

STAKEHOLDERS ATTITUDES AND EMERGING ISSUES TOWARDS IMPLEMENTATION OF TUITION FREE SECONDARY SCHOOL EDUCATION

Wamichwe Joel Mwangi

PhD Student, University of Nairobi, Kenya

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ABSTRACT

The introduction of the free secondary education has not been successful as intended. This is attributed to various factors, namely stakeholder views and attitudes toward successful implementation this study is an attempt to determine whether the aforementioned factors do pose any challenge to the implementation of free secondary school education. The objective of the study was to examine views, attitude and emerging issues, on the implementation of free tuition secondary school education. The study employed descriptive research as research design based on primary data gathered from Head teachers, teachers, principals of secondary schools and education officers. The target population was 130 teachers, 12 principals and 4 education officers from 12 secondary schools from the County (district). The study was based on literature review which confirmed that certain factors were closely correlated to challenges affecting successful

implementation of tuition free secondary school education. Data collection was based on a sample size of 50 teachers, 2 principal 1 education officer selected randomly from the 12 schools. The pre-testing involved 2 principal, 13 teachers and one educational officer from Ol-Joro-Orok division. Descriptive statistics was used to analyze the data, where statistical package for social science (SPSS) was used to calculate frequency and percentages. The result from the study indicated that, stakeholders views, attitude and emerging issues to an extent, affects the implementation of free secondary school. The study recommended that the Government should consider the views of the stakeholders and foresee emerging issues as it implement free secondary school program.

Key Words: *stakeholders attitudes, emerging issues, implementation, tuition free secondary school education*

INTRODUCTION

Kenya is a signatory to the UN convention on the rights and welfare of the child which proclaims that education is a basic right for all children. Education is a social investment that is shared by individual student, their families, employees, Government and other groups including international Agencies. The sharing and arrangement varies considerably from region to region both in proportion of public and private fund. Beyond the economic significance, Education is viewed widely as an Economic good itself and indeed a basic human need and right, which should be enjoyed by all humans. For this reason to the factor influencing implementation tuition secondary education is often a focus of public debate and cannot ignored all underrated.

Globally, many counties offer subsidized Secondary School Educational (Kirby, 2008). The Nomadic counties such as Denmark, Finland and Sweden and other European counties like Germany Scotland and Ireland have no tuition fees in their Secondary School. In Asia, Nations like Malaysia and Singapore offers Fee tuition Secondary school Education which has enabled them to shift from third world Economy to first world Economy (Ernest, 2008).

In sub-Saharan Africa, Many counties have implemented policies to ensure free Secondary Education of acceptable standard. This has led to increased enrolment and completion rate, hence demand for post primary school Education. In north Africa Some counties have started declaring free universal secondary education, for instance, plans to offer free secondary education in Ghana started in 2008 (Anane, 2009).

Kenya declared its free tuition Secondary school Education in 2008. Prior to this time, the cost of Education was all time high which constrained the parent from enrolling their children to both primary and secondary level of learning (UNESCO, 2007; Ministry of Education, 2009).

Embezzlement of the Subsidy

Embezzlement of the subsidy fund is viewed as among the challenges that may hamper successful implementation of tuition free secondary school Education. According to Njoroge and Kerei (2012), the cost of Education can be reduced to Ksh.20,000 per Annum, if prudence is exercised in Financial Management and where cost saving measures are put in place, The stakeholders attributes the rising cost of Education to corruption and Mismanagement of funds by school accounting officers and the unwillingness by Board of management (BOM) to install measures to curb increased cost of Education, for instance school uniforms, school bus projects where the cost trickles down to parents. The study argues that more day schools should be established and Government must cease subsidy to boarding schools. That what is meant for boarding schools should be channeled to day schools to improve infrastructure and create a level playing field. That it's makes no sense to continue pumping more funds to provincial and national schools largely dominated by the rich while the poor continue to learn in dilapidated structure. That school managers should be people who have entrepreneur skills, that is creativity, innovation and the ability to plan and manage projects in order to achieve the desired objectives.

The concept of Market Failure in relation to Tuition Free Secondary School Education

The role of Government in the provision of Education is generally justified by the presence of conditions for "market failure". The market alone cannot supply sufficient educational services to the economically "optimal" and the state must intervene in order to compensate for the shortcoming of the market. In case where people do not fully appreciate the social benefits of Education or cannot afford basic education the society represented by the state will "demand" more education than the aggregation of individual demand thus social demand will exceed the private demand. Individual consumer will not take into account the benefits to the society, which would accrue should they "demand" more education and because they do not take those benefits into account their demand for education is less than the "optimum". In such cases, the state must finance education and training which are considered necessary condition for Economic growth for the society and therefore the state must have a common interest in enhancing the education level of the child. Thus the presence of conditions for market failure implies that more

subsidy on Education is required (Jimenez, 1987).

The Concept of Education Pricing in relation to Tuition Free Secondary School Education

The concept of education pricing is principally concerned with efficiency. In its purest form, the price of the service should be set at Marginal cost of production as the only correct price. However the proponent of this theory view marginal cost of providing education as difficult issue to determine, that in the absence of pricing for education, the principle of ``excess - demand `` is adduced. According to Thoban (1983), the market clearing price of education service and subsidies are only made in cases where socially desired service provision solution exceed market solution that is where less education is provided by the market than is socially desirable. If the constraints on the resources are such that the supply of service is insufficient to the demand, some of those who demand the service in vain will be vied as willing to pay for it. According to the theory, there will be low aggregate Supply of services in the case of full subsidy than in the case where people paid, because the available resources cannot meet the cost of full subsidy. It therefore means that charging fees augments the total level of resources for education so that demand can be satisfied even though the subsidy does not cover the full cost. In this case therefore, user fees should be charged as long as there is no excess demand for service.

The Emerging Issues in relation to free tuition secondary school education

Emerging issues plays important roles in the implementation of any policy. In essence the unplanned and unforeseen issue may be a challenge to successful implementation of free secondary education. Since the inauguration of free tuition the nation has experience a number of unforeseen factors among them, political instability and lack of political good, will in the actual implementation. The emerging issues may shift the budget for education to the incoming un-prioritized policies which may mean a shift in priority financing, hence lack of serious emphasis on free tuition secondary school implementation. In addition to the global Economic meltdown brought about by world economic slump may also constraint the funding of free tuition secondary education. This is because most often the subsidy is usually borrowed or donated by our development partners who also happen to be victims of global emerging issues, such as drought, economic recession and political instabilities.

STATEMENT OF THE PROBLEM

The world education for all in Jomtien, Thailand in 1990 declared education for all, which was achieved by the year 2000. The World Education Forum in Dakar (2000) reaffirmed and extended the Jomtien commitment, putting more emphasis on education quality while acknowledging the universal compulsory free primary, compulsory primary school completion and gender equity in primary and secondary school education. Education is fundamental for the construction of globally competitive economies and democratic societies. It is one of the most powerful instruments known for reducing poverty and inequality and for laying the basis for

sustained economic growth, sound governance. However despite the fore mentioned benefits of education, free education remains a major problem for most countries of the world. Kenya introduced free secondary education in the year 2008, however the transition rate and completion rate in secondary school as not increased as expected. The education for all (EFA) remains a daunting task even after the introduction of free tuition secondary school. This is due various challenges, such as stakeholders attitude toward free education and emergency issues. Thus, this study was set to determine whether or not the aforementioned factors do pose any challenge to effective implementation of tuition free secondary school education in Kenya.

RESEARCH METHODOLOGY

Research Design

The research employed descriptive statistics as a design for the study. The collection of the data involved gathering information on the factors influencing the implementation of free secondary school education in Nyandarua district, Central region of Kenya.

Target Population

The Target population was 130 teachers, 4 Education officer and 12 schools Principals from 12 secondary schools in Nyandarua.

Sample Size

The study sampled 10% percent of the target population. Thus the study involved 50 teachers, 2 principals, 13 leaders and one Education officer, all from Nyandarua District. The systematic Random sampling was used to come-up with the numbers.

Pretesting of Research Instrument

The pilot study was made in Ol-Joro-Orok division of the Nyandarua district. This is because the areas has a similar socio- educational pattern with the rest of Nyandarua district

Reliability

The researcher used the “Test- retest’ method which involved administering the same instrument twice to the teachers, school principals and education officers, in a lapse of one week. The correlated results indicated that the instrument was reliable for research.

Data Collection

A Self-administered questionnaire was used to collect the data. The question consisted of closed and open- ended questions. Due to the diverse nature of data required for the study, three

different sets of questionnaires were used which targeted three different type of respondents. The first set was administered to Teachers, the second to school Principals and the third to Education officers.

Data Analysis

Descriptive statistics were used to analyses the data guided by the objectives and research questions of the study. The statistical package for social sciences (SPSS) was used to calculate frequencies and percentages. Frequency tables, percentages and bar graphs were used to present the analyzed data. Multiple regression analysis was used to establish the relations between the independent and dependent variables. Since there were two independent variables in this study the multiple regression model which generally assumed the following equation;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

Where:

Y= Implementation of Tuition Free Secondary School Education

$\beta_0, \beta_1, \dots, \beta_4$ =constants

X₁= Emerging issues

X₂= Stakeholders attitudes/views

ϵ =Error Term

RESEARCH RESULTS

Emerging Issues

Emergent Issues play important roles in the implementation of any policy. They may influence the implementation of any policy. They may influence the implementation of an intend policy Seventy percent (70%) of the respondents indicated that emergent issues posed a major impediment to implement of free secondary Education and only 30% of them who felt otherwise 82.0% of the respondent indicated that emerging issues influence the implementation of free secondary education. The researcher asked the respondents to indicate some of the emerging issues that may influence implementation of free secondary education. The results were as follows; post-election violence (60%), inflation (20%) late remittance (12%) and others (8%). Posts election violence displaced more than 200,000 students and teachers. Many schools were vandalized and burnt down inflation increases the prices of services and goods against the budgeted subsidy. In addition late remittance thus interferes with the smooth procurement procedures. The foresaid factors affect the successful implementation of free secondary education.

Stakeholders Attitudes towards Free Secondary School Education

The introduction of the free secondary education in Kenya came at a time when the country was going through political change. As a result of this various attitudes have been developed about the tuition free secondary school education. A majority of the respondents (98%) pointed out that free secondary education has compromised on the quality of education. While 96% of them indicated that secondary school parent should bear the full burden while 64% of the respondents felt that free secondary education had not encouraged laxity on parents who may not want to work hard and pay fees for their children. Most of the respondents (90%) felt that free secondary felt that free secondary education will encourage parent to enroll their children.

On attitudes towards free secondary education the majority of respondent indicated that free secondary education compromises the quality of education. However, most of the respondent felt that the idea of free tuition secondary school education should be encouraged. On parents bearing the full burden of education, the majority of the respondents felt that the government should subsidize education at secondary. Besides, the majority of the respondents indicated that free secondary education to an extent does not encourage laxity in parents. In addition most of the respondents indicated or felt that free tuition secondary school education impacted positively on secondary school enrolment.

Multiple Regression Analysis

In this study, a multiple regression analysis was conducted to test the effect among predictor variables. The summary of regression model output is presented in Table 1.

Table 1: Summary of Regression Model Output

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.898	0.806	0.788	2.944

The study found that independent variables selected for the study (i.e. Emerging issues and Stakeholders attitudes/views) accounted for 78.8% of the variations in Implementation of Tuition Free Secondary School Education. Therefore, further studies should be done to establish the other factors that contributed the unexplained (21.2%) of the variation in the Implementation of Tuition Free Secondary School Education. The analysis of variance results for the relationship between the independent variables and the factors influencing Implementation of Tuition Free Secondary School Education is shown in Table 2.

Table 2: Summary of One-Way ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1724.82	4	431.205	46.645	0.000

Residual	416	45	9.244
Total	2012.82	49	

The probability value of 0.000 indicates that the regression relationship was significant in predicting the effects of Emerging issues and Stakeholders attitudes/views on Implementation of Tuition Free Secondary School Education. The calculated F (46.645) was significantly larger than the critical value of F= 2.4344. This again shows that the overall test model was significant.

The Regression coefficients for the relationship between the independent variables and Implementation of Tuition Free Secondary School Education are shown in Table 3.

Table 3: Regression coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.684	0.123		5.561	0.000
Emerging issues	0.766	0.342	0.676	2.240	0.03
Stakeholders attitudes/views	0.553	0.187	0.443	2.957	0.005

The established multiple regression equation for predicting factors influencing Implementation of Tuition Free Secondary School Education. From the two independent variables was:

$$Y = 0.684 + 0.766X_1 + 0.553X_2$$

Where: Y= Implementation of Tuition Free Secondary School Education; β_0 =constant; $\beta_1, \beta_2, \beta_3$ and β_4 = regression coefficients; X_1 = Emerging issues; X_3 = Stakeholders attitudes/views

The regression equation above has established that taking all factors into account (Emerging issues and Stakeholders attitudes/views) constant at zero, Implementation of Tuition Free Secondary School Education was 0.684. The findings presented also show that taking all other independent variables at zero, a unit increase in the Emerging issues would lead to a 0.766 increase in the scores of Implementation of Tuition Free Secondary School Education. Further, the findings shows that a unit increases in the scores of Stakeholders attitudes/views would lead to a 0.553 increase in the scores of Implementation of Tuition Free Secondary School Education.

CONCLUSIONS

1. That view free tuition secondary school is a success to an extent but measure should put in place to curb misuse of the subsidy.
2. That the Government should continuously be alert and awake an emerging issue that may adversely affect the smooth implementation of free tuition Secondary education.

3. The government should take in consideration the stakeholders views while implementing the free secondary education.

RECOMMENDATIONS

The researcher also recommends training of head teachers in the implementing of free day public secondary education. It is the responsibility of the government to train the head teachers. The head teachers should also consult the experienced head teachers in the implementation of effective free secondary education.

The study recommends that the government should allocate enough funds in time and resources to schools to ensure that free secondary school education runs smoothly without compromising the quality of education.

The head teachers should also utilize their money according to the vote heads allocated from the government. The government should organize more capacity building programmes for both head teachers and teachers to equip them with adequate skills and abilities to handle the emerging issues with the implementation of Free Secondary education.

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