

Assessing Stakeholders' Roles in Implementing Equity in Educational Resources Allocation and its Influence on Outputs in Public Secondary Schools in Marsabit county, Kenya

Gurro Yattani Ibrahe

Abstract

This study was to assess the role of stakeholders' in equity in educational resource allocation and its influence on outputs in public secondary schools in Marsabit County. The study was guided by the following research questions; How are educational resources equitably allocated to public secondary schools in Marsabit county?; To what extent does the socio-economic status of parents influence equity in implementing secondary education in Marsabit county?; What are the challenges facing equity in educational resources allocation in public secondary schools in Marsabit county?; What structures should be put in place to facilitate distribution of education resources and promote education equity in public secondary schools in Marsabit county?; The study adopted mixed methods research particularly triangulation design. The study covered thirteen secondary schools that presented students for Kenya certificate of secondary education exams for the last five years, thirteen head teachers, teacher's service commission county director and county director of education, 59 teachers and 237 students. The teachers and students were selected using stratified random sampling and simple random sampling. Quantitative data were gathered using questionnaires, interviews, and observation guides and document analysis. Descriptive statistics such as frequencies, means, standard deviation, percentages, and inferential statistics such as Pearson product moment correlation, One-Way analyses of variance and independent t-test by the help of SPSS program version 20 were used to analysis and summarize the data. The qualitative data were analyzed and presented using narrative descriptions and excerpts. The study found that equitable educational resources allocations to public secondary schools lead to high growth and achievements level of students, while some schools were not fairly allocated resources hence suffered low retention rates, high dropouts, low enrolment which led to closure of some classes due to lack of students. The study established that equity in educational resource allocations were hindered by high fees, political interference, poverty, insecurity and geographical location. The study recommended that the government should increase the amount of tuition funds and bursaries to cover boarding fees for the needy students from poor families and improve quality outputs

Key words: Assessing Stakeholders' Roles, Implementing Equity in Educational Resources Allocation, Influence on Outputs, Public Secondary Schools, Marsabit County, Kenya