Influence of Kenya Vision 2030's Education Policy on Quality Education in Public Secondary Schools in Nakuru District, Kenya

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ABSTRACT
The thrust of this study was to examine the level of attainment of the main   Kenya vision 2030s' education policy flagship targets and their influence on the enhancement of quality and equitable provision   of education in public secondary schools in Nakuru District, Kenya. The study was premised on Dale's cone of visual classification of learning experiences. The study used descriptive survey design. Stratified random sampling was used to select 10 principals from 24 and 32 teachers from 308, constituting 41.7 % and 10.3 % of the target population of principals and teachers in Nakuru District, respectively, to participate in the study. Questionnaires for principals and teachers as well as interview schedule for district quality assurance and standards officers were used to collect data. Qualitative data from interviews was analyzed thematically while quantitative data from questionnaires was analyzed using descriptive statistics. The major finding was that most schools in the study locale had inadequate human and physical resources, with most district schools lacking the critical human and instructional resources thereby compromising the attainment of the anticipated Kenya Vision 2030s' education policy flagships. In addition, there was skewed distribution of teaching and learning resources in favour of national schools thereby disadvantaging the district schools. It is recommended that the Government, through the Ministry of Education, should carry out resources rationalization in different categories of schools to ensure equitable and quality provision of education as espoused in the Vision 2030 education policy in Kenya.
Key Words: Vision 2030 Policy, quality education, Equity, public secondary schools, Nakuru District, Kenya.

I.INTRODUCTION
Background Information

Education policies and philosophies in Kenya provide a useful background and perspective in understanding the current state and problems that have beleaguered the education sector in the country (Njeru & Orodho, 2003; Orodho, 2014). In the contemporary world, improvements in student's quality achievements are recognized as the foremost objective of school reforms and restructuring efforts (Orodho, 2013, 2014). With this objective in mind, the recent Taskforce on education which was geared towards meeting the requirements of Vision 2030 and constitutional dispensation signed into law   August 2010 is one of the most prominent and visible action taken by the Kenya Government towards achieving this goal(Orodho,2013; Republic of Kenya,2012a,2012b,2013).

The education policy in Kenya vision 2030 emphasizes on the provision of globally competitive quality education, training and research to her citizens for development and enhanced individual wellbeing (Republic of Kenya, 2012a). According to the Institute of Policy and Analysis Research (2008) and Njeru and Orodho(2013), a number of commissions and ministerial task forces' have been detailed to review education sector policies, examples include: Ominde (1964), Gachathi (1976), Mackay (1982), Kamunge (1988), and Koech (2000).

The education policy in the Kenya vision 2030 emphasizes on providing globally competitive quality education, training and research to her citizens for national development and enhanced individual wellbeing. Therefore, education is viewed as a vessel to achieve the overall goal of the vision 2030 that aims to transform Kenya in to a middle income rapidly industrializing country that offers a high quality life to all its citizens in a safe and secure environment (Republic of Kenya, 2007a). According to United Nations Children's Fund (2000), quality education includes an environment that provides adequate resources and facilities, among others. In other words teaching and learning resources are contributors of quality education. In 1948, the United Nations Declaration on Human Rights proclaimed that education especially primary was a fundamental right to every child. The Dakar conference of 2000 reviewed developments in achieving Universal Primary Education in the African continent and so every country's educational thirst was to provide universal education.

The Education for All goals were set, which was further endorsed by Millennium Development Goals. Among other things they set targets to ensure that by 2015, every child will be able to complete a full course of primary schooling (Sifuna, 2005). The implementation of Free Primary Education and subsidized secondary education brought about challenges that include inadequate resources both in the primary and secondary sector. This is evident in that, increment in enrolment led to, overstretched facilities, overcrowding in schools especially those in urban slums, high teacher student ratio and high pupil to textbook ratio. Facilities and projects that were originally supported by parents and communities have also been abandoned as they assume that subsidized secondary education means that the Government will cater for everything and therefore are not willing to contribute financially to the running of the school.

These challenges have a negative effect on the quality of education for learners and the community as a whole, and subsequently secondary school performance (Keriga, 2009). It is therefore, in the above context that the Government of Kenya needs to make sure that the teaching and learning resources deployed in secondary schools are adequate so as to help gear the students in achieving the education policy in Kenya vision 2030. The amount of resources spent on education influences its quality and the amount of learning achieved. If the quality in education is high, the level of educational attainment and hence learners' contribution to the society when they complete school would be high and vice versa (Chiuri & Kiumi, 2005). Adeogun (2001) asserts that there is a relationship between availability of teaching and learning resources and academic performance.

Assessment of educational practice is becoming more and more important to college and school teachers (Tessier, Andoh, De-Forest, Juba &Odani, 2014). In one form, assessment is required for accreditation of academic institutions (Tessier, Andoh, De-Forest, Juba &Odani, 2014), and leads to important school-wide improvements based on those results (Shivens, 1997). In another form, professionals are increasingly encouraged to assess their own teaching and improve practices and to treat it as a form of scholarship (Richnic& Cox, 2004).These efforts give further credibility to the art of teaching and improve practices for the benefit of students, teachers and society(Benjamin & Prosser,2000; Tessier, Andoh, De-Forest, Juba &Odani, 2014). It is against this backdrop that this study was spurred into making an attempt to establish the influence of the education policy in Kenya vision 2030 on the provision of quality education in public secondary schools in Nakuru District.

Literature Review
Context of Current Research
Vision 2030 is Kenya's new development blueprint for 2008-2030 which aims at transforming Kenya into a middle income rapidly industrializing country offering a high quality life to all its citizens in a safe and secure environment (National Economic Social Council of Kenya, 2007). According to Republic of Kenya (2007b), Kenya recognises that the education and training of all Kenyans is fundamental to the success of the Vision and it will equip citizens with understanding and knowledge that enables them to make informed choices about their lives and those facing the Kenyan society. The education policy in Kenya vision 2030 emphasizes on the provision of globally competitive quality education, training and research to her citizens for development and enhanced individual wellbeing (GoK, 2007a). According to UNICEF (2000) learning can occur anywhere, but the positive learning outcomes sought by educational systems happen in quality learning environments. Quality learning environment includes quality school facilities, the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches, on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability and lastly class size (UNICEF, 2000). Performance of schools at national examinations can be termed as an indicator of quality education (Adams, 1993). For a school to deliver quality education, Aremu and Sokan (2003) suggest the following characteristics: effective learning materials, a well-maintained learning environment, teaching methodologies designed to encourage independent thinking, motivated and well-trained teachers, a well-designed curriculum, a valid and reliable examination system, effective school leadership, adequate financing and effective organizational structure and support.

Keriga (2009) states that as Free Secondary Education (FSE) was introduced in 2003, quality was compromised in the education sector in terms of overstretched facilities, overcrowding in schools especially those in urban slums, high Pupil Teacher Ratio and high pupil to textbook ratio. Facilities and projects that were originally supported by parents and communities have also been abandoned. Parents and community member feel they do not have to contribute financially to the running of school facilities now that Free Day Secondary Education has been introduced. These challenges have a bearing on the quality of education for learners and the community as a whole. In conclusion, what Kenya thirsts for is quality output, thus the input and processes have to be of quality.

Flagship Projects for 2012

Construction of new schools: To accommodate the increasing number of students graduating from primary schools, the Government plans to construct 560 new secondary schools (Republic of Kenya, 2007a). To improve the transition rate from primary to secondary schools by 75% by 2012, Republic of Kenya (2007b) affirms that the Government has to address the inadequate physical facilities at secondary level. The Government intends to construct more schools and expand and rehabilitate existing ones (Republic of Kenya, 2008).

Teachers' recruitment programme**:** The Government intends to employ 28,000 more teachers to improve the quality of education and to attain the required national standard of 1:40 PTR (Republic of Kenya, 2007b). According to Republic of Kenya (2008), to address the acute shortage and improve the pupil to teacher ratio, 21,400 primary school teachers and 6,600 post-primary institutions tutors will be employed. These will be distributed over the first MTP, with 6,000 teachers being recruited each year. The balance of 4,000 will be recruited in the final year during 2012/13. Republic of Kenya (2008) points out that some of the cost effective staffing measures that the Teacher Service Commission plans to take to ensure efficient teacher utilization include, the raising of the secondary school average teaching load from 18 hours to 20 hours per week, retraining under-utilised teachers to specialise in optional subjects, sharing teachers across schools as deemed appropriate, placing a lower limit on the class size for optional subjects and considering various options for retraining and redeploying the teachers below the cut-off teaching load level.

Computer Supply Programme**:** The Government intends to establish a computer supply programme to equip students with modern Information Technology skills (Republic of Kenya, 2007b). Republic of Kenya (2008) asserts that the program will target 20,000 public primary schools, 4,000 public secondary schools, 22 PTTCs, 2 diploma colleges and the 7 public universities. This programme is expected to increase the number of education institutions with proper ICT resources for effective delivery of education content in the digital and knowledge economy. The sector will scale up resource mobilisation towards establishment of e-school programme (Republic of Kenya, 2008).

Construction of boarding schools in ASAL districts**:** The construction of at least one boarding primary school in each constituency in the pastoral districts will ensure that learning is not disrupted as people move from one place to another (Republic of Kenya, 2007b). GoK (2008) asserts that building boarding schools in ASAL districts will go a long way to improve access and reduce regional disparities. Sensitisation programme will be organised to ensure that parents enrol and retain children in school. Grants will also be provided to low cost boarding primary schools to cater for operational costs at an estimated budget of KShs 4,000 per child annually. This programme will benefit the following districts: Mandera, Wajir, Ijara, Garissa, Moyale, Marsabit and Isiolo (Republic of Kenya, 2008).

The Republic of Kenya (2007a, 2007b) note that the following purposes are to be achieved through the Vision 2030 education flagship by the year 2012.

  i.   Raise transition rates in schools to address the issue of access and improve overall literacy levels, by pursing the following objectives:

   a.   Increase Gross Enrolment Rate in ECDE by 50 %

   b.   Raise the transition rate from primary to secondary level from 60 % to 75 %

   c.   Raise the transition rate from secondary level to university from 8 % to 15 %

 ii.   Raise the quality of education to improve productivity and competitiveness of Kenya's human resource pool, by pursing the following objectives:

   a.   Reduce teacher to student ratio from 1:47 to 1:40

   b.   Reduce textbook to pupil ratio from 1:3 to 1:1

   c.   Integrate ECDE into primary education.

iii.   Address inequalities to address disparities between male and female students and between different socio-economic groups and regions, by pursing the following objectives:

   a.   Attain gender parity at secondary school level.

b. Address the needs of learners with special needs.

c. Attain regional equity in school enrolment.

d. Introduce a national support mechanism for physically disadvantaged learners.

Global Issues on Teaching and Learning Resources

The quality of schooling depends, as Donald (1981) asserts, to a great extent on management of teaching and learning resources. He observes that the head of the school has the responsibility of ensuring the effective delivery of curriculum using all available resources - human, physical, material and financial. A resource therefore is used to make learning interesting and effective. Teaching and learning resources are selected to meet the requirements of instruction rather than the instruction being tailored to suit the peculiarities of a teaching aid (Kiruhi, Githua & Mboroki, 2009). Studies carried out by UNICEF (2000) noted the effect of teaching and learning resources on students' achievement. The first study was carried out in India where 59 schools were sampled, among these, only forty nine had buildings and of these, twenty five had a toilet, twenty had electricity, ten had a school library and four had a television. In this research, the quality of the learning environment was strongly correlated with pupils' achievement in Hindi and mathematics. The second study was carried out in Latin America which included 50,000 students in grades three and four. It concluded that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped. Therefore, to achieve the quality education, teaching and learning resources have to be adequate. Kiruhi et. al. (2009), expresses that learning resources are necessary because students tend to learn better and are therefore less dependent to the teacher and also make the learning more participatory and active. The teachers are probably the most important resource that any country has. This is because an efficient human capital development depends on the quality and effectiveness of teachers (Okumbe, 2007).

United Nations Educational, Scientific & Cultural Organisations (2008) argues that the success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that schools without teachers, textbooks or learning materials will not be able to do an effective job. In that sense, resources are important for education quality, although how and to what extent this is so has not yet been fully determined. A qualified teacher is one who is capable of helping their students learn, and have a deep mastery of both their subject matter and pedagogy (UNICEF, 2000). According to the same source, the training that teachers receive varies from country to country.

 For example in Cape Verde, Togo and Uganda, 35 per cent to 50 per cent of students have teachers who had no teacher training, while in Benin, Bhutan, Equatorial Guinea, Madagascar and Nepal, 90 per cent of students have most teachers having only achieved lower secondary education. UNICEF (2000) notes that, as a consequence of too little training, a number of teachers in China, Guinea, India and Mexico were observed to master neither the subject matter they taught nor the pedagogical skills required for good presentation of the material. This affects student achievement, since they depends largely on teachers' command of subject matter. When the students' achievement is negatively affected, the quality of education is compromised.

School-based Factors influencing the provision of Quality Education

Poor academic results in education are related to the teaching and learning resources allocated to it (Adeogun, 2001; Nyongesa, 2007; Sifuna, 2005; Orodho, 2013). Adeogun (2001) and Orodho (2013) contend that the extent to which a school attains her objectives is directly proportional to the teaching and learning resources available in the school.

Writing on school curriculum, Sifuna (2005) avers that the subject centred secondary school curriculum in Kenya requires distinct teaching and learning resources (Sifuna, 2005). The subjects covered are divided in to six major areas: Communication (English and Kiswahili), Mathematics, Sciences (Biology, Physics, and Chemistry), Humanities (Geography, History, and CRE), Applied Education (Agriculture, Business Education, Home science, Art and craft and Music). Other subjects are of a theoretical nature while others are of a practical nature and therefore each subject dictates the appropriate teaching and learning resources. For example, the science subjects require laboratories and science equipments, the language subjects require workbooks and text books, the applied subjects require teaching aids, workbooks and special equipments (Eshiwani, 1993). According to Nyongesa (2007), if these subjects are taught with inadequate teaching and learning resources, it may promote rote learning, thus producing individuals who are passive rather than individuals who are creative,

independent and innovative in doing things. Lack of teaching and learning resources may also cause a decline in the quality of education.

With regards to teaching methods, Kiruhi et al. (2009) note that methods of teaching refer to the processes and set procedures of teaching which tend to promote specific strategies of teaching. They argue that each strategy of teaching is associated with particular methods of teaching that promotes the particular strategy. Strategies of teaching can be broadly be categorized in to namely: expository teaching strategy and discovery teaching strategy. Expository teaching strategy requires the teacher to transmit knowledge, skills and attitudes while learners positively listen and make notes (Too and Mukwa, 2002). Some teaching methods associated with expository teaching strategy include: demonstration, viewing audio visual presentations, reading a textbook for information gathering. Discovery teaching strategy requires the teacher to facilitate learning and guide learner's activities. This entails providing learners with learning resources and supports their intellectual development, interpersonal, and social skills. It is associated with teaching methods such as project work, games, group work and debates (Kiruhi et al., 2009). Therefore, in the quest to use an appropriate teaching method, one has to consider the available teaching and learning resources. Some teaching methods cannot be effective without teaching and learning resources (Kiruhi et al., 2009).

With regards to financing of teaching and learning resources, Ngware et. al. (2007), Oketch and Ngware, and Orodho (2014) document that the main sources of secondary school funding in Kenya include households and the Government. Other sources of funds include private sector, religious organizations, communities, Non-Governmental Organizations, and development partners. Public resources mainly fund teachers' personnel costs and bursaries while households meet costs for provision of supplies and equipment, operations, maintenance, repair, and physical infrastructure. The funds allocated to the schools are supposed to cater for the teaching and learning resources. Among others, the Government responsibilities include, provision and maintenance of facilities, equipment and instructional materials in public and private secondary schools (Ngware et. al., 2007; Orodho, 2014).

Therefore, schools depend on these funds to budget for resources. Over the years, the delays in disbursing funds and inadequate funding for education and training programmes to support free secondary school education, is what has made financing teaching and learning resources hard thus frustrating both students and teachers (IPAR, 2008).

Statement of the Problem

Despite the fact that Vision 2030 is Kenya's new development blueprint and the excitement of reaching the outlined goals, current literature tend to indicate that this noble objective is rather elusive. Although the education policy in the vision 2030 emphasizes on providing globally competitive quality education, training and research to her citizens for development and enhanced individual well being, it is not clear whether the vision is within reach. As a contributor to quality education and training, teaching and learning resources make learning a stimulating experience and generally boosts academic performances. Therefore, to successfully attain quality education and training as stipulated in the education policy, the teaching and learning resources should be available, relevant and adequate. It is against this problematique that this study sought to find out the level of attainment of the said mission and vision as espoused in the Kenya Vision 2030 policy on education.

Purpose and Objective of the study

The purpose of this study was to examine the influence of Kenya's' Vision 2030's education policy on quality education in public secondary schools in Nakuru district, Kenya. The following were the objectives of the study

  i.   To examine the extent to which the Vision 2030 education flagship targets are being attained in public secondary schools in Nakuru District, Kenya

  ii.   To determine the influence of the flagship targets on   provision of quality education in public secondary schools in Nakuru District, Kenya.

Theoretical Framework

This study will be informed by Edgar Dale's cone of experience theory (1969). The theoretical framework adopted specific aspect of the ideas emanating from Dale's pragmatic views about the values of learners retention rate in the teaching and learning process and the audiovisual methods of teaching. The Cone of Experience is a graphical representation of Dale's model of visual classification on ways of learning experiences as illustrated in Figure1.
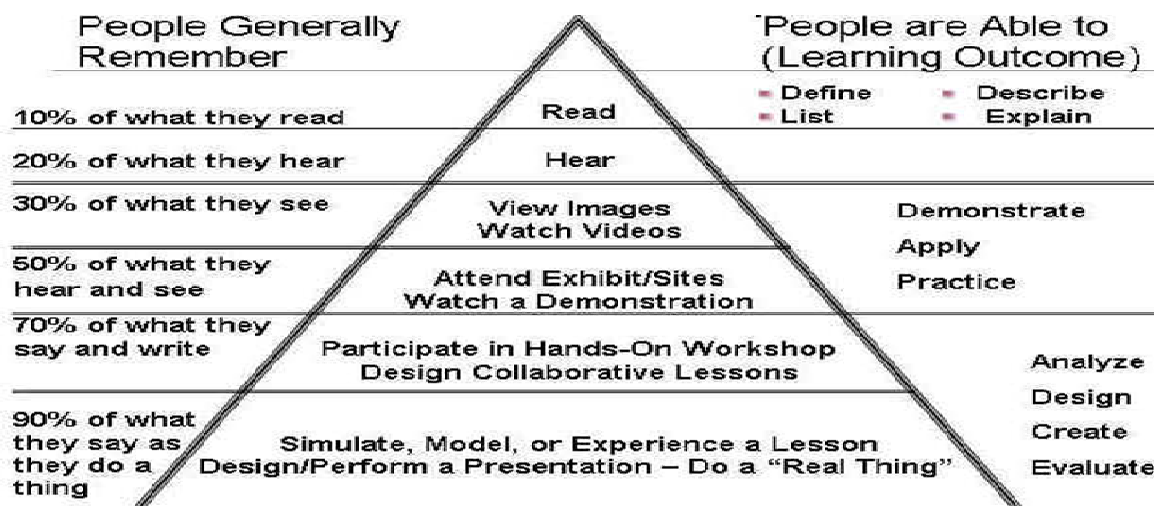
Figure 1 : Dale's cone of Experience (1969)

This theory assisted in the utilization of audio-visual methods in teaching that were used within the instructional technology field. The conical shape was used to create the symbolic depiction of learning from the most concrete level of experience located at the bottom of the cone to the most abstract level of experience located at the point of the cone. The cone implemented a series of varied experiences from the very basic to enhanced learning experiences with the intent to immerse the learner further within the subject matter in order to retain a greater knowledge of the material. The learner is meant to utilize a variety of senses at different intervals of experiences to create a direct learning process. Dale's cone of experience illustrates a journey from the most abstract methods of learning and more definite, concrete methods. The more definite concrete methods require adequate human material and financial resources.

This theory informs this paper on the assumption that it fits the study better than others. Dale holds a pragmatic notion that if learners are to have rich full deep and broad experiences and understanding then a rich combination of concrete and abstract experience should be provided. Therefore, teaching and learning resources have to be adequate so that different teaching methodologies can be employed to achieve quality delivery. Dale's argument could be embraced to imply that if a teacher is to practice quality delivery, he or she must be able to engage students in the learning activities for example, modelling a real experience, perform a presentation, participate in hands on workshop, watch a demonstration and design collaborative lessons. This calls for adequate teaching and learning resources in education institutions. He viewed teaching as taking place effectively when the learner can remember what he or she was taught over a long period of time. The implication is that quality environment should include adequate teaching and learning resources so as to bring out academic satisfaction; the reverse is presumed to be true.

II. RESEARCH METHODOLOGY

This study adopted a descriptive survey research design to plan and build the content of the study. Descriptive survey research design is used to investigate educational issues in education and other sectors and to determine and report the way things are or were (Brook, 2013; Orodho, 2012). The study used 13% of the target population as its sample size and as recommended by Orodho (2012), who suggests a sample size of between 10% and 30 % of the target population for research in education and   social sciences. Using simple random sampling, the 42 respondents (10 principals and 32 teachers) were selected from the target population of 332 teaching staff. The research instruments included a set of questionnaires for principals and the other set of questionnaires for teachers as well as an interview schedule for a quality assurance and standards officers in the study locale. The study adhered to the set logistical, ethical, human relations and legal implications of research as counselled by Orodho (2012) specifications. Thus, data obtained was treated with optimum confidentiality and schools in the district identified using coded numbers to conform to anonymity requirement and confidentiality.

III. FINDINGS AND DISCUSSION
Attainment of the envisaged flagship Targets
Teacher to Student Ratio
According to Republic of Kenya (2008), the Government planned to reduce the teacher to student ratio from 1:47 to 1:40 through the recruitment of 28,000 additional teachers by 2012. To measure to what extent this has

been achieved, the principals were asked to give the number of teachers posted in their respective schools and the average number of students.

 Figure 2 shows the average number of students in a classroom and the number of teachers in respective schools in public secondary schools in Nakuru District.

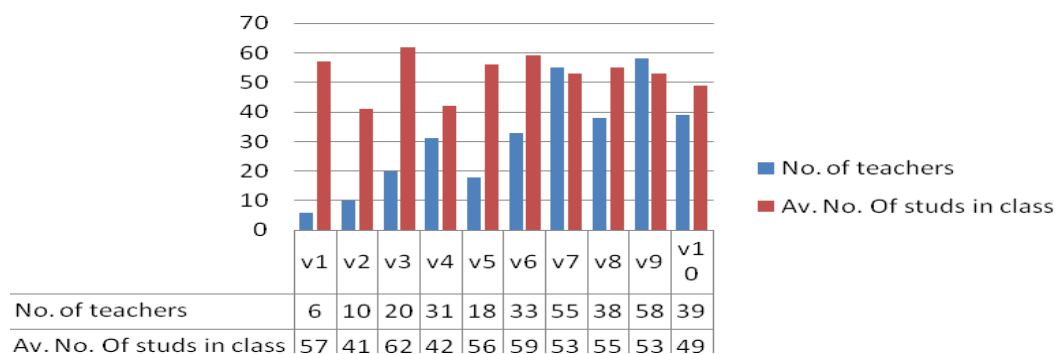|	v1	v2	v3	v4	v5	v6	v7	v8	v9	v10
No. of teachers	6	10	20	31	18	33	55	38	58	39
Av. No. Of studs in class	57	41	62	42	56	59	53	55	53	49

Figure 2: Teacher to Student Ratio

The information portryed in Figure 2 indicates that all of the sampled schools in Nakuru district have not attained the required national standard of 1:40 teacher to student ratio and are beyond the assumed Government teacher to student ratio on the ground, which is 1:47. The implication is that the quality of education in the study locale was being t compromised.

The findings also seem to suggest that most district schools labelled as v1, v2, v3, v4 and v5 have an average of 57,41,62,42 and 56 numbers of students respectively yet they record few numbers of teachers 6,10,20,31 and 18 respectively. In contrast, the national schools labelled as v9 and v10 have almost the same average number of students that is 53 and 49 respectively but they record 58 and 39 number of teachers. It was evident that the older the schools the more well staffed they are. These findings can also be attributed to the fact that all the national schools in Nakuru district are located at the town centre and therefore teachers are willing to be posted in such schools.

 It was also observed that in the sampled schools labelled as v7 and v9 which are provincial and national schools respectively, the number of teachers exceeds the number of students. This means quality delivery because of small teacher to student ratio. It was also observed that the school with the highest number of students among the sampled schools was a provincial school (v7) which recorded a total of 1064 students and a total of 55 teachers while the school with the most number of teachers (58) was a national school (v9) but recorded fewer students (897). This implies that the national school has lesser students compared to the provincial school but it has more teachers. According to Republic of Kenya (2012a), the Government has hired 18,060 more teachers; however, this study found that there is still scarcity of teachers in public secondary schools in the district.

Teachers against CBE

Curriculum Based Establishment refers to the recommended number of teachers by the Teacher Service Commission. The number of teachers in individual schools should reflect the CBE as required by the TSC statute. Figure 3 shows the number of teachers in respective schools against the CBE.

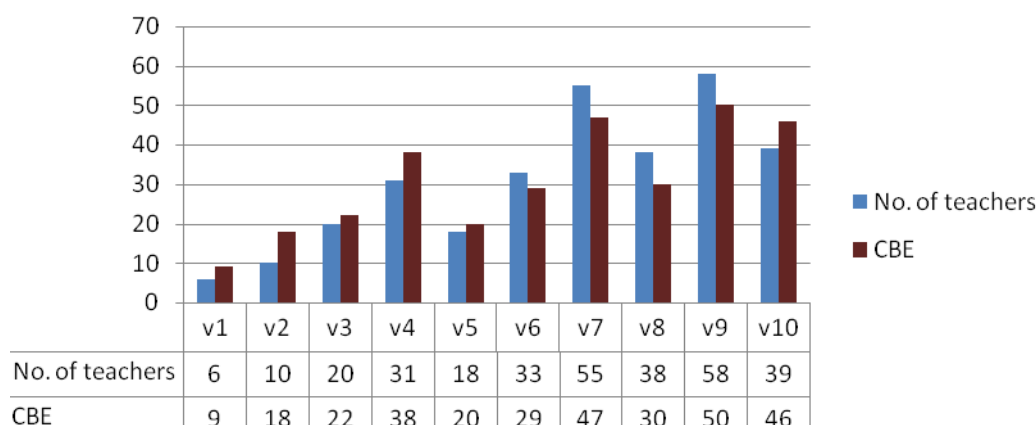|	v1	v2	v3	v4	v5	v6	v7	v8	v9	v10
No. of teachers	6	10	20	31	18	33	55	38	58	39
CBE	9	18	22	38	20	29	47	30	50	46

Figure 3: the number of teachers against CBE

Figure 3   reveals that only 40% of the schools have achieved the recommended number of teachers by TSC. Out of the ten schools sampled in this study, only four schools labelled as v6, v7, v8 and v9, have the recommended number of teachers. These schools include three provincial schools and one national school. This means that most national and provincial schools have adequate teachers compared to the district schools. This could be due to the fact these schools are located near the central business district of Nakuru town.

These findings also imply that 60% of public secondary schools in Nakuru district have not attained the required number of teachers. These schools include five district schools and one provincial school. This means that most district public secondary schools in Nakuru District have inadequate teachers which lead to big workloads among teachers thus compromising quality delivery.

Teacher's Workload
It was established that 70% of the teachers in public secondary schools cover 21 to 30 lessons per week. It also shows that 30% of the teachers cover more than 30 lessons per week, even though the required teaching load is 27 lessons per week. These implies that as the TSC plans to raise the teachers work load from 27 to 30 lessons per week, 30% of teachers in respective public secondary schools in Nakuru District already cover more than 30 lessons per week .Yet, to ensure efficient teacher utilization in raising the quality in education, the TSC planned to exercise cost effective staffing measures that includes raising the secondary school average teaching load from 18 hours to 20 hours per week (Republic of Kenya , 2012b). This means that every teacher's workload was to increase from 27 lessons to 30 lessons per week.

Textbook to Student Ratio
According to Republic of Kenya (2012b), the Government planned to increase the textbook grant issued to public secondary schools to reduce the textbook to pupil ratio from 1:3 to 1:1. To measure the extent to which this element of the education policy has been achieved, the head teachers were asked to state whether they have achieved the targeted textbook: student ratio of 1:1 in their respective schools. According to research, only 40% of the schools have attained the 1:1 textbook to student ratio. It was further observed that most of the schools that had achieved the 1:1 textbook to student ratio are the schools that have been in existence for long and therefore had adequate books even before the implementation of the Kenya vision 2030.   These findings seem to suggest that the Government has not yet met its defined target

Computer Supply Programme
To meet international standards, a computer supply programme was established by the Government to equip students with modern IT skills (Republic of Kenya 2011). This study found that only two of the sampled public secondary schools in Nakuru district have received computers from the Government in the quest of introducing ICT in secondary schools. According to the findings from an interview with a district quality assurance officer, only five district schools in Nakuru District have benefitted from the computer supply programme. The study further observed that the district schools that have benefitted from this programme do not have teachers that have specialised in computer studies. This could be attributed to the fact that students taking education at tertiary level are restricted to some particular subject combinations which excludes computer studies. According to this study, the Government has not achieved its target to equip learners with modern IT skills to steer Kenyans to achieve the education policy.

Construction of Schools

The Government intended to build 560 new secondary schools and expand or rehabilitate existing ones by the end of the year 2012 to improve access to education (Republic of Kenya 2008). According to Republic of Kenya (2012a), the Government disbursed 6.3 billion to 355 secondary schools, however, results from an interview schedule with a DQASO officer established that no new school has so far been constructed in the district .There is also no government record giving details on which 355 schools are being rehabilitated or expanded.

Quality Education on Performance

Quality education in this study refers to the utilization of adequate teaching and learning resources to produce valuable end result and performance refers to an indicator of the provision of globally competitive quality education, training and research. This study was interested in finding out the effect of the provision of quality education on performance. Teachers were asked to give their view on the effect on performance if quality education is provided. 70% of teachers believe that if schools are provided with adequate teaching and learning resources there will be an improvement in performance. Majority of these teachers argued that when teaching and learning resources are available, adequate and relevant, they may employ different teaching methodologies which encourage independent thinking. On the contrary, 30% of the teachers who were not sure if adequacy of teaching and learning resources affects students' performance stated that good performance depended on students, Intelligence quotient and hard work since some students perform above average in schools where resources are scarce.

Teaching aids

According to Dale (1969), learners remember 20% of what they hear and 50% of what they see and hear. Teaching aids are used to enhance the memory of the learners and aids in content delivery. Examples of teaching aids include: flash cards, flip charts, charts, posters, newspaper cuttings among others. To measure the availability and adequacy of teaching aids, the teachers were asked to state whether the teaching aids in their respective schools are available and if so, if they are adequate or not. The study showed that only 20% of district schools have no teaching aids. This could be due to the fact that most district schools have inadequate teachers forcing them to take heavy workloads and so have no spare time to improvise teaching aids if there are none. These findings further imply that all national and provincial schools in Nakuru district sampled in this study have teaching aids. This could be attributed to the fact that:

i.   Most of them have been in existence for over 10 years and thus available resources.

ii.   Most of these schools also have adequate teachers and thus have adequate time to improvise teaching

        aids due to having light workloads.

iii.   These schools also tend to have most resources and thus funds can be spared for teaching aids.

40% of district schools, 67% of provincial schools and all national schools sampled in the study recorded that they had teaching aids but they were inadequate. This could be due to the fact that:

i.   Teachers comfortably rely solely on textbooks.

ii.   Teachers are lazy to improvise the teaching aids since its time consuming.

It was further observed that the schools that have adequate teaching aids could be attributed to the availability of experienced teachers who understand the importance of conceptualizing abstract ideas.

Adequate Laboratories and Lavatories

According to UNICEF (2000) factors like availability of lavatories, clean water supply and physical resources such as laboratories have an impact on provision of quality education. Therefore, the teachers were asked if the laboratories and lavatories in their respective schools are adequate. Result show that 90% of the schools have enough lavatories and laboratories. This means that most schools have adequate laboratories and lavatories. This could be attributed to the fact that most of these schools are in the urban centre and so the health act is taken more seriously compared to their rural counterparts. However, it was observed that the quality of these lavatories and laboratories differed across the board.

Performance against Category of Schools

The final objective was to examine the influence of the rate of attainment of flagship targets on students' academic performance in the study district. Figure 4   below gives a summary of performance according to the different category of schools.
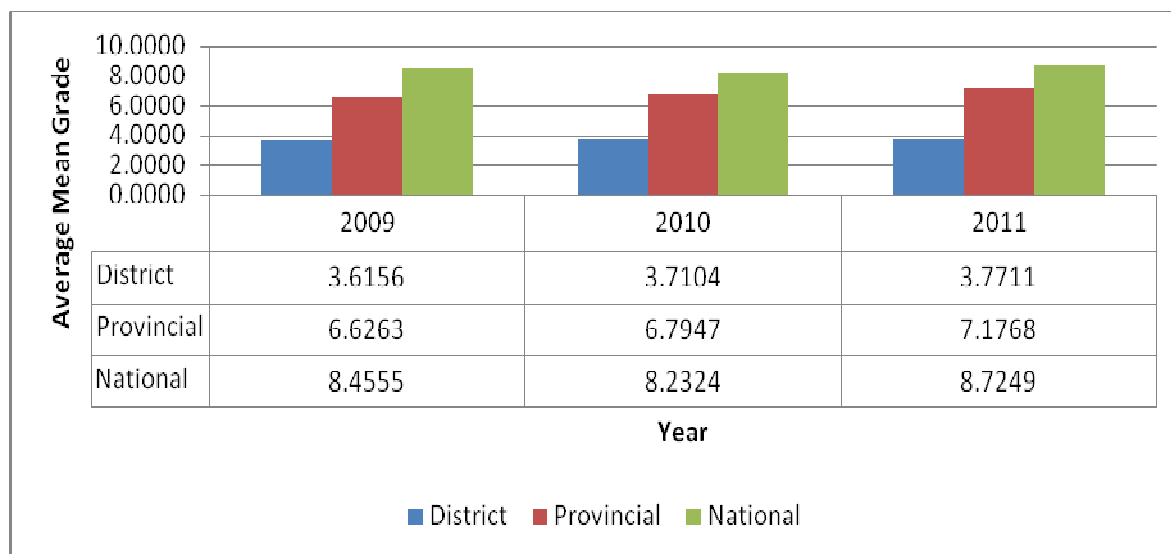
Figure 4: Category of Schools against Performance

Figure 4 shows that in the last three consecutive years, national schools performed best maintaining an average mean grade of B, followed by the provincial schools maintaining a mean grade of C+ and lastly the district schools maintaining an average mean grade of D+. This study in the previous findings found out that national and provincial schools have more teaching and learning resources than the district schools. The funds allocated to the schools are supposed to cater for the teaching and learning resources. Among others, the Government responsibilities include, provision and maintenance of facilities, equipment and instructional materials in public and private secondary schools (Ngware et. al., 2007; Orodho, 2014).

Yet, schools depend on these funds to budget for resources. Over the years, the delays in disbursing funds and inadequate funding for education and training programmes to support free secondary school education, is what has made financing teaching and learning resources hard thus frustrating both students and teachers (IPAR, 2008). However, these problems seem to be more concentrated in provincial and district schools, hence drastically compromising quality of educational attainment in these institutions across the study locale.

IV CONCLUSION AND RECOMMENDATION

The primary goal of this study was to examine the extent to which the Vision 2013 flagships were attained and their influence on quality education in the study locale of Nakuru District. Based on the findings presented above, some elements of the education policy in Kenya vision 2030 were identified. Some of these elements such as the teacher to student ratio and the textbook ratio have not met the targets set by the Government. The recruitment of teachers as an element has met its target but these teachers were unequally distributed in the district with higher allocation skewed towards the long established national and county schools.

It was further concluded that the national schools that had more resources than the district schools outperformed the district schools which had mediocre resource endowment. Thus, it is concluded that the education policy in Kenya vision 2030 on allocation of teaching and learning resources influences quality education in the district disproportionately.

 Based on the foregoing findings and discussions based on reviwed literature it is recommended that   teaching and learning resources should be distributed equiably across all schools in the district to jump start   quality education as stipulated in the education policy in Kenya vision 2030. Specifically, the following three recommendations are made:

i.   The Government of the Republic of Kenya, through the Ministry of Education should seek ways of ensuring that all public schools have adequate teaching and learning resources, especially qualified teachers.

ii. The Government of Kenya, through the Ministry of Education should ensure completion of stalled or on-going projects and resolve problems that have beleaguered the   education sector before unveiling new educational projects.

iii. The Government of Kenya, through the Ministry of Education, should carry out resource rationalization assessment   in different categories of schools to ensure equal and adequate distribution of resources.

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