

**IMPLICATIONS OF SUBSIDIZED FEES PROGRAMME ON
PEDAGOGICAL PRACTICES IN PUBLIC SECONDARY SCHOOLS IN
WAJIR COUNTY, KENYA**

BY

GENEVIEVE WANJALA, PhD

Department of Educational Administration & Planning University of Nairobi Kenya (Assoc. Professor: Educational Planning) Cell-Phone +254724167604 email: wanjala_g@uonbi.ac.ke

KORIYOW HUSSEIN ALI EdD.

Principal, Habaswein Boys Secondary School, P.O. Box 10-70201 HABASWEIN Wajir County, Kenya. Cell-Phone +254721479026 email: koriyowali@gmail.com

ABSTRACT

The main aim of launching Free Tuition Secondary Education programme by the government of Kenya in 2008 was to raise access by reducing the cost of education in public secondary schools; however, since its inception, concerns have been raised on whether its implementation had any impact on the pedagogical practices at the secondary school level. In order to address these concerns, this study was carried out to examine the extent of adherence to regulations of subsidized fees in the utilization of financial resources and the impact of subsidized fees on procurement of instructional materials. Descriptive survey research design was used on a target population of 350 respondents comprised of 40 principals, 40 Boards of Management (BoM) chairpersons and all the 270 secondary school teachers in Wajir County. The sample size was 94 respondents, made up of 20 principals, 20 BoM chairpersons and 54 secondary school teachers. Proportionate sampling was used to select teachers while purposive sampling was used to select the principals and BoM chairpersons. The main tools for data collection were questionnaires, interviews, observation and document analysis. Quantitative data was analysed using descriptive and inferential statistics while qualitative data was analysed by organizing it thematically based on the objectives. The study has established that even after the introduction of subsidized fee, the school principals did not adhere to the procurement procedures when acquiring teaching and learning materials, budgets were not approved by the BOM chairpersons and that finances to support Free Tuition Secondary Education were inadequate and delayed before disbursement; thus affecting the quality of teaching.

Key Words: Free Tuition Secondary Education, Fee Guidelines, Procurement of Instructional Resources, Quality Teaching

1.1 INTRODUCTION

The launch of Subsidized Day Secondary Education in 2008 was meant to address illiteracy, low quality education, low completion rates and high cost of education (Republic of Kenya, 2008). These efforts were a positive move towards the realization of the Millennium Development Goals (MDGs) and Education for All (World Bank, 2005). The government of Kenya was to provide funds with which to meet recommended priorities for school expenditure on instructional materials of Kshs 3,600 per student per year. Thus, the quality of teaching and learning was expected to improve since the funding of different categories of teaching and learning materials allocation would be guided by the annual procurement policy of every school. Nevertheless, inadequate learning materials due to the increase in enrolment resulting from the introduction of subsidized fees has caused severe obstacles on existing facilities. For instance, in some areas student learn in open spaces due to lack of physical facilities and inadequate teaching and learning materials. Yet the learning environment and utilization of teaching learning materials are needed in order to improve the quality of instruction.

According to Image, a magazine produced by the Teachers' Service Commission TSC (2008) there has been rampant corruption in the public secondary schools regarding procurement of school textbooks and learning materials. This interferes with effective planning for quality education outcomes. There are concerns in most schools; where parents pay high fees for extra teaching / learning materials for the students, beyond the

expectation of the Ministry of Education. Furthermore, the high cost of teaching and learning resources such as text books especially following the introduction of Value Added Tax (VAT) on printing materials and other levies on teaching materials contributed to low access rates of secondary school education.(MOE, 2008). This might raise the overall costs incurred by the parents, which undermines Governments efforts to provide accessible and affordable secondary education for poor students who might end up missing out on schooling (Quick Win Wajir County secondary Education Forum, 2014).

An analysis of performance in KCSE examinations depicts a worrying trend evidenced by the poor examination results for the last few years. Since 2006, over 70 percent (about 290,000 in 2011) of those who sat for KCSE did not attain C+, the average grade for transiting to university. More so, about 60 per cent of the students were unable to attain 50 per cent of the mark. In 2006, 61 percent of the student scored less than 49 per cent of the marks, C- and below and 59 per cent (240,000) in 2011. The introduction of the subsidized fees programme resulted in increased enrolment which in turn led to overstretched facilities and teaching materials, overcrowded class rooms, poor academic performance, inadequate learning facilities, inadequate funding particularly in rural areas. (Sessional paper 14 of 2012). This scenario lends itself to a number of questions. Is the implementation of the subsidized secondary school education programme being done well? Are the schools really adhering to set guidelines on procurement procedures? Is there a relationship between adherence to the fee guidelines and the procurement of teaching and learning materials? How does that affect the quality of the teaching and learning process?

1.1.1 Impact of Adhering to Regulations of Subsidized Fees in the Utilization of

Financial Resources

Objective two of the Dakar Action Framework stipulates that free and compulsory basic education of good quality” must be offered to all. Financial burdens of under privileged families must be lightened not only by reducing the indirect costs borne by the poorest parents when they put their children through schooling” but also by alleviating the indirect cost, (UNESCO 2004). According to the World Bank (2006), most developing countries seem to be spending much on subsidized fees in secondary education but in fact, the high cost is due to inefficient planning for the utilization of available financial resources. The Ministry of Education (2009), acknowledged that schools were expected to engage in planning for subsidized fees and levies charged on parents to utilize financial resources well. They were also expected to document all financial transactions and show how they promoted effective teaching and learning. The schools Boards of Management (BoM) were also expected to oversee the implementation of the subsidized fees programme and ensure that utilization of school finances was geared towards improving access and retention rates to ensure quality secondary education (Republic of Kenya, 2012).

Despite the introduction of subsidized fees in secondary schools, however, 2.7 million secondary school age children were still out of school (Census Vol. II, 2009). This was mainly because schools re-introduced levies comprised of PTA charges, extra tuition charges, examination fees, sports fees and boarding fees, among others. As a general rule an educational institution at that level must plan by prioritizing its expenditure, which shall be approved by Board of Management (BoM). Yet the implementation of tuition waiver in public secondary schools that started in 2008 may have escalated the already high expenditure on education making it difficult for teachers to create a diverse array of pedagogical activities.

Successful implementation of subsidized fees programme cannot ignore effective financial planning and proper budgeting in schools. Since education is costly, with great opportunities it calls for transparency and use of scarce finances to maximize service delivery in schools. (Oyaro, 2008). According to Gekunde (2012), effective implementation of subsidized fees will only succeed by lowering the operation costs in schools when proper planning and effective use of financial resources are accounted for. Yet schools' audit reports point to misuse in utilization of financial resources. The government of Kenya has been faced with challenges of ensuring that additional cost are charged within prescribed guidelines and there is provision of quality instruction in the face of scarcity of teaching material resources and inadequate facilities in most public secondary schools (Aduda, 2008).

According to (Akemayehu, 2012) accountability and planning mechanism for schools, financial resources are often of low quality in poor communities and parents often lack the networks to constitute themselves as oversight for public services provided to them even in public institutions. In Kenya according to MoE (2010), public funded education oversight services such as school audits and utilization of financial resources monitoring units are non-existent in marginal regions and other poor communities. In terms of funding, the 2013 Basic Education Act has spelt out how basic education will be funded and how utilization of subsidized fees will be accounted for. The formula for funding equity largely by use of numbers instead of the extent of deprivation has shown more developed regions receive much of these funds, and this may not ensure equal access to quality education in ASAL regions such as Wajir County (Republic of Kenya, 2013).

1.1.2 Effects of subsidized fees on procurement of instructional materials

While studying school access to teaching / learning materials of Jamaica students in secondary education, Grantham (1998), declared that better achievements were associated with procurement of school materials and access to reading materials in schools. The study also agrees with Hinum and Park (2004) who determined that there was a positive correlation between the presence of reading materials and access in rural China. The foregoing studies were extended by a research of Jagero in 1999 in Kisumu district that substantiated the finding that lack of adequate procurement for reading materials in school was a major factor affecting student access to quality secondary education. As researchers, we postulated that this was because it prevented teachers from engaging in diverse pedagogical activities.

In many developing countries, the availability of learning materials, such as textbooks and other materials that create a conducive environment for learning in school are limited. UNESCO (2007) observed that while student textbook ratio is an important measure of education quality, in many classrooms in developing nations, they are inadequate. The subsidized fees provided was to enable schools to identify and procure their instruction materials, account for any storage and ensure utilization. To reduce the cost to parents, the government of Kenya was expected to provide teaching and learning materials to public school while encouraging parents to provide physical facilities and other learning teaching aids. However, persistent delays by the government in sending the subsidized fees to schools were hampering the effective engagement in appropriate pedagogical practices. Furthermore, the slow pace of procurement reforms in secondary education remains an issue of concern of financial management by policy planners. Although the Procurement Act (2005) and Regulations (2006) outline all contracts for goods and services to ensure value for money (MOE,

2007), irregularities in the delivery of necessary supplies to schools may threaten the proper implementation of quality instructional programmes (MOE, 2010).

2.1 STATEMENT OF THE PROBLEM

Procurement in public secondary school has been mainly by an open tender system and managed by committees such as tender committee, procurement committee, evaluation committee and inspection and acceptance committee. These procedures were to ensure efficiency and accountability by schools in their implementation of subsidized fees for quality and accessible learning resources (Oyaro, 2008). In most schools, though, many facilities, basic equipment and materials are in a sorry state. Secondary schools have been unable to meet their financial requirements for many years with those in Arid and Semi arid regions being the most affected. According to CDE Wajir, (2015) Wajir schools could be lacking adequate capacity to effectively procure teaching and learning materials in their institutions, which is critical for effective implementation teaching and learning programmes. In addition, there have been concerns that public secondary schools are increasing fees and other levies ignoring government subsidized fees programme guidelines and procedures. (MOEST, 2009).

The effectiveness of the teaching and learning process in secondary schools may be related to; increased enrolment and **inter alia** utilization of available finance to effectively procure teaching and learning resources. For instance, after the introduction of the Subsidized Fees Programme in Secondary Education in Kenya, enrolment increased from 1,030,080 students in 2006 to 2.1 million students in 2014 while the number of schools increased from 5,600 in 2009 to 7,325 in 2014 an increase of 30.8 percent, (MOE statistics section of 2015). Despite the government of Kenya investing 23 percent of the total government revenue in the education sector, the transition rate in secondary school is still at 74.6 percent (MoE, 2014).

The teaching and learning facilities in Wajir have remained static over the years, lowering the standard of student access to quality instruction. (County Director, Wajir, 2014). According to the Development plan in Wajir DEO's office (2008-2012), most schools experience problems of meeting their obligation towards financing of education due to delayed disbursements in government capitation. As a result, academic standards are declining as evidenced in the national examinations KCSE results (2012) where out of 47 Counties, Wajir was ranked as position 41 and in 2013, and it was ranked at position 44 (Wajir County, Director of Education, 2014). Various workshops have been held by the Ministry of Education in consultation with Kenya Education Management Institute (KEMI), to strengthen the capacity of Secondary Schools. But, there is no study done so far to establish if schools are adhering to procurement regulations and whether compliance with procurement provisions for instructional materials has contributed to effective teaching and learning Thus, this research sought to establish the impact of subsidized fees on the pedagogical practices of public secondary schools in Wajir County.

3.1 RESEARCH METHODOLOGY

3.1.1 Research Design

Descriptive survey design was appropriate for this research because it enabled the collection of in-depth qualitative and quantitative data, from the current situation in a natural setting on the extent of the impact of government-subsidized fees on utilization of available financial resources and effective teaching and learning in secondary schools in Wajir County.

3.1.2 Target Population

The target population for this research consisted of public secondary schools in the four sub-counties of Wajir County. There are 270 teachers in the four sub-counties with approximate student population of 9488 in 40 public schools (CDE, statistic section, 2014). At the time of data collection, there were 40 secondary school principals who have vast experience and knowledge on resource use in the implementation of subsidized fees programme and 40 chairpersons of school Boards of Management who have – through training – acquired desirable skills and knowledge on implementation of government subsidized fees programme.

3.1.3 Sampling Techniques and Sample Size

In determining the sample size for this study, the 20% and 50% rule was applied. Stratified random sampling was used to cluster the schools into four sub-counties; Wajir South, Wajir East, Wajir North and Wajir West. Each sub county was then stratified into types and categories of schools that is, boys boarding, girls boarding and mixed day. Purposive and random sampling techniques were used to get the actual male and female teachers. Through simple random sampling, 54 teachers were selected from a teacher population of 270 in the 40 schools in the County based on the 20% rule. 50% of the principals and BOM chairpersons were selected using purposive sampling. Thus, the total sample size for the study was 94 respondents as shown in the Table 1. and Table 2.

Table .1: Population and Sample size of BOM chairpersons, principals and teachers

Sub county	No.		No.		Teachers		BOM chair persons	Selected BOM chair persons
	Principals target population	Principal sampled 50%	teachers population		M	F		
Wajir West	8	4	30	20	6	4	8	4
Wajir East	12	6	60	30	12	6	12	6
Wajir South	11	6	52	18	9	5	11	6
Wajir North	9	4	48	12	8	4	9	4
Total	40	20	190	80	35	19	40	20

Table 2: Category of targeted sample size of schools

Sub-county	N	Boys	B	Girls	G	Mix	MD
			n		n	Day	n
Wajir West	8	4	2	2	1	2	1
Wajir East	12	6	3	2	1	4	2
Wajir South	11	5	2	2	1	4	2
Wajir North	9	4	2	3	1	2	1
Total	40	19	11	9	4	12	6

Key: N = Sub county schools population, Bn -Boys boarding school samples Gn -Girls boarding school sample MD_n – Mixed day sample

3.1.4 Research Instruments

The data for this research were collected using (1) questionnaire, (2) interviews, (3) observation and (4) document analysis. Questionnaires for the principals were centred on subsidized fees financial management, academic performance, procurement of teaching and learning materials, students’ enrolment rate. The questionnaire for the teachers was designed to capture information on their qualifications and experience in terms of provision of teaching/learning resources and adequacy of finance to improve instruction. The open-ended questionnaire items enabled us to obtain information relating to the respondents’ opinion on issues while the interview methods provided for in-depth probing of respondents regarding the impact of subsidized fees on student access to quality teaching and learning. Observation checklist was used to get information on the availability and state of resources materials and facilities to be used in pedagogical activities. Document checklist indicated availability, inadequacy, state of documents on fees structures, circulars and exam analysis, parent day minutes; quantities, quality of resources and how it was used to facilitate effective pedagogical practices. so as to improve the quality of education in Wajir.

3.1.5 Research Objectives and Research Questions

The objectives of the research were:

- i. To examine the extent to which schools are adhering to regulation of subsidized fees programme in the utilization of available financial resources.
- ii. To examine the impact of implementation of subsidized fees on procurement of instructional material for effective quality teaching and learning

To achieve the said objectives, the research was guided by the following questions

- i. To what extent are schools adhering to regulation of subsidized fees in the utilization of available financial resources?
- ii. What are the impacts of the subsidized fees programme on procurement of instructional material for effective quality teaching and learning?

4.1 RESEARCH FINDINGS AND DISCUSSION

Out of 20 questionnaires administered to the school principals, 16 of them were returned giving a questionnaire return rate of 80 percent. For the teachers 39 out of 54 questionnaires were returned and for the BOM 16 out of 20 questionnaires were returned. So out of 94 questionnaires administered to all the respondents, 71 of them were returned giving a total questionnaire rate of 75.5 percent. The return rate of 75.5 percent was considered representative enough, and adequate for analyzing and reporting results.

4.1.1 Research Question1: To what extent are school's adhering to regulation of subsidized fees in the utilization of available financial resources?

In line with the first objective of this study the respondents were asked to indicate whether the school principals adhere to the guidelines on the utilization of financial resources towards enhancing access. The results are as presented in Table 3.

Table 3: Principals’ responses on aspects of efficient utilization of financial resources

Aspects	Responses	N	%
Finances received and spent according to budget	Yes	5	31.3
	No	11	68.7
	Total	16	100
BOM approve the budget before money is spent	Yes	5	31.3
	No	11	68.7
	Total	16	100
Bursaries and CDF received is properly utilized to enhance access	Yes	7	43.7
	No	9	56.3
	Total	16	100
Auditors frequently audit books of account	Yes	7	43.7
	No	9	56.3
	Total	16	100
PTA approves annual fee structure before it is implemented	Yes	7	43.7
	No	9	56.3
	Total	16	100
School fees are charged according to circulars	Yes	7	43.7
	No	9	56.3
	Total	16	100

Table 3 shows that most finances received under the FTSE are not utilized according to the set guidelines. The results shows that majority of the school principals indicated that the finances received are not spent according to the budget, BOM does not always approve the budget before the money is spent, bursaries and CDF received is improperly utilized, auditors do not frequently audit books of accounts, PTA do not approves annual fee structure before it is implemented, and that school fees are not charged according to circulars.

Based on results in Table 3 it is a clear that school principals violate the guidelines set for the utilization of the subsidized secondary education funds in Wajir County. This implies that finances received from all sources are not properly utilized to promote the quality of teaching and learning because the fiscal environment does not support engagement in diverse pedagogical practices.

A Chi-square test was carried out to establish the relationship between non-adherence to the subsidized fees guidelines and students access to secondary education. The results are as presented in Table 4.

Table 4: Chi-square test on access and aspects of efficient utilization of financial resources

Aspects	Value	Df	P-value
Finances received and spent according to budget	5.735	1	0.017
BOM approve the budget before money is spent	6.667	1	0.01
Bursaries and CDF received is properly utilized to enhance access	5.605	1	0.018
Auditors frequently audit books of account	3.278	1	0.069
PTA approves annual fee structure before it is implemented	9.6	1	0.002
School fees are charged according to circulars	5.255	1	0.022

All these variable had a p value ($p < 0.05$). This indicates an existence of statistically significant relationship between access and utilization of financial resources. It can be concluded that schools which adhere to their budget, involve BOMs in approving their budget, properly utilize bursaries and CDFs , actively seek PTA approval and charge school fees according to circulars enhance students access to quality instruction which is exemplified by teachers’ engagement in effective pedagogical practices. .

4.1.2 Research Question 2: What are the impacts of implementation of subsidized fees on procurement of instructional material for effective instruction?

The government of Kenya initiated a reform process in the procurement of teaching and learning materials in public schools. This is as evidenced by presence of a circulars that provide guidance on measures to enhance accountability and transparency in expenditure planning and utilization of funds from the government subsidy fees and parent levies It is on this basis that the research sought to find out how schools procured their teaching and learning materials. The results are as shown in Table 5

Table 5: Principals responses on procurement procedures of quality learning and teaching materials

Responses	N	%
Follow the procurement procedures	3	18.7
Involvement of procurement and tendering committees	2	12.5
Transparency in giving tenders	4	25
Procure based on school instructional needs	7	43.8
Total	16	100

Table 5, indicates that 43.8% of the principals procure their learning and teaching materials based on the needs of school and not by guidance of vote heads. Very few schools involve procurement and tendering committees, and follow the procurement procedures. This has a great implication on implementation of

government subsidized fees as there will be inefficient and unaccountable purchasing. As a result, very basic and mandatory teaching and learning materials are sometimes not procured. Therefore, instead of enhancing access to quality pedagogical practices, students end up scoring low grades, as they do not get quality learning and teaching materials to realize high grades. A study by Hallack and Poisson (2002), also established that poor procurement practices increase transition cost, and reduces access to quality secondary education.

In line with procurement procedures in school, the tendering committees are supposed to actively take part in all the procurement of learning and teaching materials in schools. This section sought to establish the extent to which the tendering committees are effective in schools. Table 6 gives the summary of the responses from BOM chairpersons.

Table 6: BOM chairpersons' responses on procurement and tendering committees in schools

Responses	N	%
Ineffective	3	18.7
Slightly effective	6	37.5
Moderately effective	6	37.5
Effective	1	6.3
Very effective	0	0
Total	16	100

From Table 6 it is very clear that the procurement and tendering committees are not actively involved in procurement of teaching and learning materials for schools. This can really compromise the quality of teaching and learning materials purchased as it is left majorly to the discretion of principals who alone cannot have enormous knowledge required in procurement. The government equally subsidizes both day and boarding schools in all vote heads except boarding, equipment, stores among others which are paid by the parents. Table 7 shows the procurement practices of schools.

Table 7: BOM chairpersons' responses on procurement according to vote heads

Responses	N	%
Strongly disagree	1	6.3
Disagree	11	68.7
Agree	3	18.7
Strongly agree	1	6.3
Total	16	100

Government has set guidelines on how schools are supposed to do their procurement of teaching and learning materials. Every vote head is allocated a certain amount of money from government-subsidized fees. However, as in Table 7 most BOM chairpersons disagreed with the statement that procurement is done according to the government breakdown of vote heads. This leads to inefficient and unaccountable procurement of teaching and learning materials, thereby leading to inadequate and substandard procured materials that do not facilitate good pedagogical practices. The study also sought to establish the level of teachers' involvement in making decisions in the procurement committee and their perception about the effectiveness of the procurement committee. Table 8 shows the findings.

Table 8: Teachers' responses on their involvement in procurement and tendering materials

Responses	N	%
Not at all	2	5.1
Rarely	23	59
Often	11	28.2
Most often	3	7.7
Total	39	100

It is worth noting that teachers, who are supposed to be making greatest input on the best teaching and learning materials to be acquired, are not actively involved in procurement and tendering process. The same teachers are heads of department and class teachers yet they are not actively involved in acquisition process of materials that they use for teaching. as seen from Table 8 which shows that almost two-thirds of teachers are rarely involved in procurement and tendering materials. The aftermath is procurement of teaching and learning materials, which either could be substandard or not sufficiently furnished with information required by learners to enhance instruction. Based on this, the research wanted to examine the impact of implementation of subsidized fees on procurement of instructional material for effective quality instruction. Five aspects of efficient and accountable procurement were studied, and the results are as in Table 9

Table 9: Principals responses on aspects of efficient and accountable procurement

Aspects	Responses	Frequency	%
Procurement of teaching and learning materials is done according to the procurement procedures to enhance learning	Yes	6	37.5
	No	10	62.5
	Total	16	100
Procurement is done according to procurement vote heads	Yes	4	25
	No	12	75
	Total	16	100
School is using procurement committees during procurement	Yes	7	43.7
	No	9	56.3
	Total	16	100
School has procured adequate learning and teaching material to enhance access	Yes	7	43.7
	No	9	56.3
	Total	16	100
Auditors frequently audit teaching and learning materials to promote quality instruction	Yes	4	25
	No	12	75
	Total	16	100

As presented in Table 9, most principals reported that; procurement of teaching and learning materials is not done according to the procurement procedures to enhance learning, it is not even done according to procurement vote heads. Apart from not using procurement committees during procurement, school do not also procure adequate learning and teaching material to enhance instruction. Moreover, auditors do not frequently audit teaching and learning materials to promote quality education. This finding reflects a state of inefficient and unaccountable procurement of teaching and learning resources, which flaws the government, set guidelines on procurement procedures. This mode of procurement is not promoting the use of good pedagogical practices to enhance instruction. Instead it creates loopholes for procurement of substandard learning materials that do support quality education. This is in agreement with a study by Country Director of Education Wajir, (2015). who established that Wajir schools could be lacking adequate capacity to effectively utilize procurement of teaching and learning materials in their institutions. A research by Jagero in 1999 in Kisumu district, also found out that lack of adequate procurement for reading materials in school was a major factor affecting student access to quality secondary education since it does not only discourages enrolment and retention of students but also does not provide quality atmosphere for teachers to teach. To have deeper understanding of the variations of efficient and accountable procurement on learning, chi-square test was used. The results are as presented in Table 10

Table 10: Chi-square test on aspects of efficient and accountable procurement of teaching and learning materials

Aspects	Value	Df	P-value
Procurement of teaching and learning materials is done according to the procurement procedures to enhance learning	5.256	1	0.0219
Procurement is done according to procurement vote heads	5.725	1	0.017
School is using procurement committees during procurement	3.3	1	0.071
School has procured adequate learning and teaching material to enhance instruction	6.667	1	0.010
Auditors frequently audit teaching and learning materials to promote quality education	5.6	1	0.018

From the chi-square results in Table 10, five variables had a p value less than the $\alpha=0.05$, meaning that there is existence of a statistically significant relationship between instruction and procurement of teaching and learning materials. The implication is that those schools in which procurement of teaching and learning materials is done according to the procurement procedures, and procurement vote heads, there has been procurement of adequate teaching and learning materials, which in turn lead to improved instruction. This is because of ease of learning and teaching created by these materials for learners and teachers respectively.

5.1 CONCLUSIONS AND RECOMMENDATIONS

5.1.1 Conclusion

The study found out that schools are inadequately adhering to regulation of subsidized fees in the utilization of financial resources. There is also little impact of implementation of subsidized fees on procurement of instructional material for effective quality secondary education. This is due to too many flaws in implementation of government procurement guidelines to ensure efficiency and accountability. Schools are not procuring based on vote heads; teachers are rarely involved in procurement and tendering materials. The exclusion of teachers from procurement and tendering committees results in acquisition of inappropriate and inadequate teaching and learning materials making it difficult for the said teachers to engage in effective pedagogical practices. This has ultimately led to continued low access of quality secondary education despite subsidized fees programme that was expected to improve academic performance in public secondary schools in Wajir.

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