

**FACTORS INFLUENCING THE IMPLEMENTATION OF SUBSIDIZED
SECONDARY EDUCATION IN PUBLIC SECONDARY SCHOOLS:
A CASE OF KERICHO DISTRICT IN RIFT VALLEY
PROVINCE, KENYA.**

BY

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DECLARATION

DECLARATION BY CANDIDATE

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DEDICATION

This study is dedicated to God Almighty, for the gift of life, His providence during the period of study and to whom the success of all my labour rests, and to my wife and friend Lucy for her prayers, endless support and understanding through out the period of study, and to our sons Kiprono, Kipkalya, Kipruto for their company around the reading table. I also wish to dedicate this work to our parents, Mr and Mrs Stephen Arap Cheruiyot for enrolling me in school, brothers and sisters, and our late grand-father Reuben Kirui Arap Sinei for his vision and passion for education.

ABSTRACT

The GoK has faced the problem of low transition rate from primary schools in its secondary school sub-sector due to fee payments and thus the provision of Subsidized Secondary Education. The purpose of this study was to investigate factors influencing the implementation of this Subsidized Secondary Education in Kericho district. This Study was based on the Social Systems Theory which states that when one part of the social system is affected, a ripple goes through the system. The objectives of the study included establishing the support mechanisms available and the availability of physical infrastructure in secondary schools for the implementation of Subsidized Secondary Education. The study adopted a Survey Method of Research. The Sampling Designs that were used included; Simple Random, Systematic and Stratified Random Sampling. The data was collected by use of Questionnaires, Interviews, and Document Analysis. Data for the study were collected from 566 respondents that included 16 headteachers, 99 class teachers, 449 students of public secondary schools, and 2 DQASOs. Both qualitative and quantitative data were collected from the study. Data were analyzed using descriptive statistics. This included frequencies, means, standard deviations, and percentages. The Statistical Package for Social Sciences (SPSS) programme formed part of the analysis. The study found out that public secondary schools in the district have inadequate support mechanisms to aid implementation of SSE and that secondary schools in the district suffer acute teacher shortages. It is hoped that the findings and recommendations from this study will be useful in reviewing and streamlining Subsidized Secondary Education in public secondary schools.

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LIST OF ABBREVIATIONS

BoG	Board of Governors
CBE	Curriculum Based Establishment
CDF	Constituency Development Fund
DEO	District Education Officer
DQASOs	District Quality Assurance and standards officers
EFA	Education for All
FPE	Free Primary Education
FSE	Free Secondary Education
GoK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KESSP	Kenya Education Sector Support Programme
KNUT	Kenya National Union of Teachers
KSSHA	Kenya Secondary Schools Heads Association
LATF	Local Transfer Fund
LBS	Lasting Benefit Study
MDG	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NARC	National Rainbow Coalition
NCST	National Council for Science and Technology
OAU	Organization of Africa Unity
PTR	Pupil Teacher Ratio
RoK	Republic of Kenya
SSE	Subsidized Secondary Education
TSC	Teachers Service Commission
UN	United Nations
UNESCO	United Nation Education Scientific and Cultural Organization.
UNICEF	United Nations Children Fund
UPE	Universal Primary Education
USE	Universal Secondary Education

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents an overview of the study. It examines the Background to the Study, Statement of the Problem, Purpose, and Objectives of the Study, Research Questions, Assumptions, Significance, Justification of the Study, Theoretical Framework and defines the Operational Terms.

1.2 Background to the Study

The United Nations (1948) in the universal declaration of Human Rights declared education as a basic human right. It stated that education shall be free, at least in the elementary and fundamental stages and States world over were required to provide it. The organization of African Unity, through the Charter on the Rights of the Child obliged States to take appropriate measures to ensure that the rights of the child are achieved by providing free and compulsory basic education (Tomasevki, 2001). Psacharapolous and Woodhall (1985) asserted that it is the right of every man, woman and child everywhere to receive education. The study asserts that even if it does not produce the goods and services that make up the national income, education is a satisfying item for consumption, its rewards are never ending in the sense that no man ceases to educate himself from the cradle to the grave.

Having implemented Universal Primary Education, East African States are now moving towards Universal Secondary Education (UNESCO, 2008) with Uganda setting the pace in February 2007.

This saw enrolment in secondary schools rising significantly. Rwanda launched a nine year free schooling in 2007 which comprised six years of primary education and three years of junior secondary or vocational and entrepreneurship (UNESCO, 2008). Eritrea has been offering free education from primary to secondary, while Burundi is making efforts to provide free secondary education. Since three out of the six Educations for All (EFA) goals dwell on accessible secondary education, it is only logical that countries must move towards achieving them at the earliest opportunity (UNESCO, 2008). Shikanda (2008) notes that the Government has with effect from January 2008 provided subsidized secondary education as contained in Sessional paper No.1 of 2005 to increase transition rates from primary to secondary schools to 70%.According to the economic survey (2008), the transition rate then stood at 59.9%.

Eshiwani (1993) noted that since the introduction of the 8.4.4 System of Education in 1985, financing of education became more expensive and involving for government and public at large. He further points out that funding of education through *Harambee* efforts encourages inequality as some districts were richer than others. The Report on the Task-Force on Affordable Secondary Education (2007) drew a conclusion that equity in the provision of education has not been achieved. The report also noted that an analysis of the economic composition of enrolled students was drawn disproportionately from the upper-income groups. Less than 4% of secondary students are drawn from the poorest per capita expenditure groups, 7.3% from the lower middle income groups, and 11.4% from the middle income groups and 16.2% from the upper middle while 28.2% were drawn from the richest quartile (RoK, 2007). It was for this reason that S.S.E was introduced to increase participation in education by the poor.

RoK (1988) observes that there has been tremendous growth in secondary education since independence in Kenya and adds that in 1963, there were 151 secondary schools and an enrolment of 30,121 school students. RoK (2008) observes that the number of secondary schools in 2007 were 6,485 with a student population of 1,180,300. This growth in secondary education is due to the high demand for this level of education by the increased large number of primary school leavers (RoK, 1988). As a result of this growing demand for secondary education there has been a tendency to over-enroll classes beyond the approved 40 pupils per class (RoK, 1988). Such over-enrolment stretches the use of available physical and human resources, thus affecting the quality of teaching and learning. RoK (1988) recommends that this situation should be avoided in future expansion of secondary education and proposed that rather than over-enroll existing classes, extra streams should be established in existing secondary schools and commensurate resources provided in order to maintain quality, relevance and high standards of education.

According to Kosgei (2001) over-enrolled schools experience diseconomies of scale and for them to run efficiently and realize economies of scale, enrolment should be reduced to the optimal size. Kosgei (2001) had then recommended that low priority should be given to the setting of new schools and that instead existing ones should be expanded. He had asserted that it is more economical and cost effective to expand an existing school than to set up a new one. Kosgei (2001) had suggested that all the existing physical facilities should be optimally used before new ones are constructed. Subsidized Secondary Education has tended to negate these proposals as over-enrolment tends to be the order of the day and expansion of infrastructure has not been realized (RoK , 2008).

According to RoK (1999) effective implementation of the curriculum calls for the provision of adequate and appropriate facilities, equipment, learning and teaching materials. The RoK (1999) also observed that almost all the previous Education Review Reports stressed on the need to provide facilities, equipment, learning, and teaching materials. In its inquiry the Koech Commission found out that most of the secondary schools do not have adequate facilities, equipment, and materials for the teaching of practical subjects. The situation worsens with Subsidized Secondary Education.

In the process of conducting its inquiry, the Commission noted that the interaction between teachers and students was better where the class size was between 25 and 35 students. Against this background and in view of the need to provide quality secondary school education, the Commission recommended that deployment of secondary school teachers be reviewed with a view of effecting a Pupil Teacher Ratio (PTR) of 35:1 and that the average class size in secondary schools segment be 35 students (RoK, 1999). With the introduction of SSE secondary schools in high potential areas are required to have a minimum of 40 and a maximum of 45 students per class in order to qualify for TSC teachers and government funding (MOE, 2008). According to the researcher this situation is a paradox in itself as the two recommendations above conflict and the implementer (teacher) is at loss on which of the policies to adopt.

Sessional Paper No.1 of 2005 asserts that one of the factors constraining secondary education enrolment is that the growth of secondary schools has not matched that of primary schools. In 2003, there were 3,161 public secondary schools compared to 18,081 public primary schools. This imbalance between public secondary and primary schools worsen with the introduction of Subsidized Secondary Education.

The UNESCO (2003/4) observed that in Malawi, the Malunga Commission was established by the government to assess why the education system was failing so many students as reflected by the low performance in Malawi School Leaving Certificate. The Malunga Commission concluded that lack of qualified secondary teachers was the root cause of the problem and that this could be traced back to the decision taken in 1994 to introduce FPE. While secondary schools had been opened quickly in recognition of the impending increase in the number of primary school leavers, this had not been matched in the number of qualified teachers.

EFA Monitoring Report (2003/4) noted that the removal of school fees in developing countries would probably be the single most effective means of raising enrolment and reducing gender disparities. The move by the government of Kenya to implement Subsidized Secondary Education means that there shall be continued increases in enrolment in secondary schools. It would be necessary to find out the staffing position in secondary schools now that the employment of teachers stands frozen since 1998 (Oyaro, 2009). MOE (2006) observed that teacher availability had been a critical challenge in Kenya. Secondary school teacher distribution in Kenya has not been equitable, with critical shortages showing in key subjects such as English, Mathematics, Kiswahili, Physics, Chemistry, Biology, Commerce (Business Studies), Agriculture, History and C.R.E. On teacher shortages, the teacher-pupil ratio in Kenya's secondary schools stood at one to 45 in 2007 (Oyaro, 2008).

Oyaro (2008) reports that there were 1.2 million children in Kenya's high school system in 2007. He observes that 400,000 students entered secondary school in 2007; the number is expected to have risen to 600,000 with the introduction of subsidies to cover tuition and certain related costs. Kenya currently has 4,478 public high schools, many of which are in the state of disrepair and lack of essential facilities (Oyaro 2008). A study by Ochenje (2008) revealed that more than 300,000 students who sat for KCPE in 2003 after the start of FPE lacked places in secondary schools in the year 2004. It was important to find out how the situation would be in secondary schools with the onset of SSE as many students would be able to access secondary education.

Okao (2007) observed that the start of UPE posed highest challenges for the government of Uganda. There were hardly enough classrooms and teachers to handle the sudden upsurge in pupil numbers, forcing some school administrators to run classes under trees. To avoid the same problems under Free Secondary Education, the government of Uganda began phasing in free secondary education gradually, starting with students who joined year one of secondary education. Some schools began operating a shift system, taking some students in the morning and others in afternoon (Okao, 2007).

According to the researcher, the government of Kenya appeared to have been in a hurry to implement SSE. When the proposal was made in 2007, nobody expected the government to actually introduce SSE at all in January 2008. Perhaps before the introduction of this secondary school initiative, the whole of 2007 should have been used to prepare for the programme by building extra classes. This was however not done (Oyaro, 2008).

In the light of the above, this study endeavoured to enquire into the factors influencing the implementation of SSE in public secondary schools in Kericho district bearing in mind that unless the disparity in policy and practice is addressed the objective of EFA will never be achieved. There seems to be gaps between policy and reality in SSE. From the findings of this study it is strongly hoped that by resolution SSE will be improved and will assume its responsibility of ensuring quality secondary education as a fundamental human right for every student and establishing sound educational policy for financing secondary education.

1.3 Statement of the Problem

The government of Kenya has provided Free Secondary Education in an attempt to increase the transition rates from primary to secondary schools to 70% (Shikanda, 2008). In this programme there are critical issues that it is not FREE but subsidized because parents are required to contribute in the education of their children like accommodation, uniforms, examinations, travel and other expenses. The government provide subsidies to cover tuition cost only.

The current imbalance of about 18000 public primary schools against 4,478 public secondary schools in the country is too high. The expansion of secondary schools in the country has also been low (Oyaro, 2008). Since the start of the programme, enrolment has increased in public secondary schools in Kenya by over 300,000 students with no corresponding increase in the number of schools and expansion of their carrying capacities (Adan, 2008). This scenario raises serious concerns as to the ability of the existing schools to accommodate this large number of students.

In Kericho district, where the study was undertaken, records available at the DEO's office (2009) showed that the enrolment had increased from 8,784 students in 2006 to 14,989 students in 2009. Between 2006 and 2009, about 6,000 new students entered the education system in the district representing a 41% increase in enrolment. There was however no corresponding increases in the number of schools. It was important to find out how the extra students were being accommodated in the existing secondary schools in Kericho district in terms of physical facilities, instructional materials, teachers, class sizes and support mechanisms. The RoK (1988) had proposed that rather than over – enroll existing classes, extra streams should be established in existing secondary schools and commensurate resources provided in order to maintain quality, relevance and high standard of education.

This research therefore became very necessary to be able to address the disparity between policy and the implementation of the SSE noting that unless the disparity between policy and practice is addressed, only enrolment may increase while the quality of Secondary Education is being compromised.

1.4 Purpose of the Study

This study sought to investigate the factors influencing the implementation of Subsidized Secondary Education in Public Secondary Schools in Kericho district and offer viable recommendations to MOE and other stakeholders on policy strategies to adopt to streamline SSE in Kenya.

1.5 Objectives of the Study

In order to achieve its purpose, this study addressed the following objectives:

1. To examine the support mechanisms available for the implementation of Subsidized Secondary Education in secondary schools.
2. To investigate the adequacy of physical infrastructure in secondary schools for implementation of SSE.
3. To investigate the availability of instructional materials in secondary schools for implementation of SSE.
4. To establish class sizes in secondary schools for implementation of SSE
5. To establish the staffing position in secondary schools for implementation of Subsidized Secondary Education.

1.6 Research Questions

This study sought to find out answers to the main question: What factors influence the implementation of Subsidized Secondary Education in secondary schools in Kericho district? The following subsidiary questions formed the basis of the research:

1. What are the support mechanisms available for the implementation of SSE?
2. How adequate are the physical infrastructure in secondary schools for implementation of SSE?
3. How available are instructional materials in secondary schools for implementation of SSE?
4. What are the class sizes in secondary schools for implementation of SSE?
5. What is the staffing position in secondary schools for implementation of SSE?

1.7 Assumptions of the Study

The study assumed that:

1. There were support mechanisms from MOE for implementation of Subsidized Secondary Education in every school in the district.
2. All respondents would be cooperative and will provide reliable responses.
3. There are challenges facing the implementation of SSE

1.8 Significance of the Study

It is hoped very strongly that the findings from this study will go along way in helping MOE to use the recommendations to review and streamline the financing of secondary education in Kenya and come up with appropriate strategy on the policy of Subsidized Secondary Education that secures the future of our youth. The study will also enrich the literature on Subsidized Secondary Education in Kenya.

1.9 Justification of the Study

The rationale for this study arises from the United Nations (1948) Universal Declaration of Human Rights that declared Education a basic human right. It states that Education shall be free at least in the elementary stages. The Rights of the Child (1981) obliges States to take measures to ensure that the rights of the child are achieved and provide free and compulsory education.

The World Declaration and the Framework for Action (UNESCO, 1990) popularly known as the Jomtien Conference (1990) which urged Nations to intensify efforts to attain EFA and ensure basic learning needs are met, that is, basic learning content required by human beings to be able to survive, to develop their capacities to participate fully in development, and to improve the quality of their lives.

Subsidized Secondary Education was meant to reduce disparities in education and ensure attainment of EFA. SSE however comes with enormous challenges (Daily Nation, 2008). This hampers the attainment of EFA and equity in education as well as violation of the right of the child. This study became very necessary to address the gap between policy and practice, plans and reality in the implementation of Subsidized Secondary Education and that the findings would help MOE to review and streamline Subsidized Secondary Education with the aim of narrowing or eliminating the gap.

1.10 Scope and Limitations to the Study

1.10.1 Scope

This study covered a sample of secondary schools in the four divisions of Kericho district of the larger Rift Valley province in Kenya. The study was carried out between September 2009 and January 2010. It concentrated on headteachers, teachers, and Students of secondary schools in Kericho district. The study was limited only to support mechanisms, physical infrastructure, instructional materials, class sizes, and staffing position in secondary schools.

1.10.2 Limitations

1. Obtaining data on vital information was not easy. Some headteachers and teachers were reluctant to release information that was being solicited. This was a limitation in relation to accuracy of data. The researcher delimited this by assuring the informants of the confidentiality of their responses.
2. The scope was limiting because of time and financial constraints and was addressed by confining the study to a sample instead of the whole population.

3. This research was on an area new in the country and hence limited literature, the researcher was then duty bound to look outside for literature on free secondary education.

1.11 Theoretical Framework

This study was based on the Social System Theory or Model as espoused by Marvin Osten and elaborated by Gertzel – Guba and Abbott (cited in Hoy and Miskel, 1982:55)

Osten asserted that:

A social system is a model of organization that posses a distinctive total unity (creativity) beyond its components parts; it is distinguished from its environment by a clearly defined boundary, it is composed of elements and subsystems that are at least interrelated within relatively stable patterns (equilibrium) of social order.

Social systems also have inputs and through the process of interrelated activities, produce outputs which will be gauged by an internal and an external feedback loop. The process through which outputs are realized in a school for example is the administration process. The components and elements that interrelate are interdependent. They receive and contribute to the whole. When one part is affected, a ripple goes through the social system.

In this study, Subsidized Secondary Education which is critical in the provision of resources (inputs) in secondary schools was investigated. Subsidized Secondary Education influences the availability of inputs which in this study are physical infrastructure, support mechanisms, instructional materials, teachers, and learners. The resources (inputs) interact to produce outputs which is effective Subsidized Secondary Education (Quality Secondary Education), improved academic performance among others. When one part of these inputs is affected in anyway, outputs are also affected.

Headteachers and teachers need a lot of support from relevant authorities during the stage of implementation of a programme (Atem, 2001). There is a lot of difference between those programmes that receive support and those that do not receive any kind of support (Crowther, 1972). Quality assistance from MOE is essential in addressing SSE implementation problems. Policy implementation lives or dies depending on the amount and quality of support given to the implementers when the programme is underway (Huberman and Miles, 1984). Teachers and headteachers need such support as clear guidelines in the new policy, professional guidance and training, prompt disbursement of funds, adequate funds and provision of funds for expansion for SSE policy implementation to be successful. Failure to provide these support mechanisms, effective implementation of SSE policy will be inhibited.

SSE policy influences the availability of physical infrastructure such as classrooms, desks, dormitories, dining halls, laboratories, libraries, library books, water, and other instructional facilities. Introduction of SSE has raised enrolment and the government is supposed to avail corresponding resources and facilities in order to maintain quality, relevance, and high standard of education. Secondary schools should expand their carrying capacities to avoid compromising standards. Inadequacy of physical infrastructure and instructional materials can inhibit effective implementation of SSE policy. RoK (1999) asserted that effective implementation of curriculum calls for the provision of adequate and appropriate facilities, equipment, learning, and teaching materials. RoK (1988) recommended that resources should be provided to maintain relevance and high standard of education. The RoK (1988) had recommended that rather than over-enroll existing classes, extra streams should be established in existing secondary schools. The Report of the Task force on Affordable Secondary Education

(2007) noted that the performance level of a school is mostly determined by the availability of teaching learning resources. UNESCO (2000) recommended that to offer education of good quality, educational institutions and programmes should be adequately resourced with core requirements of accessible facilities, well motivated teachers, books and other learning materials and technologies that are content specific and available to all learners.

Sessional Paper No. 1 of 2005 observed that teachers are an important resource in the teaching- learning process. It stated that teacher resource is one of the most important inputs into the education and efficient utilization of teachers is critical to learning outcomes.

Ochenje (2008) observed that many policy oriented interventions considered a student-teacher ratio of 40:1 reasonable and those administrators of private schools believed that a low pupil teacher ratio boosts the performance of students. They insisted that few students in a class resulted in quality education. According to Ochenje (2008) teachers were more effective in small classes as teacher- pupil interaction is possible. She further added that classroom management becomes difficult when a teacher has to handle a large number of students. She recommended that public schools should reduce pupil teacher ratios for effectiveness. The RoK. (1999) noted that the interaction between teachers and students was better where the class size was between 25 and 35. Against this background and in view of the need to provide quality secondary education, the commission recommended deployment of teachers with a view of effecting a (PTR) of 35:1 and that the average class size in secondary school segment be 35 students (RoK, 1999).

There is need to provide support to teachers, avail adequate physical facilities and instructional materials as well as deployment of more teachers and having in place the right class sizes in Kenya's secondary schools for effective implementation of SSE. Shortage of physical infrastructure, inadequate instructional materials as well as shortage of teachers as a result of the increasing enrolment will undermine the quality of secondary education and hence inhibit the successful implementation of SSE. This study focused on these variables as its Theoretical Framework.

1.12 Definition of Operational Terms

- Challenges:** It is a difficulty or a demanding task (The Oxford Senior Dictionary). In this study, challenges are used to refer to difficulties faced by headteachers and teachers as they implement SSE.
- Cost sharing:** Refers to becoming partners in sharing education cost among parents, communities, and government.
- Implementation:** Is the process of putting into practice an idea, programme, or set of activities new to the people attempting to bring about change (Fullan, 1982). In this study, implementation of SSE refers to the process of putting into use the SSE policy as stipulated by MOE.
- Instructional materials:** Refers to the laboratory equipment and materials, computers, school textbooks, library books e.t.c.
- Physical infrastructure:** Refers to classrooms, desks, dormitories, dining halls, laboratories, libraries, and computer laboratories.
- Policy:** This is a guide to action that reflect procedures which, when adhered to, fulfill the best interest of the organization and purpose for which it exist (Hawes,1979). Subsidized Secondary Education policy in this study is a guide to a school showing how S.S.E should be put into use.
- Practice:** What actually takes place as compared with what is stipulated by the authorities on Subsidized Secondary Education (reality).
- Reality:** What is actually experienced in contrast to that imagined (Oxford Advanced Learners Dictionary). In this study, it is the actual

experience of headteachers and teachers of the Subsidized Secondary Education Policy in their schools.

Secondary Education: Refers to the education received after primary education cycle, from form one to form four.

Subsidized Secondary Education (SSE): Is used to refer to waiver of tuition and administrative costs in secondary schools while parents' pays for boarding and provide lunch.

Support Mechanisms: Refers to measures aiding the implementation of SSE.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature related to the research problem has been reviewed in this chapter. The first section discusses the financing of education. The second section deals with attempts by Kenya to attain Education for All. The third section discusses the need for secondary and free secondary education. The fourth section deals with such challenges that face the implementation of SSE as availability and adequacy of physical facilities, sufficiency of instructional materials, adequacy of teachers and class sizes. It ends with a summary of the chapter.

2.1 The Education for ALL Goals

Education for All is an initiative first launched in Jomtien, Thailand, in 1990 to bring the benefits of education to every citizen in every society.(Human Development Network,2011).In order to realize this aim, a broad coalition of national governments ,civil society groups and development agencies such as UNESCO and the World Bank committed to achieving six specific goals: Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children, ensure that by 2015, all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality, ensure that learning needs of all young people and adults are met through equitable access to basic and continuing education for all adults, eliminate gender disparities in primary and secondary education by 2015,with a focus on ensuring girls full and equal access to and achievement in basic education of good quality , and improve all aspects of quality of education.(Human

Development Network,2011). In response to these the Kenya government has provided Free Secondary Education in an effort to achieve Education for All. Since the start of the programme enrolment in public secondary schools has risen. It would be necessary to find out if the necessary mechanisms and resources are in place to ensure quality education is not compromised which is the goal of EFA.

2.2 Kenya's Implementation of EFA Goals

2.2.1 The 1960s

The Government and the people of Kenya have since independence in 1963, been committed to expanding education system to enable greater participation. This has been in response to a number of concerns. Among the main concerns has been the desire to combat ignorance, disease and poverty; and the belief that every Kenyan child has the right of access to basic welfare provisions, including education. Education has also been seen as a fundamental factor for human capital development. The effort to expand educational opportunities has been reflected in the various policy documents and development plans (Sifuna, 2004).

The Kenya government policy to achieve Universal Primary Education (UPE) has to be seen within the wider international context. The Universal Declaration of Human Rights, adopted in 1948, declared that "everyone has a right to education." The world conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education especially with the so-called visions and renewed commitments. It noted that, "to serve the basic needs for all, requires more than a recommitment to basic education as now exists. What is needed is an expanded vision that surpasses resource levels, institutional structures, curriculum and conventional delivery systems, while

building on the best in the practices”, (World Declaration on Education For All, 1990).

The Amman Mid-Decade Review of Education for All (1996) reaffirmed the commitment to the Jomtien resolutions. It observed that the provision of basic education, especially for girls, has remained elusive in many less industrialized countries particularly in Africa, where ethnic tensions and conflicts have displaced many households, thus denying children opportunities of going to school. The Dakar Conference of 2000 reviewed developments in achieving UPE in the African continent. It set as one of the EFA goals eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality by 2015. This was further endorsed by the Millennium Development Goals (MDG) (Sifuna, 2004).

Within this broad policy framework, since independence in Kenya in 1963, the expansion of learning institutions has been one of the greatest achievements in education sector. There has been increased adult literacy.

Achievements of access to education during the last four decades have been possible through the establishment of a network of schools throughout the country. This has resulted in an increased participation by groups that previously had little or no access to schooling. Enrolment of a greater percentage of girls and indeed the attainment of Universal Primary Education (UPE) has been the Long-term objective in the primary education sub sector (Sifuna, 2004).

2.2.2 The Free Primary Education of the 1970s

African politicians in their struggle for independence had promised wananchi free and

universal primary education once their political goals were achieved (Bogonko, 1992). By the time of independence education had come to be regarded as the most important means by which society could be uplifted. UPE became a popular slogan for party manifestos (Porter, 1986). These were reinforced by the Addis Ababa conference (1961) which set 1980 as the year when all African States would achieve UPE. In the 1963 elections, when the Kenya African National Union (KANU) became the ruling party, it published a manifesto entitled, what a KANU Government offers you. This manifesto committed the party to offering a minimum of seven years of free primary education (Porter, 1986).

In the more sparsely populated areas, the government pledged to continue its programme of building primary and secondary schools so that every child in these districts which had low enrolment would get an opportunity to attend school. The government fees remission programme was to be continued in favor of these areas. In 1971, a presidential decree abolished tuition fees for the districts with unfavorable geographical conditions since these were said to make the populations in these areas poor. These included such areas as North-Eastern province, the districts of Marsabit, Isiolo, Samburu, Turkana, West Pokot, Baringo, Narok, Elgeyo-Marakwet, and Olkejuado in Rift Valley Province, as well as Tana River and Lamu in Coast province (Sifuna, 2004).

A second presidential decree on 12th December 1973 during the celebration of the so-called “Ten Great Years of Independence” seemed to have brought the country close to achieving Universal Primary Education. The directive provided free education for

children in standards 1-4 in all districts of the country. It went further to provide a uniform fee structure for those in standard 5 – 7 in the whole country. This fee was Kshs. 60/= per child per annum (Sifuna, 2004). According to Thungu et al (2008) the years that followed, with each consecutive years, education was declared free. Thus, education became free as follows; 1975, Standard 5, 1976, Standard 6, and 1977, Standard 7.

According to Sifuna (2004) the aim of Free Primary Education programme was to provide more school opportunities, especially for poor communities. It was argued that payment of fees tended to prevent a large proportion of the children from attending school. The abolition of tuition fees by 1978 led to a 49 percent increase in pupil enrolment. Free school milk was introduced in 1979 and led to 23.5 percent enrolment rate (Thungu et al, 2008).

The free education came with challenges such as shortage of physical facilities, inadequate teaching, and learning materials and shortage of teachers. This undermined quality of education and resulted in high drop out rate.

2.2.3 The Free Primary Education of 2003

During the 2002 general elections, the National Rainbow Coalition (NARC) made the provision of free primary education part of its election manifesto. Following its victory, on January 6, 2003 the Minister for Education Science and Technology (MOEST) launched the Free Primary Education to fulfill the NARC'S election pledge, fees and tuition in primary education were abolished as the government and development partners were to meet the cost of basic teaching and learning materials as well as the wages for critical non-teaching staff and co-curricular activities (Sifuna, 2004). The policy intervention proved the government determination and efforts to achieve UPE and EFA.

According to Thungu et al (2008) there have been challenges facing the implementation

of FPE: Overcrowded classrooms as a result of increased enrolment, Inadequate teaching workforce which has led to ineffectiveness in curriculum implementation, low morale, and difficulties in providing individual attention to learners , Inadequate facilities such as toilets, classrooms, and instructional materials and Increase in private schools thereby complicating further the issues of equity, quality, and equality in the provision of education.

2.3 The need for Secondary Education and Free Secondary Education.

The importance of investing in secondary education cannot be overemphasized. Oyaro (2008) asserted that investment in secondary education pays off in healthier families, in better qualified workforce, stronger economies and reduced poverty. Few countries have made a break through into the middle income status without the majority of their citizens having access to secondary education. According to UNICEF, girls who finish secondary school tend to have few and healthier children. Researchers also found out that those girls who received secondary education in Uganda and Zimbabwe had lower HIV infection rates than those who did not attend secondary school (Oyaro, 2008). Oyaro (2008) further observed that Uganda's free secondary education programme is part of its strategy to dispel poverty. Okao (2007) asserted that USE is taking primary education to higher level of skills and knowledge so that citizens who have better manual, technical and intellectual ability can be raised to handle advanced production and to understand a wider scope of economy in Uganda and beyond. UNESCO (2008) concurred that universal primary education is not useful if the learners cannot proceed to secondary level or other post- primary training institutions. Primary schooling largely prepares the learners for further education and training and ideally should not be a terminal point. At any rate most learners leaving primary school are so young that they should not be left to the vagaries

of nature. They are ill- prepared and immature to be employed and are vulnerable as to be left without productive engagement.

UNESCO (2008) adds that young people feel cheated when they get free primary education, where they excel in national examinations, but find themselves unable to proceed to secondary education because of inability to pay school fees.

Dr. Owusu- Achiaw of the School of Engineering at Kumasi polytechnic, Ghana pointed out that it would be useful for any government to provide free education at secondary level because it affords the poor an opportunity to move up on the academic ladder. He observed that a lot of talent had been left out due to high cost of secondary education. He noted that providing free education at secondary level could avail to the nation those lost talent, because their parents could not afford (Anane, 2008).

In January 2009, the Minister for Education of Malawi gave reasons why there was need for the government of Malawi to make secondary education affordable. He observed that every year since attainment of independence, children from poor families especially in rural areas have failed to access secondary education because of fees (Nyasa Times, 2009). He asserted that there are many implications of denying children access to secondary school: Failure to educate the nation to secondary school level is promoting child labour and child abuse. He observed that many intelligent boys and girls who were once selected to secondary schools are abused in several ways; Young girls are forced to get married to older people. He pointed out that girls as young as 14, are now mothers without any support. He added that this could promote the spread of HIV and other health related implications that can have an impact on national resources. Denying poor children access to secondary education, means denying the population timely information on

several developmental issues. Secondary education is a critical window where children realize the importance of environmental conservation, health and sanitation, security and become more knowledgeable on business approaches and agricultural practices. He felt that if children are denied access to middle education, Malawi growth and development strategy cannot be realized (Nyasa Times, 2009).

According to RoK (1988) secondary education forms the second cycle of the system of education and the transitional stage between elementary education and higher education, training and the world of work. It further pointed out that traditional African society attached great importance to this stage of youth development in preparing them for the responsibilities of adulthood. In keeping with this tradition, secondary education prepares young people between the ages of 14 and 17 years for further education, training, and employment. The RoK(1988) therefore noted that the objectives of the four year secondary education are: To provide an all- round mental, moral and spiritual development ,To provide relevant skills towards positive contribution to the development of society ,To ensure balanced development in cognitive (knowledge), psychomotor (manipulative and practical) and affective (attitude and value) domains ,To lay a firm foundation for further education, training and work and To lead to the acquisition of positive values towards the well- being of society.

The launch of free secondary education programme marked a very important milestone in the government of Kenya's efforts towards securing a bright future for the children and the youth of Kenya. The Gok (2008) asserted that the main objective of providing free

secondary education is to ensure that children from poor households acquire quality education that enables them to access opportunities for self-advancement and become productive members of society. The GoK (2008) further pointed out that primary education alone is not sufficient to provide the quality skilled human resources necessary for the country's sustainable development. Moreover, primary school pupils complete 8 years of schooling when they are still too young to engage in productive activities and contribute meaningfully to nation building.

In addition children from poor families who fail to gain secondary education because of lack of fees often revert back to illiteracy, thus reversing 8 years of investment in their primary education. Secondary schooling is critical in the sense that it ensure that children leave school when they are more mature and better prepared to face the challenges of life (GoK, 2008).

2.4 Financing EFA

The World Bank supports the education for all Fast Track Initiative (FTI) as the primary vehicle for accelerating progress towards quality universal primary education, and other EFA goals (Human Development Network, 2011). The World Bank also supports EFA efforts through analytic work and the sharing of global knowledge and good practice. The Banks analytic work has for example helped establish benchmark for quality, efficiency, and resource mobilization in the education sector. (Human Development Network, 2011). Education for All is also supported by World Food Programme, UNESCO, UNICEF, ILO, Action Aid, Children Christian Fund (CCF) and Care Kenya (Mingat et al, 2002).

2.4.1 Financing Secondary Education in Kenya

Education is viewed as a prime mover of development process in a nation. However the

cost of its provision has risen in developing countries as a result of rising enrolment due to increased social demand for education and high expenditure on teachers' salaries (Chiuri & Kiumi, 2005). Chiuri and Kiumi (2005) observed that developing countries have experienced a high increase in their expenditure on education than in the growth of their national economies. They pointed out that in 1983, for example Kenya and Nigeria respectively allocated 15.3 and 16.3 percent of their total expenditure on education. Questions have been raised on the justification of heavy public expenditure in the sector. According to Chiuri and Kiumi (2005), this has resulted in reforms being mooted which include limiting government expenditure on education, cost sharing and encouraging private individuals and non-governmental organizations to invest in the sector. With the introduction of cost sharing policy in Kenya in 1988, contributions by families towards the financing of education increased. This policy was based on the premise that education expenditure was high and therefore, the government could not shoulder the whole burden for it had other sectors to cater for. For this reason parents had to chip in. Moreover, it was argued that since individuals were the greatest beneficiaries of education, they had a moral obligation to meet part of the cost (Chiuri & Kiumi, 2005).

Although cost sharing policy appeared to be the solution to the problem of financing education in Kenya, it however created a lot of problems in the sector: Poor households could not raise the required user fees such as those for security, activity, and building. As a result, many withdrew their children from school; this policy was therefore, antithetical to the philosophy of equity, for it denied the poor a chance to get education which is a basic human right. Withdrawal of children from school by poor parents lowered enrolment in affected schools (some in the first place did not send their children to school). This led to overstaffing which led to loss of public funds in terms of man-hours.

Based on the reasoning that education improves an individual life as well as that of the entire society, the policy widened the gap between the rich and the poor and between progressive regions and those which are poorly endowed with resources. In regions where parents could not cost share, schools lacked the necessary infrastructure such as classrooms, libraries, laboratories, and teachers' houses. This compromised quality and hence external efficiency of education in the country. The government neither offered guidelines on how parents were to pay the levies nor the necessary legal framework to ensure that the policy was not abused. Some headteachers in collusion with MOE officials charged all kinds of levies e.g. PTA fund, extra coaching fees and teacher motivation fees. Some of the levies charged; had little, if any, direct relationship with learning (Chiuri & Kiumi, 2005). With the cost sharing the government legitimized the death of UPE (Chege, 2006). Since 2003, contribution by families towards the financing of education has been drastically lowered at the primary level and since 2008 at the secondary level where education is free and subsidized respectively (Chiuri and Kiumi, 2005).

Bursaries provision was introduced in 1993 as a way of supporting poor but bright students access secondary education (Onsomu et al 2006). Until 2003, the MOE centrally administered the funds. The funds were decentralized to constituency level in 2003 under the management of Constituency Bursaries Management Committees. In 2004/05 financial year, Ksh. 770 million was allocated for bursaries. Given that the population of orphaned children enrolled in secondary schools is about 13 percent of secondary school enrolment, the fund is inadequate compared to the demand and students already enrolled in schools(Onsomu et al,2006).

Other private organizations such as the Jomo Kenyatta Foundation provide funds for needy students, but such funds are managed independently by the respective organization. On average, household fundraising of secondary education takes 60 percent while government financing constitute 40 percent of aggregate secondary financing. The government provides funds for secondary education through the national budget (Onsomu et al, 2006).

2.5 Factors Influencing the Implementation of SSE

2.5.1 Support Mechanisms

According to the researcher, support mechanisms refer to measures aiding the implementation of SSE. According to Atem (2001) teachers and headteachers need a lot of support from school administrators, inspectors, and any other authorities during the stage of implementation of a programme. He asserts that the main thrust of argument is that for implementation, the authorities concerned should provide all the support needed by implementers.

Crowther (1972) examined factors related to the implementation of an elementary social studies curriculum in the province of Alberta, Canada. He found out that there were significant differences in the degree of implementation between those projects that received support from the principal and the supervisory personnel and those that did not receive such kind of support. Huberman and Miles (1984) analyzed a number of case studies and curricula in the world. They found out that the amount and quality of assistance provided to teachers was essential in addressing curriculum implementation problems. They held the view that, large scale, change bearing curriculum innovations lived or died by the amount and quality of assistance that their users received once the

change process was underway. The forms of assistance were various: the high assistance sites set up, external conferences, in-service training sessions, revisits, committee structures, and team meetings. According to Huberman and Miles (1984) implementation problems are anticipated and consequently authorities seek to resolve the impediments to facilitate effective policy implementation.

According to Wafula (2006) in-service training is intended to improve the teachers' professional knowledge, skills, and attitudes in order that they can educate children more effectively. In addition during implementation of new programmes in-service training helps to cater for those deficiencies that may have arisen during the pre-service training. Wafula (2006) asserted that teacher training and in-service training is essential for any successful implementation process. Teachers can be initiated into the programme through participation in preparation of the programme. He further asserted that, because only a handful of teachers may have this opportunity this initiation can be done in a variety of ways including workshops, conferences, seminars, symposia and meetings at local level. This study sought to find out whether schools in Kericho district are provided with the necessary support for implementation of Subsidized Secondary Education (SSE).

2.5.2 Physical facilities

Boiussierre (2004) notes that buildings and classrooms in relation to achievement shows a higher percentage of positive impact if they are of good quality, and libraries and laboratories are well equipped. Studies have shown that to go beyond a basic level of building quality does not yield much extra benefits for learning (Boiussierre 2004).

He also stated that to allow facilities to deteriorate or use substandard temporary

buildings and classrooms can hold back learning achievements. Studies done in Brazil and Ghana offer evidence that a minimum of basic quality of school facilities matter significant for achievement outcomes (Boiussierre, 2004). In Ghana for example, schools would often lose days of instruction due to leaking roofs. According to Boiussierre (2004) a basic standard of school facilities would include enough classrooms to accommodate about 40 students per classroom, sufficient desks, chalkboards and maybe a storage cupboard for books and materials. In addition to classrooms, adequate sanitation in terms of water and latrines is important aspect of school facilities for increasing the willingness of parents to enroll their girls. Lack of water and proper sanitation has a negative effect on teaching and learning in that a lot of time is sometimes spent by student looking for water instead of learning. This is true for boarding schools where toilets require constant supply of water to maintain hygiene (Boiussierre, 2004). Ochenje (2008) in her study found out that most schools did not have adequate classrooms to accommodate the large number of pupils enrolled under FPE.

2.5.3 Textbooks, Equipment, and other teaching- learning materials

Davies (1975) asserts that educational resources comprise any items living or inanimate used during the teaching process to improve the learning situation. Learning resources for any curriculum implementation become one of the most important variables as Gross et al (1971) noted, implementation of any programme brings into mind the question of facilities, teachers capability towards the programme. Oshungbouhun (1984) stated that three prerequisites determine good quality education: physical facilities, competent teachers, and adequate and relevant instructional materials.

According to Gross et al (1971), learning resources, which he refers to as facilities are

important for effective learning because they stimulate learning and foster development of desirable changes in the behavior of a learner. Brunner (1963) observed that creative use of instructional learning resources would increase the teacher's feeling that his students have learnt more and will retain better what is learnt. This is likely to result in improved performance in the skills they are expected to develop. According to Kevin (1989) the non-availability of resources hinders the teachers' attempts towards offering relevant education to students. Maranga (1993) noted that the value of learning resources and methods of instruction among others affect the amount of learning that takes place. This means that for learning to be effective then the resources must be availed. The RoK (1988) further reinforced the value of resources by stating that; the provision of quality and relevant education and training are dependent on, among others the supply of adequate equipment and teaching materials. This means that proper learning resources used for teaching could help provide quality education. According to the American Association of School of Libraries (1975), learning resources help the student acquire and strengthen skills on reading, observing, listening, and communicating. This gives him an all-round form of learning and therefore education.

Bishop (1985) stressed the importance of resource materials in the implementation of innovation when he notes that teachers' ability to implement curriculum change is a function of the availability of tools for the job. Oketch and Asiachi (1992) contend that, it is the kind of resources available, which have great implications on what goes on in schools today. Gross et al (1971) asserted that resource materials and facilities used need not only be available but also be in the right quantities.

Psacharapolous and Woodhall (1985) observed that a review of studies in ten developing

countries reported more consistent relationship between pupil achievement and availability of books than other variables such as teacher training, class size, boarding facilities and repetition. In a study carried out in Chile, Mexico, and Philippines, it was found that the increase in the number of textbooks had a sizeable impact on pupil achievement as observed in cognitive test scores before and after the provision of textbooks. Moreover the gains were not only confined to a few experimental classrooms, but were observed all over the country (Psacharapoulous & Woodhall, 1985).

Before the improved provision of textbooks, primary schools in Ghana, which had been among the best in Africa, deteriorated to the point where primary graduates scored no better on simple reading tests than those who had not been to school (Boiussierre, 2004). While teachers are important their contribution to quality education would be incomplete if there are no important inputs like textbooks (Muriuki, 2008). The Sessional paper No. 1 of 2005 observed that the pupil text-book ratios are high in Kenya secondary schools especially in rural areas and urban slums. In urban centers students have access to all the core textbooks. Access to non core textbooks is more serious as one book is often shared among eight students.

The situation is worse in rural schools where less than five percent of students have subject core textbooks. Some students go through secondary education without textbooks. RoK (1999) notes that effective implementation of the curriculum calls for the provision of adequate and appropriate facilities, equipment, learning, and teaching materials. RoK (1999) also observed that almost all the previous Education Review Reports stressed on the need to provide facilities, equipment, learning, and teaching materials. In its inquiry the Koech Commission (1999) found out that most of the secondary schools do not have

adequate facilities, equipment, and materials for the teaching of practical subjects.

RoK (1988) recommended that resources should be provided in schools in order to maintain quality, relevance, and high standards of education. RoK (1988) observed that there has been tendencies to over- enroll classes beyond the approved 40 pupils per class in secondary schools. Such over enrolment stretches the use of he available physical and human resources, thus affecting the quality of teaching and learning. The RoK (1988) recommended that in future this situation should be avoided and that rather than over-enroll existing classes, extra streams should be established in existing secondary schools.

The KESSP Report (2005) identified inadequate infrastructure and shortage of teachers as some of the constraints facing education at various levels. The Report of the Taskforce on Affordable Secondary Education (2007) asserted that the performance level of a school is mostly determined by the availability of the teaching learning resources. Inequity in the distribution of teaching and learning resources are inherent in the three categories of schools. National schools have better facilities compared to Provincial and Day Schools. It noted that many of the Day schools have inadequate learning and teaching resources with some of the schools unable to put up libraries and laboratories.

UNESCO (2000) noted that the quality of learning is at the heart of EFA. It added that to offer education of good quality, educational institutions and programmes should be adequately and equitably resourced with core requirements of safe, environmentally friendly and easily accessible facilities, well motivated teachers, books and other learning materials and technologies that are content specific, cost effective and available to all learners.

The Taskforce on Affordable Secondary Education (2007) took cognizant of the fact that

there are few quality day schools in most localities, many lacking the essential facilities. The Daily Nation (2008) was equally concerned about the inadequate instructional materials to guarantee quality in most schools. Ayodo (1989) acknowledged that both the government and community have strengthened the capacity of schools in the provision of learning facilities. Kosgei (2001) had found out that the government and community had contributed a lot through the harambee spirit in the provision of learning resources in Nandi district. Ochenje (2008) had found out that provision of instructional materials was identified as one of the major achievement of FPE. This study sought to establish whether instructional facilities and materials are available in Public Secondary Schools in Kericho district for implementation of SSE.

2.5.4 Staffing and SSE

Kirui (2008) asserted that successful implementation of a change depend on what teachers think and do. Syomwene (2003) tried to demonstrate that the implementation of an innovation is dependent on the competence of the teacher. Sifuna (1986) stressed that academic achievement is a predictor for teaching effectiveness. Oshungbouhun (1984) stated that quality education is determined by competent teachers. Eshiwani (1988) expressed quality of education in terms of output i.e. the number of students passing important examinations. Ndege (1992) asserted that qualified teachers provide an advantage to pupils in the sense that these teachers have a deeper mastery of content and understanding.

UNESCO (2003/2004) notes that in Malawi, the Malunga Commission was established by the government to assess why the education system was failing so many students, as reflected by the low level of performance in the Malawi School Leaving Certificate for secondary students. It concluded that lack of qualified secondary teachers was the root

cause of the problem and that this could be traced back to the decision taken in 1994 to introduced Free Primary Education. While secondary schools had been opened quickly in recognition of the impending increase in the number of primary school leavers, this had not been matched in the number of qualified teachers. The Commission said that 12000 secondary school teaching were needed but that there were only 5000 in the system of which 1600 were qualified.

Eshiwani (1993) asserts that in Kenya, it is clear that the number of untrained teachers more than trippled between 1970 and 1976. By 1980, they constituted almost a third of the teaching force. This must have contributed to the low quality education because unqualified teachers are not aware of the basic theories of learning and teaching methodology that is a very essential tool for the teacher.

Sifuna (2004) notes that in 1973, when FPE was pronounced, the country was short of properly trained teachers. In 1973, the teaching force stood at 56,000 teachers, out of whom 12,600 were professionally unqualified. In 1974, an addition 25,000 teachers were needed for the new classes. By 1975, the number of unqualified teachers stood at 40,000 out of a teaching force of 90,000 teachers with such an environment, high drop out rates in primary education became inevitable.

All previous Education Commissions since independence, i.e. Ominde (1964), Gachati (1976), and Kamunge (1988) observed keenly and recommended the dire need to have a well trained and competent teaching force. Sessional Paper No. 1 of 2005 observed that teachers are an important resource in the teaching learning process. It stated that the

teacher resource is one of the most important inputs into the education system and therefore, efficient management and utilization of teachers is critical to the learning outcomes.

In the past, unplanned teacher recruitment for public schools has affected deployment of teachers and thus distorted their distribution. Consequently, there exists an unbalanced distribution of teachers, as most teachers prefer to work in urban, peri-urban and high potential areas where amenities are available. The current policy of recruiting teachers where vacancies exist is aimed at redressing the uneven distribution of teachers. In addition since June 2003, the TSC has been carrying out a balancing exercise to move teachers from overstaffed areas to understaffed areas but this exercise faces major resistance. As a result difficult and remote areas continue to suffer teacher shortages. Sessional Paper No. 1 of 2005 noted that there were shortages in teachers in Mathematics, Sciences, English, and Kiswahili. This is in agreement with MOE strategic plan (2006) that also indicated shortages of teachers in key subjects.

KESSP Report of 2005 identified teacher shortage as a constraint facing education at all levels. The Taskforce on Affordable Secondary Education noted that many day schools lack essential facilities including teachers. The introduction of SSE would worsen this scenario and it is for this reason that this study sought to establish the staffing position in public secondary schools for the implementation of SSE policy in Kericho district.

2.5.5 Subsidized Secondary Education and Class sizes

Studies have been done on the effect of enrolment on learning. One such study is the STAR Project (Kilel, 2007). The project was carried out in America and was initially a

statewide, four year longitudinal study of class size in grade 3 (Class 3). The study involved 42 districts, 79 schools, and over 6,000 learners. After selecting participating districts and schools, pupils and teachers were randomly assigned to class size conditions. There were three class size treatments: Small class (1 teacher: 13-17 pupils), Regular (1 teacher: 22-26 pupils), Regular (1 teacher full time guide 22-26 pupils). (Achilles, 1996)

Pupils were to remain in the same class conditions from Kindergarten (Nursery) to Grade 3 (class 3). A new teacher was assigned to the class each year (Achilles, 1996). All pupils returned to the regular classes in Grade 4 at the end of the study. Researchers did not interfere with normal class teaching except class size. While pupils and teacher were randomly distributed (Achilles, Nye, Zaharia's & Fulton, 1996 as cited in Kilel, 2007).

The project was designed so that reduced classes would have no disadvantage in terms of physical space or the quality of teachers. From the analysis of the reports, Project STAR revealed a number of characteristics of small classes. Statistically significant differences were found among class types on all achievement measures and in all subject areas in every year of study. No significant difference was found between teacher aide and regular classes in the year of study. Pupils in small classes had relatively fewer cases of indiscipline. Teachers had more on task- time in small classes than in regular classes. Early identification of special needs in smaller classes seemed to reduce later special education placements (Achilles, 1996 as cited in Kilel, 2007)

As a result of the positive findings from STAR project, two more major studies were conducted. The Lasting Benefits Study (LBS) which tracked former STAR pupils to assess the extend the duration of early benefits of a 1: 5 teacher student ratio. Learners

who were previously in a small STAR class (1:5) teacher- pupil ratio demonstrated that they had significant statistical advantage over regular class and regular class with aide. The advantage of having been in a small class was statistically significant in every subject through class seven (Kilel, 2007). Small class pupils exhibited superior encouragement behaviors in class 4 and were better behaved than learners from larger classes (Kilel, 2007). Betts and Shallock (1999) reported that learners who had attended small classes were rated as having superior modes of participation in Grade 4 than learners from larger classes.

In Virginia and California in a Class Size and Instruction Programme (CSPI) it was observed that learners spent more time academically engaged and less time off task in smaller classes (Kilel, 2007). In a British study of what may be possible with small classes, Darling- Hammond (1997) observed that there was a tendency for more sustainable interactions between teachers and learners in the smaller class setting and teachers spent significantly more time on general monitoring and classroom management in larger classes. Tindall (1988) found that, large class sizes contributed to declining test scores. According to Tindall (1988) one or two additional students made teaching significantly more difficult. Small classes made it possible for teachers to provide missing care and attention. Word (1989) and Nye, et al (1993) in Ochenje (2008) found significant differences in achievement favoring small classes (13-17) over large classes (22-25). Many policy oriented interventions and research studies considered a 40:1 reasonable in developing countries (Ochenje, 2008). According to (Ochenje, 2008) World Bank financed primary education projects were usually designed with an average pupil teacher ratio of approximately 41:1.

Educators in and administrators of private schools believe that a low pupil teacher ratio, which characterize their schools boosts pupil performance (Abagi, 1997). A private school manager confirmed that they worked for quality and that was why they insisted on having very few students in a class. Teachers were more effective because they paid individual attention to pupils, teacher-pupil interaction was boosted, and thus pupils learned better. In the final analysis they performed better in KCPE (Private Schools Manager, 1997) in Ochenje (2008). According to (Ochenje, 2008) classroom management became difficult when a teacher had to handle a very large number of students. She recommended that public schools should reduce pupil – teacher ratios for effectiveness.

The RoK (1999) noted that the interaction between teachers and students was better where the class size was between 25 and 35. Against this background and in view of the need to provide quality secondary education, the commission recommended deployment of teachers with the view of effecting a Pupil- Teacher Ratio (PTR) of 35:1 and that the average class size in secondary school segment be 35 students (RoK, 1999). The introduction of SSE saw secondary schools in high potential areas being required to have a minimum of 40 and a maximum of 45 students per class to qualify for TSC Teachers and Government funding (MOE, 2008). This is prone to creating challenges and affecting quality of secondary Education. This study intends to investigate the challenges of SSE in Kericho district with high number of students expected in secondary schools with the introduction of SSE.

The start of UPE posed highest challenges for the government of Uganda. There were hardly enough classrooms and teachers to handle the sudden upsurge in pupil numbers, forcing some school administrators to run classes under trees. To avoid the same

problems under Free Secondary Education, the Government of Uganda began phasing in free secondary education gradually, starting with students who joined year one of secondary education. Some schools began operating a shift system, taking some children in the morning and others in the afternoon (Okao, 2007).

Chiuri and Kiumi (2005) stated that since demand for education is inversely related to the direct costs, its private demand and hence enrolment in schools will increase if the costs decrease. The Kenyan government offered tuition free primary education in 1974 from class 1 to 4 which increased enrolment at this level from 2.1 million pupils to 3.2 million pupils in 1978. Similarly the government policy in 2003 of meeting the cost of all inputs at this level of education increased enrolment by over one million pupils (Kiumi & Chiuri, 2005). However, while free primary education has increased participation it has at the same time created considerable problems. As a result of the high influx of new pupils classrooms were congested. Teachers complain of increased pupil teacher ratios. This does not augur well with the quality education being delivered (Sifuna 2004). Pupils repeatedly noted that the new enrolment had expanded class sizes with some negative impacts (Sifuna, 2004). These challenges are likely to recur with SSE.

The Taskforce on Affordable Secondary Education (2007) observed that the government policy of providing Free Day Secondary Education is likely to cause unprecedented Influx into existing Day Secondary Schools. This is likely to cause congestions and undermine quality of education. Against this background, this study focused on class sizes in public secondary schools in Kericho district.

2.6 Summary of the Chapter

From the reviewed literature it was evident that there are several factors that influence the successful implementation of a programme. Headteachers and teachers need a lot of support from relevant authorities during the stage of implementation. There is a lot of difference between those programmes that receive support and those that do not receive any kind of support. This study sought to find out whether schools in Kericho district are provided with the necessary support for implementation of Subsidized Secondary Education (SSE). Literature review also indicated that the performance level of a school is mostly determined by the availability of teaching learning resources. It is recommended that to offer education of good quality, educational institutions and programmes should be adequately resourced with core requirements of accessible facilities, well motivated teachers, books and other learning materials and technologies that are content specific and available to all learners.

From the literature reviewed it was also observed that teachers are an important resource in the teaching- learning process. Teacher resource is one of the most important inputs into the education and efficient utilization of teachers is critical to learning outcomes. It was also observed that many policy oriented interventions considered a student- teacher ratio of 40:1 reasonable and those administrators of private schools believed that a low pupil teacher ratio boosts the performance of students. Few students in a class resulted in quality education. Teachers were more effective in small classes as teacher- pupil interaction is possible. Classroom management becomes difficult when a teacher has to handle a large number of students.

There is need to provide support to teachers, avail adequate physical facilities and instructional materials as well as deployment of more teachers and having in place the

right class sizes in Kenya's secondary schools for effective implementation of SSE. .This study sought to establish whether secondary schools in Kericho district had these resources for the implementation of subsidized secondary education. Failure to provide these factors, effective implementation of SSE policy will be inhibited and hence a compromise on quality education.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the Research Design and Methodology that was used in the study. It describes in detail how the study was conducted by describing the sample frame, sample selection techniques, and the sample size. The instruments of data collection, validity and reliability of the research instruments, the procedures for data collection and methods of data analysis are also looked at.

3.2 The Research Area

The study was carried out in Kericho district of the Rift Valley Province in Kenya. Kericho district lies between longitude 35⁰02' and 35⁰40'E and between the equator and latitude 0⁰23'S. It is in the southern part of the Great Rift Valley and borders the following districts: Kipkelion to the East, Bureti to the South West, Nyando to the North and Rachuonyo and Nyamira to the west (Appendix H). The study area occupies 1091.2km² (RoK, 2002). Part of the district is covered by Multi-National Tea companies and Mau Forest Complex. The district has four divisions: Ainamoi, Belgut, Sigowet and Soin.

3.3 Research Design

The study adopted the Survey Research Design. According to Oso & Onen (2005), survey provides quantitative and numeric descriptions of some part of the population. They contend that this design is suitable for extensive research. Survey research has the

advantage of gathering bulk information within a short period of time (Kothari, 2006). Koul (1992) observes that survey is the only means through which views, opinions, attitudes and suggestions for improvement of educational practices and instruction can be collected. Borg and Gall (1989) notes that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. This design was found useful by the researcher based on the limited time at the researcher's disposal while at the same time the need to collect quite some substantial amount of information.

3.4 The Study Population

Kericho district has 48 public secondary schools. There were 555 teachers and 48 headteachers distributed in all the four divisions. There were 14,989 students in all the public secondary schools in the district. The total number of DQASOs in the district were 4. The type of schools in the district included Day schools, Boarding schools and Mixed Day & Boarding. The study population included a sample of all public secondary schools, all headteachers, all teachers and all students.

3.5 Sampling Techniques and Sample size

To get a representative sample and reduce chance error in the study; all schools in the district were stratified as Boarding, Day and Mixed Day & Boarding schools. The purpose of stratification was to organize the sampling frame into homogenous subjects from which the sample would be drawn and provide each school with an equal chance of being included in the study. The sampling frame and sample size is shown in Table 3.1. From 48 secondary schools in the district, 16 secondary schools were sampled for the study. The chosen sample represented 33% of the total number of schools targeted for the study. The researcher over sampled the population to take care of non-responses and to

ensure that 2 Day Schools, 1 Boarding and 1 Mixed Day & Boarding Schools were picked from each of the four divisions in the district. This procedure guaranteed adequate representation of all the divisions in the study. To calculate the number of schools to be sampled in each category, the total number of schools in each category was multiplied by the ratio of schools sampled to the total number of secondary schools in the district (Too, 2004).

Table 3.1 Sampling Frame and Sample Size

Category	Total No. in the District	No. Sampled
Day Schools	26	8
Boarding Schools	5	4
Mixed Boarding & Day Schools	7	4
Heads/Deputies	48	16
Class Teachers	330	99
DQASO	4	2

After stratification of schools into three strata as above, the names of all schools in each stratum was written on pieces of paper, then folded and placed in a box, the box was shaken sufficiently and the required number of schools were then picked randomly from each stratum. The selected schools formed the sample and participants in the study. From 16 schools sampled, 8 Day, 4 Mixed Day & Boarding and 4 Boarding schools were selected using simple random sampling. Student respondents from the Day and Boarding schools were selected using systematic random sampling, while proportionate stratified random sampling was used to select respondents from the Mixed Day & Boarding schools. Form three students responded to the questionnaire (Appendix C). This is a senior class except the form fours who were preparing and sitting for national examinations. The respondents were assumed mature for the task of research and had experiences of the previous system of education when subsidies had not been introduced.

The researcher used a class list to select the first name randomly and then picked every fourth name until the required number from each sample school had been obtained.

The researcher purposely selected class teachers from forms 1-3 to respond to the questionnaires (Appendix B). These teachers were constantly in touch with students and hence they had the information required. The form 4 class teachers could not participate in the study as they were busy guiding the form four students for the national examinations as was established earlier during pilot study. Headteachers of the sampled schools automatically qualified to take part in the study. A total of 16 headteachers participated in the study. Purposive sampling was used to get 2 DQASOs to respond to interview guide (Appendix D). A total of 16 headteachers, 99 teachers and 449 students responded to the questionnaires. This figure was arrived at using a generalized scientific guideline for sample size decision by Krejcie, and Morgan (1970).

3.6 Research Instruments

The study was carried out using questionnaires, interviews and document analysis. Headteachers, teachers and students completed the questionnaires. Interview guide was administered to DQASOs. Questionnaires were considered appropriate by the researcher as they collect information from a fairly large sample within a short time whereas interviews and document analysis supplements and offsets the limitations of questionnaires. Information on the objectives of the study was used to develop items of research instruments. Looking at the research objectives, the researcher found the three instruments sufficient for the study as they would collect the required data.

3.6.1 Questionnaires

According to Kothari (2006), a questionnaire is a popular method of collecting data. Kerlinger (1973) notes that a questionnaire is an appropriate data collecting instrument as it gives the respondent time to give out well thought out answers and also effective when analyzing collected data especially using computer coding. It has the following advantages: low costs, it is free of bias and large samples can be made use of and the results can be more dependable and reliable. Nevertheless, this method has inbuilt inflexibility because of the difficulty of amending the approach once questionnaires have been dispatched; there is also the possibility of ambiguous replies or omissions of replies to certain questions (interpretations of omissions is difficult) and it is difficult to know whether willing respondents are truly representative. Both open and closed ended questions were used in the questionnaires and involved use of Likert Scale, single answer questions, numeric, skip contingency and multiple questions.

3.6.2 Interviews

A one to one interview was used which allowed for gathering of data privately hence establish a certain level of confidentiality and trust (Brown, 2001). The interviewer may catch the informant off guard thus may secure the most spontaneous reactions than would be the case if questionnaires are used (Kothari, 2006). However the method is expensive, time consuming, subject to interview bias, presupposes rapport with respondents to get free and frank responses. Interview guide was administered to the DQASOs (Appendix D).

3.6.3 Document Analysis

Document Analysis involves reviewing the contents of the target document with the aim of adducing some relevant secondary data (Kothari, 1990). Information from documents

like number of schools, teachers, and SSE guidelines enabled the researcher to organize the study well in advance. Documents were obtained at the DEOs office. This included such documents as data returns, popularly referred to as “Yellow Forms” and were used to derive data with regard to staffing, number of students both before and after SSE and the number of teachers. Information about students’ enrolment was obtained from school records such as class registers and class lists. They were availed by headteachers of sampled schools.

3.7 Validity and Reliability of Research Instruments.

The research instruments were tested for validity and reliability.

3.7.1 Validity of Research Instruments

Validity is the ability of an instrument to measure what it is required to measure in terms of measurement procedures. Smith (1991) defines validity as the degree to which the researcher has measured what he/she has set out to measure. According to Kirui (2008) logic, which is justifying each question in relation to the objectives of the study, is the one way of judging validity. This involves expert discussion with the supervisors, lecturers and colleagues thus establishing a logical link between the questions and the objectives. Each question or item on the scale must have a logical link with an objective. This is referred to as face validity. Assessment of items of an instrument to ascertain that it measures full range of issues or attitudes being measured are called content validity (Kirui, 2008). Content and face validity in this study was done by consulting and discussing with the two supervisors, lecturers and colleagues in the school of education of Moi University.

3.7.2 Reliability of Research Instruments

Mugenda and Mugenda (1999) asserted that reliability of a measuring instrument refers to the instrument's ability to yield consistent results each time it is applied. A pilot study was carried out in three schools in the neighbouring district of Kipkelion. The choice of Kipkelion was because the two districts share similar conditions with regard to physical facilities and resources and to avoid contamination of the sample population. The pilot schools were drawn from Day, Boarding, and Mixed Day & Boarding schools in which test-retest method was used. This made it possible to determine the appropriateness of the research tools. Kumar (1996) noted that in the test-retest (repeatability test), an instrument is administered once, and then again, under the same or similar conditions. The ratio between the test and the retest scores is an indication of the reliability of the instrument. The greater the value of the ratio, the higher the reliability of the instrument. After piloting of the tools of research, **Pearson's product moment correlation coefficient (r)** was calculated between the first test and the retest, which took place at interval of two weeks. Two weeks was considered long enough to avoid recall by the respondents on the first test and short enough for maturity of the respondents and achievement of similar results as the first test. Pearson's product moment was chosen as it enabled the researcher to test for correlation between the first and the second test. The calculated r for the headteachers' questionnaire was 0.733, the teachers' questionnaire was 0.69 and that for the student questionnaire was 0.78. The instruments were thus considered reliable as a value of 0.7 and above are considered sufficient moment correlation co-efficient to warrant execution of the study (Mugenda & Mugenda, 1999).

3.8 Data Collection Procedures

The study was conducted in Kericho district. The researcher first obtained a letter of introduction from Moi University, School of Education, which facilitated the issuance of a Research Permit from NCST as shown in Appendix F. Data collection was done in two phases. Piloting was conducted in Kipkelion district to determine the reliability of the research tools. The second phase was collection of data for study analysis. The Research Instruments (questionnaires) were administered to respective respondents by the researcher. Each respondent was encouraged to respond individually. Enough time was given to all respondents for accuracy purposes. In addition the researcher carried out document analysis and interviews.

3.9 Methods of Data Analysis

The research was both quantitative and qualitative in nature. Once the data had been collected, the data on the questionnaires was tabulated, coded, and processed by the computer using the Statistical Package for Social Sciences (SPSS) programme. Descriptive statistics techniques were used to analyze the quantitative data and these included frequencies, means, standard deviations, and percentages. The data was presented in form of tables and graphical presentations such as bar graphs. The researcher then compared data results with information in the literature review to establish whether the challenges identified in the literature were present in the implementation of Subsidized Secondary Education in Kericho district.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This study investigated the factors influencing the implementation of Subsidized Secondary Education in public secondary schools in Kericho district. The respondents of the study included headteachers or their deputies, class teachers, DQASOs and students. Table 4.1 shows the sample schools and the total number of respondents.

Table 4.1: Sample Schools and Total Number of Student Respondents

Category	Total No. In The District	No. of Sampled Schools	No. of Sampled Students
Day Schools	26	8	134
Boarding Schools	5	4	208
Mixed Boarding & Day	7	4	107
Total	48	16	449

The total number of schools sampled represented 33% of the study population. The researcher over sampled the population to take care of non responses and to ensure that 2 Day, 1 Boarding, and 1 Mixed Boarding & Day schools were picked to participate in the study from the 4 divisions in the district. This procedure guaranteed adequate representation of all the divisions in the study. Out of the 14,898 students in the district, 449 students were sampled. There were 1497 form three students in the district. The 449 students sampled for the study represented 30 % of the form three students. From the

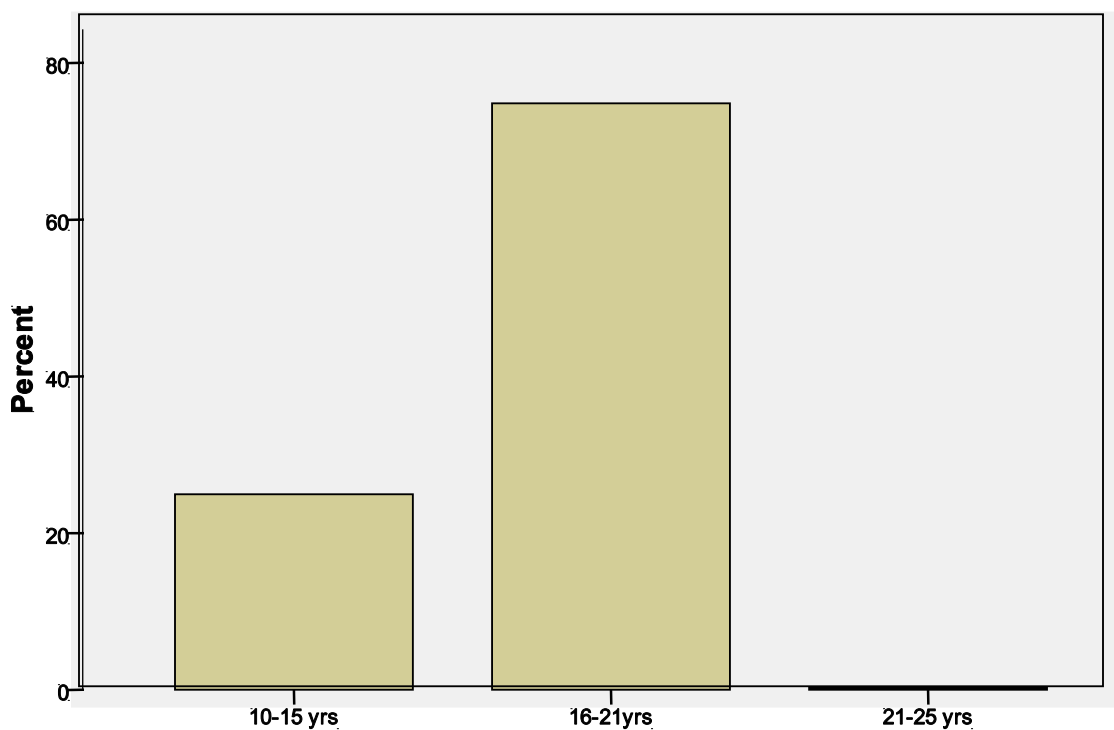
sampled schools 16 headteachers/deputies, 99 class teachers, and 449 students responded to the questionnaires while 2 DQUASOs responded to the interview guide. A total of 566 respondents participated in the study. The researcher also used document checklists on enrolment and staffing position in the sampled schools. There were 28 items on the headteachers' questionnaire, 26 on the teachers' questionnaire, 21 on the students' questionnaire and 10 in the DQASOs interview guide.

4.2 Demographic Information

The section presented the general characteristics of the respondents in terms of Age, Experience, School Type, Teaching load, and Class Size.

4.2.1 Age of Students

The study targeted to collect data on age of the students. The students were asked to indicate their age by group. Their responses are indicated in figure 4.1.

Figure 4.1: Age of Students

From their responses, it was established that a majority of the students, 336(74.8%) were aged between 16-21 years. This is a likely age bracket for students expected to be in form three. Only a small proportion, 1(0.2%) was aged between 21-25 years of age. In addition 112 students which represented 24.9% were aged between 10-15 years. This number represents students in form three who are under age. This is based on the fact that in Kenya children are expected to enroll in class one when they are at least 6 years old. Accordingly, those children who enrolled on time would be 14 years of age at form one and 16 years at form three. The ideal age for students in secondary schools should be 14 to 17 years. The researcher used this data to capture the type of new entrants to secondary

schools who took advantage of SSE to enroll and also establish whether the new policy improved the transition rates from primary to secondary schools. There were a small number of students aged between 21-25 years who represents those students who delayed in attending school or those who resumed schooling after having dropped out earlier as a result of the implementation of SSE.

In conclusion, there were a few over aged students who took advantage of the new policy to enroll and contributed to overstretching of facilities in the district. This research further reveals that SSE has helped improve the transition rates from primary to secondary education in the district. The majority of the new entrants in secondary schools were from primary and have overstretched the existing facilities in the district.

4.2.2 Payment of School Fees

To establish the payment of fees, students were asked to indicate whether they were still paying or no longer paying fees in secondary schools after inception of SSE. The responses are as presented in Table 4.2.

Table 4.2 Payment of Fees

Response on Payment	Frequency	Percent
Yes	442	98.4
No	7	1.6
Total	449	100

From Table 4.2, 98.4% of the students sampled indicated that they still paid school fees and only 1.6% indicated that they no longer paid school fees. According to the study those students who do not pay any fees could be those orphans and needy students whose fees are paid by well wishers and or through CDF and LATF. Majority of the students

continue to pay fees and that this study established that SSE policy has not reduced the fees burden on parents.

4.2.3 Teaching Experience

The data on this item sought to find out the number of years a teacher had taught so as to gauge their teaching experience. The collected data is presented in Table 4.3.

Table 4.3 Teaching Experience

Teaching Experience	Frequency	Percent
Less than 2 years	16	16.2
2-5 years	20	20.2
6-10 years	34	34.3
11-15 years	19	19.2
16-20 years	5	5.1
Over 20 years	5	5.1
Total	99	100.0

Information in this table indicate that majority of the respondents (34.3%) had taught for between 6-10 years hence considered experienced. A considerable number of teachers (5.1%) had taught for over 20 years hence considered very experienced, 16.2% of the teachers had taught for less than 2 years hence considered inexperienced.

These findings show that there are few very experienced teachers in the district who could adjust to changes easily and capable of handling emerging issues like SSE with ease. The very few inexperienced teachers show that the government has employed very few teachers in the last five years. The government introduced SSE within this period of time which helped to raise enrolment considerably. In fact since the start of the programme, enrolment had increased in public secondary schools in Kenya by over 300,000 students and over 6000 students in Kericho district with no corresponding

increase in the number of teachers (Adan, 2008). According to the researcher this scenario could have contributed to understaffing in public secondary schools in the district which would undermine the successful implementation of SSE.

4.2.4 Teaching Load

The teacher respondents in the study were asked to provide information with regard to the number of lessons they handled in a week in order to gauge their teaching load. Their responses are presented in Table 4.4.

Table 4.4 Teaching Load

No Of lessons	Frequency	Percent
11-15	3	3.0
16-20	19	19.2
21-25	65	65.7
Over 25	12	12.1
Totals	99	100.0

Table 4.4 indicates that 65.7% of the teachers had a teaching load of between 21-25 lessons per week while 3.0% had 11-15 lessons. It further indicates that 12.1 % had over 26 lessons and 19.2 % of them had between 16 and 20 lessons.

It can be concluded that a majority of the teachers have a high teaching load. According to the researcher, the high teaching load by a majority of teachers could imply that as a result of the new SSE policy, enrolment in public secondary schools had gone up necessitating the creation of extra streams in public secondary schools. Accordingly this could have raised the teachers' workload. This issue could have also been compounded by the failure by the government to employ additional teachers to cope with the rise in enrolment in public secondary schools. The government has been contemplating hiring

more teachers to salvage the situation on temporary basis but KNUT and KUPPET have gone to court to challenge this move to hire teachers as interns.

It can be concluded that SSE brought many students to schools necessitating the creation of additional classes without increasing the number of teachers. This resulted in overloading of teachers which according to the researcher, is a problem that could undermine the quality of education under SSE Policy.

4.2.5 Headteachers Experience

The data on this item sought to establish the number of years a headteacher had served in the position so as to gauge their headship experience. The collected data is presented in Table 4.5.

Table 4.5 Head teachers Experience

Teaching Experience	Frequency	Percent
1-5 years	9	52.9
6-9 years	4	23.5
Over 10 years	35	17.65
Totals	16	100

Information in this table revealed that 52.9% of the headteachers had served for 1-5 years as headteachers hence considered not very experienced, 23.5% of these respondents had served for 6-9 years hence experienced, 17.6% had served for over 10 years hence considered very experienced.

According to the researcher, experience of the headteacher helps in the implementation of the new policy. A very experienced head for instance would be able to adjust to changes easily and would be able to handle emerging issues like SSE with ease. Table 4.5 indicates that majority of the headteachers sampled for the study were inexperienced while a few were experienced.

The researcher observes that this scenario could have been responsible for the fair extent in the implementation of the new programme as was revealed elsewhere in this study. An observation by the researcher and through documents collected by this research shows that schools which were headed by experienced heads performed better than those headed by the less experienced heads. Example of such schools includes Kericho High School, Moi Tea Girls, and Kabianga High School. The principals of these schools have a headship experience of over 20 years. Their schools have been performing well over the years. This in line with the findings of Eshiwani (1986) that concluded that the major cause of poor performance in private schools was lack of teacher experience.

4.2.6 Type of School

The headteachers respondents were asked to indicate the type of school they headed. Their responses are reflected in Table 4.6.

Table 4.6 Type of School participating

Type of school	Frequency	Percent
Day	8	50.0
Boarding	4	25.0
Mixed Day & Boarding	4	25.0
Total	16	100.0

Table 4.6 shows the schools that participated in the study. According to the table a total of 50.0% of the schools that were sampled for the study were Day schools, 25.0% were from Mixed Boarding and Day schools while the same 25% were Boarding schools. From the table, there were more Day Schools in the study than were boarding and Mixed schools because the district has many Day Schools. In fact there were 26 day schools and the 8 day schools sampled represented 30% of all the day schools in the district. According to the researcher, day schools could have attracted more students than the Boarding and Mixed Boarding & Day Schools as they would be cheaper and affordable to many parents. Putting up day schools is also cheaper compared to either Boarding or Mixed Day & Boarding Schools. The sample of 16 schools represented 33% of the total number of public schools in the district. The schools were over sampled to enable the researcher to cater for non responses and to ensure that 2 Day Schools, 1 Mixed Boarding & Day and 1 Boarding Schools were picked to participate in the study from the four divisions in the district. According to the researcher this procedure guaranteed adequate representation of all the divisions in the study.

4.3 Presence of Support Mechanisms for Implementation of SSE

The study sought to find out whether there were support mechanisms in secondary schools to help in the implementation of SSE policy. The headteachers' responses on the kind of the support they received are presented in Table 4.7.

Table 4.7 Headteachers Responses on the Kind of Support Mechanisms

Support mechanisms	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Totals
Clear guidelines guiding SSE	–	2(12.5)	–	10(62.5)	4(25)	16(100)
Professional guidance and training on SSE	–	4(25)	3(18.8)	8(50)	1(6.3)	16(100)
Prompt disbursement of funds	5(31.3)	9(56.3)	–	–	2(12.5)	16(100)
Funds are provided for expansion	2(12.5)	9(56.3)	1(6.3)	3(18.8)	1(6.3)	16(100)
SSE funds are adequate	2(12.5)	10(62.5)	–	3(18.8)	1(6.3)	16(100)

(The figures in brackets are in percentage while those outside the brackets are the number of respondents)

As shown in Table 4.7, the greatest source of support was in the form of clear guidelines with 62.5% and 25.0% of the headteachers agreeing and strongly agreeing respectively that guidelines from MOE were available and clear. Only 12.5% of them disagreed that there were clear guidelines from the Ministry guiding the new policy. Fifty percent (50.0%) and six point three (6.3%) of the headteachers agreed and strongly agreed respectively that there were professional guidance and training on the new policy from MOE whereas 25% and 18.8% disagreed and were undecided respectively on the presence of professional guidance and training.

The least support was in the disbursement of funds where 31.3% and 56.3% of the headteachers strongly disagreed and disagreed respectively that there were prompt

disbursement of funds with only 12.5% of these respondents strongly agreeing that funds were disbursed promptly. On adequacy of funds, 62.5% and 12.5% of the respondents disagreed and strongly disagreed respectively on the adequacy of funds. Eighteen point eight percent and 6.3% agreed and strongly agreed respectively that the funds provided were adequate. From the table, 56.3% and 12.5% of the headteachers disagreed and strongly disagreed respectively that there were funds provided by the government for expansion to cater for high enrolment while 18.8%, 6.3%, and 6.3% agreed, strongly agreed, and were undecided respectively on the provision of funds by the government for expansion to cater for the high enrolment.

Table 4.8 Teachers Responses on the kind of Support Mechanisms

Support mechanisms	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Totals
clear guidelines guiding SSE	2(2.0)	7(7.1)	18(18.2)	64(64.6)	8(8.1)	99(100)
Professional guidance and training on SSE	7(7.1)	37(37.4)	18(18.2)	35(35.4)	2(2.0)	99(100)
Prompt disbursement of funds	40(40.1)	44(44.4)	5(5.1)	10(10.1)	-	99(100)
Funds are provided for expansion	37 (37.4)	32 (32.3)	10 (10.1)	18 (18.2)	2 (2.0)	99(100)
SSE funds are adequate	45(45.5)	38 (38.4)	9(9.1)	6(6.1)	1(1.0)	99(100)

(The figures in bracket are in percentage while those outside the bracket are the number of teacher respondents)

Teacher responses on the support schools received are presented in Table 4.8. From the table, the greatest source of support was in the form of clear guidelines from MOE to guide the implementation of SSE with 64.6% and 8.15% of the teachers agreeing and strongly agreeing respectively that clear guidelines had been provided. A few of the teachers 7.1% and 2.0% disagreed and strongly disagreed respectively that these guidelines were available. Eighteen point two percent were however undecided on this.

The least support was in the form of disbursement of funds with a majority of the teachers (40.1%) and (44.4%) strongly disagreeing and disagreeing respectively that there was prompt disbursement of funds by the government with 10.1% of them agreeing. Five point one percent were undecided on whether funds were promptly disbursed or not.

On adequacy of funds, 45.5% and 38.4% of the teachers strongly disagreed and disagreed respectively that the funds provided by the government was adequate. Only a few of the teachers, 6.1% and 1.0% agreed and strongly agreed respectively that the funds provided were adequate. Nine point one percent (9.1%) were undecided on the adequacy of the funds.

On provision of funds for expansion, many teachers, (37.4%) strongly disagreed and 32.3% disagreed that there were funds provided for expansion while only 18.2% and 2.0% of them agreed and strongly agreed respectively that such funds were provided. Ten point one percent of the teachers were undecided on whether such funds were provided.

On professional guidance and training, 7.1% and 35.4% of the teachers strongly disagreed and disagreed respectively that there were guidance and training on the new policy with 35.4% and 2.0% agreeing and disagreeing respectively that such guidance and training was available. Eighteen point two percent were undecided on this.

From the above, most of the headteachers and teachers are of the opinion that the disbursement of funds under SSE is not prompt, SSE funds provided is inadequate and that there were no funds provided by the government for expansion to cater for high enrolment. A majority of headteachers reported that there was training and guidance on the new policy which was refuted by most teachers.

From these discussions SSE policy is not adequately supported. Therefore if it is not adequately supported its full achievement as intended could be undermined. There may be need for the government to re-examine its support for SSE provision with a view to addressing concerns such as those that have been raised by the respondents as

Hubermann and Miles (1984) had found out that a change in a programme lived or died depending on the amount and quality of assistance that the users received once the change process was underway.

4. 4 Availability of Physical Infrastructure

In order to establish the availability of physical infrastructure in public secondary schools, respondents were required to indicate the adequacy to a list of physical facilities to show whether or not they were available and adequate. The responses of teachers, headteachers, and students were compared and presented in Table 4.9.

From Table 4.9, 12.5% and 62.5 %(cumulatively 75.0%) of the headteachers and 10.1% and 56.6 %(cumulatively 66.7%) of the teachers were of the opinion that classrooms were very adequate and adequate respectively. This was corroborated by a cumulative 81.1% of the students who indicated that classrooms were adequate. Only cumulative 25.2%, 29.3%, and 17.8% of the headteachers, teachers, and students respectively refuted that their schools had adequate number of classrooms. Only 4.0 % and 1.1% of the teachers and students respectively were undecided on the availability and adequacy of classrooms in their schools.

Table 4.9: Summary Responses on the Availability of Physical Infrastructure

Physical infrastructure	V. inadeq.	Inadeq.	Undecid.	Adeq.	V. adeq.	Mean	S.D
Classrooms							
Headteachers	1(6.3)	3(18.8)	-	10(62.5)	2(12.5)	3.78	.995
Teachers	2(20)	27(27.3)	4(4.0)	56(56.6)	10(10.1)	3.45	1.06
Students	12(2.7)	68(15.1)	5(1.1)	284(63.3)	80(17.8)	3.78	.995
Laboratories							
Headteachers	1(6.3)	10(62.5)	1(6.3)	4(25)	-		
Teachers	11(11.1)	50(50.5)	2(2.0)	32(32.3)	4(4.0)	2.67	1.19
Students	32(7.1)	155(34.5)	17(3.8)	198(44.1)	47(10.5)	3.16	1.211
Library							
Headteachers	5(31.3)	9(56.3)	-	2(12.5)	-		
Teachers	22(22.5)	54(54.5)	5(5.1)	18(18.8)	-	2.19	.98
Students	75(16.7)	177(39.4)	19(4.2)	146(32.5)	32(7.1)	2.74	1.26
Toilets							
Headteachers	3(18.8)	2(12.5)	-	11(68.8)	-		
Teachers	4(4.0)	41(41.4)	1(1.0)	48(48.5)	5(5.1)	3.09	1.13
Students	36(8.0)	116(25.8)	13(2.9)	225(50.1)	59(13.1)	3.35	1.22
Desks/chairs							
Headteachers	1(6.3)	3(18.8)	1(6.3)	8(50.0)	3(18.8)		
Teachers	11(11.1)	34(34.3)	3(3.0)	43(43.4)	8(8.1)	3.55	1.04
Students	37(8.2)	139(31.0)	20(4.5)	177(39.4)	76(16.9)	3.719	1.124
Dining Hall							
Headteachers	6(37.5)	6(37.5)	-	4(25)	-		
Teachers	24(24.5)	25(25.3)	8(8.1)	62(62.6)	9(9.1)	2.77	1.37
Students	55(12.2)	123(27.4)	37(8.2)	167(37.2)	67(14.9)	3.15	1.309
Computer laboratories							
Headteachers	10(62.5)	4(25)	-	2(12.5)	-		
Teachers	50(50.2)	23(23.2)	4(4.0)	19(19.2)	3(3.0)	2.01	1.37
Students	142(31.6)	124(27.6)	85(18.9)	80(17.8)	18(4.0)	2.349	1.208
Water							
Headteacher	3(18.8)	5(31.1)	-	6(37.5)	2(12.5)		
Teachers	17(17.2)	33(33.3)	3(3.0)	41(41.4)	5(5.1)	2.63	1.27
Students	45(10.0)	115(25.6)	18(4.0)	174(38.8)	97(21.6)	3.363	1.334
Field/space							
Headteachers	5(31.3)	7(43.8)	1(6.3)	2(12.5)	1(6.3)		
Teachers	11(11.1)	34(34.3)	3(3.0)	43(43.4)	8(8.1)	3.3125	1.25
Students	37(8.2)	139(31.0)	20(4.5)	177(39.4)	76(16.9)	3.258	1.283

(The figures in bracket are in percent while those outside the bracket are the number of respondents)

On availability of laboratories and as indicated in Table 4.9, cumulatively 68.8% ,61.1.6% and 41.6% of the headteachers, teachers and students respectively perceived the availability of laboratories as inadequate whereas cumulatively 25.0%,32.3% and 54.6% of the headteachers, teachers and students respectively perceived availability of laboratories as inadequate. However 6.3% of the headteachers, 2.0% of the teachers, and 3.8% of the students were undecided on the availability of laboratories in their schools.

From Table 4.9 cumulatively 87.6%, 77.0% and 56.1% of the headteachers, teachers, and students respectively pointed out that libraries in their schools were inadequate whereas only cumulatively 12.5%, 18.2% and 39.6% of the headteachers, teachers and students respectively indicated that libraries were adequately available in their schools. Only 5.1% and 4.2% of teachers and students were undecided on the availability of libraries.

From Table 4.9 cumulatively 68.8%, 53.6% and 63.1% of the headteachers, teachers, and students respectively reported that toilets were adequately available in their schools while cumulatively 31.3% of headteachers, 45.4% of the teachers, and 33.8% of the students indicated that this facility was inadequate. Only 1.0% and 2.9% of the teachers and the students respectively were undecided on the availability of toilets in their schools.

Information reflected on Table 4.9 also show that cumulatively 75.1% of the headteachers,45.4% of the teachers and 39.2% of the students observed that availability of field/space were inadequately available while cumulatively 18.8% of the headteachers,51.5% of the teachers and 56.3% of the students were of the opinion that field/space was adequately available in their schools. Only 6.3% of the headteachers,

3.0% of the teachers, and 4.5% of the students were undecided on the availability of field/space in their schools

On the availability of desks and chairs cumulatively 25.1% of the headteachers, cumulatively 37.3% of the teachers and cumulatively 35.5% of the students indicated that desks and chairs were inadequately available while 18.8% of the headteachers, 51.5% of the teachers, and 56.3% of the students were of the opinion that the availability of desks and chairs were adequate. Only 6.3% of the headteachers, 3.0% of the teachers, and 4.5% of the students were undecided on the availability of desks and chairs.

From Table 4.9, cumulatively 75.0% of the headteachers, 49.8% of the teachers, and 39.6% of the students thought the availability of dining halls in the sampled schools were inadequate while 25% of the headteachers, cumulatively 72.7% of the teachers and 52.1% of the students thought the availability of dining halls as adequate. Only 8.1% and 8.2% of the teachers and students respectively were undecided on their availability. Information on the table also indicate that 87.5% of the headteachers, 75.4% of the teachers and 59.2% of the students cumulatively observed that computer laboratories were inadequate in their schools while 12.5% of the headteachers, 22.2% of the teachers and 21.8% of the students indicated that computer laboratories were adequate in their schools. Only 4.0% of the teachers and 18.9% of the students were undecided on the availability of computer laboratories. On availability of water 50.0% of the headteachers, 46.5 % of the teachers, 60.4% of the students observed that water was adequate while 40.1%, 50.5% and 35.6% of the above respondents respectively indicated that water was inadequate in their schools. Only 3.0% and 4.0% of the teachers and students respectively were undecided on water availability.

These research findings indicate that libraries, laboratories, and computer laboratories are inadequately available in public secondary schools in Kericho district. This is also in agreement with the observation of the Koech Commission (1999) that found out that most of the secondary schools do not have adequate facilities, equipment and materials for the teaching of practical subjects. This situation may have been worsen by the introduction of SSE which brought in a large number of students. The KESSP Report of 2005 had also identified inadequate infrastructure as a constraint facing education at various levels. The RoK (2007) had also found out that many schools especially day schools were unable to put up libraries and laboratories. Kosgei (2001) in a study in Nandi district secondary schools had found out that availability of laboratories and workshops in schools affects performance. Ochenje (2008) had also found out that most schools did not have adequate classrooms to accommodate the large number of pupils enrolled under FPE. The inadequacy in infrastructure undermines the provision of quality secondary education and the successful implementation of SSE.

4.5 Availability of Instructional Materials

In order to establish the availability of instructional materials in public secondary schools, respondents were required to indicate the adequacy of a list of given instructional facilities to show whether they were available or not in their schools. Their responses were compared and presented in Table 4.10.

Table 4.10 Summary Responses on the Availability of Instructional Materials

	V. inadeq.	Inadeq.	Undecid.	Adeq.	V. adeq.	Total	Mean	S.D
Textbooks								
Headteacher	6(37.5)	-	-	8(50.0)	2(12.5)	16(100)		
Teachers	2(2.0)	29(29.3)	4(4.0)	49(49.5)	15(15.2)	99(100)	3.46	1.177
Students	26(5.8)	126(28.1)	9(2.1)	214(47.7)	74(16.5)	449(100.0)	3.409	1.217
Computer								
Headteachers	10(62.5)	4(25.0)	-	2(12.5)	-	16(100)		
Teachers	44(44.4)	34(34.3)	4(4)	13(13.1)	4(4.0)	99(100)	1.97	1.177
Students	159(35.4)	134(29.8)	93(20.7)	56(12.5)	7(1.6)	449(100)	2.17	1.1628
Lab equipment & chemicals								
Headteachers	1(6.3)	-	-	8(50)	7(43.8)	16(100)		
Teachers	3(3.0)	36(36.4)	17(17.2)	36(36.4)	7(7.1)	99(100)	3.08	1.065
Students	37(8.2)	146(32.5)	14(3.1)	213(47.4)	39(8.7)	449(100)	3.158	1.206
Chalks and Dusters								
Headteachers	1(6.3)	6(37.3)	-	8(50.0)	1(6.3)	16(100)		
Teachers	1(1.0)	13(13.1)	7(7.1)	60(60.6)	18(18.2)	99(100)	3.82	0.918
Students	12(2.7%)	44(9.8)	20(4.5)	234(52.1)	139(31.0)	449(100.0)	3.9889	0.994
Teaching Aids								
Headteacher	1(6.3)	-	4(25.0)	11(68.8)	-	16(100)		
Teachers	10(10.1)	44(44.4)	10(10.1)	31(31.3)	4(4.0)	99(100)	2.74	1.127
Students	70(15.6)	117(26.1)	29(6.5)	186(41.4)	4.7(10.5)	449(100)	3.0512	1.31086

(The figures in brackets are in percent while those outside the bracket are the number of respondents).

Table 4.10 indicates that cumulatively 62.5% of the headteachers and cumulatively 64.7% of the teachers were of the opinion that textbooks were adequate. Only 37.5% of

the headteachers and cumulatively 31.3% of the teachers indicated availability of textbooks as inadequate. Only 4.0% of the teachers were undecided on the availability of textbooks.

On computers, cumulatively 87.5 % of the headteachers, cumulatively 78.7 % of the teachers and cumulatively 65.2 % of the students felt that they were inadequately available. Only cumulatively 12.5%, 17.1% and 14.1% of the headteachers, teachers, and students respectively were of the opinion that computer availability was adequate. Four percent (4.0%) and 1.6% of the teachers and students respectively were undecided on the availability of computers. Majority of the respondents observed that laboratory equipment and chemicals were adequate as reflected on the Table 4.10. Cumulatively 93.8 % of the headteachers, 43.5% of the teachers, and 56.1% of the students indicated that laboratory equipment and chemicals were adequate. Only a minority, 6.3% of the headteachers, 39.4% of the teachers, and 40.7% of the students were of the opinion that laboratory equipment and chemicals were not adequate.

Cumulatively 56.3% the headteachers, 78.8 % of the teachers, 83.1% of the students observed that chinks and dusters were adequately available in their schools. Only a small percentage, cumulatively 43.6% of the headteachers, 14.1% of the teachers, and 12.5% of the students perceived their availability as inadequate. Only 7.1% and 4.5% of the teachers and students respectively were undecided on the availability of chinks and dusters in their schools.

As observed in Table 4.10, the data suggests that there were no significant differences between the headteachers and students responses on availability of Teaching Aids but the

teachers differed significantly on their availability. Cumulatively 68.8% of the headteachers, and cumulatively 51.9 % of the students observed that Teaching Aids were adequate. Majority of the teachers cumulatively 54.5 % were of the opinion that Teaching Aids were inadequate while a minority of them cumulatively 35.3 % observed that availability of Teaching Aids were adequate. A minority of headteachers and students respectively, cumulatively 6.3% and 41.7 % observed that Teaching Aids were inadequately available. Only 25.0%, 10.1%, and 6.5% of the headteachers, teachers, and students respectively were undecided on the availability of Teaching Aids in their schools.

In general headteachers, teachers, and students shared the view that instructional materials except for computers in secondary schools in Kericho district were adequate. It can be concluded that SSE policy has contributed to the increased provision of the teaching learning resources in secondary schools in the district as the government provides substantial amount of money towards these resources. This is in agreement with the observations of Ayodo (1989) who acknowledged that both the government and community have strengthened the capacity of schools in the provision of learning facilities. Kosgei (2001) had also found out that the government and community had contributed a lot through the *harambee* spirit in the provision of learning resources in Nandi district. Ochenje (2008) in her study also found out that provision of instructional materials including textbooks was identified as one of the major achievements of FPE programme, particularly through reducing the burden of education on parents. On computers, these findings are in line with the KESSP Report of 2005 that indicated that although computers were introduced in 1998, there was little emphasis on its use as an instructional strategy.

4.6 Class Sizes in Public Secondary Schools

In order to establish the class sizes in schools students were asked to indicate the number of students in their classes while teachers were asked to indicate the number of students they handled in a class and the headteachers were asked to mention the average class sizes in their schools. Their responses are reflected in Table 4.11.

Table 4.11 Summary Responses on Class Sizes

Respondents	Headteachers		Teachers		Students	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Less than 30	1	6.3	2	2.0	23	5.1
30-40	-	-	14	14.1	42	9.4
40-45	4	25	28	28.3	108	24.1
Over 45	11	68.8	55	55.6	276	61.4
Total	12	100	99	100	449	100

From Table 4.11 Sixty eight point eight percent (68.8%) of the headteachers indicated that the average class sizes in their schools was over 45 students while 25% of them reported that their class sizes was between 40 and 45 students with only a paltry 6.3% of them indicating that their class sizes was on average less than 30 students. Fifty five point six percent reported that they handled over 45 students per class while 28.3% of them indicated they handled between 40 and 45 students per class, 14.1% of the teachers indicated that they handled between 30 and 40 students in a class. The research also found out that only 2.0% of the teachers handled less than 30 students in a class. This study also established that 61% of the students were over 45 students in a class, 24.1% indicated that they were 40-45 students and 9.4% reported that they were 30-40 students.

A paltry 5.1% of the student respondents were less than 30 in their classes. The DQASOs interviewed informed the study that those schools that performed fairly well in national examinations attracted many students while those which did not perform well attracted few students and that a majority of the schools in the district had above 45 students per class.

From the above discussions it can be concluded that public secondary schools in Kericho district have large class sizes and that teachers have to handle a large number of students in a class. It was also observed that there were discrepancies in headteacher, teacher, and student responses. The discrepancies in responses could be attributed to the divergent opinions of the respondents. From the findings, the SSE policy had enlarged class sizes in secondary schools in the district which brought about congestion in these schools. Such an environment will compromise the quality of secondary education as one or two additional students made teaching significantly more difficult (Tindall, 1988). A study carried out by Carnoy (1971) in Tunisia as cited in Kosgei (2001) concluded that a higher pupil teacher ratio had a negative effect on pupil performance. Kosgei (2001) had also indicated that several studies in this area have consistently concluded that fewer students per class meant a low pupil teacher ratio and hence an improved quality of interaction between teachers and students and thus raising the pupils academic achievement. Studies done by Ochenje (2008) found out that poor academic performance was associated with a higher teacher pupil ratio which was worsened by high enrolment when FPE policies were introduced.

4.7 Staffing Position in Secondary Schools

In order to establish the staffing position in schools, the researcher administered questionnaires to headteachers where they were asked to indicate whether their schools were understaffed or not. Their responses are as indicated in Table 4.12.

Table 4.12 Understaffing in schools

Understaffed	Frequency	Percent
YES	16	100.0
NO	0	0
TOTAL	16	100.0

From Table 4.12, 100% of the headteachers reported that their schools were understaffed. The interviews that were conducted with the 2 DQASOs also revealed that the district was understaffed. The data returns popularly referred to as the “Yellow Forms” available at DEOs office (2009) concurred that the schools in the district were understaffed. The headteachers also observed that the subjects that were understaffed included CRE, History, Geography, English, Kiswahili, Business Studies, Agriculture, Biology, and Computer Studies. This was in agreement with the interview responses from the DQASOs who pointed out understaffing in humanities, technical subjects, and languages. The above findings concur with the KESSP Report (2005) that had established teacher shortage as a constraint facing education at all levels.

From the above discussions, it is safe to conclude that schools in the district are seriously understaffed. The shortage of teachers in the district is a serious concern that will inhibit the successful implementation of SSE for without adequate teachers the quality of education will be compromised.

4.8 Extent of the Implementation of SSE Policy

In order to establish the extent of the implementation of SSE policy, all respondents were asked to indicate the extent the implementation of SSE had been achieved. The research found out that there were no significant differences in DQASOs, headteachers, teachers, and students responses as indicated in Table 4.13.

Table 4.13 Extent of the Implementation of SSE Policy

Level of Achievement	Headteachers		Teachers		Students	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Not Achieved	–	-	6	6.1	122	27.2
Fairly Achieved	12	75	69	69.7	267	59.5
Achieved	4	25	20	20.2	46	10.2
Fully Achieved	-	-	4	4.0	14	3.1
Total	16	100.0	99	100.0	449	100.0

From Table 4.13 above the majority of the headteachers (75%) reported that the policy implementation had been fairly achieved with only 25% indicating it had been achieved. Most of the teachers (69%) indicated that the policy implementation had fairly been achieved whereas 4.0% and 20.2% reporting that it had been fully achieved and achieved respectively, 6.15% of the teachers indicated that the policy implementation had not been achieved. Most of the students, 59.5% observed that implementation of the policy had fairly been achieved with 3.1% and 10.2% of them indicating that the policy implementation had fully been achieved and achieved respectively. Only 27.2% of the

students observed that the policy implementation had not been achieved. DQASOs interviewed also reported that the policy implementation had been fairly achieved.

From the above discussions, it can be concluded that SSE policy implementation has fairly been achieved. Therefore SSE Policy requires a lot of improvement.

CHAPTER FIVE

DICUSSIONS OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to investigate factors influencing the implementation of SSE policy in public secondary schools in Kericho district as mentioned earlier in chapter one.

The main objectives of the study were:

1. To examine the support mechanisms available for the implementation of Subsidized Secondary Education in secondary schools.
2. To investigate the adequacy of physical infrastructure in secondary schools for implementation of SSE.
3. To investigate the availability of instructional materials in secondary schools for implementation of SSE.
- 4 To establish class sizes in secondary schools for implementation of SSE
- 5 To establish the staffing position in secondary schools for implementation of Subsidized Secondary Education.

The findings of these objectives are discussed in this chapter before drawing up the conclusions and recommendations as per the data obtained using the tools of the research mentioned in chapter three of this study.

5.2 Discussions of Findings

5.2.1 Public Secondary Schools in Kericho District have Inadequate Support Mechanisms for effective Implementation of SSE

This study sought to establish the kind of support mechanisms present to help implement Subsidized Secondary Education in secondary schools in Kericho district. Atem (2001) had asserted that teachers and headteachers need a lot of support during the stage of the implementation of a programme. Huberman and Miles (1984) observed that any change bearing innovation lived or died depending on the amount and quality of assistance the users received once the change process was underway. Crowther (1972) had also observed that there were significant differences between those projects that received support and those that did not receive such kind of support. For SSE Policy implementation to be successful, the government should give it a lot of support.

The research found out that the support mechanisms offered to the schools sampled were inadequate. Much of the support that schools received was in the form of clear guidelines from MOE to guide the implementation of the programme. The headteachers also reported that they received professional guidance and training on the new policy. This research found out that this training and guidance had been done only once since the programme started. The DQASOs advised the headteachers during their visits to schools, through circulars or in the heads meetings which are held occasionally. The research found out that teachers do not receive any training and guidance on the new policy, especially on management of large classes, now that the new policy had raised class sizes considerably.

The study further found out that the least support schools got was in the form of disbursement of funds. Most of the respondents were unanimous that disbursement of funds to schools was not prompt and that disbursement was done on a piecemeal basis. This delayed disbursement of funds affected budgeting and planning. This also affected the timely acquisition of teaching learning resources.

The study further established that the funds provided for the programme was not adequate. All the respondents concurred that the funds provided by the government was inadequate. The most affected vote heads included Activity, Medical, Personal Emoluments and Electricity, Water and Conservancy. The DQASOs and headteachers informed this study that the government provides only Kshs.600.00 per student for activity which was not enough. They reported that schools were forced to borrow from lunch programme or boarding to supplement activity vote head.

It was further established that schools often do without other items like playing boots and games kits. Some schools borrow these items from organizations such as Multinational Tea Companies like James Finlay, Mau Tea, Kaisugu, and Unilever Tea. This study was further informed that when students are traveling to sporting venues, they are forced to walk as some of these schools do not have school vehicles and at the same time unable to hire them for use. It was further established that some schools had discouraged some activities and specialized in some to cut on activity cost. This problem if not addressed will discourage the development of talent and that a lot of talent would be lost. This study further established that funding is the same for all schools and based on the assumptions that all schools are the same which in practice is not true as some schools are young and upcoming and require more facilities than those which have been

in existence for a long time. Some schools require more funds as they could be buying teaching learning resources for the first time and yet funding for all the schools was the same.

The study further established that certain areas are not funded like infrastructure and salaries for B.O.G teachers yet schools were seriously understaffed as was established by this study. It was also found out that schools are not provided with funds for expansion and enrolment in secondary schools had risen significantly necessitating expansion of their carrying capacities. This becomes a challenge to secondary school administrators in the management of their schools.

5.2.2 Secondary Schools in Kericho District Lack Adequate Physical Infrastructure

The research found out that most of the secondary schools in Kericho district have inadequate laboratories, libraries and computer laboratories. This is what was also observed by KESSP Report of 2005. While majority of the respondents reported that classrooms were adequately available in their Schools; the same respondents informed this study that they had more than 45 students per class. This is an indication that schools have over enrolled their classes. In some of the Schools visited, class sizes were too large. A case in point is a school which had 64 students in a class. In a majority of the Schools, class sizes were between 50 and 60 students per class far above the recommended 40 students per class (Boiussierre, 2004). This scenario is an indicator that classrooms in schools are inadequate and that extra classes should be established as recommended by RoK (1988) that instead of over- enrolling classes, extra streams should be established. This will also have implications on teacher employment.

This study also found out that very few schools in the district had all the facilities needed for effective teaching and learning. The researcher observed that most of the schools lacked adequate physical facilities like laboratories, libraries, and field/space and computer laboratories. Where laboratories were available, they were either under construction or incomplete. Computer laboratories were not available in most schools. The study also established that fields and space were not enough in some schools as was reported by most heads. A case to note is one school with 209 students in one acre piece of land. In some of the schools where field/space was available, it was shared with primary schools. This was found to be true for young and upcoming schools which shared their fields with their parent primary schools. These findings were also observed by the RoK (1999) that had found out that most of the secondary schools in the country do not have adequate facilities for the teaching of practical subjects. The KESSP Report (2005) had also identified inadequate infrastructure as a constraint facing education at various levels. The RoK (2007) had observed that many Day Schools were unable to put up libraries and laboratories.

For supportive teaching and learning, the teaching- learning environment should be conducive. Schools are required to have adequate number of toilets, water, chairs, and desks. This study found out that desks and chairs, water, and toilets were adequately available as echoed by headteachers, teachers, and students who were sampled for the study. This is in agreement with Boiussierre's (2004) assertion that a basic standard of school facilities would include enough classrooms, sufficient desks, chalkboards and may be a storage cupboard for books and materials and in addition adequate sanitation in terms of water and latrines.

The inadequacies in physical infrastructure in the district undermine the provision of quality secondary education and the successful implementation of SSE. The government should address this concern as a matter of priority.

5.2.3 Public Secondary Schools in Kericho District have Sufficient Instructional Materials

This study sought to establish the availability of instructional materials in public secondary schools in Kericho district for effective implementation of SSE as RoK (1988) had asserted that the provision of quality and relevant education are dependent on among other things, the supply of adequate equipment and learning materials. This study revealed that many instructional materials except for computers necessary for the implementation of SSE Policy in public secondary schools were not only available but adequate in Kericho district. These findings are in agreement to the findings of Ochenje (2008) that had found out that the provision of instructional materials was identified as one of the major achievements of FPE programme. It can thus be concluded that SSE Policy had helped improve the provision of instructional materials in secondary schools in the district. This is an indication that the challenge of inadequate and inequity in the distribution of teaching and learning resources which had persisted for a long time in the country is slowly being overcome (RoK, 2007). Efforts should however be made to adequately avail computers as the world is now on the computer age.

The study further revealed that very few schools had started Computer Studies in their schools. The KESSP Report of 2005 had also observed that there was little emphasis on the use of computers as an instructional strategy in schools. Although the MOE has no

Master Plan for use of ICT in schools, the world is becoming a global village and therefore the need for computer literacy.

5.2.4 Public Secondary Schools in Kericho District have Large Class Sizes

The study attempted to establish class sizes in secondary schools two years after the inception of SSE in 2008. The study found out that in general, headteachers, teachers, and students reported that secondary schools have large class sizes. The DQASOs also concurred that most of the schools in the district have large class sizes while a few were underutilized. The schools with small class sizes were those which did not perform well in national examinations. The SSE policy could have helped to enlarge class sizes. Infact, the data returns indicated that the total number of students in class in one of the school were 64 while a majority of them had between 50 and 60 students per class. This was confirmed further by school enrolment data collected in this study.

The large number of students expanded class sizes which brought about congestions. Such an environment is not conducive for effective teaching and learning. This is likely to compromise quality and the performance of both teachers and students as Tindall (1988) observed that one or two additional students made teaching significantly more difficult. He further asserted that small classes made it possible for teachers to provide missing care and attention. Class sizes in Kericho district public secondary schools are far above the recommended 40 students per class (Bouissierre, 2004). Such large number of students per class create limited learning space, restricts *inter -alia*, the movement of teachers and students in the classroom. As a result some teachers who interacted with the researcher reported that the number of assignments given to students had reduced and that they took long to mark them. Sometimes teachers ask students to exchange exercise

books and mark assignments for themselves which is not professional at all. It was also reported that immediate feedback to students had not been possible. These findings should prompt the MOE to find ways and means of ensuring adequate learning and teaching space required for optimal results.

The above scenario concurs with the RoK (1988) that asserted that as a result of the growing demand for secondary education, there has been a tendency to over enroll classes beyond the approved 40 students per class. Such over enrolment stretches the available physical and human resources thus affecting the quality of teaching and learning. The Kamunge Report of 1988 had recommended that rather than over enroll existing classes, extra streams should be established in the existing secondary schools and commensurate resources provided in order to maintain quality, relevance and high standard of education. This situation goes against the RoK (1999) which had established that the interaction between teachers and students was better where the class size was between 25 and 35 students. The Commission had then recommended deployment of teachers with a view of effecting a PTR of 35:1 and that the average class size in secondary school segment be 35 students for provision of quality secondary education.

5.2.5 Public Secondary Schools in Kericho District are understaffed

For SSE to succeed, it is mandatory for schools to be adequately staffed. In a situation where enrolment had increased, this study was keen to establish whether or not the sampled schools were adequately staffed.

Findings from this research show that virtually all the schools visited concurred that schools in the district were understaffed. A case to note is one school with a Curriculum

Based Establishment (CBE) of 27 teachers but had only 17 TSC teachers on duty while another with a CBE of 9 teachers had only 2 TSC teachers on duty. This study further revealed that on average, there was a shortfall of two to three teachers in each of the schools sampled. The researcher also observed that urban schools and those along the tarmac were better staffed than their rural counterparts. This confirms the Sessional Paper No. 1 of 2005 that had indicated unbalanced distribution of teachers in the country with many teachers preferring to work in urban, peri-urban, and high potential areas where amenities are available. The research further revealed that all the schools covered in this study employ B.O.G teachers to meet the shortage and that SSE Policy do not provide for salaries for these teachers. This will continue to overburden the parents as this cost is met by them. This hampers the attainment of EFA which is the goal of SSE. The study further found out that critical shortages are prevalent in subjects such as C.R.E, History, Geography, Kiswahili, English, Business Studies, Agriculture, and Computer Studies. These findings agree with the M.O.E Strategic Plan 2006-2011 which had captured that teacher availability and distribution in the country had been a critical challenge. It had also identified shortages in the above subjects.

The acute shortage of teachers in the district is a serious concern that can inhibit the success of SSE in many ways. It is important to note that without adequate teachers in our schools, it will be a task impossible to ensure quality education under SSE system. It is mandatory for the government to address this concern promptly.

5.3 Conclusions

An investigation into factors influencing the Implementation of Subsidized Secondary Education in Secondary Schools in Kericho district as recommended by MOE was done. The study sought to address issues and concerns and suggest policy strategies to adopt and to streamline SSE in Kenya.

The research concludes that public secondary schools in Kericho district have inadequate support mechanisms to aid the implementation of Subsidized Secondary Education Policy. This includes inadequate professional guidance and training, delayed disbursement of funds, inadequate funds, and lack of funds for expansion of physical facilities now that the new policy had increased enrolment in secondary schools.

The study also indicated clearly that physical infrastructure like laboratories, libraries, computer laboratories, and classrooms are inadequate in the district to cope with the increased enrolment while instructional materials like textbooks except for computers were sufficient in secondary schools.

The study further concludes that the SSE policy had expanded class sizes in secondary schools with some negative effects. Finally secondary schools in the district suffer acute teacher shortages. This makes it difficult for secondary schools in the district to provide quality education under SSE policy.

From the foregoing, SSE has increased enrolment and overstretched the physical facilities in secondary schools in the district. It is observed that the main focus of SSE is quantity

and not quality. It aims at accommodating all the children in the school going bracket. In this respect, quality remains a concern. The MOE and other stakeholders in this sector should look at this problem as a matter of priority and address the challenges that have been raised promptly.

5.4 Recommendations

From the research findings, the following recommendations are made to the government and other education stakeholders so that they can adopt measures which will assist in sustaining SSE:

1. The government should provide adequate support mechanisms to schools to aid the implementation of Subsidized Secondary Education. They should send SSE funds to schools promptly preferably during holidays. It should also increase funding for implementing the new policy. The government should further provide funds for expanding the existing physical facilities in secondary schools in the district to cater for the increased demand by learners.
2. The government should provide targeted support for the development of physical infrastructure in secondary schools. Funds should be allocated to young and upcoming schools to enable them put up physical facilities
3. The government should avail computers in secondary schools. The teaching of Computer Studies should be made compulsory in all secondary Schools and its use as an instructional strategy be emphasized as the world is on the computer age.
4. Public secondary schools in the district should expand their carrying capacities and improve the existing physical facilities to accommodate more students. Secondary schools with less than three streams should be encouraged to increase

the number of streams and those with more streams be required to have a maximum of six streams. This will enable secondary schools in the district to cope with the increased enrolment and improve the quality of secondary education.

5. The government should employ more teachers to ease teacher shortage in public secondary schools. The country has a large number of trained teachers who have not been deployed due to budgetary constraints. The government should factor in more resources to recruit more teachers. It should also carry out a thorough staff balancing exercise to ensure equitable distribution of teachers in all the schools in the district.

5.5 Suggestion for Further Research

The research findings and conclusions drawn from this study shows that there are certain areas of SSE that the researcher felt further research could be conducted as shown below:

1. A similar research be done in other districts which may not have similar conditions like Kericho district for comparative purposes.
2. A case study on the same topic should be done in selected secondary schools in the district.
3. Research to be done to establish the extent of teacher shortages in the district.
4. Research to be done to identify reasons for low enrolment in some schools in the district

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APPENDICES

APPENDIX A: SECONDARY SCHOOL HEAD TEACHER'S QUESTIONNAIRE

(SSHQ)

This is part of an educational study that is being carried on the challenges facing the implementation of Subsidized (Free) Secondary Education (SSE) in public secondary schools in Kericho district. Your school has been selected for the study. Consequently you have been chosen to participate in the study. The information obtained will be treated with confidentiality both during and after the study. Your cooperation and assistance will be appreciated. DO NOT write your name anywhere in this questionnaire.

PART A: Biographical Data

1. Name of your school _____
2. How long have you served as head teacher? 1-5 Years [] 6- 9 years [] Over 10 years []
3. Type of School: Day [] Boarding [] Mixed boarding & Day [] other, specify

PART B: Support Mechanisms.

Below is a list of various support mechanisms necessary for implementation of SSE policy, Please respond by ticking the appropriate box to signify that you,

Strongly Agree (SA) Agree (A) Undecided (UD) Disagree (D) Strongly Disagree (SD)

	Support Mechanism	SA	A	UD	D	SD
4	There are clear guidelines guiding SSE from MOE					
5	There is professional guidance and training on the new policy from MOE					
6	There is prompt disbursement of funds					
7	There are funds provided by Government for expansion to cater for high enrolment					
8	SSE funds provided are adequate					
9	Others(specify).....					

PART C: Physical infrastructure

Indicate the adequacy of the following facilities in your school

	Physical facilities	Very adequate	Adequate	Undecided	Inadequate	Very inadequate
10	Classrooms					
11	Laboratories					
12	Library					
13	Toilets					
14	Field / space					
15	Desks/Chairs/Lockers					
16	Dinning hall					
17	Computer laboratories					
18	Water					

PART D: Instructional materials

Comment on the adequacy of the following materials and resources in your school

	Resources / Materials	Very adequate	adequate	Undecided	inadequate	Very inadequate
19	Textbooks					
20	Computers					
21	Lab equipment / chemicals					
22	Chalks/ dusters					
23	Teaching aids					

PART E: Students – teacher ratios and staffing position

Indicate in the spaces provided the total number of teachers and students in your school.

24. Teachers: Males _____ Females _____ Total _____
 Students: Boys _____ Girls _____ Totals _____

	Form one	Form two	Form Three	Form four	Total
Streams					
Boys					
Girls					
Total					

25a. What is your CBE _____

b. is your school understaffed? YES () NO ()

c. If YES in 25b above indicate subjects of understaffing

26 To what extent has SSE policy implementation been achieved in your school?

Fully achieved [] Achieved []

Fairly Achieved [] Not achieved []

27 In you own words give suggestions on how the implementation of SSE policy can be improved_____

APPENDIX B: SECONDARY SCHOOL TEACHER QUESTIONNAIRE (SSTQ)

This questionnaire is meant to get information on the challenges facing the implementation of Subsidized (Free) Secondary Education (SSE) in your school. Fill in your answers to all questions in the spaces provided with all your honesty. Do not indicate your name on the questionnaire. It is important that all the questions have a response. Please note that your views will be in the form of answer to these questionnaire will be treated confidentially and will go along way in assisting the researcher realize the objectives of the study.

PART A: Biographical Data

1. Name of your school _____
2. Teaching experience: Less than 2 years [] / 2-5 years [] / 6-10 years [] / 11-15 years [] / 16-20 years [] / Over 20 years []
3. How many students do you handle in a class? Less than 30 [] / 30-40 [] / 40-45 [] / Over 45 []
4. Teaching load: Less than 11 lessons [] / 11-16 lessons [] / 16-20 lessons [] / 21-25 lessons [] / Over 26 lessons []

PART B: Support Mechanisms.

Below is a list of various support mechanisms necessary for implementation of SSE policy, Please respond by ticking the appropriate box to signify that you, Strongly Agree (SA) Agree (A) Undecided (UD) Disagree (D) Strongly Disagree (SD)

	Support Mechanism	SA	A	UD	D	SD
5	There are clear guidelines guiding SSE from MOE					
6	There is professional guidance and training on the new policy from MOE					
7	There is prompt disbursement of funds					
8	There are funds provided by Government for expansion to cater for high enrolment					
9	SSE funds provided are adequate					
10.	Others(specify).....					

PART C: Physical infrastructure

Indicate the adequacy of the following facilities in your school

	Physical facilities	Very adequate	Adequate	Undecided	Inadequate	Very inadequate
11	Classrooms					
12	Laboratories					
13	Library					
14	Toilets					
15	Field / space					
16	Desks/Chairs/Lockers					
17	Dining hall					
18	Computer laboratories					
19	Water					

PART D: Instructional materials

Comment on the adequacy of the following materials and resources in your school

	Resources / Materials	Very adequate	adequate	Undecided	inadequate	Very inadequate
20	Textbooks					
21	Computers					
22	Lab equipment / chemicals					
23	Chalks/ dusters					
24	Teaching aids					
25	Any other specify					

26 To what extend has SSE policy implementation been achieved in your school?

Fully achieved [] Achieved []

Fairly Achieved [] Not achieved []

27 In you own words give suggestions on how the implementation of SSE policy can be improved_____

APPENDIX C: SECONDARY SCHOOL STUDENT QUESTIONNAIRE

This is not an examination. This is just a questionnaire meant to get information on the challenges facing the implementation of Subsidized (Free) Secondary Education (SSE) in your school. You are requested to respond honestly to all the questions. Your response will be treated in confidence. Do Not write your name anywhere in this questionnaire.

PART A: Biographical Data

1. What is the name of your school? _____
2. What is your age? 10-15 years []/16-21 years []/21-25 years []/any other, specify_____
- 3(a) Do you pay any fees/ money? Yes [] No []
- (b) If your answer is yes specify what the money is for.
 - (i) _____
 - (ii) _____
 - (iii) _____
 - (iv) _____
 - (v) _____
4. How many students are there in your class? Less than 30[]/ 30-40[]/ 40-45[]/Over 45 []

PART B: Physical infrastructure

Indicate the adequacy of the following facilities in your school

	Physical facilities	Very adequate	Adequate	Undecided	Inadequate	Very inadequate
5	Classrooms					
6	Laboratories					
7	Library					
8	Toilets					
9	Field / space					
10	Desks/Chairs/Lockers					
11	Dinning hall					
12	Computer laboratories					
13	Water					

PART C: Instructional materials

Comment on the adequacy of the following materials and resources in your school

	Resources / Materials	Very adequate	adequate	Undecided	inadequate	Very inadequate
14	Textbooks					
15	Computers					
16	Lab equipment / chemicals					
17	Chalks/ dusters					
18	Teaching aids					
19	Any other specify					

20 To what extend has SSE policy implementation been achieved in your school?

Fully achieved [] Achieved []

Fairly Achieved [] Not achieved []

21 In you own words give suggestions on how the implementation of SSE policy can be improved _____

APPENDIX D: QUASO INTERVIEW GUIDE

1. How long have you served as a quality Assurance and Standards officer?

2. How long have you served in your current station?

3. What role do you play in the implementation of SSE in your district?
4. How would you explain the availability of physical facilities in the district?
5. How adequate are these physical facilities?
6. How can improvement be assured?
7. According to your understanding how would you explain the level of staffing in the district?
8. What problems have you experience with the introduction of SSE in January 2008 in the district?
9. How would you explain the enrolment levels in the district especially after the introduction of SSE?
10. How would you opine on the extent of implementation of SSE policy in Kenya

APPENDIX E: LETTER TO THE HEADTEACHER/ PRINCIPAL

MOI UNIVERSITY,

P.O BOX 3900,

ELDORET.

1st Sept.2009.

Dear Sir/ Madam,

RE: RESEARCH DATA COLLECTION

I am a student of Moi University, School of Education and currently collecting data on: **The Factors Influencing the Implementation of Subsidized Secondary Education in Public Secondary Schools: A Case of Kericho District in Rift Valley Province, Kenya.** This is an area of concern to students, teachers, and other education stakeholders in the country. Data will be collected through questionnaires, interviews, Document Analysis, and observation. I wish to kindly notify you of my visit to your school between October 2009 and January 2010. Herein find my research abstract, permit, and letter of introduction from the university.

Thanking you in advance.

Yours faithfully,

RICHARD K. MIBEI

APPENDIX F: RESEARCH PERMIT

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss..... MIBEI
KIPLANGAT RICHARD

of (Address) MOI UNIVERSITY
PO BOX 3900 ELDORET

has been permitted to conduct research in.....

.....Location,
KERICHO.....District,
RIFT VALLEY.....Province,

on the topic THE CHALLENGES OF THE
IMPLEMENTATION OF SUBSIDIZED
SECONDARY SCHOOLS.A CASE OF KERICHO
DISTRICT, RIFT VALLEY PROVINCE
KENYA

for a period ending 30TH JANUARY 2010

Research Permit No. NCST/5/002/R/1045
Date of issue 10.11.2009
Fee received SHS 1000



[Handwritten Signature]

Applicant's
Signature

Secretary
National Council for
Science and Technology

**APPENDIX G: AUTHORITY TO CONDUCT RESEARCH IN KERICHO
DISTRICT**

MINISTRY OF EDUCATION



FAX NO. 05221361
When replying please Quote

District Education Office
P.O. Box 149
KERICHO

REF: TSC/KCO/361344/12

DATE: 12/02/2010

Richard M. Kiplangat
Moi University
Box 3900
Eldoret.

**RE: AUTHORITY TO CONDUCT RESEARCH IN KERICHO
DISTRICT.**

The National council for science and technology letter Re. NCST/5/002/R/1045/5 dated 11/11/2009 hereby refers;

You are hereby authorized to carry out research “the challenges of implementation of subsidized secondary schools” in Kericho.

Wishing you all the best in your research.

DISTRICT EDUCATION OFFICER
KERICHO

Stephen Okumu
DOASO, KERICHO

