

**INFLUENCE OF THE EDUCATION POLICY IN KENYA VISION
2030 ON THE PROVISION OF QUALITY EDUCATION IN
PUBLIC SECONDARY SCHOOLS IN NAKURU
DISTRICT KENYA**

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ABSTRACT

This study sought to investigate the influence of the education policy in Kenya vision 2030 on the provision of quality education in public secondary schools in Nakuru District, Kenya. The education policy in Kenya vision 2030 which falls under the social pillar emphasizes on the provision of globally competitive quality education, training and research to her citizens for development and enhanced individual wellbeing. For this to be achieved contributors of quality education such as, teaching and learning resources have to be considered. The purpose of this study was to establish the influence of the education policy in Kenya vision 2030 on provision of quality education for realisation of the vision objectives in Nakuru District. The study was guided by Dale's cone of experience theory. Performance in this study was an indicator of provision of quality education. The dependent variable for the study was the provision of quality education while the independent variable was the education policy in Kenya vision 2030. The intervening variables were parent's characteristics, environment, learners characteristic, funds and politics. The study used descriptive survey design targeting all the 24 principals and 308 teachers from the 24 public secondary schools in Nakuru District. Stratified random sampling was used to select 10 principals and 32 teachers to participate in the study. Data was collected using two questionnaires; one for the principals and one for the teachers. An interview schedule with a district quality assurance officer was also conducted. The study yielded qualitative data which was analysed through descriptive statistics including the use of percentages and means. The analysed data was presented in summary form using frequency distribution tables, bar graphs and pie charts. The study established that the education policy influences the provision of teaching and learning resources. This may positively imply that the goals of Kenya vision 2030 will be achieved through the provision of quality education. These findings have important implications for the structuring of education policies in the country. Since the achievement of the education policy affects the provision of teaching and learning resources, the findings of this study suggest that proper policies regarding teaching and learning resources should be put in place as the country strives to achieve Kenya vision 2030 in its entity. In addition, the Government should carry out an assessment of resources in different categories of schools to ensure equal and adequate distribution of resources. It is hoped that the findings of the study will form a basis for better implementation of education development strategies based on the provision of quality education. It will also be used in assessing and understanding better the influence of the education policy in Kenya vision 2030 and the provision of quality education in Nakuru District by stakeholders.