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THE EFFECT OF SUBSIDIZED SECONDARY EDUCATION ON ACADEMIC CURRICULUM IMPLEMENTATION IN KENYA. A CASE OF BURETI DISTRICT

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ABSTRACT

The purpose of this study was to determine the effect of Subsidized Secondary Education on academic curriculum implementation in Bureti District by focusing on students' enrolment, organization of class activities, teaching load, provision of instructional resources. The study was conducted in Bureti District of Rift Valley province among secondary school head teachers, teachers, and students. A survey research design was adopted in this study. The study was guided by the system theory. Stratified random sampling technique was used to select the samples from three categories of schools. Simple random sampling techniques were used to select participating teachers and students in the selected schools. Purposive sampling technique was used to select the form three class to participate in the study. Questionnaire, interview schedules, and document analysis were used in collecting data. The research instruments were tested for reliability by carrying out a pilot study in Sotik district. The data collected were analyzed using both descriptive and inferential statistics. The former involved percentages, frequencies, means, and standard deviation while the latter involved analysis of variance. The study found out that the provision of instructional resources was significantly improved with the introduction of Subsidized Secondary Education. However, with tremendous increase in the students' enrolment, teachers could not effectively manage students and monitor what they are doing. From the findings, the researcher recommended government to closely monitor distribution of teachers, recruitment more teachers and continue providing grants to school according to specific requirements of a school based on needs assessment. Day secondary schools also should be made to operate in a shift system, where they take students in the morning and others in the evening.