

Intervention Measures On: Access and Equity to Subsidized Public Secondary in Eldoret West

Dr. Joseph F.K. Tuitoek & David Kibet Biwot

Department of Educational Management and Policy Studies, School of Education, Moi University, Kenya

Abstract:-This study sought to evaluate determinants of access and equity to subsidized public secondary education in Eldoret West. The study was done in Eldoret West. The objective of the study was to investigate the effect of intervention measures by the government and other stakeholder on access and equity to subsidized public secondary in Eldoret West. The study was modeled on the Education Production Functions Really Theory, proposed by (Lant Pritchett & Seon Filmer, 1997). The mathematical relationship between inputs was referred to as the educational production function by economists; descriptive survey design was employed. The target population for the study was the Sub-County Educational Officer and 16 Head teachers, simple random sampling and purposive sampling technique were employed in choosing the sample size. The research instruments used to collect data was questionnaire for head teacher and teachers while the interview Schedule was used in SEO Eldoret west. A Pilot study was done to determine the reliability of the research instruments in 3 public secondary schools in Bungoma North Sub-County. Data collected was analyzed both quantitatively and qualitatively. The descriptive statistics used was the frequencies, mean. The study established that lack of support was the biggest challenge affecting effective implementation of subsidized secondary education in public secondary schools the researcher recommends that the government should build more schools and employ more teachers to accommodate all those qualifying for secondary education from the primary schools.

Key words: Intervention Measures, Access, Equity,

I. INTRODUCTION

The Government and the people of Kenya have since independence in 1963, been committed to expanding education system to enable greater participation. This has been in response to a number of concerns. Among the main concerns has been the desire to combat ignorance, disease and poverty; and the belief that every Kenyan child has the right of access to basic welfare provisions, including education. Education has also been as a fundamental factor for human capital development. The effort to expand educational opportunities has been reflected in the various policy documents and development plans (Okwach, 1999).

The Kenya government policy to achieve universal primary education (UPE) has to be seen within the wider international context. The universal declaration of human rights, adopted in 1948, declared that “everyone has a right to education”. The world conference on education for all (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic

education especially with the so-called visions and renewed commitments. It noted that, “to serve the basic needs for all, requires more than a recommitment to basic education as now exists. What is needed is an expanded vision that surpasses resource levels, institutional structures, curriculum and conventional delivery systems, while Building on the best practices” (world declaration on education for all, 1990).

The Amman mid-decade review of education for all (1996) reaffirmed the commitment to the Jomtien resolutions. It observed that the provision of basic education, especially for girls, has remained elusive in many less industrialized countries particularly in Africa, where ethnic tensions and conflicts have displaced many households, thus denying children opportunities of going to school. The Dakar conference of 2000 reviewed developments in achieving UPE in African continent. It set as one of the EFA goals eliminating gender equality by 2015. This was further endorsed by the millennium development goals (MDGs).

Within this broad policy framework, since independence in Kenya in 1963, the expansion of learning institutions has been one of the greatest achievements in education sector. There has been increased adult literacy. Achievements of access to education during the last four decades have been possible through the establishment of a network of schools throughout the country. This has resulted in an increased participation by groups that previously had little or no access to schooling. Enrolment of a greater percentage of girls and indeed the attainments of universal primary education (UPE) has been the long-term objective in the primary education sub sector (Sifuna, 2004)

1.1. Statement of the Problem

The government of Kenya with effect from January 2008 provided subsidized secondary education as contained in Sessional paper no.1 of 2005 in an attempt to increase the transition rates from primary to secondary schools to 70% (Shikanda, 2008). Since the start of the programme, enrolment has increased in secondary schools in Kenya by over 300,000 students with no corresponding increase in the number of teachers and physical infrastructure (Adan, 2008). Records available at the SEO'S office Eldoret West show that the enrolment has been increasing from 3,784 students in 2008 to 8,989 students in 2011 but the increase in the number of the secondary schools and teachers has not been commensurate. Between 2009 and 2011 .about 5205 new students entered

into the education system in the Sub-County representing a 51% increase in enrolment.

It is important to find out how the extra 51% students are being accommodated in the existing secondary schools in terms of physical facilities, teachers, class size and intervention measure the Kamunge report (1988) had proposed that rather than over-enroll existing classes, extra streams should be established in existing secondary schools and commensurate resources provided in order to maintain quality, relevance and high standards of education. In particular the study sought to investigate how the government is addressing the problem of access and equity in the face of increasing need for education in the tuition subsidized.

1.2: Objective of the Study

To investigate the effect of intervention measures by the government and other stakeholder on access and equity to subsidize public secondary in Eldoret West

1.3 Research Question

What is the effect of intervention measures by the government and other stakeholder on access and equity to subsidize public secondary in Eldoret West?

II. RESEARCH METHODOLOGY AND METHODS

The study the descriptive survey research design, Surveys are used to systematically gather factual quantifiable information necessary for decision making. Kothari (2008) a survey is preferred due to the following reasons: It enabled the researcher to examine various data, and the relationship

between other unknown situations in the prevailing scenarios. This data collection instrument was used mainly to review the effect of intervention measures by the government and other stakeholder on access and equity to subsidize public secondary in Eldoret West. The design was selected because of the nature of investigation that was to be carried out on the implementation of strategic plans in Kenyan secondary schools. A mixed methods designs involves the collection and analysis of both quantitative and qualitative data in a single study in which data are collected concurrently or sequentially, are given priority, and involve integration of the data at one or more stages in the process of research (Onwuegbuzie & Collins, 2007).

2.1 Ethical Considerations

The information gathered from participants was kept in confidence and was only used for the purpose of the study. This information was not to be revealed to anybody without the participants consent. The researcher preserved the anonymity of the informant by not writing the names of all those involved in the research.

III. FINDINGS AND DISCUSSION

Intervention Measures

The study first objective was to evaluate the intervention measures applied by the secondary school stakeholders to ensure successful subsidized secondary school education. As such the study investigated the MOE, parents, donors and church support under 5 likertscale as depicted in table 4.2 below.

Table 4.2 Intervention Measures

		SA	A	U	D	SD	
MOE support tuition subsidized education in our school	Frequency	8	19	2	17	4	50
	Percent	16	38	4	34	8	100
Parents support tuition subsidized education in our school	Frequency	5	17	3	11	14	50
	Percent	10	34	6	22	28	100
Donors support tuition subsidized education in our school	Frequency	15	28	1	3	1	48
	Percent	30	56	2	6	2	96
Church support tuition subsidized education in our school	Frequency	10	22	2	11	5	50
	Percent	20	44	4	22	10	100

From the study findings in table 4.2 shows that majority of the respondents (38%) agreed that MOE support tuition subsidized education in our school, Parents support tuition subsidized education in our school (34%), donors support tuition subsidized education in our school (28%) and Church support tuition subsidized education in our school (44%). The

study relates to studies Orlosky (1984), that Head teachers and parents play a major role in the management of all school financial activities, which involve the disbursement of money. The money is obtained through various sources such as \ fees. According to Orlosky (1984), financial management determines the way the school is managed and whether or not

the school will meet its objectives. The head teacher is responsible for budgeting, accounting and auditing functions of financial management. With the introduction of subsidized secondary education, schools get some funding from the government while parents are required to meet various other costs such as school development thesis and boarding fees (Republic of Kenya, 2005).

IV. CONCLUSION

Based on the findings of the study as summarized above, it can be concluded that subsidized secondary school education is a worthy initiative as it enhances access to education despite the many challenges. The study established that more students were able to attend schools as a result of subsidized secondary education and this contributes to equity in secondary education. From the findings it was noted that subsidized secondary education stretched school resources too thin, in that, there was a deficiency in school resources and utilities. For example findings on classrooms required indicated a general deficit of 2 classrooms per school and on latrines 66.7% of the schools had not met the ministry of education guidelines.

Support provided by MOE, parents, and church is essential to the growth of public institutions anywhere in the world, Kenya included. While doing the research, the head teachers were asked if the funds allocated to their schools were adequate to the school needs, to which all of them replied in the negative, that the funds allocated to them were not adequate to their school needs. Researchers have found when parents and other adults are actively involved in their child's education there is a significant increase in students' attendance, homework, and positive sense of self (Berger, 2008; Fan & Chen, 2001). The phenomenon of engaging community partners, the business community, and parents in high school education is not a new concept. Shields (1994) argued that schools have no chance of fundamentally changing school environments without the direct support and engagement of the larger community. Epstein (1995) suggested that "with frequent interactions between school, families, and communities, more students are likely to receive common messages from various people about the importance of school, working hard, thinking creatively, helping one another, and staying in school.

V. POLICY IMPLICATION

The government should allocate enough funds in time and resources to schools to ensure that subsidized secondary

school education runs smoothly without compromising quality of education.

REFERENCES

- [1]. Adan, J. (2008). "Good and bad of Subsidized School" East African Standard 6.02.2008 Nairobi: The Standard group
- [2]. Archilles, C.M. (1990). *Small classes, big Possibilities*. The school Administrator, New York: Longman Inc.
- [3]. Bette J.K. & Shkolnik, J.K. (1999). The Behavioral Effects of Variations in class size; the case Maths Teachers. Educational Evaluation and policy Analysis, 21, (2), 193-213
- [4]. Borg, R.W. & M.D. Gall. (1989). *Educational research: An Introduction*. New York: Longman Inc.
- [5]. G. O. K. (2008) *President Kibaki Launches Subsidized Secondary Education*, Nairobi: Office of the public communications.
- [6]. Kerlinger, F.N. (1983). *Foundation of Behavioral Research*. Delhi: Holt, Rinehart and Winston.
- [7]. Kilel, C.F. (2007). *Primary School Teachers perception of the Effects of class size on teaching effectiveness: A case of Kapsabet Division, Nandi North Sub-County of Kenya*, unpublished M. Phil thesis, Moi University Eldoret.
- [8]. Kirui, K. (2008). *The implementation of the physical education curriculum in secondary schools: a case of Bomet Sub-County in the Rift Valley Province- Kenya*, Unpublished M. Phil thesis, Moi University, Eldoret.
- [9]. MOE. (2008) "Interim Guidelines for the Implementation of Subsidized Secondary School Education, Nairobi: Ministry of Education.
- [10]. Mugenda, O. M & Mugenda, A. G. (1999) *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts press.
- [11]. Okwach, A. & Abagi. (1998). *Public and private investment in Education in Kenya*. An Agenda for Action. IPAR CDP No. 005/1997.
- [12]. Oyaró, K. (2009). Education-Kenya: Students pour in, Teachers drain Away. Interpress News Agency. <http://ipsnews.net/africa/nota.asp?idnews=422667>
- [13]. Republic of Kenya. (2005). Sessional Paper No.1 on Education and Training. Nairobi: Government Printers.
- [14]. Republic of Kenya. (2007) *Report of the task force on affordable secondary education*. Nairobi: Government printer.
- [15]. Shikanda, F.C. (2008). *Managing Subsidized Secondary Education: A paper presented to Kericho Sub-County Head teachers in Uasin-Gishu on 4th April 2008*.
- [16]. UNESCO. (2007). Education for All issue 12, <http://www.efa.Nairobi-Unesco.org/efaxii/>
- [17]. World Declaration on Education for All. (1990). *Development of Education in Africa: The Kenya Experience* Nairobi: Initiative Ltd.
- [18]. Abagi, O. and Odipo, G., (1997) *Efficiency of Primary Education in Kenya: Situational analysis and implication for Educational reform*. Discussion paper No. DP0004/97. Nairobi: IPAR.
- [19]. Kothari, C.R (2008) *Research Methodology: Methods and techniques*: New Delhi: New age International publishers 2nd revised edition.
- [20]. Mugenda and Mugenda (2003). *Research methods: Quantitative and Qualitative Approaches*: Nairobi: Act press.
- [21]. Okwach, A., and Odipo, (1997). *Public and private investment in primary education in Kenya: An agenda for action*. IPRA (DP N0.005/1997).
- [22]. Republic of Kenya, (1964). *The Kenya commission report(The Ominde report)*. Nairobi: government printers.