

Role of School Administration on Access and Equity to Subsidized Public Secondary in Eldoret West

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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: Role, School Administration, Access, Equity

I. INTRODUCTION

The Koech commission (1999) observed that almost all the previous education review reports stressed on the need to provide facilities, equipment, learning and teaching materials. In its inquiry the Koech commission found out that most of the secondary schools did not have adequate facilities, equipment and materials for the teaching of practical subjects. The situation expected to worsen with tuition subsidized secondary education. In the process of conducting its inquiry, the commission noted that the interaction between teachers and students was better where the class size was between 25 and 35 students. Against this background and in view of need to provide quality secondary school education, the commission recommended that deployment of secondary school teachers be reviewed with a view of affecting a pupil teacher ratio (PTR) OF 35:1 and that the average class schools segment be 35 students (R.O.K, 1999). With the introduction of tuition subsidized secondary education, school in high potential areas are required to have a minimum of 40 and a

maximum of 45 students per class in order to qualify for TSC teachers and government funding (MOE, 2008).

The importance of investing in secondary education cannot be overemphasized. Oyaro (2008) asserted that investment in secondary education pays off in healthier families, in better qualified workforce, stronger economies and reduced poverty. Few countries have made a break through into the middle income status without the majority of their citizens having access to secondary education. According to UNICEF, girls who finish secondary school tend to have few and healthier children. Researchers also found out that those girls who received secondary education in Uganda and Zimbabwe had lower chances of HIV infection rates than those who attend secondary school (Oyaro, 2008).

Oyaro (2008) further observed that Uganda's subsidized secondary Education programme is part of its strategy to dispel poverty. Okao (2007) asserted that USE is taking primary education to higher level skills and knowledge so that citizens who have better manual, technical and intellectual ability can be raised to handle advanced production and to understand a wider scope of economy in Uganda and beyond. UNESCO (2007) concurred that universal primary education is not useful if the learners cannot proceed to secondary level or other post-primary training institutions. Primary schooling largely prepares the learners for further education and training and ideally should not be a terminal point. At any rate most learners leaving primary school are so young that they should not be left to the vagaries of nature. They are ill-prepared and immature to be employed and are vulnerable as to be left without productive engagement.

UNESCO (2007) adds that young people feel cheated when they excel in national examinations, but find themselves unable to proceed to secondary education because of inability to pay. It would be useful for any government to provide subsidized education at secondary level because it affords the poor an opportunity to move up on the academic ladder. He observed that a lot of talent had been left out due to high cost of secondary education, providing subsidized education at secondary level could avail to the nation those lost talents, because their parents could not afford (Anane, 2008).

In January 2009, the minister for Education of Malawi gave reasons why there was need for the government of Malawi to make secondary education affordable. He observed that every year since attainment of independence, children from poor

families especially in rural areas had failed to access secondary education because of fees (Nyasa, 2011). He asserted that there are many implications of denying children access to secondary school:

Failure to educate the nation to secondary school level is promoting child labour and child abuse. He observed that many intelligent boys and girls who were once selected to secondary school are abused in several ways. Young girls are forced to get married to older people. He pointed out that girls as young as 14, are now mothers without any support. He added that this could promote the spread of HIV and other health related implications that can have an impact on national resources.

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

R.O.K (1988) secondary education forms the secondary cycle of the system of education and the transitional stage between elementary education and higher education, training and the world of work. It further pointed out that traditional African society attached great importance to this stage of youth development in preparing them for responsibilities of adulthood. In keeping with this tradition, secondary education prepares young people between the ages of 14 and 17 years for further education, training and employment.

The R.O.K (1988) therefore noted that the objectives of the four year secondary education are:

To provide an all-round mental, moral and spiritual development, to provide relevant skills towards positive contribution to the development of the society, To ensure balanced development in cognitive (knowledge), psychomotor (manipulative and practical) and effective (attitude and value) skills, To lay a firm foundation for further education, training and work and to lead to the acquisition of positive values towards the well-being of society.

The launch of subsidized secondary education programme marked a very important milestone in the government of Kenya's efforts towards securing a bright future for the children and the youth of Kenya, (G.O.K 2008) asserted that the main objective of providing Subsidized secondary education is to ensure that children from poor households acquire quality education that enables them to access opportunities for self-advancement and become productive members of society. The primary education alone is not sufficient to provide the quality human resources necessary for the country's sustainable development. Moreover, primary school pupils complete 8 years of schooling when they are still too young to engage in productive activities and contribute meaningfully to nation building.

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

1.1. Statement of the Problem

In Kenya, the government has a policy to assist needy student's access secondary education. The policy has seen many players into the field to assist needy student access secondary schools. At present there are myriad sources of bursaries such as CDF, county government, Equity bank, Co-op Bank Foundation, Ngo's, church, Foundations, politicians and even individuals. Every year these sources declare huge amounts of bursaries allocated to needy students to assist them in accessing and participating in Secondary Education. At the same time, many secondary school students are unable to access even their leaving certificate and results slips owing to huge balances they owe schools. The government has directed secondary school heads to release results slips, leaving certificates and KCSE certificates unconditionally regardless of whether the students have fee balances or not. The secondary schools heads have insisted that such balances must be cleared before the certificates are released. This conflict has exposed the inconsistencies in bursary allocation to the needy students which needs to be empirically investigated. Thus the purpose of this study is to establish equity in bursary allocations to the needy students in relation to secondary schools internal efficiency.

1.2: Objective of the Study

To establish how school administration have ensured access and equity to subsidize public secondary in Eldoret West.

1.3 Research Question

Does the school administration enhance access and equity to subsidize public secondary in Eldoret West?

II. RESEARCH METHODOLOGY AND METHODS

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

2.1 Ethical Considerations

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

III. FINDINGS AND DISCUSSION

The study sought to establish how school administrations have ensured access and equity to subsidize public secondary in Eldoret West. The findings from school principle questionnaire are presented in table 3.1.

Availability of Physical Infrastructure

As indicated by R.O.K (2008), the number of secondary schools in 2007 was 6,485 with a student population of 1,180,300. This growth in secondary education is due to the high demand for this level of education by the increased large number of primary school leavers (R.O.K, 1988). Consequently, owing to this growing demand for secondary education there has been a tendency to over-enroll classes beyond the approved 40 pupils per class. Such over-enrolment stretches the use of available physical and human resources, thus affecting the quality of teaching and learning. The study thus sought to establish the significance of the factors related to availability of infrastructure within the schools and how this impacts on the access and equity to subsidized public secondary education. The results regarding this were summarized and presented in table 4.3.

Table 4.3: Availability of Physical Infrastructure

		SA	A	U	D	SD
Class rooms are enough	Frequency	7	24	1	9	8
	Percent	14	48	2	18	16
Laboratories are enough	Frequency	8	12	2	10	18
	Percent	16	24	4	20	36
Desks, chairs and lockers are enough	Frequency	8	19	2	17	4
	Percent	16	38	4	34	8
Toilet are enough	Frequency	5	17	3	11	14
	Percent	10	34	6	22	28
Playing grounds are enough	Frequency	15	28	1	3	1
	Percent	30	56	2	6	2
There are enough text books in your school	Frequency	10	22	2	11	5
	Percent	20	44	4	22	10
There are enough computers	Frequency	4	16	2	17	11
	Percent	8	32	4	34	22
There are enough laboratory equipment	Frequency	25	18	0	3	4
	Percent	50	36	0	6	8
There are enough teaching aids	Frequency	2	18	4	7	19
	Percent	4	36	8	14	38
There are enough exercise books	Frequency	3	34	2	5	6
	Percent	6	68	4	10	12

From the above table, majority of the respondents agreed that; classrooms were enough 24 (48%), desks, chairs and lockers are enough, 19 (38%), toilet were enough, 17 (34%), playing grounds were enough, 28 (56%), there were enough text books in the school, 22 (44%), there were enough laboratory equipment, 25 (50%) and enough exercise books, 34 (68%). The above findings indicate that there are adequate classrooms as well as other major amenities. However majority of the respondents disagreed that; laboratories were enough, 18 (36%), there were enough computers, 17 (34%) and that there were enough teaching aids, 19 (38%). These results indicate that majority of the schools have concentrated on the provision of the basic school amenities and neglected other essential resources such as adequate provision of new technology such as computers and despite the fact that they have enough laboratory equipment, they do not have adequate laboratories in the schools. This would result in the students acquiring inadequate skills at school and it indicates that they would be ill equipped in sitting for the examination and even in their career choices. The results also point out that the lack of adequate teaching aids would result in less motivate teachers who are forced to utilize lesser equipment in their teaching methodologies which renders their work even more difficult. The above results agree with R.O.K (1988) which recommends that this situation should be avoided in future expansion of secondary education and proposed that rather than overall existing classes, extra streams should be established in existing secondary schools and commensurate resources provided in order to maintain high standards of education. However, they further point out a gloomy picture by stating that secondary education has tended to negate this proposal as over-enrolments tend to be the order of the day and expansion of infrastructure has not been realized (R.OK, 2008).

IV. CONCLUSION

Infrastructure impact of smooth running of subsidized secondary school, the study concludes that some such as Class rooms, Laboratories, Desks, chairs, lockers, Toilet, Playing ground, text books and laboratory equipment are not adequate creating a challenge in the implementation of subsidized secondary education. Technology was also shown to be very low in secondly schools. Lack of computer was a challenge in running of subsidized secondary education. From the study findings most of the respondents study shows that availability of physical structure is important factors if there should have smooth running of subsidized primary school. According to (Tindall 1988) one or two additional students made teaching significantly more difficult. Small classes made it possible for teachers to provide missing care and attention. Word (1989) and Nye, et al (1993) in Ochenje (2008) found significant differences in achievement favoring small classes (13-17) over large classes (22-25). This shows that improving infrastructure would also improve the leaning outcomes of student. The research showed that the number of streams rose from the year 2008, in that no head teacher had less than two

streams in their schools. It also showed that most of the respondents' schools had two or three streams.

V. POLICY IMPLICATION

Head teachers should involve the community around them to aid in school development programmes and thesis. The schools should also initiate income generating thesis to subsidize government funding.

The government should organize more capacity building programmes for both head teachers and teachers to equip them with adequate skills and abilities to handle the emerging issues with the implementation of Subsidized Secondary education.

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