**DETERMINANTS OF ACCESS AND EQUITY TO SUBSIDIZED PUBLIC SECONDARY EDUCATION IN ELDORET WEST, UASIN-GISHU COUNTY, KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN EDUCATION PLANNING DEPARTMENT OF EDUCATIONAL MANAGEMENT AND POLICY STUDIES, SCHOOL OF EDUCATION**

**MOI UNIVERSITY**

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# DECLARATION

**Declaration by the Researcher**

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# DEDICATION

This thesis is dedicated to my father Job Sitienei for educating me, my wife Jane Jepkenei for moral support during my studies, my children Faith and Precious for understanding my long absence from home as I undertook this study..

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# ABSTRACT

The subsidized secondary education was introduced as a result of Kenya’s effort to attain Education for All (EFA) as indicated in the Sessional Paper no. 1 of 2012. The subsidized secondary education was implemented in February, 2008 by the Coalition Government. This were to reduce cost of education for parents, increase access to education and to increase transition rates from primary to secondary transition rates in coping with the United Nations aim to achieve Sustainable Development Goals (SDGs) by 2030. The Kenya Government announced the release of 2.9 billion for subsidized secondary education and allocated Ksh. 10,265 to every child to cater for tuition and operational costs annually. The purpose of this study is to assess the determinants of access and equity to subsidized secondary education in Eldoret West, Uasin Gishu County. The following were the objectives of the study; to determine the effect of gross enrolment rates, to determine the effect of educational resources, to determine socio-economic factors of households and to establish the effect of allocation of government resources on access and equity to subsidized secondary education in public secondary schools in Eldoret West. The study adopted a descriptive survey research design. The target population comprised of 28 public secondary schools in Eldoret West with 2,536 students who are under The Sub-County Education Officer, 16 Head Teachers and 227 class teacher was used. Purposive and stratified simple random samplings were employed. Questionnaires and Interview schedules were the main data collection instruments. A pilot study was conducted to determine the reliability of the research instruments in 3 public secondary schools in Eldoret East Sub-County. Data was collected, coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). The collected data was analyzed using both inferential and descriptive statistics such as frequency tables, bar graphs, pie charts and measures of central tendency. The study results revealed that there was a significant relationship between gross enrolment rates and access and equity to subsidized secondary education (p=0.005); there was a significant relationship between educational resources and access and equity to subsidized secondary education (p=0.001). The study concluded that subsidized secondary education has enabled more students to access secondary education. The average number of students per class has been increasing over the years. The study recommended that the government should allocate more funds to schools to enable them expand their facilities to accommodate the high number of students seeking secondary education.

# TABLE OF CONTENTS

[DECLARATION ii](#_Toc114929524)

[DEDICATION iii](#_Toc114929525)

[ACKNOWLEDGEMENT iv](#_Toc114929526)

[ABSTRACT v](#_Toc114929527)

[TABLE OF CONTENTS vi](#_Toc114929528)

[LIST OF TABLES xi](#_Toc114929529)

[LIST OF FIGURES xii](#_Toc114929530)

[LIST OF ABBREVIATIONS AND ACRONYMS xiii](#_Toc114929531)

[CHAPTER ONE 1](#_Toc114929532)

[INTRODUCTION TO THE STUDY 1](#_Toc114929533)

[1.1 Introduction 1](#_Toc114929534)

[1.2 Background of the Study 1](#_Toc114929535)

[1.3 Statement of the Problem 7](#_Toc114929536)

[1.4 Purpose of the Study 8](#_Toc114929537)

[1.5 Research Objectives 9](#_Toc114929538)

[1.6 Research Questions 9](#_Toc114929539)

[1.7 Justification of the Study 10](#_Toc114929540)

[1.8 Significance of the Study 11](#_Toc114929541)

[1.9 Scope and Limitations of the Study 12](#_Toc114929542)

[1.10 Assumptions of the study 14](#_Toc114929543)

[1.11 Theoretical Framework 14](#_Toc114929544)

[1.12 Conceptual Framework 15](#_Toc114929545)

[1.13 Operational Definition of Terms 16](#_Toc114929547)

[CHAPTER TWO 17](#_Toc114929548)

[LITERATURE REVIEW 17](#_Toc114929549)

[2.1 Introduction 17](#_Toc114929550)

[2.2 Concept of subsidizing education and retention of students 17](#_Toc114929551)

[2.3 Gross Enrolment Rates and Access and Equity to Subsidized Secondary Education 31](#_Toc114929552)

[2.4 Educational Resources and Access and Equity to Subsidized Secondary Education 36](#_Toc114929553)

[2.5 Socio-Economic Factors and Access and Equity to Subsidized Secondary Education 40](#_Toc114929554)

[2.6 Government support mechanisms and Access and Equity to Subsidized Secondary Education 46](#_Toc114929555)

[2.7 Summary of Literature 50](#_Toc114929556)

[CHAPTER THREE 53](#_Toc114929557)

[RESEARCH DESIGN AND METHODOLOGY 53](#_Toc114929558)

[3.1 Introduction 53](#_Toc114929559)

[3.2 Research Design 53](#_Toc114929560)

[3.3 Study Area 54](#_Toc114929561)

[3.4.2 Population Sample and Sampling Procedures 54](#_Toc114929563)

[3.5 Research Instruments 55](#_Toc114929565)

[3.5.1 Questionnaire 55](#_Toc114929566)

[3.5.2 Interview Schedule 56](#_Toc114929567)

[3.6 Validity and Reliability of the Research Instruments 56](#_Toc114929568)

[3.6.1 Validity 56](#_Toc114929569)

[3.6.2 Reliability 56](#_Toc114929570)

[3.7 Data Collection Procedures 57](#_Toc114929571)

[3.8 Data Analysis 58](#_Toc114929572)

[3.9 Ethical Considerations for the Study 59](#_Toc114929573)

[CHAPTER FOUR 61](#_Toc114929574)

[DATA PRESENTATION, ANALYSIS AND INTERPRETATION 61](#_Toc114929575)

[4.1 Introduction 61](#_Toc114929576)

[4.2 Response Rate 61](#_Toc114929577)

[4.3 Respondents Age 62](#_Toc114929578)

[4.4 Respondents Gender 62](#_Toc114929580)

[4.5 Highest Level of Education of the Respondents 63](#_Toc114929582)

[4.6 Length of Service in the Office/School 64](#_Toc114929584)

[4.7 Gross Enrolment Rates on Access and equity to Education 65](#_Toc114929586)

[4.8 Educational Resources on Access and Equity to Education 66](#_Toc114929588)

[4.9 Socio-Economic Factors on Access and Equity to Education 69](#_Toc114929590)

[4.10 Government Support Mechanisms on Access and Equity to Education 72](#_Toc114929592)

[4.11 Correlational Analysis 74](#_Toc114929594)

[4.12 Inferential Statistics 75](#_Toc114929596)

[CHAPTER FIVE 78](#_Toc114929599)

[SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS 78](#_Toc114929600)

[5.0 Introduction 78](#_Toc114929601)

[5.1 Summary of Findings 78](#_Toc114929602)

[5.2 Conclusions 81](#_Toc114929603)

[5.3 Recommendations 82](#_Toc114929604)

[5.4 Suggestion for Further Studies 83](#_Toc114929605)

[REFERENCES 83](#_Toc114929606)

[APPENDICES 98](#_Toc114929607)

[APPENDIX 1: INTRODUCTORY LETTER 98](#_Toc114929608)

[APPENDIX II: QUESTIONAIRE 99](#_Toc114929609)

[APPENDIX III: INTERVIEW SCHEDULE 103](#_Toc114929610)

[APPENDIX IV: MAP OF STUDY AREA 104](#_Toc114929611)

# LIST OF TABLES

[Table 3.1. The Target Population of the Study 54](#_Toc114929562)

[Table 3.2: Population Sample Size and Sampling Procedures 55](#_Toc114929564)

[Table 4.1: Respondent’s Age 62](#_Toc114929579)

[Table 4.2: Highest Level of Education 63](#_Toc114929583)

[Table 4.3: Gross Enrolment Rates on Access and equity to Education 65](#_Toc114929587)

[Table 4.4: Educational Resources on Access and Equity to Education 67](#_Toc114929589)

[Table 4.5: Socio-Economic Factors on Access and Equity to Education 70](#_Toc114929591)

[Table 4.6: Government Support Mechanisms on Access and Equity to Education 72](#_Toc114929593)

[Table 4.7: Relationship between Study Variables 74](#_Toc114929595)

[Table 4.8: ANOVA Model 75](#_Toc114929597)

[Table 4.9: Relationship between Determinants and Access and Equity to Education 76](#_Toc114929598)

# LIST OF FIGURES

[Figure 1.1: Conceptual Framework 15](#_Toc114929546)

[Figure 4.1: Respondents Gender 63](#_Toc114929581)

[Figure 4.2: Length of Service in the Office/School 65](#_Toc114929585)

# LIST OF ABBREVIATIONS AND ACRONYMS

EFA Education for All

EPRC Education Policy Review Commission

KCSE Kenya Certificate of Secondary Education

KNEC Kenya National Examination Council

MDG Millennium Development Goal

MOE Ministry of Education

R.O.K Republic of Kenya

SDGs Sustainable Development Goals

SEO Sub-County Education Officer

# CHAPTER ONE

# INTRODUCTION TO THE STUDY

## 1.1 Introduction

This chapter gives an overview of the study, the background to the study, the statement of the problem, the objectives of the study, the research questions that guided the study, Justification of the study, significance of the study, assumptions of the study, the scope of the study are also stated. Conceptual framework, on which the study is based, is also highlighted, and the operational definition of terms used.

## 1.2 Background of the Study

Education has been viewed as a critical factor in development especially with reference to the development of gross enrolment rates for social economic development. In this regard, governments all over the world have devoted a large share of public finances to the education sector. According to Briseid and Caillods (2010), Organization for Economic Cooperation and Development (OECD) countries spends a great deal of resources on their secondary education such that at secondary schools, students cost an amount roughly equivalent to 24% of Gross Domestic Product (GDP) per capita. To facilitate access to secondary education, no tuition fees were charged in government schools until the end of compulsory education.

In most countries, student financing through government subsidies plays a significant role in the funding of education especially for low income students (Johnstone, 2013). However governments can no longer pay all costs. In recent years, the impact of the financial crisis is really noticeable in the area of education. Due to governments’ cutbacks, year after year, students do not have most options besides sharing the costs of education and of its increasing tuition fees with their parents (Vossensteyn, 2013). Secondary school education is characterized by low participation rates including access and equity. Low gross enrolment rate which have been partly attributed to the high cost of secondary education and low participation of the providers of post primary education is one of the indicators constraining secondary school enrolment in that, the growth in the number of secondary schools has not matched that of primary schools (Republic of Kenya, 2009).

Institute of Policy Analysis and Research (IPAR), (2011) on the other hand noted that there was differential trends in access and participation in secondary education due to low participation of the poor and vulnerable students and widening gender and regional inequalities, particularly in the arid and semi-arid land (ASAL) amidst concerns over equity; high wastage: declining completion rates, low survival levels from primary school to school. In addition, Njeru and Orodho (2011) reported that the challenges encountered in the implementation at secondary school education levels include limited access and participation due to poor quality of service and bad governance. It can be shown that more than half the Kenyan population living below the poverty line, the rising cost of education, the majority of households, especially among the poor and the vulnerable groups are yearning for development of quality education which can only be achieved through the provision of government subsidies.

Globally, a large percentage of national resources are dedicated for education. The basis for this is that education is regarded as a form of venture in human capital that gives financial benefits and contributes to a country’s future wealth by enhancing the dynamic ability of its people (Woodhall, 2010). United Nations Educational, Scientific and Cultural Organization (2007) asserted that access to education was a human right and identifies possession of basic education to all citizens of a country as a human right. In addition, UNESCO (2007) further asserts that education is an important development question that is essential for human capacity development and poverty reduction. There are substantial differences across countries in relation to efforts given to enhance financing schemes for higher education since a larger percentage of funding came from private sources. More dramatic changes have occurred in Chile, Korea, the USA, Australia, Israel and New Zealand (Psacharopoulos, 2008). Not surprisingly, in more privately financed systems demand for education is governed by financial related aspects among others. Family background appears to be one of the most important factors which influence learners’ probability of attending school (Asplund, Abdelkarim & Skalli, 2008).

In the USA, students with low academic abilities and from wealthy families are often more likely to fulfill their school enrollment aspirations than those students who are high in achievement but poor (Lillis, 2008). The capacity of families to pay direct and indirect costs of higher education is the main question. This relationship further serves as an indicator that sustains differences among income groups in the long run. Learners‟ choices do not only dependent on cost of education but also their abilities their income. Students with good income expectations borrow more often (Oosterbeek & Van den Broek, 2009). Direct effects of school quality and other major economic factors were found to be weak factors for funding (Buss, Parker & Rivenburg, 2010). Students' aspiration levels as reflected in social inequalities may also be influential on their choices (Page, Garbouab & Montmarquette, 2007).

A study by Kosgei (2012) showed that the Australian government decision to provide for subsidized education had positively influenced access and equity. Official data demonstrated that private school enrolments were in steady decline in Australia during the 1960s before government subsidies were introduced and then increased steadily as subsidies from both federal and government governments flowed to private schools.

In Africa, Improved access to education can reduce income inequality and eradicate poverty (Todaro, 2011). The Secondary Education in Africa (SEIA) initiative has conducted a participatory process of analysis, dialogue and reflection in Sub-Sahara Africa with a conclusion that countries need to address the triple challenge of expanding access, improving quality and ensuring equity in education (Veerspoor, 2007). SEIA also argues that governments in this region need to allocate on average nearly 6% of Gross National Products (GNP) to secondary schools to achieve Gross Enrolment Rate (GER) of 85%. Education is a profitable private investment yet most students cannot afford to finance it out of their own family resources (Psacharopolous & Woodhall, 2005). Governments therefore need to provide funds to support a broad base equitable expansion of secondary education with incentives for private provision and subsides to disadvantaged students to ensure equity of opportunity and eventually eradicate poverty (Veerspoor, 2007; Psacharopolous & Woodhall, 1985). Ayot and Briggs (2002) identified various student aid policies. These include tuition-free schooling, scholarships and bursaries to needy students, student’s loans and vouchers specifically for education.

In Zambia and Malawi, studies showed that close to 70% of secondary school students were entitled to bursary schemes which are supposed to cover 75% tuition fees for most beneficiaries and up to 100% for vulnerable groups such as double orphans. Bursary schemes are also favored to improve retention of girls in the schools (Sutherland-Addy, 2008; World Bank 2013). Even though government bursary schemes were designed to improve retention of students in public secondary schools some students drop out of school because of extreme poverty levels which the scheme does not address like provision of uniforms and other personal effects. To counter the dropout rates, the government introduced Secondary Education Bursary Fund (SEBF) in financial year 1994. The bursary fund allocation in the national budget increased from 25 million in 1994 to 800 million in 2007/08 financial year (Oyugi, Riechi & Anupi 2008). In 2012, the government published Sessional Paper No.1 on education which was intended to lower costs and to provide instructional materials to the needy public secondary schools while encouraging parents and communities to provide infrastructure and operational costs. A task force was formed to establish ways of providing affordable secondary education (Kilemi Mwiria task force). The task force suggested the introduction of tuition waiver/subsidy but noted likely challenges such as sustainability, ineffectiveness (schools have often ignored government policies on educational costs) and politicization (Institute of Policy Analysis and Research (IPAR), 2007).

Rwanda abolished lower secondary education fees in 2003 followed by Uganda in 2007. The two governments were concerned about low transition rates from primary schools to secondary schools due to limited places and high fees resulting in most qualified learners dropping out after completing primary education (Ohba, 2009). According to Asankha, and Yamano, (2011), free secondary policy has increased the student enrollments of public secondary schools in Uganda and girls seemed to have benefited more from this new policy.

In Kenya, subsidized secondary school education policy was introduced by the Government of Kenya in January 2008. The main objective was to make secondary school education accessible and affordable to all qualified students regardless of their socio-economic background; in the long run improve the completion rates. A sum of Kshs 10 265 was allocated to every student in public secondary school annually. The Free Day Secondary Education (FDSE) funds were to be later revised through government circular. MOE.DSEC/5/17 of 2015 to Ksh. 12 870 per student. The 2000 Jomtein World Conference on Education for All (EFA) encouraged governments all over the world to provide universal education to its citizens. In response to these resolutions, the Government of Kenya launched Free Day Secondary Education (FDSE) in 2008 as a strategy to make education accessible and affordable to most households in the country (Orodho, 2014). The launch of Free Day Secondary Education (FDSE) in 2008 was meant to address illiteracy, low quality education and low completion rates at the secondary level (Republic of Kenya, 2012).

According to the Free Day Secondary School Education (FDSE) policy, the Government of Kenya was expected to meet the tuition fees of KShs 10,265 per student annually (Gachukia, 2007). Parents were required to meet other requirements like lunch, transport and boarding fees for those in boarding schools, besides development of approved school projects. A study done by Kinaro (2015) in secondary schools in Mvita Sub-County Mombasa County found that subsidized secondary education funds provided by the government has led to high completion rates in public day secondary schools. A study done by Ngwili (2014) on factors influencing student’s completion rates in public day and boarding secondary schools in Kibwezi Sub-County, Makueni County found that funds from FDSE are used to enhance educational facilities in day secondary schools, this has provided ideal environment for quality education, hence improved completion rates. The study concentrated on the factors influencing students’ completion rates in public day and boarding secondary schools. It is on this basis this study seeks to determine the efficacy of the government tuition subsidy on access and equity in public day secondary schools in Eldoret West in Kenya.

## Statement of the Problem

Secondary level segment in the education cycle of a Kenyan plays a key role in the development of this workforce and is important since it de-links one from elementary (primary) learning, provides a chance for one to complete the cycle of basic education and anchors as a springboard to either tertiary or higher learning, however, lack of school fees is a perennial problem to students from low socio economic households. Success in retention of students from low socio economic groups require a strong policy commitment backed by practical action (Mantz & Liz, 2011). In relation to this, Kenya is among the countries that need to achieve Sustainable Development Goals and educating students up to this level has private benefits that accrue to the individuals and households, and most of which cannot even be quantified (Manda, Mwabu & Kimenyi, 2002). The society benefits through increased productivity of well-educated labour force (Sianesi, 2011; Blundell, Dearden & Sianesi, 2009). Equity consideration and retention necessitates public intervention which is necessary to safeguard against inequalities in access to this public good, given the relatively high household poverty incidences, estimated at 46 per cent (Kenya National Bureau of Statistics, 2007). Left to the market, social selectivity will set in to favor privileged households.

In Kenya, there have been concerns that government subsidies do not reach the needy students. Students from poor families are still unable to access secondary school education despite its availability. The Gross Enrolment Rate for secondary education in Kenya is 29.8 % (Odebero et al., 2007; Wachiye & Nasongo, 2010). A study done by Kogo (2012) on Bursary Schemes in Financing Secondary Education in Kenya revealed that bursary schemes only enhanced secondary completion by 5.4%. From the above analysis, it is clear that a number of studies have investigated the effectiveness of Constituency bursary funds in relationship with access and equity in Kenya. Despite the Kenya Government’s effort to expand education opportunities for all, through the introduction of Subsidized Secondary Education and the high government expenditure to sustain the Programme, no empirical studies had been undertaken to assess the effects of SSE Programme on access to the educational resources in public secondary schools in Kenya. It is against this backdrop that the study sought to assess the determinants of access and equity to subsidized secondary education in Eldoret West, Uasin Gishu County in Kenya.

## 1.4 Purpose of the Study

The purpose of this study was to assess the determinants of access and equity to subsidized secondary education in Eldoret West, Uasin Gishu County, Kenya. In recent years, there has been a growing recognition that although primary education is important for individual welfare, it is nevertheless an insufficient condition for national economic growth and poverty reduction. The recognition is that primary school leavers are still young to become economically independent and socially engaged in various activities. For some children, completion of primary education means the end of schooling and the entrance to the world of work. However, because of their limited knowledge and skills from primary education and immature age, primary school leavers are in most cases unable to fully participate in the world of work. This study sought to establish if by the government of Kenya extending the minimum level of basic education from primary to lower secondary level through the introduction of subsidized secondary education will enable some of the children to complete the basic education cycle and directly join the world of its workforce.

## 1.5 Research Objectives

This study was guided by the following research objectives

1. To determine the effect of gross enrolment rates on access and equity of subsidized secondary education in public secondary schools in Eldoret West, Uasin Gishu County, Kenya
2. To determine the effect of educational resources on access and equity of subsidized secondary education in public secondary schools in Eldoret West, Uasin Gishu County, Kenya
3. To determine socio-economic factors of households on access and equity of subsidized secondary education in public secondary schools in Eldoret West, Uasin Gishu County, Kenya
4. To establish the effect of government support mechanisms on access and equity to subsidized secondary education in public secondary schools in Eldoret West, Uasin Gishu County, Kenya

## 1.6 Research Questions

The study attempted to answer the following research questions.

1. What is the effect of gross enrolment rates on access and equity of subsidized secondary education in public secondary schools in Eldoret West, Uasin Gishu County, Kenya?
2. To what extent do educational resources affect access and equity of subsidized secondary education in public secondary schools in Eldoret West, Uasin Gishu County, Kenya?
3. How do socio-economic factors of households affect access and equity of subsidized secondary education in public secondary schools in Eldoret West, Uasin Gishu County, Kenya?
4. What is effect of government support mechanisms on access and equity to subsidized secondary education in public secondary schools in Eldoret West, Uasin Gishu County, Kenya

## 1.7 Justification of the Study

Despite most policies and strategies developed to enhance a smooth transition rate in school, there are still some students who withdraw from school prematurely. The Universal Declaration of Human Rights, Article 26, for instance states categorically that everyone has the right to education (UNESCO, 2008). To achieve this, the Kenya government laid down policies and allocated money in the National budget for provision of education to her people.

The launch of Free Day Secondary Education (FDSE) in 2008 was meant to address illiteracy, low quality education and low completion rates at the secondary level, high cost of education and poor community participation (Republic of Kenya, 2012). These efforts were a positive move towards the realization of the Millennium Development Goals (MDGs) and Education for All. Importantly, the secondary school educational cycle lasts 4 years in Kenya. It is recognized as the springboard to tertiary and /or higher education and training. For this matter therefore, it is a significant juncture in the national and educational development (Republic of Kenya, 2008). However, the secondary school cycle in Kenya faces some challenges, among them high learners’ dropout rates (Republic of Kenya, 2008). Furthermore, it is noted that one of the perennial causes of secondary school education dropouts is the inability to pay school fees due to poverty (Achoka, 2007; 2013; Republic of Kenya, 2011).

According to the Report by MOE (2007), 58% of the Kenyan population is living below the poverty line. Only 30% of the students complete secondary school and precede to either tertiary or higher learning institutions (Ministry of Education, 2009, 2014). Importantly every secondary school dropout signifies unfulfilled objective, goal and aim for the individual as well as the community at large. Emerging from this fact is perhaps a crucial question; what are the determinants of access and equity in public day secondary schools in Kenya?

## 1.8 Significance of the Study

This study was of great significance to a number of parties. The study will generate information that may be useful to the Ministry of Education, Science and Technology and the National Treasury to reassess the level of effectiveness and efficiency in the operation of the government tuition subsidy based on whether it mitigates against realizing increased students access and equity at the secondary school level.

The findings of this study will also contribute to a pool of knowledge of those studying education management planning and especially those specializing in economies of education in Kenya and elsewhere in the world. The study may also contribute to expanding the existing literature on the bursary scheme in particular and financing of education in general.

At the same time, implementation of the recommendations of the study might result in greater access to secondary education for students from poor and vulnerable households, as its recommendations might result in better targeting of needy students by ensuring that only the neediest and those who qualify are allocated bursaries on a sustainable basis. School administration, parents and political leaders and Constituency fund Committee members may also gain data to help them understand the challenges faced in management of government tuition funds and may help them come up with solutions to the problems found.

The information may result in action to make the management of the government tuition funds to be more effective and efficient. The study might trigger further examination to other government devolved funds as some of the challenges facing government tuition fund scheme may also be facing other devolved funds.

## 1.9 Scope and Limitations of the Study

**1.9.1 Scope of the Study**

This study sought to assess the determinants of access and equity to subsidized secondary education in Eldoret West, Uasin Gishu County, Kenya. The following were the specific objectives of the study; to determine the effect of gross enrolment rates, educational resources, and socio-economic factors and to establish the effect of government support mechanisms on access and equity to subsidized secondary education in public secondary schools. The study only covered Eldoret West, Uasin Gishu County because of a large number of day schools that were funded by the government yet access was still a challenge. The study relied on information from the class teachers, SEO and school heads because it would have been costly to involve other stakeholders like parents and opinion leaders. The study sampled a number of secondary schools because the researcher could not visit all the secondary schools in the district because of time and financial limitations. The study was conducted through a descriptive survey research design and was conducted between July 2019 and November, 2021.

**1.9.2 Limitations of the Study**

The study considered one thematic area in determinants of access and equity to subsidized secondary education in Eldoret West, Uasin Gishu County, Kenya. However other factors may influence access and equity to subsidized secondary education which will form a basis for further studies.So the statistical significance was partial in magnitude. The researcher proposed undertaking of studies on other thematic areas to ascertain their relationship with access and equity to subsidized secondary education.

Furthermore, the study relied on self-report by school Head and therefore it may not be possible to check the veracity of their declaration against other measures in their respective institutions. Reliance on self-report can be problematic and may threaten the validity of the findings. It is possible that some participants may be biased in their replies to certain questions. However, triangulation (use of more than one method) of the research methods helped to overcome this limitation

## 1.10 Assumptions of the study

For this study it was assumed that the respondents would be co-operative and honest in their responses and the sampled schools were a fair representation of the public secondary schools.Also it is assumed that all respondents would be available in school when the researcher visited.It is also assumed that all schools are accessible and within reach.

All respondents were sincere and provided objective responses. There exists a relationship between funding on the one hand and access and equity to secondary education on the other. All public secondary schools have been receiving funds for subsidized secondary education.

## 1.11 Theoretical Framework

This study was anchored on the theory of Socialist Economics by Louis Blanc. The theory posits that there is need to create an economy that redistributes income from the rich to the poor so as create equality of well-being (Selowsky, 1979). According to the socialist economics of education theory, allocation of government subsidies can help enhance equity in access to secondary schools.

Otherwise, if education was offered without subsidies only those who can afford to pay school fees and other related costs would enroll and be retained in school under such circumstances; inequalities would be perpetuated in secondary school students’ access and equity. However, in the event of partiality in allocation of government subsidies, some students would drop out of school while consistency and adequacy of funds allocation can help in retention of students. The enhanced retention of students on the other hand helps to redistribute income and to raise the incomes of the poor resulting in an equitable society.

## 1.12 Conceptual Framework

The figure 1.1 below describes the perceived conceptual that guided the study. The independent variable was determinants while the dependent variable was access and equity of students in schools.

The independent variables namely gross enrolment rates which are normally determined by gender parity, trends in enrolment and number of students per school whill affect access and equity since access are determined by enrolment rates, number of students, quality of education as well as other various opportunities.

Also education resources which are determined by learning matrials, number of staff as well as storage materials will affect access and equity in education.Consequently social and economic factors like income. Education level as well as ccupation will definitely affect access and equity in education. Last but not least allocation of government subsidies , for example adequacy of funds, consistency of allocation of resources as well as equitable allocation affect access and equity in one way or another. Intervening variables should not be ignored. This are variables beyond the researchers control in this study government policy cannot be controlled when it comes to access and equity in education.

**Independent Variable Dependent Variable**

**Government tuition subsidy Access and Equity**

**Gross enrolment Rates**

* Gender parity
* Trends in enrolment
* Number of students per school

**Educational Resources**

* Learning materials
* Number of staff
* Storage of materials

**Access and Equity**

* Enrolment rates
* Number of students
* Quality of education
* Opportunities

**Socio-Economic factors**

* Income
* Educational level
* Occupation

**Allocation of Government Subsidies**

* Adequacy of funds
* Consistency of allocation
* Equitable allocation

## Figure 1.1: Conceptual Framework

Source: Author (2017)

## 1.13 Operational Definition of Terms

**Access**: An availability of opportunities at secondary school level of education for students.

**Adequacy**: This is the state government subsidies free tuition fund and school physical infrastructural funds of being sufficient to gather for educational needs of the needy students in day secondary schools.

**Cost sharing**: A state where the parents meet some cost of educating their students as the government meets the remaining part of the cost.

**Enrollment**: The status of one being officially a member of an educational or a learning institution.

**Free Secondary Education:** Refers to the waiver of tuition fees by the government for secondary school level. The parents are expected to meet other requirements like lunch, transport and boarding fees for those in boarding schools, besides development projects

**Government Subsidy**: Government Funds awarded to needy and bright secondary school students channeled to various schools by the government of Kenya through constituencies, schools or county governments.

**Secondary Education:** Post primary education which is covered from form one to four Student- These are the learners at secondary school level from forms one to form four.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter presents the relevant literature review in areas related to the objectives of the study. Literature was reviewed from textbooks, journals, newspapers, general periodicals and the Internet, data bases, archives, reports and records. It focuses on the concept of the effect of gross enrolment rates, educational resources, and socio-economic factors and to establish the effect of government support mechanisms on access and equity to subsidized secondary education in public secondary schools.

## 2.2 Concept of subsidizing education and retention of students

Education has been seen as a critical factor in development especially with reference to the development of gross enrolment rates for socio-economic development. In this regard, governments all over the world have dedicated a large share of public finances to the education sector including the financing of secondary education. According to Breseid and Caillods (2010), OECD countries spend a great deal of resources on their secondary education such that at secondary schools, students cost an amount roughly equivalent to 24% of GDP per capita. To facilitate access to secondary education, no tuition fees are charged in government schools. Fast growing economies such as Korea, Brazil, India and Indonesia spend 39-50% of their education budget on secondary education while developing economies spend relatively low percentages (KIPPRA, 2009). Fiske and Ladd (2011) found that, in South Africa a governing body of public schools must take all appropriate measures to complement the resources given by the government. The setting of fees in secondary schools is optional in the sense that a school can enact such fees only when approved by a majority of parents attending a budget meeting at the school. Students cannot be denied admission for failure to pay the fees, but schools can sue parents for non-payment. However, some parents with extreme low income are exempted from paying such fees.

According to Oketch and Ngware, (2012), the Government of Kenya, introduced the Free Primary Education (FPE) policy in 2011 in order to universalize access to primary education and enhance educational achievement in the country. This policy was followed later with the Free Day secondary Education (FDSE) policy in 2008 which was also aimed at accelerating enrollment and quality of secondary education in Kenya (Odhiambo, 2010). These strategies had international support and credibility, as these was part of the Millennium Development Goals (MDGs), and other internationally agreed protocols that Kenya is a signatory (Orodho, 2013). This wide Vision of education and the universal approach to education sector development was fully embraced by Kenya as a critical factor for attainment of Vision 2030 (Odhiambo, 2010; Republic of Kenya/UNICEF, 2012).

The Constitution of Kenya 2010 gives all Kenyans an opportunity to capitalize on the advancement made thus far in order to achieve the full potential of education for each and every learner in Kenya (Republic of Kenya, 2010, 2012). In addition, the Basic Education Act 2013 recaps the fact that basic education which has been made free and obligatory in Kenya should be made through the legal framework enshrined in the Act (Republic of Kenya, 2012). The Constitution of Kenya 2010 and Basic Education Act of 2013 guarantees and provides legal mechanisms of ensuring that every Kenyan citizen is accorded a chance to access basic education and other economic and social rights that center upon the citizens access to, and performance in, education, as much as on the application of knowledge, attitude and skills gained through the educational experience (UNESCO, 2012; World Banks, 2012; Republic of Kenya, 2013).

During the 2000s, Kenya’s basic education underwent some reforms but the unconducive political and economic conditions at the time was unable to support its enhancement. Having to depend on limited resources and donor funding, the government experienced difficulties maintaining educational standards. Subsequently the quality of education deteriorated and there was an increase in the numbers of out of school students. Figures for instance show that massive school dropouts were recorded and that out of about one million learners who enrolled in standard one in 2011 and in 2008, less than half a million went to standard eight, a trend that has persisted to date (Oketch & Ngware, 2012; Orodho, Waweru, Ndichu & Nthinguri, 2013).

According to Mwiria Ng‟ethe, Ngome, Ouma, Wawire and Wesonga (2007), Kenya's secondary school population enrollment rose from 30,120 students in 151 schools at the dawn of independence (1963) to 620,000 students in 3,000 schools in the year 2000. They reported that the targeted enrollment by the end of 2008 was estimated at 1.4 million students. In 2008, the government introduced plans to offer free Secondary education to all Kenyans. Mwiria et al (2007) pointed that with the adoption and implementation of Subsidized Secondary Education, enrollment was likely to increase. However, the Subsidized Secondary Education program has also created a lot of challenges. With increased enrolment year after year, there is limited infrastructure coupled with lack of adequate teachers. An overcrowded classroom due to increased number of students is a common phenomenon in most secondary schools and the learning facilities available in most schools are inadequate. The student to teacher ratio has grown to such a high rate that it has resulted in a decline in the quality of education, mainly due to reduced interactivity between teachers and the students (Orodho, 2013).

The Secondary Education in Africa (SEIA) initiative has conducted a participatory process of analysis, dialogue and reflection in sub- Sahara Africa with conclusion that countries need to address the triple challenge of increasing access, enhancing quality and guaranteeing equity in education (Veerspoor, 2007). SEIA also argue that governments in this region need to allocate on average nearly 6% of Gross National Product (GNP) to secondary schools to achieve GER of 85%. Education is a profitable private investment yet most students cannot afford to finance it out of their own family resource (Psacharopolous & Woodhall, 2005). Therefore, governments need to provide funds to support a broad based equitable expansion of secondary education with incentives for private provision and subsidies to disadvantaged students to ensure equality of opportunity and eventually eradicate poverty (Veespoor, 2007; Psacharopolous & Woodhall, 2005).

Ayot and Briggs (2002) identified various student aid policies. These include tuition-free schooling, scholarships and bursaries to needy students, student’s loan and voucher specifically for education. However, studies on effects of subsidies in Colombia, Malaysia, Kenya and Indonesia all suggest that the methods need to be reappraised since they do not achieve both efficiency and equity objectives (Psacharopolous & Woodhall, 2005) In UK, Smith (2013 as cited by Opon 2007) pointed out that the confounded system of bursaries, grants and fees is no doubt confusing most students and their parents and is clearly not working. Akengo, (2007) further adds that some 240 million in bursaries that should have gone to students from disadvantaged group was left unclaimed since students were simply not aware of what was available. In Malawi, the government bursary scheme does not sufficiently address students’ needs at the secondary school level as few Malawians and Sub-County level employees are aware of the program and the requirement of the bursary process.

Bursary funding is extremely limited and varies by country (World Bank, 2002). Education has been recognized as a central element in social and economic development (Patrinos, 2000). The benefits that occur from people investing in human capital are monetary increased productivity and higher personal earnings. Justifying investment in human capital, Psacharopolous and Woodhall (2005) asserts that most studies have shown that the economic returns to primary and secondary education are at or above 10% a year making human capital a productive investment for the society. UNESCO (2012) further argued the case for equal opportunities in accessing education by indicating that economic barriers should be removed and more places provided in upper secondary to increase access to the kind and amount of education sustainable to each individual’s inborn capacity. Considerable evidence exists that improving education status of the poor, of women and indigenous people increases economic growth and reduces poverty. Investment in education of students from poor background sets off a process of intergenerational poverty reduction (UNESCO, 2007). The World Bank report (2002) asserts that education is a creator of human capital and that fairness in the provision of education is therefore paramount. The report further argues that failure for an individual to adequately get educated handicaps him or her in market economy.

The provision of the government funded scheme for poor students is measure that has been taken to enhance participation of the poor in secondary education (Republic of Kenya, 2012). The secondary education bursary fund (SEBF) was introduced in 1994 financial year as a safety net to cushion the poor and vulnerable groups against the adverse effects of cost sharing in education (Njeru & Orodho, 2011). From its inception, up to 2011 the SEBF was disbursed directly to all public secondary schools in the country taking into the school population. Head teachers and board of governors were charged with the responsibility of identifying the needy students and allocating them money. This however changed in 1994 financial year when the management of the bursary funds were transferred from the school to Constituency Bursary Committee (CBC) in line with the government policy on decentralization and Constituency Development Fund (CDF) act (Republic of Kenya 2011: Republic of Kenya, 2012). There was also concerned that school authorities were not the best place to identify the needy students and there was lack of transparency and accountability at the school level with regard to administration of the bursary (Njeru & Orodho 2011). Republic of Kenya (2012) gave the revised guidelines for disbursement of secondary school bursary through the constituencies. However recent studies by IPAR (2008) indicate that only 42% of applicants for SEBF get the minimum Kshs 5,000. The objectives of the bursary scheme include increasing access to secondary schools, ensuring participation in secondary schools, promoting transition and completion rates, reduced disparities and inequalities in the provision of secondary education (MOE, 2012). The guideline indicates that the target groups are orphans, students from poor households, students from Arid and Semi-Arid Lands (ASAL) and the girl child. The CDF was created through an Act of parliament in 2011 to finance community Based Project through the local area Member of Parliament (M.P) with the overall goal of poverty alleviation (Republic of Kenya, 2013). However, the fund has experienced most challenges which include failure by CDF committee to formulate disbursement guidelines and to create awareness of disbursement guidelines, mismanagement of funds, they are given to students who do not deserve and frequently the CDF committee members grant bursary to relatives (Muriuki, 2011).

The Republic of Kenya (2012) also indicate that the bursary scheme provides assistance to less than half of those who qualify hence there is need for extra funds. Muriuki (2011) noted that delay in disbursement of bursary funds by treasury forces led students to lose crucial academic days. Gatwiri (2012) carried a study on inhibiting factors on access and equity of students in public secondary schools in Imenti North Sub-County. Study findings revealed that access and equity to secondary education is a critical issue in Africa. However, in Kenya, although primary education sector enrolments over the past four decades have increased greatly, secondary school enrolments have shown only a slight increase coupled with low retention rates. Education reform efforts in undeveloped countries like Kenya have aimed at making education an effective vehicle for national development. The Government of Kenya education policy makers and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed, that limited funds allocated to the sector have maximum influence and that costs improvement measures are adopted and implemented. Access and equity in the secondary education sector in Kenya is illustrated by a number of constraining factors namely affordability (cost), distance to school, adequacy of schools, household sizes, household income, curriculum, peer influence, parental education, among others (IPAR, 2008). The purpose of this study was to establish the effectiveness of inhibiting factors on access and equity of students in public secondary schools. The study concludes that the interplay of socio-economic factors, school-related factors, student-related aspects and community-related factors are to blame for the low access and equity of secondary school students. The study recommended that learners who dropped out due to financial constraints need to be encouraged to go back to school and apply for government subsidies; guidance and counseling programmes should be stepped up and the teachers responsible for guidance and counseling in-serviced to improve their performance; the curricula should be reviewed and made relevant; the students court services should be taken up by schools as an integral part of secondary school management; adult education programmes should be enhanced to boost parental education and child labour laws should be strictly enforced.

Odebero Bosire, sang, Ngala, and Ngware, (2007) conducted a study on Equity in the distribution of bursary to secondary school students in Busia Sub-County. The study established that bursary allocation in Busia Sub-County was not equitably distributed among the recipients since Gini Coefficients revealed concentration levels of over 0.5 for all the years studied. The study noted that the criteria set by the Ministry of Education to be used by school administrator to allocate bursary in the Sub-County bore some encumbrances that made it difficult for bursary to accurately target support to the really needy students. The criteria according to school heads left room for a lot of discretion which could be subjective. The study established that some of the needy students ended up missing bursary support unfairly through the criteria of poor performance. The next was orphaned and level of need where a resonate proportion of head teachers felt that this to deny needy students access to bursary. The study therefore concluded that the criteria was cumbersome and could not be effectively be used by the head teachers to identify the levels of need for differentiated bursary allocation.

In addition to the decentralization of secondary education bursary fund to the constituency level, and gradual increase in allocation and setting of higher minimum allocation per beneficially, Odebero et al., (2007) study opines that it is apparent that the current bursary provisions and cash transfers should be enhanced to sustain deserving students within the system. According to the Welfare Monitoring Survey (WMS) III of 2007, 30% of the population lived under the core poverty line while 56% of the population lived below the absolute poverty level. In 2012, about 46% of the population lived below the poverty line. The bursary allocation should be improved to target deserving students leaving standard 8 (or eighth grade). Under the current system, identification of deserving cases covers only those students already admitted within the secondary education level.

Wachiye and Nasongo (2010) conducted a study on access to secondary school education through constituency Bursary Fund in Kanduyi Constituency. They observed that orphans and good performers were the majority of bursary recipients, leading to confirming that the Kanduyi Constituency bursary fund Committee determined the recipients based on their parentage and academic performance. The Gini Coefficient Value 0.01 for the bursary allocations to the recipients implied that the allocations were done equitably in constituency. As a matter of fact 80 % of the recipients noted that the criteria used by the committee to identify the beneficiaries were fair enough. The equity in the allocation can be attributed to fairness demonstrated in the criteria for identifying the bursary recipients and uniformly in the bursary amounts. However, the findings of the study revealed that there was problems encountered by the bursary fund committee. These included; inadequate bursary by the government, political interferences and delays in bursary disbursements. The study recommended that there is need for the government to establish a special management structure devoid of political manipulation to run constituency bursary fund. KIPPRA (2012) carried out a study on accountability and performance of constituency funds. Majority (84.3%) of the respondents expressed high levels of distrust in the constituency bursary fund managers.

IPAR (2008) carried out a survey on public expenditure tracking of secondary Education Bursary Fund, in Nairobi province. Their findings established that the bursary scheme has limitations on governance, effectiveness and consistency. They observed that as a result of inconsistency in funding, the scheme has not achieved its main objective of retention. And due to low level of funding compared to demand, the survey posits that most stakeholders have negative perceptions about the operation of the scheme. This is because whereas the number of students applying for bursary funds has been on the increase, the amount being allocated to constituencies for bursary has remained static. As a proportion of the tuition fee requirements, the bursary fund hardly meets a quarter of the fee requirements for instance; it was revealed that an estimated 84 % of the bursary beneficiaries got Kshs.5000 as bursary. This is way below the government approved fee for day schools, boarding provincial secondary schools and national schools which is Ksh.10500, Kshs 22,900 and Kshs 28,900 respectively. Further much of the allocated to Nairobi province benefited majority of students outside of Nairobi province. The survey estimated that only 29% of the funds allocated benefited students schooling in Nairobi province. From the number of applicants an estimated 57%of the demand is not met. School records indicate that 62% of bursary funds received by schools are from other bursary providers. Also, it was established that the allocation to and disbursement of funds from constituencies is not consistent with the school programmes. The allocation of funds from the Ministry of Education to constituencies and from constituency to beneficiaries is not in tandem with school programmed. This makes beneficiaries to receive money in the middle of terms after they have missed classes as they go about looking for financers to supplement the allocations they receive from CBF.

Macharia (2011) opines that a multiplicity of social and economic factors has locked out girls from the constituency bursary fund that is meant to enable poor students finance secondary education. This has in turn led to a high dropout rate of girls from secondary schools and puts them at an economic disadvantage in both current and future lives, a new report has said. A report released recently in Nairobi, however, showed that the constituency-based committees use skewed criteria in the selection of beneficiaries, a factor that had seen girls miss out on the kitty, regardless of their social economic background.

Enrolment is one measure of access to education. Major determinants of enrolment include; income, schooling costs, presence of schools, community involvement, transportation, education quality and relevance (Raja & Burnett, 2010). Secondary school enrolment rates in Sub-Saharan Africa (SSA) continue to be the lowest in the world. UNESCO (2008) notes that only 25% of school age population was enrolled in secondary schools in 2013 in SSA, and that there was 83 girls only for every 100 boys compared to NER of 40% in secondary schools in Caribbean with 107 girls for every 100 boys. The statistics show that students, particularly girls, in SSA have the lowest opportunity to enroll in secondary schools at their official age. UNESCO (2010) adds that majority of adolescents in school are still enrolled in the primary level in SSA, a case of 39%. Research indicates that direct and indirect schooling costs are important factors in whether students enroll in and attend school (Hunt, 2008). Inability to pay direct costs of schooling was found to be one of significant causes of non-attendance in Ethiopia and Guinea (Hunt, 2008). The ability to buy exercise books, pens and the necessary clothing for schools also influence whether students enroll in schools or not (Rose & Al Samarai, 2009).

Studies on FPE show that there has been massive increase in enrolments in response to removal of school fees. For instance, following implementation of FPE in Kenya in 2011, the NER grew by 22.3% (Oketch & Rolleston, 2007). However, Sawamura and Sifuna (2008) found that schools still collect fees and/or levies skillfully from parents for their survival and hence most students are unable to gain access to primary education despite the governments’ intervention of abolishing fees. Ohba (2009) in a study of UPE in Malawi shows that despite the abolition of school levies and failure to insist on school uniforms, parents were still required to incur expenses for exercise books, pens and clothes. Also despite abolition of school fees in Ghana, some schools in introduced indirect fees to compensate the lost revenue. Indonesia free Basic education policy introduced in 2012 provides incentives for schools to eliminate fees but allows them to opt out while in Sierra-Leone uniforms double the cost associated with fees (UNESCO, 2010). Raja and Burnett (2010) noted that fees abolition can bring large numbers of students into school, but cannot keep them and that indirect cost can be an even greater obstacle than fees.

UNESCO, UNICEF, and other non-governmental organizations have conducted research aimed at improving female access to education (Buchman, 2000). Buchman (2000) reports that determinants of educational inequality are generally informed by three perspectives: economic, resource constraints, and cultural perspectives. Each of these perspectives has been used to explain educational decision making in developing countries, and each predicts participation in formal schooling. In the case of Kenya, cultural norms and gender stereotypes do hinder girls' participation in school, where typically mathematics and science are seen as boys’ subjects while home science is a girls’ subject. Report by Orodho, Waweru and Getange (2014) in Mandera indicate that although Kenya has high levels of primary school enrollment, data show that as girls enter secondary school in their teenage years, their enrollment begins to fall compared to that of boys.

A study by Mwiria (2009) showed that Kenya's secondary school enrollment had risen from 30,120 students in 151 schools in 1963 to 620,000 students in 3,000 schools in the year 2000. The study reported that the target secondary school enrollment by the end of 2008 was estimated to be 1.4 million students. In 2008, the government introduced free Day Secondary education to all Kenyans regardless of their socio-economic backgrounds. Mwiria observed that with the introduction of Subsidized Secondary Education, enrollment was certain to increase. Further, Oketch and Ngware, (2012) and Orodho, Waweru, Ndichu and Nthinguri, (2013) reported that massive school dropouts were recorded and that out of about one million students who enrolled in standard one in 2011 and in 2008, less than half a million got to standard eight, a trend that has persisted to date. A study by Kosgei, Kurgat, Keter and Kitainge (2014) on subsidy interventions; implementation challenges and successes in secondary schools, a case of selected counties in Kenya revealed that subsidy raised student enrolment.

Several researchers have done studies on retention and access to education in sub-Saharan they include; Lewin (2009), UNESCO (2010), and Nyabanyaba among others. While Wachiye and Nasongo (2010), Institute of Policy Analysis and Research (IPAR) (2009), World Bank (2009), Ngware et al (2013) conducted studies on critical education index access in Kenya. All asserted that government policies on education subsidies are aimed at expanding access among the needy and vulnerable students. Psacharopoulos and Woodhall (2005), Mushtaque et al (2013), World Bank (2009), and Lewin and Caloids (2009) researched on equity to access education in selected countries worldwide. These studies found contradicting results on the relationship between the secondary education subsidies and the indicators of educational attainment such as access and equity. Whereas, Asplund et al., (2008) revealed that bursary schemes influenced positively on access and equity on the other hand similar studies in Sub-Sahara and in particular Kenya found that Constituency bursary funds managed by area members of parliament had little impact contrary to the studies in developed world and Latin America where subsidies had the greatest impact on access and equity. Mwembi (2012), Muriuki (2012), Wachiye and Nasongo (2010), IPAR (2008), Odebero et al., (2007), Kosgei et al (2013), Kariuki (2008), Njeru & Orodho (2011) and IPAR (2011) focused mostly on effects of CDF on access and equity.

## 2.3 Gross Enrolment Rates and Access and Equity to Subsidized Secondary Education

Much evidence concerning the abolition of school fees in the basic education has seen a massive increase in enrollments and completion of learners as a response to the removal of school fees. Uganda introduced USE in 2007 and experienced a 68% increase in overall enrollment from 3.4 million to 5.7 million. Deininger (2011) shows a significant gain secondary school enrollments in the country were observed among rural, poor and girls. In 2002, less than 46% of students from the poorest quartile households were enrolled was in secondary school education against 82% from the richest quartile. By 2007, about 78% of students from the poorest quartile was enrolled compared with 89% of students from the richest quartile. The gaps in the percentage of enrollment in Uganda between the poorest and richest quartile had reduced by 25% between 2002 and 2007. A substantial increase in learners’ enrollments and completion of basic education was particular identified among girls from the poorest quartile. However, increased access and equity of learners to complete the basic education cycle is likely to be at the expense of other basic needs of households. A study of USE in Malawi shows that despite the abolition of fees and the non-enforcement of school uniforms, parents were still required to incur expenses for exercise books, pens and clothes. Rose (2002), found that the sum of the costs were actually more than the amount formerly required for fees because poor households with most students started sending their students schools offering free education, the allocation of household expenditure on education was eventually increased. Rose estimated that the poorest household spent 13% of their household expenditure on education compared to 7.5% of household expenditure spent by the upper quartile. Other studies also show that although free education reduces households’ direct costs, indirect costs remain as substantive deterrent from students from poor households to gain access and be retained to complete their basic education. Ghana is one of the countries that have been providing Free Basic Education since 2013.

Under the Free Compulsory Universal Basic Education (FCUBE), not only primary but also lower secondary education become free of charge. However as a result of abolition of school fees, some school introduced indirect fees to compensate the lost revenue which was in some cases an obligation for Sub-County authorities (MOE/GES, 2009 cited in Akyeampong, 2009). Thus, parents in primary and lower secondary school were still required to pay operational costs, parent teacher Association (PTA), textbooks, uniforms and other costs. It was not until 2013 that all these fees were abolished through the government’s capitation grant scheme. In other examples, Nigeria provides tuition free secondary education, yet different forms of fees are imposed on parents to cover the cost of running the system. While Uganda introduced USE, parents are still required to pay boarding and medication costs (UNESCO, 2007). This study will assess the effects of Subsidized Free Day Secondary Education funds allocated to public secondary schools by the government on learners retention. Studies on learners’ access and equity to completion of basic education in Ghana show that although the FCUBE made an overall enrollment and completion rates increase, students from poor households continued to be underrepresented in enrollments and completion rates in their basic education (Akyeampong-2009).

Rolleston (2009), made it explicit that not only indirect costs hinder access and equity of the poor but also opportunity costs substantially affect the chances of poor students to enroll and complete basic education. A study of access and equity patterns in Malawi also concludes that access and equity to education continues to reflect the household wealth (Chimombo, 2009). Thus, despite direct fees being abolished, the abolition of fees has been enough to ensure access and equity to education for the poor. Although the introduction of a Nine Year Basic Education Programme in Rwanda led to the Gross Enrollment Ratios (GERs) and Gross Completion Ratios (GCRs) from 16.6% in 2012 to 18.3% in 2013, girls remain underrepresented in the overall enrollments, showing 47.5% in 2013, compared to 47.2% in 2012. Free secondary education in this instance did not narrow gender disparities in access and equity to secondary education greatly in Ghana. This study will establish the same for SFDSE in Kenya.

Lewin (2008) found that completion rates improved substantially in Bangladesh after the introduction of bursary scheme to secondary school students. Keith (2008) study in UK on Effect of Government Bursary on Transition and Completion rates found that it led to high transition and completion rates. Muthoki (2015) study in Mtito-Andei Division Kibwezi Sub-County Makueni County found that government bursaries helped poor students’ access secondary education leading to high retention rates, consequently leading to high students completion rates. The study used descriptive survey design. The target population was 2228 and the sample size was 228 respondents.

A Study done by Onuko (2012) on Impact of Bursary Schemes on Retention of Students in Public Secondary Schools in Gem Sub-County, Kenya found that there was high retention rates in day secondary schools; this led to high completion rates. The study design was descriptive survey, the target population was 1947 and the sample size was 358 respondents. The study concentrated on the impact of all bursary schemes on retention of students in public secondary schools. It is on this basis this study sought to determine the extent to which government bursary influence completion rates in public day secondary schools.

Bursary funds for secondary schools are channeled through the Constituency Bursary Fund. This fund is meant to supplement the effort of FDSE to meet the financing gap of needy students. The fund was initially operated through the Ministry of Education and operationalized by the school Board of Management (BOM) at school level as Secondary Education Bursary Fund (SEBF) (MoE, 2008). Provision of bursary is one of several strategies used by government to ensure that disadvantaged students have equal opportunity in accessing education at all levels. These have led to high completion rates among the disadvantaged students (RoK, 2008).

There is also County Bursary Fund provided by the County Government through County Ministry of Education and Youth Affairs. These bursaries are meant to those students from low socio-economic background to improve on their completion rates. A Study done by Njau (2013) on Effect of Secondary Education Bursary Fund on Access and equity of Students in Public Secondary Schools in Juja Constituency, Kiambu County Kenya found that Secondary Education Bursary has led high retention rates in day secondary schools, this led to high completion rates. Following the changes in the allocation mechanisms since 2011, claims of misallocation of bursary funds, double awards to one student in two schools, awards to students not enrolled in any school, as well as excessive patronage by members of parliament. These have negatively affected effectiveness of the funds (Muhindi, 2012).

Cameron (2007) explained that in most developed nations such as United States America, Canada, Australia, France, Britain and Sweden among others, secondary education is available for all in public schools and is run and funded by the government (Cameron, 2007; Muhindi, 2012). The United Kingdom abolished fees for state secondary schools in 1944 through the Butler Act (Cameron, 2007).

A study by Lewin (2008) on financing education in Mauritius explains that subsidized secondary schooling in Sub-Saharan Africa (SSA) has led to high completion rates. Rwanda and Uganda abolished lower secondary education fees in 2013 and 2007 respectively (Lewin, 2008). The Government of Rwanda was concerned that, high fees charged at secondary school level of education locked out those who completed primary education and qualified for secondary education (World Bank, 2008). While introducing Universal Secondary Education (USE) in Uganda there was a great concern that, only one in five students who completed primary school had access to secondary education, and the majority of them are those from wealthy households (UNESCO, 2007). A study done by Kinaro (2015) in secondary schools in Mvita Sub-County Mombasa County found that subsidized secondary education funds provided by the government has led to high completion rates in public day secondary schools. The study used descriptive survey design. The target population was 238 and the sample size was 88 respondents. It is on this basis this study sought to determine the extent to which FDSE influence completion rates in public day secondary schools in Kitui County.

Kenya government play very crucial role in financing of public secondary education especially through Free Day Secondary Education. In 2007, the Government formed a taskforce to look into ways and means of reducing the cost of secondary education on households (Ministry of Education, 2008). The taskforce on Affordable Secondary Education was led by Dr. Eddah Gachukia and it recommended a Government monetary subsidy of Kshs. 10 265 per child to meet the cost of instructional material and other support services (Gachukia, 2007). The disbursement of FDSE funds is in three batches; 50 per cent in first term, 30 per cent in second term and 20 per cent in third term. The FDSE funds were to be later revised through government circular No. MOE.DSEC/5/17 of 2015 to Ksh. 12 870 per child.

A Study done by Ngwili (2014) on factors influencing student’s completion rates in public day and boarding secondary schools in Kibwezi Sub-County, Makueni County found that funds from FDSE are used to enhance educational facilities in day secondary schools, this has provided ideal environment for quality education, hence improved completion rates. The study design was descriptive survey, the target population was 632 and the sample size was 242 respondents. The study concentrated on the factors influencing students’ completion rates in public day and boarding secondary schools.

## 2.4 Educational Resources and Access and Equity to Subsidized Secondary Education

Lockhead (2000) said that the intended curriculum cannot be easily implemented without the necessary materials. The quality and adequacy of resources affect the quality of education and how effectively the curriculum is implemented. These materials provide information, organize the scope of coverage and the sequence of information presented and provide opportunities for students to use what they have learnt. Such materials include textbooks, teachers’ guides, computers, maps, chalk and exercise books among other teaching and learning aids. Mbiti (2007) alludes that teachers cannot teach well without such supporting materials, no matter how qualified they are. Both the quantity and quality of books should be improved. Having to depend on limited resources and donor funding, the government experienced difficulties maintaining educational standards. Subsequently the quality of education deteriorated and there was an increase in the numbers of school-age students who were not receiving formal education. Figures for instance show that massive school dropouts were recorded and that out of about one million students who enrolled in standard one in 2011 and in 2008, less than half a million got to standard eight, a trend that has persisted to date (Oketch & Ngware, 2012; Orodho, Waweru, Ndichu & Nthinguri, 2013).

Kenya’s education system is dominated by examination oriented teaching, where passing examinations is the only benchmark for performance because there is no internal system of monitoring learning achievements at other levels within an education cycle. Further, manifestations of quality education have to do with literary cognitive abilities, performance and progression to higher levels of learning. However, quality education cannot be achieved without educational resources which play an important role in the achievement of educational goals and objectives. According to Adeogun and Ofisila (2008), educational resources can be categorized into four groups that is human, material, physical and financial resources.

Kitheka (2005) noted that learning institutions with abundant resources may not always utilize them efficiently and consequently fail to raise student’s level of performance. On the other hand learning institutions with limited resources may utilize what they have efficiently and this may boost learning thus students should be able to maximize and utilize available resources so as to adequately achieve educational objectives. Similarly, Ngala (1997) noted that utilization of available resources is more important than the quantity.

For any organization to learn smoothly to produce quality outcomes there must be adequate and quality provision of resources. A school like any other organization also requires resources to produce outcomes. Numerous studies conducted on inputs that impact significantly on performance indicate that educational resources play a big role on the overall performance of learners in learning institutions. Kalundu (2002) and Marugu (2008) were in agreement that instructional materials have a significant effect on performance. They forwarded that teaching and learning resources should not only be provided to learning institutions but they should be relevant and used efficiently if the desired quality of education is to be achieved. Orodho (1996) had asserted that resource availability and their utilization is very crucial in the achievement of good results. Orpwood (2001) noted that instructional materials when available and used well make learning easier especially when abstract concepts are learned. The importance of school physical facilities cannot be underscored as they determine the conduciveness of a school’s learning environment.

To cope with the pressure arising from the increased primary school graduates, the MoE advised all public secondary schools to expand their capacities to a minimum of three streams. In addition, bursary funds targeted students were not explicitly expressed in this year’s budget. Despite the allocation of substantial funds earmarked for bursary to needy students, through most grassroots level funds such as Local Authority Transfer Fund (LATF), Constituency Development Fund (CDF), Constituency Bursary Fund (CBF), and these funds may not reach most students given the high per student cost in the delivery of secondary education. PER (2010) notes that the annual per student cost in secondary education estimated at Kshs. 21,800 is too high compared to that in other low-income countries. This is perhaps because majority of the students are enrolled in secondary schools, which offer boarding facilities that tend to push the average cost of secondary education upwards (Institute of Economic Affair ; 2007).

The challenges in the Ministry of Education include the fact that growth in number of secondary schools has not matched that of primary schools leading to a lot of wastage of primary school graduates. The high cost of secondary education is another challenge and has led to high dropout rates. The pupil text book ratio has been high especially in rural areas and urban slums and the HIV/AIDS pandemic has had negative effect on this sub sector (IEA, 2007) .

For Kenya it would be appropriate to refer to expansion of measures already in place as opposed to new measures. For instance the government made a modest increase in education programmes budgetary allocation in the 2009/2010 budget. This is meant to sustain the FPE programme and subsidized secondary education. More funds were used for programmes such as Most Vulnerable Students Grants (MVCG), support to early childhood education programmes, Home Grown School Feeding Initiative, Bursary, school infrastructural development. Significant amount of the money in the budget is allocated to devolved funds, mainly in the Constituency Development Fund (CDF). It is therefore anticipated that if spent as per plans, there would be influence on school access and equity. The government hired 10,000 teachers on contract as a short term measure to address acute teacher shortage in primary and secondary schools in the country (Republic of Kenya, 2010). However, the Kenya National Union of Teachers (KNUT, 2010) estimates that Kenya has a shortage of 60,000 teachers. On its part, the government estimates the shortage at 30,000 teachers’ countrywide (Republic of Kenya, 2010). The government has expanded funding on Cash Transfer Grants to an annual budget of Kshs 300 million (USD 3.8M). However, the effect of this on education is yet to be ascertained.

## 2.5 Socio-Economic Factors and Access and Equity to Subsidized Secondary Education

Studies by UNESCO, (2011) indicate that globally, about 39 million girls of lower secondary age are currently not enrolled in either primary or secondary education, while two ‐ thirds of the world’s 796 million illiterate adults are women. Only about one ‐ third of countries have achieved gender parity at secondary level. This means that there is a crisis that should be addressed. The goal of eliminating gender disparity in primary and secondary education by the year 2012 was missed in 122 countries. Gender parity in primary education was achieved in 118 (63%) of 188 more developed countries and 37% of 144, less developed countries (UNESCO, 2009).

A study carried out in America by the Asia Society, (2014) indicates that there is a problem of persistent underachievement by American students, especially low income and minority students, against U.S. standards and international benchmarks. On the 2007 National Assessment of Educational Progress, for example, less than 33% of all eighth grade students nationally score at or above the proficient level in mathematics (NCES, 2007a) and less than 32% score at or above the proficient level in reading (NCES, 2007b). It further revealed that there is consistently a sizable difference between minority and non-minority students, and between poor and non-poor students on these indices. For example, 42% of white eighth graders are categorized as at or above proficient in mathematics and 40% in reading, whereas less than 12% of eighth grade African American students and nearly 16% of Hispanic students at grade 8 are at or above proficient in mathematics, and less than 16% of students from both groups are at or above proficient in reading. Results from the Organization for Economic Co-operation and Development (2013) Program for International Student Assessment show nearly 25 percent of U.S. 15-year-olds scored at the lowest level of proficiency or below in science (OECD, 2007).

Equity in terms of Gender parity index is an issue worldwide but worst in developing countries and it often more pronounced in secondary, technical and vocational than in primary education. In South and West Asia, along with sub-Saharan Africa, girls accounted for 44% of students in secondary education in 2007, but just 27% and 39%, respectively, in technical and vocational education (UNESCO, 2010). According to Usher and Medow (2010), Mexico and Germost have students’ bodies where the gender balance is closest to fifty-fifty, however in both countries male students make up the majority of students. These are the only two countries in which this is the case. A study on Contextualizations and Recontextualizations of Discourses on Equity in Education done by Haugen (2009), found that despite differences in equitable functions the losers in both educational systems tend to be the same: pupils from lower socio – economic backgrounds and ethnic minorities. It is likely that those pupils whose parents have enjoyed only limited schooling and other vulnerable students in terms of their low socio -economic status, potential special needs and in some cases ethnic and language background make up the tail of underachievement.

A study carried out by the State School (2002) on equity in education in the United State of America found that there are critics on public education arguing that most students do not have equal opportunities to learn and are not likely to attend a quality school. In fact, critics suggest that the education system perpetuates poverty and disadvantage, providing rich and poor schools with stark contrasts in learning environments and physical surroundings. Impoverished neighborhoods typically house run-down schools with less money and poor conditions, while affluent neighborhoods house newer and safer schools providing better learning environments.

Furthermore, ethnic minority students are more likely to attend the lower-quality urban schools. While there have been most efforts to improve this inequality of opportunity, such efforts are only the first step in achieving equity, even with millions of dollars invested in federal programs. UNICEF (2009) in its analysis revealed that boys’ enrolment rates were significantly lower than those of girls in Malaysia, Mongolia, the Philippines and Thailand. In 2011, the East Asia and Pacific Regional United Nations Girls’ Education Initiative undertook a research review to investigate the issue of boys’ underperformance in these four countries. The methodology used was a broader gender analysis utilized the information provided in the case studies, government policy reviews and analyses of other relevant sources. The findings of these underlying gender dynamics were that boys are considered more independent, believed to be less interested in learning, and have the potential to earn money while working means that boys are more likely to leave school.

According to the Educational international response to global monitoring report (2008) only universal access to equitable quality education can be fully achieve social development goals. According to their study the data showed that the number of adults who cannot read or write declined by 10.4% from 864 million to 774 million between 2005 and 2010. But what remained unchanged is that 64% of illiterate people worldwide were women. Despite progress in the same period striking gender parity still prevailed in Afghanistan, India, Nepal and Pakistan. In sub-Saharan 150 million adults cannot read or write in a ratio of 76 women for every 100 men. There has been progress towards increasing primary school enrolment yet 72 million primary school aged students are still denied their right to education, 57% of whom are girls. Girls accounted for 60% out of school students in the Arab states and 54% in the sub-Saharan Africa, India, Nigeria and Pakistan account for 27% of all out of school students. Thirty-five fragile states identified by the Organization for Economic Co-operation and Development accounted for almost 37% of all out of school students in 2012 (UNESCO, 2009a).

A study carried out in Philippine by Rosario (2011) of the Philippine Institute for Development Studies observed a marked improvement in school attendance in some towns and cities after Comparing enrollment data before and after the social policy program was implemented. Manasan gathered data from 340,000 indigent families in 160 municipalities and cities in the 20 poorest provinces, where the program’s first expansion phase was implemented in March-December 2008, covering the pre-implementation period 2010-2007 and first years of implementation, 2008-2010. In areas outside of Metro Manila and the Autonomous Region in Muslim Mindanao, Manasan observed that the number of students in public elementary schools grew by 0.6 percent in 2010-2007, and by 3.5 percent in 2008-2010.

According to the studies carried out by UNESCO (2010) in sub-Saharan Africa it indicated that between 2009 and 2007 the average net enrolment rate in primary school education had increased from 56% to 73% and also the population out of school had reduced by nearly 13 million from 2009 to 2007. Unfortunately, 25% of the region’s primary age students were still out of school which accounted for nearly 45% of the global out of school population. Oketch and Rolleston (2007) found that in East African countries efforts had been made to expand access to education ever since they gained their independence from British colonial rule in the early part of the 1960s. However, still there are those with no access, those who are excluded after initial entry, those at risk of dropout, and a majority excluded from any form of secondary education. In Niger, secondary school enrolment ratio was less than 11% and 97% in Seychelles and South Africa. Gender bias were also noticed whereby the boys were given a priority compared to the girls who were rarely given a chance by the parents (UNESCO, 2010).

A study carried out in Uganda by Takashi and Asankha, (2011) concluded that when the Free Secondary Education was started it led to increased enrollments and the girls seem to benefit more from the policy. Longitudinal survey was used to get data from sampled households and descriptive statistics were used to analyze and report the findings. Mulama (2010) reports that in Kenya about 1.9 million students of ages 5-17 have not yet been able to access Free Primary Education because they are busy working. The Central Bureau of Statics estimates that 17.5% of the 1.9 Million students are employed as domestic workers. More than a half of the students in Kenya that is 8.6 million out of 16 million live below poverty line. Under such circumstances, parents force their students into working including the domestic sector to supplement family income.

Studies carried out by the World Bank (2012) on gender equity in junior and senior secondary school education in sub-Saharan show that 56% of students live in countries with gender disparities in primary gross enrolment ratios and it was not surprising that girls were generally disadvantaged. For instance one in ten students were found living in countries where Gender Parity Index for primary education is less than 0.85 indicating that for every 100 boys few than 85 girls were enrolled. It further indicated that gender parity against girls are highest in Benin, Cote‘Divoire, Ethiopia, Guinea, Mali and Togo with fewer than 60 girls per 100 boys entering secondary schools.

Studies carried out in Africa countries by Joseph (2012) indicate that there are countries with least improved gender gaps. A study on gender equity in education scorecards were carried out in nine countries in Africa. This study used quantitative and qualitative approaches. The study adopted a cross sectional survey and case study designs. It employed a scorecard in form of a questionnaire which was given to each countries lead researcher. The following was the findings of the study. This study indicated that most of these countries gender equality in education was generally good but some needed to improve. This were an indication that these countries need to improve gender parity in education. Kenya introduced free secondary schooling education programme with a target of raising student enrolment to 1.4 million by the end of the year (BBC, 2008). According to Economic Survey (2008) the government has so far released more than $41m to pay for the different phases of the programme which proved to be a success to relieve the poor and marginalized communities from in accessing education equally. The free primary education, which is also compulsory, saw most students, particularly from poor families; enjoy an opportunity to be in school. Based on reports by the Ministry of Education (2008), the number of boys and girls enrolled in primary school has risen from five million to a staggering eight million. According to the ministry of education strategic plan 2013-2011 the total enrolment for 2010 for secondary schools were 926,149 with 48% being female students and 52% being male. While in primary schools it stood at 108.0% for boys and 101.6% for girls.

A study on an evaluation of the implementation of Free Primary Education in selected public secondary schools in Kakamega Sub-County carried out by Luvega (2007) found that there was a significant relationship between Free Primary Education and enrolment of school going age students. Apparently, pupils in the area of study have taken advantage of the new policy to access education. Studies carried out by Oketch and Oketch (2010) indicated that over the full eight year primary cycle the response was of course more muted, total enrolments rising from 6.13M in 2002 to 7.16 M in 2011 (17%). This finding was from a case study carried out in four Sub-Countys, Nairobi, Kajiado, Kisii and Nyeri. Gender disparity remains a great concern in secondary schools in Kenya despite the free education policies. For instance, the ratio of boys to girls who sat for Kenya Certificate of Secondary Education in 2009 was 55:45 countrywide. The areas most affected was Nyanza Province and North Eastern Province where the ratio of boys to girls were 70:30.

## 2.6 Government support mechanisms and Access and Equity to Subsidized Secondary Education

A study was conducted by Odebero *et al*(2007) on the effectiveness of the criteria set by the Ministry of Education, Science and Technology on bursary. The findings of a survey reveal that the bursary is experiencing a number of challenges, notably: inadequate funds disbursed from the Ministry of Education to the constituencies with more than 58 percent of the demand unmet (IPAR, 2008). In addition, Njau (2014) reported that the bursary money received by students in secondary schools in Juja constituency, Kiambu County was not enough to cater for all the educational needs for the whole year. This illustrates that SEBF allocated to each students were inadequate to cover all the education costs for the students and therefore could not guarantee students access to 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 students (Oyaro, 2008).

Oyaro (2008) further observed that Uganda’s subsidized secondary Education programme is part of its strategy to dispel poverty. Okao (2007) asserted that USE is taking primary education to higher level 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 (2007) 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 (2007) adds that young people feel cheated when they excel in national examinations, but find them unable to proceed to secondary education because of inability to pay. It would be useful for any government to provide subsidized 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; providing subsidized education at secondary level could avail to the nation those lost talents, 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, students from poor families especially in rural areas had failed to access secondary education because of fees (Nyasa, 2011).He asserted that there are most implications of denying students access to secondary school:

Failure to educate the nation to secondary school level is promoting child labour and child abuse. He observed that most intelligent boys and girls who were once selected to secondary school 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.

Secondary education is a critical window where students realize the importance of environmental conservation, health and sanitation, security and become more knowledgeable on business approaches and agricultural practices. He felt that if students are denied access to middle education, Malawi growth and development strategy cannot be realized (Nyasa, 2011).

R.O.K (2008) secondary education forms the secondary 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 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 R.O.K (2008) 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 the society, To ensure balanced development in cognitive (knowledge), psychomotor (manipulative and practical) and effective (attitude and value) skills, 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 subsidized secondary education programme marked a very important milestone in the government of Kenya’s efforts towards securing a bright future for the students and the youth of Kenya, (G.O.K 2008) asserted that the main objective of providing Subsidized secondary education is to ensure that students from poor households acquire quality education that enables them to access opportunities for self-advancement and become productive members of society. The primary education alone is not sufficient to provide the quality gross enrolment rates 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 students 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 students leave school when they are more mature and better prepared to face the challenges of life (G.O.K, 2008).

## 2.7 Summary of Literature

Everywhere in the world, the important role education plays in society is acknowledged (World Bank, 2013). Education helps to reduce poverty by developing productive skills of the citizens and by equipping people with the skills they need to fully participate in the economy and society. Education creates self-awareness in an individual, gives him skills and attributes to cope intelligently with the fast-changing society and to improve his quality of life. Education promotes health and nutritional status of families. Education also contributes to national development by equipping people with the skills with which they can participate in planning for development, providing managerial skills and promoting positive community image for national and societal unity. Secondary Education plays an important role of developing a country’s gross enrolment rates base. UNESCO (2007) noted that the United Nations Declared education as a human right by saying that everyone has the right to education. It also noted that Education shall be free at least in the elementary and the fundamental stages i.e. Elementary Education shall be compulsory while Technical and Professional education shall be generally available to all on the basis of merit.

The subsidized secondary education was implemented in February, 2008 by the Coalition Government. This were aimed at reducing the cost of learning as well as increase transition rates from primary to secondary. The Kenya Government announced the release of 2.9 billion for subsidized secondary education and allocated Kshs. 10,265 to every child to cater for tuition and operational costs annually. Education being the cornerstone of the economic and social development improves the productive capacity of societies and their political economic and scientific institution. It helps to reduce poverty by mitigating its effects on population, health and nutrition.

Education reform efforts in African countries have aimed at making education effective vehicle for national development (UNESCO, 2012). Developing countries have always recognized the importance of education as a means of helping bring about fast modernization of their economies. This has been accompanied by high budgetary allocations to education by these countries’ governments, individual and families who have had to dig deep into their resources to meet their educational aspiration. To justify its claims to national resources with completion with other social services like health and investment to physical capital and experience has shown that balanced growth require an integral of all aspects of economic and social life. It has however not been easy for developing countries including Kenya to put a controlling check in the escalated demand for education. Kenya is currently spending more than 33% of its annual budget on education alone. At present, the education sector takes about 115.6 billion in 2009/2010 financial year (Ministry of Education Strategic Plan, 2011). Education is the key to development and has equalizing effects. It has important economic returns which justify high investment by both the government and individuals. There is a strong relationship between education and fertility, education and agriculture, education and manpower development, education and family background, education and intergenerational mobility.

Even with the introduction of Subsidized Secondary Education, both parents and the school administration have been left wondering how free it is. Abagi (2008) urges the government to explain to the parents how free Secondary Education is. Parents expect a lot from this program in terms of quality education, which means adequate supply of learning resources like more teachers, physical facilities and instructional materials. The subsidized secondary education in Kenya has led to increase in students seeking secondary education.

# CHAPTER THREE

## RESEARCH DESIGN AND METHODOLOGY

## 3.1 Introduction

This chapter constitutes a discussion of the research design; the blue print for the entire study; study population along with the sample size and sampling procedures; instrumentation; a description of the type of tools used along with the requisite validity and reliability considerations; data collection procedures including setting the boundaries for the study; instruments used to collect data as well as the data analysis rationalization in view of the design of the study.

## 3.2 Research Design

The study applied the descriptive survey research design. Surveys are used to systematically gather factual quantifiable information necessary for decision making. Kothari (2008*)* a survey is preferred due to the following reasons: It enabled the researcher to examine various data, and the relationship between other unknown situations in the prevailing scenarios. The researcher adopted description survey design to investigate the effect of government subsidy in provision of physical facilities, how school administration has ensured that there are enough resources to cater for increased enrolment and the parental level of implementation of tuition subsidized policy in Eldoret West. A sample representing the entire population was chosen to generalize results for the whole population.

## 3.3 Study Area

The study was carried out in Eldoret West Sub-County. Eldoret West is one of the Sub-counties in Uasin-Gishu County. It has a total area of 301.8 square kilometers. It borders Soy Sub-County to the South, Eldoret Eastt to the East, Wareng to the West. The Sub-County has a population of 125,137; the Sub-County has 48 public primary schools and 16 secondary schools.

**3.4 Target Population, Sample size and Sampling Procedures**

The study was able to identify the Target Population of the study, Sample size and Sampling Procedures

**3.4.1. The Target Population of the Study**

The study target the SCEO, 227 Class teachers and 16 school heads in Eldoret West Sub-county. of Uasin-Gishu County.

## Table 3.1. The Target Population of the Study

|  |  |
| --- | --- |
| Respondents | Population |
| The Sub- County Education Officer | 1 |
| Head Teachers | 16 |
| Class Teachers | 227 |
| Total | 244 |

## 3.4.2 Population Sample and Sampling Procedures

Simple Random sampling and purposive sampling were used to select the respondents to participate in the study. The sample size of 30% represents the entire target population (Kerlinger, 2003) a sample is representative of the population to be studied. This totaled to 16 public schools; 69 Class teachers, 1 SEO and 16 school heads.

## Table 3.2: Population Sample Size and Sampling Procedures

|  |  |  |  |
| --- | --- | --- | --- |
| Respondents | Population | Sampling Technique | Sample Size |
| The SCEO | 1 | Purposive | 1 |
| Head Teachers | 16 | Purposive | 16 |
| Class Teachers | 227 | Stratified Simple Random Sampling | 69 |
| Total | 244 |  | 86 |

## 3.5 Research Instruments

The researcher used questionnaire and interview schedules as main data collection instruments.

## 3.5.1 Questionnaire

This is a method of data collection by which the questionnaire are mailed to respondents who are expected to read, understand the questions and write down the answers in the space meant for the purpose in the questionnaire itself (Kothari, 2008) The researcher considered the questionnaire because the target population was largely literate and it is likely to have no difficulties responding to the questionnaire items. The questionnaire designed was meant for the head teachers and teachers (See Appendix 2), they were used to collect information based on the objective of the study.

## 3.5.2 Interview Schedule

Interview is a method of collecting data that involves presentation of oral verbal stimuli and reply in terms of oral verbal responses (Oson & Onen, 2012). The study employed the respondent type of interview where the interviewer retains all control throughout the process. The researcher used the interview schedule for guidance during the interview process. The interview schedule designed was meant for the SCEO **(See Appendix 3** ), It enabled the researcher to collect the information based on the objective of the study and balance between quality and quantity of data collected and also access more information.

## 3.6 Validity and Reliability of the Research Instruments

## 3.6.1 Validity

Validity means that the research method produces information which is relevant to the topic i.e. does the research method actually measure what it is supposed to measure? (Mutai, 1999). Validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested (Kothari, 2008). For the validity of this instrument the researcher consulted experts and specialists in the School of Education, department of educational management and policy studies, Moi University.

## 3.6.2 Reliability

Reliability is a measure of how consistent the results from a test are. (Kombo & Tromp, 2009). Reliability is quantified if you administer a test to a subject twice and get the same score on the second administration as on the first. For the reliability of the instrument a pilot study was done together with pre-test. The questionnaires used had items that were to be responded to. For reliability analysis Cronbach’s alpha was calculated by application of SPSS. The value of the alpha coefficient ranges from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous (that is, questions with two possible answers) and/or multi-point formatted questionnaires or scales (that is, rating scale: 1 = poor, 5 = excellent). A higher value shows more reliable generated scale. Cohen and Marion (2009) had indicated that the value obtained ranging from 0.65 to 0.85 is considered accurate enough for the purposes of research, when the value of (r) is more than 0.5 then reliability coefficient is deemed reliable. As the alpha coefficients (r) were all greater than 0.7, a conclusion was drawn that the instruments had an acceptable reliability coefficient and were appropriate for the study.

## 3.7 Data Collection Procedures

Data was collected in phases between the months of June, 2014 and November, 2014. The first phase involved reconnaissance visit to the study area to familiarize with the research area and obtain relevant data for refining the research thesis. The second phase was to identify research assistants and induct them on how to administer the questionnaires. During the second phase, research assistants were trained for a period of two days on ethical issues among other techniques of data collection. These techniques included safety, how to obtain informed consent from participants, privacy and confidentiality concerns and how to handle adverse events.

In addition, components of falsification of data, specific instruction for data collection, working hours, disclosure, competence and the background information on the research being conducted was imparted. A copy of the permit was made and issued to research assistants. The questionnaires were administered to principals and class teachers with the help of four research assistants when schools were on session. In the third phase, the researcher administered the interview schedules to Sub-County Education Officers and obtained information related to document analysis.

## 3.8 Data Analysis

Data analysis involves organization, interpretation and presentation of collected data in order to reduce the field information to a usable size (Onen & Oso, 2012). The data analysis procedures chosen for this research was based on their applicability to the survey nature of the research design and objectives of the study. The questionnaire data were first subjected to preliminary processing through validation, coding and editing and tabulated before in readiness for analysis with the help of the statistical package for social science (SPSS) computer package as a ‘toolbox’ to analyze data related to objectives.

The missing scores were checked for completion and where missing, the average of the completed scores were taken as representative of the entire score on the considered items. After analysis, data was presented in tabular form using frequencies and percentages alongside inferential statistics. Percentages were used to determine and explain proportions. Quantitative techniques such as descriptive statistics and inferential statistics were used to understand relationships between different variables. Precisely, descriptive statistics; frequencies and percentages were used to analyze data on the availability and level of access and equity in secondary schools. Pearson Correlation was employed to determine relationship between determinants and access and equity to secondary education.

## 3.9 Ethical Considerations for the Study

In addition to conceptualizing the writing process of the thesis, a researcher needs to anticipate the ethical issues that may arise during a study (Hesse-Bieber & Leavey, 2013). Research does involve collecting data from people, about people (Punch, 2012). Researchers need to protect their research participants; develop trust with them; promote the integrity of research: guard against misconduct and impropriety that might reflect on the researcher and school; and cope with new, challenging problems (Israel, 2013). The following ethical issues helped to enhance ethics during the study:

First the researcher sought permission from the relevant authorities before conducting research. The respondents participation was voluntary and free and no promises of benefits for participation. The respondents were assured of privacy and confidentiality of the information obtained from them.

Secondly, the identity of individuals from whom information was obtained in the course of the study was kept strictly confidential. At the conclusion of the study, any information that revealed the identity of individuals who was subjects of research was destroyed unless the individual concerned had consented in writing to its inclusion beforehand. No information revealing the identity of any individual was included in the final report or in any other communication prepared in the course of the study, unless the individual concerned had consented in writing to its inclusion beforehand.

Additionally, honesty was observed. Data, results, methods and procedures were honestly reported. There were no fabrications, falsifications or misrepresentation of data. Similarly, objectivity was the researchers concern. The researcher strove to avoid bias in data analysis, data interpretation and other aspects of research where objectivity was required.

The researcher also guaranteed integrity. The researcher kept promises and agreements, acted with sincerity, strove for consistency of thought and action. The researcher was also careful in carrying out research. The researcher avoided careless errors and negligence; carefully and critically examine this research work. Good record of research activities, such as data collection, research designs among others were kept. Their informed consent was also obtained before the commencement of the study.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS , INTERPRETATION AND DISCUSSION

## 4.1 Introduction

This chapter deals with data presentation, analysis and the interpretation of findings. The data presented included demographic information. The study sought to evaluate the determinants of access and equity of subsidized public secondary education in Kenya; a case of Eldoret West Sub-County . The objectives of the study were; to determine the effect of gross enrolment rates on access and equity of subsidized secondary education in public secondary schools; determine the effect of educational resources on access and equity of subsidized secondary education in public secondary schools; determine socio-economic factors of households on access and equity of subsidized secondary education in public secondary schools and to establish the effect of government support mechanisms on access and equity to subsidized secondary education in public secondary schools in Eldoret West, Uasin Gishu County, Kenya.

## 4.2 Response Rate

From the data obtained, 86 questionnaires administered, 50 questionnaires were filled and returned. This represented a (58%) response rate, which is considered satisfactory to make conclusions for the study. This high response rate can be attributed to the data collection procedures, where the researcher personally administered questionnaires and waited for the respondents to fill and picked the filled questionnaires. (50%) response rate is adequate, 60% good and above 70% rated very good (Mugenda & Mugenda, 2009).

## 4.3 Respondents Age

The study sought to establish the respondents age. This would be important in determining the age distribution of the respondents within the study. The results regarding this were presented in table 4.1.

## Table 4.1: Respondent’s Age

|  |  |  |
| --- | --- | --- |
| Age | Frequency | Percentage (%) |
| Under 30 years | 24 | 28.8 |
| 31-40 years | 21 | 25.2 |
| 41-50 years | 22 | 25.9 |
| 51-60 years | 17 | 20.1 |
| Total | **84** | **100** |

The study results on age of the respondents indicated that 28.8% were below 30 years, 25.2% were of age between 31-40 years, 25.9% were of age between 41-50 years and 20.1% were of age between 51-60 years. This implies that majority of the respondents were adults of age between below 30 years implying that most workers are experience. This implies that the researcher was able to collect data across different age groups which represented opinions of all age groups.

## 4.4 Respondents Gender

The study also determined the gender of the respondents. This were important in determining the disparities related to gender in the schools involved in the study. The results regarding this were presented in figure 4.1.

## Figure 4.1: Respondents Gender

From the above figure, a majority of the respondents, 57(54%) were male while 27(46%) of them were female. It is clear to a significant extent that, there is gender disparity within the schools in favor of males. This however is not highly significant since the females cover upto 1/3 of the number of teachers within the schools.

## 4.5 Highest Level of Education of the Respondents

The study also sought to establish the respondents’ level of education and thereafter determine its relation to pre-school enrolment beside the community support grant as a factor. The results regarding this were presented in table 4.2.

## Table 4.2: Highest Level of Education

|  |  |  |
| --- | --- | --- |
| Level of Education | Frequency | Percentage (%) |
| Masters | 7 | 7.9 |
| Degree | 44 | 52.5 |
| Diploma | 23 | 27.3 |
| Certificate | 10 | 12.2 |
| Total | **84** | **100** |

The study results on the level of education of the respondents revealed that 7.9% had masters’ degree, 52.5% had bachelors’ degree, 27.3% had diplomas and 12.2% had certificates. This implies that the researcher was able to collect data from all levels of education represented in the study.

## 4.6 Length of Service in the Office/School

The experience of an employee in any institution or firm is crucial to the gaining of the confidence of customers and to the performance of the institution. The study thus sought to establish the length of service of the teachers in the office/ school. The results regarding this were presented in figure 4.2.

## Figure 4.2: Length of Service in the Office/School

The figure above shows that 21 (42%) of the respondents have an experience of 5-10 years while 9 (18%) have been in service for over 20 years. from these results we can infer that the respondents have enough experience as per the length of service.

## 4.7 Gross Enrolment Rates on Access and equity to Education

The study finally sought to determine the gross enrolment rates on access and equity to education in Eldoret West Sub-County. The study results were as tabulated in table 4.3.

## Table 4.3: Gross Enrolment Rates on Access and equity to Education

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements |  | SD | D | U | A | SA | Total | Mean |
| Level of access and equity to education hit the target | F | 0 | 2 | 7 | 39 | 36 | 84 | 4.52 |
| % | 0 | 2.9 | 8.6 | 46 | 42.4 | 100 | 90.4 |
| Enrolment levels set by the ministry were realistic and achievable | F | 0 | 2 | 7 | 39 | 36 | 84 | 4.49 |
| % | 0 | 2.9 | 8.6 | 46 | 42.4 | 100 | 89.8 |
| The school realized significant increase in enrolment levels | F | 0 | 0 | 10 | 28 | 45 | 84 | 4.52 |
| % | 0 | 0 | 12.2 | 33.8 | 54 | 100 | 90.4 |
| There was an improved access and equity to education in the year | F | 0 | 0 | 3 | 28 | 53 | 84 | 4.28 |
| % | 0 | 0 | 3.6 | 33.8 | 62.6 | 100 | 85.6 |

The study results on the gross enrolment rates on access and equity to education revealed that 90.4% (mean=4.52) were of the view that level of access and equity to education hit the target, 89.8% (mean=4.49) were of the view that enrolment levels set by the ministry were realistic and achievable, 90.4% (mean=4.52) were of the view that the school realized significant increase in enrolment levels whereas 85.6% (mean=4.28) were of the view that there was an improved access and equity to education in the year.

Deininger (2011) shows a significant gain secondary school enrollments in the country was observed among rural, poor and girls. In 2002, less than 46% of students from the poorest quartile households were enrolled was in secondary school education against 82% from the richest quartile. By 2007, about 78% of students from the poorest quartile were enrolled compared with 89% of students from the richest quartile. The gaps in the percentage of enrollment in Uganda between the poorest and richest quartile had reduced by 25% between 2002 and 2007. A substantial increase in learners’ enrollments and completion of basic education was particular identified among girls from the poorest quartile. However, increased access and equity of learners to complete the basic education cycle is likely to be at the expense of other basic needs of households.

Lewin (2008) found that completion rates improved substantially in Bangladesh after the introduction bursary scheme to secondary school students. Keith (2008) study in UK on Effect of Government Bursary on Transition and Completion rates found that it led to high transition and completion rates. Muthoki (2015) study in Makueni County found that government bursaries helped poor students’ access secondary education leading to high retention rates, consequently leading to high students completion rates. The study used descriptive survey design.

## 4.8 Educational Resources on Access and Equity to Education

The study sought to establish the influence of educational resources on level of access and equity to education in Eldoret West. The study findings were as tabulated in 4.4.

## Table 4.4: Educational Resources on Access and Equity to Education

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements |  | SD | D | U | A | SA | Total | Mean |
| There are inadequate facilities in the school to accommodate all students | F | 4 | 7 | 13 | 36 | 24 | 84 | 3.8 |
| % | 5 | 8.6 | 15.8 | 42.4 | 28.1 | 100 | 76 |
| The quality and adequacy of resources affect the quality of education hence student retention | F | 4 | 9 | 12 | 33 | 25 | 84 | 3.79 |
| % | 5 | 10.8 | 14.4 | 39.6 | 30.2 | 100 | 75.8 |
| The school experience difficulties maintaining educational standards due to limited educational resources | F | 0 | 2 | 12 | 52 | 19 | 84 | 4.04 |
| % | 0 | 2.2 | 13.7 | 61.9 | 22.3 | 100 | 80.8 |
| Overcrowded classrooms due to increased number of students are common issue in most schools | F | 4 | 7 | 15 | 24 | 35 | 84 | 3.93 |
| % | 5 | 7.9 | 17.3 | 28.1 | 41.7 | 100 | 78.6 |
| The rapid expansion of school education has strained the existing facilities and adversely affected the quality of learning | F | 0 | 2 | 13 | 36 | 33 | 84 | 4.18 |
| % | 0 | 2.2 | 15.1 | 43.2 | 39.6 | 100 | 82.6 |

The study findings revealed that 76.0% (mean=3.80) were of the view that there are inadequate facilities in the school to accommodate all students, 75.8% (mean=3.79) were of the view that The quality and adequacy of resources affect the quality of education hence student retention, 80.8% (mean=4.04) were of the view that the school experience difficulties maintaining educational standards due to limited educational resources, 78.6% (mean=3.93) were of the view that overcrowded classrooms due to increased number of students are common issue in most schools, 82.6% (mean=4.18) were of the view that the rapid expansion of school education has strained the existing facilities and adversely affected the quality of learning.

The study results revealed that majority of the respondents were of the view that the rapid expansion of school education has strained the existing facilities and adversely affected the quality of learning. This implies secondary schools do not have satisfactory number and quality of computers for effective teaching and learning and that lack of enough physical facilities such as lecture rooms, computers, laboratories and laboratory and workshop equipment negatively affected the quality of teaching and learning in secondary schools. In the circumstances that secondary schools are experiencing shortage in learning and teaching physical facilities, what then is the interpretation of the expected higher student enrolment? Our view is that it will lead to further deterioration of quality teaching and learning services offered in these schools. Attempt to meet the objectives of school education will turn into a mirage and exercise in futility. It will be mass production of school graduates who have certificates without matching academic, technical and psychological competence

These findings are in line with findings by World Bank (2010) and Cheboi (2011) noted that financial resources directed to school education were inadequate. Cheboi (2016) observed that shortage of facilities affected the quality of higher education. He further observed that poor recreation facilities affected quality of higher education. Report of The Secondary schools Inspection Board (Republic of Kenya, 2016) noted that quality and quantity of teaching and learning materials particularly information technologies impact in a very significant way on the quality of teaching and research. The Board further noted that accelerated growth in student numbers in the secondary schools had not been matched by expansion of physical facilities and academic infrastructure and that some of the existing infrastructure was inadequate, dilapidated and in bad state of despair. According to Okwakol (2014) most African schools do not have adequate physical facilities such as lecture rooms, office, and library and laboratory spaces to provide a suitable learning and teaching environment. She noted that 55% of laboratory equipment in most departments in schools were not in a state in which they could be used to carry out experiments. The net effect of this scenario was that only about half the experiments were done.

The interviewees observed that

*Infrastructure is a key base for effective teaching and learning in schools. The goal infrastructure in secondary school education is to increase school attendance of students, enhance staff motivation and improve academic achievements of students. Infrastructure includes classrooms, laboratories, halls, open fields, games equipment, dormitories and sanitation facilities. It is in the classrooms that the day to day formal teaching and learning take place. In the libraries, learners get the opportunity to conduct their own personal studies and carry out research.*

It is in the field that co-curriculum activities take place. Learners and teachers need to be housed in the school and at the same time need sanitation facilities like toilets, waste disposal services and clean water. School infrastructure is therefore a very important component in ensuring successful education. Education infrastructure includes suitable spaces to learn. This is one of the most basic elements necessary to ensure access to education. School classrooms are the most common place in which structured learning takes place with groups of children. While learning also takes place in a variety of different types of spaces - tents, temporary shelters, plastic sheeting, shade of trees, places of worship, people’s homes, and so on families and communities expect formal education to take place in classrooms that have been designed for safety and comfort.

## 4.9 Socio-Economic Factors on Access and Equity to Education

The study sought to determine the influence of socio-economic factors on access and equity to education in Eldoret West. The study responses were as in table 4.5.

## Table 4.5: Socio-Economic Factors on Access and Equity to Education

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements |  | SD | D | U | A | SA | Total | Mean |
| Farming activities determine access to secondary school education | F | 0 | 0 | 9 | 22 | 53 | 84 | 4.52 |
| % | 0 | 0 | 10.8 | 26.6 | 62.6 | 100 | 90.4 |
| Business activities determine access to secondary school education | F | 0 | 0 | 9 | 22 | 53 | 84 | 4.51 |
| % | 0 | 0 | 10.8 | 26.6 | 62.6 | 100 | 90.2 |
| Educational resources determine access to secondary school education | F | 0 | 0 | 9 | 25 | 50 | 84 | 4.48 |
| % | 0 | 0 | 10.8 | 29.5 | 59.7 | 100 | 89.6 |
| Family number of students determines access to secondary school education | F | 0 | 2 | 7 | 71 | 36 | 84 | 4.28 |
| % | 0 | 2.9 | 8.6 | 84 | 42.4 | 100 | 85.6 |
| Religion determine access to secondary school education | F | 0 | 0 | 10 | 28 | 45 | 84 | 4.42 |
| % | 0 | 0 | 12.2 | 33.8 | 54 | 100 | 88.4 |

The study results on the influence of socio-economic factors on level of access and equity to education indicated that 90.4% (mean=4.52) were of the opinion that business activities determine access to secondary school education, 90.2% (mean=4.51) were of the opinion that parents in their school have high income, 89.6% (mean = 4.48) were of the opinion that educational resources determine access to secondary school education, 85.6% (mean = 4.28) were of the opinion that family number of students determines access to secondary school education while 88.4% (mean=4.42) were of the opinion that religion determine access to secondary school education.

The study results revealed that majority of the respondents were of the opinion that farming activities determine access to secondary school education. This implies that farming activities enable the parents/guardians to generate income to pay for their students in school. These findings were supported by Sean (2013) who presented in his comprehensive study how students from families with high income are having best performance than those from low income families. He posited that the impact of the parents’ income can be shown in the early timing of the students’ learning. He maintained that parents of higher income take their students to school earlier than their lower income counterparts. They can afford to take their students through school learning and this have greater impact in their later educational outcomes since it provides them with the required cognitive and social development. This is unlike their low income counterparts who do not afford preschool learning for their students and prefer having their students commence learning from class one (grade one) onwards.

From the interviewees conducted it was evident that

*High rates of poverty have made poor households either not to enroll their students in the school or fail to sustain an uninterrupted participation of those who are enrolled due to inability to meet various requirements. This has resulted in adequate provision of learning facilities to the enrolled, poor quality education and high dropout rates among the poor. At home, the student might not have appropriate facilities and resources to enable them carry on with school work.*

In some homes of the poor, there might be no table and chairs that can be used for reading, which lighting for night studies is either of very poor quality or non-existent. Thus the family environment is not conducive to learning. Eventually, the student becomes too frustrated to continue schooling under these hardships. The cost of living is rising rapidly for all families in Kenya; poor rural families that have always lived on the farm find it even more difficult to cope with the financial demands of the modern economy. It has therefore become necessary for such families to diversify their economic base for the aged and illiterate parents, their students are a great asset.

## 4.10 Government Support Mechanisms on Access and Equity to Education

The study sought to examine the influence of government support mechanisms on level of access and equity to education in Eldoret West. The study results were as shown in table 4.6.

## Table 4.6: Government Support Mechanisms on Access and Equity to Education

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements |  | SD | D | U | A | SA | Total | Mean |
| There are clear guidelines on government support mechanisms from MOE | F | 4 | 7 | 13 | 36 | 24 | 84 | 4 |
| % | 5 | 8.6 | 15.8 | 42.4 | 28.1 | 100 | 80 |
| There is professional guidance and training on policy in secondary schools | F | 4 | 10 | 13 | 51 | 7 | 84 | 3.55 |
| % | 4.3 | 12.2 | 15.1 | 60.4 | 7.9 | 100 | 71 |
| Donors buy and supply learning material in secondary schools | F | 4 | 10 | 13 | 51 | 7 | 84 | 3.55 |
| % | 4.3 | 12.2 | 15.1 | 60.4 | 7.9 | 100 | 71 |
| There are funds provided by government for expansion to cater for high enrolment | F | 0 | 0 | 7 | 29 | 48 | 84 | 4.28 |
| % | 0 | 0 | 8.6 | 34.5 | 56.8 | 100 | 85.6 |

The study results on the influence of government support mechanisms on level of access and equity to education revealed that 80.0% (mean=4.00) were of the opinion that there are clear guidelines on government support mechanisms from MOE, 71.0% (mean=3.55) were of the opinion that there is professional guidance and training on policy in secondary schools, 71.0% (mean=3.55) were of the opinion that Donors buy and supply learning material in secondary schools, while 85.6% (mean=4.28) were of the opinion that there are funds provided by government for expansion to cater for high enrolment.

The study results revealed that majority of the respondents were of the view there are funds provided by government for expansion to cater for high enrolment. This implies that the lack of enough funding has led to shortage of basic learning resources and teaching staff, students’ agitation and administrative weaknesses. The effect of the inadequate financing on delivery of services at the schools is questionable quality of graduates.

These findings are in line with findings by Cheboi (2016) observed that poor funding of schools create shortage of facilities which then affect the quality of higher education. He further observed that poor recreation facilities affected quality of higher education. The results of the interviewees showed that the Government of Kenya education policy makers and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed, that limited funds allocated to the sector have maximum influence and that costs improvement measures are adopted and implemented. Access and equity in the secondary education sector in Kenya is illustrated by a number of constraining factors namely affordability (cost), distance to school, adequacy of schools, household sizes, household income, curriculum, peer influence, parental education, among others.

The government has continued to address the challenges that result from recruiting, selecting and supporting students across a broader spectrum of the age cohort, paying particular attention to students from under-represented groups. This growing diversity obliges schools to confront face new challenges to insure that most (if not all) of these new students persist to complete their program of study. The public concern with equity reflects the growing expectation that schools must assume a larger role in civil society that reaches beyond the institution itself.

## 4.11 Correlational Analysis

The study sought to establish the relationship between the study variables. The study results on the relationship between determinants and access and equity to education were as presented in table 4.7.

## Table 4.7: Relationship between Study Variables

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Correlations | | | | | | |
|  | | Socio-economic factors | Educational resources | Government support mechanisms | Gross enrolment rates | Access and equity to education |
| Socio-economic factors | Pearson Correlation | 1 |  |  |  |  |
| Sig. (2-tailed) |  |  |  |  |  |
| Educational resources | Pearson Correlation | .580\*\* | 1 |  |  |  |
| Sig. (2-tailed) | 0.000 |  |  |  |  |
| Government support mechanisms | Pearson Correlation | 0.407 | 0.104 | 1 |  |  |
| Sig. (2-tailed) | 0.642 | 0.306 |  |  |  |
| Gross enrolment rates | Pearson Correlation | .697 | .853 | .533 | 1 |  |
| Sig. (2-tailed) | 0.201 | 0.190 | 0.302 |  |  |
| Access and equity to education | Pearson Correlation | .679\*\* | .618\*\* | .413\*\* | .579\*\* | 1 |
| Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | 0.000 |  |
|  | N | 46 | 46 | 46 | 46 | 46 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | | | | |

The study results indicated that there was a significant relationship between socio-economic factors and educational resources (r=0.580, p=0.000). Pearson correlation coefficient of 0.580 showed a moderate positive correlation between socio-economic factors and educational resources. There was a significant relationship between socio-economic factors on access and equity to education (r=0.679, p=0.000). Pearson correlation coefficient of 0.679 showed a strong positive correlation between socio-economic factors and access and equity to education.

There was a significant relationship between educational resources on access and equity to education (r=0.618, p=0.000). Pearson correlation coefficient of 0.618 showed a strong positive correlation between educational resources on access and equity to education. There was a significant relationship between government support mechanisms on access and equity to education (r=0.413, p=0.000). Pearson correlation coefficient of 0.413 showed a weak positive correlation between government support mechanisms on access and equity to education and that there was a significant relationship between gross enrolment rates on access and equity to education (r=0.579, p=0.000). Pearson correlation coefficient of 0.618 showed a strong positive correlation between gross enrolment rates on access and equity to education.

## 4.12 Inferential Statistics

The study performed ANOVA and regression analysis to estimate the relationships between the study variables. The study results were as tabulated in table 4.8 and table 4.9.

## Table 4.8: ANOVA Model

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Model Summary** | | | | | | |
| **Model** | R | R Square | Adjusted R Square | Std. Error of the Estimate | F | Sig. |
| **1** | .936a | 0.877 | 0.868 | 0.0868 | 99.676 | 0.000b |

The ANOVA model indicated the simple correlation was 0.936 which indicates a degree of correlation. The total variation in level of access and equity to education was 87.7% explained by determinants (R Square = 0.877).

The study results further revealed that the ANOVA model predicted level of access and equity to education significantly well (p=0.000b). This indicated the statistical significance of the regression model that was run and that overall the regression model statistically significantly predicted the level of access and equity to education (i.e., it was a good fit for the data).

## Table 4.9: Relationship between Determinants and Access and Equity to Education

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Coefficientsa | | | | | |
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| (Constant) | 0.369 | 0.224 |  | 1.648 | 0.105 |
| Socio-economic factors | 0.263 | 0.024 | 0.534 | 10.744 | 0.005 |
| Educational resources | 0.170 | 0.026 | 0.319 | 6.604 | 0.001 |
| Government support mechanisms | 0.231 | 0.024 | 0.476 | 9.876 | 0.011 |
| Gross enrolment rates | 0.248 | 0.026 | 0.485 | 9.737 | 0.002 |
| a. Dependent Variable: Access and equity to education | | | | | |

The regression equation generated for the study was as follows.

Y (Access and equity to education) = 0.369 (Constant) + 0.534 (Socio-economic factors) + 0.319 (Educational resources) + 0.476 (Government support mechanisms) + 0.485 (Gross enrolment rates) + 0.224 (Std Error).

From the regression equation, socio-economic factors were the most important variable to level of access and equity to education contributing 53.4 percent to access and equity to education followed by gross enrolment rates with 48.5 per cent. Educational resources and government support mechanisms contributed 47.6% and 31.9% to level of access and equity to education respectively.

The regression equation further revealed that there was a significant relationship between gross enrolment rates and access and equity to subsidized secondary education (p=0.005); there was a significant relationship between educational resources and access and equity to subsidized secondary education (p=0.001); there was a significant relationship between socio-economic factors and access and equity to subsidized secondary education (p=0.011) and that there was a significant relationship between government support mechanisms and access and equity to subsidized secondary education (p=0.002).

# CHAPTER FIVE

# SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

## 5.0 Introduction

This chapter presents the summary of the main findings, conclusions and recommendations. The purpose of the study was to assess the determinants of access and equity to secondary school education in Eldoret West, Uasin Gishu County, Kenya. The study was guided by the following research objectives; to determine the effect of socio-economic factors on access and equity to secondary school education in Kenya, to establish the effect of educational resources on access and equity to secondary school education in Kenya, to investigate the influence of gross enrolment rates on access and equity to secondary school education in Kenya, to determine the level of government support mechanisms on access and equity to secondary school education in Kenya.

## 5.1 Summary of Findings

The study results on the gross enrolment rates on access and equity to education revealed that 90.4% (mean=4.52) were of the view that level of access and equity to education hit the target, 89.8% (mean=4.49) were of the view that enrolment levels set by the ministry were realistic and achievable, 90.4% (mean=4.52) were of the view that the school realized significant increase in enrolment levels whereas 85.6% (mean=4.28) were of the view that there was an improved access and equity to education in the year. The study results on the gross enrolment rates on access and equity to education revealed that there was a substantial increase in learners’ enrollments and completion of basic education was particular identified among students from the poorest quartile. However, increased access and equity of learners to complete the basic education cycle is likely to be at the expense of other basic needs of households.

The study findings revealed that 76.0% (mean=3.80) were of the view that there are inadequate facilities in the school to accommodate all students, 75.8% (mean=3.79) were of the view that The quality and adequacy of resources affect the quality of education hence student retention, 80.8% (mean=4.04) were of the view that the school experience difficulties maintaining educational standards due to limited educational resources, 78.6% (mean=3.93) were of the view that overcrowded classrooms due to increased number of students are common issue in most schools, 82.6% (mean=4.18) were of the view that the rapid expansion of school education has strained the existing facilities and adversely affected the quality of learning. The study findings on the effect of educational resources on access and equity to secondary education revealed that that majority of the respondents were of the view that the rapid expansion of school education has strained the existing facilities and adversely affected the quality of learning. This implies secondary schools do not have satisfactory number and quality of computers for effective teaching and learning and that lack of enough physical facilities such as lecture rooms, computers, laboratories and laboratory and workshop equipment negatively affected the quality of teaching and learning in secondary schools.

The study results on the influence of socio-economic factors on level of access and equity to education indicated that 90.4% (mean=4.52) were of the opinion that business activities determine access to secondary school education, 90.2% (mean=4.51) were of the opinion that parents in their school have high income, 89.6% (mean = 4.48) were of the opinion that educational resources determine access to secondary school education, 85.6% (mean = 4.28) were of the opinion that family number of students determines access to secondary school education while 88.4% (mean=4.42) were of the opinion that religion determine access to secondary school education. The study results on the influence of socio-economic factors on level of access and equity to education indicated that majority of the respondents were of the opinion that farming activities determine access to secondary school education. This implies that farming activities enable the parents/guardians to generate income to pay for their students in school. High rates of poverty at socio-economic factors have made poor households either not to enroll their students in the university or fail to sustain an uninterrupted participation of those who are enrolled due to inability to meet various requirements. This has resulted in adequate provision of learning facilities to the enrolled, poor quality education and high dropout rates among the poor. At home, the student might not have appropriate facilities and resources to enable them carry on with school work.

The study results on the influence of government support mechanisms on level of access and equity to education revealed that 80.0% (mean=4.00) were of the opinion that there are clear guidelines on government support mechanisms from MOE, 71.0% (mean=3.55) were of the opinion that there is professional guidance and training on policy in secondary schools, 71.0% (mean=3.55) were of the opinion that Donors buy and supply learning material in secondary schools, while 85.6% (mean=4.28) were of the opinion that there are funds provided by government for expansion to cater for high enrolment. The study results on the influence of government support mechanisms on level of access and equity to education revealed that that majority of the respondents were of the view there are funds provided by government for expansion to cater for high enrolment. This implies that the lack of enough funding has led to shortage of basic learning resources and teaching staff, students’ agitation and administrative weaknesses. The effect of the inadequate financing on delivery of services at the schools is questionable quality of graduates.

## 5.2 Conclusions

Based on the findings of the study as summarized above, it can be concluded that subsidized secondary school education is a worthy initiative as it enhances access to education despite the most challenges. The study established that more students were able to attend schools as a result of subsidized secondary education and this contributes to equity in secondary education.

From the findings it was noted that subsidized secondary education stretched school resources too thin, in that, there was a deficiency in school resources and utilities. For example findings on classrooms required indicated a general deficit of classrooms in school and on latrines most of the schools had not met the ministry of education guidelines.

From the second objectives that infrastructure impact of smooth running of subsidized secondary school, the study concludes that some such as Class rooms, Laboratories, Desks, chairs, lockers, Toilet, Playing ground, text books and laboratory equipment are not adequate creating a challenge in the implementation of subsidized secondary education. Technology was also shown to be very low in secondly schools. Lack of computer was a challenge in running of subsidized secondary education.

Moreover, household level such as the type of crop farming, for instance those with cash crops their children were attending school without fail and they also support the introduction of subsidized secondary education, thus the study concludes that the type of housed level has greater influence on smooth running of subsidized primary school

## 5.3 Recommendations

Based on the analysis of the study, the researcher wishes to make the following recommendations;

1. The government should allocate enough funds in time and resources to schools to ensure that subsidized secondary school education runs smoothly without compromising quality of education.
2. The researcher recommends that the government should build more schools and employ more teachers to accommodate all those qualifying for secondary education from the primary schools. Due to lack of enough teachers most teachers were teaching most lessons per week which was compromising their effectiveness.
3. Head teachers should involve the community around them to aid in school development programmes and thesis. The schools should also initiate income generating thesis to subsidize government funding.
4. The government should organize more capacity building programmes for both head teachers and teachers to equip them with adequate skills and abilities to handle the emerging issues with the implementation of Subsidized Secondary education.

## 5.4 Suggestion for Further Studies

The researcher wishes further studies to be conducted in the following areas

1. A study should be conducted on the strategies being employed by school administrators to cope with the challenges faced in implementation of subsidized secondary education.
2. A study on the effects of subsidized secondary education on academic performance of students in the Sub-County and the rest of the country
3. Similar study to be conducted in a different Sub-County

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# APPENDICES

# APPENDIX 1: INTRODUCTORY LETTER

David Kibet Biwot

Moi University,

P.O Box 3900, Eldoret

3rd, June, 2014

**Dear Participant,**

**RE: INFORMED CONSENT LETTER**

My name is **David Kibet Biwot, EDU/PGPS/48/09,** a post graduate student pursuing a Masters of Philosophy Degree programme in the Department of Educational Management and Policy Studies, Moi University. I am currently conducting research on

“***Determinant of Access and Equity to Subsidized Public Secondary Education in Eldoret West, Uasin-Gishu County”***

I kindly request you to participate in this study. Your response to the items in the questionnaire is treated with utmost confidentiality, and will not be used for any other purposes except this study. You are free to withdraw from this study at any time you deem fit. You may also request the researcher to inform you about the findings of this study.

Thank you very much for accepting to participate in this study..

Yours sincerely,

**David Kibet Biwot**

# APPENDIX II: QUESTIONAIRE

Do not indicate your name on the questionnaire. It is important that all the questions have a response.

Please note that all your views will be treated with confidence.

1. What is your age?

Below 30 years [ ]

31-40 [ ]

41-50 [ ]

51-60 [ ]

1. What is your gender? Male [ ] Female [ ]
2. Highest level of professional qualification

Diploma [ ]

Degree [ ]

Master [ ]

Doctorate [ ]

1. How most years of experience in the profession?

Below 5years [ ]

5-10 years [ ]

11-20 years [ ]

Over 20 years [ ]

**PART B: SPECIFIC OBJECTIVES**

**Gross Enrolment Rates**

Please respond by ticking the appropriate box to signify your view of the statements provided; Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements | SD | D | U | A | SA |
| Level of access and equity to education hit the target |  |  |  |  |  |
| Enrolment levels set by the ministry were realistic and achievable |  |  |  |  |  |
| The university realized significant increase in enrolment levels |  |  |  |  |  |
| There was an improved access and equity to education in the year |  |  |  |  |  |

**Educational Resources**

Please respond by ticking the appropriate box to signify your view of the statements provided; Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements | SD | D | U | A | SA |
| There are inadequate facilities in the school to accommodate all students |  |  |  |  |  |
| The quality and adequacy of resources affect the quality of education hence student retention |  |  |  |  |  |
| The school experience difficulties maintaining educational standards due to limited educational resources |  |  |  |  |  |
| Overcrowded classrooms due to increased number of students are common issue in most schools |  |  |  |  |  |
| The rapid expansion of school education has strained the existing facilities and adversely affected the quality of learning |  |  |  |  |  |

**Socio-Economic Factors**

Please respond by ticking the appropriate box to signify your view of the statements provided; Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements | SD | D | U | A | SA |
| Farming activities determine access to secondary school education |  |  |  |  |  |
| Business activities determine access to secondary school education |  |  |  |  |  |
| Educational resources determine access to secondary school education |  |  |  |  |  |
| Family number of students determines access to secondary school education |  |  |  |  |  |
| Religion determine access to secondary school education |  |  |  |  |  |

**Government Support Mechanisms**

Please respond by ticking the appropriate box to signify your view of the statements provided; Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements | SD | D | U | A | SA |
| There are clear guidelines on government support mechanisms from MOE |  |  |  |  |  |
| There is professional guidance and training on policy in secondary schools |  |  |  |  |  |
| Donors buy and supply learning material in secondary schools |  |  |  |  |  |
| There are funds provided by government for expansion to cater for high enrolment |  |  |  |  |  |

# APPENDIX III: INTERVIEW SCHEDULE

1. What is the effect of gross enrolment rates on access and equity of subsidized secondary education in public secondary schools?

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1. To what extent do educational resources affect access and equity of subsidized secondary education in public secondary schools?

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. How do socio-economic factors of households affect access and equity of subsidized secondary education in public secondary schools?

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. What is effect of government support mechanisms on access and equity to subsidized secondary education in public secondary schools?

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# APPENDIX IV: MAP OF STUDY AREA

