The International Journal of Engineering and Science (IJES)
|| Volume || 13 || Issue || 9 || Pages || PP 09-18 || 2024 ||
ISSN (e): 2319 – 1813 ISSN (p): 2319 – 1805

Influence of Education Financing By Non-State Agencies on Participation Rates in Public Secondary Schools in Makueni County, Kenya.

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----------*ABSTRACT*----------
Governments around the world agree that the ability to provide quality education for all and to respond to new priorities depends on the availability of adequate funding in education (OECD, 2016). Financing of education is the greatest enabler of learners to participate in education and flow through education system from entry to exit. The purpose of this study was to investigate the influence of financing by non-state agencies on participation rates in public secondary schools in Makueni County, Kenya. This study adopted a descriptive survey design where the targeted respondents included School Principals and their Deputies from 196 secondary schools in Makueni County as well as 9 Sub County Directors of Education from Makueni County. Data collection instruments included questionnaires for Principals, Deputy Principals and interview schedule for Sub-county Directors of Education. The instruments were piloted and tested for content validity and reliability. The response rate from the data collection exercise was 91.8%. The data was analyzed by use of SPSS version 22. Descriptive statistics such as frequencies, percentages, means and standard deviations and inferential statistics were used to analyze the quantitative data. Qualitative data was analyzed thematically through content analysis and the responses were presented in narratives. Tables and figures were used to present the analyzed data. The results revealed that there was statistically significant relationship between education financing by non-state agencies and participation rates in public secondary schools in Makueni County. The adjusted R square of 0.630 indicated that 63% of the variation in the participation of students in schooling in public secondary schools in Makueni County could be explained by provision of funding by non-state agencies in financing education. From this result, the study concludes that financing by non-state agencies does influence students' participation rates in public secondary schools in Makueni County, Kenya. The qualitative results also confirmed that education subsidies influence students' participation rates in public secondary schools in Makueni County, Kenya. The study recommends that government should increase funding to schools and also enhance the partnership with other stakeholders in financing education to enhance students' participation rates in education.

Key words: *Educational Subsidy, Non-State Agencies, Participation Rate*

Date of Submission: 27-08-2024 Date of acceptance: 06-09-2024

I. Introduction

Education is a dependable mechanism to improve people's lives through the acquisition of knowledge, skills and desirable attitudes. According to Sahlberg (2007), secondary education is important in the 21st century education systems for it serves as an extended platform for all young people to equip them with abilities to further develop their knowledge and skills that are needed in civic society and the knowledge economy. It further provides many young people with requisite qualifications for the labour market and further learning (Kamal & Joel, 2014). This means that once denied secondary educational opportunities, children have little chance of enhancing their livelihoods.

Governments around the world are in agreement that the ability to provide quality education for all and to respond to new priorities depends on the availability of adequate funding for education (OECD, 2016). Research in the United States shows that finance reforms on provision of resources in low-income schools reduced achievement gaps between highly and lowly resource endowed school districts (Lafortune, Rothstein & Schanzenbach, 2018). This makes it necessary to subsidize education so as to ensure that all citizens participate in education irrespective of the economic and socio-cultural barriers they may be facing.

A subsidy is aid often granted by a government to support critical parts of the economy that are thought to be vulnerable to external forces (Tarver, 2022). Education subsidies can either be from the demand side of from the supply side. Subsidies from the supply side are implemented to the supplier to enable the production of more goods and services. Tarver further notes that, this increases the overall supply of that good or service, which increases the quantity demanded by lowering the price. In education, the government does this by paying teachers, construction of classrooms and other infrastructure that support the provision of education services as well as incentivizing private sector to invest in the education sector. The demand side includes support to learners by government through payment of fees via education bursaries, funds for free learning, CDF bursary schemes, and other aspects of facilitation by government for learners to increase their quest for education. These facilitative acts by government increase enrolment and participation rates in education. Non-state actors also subsidize education to complement government's effort.

Participation is the act of being engaged in something. Participation rate in education is a percentage of number of students of a specific age enrolled in educational institutions at all levels of education to the population of the same age (UNESCO, 2021). Participation rates is indicated by attendance ratios and enrollment ratios as they both indicate the number of pupils participating in the school system as a proportion of the size of the overall population (World Bank, 2006). School attendance by students has to be regular if learners are to achieve the desired learning outcomes. According to Glasure (2002), there is a positive correlation between days absent and academic performance. Financial constraints is key among factors that contribute to absenteeism therefore educational subsidies have been rooted as a way of alleviating the problem of poor or non-participation in education.

Globally, poverty has been touted as a barrier to education access, and thus reducing education-related costs for households is an essential component of policies aiming to improve education participation (UNICEF, 2015). Generally, across Sub Saharan Africa, completion rates for lower and upper secondary school students stand at 42% and 30%, respectively (United Nations International Children's Emergency Fund, 2019). The gap in completion rates shows non participation rates in secondary education. It is estimated that the financing gap for delivering good quality universal education from pre-school to secondary education by 2030 in developing countries will be $ 10.6 billion which is four times what is provided by governments and official donors (UNESCO, 2015b). According to Steer, Julia, Emily and Michael (2015), in an effort to close this financing and delivery gap that seems to prevent participation in education, non -state actors, mainly religious and charitable organizations and private foundations are stepping in to subsidize education.

Non state actors in form of in form of NGOS, CBOS, Banks, benevolent organizations and foundations provide other forms of education subsidy. They are defined as individuals or organization that have significant influence but are not allied to any particular country or state (UNESCO, 2021). Carla (2022) lists top nine charitable organizations that fight for education globally as; Save the Children, Care, Plan International, Their world, United World Schools, World Education, Educate Girls, Asha for Education and Childhood Education International. They are justified to finance education because according to UNESCO (2015b), the financing gap for delivering good quality education in developing countries will be $10.6 billion between 2015 and 2030. This is four times the level currently provided by official donors, therefore this calls for non-state actors to chip in. In Kenya several non-state actors such as the Equity Group, Mastercard Foundation, KCB foundation and other partners run scholarships to support secondary education for top-performing children from poor backgrounds. For instance, since inception in 2010, Equity Group's wings to fly scholarships have benefitted more than 15,000 students and projects to offer scholarships worth in excess of Sh 1.16 billion annually (Equity Group Foundation, 2020). These initiatives offer comprehensive support for learners during their four years of education thus guaranteeing full participation in education to the beneficiaries.

Kenya is signatory to international conventions and regional commitments related to education, such as the Education for All (EFA) goals and Sustainable Development Goals (SDGs), among others. To show commitment to these treaties, the government has anchored the right to education in the constitution in articles 43(1) (f) 53(1) (b) and 55 (a) and in the Basic Education Act (2013) that guarantees the right of every child to free and compulsory basic education. As a means to achieving these goals the Government of Kenya continues to invest heavily in the education sector, committing about 5.4% of GDP to the sector (National Education Sector Plan, 2018-2022).

The government shows commitment to these goals by subsidizing secondary education through capitation grants per student of Ksh 22,244 per annum in all public secondary schools, giving bursaries through the National Government Constituency Development Fund Bursary Scheme and provision of textbooks. However, despite provision of these subsidies, non-participation is still prevalent in public secondary schools. For instance, a study conducted by Mwangi (2018) on the influence of educational subsidies on completion rates in public day secondary schools in Kitui County, Kenya established that, that 27.4 % of the students who had enrolled in Form one 2009 did not complete secondary school education in 2010 as stipulated. A Similar study conducted by Miako (2012), in Nyandarua County on school levies and their effects on access and retention since the introduction of

the free day secondary education programme, found out that many parents were unable to bear education costs, leading to low retention rates. The above studies did not address participation rates instead they addressed completion rate and retention rate respectively.

II. Literature Review

According to a framing paper in Washington, DC by Steer, Gillard, Emily and Latham (2015) on 'non state actors in education', charitable organizations finance education purely on a social motive with no expectation of pecuniary returns. The study was triangulated by mixing qualitative and quantitative methods and reaching out to the various stakeholders' involved in the education financing process. The current study used stratified random sampling to reach out to the participants of the study. Whereas the current study used questionnaires and interview schedules to collect data, the study under review used desktop reviews, interviews, field group discussions, surveys and process analysis to collect data. The study established that, charitable giving and non-state investments in education has the effect of alleviating financial constraints by augmenting the government's capacity to deliver education equitably. These findings resonated well the current study which in its objectives sought to establish the influence of education subsidies by non-state actors on participation rates in secondary education.

According a study in Ghana by Duflo, Dupas and Kremer (2017), Lottery awarded 682 secondary school scholarships to students who could not enroll due to lack of funds and who were at risk of dropping out and had started showing to poor participation due to lack of funds. The study under review was a baseline survey unlike the current study which used descriptive survey design. Whereas the survey involved longitudinal studies in form of extensive follow-up surveys administered in person after 5 years and callback surveys done annually, the current study involved a questionnaire and an interview guide administered on a one-off basis to all the respondents without subsequent follow-ups. From the study, students who received the scholarships were to pay for the cost of school materials, transport and feeding as it covered full tuition and fees for day students. The impact of the scholarship was that, beneficiaries were 26 percentage points more likely to complete secondary school and their learning improved, scoring an average 0.15 standard deviations greater on a reading and math test. This shows that financing from non-state actors goes a long way in improving learners' participation in education. The current study also endeavored to establish whether there existed such a relationship in the study locale.

A study by Business & Human Rights Resource Centre (2018) reveals that, a new frontier of the donors is emerging in Kenya – the corporate sector. Kenyan companies especially those supporting secondary education have significantly increased in the recent past. Wings to Fly scholarship by equity group which offers secondary school scholarships to academically-gifted children from needy backgrounds has benefitted more than 15,000 students since inception in 2010 and projects to offer scholarships worth in excess of Sh5.8 billion in five years. The study was done through document analysis and desk reviews unlike the current study that used questionnaires and interview schedules to collect data. According to the study, in 2018, Co-operative Bank offered scholarships to more than 700 students at a cost of Sh200 million every year, a programme which is internally funded by the institution. These initiatives enhance participation rates in education for the beneficiaries.

III. Methodology

The study utilized a descriptive survey design which provides information on characteristics of a population or phenomenon (Mugenda & Mugenda, 2008). Descriptive survey design was deemed suitable for the current study since it enabled the use of existing data to get representative and reliable information. Makueni County has two national schools, 22 extra county secondary schools, 59 county secondary schools and 302 sub county secondary schools; a total of 385 public secondary schools (MoE,2021). Only one national school was targeted. The target population was thus all the 384 Principals and all the 384 Deputy Principals in public secondary schools in Makueni County, bringing the total to 768.

All public secondary schools in Makueni County were stratified as National, Extra County, County and Sub-County Schools. Since Makueni County has only two national schools, one school was selected through random sampling technique. Stratified proportionate sampling technique was used so as to give proportionate representation from the rest of the school categories using Yamane's Formula (1967).

$$n = \frac{N}{1 + N(e^2)}$$

Where;
n is the Sample Size
N is the Target Population
e is the Level of Precision
This study used 95 per cent confidence level with ±5 per cent precision level
therefore N=384 and e=0.05

$$n = \frac{384}{1.96} = 196$$

Ratio proportionate sampling was employed to get the sample size of the Principals and Deputy Principals in each school category. The sample size for the Principals and Deputy Principals was calculated as a proportion of the target population (N=384) of Principals and (N=384) for Deputy Principals. The proportion of schools in each category (x) was calculated as a ratio of the target population (N), proportionate to the sample size (n=196) of the Principals and Deputy Principals as derived from Yamane formula. The summary of the target population and sample size of Principals and Deputy Principals according to their category is shown in Table 1.

In total 196 schools from all categories were selected to participate in the current study. To select schools from each category to participate in the study, simple random sampling was used in a manner that each school in each school category had an equal chance of being selected for the study. In the selected schools, the Principal and the Deputy Principal were requested to fill in the questionnaires. Purposive sampling was used to include all Sub County Directors of Education since they had requisite information that was important for the current study.

Table 1: Target Population and the Sample population.

School Category	**Principals/schools**	**Sample size(Principals) (x/384)×196=(n)**	**Sample size for D/Principals x/384)×196=(n)**
National	1	1(one random sample excluded from calculation	1(one random sample excluded from calculation)
Extra County	22	11	11
County	59	30	30
Sub County	302	154	154
Total	**∑(N)=384**	**∑ (n)=196**	**∑(n)=196**

The study utilized a questionnaire and an interview guide as research instruments, consisting of both closed and open ended questionnaires. According to Jagger & Vaithianathan (2009) one per cent (1%) of the population is adequate for pilot testing. Thus, the research instruments were piloted in four schools within the county which were similar to the sampled schools and that were not included in the sampled schools. To determine the reliability of the questionnaires, the researcher used test-re-test method during piloting. The questionnaires were administered in a sample of one school selected from different sub counties and the responses recorded. These schools were not included in the final sample.

Descriptive and inferential statistics were used to analyze data using Statistical Package for Social Sciences (SPSS) version 22. Quantitative data obtained from the research instruments was analyzed using descriptive statistics and presented in frequency tables, graphs and cross tabulation tables. Qualitative data obtained from responses to open ended questions and interview schedules were transcribed and reported in narratives. Linear regression model was used on quantitative data to indicate the influence of educational subsidies (that included non-state actors) on participation rates in public secondary schools in Makueni County as follows;

$$P_r = f(FDSE, NGCDF, SCNSA, TXB)$$

$Where\ P_r\ is\ Students\ Participation\ Rates$

$FDSE\ is\ Free\ Day\ Secondary\ Education$

$NGCDFis\ National\ Government\ Constituency\ Development\ Fund$

$SCNSA\ is\ Scholarships\ from\ Non\ State\ Actors$

$TXT\ is\ Textbooks$

The model to be estimated thus becomes a linear function as below;

$$P_r = \alpha + \beta_1 FDSE + \beta_2 NGCDF + \beta_3 SCNSA + \beta_4 TXB + \varepsilon$$

$Where\ \alpha\ is\ a\ Constant$

$\beta_1, \beta_2, \beta_3, \beta_4 are\ the\ coefficients$

$\varepsilon\ is\ the\ error\ term$

Responses in the questionnaires were analyzed in the five-point Likert scale ranging from 'strongly agree' to 'strongly disagree'. Bell (2005) advocated the use of a weighted means score where a mean score ranging from 4 to 5 will mean that the respondents strongly agreed with the statement. A mean score ranging from 3 to 3.9 will mean that the respondents agreed with the statement. A mean score ranging from 2.5 to 2.9 will mean that

the respondents were undecided on the statement. A mean score ranging from 2 to 2.4 will mean that the respondents disagreed with the statement. A mean score ranging from 1 to 2.3 will mean that the respondents strongly disagreed with the statement.

A total of 196 questionnaires were administered to both Principals and Deputy Principals in the sampled public secondary schools in Makueni County making a total of 392 respondents. The questionnaire return rate (response rate) is presented in Table 2 below:

Table 2: The Distribution of the Response Return Rate

Participants	Number Administered	Response Return Rate	Percentage
Principals	196	180	91.8
Deputy Principals	196	180	91.8
Total	**392**	**360**	Av. 91.8

Table 2 shows the distribution of the response rate from the various study respondents. According to the information presented in Table 2, 180 Principals and 180 Deputy Principals responded satisfactorily to the questionnaire giving a total of 320 responses. This represented 91.8 percent for both Principals and Deputy Principal respectively. The return rates were high because the researcher took the questionnaires to the sampled public secondary schools and a time limit of two weeks was given to the respondents. After two weeks, the researcher personally went round the schools collecting the questionnaires. The researcher found the return rates satisfactory according to Kothari (2004) who suggests that questionnaire return rate above 60 percentage points is adequate for analysis and reporting. This return rate provided the required information for analysis.

IV. Results & Discussion

Both the Principals and Deputy Principals were requested to indicate their opinion on the influence of financing by Non-State Actors on students' participation on Students participation rates. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree. The results were as contained in Table 3 below:

Table 3: Responses from Principals on the Influence of Financing by Non-State Actors on Students' Participation Rates.

Statement	**SA**	**A**	**D**	**SD**	**Total**	**Mean**	**Std dev**
Financing by non-state agencies has improved the frequency of students' school attendance	50.0%	40%	8%	2%	100.0%	4.07	0.997
Financing by non-state agencies is adequate to guarantee full participation of needy students in your school	8.2%	4.8%	58%	29%	100.0%	3.07	0.948
Completion rates have improved due to financing education by non-state agencies.	50.2%	46.8%	1.2	1.8	100.0%	5.19	.0998
There is strong link between financing education by non-state agencies and participation rates of students in your school	80.0%	17.0%	1.6	1.4	100.0%	4.96	0.912

The results from Table 3 show that 2.0% of the principals strongly disagreed, 8% disagreed whether the financing by non-state agencies has improved the frequency of students' school attendance. Majority of Principals represented by 40% agreed and 50% strongly agreed that Financing by non-state agencies has improved the frequency of students' school attendance. The mean also confirms that majority of respondents agreed (mean = 4.07) that financing by non-state agencies has improved the frequency of students' school attendance. The standard deviation for this mean which is 0.997 indicates that the principals were converging in their views.

The results also reveal that 29% of Principals strongly disagreed, 58% disagreed on the opinion that financing by non-state agencies is adequate to guarantee full participation of needy students in their schools. Few

of Principals represented by 4.8% agreed and 8.2% strongly agreed that financing by non-state agencies is adequate to guarantee full participation of needy students in their schools. The mean also confirms that majority of the Principals did not support the opinion agreed (mean = 3.07). The standard deviation (1.948) also confirms that there was actually divergence in their responses in regard to this statement.

It can be observed from the results that 1.8% of the respondents strongly disagreed while 1.2% disagreed. Majority of them represented by 46.8% agreed and 50.2% strongly agreed that completion rates have improved due to financing education by non-state agencies. The mean also confirms that majority of them agreed (mean = 5.19) that completion rates have improved due to financing education by non-state agencies. The standard deviation (0.998) of this mean indicates there was convergence in their views. It can be concluded from the findings that the completion rates improved due to financing education by non-state agencies in public secondary schools in Makueni County.

The results also show that 1.4% of Principals strongly disagreed that there is strong link between financing education by non-state agencies and participation rates of students in their school while 1.6 0% disagreed to the opinion. Majority of the Principals represented by 80% strongly agreed and 17% agreed that there is strong link between financing education by non-state agencies and participation rates of students in their schools. The mean also confirm that majority of Principals agreed (mean = 4.96) that there is strong link between financing education by non-state agencies and participation rates of students in their schools while the standard deviation (0.912) indicate that there was convergence of views.

Table 4: Responses from Deputy Principals on the Influence of Financing by Non State Actors on students' Participation Rates.

Statement	**SA**	**A**	**D**	**SD**	**Total**	**Mean**	**Std dev**
Financing by non-state agencies has improved the frequency of students' school attendance	54%	26%	16.8%	3.2%	100.0%	4.16	0.996
Financing by non-state agencies is adequate to guarantee full participation of needy students in your school	0	0	59.1%	41.9%	100.0%	4.04	0.944
Completion rates have improved due to financing education by non-state agencies.	59%	31%	8%	2%	100.0%	4.89	.0994
There is strong link between financing education by non-state agencies and participation rates of students in your school	60%	38%	2%	0	100.0%	4.76	0.918

The results indicate that 3.2% of the Deputy Principals strongly disagreed and 16.8% disagree on the opinion that financing by non-state agencies has improved the frequency of students' school attendance their schools. Majority of Deputy Principals represented by 54% agreed and 26% strongly agreed that financing by non-state agencies has improved the frequency of students' school attendance their schools. These findings are confirmed by the mean which also show that majority of Deputy Principals agreed (mean = 4.16) that financing by non-state agencies has improved the frequency of students' school attendance their schools. The standard deviation (0.996) on its part indicate that majority of the respondents were converging in their views.

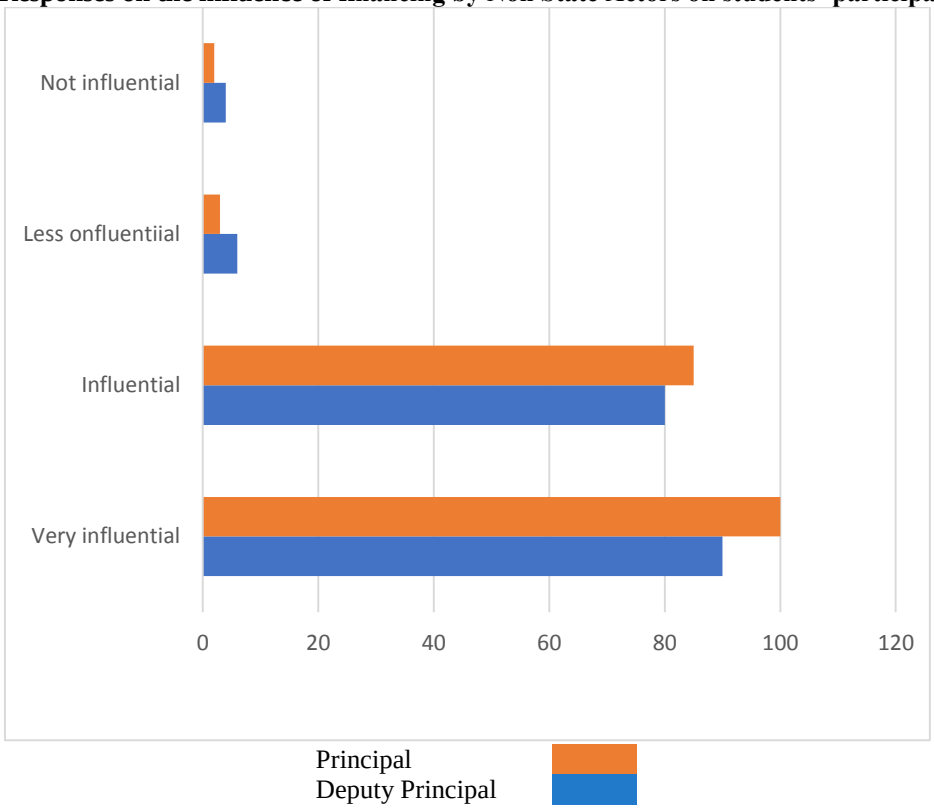
The results show that majority of Deputy Principals represented by 41.9% agreed and 59.1% strongly agreed that financing by non-state agencies has improved the frequency of students' school attendance their schools. These findings are also confirmed by the mean which indicate that majority of teachers agreed (mean = 4.04) that financing by non-state agencies has improved the frequency of students' school attendance their schools. The standard deviation (0.944) of the mean indicates that the Deputy Principals were converging in their views.

It is observable from the results that 2% of Deputy Principals strongly disagreed while 8% disagreed on the view that completion rates have improved due to financing education by non-state agencies. Majority of the Deputy Principals represented by 59% strongly agreed and 31% agreed that completion rates have improved due to financing education by non-state agencies. This opinion is further confirmed by the computed mean which

show that majority of Deputy Principals agreed (mean = 4.89) that completion rates have improved due to financing education by non-state agencies. Their principals have adopted a participatory approach in managing school activities. Generally, the views converge at (SD=0.994).

The results show that 2% of Deputy Principals disagreed to the view that there is strong link between financing education by non-state agencies and participation rates of students in their schools Avery high number represented by 60% strongly agreed and 38% s agreed that there is strong link between financing education by non-state agencies and participation rates of students in their schools. These findings are also confirmed by the mean which indicate that majority of the Deputy Principals agreed (mean = 4.76) that there is strong link between financing education by non-state agencies and participation rates of students in their schools. The standard deviation (0.918) of the mean indicates that the Deputy Principals were converging in their views.

Figure 1: Responses on the influence of financing by Non State Actors on students' participation rates.



The findings in Figure 1 reveal that 4%, 6%, 2% and 3% of Principals and Deputy Principals respectively were of the view that financing by Non-State Actors rates was not influential and also less influential in influencing students' participation rates in education. Significant number represented by 90%,80%,100% and 85% of Principals and Deputy Principals were of the view that Non-State Actors rates was were very influential and also influential in influencing students' participation rates in education. The findings indicate that all respondents view that financing by Non-State Actors rates influenced students' participation rates in education.

In testing the hypothesis that "*There is no statistically significant relationship between financing education by non-state agencies and participation rates in public secondary schools in Makueni County, Kenya,* a regression analysis was carried between the results of financing by non-state agencies and the Means of the indicators of participation (Dependent variable). The results are presented in Tables 5 and 6 below:

Table 5: Influence of financing by non-state agencies on participation rates in public secondary schools in Makueni county Kenya analysis Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.794[a]	.630	.630	.36156

a. Predictors: (Constant), financing by non-state agencies

Regression results in Table 5 indicate that the relationship between financing by non-state agencies and participation rates was positive but moderate (R= .794) because R^2 was not equal to 0 ($R^2 \neq 0$) but within 0 and 1. An adjusted R^2 gave a clear prediction. The adjusted R square of 0.630 indicated that 63% of the variation in the participation of students in schooling in public secondary schools in Makueni County could be explained by provision of funding by non-state agencies in financing education. To test if this analysis had significant prediction, the model significance was determined and analyzed in the ANOVA table presented in Table 6.

Table 6: Regression Coefficients of influence of financing by non-state agencies on Students' participation in education

Model		Unstandardized Coefficients		Standardized Coefficients	Hypothesis Testing	
		B	Std. Error	Beta	T	Sig
1	(Constant)	.744	.290		2.551	.019
	Financing by non-state agencies	.799	.067	.821	11.964	

a. Dependent Variable: Students participation rates in school

Table 6 presents the regression coefficients of the independent variable financing by non-state agencies guided by standardized and unstandardized coefficients (beta). It can be revealed from the analysis that financing by non-state agencies had a significant and predictive influence on the students' participation in schooling at *p value* of .019.

Results in Table 6 indicated that there was statistical relationship (0.019<0.05) between financing by non-state agencies and students' participation rates. Therefore, the null hypothesis which stated that there is no statistically significant relationship between financing education by non-state agencies and participation rates in public secondary schools in Makueni County, Kenya was rejected at 0.05 level of significance and the alternative hypothesis which implies that there is statistically significant relationship between financing education by non-state agencies and participation rates in public secondary schools in Makueni County was upheld. Based on the findings, a conclusion was made that financing education by non-state agencies and participation rates in public secondary schools in Makueni County are statistically dependent and that financing education by non-state agencies does influence students' participation rates in public secondary schools in Makueni County, Kenya.

From Table 3 we saw that 50 % of the Principals strongly agreed and 40% agreed that financing of education by non-state agencies has improved the frequency of students' school attendance. This was in concurrence with majority of Deputy Principals Table 4 represented by 54% who strongly agreed and 26 % who agreed that financing of education by non-state agencies has improved the frequency of students' school attendance. Similarly, the mean (4.07) of the Principals reported in Table 3 and that of Deputy Principals (4.16) reported in Table 4 summarize the findings in percentages and confirm that indeed majority of the Principals and Deputy Principals agreed to the statement. The standard deviation of Principals reported in Table 4.10 of 0.977 and that of Deputy Principals (0.996) confirm that both were converging in their views in regard to this statement.

The statement on whether financing of education by non-state agencies is adequate to guarantee full participation of needy students in their schools, both Principals and their deputies responded overwhelmingly that financing of education by non-state agencies was inadequate to guarantee full participation of needy students in their schools. The means of their responses for Principals (3.07) reported in Table 3 and that of Deputy Principals (4.04) in table 4 summarize the findings in percentages and confirm that indeed majority of the Principals and Deputy Principals agreed to the statement. The standard deviation of Principals reported in Table 3 of 0.977 and that of deputy Principals (0.948) in table 4 confirm that both were converging in their views with regard to this statement.

On whether completion rates have improved due to financing education by non-state agencies majority of Principals in represented by 46.8% agreed and 50.2% strongly agreed concurring with majority of deputies' views in Table 4 represented by 31% agreed and 59% strongly agreed that completion rates have improved due to financing education by non-state agencies reduced dropout rates in their schools. The means of their responses for principals (5.19) reported in Table 3 and that of deputies (4.89) reported in Table 4 summarize the findings in percentages and confirm that indeed majority of the principals and deputies agreed to the statement. The standard deviation of Principals reported in Table 3 of 0.997 and that of Deputy Principals in Table 4 of 0.996 confirm that both were converging in their views with regard to this statement.

The results also revealed that majority of Principals represented by 80% strongly agreed that there is a strong link between financing education by non-state agencies and participation rates of students in their schools. On their view, the Deputy Principals as represented by 38% agreed and 60% strongly agreed that there is a strong link between financing education by non-state agencies and participation rates of students in their schools. The mean of Principals at 4.96 and that of the Deputy Principals at 3.87 indicate that the respondents were agreeing to the statement.

Figure 1 indicates that 80% and 98% of both Principals and Deputy Principals were of the view that financing of education by non-state agencies was very influential in determining participation rates of students in schools. With this concurrence of evidence, it can therefore be concluded that financing of education by non-state agencies influences students' participation rates in public secondary schools in Makueni County.

Data from interview schedule confirmed that there is linkage between financing of education and students' participation rates in education. On the same note interview schedules revealed that Education subsidies in terms of non-state agencies like non-governmental organizations, faith based organizations and other international funding agencies largely increased students' participation in education. With this concurrence of evidence, it can therefore be concluded that Non state financing increased and improved students' participation rates in education influence students' participation in education.

Inferential statistics results in Table 5 indicate that there was positive but moderate (R= .630). Additionally, t test results revealed that there was statistical relationship (0.019<0.05) between financing education by non-state agencies and participation rates of students in their schools. From these results, there was concrete evidence to reject the null hypothesis and accept the alternative hypothesis. It was therefore concluded that there was positive but moderate relationship between financing education by non-state agencies and participation in education in Makueni County Kenya.

The findings brought forward by this study concur with studies done in Ghana by Duflo, Dupas and Kremer (2017), which note that non state actors like Rotary Foundation award secondary school scholarships to students who could not enroll in school due to lack of funds and who were at risk of dropping out and had started showing to poor participation due to lack of funds. From the study, students who received the scholarships pay for the cost of school materials, transport and feeding as it covered full tuition and fees for day students. The impact of the scholarship is that, beneficiaries likely to complete secondary school and their learning improved. This shows that financing from non-state actors goes a long way in improving learners' participation in education.

A study by Business & Human Rights Resource Centre (2018) also concur with the findings of this study by revealing that the corporate sector in Kenyan companies especially those supporting secondary education like Wings to Fly scholarship by equity group offers secondary school scholarships to academically-gifted children from needy backgrounds to assist them finance their education .Other Non-state actors like Co-operative Bank offer scholarships to many students. These initiatives enhance participation rates in education for the beneficiaries.

V. Conclusion

The study findings established that the relationship between funding education through non-state actors and students' participation rates was positive but moderate. The study also established that financing education through non-state actors on students' participation rates was influential in determining students' participation rates in education in public secondary schools in Makueni County Kenya. Further, the study results provided sufficient evidence to reject the null hypothesis. Based on the findings, the study concludes that financing education through non-state actors influences students' participation rates in public secondary schools in Makueni County, Kenya.

VI. Recommendations

From the study findings on "The Influence of financing education through non-state actors on students' participation rates" the study recommends as follows;

i. That the government should enhance its partnership with non-state agencies like local and international NGOs, Financial Institutions, Charitable organizations and other international agencies to continue financing education in schools.

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