

**EFFECTS OF SUBSIDISED SECONDARY EDUCATION  
FUNDS POLICY ON THE QUALITY OF EDUCATION IN  
LAIKIPIA EAST SUB-COUNTY, LAIKIPIA COUNTY**

**BY  
JOSEPHINE WANJIKU NGUGI  
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## **ABSTRACT**

The main purpose of this study was to examine the effects of subsidized secondary education policy on the quality of education in Laikipia East Sub-county. The study utilized a descriptive survey research design and the target population included all the principals, heads of departments and students. A sample size of 35 subjects comprising of 5 principals, 10 heads of department and 20 students were used for the study. The questionnaires were used to collect data. The researcher personally administered the instrument to the participants and allowed them time to respond to all items. Both descriptive and inferential statistics were used to analyze the data specifically, frequencies, percentages and means were used for qualitative data was discussed thematically. The results were presented in form of tables and graphical illustrations. The researcher found out that despite the subsidized learning programme, the cost of education still remains high due to boarding expenses, thus more than half of the school age population do not access secondary education. The government of Kenya recognizes the importance of well qualified and highly motivated teaching force who understands the needs of the learners and the curriculum in order to effectively implement it. The researcher found out this through the respondent, that is, the principals of whom 60% were master holders, meaning that they are not to blame for any compromised quality of education, also the HOD's who responded, 20% were masters holders and the 80% were above the requirements recommended by the teachers service commission. The study found out that the introduction of free education at the primary level brought about problems of over-enrollment, lack of physical facilities and inadequate teachers. The lack of physical facilities, materials, equipment and tools were among the major problems which have resulted to strained resources in the secondary education because the schools registered an over-enrolment. The researcher also found out that

the principals' leadership experience in the teaching profession in their current working stations was remarkable; this is vi

because 60% stated that they have been working for more than seven years in their current working stations and in the teaching profession. This shows that they are aware of the challenges of subsidized secondary education funds and also are aware of the extent unto which the education is compromised. The findings of this study may be significant to curriculum implementers and other stakeholders in the education sector as it provides a picture of current effects and practices regarding the implementation of subsidized secondary education and its relationship in quality of education.