

**CONTRIBUTION OF EDUCATION SUBSIDIES TO STUDENTS'  
PARTICIPATION IN PUBLIC SECONDARY SCHOOLS IN  
KYUSO DISTRICT, KITUI COUNTY, KENYA**

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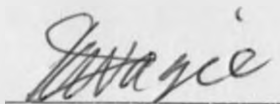
**A Research Project Submitted in Partial Fulfillment of the  
Requirements for the Degree of Master of Education in Economics of  
Education.**

**University of Nairobi**

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## DECLARATION

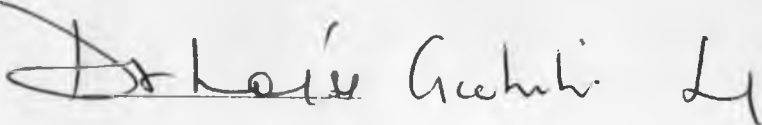
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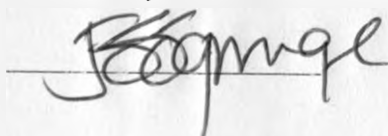


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## DEDICATION

I dedicate this work to my loving wife, Angustine Mutua, my children, Mercy, Prisca and Amos who have supported me and understood the noble task that I was pursuing.

## ACKNOWLEDGEMENT

First and foremost I give glory to almighty God for granting me good health during the course of my study at the University of Nairobi. Secondly, I appreciate all my lecturers and fellow students for the support they gave me during the preparations for this project. Special thanks go to my supervisors for dedicating their time and energy to read this work. Their support and comments have resulted into the successful completion of this work.

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## LIST OF ABBREVIATION AND ACRONYMS

ASALs	Arid and semi- arid lands
BOG	Board of governors
CBC	Constituency bursary committee
CBF	Constituency development fund
DEO	District education officer
EFA	Education for All
GER	Gross enrolment rates
KNBS	Kenya national bureau of statistics
MOE	Ministry of Education
MOES & T	Ministry of education science and technology
NER	Net enrolment rates
NGO	None governmental organization
UNESCO	United nation educational science and cultural organization
UPE	Universal primary education

## ABSTRACT

This research study aimed at investigating the contribution of education subsidies to students' participation in public secondary schools in Kyuso District. The study examined the types of education subsidies available to secondary schools students which included the free day tuition, education bursary fund and school physical infrastructure funds. The study aimed at answering the research questions of what types of education subsidies that are received in secondary schools, contribution of free day secondary tuition to students' enrolment, the relationship between education bursary fund and students retention rate and the relationship between school physical infrastructure funds to students' completion rate in secondary schools

The study could be of practical value in helping the government to adequately subsidize secondary school education to enhance equal access to quality education to all secondary school going age and maximize students' participation in secondary schools. It is hoped that the study would help in pinpointing the areas and issues related to education subsidies in terms of free day tuition, bursaries and school physical infrastructure funds and their role in enhancing students' participation in terms of enrolment, retention and completion rates. The findings of the study would also help the Ministry of Education with knowledge required to ensure equitable distribution of education subsidies and better way and methods of using the education subsidies in secondary schools.

The research study employed a descriptive survey design and made use of both qualitative and quantitative approaches to collect information. The researcher targeted the principals, the class teachers and the students as the respondents for the study. The study made judgments regarding to the degree to which students' participation was influenced by education subsidies in their secondary school education.

Purposive sampling technique was used to select the secondary schools as well as school principals. Simple random sampling was used to select the class teachers who were involved in the study while stratified random sampling was used to select the students who participated in the study. Three instruments were developed and used to collect the data which included an interview schedule for principals, two questionnaires, one for class teachers and another one for students. The research instruments were piloted on a small representative sample identical to but not included in the group that was

involved in the actual study. The instruments were subjected to analysis after the pilot study with consultation with supervisors. After the instruments were found to be valid and reliable, the actual data collection was then carried out.

The collected data was analyzed by use of descriptive statistics where frequency tables and percentages were used to present the data. The study revealed that education subsidies in forms bursaries, free day tuition and school physical infrastructure funds increased enrolment rates, retention and completion rates of secondary school students in public secondary schools. However the study revealed that the education subsidies were inadequate and inequitably distributed especially for the bursaries and school physical infrastructure funds and experienced delays in their remissions.

The study made the recommendations that the government should increase the amount of all the three types of subsidies provided in our secondary schools. The bursary fund should be awarded at the school level instead of the constituency bursary committee which at times overlooks the neediest students. The study made the conclusions that both education subsidies and students participation to public secondary schools are closely inter-woven and inter-dependent for the purpose of achieving full access to educational opportunities. There is therefore need for adequate and timely remission of education subsidies in order to ensure full participation of students in public secondary schools.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

Education is believed to be a major tool for enhancing a country's development. Undoubtedly, it is the aim of most societies to provide equal opportunities and facilities to all school going age children to gain access into the school system (Otieno, 2009). The significance of education is clear to every country. Most governments recognize the importance of improving the overall education level within context of poverty eradication and economic growth. For a country to achieve the desired growth targets and social-economic development, a high priority need to be placed on the accessibility and retention of learners at all levels of education (Lang, 2008).

According to the 1984 universal declaration on human rights by the United Nations Organizations, education is a basic human right. The session paper No. 10 of 1965 on African Socialism, education and training was mandatory in eliminating poverty and diseases from the developing countries. There is therefore need to increase access, retention and completion rates while reducing the school dropout that are necessary for increasing socio-economic growth, productivity, increase individual earnings, reduced income inequalities and poverty reduction. Students' participation in secondary education is affected by inadequate funding and especially when increased numbers of students out match the existing education facilities hence denying some, access to learning opportunities (Aze, 2009).

There is a global vision in which every child and adult alike would command basic literacy and numeracy skills needed to function as a citizen, worker, family member and a fulfilled individuals in the emerging global society (UNESCO, 2009).The world conference on Education for All (EFA) held in Jomtien, Thailand in 1990 and the World Education forum held in Dakar, Senegal in 2000, where Kenya is a signatory, recommended attainment of Universal Primary Education (UPE) by 2005 and Education for All by 2015 (Republic of Kenya, 2007).

Despite the importance that has been attached to education which has created a global demand as countries progress towards UPE and EFA goals, there has been great financial constrains to most governments and households worldwide. Kharmer (2007) argues that the cost of education has been escalating with dwindling resources, high rates of inflation and the need for more sophisticated equipments required in education. Adequate funding for provision and maintenance of infrastructure, human resources and education delivery was urgently needed.

There was need for emphasis on the process of transformation that focuses on access, retention, transition and graduation rates rather than principally establishment of many secondary schools to accommodate the large numbers of primary school leavers only to have many dropping out of school due to financial constrains (Lang; 2008). For this reason, the World Bank and other organizations have put forward the policy proposal that the developing countries should embrace education subsidies in its various forms such as



student bursaries, scholarships and free daysecondary tuition. It is argued that such a package would result in more participation of students in all levels of education.

Western studies on education subsidies, academic standards and equalizing of education opportunity has now become a primary stated goal of most countries. However, the paces at which countries are progressing towards this goal differ. While some countries are providing the opportunities through education subsidies at a fast pace with a view of achieving these goals, some countries will achieve it much later (Condy, 2008). In the United States, for instance, Federal subsidies for higher education began in 1862 with Morill Act, which provides education subsidies for secondary education. The federal government offers education subsidies for secondary education, such as tuition assistance and scholarships. This has enhanced education access to many students hence increasing the participation rates at all levels of education (World Bank, 2009).

In England and Wales, there is provision for access to secondary school education as a stage in the education for all children and no system of education is reserved for the elect. This is due to the abolition of all remaining fees in publically maintained schools by the government (Blot, 2008). In China, two types of objectives are usually implicit in this intention. In the first place, the goal was conceived in terms of providing access to a minimum basic education for all by accelerating and increasing funding in education to previously neglected areas and groups. The second objective involves the idea

student bursaries, scholarships and free daysecondary tuition. It is argued that such a package would result in more participation of students in all levels of education.

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of equal opportunity for all citizens to advance to higher level of education system.

The rate at which new schools are established and the existing ones are expanded in any country depends on various reasons such as the priority given to achievement of full participation at any level of education system. According to Bory (2007) in his study in Sweden on ascending demand for education and associated challenges, demand for education means making available funds to provide required educational resources which in turn determine accessibility, retention and completion at certain levels of education by students.

The foresaid studies have focused also on financing of education in the developing world with scarce resources for funding education. These studies aim at shedding light on the role played by education subsidies in enhancing full participation of students in public secondary schools. In Latin America, Education subsidies have been used to ensure education accessibility and expansion under “No child left behind (NCLB)” education program. The Child National Association (CNA) has over forty years of experience been analyzing issues related to accessibility to education, retention, dropout and completion rates of students in educational institutions (Gay, 2007). Sangara and Diarra (2009) observe that, the largest grant programs with outlay amounts per-pupil expenditure have roughly doubled over the last three decades. These grants are intended to improve students’ participation.

The majority of children in Sub-Saharan Africa do not make it to secondary school. The gross enrolment rate shows that two-thirds of all countries with secondary gross enrolment rate of 40 percent and below are in Africa (Lewin and Colliods, 2011). Current statistics demonstrate that in Sub-Saharan Africa only a small minority participate in and finish secondary schooling (Lillies, 2010). According to Miller and Yonder (2010), four factors have been identified as influencing transition from primary to secondary school in Africa. First, financing for secondary school education is a great challenge to both governments and households. Secondary school education in Africa stands to be the most neglected, receiving on average 15-20% of state resources (World Bank, 2008). Inadequate distribution of secondary school opportunities across different communities lead to the limited access to educational opportunities than their counterparts.

In Malawi, the Civil Society Coalition For Quality Basic Education (CSCQBE) has contributed greatly towards subsidizing education with an aim of allowing access to education to children from all social classes. The coalition composed of 75 member organizations and 20 District Education Network that have voluntarily come to work for a common goal, has urged the government to increase the education budget to allow establishment of more high schools and demonstrate its will and commitment to the education for All. In addition, the government has been urged to consider the plight of disabled children who are highly disadvantaged in education system ensuring adequate funds are provided in the recurrent budgets to make education

accessible and affordable for them and improve the working conditions for their teachers also. This in turn has led to increased transition rates from primary to secondary schools, high retention rates and has reduced dropout rates among students (Mutua, 2009). Waweru (2010) observed that in Ghana, basic public education is mandatory and free; however, the government faces challenges of access due to the overcrowding resulting from high demand for education. The ministry of education has embraced affordable education by providing discounts to children based on financial need and some by receiving donations from religious leaders. These efforts have increased access to secondary school education.

By the year 2015, Kenya hopes to have achieved Education for All. The Kenya government is committed to provision of Education for All. The EFA Global Monitoring Report (EFAGMR) shows that at national level, Kenya has attained substantial school enrolment in both primary and secondary levels. This is as a result of Free Primary Education introduced by the government in January 2003; consequently creating greater opportunities for both boys and girls to proceed to secondary schools (Ayieko, 2010).

Due to high demand for secondary school education, the government through the various education subsidies, numerous secondary schools have been set up to cater for the large numbers of primary leavers (Kimani, 2010). The number of secondary schools has increased from 4,071 in 2003 to 6,972 in 2008 (Republic of Kenya, 2009). Similarly, there has been additional funding from donors under Kenya Education Sector Support Program (KESSP), where

the main focus is to provide fee day secondary tuition and bursary for needy students. The policy documents, including the session Paper No. 1 of 2005: indicates that a target of transition rate of 70 percent from primary to secondary schools was set by 2008, with a doubling enrolment by 2010 and a tripling enrolment by 2015 (Wamo, 2009).

The government is also working towards integrating secondary school education as part of basic education using CDF as well as promotion of day schools to expand access and reduce cost on parents. The government has also come up with a policy that include parents, communities, private sector and other stakeholders to regularly review and rationalize fees and levies in secondary schools in order to enhance high transition, retention and completion rates (Ministry of Education, 2010).

School physical infrastructure funds from the Ministry of education and the Constituency Development Fund are also given to create adequate school infrastructure and improve the existing ones. These include classrooms, laboratories, dormitories, libraries and sanitation facilities. Provision of these infrastructures creates more room to allow more students to participate in secondary schools all over the country. This is in line with the recommendations in the Sessional paper No 1 of 2005 (Republic of Kenya, 2005).

In the year 2009, Kenya population and housing census, revealed that there were disparities in students' enrolment in both primary and secondary in

various districts across the country. For instance there was a significant disparity in Kyuso district compared to her neighbor districts which include, Mwingi, Mbeere and Tharaka despite the fact that all the schools in Kenya receive education subsidies. In addition these four districts lie in the same economic and climatic zone. Kyuso District registered the lowest students' participation in secondary in terms of net enrolment rates as shown in table 1.

**Table 1.1 Secondary school going age 14-18 year and District secondary enrolment**

District	Population aged 14-18 years	Total enrolment in secondary	Percentage net enrolment
Mwingi	31,664	22,495	71
Kyuso	17,403	8,046	46
Mbeere	24,629	28,718	117
Tharaka	14,992	11,148	74

Source KNBS, (2010)

Given the forgoing policy statements in regard to equalizing educational opportunities through education subsidies in its various forms among children from all socio-economic classes, there was therefore need for an assessment of the concrete reality in which education subsidies have contributed to students participation in secondary education in Kyuso district which is one of the districts in Kenya that are economically challenged and have poor climatic conditions.

## **1.2 Statement of the problem**

Subsidization of education has received increased attention in international forums and policy makers in recent years. It is considered as a means of enhancing sustainable access to basic education, improving retention and completion rates among learners. In line with government objective of expanding access to education (Republic of Kenya, 2005), the government allocates large sums of money to the education sector in terms of free day secondary tuition and school infrastructure funds. The ministry of education has also allocated money to support needy students in form of bursaries.

Despite the huge investments in education made by the government in terms of constituency development fund, bursaries and provision of free day secondary tuition with a view of increasing access to education and retention of students in the education system, available data from Ministry of Education indicate that in some districts, transition from primary schools to secondary schools is rather low. Low retention rates, high dropout rates and low completion rates are some of the challenges to students' participation in secondary school education mostly in the arid and semi-arid regions in this country (Enungu, 2011).

In the year 2008, for instance, Kyuso district enrolled 1115 students in form one but only 955 completed their four year cycle of education in 2011 according to the report obtained from the district education office Kyuso in December 2011. This means that 14% of those who enrolled in form one in



2008 never completed their four year course. In addition out of secondary school going age population of 17403 revealed in 2009 by population census in the year 2009, statistics from the DEO Kyuso district indicate that only 4922 were actively participating in secondary school education in the district, which translates to 29% of the total school age going population. Based on this information, the researcher was prompted to assess the contribution of education subsidies in regard to students' participation in public secondary schools in terms of students' enrolment, retention, dropout and completion rates in Kyuso District.

### **1.3 The purpose of the study**

The purpose of the study was to assess the contribution of education subsidies to students' participation in public secondary schools in Kyuso district.

### **1.4 Objectives of the study**

This study aimed at achieving the following objectives:

- i) To identify the various types of education subsidies provided by the government to secondary schools in Kyuso District. .
- ii) To examine the contribution of free daysecondary tuition on students enrolment into secondary schools in Kyuso District.
- iii) To establish the relationship between bursary fund and retention of students in secondary schools in Kyuso District.
- iv) To establish the relationship between school infrastructure funds and completion rates of secondary school students in Kyuso District.

## **1.5 Research questions**

This study was guided by the following questions:

- i) What types of education subsidies are available for secondary schools in Kyuso District?
- ii) How does the free day secondary tuition contribute to the enrolment of secondary school students in Kyuso District?
- iii) What is the relationship between bursary fund and students retention in secondary schools in Kyuso District?
- iv) What relationship exists between the school infrastructure fund and completion rates of secondary students in Kyuso District?

## **1.6 Significance of the study**

The findings of this study may be of practical value in helping the government to adequately subsidize secondary school education hence expand equal access to quality education to all school going age and minimize dropout among secondary school students. It is hoped that the study would help in pinpointing the areas and issues related to education subsidies in terms of bursaries, free day tuition and development fund and its role in enhancing students participating in terms of enrolment, retention, transition, dropout and completion rates. The findings of the study may also help the ministry of education with knowledge required to ensure equitable distribution of education subsidies.

It is also hoped that the findings of the study would help to identify better ways and methods of using education subsidies in expanding access to education through expanding the existing schools, starting new ones or paying tuition fees for needy students. The school administrators, parents and teachers may benefit by identifying their key roles in the enhancement of participation in education by the learners.

### **1.7 The limitations of the study**

This study was faced by the limitation of the respondents' fear in giving honest responses. This was managed by researcher paying a pre –visit to familiarize with the school administrators and the teachers. The research permit from the National Council of Science and Technology and the letter of introduction from the DEO Kyuso gave the respondents the assurance that the researcher had the permission to collect the data from the higher authority.

The unavailability of the respondents due to their busy schedules was also another challenge. To solve the problem the researcher had to book in advance an appointment with the principals of the selected schools for interview schedules while for the questionnaires of class teachers and students, the researcher gave them two weeks to fill in their responses comfortably.

#### **1.7.1 Delimitations of the study**

The study was delimited by the fact that it was only concerned with the cost of education as a limiting factor to full participation in secondary school

education. Further, the study only involved public secondary schools that receive government subsidies and not private schools in Kyuso District.

### **1.8 Basic assumptions of the study**

This study was based on the assumptions that education subsidies given to public secondary schools allows adequate access to schools, high retention, transition and completion rates of the education system among students. The relevant stakeholders are aware of the importance of efficient financial management and accountability for the education subsidies received in secondary schools and therefore implementing this noble task and that all respondents would cooperate and provide accurate information.

### **1.9 Definition of significant terms**

**Completion rate:** refers to the ratio of learners who go through the four year education course without being referred or dropping out over the total number the same students who had enrolled in form one.

**Education grant:** refers to the sum of money or any monetary aid provided by the government to the education sector to finance education.

**Education subsidies:** refer to the money or any assistance granted by the state to the sector of education to reduce the cost of education and make it affordable to everybody. It is an example of education grant.

**Enrolment rate:** refers to the students that get admitted in secondary school at their specific grades.

**Graduation rate:** refers to those students who finish in form four compared to those students who were registered at the start their fourth year course.

**Gross enrolment:** refers to the total enrolment in a specific level of education regardless of age, expressed as percentage of the eligible official age population corresponding to the same level of education in a given year.

**Net enrolment:** refers to enrolment of official age group for a given level of education expressed as percentage of the corresponding population.

**Participation:** refers to the students' involvement in secondary school indicated by transition rates from primary to secondary, dropout rates, retention rates, enrolment rates and completion rates.

**Retention rate:** refers to the number of students who enroll and remain in school till they complete their four year course.

**Transition rate:** refers to student number that complete standard eight in primary and proceed to form one in secondary school.

### **1.10 Organization of the study**

This study was organized into five chapters. The first chapter consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, assumption of the study, definition of significance terms and organization of the study. Chapter two consists of types of education subsidies and their influence in access to education, retention, transition, dropout and completion rate, summary of literature review, theoretical framework and conceptual framework.

Chapter three consists of research methodology that is, the research design, target population, sample size and sampling procedure, research instruments, pilot study and instruments validity and reliability. It also includes data collection procedures, data analysis procedures. In chapter four, the researcher has dealt with data analysis, data presentations and discussions while chapter five focuses on summary of the key findings, conclusions and recommendations and suggestions for further studies. There is also a sub – section of references and appendices.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

This chapter dealt with literature review. The literature review involves the systematic identification, location and analysis of documents containing information related to the research. The literature review in this chapter examines the types of education subsidies available to secondary schools and students, contribution of free day secondary tuition, school physical infrastructure funds and education bursary to students' participation in public secondary schools. This chapter also gives the summary of the literature review, discusses the theoretical framework on which the research was based on and outlines the conceptual framework.

#### **2.2 Types of Education Subsidies available for secondary school students.**

In Kenya, the issue of cost sharing remains in force in the establishment and supply of physical facilities and educational materials respectively, where the parents buy books and necessary stationary for their children. The cost sharing has proved a great burden especially to the poor parents. However, the government has intervened in various ways to subsidize education with an aim of increasing access, retention and completion rates among secondary school students. The launching of free day secondary tuition in 2008 was aimed at increasing the transition rate from primary to secondary by 70% from 47% in 2005 (Republic of Kenya, 2005). It was also meant to improve students' enrolment, retention and completion rates. Free day secondary tuition

involves provision of support funding to meet tuition cost and other operational cost at shillings 3,600.00 and 6,665.00 respectively per student per year (MOE, 2009).

Free day tuition is given at 100% for day school students while in boarding schools; tuition fee subsidy is 36% of the total fees chargeable to parents. The funds are sent to schools on 50%, 30% and 20% formula. This has made secondary school enrolment rise significantly.

Bursary fund schemes are some of other best measures that the government is using to cushion the poor against the rising cost of education. The bursaries are provided for the needy and bright children in secondary schools. The overriding justification of the introducing bursary scheme is to ensure that children who qualify for secondary education are not denied access due to inability to pay school fees. The funds are directly disbursed to the constituencies from MOE headquarters. The constituency bursary committees are expected to award the bursary fund in accordance with the general guidelines which direct them to allocate the money on the basis of need, academic performance and student discipline (MOE, 2009).

An affirmative action in the provision of school infrastructure funds is applied in marginalized areas with aim of increasing educational opportunities. These funds are given to schools on writing a proposal for the project that needs funding, to the Ministry of Education or to the constituency development fund committee. These types of subsidies are made to reduce parents' development levy for building classrooms, science laboratories, dormitories, and sanitation



facilities. It also makes the school environment conducive for learning hence increasing enrolment and retention rates in secondary schools (Otieno, 2009)

### **2.3 Free day secondary tuition and students enrolment rates**

Free day secondary school tuition was started in 2008 by the government of Kenya. This was in line with the Kenya Education Sector Support Programme (KESSP) that recommended for free education to go beyond primary as secondary school education is regarded as basic education (Republic of Kenya, 2008). Free day secondary tuition is a provision of support funding for tuition cost and other operational cost aimed at enabling poor families to access secondary school education. The tuition fund is used to facilitate acquisition of school teaching and learning materials. This type of education subsidy is meant to increase enrolment rates in secondary schools (Wamo, 2009).

According to Republic of Kenya (2008), the introduction of free day secondary tuition was made to increase transition rates from 47% in 2005 to 70% in 2008. Mwirichia (2008) argues that high transition rates have been realized in 2008 to 64.8 %. Total enrollment has increased since 2002 from 778,808 to 1.38 million in 2008 (Republic of Kenya, 2009). This has been attributed to the education subsidy given to schools through free day secondary tuition. The net enrolment nationally has risen from 23.3% in 2007 to 30.1% in 2011 (MOE, 2011).

#### **2.4 Education bursary fund and retention rates of students.**

Mutua (2009) while examining the impact of education subsidy as an intervention strategy to school dropout argues that there has been worldwide focus on schools dropout and a number of policies have been devised to help reduce school dropout rates. Providing free day secondary tuition education alone is not enough to reduce dropout rate and increase retention rates. Other education subsidies such as education bursaries are needed to significantly reduce the cost of education hence increasing retention rates. Mwirichia (2008) states that education bursary scheme was introduced in 1993/4 financial year with initial allocation of Kenya sh. 25 million 1993/4 financial year.

The overriding justification of introducing bursary scheme is to ensure that children who qualify for secondary education are not denied access due to inability to pay school fees. Republic of Kenya (2010) reviews that, the 1999 census showed that about 2.8 million young people who should have been in school were out of school due inability to pay school fees. To mitigate the situation, the government has kept on increasing the bursary allocation in the consecutive years and reviewing the criteria for the bursary disbursement. Republic of Kenya (2010) indicates that the 2009/10 financial year the government allocated Kenya shillings 500 million for bursary.

The government has stated in its policy documents that it introduced the bursary scheme to create equal opportunities and access to secondary school education among the poor hence increase retention rates and reduce dropout

rates (Republic of Kenya, 1997). The available data indicates that nationally, the retention rates has increased from 85.5% percent in 2009 to 91.8 in 2010 while the secondary school dropout rate was 6.6 in 2006 and 5.5 in 2010 (MOE,2010).

## **2.5 School physical infrastructure fund and students completion rates**

According to Mutua (2009) in his study of influence of adequate physical facilities on students' performance in Busia district, due to high rates of transition rates from primary to secondary schools, there is need for establishment of new secondary schools and improve the existing school infrastructure. This is aimed at ensuring students get access to secondary school education and be able to complete their four year course comfortably. The government, through the MOE and CDF funds is working to set up more day schools and improve the existing school infrastructures through education subsidies. These subsidies are made to reduce the parents' development levy for building classrooms, science laboratories and other physical structures.

According to Kivuva (2010) in the year 2008, there were 1.2 million students in Kenya's high school system. This figure is expected to further rise with the introduction of subsidies to cover tuition and increased student bursaries. Mumbi (2010) observes that, at least 40,000 new classrooms, the equivalent of 8000 schools were needed to accommodate 1.4 million students expected in public secondary schools during 2008. According to Mwirichia (2008) the education infrastructure funds through the CDF and MOE is needed to expand

the schools capacities to allow students remain in school once they are enrolled in form one, until they complete the four-year-cycle education.

Makokha (2008) observed that the development subsidy is quite substantial, especially for the schools found in arid and semi arid land and pockets of poverty in high potential areas. He noted that the subsidy increased the initial education completion rates of eligible male and eligible girls to 87.9% in the first year of implementation of free secondary education from 83.9 % in 2003. This suggests that the education subsidies do not only increase participation, but also retention in full time education and completion rates.

## **2.6 Summary of literature review**

The literature review looked at education subsidies and their influence on access to education, retention rates and completion rates in high school education. Types of subsidies such as bursaries to needy students, free day secondary tuition and development fund for setting up infrastructure have been reviewed as put in place in Kenya. The available literature revealed that recently, many changes have occurred in the education system in relation to funding of secondary education. There are few studies in Kenya that have focused on the contribution of education subsidies towards enhancement of access, retention and completion rates of secondary school students as the current study intended to explore.

Earlier studies showed the importance of education subsidies but have not identified how subsidies like free day secondary tuition, education bursaries,

and school physical infrastructure funds have directly influenced participation of students in secondary education as it was the aim of this study. There was a likelihood that no similar study had been carried out in the area where the current study was conducted. Many changes in the students' demography and establishment of new schools have occurred which have impacted on the students' participation in secondary schools hence the current study intended to track these changes over time.

## **2.7 Theoretical framework**

This study was based on Darwin's classical liberal theory of equal opportunity to all individuals regardless of their socio-economic status (Orodho, 2005).

This theory which was developed by Darwin in 1935, asserts that each person is born with given amount of capacity which to a large extent is inherited and cannot be substantially changed. The theory emphasizes that every citizen should be given, through education, the social status which he/she entails him/her to inherit aptitude that are necessary for economic growth and development

The theory asserts that provision of formal equity of access to education by putting everybody on an equal opportunity of benefiting from the education system. It documents that one's academic achievement is determined by inherited capabilities and talents which is further influenced by financial abilities and resources available in the learning environment. To Charles Darwin, education subsidies in terms of its adequacy and availability would

directly influence access to education, enrolment and retention rates hence enabling individuals to complete their education cycles regardless of their economic status.

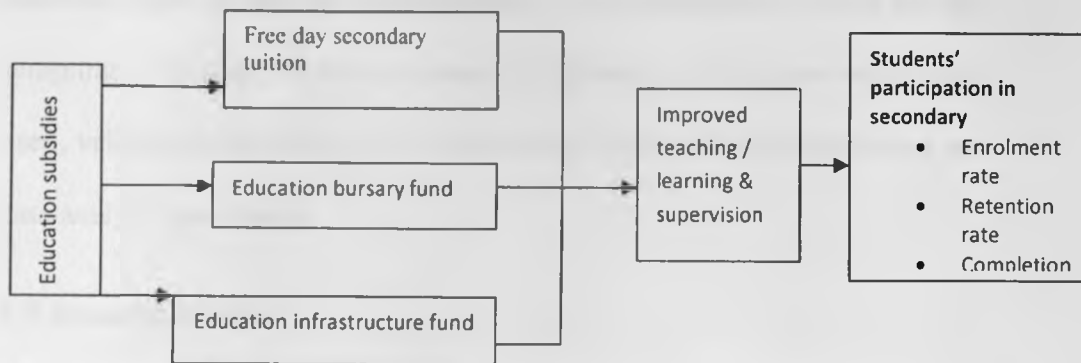
In relation to the study, the educational system should be designed in such a way that socio- economic, cultural and geographical barriers that prevent bright and able students from lower economic background from taking advantage of inborn talents which accelerate them to social promotion should be removed. Provision of various education subsidies to secondary education is intended to make more participation of students to secondary education regardless of their social classes. The education subsidies for secondary schools are in form of bursaries; free day secondary tuition and education development fund for setting up schools infrastructures that make access to education possible for all children. The retention and completion rates are also improved as dropout rates go down.

Since education is termed as the great equalizer and the main instrument which enhances life chances for all based on merit regardless of their socio-economic background, the question of contribution of education subsidies to enhancement of full participation in secondary education in terms of improved enrolment, retention and completion rates has become a great concern based on the various types of subsidies given to secondary schools. Therefore for improved participation of students in secondary education through increased enrolment, retention rate and completion rates, there is need for increased education subsidies which should also be given in appropriate time.

## 2.8 Conceptual Framework

The conceptual framework presents the research variables and the relationship between the independent, extraneous and dependant variables which are diagrammatically illustrated in figure 2.1

**Figure 2.1 Conceptual framework showing interrelationship between education subsidies and students participation in secondary schools**



The conceptual framework illustrates the interrelationships between variables related to education subsidies and students participation in secondary school education. These include free day secondary tuition, education bursary and education infrastructure fund. It is the view of the government that increased education subsidies improve participation of students in secondary school education system.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter describes the procedures that were followed in conducting the research. These include the research design, target population, sample size and sampling techniques. It also discusses the research instruments which were used, validity and reliability of the instruments, data collection techniques and data analysis procedures.

#### 3.2 Research Design

Orodho (2005) defines research design as the scheme, outline or plan that is used to generate answers to research problems. This research project adopted a survey design. Survey design is conducted to collect detailed data on the existing phenomenon over a given geographical area or location with an intention of drawing possible conclusions from the facts discovered (Wiersma, 1985).

The survey design was appropriate for this research because it enabled the researcher to collect information concerning the current situation of the relationship between education subsidies and students participation in public secondary schools in Kyuso district. This is simple and widely used research design in education. It enables one to gather information on opinions, attitudes and beliefs of the sampled population. It also enables one to employ research



Instruments such as questionnaires, interview questions and document analysis for effective data collection and analysis.

### **3.3 Target Population.**

Borg and Gall (1983) define the target population as the population to which the researcher wants to generalize the result of the study. Kyuso district has 42 public secondary schools with a student's population of 4992 according to the district education officer Kyuso district. There are also 110 class teachers and 42 principals.

The research therefore considered three target groups namely, students in public secondary schools, the head teachers and class teachers of the identified schools in the three divisions in the district. The researcher assumed that these three target groups would give honest and true answers to the questions that the researcher would use to generalize the results of the research.

### **3.4 Sampling techniques and sample size**

Gay(2007) defines a sample as a representative part of a population. Thus by studying the sample, one can be able to know more about the population without having to study the entire population. The study consisted of 20% of the total learner's population. Werana (2005) observes that due to limitation of time, funds and energy required, a study could be carried out from a carefully selected sample to represent the entire population. He argued that at

least 20 percent of the population is a good representation which has proved true even today.

The sampling unit was Kyuso District, which was purposively selected based on convenience of the researcher in terms of time allocation, funds available and other logistics. From the selected district, purposive sampling was applied to select 15 public secondary schools and 15 head teachers. Both class teachers and students were selected through stratified sampling, whereby within the stratum (division), simple random sampling was used to select the schools where all schools had equal chances of being selected. Stratified random sampling was used to select 30 class teachers and the 1000 students to participate in the study. The study in total consisted of a sample of 1045 respondents as shown in table 3.1

**Table 3.1 Sample Size**

<b>Type of sample</b>	<b>Sample size</b>
Principals	15
Class teachers	30
Students	1000
<b>Total</b>	<b>1045</b>

### **3.5 Research instruments**

The researcher used various research instruments to establish the types of education subsidies received in secondary schools and how they have influenced students participation in secondary schools in terms of enrolments,

retention rates and completion rates. These research instruments included students and class teachers' questionnaires which were both closed and open ended questions. Open ended questions had the advantage that they permitted a great depth of responses, were simple to formulate and stimulated a person to think and give his or her feelings. On the other hand closed ended questions were easier to administer and were economical to use in terms of time.

The research also compiled a list of interview questions and physically conducted interview exercise to the principals in the 15 public secondary schools. This enabled the researcher to get in-depth data which would have not been possible to get when using the questionnaires. Interview questions were also flexible as the interviewer adapted to the situation and got as much information as possible. The interviewer was also able to clarify and elaborate the purpose of research to the respondents.

### **3.6 Pilot study**

The pilot study was done in the neighboring Mwingi District using two schools. The research instruments were piloted on a small representative sample, identical to the group that was involved in the actual study. It involved two public secondary schools, two head teachers, four class teachers and twenty students. These respondents were not involved in the actual research sample size.

The pilot study enabled the researcher to check whether the terms used were valid and reliable. It also enabled the researcher to correct the mechanical problems, check language level and any ambiguity at the right time. The pilot study also elicited comments from the respondents which helped in the improvement of the instruments by modifying and making sure that clear instructions were given in order to avoid misinterpretation during the actual data collection.

### **3.6.1 Validity of research instruments**

Kothari (2004) stated that validity indicates the degree to which an instrument measures what it is supposed to measure, that is, the extent to which differences found with measuring instruments reflect true differences among those who have been tested. This tested the construct validity of the instruments. This also measured the degree to which the data obtained from the instrument meaningfully and correctly reflected the theoretical concept, in this case how education subsidies contributed to students' participation in secondary schools.

To ascertain this, the instrument were be subjected to analysis by a team of supervisors and specialists in the area of study. They assessed the relevance of the content used in the instruments, developed and made structured changes for the purpose of improvement and refinement before embarking on the actual data collection. Test- retest of the instruments was also important because it identified vague questions, unclear instructions, and insufficient

space to write responses, clustered questions and wrong phrasing of questions was to be detected and be refined.

### **3.6.2 Reliability of research instruments**

The pilot study was done to ensure that the items consistently measure the variables in the study and produce reliable results. They ensured that the instruments yielded the same results on repeated trials to the same group. Kothari (2004) contended that the test- retest procedure helps to ascertain that the instruments of data collection are free from any pitfalls and mistakes that would have surfaced in the main data collection process if the pre - testing of the instruments had not been done. To determine the reliability of the study, the instruments were piloted on a small representative sample identical to, but not included in the group that was involved in the actual study.

### **3.7 Data collection procedure**

The permission to collect data from the secondary schools in Kenya by the researcher was obtained from the National Council of Science and Technology in the Ministry of Higher Education, Science and Technology. The researcher therefore sought permission from the National Council of Science and Technology that allowed him to collect the data in the secondary schools in Kyuso. The researcher also sought permission from the DEO Kyuso district. After the researcher obtained this permit, he attached an introduction letter to the questionnaires and interview questions and sought permission from the principals to conduct research in their institutions. The researcher then

space to write responses, clustered questions and wrong phrasing of questions was to be detected and be refined.

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distributed and administered the questionnaires personally to individual schools in order to create good rapport.

### **3.8 Data analysis techniques**

This was a process of summarizing the collected data and putting it together so that the researcher could meaningfully organize, categorize and synthesis information from the data collecting tools. In the data analysis, the researcher examined each piece of information in each instrument for completeness, organized data as per research questions, coded the data and developed code sheet. For the qualitative data, patterns or themes were indentified while the quantitative data was easily analyzed as was captured in terms of numbers. The data was then processed using statistical package for social science and was given in frequency tables and percentages. The inferences were then made from the findings which were discussed in relation to the literature review and consequently lead to making conclusions and appropriate recommendations from the analyzed data.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

In this chapter, the researcher presents the data analysis, interpretation and discussions of data of the research study. For systematic presentation of the research findings, the chapter was organized to answer the research questions that guided the study. The chapter unfolds in the following order. The principal related variables, class teachers and students related variables. The study aimed at investigating the contribution of education subsidies to students' participation in public secondary schools.

The data analysis was done in response to the research objectives that were meant to be achieved by the study and the research questions that guided the study. The study aimed at establishing the following:

- a) The various types of education subsidies provided by the government to public secondary schools.
- b) The contribution of free day secondary tuition fund to students enrolment into public secondary schools
- c) The relationship between bursary fund and retention rates of students in public secondary schools



d) Influence of Infrastructure funds to completion rates of students in public secondary schools.

#### 4.2 Instruments Return Rate

Table 4.1 illustrates the respondents' participation rate in terms of the targeted population and those who responded.

**Table 4.1 Respondents participation rate**

Designation of Respondents	Targeted respondents	%	No.Of respondents who participated	Percent
Principals	15	100	15	100
Class Teachers	30	100	28	93.3
Students	1000	100	868	87%
Total	1045			

The study targeted fifteen public secondary schools, fifteen principals' thirty class teachers and one thousand students. All the targeted principals participated in the study with 100 percent response. Out of the 30 class teachers targeted, only 28 who returned their questionnaires 93.3% and 846 students 87% out of the one thousand that was targeted.

#### 4.3 Respondents type of schools

This is shown in table 4.2 in terms of respondent type of schools as revealed in the study

**Table 4.2 Respondents' type of schools**

School type	Frequency	Percentage
Pure boys Boarding	2	13.3
Pure Girls Boarding	3	20.0
Mixed Day & Boarding	0	00.0
Mixed day	7	46.7
Mixed Boarding	3	20.0
<b>Total</b>	<b>15</b>	<b>100.0</b>

Results from table 4.2 indicates that 46.7 percent of the participants came from mixed day schools, both girls boarding and mixed boarding schools had 20 percent number of participants, pure boys boarding had 13.3 percent while mixed day and boarding had no participants.

#### 4.4 Respondents gender

This is illustrated in the table4.3 as the participants 'demographic information

**Table 4.3 Participants demographic information**

Gender	Principals				Class Teachers				Students			
	Male		Female		Male		Female		Male		Female	
Respondents	F	%	F	%	F	%	F	%	F	%	F	%
Response	9	60	6	40	16	57.1	12	42.9	424	55.8	344	44.2

Results from table 4.3, show that out of the fifteen principals who participated in the study, 60% were males while 40% were females. From the 28 class

teachers who participated in the study, 57.1% were males while 42.9% were females. The total number of students who participated in the study was 868, where 55.8% were boys and 44.2% were girls.

#### 4.5 Research question one: What type of education subsidies does the government provide to public secondary schools?

The respondents gave their responses in regard to types of education subsidies received in their schools as illustrated in table 4.4

**Table 4.4 Responses on type of education subsidies**

Type of Subsidy	Principals Response		Teachers Response		Students Responses	
	Frequency	%	Frequency	%	Frequency	%
Infrastructure Fund	9	60	18	64.3	620	71.4
Bursary	15	100	25	89.3	718	82.7
CDF	12	80	22	78.6	725	83.5
Free day tuition	9	60	15	53.6	520	59.9
Relief Food	7	46.7	12	42.9	430	43.4
Donations (NGOs)	5	33.3	10	35.7	564	65.0

Results from table 4.4 indicate that the most common type of education subsidy was bursary which had 100 percent response from principals, 89.3 percent response from class teachers and 82.7 percent from students. CDF was

second with 80 percent response from principals, 78.6 from class teachers and 83.5 percent from students. The education infrastructure fund and free day secondary tuition were third and fourth respectively according to the judgment of the three groups of respondents. This was an indication that the government was committed to fulfillment of the recommendations of sessional NO 1 of 2005 to increase the access of students to secondary school, increase their retention and completion rates by subsidizing education through education bursaries, free day tuition and school infrastructure funds (Republic of Kenya, 2005).

The study also showed that the various types of education subsidies had influenced students' participation in secondary schools in terms of increased students' retention rates which recorded 86.7 percent response from principals, 98 percent response from class teachers and 82.3 percent from students. This was followed by increased enrolments that recorded 82.3 percent according to the response from principals, 72 percent from teachers and 74 percent from students. More physical facilities being set up to increase completion rate recorded third with 66.7 percent from principals, 72 percent from class teachers and 65.3 percent from students.

The rating scale assessing the accessibility to secondary school education as influenced by various types of education subsidies indicated that bursary received by secondary school increased accessibility with 86 percent from principals, 72.3 percent from class teacher and 51.8 percent from students. Free day tuition was rated second as being good with 61.3 percent

from principals, 54 percent from class teachers and 68.7 percent from students. The infrastructure fund was rated 60 percent by the principals and 69.7 percent by the class students. None of the respondents indicated that the three types of education subsidies were otherwise very good or poor.

The findings of this study are in line with the observations made by Otieno(2009) that since cost sharing was introduced, supply of physical facilities and educational materials has proved to be a great burden especially to the poor parents, the government has intervened in various ways to subsidize education with an aim of increasing access to education, retention and completion rates among secondary school students. He noted that the launching of free day tuition in 2008 was aimed at increasing the transition rate from primary to secondary schools by 70 percent from 47 percent in 2005.

It was also meant to increase students' enrolment, retention and completion rates. The findings equally agree with Mutua (2009) that bursary fund schemes are some of other best measures that the government is using to cushion the poor against the rising cost of education and that they are provided for the needy and bright students in secondary schools. There is a correlation in those who qualify for the subsidy as being those who are unable to pay fees. Wamo (2009) also noted that other type of education subsidies included school infrastructure funds which is an affirmation action applied in marginalized areas with an aim of increasing educational opportunities. There is an agreement with the findings that this type of subsidy is meant to reduce parents' development levy burden for building classrooms, science

laboratories, and sanitation facilities. It also makes the school environment conducive for learning hence increasing enrolment and retention rates.

However, the findings of the current study slightly differ from Makokha (2008) as some respondents indicated that the education subsidies have no positive influence and led to under enrolment due establishment of many day schools that are close to each other when he noted that education subsidies increased initial education completion rates of eligible males to 87.9 percent in the first year of implementation from 83.9 percent in 2003.

#### **4.6 Research question two: How does free day secondary tuition contribute to enrolment of students in secondary schools in Kyuso District?**

The three categories of the respondents gave their responses as illustrated in the table 4.5

**Table 4.5 Responses on contribution of free day secondary tuition to enrolment of students in secondary schools**

Contribution	Principals responses		Class teachers		Students	
	F	%	F	%	F	%
1 Improved enrolment	14	93.3	26	92.9	784	90.3
2 Retention rate	12	80.0	22	78.6	698	81.2
3 Under enrolment due to too many day schools	5	33.3	12	42.9	420	40.4
4 No great influence	4	26.7	10	35.7	334	38.5

Findings from table 4.5 show that free day tuition funds have contributed greatest by improving enrolment rates of students in secondary schools. This recorded 93.3 percent response from principals, 92.9 percent from class teachers and 90.3 percent from students. This result on the contribution of free day tuition are in agreement with observations made by Wamo (2009) where he noted that the free day tuition fund is a provision of support funding to supplement tuition cost and other operational cost hence enabling the poor families access secondary school education.

To him, this type of education subsidy was meant to increase enrolment rates in secondary schools. The findings are also in line with the view of Mwirichia (2008) who argued that the high transition rates were realized since 2008 from 47 percent to 64.8 percent. He also noted that the retention rates increased with the introduction of free day tuition fund. This was also shown by the study where the respondents indicated that there were high retention rates of students with 80 percent response from principals, 78.6 percent from class teachers and 81.2 percent from students.

However, the findings of the current study differ on the basis that free day tuition leads to under enrolment in some day schools due to establishment of too many day schools in the neighboring areas. This had 33.3 percent response from principals 42.9 percent from class teachers and 40.4 percent from the

students. Responses of no great influence recorded 26.7 percent from principals, 35.7 percent from class teachers and 38.5 percent from students.

In relation to the adequacy of free day secondary tuition fund, responses given indicated that the funds are inadequate with 85.3 percent responses from principals 72.7 percent, from class teachers and 67.7 percent from students. Results also indicated that some parents were not well informed about the free day tuition funds hence fail to take their children to school. This had 65.9 percent response from principals 52.6 percent from class teachers and 69 percent from students, only 33.3 percent of the principals indicated that the free day tuition was adequate and 21 percent of the class teachers and none of the students.

The responses on the challenges associated with free day tuition were given as indicated in table 4.6



**Table 4.6 Responses on the challenges associated with free day tuition fund**

	Challenges	Principals Responses		Class teachers Responses		Students Responses	
		F	%	F	%	F	%
1	Delay/late remission	12	80.0	26	92.9	432	49.8
2	Inadequate amount	14	93.3	22	78.6	780	89.9
3	Failure to capture form ones	8	53.3	18	64.3	424	49.3
4	Leads to poor fees payment	8	53.3	12	42.9	535	61.7
5	Leads to truancy and absenteeism	7	46.5	18	64.3	284	32.7

Results from table 4.6 show that the challenges associated with free day tuition fund include inadequate amount that is given to schools. This recorded 93.3 percent from school principals, 78.6 percent from class teachers and 89.8 percent from the students. This was followed by delay/late remission which had 80 percent response from principals, 92.9 percent from class teachers and 49.8 percent from students. The responses that free day tuition failed to capture the right form one data recorded 53.3 percent from the principals, 64.3 percent from class teachers and 49.3 from students. The percent indicating that free day tuition has contributed to poor fees payment is 53.3 by principals, 42.9 by class teachers and 61.6 percent from students. Responses that free day

tuition leads to truancy and absenteeism among students had 46.7 percent from principals, 64.3 percent from class teachers and 32.7 percent from the students.

Similar observation was made by Yonder (2010) that one big challenge with education subsidies and especially free day tuition is inadequate finances. He observed that secondary school education in most African countries stands to be the most neglected, receiving on average 15-20 percent of state resources. Lewis and Colliods (2011) also made similar observations that only a small minority participate in and finish secondary schooling due to inadequate financing of education. Inadequate and uneven, distribution of secondary school opportunities across different communities has led to limited access to educational opportunities due to delayed and inadequate financial support from the governments. Waweru (2010) made similar observations on challenges facing free day tuition, where he noted that overcrowding resulting from high demand for education has occurred in the schools since the government in countries like Ghana, has provided education discounts in form of free day tuition based on financial need as well as donations from religious leaders.

Enugu (2011) noted that low enrolment rates, retention and completion rates were posing great challenge to participation in secondary school education mostly in arid and semi-arid regions in Kenya. This was attributed to high costs in secondary school education. This is reflected in the findings of the current study that the free day tuition fee does not capture the right form one

hence most secondary schools strain due to inadequate funding to sustain the students in school.

Responses on how free day secondary school tuition fund related challenges could be managed included the following: that the government ease and improve the funding was 75.9 percent response from principals, 75.9 percent from class teachers and 89.8 percent from students. Creating awareness among parents/encouraging parents to bring children to day schools received 63.7 percent responses from principals, 56.48 from class teachers and 63.7 percent from students. Remitting the funds in good time was third with 59 percent for principals 67.8 percent from class teachers and 62.3 percent from students. Recommendations that there should be inclusion of right form one and distribution of funds according to the needs of the schools was least less than 50 percent from all respondents.

However, among the studies reviewed in the literature, no study indicated that there were issues of poor school fees payment by parents as resulting from free day tuition funding as was evidenced in this study. The study also found that free day tuition, notwithstanding the increased enrolment and retention rates, has led to truancy mostly in day schools as the parents and students do not really feel the pain of paying the fees.

**4.7 Research question three: What is the relationship between bursary fund and students retention in secondary schools in Kyuso District?**

This is illustrated in the Table 4.7

**Table 4.7 the relationship between bursary fund and students retention in secondary schools**

Relationship	Principals		Class teachers		Students	
	Freq	%	Freq	%	Freq	%
1 Increases retention rates	14	93.3	26	92.9	630	72.6
2 Improves class attendance	12	80.0	22	78.6	582	67.1
3 Improves academic Performance	10	26	66.7	71.4	434	50.0
4 Improves enrolment	14	93.3	26	92.9	728	83.9

Results from table 4.7 show the bursary fund has great influence on increasing retention rate of students. This recorded 93.3 percent from principals, 92.9 percent from class teachers and 72.6 from students. These results concurred with similar ones obtained by Mutua (2009) while examining the impact of education subsidies as an intervention strategy to school dropouts, he observed that providing free day tuition education is not enough to reduce dropout rates and increase retention rates. Other education subsidies such as bursaries were needed to significantly reduce the cost of education hence increasing retention rates.

Mwirichia (2008) had similar findings where he noted that the overwhelming justification of introducing bursary scheme was to ensure that children who qualify for secondary education are not denied access due to inability to pay fees. The bursary has indeed increased retention rates in secondary schools.

The findings of the current study therefore indicate that bursary funds have increased retention rate hence improving students' participation in secondary schools. This is in line also with observations made by Ayieko (2010) that bursary funds scheme was introduced by government to open greater opportunities for both boys and girls to enroll in secondary schools. The available data indicates that nationally the retention rate has increased from 85.5 percent in 2009 to 91.8 percent in 2010 while the secondary school dropout rate dropped from 6.6 percent in 2006 to 5.5 percent in 2010. This implies that students stay in school and concentrate in their studies consequently improving their academic performance.

The study also indicated that bursary improved enrolment of students which was rated by 93.3 percent response from principals, 92.9 percent from class teachers and 83.9 percent from students. Improvement of class school attendance came out and had 80 percent from principals and 78.6 percent from class teachers and 67.1 percent from the students. The last was improvement of academic performance which had 26.1 percent response from principals, 66.7 percent from class teachers and 50 percent from the students.

The findings indicated that the main providers of bursary fund for secondary school students included the government through the CDF which had 92.9 percent response from principals, 88.2 percent from class teachers and 76.7 percent from students. The Ministry of Education was ranked second with 82.5 percent response from principals, 73.8 percent from class teachers and 66 percent from students. Both NGOs and churches had less than 50 percent from all respondents. All the principals indicated that the bursary fund was given once per year. The bursary fund was given to students on the basis of needy and bright students which recorded 94.8 percent response from principals, 96.4 percent from class teachers and 72 percent from students. Huge balances were the second criteria used to award bursary with 56.9 percent from principals, 63.8 percent from class teachers and 48.3 percent from students.

The main challenges associated with bursary fund were inadequacy and delays which had 72.3 percent from principals, 63.3 percent from class teachers and 72.3 percent from students. Biasness /unfairness in awarding the bursary was the second main challenge with 54.7 percent from principals, 68.7 percent from the class teachers and 76.2 percent from the students.

For proper management of bursary fund, the following recommendations were made. These included: the bursary awards to be determined by the individual school managers but not the CDF committees. This had 75.8 percent response from school principals and 62.3 percent from students. The amount of bursary fund to be increased and remissions be timely had 70.1 percent from principals, 78.7 percent from teachers and 72.3 percent from the students.

**4.8 Research question four: What relationship exists between school infrastructure fund and completion rates of secondary school students in Kyuso District?**

The respondents gave their responses as shown in table 4.8

**Table4.8 Relationship between infrastructure fund and students completions rates in secondary schools**

No	Use of infrastructure fund to improve schools	Principals Responses		Teachers Responses		Students Responses	
		Freq	%	Freq	%	Freq	%
1	Setting up of new physical facilities	15	100	24	85.7	784	89.9
2	Renovation of exists infrastructure	12	80.0	26	92.9	638	73.6
3	Construction/Equipping of laboratories	8	53.3	22	78.6	544	62.7
4	Fencing school compound	6	40.0	14	50.0	186	21,4
5	Installing water tanks	4	26.7	12	42.9	321	36.9

Result from table4.8 showsthat the infrastructure fund had contributed most in setting up new physical facilities such as class rooms, dormitories and staff rooms for most secondary schools. This recorded 100 percent response from the principals, 85.7 percent from the class teachers and 89.9 percent from the students. Renovation of the already existing infrastructure was second with 80 percent response from principals 92.9 from class teachers and 73.5 percent from the students. Construction and equipping of laboratories ranked third with 53.33 percent response from principals, 78.6 percent from class teachers

and 62.7 percent from the students. Others included fencing of the school compound with 40 percent response from principals, 50 percent from class teachers and 21.4 percent from students. Least of all was the use of infrastructure fund to install water tanks. This had 26.3 percent response from school principals, 42.9 percent response from class teachers and 36.9 percent response from the students.

These results agree with the findings of Mutua (2009) where he noted that, the infrastructure funds contributed a lot towards completion and graduation rates of students in secondary schools. This is because, due to high transitions rates from primary to secondary schools, there is need for establishment of more secondary schools and improvement of the existing school infrastructure. Since this has proved to be a burden to parents, the school infrastructure fund has relieved the parents of the heavy burden hence ensuring students get access to secondary school education and are able to complete their four year course comfortably. He also observed that the infrastructure funds are meant to reduce parent's development levy for building classrooms, science laboratories and other physical structure. This is similar to the finding of the current study. Mumbi (2010) had also similar results, where she observed that at least 40,000 new classrooms, the equivalent of 8000 schools were needed to accommodate 1.4 million students expected in public secondary schools by 2012. The education infrastructure funds through CDF and MOE was therefore needed to expand the schools capacities to allow students remain in



school once they are enrolled in form one, until they complete the four year cycle of education.

The study revealed that the main sources of infrastructure development fund included the Ministry of Education with 82.7 percent response from school principals, 76.8 percent from class teachers and 63.7 percent from the students. CDF was second with 75.3 percent response from principals, 72 percent from teachers and 65.3 percent from the students. Parents were ranked third with 69.4 percent from the principals, 72.3 percent from class teachers and 68.7 percent from the students and last being the community that had less than 50 percent from all the respondents.

The infrastructure development fund was associated with the following challenges: inadequacy and delays in remissions which had 89.3 percent from the principals, 73.8 percent from the class teachers and 68.8 percent from the students. Lack of clear policy on the identification of the deserving schools was second with 66.3 percent from principals 52.6 percent from class teachers and 42.8 percent from the students. External influences during the award and implementation of school infrastructure funds had 52.4 from the school principals, 48.8 percent from the class teachers and no response from the students.

The results slightly differed with the findings of Makokha (2008) who observed that the major challenge facing the infrastructure development funds were that they were only found in arid and semi - arid lands and pockets of

poverty in high potential areas while the current study found out that the major challenge was that the funds were inadequate and faced with delays in remission. However, there is a similarity in observations that the subsidy has increased students completion rates of eligible boys and eligible girls. This suggested that the infrastructure fund doesn't only increase enrollment, but also retention in full time education and completion rates.

For proper management of infrastructure development fund, the respondents recommended that the amount should be given to all school which had 92.8 percent from the principals and 88.3 percent from class teachers and none from students. Establishment of clear policies in allocation of the funds to schools had 88.6 percent response from principals, 72.4 percent from class teachers. Involvement of the District Education Board and establishment of committees for managing the infrastructure fund was third with 40 percent from class teachers and 38.3 percent from students. Timely disbursement of the funds, monitoring of the projects set up by funds, ensuring accountability and transparency had between 45.7 percent and 58.7 percent from the principals and class teachers respectively. Building infrastructure, increasing water sources and purchase of science equipments were also recommended by all respondents.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents five issues namely: the introduction, summary of the study, conclusions, recommendations and suggestions for further reading. The study intended to assess the contribution of education subsidies to students' participation in public secondary schools in terms of enrolment, retention and completion rates.

#### 5.2 Summary of the study

The study was carried out in Kyuso District, Kitui County. For the purpose of data collection, interview schedules and questionnaires were used; the researcher visited the schools and administered the interview schedules. The researcher availed the questionnaires to the class teachers and the students and gave them two weeks to answer all the questions after which they were collected for data analysis. The researcher analyzed the data from the field with a view of achieving the research objectives and answering the research questions.

The study showed that:

- i) There were more mixed day schools than other school categories that participated in the research constituting 46.7 percent. This was

followed by pure girls boarding and mixed boarding with 20 percent each. The last was pure boys boarding with 13.3 percent. The enrolment from fully established schools was rated very high. Both school principals and class teachers from those fully established schools rated the enrolment as above average

- ii) The public secondary schools received education subsidies in form of bursary fund which had 100 percent response from principals 89.3 percent and from the students. Constituency development fund was ranked second with 80 percent response from the principals, 78.6 percent from class teachers and 83.5 percent from students. Both free day secondary tuition fund and infrastructure development fund had 60 percent response from principals, 53.6 percent and 59.9 percent from class teachers and students respectively. Other forms of education subsidies included relief food and donations from NGOs which had less than 45 percent from all respondents. The study also showed that the education subsidies received by public secondary schools in form free day tuition fund, bursaries and infrastructure development fund were fair.
- iii) Free day tuition fund improved enrolment rates of students which had 93.3 percent response from principals, 92.86 percent from class teachers and 90.3 percent from students.

- iv) Education bursaries increased students' retention rates which recorded 93.3 percent response from principals, 92.7 percent from teachers and 72.6 percent from students.
- v) The infrastructure fund contributed greatly towards students' completion rates in secondary school by putting up of new infrastructures as well as renovating the old ones. This recorded between 80 – 100 percent responses from all participants. Other contributions included equipping of laboratories, installing of water tanks and fencing of school compounds which had between 40 percent and 70 percent response from the participants.
- vi) Challenges associated with infrastructure funds included inadequacy and delays, lack of clear policies on the identification of deserving schools and accountability problems due to external influences.
- vii) District Education officers, District education board, school principals should be involved to ensure that the education subsidies are well managed and the deserving schools and students benefit from the funds.

### **5.3 Conclusions**

The study revealed that despite the various types of education subsidies given; the public secondary schools were in great need of more adequate and timely disbursement of education subsidies. There is therefore need for school managers and government to adopt a good subsidy sourcing and management

culture involving the communities, corporate bodies and individuals to actively participate in the provision of education subsidies and ensuring transparency and accountability to safeguard the education funds.

It study showed that both education subsidy and students participation in public secondary schools are closely inter-woven and inter-dependent for the purpose of students achieving full access to educational opportunities. There is therefore need to increase education subsidies in order to ensure full participation of students in public secondary schools. The education subsidies in all their various forms are inadequate hence all the education stakeholders should come in to finance and provide more education subsidies instead of having the government to be the only major provider. This will improve the students participation in secondary especially arid and semi arid like where the study was carried which revealed that the enrolment rates, retention and completion rates of students were wanting due to inadequacy and delays in funding.

Beneficiaries of secondary school education are leaders of tomorrow and need to be fully facilitated for full participation in secondary school. If this noble task is to be realized in Kyuso District, all stakeholders must put efforts in the provision and proper management of education subsidies in the public secondary schools so that students in secondary schools will be effectively and efficiently prepared for their future life. Equally, when provided, these education subsidies should be properly utilized so that each school will allow equal access of education to students from all geographical and socio-

economic classes hence increase their retention and completion rates thus enhancing effective , efficient and quality teaching and learning activities.

#### **5.4 Recommendations**

In view of the findings and conclusions of the study, the following recommendations are suggested that: -

- i) The government through the ministry of education should diversify and increase the education subsidies sent to secondary schools as the study revealed that they were not adequate to enhance full students in public secondary schools.
- ii) The government should increase the amount of free day secondary tuition per child per year and remit it in good time to secondary schools so that the school managers could plan with precision and be able to retain the students in schools for full participation.
- iii) The bursary fund should be managed by school managers and their committees instead of the CDF committees which at times overlooked the neediest students and the bursary fund amount should be increased and released to school in good time.
- iv) The school infrastructure should be evenly distributed to those schools found marginalized areas.
- v) The school administrators should employ strategies to ensure that the education subsidies in all their various forms are well managed in

order to ensure balanced enrolment rates, retention and completion rates of secondary school students.

- vi) Other stakeholders need to come on board to finance our secondary education especially in arid and semi arid areas of this nation.
- vii) The parents who have not yet taken their children to secondary should take the advantage of the education subsidies provided by the government and take their sons and daughters to secondary school as their burden to educate their children is highly subsidized.

### **5.5 Suggestions for further readings**

The researcher wishes to make the following recommendations for further studies.

- i) A similar study can be carried out in a different geographical area to investigate the role of education subsidies in secondary schools since its inception in Kenya.
- ii) A comparative study on financing of secondary school education in both public and private schools and the impact on students' participation in secondary schools.



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## APPENDICES

### APPENDIX I

#### Letter of introduction to respondent

University of Nairobi  
Kikuyu campus,  
Box 92 Kikuyu.

12<sup>th</sup>/03/2012

Dear Sir/Madam,

**RE: CONTRIBUTION OF EDUCATION SUBSIDIES TO STUDENTS  
PARTICIPATION IN PUBLIC SECONDARY SCHOOLS IN KYUSO  
DISTRICT, KITUI COUNTY**

I am a post graduate student in the University of Nairobi, department of educational administration and planning and I am carrying out a research on how Education subsidies have enhanced students' participation in public secondary schools in Kyuso district. You are therefore kindly requested to respond to the items in attached questionnaires to the best of your knowledge.

Yours faithfully,

D. M. Mwangie

## APPENDIX II

### Interview schedule for principals

This study intends to assess the contribution of education subsidies to students' participation in public secondary schools in Kyuso District. As a principal, your resourcefulness in this study will be very important as you answer the following questions

1. Gender, Male \_\_\_\_\_ Female \_\_\_\_\_
2. What is the total enrolment of your school?  
Boy \_\_\_\_\_ Girls \_\_\_\_\_
3. How many students do you have per class Form 1 \_\_, Form 2 \_\_,  
Form 3 \_\_, Form 4 \_\_?
4. How many streams does your school have?

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5. What comments would you make concerning the rate of students transition from primary schools to secondary schools in your district?

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6. In your own opinion, what actions do you think would be taken to balance the levels of primary school transition rates and secondary

school enrollment?

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7. What type of education subsidies does your school receive?

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8. What influence do education subsidies received in your school have on students participation?

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9. Please give an assessment of your school on the basis of each of the following criteria on the achievement of these statements.

Statement	Very good	Good	Fair	Poor
Amount of bursary fund received				
Free day tuition fund				
Education development fund				

10. How does free day secondary tuition influence the enrollment status in your school?

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11. How adequate is the free day secondary tuition fund?

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12. What challenges if any are associated with free day secondary tuition as regards to students' enrolment?

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13. In your own opinion, how can the free day secondary tuition related challenges be managed?

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14. Who are the main providers of the bursary funds?

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15. What criteria are used to award bursary fund to students?

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16. How often is bursary fund given to the needy and bright students?

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17. How has bursary fund influenced retention rates in secondary schools?

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18. What challenges if any are associated with bursary funds as regards to students' retention rates?

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19. In your own opinion suggest ways in which the challenges associated with education bursary fund can be managed

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20. Who provides the education infrastructure development fund for

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secondary schools?

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21. In what ways is the school infrastructure fund used in your school?

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22. How adequate does the infrastructure fund meet the infrastructural requirements of your school to enhance students' completion rates?

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23. What challenges, if any, are associated with school infrastructure funds?

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24. In your own opinion suggest ways in which infrastructure fund related challenges can be managed to enhance students' completion rates

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*Thank you for your cooperation*

## APPENDIX III

### Questionnaire for Class Teachers

This study aims at investigating the contribution of education subsidies on students' participation in public secondary schools in I Kyuso district. You are kindly requested to response the following questions.

1. Please state your gender i) Male (    ), (ii) Female (    )
2. How many years have you been in teaching? \_\_\_\_\_
3. How many streams does your school have? \_\_\_\_\_
4. What comments would you make concerning the rate of students transition from primary schools to secondary schools in your district?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What actions do you think would be taken to balance the levels of primary school transition rates and secondary school enrollment?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What type of education subsidies does your school receive?  
\_\_\_\_\_  
\_\_\_\_\_

7. Please give an assessment of your school on the basis of each of the following criteria on the achievement of the statement.

Statement	Very good	Good	Fair	Poor
Amount of bursary fund received				
Free day tuition fund				
Education development fund				

8. How does free day secondary tuition influence the enrollment status in your school?

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9. How adequate is the free day secondary tuition fund?

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10. What challenges if any are associated with free day secondary tuition as regards to students' enrolment?

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11. How can the free day secondary tuition related challenges be managed?

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12. Who are the main providers of the bursary fund?

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13. How often is bursary fund given to the needy and bright students?

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14. How has the bursary fund influenced students' retention rates in secondary schools?

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15. What challenges if any are associated with bursary funds as regards to students' retention rates?

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16. Suggest ways in which the challenges associated with education bursary fund can be managed

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17. Who provides the education infrastructure development fund for secondary schools?

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18. In what ways is the school infrastructure fund used in your school?

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19. How adequate does the infrastructure fund meet the infrastructural requirements of your school to enhance students' completion rates?

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20. What challenges, if any, are associated with school infrastructure funds?

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21. Suggest ways in which infrastructure fund related challenges can be managed to enhance students' completion rates

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*Thank you for your cooperation*

**APPENDIX IV:**

**Questionnaire for Students**

This questionnaire is designed to gather information concerning the contribution of education subsidies to students' participation in public secondary schools. Please respond to all questions by filling in the spaces provided or use a tick in the indicated brackets ( ) as is appropriate. Do not write your name.

1. Please state your gender, i) male ( ), ii) female ( )

2. Which class are you? Form [1] [2] [3] [4]

3. What is the type of your school?

(i) Boarding ( ), (ii) Mixed day ( ),

(iii) mixed boarding ( ) (iv) Other (specify)

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4. How many streams does your school have? \_\_\_\_\_

5. What type of education subsidies does your school receive?

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6. Please give an assessment on how the following statement state the level of education subsidies received in your school

Statement	Very good	Good	Fair	Poor
Amount of free day tuition fund				
Amount of bursary fund				
Education infrastructure fund				

7. How does free day secondary tuition influence the enrollment status in your school?

i) Very good ( )      ii) Good ( ),    iii) Fair ( ),    iv) poor ( )

8. How adequate is the free day secondary tuition fund?

i) Very adequate ( )      ii) Adequate ( ),  
 iii) fairly adequate ( )      iv) Poorly adequate ( )

9. What challenges if any are associated with free day secondary tuition as regards to students' enrolment?

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10. How can the free day secondary tuition related challenges be managed?



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11. Who are the main providers of the bursary fund?

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12. How often is bursary fund given to the needy and bright students?

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13. How has bursary fund influenced retention rates in secondary schools?

i) Very good ( ), ii) Good ( ), iii) Fair ( ), iv) poor ( )

14. What challenges if any are associated with bursary funds as regards to students' retention rates?

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15. Suggest ways in which the challenges associated with education bursary fund can be managed

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16. Who provides the education infrastructure development fund for secondary schools?

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17. In what ways is the school infrastructure fund used in your school?

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18. How adequate does the infrastructure fund meet the infrastructural needs of the school?

i) Very adequate ( ), ii) Adequate ( ),

iii) fairly adequate ( ), iv) Poorly adequate ( )

19. What challenges, if any, are associated with school infrastructure funds?

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20. Suggest ways in which infrastructure fund related challenges can be managed to enhance students' completion rates

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**Thank you for your cooperation**

## APPENDIX V

### Research Authorization

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254 020-2213471, 2241349

254-020-310571, 2213123, 2219420

Fax: 254-020-318245, 318249

When replying please quote

secretary@ncst.go.ke

P.O. Box 30623-00100

NAIROBI-KENYA

Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/464**

**2<sup>nd</sup> May 2012**

Our Ref:

Date:

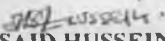
Daniel Mutua Mwangie  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Contribution of education subsidies to students participation in public secondary schools in Kyuso District, Kitui County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kyuso District** for a period ending **30<sup>th</sup> June, 2012**.

You are advised to report to the **District Commissioner and the District Education Officer, Kyuso District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.



  
**SAID HUSSEIN**  
**FOR: SECRETARY/CEO**


Copy to:

The District Commissioner  
The District Education Officer  
Kyuso District.

## APPENDIX VI

### Research Clearance Permit

<b>PAGE 2</b>	<b>PAGE 3</b>						
<b>THIS IS TO CERTIFY THAT:</b> Prof./Dr./Mr./Mrs./Miss/Institution Daniel Mwangi of (Address) University of Nairobi P.O.Box 30497-00100, Nairobi. has been permitted to conduct research in	Research Permit No. <b>NCST/RCD/14/012/464</b> Date of issue <b>2<sup>nd</sup> May, 2012</b> Fee received <b>KSH. 1,000</b>						
<table border="0"><tr><td style="text-align: center;"><b>Kyuso</b></td><td style="text-align: center;"><b>Location</b></td></tr><tr><td style="text-align: center;"><b>Eastern</b></td><td style="text-align: center;"><b>District</b></td></tr><tr><td></td><td style="text-align: center;"><b>Province</b></td></tr></table>	<b>Kyuso</b>	<b>Location</b>	<b>Eastern</b>	<b>District</b>		<b>Province</b>	
<b>Kyuso</b>	<b>Location</b>						
<b>Eastern</b>	<b>District</b>						
	<b>Province</b>						
on the topic: <b>Contribution of education subsidies to students participation in public secondary schools in Kyuso District Kitui County, Kenya.</b>							
for a period ending: <b>30<sup>th</sup> June, 2012.</b>	 <b>Secretary</b> <b>National Council for Science &amp; Technology</b>						
	<b>Applicant's Signature</b>						

<b>CONDITIONS</b>	
<ol style="list-style-type: none"><li>1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit</li><li>2. Government Officers will not be interviewed without prior appointment.</li><li>3. No questionnaire will be used unless it has been approved.</li><li>4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.</li><li>5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.</li><li>6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice</li></ol>	<b>REPUBLIC OF KENYA</b> <b>RESEARCH CLEARANCE PERMIT</b>
<b>GPK6055t3mt10/2011</b>	<b>(CONDITIONS—see back page)</b>