

# Influence of Government Subsidy on Students' Enrollment in Public Secondary Schools in Uasin Gishu County, Kenya

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## Abstract

Despite the government effort of subsidizing Education, children from humble backgrounds fail to enroll in public secondary schools. Therefore, the study sought to find out the influence of government subsidy on student enrollment rates in Uasin Gishu County. The specific objectives were: to assess the influence of government subsidy on student enrollment rates in public secondary schools. This study was anchored on the human capital theory by Schlutz in 1961. A descriptive survey research design was employed to describe the characteristics of respondents. The study was conducted in selected public secondary schools in Uasin Gishu County. The target population was derived from 192 public secondary schools in Uasin Gishu County. The study targeted 192 principals, 2384 teachers and 6 QASO Officers. The sample size for principals and class teachers was derived using Yamane formula. The study used the questionnaire to collect quantitative data and unstructured interview guide was used for qualitative data. Data were analyzed using both descriptive and inferential statistics. Regression analyses were utilized for inferential statistics. It was found that government subsidy significantly influenced enrolment and government subsidy scores significantly predicted enrolment. A one-way ANOVA test also revealed that there was a statistically significant difference between timely disbursement of government subsidy and enrolment. The study, therefore, concluded that even though government subsidy has a positive influence on student enrollment in several public secondary schools, there exist several gaps that impede full implementation of free secondary education. The study recommended that there is a need for the government to effectively ensure that basic education is free and accessible to all students by fully providing for all basic necessities and elimination of extra levies.

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## Keywords

Subsidy, Enrolment, Accessible, Human Capital, Public Schools

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## 1. Introduction

### 1.1. Background to the Study

There is a global vision in which every child and adult alike would command basic literacy and numeracy skills needed to function as a citizen, worker, family member and fulfilled individual in the emerging global society (UNESCO, 2017a, 2017b). The world conference on Education for All (EFA) was held in Jomtien, Thailand in 1990 and the World Education Forum held in Dakar, Senegal in 2000, where Kenya is a signatory, recommended attainment of Universal Primary Education (UPE) by 2005 and Education for All by 2015 (Republic of Kenya, 2007).

The ever-increasing need to acquire education has led to high expenditure on education globally. This has resulted in an increase in public financial spending on education which is higher than the increase in total public expenditure and exceeds the rate of Gross domestic product, this is because education is recognized universally as a human right and the best anti-poverty strategy (Jepkorir, Kapkiai, & Odour, 2016a, 2016b).

Students who drop out at secondary level mean a great loss of potential future workforce to a country. This justifies the higher expenditure on education by many national governments which are estimated to be between 4 to 6 per cent of their GDP (Martinez & Terway, 2016a, 2016b).

In Singapore, there is a bursary programme that provides scholarships for brilliant students from unfortunate families. The program is controlled by the Government and intentionally targets children from families that live underneath \$4000 month to month (Marcucci & Usher, 2012). Mostly, it is meant for those in school and their performance is quite encouraging 25% in a stream (Owens, 2018). This helps to keep students in school, especially those that could have dropped out because of lack of school fees. However, the scheme takes care of those with good performance, leaving out those who are vulnerable but whose performance is not good and the rest of the students. Therefore, there is need for research on the effects of a country's subsidy on student enrollment in public schools.

Oketch (2016) noted that countries in Sub-Saharan Africa (SSA) had started offering free education in lower learning institutions despite the financial challenges that they encounter. One has to study freely for 9 years in primary to lower secondary in Rwanda. This plan was laid down to achieve increased completion rates (UNESCO, 2014). Despite the nation's financing not much has been done to establish admissions, keep students in schools and dropout rates in government schools.

In 2005 the government of Kenya published Sessional paper No. 1 on education whose key reason was to reduce fees on education and to give teaching and learning materials especially to government schools and raise the morale of both parents and society in the provision of operational costs. A taskforce was established to give ways and means of provision of cheap secondary education. It proposed the commencement of the waiver but indicated problems likely to be experienced that is sustainability, ineffectiveness and politicization. It is not also clear whether the implementation of the waiver was able to overcome the challenges of sustainability, ineffectiveness and politicization.

UNESCO (2014) officially said that everyone had the right to education. Basic Education should be key and mandatory and Technical and Professional education should be highly affordable to every individual. In February 2008 the government in that time began the waived secondary education in all public secondary schools aimed at lowering education costs and raising the rates of transition. According to Ekundayo (2018a, 2018b), a tuition waiver was brought by the government worth Ksh. 10,265 per student. The amount was to be allocated towards salary payment of school workers, administration, transport and communication, power and water bills.

Payment of school attire, boarding expenditure, lunch and commuting was the role of the parents. Tuition waiver by the ministry of education through the government to government secondary schools is important in that the student is in a better place of getting skills that are of great impact to the government's development (Mutegi, 2015). As far as much effort is put into education there is still a big gap in gender inequality especially among the girls in the country (Republic of Kenya, 2019).

The 1990 Jomtien World Conference on Education for All (EFA) motivated nations globally to offer universal education to their citizens. Responding positively to this the government of Kenya started a way of making education affordable to every citizen despite the background they are from (Orodho, 2014). The introduction of Free Day Secondary Education (FDSE) in 2008 majorly was to deal with illiteracy, reduced quality education and reduced completion rates in public secondary schools. The major target of government day secondary school education apart from waiver is to encourage school admission and lower as much as possible dropout rates by lowering tuition fees (Republic of Kenya, 2003). Many girls joined high school but there is still a problem of gender disparity (MOEST, 2015).

The government of Kenya implements the Free Day Secondary Education (FDSE) initiative where subsidies are provided to all secondary school students. Despite the efforts, Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) are low although the GER gained by 16% while the NER gained by 14% between 2013-2018. The GER was estimated at 70.3% and NER at 53.2% respectively about 53% of eligible children attend secondary school against the world average of 65% and close to 47% of the eligible children do not attend secondary education due to the high cost, distance, pregnancy, cultural factors and poverty (Na-

tional Education Sector Plan, 2018-2022).

Secondary school should be a period of opportunity, growth, and development. It improves career chances for disadvantaged children. Since its independence, Kenya has aimed for universal primary education. In order to achieve this goal, the country adopted free elementary education in 2003, which resulted in a significant increase in enrollment (Ngugi et al., 2015a, 2015b). However, achieving a 100% GER is an insufficient requirement for enrolling all eligible children in school. In this scenario, a careful interpretation of GER requires additional data to determine others factors affecting enrollment.

Yet according to Basic Education Statistical Booklet 2019, startling differences in GER by county exists. Further analysis shows regional disparities as counties such as Muranga (132%), Nyeri (125%), Kirinyaga (106%), Makueni (106.4), Vihiga (105.0%) and Embu (104.6%) having more than 100% GER while several others like Uasin Gishu (62.5%), Wajir (19.5%), West Pokot (63.2%). Narok (17.6%) and Samburu (17.5%) recorded GER way below the national average of 71.2 percent.

Based on this backdrop, the study carried out research on Uasin Gishu County to find out the influence of government subsidy on students' enrollment.

## 1.2. Objectives of the Study

The general objective of the research is to assess the influence of government subsidy on student enrollment in government schools in Uasin Gishu County, Kenya.

## 1.3. Research Hypotheses

This study tested the following hypotheses:

H01: There is no statistically significant influence of government subsidy on student enrollment in public secondary schools in Uasin Gishu County.

## 1.4. Theoretical Framework

The human capita theory (Schultz, 1959) argued that the increase in output could only be adequately explained by the investment in human capital that had taken place over the course of time in the form of formal Education, on the job training, and improved health, mobility, and migration of workers so that they can respond to the changing job opportunities. This was done in order for workers to be able to respond to the growing number of job opportunities. A formal education, training on the workplace, improvements in health, and migration of workers are among these influences. Additionally, the theory lays a focus on the fact that individuals in addition to governments should invest money towards Education in order to obtain advantages in the form of economic expansion in the not too distant future. Schultz developed this theory as a result of his extensive research into economic growth in the United States. The traditional explanation for economic growth was that it was due to increases in

production factors such as land, labor, and capital. This explanation has fallen out of favor in recent decades. The theory was used in study to indicate importance of school enrolment as a way of ensuring building of human capital.

## 2. Literature Review

### Subsidized Secondary Education in Kenya, Students Enrollment

The implementation of free and compulsory education in 2003 by the government of Kenya can be credited with contributing to an increase in the number of students enrolling in secondary schools in the country. The number of students enrolled in secondary schools has consistently increased over the years, going from 30,000 in 1963 to 860,000 in 2003 and over 1 million in 2006. In 2006, the number of students enrolled in secondary schools surpassed 1 million (Achoka et al., 2007). In a similar vein, there were 151 public secondary schools in 1963, whereas in 2005 there were 3660 of them (Republic of Kenya, 2005). One of the factors that contributes to the stagnation of growth in Gross Enrollment Ratios (GERs) at the secondary level is the relatively low number of secondary schools when compared to the number of primary schools. This is one of the factors that contributes to the low number of secondary schools. One can get a rough estimate of the current imbalance in capacity between the primary and secondary levels of education by doing a comparison of the number of primary schools to the number of secondary schools. There were 3660 public secondary schools and 641 private secondary schools in the United States in the year 2003. To put that number into perspective, there were 18,081 public primary schools in that same year (Republic of Kenya, 2005). This mismatch presents a significant obstacle for students who wish to enter and remain enrolled in secondary schools across Kenya because of the limited opportunities that are available in secondary schools across the country. Students' success in achieving this objective is necessary for them to fulfill the basic education requirements that must be met in order to become a citizen of Kenya.

Ever since the country gained its independence in 1963, the people and government of Kenya have been dedicated to the goal of enhancing the educational system in order to encourage a greater degree of citizen participation. This was done as a solution to a number of problems that were raised. In addition to the idea that every child in Kenya has a right to access to basic welfare services, such as education, and the notion that the government has a responsibility to provide its citizens with the opportunity to fully participate in the socio-economic and political development of the country and to achieve a respectable standard of living, combating ignorance, disease, and poverty have been among the most pressing concerns in recent years. It has long been believed that educational opportunities have a significant bearing on how human capital is cultivated (Imana, 2020).

Even though elementary schooling is required for a person's overall health and happiness, it was not until recently understood that it is not sufficient to

ensure national economic growth and the elimination of poverty. This is despite the fact that elementary schooling is required for a person's overall health and happiness (Giovetti, 2022). The completion of primary school for some children signifies the end of their time spent receiving formal education and the beginning of their time spent participating in the labor force. It is generally accepted that graduates of primary school are still relatively immature for social engagement and economic independence. On the other hand, graduates of primary schools frequently discover that they are unable to fully participate in the workforce due to a lack of knowledge and skills acquired through their primary education as well as their immature age. This is a common problem for graduates of primary schools.

In Kenya, one full cycle of secondary school education takes up a total of four years of a student's life. The completion of this program can serve as a stepping stone to additional education and training at the tertiary or higher level. As a direct result of this, we have now arrived at a crucial crossroads in the progression of both the nation as a whole and education specifically. Nevertheless, Kenya's secondary school cycle is beset by difficulties brought on by the country's high dropout rates among students. Those rates are among the highest in the world (Republic of Kenya, 2003). In addition, it is stated that one of the ongoing reasons why students are unable to finish their secondary education is because they are unable to pay their school fees due to financial hardship. This is a problem that affects a lot of students (Achoka et al., 2007; Republic of Kenya, 2003).

In Kenya, approximately 70% of the students who graduate from primary school are able to continue their education at the secondary level the following year. Nine percent of these students drop out of school without completing their high school each year. After finishing their secondary education, only thirty percent of the remaining population is qualified for and attends tertiary or higher education institutions (Republic of Kenya, 2007). It is essential to keep in mind that every single person who does not finish their secondary education leaves behind unrealized objectives, goals, and ambitions not only for themselves but also for the community as a whole. It is essential to have a robust educational system if one wants more children to go to school, continue their education, and mature into responsible, healthy adults. If one wants more children to go to school, continue their education, and mature into responsible, healthy adults. The average increase in a person's future wages is 3.9% for each additional year of education that they obtain. Poverty, discrimination, and conflict are all factors that contribute to a lack of learning; therefore, in order to combat this, the national, provincial, and community levels of government, along with the Ministry of Education and other partners, need to collaborate closely with one another.

### 3. Methodology

This study adopted descriptive survey design to assess the influence of government subsidy on student enrolment. The study was conducted in selected gov-

ernment secondary schools in eUasin Gishu County. The targeted group were derived from 192 government secondary schools in Uasin Gishu County. Research targeted 192 principals, 2384 teachers and 6 QASO Officers. All this targeted population had First-hand information on the influence of government subsidy on student enrollment in public secondary schools in Uasin Gishu County, Kenya. This makes the population relevant to the study.

**Table 1** shows the population of the study. Principals of schools were 192, class teachers 2384, quality assurance officers 6 and total population was 2582.

The study used the questionnaire in carrying out quantitative data and an unstructured interview guide for qualitative data. Document analysis was also used in data collection as student enrollment records from principals were obtained and QASO officers provided the student enrollment rates in the sub-county level.

The reliability was tested using Cronbach alpha where all values were greater than 0.7. Hence the data were reliable to be used for further analysis.

The study came up with regression model:

$$Y = B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + \dots + B_{n-1}X_{n-1}$$

where government subsidy is  $Y$ ,  $B_1$ ,  $B_2$ ,  $B_3$ , and  $B_4$  are constants and  $X_1$ ,  $X_2$ ,  $X_3$ ,  $X_4$  represents enrollment rate.

### Sample Size

The purposive sampling was used to select the sample for the study. Principals were selected because they information concerning the influence of government subsidy on students' enrollment and retention in public secondary schools (Cohen & Manion, 1995).

**Table 2** indicates the sample size for the study. The principals were 130, the class teachers 343, quality assurance 6 and total sample was 479.

## 4. Findings of the Study

The study come out with findings based on the research objective **Table 3**, shows that 205 (46%) respondents strongly agreed with the statement that Government subsidy has led to increased student's enrollment in public secondary schools, 61 (14%) respondents disagreed with the statement, 108 (24%) respondents agreed with the statement and 50 (11%) respondents strongly disagreed with the statement. The study findings showed that 313 (70%) of the respondents in Uasin Gishu County reported that government subsidy has led to increased student's enrollment in public secondary schools. This implies that government subsidy has contributed to a significant impact on student enrollment. This finding agrees with the findings by Mwangi (2012) who noted that free day tuition increased enrollment rates. The findings are also in agreement with the report by UNESCO (2013) that revealed that government intervention in increasing subsidy access translated to increased students' enrolment in Kenyan secondary schools.

**Table 1.** Target population.

Categories	Target population
Principals	192
Class teachers	2384
QASO Officers	6
Target Population	2582

Source: Uasin Gishu County education office (2020).

**Table 2.** Sample size.

Categories	Sample Size
Principals	130
Class teachers	343
QASO Officers	6
Total	479

Source: Researcher, 2021.

**Table 3.** Responses on effect of government subsidy on enrolment rate.

Statement	Government subsidy has led to increased student's enrollment in public secondary schools	Government subsidy has led to high student teacher ratio in public secondary schools	Government subsidy has led to high student textbook ratio in public secondary schools	Government subsidy has led to increased number of non-teaching staff in public secondary schools	Government subsidy has led to strained school physical facilities in public secondary schools	Since the introduction of free day secondary school most of the students transferred to public secondary schools	Government subsidized fees and other grants has transformed the attitude of students and parents and enhanced student enrolment
SA	205	103	81	48	72	127	25
%SA	46%	23%	18%	11%	16%	28%	6%
A	108	156	148	154	140	84	105
%A	24%	35%	33%	34%	31%	19%	23%
N	26	73	92	114	97	112	136
%N	6%	16%	20%	25%	22%	25%	30%
D	61	53	60	67	70	127	103
%D	14%	12%	13%	15%	16%	28%	23%
SD	50	65	69	67	71	0	81
%SD	11%	14%	15%	15%	16%	0%	18%

Source: Field data, 2021.

Further, 53 (12%) respondents disagreed with the statement that government subsidy has led to high student-teacher ratio in public secondary schools, 156 (35%) respondents agreed with the statement and 65 (14%) respondents strongly disagreed with the statement while another 103 (23%) respondents strongly



agreed with the statement. From the responses, it emerged that 259 (58%) of the respondents in Uasin Gishu County believed that government subsidy has increased student-teacher ratio in public secondary schools. This, therefore, suggested that government subsidy has substantive impact of 58% on the reduction of the gap in teacher-student ratio. This finding concurs with [Lelei \(2018\)](#) who noted school's solutions to the shortage of teaching staff are by employing them under the Board of Management (BOM) through collection of extra levies and the inability of parents to pay the extra levies would result lack of teaching staff and overstretched learning facilities.

In addition, 69 (15%) respondents strongly disagreed with the statement that government subsidy has led to high student textbook ratio in public secondary schools, 60 (13%) respondents disagreed with the statement, 81 (18%) respondents strongly agreed with the statement and 148 (33%) respondents agreed with the statement while 92 (20%) respondents were neutral on the statement. From the responses, it emerged that majority 229 (51%) of the respondents in Uasin Gishu County reported that Government subsidy has increased student textbook ratio in public secondary schools. This therefore shows that government subsidy comparatively has not given the purchase of textbooks a top priority. This suggested that government subsidy does not play a critical role in the provision of teaching and learning materials in secondary schools and that the parents have a significant responsibility in the purchase of teaching and learning materials. This concurred with [Najumba \(2013\)](#) who noted that the government has not adequately ensured that schools are equipped with relevant educational facilities which comprise instructional materials such as textbooks, libraries.

Similarly, 67 (15%) respondents were in disagreement with the statement that government subsidy has led to an increased number of non-teaching staff in public secondary schools, 48 (11%) respondents were strongly in agreement with the statement, 67 (15%) respondents were strongly in disagreement with the statement and 154 (34%) respondents agreed with the statement while 114 (25%) respondents were undecided on the statement. As shown by the responses, it can be argued that most 134 (30%) of the respondents in Uasin Gishu County perceived that government subsidy has not led to a significant increase in the number of non-teaching staff in public secondary schools as compared to 202 (45%) who acknowledged significant increase in hiring of non-teaching staff. This resonate with the findings by [Ong'ola & Otieno \(2019\)](#) that schools face challenges in increasing non-teaching staff since those already hired are constrained in several ways and are forced to adopt coping strategies.

In addition, 140 (31%) respondents agreed with the statement that government subsidy has led to improvement in school physical facilities in public secondary schools, 72 (16%) respondents strongly agreed with the statement, 70 (16%) respondents disagreed and 97 (22%) respondents were undecided on the statement while 71 (16%) respondents were strongly in disagreement with the statement. The study finding shows that majority 212 (47%) of the respondents in the study area acknowledged that statement that government subsidy has led

to improvement in school physical facilities in public secondary schools. This points out that the government subsidies were channelled towards the improvement of school infrastructure. These funds are given to schools on writing a proposal for the project that needs funding, to the Ministry of Education or the constituency development fund committee. These types of subsidies are made to reduce parents' development levy for building classrooms, science laboratories, dormitories, and sanitation facilities.

Further, 84 (19%) respondents agreed with the statement that since the introduction of free day secondary school most of the students transferred to public secondary schools, 127 (27%) respondents strongly agreed with the statement, 112 (25%) respondents were undecided on the statement while 127 (28%) respondents disagreed with the statement. As shown by the responses, it can be reported that a significant number 211 (47%) of the respondents believed that since the introduction of free day secondary school most of the students transferred to public secondary schools. Similarly, [Koros and Salim \(2016\)](#), noted that the choice of school that the parents would wish to take their children can be influenced by affordability therefore parents would be able to make a choice based on the availability and adequacy of funds to finance the children education and this could be one of the reasons why the parents would transfer their children to public secondary schools.

Moreover, 103 (23%) respondents were in disagreement with the statement that government-subsidized fees and other grants has transformed the attitude of students and parents and enhanced student enrolment, 25 (6%) respondents strongly agreed with the statement, 136 (30%) respondents were undecided and 105 (23%) respondents agreed with the statement while 81 (18%) respondents strongly agreed with the statement. From the responses, it emerged that only 130 (29%) of the respondents were of the view that Government-subsidized fees and other grants has transformed the attitude of students and parents and enhanced student enrolment. This finding is similar to the findings by [Mutegi \(2015\)](#) who conducted a study on the influence of unit cost of education on students' enrolment rates in public secondary schools in Tharaka South Sub-county and found that even though there is a significant positive correlation between the cost of education and attitude of parents to enroll their children in secondary school they are other challenges and extra costs that may impede the parents in their quest to access fully free secondary education.

On interviewing the QASO officers, one of the informants R2 said;

Since the introduction of government subsidy, there has been a gradual increase in the number of students being enrolled to secondary schools, especially in day schools.

This statement demonstrated that the cost-sharing policy has had a positive influence in student enrollment. Further, the informant mentioned that the increasing trend was leaning towards public day secondary schools. This is because most parents cannot afford to enrol their children in boarding schools due to the

cost of food and other expenses associated with boarding.

Further, the informant R4 said that;

There has been an upward trend in the increase of students enrolled to secondary schools over the past years and there was need to increase the school infrastructure facilities to accommodate the swelling numbers.

However, the overall sentiments from respondents reflect the comparative reports on gross enrolment ratio (GER) as indicated in the statistical booklet showing that Uasin Gishu (62.5%) still recorded lower GER than other neighbouring counties in Rift-valley such as Elgeyo Marakwet, Kericho, Bomet, Nandi, and Nakuru which recorded GER of 87.0%, 86.0%, 85.8%, and 84.7% respectively. recorded GER way below the national average of 71.2 percent.

Due to economic-related factors, meeting education expenses like school fees, teaching and learning materials becomes a huge burden that many parents are struggling to pay. With government support, there will be a great relief among the parent and therefore they will be able to comfortably send their children to secondary school.

#### 4.1. Linear Regression Analysis

Linear regression analysis was carried out in order to understand how predictor variables influenced enrolment in public secondary schools. Consequently, the study described some factors forming the independent variable in terms of their significance.

In the following sections, the study demonstrates how it checked against collinearity, outliers and normality of utilized data set.

The study utilized Simple linear regression to test the first hypothesis  $H_0$ : There is no statistically significant influence of government subsidy on student enrolment in public secondary schools in Uasin Gishu. Regression model was  $y = c + b * x$ ,  $y$  = estimated dependent outcome variable score,  $c$  = constant (intercept)  $b$  = regression coefficient (R\_strength)  $x$  = score on the independent predictor variable. The following test procedures were carried out.

The study checked against assumptions of normality and collinearity for linear regression analysis of variables government subsidy and enrolment and findings is as follows.

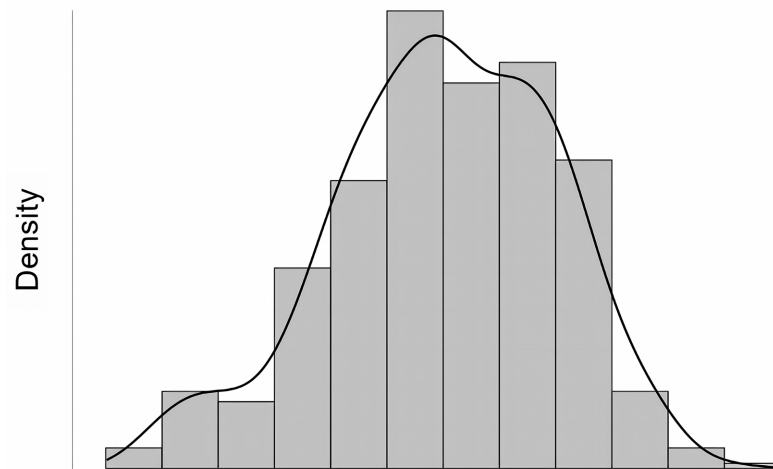
##### Normality of Distribution for Linear Regression

Under the null hypothesis that data follows a normal distribution, normality tests were conducted. A histogram as displayed in **Figure 1** below was used to evaluate the normality of the data set for government subsidy as predictor variable and enrolment rate in public secondary schools.

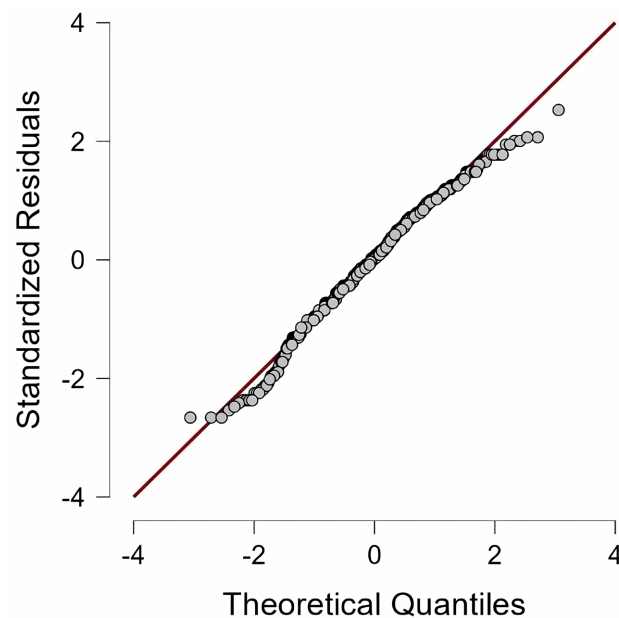
##### *Plot Standardized Residuals*

The study also considered a Q-Q to test for normality and check against any misleading pictorial view of a histogram as shown.

**Figure 2** indicates standardized residuals. A normal Q-Q plot was generated as shown above which confirmed a good normal distribution of the data set.



**Figure 1.** Normal distribution for linear regression model for enrolment from the histogram, the standardized residuals appear to be fairly normally distributed.



**Figure 2.** Standardized residuals.

Having satisfied the necessary assumptions, the study proceeded to carry out a linear regression with the results as follows:

#### ***Linear regression coefficients***

A regression coefficient table is presented for purposes of analyzing expected change in the value of the dependent variable for corresponding increase in the independent variable.

The table assisted in checking against collinearity in the data set.

The study analyzed collinearity statistics and as per **Table 4**, the tolerance levels is 1 and the VIF is less than 3 and therefore, there is no problem of collinearity in the data set.

#### ***Linear regression model for government subsidy and enrolment***

The adjusted  $R^2$  used for the Model  $H_0$  as per the footnote in **Table 5** below, shows that the model can predict 64.8% of the outcome variance.

**Table 5.** Model summary for enrolment.

Durbin-Watson statistic check for correlations between residuals yielded a value of 2.169 which is between the range of 0 to 4 and confirmed that there was no correlation between residuals, thus affirming the correct position of independence of errors in data on government subsidy.

Additionally, the assumptions for independence of data were not significant at  $p = 0.073$  which was good for the study. It is therefore concluded that since there were no correlated errors, linear regression was a suitable method for analysis.

**Statistical significance of the model**

The statistical significance of the model is presented as  $p$ -value in the ANOVA table below.

The ANOVA **Table 6** shows the F-statistic (1, 448) = 826.748 to be significant,  $P < 0.001$  suggesting that the model is a significantly better predictor that enrolment is influenced by the model representing government subsidy.

**Conclusion of linear regression test for enrolment**

The fitted regression model was: enrolment = 0.059 + 0.835 \* government subsidy score. The overall regression was statistically significant ( $R^2 = 0.649$ ,  $F(1, 448) = 826.748$ ,  $P < 0.001$ ). It was found that government subsidy significantly influenced enrolment ratio ( $\beta = 0.835$ ,  $<0.001$ ) and therefore the null hypothesis was rejected.

**Table 4.** Coefficients and collinearity diagnostics for enrolment.

Model		Unstandardized	Standard Error	Standardized	T	P	Collinearity Statistics	
							Tolerance	VIF
$H_0$	(Intercept)	0.059	0.085		0.693	0.489		
	Government Subsidy	0.835	0.029	0.805	28.753	<0.001	1.000	1.000

**Table 5.** Model summary for enrolment in linear regression.

Model	R	$R^2$	Adjusted $R^2$	RMSE	Durbin-Watson		
					Autocorrelation	Statistic	P
$H_0$	0.805	0.649	0.648	0.717	-0.085	2.169	0.073

Note. Null model includes Government Subsidy.

**Table 6.** ANOVA table: significance of linear regression model on enrolment.

Model		Sum of Squares	df	Mean Square	F	P
$H_0$	Regression	424.605	1	424.605	826.748	<0.001
	Residual	230.086	448	0.514		
	Total	654.690	449			

Note. Null model includes Government Subsidy.

## 5. Conclusion

The first objective of this study was to assess the influence of government subsidy on student enrollment rates in public secondary schools in Uasin Gishu County. The findings revealed that even though a majority of the respondents in Uasin Gishu County reported that government subsidy has led to increased student's enrollment in public secondary schools, a significant percentage were of the contrary view. Further, it emerged that majority of the respondents in Uasin Gishu County believed that government subsidy has not increased student-teacher ratio in public secondary schools. This, therefore, suggested that government subsidy is still below expectation in curbing the challenge of low teacher-student ratio. In addition, the significant number of the respondents in Uasin Gishu County reported that Government subsidy has not increased the student textbook ratio in public secondary schools. This, therefore, shows that management of government subsidy is still faced with a serious challenge of having all students access relevant textbooks. This suggested that government subsidy still faces obstacles in its critical role in the provision of teaching and learning materials in secondary schools and that parents are still burdened with the responsibility of purchasing text books.

Similarly, almost half of the respondents in Uasin Gishu County perceived that government subsidy has not led to a significant increase in the number of non-teaching staff in public secondary schools. In addition, majority of the respondents in the study area acknowledged that statement that government subsidy has led to improvement in school physical facilities in public secondary schools. This points out that the government subsidies were channeled towards improvement of school infrastructure. Further, it can be reported that the majority of the respondents believed that since the introduction of free day secondary school, most of the students transferred to public secondary schools. Moreover, it emerged that most of the respondents were of the view that Government-subsidized fees and other grants have significantly, transformed the attitude of students and parents and enhanced student enrolment.

Based on the objective, the study found out that there was a statically significant effect of government subsidy on student enrollment in public secondary schools in Uasin Gishu County. This gives an implication that government subsidy positively affects student enrollment in public secondary schools in Uasin-Gishu County. When parents receive the information that there is a government subsidy, they would be attracted to admit their children in school with the hope that their burden of paying school fees would be relieved.

Additionally, the study found out that most respondents suggest the need for more stringent measures in the management of government subsidy through clear audit structures and monitoring and evaluation. The government ought to ensure cost recovery measures are implemented by school managers in order for the subsidy to adequately have a positive trickledown effect to the students' enrolment.

## 6. Recommendations

Based on the findings, this study made the following recommendations for policy action.

1) The findings indicated that government subsidy has a positive influence on the student enrollment rate. The government should ensure that there is adequacy and equity in the provision of funding so that all the students.

2) Although free secondary education has its share of challenges, many children have had a chance to pursue their dreams and therefore this study recommends that the government should effectively implement free secondary education for all children across the country by removing all other obstacles like extra levies charged by schools.

3) The study also revealed that government subsidy increases the chances of the students completing their studies. Therefore, the government should engage other players so as to increase the ratio of financial support especially the needy students in public secondary schools.

## Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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