

# Evaluation of the Extent to which Subsidized Secondary Education Programme had Enhanced Access to Education in Boarding Secondary Schools in Nyamira North Sub-County

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## Abstract

Access to education has been a global phenomenon since education has been viewed as a vehicle for economic and social development in society. In Kenya, access to education has been a challenge at all levels in our educational institutions ranging from primary to tertiary level. There is low access rate in boarding Secondary Schools in Nyamira North Sub County despite the fact that there is funding of education by the government through subsidy program. The study was guided by this objective: To evaluate the extent to which subsidized secondary education program had enhanced access to education in boarding secondary schools in Nyamira North sub-county. The area of study was Nyamira North Sub County that has a population of 43 Secondary Schools with 43 principals, 43 Deputy Principals, 43 Bursars, 646 class teachers, one sub-county Quality Assurance and Standards officer and one sub-county Education Officer. The study was done using descriptive research design and the following research instruments were used: Administering questionnaire, interviewing and use of content analysis. The study used purposive sampling for all the small samples except class teachers of 646 that was sampled at 30%. Additionally, simple random sampling method was used in collecting data. Validity of the research instruments was done by subjecting the instruments to the experts for verification and adjustment. The research instruments were also subjected to test and retest method for reliability purpose at significance level of 0.83. The instruments were piloted in three schools before they were finally rolled to all the schools and they were found to be valid and reliable. Data was collected after seeking a research permit from the ministry of education after the University gave clearance for data collection. Data analysis was done using statistical package for social sciences (SPSS). The main findings of the study was that 76.8% had disagreed that government subsidy had improved access to education in boarding secondary schools in Nyamira North Sub-county. The recommendation was to improve funding of subsidized secondary education program by having a special levy to finance secondary education programs in boarding schools fully. The researcher paid keen attention to research ethical issues and got the informed consent of the respondents and guarded against plagiarism and ensured confidentiality.

**Keywords:** Subsidized Secondary, Education, Access, Boarding, Schools Kenya.

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## INTRODUCTION

Globally, education has been identified as an integral part of the economic development. Comprehensive education requires adequate funding, which is the greatest impediment in accessing this necessary qualification. Governments worldwide have resorted to funding education by allocating resources for this course. This is a deliberate effort to enhance equity, access, quality, and to reduce dropout [1]. Intergovernmental conference on education matters held by UNICEF, 2000 in Dakar found that many governments are increasingly allocating more resources for funding education. Donor countries have also stepped in to help in this noble cause. The result has

been profound because there have been an increased number of students enrolled in schools. Commitment to achieve the millennium development goals has been a constant reminder for the governments to equip the young ones so that they can become better equipped to tackle the challenges of this generation. However, a report by World Bank [1] reveals that there are disparities in the resource allocation among governments. Some governments allocate more resources to basic education while others are more concerned with the tertiary education.

A report by Goldin [2] showed that the government of the United States has a policy to ensure there is a universal coverage and open access to

education. Secondary education is accorded a very significant role in the nation, and as such, is encompassed in the basic education package. The sound policies on education by the U.S government have significantly improved access to education within the nation. This has made the U.S an object of admiration and a good example to follow to ensure that basic education is universally accessible. As a result, comprehensive secondary schools began to spread from Northern to Southern Europe. Comprehensive schools emphasize provision of secondary education in a single institution, based on a common curriculum, and may be streamed through elective subjects. Education reforms incorporated lower secondary into basic education, which was then made compulsory entirely changing the concept and the duration of basic education. Many other countries have embraced the goal of extending and expanding basic education to encompass much of what used to be a restricted-access elitist secondary schooling. In North America, Europe, and Australia, basic education includes lower secondary education and is compulsory for all. Longer basic education duration allows more time to consolidate learning [3].

In reference to a report by UNESCO [4], in Canada, parents have the sole responsibility of ensuring that their children access education. However, the government recognizes that some parents are sincerely not in a position to pay, so, the government makes provisions to ensure that any child is not denied access to education because of an honest inability to pay fees. The department of education works with school boards, parents, teachers, and other stakeholders to ensure that policies governing school fees are implemented consistently in all the provinces.

In the developing nations, the story is quite different as the government funding for education is still very dismal. According to studies done by Lewin [6], funding for secondary education is very low, and this is coupled with the challenges of inadequate physical resources and human capital. Most of such countries (majorly from sub-Sahara Africa, Latin America, and Asia) have a funding deficit and may not adequately meet the funding requirements for secondary education. The prevailing circumstances in these nations have pushed the governments to lay more emphasis on primary education, and thus provide the bulk of the funding to primary education at the expense of secondary education.

Research findings of a study conducted by World Bank in Latin America in 2006 indicates that there exists a major challenge of funding secondary education due to the large numbers of students transitioning from the primary schools as a result of the free primary education [1]. The large numbers of students put a lot of strain on the already overstretched resources that exist in the few secondary schools. The high demand for resources is amplified by the

inadequate budgetary allocation by the government. This reduces access rates of the secondary education in the region.

Access to secondary education in sub-Sahara Africa still ranks very poorly on the global map. A report by Kelly [5] indicates that the emphasis on primary education is actually working to the detriment of access to secondary education. He argues that the preoccupation has been on a short-term solution to the current problem by ensuring there is high primary schooling enrollment. In as much as this is a very noble cause taken by the government, it has neglected the medium and long-term issues of secondary schooling enrollment and ensuring that the enrolled students actually see their education through to the tertiary level.

In another study by Lewin [6], he indicates that, even though there have been marvelous improvements in access to primary education, the enrolment rates in secondary education is still low at a measly 40%. He attributed this low access to low number of secondary schools and high cost of accessing secondary education in the region. This is coupled by high poverty rates in the region that denies the parents an opportunity to afford for their children a decent education. The situation is so dire that a family may not be able to afford to pay for their child's education in a government school. In Malawi, Tanzania, and Ethiopia, secondary schools absorb less than 10% of the students transitioning from the primary schools. Given the inadequate funding of the secondary education by the government, it is very difficult to keep up with high cost of secondary education that goes up to five times the cost of primary education.

A report by World Bank [1] for sub-Sahara Africa cites that proper investment in the secondary education would do more to the economy. It is not enough for the government to concentrate on providing primary education alone and neglect secondary education. The United Nations currently lays a lot of emphasis on the achievement of millennium development goals (MDGs) whose achievement require a robust economy. Economic growth requires a properly equipped human capital on the foremost and this can be achieved by ensuring that secondary education is accessible to all.

A comprehensive report produced jointly by the Ministry of Education and UNESCO asserted that continued poor performance in the national examinations by public schools also contributed to reduced access to secondary education. Data from the 2004 KCPE results showed that up to 77% of students from private schools obtained the qualifying 250 marks to join secondary schools against only 45% from public schools. KCSE results data paints no different picture. District (mostly day) schools perform very poorly in the national examinations since only 11% of the students

from such schools obtain the qualifying C+ grade. This is against 43% from provincial schools and up to 90% from the national schools [7]. The differences could be attributed to facilities available in these schools, teachers, and other instrumental resources. The government could do well to offer scholarships to bright students from poor families who unfortunately waste very wonderful opportunities to make the best out of their brains due to poverty. A report by Njeru and Orodho [8] indicated that access to education is a challenge that causes many children to fail to complete their primary or secondary education.

The Ministry of Education report [9] indicated that 230, 000 of the 655, 000 students who completed their primary education in 2004 finished secondary education in 2008. This is just 35% transition and completion rate, which is alarmingly low. Only 46% of students who sat their national exams in 2007 joined secondary education. There was a remarkable improvement in transition and completion rates in 2014 because 92.15% of students who joined form one in 2011 managed to sit for their national examinations [10]. Studies by Republic of Kenya and UNESCO [11], claimed that school fees remain a single biggest barrier

to acquisition of secondary education in the country. A further survey by UNICEF [12] revealed that there were only 6500 secondary schools against 26, 000 primary schools in the country. Accessing the schools is a challenge since the students have to walk long distances to reach the school, especially in North Eastern and Rift Valley provinces of Kenya.

This information gave the study an impetus to investigate the magnitude of impact of the subsidized secondary education on access to boarding secondary schools in Nyamira North Sub-County. A further survey of the Nyamira North indicated that a smaller number of students joining form one in boarding secondary schools as compared to day secondary schools [13]. The completion rates in day schools is also higher than that in boarding secondary schools, as some students desert the boarding schools for day schools due to higher school fees charged by the former.

The table below shows the number of students enrolled in form one in 2011 and the number that sat for the KCSE exams in 2014 in secondary schools in Kenya.

**Table-1: Secondary education completion rates**

POPULATION	FORM 1 ENROLMENT IN 2011	KCSE CANDIDATES IN 2014
MALE	282, 746	259, 746
FEMALE	242, 083	223, 884
<b>TOTAL</b>	<b>524, 829</b>	<b>483, 630</b>

Source: MOEST, 2014

The above table shows completion rates of students enrolled in form one and those that completed in year 2014. This is important as it is a parameter of access rates.

Data was also collected from secondary

schools in Nyamira North sub-county showing school fees paid in various schools, enrolment in form one and those that complete form four from the same school and results in Kenya Certificate of Secondary Education for the year 2013 and 2014. Below is a table that shows details collected from the sub-county education office.

**Table 2: Details of schools sampled in Nyamira North Sub-County on form one enrolment and transition to form four and Kenya Certificate of Secondary Education for the year 2013 and 2014**

School	School fees paid	Form1 (2011)	Form 2 (2012)	Form 3 (2013)	Form4 (2014)	KCSE MEAN GRADES	
						2013	2014
Day	10,250	101	117	119	116	4.40	4.71
Boarding	48,250	85	76	68	63	6.20	6.90
Boarding	47,250	90	82	76	71	6.80	7.20
Day	10,150	120	128	126	126	4.90	5.09
Boarding	44,870	98	89	81	76	5.80	6.08
Day	10,150	158	165	164	164	3.90	4.10
Day	11,750	141	147	146	146	4.30	4.23
Boarding	47,150	51	45	44	44	5.30	5.21
Boarding	48,750	127	119	117	117	6.50	6.43
Day	10,250	117	126	129	129	2.90	3.12
Boarding	49,000	97	89	86	86	4.72	4.67
Boarding	47,050	58	51	52	52	4.71	4.83
Boarding	48,750	67	67	64	63	4.92	4.84

(Source: QASO report Nyamira North Sub-County, 2014) [13]

Table-2 above shows details of 13 schools sampled randomly in Nyamira North sub-county. Column one and two show the nature of the school and the fee that was paid. Column three to column six show enrolment in form one and students who completed their studies in the same school in 2014. Column seven and eight show Kenya Certificate of Secondary Education mean grades scored in the schools. The fee that was paid in the schools excluded the government subsidy. Looking at the enrolment, it is clear that there is a relationship between fee charged by schools and enrolment. It was also observed that transition rates in boarding secondary schools declined leading to low completion of students in their schools while transition rates in day schools increased after form one enrolment. When the researcher visited the boarding secondary schools it was confirmed by 99% of class teachers that the students who dropped out of their schools was due to inability to pay school fees that they considered to be unaffordable. According to the World Bank report [1], school fees has been a major barrier to access in education mostly in sub-Saharan countries. Enrolment and completion of students' studies in boarding secondary schools is a challenge due to fee being high despite the fact that their performance in Kenya Certificate of Secondary Education is relatively better.

#### **Statement of the Problem**

Access to education in boarding secondary schools in Nyamira North sub-county is low compared to day schools. A report in documents collected from Nyamira North sub-county office showed that enrolment, completion rates are still low while dropout rates are high in boarding secondary schools in the region despite the fact that government provides subsidy program as shown in Table-2. The researcher went further and interviewed 50 class teachers from boarding secondary schools and 46 of them which is 92% showed that majority of the students who drop out is due to fee barriers. Studies conducted by Lewin [6] indicated that school fee is a major obstacle to access in education. It is with this view the researcher undertook this study to find out the impact of the subsidy program and challenges to access in boarding secondary schools in Nyamira North sub-county.

#### **Extent to which subsidized secondary education has enhanced access to education**

One of the major challenges many countries in the world today face is how to equip the youth with necessary and relevant skills that can enable them to be employable in the world that is fast changing [14]. Education that has existed for many years is one where people go to school so that at the end they are employed in the formal sector, commonly referred to as white collar jobs. Countries therefore need to be equipped to deal with this challenge and coupled with the fact that population growth rate is rapid comparatively to job creation. For a long time, now many countries around the

world have been emphasizing on the significance of primary education as basic education by availing massive resources yet limited skills are developed at this level [15]. In developed countries, secondary education was subsidiary to higher education and this has been the basis influencing on policy, choice of providers, curriculum decisions, teacher recruitment, training, evaluation, accreditation and certification. In the Soviet Union and the United States of America since the 20<sup>th</sup> century, education policies have been gearing towards developing or promoting secondary education models aimed at formulating massive systems that focus on open access and universal coverage. After 1945 open access and universal education coverage referred to as comprehensive secondary schools began to spread from Northern Europe to Southern Europe, Goldin [16]. According to studies done by Goldin, secondary education policy in Northern Europe and United States of America was viewed as central in creating faster economic growth and development in the country. In the United States emphasis was put in secondary education by creating favourable policies, creation of resources to encourage comprehensive secondary education. According to Goldin [16], United States of America for a long time played a teaching role in promoting, generalized, free and compulsory education by establishing a temperate that encouraged public funding on secondary education so as to promote a comprehensive secondary education. In the United States, Golding further said that the government is empowered by the constitution welfare clause, article 1 section 8 to levy taxes and collect revenues for the support of education.

According to a study done by Crawford [17] in Britain, it showed that secondary school level was fully financed by the government. Parents were only required to send children to school while the government as per 1944 education act section 7 has a responsibility to provide all resources and facilities for learning and teaching. Crawford further explains that Britain has largely supported financing of secondary education increasing access to secondary schooling.

According to studies done by Lewin [6] in Japan, the government of Japan has greatly funded secondary education causing expansion of access in this level of education. Enrolment in secondary education in Japan has been increasing because of more resources committed to it from time to time. The government has spread its resources to promote access from one level to another. It is important to note that one major challenge to access to education is uneven distribution of resources at all levels in education sector. For instance in Kenya, after introduction of free or subsidized primary education by NARC government in 2003 that led to rapid expansion and completion rates and more graduates after Kenya Certificate of Primary Education (KCPE). The effect of this was to cause a shortage in enrolment and



admission of many of those who graduated after class eight and sometimes causing a strain on human and physical resources in secondary schools. It is therefore important to realize that distribution of resources at all levels in education system is important.

Much evidence concerning the abolition of primary school fees in sub-Saharan Africa has shown a massive increase in enrolments. For instance, Uganda introduced Uganda Primary Education in 1997 and experienced a 68% increase in overall enrolments from 3.4 million to 5.7 million in one year, Avenstrup, Liang and Nellemann [18] report by Deininger, [19] shows a significant gain in primary enrolments in the country was observed among the rural poor and girls. Subsidized education has tried to bridge the gap between the rich and the poor in their bid to access education over the years bringing the enrolment from poor families up to 78% compared to 89% of children from the richest quintile [20].

A substantial increase in enrolments was particularly identified among girls from the poorest quintile. According to Deininger [19], the gender bias in access that had existed before the abolition of school fees had virtually disappeared. However, increased access to education by the poor is likely to beat the expense of other basic needs of households. A case study of the universal primary education in Malawi shows that despite the abolition of school fees and the non-enforcement of school uniforms, parents were still required to incur expenses for exercise books, pens, and clothes, which Chimombo [21] posited that these are necessary. Studies by Orodho and Njeru [22] found that the sum of the costs was actually more than the amount formerly required for fees. Since poor households with many children started sending their children to subsidized primary schools, the allocation of household expenditure on education has eventually increased. They went ahead to estimate that poorest households spend 13% of their household expenditure on education, compared to 7.5% by the upper quintile households.

Kelly [5] observes that, although subsidized education reduces households' direct costs, in-direct costs remain as a substantive deterrent for children from poor households to access education. Ghana has been providing free basic education since 1996 under the Free Compulsory Universal Basic Education (FCUBE), in which not only primary but also lower secondary education became free. However, because of the abolition of school fees, some schools introduced indirect fees to compensate the lost revenue, which was in some cases an obligation for district authorities [23]. This meant that parents in primary and lower secondary school were still required to pay for operational costs, parent teacher association (PTA), textbooks, and uniforms, among other costs. It was not until 2006 that all these fees were abolished through the government's

capitation grant scheme.

In other examples, Akiyeamong [23] continues to say that, although Uganda introduced universal secondary education, parents are still required to pay boarding and medication costs. Similarly, Nigeria provides tuition-free secondary education, yet different forms of fees are imposed on parents to cover the cost of running the system [24]. Studies done in Ghana on access and retention in primary and lower secondary education show that, although the FCUBE increased overall enrolments, children from poor households continue to be under-represented in the enrolments. He made it explicit that not only indirect costs hinder access of the poor but also opportunity costs substantially affect the chances of poor children to enroll in, and complete basic education. A study of access patterns in Malawi also concluded that access to education in the country continues to reflect household wealth [21]. Despite direct fees abolition, these studies clarify that such a move has not been effective enough to ensure access to education for the poor. Although the introduction of a nine-year basic education programme in Rwanda led the Gross Enrolment Ratios from 16.6% in 2005 to 18.3% in 2006. Girls remain under represented in the overall enrolments, showing 47.5% in 2006, compared to 47.2% in 2005 [4]. Subsidized secondary education in this instance did not narrow gender disparities in access to secondary education greatly. The studies indicate that, even after the abolition of school fees, schools continue to levy fees. Furthermore, opportunity costs remain high for children from poor households, leaving some of them without access to subsidized secondary schooling. Instead of including the poor in secondary education, subsidized secondary education without adequate government financial support might actually reinforce the exclusion of the poor. Since the inception of subsidized day secondary education in 2008, the number of schools, enrolment, and the funding has increased over the period.

Studies done by Achoka [25] indicate disparities in the level of access to education in both developed and developing countries. Transition rates in developed countries are higher compared to developing countries. This could be attributed to factors such as low awareness levels in the latter case, and high levels of poverty. He also noted that marginalization and poverty account for high levels of inaccessibility and low transition rates in the developing countries.

Research by Holsinger and Cowell [3] shows that there is little access to secondary education despite improved access to primary education worldwide. It was observed that secondary education is still expensive and out of reach for many poor households. In Kenya, investigations by Otach [26] showed that the introduction of subsidized secondary education by NARC government in the year 2008 tremendously

improved access to subsidized day secondary schools. Many children transitioning from the primary schools (due to free primary education programme) have, therefore, had a chance to further their education, which could otherwise be impossible.

It is noteworthy to consider that the rates of access and transitions are still very low in boarding secondary schools. In fact, Okoth [27] observes the

challenge in accessing boarding secondary schools in Kenya, which he attributes to high cost of education. He cites how some good performing students are unable to proceed to boarding secondary schools despite their stellar performances in the KCPE. The policy makers will need to address this area because consistent performances over the years have proven that the quality of education in boarding secondary schools supersede day schools by a considerable margin.

**Table-3: Changes in Enrolment versus Funding in post-subsidized day secondary education (FDSE)**

Year	Number of Secondary schools benefiting	Enrolment	Amount disbursed (Kshs)
2008	4,763	1,334,566	12,498,744,120.00
2009	5,298	1,477,625	14,704,147,776.00
2010	5,549	1,605,364	17,336,881,899.00
2011	6,051	1,772,482	17,504,950,270.00

Source: MOEST, 2013 [9].

From the table above, there has been tremendous increase in the number of secondary schools benefiting from the subsidy program. Enrollment and amount disbursed has also been increasing over time. However, a closer look shows that the significant increase in secondary schools benefiting from the government subsidy are day schools. Additionally, enrollment has been insignificant in boarding secondary schools since the subsidy amount is minimal compared to the total amount fee paid. Funding of the subsidized secondary education by the government has not done much to enhance access to and improve transition rates in boarding secondary schools. Moreover, Nyaga [28] notes that this was due to the numerous levies that had been introduced by schools. Accessing boarding secondary education has been a very arduous task for many parents in Nyamira North sub-County due to the declining economy of the region that is pegged on tea farming whose market value has been declining all over the world.

## METHODOLOGY

The researcher used a descriptive research design. According to Gray [29], this research design is quick and cost effective. It is also suitable for

preliminary and exploratory studies [30]. Smith [31] considered the method appropriate for determining and reporting facts as they are on the ground because it leaves no room for manipulation of variables and collected data. Nyamira North Sub-County lies to the western part of Kenya, Nyanza region, on latitude: 0°41'0N and longitude: 34°46'0E. The sub-county is situated about 340 km from Kenya's capital city of Nairobi. It borders Buret sub-county in Bomet County to the east, Nyamira South sub-county to the west, Rachuonyo sub-county to the south, and Borabu sub-county to the north.

A target population is the members of a real or hypothetical set of people, events, or objects to which a researcher wishes to generalize the results of the research study, Smith [31]. Creswell [32] indicates that population is the entire group of individuals of items that share one or more characteristics from which data is gathered or collected. The area of study has 43 secondary schools with a target population of 43 principals, 43 deputy principals, 43 bursars, 646 teachers, 1 sub-county Quality Assurance and Standards Officer, and 1 Sub-County Education Officer.

**Table-4: Target population and other related details on the study**

Respondent	Population	Sample	Percentage of sample size to population	Sampling technique
Principals	43	43	100	Purposive
Deputy principals	43	43	100	Purposive
School Bursars	43	43	100	Purposive
Sub-county Education Officer	1	1	100	Purposive
Sub-county Quality & Standards Officer	1	1	100	Purposive
Class Teachers	646	194	30	Random sampling
Totals	777	325	430	

(Source: Field)

The researcher sampled respondents from the population using purposive sampling method for

Principals, Deputy Principals, School Bursars, Sub County Quality Assurance and Standards Officer and

Sub County Education Officer. A sample of 30 percent was taken for class teachers. The sample size of 30% was taken to allow an adequate observation to take the benefits of the central limit theorem [29].

According to Oso and Onen [33] research instruments refer to tools that collect, measure and analyze data related to a researcher's study. In this study, the researcher administered questionnaires, conducted interviews with the respondents and content analysis while collecting data. The choice of these tools have been informed by the nature of the data to be collected, time factor, objectives of the study, and literacy levels of the respondents. The study is mainly concerned with facts, views, and opinion, which was best collected using questionnaires, interviews and content analysis techniques. The researcher established validity of the instruments by submitting the questionnaires for data collection to my supervisors and lecturers for research methodology for content validation to ensure the instruments were relevant to collect the intended information. Reliability was achieved with the use of test and retest method. Same instruments were administered to two groups of people over time to determine the reliability of the instruments. The results for the two results were correlated using person product moment correlation 'r'. A reliability coefficient of 0.80 and above showed that the research instruments were established as reliable [34].

In data analysis, data collected from various instruments were categorized and coded to allow data entry using statistical procedures for analysis using statistical package for social sciences (SPSS). The analysis involved sorting, description, and interpretation of data to generalize the study [35]. The researcher used percentages, co-relation analysis, charts, and bar graphs to present the data for making inferences. The visual impression of these output formats make them preferable due to their effective impressions and ease of interpretation. These therefore, made it easy to interpret the effect of subsidized secondary education programme on access to education in boarding secondary schools in Nyamira North Sub-County.

The ethical considerations were adhered to as researcher ensured that this and any subsequent write-up for this thesis was free of plagiarism. The Researcher did by acknowledging all the consulted sources and citing each one of them appropriately following the APA academic writing format. The researcher ensured that he sought informed consent whenever and wherever such was required in the course of conducting this research work to avoid run-ons with the authorities [36].

The researcher ensured that the privacy of the respondents remained anonymous and confidential. This was especially important if the integrity of the research was to be validated. It was also helpful because the respondents did not feel violated in any way. It also helped a great deal by ensuring that the respondents participated in the process out of their own free will and not coerced in any way whatsoever to participate in the process. The respondents were informed of the importance of taking part in the survey with emphasis being laid on the academic importance and not economic value perceived by many individuals [33].

The researcher ensured that this research did not subject the respondents to any form of threat. Such threats as may pose risk to the welfare of the respondents, researchers, cultural heritage, environment, the university, and the larger community were avoided at all costs, or minimized to the least significant effect.

## Findings

### Contributions of Subsidized Secondary Education Program on Access to Education in Boarding Secondary Schools

The study analyzed how subsidized secondary education programme had influenced on the level of access in boarding secondary schools in Nyamira North sub-county. Data was collected from 43 secondary schools in the region using various questions to obtain detailed information in regard to the general question.

**Table-5: Shows the responses of Deputy principals on contribution of subsidized secondary education program on access to education in boarding secondary schools.**

contribution Of Subsidy Program On Education	Agree		Seriously agree		Disagree		Seriously disagree		Total
	F	%	F	%	F	%	F	%	
Has access to education in boarding secondary schools increased due to government subsidy?	8	18.6	2	4.6	28	65.1	4	9.3	43
Has the subsidized secondary education program led to fee reduction in boarding secondary schools since it was started?	2	4.6	0	0	40	93	1	2.3	43
Has there been increased enrolment in boarding secondary schools with the introduction of subsidized secondary education program?	16	37.2	4	9.3	21	48.8	5	4.65	43
Have the completion rates in boarding secondary schools increased due to the introduction of subsidized secondary	11	25.6	3	6.98	21	48.8	8	18.6	43

education program?									
Has the enrolment in boarding secondary schools increased after the introduction of subsidized secondary education program?	13	30.2	4	9.3	25	58.1	1	2.3	<b>43</b>
Has students transfer from boarding secondary schools to day secondary schools in the region decreased with the introduction of subsidized secondary education program?	5	11	0	0	36	83.7	2	4.7	<b>43</b>
Has drop-out rates in boarding secondary schools reduced with the introduction of subsidized secondary education program?	7	16.3	1	2.3	31	72.1	4	9.3	<b>43</b>
<b>Average Total</b>	<b>11</b>	<b>20.4</b>	<b>2</b>	<b>4.61</b>	<b>29</b>	<b>66.9</b>	<b>7</b>	<b>16.51</b>	<b>43</b>

The Deputy Principals were asked a question on whether government subsidy had improved access to education in boarding secondary schools and the results of 24 of them collected indicated that 8 which is 18.6% had agreed while those who seriously agreed, were 2 which was 4.6%; 28 which is 65.1% disagreed and 4 out of 43 which is 9.3% seriously disagreed. The information collected on this question generally indicated that a total of 23.2% either agreed or seriously agreed that the subsidy program had improved access in boarding secondary schools while a total of 76.8% had either disagreed and seriously disagreed that the government subsidy program had not improved access in boarding secondary school. According to an in-depth interview 'one out of five deputy principals indicated that the government subsidy programme had made much contribution on day secondary schools rather than

boarding secondary schools in the region. They further indicated that if the government does not review the subsidy allocation to boarding secondary schools, most students from poor backgrounds would transfer to day schools or those joining from one will over time be more than those admitted to boarding secondary schools in the region hence making boarding secondary education irrelevant. Studies done by Abid [20] in Northern Kenya showed that many of the poor parents opt for day schools because they are cheaper.

The interviewer collected data from 194 class teachers out of a total of 646 class teachers in Nyamira North sub-county, which is 30%. According to Kpoloyie [35] for a representative of a large sample. The following results were collected from the interview of the class teachers

**Table-6: Class Teachers' responses on contribution of government subsidy on education in boarding secondary schools**

Contribution of subsidy program	Responses								Total
	Agree		Seriously Agree		Disagree		Seriously Disagree		
	F	%	F	%	F	%	F	%	
Has access in boarding secondary schools improved with government subsidy program?	52	27	6	3	130	67	4	2.3	<b>194</b>
There has been improved enrolment due to government subsidy.	74	38	3	1.6	76	39	3	1.6	<b>194</b>
Government subsidy has improved completion rates.	33	17	12	06	143	73.6	6	03	<b>194</b>
There has been reduced drop outs in boarding secondary schools as a result of government subsidy on school fees.	27	14	6	03	159	82.2	2	0.80	<b>194</b>
Transfer of students from boarding to day schools has reduced with government subsidy.	17	09	10	05	171	88.3	2	0.80	<b>194</b>
There has been reduction in fee payment in boarding with introduction of subsidy program.	10	05	4	02	132	68.2	48	24.8	<b>194</b>
<b>Total Average</b>	<b>35.5</b>	<b>18.3</b>	<b>6.83</b>	<b>3.43</b>	<b>135.2</b>	<b>71.4</b>	<b>10.8</b>	<b>5.55</b>	<b>194</b>

Class teachers were also asked the following questions to establish their perception on influence of government subsidy on access to education in boarding secondary schools in Nyamira North sub-county. The teachers were asked whether government subsidy had improved access on boarding secondary schools in the region and out of 194 class teachers, 52, which is 27% agreed that there was improved access while 6 felt

access had improved seriously which is 3%. On the other hand 130 of 194 which is 67% disagreed that government subsidy had improved access in boarding secondary schools and 4 which is 2.3% disagreed seriously that access had improved. In general, 56 class teachers which is 30% agreed that there was improved access in boarding secondary schools in the region while 134 which is 69.3% of those that disagreed and



seriously disagreed felt that access in boarding secondary schools in the region has not improved. When a few of the teachers were interviewed they felt that government subsidy favoured day schools than boarding secondary schools. Studies done by World Bank [37] agrees with data collected from the cls teachers which that access in education is a challenge in sub sahara Africa.

## CONCLUSION

Most respondents held opinion that access to boarding secondary education in the region is still a challenge due to high fee charged to parents even when the government subsidy program was introduced. According to in-depth interviews with some respondents, they felt that fees, right from the inception of subsidized secondary education program, has been increasing, meaning, the impact of the subsidy program in boarding secondary schools has not caused fee reduction and hence improving access in boarding secondary education.

## RECOMMENDATIONS

The study revealed that access in boarding secondary schools is low. This means that the government should critically evaluate the role played by boarding secondary schools by developing proper policy that help look into proper financing of the institutions and not consider them as day schools passé. Learners are forced to walk long distances to and from schools on a daily basis affecting their academic performance which may also need more research.

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