

**RELATIONSHIP BETWEEN SUBSIDIZED SECONDARY EDUCATION AND
STUDENTS PARTICIPATION IN PUBLIC SECONDARY SCHOOLS IN WAJIR
EAST SUB-COUNTY, WAJIR COUNTY, KENYA**

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Requirements for the Award of the Degree of Master of Education in
Educational Management of Chuka University**


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DECLARATION AND RECOMMENDATION


Declaration

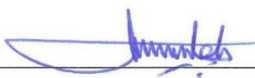
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Recommendation

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DEDICATION

This thesis is dedicated to my wife Saadia Ibrahim Dayow and my children Salma, Abubakar, Samira, Faad, Yahya, Sumeya, Sabah and Siham, and my Mother Samey Abdi.

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I thank the Almighty Lord for giving me the will and strength to carry out this research. I also give thanks to my entire family for the encouragement and support throughout the project. Lots of thanks and gratitude to my thesis supervisor, Prof. George Muthaa and Dr. Eric Mwenda for valuable advice, guidance and encouragement that they accorded me throughout this research process. To all my colleague who helped me review this thesis, thank you very much for your clarification, corrections and criticisms that helped me to achieve the objective of this work. I also to thank the Chuka University management of for availing to me all the necessary resources without which I could not have managed to carry out this study. To my respondents, I do appreciate your input. I would not forget to salute all my friends who have played a part towards success of this report. Above all the Almighty God who made it all possible. May his Holy name be Glorified Forever.

ABSTRACT

The Kenyan Government began implementation of funds for subsidization of secondary education in the year 2008 as a way of reducing education cost to ensure parents have increased affordability to education. The Kenyan Government disbursed 2.9 billion to cater for funds for subsidization of secondary education and allocated Ksh 22,244 per learner in both day and boarding secondary schools to cater for operation and tuition costs. However, from its inception, there have been many concerns raised on whether its execution has any impact on learner' participation in secondary schools. In spite of introduction of Funds for subsidization of secondary education to enhance access, completion and rate of retention of student, secondary schools in Wajir East Sub-County, declining levels of secondary schools 'rate of completion continue to be reported. The objective of this study was to find out the relation that exists between funds for subsidization of secondary education and the rate of learner completion in schools. The study applied a correlational research design. The population targeted in this study was drawn from 14 secondary schools, comprising of learner, teachers and principals together with the Sub-County Directors of Education totaling to 2031. Sub-County Director of Education was selected using Purposive sampling method, while simple random sampling was used to employ to choose 14 principals and 59 teachers and 182 learners. Thus, the sample size was 256 respondents. The data collection tools included the questionnaire and an interview schedule. A pilot research was carried out in two schools sampled from neighboring Wajir West Sub-County. The instruments validity was ensured by expert judgment of the supervisors. The reliability of the instruments was ensured using the Test-re-test method. The reliability test on the Principals and teacher's questionnaire yielded score of 0.851. The learner's questionnaire as well as the interview schedule used for Sub-County Director of Education showed a reliability score of 0.820 and 0.812 respectively, thus deeming the instruments reliable. Qualitative data that was collected was coded, tabulated and analyzed with use of (SPSS); version 21. A Chi-square (χ^2) test of independence was employed to test the Hypothesis at a significance level of 0.05. The information obtained of the study revealed that government funds for subsidization of secondary education funds were adequately catering for all learners to access secondary education. However, more SSE funding was still required to increase learner's access to secondary education of children from poor families. Through funds for subsidization of secondary education fund, the rate of retentions of completion had improved significantly. The main challenge of SSE fund was that it was distributed to schools according the learner enrollment in the schools, a method that disadvantaged the schools with few learners and favoring already established schools that had many learners. Timely disbursement of SSE funds influenced learner's rate of completion. Through SSE fund, learners dropouts had reduced significantly over the years as learner do not miss exams nor do they drop out of school due to lack of unaffordable education. The study recommends that the Kenyan government through Education Ministry should diversify and increase the education subsidies sent to secondary schools as the study revealed that they were not adequate to enhance learner's participation fully in secondary schools in Wajir East Sub-County. The government of Kenya should ensure that more funds are allocated to schools. This will enable them expansion of school facilities to cater for increased student population in the secondary schools.

TABLE OF CONTENT

	Page
DECLARATION AND RECOMMENDATION	ii
COPYRIGHT	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT	vi
TABLE OF CONTENT.....	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
ACRONYMS	xii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	5
1.4 Objectives of the Study	5
1.5 Research Hypotheses.....	5
1.6 Significance of the Study	6
1.7 Scope of the Study.....	6
1.8 Limitations of the Study	7
1.9 Assumptions of the Study	7
1.10 Operational Definition of Terms	8
CHAPTER TWO: LITERATURE REVIEW.....	10
2.1 Participation in Secondary Education	10
2.2 Subsidized Secondary Education	12
2.3 Subsidized Secondary Education and Student' Access to Secondary Education.....	14
2.4 Subsidized Secondary Education and Student Retention in Secondary School.....	16
2.5 Subsidized Secondary Education and Completion Rates among Student in Secondary schools	17
2.6 Theoretical Framework	20
2.7 Conceptual Framework	21

CHAPTER THREE: METHODOLOGY	23
3.1 Location of the Study.....	23
3.2 Research Design.....	23
3.3 Population of the study.....	23
3.4 Sampling Procedure and Sample Size.....	24
3.5 Research Instruments.....	25
3.5.1 Questionnaires for Teachers.....	25
3.5.2 Questionnaires for Form Four Learner.....	25
3.5.3 Interview Guide.....	26
3.5.4 Document Analysis.....	26
3.6 Pilot Study.....	26
3.6.1 Reliability of the Instruments.....	27
3.6.2 Validity of the Instruments.....	28
3.7 Data Collection Procedures.....	28
3.8 Ethical Considerations.....	28
3.9 Data Analysis.....	29
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION.....	31
4.1 Introduction.....	31
4.1.1 Response Rate.....	31
4.2 Demographic Characteristics of the Respondents.....	31
4.2.1 Gender Representation of Respondents.....	32
4.2.2 Age Bracket of Respondents.....	34
4.2.3 Academic Qualifications of Principals and Teachers.....	35
4.2.4 Period Served as Teacher.....	35
4.2.5 Category of the Schools.....	37
4.3 The Relationship Between Subsidized Secondary Education and Learner’ Access.....	37
4.3.1 Statement Rating on Relationship between Subsidized Secondary Education and Learner’ Access.....	38
4.3.2 Hypothesis Testing H_{01}	40
4.4 The Relationship Between SSE and Learner’ Retention.....	41
4.4.1 Respondents Ratings of SSE on Learner Retention.....	41

4.4.2 Common Challenges Facing Learner Retention in Secondary schools.....	42
4.4.3 Hypothesis Testing H ₀₂	43
4.5 The Relationship Between SSE and Learner' Rate of Completion	44
4.6 Hypothesis Testing H ₀₃	46
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	48
5.1 Introduction	48
5.2 Summary of Findings	48
5.2.1 The Relationship Between SSE and Learner' Access to Secondary Education in Wajir East Sub-County.	49
5.2.2 The Relationship between SSE and Learner' Retention in Secondary Schools in Wajir East Sub-County.....	50
5.2.3 The Relationship Between SSE and Learner' Rates of completion in Secondary Education in Wajir East Sub-County.	51
5.3 Conclusion.....	52
5.3.1 The Relationship Between SSE and learner' Access to Secondary Education in Wajir East Sub-County.	52
5.3.2 The Relationship Between SSE and Learner' Retention in Secondary Schools in Wajir East Sub-County.....	52
5.2.3 The Relationship Between SSE and Learner' Rates of completion in Secondary Education in Wajir East Sub-county.	52
5.4 Recommendations of the Study	53
5.5 Suggestions for Further Research	53
REFERENCES.....	54
APPENDICES	58
APPENDIX I: LETTER OF INTRODUCTION	58
APPENDIX II: INTRODUCTION LETTER TO RESPONDENTS.....	59
APPENDIX III: QUESTIONNAIRES FOR PRINCIPALS AND TEACHERS	60
APPENDIX IV: QUESTIONNAIRE FOR STUDENTS	64
APPENDIX V: INTERVIEW GUIDE FOR SUB-COUNTY DIRECTOR OF EDUCATION	68
APPENDIX VI: NACOSTI RESEARCH PERMIT.....	70
APPENDIX V: RESEARCH AUTHORIZATION	71

LIST OF TABLES

Table 1: Secondary Schools Enrolment Rate between 2013 And 2016	4
Table 2: The Study Target Population	24
Table 3: Sample Distribution Table	25
Table 4: Summary of Data Analysis	30
Table 5: Response Rate	31
Table 6: Gender Representation	32
Table 7: Age Bracket of Respondent	34
Table 8: Rating on Relationship between SSE and Learner' Access	38
Table 9: Chi-Square Test For The Extent To Which Funds For Subsidization Of Secondary Education influences learner' Access To Secondary Education ...	40
Table 10: Respondents Ratings of SSE on Learner Retention	41
Table 11: Chi-Square Test for the Extent to Which Funds for Subsidization of Secondary Education influences learner's Retention in Secondary Education	43
Table 12: Relationship Between SSE and Learner' Rates of Completion	44
Table 13: Chi-Square Test For The Extent To Which Funds For Subsidization of Secondary Education influences learner's Rates of Completion In Secondary Education	46

LIST OF FIGURES

Figure 1: Subsidized Secondary Education and School Participation	22
Figure 2: Gender Representation	33
Figure 3: Academic Qualifications	35
Figure 4: Period Served as Teacher	36
Figure 5: Category of Schools	37

ACRONYMS

BOG	Board of Governors
EFA	Education for All
FPE	Free Primary Education
KICD	Kenya Institute of Curriculum Development
KSSHA	Kenya Secondary Schools Heads Association
MOE	Ministry of Education
NEP	North Eastern Province
PPPs	Public-Private Partnerships
PTA	Parents Teachers Association
SCDE	Sub- County Director of Education
SSE	Subsidized Secondary Education
TSC	Teachers Service Commission
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
USE	Universal Secondary Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The subjects on education accessibility, maintenance and educational achievement have gained much attention worldwide particularly in world forums and conferences about education. According to UNESCO (2006), education is measured as a basic human right. Evidently, education establishes foundation on which monetary, communal and political growth of all nations is established (UNESCO, 2006). According to World Bank (2012) venture in education can assist to promote financial development, improve output, participate in state as well as communal growth whereas minimize communal disparity. Extensively, the echelon of a nation's education is amongst the feasible signs of its development level (World Bank, 2012).

Instructive achievement is progressively becoming more important within the economic sector. For instance, according to Orodho (2014), it influences revolution of all forms of resources and thus, enhancing civil livelihoods in different locations. According to Ashaka and Yamano, (2011).investing in education is likely to promote productivity, improve financial growth, whereas influence national and social development and reduce communal disparity. Therefore, education being the foundation of social and economic that aids in the improvement of the society which justify high investment by both the government and individuals.

Globally, in most developed countries such as Britain, USA and France, education opportunity equalization is a primary stated goal of most countries (UNESCO, 2010). Majority of these developed countries are providing the opportunities through educational subsidies at a fast pace with a view of achieving this goal (Fedha, 2008). According to Johnston (2006) in the United States, for instance, Federal subsidies for higher education provide educational subsidies for secondary education. Johnston (2006) further states that the federal government offers education subsidies for secondary education, such as tuition assistance and scholarships. This has enhanced education access to many student hence increasing the rates of participation at all levels of education (World Bank, 2012). In Britain, there is provision for access to secondary school education as a stage in the education for all children. This is due to the abolition of all remaining fees in publicly maintained schools by the government (Bell, 2002). In

China, two types of objectives are usually implicit (Moon & Mayes, 2009). The subsidized education goal is 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 of student bursaries, scholarships and free day secondary tuition. Moon & Mayes (2009) argued that such a package would result in more participation of student in all levels of education.

In Africa, the paces at which countries are progressing towards subsidized education differ from country to county. African countries are usually scrutinized owing to the decline in scholar's maintenance and accomplishment rates mainly at the lower educational levels. (Maisory, 2006). Retention is continued learner participation in a learning event to completion. In countries like Uganda, Malawi, Nigeria and Ghana that introduced interventions to promote access, retention and completion rates are constrained in trying to completely achieve the subsidized education goals. Student's participation in terms of, dropouts, transition and completion are still low at approximately for 30% girls' and 35% for boys' (Nasongo, 2010). It has been estimated about 19 million children in Sub Saharan Africa are out-of-school and if the current trend continues, Africa may make unimportant development to attaining the United Nations new Sustainable Development Goals by 2030 (World Bank, 2015).

Countries like Tanzania and Rwanda have indicate steps forward signaled by the increment of admission of learner in public secondary schools, but completion rates lag far behind (World Bank, 2012). However, in Kenya Student's retention in secondary schools is a great concern because those who complete the full four-year cycle of secondary education declines regardless of subsidized education. Despite having subsidized education strategies to improve a reliable evolution rate in school, there are some students who still intend to drop out of school at premature ages (Oyugi, Riechi & Anampiu, 2008). This is evident because the coarse admission speed for schools reduced from 29.4 percent to 22.2 percent between 1990 and 2000 (Ministry of Education, 2003).

Orodho (2014) observed that, low participation in secondary schools before 2007 was credited to the elevating cost of coaching resources, levies to development, clothing, transportation costs and extra costs meant for part time learning sessions, poor learning

environment, poverty and, HIV/AIDS'. The government of Kenya then inducted sponsored tuition learning in public secondary school in January 2008 aimed at increasing participation to secondary school through support for tuition and operation cost (MoE, 2007). This was a positive move towards the realization of enhanced access, retention, transition and completion in the wake of decline in these parameters before introduction of subsidized education. This influenced increased in admissions in public secondary school from 1.37 million in 2007 to 1.47 million in 2008 according to Kenya Institute of Public Policy Research (KPPRA, 2008). However, regardless of having subsidized education the number of student who complete the full cycle of secondary education is still minimal in comparison with enrolment rate in Wajir East Sub-County.

According to Kosge and Kurgat (2014), subsidized education initiative in Kenya was aimed at offering all forms of support to the less privileged through bursaries; offering definite support infrastructure development, operational in partnership with communities, parents, and private sectors in offering secondary schooling, the secondary sub sector continue facing challenges particularly the lower rates of participation. A report of the Task Force on Affordable Secondary Education observed that despite the growth in number of schools and enrolment, retention and completion rates in some areas remain low (MoE, 2009).

Akego (2007) argues that many learners continue to drop out of school due to hidden costs. Hidden costs of education are major concern since majority of poor households cannot afford pay them hence affecting student' participation in secondary education. Akego (2007) further notes that, children from poor household drop out of school to seek employment to support their family's meager resources. Many of these households may also not be able to meet the indirect costs of schooling like food, clothing, medical care and pocket money among others. One of the main aims of providing SSE in 2008 was to address the concerns of low enrollment and rate of retentions at Secondary level of Education (Kosgei &Kurgat, 2014).

The Free Secondary Education funds in Kenya were meant to attract more students in secondary schools demand for secondary school by enhancing accessibility. It was probable that there would be student transition from primary to secondary schools and retention of these learners until they complete in form four due to accessibility and

financial support from SSE (Oyugi, 2008). However, this was not the case with Wajir East Sub-County as shown in Table 1.

Table 1
Secondary Schools Enrolment Rate between 2013 And 2016

Educational zone	Form One Admission 2013	Form four KCSE Registration 2016	KCSE None registered student
Hodhan Educational zone	729	651	78
Jogbaru Educational zone	854	823	31
Wajir-Bor Educational zone	265	213	52
Total	1,848	1,687	161

Source: Sub-County Director of Education (2016)

Data obtained from Sub-County Director of Education, Wajir East Sub-County for four years between 2013 and 2016 shows that a total of 1,848 students enrolled in form one in 2013 and four years later those who registered for Kenya Certificate of Secondary Examination in 2016 were 1,687 student. A total of 161 students did not graduate accounting to 5.7% of the student who either dropped out or repeated. This is an indication of education wastage in Wajir East Sub-County implying that many students are unlikely to reap the social benefits of education that include securing a well-paying job, promotion in one's place of work, increased lifetime earnings, job security and informed citizens who can participate in the political affairs of the state and self-sufficiency. Therefore, there was a need to carry out a study on the relationship between subsidized secondary education and student' participation in public secondary schools in Wajir East Sub-County, Wajir County, Kenya

1.2 Statement of the Problem

The government of Kenya introduced subsidized education in public secondary school in January 2008 with the aim of enhancing availability to basic education, improving retention and completion rates among learner throughout the country. The Government has been allocating large sums of money to the education sector in form of free day secondary to cover tuition and school infrastructure funds because parents had challenges in providing such support and also to lessen the burden of parents as way of cost sharing. Despite the introduction of SSE to enhance access, retention and completion of learner, declining levels of school completion rates continue to be

reported across the country. In Wajir East Sub-County parents experience problems of meeting their obligations towards financing of the children education due to poverty and social cultural factors which influenced access to education. A non-completion rate of 5.7% in public secondary schools has been noted between 2013 - 2016 in Wajir East Sub-County despite there being subsidized education. Based on this information from Wajir East Sub-County, there was need to set up the association amid SSE and contribution rate of student in public secondary schools.

1.3 Purpose of the Study

The idea of this investigation was to determine the relationship between sponsored education and student' participation in secondary public schools in Wajir East Sub-County, Wajir County, Kenya

1.4 Objectives of the Study

The investigation was guided by the following objectives

- i) To decide therelationship between subsidized funds and student' access to education in Wajir East Sub-County.
- ii) To set up the relationship between sponsored education finds and student' retention in secondary schools in Wajir East Sub-County.
- iii) To establish therelationship between subsidized secondary education funds and student' completion rates to secondary schools in Wajir East Sub-County.

1.5 Research Hypotheses

The study sought to test the following research hypotheses:

H₀₁: There is no statistically significant relationship between subsidized secondary education and student' access to secondary education in Wajir East Sub-County.

H₀₂: There is no statistically significant relationship between subsidized secondary education and student' retention in secondary schools in Wajir East Sub-County.

H₀₃: There is no statistically significant relationship between subsidized secondary education and student' completion rates to secondary schools in Wajir East Sub-County.

1.6 Significance of the Study

The information obtained from the study may be an important reference material for Kenya Institute of Curriculum Development (KICD) when developing and learning materials for the student.

The Ministry of Education may also use the findings to formulate the appropriate financing policies that would improve the participation and completion rates of the student in secondary schools in line with the Education for All goals.

The study identified the existing challenges and gaps in the SSE funding and thus the government may apply the findings of this study to improve on the effectiveness of the SSE funding, so as to attain a higher participation of the student in secondary education in Wajir East, and Kenya at large. The findings would help in establishing appropriate checks and balances to ensure objectivity of SSE.

The student will also benefit from the findings of this study, as through the addressing of the challenges of SSE funding, the student will have better chances of participating fully and completing their education in the secondary schools.

The people of Wajir east Sub-County will also benefit from the findings of this study, as it will highlight the challenges their children are undergoing in the secondary schools, as a result of the gaps in SSE funding. By the government addressing these challenges, the parents will benefit as the burden of school fees they bear will be reduced and the improvement of the student's participation which leads to overall economic wellbeing will be felt in the Sub-County, and Kenya at large.

1.7 Scope of the Study

The study was carried out in public secondary schools in Wajir East Sub-County. The study targeted secondary schools principals, teachers, student and Sub-County Director of Education Officer. The study specifically sought information on the relationship between subsidized secondary education funds and participation of student in terms of access, retention and completion rates.

1.8 Limitations of the Study

The study limited itself to questionnaires and interviews in collecting the relevant data. Questionnaires and interviews yielded self-report data which may not have established the consistency of the respondents due to opinions, preconceptions and capacities in memory. This however was remedied through triangulation method where quantitative data was collected by use of questionnaires while qualitative data was collected by use of interview schedules.

1.9 Assumptions of the Study

The study was carried out on the basis of the following assumptions,

- i. That all the principals and teachers were in position to give clear information on SSE and they had knowledge of SSE impact on participation.
- ii. The Policies on SSE funding did not change during the period of the research

1.10 Operational Definition of Terms

The following terms are operationalized for this study

- Access:** accessibility of chances available for the student wishing to join secondary schools
- Completion Rate:** the proportion of a legion of pupils/student who acceptable complete the course.
- Completion:** the process of accomplishing successfully of education level
- Education Grant:** the amount of money aid offered by to the institutions of learning by the government so as to ease the fees burden from the parents and facilitate education of the student.
- Education Subsidies:** the money that the government pays to the secondary education to help reduce the fees the parents are supposed to pay for their children
- Enrolment Rate:** this is the number of student that are enrolled in a particular class in a secondary school, at a specific period of time
- Graduation Rate:** Refers to those students who finish form four compared to those who were registered at the start of their four-year course.
- Participation:** Refers to the rate at which the student to the secondary schools take part in education and is indicated by rate of retentions, enrolment rates and completion rates.
- Relationship:** In this study it refers to a causal connection between subsidized secondary education and student' participation to secondary education that occurs when changes in one variable are systematically related to changes in another variable.
- Rate of Retention:** is the number of students who enroll in a secondary school for the four year course and finish the course.
- Retention:** is the rate at which the students are able to complete the four classes of the secondary school life cycle
- Secondary Education:** Refers in this context to post primary education which is covered from form one to four in Kenya.
- Student:** In this study refers to someone who is learning at a public secondary school from form one to form four.
- Subsidized Secondary Education:** Schooling strategy by the government to disburse for training cost and other managerial expenses for every

student in communal secondary schools This excludes boarding expenses, lunch Programmed and development projects.

Transition Rate: Refers to student number that complete standard eight in primary and proceed to form one in secondary school

CHAPTER TWO

LITERATURE REVIEW

2.1 Participation in Secondary Education

Worldwide statement of civil and/or human rights (UN 1948) asserts which stipulate that every individual regardless of gender, race, tribe or even the socio-economic status has a right to education. Mbiti (2007); (Orodho, 2014) on the basis of the above declaration argues that secondary education should therefore be made accessible to all, hence, all people should have equal accessibility rights to institutions of higher learning. Education/learning should be shaped in a manner that it meets its core purpose of ensuring establishment people's strength and personality as stipulated by human rights and basic freedoms for humans (Orodho, 2014). The Education Forum which was held in Dakar Senegal recommended the Dakar Framework, Education for All. The declaration reaffirmed the goals of education for all as laid out by World Conference on Education for All the people, Jomtien, Thailand (1990) and other similar conferences. The declarations committed governments to achieving quality basic education for all by the year 2015 (Johnstone, 2006).

The World Bank recognizes the essential education function in the community (The World Bank, 2012). Evidently, education entails a major position in poverty reduction through developing skills which are productive to the public. Extensively, it provides individuals with basic competences which are necessary for one to maximally contribute towards economy as well as society development. It has an aspect of self-realization in every person, which intern gives him or her capabilities and attributes to survive cleverly with the fast and ever transforming societal load, thus improving life quality. Importantly, health as well as dietary status has generally intensified as a result of education. Nevertheless, its contribution to national growth is recommendable considering it equips people with both technical and intellectual skills. The skills enable people to participate in the planning process which allow growth, offering administrative techniques and endorsing constructive societal image for state as well as communal harmony. On this note, it is suggestible that secondary education underpins development of a nation's human resource base.

According to UNESCO (2006) majority of children around the Sub-Sahara of Africa fail to access secondary school education. According to Nasongo, the general rate

through which they enroll to schools indicate that utmost two-thirds of all nations under secondary gross enrolment rate of about 40 percent and below are in Africa (Nasongo, 2010).Based on the most recent statistics by UNESCO indicate that around the Sub-Saharan regions, there is only a small group who participate in secondary schools and finish their schooling. Generally, there are four key factors that influence participation in secondary schooling in Africa (Asankha & Yamono, 2011). First, financing for secondary school education is a great challenge to both governments and households. In Africa, secondary school learning tends to be the most deserted stage of education considering that it is getting on standard 15-20% of state overall resources, compounded by inadequate distribution of secondary schools opportunities across different communities which lead to the limited access to educational opportunities than their counterparts in developing countries (Asankha & Yamono, 2011).Kasomo (2001) observed that in republic of Ghana, basic public education is mandatory and free; however, the government has faced some of challenges of access because of the overcrowding resulting from high demand for education by the student. The ministry of education 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 participation.

From the time of independence which took place 1963, like many of the countries, such as the Government of Kenya wanted to expand the sector of education; as the opportunities of education keep on expanding, interior competence challenges presenting in form of student withdrawals from schools and class repetition remain pervasive as well. According to Mbaabu (2003), induction of SSE has influenced upsurge of student enrollment in secondary school. Aspects of school dropout together with increasing rates of repetition are however, restricted these increases. In the records it has been found out that only 47% complete the level of secondary school (Muriuki, 2011). In the Kenyan republic (2010) statement through a review of the education sector and growth direction, almost ninety percentage of secondary school aged children in Kenya go to school with slightly less males than females participating. The statement declares that 87% of boys aged 6-13 attend school, compared to 89% of girls. The statement indicates that the rate repetition in form four vary from 2%-11%. The likelihood of participating and finishing secondary school was greater in metropolitan

regions than rural environments and rises with the relative prosperity of the student's family.

A statement on the sector of education appraisal in Kenya (GoK, 2009) indicated that withdrawal percentage rised in North Eastern area at 6.1% and reduced in Nairobi at 1.5 percent. Subsidized secondary schooling has not ensured total enrolment for all learner. Completion rate in secondary school has not enlarged extremely in North Eastern region since the introduction of SSE in 2008. In Northern Eastern region only 1 out of 3 children participate in secondary schooling where the maximum index of scarcity is experienced countrywide, (Fedha, 2008). In this region, secondary schools are sparsely located. Due to the ragged and difficult terrain student have difficulties in enrolling and attending such schools. Furthermore, according to Mbiti (2007) people living in this ASAL area characterize strange necessities connected to traveling life style. Development of less expensive boarding institutions has failed to alleviate the anxiety of low registering as either development and/or sustainability come out as added challenges.

Providing free day secondary tuition education alone is not enough to reduce dropout rate and increase rate of retentions. Other education subsidies such as education bursaries are needed to significantly reduce the cost of education hence increasing rate of retentions (Mbaabu, 2003). In spite of this constructive plan by the Government, inequality in participation, preservation and conclusion rates remain to be factors of anxiety to guardians and other teaching stakeholders. Involvement between boys and girls in secondary schooling remains a problem in various tribes in Kenya Wajir East Sub-County included. Thus, the current investigation evaluated the association amid subsidized secondary schooling and student's participation to secondary schooling in terms of access in Wajir East Sub-County.

2.2 Subsidized Secondary Education

Subsidized secondary schooling funding is the government initiatives that factored the post primary student and are given a direct chance to attend secondary schools without paying having to pay for the training expenses and other administrative expenses for all scholars in secondary public schools (Orodho, 2014). Through a subsidized education funding was first done by the World Bank in 1960s to support investments in education

to increase sustainable instructive stipulation in upcoming nations. The main aim was to improve the social together with the geographical spread of education chances and endorsement of quality standard in Education in developing nations (Johnstone, 2006).

In Britain the education is completely funded by the government of the day (Moon & Mayes, 2009). The responsibility of the parents is to make sure that children participate in the educational institutions. In this regard the government through the constitution Section 7 of the 1944 Act should make learning facilities accessible to all citizens. This has assisted the guardians to undertake their legal responsibility. Guardians are major permissible customers until the child is 16 years of age.

In the republic of Canada, an education fee is an integral part of educational system. Fees are made through the parents' contribution in the schools to take care of the fees (Raja & Burnett, 2004). However, government admits that some of the parents are not able to afford the secondary school fee. The department of education department in Canada works with parents, teachers, school boards and other partners to make sure that regulations controlling school fees are enacted in a reliable way in all the provinces (Raja & Burnett, 2004).

In Egypt the education sector to a large extent is financed by the government (Kriemadis, 2007). According to the Egyptian constitution it indicates that the state has a responsibility to offer schooling in state schools is free of charge on all different stages, for the pre-university learning as indicated in the schooling law number 139 article 2 of 1981 education is a right for all citizens to be obtained in state schools for free. The law states that student should not be asked to pay fees unless they are provided with educational or learning services (Kriemadis, 2007).

According to Kosgeo and Kurgat (2014), subsidized Education in Kenya targeted economically challenged families who certainly found it difficulty in payment of cost, out- of pocket expenses for clothes, transportation, books or other learning materials. The initiative started to a realization that poor families on average tend to have more school age children than higher income families hence the parents had to look after the many children in the family as the case of many poor developing countries (UNESCO, 2002). In Kenya the government conducts a uniform allocation criterion for the

secondary tuition, meaning that education is accessible to every qualifying student graduating from primary school. In Kenya, poverty has contributed as a major barrier to education access for many students, and this led to the government introducing subsidized education. However, the funds are not enough to meet all the student at the secondary schools.

2.3 Subsidized Secondary Education and Student' Access to Secondary Education

Education is a development factor that spurs development to many people. Governments in many countries spend a significant amount of cash in supporting education. According to Bell (2002), Organization for Economic Co-operation and Development (OECD) nations use great and valuable resources in support of secondary education. To ease admission to secondary schooling, no training fees are asked in state institutions up to the end of obligatory teaching and not frequently until the close of secondary (Creswell, 2009). Enrolment in the schools has helped to reduce the literacy levels among people. Bigger registration influences better literacy levels considering that withdraws decrease (Kasomo, 2001). Registration is a viable measure of admission to learning. Main variables of registration are revenue, education expenses, existence of learning institutions, society participation, transportation methods, quality of education and significance (Orodho & Njeru, 2003).

In Korea, the rates of enrollment in secondary education is tremendously high owing to education financing policies put in place, indicating a 59% at the middle -level and a 91% at high-school indicating a change of 99.7 % in 2015 (UNESCO, 2012). This was attained with no important difference in admission and achievement levels showing victorious attainment of sex equality with no major withdrawal troubles in secondary education. The reasons behind non-achievement of such parameters in Kenya and especially in Wajir East Sub-County are an issue of concern. This study aimed at establishing how the ideal compares with the actual situation in terms of provision of SSE and access in Wajir East Sub-County.

The figures demonstrate that kids, chiefly girls, in SSA have the buck chance to get secondary education at their younger age (World Bank, 1995). In SSA, the most significant defy of ahead right of entry to minor teaching is affordability. Family profits

is initiate to be a significant issue in formative contact and preservation in teaching as education invite a variety of expenses like school expenses, consistent, journey and chance expenses of transport a teenager to educate (Sutherland, 2008). Moon and Mayer (2009) link household income to a variety of factors; when children start education, how frequently they go to, whether they have to provisional pull out and also when and if they withdraw. Moon and Mayer (1994) terms poverty as a conceivable explanation of secondary school education disruption.

Rwanda for instance eliminated subordinate secondary schooling cost in 2006 followed by Uganda in 2007. The 2 administrations were worried on low change rates from lower schooling to higher schooling owing to limited areas and high cost that lead to high dropout of qualified pupils after finishing primary education (Oketch & Rolleston, 2007). The Uganda administration implemented free secondary education aiming to double the amount of children ongoing in school (Reuters, 2007). The program was anticipated to cost 30 billion Ugandan shillings (US \$ 17.15 million). According to Asankha and Yamano (2011) complimentary secondary strategy has amplified the scholar admissions of community secondary institutions in Uganda and female gender appear to have gained more from this current USE strategy. The cause why sustained rise in student admissions to secondary institutions in Wajir East Sub-County is not yet attained in spite of the interference of SSE necessary experiential research.

Asayo (2009) inquired a sequence of question to guardians concerning the monetary situation nearby children's school admission in Tanzania and almost all families that reacted supposed that their major fences to transfer kids to train was monetary and their incapability to pay. It is not apparent whether the low admission to secondary schooling in Wajir East Sub-County is owing to delays in expenditure of SSE money or is compounded by extra calamities such as deficiency. The literature appraisal indicates that the elimination of cost has not been sufficient to make sure admission for the deprived as a lot of schools carry on to tax cost. Raja & Burnett (2004) agree by stipulates that cost elimination can fetch huge numbers of kids into institutions, but cannot maintain them and that circuitous price can be a barrier than cost. This investigation wanted to decide the association amid sponsored secondary schooling and student's involvement to secondary learning in terms of admission in Wajir East Sub-County to seal this gap.

In 2007, the enrollment in national secondary public schools in North Eastern Province (NEP) of Kenya was 24.2 percent, entail that about 75.8 percent of the secondary age populace were not admitted in secondary schools. This is a clear sign of local inequality in access to education a case rationalizing the necessitate for this investigation. Kenya's vision 2030 proposes the following measures to reduce inequity in access in the secondary sector; increasing the number of boarding schools in Arid and semi-arid lands (ASAL) areas, establishing mobile schools in ASAL areas, financial support programs to vulnerable groups, education campaign against retrogressive cultures and strengthening special education by integrating it into the regular system. It is however, not clear why access to secondary education in the pastoral area of Wajir East Sub-County is still low despite these interventions. This justified the need to evaluate the relationship between Subsidized secondary education and student' participation to secondary education in terms of access in Wajir East Sub-County.

2.4 Subsidized Secondary Education and Student Retention in Secondary School

The beginning of sponsored secondary education in Kenya was anticipated to consequence in augmented admission to secondary education (Orodho, 2014). Maintenance connected actions center on offering a school setting where student productively achieve their aims and accomplish their academic agenda. As events of the value of an institution's generally produce, preservation and commencement rates are of attention not only to recognizing agency, strategy creator, and the universal communal or taxpayers, but, particularly to pupils, their people, and influencing graduates. Organization's aptitude to show student achievement and its aptitude to draw and employ novel student are tangled (Psacharopoulos & Woodhall, 1995).

Investigations have exposed that there are not only financial reward for persons who get university degrees in contrast to those with high school diplomas only, but also amplified happiness in terms of wellbeing and community appointment (Mbiti, 2007). Thus, admission to and preservation to school is significant places of center when considering education and its crash on happiness. This investigation offers an impression of student preservation and student contribution in education with exacting attention given to student in Wajir East Sub-County.

In spite of the increase in community expenditure and decrease in reserve leakage, it is continually becoming hard to achieve high preservation whereas dipping disparities in Kenya (Muriuki, 2011). According to Njau (2014) even with induction of SSE, maintenance of scholars in some areas of the nation still remains a pipe dream. While the induction of sponsored secondary education saw an augment in admission, a large figure of scholars, particularly females find themselves out of school due to a figure of causes. Some guardians validate the rejection of girls of their true to education to stop them from bring disgrace to the family unit through early pregnancy (Gatwiri, 2012). Yet others consider that women with the same stage of education as the men are a shame to the society since more frequently than not, they will not get married. For such parents, untimely matrimony is the best method to stop this and at the same time protect civilization (Maisory, 2006).An attempt to augment human resource through SSE, construction of more classrooms amongst others has not transformed into augmented preservation and abridged disparity. Disparities in maintenance are more multifaceted than attaining amplified enrolment in primary schools. This is one of the causes giving momentum to this investigation.

Orodho (2014) illustrated that in Kenya, over 58 percent of the populace is existing below the deficiency line. As a result, guardians from areas with higher scarcity directory find it hard to finance the learning of their children up to class eight. Under such conditions children are reserved from learning to connect in household and profitable work to receive their living. Boys are more susceptible to extramural achievement since they are supposed to be resilient and can defend themselves. General primary education is extensively documented as the most useful tool for fighting withdrawal. The induction of sponsored primary education in 2003 recognized the Government's promise to development of enrolment and achievement rates as experiential by (Gatwiri, 2012).

2.5 Subsidized Secondary Education and Completion Rates among Student in Secondary schools

Deficiency prevents a lot of kids from finishing an education sequence, while learning is the keystone for conquering scarcity. Deficiency cannot be conquered without exact, instant and continued concentration to improving access to education and achievement of the cycle (UNESCO, 2006). Deficiency is viewed as incapability to meet straight

expenses of training, school levies, learning resources, uniform, transport to and from distant schools, food and health services. Parents are not only incapable to teach their kids but also feel unenthusiastic owing to lack of employment. Investigations done in Malawi, Ghana, Zambia, Ethiopia, and Tanzania have indicated that in many African countries, children are delayed from efficient contribution in training owing to incapability to pay for such expenses, (Maisory, 2006). This leads to high withdrawal rate, poor achievement and lack of grade achievement owing to unequal turnout.

Raja and Burnett (2004) observed that in many African nations, relatives background aspects like level of profits, parents' stage of education, and civilization, have been found as significant aspects in shaping secondary education achievement rate. Raja & Burnett (2004) contends that guardians with low echelon of education have no ambition for their kids since they offer few or no reading resources owing to small insight of the worth to education and small support to their children. This has led to children from deprived relations setting to gain low probability of access and achievement of secondary education. The degree to which this has exaggerated preservation of student in Wajir East Sub-County will be investigated.

Moon and Mayer (2009) in an investigation of sponsored education in Zambia recognized that student from settings with greater deficiency levels be inclined to bounce lessons, to connect in insignificant trade and odd unskilled jobs to obtain some essential wants. Such scholars had more behavioral troubles, had less incentive for educational achievement, and even perhaps feel that achieving productively on their educational was of no worth since there were no white color occupations accessible in the nation. Moon and Mayer (2009) supposed that having the bulk of the school inhabitants include of middle class learner would advance the excellence of teachers and prospects of beginners and would make sure instructive excellence and contribution in public schools. Moon and Mayer (2009) finished that the achievement of such a goal is reliant on schools consisting of a populace wherein the preponderance is comprised of middle-class student. The writers affirmed there should be much significance positioned on the monetary variety of children in community secondary schools to advance on access, preservation and conclusion.

Oketch and Rolleston (2007) illustrated that in Kenya, guardians and other community associates ought to provide full support to their children's learning, which needs a high echelon of consciousness. Nevertheless, guardians in most cases lack such consciousness consequently of not being exposed to learning. Most mothers, who more often than not converse intimately with their kids, are uneducated therefore support to their children's education is negligible. (Maisory, 2006) contends that kids of mothers with proper education have an turnout rate of 71 percent compared to 47 percent for kids whose mothers did not go to school. Oyugi (2008) powerfully support the case that parent's stage of education and support has a very constructive power on their children's contribution in education. This investigation was conducted on the basis that there are other aspects that lead to low achievement rates of scholars in Wajir East Sub-County in spite of the induction of SSE by the governments to alleviate the dilemma.

Oyugi (2008) conducted an investigation on problems of sponsored education in Bondo constituency. He found that secondary school achievement rates amongst boys and girls were affected by child labour in the region. Child labour is an essential part of family unit financial system for those who exist under total deficiency. Hence, child labour is probable to cause primary school kids particularly boys drop out before they finish their education series. According to Muriuki (2011), child labour crashes harmfully on school completion for pupils below 18 years since such student miss out education. Parental decision-making is thought to influence children's preservation and achievement rates when they observe their knowledge; give support, back-up and standard inspiration (Creswell, 2009). The investigation wanted to decide why achievement rate amongst boys low and girls in Wajir East Sub-County still persevere regardless of governments interferences

Wachiye and Nasongo (2010) also found that child labour was an extensive activity that remains to keep children out of school particularly under the current condition of deficiency at the family stage. This breaks the children's right to education. In a report by KIPPRA (2009) the reason of low achievement by girls in schools are deficiency.. Due to deficiency, a lot of families give preferences boys to be in school while the girls stay at house to take care of their younger siblings.

2.6 Theoretical Framework

The investigation was founded on the Finn's (1993) participation-identification model which underpins the idea that school commitment is essential to school achievement. In his theory, Finn's (1993) describes commitment in school as having both a behavioral constituent and an emotional constituent. Finn (1993) hypothetical model proposes that, student must vigorously contribute in school and have an emotion of recognition with school for them to stay in school and adapt. Student contribution comprises behavioral indicators like attending school, being ready for work, and being concerned in supplementary actions. The mental signs of recognition with school include the approach and sense of belonging linked with school appointment. Finn's model proposes that student contribution in school actions is positively connected to victorious school achievement, which endorses recognition with school.

Finn (1993) differenced the participation-identification structures to demonstrate the outcome of flawed school activities on ineffective school outcome for a scholar, resulting in a decrease of self-worth, resulting trouble behaviors, and, mutual with unconstructive peer influences, furthering ineffective school results. According to Finn (1993) the strategy emphasizes straight on adjustable determinants, most markedly, the level of contribution in school actions and excellence of training. Victorious scholar achievement is a consequence of contribution in school actions, the value of teaching, and student capabilities. Victorious achievement affects identification with school, that leads to bigger stages of contribution in school actions. The structure is recurring and holds the possible for scholars to become concerned within a model of either constructive or engage or unconstructive and disengaging behaviors. The workings of contribution and identification hold up a move further than the focus on more stubborn individuality of scholars which pressure contribution of scholars.

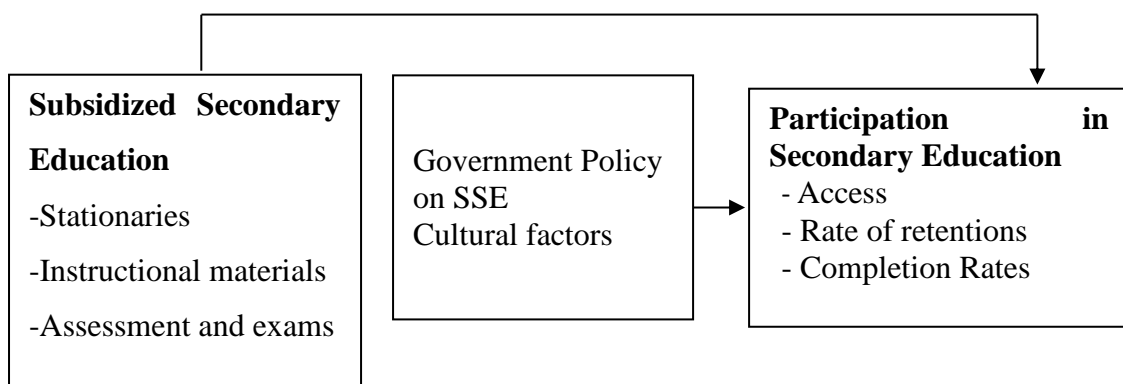
According to Moon & Mayer (2009) student participation has multiple dimensions which include enrollment, retention, equity and completion. These indicators of school participation are considered crucial for achieving positive academic outcomes and preventing dropping out of school. School participation procedures have been exposed to associate positively with achievement and negatively with the likelihood of not completing school. Student that are for example retained and transit well to the next levels of an education cycle are more likely to earn better grades and perform well on standardized tests and will not therefore get frustrated and be at risk of not completing

schooling as is the case of Wajir East Sub-County. School dropout remains a persistent and critical issue in many school systems. Secondary school completion rates among boys and girls in Wajir East Sub-County have been shown to decline since the inception of SSE.

Thus, this model is relevant to the current study in two ways. First, the model will allow the present investigation to conceptualize that access; retention and completion rates may not only be influenced by SSE, but also by other factors such as other levies charged in school, family background, and lack of sustained income. Secondly, the Finn’s (1993) participation-identification hypothesis is pertinent for this investigation since it prepossesses that, student who register in any learning institution are expected to accomplish and mark off in spite of their socio-cultural and financial dissimilarities as they are buffered by SSE. It is besides this setting that the investigation wanted to investigate the impact of subsidized secondary education on participation of student in public secondary schools in Wajir East Sub-County, Kenya.

2.7 Conceptual Framework

Mugenda and Mugenda (2003) describe theoretical structure as an imagined copy of recognized idea beneath lessons and their associations. The theoretical structure of the investigation is presented diagrammatically on Figure 1.



Independent Variables

Intervening Variables

Dependent Variables

Figure 1: Subsidized Secondary Education and School Participation

Figure 1 illustrates the association amid the reliant and self-governing determinants of the investigation. As indicated in the outline the secondary school participation will be measured by looking at how access or enrollment, retention and completion rates are influenced by SSE which is the independent variable. It is the view of the government that increased education subsidies improve contribution of scholars in education system. The SSE strategy is a choice to improve admission to secondary education by price decrease to parents during training waiver. The Kenyan government offer finances to schools to get better instructional resources and apparatus. These money if well-managed would make sure stipulation of knowledge capital to attain the aim of the agenda. Physical amenities like sufficient and well-furnished classrooms, sufficient desks and chairs, adequate and well-equipped laboratories and libraries among can increase participation of student. Through SSE necessary instructional materials such as relevant and adequate textbooks, exercise books, maps, and chalk and laboratory chemicals to enable learner to participate in education. The availability and adequacy of educational resources in school would lead to increased enrolment rate and retention of student in Wajir East Sub-County.

CHAPTER THREE

METHODOLOGY

3.1 Location of the Study

An ideal locale for a research study is one in which is in line with the interests of the researcher in terms of presence researchable challenge that a researcher anticipates to solve (Borg & Gall, 1989). The study was carried out in Wajir East-Sub-County, and the study location was chosen because despite the government's initiative in financing secondary education through SSE, education wastage in terms of dropout continued to be experienced in the region. Besides, there was no related study conducted in Wajir East Sub-County on correlation between SSE and involvements of student in secondary schools.

3.2 Research Design

This study applied a correlational design. The design has been employed primarily to find out the relationship between research variables. The correlation design has been applied in this research as it enabled the study to determine if a causal relationship that exist between Subsidization of secondary school education and participation of student in secondary education existed.

3.3 Population of the Study

Orodho (2009) defines population targeted as all events, people, and/or objects which the study will be generalized to. There are 14 secondary schools in Wajir East Sub-County which has three educational zones of Jogbaru, Hodhan and Wajir-Bor. The study population comprised all 14 secondary schools' principals, 196 teachers and 1 Sub-County Director of Education. The research also targeted the form four learners because they had been the beneficiaries of SSE for the last four years and they were in a better position to share their experiences. Hence the population for form four learners in 14 secondary schools was 1,820 learners according to (County Director of Education in Wajir, 2018). Thus, the target population was 2,031.

Table 2 illustrates presents the target population for used in the study.

Table 2
The Study Target Population

Population	Target Population
Learner in Form four	1820
Class teachers	196
Principals	14
SCDE	1
Total	2031

3.4 Sampling Procedure and Sample Size

Creswell (2009) stated that a sample frame entails all elements from which the research sample was acquired. The study applied two sampling methods, simple random sampling and purposive sampling methods. Kothari (2004) recommended that in the cases where targeted population is insignificant (below 1000), a sample of about 30% of that population is sufficient for educational study. In cases where the targeted population goes beyond 1000, a sample size of 10-15% is suitable. Through the use of simple random sampling method, the class sample size for teachers was 59 respondents which were 30%.

Purposive sampling can be defined as selecting the particular subjects to take part in a research on basing on the personal typicality and personal judgment. Purposive sampling method was employed to get a sample of 14 principals and 1 Sub-County Director of Education as they held specific data needed by the researcher for this study. The schools were sampled purposively in the following criteria, boys boarding school four (4), girls days school and boarding school three (3), and mixed day-schools seven(7). From each selected school, 13 form four learner were carefully chosen using systematic sampling. The first 13 learner in the class register were sampled to be the respondents. For the 4 boarding boy's schools and 3 girl's day and boarding secondary schools only while in the mixed category 3 mixed day secondary school were selected for only boys whereas the remaining 4 mixed day secondary schools were sampled for only girls. This was done to ensure equal gender representation of learner, thus the sample of learner was 91 boys and 91 girls. The sample size for form four learner was 182 learner.

The sample distribution is shown in Table 3

Table 3
Sample Distribution Table

Category	Population Size	Sampling Method	Sample
SCDE	1	Purposive	1
Principals	14	Purposive	14
Teachers	196	Simple random	59
Learner	1,820	Systematic	182
Total	2,031		256

3.5 Research Instruments.

The research employed use of the interview schedules, questionnaires and the document analysis.

3.5.1 Questionnaires for Teachers.

The teacher's questionnaire (labeled Appendix A) was used to obtain information from the teacher and principals. The questionnaires allowed gathering of data on school levies charged, enrollment before and after inception of funds for subsidization of secondary education policy, dropout rates, repetition and rates of completion and frequencies in which learner were sent home for fees. The questionnaire had both closed and open-ended questions. The Open ended questions gave the respondents the freedom of expressing their views while the closed ended ones aided the consistency of certain data from all the respondents. The questionnaires had 4 segments. Section A collected demographics data, while in Section B majored on correlation between SSE and access, and Section C majored on correlation between SSE and retention while section D majored on the correlation between SSE and the rates of completion. The principals were targeted since they are secondary schools chief executive officers and secretaries to Board of Management that managed school finances and learner among other managerial tasks and hence, they provided useful information for the study.

3.5.2 Questionnaires for Form Four Learner

The questionnaires for student in form four learners had four sections. The first section- (A) obtained demographic information such as sex and age, Section B majored on correlation between SSE and access, and Section C majored on correlation between

SSE and retention while section D majored on correlation between SSE and rates of completion. The learner were targeted because they are the direct beneficiaries of SSE and are the ones who were in better position to provide reasons for the low rates of completion.

3.5.3 Interview Guide.

Interview guide is a tool applied in gathering data from the Wajir East Sub-County Education Officer. The instrument was structured to include correlation between funds for subsidization of secondary education and learner Access, completion and retention of secondary schooling. During the interview the data was collected by writing down the responses as well as tape recording of the verbatim dialogue. Creswell (2009) argues that most of the people prefer to oral communication compared to writing and therefore data and information is acquired freely in an interview, than in a questionnaire. The aim of the interview was to triangulate the data obtained from the questionnaires. The Sub-County Director of Education was included in the study because he was in a better position to know the school levies charged in secondary schools and the effects on retention and retention in the region. The Sub-County Education Officer was in charge of auditing of school funds and inspection of educational facilities.

3.5.4 Document Analysis.

Document analysis was used in gathering data regarding matriculation of learner, attendance and completion. The documents that were analyzed included; class registers, schools' census forms, school fees structures, SSE cash flow and examination registration files. Document analysis facilitated the researcher to complement information gotten from the questionnaires and interview.

3.6 Pilot Study.

Before gathering data for the research, the researcher did piloting of this study in randomly chosen secondary schools in Wajir, West Sub-county. Wajir West Sub-county is the neighboring Sub-county and has similar characteristics like those of the study area. The piloting was done purposively by selecting two secondary schools (one boy and one girl only). Each school was represented by the principals, two class teacher and first 10 learner in the learner school attendance register were the respondents. The

Sub-county Director of Education was purposively selected and interviewed. The participants of the pilot study were 27 respondents. Piloting of both the interview guide and questionnaire was done to discover any flaws for example ambiguous words and phrases, so as to enable the researcher to make the necessary corrections. From the information obtained from piloting, the researcher understood the questions that were difficult for the respondents and adjusted them accordingly.

3.6.1 Reliability of the Instruments

Orodho, (2009) defines Reliability is the extent to which a study instrument yield dependable result even after several trials. Test re test method was applied find out the reliability of the study instruments. A sample of one school was selected from different sub-counties. The developed instruments were administered to them. The responses were scored. A time interval of two weeks between the two tests, under a constant set of conditions. The responses were scored. The scores from the first and second test were correlated using Spearman's coefficient of correlation (rho) formula shown below:

$$r=1 - \frac{6 \sum d^2}{(n^2-1)}$$

Where

r = Spearman's coefficient of correlation

n = number of pairs of observation

d = the difference between the ranks of pairs of the two variables

Creswell (2009) observes that a reliability index of values of 0.8 or more indicates high degree of correlation and can be used to judge the instrument as reliable or consistent. The reliability test on the Principals and questionnaires for teachers yielded score of 0.851. The learner's questionnaires and interview schedule for Sub-County Director of Education had a reliability score of 0.820 and 0.812 respectively, and this implied that the research instruments were consistent hence were used to gather data for the study.

3.6.2 Validity of the Instruments

Validity is defined as the correctness, meaningfulness, accuracy of soundness and inferences of the information concluded, based on the obtained findings (Kothari, 2008). In this study, the researcher sought expert advice on establishing the validity of the research instruments.. The supervisors of this study and other experts in the Department of Education evaluated the degree in which the items in the questionnaires would truly measure the aspects and variables in the objectives and whether the questionnaire items included all the content of a particular construct and advised accordingly. Construct validity which has to do with how effective the instruments answer the aspects in the objectives. After the pilot study, a pre-and post-test on different groups, where the researcher obtained test information obtained for two different groups, one with the construct and the other without. A significant difference in the pre and post-tests, information obtained provided good construct validity. Kathuri and Pals (1993) contend that the measurement procedure should provide an accurate.

3.7 Data Collection Procedures

The researcher acquired a letter of introduction from Chuka University Ethics Committee and Used the letter to apply for a Research Permit to allow him to collect data. The permit was applied from the National Commission for Science Technology and Innovations (NACOSTI). Subsequent clearance to do the research was obtained from County Commissioner and County Director of Education in Wajir. The principals in secondary schools in Wajir East Sub-County were consulted to grant permission for carrying out the research in their school. After this, the researcher visited the institutions before actual data collection to familiarize and gain permission from the respondent. Further, the researcher also assured the principals of utmost discretion of any of the data or information they will give to the researcher. Data was then collected from the student. The researcher then visited the Sub-County director of education and interviewed him on matters relating to SSE. The research took a period of one month.

3.8 Ethical Considerations

Ethical considerations are principles which should bind the researcher in conducting the research (Kombo& Tromp, 2006). The names and any form of identification that would be associated with the respondents were not included in the final report.

Moreover prior to volunteering information, the respondents were given enough information regarding the study and the participation of respondents was on voluntary basis.

3.9 Data Analysis

This research applied inferential and descriptive data analysis methods. After the collection of data the researcher cleaned the data, then coded the responses as per a pre-prepared coding sheet. The codes were then entered into a computer program Statistical Package for the Social Sciences (SPSS Version 21). From the SPSS, descriptive analysis was computed, which included frequencies, percentages, weighted means and standard deviation. Correlation analysis was used on data obtained to indicate the extent to which funds for subsidization of secondary education related with learner' participation in secondary schools in Wajir East Sub-County. Correlation analysis served to indicate the relationship between subsidies educational and rates of participation in secondary schools. Hypothesis testing was done using the Chi-square (χ^2) test. Significance was tested at 0.05 level of significance at 1 degree of freedom. If the p-values are greater than 0.05 level of significance the null hypothesis was rejected, on the contrary, if the level of significance was less than 0.05 level of significance then the null hypothesis was accepted. The data obtained was discussed and was applied to make the conclusion and the recommendations of this study. Table 4 gives a summary of methods for data analysis.

Table 4 presents the summary of data analysis for this study.

Table 4
 Summary of Data Analysis

Research Hypotheses	Independent Variable	Dependent variable	Statistical test and data presentation
HO ₁ : There is no significant correlation between SSE and learner' access to secondary education in Wajir East Sub-county.	SSE	Learner Access	Percentages, Frequencies Mean and Standard Deviation Chi-square
HO ₂ : There is no significant correlation between SSE and learner' retention in secondary schools in Wajir East Sub-county.	SSE	Learner Retention	Percentages, Chi-square Frequencies Mean and Standard Deviation
HO ₃ : There is no significant correlation between SSE and learner' rates of completion to secondary schools in Wajir East Sub-county.	SSE	Learner Completion rates	Frequencies, Percentages, Mean and Standard Deviation Chi-square

Source: Researcher (2019)

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter information obtained is presented and was organized in sub-topics as per the objectives of the study. The study aimed to find out if there exists a correlation between SSE and learner's participation in secondary schools in Wajir East Sub-county, Wajir County, Kenya. Collection of data was by use of a questionnaire for Principals and teachers, for learner and an interview schedule for the Sub-county Director of Education.

4.1.1 Response Rate

It was important to ascertain the response rate of principals and teachers, learner and Sub-county Director of Education and the information obtained is shown in Table 5.

Table 5
Response Rate

Category	Number Sampled	Number Returned	Percentage %
SCDE	1	1	100%
Principals	14	14	100%
Teachers	59	56	94.9%
Learner	182	176	96.7%
Total	N=256	N=247	96.5%

One questionnaire was administered to 14 principals, 56 teachers and 182 learner, while One Sub-County Director of Education was interviewed. Out of the 256 questionnaires, 247 questionnaires were answered and obtained by the researcher and this represents a rate of 96.5 percent or n=247. The high questionnaire return rate was possible because the researcher was involved in data collection and was issuing the questionnaire personally and waiting for the respondents to answer them. The return rate was therefore considered satisfactory and adequate to make conclusions.

4.2 Demographic Characteristics of the Respondents

Demographics information is essential in a research study as it describes the characteristics of the respondents whom the data was sourced from. This helps the reader to create a mental picture on the nature of the respondents. Though the

demographic data is not a part of the objectives, it helps the reader to understand the information obtained deeper. For this study, the demographic information collected include;; gender, length of service, working experience and length of service in current station as well as the academic qualification of the principal.

4.2.1 Gender Representation of Respondents

The study aimed to determine the gender of the respondent and the information obtained is presented on table 6.

Table 6
Gender Representation

Gender	SCDE		Principals		Teachers		Learner	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Male	1	100%	11	78.6%	38	67.9%	91	51.7%
Female	0	0	3	21.4%	18	32.1%	85	48.3%
Total	1	100%	14	100%	56	100%	176	100%

Table 6 and figure 2, indicates that most of the secondary schools' principals, 78.6% or n= 11 were male and 21.4% or n=3 were of female gender. This can be explained by the dominance of males in the regions leadership positions, due to gender stereotyping. The researcher further observed that most of the mixed secondary schools were headed by men and this also brought an imbalance in the gender of the principals.

The information obtained also show that 67.9% or n= 38 were male teachers, while 32.1% or n=18 were female. The data shows that more males than females were involved in teaching in secondary schools. The phenomena represent the reality of the area where more males are educated than females. According to the ministry education policy report (1996) disparities in education continue to exist among pastoralist communities due to their cultural where boy child is favored to girl child education. From the information obtained of the study done by World Bank in the Sub-Saharan Africa (1988) girls were found not to perform well in school because most parents do not see the social benefits attached to girls' education. Therefore, this practice could be responsible for the low number of female teachers in the secondary schools inWajir East Sub-county.

Table 6, further showed that 51.7% or n=91 of the learner' respondents were male learner while 48.3% or n=85 of the learner were female. This shows that most (52%) of the learner were male learner in comparison to their female counterparts. This disparity is common in Kenyan Arid regions secondary school set up where males have consistently dominated.

The researcher computed the overall respondent's gender. The information obtained is presented on the pie chart Figure 2.

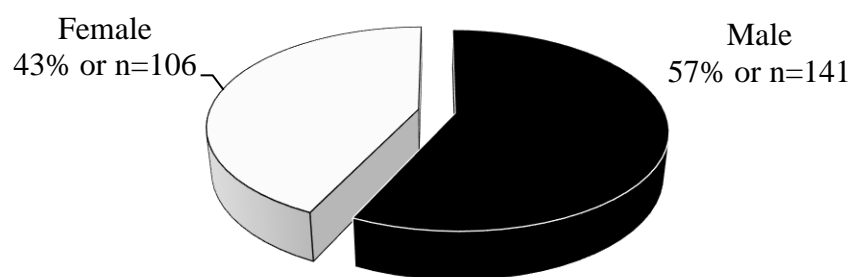


Figure 2: Gender Representation

This gender gaps in education opportunities existed in the region due to cultural and religious factors. Further some of the school aged children may fail to attend schools due to the distance covered and the security challenges in the region and this may lead to low enrollment and completion rates. Most of these children are girls and this may have led to the gender disparity in the region.

4.2.2 Age Bracket of Respondents

The distribution of the respondent by age as revealed on Table 7.

Table 7
Age Bracket of Respondent

Age Bracket	Learner		Teachers		Principals		SCDE	
	N	%	N	%	N	%	N	%
16 years and below	00%							
17 – 18 year	69	39.2%						
above 19 year	10760.8%							
below 25 year			9	16.1%	0			
26 to 30 year			11	19.6%	0			
31 to 35 year			10	17.8%	1	7%		
36 to 40 year			12	21.4%	3	21.6%		
41 to 45 year			7	12.5%	5	35.7%		
46 to 50 year			5	8.9%	4	28.7%	1	100%
51 to 55 year			2	27.1%	1	7%		
Total	176	100%	56	100%	14	100%	1	100%

Table 7 shows that most of the Principal teachers' respondents 86% or n=12 were between the age bracket of 36 years – 50 years while most class teachers 87% or n= 49 were between 25 and 45 years. The respondents were old enough, thus more experienced and therefore higher chances of getting reliable information. According to Oyugi, (2008), head teachers aged between 35 and 47 were energetic and effective administrators than their younger and much older counterparts. Age relates to experience which helps a manager to build him and thus avoiding guesswork especially in financial management. The representation of learner age showed that most of learner were above 19 years representing 60.8% or n= 107, while those between 17 and 18 years were at 39.2% or n= 69. However, the learner age showed that they were mature enough to know about funds for subsidization of secondary education and learner' participation.

4.2.3 Academic Qualifications of Principals and Teachers

The researcher investigated the levels of training of principals and teacher. The information obtained is revealed in Figure 3

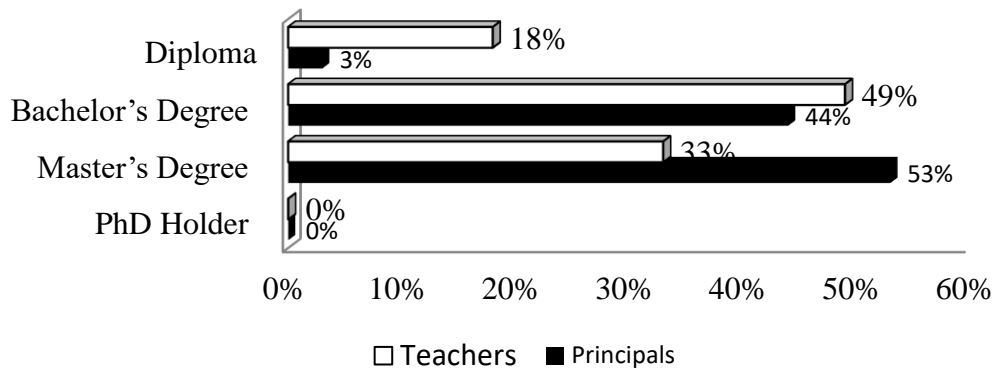


Figure 3: Academic Qualifications

Most of the Principals respondents (53%) were holders of masters degrees while 44% were holders of bachelor's degree. Most teacher respondents (49%) were degree holders while none had PhD. The information obtained in figure 3, also shows that most of the teachers' respondents 49% were bachelor's degree holders, 33% were Masters degrees holder, while 18% per cent were holders of Diploma. This shows that 97% of the principals and teachers in the secondary schools inWajir East Sub-county possess degree qualifications. This agrees with Oketch and Rolleston, (2007) who stated that education level of an individual enhances his/her proficiency, operational and conceptualization skills.

4.2.4 Period Served as Teacher

The Principals and teachers' years of service enhance the experience and understanding of influence of educational subsidies on learner' rates of participation in the school. The principalsand teachers were hence requested to indicate the duration of work in their respective schools.

The information obtained is presented in Figure 4

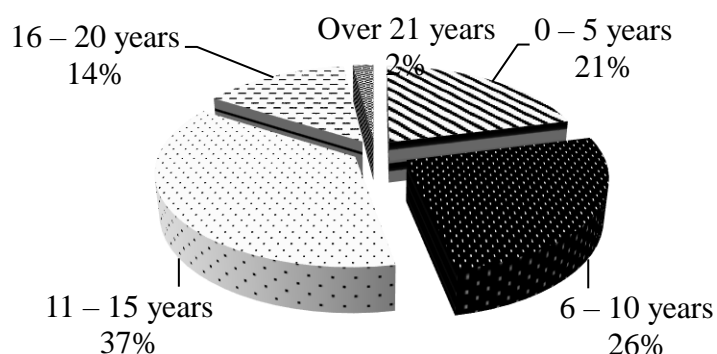


Figure 4: Period Served as Teacher

From the information obtained most of the principals and teachers' 37% or n=21 had worked in the school between 11 to 15 years. 26 % or n=15 of the principals and teachers' indicated that they had worked in the school between 6 to 10 years. 21% indicated that they had worked in the school for less than 5 years and 14% indicated that they had worked between 16 to 20 years. Only 2% who indicated to have worked for over 20 years. This indicates that most of the principals and teachers (92 per cent) had been in the schools for a much longer period of more than 5 years. This period was considered long enough for the principals and teachers' to gain experience on how educational subsidies influences rates of completion in secondary schools in Wajir East Sub-County.

4.2.5 Category of the Schools

The study investigated the category of schools in the Sub-County and the responses are provided in Figure 5.

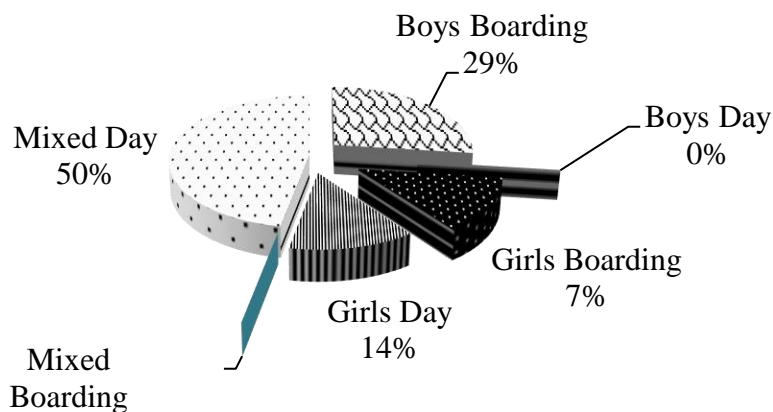


Figure 5: Category of Schools

Figure 5 indicates that most of schools, 50% or n=7 were mixed day secondary schools, this was followed by boys boarding at 29% or n=4 while girls day schools constitutes 13% or n=2, girls boarding constituted 7% or n=2, while there was no boys day and no mixed boarding in the area. The day secondary schools were introduced throughout the country to cater for the expected rise in the number of the student completing class eight, after the free primary education was introduced. From the information obtained, it was shown that most of the bursary beneficiaries were those learner who were attending mixed day secondary schools. Again, the day schools were the most since they are less expensive and therefore popular with the low-income families.

4.3 The Relationship Between Subsidized Secondary Education and Learner' Access

Objective one of the study was to establish if there was a correlation between SSE and learner' access to secondary education in Wajir East Sub-county.

4.3.1 Statement Rating on Relationship between Subsidized Secondary Education and Learner' Access

To achieve the first objective, the researcher sought to find out the respondent's opinions on how funds for subsidization of secondary education related to learner's access in secondary schools. The information obtained is shown in Table 8

Table 8
Rating on Relationship between SSE and Learner' Access

Statement	Mean	Std. Dev
Government SSE funds are adequate to cater for all learner to access secondary education	3.57	.496
There has been timely disbursement of SSE fund by the government to encourage learner' access to secondary education	3.15	.658
The government subsidized fees and other grants has transformed the attitude of parents and learner on access to secondary education	4.05	.722
More funding is still required to increase access to secondary education of children from poor households	3.76	.499
Government subsidies has generally improved learner' access to secondary schools in Wajir East Sub-county	3.66	.592

N=247

The study established that the Government SSE funds were adequate to cater for all learner to access secondary education, as was displayed by a high weighted average of 3.57. The study further established that a few respondents agreed that there has been timely disbursement of SSE fund by the government to encourage learner' access to secondary education, as was displayed by a low weighted average of 3.15. According to Kosgeo and Kurgat (2014), funds for subsidization of secondary education in Kenya targeted more on poor families who certainly found a challenge in fees payment, and pocket money, pay for clothes, travel, materials or books. The initiative furthermore realized that poor households have more children in the school going age than the wealthy families and thus the parents are tasked with a burden of taking care of more children at a time in the family as the case of many poor developing countries (UNESCO, 2002).

The study established that the government subsidized fees and other grants has transformed the attitude of parents and learner on access to secondary education, as was indicated by a high weighted average of 4.05. the study further established that more funding was still required to increase access to secondary education of children from poor households in Wajir west sub-county, as evidenced by a weighted average of 3.76. In some of the developed countries the rates of enrollment in secondary schools in countries like Korea is high due to education financing policies put in place, that saw a gross enrollment rate of 99.7% in 2015 (UNESCO, 2012). Notwithstanding, this enrollment has no gender disparity and is coupled with an equal percentage of completion rates in the secondary schools .

The study further established from a weighted average of 3.66 that Government subsidies have generally improved learner' access to secondary schools in Wajir East Sub-County. In Uganda, Free Secondary education increased the enrollment of the student, where more girls than boys were enrolled in the secondary education (Asankha & Yamano, 2011) free secondary policy has increased the learner enrollments of secondary schools in Uganda and girls seem to have benefited more from this new SSE policy. This may be the reasons why sustainable increase in learner access to secondary schools in Wajir East Sub-County has been achieved.

Data from the interview revealed that some of the socio-cultural factors were affecting access in ASAL area of Wajir East Sub-County. These include; circumcision, early marriages, low opinion of women and a lack of priority in education. According to Sub-County Director of Education Wajir East Sub-County, secondary schools are forced to request for funds from the Constituency Development fund (CDF) to help them complete the year's activities since the government delays SSE funds and mostly Free Day Secondary Education funds and while school activities had to continue. Therespondent said that most of school are purely day and the only funds that they are entitled to collect from the parents are lunch levies and Parents Teachers Association (PTA) money. Lunch levies was KHs 1500 per term per learner while PTA money is 1500 per year a fund which must be subsidized bythe government fund for complete budget of the school activities which affect retention and retention in Wajir East Sub-County.

Limited public resources constrain and inconsistency of SSE funding in Wajir East Sub-County caused economic strains in the secondary schools as the learner in the schools had to share the few available resources. Data from the Interview also revealed that distance to school especially for girls, also hindered some learner from gaining access to secondary education in Wajir East Sub-County. This is particularly so in rural areas where population density is relatively low and households are widely scattered which the case in Wajir East Sub-County regardless of SSE is funding.

4.3.2 Hypothesis Testing H₀₁:

The first objective was to determine the correlation between SSE and learner' access to secondary education in Wajir East Sub-county. The following null hypothesis was used to test if there was a significant correlation between SSE and learner' access to secondary education.

H₀₁: There is no Significant Correlation between SSE and Learner' Access to Secondary Education.

The information obtained is presented in Table 9.

Table 9
Chi-Square Test For The Extent To Which Funds For Subsidization Of Secondary Education influences learner' Access To Secondary Education

	Values	df	Asympt. Sig. (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearsons ChiSquare	3.438(b)	1	.013		
Continuity Correction)	2.877	1	.020		
Likelihood Ratios	3.430	1	.014		
Fishers Exacts Tests				.041	.025
Linears by Linear Associations	3.429	1	.013		
N	246				

P-value<0.05

Table 9 shows that, at 0.05 level of significance, yielded a Chi-sq. p value of 0.013 which is less than 0.05 level of significance; hence, the null hypothesis was rejected. Consequently, its alternate hypothesis that there is significant relation between SSE and

learner' access to secondary education in Wajir East Sub-county was accepted. This implies that funds for subsidization of secondary education are very significant in influencing learner's access to secondary education in Wajir East Sub-county. These findings of the hypothesis agree with those of descriptive statistics, where most of the respondents disagreed with the statement that there is no relationship between correlation between SSE and learner' access to secondary education.

4.4 The Relationship between SSE and Learner' Retention

The second objective of this study was to determine the relationship between the government subsidies secondary education and learner retention in secondary schools in Wajir East Sub-County.

4.4.1 Respondents Ratings of SSE on Learner Retention

To achieve this objective, it was necessary to understand the correlation between SSE in meeting learner' retention in secondary schools.. The information obtained is shown in Table 10.

Table 10
Respondents Ratings of SSE on Learner Retention

Statement	Mean	Std.Dev
Government subsidies led to the reduction of learner dropping out of school in Wajir East Sub-County	3.19	.516.
SSE fund has been sufficient to acquire teaching and learning material to enhance learner' retention in secondary schools in Wajir East Sub-County	2.85	1.091
Sending learner home to collect fees influence learner' dropout	3.79	.435
Lowering fees burden to parents reduces absenteeism	3.94	.484
There is high dropout rate of learner due to inadequate amount of government subsidies awarded to learner	3.96	.449
Late disbursement of funds affected learner retention in secondary schools in Wajir East Sub-County	3.58	492
Government subsidies has improved learner retention in secondary schools in Wajir East Sub-County	3.77	.728
Average	3.614	1.585

From the information obtained of this study, it was clear that government subsidies in the secondary schools has seen the reduction of learner dropping out of school in Wajir

East Sub-County, by a great significance, as was displayed by the obtained weighted average of 3.19. The study further established that SSE fund has been insufficient to acquire teaching and learning material to enhance learner's retention in secondary schools in Wajir East Sub-County, as was displayed by a low weighted average of 2.85 obtained from the analysis of the information obtained. The study further established that in Wajir County, sending learner home to collect fees influenced learners dropout rates among the learner in secondary schools, as was indicated by a weighted average of 3.79 obtained. The study further established that lowering fees burden to parents reduces absenteeism of the student in the secondary schools in Wajir, as indicated by the obtained high weighted mean of 3.94.

The study further established that there is high dropout rate of learner due to inadequate amount of government subsidies awarded to learner in secondary schools in Wajir County, as was displayed by a weighted mean of 3.96 obtained. The study further established that late disbursement of funds affected learners retention in secondary schools in Wajir East Sub-County, as was obtained from the weighted average of 3.58 obtained from these findings. The study further established that government subsidies have improved learner retention in secondary schools in Wajir East Sub-County, as displayed by a weighted mean of 3.77. The information obtained is supported by Njau (2014) even with introduction of SSE; learner retention in some regions of the country still remains a pipe dream.

4.4.2 Common Challenges Facing Learner Retention in Secondary Schools

The most common challenge on learners retention in Wajir East Sub-county is that subsidized secondary school funding are distributed to schools based on the number of student in the schools a method that disadvantages the schools with few learner and favoring already established schools, and those with many learner enjoy economies of scale. This method of distributing the subsidy does not consider regions disparities influencing learners retention. Since the funding is horizontally distributed to each learner enrolled in secondary school, it does not guarantee equity since the learner from the rich and disadvantaged get equal allocations from the government affecting retention of disadvantaged learner in Wajir East Sub-county.

The study findings are supported by Kosgeo and Kurgat (2014), who found that although there were learner who benefited from funds for subsidization of secondary education funding, but this had no significant impact on retention of the poor. They concluded that because the scheme targeted learner already enrolled in secondary school, it missed learner who had failed to raise the initial school fees, so the scheme ignored learner who had not already been able to gain access, despite their academic eligibility.

According to interview schedule from Sub-county Director of Education, Funds for subsidization of secondary education fund adequately ensured learner are retained in secondary schools in Wajir East Sub-County.

4.4.3 Hypothesis Testing H₀₂

The second objective of the study sought to determine the correlation between SSE and learner's retention in secondary education in Wajir East Sub-county. The following null hypothesis was used to find out if there was significant correlation between SSE and learner's retention in secondary education.

H₀₂: There is no Significant Correlation between SSE and Learner' Retention in Secondary Education in Wajir East Sub-county.

The information obtained is presented in Table 11.

Table 11
Chi-Square Test for the Extent to Which Funds for Subsidization of Secondary Education influences learner's Retention in Secondary Education

	Values	df	Asympt. Sig. (2-sided)	Exact Sign. (2-sided)	Exact Sign. (1-sided)
Pearsons Chi Square	2.421(b)	1	.014		
Continuity Correction)	2.241	1	.016		
Likelihood Ratios	2.492	1	.012		
Fishers Exacts Tests				.017	.020
Linears by Linear Associations	2.832	1	.014		
N	246				

Table 11 shows that, the null hypothesis had a Chi-sq. p value of 0.014 which was less than 0.05. Therefore, the null hypothesis (Ho2): There is no significant correlation between SSE and learner' retention in secondary education in Wajir East Sub-county was rejected. This implies that funds for subsidization of secondary education is significant in influencing learner' retention in secondary schools' education. Consequently, alternate hypothesis was accepted. These findings of the hypothesis agree with those of descriptive statistics where most of the respondents 79% disagreed on the statement that there is no correlation between SSE and learner' retention in secondary education and also the Sub-County Director of Education who also agreed that funds for subsidization of secondary education influenced learner' retention in secondary education in Wajir East Sub-County.

4.5 The Relationship Between SSE and Learner' Rate of completion

The third objective of the study was to determine the correlation between SSE and learner' rates of completion in secondary education in Wajir East Sub-County.

4.5.1 Rating on Relationship between SSE and Learner' Rates of Completion

To achieve this objective, first, it was necessary to understand the correlation between SSE in meeting learner' rates of completion in secondary schools. The information obtained is shown in Table 12

Table 12
Relationship Between SSE and Learner' Rates of Completion

Statement	Mean	Std.Dev
Government subsidized fees is sufficient and has sustained learner in school	2.66	.884
There has been timely disbursement of fees by the government which has influenced learner' rate of completion.	2.34	.762
School has been receiving adequate bursary and CDF funds for needy learner to subsidize SSE funds and has influenced rate of completion	2.35	.405
There has been reduced no of learners dropouts because of fees	3.13	.518
None of our learner miss exams and classes due to lack of fees payment which has influenced rate of completion	2.81	.691
Learner do not repeat classes due to lack of fee leading to high rate of completion	2.81	.781
Dropout has reduced due to government intervention on SSE fund which enhanced rate of completion	2.91	.485
Average	3.178	0.647

The study established that disbursement of funds for subsidization of secondary education fees by the government was delayed occasionally and this had a negative influence learner' rate of completion, as was displayed by a low weighted mean of 2.34. The study further established that schools in Wajir East Sub-County were not receiving adequate bursary and CDF funds for needy learner and this influenced rate of completion, as was displayed by a low weighted mean of 2.35 obtained from the information obtained. Late distribution of SSE caused poor of harmonization of the school programs and irregular schedules in disbursement of the funds negatively influenced teaching/learning processes. These results agree with the findings of Musalia (2005) and Kilonzo (2007), argued that the delays by the government in disbursing the funds for SSE and the FPE disrupted the learning patterns in the schools and caused a strain on the resources of the school.

The study further established that there has been reduced no of learners dropouts because of fees in Wajir east Sub-County, as was displayed by a high weighted average of 3.18 obtained. The study further established that some of the learner miss exams and classes due to lack of fees payment which has influenced rate of completion, as was displayed by a low weighted mean of 2.81 obtained from the information obtained. Oyugi (2008) in a study of challenges of subsidized education in Bondo constituency observed that secondary school rates of completion among boys and girls were affected by child labour in the area.

The study further established that despite the late subsidy's disbursement, learner did not repeat classes due to lack of fee leading to high rate of completion, as was displayed by a weighted mean of 2.81. The study further established that dropout has reduced due to government intervention on SSE fund which enhanced rate of completion, as was displayed by a mean of 2.91 obtained from the information obtained. Moon and Mayer (2009) in a study of subsidized education in Zambia established that learner from backgrounds with high poverty levels tend to skip classes, to engage in petty trade and odd menial jobs to acquire some basic needs. Such learner had more behavioral problems, had less motivation for academic success, and even possibly feel that performing successfully on the academics was of no value because there were not white color jobs available in the country.

4.6 Hypothesis Testing H₀₃

The third study objectives aimed at finding out if there was a correlation between SSE fund and learner' rates of completion in secondary schools in Wajir East Sub-County. The null hypothesis was tested to find out if there was a significant correlation between SSE and learner' rates of completion in secondary schools. The chi-square test (χ^2) was applied to test the hypothesis.

H₀₃: There is no significant correlation between SSE and learner' rates of completion in secondary schools in Wajir East Sub-County.

The findings generated are as shown in Table 13.

Table 13
Chi-Square Test For The Extent To Which Funds For Subsidization Of Secondary Education influences learner's Rates Of Completion In Secondary Education

	Values	df	Asympt. Sig. (2-sided)	Exact Sign. (2-sided)	Exact Sign. (1-sided)
Pearsons ChiSquare	3.421(b)	1	.012		
Continuity Correction)	3.014	1	.016		
Likelihood Ratios	2.842	1	.012		
Fishers Exacts Tests				.017	.020
Linears by Linear Associations	3.212	1	.012		
N	246				

A Chi-square test was computed on the extent to which educational subsidies influence learner' rate of completion indicated in table 13 indicated a Chi-sq. p value value of 0.012 which is below 0.05, the set acceptable significance level. Thus, (H₀₃): There is no significant relationship between educational subsidies and rates of completion among secondary schools'learner' in Wajir East Sub-County was rejected. Consequently, its alternate hypothesis that there is relation between rates of completion among learner and educational subsidies was accepted. These findings of the hypothesis agree with those of descriptive statistics where most of the principals, 85.7% disagreed that there is there is no relationship between learner and rates of completion. The information obtained also agree with those of the Sub-County Director of Education

who indicated that educational subsidies had a significance positive impact on rates of completion for learner in Wajir East Sub-County.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research findings and conclusions derived from the study findings. It brings together the opinions expressed in the previous chapter in discussing and drawing conclusions from the research findings and recommendations. The study main objective was to determine the correlation between SSE and learner' participation in secondary schools in Wajir East Sub-County, Wajir County, Kenya. The sampling was done using two sampling methods, simple random sampling and purposive sampling methods and a sample size of 14 principals, 59 teachers, 182 learner from secondary schools were sampled and 1 Sub-County Director of Education teachers. The reliability of the instrument was done through test-retest technique while the validity of the instrument was done through seeking expert opinion from the school of Education. Descriptive and inferential methods were used to analyses data.

5.2 Summary of Findings

The main objective of the study was to determine the correlation between SSE and learner' participation in secondary schools in Wajir East Sub-County, Wajir County, Kenya. A total of 256 questionnaires were distributed to the respondents and one interview schedule was conducted to the Sub-County Director of Education. Out of 256 questionnaires, 247 questionnaires were duly filled and returned which represented a response rate of 96.5 percent or $n=247$. The return rate was therefore considered sufficient and satisfactory.

Most of the secondary schools' principals 79% were male and female 21%. The dominance of male principals to female was due to some of the sociocultural factors that affected the leadership choices of women, and thus the gender factor into positions of school's headship was taken lightly by many women especially in arid areas. Most of learner in Wajir East Sub-County were male at 52% of the were male learner while 48% of the learner were female. This disparity is common in Kenyan Arid regions secondary school set up where males have consistently dominated in education sector. This translates to under representation of girls as compared to boys in schools. Most of the Principal and teachers' respondents 86% were between the age bracket of 36 years

– 50 years. The respondents were old enough, thus more experienced and therefore higher chances of getting reliable information. The learner age showed that most of learner were above 19 years representing 60.8% while those between 17 and 18 years were at 39.2%.

From the finding's most of the principals and teachers had worked in the school between 11-15 years. This indicates that most of the principals and teachers (92 per cent) had been in the schools for a much longer period of more than 5 years. This period was considered long enough for the principals and teachers to gain experience on how educational subsidies influences rates of completion in secondary school in Wajir East Sub-County. The information obtained further indicated that 50% of schools were mixed day secondary schools, while girls day schools constituted 14%, girls boarding constituted 13% and boys boarding had 29% each. From the responses, it shows that most of the bursary beneficiaries were those learner who were attending mixed day secondary schools. Again, the day schools were the most since they are less expensive and therefore popular with the low income families in Wajir East Sub-County.

5.2.1 The Relationship between SSE and Learner' Access to Secondary Education in Wajir East Sub-County

The first objective of the study was to determine the correlation between SSE and learner' access to secondary education in Wajir East Sub-County. The study established that the Government SSE funds were adequate to cater for all learner to access secondary education, as was displayed by a high weighted average of 3.57. The study further established that a few respondents agreed that there has been timely disbursement of SSE fund by the government to encourage learner' access to secondary education, as was displayed by a low weighted average of 3.15. The study established that the government subsidized fees and other grants has transformed the attitude of parents and learner on access to secondary education, as was indicated by a high weighted average of 4.05. The study further established that more funding was still required to increase access to secondary education of children from poor households in Wajir west Sub-County, as evidenced by a weighted average of 3.76. Distance to school especially for girls, also often hinders some learner from gaining access to secondary education in Wajir East Sub-County. This is particularly so in rural areas where

population density is relatively low and households are widely scattered which the case in Wajir East Sub-County regardless of SSE is funding.

The chi-square test (χ^2) of independence information obtained was at 0.05 level of significance and (H_{01}) yielded a Chi-sq. p value of 0.0133 which was less than 0.05 level of significance; hence, the null hypothesis was rejected. Consequently, its alternate hypothesis that there is statistically significant correlation between SSE and learner' access to secondary education in Wajir East Sub-County was accepted. This implies that funds for subsidization of secondary education is very significant in influencing learner' access to secondary education in Wajir East Sub-County.

5.2.2 The Relationship between SSE and Learner' Retention in Secondary Schools in Wajir East Sub-County

The second objective of this study was to determine the relationship between the government subsidies secondary education fund and learner retention in secondary schools in Wajir East Sub-County. From the information obtained of this study, it was clear that government subsidies in the secondary schools has seen the reduction of learner dropping out of school in Wajir East Sub-County, by a great significance, as was displayed by the obtained weighted average of 3.19. The study further established that in Wajir County, sending learner home to collect fees influenced learners dropout rates among the learner in secondary schools, as was indicated by a weighted average of 3.79 obtained. The study further established that there is high dropout rate of learner due to inadequate amount of government subsidies awarded to learner in secondary schools in Wajir County, as was displayed by a weighted mean of 3.96 obtained. The study further established that late disbursement of funds affected learners retention in secondary schools in Wajir East Sub-County, as was obtained from the weighted average of 3.58 obtained from these findings. The study further established that government subsidies has improved retention of learner in secondary schools in Wajir East Sub-County, as displayed by a weighted mean of 3.77. According to Sub-County Director of Education, Funds for subsidization of secondary education fund adequately ensured learner are retained in secondary schools and to a big extent there was a correlation between Funds for subsidization of secondary education fund and learners retention in Wajir East Sub-County.

The chi-square test (χ^2) of independence information obtained indicated a Chi-sq-p value of 0.0139 which was less than 0.05, which was set as the acceptable level of significance. Therefore, the null hypothesis that, There is no statistically significant correlation between SSE and learner' retention in secondary education in Wajir East Sub-County was rejected. This implies that funds for subsidization of secondary education are statistically significant in influencing learner retention in secondary schools education. Consequently, alternate hypothesis was accepted. These findings of the hypothesis agree with those of descriptive statistics where most of the respondents disagreed with the statement and also the Sub-County Director of Education who also agreed that funds for subsidization of secondary education influenced learner' retention in secondary education in Wajir East Sub-County.

5.2.3 The Relationship between SSE and Learner' Rates of Completion in Secondary Education in Wajir East Sub-County.

The objective three aimed to if there existed a correlation between SSE and learner' rates of completion in secondary education in Wajir East Sub-County. The study established that disbursement of funds for subsidization of secondary education fees by the government has been delayed occasionally and this had a negatively influenced learner' rate of completion, as was displayed by a low weighted mean of 2.34 obtained from the information obtained. The study further established that there has been reduced no of learners dropouts because of fees in Wajir east Sub-County, as was displayed by a high weighted average of 3.18 obtained. Delays in the SSE funds disbursement distorted the school program as some of the student had to be sent home to pick their fees balances.

The Chi-square (χ^2) information obtained test on the extent to which educational subsidies influence learner' rate of completion indicated that Chi-sq. p value of 0.0143 which was less than 0.05, the set acceptable significance. Therefore, (H_{03}): There is no statistically significant relationship between educational subsidies and rates of completion among secondary schools learner' in Wajir East Sub-County was rejected. Consequently, its alternate hypothesis was accepted, thus implying that there was a significant relationship between educational subsidies and rates of completion of learner.

5.3 Conclusion

The purpose of this study was to determine if there existed a correlation between subsidized secondary education and learner's participation in secondary schools in Wajir East Sub-County, Wajir County, Kenya. Based on the information obtained from the study as summarized above, it can be concluded that:

5.3.1 The Relationship between SSE and learner's Access to Secondary Education in Wajir East Sub-County.

The study revealed that government funds for subsidization of secondary education funds were somehow adequately catering for all learners to access secondary education in Wajir East Sub-County. More SSE funding is still required to increase learners' access to secondary education of children from poor households. Through funds for subsidization of secondary education fund, the retention of learners and the number completing form four had improved. At times secondary schools are forced to request for funds through CDF to help them complete the year's activities since the government sometimes delays SSE funds and mostly affected are the day secondary schools.

5.3.2 The Relationship between SSE and Learner's Retention in Secondary Schools in Wajir East Sub-County

The SSE funding had been sufficient to acquire teaching and learning material to enhance learner retention in secondary schools. Sending learners home to collect school fees influenced learners' dropout. The main challenge on learner retention is that SSE funding is distributed to schools based on the number of students in the schools, a method that disadvantages schools with few learners and favours already established schools, and those with many learners enjoy economies of scale. The method of distributing the subsidy does not consider regional disparities influencing learners' retention of disadvantaged learners in Wajir East Sub-County.

5.2.3 The Relationship between SSE and Learner's Rates of completion in Secondary Education in Wajir East Sub-County

The government subsidized fees were sufficient and had sustained secondary schools' learners in Wajir East Sub-County. Timely disbursement of funds for subsidization of secondary education fund influenced learners' rate of completion. Through funds for

subsidization of secondary education fund, learners dropouts had reduced significantly over the years. To high extent learner don't miss exams, repeat classes and dropping out due to lack of fees which has influenced rate of completion.

5.4 Recommendations of the Study

On the basis of the conclusion that there is a correlation between SSE and learner' participation in secondary schools in Wajir East Sub-County, Wajir County, the study recommends as follows:

- i. The Ministry of Education in Kenya should diversify and increase the education subsidies sent to secondary schools as it was established that that they were not adequate to enhance full learners participation in secondary schools. More funds should be allocated to the secondary schools to enable the schools to cater for the increased enrollment. There is need for the government agencies in-charge of government subsidies to disburse these subsidies early enough to avoid learner who cannot pay fees being sent away during the course of the term.
- ii. There was need for county and national governments to increase the budgetary allocations for bursaries in order to enable subsidy beneficiaries to meet their fee requirements. The government should increase the amount of SSE tuition per child per year so that the school managers could plan with precision and be able to retain the learner in schools for full participation.
- iii. Schools should provide a safe and conducive learning environment to enhance learning, improve access, attendance, retention and rates of completion in public day secondary schools' education for both learner genders. Other factors that influence rate of completion for both genders should be looked at. The school administrators should employ strategies to ensure that the education subsidies are well managed in order to ensure balanced enrolment rates, retention and rates of completion of secondary school learner.

5.5 Suggestions for Further Research

From the findings of this study it is suggested that since funds for subsidization of secondary education influenced learner' participation in secondary schools, researcher wishes to make the following suggestions for other 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 survey can be carried out on the influence of CDF bursaries and other government bursaries being provided through the devolved county governments on rates of completion.
- iii. A study to determine the effects of funds for subsidization of secondary education on dropout rate in secondary schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

KASAI HASSAN
C/o CHUKA UNIVERSITY
P.O. BOX 109-60400
CHUKA
Date.....

THE PRINCIPAL,
.....

Dear Sir/ Madam,

I'm a student at Chuka University pursuing Master Degree in Educational Management. I'm conducting a research on "**Relationship between subsidized secondary education and n participation of students in public secondary schools in Wajir East Sub-County, Wajir County, Kenya**". I hereby request you to allow me administer the questionnaires to teachers in your school. The information gathered is meant for educational purposes only and will be treated with utmost confidentiality.

Thank you

Yours faithfully

.....

Kasai Hassan
(Researcher)

APPENDIX II: INTRODUCTION LETTER TO RESPONDENTS

Dear Sir/Madam

RE: THESIS ON RELATIONSHIP BETWEEN SUBSIDIZED SECONDARY EDUCATION and PARTICIPATION OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN WAJIR EAST SUB-COUNTY, WAJIR COUNTY, KENYA

I am a student of Chuka University. The questionnaires attached have been designed to gather information on the topic shown above. This information will be used to complete a research thesis as a requirement for a Master's degree in education of Chuka University. The information you provide will be treated with strict confidentiality. However, don't indicate your name on the paper, but other details are very important as per this research paper.

Please spare some of your time and fill in the attached questionnaires to the best of your knowledge. Please cooperate.

Yours Faithfully,

.....

Kasai Hassan

(Researcher)

Chuka University

APPENDIX III: QUESTIONNAIRES FOR PRINCIPALS AND TEACHERS

Instructions

You were identified and selected as one of the respondents to provide information required for this study concerning subsidized secondary education. Your responses will be treated with utmost confidentiality and anonymity. To ensure the same you are not required to write your name. The findings of this study will be used to meet the requirements for a Master's Degree of Chuka University. Answer the questions by filling in the Blank spaces or by ticking (✓) where necessary.

SECTION I: Background Information

1) Please indicate your gender in the space provided below:

Male () Female ()

2) Please indicate your age bracket

Less than 25 years () 26-30 years () 31-35 years () 36-40 years ()
41-45 years () 46-50 years () 51-55 years ()

3) Level of Education

PhD Holder () Master's Degree () Bachelor's Degree () Diploma ()
Other (Specify)

4) Period served as Teacher

0 – 5 years () 6 – 10 years () 11 – 15 years () 16 – 20 years ()
Over 21 years ()

5) Type of your School

Boys Boarding () Boys Day () Girls Boarding () Girls Day () Mixed Boarding ()
Mixed Day ()
Other (specify)

SECTION II: Subsidize Secondary Education

6(a) Each of the following statement seeks your rating on student access to secondary school education. You are requested to express on five point Likert scale on the extent of agreement both on the feeling expressed in each statement and your own optional feelings. The five points are: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1). Tick appropriately (√) Statements.

Statement	S A	A	U	D	S D
Schools adhere to regulations on Subsidized Secondary fees guidelines					
SSE funds impacts positively on student enrollment in secondary schools					
SSE funds influences provision of quality education in secondary schools.					
SSE funds increased instructional materials in secondary schools					
SSE funds reduced dropout rate in secondary schools.					
SSE funds is adequate to meet the needs of secondary schools					

6 (b) State the most common challenges you experience in the disbursement of Subsidized Secondary Education funds in your schools

.....

SECTION III: Students' Access

7(a) Each of the following statement seeks your rating on student access to secondary school education. You are requested to express on five point Likert scale on the extent of agreement both on the feeling expressed in each statement and your own optional feelings. The five points are: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1). Tick appropriately (√) Statements.

Statement	S A	A	U	D	S D
Government SSE funds are adequate to cater for all student to access secondary education					
There has been timely disbursement of SSE fund by the government to encourage students access to secondary education					

The government subsidized fees and other grants has transformed the attitude of parents and students to enhance access to secondary education					
More funding is still required to increase access to secondary education of children from poor households					
Government subsidies has generally improved students' access to public secondary schools in Wajir East Sub-County					

7(b) State the most common challenges you experience on student access to secondary school in the area

.....

SECTION IV: Students' Retention

8(a) Each of the following statement seeks your rating on student retention to secondary school education. You are requested to express on five point Likert scale on the extent of agreement both on the feeling expressed in each statement and your own optional feelings. The five points are: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1). Tick appropriately (√) Statements.

Statement	S A	A	U	D	S D
Government subsidies have led to the reduction of students dropping out of school in Wajir East Sub-County					
SSE fund has been sufficient to acquire teaching and learning material to enhance students retention in public secondary schools in Wajir East Sub-County					
Sending students home to collect fees influence students dropout					
Lowering fees burden to parents reduces absenteeism					
There is high dropout rate of students due to inadequate amount of government subsidies awarded to students					
Late disbursement of funds affect students retention in school public secondary schools in Wajir East Sub-County					
Government subsidies has improved retention of students in public secondary schools in Wajir East Sub-County					

8(b) What common challenges you experience with ensuring student retention in your school?

.....

SECTION V: Students' Completion

9(a) The statements provided relate to various aspects that encourage competition. Kindly indicate the extent to which the following statements have applied to your school since 2008. Use the key below to tick as appropriate. Key: 1: Not at all 2: Less extent 3: Moderate extent 4: Large extent 5: Very large extent.

Statements	1	2	3	4	5
Government subsidized fees is sufficient and has sustained students in school					
There has been timely disbursement of fees by the government which has influenced students' completion rate.					
School has been receiving adequate bursary and CDF funds for needy students to subsidize SSE funds and has influenced completion rate					
None of our students miss exams and classes due to lack of fees payment which has influenced completion rate					
Students do not repeat classes due to lack of fee leading to high completion rate					
Dropout has reduced due to government intervention on SSE fund which enhanced completion rate					

9(b) In your opinion, how has SSE funds influenced student completion rate in your school?

.....

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.

SECTION I: General Information

1. What is your sex a) Male [] b) Female []
2. Please indicate your age bracket
Less than 14 [] 15 – 16 years [] above 17 years []
3. How long were you in this school
1 year [] 2 years [] 3 years [] 4 years []

SECTION II: Students' Access

5(a) Each of the following statement seeks your rating on student access to secondary school education. You are requested to express on five point Likert scale on the extent of agreement both on the feeling expressed in each statement and your own optional feelings. The five points are: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1). Tick appropriately (√) Statements.

Statement	S A	A	U	D	S D
Government SSE funds are adequate to cater for all student to access secondary education					
There has been timely disbursement of SSE fund by the government to encourage students access to secondary education					
The number of students completing form four has improved since the introduction of government subsidies					
The government subsidized fees and other grants has transformed the attitude of parents and students to enhance access to secondary education					

More funding is still required to increase access to secondary education of children from poor households					
Government subsidies has generally improved students' access to public secondary schools in Wajir East Sub-County					

5(b) State the most common challenges you experience on student access to secondary school in the area

.....

SECTION III: Students' Retention

6(a) Each of the following statement seeks your rating on student retention to secondary school education. You are requested to express on five point Likert scale on the extent of agreement both on the feeling expressed in each statement and your own optional feelings. The five points are: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1). Tick appropriately (√) Statements.

Statement	S A	A	U	D	S D
Government subsidies has seen the reduction of students dropping out of school in Wajir East Sub-County					
SSE fund has been sufficient to acquire teaching and learning material to enhance students retention in public secondary schools in Wajir East Sub-County					
Sending students home to collect fees influence students dropout					
Lowering fees burden to parents reduces absenteeism					

There is high dropout rate of students due to inadequate amount of government subsidies awarded to students					
Late disbursement of funds affect students retention in school public secondary schools in Wajir East Sub-County					

6(b) What common challenges you experience with ensuring student retention in your school?

.....

SECTION IV: Students' Completion

7(a) The statements provided relate to various aspects that encourage competition. Kindly indicate the extent to which the following statements have applied to your school since 2008. Use the key below to tick as appropriate. Key: 1: Not at all 2: Less extent 3: Moderate extent 4: Large extent 5: Very large extent.

Statements	5	4	3	2	1
Government subsidized fees is sufficient and has sustained students in school					
There has been timely disbursement of fees by the government which has influenced students' completion rate.					
School has been receiving adequate bursary and CDF funds for needy students to subsidize SSE funds and has influenced completion rate					
There has been reduced no of students dropouts because of fees					
None of our students miss exams and classes due to lack of fees payment which has influenced completion rate					

Students do not repeat classes due to lack of fee leading to high completion rate					
Dropout has reduced due to government intervention on SSE fund which enhanced completion rate					

7(b) In your opinion, how has SSE funds influenced student completion rate in your school?

.....

APPENDIX V: INTERVIEW GUIDE FOR SUB-COUNTY DIRECTOR OF EDUCATION

Interviewer: Kasai Hassan

Interviewee Number:

Date:

Time:

Purpose of the Interview:

The purpose of this interview is to discuss with you the relationship between subsidized secondary education and students' participation in public secondary schools in Wajir East Sub-County, Wajir County, Kenya. Because your answers will be treated as confidential, I ask you to be as free as possible in your responses. No information that you give will be used against you as you are giving it anonymously.

Section A: Subsidized Secondary Education and Students' Access

1. What are some of the effects of Subsidized Secondary Education on students' access to secondary education since it was implemented in Wajir East Sub-County?
2. How timely and adequate is the Subsidized Secondary Education fund to meet the infrastructural requirements of the schools to enhance students' access?
3. Suggest ways that SSE can be modeled to enhance students' access to secondary education in Wajir East Sub-County.

Section B: Subsidized Secondary Education and Students' Retention

1. How adequate is the Subsidized Secondary Education fund to ensure students' are retained in public secondary schools?
2. In your opinion is there any correlation between SSE and retention rates of students in public secondary schools in Wajir East Sub-County? Give highlights.
3. How can the SSE be improved to enhance student retention?


Section C: Subsidized Secondary Education and Completion Rates

1. How does SSE affect the completion rates of learners especially in this region?
Kindly elaborate.

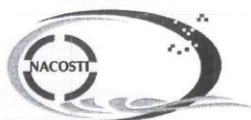
2. What would be your advice to the government with regard to SSE to enhance completion rates of learners especially from marginalized areas like Wajir East Sub-County?

APPENDIX VI: NACOSTI RESEARCH PERMIT

THIS IS TO CERTIFY THAT: Permit No.: **NACOSTI/P/19/13000/28439**
MR. KASAI HASSAN Date Of Issue: **12th March 2019**
of CHUKA UNIVERSITY, 125-70200 Fee Received: **Ksh 1000**
Wajir, has been permitted to conduct
research in Wajir County
on the topic: RELATIONSHIP BETWEEN
SUBSIDIZED SECONDARY EDUCATION
AND STUDENTS PARTICIPATION IN
PUBLIC SECONDARY SCHOOL IN WAJIR
EAST SUB-COUNTY, WAJIR COUNTY,
KENYA.
for the period ending:
12th March, 2020

Applicant's Signature 
Director General
National Commission for Science, Technology & Innovation

APPENDIX V: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/13000/28439**

Date: **12th March, 2019**

Kasai Hassan
Chuka University,
P. O. Box 109-60400
CHUKA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Relationship between subsidized secondary education and students participation in public secondary school in Wajir East Sub-County, Wajir County, Kenya*” I am pleased to inform you that you have been authorized to undertake research in **Wajir County** for the period ending **11th March, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Wajir County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

A handwritten signature in black ink, appearing to read 'G. Kalerwa'.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Wajir County.

The County Director of Education
Wajir County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

THE PRESIDENCY



MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegraphic Address: "County"
Email: ccwajircounty@yahoo.com
When replying please quote

The County Commissioner
Private Bag
Wajir

Ref No: F.50 VOL I (152)

27TH March, 2019

Deputy County Commissioners
Wajir East

RE: RESEARCH AUTHORIZATION.

Reference is made to a letter Ref No. NACOSTI/P/19/13000/28439, dated 12th March, 2019, from the Director General/CEO, National Commission for Science, Technology and Innovation Office Nairobi.

This is to inform you that Mr. Kasai Hassan Field Researchers has been authorized to conduct Research in Wajir East Sub County, on the topic "*Relationship between subsidized Secondary education and students participation in public secondary school in Wajir East Sub- County, Wajir County, Kenya*" for the period ending 11th March, 2020.

Please accord him the necessary cooperation.

A handwritten signature in black ink, appearing to read 'B. K. Kipruto', with a horizontal line drawn through it.

B. K. Kipruto
For: County Commissioner
Wajir County

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "Education Wajir"
Telephone: 046-421029
When replying please quote



COUNTY DIRECTOR OF EDUCATION
P.O. BOX 31-70200
WAJIR

REF: EDW/VOL.I/ADMIN

Date: 22ND MARCH 2019

KASAI HASSAN
CHUKA UNIVERSITY
PO BOX 109-60400
CHUKA

Dear Sir,

RE: RESEARCH AUTHORIZATION

This is in reference to letter ref NACOSTI/P/19/13000/28439 dated 12TH March 2019 from the National Commission for Science, Technology and innovation granting you authority to undertake research on "Relationship between subsidized secondary education and students' participation in public secondary school in Wajir East Sub- county, Wajir County, Kenya" for the period ending 11th March, 2020.

This is therefore to inform you that this office has no objection and has granted you authority to conduct your research in Wajir County.

Wish you all the best in your undertaking.


HUSSEIN OSMAN

COUNTY DIRECTOR OF EDUCATION
WAJIR COUNTY