



**UNIVERSITY OF NAIROBI**

**SUBSIDIZED DAY SECONDARY EDUCATION IN KENYA:  
A REVIEW OF ITS IMPLEMENTATION IN SELECTED DAY SCHOOLS IN  
NAIROBI CITY COUNTY**

**BY**

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## DECLARATION

This research project is my original work and has not submitted elsewhere for examination, award of degree or publication in any other university.

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The submission of this project for examinations is with my approval as the research supervisor.

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## **DEDICATION**

I dedicate this work to my husband and my beloved children for their moral support and encouragement.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

CDF: Constituency Development Fund

ERSWC: Economic Recovery Strategy for Wealth and Employment Creation

FPE: Free Primary Education

K.C.P.E: Kenya Certificate of Primary Education

K.C.S.E: Kenya Certificate of Secondary Education

KESSP: Kenya Education Sector Support Program

KIPPRA: Kenya Institute for Public Policy and Analysis

KNEC: Kenya National Examination Council

MOE: Ministry of Education

MOEST: Ministry of Education Science and Technology

SSE: Subsidized Secondary Education

TIQUET: Totally Integrated Quality Education and Training

## **ABSTRACT**

The study was carried out in Makadara District with the aim to investigate the implementation of subsidized secondary education policy. The study objectives were to examine the perceptions of students and teachers to subsidized secondary education and resources in selected day secondary schools in Nairobi City County. The second objective was to determine the adequacy of resources available for effective implementation of subsidized secondary education, to identify factors hindering the implementation of subsidized day secondary education and finally the last one was to establish measures that can improve the implementation of subsidized secondary education. The study design used was a survey in which sampling targeted four schools with a sample size of 100 participants comprising 80 students, 16 senior teachers, and 4 head teachers. The study employed systematic random sampling in order to allow generalization of the data to a larger population. The research tools used in the study included questionnaires for students and interview guide for the senior teachers and principals. After coding the collected data, the study used the SPSS programme to analyse data into frequencies and percentages before tabulation. The analyses revealed that 46.6% of the students had experienced improvement in the acquisition of skills and quality education. Specifically, 53.3% of students and 60% of teachers credited the subsidized day secondary education programme for ensuring that adequate textbooks are available. There was improved class performance for the students during third term in 2012 and the first 2 terms in 2013. The percentage of students in positions 21 and above dropped from 35% in third term of 2012 to 20% in second term of 2013. This study identified barriers to the implementation of subsidized secondary education as lack of teaching skills, feeding programmes and lack of penalties to curb misuse of textbooks. Students reported that they walked long distances to school and 53.3% of them lacked modern laboratory equipment in their schools. These findings also revealed unpredictable growing number of students joining the programme and delays in the disbursement of government funds. Both the teachers and students perceived subsidized day secondary education as having a positive contribution. The recommendations were that government should put in place suitable measures to ensure timely disbursement of funds and efficient utilization of the funds and that schools should stop charging extra levies to decrease the number of dropouts.

## CHAPTER ONE INTRODUCTION

### 1.0 Background of the study

Basic education covers a whole range of educational activities that aim to meet basic learning needs. According to the United Nations Educational Scientific and Cultural Organisation (UNESCO, 2013), basic education comprises primary education and secondary education. In developing countries, basic education often includes also pre-primary education and/or adult literacy programs. UNESCO has advocated the prioritization of universal basic education for developing countries. In addition, through Millennium Development Goals (MDGs), the United Nations Development Programme (UNDP) has continued to lead countries in achieving goal 4: universal basic education (United Nations, 2015).

Kenya is a signatory to international commitments and conventions related to education such as Education for All (EFA) (UNESCO, 2008) , Dakar Framework of Action (World Education Forum, 2000) , United Nations Literacy Decade (UNLD) (UNESCO, 2009), and Convention on the Rights of the Child (CRC,1990) .After attaining independence from the colonial master in 1963 education in Kenya was guided by several regulations including the Sessional Paper No. 10 of 1965 (Government of Kenya) , Education Act (1968) and Sessional- Paper No. 6 of 1988 on Education and Manpower Training for the Next Decade and beyond (Kamunge *et al.*, 1988). In addition, the current policy framework which guides operations in the education sector was thus informed by the works of several earlier commissions, working groups, task forces and the report of the task force on the education sector realignment to the Constitution, 2010 and Vision 2030 (Government of Kenya, 2012a). These reports aimed to achieve economic self-determination, expansion of education, realization of quality education industrial development, re-alignment of the education sector to the Kenyan constitution and vision 2030 (Ominde, *et al.*, 1964; Gachathi, *et al.*, 1976; Mackay, *et al.*, 1981; Kamunge, *et al.*, 1988; Koech, *et al.*, 2000; Government of Kenya, 2012b). The long-term objective of the proposed recommendations was thus to provide training and basic quality education that includes 2 years of pre-primary, 8 years of primary and 4 years of secondary education (Ministry of Education Science and Technology, 2015).

Kenya's Vision 2030 which aims to transform Kenya into a newly industrialized country by the year 2030 (Government of Kenya, 2007) has three pillars namely the economic, the social and the political. The policies of the first and second pillars focus on an all-round adoption of

education as an implementation tool. Therefore, Vision 2030 thus underscores the importance of secondary education in laying a firm base for skills development at higher levels of education that include poverty reduction, innovation, technological adaptation, and enabling the country in attaining a competitive edge

In recent years, the Government of Kenya has implemented major reforms and innovations including Free Primary education (FPE) and Subsidized Day Secondary Education (SDSE). This has enabled Kenya in making significant progress towards the attainment of Millennium Development Goals (MDGs) and the Education for All (EFA). There has been a significantly worldwide increase in the importance of education mostly in developing countries with success in Universal Primary Education. The expansion of secondary education in Kenya resulted from concerted efforts by the government, development partners, and private providers supporting basic education. The introduction of Subsidized Day Secondary Education (SDSE) in 2008 aimed at enhancing the transition of students from primary to secondary schools, and maximizing their retention and completion rates. SDSE programme started with capitation per pupil of 10, 265.00 Kenyan shillings as tuition for day and boarding secondary schools. The Government further recommended that parents pay 18, 635.00 Kenyan shillings per student as the cost of boarding secondary education thus giving a total annual fee of 28, 892.00 Kenyan shillings for a boarding student including the Government's tuition subsidy of 10, 265.00 Kenyan shillings. In addition, parents were expected to pay charges for lunch (for day scholars only), uniform, caution money, personal effects, examination fees, and development projects. This was subject to the approval by members of the board, District Education Board (DEB) and Department of Education headquarters (Ministry of Education Science and Technology, 2015).

A review of the development of secondary education in Kenya showed the number of secondary schools increased from 2, 678 in 1990 to 3,999 (11.3% private) enrolling 0.870 million students in 2003 (Government of Kenya, 2012b). Approximately 1.03 million students (10% in private schools) received enrolment in 4, 215 (13% private) schools in 2006 and 1.7 million in 2010 (8% private). The number of secondary schools increased in 2008 from 6,566 schools to 7, 308 schools in the year 2010 against 27, 489 primary schools in the year 2010 having increased in 2008 from 26, 206 . After the introduction of SDSE, enrolment grew from 1.18 million students in 2007 (639, 393 boys and 540, 874 girls) to 1, 328, 964 (735, 680 boys and 593, 284 girls) in 2008 and further to 1, 701, 501 (914, 971 boys and 786, 530 girls) in

2010. The Ministry of Education Report on Education sector review and development (Republic of Kenya, 2008) The gross enrolment rate (GER) for secondary increased from 27.3 % (25.7% for girls and 28.8% for boys) in 1999 to 47.8 % (46.3 for girls and 50.9 for boys) in 2010. The net enrolment rate (NER) increased from 28.9 % (29.8 % for male and 27.9 % for female) in 2008 to 35.8 % (36.5% for boys and 35.1% for girls) in 2010 having increasingly upgraded from 13.7% (13.5 for male and 13.9 for female) in 1999. Over the same period, GER rose marginally from 26.8% in 1990 to 32% in 2010. The enrolment rate increased from 20.5% in 2005 to 33.1% in 2012 and the percentage of children transiting from primary to secondary school rose from 57.3% to 73.3% during the same period.

Although the expanding access to secondary education has been increasing, it remains low and challenging especially at the regional levels. In Kenya, at secondary schools, there is a much greater regional variation in attendance than at primary. County enrolment rate ranged from 5-10% in the northern region and some parts of the coastal region, to about 50% in Kiambu and Nairobi. In addition, the Government has reported a wider gender gap between boys and girls at secondary schools. The gender disparity index as at the year 2009 stood at 0.96% up from 0.75 in the year 1990. However, the gender parity index reduced to 0.86 in 2010. Majority of girls in the counties from North Eastern region of Kenya were likely to transit to secondary schools. In spite of the government's efforts to alleviate the many challenges facing secondary education, the cost of education in Kenya has continued to escalate over the years due to the rising cost of living. Many parents from low-income group are finding it difficult to sustain their children in secondary schools hence lowering the gains made in transition.

### **1.1 Statement of the problem**

Following success of the FPE programme that was introduced in 2003, the Kenyan government extended the same to the secondary schools to increase access to secondary school education in 2008. The implementation of SDSE in Kenya was a major step in expanding access to majority of students from poor backgrounds. The government offered subsidies towards funding of SDSE, but parents were to cater for other expenses. A number of challenges including management, administrative gaps and governance issues could also hinder the implementation of SDSE programme that include learning outcomes, service delivery, competence, performance levels and teacher management.. Additional challenges include; inadequate strategies for teacher development, ineffective and uncoordinated monitoring and evaluation of education outcomes and programmes, inequalities in schooling

provision, inadequate integration of ICT into the education system, and lack of adequate guidelines to address cross cutting issues that affect learning outcomes like hunger; poverty, conflict and emergencies. Very little has been done to address the issue of implementation of SDSE programme. This study therefore sought to review the implementation of SDSE in selected day public schools in Nairobi City County. This was useful in providing the needed information to strengthen the programme and meet the intended aim of expanding access to secondary education in Kenya in line with the Vision 2030 and education policies.

## **1.2 Research Questions**

1. What was the perception of students and teachers under selected day secondary schools on subsidized secondary education?
2. To what extent are available resources adequate for effective implementation of subsidized secondary?
3. Has SDSE affected the academic performance of students in day schools?
4. What challenges hinder implementation of subsidized secondary education?
5. Are there mitigation measures that can help improve the implementation of subsidized day secondary education?

## **1.3 Main objective of the study**

The main objective of the study was to conduct a review of the implementation of subsidized day secondary education in public secondary day schools in Kenya using the case study of Makadara district in Nairobi, City County.

### **1.3.1 Specific objectives**

1. To examine perceptions of students and teachers on subsidized day secondary education and resources in selected day secondary schools in Nairobi City County.
2. To describe the performance of schools in the subsidized day secondary education programme.
3. To determine the adequacy of resources available for effective implementation of subsidized day secondary education in Nairobi City County.
4. To identify factors hindering the implementation of subsidized day secondary education in Nairobi City County.
5. To establish measures that can improve the implementation of subsidized day secondary education.

#### **1.4 Significance of the study**

The central government is in charge of the quality of education, curriculum development, and payment of teachers' salaries. Expansion and maintenance of infrastructure falls under the county governments. The findings of this study will provide very useful information for both Nairobi City County government and the Central government. The central government through the Ministry of Education could use these findings in evaluating and strengthening access to basic education. The findings will support the central government's efforts in addressing the challenges constraining the sustenance of the programme including the need to raise the minimum allocation per student from the current Kshs 10, 265 per student. The government can equitably allocate the subsidized secondary education fund to schools on careful analysis of the impact made on education and poverty alleviation. It will also be able to come with suitable structures for ensuring institutional accountability.

For the Nairobi City County to increase accessibility to secondary education, policy makers need to develop evidence-based policies aimed at ensuring sustainable development of school infrastructure. This finding of the study stand to inform policies aimed at expanding infrastructure for basic education. Administrators could use this body of evidence to address weaknesses in the school management system and ensure utilization of resources in secondary schools is prudent. The evidence generated could sensitize parents on government support on SDSE and empower them in determining the amount of resources they need to make for effective implementation of the programme. By so doing, parents may have increased involvement in the management of schools. Finally, the study has contributed to the existing body of research in the area of subsidized secondary education in Kenya. Upcoming researchers will use the knowledge generated by the study for further research.

#### **1.5 The scope and limitations of the study**

The study specifically focused on the review of the implementation of SDSE using the case study of Makadara district in Nairobi, City County. The study was carried out in third term of the year 2012 to the second term of the year 2013. Makadara district was initially a division before being elevated to district status. Specifically, factors covered included the performance of schools in terms of student performance, the perception of teachers and students SDSE, resource levels, factors hindering SDSE and measures for mitigating them. The demographic characteristics of the students included; age, gender, students' class, distance from school, parental status, and occupation of parents or guardians.



Kenya has more over 7,308 secondary schools distributed in unique geographical, socio-economic, and cultural settings. Therefore, adequate review of the implementation of SDSE programme in the country required a significantly large sample of schools, teachers, and students. However, due to limited resources, only selected schools in Makadara district in Nairobi City County were covered.

### **1.6 Definition of Operational Terms**

**Gender:** refers to the ascribed meaning of either male or female.

**Students' perception:** awareness of the advantages of waiver of tuition fees by the government in public day secondary schools or awareness of the availability/existence of classrooms, labs, textbooks, and teachers.

**Students' performance:** refers to how students fair in their examinations.

**Free Secondary Education:** refers to the waiver of tuition fees by the government for the secondary school level.

**Subsidized secondary education:** a situation whereby children who have completed primary school get opportunities to receive secondary education without having to pay for tuition cost.

**Implementation:** refers to the realization of an application, or the execution of a plan, an idea, design specification, standard, model, algorithm, or policy.

## **CHAPTER TWO: A REVIEW OF RELATED LITERATURE**

### **2.0 Introduction**

This chapter reviewed literature related to effective implementation of subsidized day secondary education programme. The literature review covered historical perspective of Subsidized Secondary education, the availability of learning resources, challenges affecting the effective implementation of subsidized day secondary, and measures to improve implementation of SDSE.

### **2.1 Historical perspective of SDSE**

Governments in industrialised worlds' offered some education free (Stevens and Weave, 2003). In the United Kingdom, elementary education became compulsory in 1870 and by 1907, there was the introduction of very limited free secondary education. The British introduced universal free secondary education in 1944. Uganda introduced universal primary education in 1997 and experienced a 68% rise in overall enrolment rates from 3.4 million to 5.7 million in one year (Avenstrup, *et al.*, 2004). In 2007, Uganda became the first sub Saharan nation to start free universal secondary education (Asankha and Yamano, 2011). Under this programme, parents are required to pay boarding and medication costs. Similarly, the Nigerian government provides tuition free secondary education, yet parents are required to pay different forms of fees to cover the cost of running the system (UNESCO, 2007).

In Kenya, the increased demand for government personnel led to the clamour for SDSE immediately after independence (UNESCO, 2007). In 1971, the government had set up plans including free education to disadvantaged people living on Arid and semi-arid lands of Kenya. Since the introduction of free primary education (FPE), there has been a rapid increase in enrolment. The enrolment of primary school children increased dramatically, with 1.2 million additional pupils in 2003 alone. By the year 2004, the number of pupils had risen up to 7.2 million, out of which 84% were primary school age. Given that the children from poor households are less likely to join secondary schools, there are estimates that the transition rate extended to 60%. This suggested that six in every ten children who enrolled for primary school education in 2003 went on to enrol for secondary school education in 2007. Overall, the increase of enrolment in the secondary sector is dependent on the increase in pupils completing primary education (Lewin, 2005). With the increased enrolment in primary school

education, a great demand of secondary education emerged. This explains the rationale behind the offering of free day secondary education in Kenya.

## **2.2 The introduction of SDSE in Kenya**

Subsidized secondary school education in Kenya started at the beginning of 2008 because pupils who completed primary school risked receiving limited access to secondary school education. The main objective for SDSE was to ensure that all children who were academically qualified for secondary education receive an opportunity to pursue their education. Several factors including the MDG promise to achieve a 70% transition rate from primary to secondary by 2008 informed the policy on SDSE (MoEST, 2005a). In order to implement the policy on free secondary education, the government of Kenya customised a formula used in local school financial management in the United Kingdom government funding of education (Downes, 1988). In this formula, the allocation of funds to public secondary schools was as per the number of learners in the school at the rate of KES 10, 265 per student. While the parents were required to meet other requirements including the cost of lunch, uniform, transport, and boarding fees besides development of the schools. This was the government's strategy of ensuring that the education system addressed the challenges of regional special needs and gender disparities (Ohba, 2009).

The Kenya Education Sector Support Programme 2005-2010 which was the backbone policy framework for implementing SDSE, had a clear strategy on how to integrate secondary education as part of basic education (MoEST, 2005a). To address low transition rates, the strategy addressed the following thematic areas: i) the unit cost of secondary education; ii) the structure of tuition fees; iii) non-teaching staffing norms and wage guidelines; iv) essential versus luxurious needs in secondary education; and v) tuition fee waivers and their implementation challenges (Abid, 2007). However, the policy had assumptions that the infrastructure will be adequate to accommodate additional students that the government expenditure on education was sustainable and that the FPE programme was successful (IPAR, 2007). Kept up by these assumptions, the education sector budget substantially increased since the inception of SDSE (Republic of Kenya, 2012). The education sectors' public spending allocated colossal amounts of money which increased from KES 92.2, billion in 2005 to KES 169, billion in 2010 to meet the demands of policies on free education (Republic of Kenya, 2010; Orodho, *et al.*, 2013). Overall, the education sector accounted for 28% of the total public expenditure in 2005 but dropped marginally to 26% in 2010 (Republic of Kenya,

2013). Although efforts to devote more resources to education are justifiable, studies show a positive and significant correlation between indicators of quality and financial allocation (Oketch, and Ngware, 2012). However, evidence has revealed serious constraints affecting effective implementation of subsidised education in Kenya (Orodho, *et al.*, 2013).

## **2.3 Constraints to SDSE in Kenya**

### **2.3.1 Status of Infrastructure**

Generally, the need for adequate secondary schools to match primary schools emerged as a key factor constraining growth in secondary school enrolment. For instance, in 2003 Kenya had 3,661 public secondary schools compared to 18, 081 public primary schools. After the introduction of FPE, lack of infrastructure became a serious challenge to existing schools (USAID, 2008).

Lack of infrastructural facilities that cater for different needs of girls greatly affect learning in schools (James and Gerretson, 2012). With the current government funding approach, densely populated schools receive more funds compared to less populated schools irrespective of status of their infrastructure. In addition, studies have shown that parents' actual contribution differ from one region to another (Republic of Kenya, 1999). Although, generally households cater for about 95% of school recurrent expenditure, parents are also expected to contribute to infrastructural development of schools. This arrangement exacerbates the problem of regional disparities in schools. The official parliamentary records in 2008 revealed that many children in urban slums and in arid and semi-arid lands and regions could not access secondary education due to inadequate classrooms and other facilities (Kenya National Assembly, 2008). From this report, it is very clear that there is a need to review the inadequate facilities affects the implementation of SDSE.

### **2.3.2 Shortage of teachers**

Teachers are essential for the education system and the attainment of the goals of Kenya Vision 2030. To the national government teachers remain an important national resource in the teaching/learning process and their training and utilization therefore requires critical consideration (MoEST, 2005). To improve the quality of education, schools need to have a low ratio of pupils to teachers (Huebler, 2008). In overcrowded classrooms with a high number of students per teacher, the quality of education ends up being poor. Under these

circumstances, teachers do not have adequate time to dedicate to the individual needs of each student.

According to the global monitoring report, acute shortage of teachers is common in many developing countries (UNESCO, 2008). In recent years, there has been a global concern about teacher shortages. Many countries experience severe shortages of teachers and an increasing gap between demand and supply of teachers needed to ensure effective teaching (Santiago, 2002). Teacher shortages remain a major concern to educational authorities, and policy makers. In Kenya, weaknesses in human resource planning contribute to distorted distribution and utilization of teachers. Most teachers have a preference of working in urban, peri-urban and high potential areas where social amenities are available (MoEST, 2005a), the lack of a proper framework for determining the demand for teachers exacerbates the problem of teacher shortages. The Teachers Service Commission (TSC) has been on record admitting the huge staffing challenge emanating from the rising number of children under the free education programme and the increasing number of new schools. For instance in 2011, the enrolment in primary schools stood at 7.8 million and 1.6 million in secondary schools yet the number of teachers remained at 182,323 and 58,869 for primary and secondary schools respectively. In 2016, there were approximately 8.1 million children in primary schools and 2.2 million in secondary schools, yet the teaching force stands at 211,809 and 75,717 for primary and secondary schools respectively. According to TSC, the current teacher deficit stands at 92,000. There were projections that this figure would increase to 95,352 by the end of 2016 and shoot up to 116,513 by 2019 (Teachers Service Commission of Kenya, 2015).

#### **2.4 Secondary school completion rates in Kenya**

Acquisition of secondary Education contributes to increased individual earnings and economic growth in many countries. However, a 2012 taskforce report on the re-alignment of the education sector to the Constitution of Kenya uncovered various challenges and gaps in the Kenyan system. First, the gross enrolment rates in primary schools remained above 100 per cent, while the net enrolment rates had grown to almost 90 per cent. Although the number of children completing Class 8 rose to over 800,000, (Kenya Economic Survey, 2009) revealed that approximately 30 per cent of primary school pupils fail to transit to secondary schools. This means that about 250,000 Kenya Certificate of Primary Education (KCPE) exam candidates fail to join secondary schools annually. The 70 per cent who proceed to secondary education end up failing in the Kenya Certificate of Secondary Education (KSCE). On

average, 60 per cent (approximately 200,000 students) of students who sit for KCSE end up scoring below 49 per cent (C-), thus reducing their chance of acquiring university education

## **2.5 Impact of the Subsidized Secondary Education on enrolment rates in Makadara District**

Through the CDF fund, Free Primary Education (FPE) and the affordable day secondary education dubbed the Subsidized Secondary Education programmes the Kenyan government spends billions on education of all Kenyans irrespective of their gender, age, and creed, social or political affiliations.

The impact of the Subsidized Secondary Education fund cuts across the whole country, with the rates of development varying from region to region. In particular, the Makadara District Subsidized Secondary Education fund has helped enhance access to education at the secondary school levels, with realization of increased rates of retention and transition and reducing dropout rates. The massive sensitization programmes to the citizens in the district by the various non-governmental organizations has also helped elevate the level of awareness. Children from poor families have been able to access education, pay fees including mock and continuous assessment fees through the Subsidized Secondary Education fund. Secondary schools in the district have been able to receive funding from the government through the SSE based on the levels of enrolment. This led to a surge in the enrolment rates causing pressure on the existing resources in schools including classrooms, laboratories, fields, and even the teaching force.

Mmbaka (2008) carried out a study on ‘Community and school based factors towards access and equity in secondary school education’. The study findings indicated that 40.3% of the students lack funds although, there are challenges today, the scenario has since then changed. Therefore, it will be of interest to find out how Subsidized Secondary Education has influenced secondary school enrolment and specifically completion rates in the sprawling Eastland’s area, which produces the bulk of the students in Makadara District.

## **2.6 summary of literature reviewed**

In view of the mentioned literature, it is evident and almost obvious that in order to enhance access to, retention and transition rate, huge capital investments must be made in the education of Kenyan citizens. That is if the Kenyan government totally commits itself to giving free compulsory quality education to all the students in secondary schools.

In the interim guidelines on the implementation of subsidized secondary education, the permanent secretary ministry of education noted that parents will continue to meet the following costs of education; school uniform, boarding related costs, lunch for day scholars, expansion projects and clearing fee balances for previous years ( MOE/H/9/144.5). Researchers also agree that the effects of socio cultural, economic and school based factors on a child's access and retention require more investigation.

From this literature review, it is quite evident that a variety of constraints to the effective implementation of subsidized secondary education will predetermine access to education. The study will therefore identify the extent to which subsidized secondary education is effectively implemented to provide educational opportunities in the education level. It is expected that suitable methods and techniques be identified in order to come up with suitable strategies that will ensure that subsidized secondary education is effectively used in secondary school education.

## **2.7 Theoretical Framework.**

Social Capital Theory, Community Participation Theory, and the Equality of Educational Opportunity Framework guided this study

Social Capital Theory can be defined as the social resources that exist in the relationships between individuals and groups wherein such resources can be accessed and used to reach individuals or collective goals.[Bourdieu; Coleman 1988;Lin1999;Putman 1993, 2000] Coleman [1988] saw Social Capital as essentially residing in the social structure of relationships among people. Coleman saw Social Capital as a public good where the actions of individuals benefit the whole. As such Coleman conceptualised Social Capital as a collective asset of the group made little provision for inequality that results or causes differential power status.. In schools, students get an opportunity to escape from the limitations of the social group and being exposed to a broader environment. Social capital involves particular forms of social interaction and community life, the interaction between educational institutions with citizens both individually and collectively, and the potential re-shaping of these institutions to meet collective needs. The three key aspects of social capital are obligations and expectations (which depend on the trustworthiness of the social environment), the information-flow capability of the social structure, and the presence of norms accompanied by sanctions. Social capital includes access to institutional resources (Bourdieu 1986) and norms(Singh and Dika,

2002). Stanton-Salazar and Dornbusch studied educational attainment and social capital considering students' own social networks and their "bridging" access to information-related support (Stanton-Salazar and Dornbusch, 1995). Social capital seems to be closely associated with educational outcomes. (Baron, Field and Schuller 2000) linked social capital with an individual's education achievements (grades point, grade retention, dropout rate, enrolment in secondary schools etc) The current study thus sought to find out how the students characteristics and availability of resources influence the implementation of SDSE in Nairobi City County.

The theory of Community Participation is premised on the fact that while responding to the limitations of highly centralized state, the stakeholders introduce various forms of community involvement into educational affairs with relatively varying powers (Bray, 2000). Division of labour in a partnership vary. For example, governments provide for the teachers whereas the communities build infrastructure for schools. Increased stakeholder involvement greatly enhances the operations in the education sector (Colletta and Perkins, 1995). This arrangement thus helps in increasing the quality and relevance of education, mobilize additional resources, build consensus improve ownership and build consensus, reach remote disadvantaged groups and also build institutional capacity. Stakeholder participation is therefore vital for effective implementation of SDSE as all stakeholders are actively involved in the decision making processes in school and education development. Parents have the chance to directly participate in their children's learning.

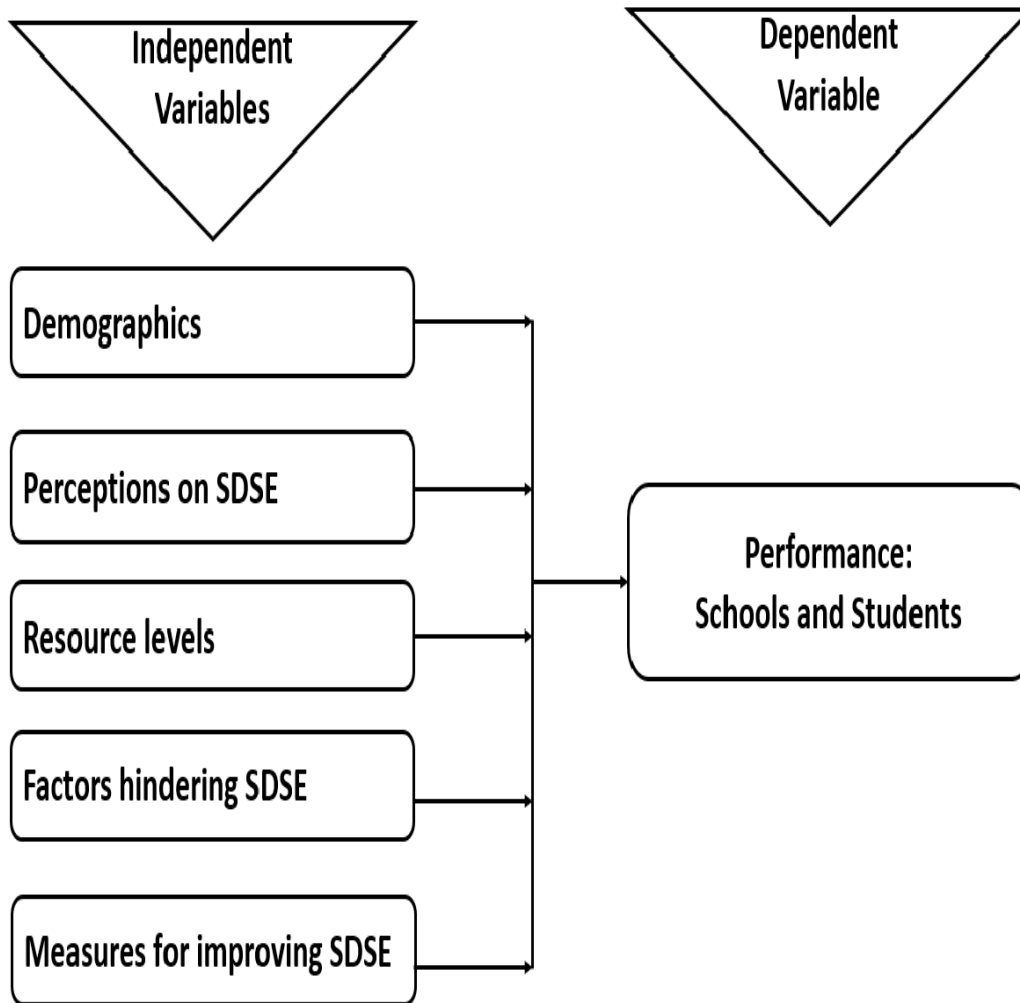
The Equality of Educational Opportunity framework emphasizes equal rights to education irrespective of sex, ethnic, socio economic, origins and levels of education (Chinapah, 1984). Children need equal opportunities and treatment in school in terms of teacher learner relations, interactions, and access to available resources within the school environment. The theory identifies school inputs as teacher education, training and stability, class size in terms of student teacher ratio, adequacy of teaching materials and resources as well as school administration as vital factors in access and retention of students in school. These provide a level playing ground for academic achievement irrespective of their backgrounds. Therefore, aspects of SDSE including the provision of equal opportunities to all the children in order to enhance access, retention rate and transition rate can be guided by this theory.



## **2.8 Conceptual Framework**

According to Orodho, a conceptual framework can be said to be model of presentation whereby the researcher represents or conceptualizes the relationships between variables in the study and shows the relationships graphically or diagrammatically (Orodho, 2009). The study developed the conceptual framework from the literature review and the research objectives (**Figure 1**). The independent variables included the demographics, both students' and teachers' perceptions on SDSE, resource levels, factors hindering SDSE and measures for improving SDSE. The dependent variable was performance of schools or students at the school level.

The demographics included gender, parental occupation/income, class, age and educational level of the parents. These determine the performance of secondary school students from disadvantaged households and access and retention of students in secondary schools. The conceptual framework set out the interrelationships between student characteristics, school characteristics, and performance levels of students that influence implementation of the subsidized secondary education. The framework identifies school characteristics like availability of adequate infrastructure and adequacy of teachers, teaching materials and resources. The quality of learning and teaching also depends on availability of instructional resources and materials and the school administration. These were vital factors in enhancing access and retention of students in school.



**Figure 1:** A conceptual framework illustrating the relationship between dependent and independent variables

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter presents the research methods, which include research design, study site, units of observation and analysis, sampling procedures and data collection and analysis.

### **3.1 Research design**

Orodho (2004) defines a research design as a scheme, outline or a plan that is used to generate answers to research problems. Kerlinger (1973) also comments that a design is a plan; structure and strategy of investigation which seeks to elicit answers to various research questions. The research design for this was descriptive survey. This being that descriptive survey is a kind of self-report, which can enable a researcher, obtain information that describes things the way they are. (Mugenda and Mugenda, 2003). The collection of information is through interviewing or administering a questionnaire to a sample of individuals (Mugenda and Mugenda, 2003). In order to establish the status of SDSE in Nairobi City County, the survey aimed at collecting opinions from Secondary students and teachers in day secondary schools on the implementation of subsidized day secondary education in Kenya using the case study of Makadara district in Nairobi City County.

The study sought to find out the implementation of SDSE by looking at variables such as performance of schools or students (dependent variable) and the students' demographic characteristics, students' perception of SDSE, factors hindering implementation of SDSE, and measures for improving SDSE (independent variables)

### **3.2 Study site**

The study site was in Makadara District located on the East of Nairobi City County. In 2008, the Government of Kenya elevated Makadara division into a district hence making it one of the eight districts that constitute Nairobi City County. Makadara district is a cosmopolitan district with 10 public secondary schools. It has a wide range of variation in terms of student catchment, majority of who are from the slums of Makongeni, Kaloleni, Mbotela, ofafa Kunguni, Mukuru Kwa Njenga among others. The study selected Makadara district for having a huge population of students who benefit from the subsidized secondary education kitty being that a majority come from disadvantaged households and therefore, more likely to give a vivid picture of the actual impact on education.

### **3.4 Unit of analysis**

According to Babbie, a unit of analysis stands as the object of attention in a study (Babbie, 2004). The determination of the unit of analysis depends on an interest in exploring or explaining a specific phenomenon. Therefore, the unit of analysis is what or who is to be analysed. A review of the implementation of subsidized day secondary education was the unit of analysis.

### **3.5 Unit of observation**

The target population of the study was public day secondary schools in Makadara district. The units of observation were individual students, class teachers, and head teachers. The study chose teachers and students because they are the main stakeholders and are knowledgeable about subsidized secondary education. The students directly feel the effects of increased or decreased funding. The teachers are the core curriculum implementers dealing directly with the students from the peri-urban slums in the area, thus able to identify challenges the students face at school.

### **3.6 Sample size and sampling procedures**

For descriptive studies, sample sizes of between 10%-30% of accessible population are adequate (Mugenda, & Mugenda, 2003). Given that the target population is heterogeneous due to the nature of schools in the district, the study used stratified random sampling to sample schools according to types using records from Makadara district education office. The study selected four schools representing about 25% of the total population. There were 325 students in the four schools. Taking a limit of 25% against accessible population of 325 students, the study used a desired sample size of 80 students.

The analysis calculated the sample size for students in the four schools using the  $K^{\text{th}}$  person of unit.

The formula  $K = \frac{\text{Total number of students}}{\text{Sample size}}$

$$K = \frac{325}{80} = 4$$

Therefore, systematic random sampling for students was conducted at every fourth student using form two and form four class registers as the sampling frame. From each register 20 respondents were selected from each school.

Using purposive sampling 20 teachers were selected .These included principals (n=4), senior teachers (n=16). This brought the sample size to 100 respondents.

### **3.7 Data collection**

Responses from the sampled respondents were collected using research tools that included questionnaires and key informant interviews. The questionnaires administered to students covered biographic data and the five sections based on the research objectives. The questionnaires had standardised open ended and closed ended questions. Data collection applied the closed ended questions since they are easy to analyse and administer, economical in terms of money and time, and they enable collection of large amounts of data. On the other hand, the open-ended questions were easy to formulate and thus helped in collecting more in depth responses from the students. Open-ended questions are easy and are the most natural way of expressing a question in every day conversation, giving the students freedom of expression.

The study used interview guides in data collection from the school principals and the senior teachers. Interview guides provide the ability to probe and clarify responses and non-verbal communication, flexibility and have a high response rate (McMillan and Schumacher, 2001). The interview guide for this study contained general questions on SDSE such as facilities, performance, shortages of teachers, challenges facing the smooth implementation of SDSE and remedial strategies.

The study collected information from secondary sources in order to complement the student questionnaire and the interview guide for the key informants. These techniques were suitable in allowing a more comprehensive view of the study, enabled the researcher to gain a more objective view of realities of the investigation, and detached observer from bias avoiding subjectivity. The researcher personally carried out observations of existing resources in the schools including classrooms, textbooks, fees payment registers before conducting statistical inferences.

### **3.8 Data Analysis**

The data analysis process involved using the SPSS (Statistical Package for Social Sciences) programme for MS windows for developing a codebook, frequency tables and drawing statistical inferences.

The researcher first itemized the questionnaires by numbering them. The SPSS programme prepared a codebook that had variable labels and values. After entering of the raw data into the codebook, each variable was analyzed using frequency tables, then presentation made using tables, pie charts and graphs. The computation of frequencies and percentages generated tabulations for the analysis. The analysis conducted statistical inferences using 0.05 confidence level. Data from interviews and secondary data paid particular attention to comments, ideas, and concerns from the participants.

## CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSION.

### 4.0 Introduction

This chapter presents data findings and analysis. These include findings of students' and teachers' perception of subsidized secondary education, findings on adequacy of resources available for effective implementation of subsidized secondary education; how SDSE has affected students' academic performance, the challenges that hinder the smooth implementation of subsidized secondary education and mitigation measures that can help improve the implementation of subsidised day secondary education. The researcher compiled their responses in frequencies, percentages and presented in cross tabulations, pie charts, and bar graphs.

Seventy-six out of the expected 100 respondents participated in the study. The response rate of the participants is in Table 4.1.

**Table 4.1** Response Rate

Category	Sampled	Responded	Response Rate (%)
Head teachers	4	2	50
Senior Teachers	16	14	88
Students	80	60	75
Total	100	76	76

### 4.1 Demographic characteristics of the students

The first objective of this study was to examine perceptions of students on subsidised day secondary education and resources in selected day secondary schools in Nairobi, City County. The characteristics of students were age, distance of home to school, parental status and occupation of parent / guardian..

Approximately 85.9% (51) of students who participated in the study were of the female gender. The study found out that 41.7% of the sampled students were aged between 18 to 19

years while 40% were aged between 16 to 17 years (Table 4.2). There was only a single student aged below 14 years old.

**Table 4.2:** Distribution of age of the students

Age (Years)	Number of Students	Percent (%)
Below 14	1	1.7
14 -15 years	6	10
16-17 years	24	40
18-19 years	25	41.7
20 years and above	4	6.6
Total	60	100

Fifty five percent (55%) of the sampled students were in form four, while 45% were in form two. The study found out that 55% of the students resided near their schools (< 5 kms), and 11.7% resided 11 kms away from their schools (Table 4.3).

**Table 4.3: Approximate distance from the school**

Distance	Frequency	Percent
≤ 5 kms	33	55
6-10 kms	8	13.3
≥ 11 kms	7	11.7
No Response	12	20

The study also sought to find out the parental status of the students. Approximately 65% (n=39) of the students had both parents alive, 6.7% (n=4) were recorded as total orphans, and partial orphans included students who reported that only the mother was alive (20%; n=12) and those who reported that only the father was alive (8.3%; n=5). All the students who were



total orphans reported to live with their aunts. Regarding the occupation of parents and guardians, 58.3% of parents were in informal employment and about 21.6% of parents work as civil servants (Table 4.4).

**Table 4.4: Parental status as reported by the students**

Occupation	Fathers		Mother		Guardian	
	n	%	n	%	n	%
Teachers	1	1.7	1	1.7	0	0
Civil servants	8	13.3	5	8.3	0	0
Informal employment	27	45	8	13.3	0	0
Private sector	2	3.3	1	1.7	9	15
No response	22	36.7	45	75	51	85

It is clear from the data that most students in subsidised secondary education have parents who are in informal employment.

#### **4.1.1 Students' perception of SDSE**

The second objective of the study was the students' perception of the benefits of SDSE. Following description of the benefits of subsidised secondary day education (SDSE) by the students, 46.6% of them reported that they had experienced improvement in the acquisition of skills and quality education. About 11% of the students indicated that teaching was well in school, while 13.3% reported to have become computer literate. Very few students (3.3%) students observed that SDSE helped to improved their knowledge and self-esteem (Table 4.5).

Overall, the students were of the opinion that SDSE had tangible benefits and that all students benefited, as it gives an equal opportunity to all students irrespective of the social status, gender or affiliations.

**Table 4.5: Benefits students derive from SDSE**

Benefit	Frequency	Percent	Valid percent
Skills and quality education	28	46.6	46.6
Taught well	7	11.7	10.9
Gained knowledge in ICT	8	13.3	13.3
Fees paid by ADB	4	6.7	6.7
Sponsorship from CDF	4	6.7	6.7
Knowledge and self esteem	2	3.3	3.3
No Response	7	11.7	11.7
Total	60	100.0	99.2

After recording the students' views on the availability of resources, a majority of them indicated that textbooks (53.3%), teachers (53.3%), equipment (50 %), and classrooms (46.6%) were adequate (**Table 4.8**). Students (53.3%) indicated that the availability of laboratories in schools was inadequate. Inadequate resources, was cited by 54.7% of the students as the main reason that lead to poor performance in their schools.

Students attributed the inadequacy of school resources to the following specific factors:

Lack of penalties to punish individuals involved in misplacement and misuse of school textbooks

The ever increasing high population of students in schools

Lack of standardised equipment for science in schools

Lack of priority in the procurement of revision books, course books and science equipment

**Table 4.6:** Students' perception of resources of in schools

Resources	Very Adequate		Adequate		Inadequate	
	No.	%	No.	%	No.	%
Classrooms	9	15	28	46.6	23	38.3
Equipment	7	11.6	30	50	23	38.3
Textbooks	10	16.7	32	53.3	18	30
Laboratories	4	6.7	24	40	32	53.3
Teachers	12	20	32	53.3	16	26.7

#### 4.1.2 Students' academic performance

The third objective of this study was to describe the performance of schools in the subsidised day secondary education programme. The study analysed the students' academic performance based on their KCPE performance and performance in class. At the time of admission, 80% of the students had scored less than 300 marks in the Kenya Certificate of Primary Education (KCPE). Only 16.7% of the students had attained >300 marks (Table 4.6). This indicates that majority of the students were average students, except for 15.6% who had scored 301-350 marks. However, 3.1% students reported having got 351-400 marks. At the time of admission, the performance of 45% of the students was average.

**Table 4.7: Students performance in Kenya Certificate of Primary Education**

KCPE Score	Number of Students	Percent
≤ 150 marks	2	3.3
151-200 marks	0	0
201-250 marks	19	31.7
251-300 marks	27	45
≥301 marks	10	16.7

No response	2	3.3
Total	60	100.0

Class performance was analysed based on the students' performance in the most recent three terms, with an aim of ascertaining whether the subsidized school fees payment was affecting student performance (Table 4.7). Performance in class was erratic. Students in position 1-5 improved from 11.6% in 2012 to 13.3 % in term one of 2013. However, this performance reduced to 8.3% in term two of the same year. The results also showed that students in position 6-10 increased from 21.6% in term three in 2012 to 25% in term one in 2013, then dropping by a small margin of 15% in term two in 2013. Students in positions 11-20 decreased from 31.6% to in term three in 2012 to 28.3% in term one of the following year and dropped to 23.3% in term two. On current level of students' performance, 82.8% of the students rated themselves as good, 17.2% as poor and none as very good.

**Table 4.8:** Students performance in class in the most recent three terms

Position in Class	1 <sup>st</sup> Term:		2 <sup>nd</sup> Term:		3 <sup>rd</sup> Term:	
	Term three in 2012		Term one in 2013		Term Two in 2013	
	No.	%	No.	%	No.	%
1-5	7	11.6	8	13.3	5	8.3
6-10	13	21.6	15	25	9	15
11-20	19	31.6	17	28.3	14	23.3
≥21	21	35	20	33.3	12	20
Total	60	100	60	100	40	100

Other reasons mentioned by the students as possible positive effects of SDSE on class performance include:

SDSE helps to improve students' concentration and hence grades in class

Students are motivated to spend more time reading

SDSE helps to improve the students' attitude in sciences

SDSE improves student-teacher relationship

However, students also cited the following factors as having negative effect on their performance at school:

Lack of proper teaching skills

Lack of proper feeding programmes at school

Walking long distance to school

Teachers strike

Lack of money to pay for extra school charges

Employment of unqualified staff personnel

Poor revision habits

Demographic characteristics of teachers

The study sampled senior teachers who teach form two and form four streams. A majority of the sampled teachers (94%) were female teachers. The analysis of the age distribution of senior teachers showed that 25% of them were aged 30 years or below and 25% were aged at least 45 years (**Table 4.9**). Regarding the length of service in the current duty station, 43.8% (n=7) of the teachers indicated that they had worked in the current stations for at least 1-4 years. Another group of teachers (37.5%; n=6) had worked for 5-9 years in the same station and only one teacher (6.25%) had been at their current stations for more than 10 years.

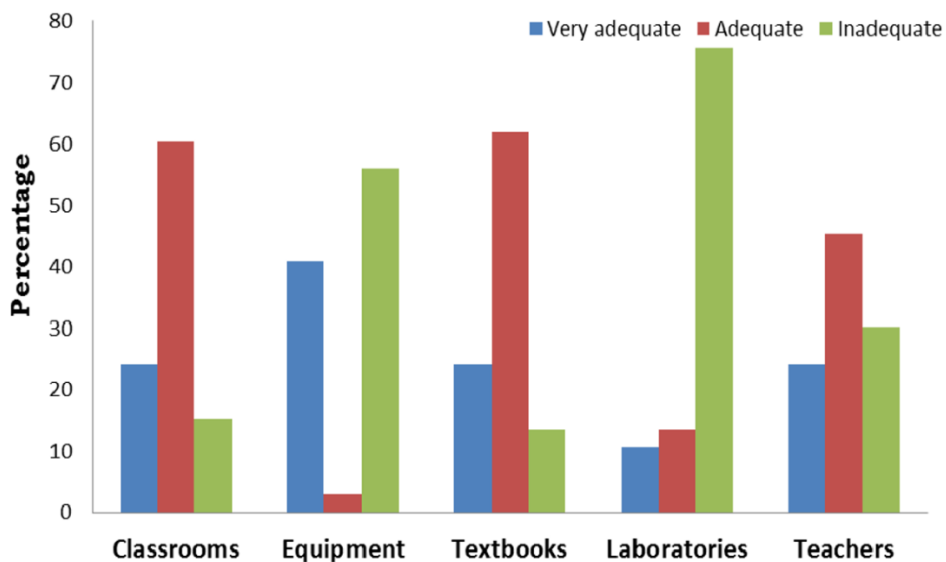
**Table 4.9:** Age Distribution for senior teachers

Age (years)	Senior Teachers	
	Frequency	Percent
25 years	2	12.5
26-30 years	2	12.5

31-35 years	0	0
36-40 years	1	6.3
41-45 years	2	12.5
>45 years	2	12.5

### Teachers' perception on the availability of resources

Generally, teachers were well aware that SSDE involved waiving of tuition fees by the government and the catering of the cost of development programmes by parents. More than 60% of the teachers indicated that classrooms and textbooks were adequately available for the smooth implementation of SDSE (**Figure 4.1**).

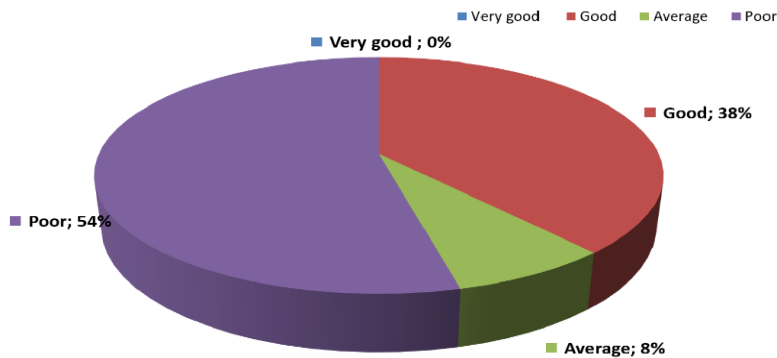


**Figure 4.1:** Availability of school resources as per the teachers

Whereas about 45% of the teachers felt that there were adequate teachers, 30% of the teachers indicated that there were inadequate teachers to support SDSE in their schools. Other inadequate resources cited by teachers included school equipment (55%) and laboratories (75%).

### 4.2.2 Teachers' perception of performance in schools

More than half of the teachers, (54%) who participated in the study indicated that the performance of schools was poor (**Figure 4.2**). After considering circumstances around the schools, 38% of them thought that the performance was good.



**Figure 4.2:** School performance according to teachers

#### Suggested measures for improving the implementation of SDSE

In order to improve the implementation of SDSE and lessen the burden of extra fees paid by parents, 66.7% of the teachers suggested that the government should increase funds allocated for each student. About 33.3% were of the opinion that the community and the school boards of management be involved in raising funds for the schools while at the same time ensuring that teaching learning resources are availed in all schools.

Additional measures suggested for the improvement of SDSE programme include:

Proper financial planning

Cut down on corruption

Equitable distribution of school resources including teachers

Prompt disbursement of funds

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.0 Summary**

In this study, the researcher conducted a review of the implementation of subsidized day secondary education (SDSE) in Kenya using the case study of Makadara district in Nairobi City County. In order to achieve this broad objective, the following research questions guided the research:

What was the perception of students on subsidized secondary education?

What resources are available adequate for effective implementation of subsidized secondary?

Has SDSE affected the academic performance?

What challenges hinder the smooth implementation of subsidized secondary education?

Are there mitigation measures that can help improve the implementation of subsidised day secondary education?

The researcher's study design was a survey in which sampling targeted four schools, with a sample size of 100 participants comprising, 80 students, 16 senior teachers, and 4 head teachers. The study employed systematic random sampling to allow generalization of the data to a much larger population. The research tools used in the study included interview guide for the principals and senior teachers and questionnaires for students. The study coded the collected data, analysed them into frequencies and percentages before tabulation. The findings can therefore be summarised as follows according to the research questions that guided the study:

On the question regarding the perception of students on subsidized secondary education, the study found out that 46.6% of the students had experienced improvement in the acquisition of skills and quality education. Overall, students noted that they experienced tangible benefits of the SDSE programme.

Concerning the availability of resources for effective implementation of subsidized secondary, students recorded that the availability of the following resources was adequate: textbooks (53.3%), teachers (53.3%), and equipment (50%). However, students noted that they had inadequate laboratories (53.3%) in their schools. More than 60% of teachers indicated that their schools had adequate classrooms and textbooks for the smooth implementation of SDSE.



Based on the research question on whether the academic performance has been affected by SDSE, the study found out that at the time of admission to form one, 80% of the study participants were average students who scored less than 300 marks in KCPE. At the time of admission, 45% of students were average students. The study found out that the performance of the students in class generally improved between the last term in 2012 and two terms in 2013. The percentage of students in positions 21 and above dropped from 35% in third term of 2012 to 20% in second term of 2013.

According to the research question on challenges hindering the smooth implementation of SDSE, the study identified several reasons including lack of teaching skills, feeding programmes and money. Additional reasons included walking long distances to school, teachers' strikes, employment of unqualified subordinate staff, lack of penalties to punish people who misuse textbooks, lack of resources, delays in disbursement of government funds, the escalating population of students and lack of priority in procurement of resources.

Regarding suggested measures for improving the implementation of SDSE, the participants recommended the following measures: adequate financial planning, zero tolerance to corruption, equitable distribution of resources and prompt disbursement of funds.

The demographic characteristics of students benefiting from the SDSE in Makadara district, Nairobi City County, revealed that most students were needy. Approximately 58.3% of parents of these students were in informal employment. That means the parents cannot sustainably meet all the educational needs of these students. These responsibilities end up constraining them from paying other educational needs including the costs of school uniform, lunch for day scholars, expansion projects and clearing fee balances for previous years. The findings of this study, supports findings in an earlier study that associated poverty with education (Onsomu, *et al.*, 2006).

The study found out that inadequate resources including the teaching staff and laboratories hinder the smooth implementation of SDSE in Makadara district. This situation in turn ends up making it difficult for the learners to have equal educational opportunities. Results of an earlier study emphasized the importance of human resource in successful implementation of school programmes (Onyango, 2001). Further, in the present findings, 53.3% of the students indicated that laboratories were inadequate in the schools while 75.8% of the teachers thought likewise. While 35.2% of the students responded that the school lacked equipment the

teachers concurred but at a higher percentage of 56.1%. The students attributed their poor performance to lack of resources. Their teachers who had a better perspective by virtue of having a vantage point in terms of minimum resources needed for performance confirmed the students' view. Whereas lack of textbooks was pointed out by 30 % of the students, over 60% of teachers were of the opinion that classrooms and textbooks adequately available in the schools. This is because schools steadily procure textbooks using a portion from the SSDE funds. Schools therefore must be accountable, while ensuring proper utilization of procured books and that there is a replacement of lost books.

The study findings indicated that schools have attempts to employ teachers on Board of Management terms and conditions. This has not been very successful, as the BOM teachers have low incentives to remain in the schools. Involvement of the parents in the decision making process is critical to the success of the SDSE implementation process in schools. With schools seeking more collaboration with donor agencies, the school management should encourage the involvement of parental in their children's education.

Although, government efforts have been to ensure that all the school age going children have an opportunity to access secondary education, funding of the program remains a great challenge, thus the continuous need and effort to ensure that the schools get maximum support. The co-operation of all stakeholders is of critical importance in ensuring that SDSE receives maximum support. UNICEF points out that more of the teachers' effort should be towards improving the learner's level of performance, rather than soliciting for better pay that may not be in tandem with the output levels (UNICEF, 2009).

The majority of the students (80%) in the participating schools scored less than 300 marks in their KCPE. This indicates that the majority of the students were average students in class before they joined secondary education. As a rule, teachers ensure that they add value to the student's level of performance irrespective of their KCPE grade. The challenge remains when most of the schools do not have adequate number of teachers who can ensure that all the students have an equal opportunity in accessing education. The SDSE programme should seek to provide more funds so that schools can also hire teachers who can ensure effective implementation of the programme. The small percentage of the students who come to the schools having scored more than 301 marks should be carefully encouraged to maintain high level of performance in school.

The analysis recorded good performance in 82.8% of the students and poor performance in 17.2% of students. Although, none of the students rated themselves as very good, 50% of the teachers rated them as excellent and 33.3% as average. This contradicted the rating performed by the students.

In general, the performance of the students was erratic as found from their individual class performance. None of them maintained an upward trend. For instance, performance of students in position 1-5 improved from 40.6% for students in third term of 2012 to 54.7% in first term of 2013. However, this improvement dropped to 40.6% in second term of 2013. In order to improve the performance, 66.7% of the teachers suggested allocation of more funds to schools, to lessen the burden of fee payment by the parents. While 33.35 were of the opinion that the community and the school boards of management be involved in raising funds for the schools, while at the same time ensuring that teaching and learning resources are availed in all schools.

Results of the study indicated that most students perceive SDSE positively. However, they still believe that schools charge a lot extra charges despite the government's allocation of Kshs 10,265/- per annum per student. The learners felt that the fund is inadequate and therefore there is need for provision of additional funds. Although teachers felt that the distribution of SDSE funds was fair, 33.3% thought that different schools depending on enrolment rate slightly received slightly more funds.

### **5.1 Conclusions of the Study**

Students perceive the SDSE programme positively, however according to them most of their parents are unable to meet the fee requirements and seek alternative sources of funding.

The CDF bursary greatly contributes towards maintenance of the students in schools. NGOs and international agencies including the African Development Bank have made greater contribution towards payment of fees for the students.

Both the teachers and students perceive the SDSE as having a positive contribution; however, they feel that the funds should be increased and released on time. To sustain SDSE programme, the government must increase the funds and ensure transparency in the use of the funds.

Despite the fact that the government provides the SDSE, most schools do not have adequate resources including classrooms, textbooks, and laboratories, thus the need to find out ways and means for improving the utilization of SDSE funds.

## **5.2 Recommendations of the Study**

### **5.2.1 Policy Recommendations**

The study recommends that the Government through the Ministry of Education should put in place suitable measures to ensure timely disbursement of funds and efficient utilization of the funds. The study further recommends for regular auditing of books of accounts in schools to ensure transparent utilization of funds.

To improve accessibility to secondary education, school principals should be discouraged from charging unregulated extra fees. The extra levies charged by the schools are high and thus the need to source funds from well-wishers and other agencies as it affects negatively on the retention of students in schools.

### **5.2.2 Recommendations for further Research.**

Based on the study limitations, the study recommends that;

A nationwide study on the implementation of SSE in secondary schools in Kenya.

A study on the alternative sources of funding of secondary school education.

Assessment of the impact of the cost of secondary education on access and retention of students in schools.

Teacher perceptions and preparedness in enhancing effective implementation of SSE in secondary schools in Kenya.

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## APPENDICES

### Appendix 1: Questionnaire for Students

The purpose of this questionnaire will be to collect information about the progress made in the implementation of the subsidized secondary school education in Makadara District, Nairobi County, so that appropriate intervention programmes can be carried out to help in effective implementation in order to enhance performance.

Dear student,

This is not to test you but to help develop an understanding of the progress of the implementation of the subsidized secondary school education in the district of study. Your responses will be treated with utmost *CONFIDENCE*. For this reason, do not write your name on the questionnaire.

Name of student .....School.....

#### Section 1: Characteristics of students benefiting from subsidized secondary education

Fill in the spaces provided

Class: Form 1  Form 2  Form 3  Form 4

Age: ≤ 14 years  14 years  15 years  16 years

17 years  18 Years  19 years  20 years  ≥ 21 years

Gender: Male  Female

Approximate distance from home to school..... (Kms)

Indicate with a tick (√) if your parents are:

Both Alive  Father Alive  Mother Alive  both deceased  Father deceased  Mother deceased

If both parents are not alive, specify guardian(s).....

How many siblings do you have?

If parents are alive or if you stay with a guardian what is their occupation?

Father.....

Mother.....

Guardian.....

Section 2: Students' perception of benefits from subsidized fund

How much school fees do you pay?.....Kshs

What other charges do you pay for?.....Kshs

Would you say the fees/charges are?

High [ ]                      Average [ ]                      Low [ ]

If average and low, why is this so?

If average and low, are they subsidized? Yes ( )    No ( )

Are your parents/guardians able to afford the fees and charges? Yes ( ) No ( )

If no, why?

.....

Have your parents at any time raised school fees/ charges through:

Harambee fund raising                      Yes ( )    No ( )

Constituency development fund                      Yes ( )    No ( )

Other external support (specify).....

.....

What would you say are the benefits you have received from this school.....

.....

.....

.....

Section 3: Performance of students and schools benefiting from subsidized secondary education

What did you obtain in KCPE examinations, (✓ Tick one)

Low 150 marks and below ( )

151-200 marks ( )

Average 201-250 marks ( )

251-300 marks ( )

High 301-350 marks ( )

351-400 marks ( )

401 and above ( )

For the past three terms, how have you been performing in your class?

Position	Total no. in class
----------	--------------------

Third Term of last year	.....
-------------------------	-------

First term of this year	.....
-------------------------	-------

Second Term of this year	.....
--------------------------	-------

Kindly rate your current level of performance in school

Very good ( )

Good ( )

Poor ( )

If your performance is poor, why is this so?.....

.....

.....

.....

In case your performance is poor in which ways have you been making effort to improve it.....

.....

.....

What do you think is hindering your better performance in this school? (√ Tick one)

Lack of school fees ( )

Inadequate resources ( )

Poor performance ( )

Mismanagement of the programme ( )

None of the above ( )

If any other reasons specify.....

.....

.....

#### Section 4: Students perception of resource availability in schools

Availability of resources in your school (Kindly tick appropriately)

Resources	Very Adequate	Adequate	Inadequate
Classrooms			
Textbooks			
Laboratories			
Equipment			
Teachers			



Which of the resources are not available?

Exercise books ( ) Laboratories ( ) Equipment ( ) Classrooms ( )

Textbooks ( ) All the above ( ) None ( )

Comments (if any).....

.....

.....

Thank you for your cooperation

## **APPENDIX 2: Interview Guide for teachers**

### Instructions

You were identified and selected as one of the respondents to provide information required for this study on the above-mentioned topic. Your responses will be treated with utmost CONFIDENTIALITY and ANONYMITY. To ensure the same you are not required to write your name. The findings of this study will be used to meet the requirements for a Master of Arts in Sociology. Answer the questions to the best of your knowledge where necessary.

- 1) How is your school equipped?
- 2) How is the staff establishment (teachers) in the school?
- 3) What are the main constraints that the school encounters in relation to the implementation of Subsidized Secondary Education?
- 4) What are some of the effects of Subsidized Secondary Education since it was implemented in your school?
- 5) Suggest some possible solutions to the constraints in relation to Subsidized Secondary Education?