its provinces have strong traditional values and a dense population. The country's Strategy for the Acceleration of Girls' Education (SAGE) was

developed by the end of 2004 thanks to the work of non-governmental organizations like UNICEF (Kassanga & Lekule, 2021).

Various studies have focused on the effects of scholarship on higher institutions of learning, such as colleges and universities, but not secondary education, especially in Kenya within Kajiado county. This research study aims to fill this research gap and provide insights into the effect of scholarship on education among marginalized students.

Sponsored students require psychosocial interventions to counter any traumatization they might have experienced. The psychosocial well-being are based on inseparable combination of mental, emotional, biological, cultural, spiritual and social aspects of experiences (Murray, 2023). The NGOs incorporate psychosocial support in their programs which are grounded in equity and human rights. The psychosocial support is suited to boost resilience while using local capacities and boosting coping and positive development among participants.

Non-governmental organizations fund developing physical resources, such as pit latrines and classrooms. NGOs provide funding for physical facilities like classrooms, although the funding is never available on schedule (Awuor, 2015). In addition, churches build libraries, restrooms, dorms, and classrooms. Similar to this study, the first two were conducted in elementary and the third in secondary schools. However, none of the studies looked at focused on the effects of the infrastructure sector, physical resources, power, and water, especially in Kajiado County.

In Kenya, the public and commercial sectors have offered several bursaries. There isn't a lot of data available to determine the proportional value of scholarships and

bursaries in funding Secondary Education. Before the adoption of FDSE, the most extensive study that is currently accessible found that almost 40% of secondary schools assessed had at least 20 students getting bursaries, and another 15% of the schools had more than 50 students receiving bursaries (CfBT, 2007). According to the same report, 18.6% of the bursaries were for boarding expenses, while 83.8% were for education expenses. Uniforms (8.2%), books (9.4%), food (7.8%), and sporting goods (3.4%) were all included in the list of topics. Some of these scholarships are granted by the government and distributed to schools through the Ministry of Education.

Education is one of the fundamental human rights crucial in developing the political, social, and economic aspects of society. In Kenya, the education sector has experienced increased enrolment rates and improved gender parity in primary and secondary education (Lusenaka & Matisi, 2024). However, despite these achievements, children from disadvantaged backgrounds continue to face challenges while accessing quality education.

Access to quality education is vital for Kenya's development as it equips people with the skills, knowledge, and competencies needed to improve one's life. One of the strategies employed to increase enrollment rates in primary and secondary education is providing scholarships and financial support for underprivileged students. The government and non-government organizations have offered bursaries, scholarships, and cash transfers to support students.

Many nations may be able to do away with primary school fees or even offer subsidies. Still, it's possible that the current funding sources won't be sufficient to pay for all the expenditures associated with higher Education (Limo & Muchimuti,

2022). Kenyan and Colombian data indicate that candidates seeking merit scholarships put out more effort. The Girls' Scholarship Program in Western Kenya offers a two-year scholarship to girls in the sixth grade who receive the highest marks on their district exam, along with public recognition at an awards ceremony attended by students, parents, teachers, and local government representatives (MoE & MoHEST, 2012). The scholarship includes a yearly payment for school supplies, a yearly award for primary school tuition for the final two years, and a reward for public recognition. The inclusion of girls increases their exam performance by 0.19 standard deviations.

Parliament offers a different type of bursary through the C.D.F. The maximum bursary financing is 8.6% for the C.D.F. and 0.9% for the Local Authority Transfer Funds (GoK, 2010). (LATFs). The amount per student and the criterion for allocating the money differ across constituencies. The distribution of these funds to each constituency is based on overall student enrollment compared to national enrollment and the constituency poverty index compared to the national poverty index. Scholarships from the corporate sector awarded based on merit and need have increased in recent years.

Lusenaka & Matisi (2024) notes that NGOs such as UNESCO offer technical and financial support to the Kenyan education sector. The organization has been working with the Kenyan government to develop and implement various education policies to improve access to quality education. Through UNESCO-China Funds-in-Trust initiatives, UNESCO has supported teacher training programs, ICT integration, and curriculum development. Multi-stakeholder engagement facilitates the pooling of resources and expertise in attaining educational goals.

The Equity Group Foundation's Wings to Fly program, which targets "great achievers from impoverished households," aims to award 10,000 secondary scholarships. The MasterCard Foundation, the B.M.Z., DFID, and USAID support this program. Forming a Scholarship Forum to coordinate projects and exchange experiences with six different actors the Jomo Kenyatta Foundation, the Equity Group Foundation, Kenya Commercial Bank, Cooperative Bank, Heidelberg, and Palmhouse has made this type of support more apparent. Private scholarships are also perceived to have a more open application process, even though public sector bursaries provide more comprehensive support (also covering indirect costs beyond boarding, such as transportation and personal expenses). Secondary schools' financial load has decreased due to the expansion of bursaries (Limo & Muchimuti, 2022); nonetheless, there have been recent suggestions that these should be better targeted towards disadvantaged and vulnerable pupils (MoE and MoHEST, 2012).

The study also examined secondary education resources, student access to secondary Education, and the benefits of scholarships. The gap in the subject at hand has been filled in part by the whole set of variables. The study aims to undertake an ex post facto design experiment to determine the effects of Sponsorship, an independent variable present in the participants before the investigation, on the standard of Secondary Education. As a result, this will assist the study in achieving its goal of examining the impact of scholarships, provision of learning resources and educational infrastructure on students' access to secondary Education in Kajiado County.

Ngari (2020) notes that secondary school education is a transitional level from primary to tertiary education where learners acquire skills, insights, and competence

needed at higher levels of education and the labor market. Investing in secondary education contributes to increased productivity, facilitating economic development and reducing poverty. It is essential to safeguard secondary school enrollment to enable students to secure a meaningful livelihood for themselves and their families (Ngari, 2020). However, students from marginalized communities experience increased dropouts in school, especially due to financial challenges. Factors such as policy barriers due to poor legislation, cultural and psychological constraints, socioeconomic disparities, and demographic changes have been identified as the significant causes of education dropout cases before the completion of the term. Improving upper secondary or high school completion rates for students from low-income backgrounds is often seen as a crucial factor for offering access to enhancing intergenerational mobility and opportunity (Hoyos, Attanasio & Meghir, 2024). In numerous situations, low attendance is an essential economic efficiency issue, and it impacted aggregate economic growth. Parents from marginalized communities may be reluctant to fund their children's studies, or willing parents might be poor and constrained in their capacity to fund their kids' education.

According to Medina (2015), the best investment is in Education. According to Fredriksen (2023), assisting students in low-income households to complete a high-quality education is the best method to help them become self-sufficient. Since low-income children are endowed with a wealth of skills, abilities, assets, entrepreneurship, intelligence, and creativity, we are responsible for supporting their development and expression of these traits. Fredriksen (2023), emphasizes the need for sponsorship groups to respect people's political, cultural, and religious beliefs. A sponsorship is a contractual arrangement that involves providing money, goods, or

services to a person, group, or event in exchange for the provision of rights and affiliation that may be used for financial gain. Both the sponsor and the sponsored party can gain from sponsorship.

The study's findings supported Nolan (2020) who discovered that children who had been sponsored in the past had considerably better adult lives than their siblings who were not eligible for the program. According to the study, child sponsorship increased formal education levels by nearly three years from a base of 8.37, increased the likelihood of formal employment to 72 percent from 55 percent, and increased the likelihood of white-collar employment to 31 percent from 19 percent. The prevalence of teenage marriage and motherhood has also decreased because of sponsorship. Less dramatic results showed that the lives of those who benefited from child sponsorship were better than those of adults who never had the chance.

Every sponsored child comes from a highly low-income family earning less than \$1 daily. The recipients of the sponsorship programs run by various organizations receive financial but also physical, social, and spiritual support. Most scholarships offered are partial in that the recipients either attend boarding schools or remain at home, and the organization takes care of their needs with the assistance of their parents and other family members (IFDA, 2021). However, a 2015 study by Bolich and Kenney found that if people depend on sponsorship for high-quality Education, they may become dependent, which could have unfavorable repercussions if the sponsors terminate the relationships.

The poorest rural residents typically reside in distant places and are completely excluded from society (Tickamyer & Latimer 2019). They have modest land holdings or accessibility to it, little to no capital, and scant options for off-farm jobs.

The need for labor is frequently erratic and cyclical. Many subsistence and nearly subsistence farmers are among people experiencing poverty; they either raise all the food consumed by their homes or only make sporadic purchases in return for the goods they sell. These individuals have low incomes but are not necessarily worse off than others who do not raise their own food.

These factors are crucial to the subject because they lighten the connection between sponsorship and Secondary Education. This idea makes it apparent that sponsorship is similar to a company in which both the sponsor and the sponsored are expected to profit from their arrangement. However, sponsorship is crucial to raising recipients' living conditions and educational standards. This idea also aids in the study's understanding of how sponsorship significantly improves the odds of a person securing a white-collar job since it gives them access to better education that qualifies them for the labor market. They can live better lives, which is advantageous for society.

Scholarship programs are designed to boost education opportunities for disadvantaged students to mitigate human, financial, social, or cultural capital deficits in combination or isolation. Programs are designed to compensate for the lack of cultural, social, or human capital resources by using mentors, teachers, teachers, and counselors to boost their study skills and offer knowledge about the college application process. Shaheen, Mahmood & Shah (2020) state that scholarships are monetary awards for students in response to their academic performance and dedication. Merit is a significant factor in the awarding of scholarships. But other people also take their financial demands into account. Churches, businesses, governments, and universities can donate money for

scholarships. Scholarships help students to continue their studies or pursue further education by providing financial aid for higher education. Every scholarship is awarded per the requirements and preferences of the sponsor. Students benefit from the scholarship since it lowers their educational costs and frees them up to concentrate on their studies rather than part-time jobs. According to Shaheen et al. (2020), scholarships can support academic performance, student advancement, and their drive and self-assurance to work toward a bright future.

According to Bernal, Abadía, Álvarez-Arango et al. (2024), expanding educational aid opportunities through scholarships helps the targeted students to perceive education as more realistically attainable, resulting in increased pursuit and effort for scholarship opportunities. Need-based financial AI can help disadvantaged students and increase families' willingness to invest in human capital to complete compulsory education. Bernal et al. (2024) postulate that eliminating such incentives may lower educational expectations, resulting in a poverty trap or self-perpetuation.

Hoyo et al. (2024) indicate that in Mexico, for example, scholarship programs were introduced targeting poor upper-secondary students with the aim of increasing their learning outcomes and graduation rates. Due to the excess demand from eligible students for scholarship programs, they used a lottery system to determine eligibility. This resulted in improved retention rates in school for students from impoverished communities. The current study looks at non-governmental scholarships and their effects on students from marginalized communities.

Bernal et al. (2024) observed that canceling scholarships directly minimized educational possibilities for low-income students to enroll in high-quality colleges in Colombia. The initiative, which loosely translates to "it pays to be smart," was the

first large-scale national university scholarship to be extensively advertised. To be eligible, people have to have poor socioeconomic levels and receive high results on the standardized test Saber11. According to Bernal et al. (2024), 10,000 students were given scholarships that paid for their living expenses and tuition each year. Although studies have demonstrated that the scholarship increased enrollment rates among qualified students by over twofold and positively impacts exit exam scores, it has been criticized for being excessively expensive and diverting public funds to private universities. The scholarship was a hot topic of conversation during the 2018 Colombian presidential election. Out of the six candidates, only the presiding president favored the program as originally conceived (Bernal et al., 2024). However, his Ministry of Education abruptly declared one month after entering office that the program would no longer be available to new grantees after 2018, with no precise preparations for replacement. Political interference can affect the provision of educational scholarships to students from marginalized communities.

2.3 Direct Sponsorship and Access of Students to Education

According to IFAD (2021), sponsored students receive financial aid for a portion of their tuition at all levels of Education, including primary, secondary, vocational, colleges, and universities, based on the funding made available by the budget of specific NGO-assisted programs. Most N.G.O.s highly value education since it is thought to be the key to individual and collective success. Since paying school fees is essential to keep a child in school, N.G.O.s choose to support students' Education. While students with financial challenges frequently miss school, those whose tuition is paid on time are always kept in the classroom. Failure to pay school fees usually results in learners being sent home. Children do leave school occasionally for these

exact causes. According to him, a secondary school student's performance will suffer if they do not pay their tuition.

Jan Andreas Jan & Felix (2023) concurred that students could be kept in school when school fees are paid and adamantly asserts that receiving an education directly correlates with paying for school. Jan Andreas Jan & Felix (2023) focuses on the necessity of a catalyst for successful community development. Although many communities contain the traits necessary for community development, none exists. This is because initiating community development does not necessarily require the presence of the conditions that sustain it. According to Jan Andreas Jan & Felix (2023) education catalyzes improving student and school performance.

Barrow & Rouse (2018) used data from a random assignment experiment at three schools in the USA to investigate the impact of performance-based incentive schemes on educational outcomes for community college students. Compared to children who are not sponsored, it was found that meeting the social requirements of sponsored children significantly raises their self-esteem. The children's sense of insecurity is removed, encouraging them to recognize who they are. Maslow's hierarchy of needs is divided into five categories: physiological needs, needs for safety and security, needs for love, and needs for belonging, is the foundation for his ideas. The effectiveness of the sponsorship programs in improving a student's access to Education is convincingly demonstrated in this review. However, the literature does not adequately cover the program's effectiveness on a particular child.

2.4 Educational Resources and Students' Access to Education

NGOs are a collection of varied groups with various objectives. NGOs frequently offer education to children who are difficult to reach and whose governments are

unable or unwilling to assist (Salama, Ragheb, Wahba, et al., 2024). NGOs comprise non-profit organizations that can help schools by giving them supplies, funding, or volunteers. While direct cash can be used to pay for domestic and educational expenses for low-income pupils in Egypt, these items also include school uniforms, stationery, and meals for impoverished children. Non-educational organizations have given certain well-known NGOs control over difficult and ineffective state-funded public schools to revitalize them and achieve their mission of offering high-quality basic education. NGOs assist in delivering public education through direct strategic partnerships, contractual agreements with the government, or self-organized institutions to provide the general public with various education services, including teacher training, infrastructure improvement, and alternative or supplementary educational programs (Salama et al., 2024).

NGOs make efforts to raise standards in schools (Jagannathan, 2019). The school has been the focus of their interventions as the reform and change unit. NGOs have broadened the school's possibility for quality enhancements. Early ideas like child-centered teaching and learning processes, integrated learning (across disciplines), and teaching to multiple grades and levels have all been developed and implemented by the NGO sector. Many of these quality improvement approaches have been advanced by the NGOs examined, who have also notably discovered methods in which administrative and academic changes can support one another (Jagannathan, 1999). Because of their efforts, there is now a better knowledge of how to improve the quality of classroom procedures, with the school acting as a responsive and accountable institution that combines academic, financial support

When implementing education projects, NGOs encounter several challenges. Kajiita and Kang'ethe (2017), there were financial constraints and insufficient and irregular funding from donor agencies, such as the government or other private organizations, making it difficult for professionals and experts to work in less developed, remote, and inaccessible areas. Lathaa and Prabhakar (2011) discovered that NGOs lack infrastructure, government indifference, and acknowledgment for their efforts. Other difficulties include a lack of training materials, short training sessions, erratic government funding, parents with low levels of education who are difficult to persuade to send their daughters to school, and children who show little interest on the part of kids.

However, the studies only focus on women's and girls' education while excluding men and boys who come from disadvantaged communities. The current study collectively looks at both male and female students who benefit from NGO sponsorship programs in marginalized communities.

De Siqueira (2020) claims that report sponsorship schemes became well-known in the 1980s as a technique of motivating people in developed nations to help poor people in underdeveloped nations. Sponsorship programs rely on contributions of \$25–\$40 to help cover the costs of a child's basic needs, education, and medical care. Typically, sponsors need a description of the kid they are sponsoring, a picture of the child, and information about their needs. Some even write and receive letters.

Sponsors play a crucial role in the operation of schools since they provide resources to improve learning while not providing financial assistance to the institution. Mutuku, Maricela, & Okemasisi (2021) investigated the sponsored schools in the South Imenti District and found that the funding for the institutions came from

fundraising activities, the provision of textbooks and other laboratory supplies, and the help of low-income students by covering their tuition costs. This study gave little thought to whether the programs had been successful, nor did it consider the sponsored learners' academic performance. This demonstrates that the sponsorship literature is incomplete, so this study is necessary.

According to a Compassion (2011) survey, most sponsored secondary school students receive educational support from N.G.O.s. The sponsorship typically includes pocket money for maintenance, textbooks, school supplies, uniforms, and school bags for girls. Doing this will ensure that these kids stay in school and won't be expelled for not having the necessary school supplies, like a school bag or uniform. This is also provided with the hope that the kids will feel at ease at school and do well academically.

According to a study by Kipkoech (2008) on Education and sponsorship in the Keiro area, teaching-learning resources constitute educational resources, which are all the tools and supplies needed to improve efficient learning. The primary issue was the lack of instructional supplies and equipment in today's classrooms. The study highlights instances where teachers have difficulty instructing without basic supplies like reading materials and a chalkboard. To raise academic accomplishment, school leaders and administrators must look for alternative sources of revenue.

According to Morsley (2010), planning for material resources includes identifying the needed resources, evaluating their quality in light of those demands, creating standards and criteria, calculating the cost per unit, and deciding whether to use the materials by people or groups. Planning, acquiring, allocating, distributing, and overseeing the usage and upkeep of the items are all parts of managing material

resources. Due to decreased funding, resources are limited at NGO-sponsored schools.

2.5 Merit Scholarships and Access to Education

Different estimated program effects were found in the two districts where the program was implemented. There was a lot of mistrust of the N.G.O. running the program and attrition from the program in the smaller, less wealthy of the two areas. Due to this, it is challenging to evaluate program impact accurately, yet, the null hypothesis cannot be ruled out. Gains in test scores were focused in the larger, marginally wealthier area, where the rise was calculated at 0.27 standard deviations. Student absence in this district also dropped by 3.2 percentage points (from a baseline of 13%), and benefits were felt even by those who weren't qualified for the program. In the initial cohort of participants, test scores for boys increased by 0.15 standard deviations. At the same time, program benefits were statistically indistinguishable for girls across all quartiles of the baseline test-score distribution, even though they had little to no chance of winning the rewards.

Student interactions may have caused these spillover effects, but they may also have been moderated by behavior modifications brought on by the program for the teachers. In program schools, teacher absences fell by 4.8 percentage points from a baseline rate of 16 percent. More proof of students' increased effort in response to merit scholarships can be found in a different version of Colombia's conditional cash transfer program, which provided transfers equal to 73% of the average cost of the first year in a vocational school to students who had completed secondary school and were enrolled in a tertiary institution. From a baseline of 79.3% in the comparison group, the program increased secondary school attendance in the present

by five percentage points. In the following academic year, enrollment in tertiary institutions increased considerably, by 49.7 percentage points, from a baseline of 19.3%.

2.6 Summary and Gaps of Literature Review

In conclusion, several gaps in the study including effects of direct nongovernmental sponsorship on marginalized students from low-income families, impacts of nongovernmental sponsorship in assisting students attain high quality education and effects of availability of teaching and learning resources among marginalized students from low-income communities have been examined in the literature, and efforts have been made to identify pertinent data that might be used to close these gaps. The support sponsors provide to schools is essential to their operation, according to numerous researchers and writers that have been studied. For instance, the idea of N.G.O. sponsorship has been thoroughly examined in the first half of the second section 2.1 of this study. Sponsorship has been seen as a huge help that goes a long way in helping persons unable to financially, spiritually, or socially support themselves. In section 2.2 of the study, the direct Sponsorship and students' access to school were also covered. It has been evident how NGO-sponsored students can profit from educational resources and tuition payment and how schools can profit significantly from improving the students' economic, social, and physical well-being.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research technique, which outlines the course of action the study will take, is presented in this chapter. Research design, target population, sample size and method, data collection tools, validity and reliability of the tools, data collection method, and data analysis are the subjects covered in the chapter's several sections.

3.2 Research Design

The research used an ex post facto methodology. Using this technique, the researcher could gather data by giving a sample of people a questionnaire (Gay, Mills, et al., 2020). The technique enabled the researcher to look at the independent variable through the lens of the dependent variable, helping to provide pertinent data that can be used to understand how sponsorship relates to educational quality.

The method was recommended because it tries to convey things like potential attitudes, values, and behaviors while reporting the facts. This approach was chosen since it eliminated the need to characterize study participants about their participation-related behavior, attitude, values, and attributes.

3.2.1 Variables

The dependent variables include educational enrolment and retention among marginalized students from low-income families while the independent variables include educational scholarships, teaching and learning resources and educational infrastructure.

3.3 Target Population

The study targeted all 507 of principals and senior teachers employed by the Teachers Service Commission within the mixed public day and boarding schools in Kajiado County. Loitokitok Sub County of Kajiado County's 28 secondary schools has 601 scholarship recipients (Kajiado County Education Director, Report, 2016). The top ten international and one national NGO including USAID, World Vision, Big Life Foundation, Great Plains Conservation, Carbon Credit, Nice Place Foundation, World Serve International, Equity Bank Wings to Fly Foundation, Mt. Kilimanjaro Child Development Programme operating in the sub-county which offer educational sponsorship programs to marginalized students from low-income families will be considered. We considered Loitokitok sub-county because it had the largest number of NGOs supporting educational programs. Due to the different and varied backgrounds of the students and teachers, the study had access to the necessary data.

3.4 Sampling Procedure and Sample Size

According to Gay et al. (2020), a social study should use a sample representing 30% or more of the population. Verma & Verma (2020) state that a descriptive study should have a sample size of at least 30%. The formula developed by Nassiuma was used to determine the sample size for this study (2000). According to Nassiuma (2000), the standard error margin should be between 2% and 5%, while the coefficient of variation should be between 20% and 30%.

$$n = \frac{NC^2}{C^2 + (N-1)e^2} \dots \dots \dots \text{Where; } n = \text{Sample needed in (1)}$$

N is the total population.

30 percent coefficient of variation

In this instance, the standard error is 0.05, and the sample size is 1118 plus 0.302.

$$0.302 + (1118 - 1)0.022 \sqrt{s} = 187$$

The margin of error was set at 5%, but the confidence level was set at 95%, indicating the maximum amount of uncertainty that was to be accepted (Nassiuma, 2000). To guarantee that the sample is large enough to support the generalizability of the results, a 30% coefficient of variation was used. The utilization of more extensive samples necessitated higher coefficients of variation.

Using the formula, a sample size of 187 was calculated for the target population of 1118 respondents. A sample size of 187 was deemed appropriate for the study because it represents 17% of the population. 17% was regarded as an acceptable sample for the study because the sample size for a study with a small population was intended to be between 10 and 30 percent of the population.

Since the sample contained subgroups, the sampling frame was not homogeneous, demanding a fair representation of these subgroups in the sample size, proportionate stratified random sampling was used to derive samples. The teachers, N.G.O. representatives, and students participating in the study were chosen from a stratified and random sample. Using the stratified random sampling technique, the researcher could get a sample population that most accurately represents the overall group being studied. The teachers' and N.G.O. representatives' selection followed the exact step-by-step process as the student selection.

The sampling frame's units were split into groups, or strata, containing males and females. This was the first phase. Then, a sample S.R.S. was collected from both the

male and female strata to create a total sample. Depending on the proportion that each subgroup reflects the population, a random sample is then chosen from each stratum. However, since one sample can be purposefully oversampled, units do not necessarily need equal odds of being chosen. As a result, the sample size for sampling was decreased by stratifying the sample statistic. For example, we could choose more females than males to sample from. Building a comprehensive list of the people within each stratum is the first stage in the random selection procedure. The file was received from specific Kajiado South schools; Loitokitok Sub county with approval from the Sub County Director of Education. The researcher gave the numbers of the teachers, NGO representatives, and student. The researcher provided a list of random numbers before choosing a sample from the entire population. Finally, the researcher chose which members of this demographic would be given an invitation to participate in the study.

According to Mugenda (2012), stratified random sampling divides the accessible population into distinct categories to represent the various groups from whom the sample will be drawn. Each potential selection has an equal chance of being made through random sampling. This study considered three strata: teachers, students, and N.G.O. representatives. Purposive sampling was utilized to choose each of the 10 N.G.O.s' representatives because there aren't many. The researcher utilized a proportionate sample for the teachers and students, choosing 81 and 96 respondents for each group, respectively. Then, using a ballot, a simple random selection was utilized to choose the responses, guaranteeing a balanced representation of men and women. The study's target population is teachers, form three and form four students.

Table 3.1: Target population and sample size of the study

Respondents	Target Population (N) +	Sample (n)
Teachers	507	81
Form Three and Four Learners on Sponsorship	601	96
Sponsorship NGOs	10	10
Total	1118	187

Source: County Education Officer, Kajiado County (2018).

3.5 Research Instrument

3.5.1 Questionnaires

First, the study used questionnaires to gather information. Since the respondents could read independently and did not need the researcher's help to respond to the questions, questionnaires were employed because they were acceptable for the study. Utilizing questionnaires allowed researchers to delve deep into respondents' views and reactions to gather information. When used on significant populations, questionnaires are advantageous. The survey contains questions that ask respondents to provide answers depending on the four study factors. A Likert scale was used for this. The necessary data was collected using scaled items on a 4-point Likert scale with 1-strongly disagree, 2-disparate, 3-agree, and 4-strongly agree (See Appendix 1)

3.5.2 Interviews

The researcher used oral interviews to acquire information for this study. Oral interviews were beneficial because they enabled the researcher to attain in-depth data from the respondents (Renjith, Yesodharan, Noronha, Ladd, & George, 2021).

The researcher could probe the respondent for further explanation of their responses.
See Appendix III

3.5.3 Validity of the Instruments

Validity is the degree to which a data collection strategy measures what it is meant to measure. Clark, Foster, Bryman, & Sloan, (2021) notes that the instrument's content validity is measured using expert judgment. This study utilized five experts derived from the university supervisors and the pilot study respondents to measure the content validity aspects. The study utilized content validity in the measurement of the validity of the study. Content validity refers to how the content of the structured questionnaire is representative of the research phenomenon. With the help of the supervisor and other experts in the field of Education, the questionnaire would be evaluated and modified to ensure its content validity. The questionnaire were changed before the data collection process begins in response to expert input. Based on their comprehension of the questions, the truthfulness of the assertions, and the coherence of the questions, two experts were asked to score the survey items. We employed the coefficient of validity index (CVI) formula. which is;

$$\begin{aligned} \text{CVI} &= \frac{\text{All relevant items, as agreed.}}{\text{The sum of the questionnaire's items}} \\ &= \frac{6}{10} \\ &= 0.6 \end{aligned}$$

The instrument is regarded as genuine if the CVI is 0.6 or above.

3.5.4 Reliability of the Instruments

The Cronbach's alpha index assessed the instruments' dependability. The questionnaires were coded and entered into the SPSS software after being retrieved from the pilot group to calculate the alpha reliability. Using SPSS to calculate the

Cronbach alpha index provided a more precise approach to assessing the instrument's reliability. According to Gay et al. (2020), Cronbach's alpha index has values between 0 and 1. The items were considered unreliable if the index is close to 0 but extremely reliable if the number is close to 1. Notably, many authors consider a reliability index of 0.7 or more acceptable.

The choice of Cronbach's alpha for determining reliability is justified by its ability to measure the internal consistency of items within a scale. This ensures that the questionnaire items collectively assess the same construct and produce stable results over time. The pilot testing allowed the researcher to identify any inconsistencies and refine the questionnaire, ensuring that the final instrument was both reliable and suitable for the main study. A high Cronbach's alpha value obtained in this study confirmed the internal consistency and reliability of the instruments.

3.6 Pilot Study

The researcher selected participants for the primary study from two nearby mixed-day and boarding secondary schools in Kajiado County. The pilot sample was 10% of the overall sample size. The pilot test results identified the questionnaires' holes so that they could be appropriately filled in. 19 participants were recruited as a sample from the schools in Kajiado for the pilot test.

3.7 Data Collection Procedure

First, the researcher wrote to the schools in advance to explain the study's goal and ask for their help. The researcher included a letter of introduction from the graduate school. As part of the preparations for the data collection procedure, the researcher visited the schools and introduce himself to the headteachers and teachers

present. The researcher gave the teachers the questionnaires, which were returned within two weeks.

3.8 Data Analysis Methods

Data collection were followed by coding for analysis. Quantitative data were yielded while investigating how nongovernmental organizations in public schools in Kajiado county have improved access to education among marginalized students, the influence of nongovernmental education scholarship on access to public secondary, influence of nongovernmental organizations' provision of teaching-learning resources, and influence of nongovernmental organizations' provision of educational infrastructure on access to public secondary education in Kajiado county.

MS excel summarize and analyze the data into frequencies and percentages before performing the quantitative on the quantitative data collected for every objective. The study used descriptive statistics to show the response volume in terms of means, percentages, and frequencies.

3.9 Ethical Issues

Researchers are guided by moral principles and beliefs when conducting research, especially on human subjects. When conducting research, ethics focuses on using moral principles in the study design, data collection, analysis, dissemination, and use of the findings (Mugenda, 2012). A letter authorizing the researcher to conduct the study was obtained from the School of Education.

Additionally, the National Commission for Science, Technology, and Innovation (NACOSTI) plays a critical role in research oversight in Kenya. Before the study commenced, a research permit was obtained from NACOSTI. This permit ensured

compliance with ethical standards, including the protection of participants and the proper conduct of research activities. NACOSTI's mandate includes promoting and regulating research to uphold scientific integrity and ethical compliance across all stages of the study.

The researcher protected the respondents by keeping the information provided privately. The researcher protected the respondents' identities by disclosing the information provided but not the identity of those providing it. All material from other sources was adequately recognized and included in the references to avoid plagiarism. The sampled schools were visited, and respondents were given questionnaires with their consent. The researcher ensured that the respondents gave their consent voluntarily and per the principle of informed consent before requiring their participation in the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

In the previous chapter, the researcher described methodology used in the study. This chapter reports the findings of the study whose purpose was to examine non governmental organizations contributions and influence on access and retention in public secondary education in Kajiado County, Kenya. The study sought to answer the following research questions:

- i. What services do the NGOs provide while working with marginalized students in the public secondary schools in Kajiado County?
- ii. How does NGOs education scholarship influence access to public secondary Education among marginalized students from low-income households in Kajiado County?
- iii. How does NGOs provision of teaching-learning resources influence access to public secondary Education in Kajiado County?
- iv. What influence does NGOs have in providing educational infrastructure on access to public secondary Education among marginalized students from low-income households in Kajiado county?

4.2 General and Demographic Information

4.2.1 Response Rate

The researcher utilized a proportionate sample for the teachers and students, choosing 81 and 96 respondents for teachers and students, respectively. The researcher considered 10 N.G.O.s' representatives in the study.

Table 4.1: Response rate

Questionnaires	Frequency	Percentage
Distributed	187	100%
Returned	94	50%

Out of the 187 questionnaires that were administered, 94 questionnaires were returned. Table 1 above indicates the response rate, which was 50%. The percentage was fair and representative. According to Mugenda & Mugenda (2012), a 50% response rate is sufficient for analysis and reporting. The researcher met the response rate threshold thus enhancing generalizability of the study findings. This is because the findings were considered to be free from participation bias and non-response error.

4.2.2 Demographic Information of the Respondents

NGO staff were asked to indicate their level of education, work experience, involvement in a scholarship program and the length they have been working with student scholarship program.

The NGO staff were asked to indicate their level of education on the research instrument. The responses were given in the pie chart below.

4.2.2.1 NGO staff level of education

Education level

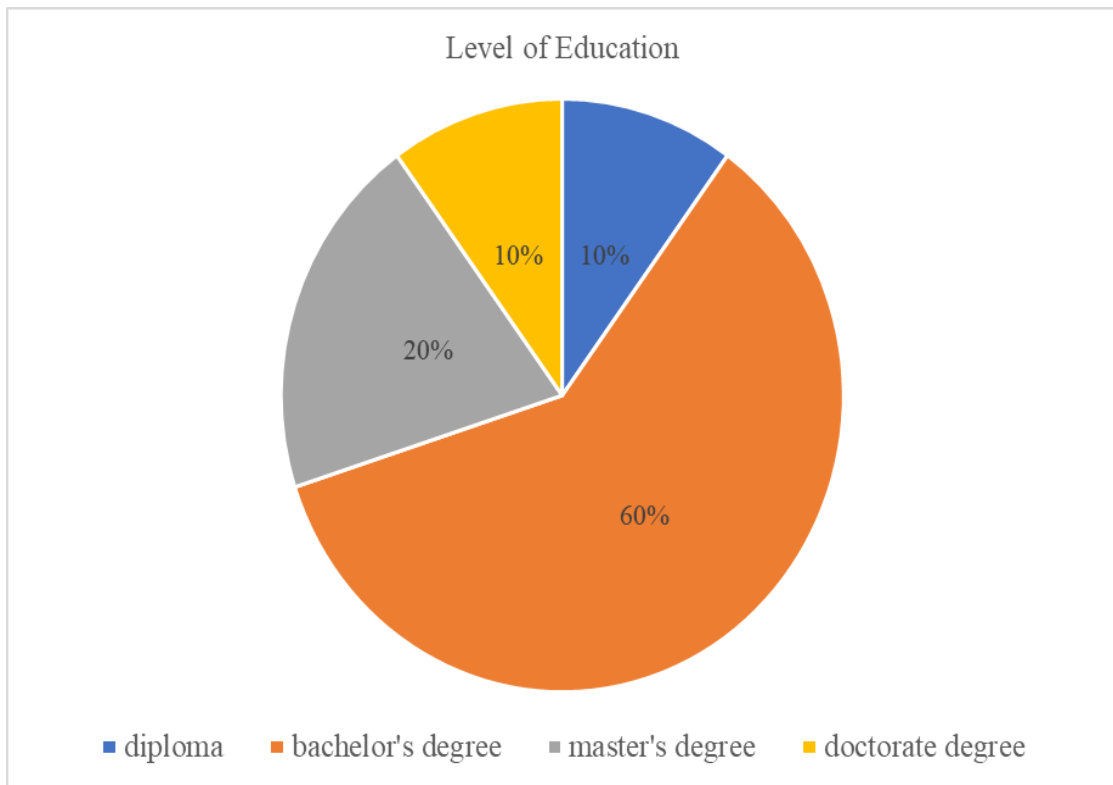


Figure 4.1: Education level

Figure 4.1 above shows that 60% of the NGO staff participants had attained a bachelor's degree. 20% of the respondents had a master's degree, while 10% either had a doctorate or diploma degree respectively.

4.2.2.2 Work experience

The participants were requested to indicate their work experience in the NGO organization. The pie chart below demonstrates the length of work experience in their profession.

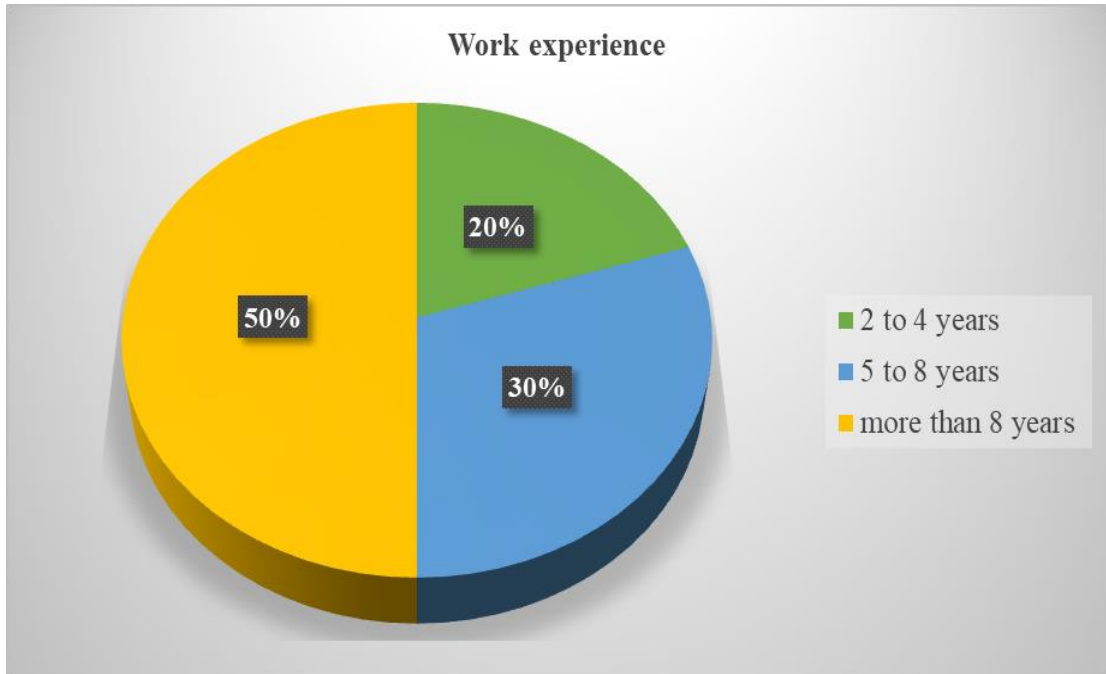


Figure 4.2: Work experience

Figure 4.2 shows that, 50% of the respondents had worked at an NGO organization for more than eight years, 30% had worked between 4 and 8 years, and 10% had worked for 2 to 4 years.

4.2.3 Years involved in the student scholarship program at an NGO organization

The participants were requested to indicate the years they were involved in the student scholarship program at an NGO organization. Figure 4 shows the years the NGO staff worked in the student scholarship program.

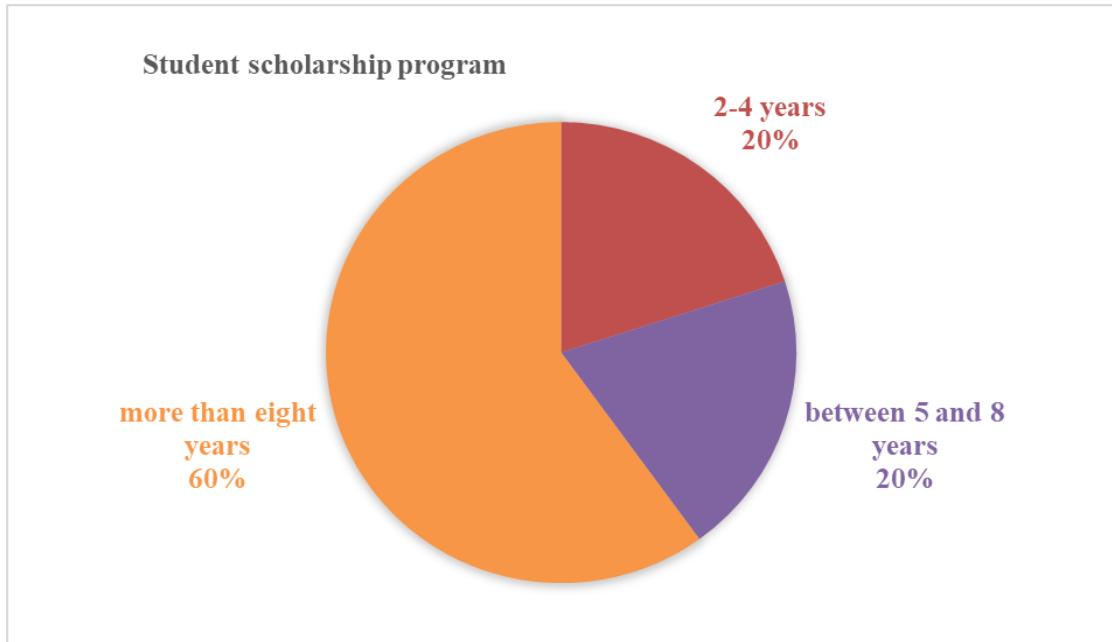


Figure 4.3: Years involved in student scholarship program

According to figure 4.3, 20% of the respondents were involved in a student scholarship program for 2 to 4 years. 20% of the respondents also worked for a student scholarship program between 5 to 8 years. The majority of the respondents worked at a student scholarship program for more than eight years, and they accounted for 60%. The implication of this study is that student scholarship programs helps students to attain education especially in arid and semi-arid lands.

4.2.4 Effect of NGOs working in public secondary schools on access to education among marginalized students

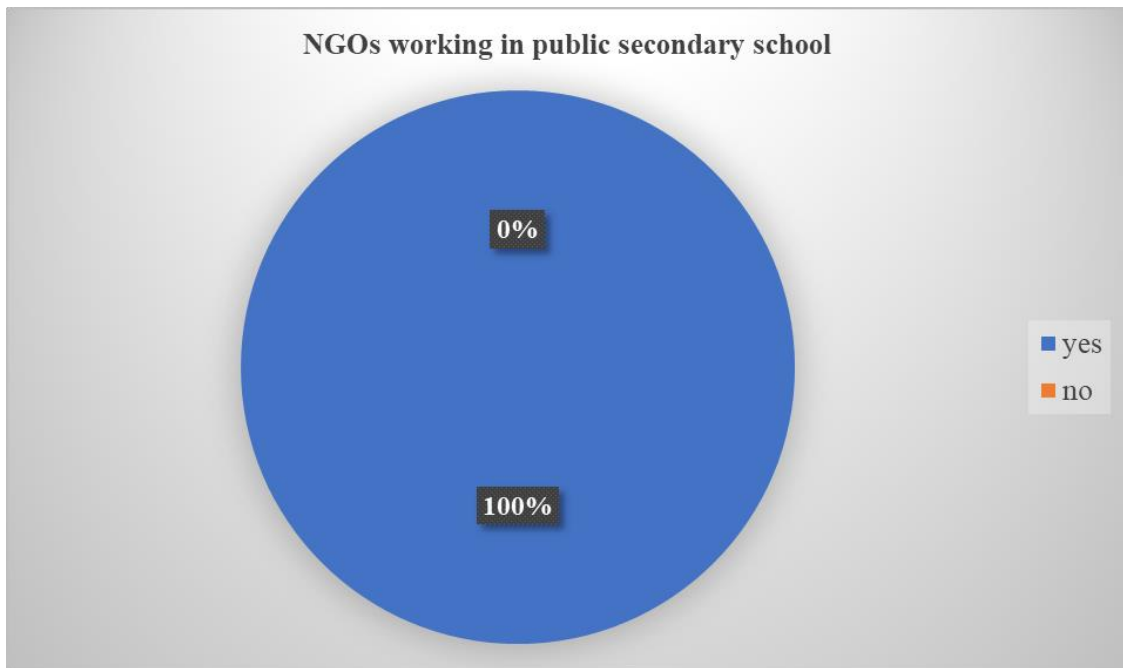


Figure 4.4: NGOs working in public secondary schools

According to figure 4.4, 100% of the respondents agreed that NGOs working in public secondary schools facilitate access to Education among marginalized learners.

4.2.5 Effectiveness of NGOs educational scholarship in promoting access to public secondary education in Kajiado County

The participants were asked to respond on the effectiveness of non governmental organization sponsorship programs on student's access to quality secondary education in Kajiado County. A five point Likert scale was used to indicate their agreement level as follows. S.A. – Strongly Agree; A – Agree; NS not sure; D – Disagree; S.D. – Strongly Disagree.

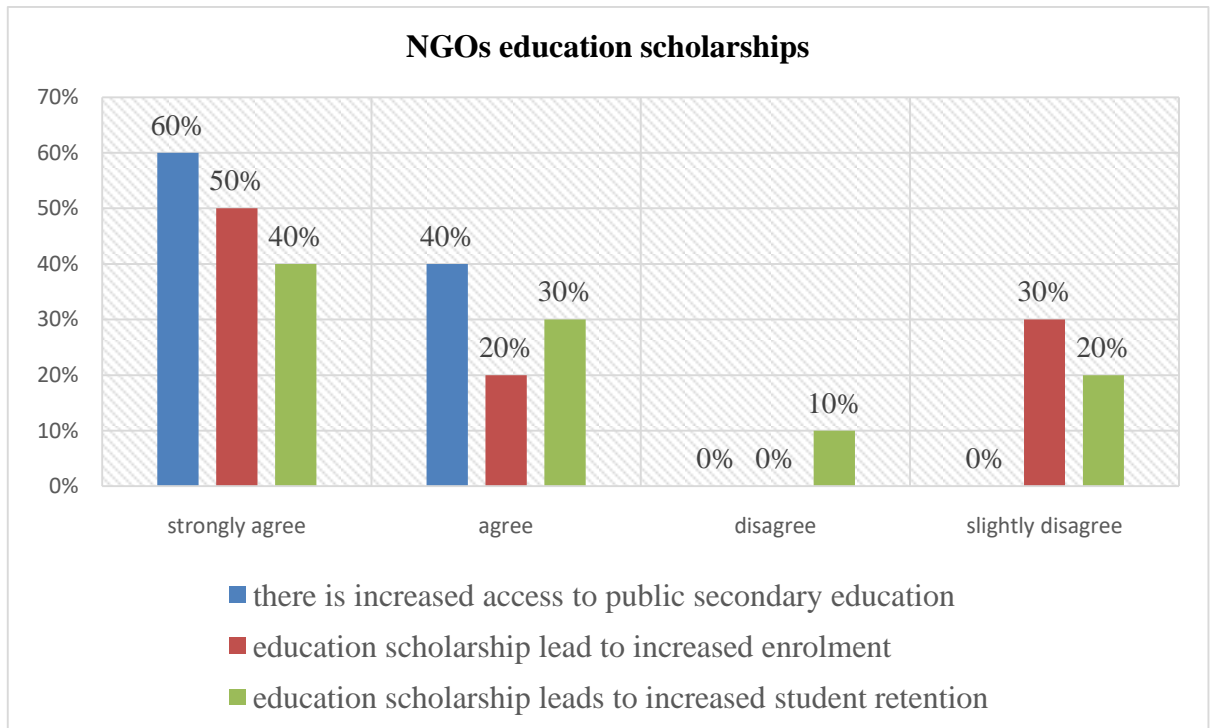


Figure 4.5: Education scholarships promote access to public secondary education

According to figure 6, 60% of the respondents strongly agree that NGO education scholarships increase access to public secondary Education. 40% agree that NGO educational scholarships increase access to public secondary Education.

Figure 4.5 indicates that 50% strongly agree that NGO education scholarships lead to increased enrolment, while 20% agree that they do. However, 30% of the respondents disagree.

Figure 4.5 shows that 40% of the respondents strongly agree that NGO education scholarship increases student retention. 30% agree, 10% disagree, and 20% slightly disagree that NGO educational scholarship leads to improved student retention respectively. The study findings is consistent with Jepnyango & Tomno (2021), who indicate that free NGO educational scholarship help in increasing access to

secondary education in Kenya. The study findings is also consistent with Ponge (2019) who indicate that non-governmental organizations are crucial to Kenyan education as they support the education sector by offering different variables such as financial support. The study findings are also consistent with Salama et al. (2024) who notes that NGOs frequently offer education to children who are difficult to reach and whose governments are unable or unwilling to assist.

4.2.6 Effectiveness of NGOs’ teaching-learning resources in promoting students’ access to public secondary education in Kajiado County

On the third question, the respondent were asked to indicate their level of agreement on how does NGOs provision of teaching-learning resources influence access to public secondary Education in Kajiado County. A five point Likert scale was used to indicate their agreement level as follows: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD)

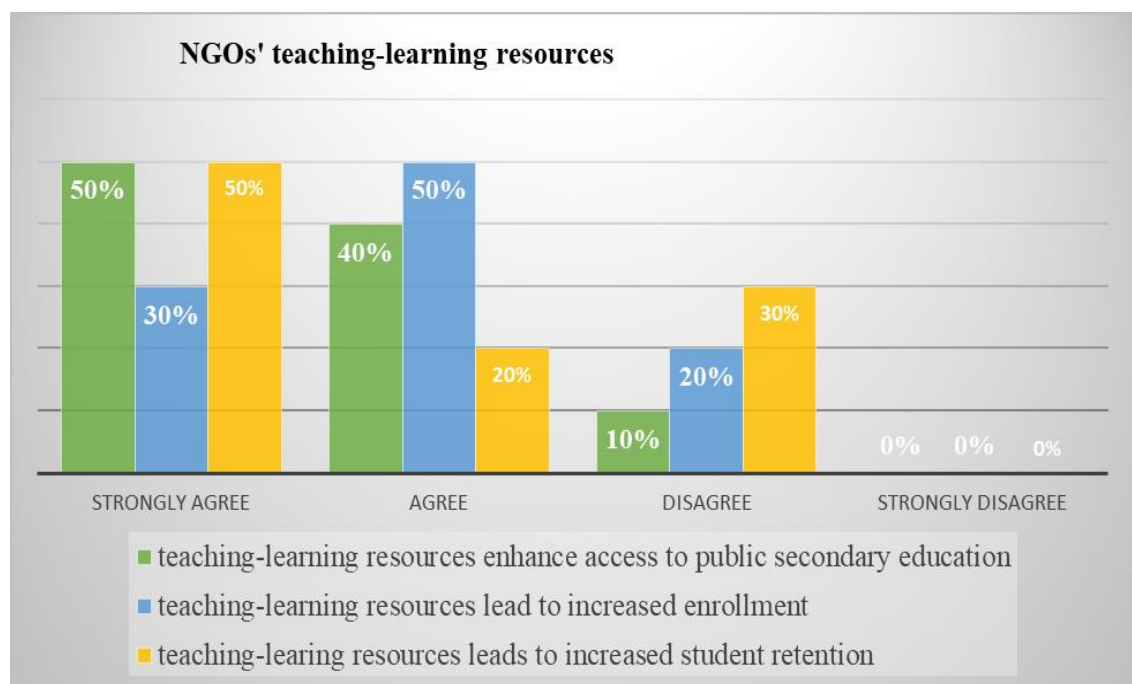


Figure 4.6: NGOs teaching-learning resources impact access to public secondary education

According to the figure 4.6 above, 50% of the respondents strongly agree that NGO teaching-learning resources; reading and writing materials enhance access to public secondary Education. 40% and 10% of the respondents agree and disagree, respectively.

Figure 4.6 illustrates that 30% of the participants strongly agree that NGO teaching-learning resources lead to increased enrollment. The field data shows that 50% of the respondents agree, while 20% disagree.

The study findings is consistent with Ponge (2019) who indicate that NGO can provide basic non-teaching resources to sustain students in school. According to Nolan (2020) child sponsorship increases formal education levels. The study findings are consistent with Salama et a. (2024) who notes that NGOs assist in delivering public education through direct strategic partnerships, contractual agreements with the government, or self-organized institutions to provide the general public with various education services, including teacher training, infrastructure improvement, and alternative or supplementary educational programs which results in increased enrolment in schools.

4.2.7 Provision of educational infrastructure by NGOs enable learners access public secondary schools in Kajiado County

In research question four, the participants were asked to indicate their level of agreement on provision of educational infrastructure by NGOs in enabling learners to access public secondary schools in Kajiado County. A five point Likert scale was used to indicate their agreement level as follows: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD)

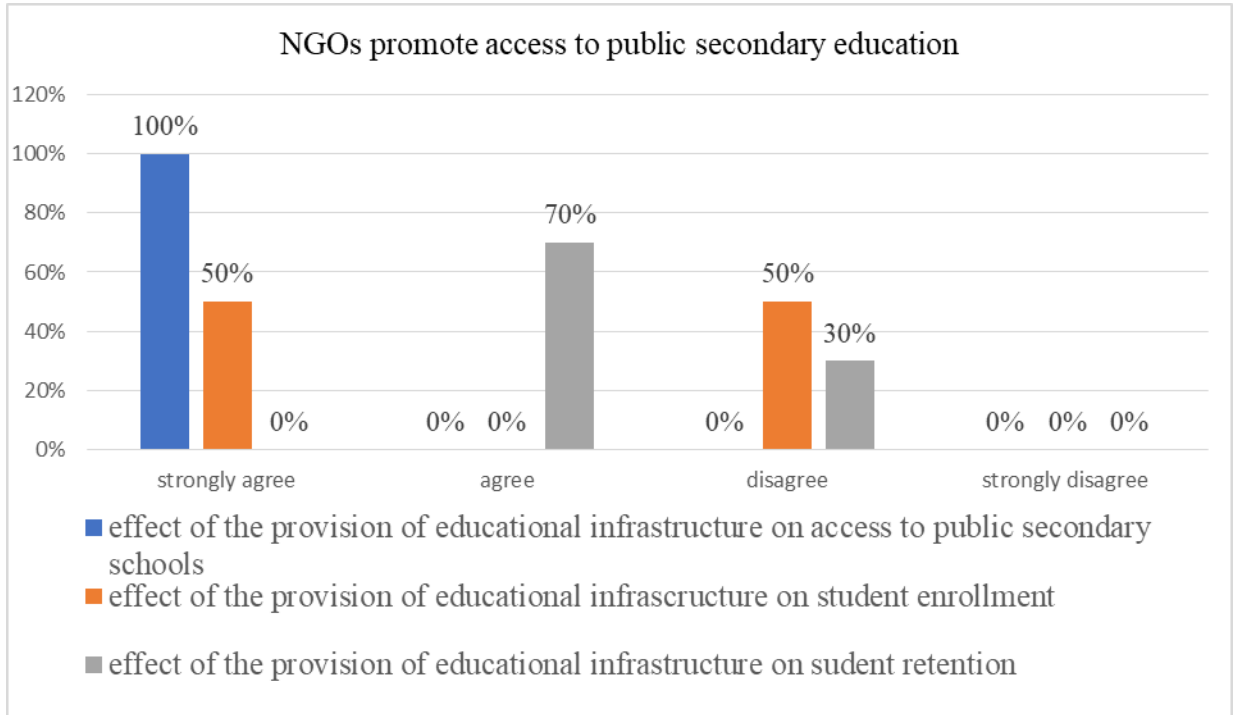


Figure 4.7: NGOs provision of educational infrastructure promote access to public secondary education

Figure 4.7 shows that 100% of the respondents strongly agree that NGOs' provision of educational infrastructure impacts access to public secondary schools. The data in figure 4.7 shows that 50% of the NGO staff participants strongly agree that their organizations' provision of educational infrastructure affects student enrolment in public secondary schools in Kajiado County. It was observed that 50% disagree that the provision of educational infrastructure affects student enrollment. According to the data in figure 8, 70% of the respondents agree that the provision of educational infrastructure by NGOs affects student retention, while 30% of the participants disagree. The study findings are consistent with Chengula (2019) who notes that NGOs advance education for marginalized students by offering educational infrastructure resources such as supporting the construction of school buildings and teaching and learning materials.

4.2.8 Effect of NGOs working in public secondary schools on access to education among marginalized student

The participants were asked to indicate the effect of NGOs working in public secondary schools on access to education among marginalized students and they either indicated a yes or a no.

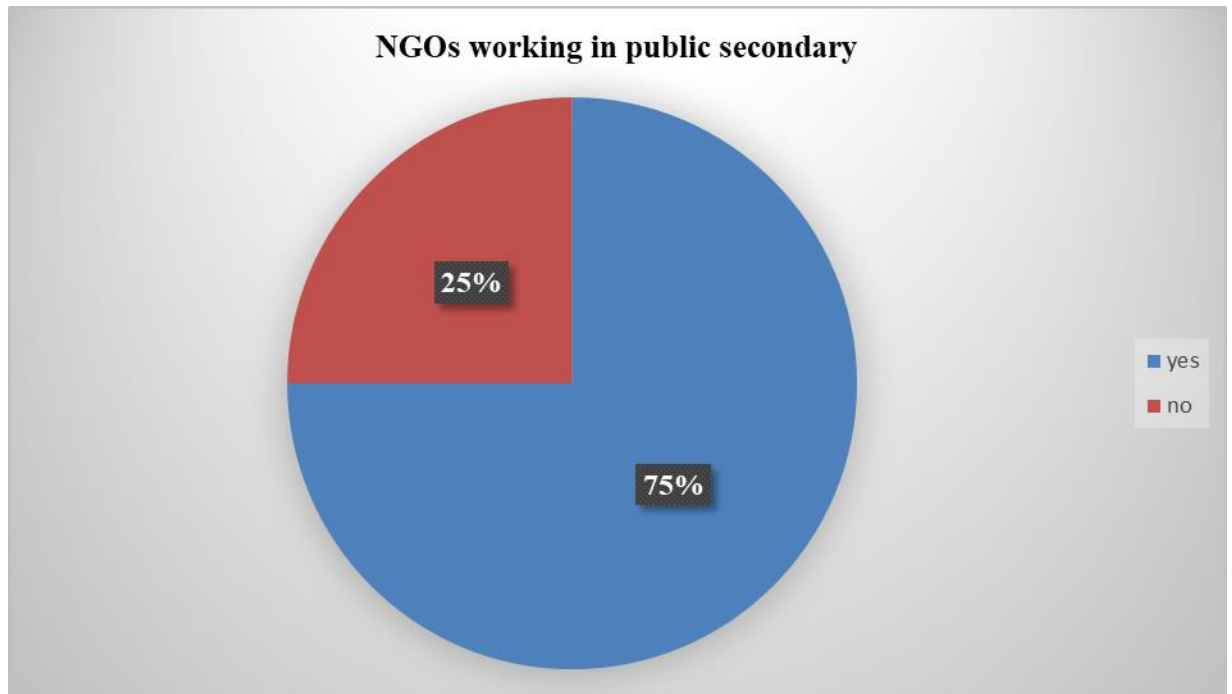


Figure 4.8: NGOs working in public secondary school facilitate access to education among marginalized students

Figure 4.8 shows that 75% of the respondents indicate that NGOs working in public secondary schools facilitate access to education among marginalized students while 25% of the respondents indicate that NGOs working in public secondary schools do not facilitate access to education among marginalized students.

4.2.9 Effectiveness of educational scholarship in promoting access to public secondary education in Kajiado County

The participants were asked to indicate their level of agreement on the effectiveness of educational scholarship in promoting access to public secondary education in Kajiado county. A five point Likert scale was used to indicate their agreement level as follows: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD)

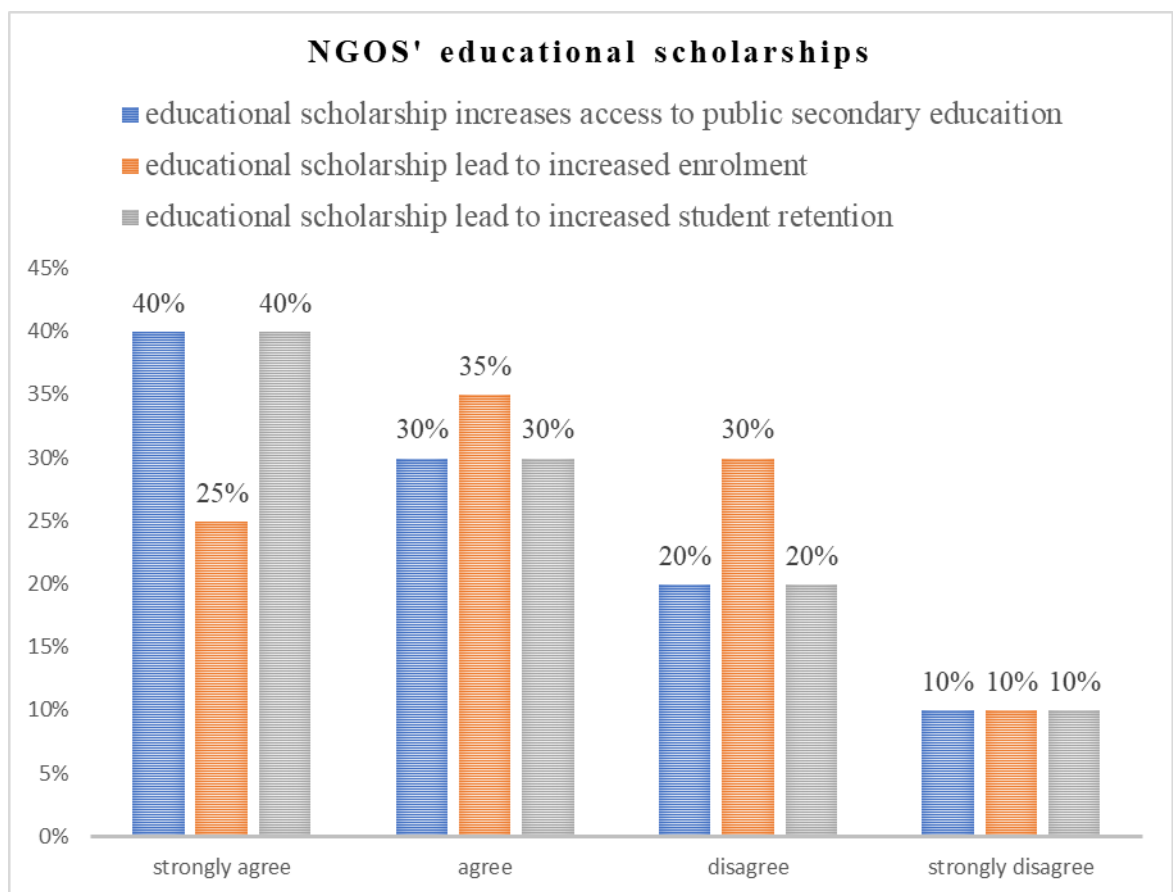


Figure 4.9: NGOs' educational scholarships promote access to public secondary education

According to the figure 10, 40% of the participants who were teachers strongly agreed that the provision of educational scholarships by NGOs increases access to

public secondary Education. 30% of the respondents agreed, while 20% disagreed. 10% of the research participants strongly disagreed about the efficiency of educational scholarships by NGOs in increasing access to public secondary Education.

Figure 4.9 shows that 25% and 35% of the participants strongly agreed and agreed that educational scholarship by NGOs leads to increased enrollment in public secondary Education in Kajiado county, respectively. However, 30% and 10% of the participants disagreed and strongly disagreed that educational scholarship given by NGOs resulted in increased enrolment in public secondary schools respectively.

The data in figure 4.9 shows that 25% and 30% of the study's participants strongly agreed and agreed that educational scholarships offered by NGOs resulted in increased student retention in public secondary schools in Kajiado County, respectively. 20% and 10% of the respondents disagreed and strongly disagreed that NGO educational scholarships lead to increased student retention in public secondary education, respectively.

The study findings is consistent with IFAD (2021) who indicate that scholarship helps marginalized students in developing nations to attain education. The study findings is consistent with Nolan (2020) who indicate that sponsorship programs are a direct outcome of poverty and they intend to help the poor. According to IFDA (2021), partial scholarships help the recipients to attend boarding school or remain at home where the organization take care of their needs with the assistance of their parents and other family members.

4.2.10 Effectiveness of teaching-learning resources in promoting students' access to secondary education in Kajiado County

The participants were asked to indicate their level of agreement on the effectiveness of teaching-learning resources in promoting students' access to secondary education in Kajiado County. A five point Likert scale was used to indicate their agreement level as follows: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD)

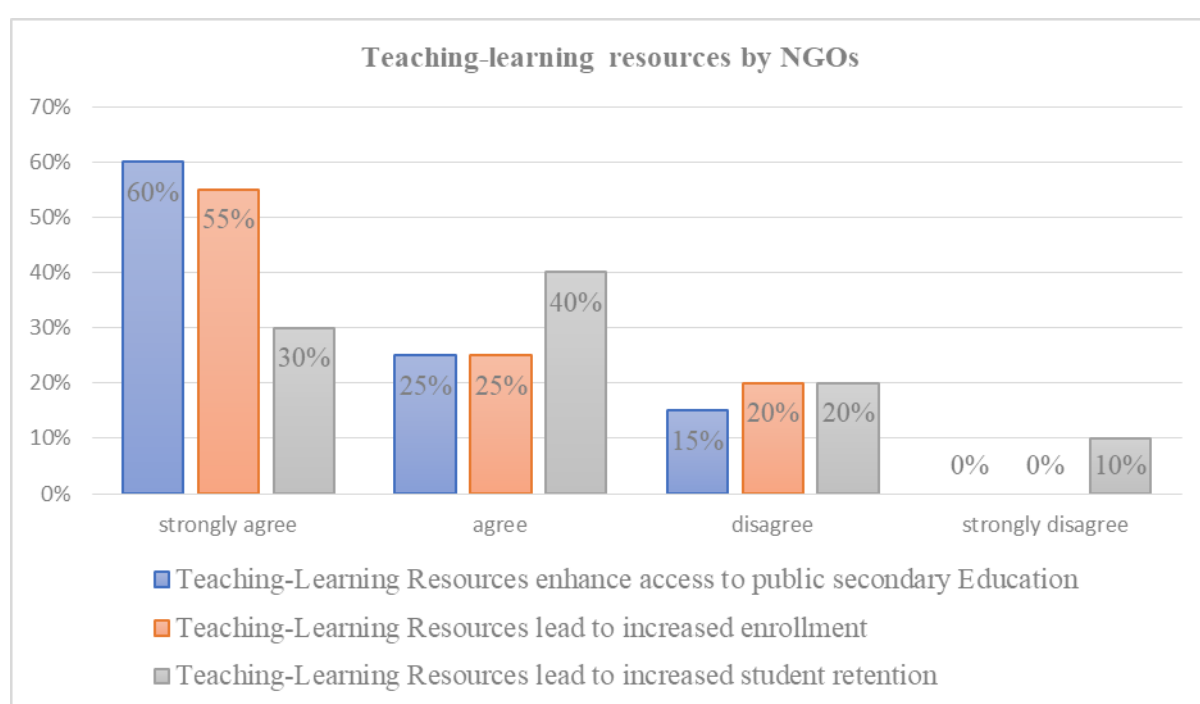


Figure 4.10: NGOs teaching-learning resources promote access to public secondary education

According to figure 11, 60% of the respondents strongly agreed, and 25% agreed that teaching-learning resources received by NGOs promoted access to public secondary Education. However, 15% of the participants disagreed on the efficiency of teaching-learning resources by NGOs in promoting access to public secondary schools.

IFAD (2021) indicate that sponsored students receive financial aid for a portion of their tuition at all levels of education including primary, secondary, vocational, colleges and universities. Klapper & Panchamia (2023) indicate that students receive uniform, school upkeep, stationery and books from NGOs.

The figure 4.10 shows that 55% of the respondents strongly agreed, while 25% agreed that NGO teaching-learning resources increased student enrollment. Twenty percent of the respondents disagreed on the efficiency of NGOs' teaching-learning resources in increasing student enrollment.

In figure 4.10, it indicates that 30% and 40% of the respondents strongly agreed and agreed, respectively, that teaching-learning resources by NGOs led to increased student retention in public secondary schools. However, 20% and 10% of the respondents disagreed and strongly disagreed, respectively, on the efficiency of teaching-learning resources by NGOs in increasing student retention.

4.2.11 Provision of educational infrastructure in enabling learners access to public secondary schools in Kajiado county

The participants were asked to indicate their level of agreement on the provision of educational infrastructure in enabling learners access to public secondary schools in Kajiado county. A five point Likert scale was used to indicate their agreement level as follows: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD)

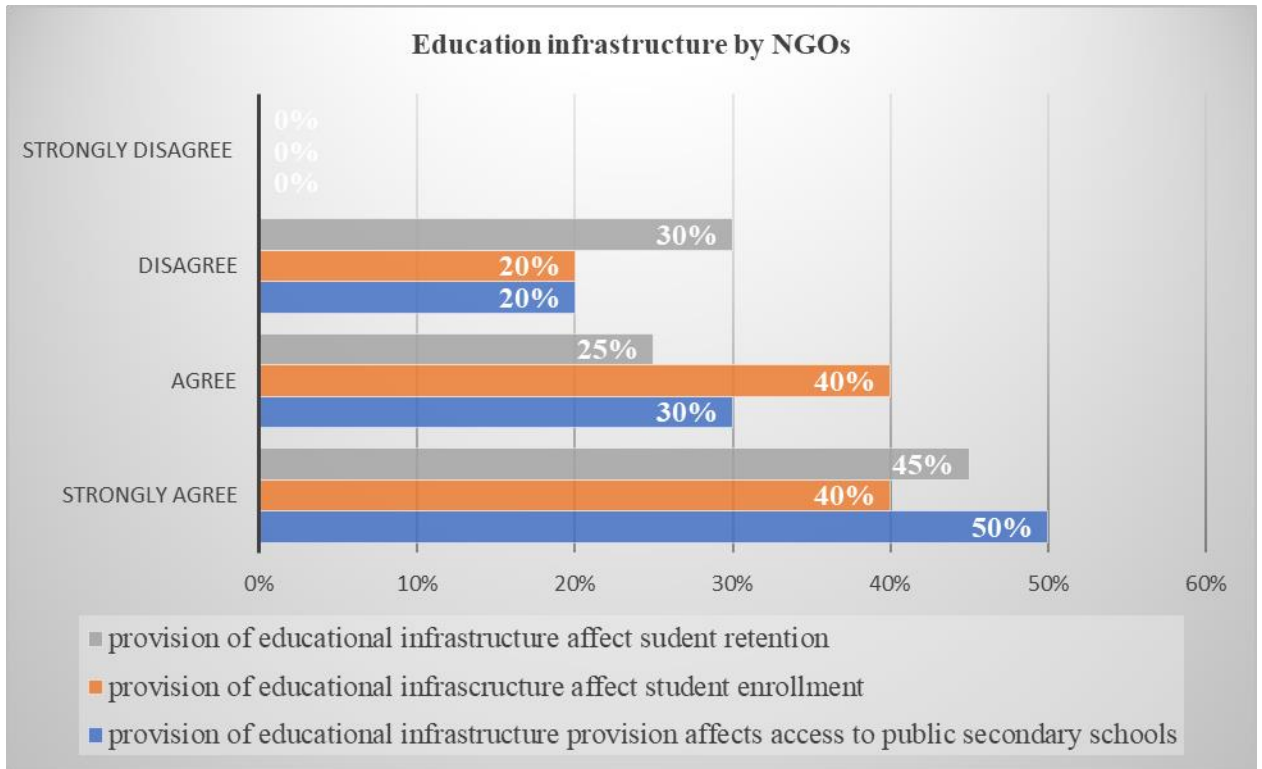


Figure 4.11: NGOs' education infrastructure impact access to public secondary schools

The researcher observed that public secondary schools in Kajiado county lack basic infrastructure such as classrooms, laboratories, sanitation facilities, and games equipment. The observation is consistent with Mutuku et al (2021) which observed that public secondary schools have various resource-related issues and many lacked infrastructure to assist learners in their academic performance. Many learning centers were insufficiently supplied with facilities including desks, tables, and instructional items. According to the figure above, 45% and 25 % of the respondents strongly agreed and agreed, respectively, that the provision of educational infrastructure by NGOs affected student retention in public secondary schools. However, 30% disagreed.

The figure above shows that 40% of the respondents strongly agreed, and another 40% agreed that NGOs' provision of educational infrastructure affected student enrollment in public secondary schools. However, 20% of the participants disagreed that NGOs' provision of educational infrastructure contributed to student enrollment in public secondary schools.

The figure above also indicates that 50% and 30% of the respondents strongly agreed and agreed respectively that the provision of educational infrastructure by NGOs affected access to public secondary schools. However, 20% of the respondents disagreed that NGOs' provision of educational infrastructure affected access to public secondary schools.

The study findings are consistent with Mutuku, Maricela, & Okemasisi (2021) who observed that sponsored schools received various infrastructures from NGOs such as laboratory and laboratory supplies which helped students to stay in school. The study findings is consistent with Jan Andreas Jan & Felix (2023) that observed that sponsorship affected academic achievement and secondary school access by provision of educational infrastructure and education catalyzes improving student and school performance.

4.2.12 Effectiveness of scholarship by NGOs in promoting access to public secondary Education in Kajiado County

The student participants were asked to indicate the effectiveness of scholarship by NGOs in promoting access to public secondary education in Kajiado County. Some of the student participants indicated yes while others no.

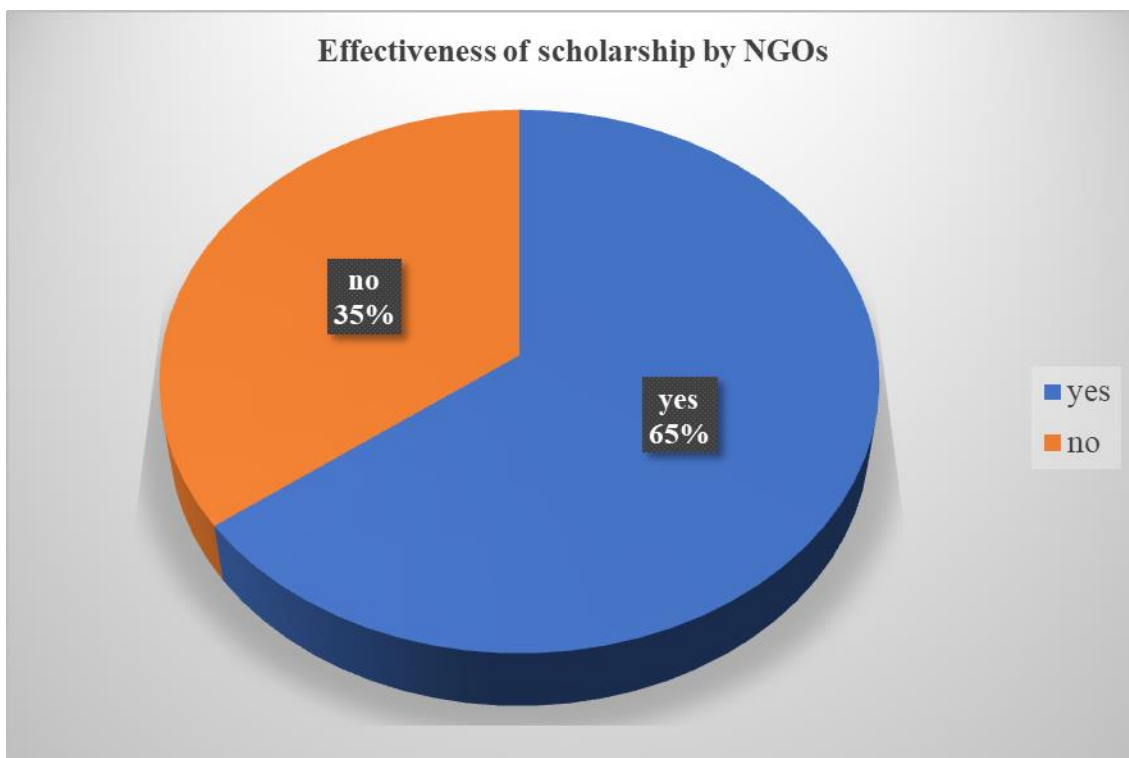


Figure 4.12: Effectiveness of direct scholarship by NGOs

Figure 4.12 shows that 65% of the student respondents said that scholarship by NGOs effectively promoted access to public secondary Education. 35% indicated that scholarship by NGOs did not facilitate access to public secondary Education in Kajiado County.

The study findings are consistent with IFAD (2021) which observed that students receive financial aid for a portion of their tuition in all levels of education from NGO programs and paying fees helps to keep a child in school.

4.2.13 Have you benefited from a scholarship program offered by an NGO

The student participants were asked whether they benefited from a scholarship program offered by an NGO.

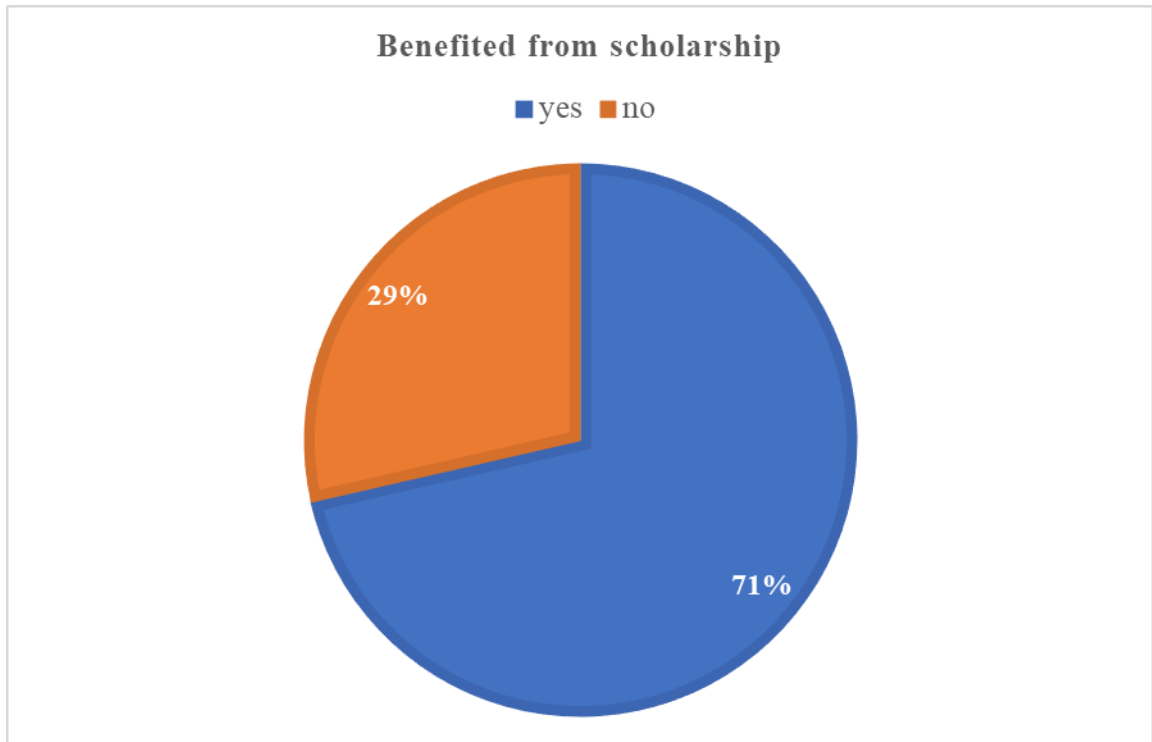


Figure 4.13: Students who have benefitted from NGO scholarship

The data in figure 14 shows that 71% of the respondents benefited from scholarship programs provided by an NGO, while 29% did not benefit from any direct scholarship program.

4.2.14 Recommend other students to apply for an NGO scholarship to further their studies

The student participants who benefited from a scholarship program were asked whether they could recommend it to other students to apply.

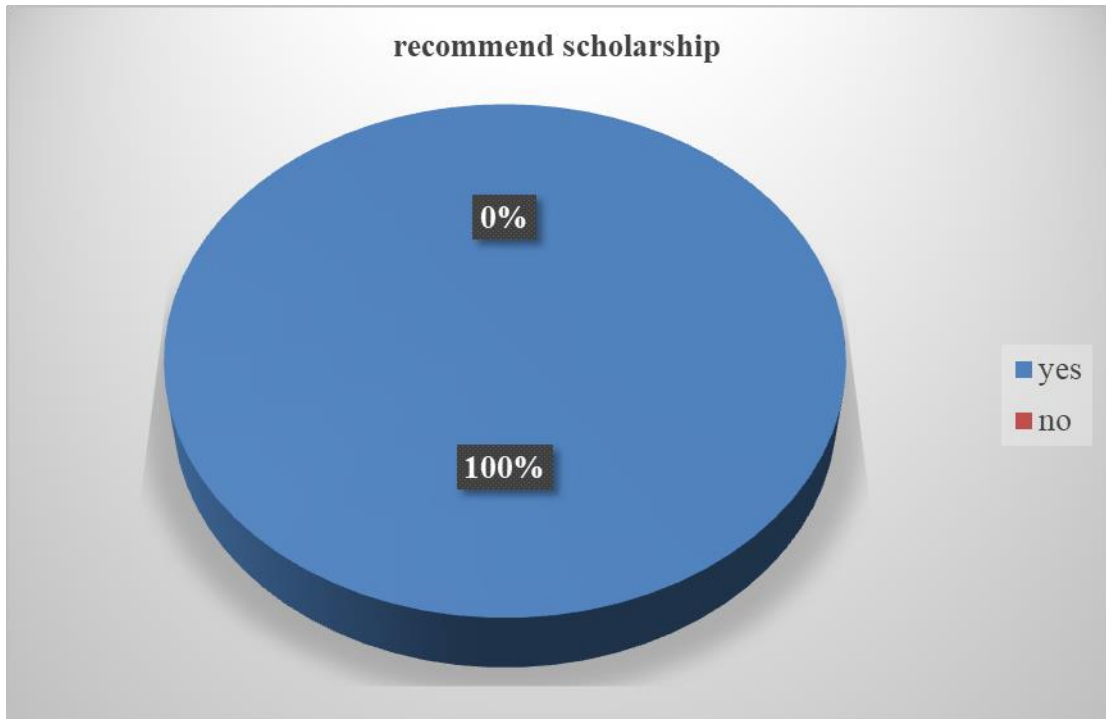


Figure 4.14: Recommend scholarship

According to the figure above, 100% of the student respondents who received NGO scholarship would recommend other students to apply for an NGO scholarship to further their studies.

4.2.15 Type of NGOs that have assisted your school

The student participants were asked to indicate the type of NGOs that assisted their schools.

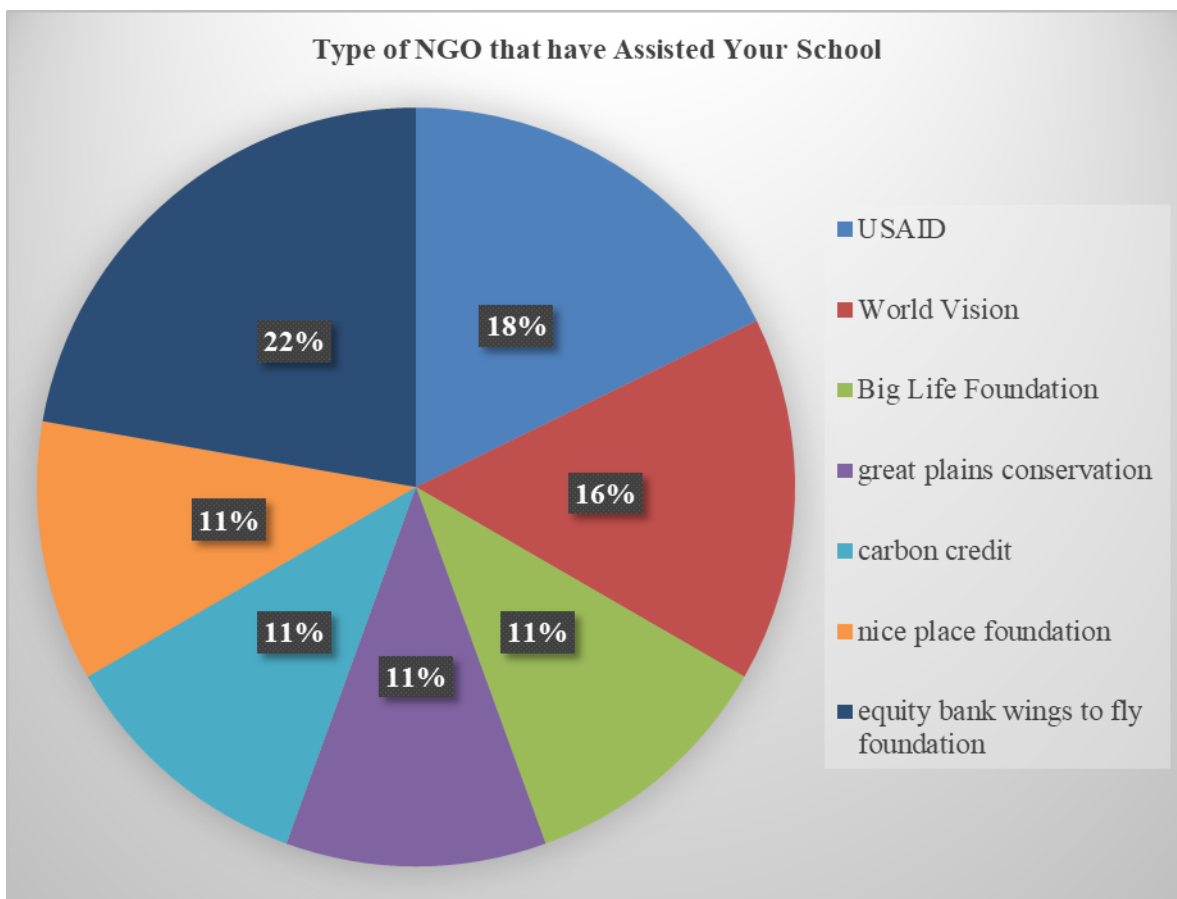


Figure 4.15: Type of NGO that have assisted your school

It was observed that the NGO that assisted the visited schools in Kajiado county was majorly equity bank wings to fly foundation. The study findings is consistent with Limo & Muchimuti (2022), who observed that equity group foundation’s wings to fly program targets achievers from impoverished households and awards secondary scholarships. Other NGOs that work in Kajiado county include World Vision, USAID, Big Life foundation, Great Plains conversation, Carbon Credit, and Nice Place foundation. The study findings are consistent with Lusenaka & Matisi (2024) notes that NGOS offer technical and financial support to the Kenyan education sector especially among marginalized students

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The summary of the research study's findings is provided herein. Chapter five also includes the conclusion and recommendation. The primary purpose of this research study was to examine how NGOs contribute to access to public secondary education among marginalized students from low-income households in Kajiado County.

5.2 Summary of the Findings

The first objective was to investigate how the NGOs working in public secondary schools in Kajiado County have enhanced access to education among marginalized students. The findings showed that non governmental organizations significantly affect access to education among marginalized learners. NGOs sponsor students by paying their tuition fees and providing basic needs and medical care. NGO scholarship programs assist marginalized students to avoid finding themselves on an economic scrap heap.

The second objective was to investigate the roles of NGO education scholarship on access to public secondary education among marginalized students in Kajiado County. The findings indicated that NGOs' scholarships helped improve student enrollment and retention in public secondary schools.

The third objective focused on determining the contribution of NGOs' provision of teaching-learning resources on access to public secondary education in Kajiado County. The study findings showed that learning resources offered by NGOs increased access to public secondary education. These learning resources included

textbooks and laboratory equipment, which assist students from low-income families to continue with their studies in secondary schools.

The last objective was to identify the influence of NGOs' provision of educational infrastructure on access to public secondary education in Kajiado County. The study findings showed that NGOs' provision of educational infrastructure, including building classrooms, helps increase access to public secondary education and strengthen teacher capacity.

5.3 Conclusion

Non governmental organizations' influence on access and retention in public secondary education is a principal topic of empirical studies and an elemental perturb for the Ministry of Education and policymakers. Generally, the research study sought to investigate the impact of NGOs' contribution to access to public secondary education among marginalized students from low-income families in Kajiado County. The derived findings from quantitative data analyses made it practicable for the study to make a prime determination. Objective number one was investigating how the NGOs working in the public secondary schools in Kajiado county have enhanced access to education among marginalized students. The data analysis showed how non governmental organizations impact access to public secondary education. Based on the findings, the study concluded that non governmental organizations affect access to public secondary education in Kajiado County, Kenya.

The second objective was to examine the roles of NGO education scholarships in access to public secondary Education among marginalized students. The data analysis showed that non governmental organizations educational scholarships

significantly affected access to public secondary education. Therefore, the study concluded that NGO education scholarships positively affect access to public secondary education among marginalized students in Kajiado County, Kenya.

The third objective sought to determine the contribution of NGOs' provision of teaching-learning resources on access to public secondary Education. The data analysis showed that providing teaching-learning resources such as textbooks and laboratory equipment increased access to public secondary education. The study thus concluded that non governmental organizations provision of teaching-learning resources significantly contributed to access to public secondary education in Kajiado County, Kenya.

The fourth objective focused on identifying the influence of NGOs' provision of educational infrastructure on access to public secondary Education. The data analysis showed that providing educational infrastructure, such as classrooms, promoted access to public secondary education. Therefore, the study concludes that NGOs' provision of educational infrastructure facilitated access to public secondary education in Kajiado County, Kenya.

5.4 Recommendations

After analyzing the findings, the research study made the following recommendations for NGOs, students, community, MOE and further studies.

Recommendation to NGOs

NGOs should efficiently sensitize marginalized communities on the importance of education through capacity building and raise awareness of the value of education. NGOs should rigorously identify needy cases and purchase learning resources for these students to ensure retention amongst learners.

The NGOs' efforts should be coordinated to avoid replication. The different NGOs working in Kajiado County should collaborate and focus on a coordinated and strategic intervention initiative to reach more marginalized students and prevent chances of duplication while helping students.

Recommendation to the community

The community should work jointly with NGOs in Kajiado county to identify students who are yet to enroll in public secondary education and support the marginalized students.

Recommendation to students

Students should recommend other students who require help within the community. They should also collaborate with NGO's effort in ensuring more students have access to education.

Recommendation to MOE

Ministry of Education should strengthen their collaboration with NGOs and take a participatory approach to education initiatives to ensure more marginalized students have access to public secondary education.

5.5 Recommendation for Further Studies

The research study's conclusion was based on the findings after assessing NGO scholarships on access and retention to public secondary education in Kajiado County, Kenya. The researcher recommends further studies in the other forty-six counties in Kenya, but not limited to Kajiado County. The research will ascertain the precise influence of NGO scholarship programs on access to public secondary education among marginalized students.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Dear Respondent,

As a master's student in Education at Kenyatta University, I am researching the impact of N.G.O. sponsorship programs on students' access to secondary school in Kajiado County. I humbly ask that you answer these questions as completely and truthfully as possible. Your responses will be kept with the strictest confidentiality, and the study will only use the data you provide for analysis. On this questionnaire, kindly do not write your name or the name of your school anywhere. Please check the [] box where it applies or provide the necessary details in the slots provided.

QUESTIONNAIRE FOR NGO STAFF

This research instrument seeks to collect data for use in the analysis of the study. Please respond to the question items as clearly as possible.

Section A: Demographics Variables

1. Please indicate your level of Education

Diploma [] Bachelor's Degree []

Master's Degree [] Doctorate Degree []

2. Please indicate your work experience at the organization

1 Year [] Between 2-4 Years []

Between 5 - 8 Years [] More Than 8 Years []

3. Are you involved in the scholarship program?

Yes [] No []

4. If yes, in 3 above, what is your role:

5. How long have you been involved in the student scholarship program at your organization?

1 Year Between 2 -4 Years

Between 5 - 8 Years More Than 8 Years

6. Identify the types of academic scholarship programs available at the organization

.....
.....

7. What are the basic requirements for a student to qualify for the scholarship?

.....
.....

Section B: Objectives of the study

Respond to these statements on the effectiveness of nongovernmental organization sponsorship programs on student's access to quality secondary education in Kajiado County: Key: S.A. – Strongly Agree; A – Agree; U – Undecided; D – Disagree; S.D. – Strongly Disagree. Please tick \checkmark where appropriate.

Objective I

What type of N.G.O. are you working with?

USAID World Vision

Big Life Foundation Great Plains Foundation

Carbon Credit Nice Place Foundation

Equity wings to fly foundation Others

Objective II

What is the effectiveness of educational scholarships in promoting access to public secondary Education in Kajiado County?

	STATEMENTS	SA	A	NS	D	SD
	Educational Scholarship					
A1	There is increased access to public secondary Education.					
A2	Educational scholarship lead to increased enrollment					
A3	Educational scholarship lead to increased student retention					

Objective III

What is the effectiveness of teaching-learning resources in promoting students' access to secondary Education in Kajiado County?

	Teaching-Learning Resources	SA	A	NS	D	SD
B1	Teaching-Learning Resources enhance access to public secondary Education					
B2	Teaching-Learning Resources lead to increased enrollment.					
B3	Teaching-Learning Resources lead to increased student retention.					

Objective IV

How effective is the provision of educational infrastructure in enabling learners access to secondary schools in Kajiado County?

	Educational Infrastructure	SA	A	NS	D	SD
C1	The effect of the provision of educational infrastructure on access to public secondary schools					
C2	The Effect of the Provision of educational infrastructure on student enrollment					
C3	The Effect of the Provision of educational infrastructure on student retention					

APPENDIX II: INTRODUCTION LETTER

Dear Respondent,

As a master's student in Education at Kenyatta University, I am researching the impact of N.G.O. sponsorship programs on students' access to secondary school in Kajiado County. I humbly ask that you answer these questions as completely and truthfully as possible. Your responses will be kept with the strictest confidentiality, and the study will only use the data you provide for analysis. On this questionnaire, kindly do not write your name or the name of your school anywhere. Please check the box where it applies or provide the necessary details in the slots provided.

Research Questionnaire for Principals & Senior Teachers in public secondary schools

This research instrument seeks to collect data on the quality of Education in the analysis of the study. Please respond to the question items as clearly as possible.

Objective I

What type of N.G.O. assisted in your school?

USAID	<input type="checkbox"/>	World Vision	<input type="checkbox"/>
Big Life Foundation	<input type="checkbox"/>	Great Plains Conservation	<input type="checkbox"/>
Carbon Credit	<input type="checkbox"/>	Nice Place Foundation	<input type="checkbox"/>
Equity Bank Wings to Fly Foundation	<input type="checkbox"/>		

Objective II

What is the effectiveness of educational scholarship in promoting access to secondary Education in Kajiado County?

	STATEMENTS	SA	A	NS	D	SD
	Educational Scholarship					
A1	Educational scholarships increase access to public secondary Education.					
A2	Educational scholarship lead to increased enrollment					
A3	Educational scholarship lead to increased student retention					

Objective III

What is the effectiveness of teaching-learning resources in promoting students' access to secondary Education in Kajiado County?

	Teaching-Learning Resources	SA	A	NS	D	SD
B1	Teaching-Learning Resources enhance access to public secondary Education					
B2	Teaching-Learning Resources lead to increased enrollment.					
B3	Teaching-Learning Resources lead to increased student retention.					

Objective IV

How effective is the provision of educational infrastructure in enabling learners access to secondary schools in Kajiado County?

	Educational Infrastructure	SA	A	NS	D	SD
C1	The effect of the provision of educational infrastructure on access to public secondary schools					
C2	The Effect of the Provision of educational infrastructure on student enrollment					
C3	The Effect of the Provision of educational infrastructure on student retention					

APPENDIX III: INTRODUCTION LETTER

Dear Respondent,

As a master's student in Education at Kenyatta University, I am researching the impact of N.G.O. sponsorship programs on students' access to secondary school in Kajiado County. I humbly ask that you answer these interview questions as completely and truthfully as possible. Your responses will be kept with the strictest confidentiality, and the study will only use the data you provide for analysis. During the interview, do not state the name of your school.

Oral Interviews for Students

This research instrument seeks to collect data on the quality of Education in the analysis of the study. Please respond to the question items as clearly as possible.

Objective II

What is the effectiveness of direct scholarship in promoting access to secondary Education in Kajiado County?

1. Do NGOs promote quality education in your school?

Yes [] No []

If yes, how? Please explain

2. Which activities have you benefited from since the NGOs engaged in improving quality of the public secondary education?

.....

3. Have you benefited from a scholarship program offered by an NGO in your public secondary school? Yes [] No []

If yes, please indicate the name of the NGO and explain how you have benefited

.....

4. How did you learn about NGO scholarship in your public secondary school?






Would you recommend other students to apply for an NGO scholarship to further their studies? Yes [] No []

If yes, please explain why

.....

Thank you for participating

APPENDIX V: RESEARCH PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 232298	Date of Issue: 06/February/2024
RESEARCH LICENSE	
	
This is to Certify that Mr.. Justus Parsaoti Nkosheshe of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kajiado on the topic: NONGOVERNMENTAL ORGANIZATIONS CONTRIBUTIONS AND INFLUENCE ON ACCESS AND RETENTION IN PUBLIC SECONDARY EDUCATION IN KAJIADO COUNTY, KENYA for the period ending : 06/February/2025.	
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