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## Financial, Infrastructural and Socio-cultural Barriers to Effective Implementation of Subsidized Day Secondary Education in West Pokot Sub-county, Kenya

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### **Abstract:**

*In 2003, the NARC administration presented free primary education in Kenya, which prompted an extreme increment in enrolment in elementary schools. A couple of years after the act, numerous alumni from primary schools were looking to join secondary schools but could not access it due to money related imperatives. In 2008, the legislature reacted by propelling subsidized secondary education and training program that could prompt practically 70% progress rates from primary to secondary schools and expanding fulfillment rates. Nonetheless, a few difficulties compromise the maintainability of the program. This research examined the challenges confronting the compelling execution of sponsored day secondary Education in West Pokot Sub-county, Kenya. The investigation took a gander at shortage of physical offices, powerlessness to make installments for important things and social-cultural impediments that inhibited provision of quality subsidized day secondary Education. The examination utilized an exploratory survey design. The investigation targeted 123 respondents comprising of 10 principals, 108 teachers, and 5 Curriculum Support Officers (CSOs). The sample size was comprised of 6 principals, 54 teachers, and 2 CSOs. Basic arbitrary inspecting was utilized to pick principals and teachers while purposive testing was utilized to pick CSOs. The examination instruments utilized for information accumulation from principals and teachers were survey questionnaires while interviews were utilized to gather information from CSOs. The instruments were validated through experts' guidance and input. The dependability was tried by guiding the instrument through test-retest technique, and after that the Pearson's Product Moment Correlation coefficient was utilized to ascertain the unwavering quality coefficient. Data/ Information were analyzed using descriptive statistics in the form of frequencies and percentages and presented using recurrence dissemination tables. The examination found that most schools lacked physical offices, for example, study halls, bathrooms, libraries, research centers, seats and work areas, tables, and the accessible offices were of low quality. The investigation further found that the expense of fundamental things and other essential installments influenced the execution of the subsidized day secondary education and training. The study also revealed that the principle socio-cultural difficulties that hampered the utilization of this subsidized education were an itinerant way of life, joblessness, single or polygamous guardians, early relationships and marriages, female genital mutilation (FGM), sexual orientation inclination of male instead of a female child, child labour through household tasks. The investigation prescribes an extension of physical offices, the presentation of rotating assets for destitute students, and that the public should be enlightened about the merits of educating and training their youngsters and hence surrender socio-cultural practices, which adversely influence Education, for example, FGM, early relationships and marriages and the nomadic way of life.*

**Keywords:** Physical facilities, Female Genital Mutilation (FGM) and Early Marriages

## 1. Introduction

### 1.1. Background to the Study

Every child belongs to a particular home from where s/he inherits a lot of cultural practices. The parents of the child are the first teachers, and as s/he grows up, s/he picks up specific methods from the home and the society around. As the child joins the formal education system, s/he has already performed norms and traditions from home, and it's surrounding as Mazid (2010) puts it. Every community has its way of life, which is not necessarily universal. The parents of the child and the community around inculcate into the child character and mindset, which has an impact on how to interact with others outside the home and society. According to Chen, Kong, Gao & Mo (2018) and Nzoka, & Orodho (2015), a positive parent-child relationship encourages children to be committed and motivated to attend and remain in the class.

Wambugu (2012) asserts that cultural values give a community and society its identity and that culture is usually shared among the members of the society. The cultural values of an organization are passed on from generation to another. Manali (2010) states that culture usually bonds the members of a community and symbolizes a system of control which models the standards, norms, and behavior of the society. Cultural values affect how an individual acts and behave. The cultural values influence personal life and therefore have an impact on one way or another in one's social life (Epstein et al., 2018). The student's discipline is very crucial to the student's academic performance in any school (Muchunku, 2014). Student discipline forms a key performance indicator in academic circles. The socio-cultural factors play a vital role in enabling youths to access education. More often, youths are usually confronted by different cultural norms and tradition which may even hinder their progress in academic endeavors (Durowaiye & Khan, 2017).

The economic background of the child's parent or guardian is crucial in making decisions regarding education. As Sava & Orodho (2014) puts it, the economical household characteristics are essential as to whether to take a child to school or not. Oketch and Ngware (2012) assert the household economic characteristics such as level of income determines whether the child enrolls in a school, stays, learns, and progresses to the next academic level. In most of the sub-Saharan countries, Kenya included, there exist economic activities such as tea farming, coffee farming, and cattle rearing among others. In most cases, these economic activities may interfere with the student's class attendance.

It is worth noting that as a parent, there is a need for the parent to get involved in the academic work of the child under his/her care. Besides financial and material support, it is essential for the parent to get involved in the educational matters of the student as this much motivates the student in achieving his/her academic goals (Mweti, 2013; Nyakan & Yambo, 2016; Mwangi, 2017). School going children are sometimes used as a source of cheap labor in such kind of economic activities (Lewin, 2008). According to Ma, X (2009), the family socioeconomic status contributes significantly to the learning outcome of a student. Further, the researcher maintains that children from poor economic backgrounds tend to perform relatively poor in academic work. The financial status of the parent dramatically influences the chances of the student enrolling and staying in class (Kainuwa & Yusuf, 2013; Mueni 2015).

The UNESCO International Standard Classification of education describes education as involving organized and sustained communication design to bring about learning (UNESCO, 2005). According to Panel (2013) in a report of United Nations, education is an essential human right and should in this way, be open to all independent of race, sexual orientation or district from which one originates from. In 1990, Education for All (EFA) was acquainted with guarantee that all youngsters will approach Education constantly. The EFA activities recognize the way that education is essential to the development of an individual, country, and the whole world.

According to Baller (2009), education is a crucial tool for everyone's life that assists one to maximize his/her potential. Educated people command respect from the society in which they live. Education is key to the socio-economic development for the nation and the individual. The law on child's right to free education commands that the parent has the responsibilities to make sure that the child enrolls, attends, and completes the school (World Bank, 2009).

In Kenya, like in other countries, this sustained communication is organized and managed through a coherent system put in place by the government. In conjunction with donors and non-governmental organizations, Kenya has invested heavily in efforts aimed at achieving the Millennium Development Goals (MDGs) of the Universal Primary Education by 2015 (GoK, 2003). The MDGs were renamed Sustainable Development Goals.

However, access to education has been of concern to the government, education stakeholders, and society in general. Financing has been a collaboration of parents, communities, and government even before the cost sharing policy was introduced in 1988 (GoK 1988). Cost sharing was evidenced in self-help (Harambee) movements.

The financing of education by the government started during the colonial period in Kenya, as highlighted by the Frazer report of 1909 when financial grants were made available to mission schools. At independence, a lot of funds were invested in expanding the educational facilities and also introducing the seven (7) years of free primary education. In the 1980s, the cost-sharing policies were implemented with parents assuming a more significant role than the central government in financing education. The parents continued paying tuition, buying books, and desks. After the cost sharing policy proved a burden to the poor and vulnerable households, the government introduced FPE in 2003 (KESSP, 2010). The implementation of FPE by the NARC government was seen as part of a broader scheme to meet the goals of Education for All (EFA) ratified at Jomtien, Thailand, in 1990 and Dakar, Senegal in 2002 (EFA News, 2003). FPE led to an increase in enrollment at all stages even at class eight level hence the rise of the number of KCPE candidates (Brudevold-Newman, 2017; James, Simiyu, and Riechi, 2016). The government of Kenya, through session paper No.1 of 2005, committed to increasing the primary to secondary school shift from 49 to 70% by 2010. The increment would be made possible by the government supplementing parents' efforts in meeting the costs of secondary level. The government supports needy students through bursaries. The aim of the government bursaries is to address the financial problems of the students from poor socio-economic background as well as those from slums (GOK, 2003; 2005)

The coalition government (Orange Democratic Party, ODM, Party of National Unity, PNU and Orange Democratic Party of Kenya, ODM-Kenya) formed at the start of 2008 introduced subsidized day secondary education policy. This was one of the most enticing campaign platforms in the run-up to the 2007 General election. It was imagined that the framework would facilitate the weight of auxiliary Education to guardians, particularly poor people and defenseless. The approach is likewise supplemented by the administration of bursaries, Constituency Development Fund (CDF), and Local Authority Transfer Fund (LATF) generally to help children from poor and defenseless family units. Like in any change, it will be reckless not to anticipate hiccups in the usage of this liberal approach of sponsored auxiliary Education. Mr. Cleophas Tirop, the then Chairman of the Kenya Secon Associatdary School Heads ion (KESSHA), talking in the interest of the school heads emphasized their support for the program but asked the administration to understand the numerous

difficulties confronting them in the execution procedure (Oyaro, 2008). This examination will see difficulties confronting the compelling usage of sponsored day auxiliary Education in West Pokot sub-county, Kenya.

### *1.2. Statement of the Problem*

Education is the way to national improvement in any nation. This must be accomplished if quality Education is offered to every one of its natives. As a method for upgrading availability, value, and maintenance of secondary education, the Kenya Government presented FPE in 2003 and later on in 2008, presented financed secondary education and training (SSE). The program was aimed at upgrading understudy enlistment in auxiliary school. The arrangement recommended that the administration will meet the education costs for the students as the parents and guardians and gatekeepers settle the boarding expenses.

From that point forward, the administration and other advancement accomplices give offices to the acknowledgment of the arrangement. Viable execution of this program has been undermined because of a deficiency of physical offices, high neediness levels among the guardians (restricting their capacity to meet their side of commitments, for example, school regalia, books, transport and supplies for the students while in school) and social-cultural variables. Disregarding the presentation of Subsidized Secondary Education (SSE) in 2008 to improve access to auxiliary school education and training, the additions have not been felt fairly the nation over particularly in most burdened networks including West Pokot. This investigation took a gander at the degree to which these components negatively influenced the compelling execution of sponsored day secondary education in West Pokot sub-county, Kenya.

### *1.3. Purpose and Objectives of the Study*

The study aimed at determining the difficulties confronting the implementation of subsidized day secondary education in West Pokot Sub-county, Kenya. In particular, the study aimed at achieving the following specific objectives:

- To examine the financial constraints and other implications of engaging secondary school-age children in domestic and other income generating activities on their participation in education and training.
- To determine the availability and adequacy of physical infrastructural instructional facilities in day secondary schools following the implementation of subsidized education and training.
- To establish how social-cultural attributes adversely influenced the implementation of subsidized day secondary education and training.

### *1.4. Theoretical Framework of the Study*

The study was based on two theories namely Socio-cultural Theory and Theory of Socialist Economics of Education. Social cultural theory was first introduced by Vygotsky (1978) and looked at the critical contribution the society makes to the growth of the individual in learning. The theory insists that there is an interaction between the development of the individual and the culture in which s/he lives in. The method stresses that the parents, caregivers, peers, and culture at large are highly responsible for higher-order development in the learning process. According to the theory, every function in the child's cultural development appears in two phases. The first phase is on the social level, and the second phase is at the individual level. This means that learning is between the people and secondly the child internalizes this interaction.

The theory further argues that children use the existing cultural artifacts to create new ones, which in turn regulate, monitor, and control their behavior. This implies that learning takes place through the participation in cultural settings such as the family, interaction with peers and also educational settings such as schools, social activities, etc. The theory focuses on how parents, peers, and society in general influences individual learning and also how cultural beliefs, norms, and attitude affect Education and learning. This theory implies that the culture, views, traditions, opinions, and patterns of the people of West Pokot County influences the students learning within the region.

Theory of Socialist Economics of Education was developed by a French Writer Louis Blanc in the 19th century. The writer focused on excesses of the unregulated capitalism and argued that there is need to create an enabling economy that redistributes the income from the rich to the poor to build equity of the well-being of the society. The theory advocates for the government to allocate funds to education in the form of grants, loans, and even subsidies to enable the poor to access education. The writer argues that if this is not done, then the education system will not be accessible to all and sundry as it will be too expensive for the poor. According to the theory, the allocation of grants, loans, and subsidies can assist in enhancing equity in access to secondary school education. The awards, loans, and subsidies will go a long way in paying for school fees and other levies. If the secondary school education were offered without these government grants, loans, and subsidies, only the wealthy could afford to enroll their children in secondary schools. The population of West Pokot is nomadic and is reduced, and thus the government subsidies are significant to the enhancement of secondary school education in the region.

## **2. Literature Review**

### *2.1. Financial and Other Socio - Economic Factors and Subsidized Day Secondary Education*

World over, different economic activities are carried out. In Kenya and sub-Saharan countries, most of the communities rely on commercial activities for survival. In Kenya, most of the regions carry out business activities such as trading, cash crop farming, as well as food crop farming as economic activities. In most arid and semi-arid areas (ASAL), animal rearing and other events are conducted. In other regions, fish farming along lakes and oceans are undertaken as

part of the economic activities. These activities, in a way or another, may be beneficial to the education system as well as detrimental to the system.

According to Kihumba (2007), some activities can be detrimental to education. The researcher attributed the high dropout rate of secondary school students in Igembe District to the khat (miraa) business that thrives in the district. The researcher states that the students leave school to go and harvest, package, and trade in the khat business. Wambugu (2012) in a study in Igembe North District also attributed the high absenteeism from secondary schools in the area on the same economic engagements.

In a study carried out by Ma, X (2009) on a global perspective on socioeconomic differences in learning outcomes, the researcher maintains that the family economic status affects the learning outcome. The researcher found that the students from poor economic backgrounds tend to perform poorly in terms of school works and therefore the need for the government's interventions in terms of subsidies, grants, and bursaries to facilitate those students from poor economic backgrounds. Research study shows that the financial status is a good predictor of academic performance (Cedeño, Martínez-Arias & Bueno, 2016).

A study conducted by Aturupane, Glewwe and Wisniewski (2013) on the impact of school quality, socioeconomic factors, and child health on students' academic achievement: evidence from Sri Lankan primary schools, the researchers maintain that the household economic status, enrollment in private tutoring, exercise books, and electric lighting and the availability of the necessary resources have a positive effect on academic achievement.

Mweti (2013) conducted a study on financial elements affecting understudy's scholastic execution in open secondary schools in Igembe South District of Kenya and discovered that parental degree of education did not impact understudy scholarly accomplishment. Be that as it may, the researcher proceeds to contend that parental inclusion, money related status, and material help essentially influence the scholastic execution of the students. In another examination carried out by Mueni (2015) on socio-monetary components impacting students' dropout rate from open day secondary schools in Kilungu sub-district Makeni County, it was found that among the different elements that impacted education was the economic status of the parents or guardian.

It is the argument of this study that poor counties with rudimental households and families of low socio-economic status are unlikely to provide their secondary schools with adequate and quality physical instructional infrastructural facilities.

## *2.2. Physical Infrastructural Instructional Facilities and Subsidized Day Secondary Education*

Safety of learners is vital in regard to the provision of education in any country. Learning institutions in Kenya have continued to experience different disasters emanating from inappropriate school physical infrastructure among other factors (Mwangi, 2008). Buildings, classrooms, laboratories and equipment education infrastructure are crucial elements of learning environments in schools and universities. There is strong evidence that high quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, among other benefits. It has also been found that environmental and design elements of school infrastructure together explained 16 percent of variation in primary students' academic progress. Moreover, the design of education infrastructure affects learning through interrelated effects of naturalness (e.g. light, air quality), stimulation (e.g. complexity, colour) and individualization (e.g. flexibility of the learning space) (Teixeira, Amaroso & Gresham, 2017). This concurs with Kennedy's (2003) assertion that when the learning process is at the core of design priorities, there is significant likelihood that the physical facilities will positively influence performance. According to Gatua (2015), the most visible aspect of school's physical infrastructure entails quality of security systems and maintenance of school buildings and grounds.

It has been contended that availability of education physical facilities and equipment in African countries is disheartening with old and dilapidated secondary school buildings (Omotoso, 1991) in Ajayi and Ayodele (2001). Most of the classrooms, laboratories, examination halls, libraries and office furniture are in a terrible state of disrepair and this has contributed to poor academic performance. Furthermore, most windows are out of use, thereby causing hazards to life while fluorescent tubes for providing electricity are out of place. According to Ajayi and Ayodele (2001), availability of physical facilities is quite important in the achievement of effective instructional delivery and supervision in the school system. Non-availability of basic facilities such as classrooms, office accommodation, workshops, sporting facilities, laboratories, libraries et cetera is being experienced in the subsidized day secondary schools in Kenya due to ever increasing student population and it adversely affects pedagogy.

Siocha, Onderi, & Mwebi (2017) note that learning infrastructure is a key base for effective teaching and learning in schools and that it forms a very important component in ensuring successful education. Physical needs are met through provision of safe physical structures, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for work and play. Emotional needs are met by creating pleasant surroundings, a friendly atmosphere and an inspiring environment (Lupinacci, 2002). This view is supported by Clark (2002) who points out that student who feel safe in school experience positive effect on their learning. Safe school environment is characterized by the presence of certain physical aspects such as a secure wall, fences and gates, buildings that are in good state of repair and well-maintained school grounds. This implies a clean and safe environment that is conducive to education and has security of property, well cared for facilities, furniture and equipment, clean toilets, water and green environment and absence of harassment (Squelch, 2001).

Furthermore, physical facilities in the school setting play pivotal role in actualization of educational goals and objectives by satisfying the physical and emotional needs of staff and students in a learning institution (Squelch, 2001). Physical facilities in any school organization range from the school plant which comprises of the school buildings,

classrooms, libraries, laboratories, toilet facilities, learning materials to other infrastructures that would likely motivate students towards learning. However, in developing countries such as Kenya, the available physical facilities seem not to be of standard quality, some seem to lack maintenance culture, while some are in dilapidated conditions and this is of great concern to educators and researchers. It has been observed that the provision of these school facilities has dwindled over the years, perhaps due to increase in school enrolment rates which has led to population explosion in government-funded schools. Notable experience shows that if physical facilities are available, students tend to have interest in learning which invariably leads to high performance (Akomolafe & Olubunmi, 2016). In view of the reported inadequacies therefore, this study sought to establish the status of physical infrastructural instructional facilities in terms of their availability and adequacy.

### 2.3. Socio-cultural Factors and Education

Culture is usually the art, ideas, customs, habits, and social behavior of a particular community. Nieto (2010) described culture as 'dynamic, multifaceted, embedded in context, influenced by social, economic, and political factors, created and socially constructed, learned, and dialectical.' Culture plays a significant role in one's life as the key to opening the analysis of human societies and behavior (Trevvarthen, Gratier & Osborne, 2014). The culture of any organization contains a combination of customs, beliefs, religions, arts, and habits that bind a community. The culture of one society may value education while another organization may have little value for it. In a study conducted by Chen, Kong, Gao & Mo (2018), the researchers concluded that the parent-child relationship played a significant role in motivating children to attend and remain committed to school work. This implies the culture at home is key to motivating learners to be committed to school work.

There are many dictates of culture on one's life, including values, norms as well as economic activities to be carried out by the society. Some societies may have rigid cultures, while others have flexible ones. According to Goodman (2009), a rigorous culture may be retrogressive while a flexible one is progressive. A survey conducted by Halder, Das and Harun (2015) in East Pokot and Baringo East Districts states that some of the retrogressive practices include FGM. These practices, which are cultural highly affect school going children and thus hinders the smooth and effective implementation of the SSE (Mutilu, 2014; Huisman, Rani & Smits, 2010).

In developing nations, literature indicates that cultural challenges exist and are persistent and act against the effective implementation of SSE. These challenges include, among others; FGM, early marriages, family obligations where the student has to assist in domestic or household chores (Kipkemo, 2017; Nyakan & Yambo, 2016). It is, therefore, the obligation and responsibilities of these developing nations to overcome these challenges and to ensure effective implementation of the education access and quality enhancement policies. A study conducted by Ngware, Onsomu, Muthaka, and Manda (2007) in Tharaka Sub - County indicated that there is low enrollment in secondary schools due to FGM and early marriages which are all cultural.

In a study conducted by Wambugu (2012) on the impact of socio-social and financial factors on the entrance and cooperation in auxiliary school education in Igembe North District in Kenya, the specialist found that the socio-cultural practices/exercises are early relationships, circumcision, and polygamy. The analyst discovered that these socio-cultural variables influence cooperation in auxiliary school training adversely regardless of the administration's push to finance the secondary school education.

An investigation led in Tanzania by Komunte (2011) on socio-cultural components influencing network in secondary schools in Mvomero District, revealed that the socio-cultural elements adversely influenced provision of secondary education. Furthermore, the discoveries demonstrated that students' practices identified with their investigations influenced their scholastic execution. In one more investigation by Abdinoor (2012) on financial, socio-cultural and school-based elements that impeded secondary education and training in regard to academic (KCSE) performance in Isiolo County were socio-economic and socio-cultural factors.

Adan & Orodho (2014) conducted a study in Mandera County, Kenya on the socio-economic and cultural implications of the Subsidized Secondary Education Policy on equitable and quality education. The study revealed that despite the government's efforts and initiatives in subsidizing the secondary school education, there were low transition rates, flat retention rate, and high wastage. The researchers attributed these drawbacks to socio-cultural factors such as low premium attached to education by both the student and the parent.

Even with the implementation of subsidized education, enrolment, and retention (Brudevold-Newman 2017; James, Simiyu, and Riechi, 2016) of learners in schools may be affected by socio-cultural factors in the environment. Wanyonyi (2004) observed that school dropouts were still there despite the introduction of FPE. According to his study, some factors that cause school dropout include early marriages, teenage pregnancies, peer pressure, absence of enthusiasm for school, residential obligations and carelessness by guardians (discipline). This investigation was geared towards establishing whether socio-cultural practices challenged the provision and implementation of subsidized day secondary education in West Pokot sub-county.

## 3. Research Methodology

### 3.1. Research Design

The research employed descriptive survey design which is an overview plan which is used in exploratory examinations to enable the scientist to gather data, condense, present, explain and interpret (Orodho, 2002). The structure was picked for study since it had the capacity to enable investigation of the relationship between variables in their natural

settings as they occur (Zikmund, Babin, Carr, and Griffin, 2012). Also, the design allows the use of questionnaires as a research instrument. Questionnaires are widely used in descriptive research because they obtain facts about current conditions and are very useful in making inquiries concerning attitudes and opinions (Zikmund et al., 2012)

### 3.2. Location of the Study

The study was conducted in West Pokot sub-County. It is one of the 14 counties in the Rift valley Region, and it is situated in the north fracture along Kenya's western limit with Uganda outskirt. The region fringes Turkana County towards the north and North East, Trans-Nzoia County towards the south, Elgeyo Marakwet County toward the southeast and Baringo County towards the east. The region was picked on the grounds that a few partners had raised a worry about low enrolment and fulfillment rates in auxiliary schools notwithstanding the presentation of subsidized day secondary education.

### 3.3. Target Population and Sample Size

The study population was teachers, Principals, and Curriculum Support Officers (CSOs) from West Pokot Sub-County. The Sub-County has a total of 10-day secondary schools, each of which is headed by a principal. The sub-county is serviced by five (5) Curriculum Support Officers. The ten (10) day secondary schools are maintained by one hundred and eight members (108) of teaching staff (West Pokot County Education Office, 2016). The investigation utilized a straightforward arbitrary testing strategy to pick the example of six (6) schools, which is sixty (60%) of the community. The population is thought to be homogeneous. From the six (6) schools, a total of fifty-four (54) teachers were selected by simple random sampling method where nine (9) was from each school. Two (2) CSOs were purposively selected. This made the total respondents to be 62.

### 3.4. Research Instruments and Data Analysis

The data for the study was collected through semi-structured questionnaires for the principals and teachers and interviews with Curriculum Support Officers were conducted to corroborate the data collected through questionnaires as recommended by Gay, Mills & Airasian (2009). The filled in questionnaires were thoroughly inspected for completeness and errors. After verification the data was edited, coded and organized. The data coding and organization was done as per the objectives of the study objectives. The responses on the demographic information were analyzed by use of descriptive statistics in form of percentages and frequencies. The responses about the socio-economic and socio-cultural challenges were also analyzed by use of frequencies and percentages. Qualitative data from interviews were analyzed thematically and presented in form of narrations.

## 4. Discussion of Research Results

### 4.1. Financial Barriers and Implementation of Subsidized Day Secondary Education and Training

The investigation tried to see how financial, infrastructural and socio-cultural factors impeded the implementation of subsidized secondary education and training from the perspectives of the principals, teachers and CSOs in West Pokot Sub- County. These respondents demonstrated that domestic and economic activities/tasks influenced the usage of subsidized secondary education and training. They said that the young ladies were occupied with family unit errands, for example, washing, getting water, and gathering kindling while the young men were associated with cultivating and grouping, especially during the end of the week. They noticed that this restricted their learning time which adversely influenced the execution of financed secondary education and training in West Pokot County. Youngsters here are preoccupied with income generating activities for their families, for example, livestock herding and crowding steers, weeding in the homesteads, reaping and filling in as house aides and other locally established tasks. These outcomes concur with Jagero et al. (2010). All these children activities and engagements are intended to supplement the family finances and incomes, or set the parents free by taking up their domestic task and responsibilities, to enable them (parents) to look for paid employment elsewhere in an attempt to expand the financial sources for their usually large families due to polygamy. All these constitute financial challenges and have implications to participation of school age children in the subsidized day secondary education and training.

### 4.2. Physical Facilities Barriers and Implementation of Subsidized Day Secondary Education and Training

The second objective of the study was to ascertain whether there was challenge of the physical facilities in West Pokot Sub-county in terms of classrooms, laboratories, desks, libraries and teachers' chairs. In general, the research findings indicate that there was shortage of classrooms, laboratories, latrines and desks. Table 1 shows that there is a shortage of classrooms in West Pokot Sub – county. These results concur with the results of Ogundare (1999) and Olagboye (2004).

| No of classrooms | Principals | Percentage (%) | Teachers | Percentage (%) |
|------------------|------------|----------------|----------|----------------|
| Two              | 4          | 80.0           | 32       | 78.05          |
| Three            | 1          | 20.0           | 9        | 21.95          |
| Total            | 5          | 100            | 41       | 100.00         |

Table 1: Shortage of Classrooms

The Table 2 shows the number of available and required latrines in day secondary schools.

| Number of Latrines | Available | Required |
|--------------------|-----------|----------|
| Two                | 2         | 1        |
| Four               | 0         | 3        |
| Six                | 1         | 1        |
| Eight              | 2         | 0        |
| Total              | 5         | 5        |

Table 2: shortage of Latrines

Table 3 shows the availability of libraries in the subsidized day secondary schools.

| Availability of Library | Principals | Percentage (%) |
|-------------------------|------------|----------------|
| Yes                     | 3          | 80.00%         |
| No                      | 2          | 20.00%         |
| Total                   | 5          | 100.00%        |

Table 3 : Availability of Libraries

Table 4 shows that there is a shortage of laboratories with majority of principals indicating that they had only one laboratory in the school.

| Number of laboratories | Principals | Percentage (%) |
|------------------------|------------|----------------|
| One                    | 3          | 60.00%         |
| Two                    | 1          | 20.00%         |
| Three                  | 1          | 20.00%         |
| Total                  | 5          | 100.00%        |

Table 4: Availability of Laboratories

Table 5 shows teachers' chairs and desks inadequate in most day secondary schools in West Pokot sub – county. The results agree with those of Buckley, Schneider and Shang (2004).

| Adequacy of Teachers Chairs and Tables | Principals | Percentage (%) |
|--|------------|----------------|
| Yes                                    | 2          | 40.00          |
| No                                     | 3          | 60.00          |
| Total                                  | 5          | 100.00         |

Table 5 : Adequacy of Teachers Chairs and Tables

Table 6 indicates that the teachers' workload is quite significant with majority (87%) confirming this.

| Teaching Workload | Teachers | Percentage (%) |
|-------------------|----------|----------------|
| Too high          | 12       | 29.27          |
| High              | 24       | 58.54          |
| Average           | 5        | 12.19          |
| Low               | 0        | 0.00           |
| Total             | 41       | 100.00         |

Table 6 : The Teachers' Workload

The operational conditions of the physical facilities are not good enough as shown by the responses in Table 7

| Physical Facilities         | Good |       | Fair |       | Bad |       |
|-----------------------------|------|-------|------|-------|-----|-------|
|                             | F    | %     | F    | %     | F   | %     |
| Teachers' tables and chairs | 6    | 14.63 | 14   | 34.14 | 21  | 51.21 |
| Students' desks and chairs  | 3    | 7.31  | 8    | 43.90 | 20  | 48.78 |
| Classroom floors'           | 1    | 2.43  | 16   | 39.02 | 24  | 58.53 |
| Classroom walls'            | 2    | 4.87  | 22   | 53.65 | 23  | 56.09 |
| Doors                       | 2    | 4.87  | 12   | 29.26 | 27  | 65.85 |
| Windows                     | 0    | 0     | 12   | 29.26 | 29  | 70.73 |
| Blackboards' condition      | 5    | 12.19 | 20   | 48.78 | 16  | 39.02 |

Table 7 : The Operational Conditions of the Physical Facilities

Instructional physical infrastructures play a vital role in facilitating pedagogy in day secondary schools. Currently, there is an ever-expanding student population due to the introduction of subsidized day secondary education and training.

The scarcity status of these instructional physical infrastructures is worrying. The government should essentially provide these facilities if the goals of this noble subsidy of promoting education access and quality to most of its secondary school-age children is to be realized. These findings on inadequate physical infrastructural instructional facilities are in concurrence with those of Mwangi (2008) and Akomolafe & Olubunmi (2016). This study's revelations are also in line with those of Gatua (2015) who observed that most of schools' physical facilities were not as safe as required which was evidenced by presence of unsafe, squeezed, ill equipped and poorly maintained physical infrastructure.

#### 4.3. Socio- Cultural Barriers and Implementation of Subsidized Day Secondary Education and Training

The study sought to investigate the socio-cultural challenges faced by students in day secondary schools in West Pokot Sub-County. The principals, teachers, and CSOs identified several socio-cultural challenges faced by the learners which included long distance walking/traveling way of life, jobless, single or polygamous guardians, early relationships, female genital mutilation (FGM), gender inclination of the male child (and rocentric bias), and youngsters' engagement in domestic chores. As reported during interviews with curriculum support officers (CSOs), the primary socio-cultural challenges were related to young ladies being occupied with family tasks, for example, washing, fetching water, and gathering kindling while the young men were engaged in cultivating farmlands and youth groupings, particularly during the end of the week. They noticed that this constrained their time for learning. These findings strongly concur with those of Kipkemo (2017) and Nyakan & Yambo (2016) that FGM, early marriages and family obligations where the student has to assist in domestic or household chores hinder implementation of subsidized day secondary education and training.

The examination likewise demonstrated that socio-cultural variables influenced the usage of free training, with the greater part concurring that young ladies are reserved for marriage while in school. The principals, teachers and CSOs were approached to give their perspectives on how early marriage influenced the execution of sponsored day secondary education and training in the Sub-county. There was an agreement among the respondents who said that early marriages influenced the execution of subsidized secondary education and training, and that young ladies were more adversely affected. They additionally expressed that numerous young ladies neglected to buckle down in school because of the learning that they would not get an opportunity to propel their education beyond secondary school since they would be offered for marriage when they complete form four. A portion of the respondents reported that the parents of some of the girls believed that keeping young ladies in schools as opposed to wedding them off to imminent spouses was an exercise in futility. A study conducted by Ngware, Onsomu, Muthaka, and Manda (2007) in TharakaSub - County indicated that there was low enrollment in secondary schools due to the socio-cultural practices of FGM and early marriages which is in agreement with the findings of the current study that FGM and early marriages hindered implementation of subsidized day secondary education and training.

The respondents also contended that students who had experienced the initiation into adulthood through circumcision or FGM ceremonies saw themselves as grown-ups, and this drove them to participate in pre-marital sexual undertakings. It in addition influenced their frame of mind towards their instructors as they saw them as their equivalents and consequently disobeyed them. Greater part of the respondents accepted that their folks' polygamous status contrarily influenced the execution of subsidized day secondary education. Quite a number of the parents (men) are in the polygamous family, although they do not have the financial strength to support a large family. This has led to the suffering of children and women. Among the casualties, is the implementation of subsidized day secondary education and training, which occurs when the family cannot even afford the basic needs leave alone money to finance students' educational needs in secondary school. These findings are supported by those of Brudevold-Newman (2017) and James, Simiyu, and Riechi (2016) who contend that implementation of subsidized day secondary education with regard to enrolment, and retention of learners in schools may be affected by socio-cultural factors in the environment.

#### 4.4. Conclusions of the Study

The study concludes that culture and poverty of the household units compelled children to be engaged in domestic and other income generating activities to supplement the family incomes. Furthermore, poor quality of physical offices, for example, study halls, toilets, research centers, libraries, work areas and tables adversely affected implementation of subsidized day secondary education and training. Additionally, insufficient school offices can have negative ramifications for the usage of subsidized day secondary education and training. Learning offices were observed to be deficient with schools lacking enough course readings such as learning materials, stationery, and other advantageous materials.

The examination additionally presumes that the expense of essential things and other aberrant installments influenced the implementation of subsidized day secondary education and training. Dominant part of the students' families raised domesticated animals and cultivated crops as a way of generating income which did not adequately take into account the students' needs in schools which consequently influenced the usage of subsidized day secondary education and training. The average cost for basic items was too high for the individuals to afford such as purchasing school essentials, offices, seats, work areas, assembly halls, study halls, research centers, and libraries or to pay school charges which are significant.

The investigation additionally infers that most schools charge another duty separated from the stipulated government expenses, which most guardians cannot pay. Moreover, it is concluded that majority of the students needed learning essentials because of destitution, the administration does not provide all the learning things, poor monetary status of guardians, obliviousness of guardians, and the greater part of the learning essentials were costly.

The examination finally concludes that the fundamental financial, infrastructural and socio-cultural difficulties that



influence the implementation of subsidized day secondary education and training constitute a traveling course way whose effect can be reduced or eradicated with time.

## 5. Recommendations of the Study

The study recommended the following:

The schools should build sufficient homerooms, research facilities, libraries; toilets, work areas, et cetera which upgrade usage of subsidized secondary education and training.

The schools should be furnished or furnish themselves with the essential financial administration offices to ensure effective utilization of secondary education and training financial subsidies to avoid unnecessary embezzlement and losses.

- The day secondary schools ought to be extended to suit numerous students and the administration should adhere to the school expenditure rules to guarantee that schools do not charge extra fees than the gazette one.
- The public should be enlightened about the significance of educating and training their youngsters and in this way, they can surrender their socio-cultural practices, which adversely affect education such as early relationships and marriages, and female genital mutilation (FGM).
- The government and different partners should start income generating programmes in the Sub-County to complement the subsistence activities which can in turn help the itinerant individuals inside the area to settle and give the youngsters a chance to go to schools.

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