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SUBSIDIZED SCHOOL FUNDING FOR PHYSICAL INFRASTRUCTURE AND THE ACQUISITION OF TEACHING AND LEARNING RESOURCES IN PUBLIC SECONDARY SCHOOLS IN NAMBALE SUB COUNTY

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ABSTRACT

This study was guided by the following research question; how does subsidized school funding for physical infrastructure influence the acquisition of teaching and learning resources in public secondary schools in Nambale Sub County? Causal comparative research design was used with both qualitative and quantitative data collected for analysis. The study targeted 219 respondents drawn from the sub county education director, principals of schools, deputies and directors of studies as well as teachers of schools. The study sampled 72 respondents from the targeted population. Data collection was done using questionnaires and interview schedules. SPSS was used to process the data collected, findings were presented using APA tables. From the findings, there exist a significant positive relationship between subsidized school funding for physical infrastructure and acquisition of teaching and learning resources. The researcher made the following recommendations; the development and maintenance of physical facilities in educational institutions by communities, parents, and sponsors should continue to be encouraged. This is because lack of such facilities interferes with learning process. Difference in school facilities would be seen to account for difference in achievement. The study further asserted that learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. Where teacher shortage exists, the principal and Board of Management (BOM) should hire on temporary basis, as there are very many trained but unemployed teachers.

Key words: *Physical Infrastructure, Acquisition of Teaching and Learning Resources*

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INTRODUCTION

Subsidized school funding is an assistance given by the government as a policy to students in educational institutions in support of their studies and is regarded as being in the public interest (Edwards, 2016). The primary goal of public secondary subsidized school funding is to promote school enrolment and reduce dropout rates by reducing tuition costs hence increasing acquisition of TLR. Greney (2017), explained that subsidies to secondary education are intended to provide equality of chances to all students, no matter what their family wealth is (Cecilia, 2017).

Various countries that are on track in achieving UPE are now looking for innovative strategies and financing options for expanding secondary education, consistent with national human capital development goals (OECD,2018). For instance, Sri-Lanka's education is characteristic of low costs and its education organizational structure allows for integrated primary and secondary schools, and sustainability of secondary enrolment at affordable rates (6 percent of GNP). Sri-Lanka, though a low-income country, had high school participation rates estimated at 104 percent primary GER, 66 percent secondary GER, and 4 percent tertiary GER in mid-1980s and low population growth rate of 1.2 percent between 1980-1994. By 1993, the participation rates for 5-14 age population had reached 93 percent rural and 96 percent urban. This, as Lewin and Caillods (2011) notes, is attributed to rapid secondary school expansion and sustainable financing, including decentralization of management to principal councils free primary education with grade 1-13 supported with widely distributed school facilities and free text book scheme. It can also be attributed to high subsidiary secondary education, free uniforms; adequate provision of infrastructure for teacher training and in-service programmes, and high internal efficiency reflected by low repetition (2.6 percent) rates and dropout rates (4 percent).

Secondary school expansion in Zimbabwe can be attributed to high level of policy and financial government commitment and prioritized expenditures sustained for a long period (Lewin & Caillods, 2011). During the expansion period, budgetary allocation to education was maintained at 8 to 9 percent of GNP while secondary allocation increased with tertiary allocation held to less than 10 percent. At the same time, unit cost of primary and secondary education remained stable and in small multiples of unit cost recorded at 1:2, respectively. This contributed to financial sustainability of enrolment growth at secondary school cycle. The country adopted a system of sharing the costs of increased participation among all stakeholders including local authorities, communities and community-based organizations, hence easing the cost burden on the government. Internal efficiency of both primary and secondary school level was improved through adoption of policy on automatic promotion and transition from standard one through standard 7 and to Form 1 through Form 4. Repetition rates were maintained at low to modest levels at primary and secondary levels, respectively. A policy of employing temporary teachers and double shifting were adopted while maintaining the wage bill at manageable levels (Lewin and Caillods, 2011).

The Government of Kenya subsidization of Education is motivated by the desire to increase transition and retention rates leading to low dropout rates hence high acquisition of TLR (Masimbwa, 2010). In Kenya, Educational subsidies include; Free Day Secondary School Education (FDSE), Constituency Development Fund (CDF) bursary, scholarships, teaching and learning materials and grants (Republic of Kenya, 2008). This study explored SSF, CDF bursary, teaching and learning materials. School Subsidized Funding (SSF) was introduced by the Government of Kenya in January 2008. The main objective was to make secondary school education accessible and affordable to all qualified students regardless of their socio-economic background; in the long run improve the acquisition of TLR. The 1990 Jomtein World Conference on Education for All (EFA)

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encouraged governments all over the world to provide universal education to its citizens.

From Nambale Sub County Education Office records, transition rate from primary to secondary schools is low, with only 55 per cent of primary school graduates entering secondary school. There are also high dropout rates; about 37 per cent of secondary school students do not complete school (Nambale Sub County Education Office Records, 2018). According to 2014 education reports obtained from Nambale Sub County Education office the main source of educational subsidies is CDF at 71.43 per cent mainly used to improve infrastructure in day secondary schools (Education County Office Nambale, 2017). This is followed by 21.43 per cent from Non-Governmental Organizations; only 7.14 per cent is obtained from the Ministry of Education as subsidized Day Secondary Education. This study investigated the influence of subsidized school funding on acquisition of TLR in public secondary schools in Nambale County. This study looked at the influence of educational subsidies on acquisition of TLR in day secondary school in Nambale County.

Statement of the Problem

Secondary education provides a vital link between basic education and the world of work, on one hand, and further training on the other. It is therefore an important sub-sector of education in the preparation of human capital for development and provision of life opportunities. However, despite its importance in the process of development, the costs of provision and expansion of quality secondary education have been escalating while resources for secondary education have been dwindling (Kenyan Educational stakeholders Report, 2018). The current status of education in Kenya suggests that the scenario is likely to remain the same, if not worsen, unless urgent interventions are put in place to address the problem. Several studies have been conducted on the subject matter with conflicting findings. For instance, Miako (2012) conducted a study in Nyandarua County on school levies and their effects on access and retention since the introduction of the subsidized secondary education. The study problem was that many students were dropping out of school yet the government was offering subsidized education. This study found that many parents were unable to pay school levies provide uniform and other basic needs like food negatively affecting retention rates, leading to low acquisition of TLR. This study used descriptive survey design, the target population was 256 and the sample size was 133 respondents.

Kosgei (2012) in a study on beyond school inputs and resources: an assessment of the effects of subsidies educational outputs in Kenya found that educational subsidies lead to high acquisition of Teaching and Learning Resources (TLR) in Kenya. This study used mixed methods design unlike the previous study by Miako (2012) which had used descriptive research design. The target population was 493 and the sample size was 271 respondents.

Masimbwa (2010) in a study conducted in Kericho County on cost-saving measures in enhancing efficiency in secondary schools found that effective use of educational subsidies leads to high acquisition of TLR in secondary schools in Kericho. Descriptive survey was used in this study with a target population of 472 and the sample size was 214 respondents. This study will use a different research design with a similar sample size range as that of Masimbwa (2010). The variance in research time, methodology and findings necessitates another study. Also a study using same research design and sample size in another area may give contrasting results thus the need for this current study. A study on influence of subsidized school funding on acquisition of TLR in public secondary schools has not been conducted in Nambale County. These studies did not specifically look at the influence of personnel emoluments, bursaries and teaching and learning resources. Therefore, this study examined the influence of government subsidized school funding on the acquisition of teaching and learning resources in public secondary schools in Nambale Sub County.

This study was guided by the following research questions;

- How does subsidized school funding for physical infrastructure influence the acquisition of teaching and learning resources in public secondary schools in Nambale Sub County?

The research tested the following hypothesis

- H_0: There is a relationship between subsidized school funding for physical infrastructure and the acquisition of teaching and learning resources in public secondary schools in Nambale Sub County.

LITERATURE REVIEW

System Resource Theory on Organizational Effectiveness

This study was anchored on the Yutchman and Seashore's (1967) System Resource Theory on Organizational Effectiveness**.** According to this theory effectiveness is an organizations ability to secure an advantageous bargaining position in its environment and to capitalize on that position to acquire, judiciously distribute, and monitor utilization of scarce resources. System-resource approach of organizational effectiveness emphasizes on interdependency of processes that relate the organization to its environment. The interdependence takes the form of input-output transactions and includes scarce and valued resources such as physical, economic and human for which every organization competes. Thus, discussion of organizational effectiveness leads to the conclusion that there is no single indicator of effectiveness. Instead, the approach should focus on operative goals that would serve as a basis for assessment of effectiveness.

The strength of this theory are that it provides structured framework of measuring program inputs, their outputs, outcomes and impacts in a chronological manner and would help a project manager to ascertain the gains of engaging further on a project. Further, this theory provides a platform for monitoring resources; their allocation and utilization to ensure effective. Schools would be in position to determine the influence that has been created by utilizing subsidized school funds since inception of the projects in 2011 in Kenyan schools courtesy of this theory especially in terms of acquisition of teaching and learning resources.

However, the theory also has its weakness including; its limiting ability to measuring school development out of subsidized school resources only since schools have diverse sources of funding apart from subsidized funding and their progress could be attributed to either.

The application of this theory is that Yutchman and Seashore (1967) further view organizations such as schools as open systems which acquire inputs, engage in transformation process and generate outputs. Subsidized school funding which in this theory are the inputs that are engaged in the transformation process through effective acquisition of teaching and learning resources. In determining the relationship of the theory to the study, the study examined the influence of the inputs (subsidized schools funding) on the acquisition of teaching and learning resources.

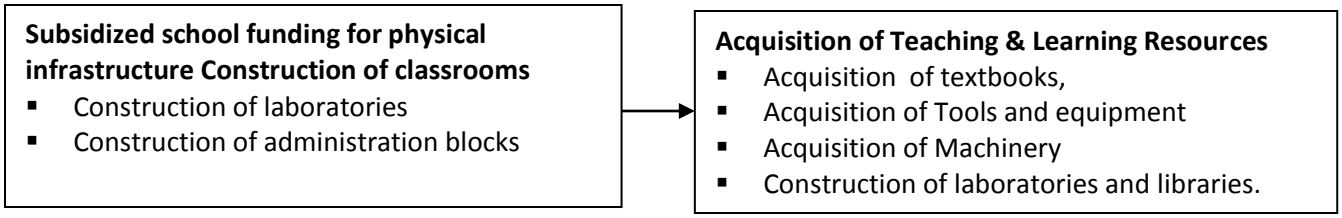

Figure 1: Conceptual Framework

Source: Researcher, 2019

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Empirical Review

Financing of physical infrastructure is mainly in the domain of households and communities. This includes safe, bright and well ventilated classrooms at reasonable costs, supported with office accommodation and sanitary facilities. Households and communities also provide operating costs such as water, electricity, and stationery, among others. In most cases, however, and given the diversity of catchment areas, user fees seem to be the most convenient means of financing physical infrastructure. In effect, schools are bound to increase the school fees levels to expand infrastructure while hindering access to secondary education. The development and maintenance of physical facilities in educational institutions by communities, parents, and sponsors should continue to be encouraged. This is because lack of such facilities interferes with learning process (Republic of Kenya, 2018). DFID (2017) indicates the importance of school facilities in relation to quality education. Difference in school facilities would be seen to account for difference in achievement. Physical facilities include classrooms, lecture theatres, auditoriums, administrative block, libraries, laboratories, workshops, play grounds, assembly halls, and special rooms like clinics, staff quarters, students' hostels, kitchen, cafeteria, and toilet amongst others.

He further asserts that learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. Fonseca and Conboy (2006) posit that the physical conditions and organization of schools facilitate or inhibit construction of a culture of success. Ministry of Education Science and Technology, MOEST (2005) explains the importance of ensuring that there are adequate and appropriate facilities for teaching and learning so that educational programmes could be implemented effectively. The research focuses on availability of TLR.

A study by Moon & Mayes, (2014) on education penetration in Britain with a sample of 410 respondents observes that education beyond the compulsory level was usually financed in part and sometimes wholly by the state. In Britain, education up to secondary school level was fully financed by the government. Parents are only required to ensure that children attend school. In Britain, Education Authority and Central Government are required by Section 7 of the 1944 Act to make education facilities available. This enables parents to carry out their legal duty. Parents are seen as the school's prime legal clients until the child is 16 years of age. Section 36 of the Act states that it was the duty of the parent of every child of compulsory school going age to cause him to receive full-time education suitable to his age, ability, and aptitude, either by regular attendance at school or otherwise.

Another study by Suddho (2011) on Subsidized education in Mauritius with 503 respondents states that only scholarship winners of primary school-leaving examinations were entitled to free education in state schools. Non-Scholarship winners are allocated a few places with a moderate fee ranging from Rs 10 per month for form one to Rs 40 per month for form four. The government promoted basic education as part of its social-economic development strategy. The education is tuition free with parents paying for extra tuition, uniform and textbooks, fifty two per cent of the children receive secondary education which takes 7 years. In 1996, the country had 29 state secondary schools and 98 private secondary schools. The pupil/teacher ratio was higher in public than in private due to the wide range of subjects offered in state schools.

A study by Lewin, (2016) on government support on education In Zimbabwe with 420 respondents found out that resources are allocated to schools for payment of teachers' salaries and purchase of school books and equipment on the basis of the number of subjects and topics are rationalized,

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examinations localized and science teaching improved. The government provides for construction of school buildings, maintenance, salaries of all staff and all other materials and running expenses. The free education programme is 80% a success.

Another study by Veriava, (2012) on Education Financing in South Africa with 490 respondents, user fees is identified as a barrier to education. While school budgets are funded by allocations from state revenue, school fees are required to supplement these budgets so that schools are able to run smoothly. The South Africa School Act provides that a majority of parents at a public school may determine whether or not school fees are charged and the amount to be paid. There was however exemptions from paying school fees for parents who could afford to meet the cost. Exemption is extended to parents whose income is less than 30 times, but not more than 10 times the amount of fees.

A Study done by Keiichi and Wokadala (2014) in East Uganda sought to analyze on equity issues in lower secondary education in East Uganda. Descriptive research design was used in this study. Two research questions were raised to guide the study. Frequency tables and percentages were used to analyze data collected. The sample of the study was made up of 170 respondents consisting of 50 successful senior high school graduates, 60 drop out senior high school girls, 50 Continuing senior high school girls and 10 teachers. Purposive sampling technique was used to select successful senior high school graduates, drop out senior high school girls and teachers while stratified random sample technique was used to sample the Continuing students successful senior high school graduates. This study revealed that Uganda government placed priority on expanding access to basic education through enhancing access to physical infrastructure as a priority area. In another study with regard to influence of distribution of educational subsidies among schools on schools infrastructural development, Keiichi and Wokadala (2014) found that there was noticeable increase in access to school physical infrastructure in Uganda but with wide disparities at secondary level. However the study did not correlate physical infrastructure and acquisition of TLR which the current study is addressing as one of its concerns

Orodho (2014) conducted a study to establish factors that affect academic performance at secondary school level in Kenya. Data was collected using questionnaires and interview schedules. The study adopted a descriptive survey research design. Stratified sampling was used to get 426 respondents comprising of 116 head teachers, 199 teachers, and 56 members of the Board of Management and 47 Quality Assurance and Standards Officers. Data was analyzed using quantitative and qualitative techniques. The study found that access to laboratories, libraries and adequate classrooms enhances the schools teaching and learning resource base. This concurs with Ministry of Education (2015), which observed that access to physical infrastructure is essential in resourcing the school and the ultimate student performance.

METHODOLOGY

This study employed causal comparative design since it is used to compare and contrast situations and circumstances (Babbie, 2010). The target population thus included 219 respondents from the 9 schools Nambale Sub County comprising of 9 officers from the office of sub-county Director of Education, 9 school principals, 11 deputy principals and 9 directors of studies and 181 teachers. The respondents were stratified according to the categories of cadres (strata) of sub county education directors, principals, deputy principals, directors of studies and teachers. The respondents were sampled purposively using Kothari (2003) who states that 10-30% of a study population forms a sizeable sample. The study sampled 30% of the targeted population to get 72 respondents including the possibility of those questionnaires that may not be returned. Two research instruments namely questionnaire and teachers' interview guide was

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used for the data collection. The study tested content, criterion and construct validity. For reliability tests Cronbach alpha was applied for each variable which ranged from 0.717 to 0.858 thus for this study, Cronbach alpha statistic with a value of 0.7 or more was considered reliable. After data collection, the primary data obtained from the questionnaire was checked for omissions, legibility and consistency before being coded for analysis. SPSS software (Statistical Package for the Social Sciences) was used to analyze data. This involved a scrutiny of the completed instruments in order to detect and reduce as much as possible errors, incompleteness, misclassifications and gaps in the information obtained from the respondents eliminating any unusable data. A coding scheme was then developed to create codes and categories from responses. A code was assigned to each likely answer and the data was then stored and analyzed using Statistical Package for Social Sciences (Kombo &Tromp, 2009). Descriptive analysis was done to show the means and percentages of different items in the study, it was presented using frequencies, percentages and tables. Inferential analysis was done using correlation and regression analysis. Qualitative data was analyzed chemically as by the study objectives. The study findings were presented using charts, graphs and tables. Recommendations were made basing on the findings of the research.

FINDINGS

Subsidized school funding for physical infrastructure

The respondents were asked to indicate the extent of agreement with each of the subsidized school funding for physical infrastructure statements. The pertinent results were presented in Table 1 where 1 was strongly disagree, 2-disagree, 3-Undecied, 4-agree and 5 –strongly agree.

Table 1: Pertinent results on subsidized school funding for physical infrastructure

Statements	1	2	3	4	5	Mean	Stdev
The government has supported our school to construct classooms	4.6 (3)	9.2 (6)	16.9 (11)	60 (39)	9.2 (6)	3.60	0.98
The governemnt has sponsored our school to construct laboratories	3.1 (2)	9.2 (6)	29.2 (19)	44.6 (29)	13.8 (9)	3.57	0.95
The government has helped our school built our admnitration offices	1.5 (1)	6.2 (4)	6.2 (4)	21.5 (14)	64.6 (42)	4.42	0.97
The government subsidies have supoorted our purchase of the school bus	9.2 (6)	7.7 (5)	3.1 (2)	38.5 (25)	41.5 (27)	3.95	1.27
The government subsidies have been used to construct dormitories in our school	4.6 (3)	9.2 (6)	16.9 (11)	60 (39)	9.2 (6)	3.60	0.98
The subsidized school funding has helped us constuct teachers quarters	4.6 (3)	9.2 (6)	16.9 (11)	60 (39)	9.2 (6)	3.60	0.98
Subsidized school funding does not support development of physiscal infrstructure	3.1 (2)	9.2 (6)	29.2 (19)	44.6 (29)	13.8 (9)	3.57	0.95
Overall						**3.82**	**1.03**

Respondents were asked to state their observation on whether the government had supported their school to construct classooms. As tabulated in 1 they observed as follows: 4.6% (3) strongly disagreed, 9.2% (6) disagreed, 16.9% (11) were undecided, 60.0% (39) agreed and 9.2% (6) strongly agreed. Therefore, majority 69.2% (45) of the respondents generally agreed that the government has supported their school to construct classooms. However, 30.8% (20) generally disagreed.

The study also sought to investigate whether the governemnt has sponsored their school to construct laboratories. It was realized that 3.1% (2) strongly disagreed, 9.2% (6) disagreed, 29.2% (19) were undecided, 44.6% (29) agreed and 13.8% (9) strongly agreed. As indicated by the high

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percentage 58.4% (38), Majority of the respondents agreed that the governemnt has sponsored their school to construct laboratories.

The third item under this theme was to establish whether the government has helped their school built our admnitration offices. It was established that 1.5% (1) strongly disagreed, 6.2% (4) disagreed, 6.2% (4) were undecided, 21.5% (14) agreed and 64.6% (42) strongly agreed. As indicated by the high percentage 86.1% (56), majority of respondents agreed that the government has helped our school built their admnitration offices.

The fourth item under this theme was to establish whether the government subsidies have suported their purchase of the school bus. It was found that 9.2% (6) strongly disagreed, 7.7% (5) disagreed, 3.1% (2) were undecided, 38.5% (25) agreed and 41.5% (27) strongly agreed. General, it was evident that 80.0% (52) of respondents agreed that the government subsidies have supoorted their purchase of the school bus.

The study sought to establish whether the government subsidies have been used to construct dormitories in their school. The responses were as follows: 4.6 (3) strongly disagreed, 9.2% (6) disagreed, 16.9% (11) were undecided, 60.0% (39) agreed and 9.2% (6) strongly agreed. Therefore, all respondents 69.2% (45) generally agreed that the government subsidies have been used to construct dormitories in Thier School.

Respondents were asked to state their observation on whether the subsidized school funding has helped them constuct teachers quarters. As tabulated, they observed as follows: 4.6% (3) strongly disagreed, 9.2% (6) disagreed, 16.9% (11) were undecided, 60.0% (39) agreed and 9.2% (6) strongly agreed. Therefore, majority 69.2% (45) of the respondents generally agreed that the subsidized school funding has helped them constuct teachers quarters. However, 30.8% (20) generally disagreed.

The study also sought to investigate whether subsidized school funding does not support development of physiscal infrstructure. It was realized that 3.1% (2) strongly disagreed, 9.2% (6) disagreed, 29.2% (19) were undecided, 44.6% (29) agreed and 13.8% (9) strongly agreed. As indicated by the high percentage 58.4% (38), Majority of the respondents agreed that subsidized school funding does not support development of physiscal infrstructure.

Findings from interviews showed that most schools had constructed libraries and science laboratories from the government subsidized funds .One of the responds said: “we have completed our stalled school library from the government subsidies we receive. We are just waiting for the next government funding to equip the library”

Fonseca and Conboy (2016) posit that the physical conditions and organization of schools facilitate or inhibit construction of a culture of success. Ministry of Education Science and Technology, MOEST (2015) explains the importance of ensuring that there are adequate and appropriate facilities for teaching and learning so that educational programmes could be implemented effectively.

Inferential Statistics

The research question of the study was to examine how subsidized school funding for physical infrastructure affect acquisition of teaching and learning resources. The research question sought to test the hypothesis: **H_0:** There is a relationship between subsidized school funding for physical infrastructure and the acquisition of teaching and learning resources in public secondary schools in Nambale Sub County. This was accomplished by use of Pearson correlation (r) and linear regression (R^2) with aid of SPSS version 24.

Correlation between subsidized school funding for physical infrastructure and acquisition of teaching and learning resources

The Pearson correlation analysis was used to investigate the relationship between subsidized school funding for physical infrastructure and acquisition of teaching and learning resources. In investigating the influence of subsidized school

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funding for physical infrastructure on the acquisition of teaching and learning resources, the study established a coefficient of correlation (r) as 0.567**, P<0.01 as shown in the table, this showed that there exists a significant positive relationship between subsidized school funding for physical infrastructure and acquisition of teaching and learning resources. This implied that the acquisition of teaching and learning resources increase with an increase in subsidized school funding for physical infrastructure and a decrease in subsidized school funding for physical infrastructure leads to a decrease in their acquisition of teaching and learning resources.

Regression Results of Subsidized school funding for physical infrastructure and Acquisition of teaching and learning resources

Regression analysis was used to tell the amount of variance accounted for by one variable in predicting another variable. Regression analysis was conducted to find the proportion in the dependent variable (acquisition of teaching and learning resources) which can be predicted from the independent variable (subsidized school funding for physical infrastructure) Table 2 showed the analysis results.

Table 2: Regression Results of Subsidized School funding for physical infrastructure and acquisition of teaching and learning resources

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.567[a]	.321	.310	.51538

a. Predictors: (Constant), Subsidized school funding for physical infrastructure

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.917	1	7.917	29.804	.000[b]
	Residual	16.734	63	.266		
	Total	24.651	64			

a. Dependent Variable: Acquisition of teaching and learning resources

b. Predictors: (Constant), Subsidized school funding for physical infrastructure

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.177	.353		6.160	.000
	Subsidized school funding for physical infrastructure	.484	.089	.567	5.459	.000

a. Dependent Variable: Acquisition of teaching and learning resources

The results revealed a coefficient of determination (r^2) of 0.321 meaning subsidized school funding for physical infrastructure can explain up to 32.1% of the variance in acquisition of teaching and learning resources. The adjusted r square attempts to produce a more honest value to estimate r square for the population. The F test gave a value of F (1, 64) =29.804, P<0.01, which supports the goodness of fit of the model in explaining the variation in the dependent variable. It also meant that subsidized school funding for physical infrastructure are a useful predictor of acquisition of teaching and learning resources. The unstandardized regression coefficient (B) value of subsidized school funding for physical infrastructure was 0.484, p< .001. This indicated that a unit change in subsidized school funding for physical infrastructure would result to change in acquisition of teaching and learning

The Strategic Journal of Business & Change Management. **ISSN** 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com

resources by 0.484 significantly. The regression equation to estimate the acquisition of teaching and learning resources as a result of subsidized school funding for physical infrastructure was hence stated as:

Acquisition of teaching and learning resources = $2.177+0.484X_2$

From the results, subsidized school funding for physical infrastructure had significant positive effect on acquisition of teaching and learning resources with $P<0.01$ and it significantly accounted 32.1% variance in acquisition of teaching and learning resources. Therefore, the hypothesis was accepted as subsidized school funding for physical infrastructure have significant effect on acquisition of teaching and learning resources.

The Acquisition of Teaching and Learning Resources

Respondents were given statements on the acquisition of teaching and learning resources and were required to state their level of agreement. The pertinent results were presented in Table 3.

Table 3: Pertinent Results on the acquisition of teaching and learning resources

Statements	1	2	3	4	5	Mean	Stdev
Government subsidies determine the tools acquired to aid in learning	6.2 (4)	4.6 (3)	10.8 (7)	36.9 (24)	41.5 (27)	4.03	1.13
Government subsidies determine the equipment acquired to aid in learning	4.6 (3)	4.6 (3)	12.3 (8)	38.5 (25)	40 (26)	4.05	1.07
Government subsidies determine the materials acquired to aid in learning	4.6 (3)	9.2 (6)	9.2 (6)	44.6 (29)	32.3 (21)	3.91	1.10
Government subsidies determine the nature of learning resources acquired by schools	1.5 (1)	3.1 (2)	13.8 (9)	53.8 (35)	27.7 (18)	4.03	0.83
It's the teachers that determine and acquire the materials, equipment and tools to be used in learning	6.2 (4)	4.6 (3)	10.8 (7)	36.9 (24)	41.5 (27)	4.03	1.13
Its the learners that deterimine the type of materials, equipment and tools for learning	36.9 (24)	41.5 (27)	10.8 (7)	6.2 (4)	4.6 (3)	4.03	1.13
The amount of money released from government subsidies determines the quality and quantity of tools, equipment and materials purchased	4.6 (3)	4.6 (3)	12.3 (8)	38.5 (25)	40 (26)	4.05	1.07
Overall						**4.01**	**1.05**

From Table 3, 24(36.9%) of the sampled respondents agreed that government subsidies determine the tools acquired to aid in learning while 27(41.5%) strongly agreed with a mean of 4.03 and standard deviation of 1.13 implying that there is great deviation from the mean. Majority of the respondents agreed 51 (78.4%) that government subsidies determine the tools acquired to aid in learning.

Further, 25 (38.5%) of the respondents agreed that government subsidies determine the equipment acquired to aid in learning while 26(40.0%) strongly agreed on the same with a mean of 4.05 and standard deviation of 1.07. Majority of the respondents 78.5% agreed that government subsidies determine the equipment acquired to aid in learning.

Government subsidies determine the materials acquired to aid in learning as revealed by 29(44.6%) of the respondents who agreed and 21(32.3%) who strongly agreed with a mean of 3.91 and standard deviation of 1.10. Majority of the respondents 50 (76.9%) agreed that government subsidies determine the materials acquired to aid in learning.

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35(53.8%) of the respondents agreed that government subsidies determine the nature of learning resources acquired by schools and 18(27.7%) of the respondents strongly agree with a mean of 4.03 and standard deviation of 0.83. Majority of the respondents 81.5% agreed that government subsidies determine the nature of learning resources acquired by schools

24(36.9%) of the sampled respondents agreed it's the teachers that determine and acquire the materials, equipment and tools to be used in learning while 27(41.5%) strongly agreed with a mean of 4.03 and standard deviation of 1.13 implying that there is great deviation from the mean. Majority of the respondents agreed 51(78.4%) that it's the teachers that determine and acquire the materials, equipment and tools to be used in learning.

24(36.9%) of the sampled respondents disagreed that it's the learners that deterimine the type of materials, equipment and tools for learning while 27(41.5%) strongly disagreed with a mean of 4.03 and standard deviation of 1.13 implying that there is great deviation from the mean. Majority of the respondents disagreed 51(78.4%) that it's the learners that deterimine the type of materials, equipment and tools for learning.

Further, 25(38.5%) of the respondents agreed that the amount of money released from government subsidies determines the quality and quantity of tools, equipment and materials purchased while 26(40.0%) strongly agreed on the same with a mean of 4.05 and standard deviation of 1.07. Majority of the respondents 78.5% agreed that the amount of money released from government subsidies determines the quality and quantity of tools, equipment and materials purchased. Findings from the interviews confirmed that government subsidies for teaching and learning resources have enhanced availability of teaching and learning resources in schools.

CONCLUSION AND RECOMMENDATIONS

The respondents were asked to indicate the extent of agreement with each of the subsidized school funding for physical infrastructure statements. Respondents were asked to state their observation on whether the government has supported their school to construct classooms. Majority 69.2% (45) of the respondents generally agreed that the government had supported their school to construct classooms. However, 30.8% (20) generally disagreed. The study also sought to investigate whether the governemnt has sponsored their school to construct laboratories. As indicated by the high percentage 58.4% (38), Majority of the respondents agreed that the governemnt has sponsored their school to construct laboratories.

The third item under this theme was to establish whether the government had helped their school built our admnitration offices. As indicated by the high percentage 86.1% (56), majority of respondents agreed that the government had helped their school build their admnitration offices. The fourth item under this theme was to establish whether the government subsidies had suported their purchase of the school bus. It was found that majority 80.0% (52) of respondents agreed that the government subsidies had supoorted their purchase of the school bus. The study sought to establish whether the government subsidies had been used to construct dormitories in their school. All respondents 69.2% (45) generally agreed that the government subsidies had been used to construct dormitories in Thier School.

Respondents were asked to state their observation on whether the subsidized school funding had helped them constuct teachers quarters. Majority 69.2% (45) of the respondents generally agreed that the subsidized school funding had helped them constuct teachers quarters. However, 30.8% (20) generally disagreed. The study also sought to investigate whether subsidized school funding supported development of physiscal infrstructure. As indicated by the high percentage 58.4% (38), Majority of the respondents agreed that subsidized

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school funding did not support development of physiscal infrstructure.

On the dependent variable, respondents were given statements on the acquisition of teaching and learning resources and were required to state their level of agreement. On whether government subsidies determined the tools acquired to aid in learning majority of the respondents agreed 51(78.4%) that government subsidies determined the tools acquired to aid in learning. Further majority of the respondents 78.5% agreed that government subsidies determined the equipment acquired to aid in learning. On whether government subsidies determined the materials acquired to aid in learning majority of the respondents 50 (76.9%) agreed that government subsidies determined the materials acquired to aid in learning. On whether government subsidies determined the nature of learning resources acquired by schools majority of the respondents 81.5% agreed that government subsidies determined the nature of learning resources acquired by schools.

On whether it's the teachers that determined and acquire the materials, equipment and tools to be used in learning majority of the respondents agreed 51(78.4%) that it's the teachers that determined and acquire the materials, equipment and tools to be used in learning. On whether it's the learners that deterimined the type of materials, equipment and tools for learning majority of the respondents disagreed 51(78.4%) that it's the learners that deterimined the type of materials, equipment and tools for learning. Further majority of the respondents 78.5% agreed that the amount of money released from government subsidies determined the quality and quantity of tools, equipment and materials purchased.

In conclusion, the study showed that there exists a significant positive relationship between acquired teaching and learning resources and acquisition of teaching and learning resources in public secondary schools. This implied that the acquisition of teaching and learning resources increase with an increase in acquired teaching and learning materials and vice versa. There also exists a significant positive relationship between subsidized school funding for physical infrastructure and acquisition of teaching and learning resources. This implied that the acquisition of teaching and learning resources increased with an increase in subsidized school funding for physical infrastructure and a decrease in subsidized school funding for physical infrastructure led to a decrease in their acquisition of teaching and learning resources.

Findings also showed that there exists a significant positive relationship between subsidized school funding for learning material and acquisition of teaching and learning resources. This implied that the subsidized school funding for learning material increased with increase in acquisition of teaching and learning resources and an increase in subsidized school funding for learning material leads to an increase in their acquisition of teaching and learning resources. Findings also showed that there exists a significant positive relationship between subsidized school funding for bursaries and grants and acquisition of teaching and learning resources. This implied that the acquisition of teaching and learning resources increase with an increase in subsidized school funding for bursaries and grants and a decrease in subsidized school funding for bursaries and grants leads to a decrease in their acquisition of teaching and learning resources. The study was interested in knowing the effect of each of the variables on acquisition of teaching and learning resources when all these constructs were entered as a block on the model. All of the variables had significant effect on the acquisition of teaching and learning resources. If the variables were held at zero or their absent, the acquisition of teaching and learning resources variables would be significantly at 1.616, p=0.004. It was revealed that teaching and learning resources had largest unique significant contribution to the model with B=.270, p=.009 suggesting that controlling of other variables in the model, a unit change in teaching and learning resources would result to significant change in acquisition of

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teaching and learning resources by 0.270 in the same direction as a result of greater acquired teaching and learning resources. Therefore, the first hypothesis was rejected since $\beta_1 \neq 0$ and P value <0.05. The least beta coefficient was 0.258, which was coefficient value for subsidized school funding for physical infrastructure. This values were significant (B=.258, p=.017) and also positive. This meant that subsidized school funding for physical infrastructure has the strongest unique contribution to explaining the acquisition of teaching and learning resources variables, when the variance explained by all other variables in the model is controlled. This implied that a unit change in subsidized school funding for physical infrastructure would result to change in acquisition of teaching and learning resources by 0.258 in the same direction. Therefore, the second hypothesis was rejected since $\beta_2 \neq 0$ and P value <0.05.

Further, acquisition of teaching and learning resources had also a unique significant contribution to the model with B=0.144, p=.030 implying that when other variables in the model are controlled, a unit change in acquisition of teaching and learning resources would result to significant change in acquisition of teaching and learning resources by 0.144 in the same direction. Therefore, the third hypothesis was rejected since $\beta_3 \neq 0$ and P value <0.05.

Another variable that also had a unique significant contribution to the model was subsidized school funding for bursaries and grants (B=.212, p=.034). When other variables in the model are controlled, a unit changes in subsidized school funding for bursaries and grants would result to significant change in acquisition of teaching and learning resources by 0.212 in the same direction. Therefore, the fourth hypothesis was rejected since $\beta_4 \neq 0$ and P value <0.05.

The researcher made the following recommendations;

- Based on the other finding that the government subsidies are not adequate to support acquisition of teaching and learning resources, the researcher recommends that the government should increase its allocation towards subsidizing teaching and learning resources in schools in the country.
- Since subsidized funding for schools by government is not adequate, communities, parents, and sponsors should continue to support schools in developing and maintaining physical infrastructure. This is because lack of such facilities interferes with learning process. Difference in school facilities would be seen to account for difference in achievement.

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