

GOVERNMENT EDUCATION POLICIES AND SOCIO-ECONOMIC  
DEVELOPMENT IN MANDERA DISTRICT, KENYA

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In Partial Fulfillment of the Requirements for the Degree  
Master of Educational Management  
And Administration

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By

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October, 2010

### DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

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## DECLARATION B

"I/WE confirm that the work reported in this dissertation was carried out by the candidate under my/our supervision."

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## APPROVAL SHEET

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## **DEDICATION**

This book is dedicated to my dear parents Medina Hassan Mohammed and Sheikh Ali, who introduce me to academic life and availed the necessary resources to support me through the various stages of education. It is also dedicated to my dear wife Mariam I Odo, my beloved son Mansoor and daughter Nazlin.

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May God bless you all.

## **ACCRONMY AND ABBREVIATIONS**

UPE	-	Universal Primary Education
UNO	-	United Nations Organizations
GOK	-	Government of Kenya.
CDF	-	Community Development Fund
HELF	-	Higher Education Loans Fund
CHE	-	Commission of Higher Education
USLS	-	University Students Loans Scheme
USE	-	Universal Secondary Education
OVE	-	Orphan and Vulnerable Children
MDGS	-	Millennium Development Goals.
HELB	-	Higher Education Loans Board.
SPSS-		statistical Package for Social Science
DEO-		District education officer
AEO-		Area education officer

## **ABSTRACT**

The purpose of the study was to establish why there is a poor standard of living in Mandera district Kenya. The objectives of the study were; to investigate the relationship between Government education policy on universal education and standards of living in Mandera district Kenya. To establish the relationship between Government education policy on gender equity and standards of living in Mandera district Kenya. To establish the relationship between Government education policy on vulnerable groups and standards of living in Mandera district Kenya. This study adopted cross sectional survey design to analysis a large sample. The researcher used convenient sampling technique to select sample of 150 respondents out of 720 population including chiefs, counselors and local people. The researcher used a questionnaire as instrument in gathering data. SPSS was used to analyze data by computing frequency tables, means and standard deviation. The Pearson Linear co-relation co-efficient was used to test relationship between government education policy and the socio-economic development. The findings revealed a positive relationship between government policy and universal education. The findings revealed that majority of the respondents strongly agreed that government policy of compulsory education in primary and secondary has enabled all children access free education in all regions; a positive relationship between government educational policy and vulnerable groups; that government has to come up with a policy of promoting women through provision of capital to enhance their social economic development. The study recommended that the government should initiate development programmes to help the women and their children, the government should put strict laws on free primary and secondary education to enable all children access education in Mandera district, Parents of street children and Potential Street children should also be economically empowered with a view to make them self reliant and more effective parents, the government should also adopt gender equity in resource distribution and school construction.



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## **CHAPTER ONE**

### **PROBLEM AND ITS SCOPE**

#### **Introduction**

This chapter highlights the background to the study, the problem statement, the purpose of the study, objectives of the study, research questions, the scope of the study, and the significance of the study as well as the conceptual frame work of the study.

#### **Background of the Study**

The rise in the level of poverty in Kenya (the 1997 Economic Survey indicates that 46.8% of Kenyans live below the poverty line) is one of the major factors which discourage parents from investing in their children's education. Parents, and by extension, many communities, are not in a position to meet the ever-increasing cost of schooling adequately. Further, as a result of the introduction of the cost-sharing policy in 1988, parents are expected to meet 95% of recurrent costs of their children's education. Since the level of poverty has also gone up in the country and the costs of education and training at all levels have continued to rise, many Kenyans are unable to meet the cost of education and can no longer have access to education (Abagi, 1997a; MoE, 1996). As the level of poverty rises, child labour has become crucial for family survival. Child labour is increasingly employed in domestic activities, herding, and petty trade in rural and urban Kenya. Poor households, and in some cases children themselves, have to carefully analyse the opportunity costs of education. As a result, parents have

continued to send their children, particularly daughters, into the labour market—mainly as domestic workers in urban centres. Meanwhile, boys from the Mandera region areas abandon school in order to earn money as herders. In a situation where parents and children have negative attitudes towards education or do not see its immediate benefits, the consequence is a high drop-out rate. Social-cultural and religious factors, such as initiation ceremonies and gender socialization, are additional factors responsible for pupils' failure to complete education. In areas where traditional circumcision is still practised, some pupils are pulled out of school to participate in initiation ceremonies. Once initiated, some pupils develop negative attitudes towards teachers and school. In this connection, some circumcised boys are not ready to be taught by women—whom they now consider inferior. Similarly, some initiated feel that they are now grown up women who should get married. This is because, in some communities, girls or boys expected to get married immediately after they have been initiated. Pressure is therefore put on them to leave school and meet traditional expectations.

Although all this is happening there are other challenges and these include, poor funding by the government to the education sector, especially to the primary section which has continuously been reduced in order to cater for the newly introduced Universal Secondary Education, the efficiency of the UPE program to attain its stated objectives has been hindered. Standards of education have been

hindered, there is an increase in the dropout rate of the girl children compared to the boy children due to different circumstances, like early marriages, defilement, cultural traditions among others, and this has reduced the quality of education especially at primary level and in the long-run this will spread over all education levels. This is because UPE policy prohibits children from repeating a class which makes them to be promoted without the required level of performance hence poor grades. Irrespective of increasing the enrolment of girl children, the ratio of girls to boys in primary school is still low. This has increased the disparity in gender enrollment in primary school (PEAP, 2004).

There has been a reduction in children school attendance especially in government aided schools with preference of private schools due to reduced standards and performance in government aided primary schools. This is because the payments given to teachers are low and the teachers are not motivated to teach accordingly.

### **Statement of the Problem**

The government education policy is adopted to improve the quality of human life, accelerate economic growth and eradicate in equality and poverty among the people. Therefore the rationale for Kenya government to put in place education policy was to create an environment in which all Kenyans can expand their capabilities, opportunities and realize their potentials. Despite the implementation of the existing government education policy in place, many people in Mandera district Kenya have low self- esteem and some people are living in the state of disgrace. The level of poverty is still high and the living standards of people in the district is very low illiteracy rate, completion rate, and employment rate is very low as reported in Daily Nation of 6<sup>th</sup> April, 2009. Thus the gap between the rich and the poor still widens up and the rate of gender inequality is prevailing. More so many people in the district are living under state of social servilities, ignorance, apathy, misery and dogmatic beliefs. It is therefore the above reasons that the study is intended to examine government education policy and standards of living in Mandera district of Kenya.

### **Purpose of the Study**

The purpose of the study was to establish why there are poor standards of living in Mandera district Kenya.

## **Objectives of the Study**

The study was guided by the following objectives;

1. To establish the relationship between Government education policy on universal education and standards of living in Mandera district Kenya.
2. To establish the relationship between Government education policy on gender equity and standards of living in Mandera district Kenya.
3. To establish the relationship between Government education policy on vulnerable groups and standards of living in Mandera district Kenya. and pupils academic achievement in Gasabo district Kenya

## **Research Questions**

The study was guided by the following research Questions;

1. What is the relationship between Government education policy on universal education and standards of living in Mandera district Kenya?
2. What is the relationship between Government education policy on gender equity and standards of living in Mandera district Kenya?
3. What is the relationship between Government education policy on vulnerable groups and standards of living in Mandera district Kenya?

## **Research Hypotheses**

The study was guided by the following research hypotheses;

1. There is no significant relationship between Government education policy on universal education and standards of living in Mandera district Kenya.
2. There is no significant relationship between Government education policy on gender equity and standards of living in Mandera district Kenya.
3. There is no significant relationship between Government education policy on vulnerable groups and standards of living in Mandera district Kenya.

### **Scope of the Study**

Geographically, the study was carried out in Mandera District North Eastern part of Kenya. The district consists of five divisions namely; Elwak, Fino, Takaba, Rhamu and Mandera Central. Contextually the study focused on universal education, Gender equity and vulnerable groups and standards of living. The study was conducted between December, 2009 – September, 2010.

### **Significance of the Study**

The findings of the study were hope to benefit the followings people:

The government may use these findings to improve on their policies in regards to the standards of living of the people.

The research findings will also help the policy makers and implementers to direct their resources in terms of human resource, finance, and material equipments towards the motivation of the pupils and children affairs so that there may be gender balance in academic performance which would also help in raising the self-esteem of the pupils.

The policy makers may use this study to find out how Government education policies have been implemented in Mandera District Kenya.

The community will be able to know their role in society and be aware of the government education policy as regards to the universal education, gender equity and vulnerable groups.



## **Definition of key concepts**

**Gender;** is referred to as sex that is being male or female.

**Gender equity or gender equality;** refers to equal opportunities enjoyed by both male and female.

**Vulnerable groups;** are individuals prone to be abused in the community.

**Social economic development;** is improvement in peoples' standards of living socially and economically.

**Universal education;** is free for all.

**Government education policy;** is a guidelines concerning as far as education is managed.

**Standards of living;** is perceived level of living of people, it may be low or high depending on level of family income.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter reviews related literature on Government educational policy and social economic development. The relationship between variables was created to relate the following objectives: To establish the relationship between Government education policy on universal education and standards of living in Mandera district Kenya. To establish the relationship between Government education policy on gender equity and standards of living in Mandera district Kenya. To establish the relationship between Government education policy on vulnerable groups and standards of living in Mandera district Kenya.

#### **Theoretical Review**

The study is based on economic theory of general pricing put forward by Alfred Marshall's (1990). The theory divide into two parts- "value" and "distribution." The theory of value concerned it self with pricing of factors of production, primarily as a guide to understanding the division of the total products among the major social classes hence the designation of distribution. The theory of general equilibrium merged these two inquiries as parts of one pricing problem involving the simultaneous determination of both sets of prices. At the same time, Alfred Marshall's (1990) emphasis on supply and demand as a universal engine of analysis made it clear that the same analytical apparatus is applicable

to the pricing of final product; in both cases the problem can be expressed in terms of demand and supply. It is here that the pricing of final products and factors of production differs. The demand for final products reflects directly the utility attached to them; the demand for factors of production reflects indirectly, being derived from the demand for the final products.

The link between the demand for the final product and the demand for factors is closest when the amount of the factors required is rigidly and technically linked to the amount of product, i.e. every product is produced under conditions of fixed proportion of input. Economic theorists have built up a generalized theory of prices which can be used to analyse almost the whole range of pricing problems. For all these problems, such as, the determination of prices of consumer goods, wages rates, rates of foreign exchange and exchange prices. According to this theory, when the government education policies are clear and effective, there is fast growth in socio-economic development. The government education policy has improved the education sector and it gives an opportunity for the students to get free education such as free primary education and secondary education. This implies government education policy caters for construction of roads, schools, hospitals and catering for the needs of people in the community. The theory states that socio-economic development is based mainly on the government policy.

## **Related literature**

### **Contribution of government education policy on social development**

According to the literature review the government education policy has been a development tool to the developing world .It has been deployed to spear head development where by it improves health and reduces HIV/AIDS. According to Net Aid report (2005), educated mothers are 50% more likely to immunize their children than mothers with no schooling.is well known that the acquisition of literacy and numeral especially by women has impact upon fertility. More recently it has become clear that the cognitive skills required for making informed choices about HIV/AIDS risk and behaviour is strongly related to levels of education and literacy (EFA Global Monitoring Report, 2005).

According to Net Aid report (2005) more production farming due to increase in female education accounts for 43% of the decline in malnutrition achieved between 1970 and 1995.However,failure to educate girls and women perpetuates needless hunger. Gains in women's education contributed most to reducing malnutrition in between 1970 to 1995 playing amore important role than increased food availability. Education policy in Kenya has generated a lot to be admired. The distribution of national cake to all part of the country has contributed national equity in terms of development. Human rights, gender equity and social economic development has been enhanced through the education policy .There is a good evidence to suggest that the equality of education as a measure by test scores has an influence upon the speed with which societies can become richer and the extent to which individuals can improve their own product and incomes (EFA Global Report 2006). It is well established that the distribution of personal incomes in society is strongly related to the amount of education people have. However, research shows high private

returns to primary education, as long it is measured in terms of attainments of basic skills and not years spent in school.

There is strongly evidence in favour of a contribution of education policy to economic growth if educational outcomes are taken in account: A study using international adult literacy survey data shows a strong relationship between measures of literacy in the labour force and economic growth (Boissiera,2004). A child in subSaharan Africa can expect to attend five to few years of primary and secondary schooling than a child in Western Europe or the Americans. (Global monitoring Report,2006).In Africa only 62% of pupils complete primary school education and therefore ready to pursue their studies ,compared to an average completion rate of 94%in North America and 88% in Asia.(UNESCO, Report 2005).

### **Government Education Policy and Development**

According to world development report (1991),it asserts that development is the process to improve the quality of human life, whereby better quality of life generally call for higher income and national institutions as well as the acceleration of economic growth , the reaction of inequality , and the eradication of poverty. Development in its essence must represent the whole gamut of change by which an entire social system tuned to the diverse basic needs and desires of individuals and social group within that system moves away from a condition of life regarded as materially and spiritually better.

Therefore through the education policy, the development process in Kenya has been enhanced by enabling Kenyans to be able to increase the availability and widens the distribution of basic life sustaining goods such as food, shelter, health and protection. To raise the level of living through getting higher incomes and the provision of more jobs, better education and greater attention to cultural and

humanistic values to expand the range of economics and social choices by freeing them from servitude and dependence and free from ignorance and human misery (Todaro,1988).Therefore the education policy in Kenya has enhanced equality and created a sense of emancipation from alienating material conditions of life and from social servitude of nature, ignorance, misery, and dogmatic beliefs.

According to UN Human Development Report (1994), asserts that human beings are born with certain potential capabilities .The purpose of development is to create an environment in which all people can expand their capabilities and opportunities can be made enlarged for both present an future generation. The education policy enables Kenyan to have their self esteem which is the sense of worth and self respect. This makes them not to be used as a tool by others for their own ends. All people and societies seeking basic form of self esteem, although may it call authenticity ,identity, dignity, respect, honor or recognition (Todaro,1998).Education policy therefore is put in order to enable Kenyan to gain self-esteem, which is denied in some societies living in a state of disgraceful or underdevelopment. Higher education has supported development in the following ways.

a) Income growth.

Higher education contributes to labour productivity, entrepreneurial energy and quality of life. It also enhances social mobility and encourages political participation. However, it strengthens civil society and promotes democratic governance, it does this by creating public goals such as new knowledge .It acted as catalyst for rapid development by providing a safe space for free and open discussion of the values that define the character of a nation's development (Peril, 2000).Economic growth is a powerful determinant of poverty alleviation an improvements in peoples lives. Thus higher education contribute to growth,

therefore, means better living standards for people at all level of society.

b) Enlightened leaders

Through higher education leaders get confidence, flexibility and breadth of knowledge and technical skills needed to effectively confront the economic and political realities of the twenty first century (Peril, 2000).It also generates cadres of well-trained teachers for all levels of the education system.

c) Expanding choices

Development is fundamentally concerned with expanding the choices of people can make. However, higher education system offer wide range of quality options for major achievement ,bolstering social mobility and helping the talented to fulfill their potential( World Bank,2000).

d) Increasing relevant skills

Higher education is absolutely necessary for training scientists, engineers and others to help invent, adopt and operate modern technology in all sectors. When scientist in developing countries are inspired to define and address local problems they likely to contribute to appropriate solutions in vital areas as environmental protection, the prevention and treatment of illness, industrial expansion and infrastructure provision(Peril,2000).

It is assumed that education has an important influence on people's understandings of and support for democracy. The World Bank argues that investment in education is essential for advancing towards democracy and improved governance ,primary school, even not completed has a positive effect

on people's preference for democracy. However more nuance level of support democracy, which involves the explicit reflection alternatives to democratic rule, is strongly associated with secondary and higher levels education experience. However, more robust support for democracy requires participations at secondary and higher level education. (Stasavage, 2005).

It is argued that democratically elected governments may have greater incentive than authoritarian regimes to provide their citizens with primary schooling. It is argued that democracy may be reinforced by primary education encouraging democratic attitudes (Boissere, 2004). This issue of primary education has been prominent in recent election campaigns in some African countries, including Uganda, Malawi, Tanzania and Kenya.

### **Government Education Policy on Gender Equity and Standards of Living**

Young females receive considerably less education than young males in Kenya. Female's enrollment in primary and secondary school is lower than that of men by at least 10% (Eshiwani, 1993). The development process in Kenya has been hindered by gender discrimination on education. Although the policy of UPE is in place the gap still exists and it also reinforces social inequality. Education policy aims at ensuring equality of opportunities in education.

According to Torado (1998), the universal provision of all stages of education will definitely break the gap between gender, class and ethnic group. However, in Kenya there is class conflict and cross cut by gender issues. For women the questions whether state has enabled them to become full citizens in democratic society has been long standing, characterized by nation patriarchal state, dominated by and not in the interest of women. The UPE has enabled women to increase their participation in the process of alleviating poverty. Therefore the education policy has created democratic education that works towards producing



men and women who have tastes, knowledge and character supportive of a democratic regime. The education of women does effect there fertility behaviour, primary through mechanism of raising the opportunity cost of their time in child rearing activities, then it follows that unless sufficient employment opportunity for women can be created the reliance on educational expansion as policy instrument for lowering fertility will be much less effective (Todaro,1998). Therefore educating women has been shown to be critical ingredient in breaking the vicious multigenerational cycle of poor child health, low educational performance, low income and high fertility.

In many developing countries girls have fewer opportunities for schooling than boys have and where education system are poorly developed only on tiny proportion of girls receive any schooling at all. These patterns are both inequitable and inefficient. Wide gaps in the opportunities for schooling mean that most girls will grow up without the personal human capital advantage that most boys will have. They also imply efficiently losses to the extent that poorly educated girls will be less effective than other girls in their future roles as care givers and managers at home and as workers in the labour force. However, feminist activism asserts that schooling opportunities for girls will improve naturally as education system develops and economic conditions improve .Thus improving girls' education is asocial, if not economic. The level of women's education affects economic productivity, child health and welfare and influence the length of time girls are sent to school (Swainson, 1995). The number of female heads at primary school level in Kenya is 7% of the total, hence in any training or mentoring situation men out number women heavily. The situation in Kenya as reported by Eshiwani (1993) indicates that opportunities for girls to receive primary and secondary education are improving year by year.

## **Parent's Involvement in the Social Development Process**

As may be noted, the efforts of government to provide universal primary education are not enough to meet the education needs of the children. For this reasons, parents in particular have a crucial role to play in education of their children. However, to gain confidence and participation in school activities throws a big challenge to be resolved because they believe that Universal Primary Education is doing everything for them. This task is winning confidence and eliciting parent's participation in learning process in a worth while endeavor, which should involve teachers, public and government (Eshiwani, 1993). Farrat (1980) involvement of community in the school particularly in rural areas was potentials for stimulating development and bringing new life vast areas in Africa that are gradually dying but requires teachers, public and government. Meanwhile, Combs (1985) identifies poverty as an amajor obstacle to parent's involvement in school activities, which has hindered universal participation in learning process.

The increased pupil population demands construction of new structures at schools, which include classrooms, stores. Staff houses, libraries and pit latrines. One of the roles of the parents in the Universal Primary Education programme is to contribute labour or materials for improving school environment and facilities. However, if parents fail in this obligation; the learning will not be effectively done. Maicibi (2005) participation of the poor in their own development has been measured as key factor in the success projects. It is an essential part of human growth that is the development of self-confidence, pride, initiative, creativity, responsibility and co-operations.

However, the nature of Universal Education in Kenya, which is not completely free, has given many parents some negative attitudes. To them, when Universal Primary Education was introduced they had thought it would relieve them from

the burdens of education costs, hence non-involvement in school matters .Participation by the people in the institutions and systems, in which the govern their the lives, is a basic human right and also essential for realignment of political power in favour of disadvantaged groups and for social and economic development.

## **Education and Employment**

Formal employment refers to when a person obtains a job at the prevailing wage rate when one is willing to work. Employment is any form of occupation whereby the individual applies his/her skills in a work environment to earn a living. At times people use their skills not merely to earn an income or a living but also for self-satisfaction. Employment therefore is any activity, which involves manpower skills input to create output. (Maicibi, 2005). The world today is changing so fast that it requires highly sophisticated skills and training for one to fit and function properly. Those who cannot cope with modern education trends and related technical and professional training become victims of unemployment. (Maicibi). Most jobs and occupations have educational requirements for entry and advancement, thus the structural forms of schooling correspond closely with the organizational bonus of work. Schooling attainments represent an important mechanism for determining social and occupational mobility from generation to generation. Education brings about specialization, which means individuals doing the work they are most qualified in or they are most efficient. Many organizations have been established on an interpersonalised basis. Such organizations are set up for professionals in specific fields .one of their basic characteristics is that they are professional and bureaucratic; consequently, tend to offer employment to graduates in the required related fields. In such interpersonal organization; it is only individuals who have received the specific and required education that will be offered employment.

In our societies today, the basic forms of formal education correspond to the basic forms of work organizations. The way the work place is organized, treats person from different social class backgrounds differently. What is striking though is the fact that people who have educational advantage generally occupy the most remunerative, powerful and high status positions. Education also helps to produce both general cognitive skills and specific vocational ones, which also skills required in the field of job creation. Education also produces in the receiver positive values about society and how one brings about continuity in the society. This is done through job creation and expansion of opportunities for the young generation. Schools also do and can teach about dynamics of society as they relate with the job market. Students learn that rewards come as result of individual efforts and productivity. The educated person is ready to create jobs for himself and for others. In Africa, for example, through education, students learn that the economy is in dire need of job creators not job seekers. As a result, a number of school graduates have turned out to innovative by starting private organizations and firms which provide jobs for themselves and others. When educational reforms such as career education that is career guidance about knowledge of nature of existing jobs are incorporated into the educational content, they help to improve career content of curricular to provide periods work and schooling interspersed in then schooling cycle, at university level, courses are introduced and thus increased. Consequently, as the students graduate they have the experience and can initiate new opportunities of creating work for themselves and others.

Through education organizations, employers are able to recognize job content and make organization improve performance and thus increase employment opportunities in the long run. Decentralization, for example, as well as spreading

of tasks evenly to fit the needs and capacities of the increasing complexity of gradates is one way of expanding employment opportunities. As sophisticated and highly trained labour force also encourages entrepreneurship and employment, which will play an enhanced role in future job creation.

Highly trained and highly skilled professionals are able to carry out businesses investment activities in the private sector which purposefully create job opportunities for the general "education has become a major source of skills and trained talent" (Vaizey, 1962:89). This indeed, means that education can help create employment opportunities once those skills and trained talent are put to proper use. One needs skills and talent to establish a firm that will provide employment opportunities. Education develops skills like, analytical power, physical strength, commercial caniness, judgment and others. Citizens' employment is profoundly affected by their education. The more educated they are, the more likely they are to be employed. Vaizey (1962) further argues that formal education is the step toward a marketable skill, and skill is the step forward success. However, he also asserts that; education should develop imitiveness and creativity; to this, it is necessary to have a broad curriculum. It is the broad curriculum, which will produce varied individuals who can fit in the variety of work, situation that can create employment opportunities for others.

Every society has specific forms of work that derive from the particular ways in which the society is organized. In traditional society, adults must be able to directly produce the foods, cloth and shelter that are required for existence and comfort. In advanced industrial societies, adults must be able to function as workers in large bureaucratic enterprises, in which most jobs are unconnected with the production of daily needs and where work is broken down into highly routinised and repetitive tasks. The proceeds from such functions can then be

used to acquire the necessities of life or any luxuries that can be afforded. In each situation, the societies can only reproduce their forms of work from generation to generation if the youths are educated to perform in appropriate work roles by the time they attain adult status.

The traditional sources of preparation for adult responsibilities such as family, church apprenticeship and community are no longer adequate for preparing the modern industrial worker. It is generally accepted that an important factor for the rise of universal and compulsory formal education was the need to inculcate in the young the attributes necessary to modern work enterprises.

Education planners it is necessary to grasp the behavior condition that link education and work in order to plan and implement the education reforms that are designed to better prepare the youth for the work place. One theory asserts that the major function of schools should be the preparation of learners in the appropriate numbers with suitable skills and behaviors to serve the system of production. The implementation of this theory is that schools should be designed for "social efficiency" by preparing products for the existing economic. In this wise, the criterion of success is the degree to which the schools provided trained manpower to fill the needs of firms.

To a large degree the field of educational planning is based upon the assumption about the relationship between education and job. The most planning tools assume that pattern of curriculum and enrolment, as well as the quality of instruction should be measures against the needs of trained workers (Balughu, 1970). This means that the system of education considered being subservient to the system of production and its needs for workers. It implies that the system of education is a dependent variable to production requirements.

The external labour market is important for people at the start of work life. Young graduates seeking employment, or the people in their market work, form a labour queue. Position in queue depends on characteristic which will vary over time but which will always include educational qualifications. Place in the queue may be affected by colour, sex or employer's prejudiced but people at the head are judged more eligible by the kind of training (education) they have had in choosing people from the labour queue, the main concern is always to avoid bad risks of those workers who are not likely to give returns on specific educational investment. Specific training is acquired mainly on the job and formal education is of much relevant background to it.

The case of expenditure on education is commonly urged from the return it brings to the individual. In human capital theory education endows a person with capacity, which then enable him or her to earn a return on cost incurred in tuition fees and earnings foregone. Therefore, an educational strategy must be designed to fight unemployment amongst the young people and must concentrate on providing skills to make them more employable. However, to be effective, this strategy must take into account their attitude and distinguishing characteristics. The following points illustrate the role of education in creating employment opportunities.

Education helps to bring about improvements and innovations through the promotion of research and intellectual ability. Higher productivity resulting from the use of better educated and trained manpower will eventually lead to the production of job makers and not job seekers. This subsequently creates more job opportunities for more educated people. Emphasis on education to link learning to technology in order to produce adequate supply of skilled manpower to realize higher productivity will mainly depend on the type of education, its

quantity and quality, acquired which leads to the creation of more employment opportunities.

Education also impacts on the economy by providing the tool for economic development because it equips the individuals with new skills and knowledge, which empowers human resources to exploit the environment and the resources. The exploitation of these resources is crucial for economic development. The new skills acquired through education enhance the marketability of the production leading to rise in employment opportunities and handles the crucial problems of unemployment or underdevelopment.

It is worth noting that education is a powerful tool for transformation of society. Besides being an inherent right, education plays an important role in economic development by creating a more productive labour force and imparting on it increased knowledge and skills. It prepares the recipients for employment in the public and private sectors of the economy. It provides employment and income generating activities to group of people such as teachers, doctors and lawyers and so forth. Education can liberate people from vicious cycle of poverty, dependency, ignorance, diseases and indignity. For instance, in institutions, there are teachers, administrators, labourers, typists, cleaners, cooks gardeners and others. These are all employees who earn a living courtesy of the institutions. Thus the more the institutions, the more employment opportunities for the citizens. Education not only provides skills for performing different, vocational tasks, it also demonstrates social values in promoting upward mobility in the society, and thus education act as screening devise to select the best people for the best jobs. People are matched to jobs by criteria, which may be associated with acquired quantity and quality education, though education may not be the sole determinant of productivity.

The usual practice of recruiting graduates for certain jobs according to certain educational qualifications leads new job seekers to believe that they are



entitled to such type of jobs. This confirms that education contributes to social-economic development, and thus plays a significant role in creating employment opportunities. The greater economist Marshal pointed out many years ago; that the pay back period of educational investment can be very long. For those contemplating professional or vocational education that equips a person to enter skilled trade or profession, the skills acquired might be employed for as long as 40 or 50 years. For this reason, assessment of expected returns require projections and predictions of specific skills valuation and hence creation of employment opportunity.

A variety of formal and informal social institutions arises and combines to deal with employment problems. Some knowledge of work environments and the nature of different types of occupation are communicated through school system itself. Many governments activity forecast and publish current and expected employment trends, national needs and probable shortfalls or surplus across job categories. Many trade and professional associations collect data on member's incomes, the volume on the new entrants and retirement. Such data give the educated the opportunities to find available jobs in the market.

Education leads to social mobility. This can be perceived as correct because citizens of a country can have the privilege to study in the other countries that may include African countries. Such privilege exposes the students to the way of life as well as the need of globalised world that after the study, these individuals will find it easy to work anywhere. Thus education enables them to be flexible in their employment life. Normally, students who study abroad also find employment there especially if they served their internship there. Economic growth requires much internal migration of workers to adjust to changing job opportunities. Consequently up the above presentation, black people are found in the blown (white) people's land and vice versa.

Through education, a foreign and especially an international language could be learnt which enables the learner to be able to find employment in the wider scope of job market. For the case of African countries, a mastery of English language has now become a major requirement if meaningful employment is to be got both in and outside Africa. Thus education can give one the language skills needed for job qualification. It, therefore multiplies one's chance of employment. Education gives practical experiences from the past by the study of various subjects such as history and economics. A person can base on such knowledge, can be innovative by knowing what had worked well in the past that might work well in the present, or what failed in the past but know has solution and thus can work in the present.

The various educational programmes one is exposed to, a lot of opportunities and choices for one. At the various stages of career study, people build and rebuild their career dreams, by the time of completion of their studies; they are most likely to have made a choice on what exactly they want to in life. They may even know what is needed in terms of skills as well as resources to do that. Thus education opens a number of employment opportunities for people. But on the contrary, those that are uneducated normally have limited choices to select from.

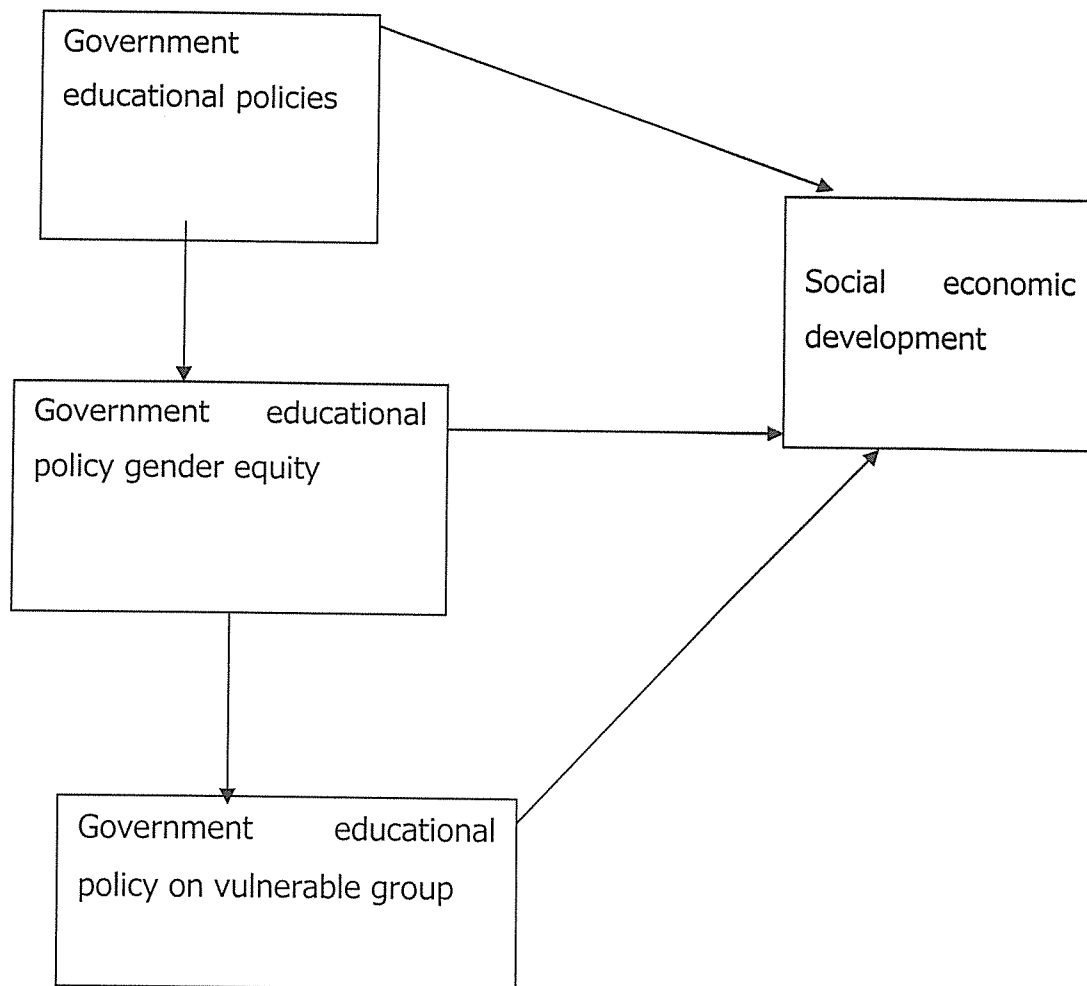
Education gives lasting benefits, which last longer than the experience of education itself. That is to say, one takes about fifteen years of studying for some skills that one will/may benefit from for the rest of one lifetime. Thus even after the duration of education, one continues benefiting no matter where one goes as one has some education qualifications. Citizens who have had a better quantity and quality education do have the privilege to learn more about themselves, who they want to be and even probably changes they want to introduce in their country or even in the world. Thus education opens up money doors and possibilities. This focus assists in so many ways in removing the fear of taking many risks in life and business. Hence this enables them to take a leap

in to the unknown and thus may be much likely to get employed in many organizations in or outside there country of origin.

Education exposes people to re-acquired technologies of the world the lead to employment and creation of wealth. With globalization, it is becoming increasingly difficult for computer illiterate people to get jobs. Thus education in information technology has gone on a high demand. It has been observed that information technology, as at now, is one of the main creator of jobs and a source of wealth. For instance, people study about computer hard and soft wares and such people get related jobs that earn them more money than, may be, just being shop attendants. The innovation of computer, itself is the product of education. Thus if computer education creates employment opportunities, then it is education that is at the base of ability of computer. Education break barriers, which hinders people from acquiring necessary skills, and self- confidence they need to better simple their lives and contribute more to their communities.

Education institutions normally bring together people of different backgrounds. By the process of socialization in the institutions, they learn more from one another. At the end of the course, one is able to handle and confront more difficult situations and people in the world. In their environments of learning personal and interpersonal skills are learnt and developed which improve people's confidence thereby prepare them for the world of work. Education leads to career planning. Whatever job one wants to do, one has to go through a given field of specialization and in the process of specializing; one shape one's career. For instance, one can study an Arts course for art-related job.

## CONCEPTUAL FRAME WORK



The above diagram explains the relationship between independent and the dependent variable of the study. That government education policy affects the standards of living of people in Mandera district.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### Introduction

This chapter presents the methodology used in the study. It described the research design, study population, sample size and procedures used in the entire research process, data collection procedures and the sources of data. It further outlines the research instruments and how data was processed and analyzed and the limitation.

#### Research Design

This study employed the descriptive co-relational design to analysis a large sample .Under this design, quantitative and qualitative approaches to data collection and analysis was used. This design was thus found to be appropriate in terms of flexibility and time.

#### Research Population

The population of the study estimated 720 community members of Mandera District. The study population comprised of five divisions namely; Elwak, Fino, Takaba, Rhamu and Mandera Central.

**Table1: Respondents of the Study**

Category	Total Population	Same Size
Councilors	200	50
Chief	200	20
DEO	200	40
AEO	120	40
Total	720	150

### **Sample and Sampling procedure**

The researcher used stratified random sampling technique by proportional allocation to select a sample of 150 community members out of 720. The researcher used a sample of 150 respondents as required for descriptive research as purposed by Gay (1987).

### **Research Instruments**

The researcher used questionnaires which were research desired and pre-tested for councilors, chief, DEO and AEO.

### **Validity and Reliability**

Validity of an instrument refers to the extent to which measurement does what it's supposed to do. Best and Kahn (1989) states that the validity of an instrument refers to "asking the right question framed in the least ambiguous way". To ensure content validity, the researcher carried out a pilot study involving nine councilors, three chief, two DEO and two AEO. In each case, the respondents were asked to state whether the instrument ensured content validity after filling the questionnaire. All the items in the instrument were discussed and their adequacy, content, substance and relevance evaluated and this led to the inclusion of additional issues and exclusion of irrelevant issues. For reliability of the instruments, the researcher used the test-retest techniques.

### **Data Collection Procedure**

Both qualitative and quantitative methods were used for data analysis as the study generated both qualitative and quantitative data.

## **Data Analysis**

The data was analyzed using a computer program called Statistical Package for Social Scientists (SPSS). SPSS was used to analyze data by computing frequency tables, means and standard deviation. The Pearson Linear co-relation co-efficient was used to test relationship between government education policy and the socio-economic development. Mean range were used for all the tables, Likert Scaled of respondents views whether high, moderate, low or very low were determined

## **Ethical Considerations**

The researcher- respondent relationship was good by treating the respondents with respect. The researcher obtain clearance letter from authority as a matter of ethical concern and informing in advanced the respondents on exercise. Each respondent was treated as an autonomous individual. Each individual's rights including the rights not to participate in the research was granted. The researcher ensured that the study caused no harm both physical and mental to any responded. Any embarrassing questions were not asked and no respondents were exposed to any discomfort.

## **Limitations**

Some of the respondents are illiterates they can not interpret the questionnaires. Administrators being suspicious of the researcher's intentions to carry out such a study in their respective offices because schools have a tendency of competing in Kenya National Examinations (K.C.S.E) every year.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF THE FINDINGS.

#### 4.0. Introduction

In this chapter of the report, the researcher presents and discusses the findings from data analysis. The researcher presents the result of the study in relation to the research questions and objectives.

**Table : 1 Category by education level**

Respondent category by education level	Count	%
<b>Primary</b>	<b>50</b>	<b>33</b>
<b>Secondary</b>	<b>35</b>	<b>23</b>
<b>Certificate</b>	<b>25</b>	<b>17</b>
<b>Diploma</b>	<b>20</b>	<b>13</b>
<b>Degree</b>	<b>15</b>	<b>10</b>
<b>Masters</b>	<b>5</b>	<b>3</b>
<b>Total</b>	<b>150</b>	<b>100</b>

The above table indicates that majority of the respondents were primary level with 33%, secondary with 23%, diploma with 17%, degree with 15% and masters with 3%. This implies that majority of the respondents were not to higher levels in Mandera district Kenya.



**Table 2: respondent category by age range**

Respondent category by age range		
<b>25 - 33 years</b>	<b>20</b>	<b>13</b>
<b>34 - 42 years</b>	<b>45</b>	<b>30</b>
<b>43 - 51 Years</b>	<b>76</b>	<b>51</b>
<b>52 or above</b>	<b>9</b>	<b>6</b>
<b>Total</b>	<b>150</b>	<b>100</b>

The above indicates that majority of the respondents were between 43-51 years with 76%, 34-42 with 45%, 25-33 with 20 and above 52 with 6%. This implies that majority of the respondents were mature adults in Madera district Kenya.

**Table 3: Respondent category by sex**

Respondent category by sex		
<b>Male</b>	<b>85</b>	<b>57</b>
<b>Female</b>	<b>65</b>	<b>43</b>
<b>Total</b>	<b>150</b>	<b>100</b>

The above table indicated that majority of the respondents were male with 57% and female with 43%. This implies that majority of the respondents were males as compared to females.

**Table 4: Respondent category by period served**

Respondent category by period served		
2-3 years	30	20
4-6 years	45	30
7-8 years	48	32
9-10 years	27	18
Total	150	100

The above table indicated that majority of the respondents were 7-8 years with 32, 4-6 years with 30%, 2-3 years with 20%.

**Table 5: Government education policy on gender equity (n=150)**

Government education policy on gender equity	Mean	Interpretation
The government has encourage parents to send girls to school	1.41	SA
The government provides bursary for girl child from low income family	2.13	A
The government provides equal opportunities for employment among girls and boys	1.36	SA
The government discourage early marriage of girl child	2.18	A
The government has policy for quota system for girl child admission to university	1.32	SA
The government give extra attention to girl child education	2.17	A
The government support local initiatives such as women group project	2.81	D
There is strict government policy on family planning programmes.	2.81	D
The government give support to the single mothers	1.58	A
The government give support to women in leadership position	3.35	D

**KEY:** 1= (SA) Agree with no doubt at all

2= (A) Agree with some doubt

3= (D) Disagree

4= (SA) Disagree with no doubt

The above table indicates government policy on gender equity. This study government policy on gender studies was measured with eleven qualitative questions in the questionnaire. Each question was Likert scaled between one to four (1-4), where 1=strongly agree; 2 Agree ; 3=disagree and 4 =strongly disagree. People were required to rate government policy on gender equality by ticking the relevant number in the box. Their responses were analyzed using SPSS's summary statistics showing the means and interpretation, as indicated in table above. The questions whether government policy promotes gender equity most respondents strongly agreed (mean  $\approx 2$ ). To get a summary on how respondents rated government educational policy gender equity , an average was computed for all the eleven questions in table 4.5, which came out to have a mean of 2.25confirming that on average.

**Table 6: Government Education policy on Universal Primary Education**  
**n=150**

Government Education policy on UPE	Mean	Interpretation
The government has constructed hospitals in all regions	1.21	SA
The government has constructed road and schools in all communities	2.17	A
The government had constructed bore holes in all regions	2.36	A
The government has extended funding to all under privileged groups	1.13	SA
The government adopted a policy of constructing orphanages to all regions	2.09	A
The government has put a policy of free education in both primary and secondary school.	2.58	A
The government has put up a policy to feeding poor	1.23	SA
The government has extended loan to poor people	1.93	A
Government has extended electricity to all region	2.08	A

**KEY:** 1= (SA) Agree with no doubt at all

2= (A) Agree with some doubt

3= (D) Disagree

4= (SA) Disagree with no doubt

The above table indicates government policy on social economic development policy. This is study government policy on social economic policy was measured with eleven qualitative questions in the questionnaire. Each question was Likert scaled between one to four (1-4), where 1=strongly agree; 2 Agree; 3=disagree and 4 =strongly disagree. People were required to rate government policy on

social economic development by ticking the relevant number in the box. Their responses were analyzed using SPSS's summary statistics showing the means and interpretation, as indicated in table above. The questions whether government policy promotes social economic development most respondents strongly agreed (mean  $\approx 2$ ). To get a summary on how respondents rated government educational policy and social economic development, an average was computed for all the ten questions in table 4.5, which came out to have a mean of 2.05 confirming that on average.

**Table 7: Government education policy on vulnerable groups**

**n=150**

<b>Government education policy on vulnerable groups</b>	Mean	Interpretation
The government has initiated a policy on provision of accommodation to all vulnerable children	2.97	D
The government has provided capital to vulnerable women	3.50	SD
The government has put in place a policy to promote girl Child in all regions	3.00	D
The government has provided wheel chairs to all disables in the regions	3.54	SD
The government has provided rehabilitation centre for disadvantages children in the region	2.98	D
The government has provided free counseling centres in the regions	3.61	SD
The government has put in place affirmative action to help the underprivileged in the regions	2.98	D
The government has equally distributed resources in all	3.51	SD

regions		
The government has not consider equal allocation of resources towards vulnerable groups	2.97	D
The government has provided equal opportunities to women in politics and social affairs	3.67	SD

**KEY:** 1= (SA) Agree with no doubt at all

2= (A) Agree with some doubt

3= (D) Disagree

4= (SA) Disagree with no doubt

The above table indicates government education policy on vulnerable groups. This is study government policy on gender studies was measured with eleven qualitative questions in the questionnaire. Each question was Likert scaled between one to four (1-4), where 1=strongly agree; 2 Agree; 3=disagree and 4 =strongly disagree. Respondents were required to rate government policy on vulnerable groups by ticking the relevant number in the box. Their responses were analyzed using SPSS's summary statistics show the mean and interpretation, as indicated in table above. The questions whether government policy promotes vulnerable groups most respondents strongly agreed (mean  $\approx 2$ ). To get a summary on how respondents rated government educational policy on vulnerable group , an average was computed for all the eleven questions in table , which came out to have a mean of 2.24confirming that on average,

**Table 8: Pearson's Linear Correlation Coefficient results correlating Government education policy on universal education and social economic development**

Variable(Indices)	Sample	Mean	Std.Dev.	R value	Sig.	Decision on hypo
<b>UPEDUC</b>	<b>150</b>	<b>2.05</b>	<b>0.23848</b>	<b>0.253</b>	<b>0.045</b>	<b>Sig. rejected</b>
<b>SOCECONDEV</b>	<b>150</b>	<b>1.87</b>	<b>0.43901</b>	-	-	

The above indicates a positive significant relationship between government education policy and social economic development with ( $r = 0.253$  sig. =  $0.000 < 0.05$ ). Thus, the stated research hypothesis is accepted, leading to a conclusion that government education policy significantly correlated, at 0.05 level of significance.

**Table 9. Pearson's Linear Correlation Coefficient results correlating Government education policy on gender equity and social economic development**

Variable(Indices)	Sample	Mean	Std.Dev.	R value	Sig.	Decision on hypo
<b>GENDER</b>	<b>150</b>	<b>2.1133</b>	<b>0.23848</b>	<b>0.277</b>	<b>0.26</b>	<b>Sig. rejected</b>
<b>SOCECONDEV</b>	<b>150</b>	<b>1.87</b>	<b>0.4390</b>	-	-	

The above indicates a positive significant relationship between government policy and gender and social economic development and social economic development with ( $r = 0.26$  sig. =  $0.000 < 0.05$ ). Thus, the stated research hypothesis is accepted, leading to a conclusion that government education policy significantly correlated to gender, at 0.05 level of significance.

**Table 10: Pearson's Linear Correlation Coefficient results correlating Government education policy on vulnerable groups and social economic development**

Variable(Indices)	Sample	Mean	Std.Dev.	R value	Sig.	Decision on hypo
<b>VULNPOLICY</b>	<b>150</b>	<b>2.2704</b>	<b>0.23848</b>	<b>0.332</b>	<b>0.000</b>	<b>Sig. rejected</b>
<b>SOCECONDEV</b>	<b>150</b>	<b>1.87</b>	<b>0.4390</b>	<b>-</b>	<b>-</b>	

The above indicates a positive significant relationship between government policy and vulnerable groups with ( $r = 0.332$  sig. =  $0.000 < 0.05$ ). Thus, the stated research hypothesis is accepted, leading to a conclusion that government policy greatly promotes Vulnerable groups. The findings revealed a significant correlation at 0.05 level of significance



## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS, RECOMMENDATIONS**

#### **Introduction**

This chapter focuses on the discussions of the findings, conclusions and recommendations. Finally, the chapter ends with suggestions for further research. The findings were based on the research objectives as follows:

1. To establish the relationship between Government education policy on universal education
2. To establish the relationship between Government education policy on gender equity
3. To establish the relationship between Government education policy on vulnerable groups in Mandera district Kenya. and pupils academic achievement in Gasabo district Kenya

#### **FINDINGS**

##### **Establish the relationship between Government educational policy and universal education**

The findings revealed a positive relationship between government policy and universal education. This implies that government policy such as free primary and secondary education has greatly improved education sector in Mandera district Kenya. The findings reveal that majority of the respondents strongly agreed that government policy of compulsory education in primary and secondary has enabled all children access free education in all regions.

### **Establish the relationship between Government education policy and gender equity**

The findings revealed a positive relationship between government policy and gender. This implies that government policy such as provision of bursary, provision of equal opportunity in the community, provision of quota system, and promotion of gender equality has greatly contributed to social economic development of Madera district. The findings also revealed that majority of the respondents strongly agreed that government policy on gender equity has promoted both men and women, girls and boys in all regions.

### **Relationship between Government education policy and vulnerable groups**

The findings revealed a positive relationship government educational policy and vulnerable groups. This implies that government educational policy such as promotion of girl child, provision of capital to vulnerable groups, provision of free counseling and guidance and establishment of rehabilitation centre. The findings also revealed the government has come up with a policy of promoting women through provision of capital to enhance their social economic development.

### **Conclusion**

Following the results from the analysis and interpretation of data. The researcher has concluded that government education policy plays an important role in the economic development of universal secondary and primary education. In Madela district majority of the children are receiving free education from primary to secondary. This is mainly due the government education policy.

The government policy on gender equity has also played a major role in social economic development. This is evidenced when the government had empowered women in politics, promoted girl child and establishment women development centers in Madera district Kenya.

The government has also emphasized on putting up a policy on vulnerable groups such as the disabled, women, street children and others. The government has supported all these groups through provision of basic needs, accommodation, education, health and protection. Most of the marginalized groups are supported by the government through its policy.

### **Recommendations**

**The researcher has given the following recommendation.**

The government should initiate development programmes to help the women and their children.

The government should put strict laws on free primary and secondary education to enable all children access education in Mandela district.

Parents of street children and Potential Street children should also be economically empowered with a view to make them self reliant and more effective parents.

The government should also adopt gender equity in resource distribution and school construction

### **Areas for further studies**

The researcher will cover more on the on the impact of gender development and academic performance of the learners. Gender development shall be the independent variable and learner's academic performance as dependent variable.

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## **APPENDIX 1**

### **Local Community**

Dear Respondent,

This is a questionnaire designed to assist the researcher to complete the academic research report on the government policy and social economic development in partial fulfillment for the award of a master's degree in education administration and management. Results of this study will be confidentially treated and only used for research purposes. Your participation is voluntary, and your name may not be required.

#### **SECTION A: Background Information**

Please encircle the applicable answer, and kindly be as objective as possible.

1. What is your role in the community?

a) Counselor, (b) chief (d) women group leader (c) District Education Officer (DEO), (d) Area Education Officer (AEO)

2. What is your highest level of education? (Please tick the highest)

(1) Primary (2) Secondary (3) Certificate (4) Diploma (5) Degree (6)  
Masters

3. What is your age range?

(2) 25 – 33 (3) 33 – 41 (4) 41 – 50 (5) Over 50 years

4. What is your sex?

(1) Female (2) Male

5. What is your marital status?

(1) Single (2) Married (3) Windowed (4) Divorced

6. How long have you been in that position?

1) 2-3 years (2) 4-6 years (3) 7-8 years (4) 8-10 years

## Section B

Please tick the rate that is appropriate to you as a community Leader

Agree	Disagree	Strong agree	Strongly disagree
A	D	SD	

Government education policy on universal education and standards of living

		Agree	Disagree	Strongly agree	Strongly disagree
1	The government encourages parents to take their children to school				
2	The government has put in place a policy on free primary education				
3	The government has put a policy on compulsory education for all				
4	The government has constructed schools in all communities to support free				

	primary education.				
5	The government has emphasized on free secondary education				
6	There is a law put in place to help children from low income families				
7	The government has put in place a policy on vulnerable groups				
8	The government has strict policy on free primary education				
9	The government has come up with quota system of admission to support less developed regions				
	The government has improved on teachers well being by constructing staff houses in all regions				
	The government has put a policy of school feeding programmes				

Government education policy on gender equity and standards of living.

1	The government has encourage parents to send girls to school			
2	The government provides bursary for girl child from low income family			
3	The government provides equal opportunities for employment among girls and boys			
4	The government discourage early marriage of girl child			
5	The government has policy for quota system for girl child admission to university			
6	The government give extra attention to girl child education			
7	The government support local initiatives such as women group project			
8	There is strict government policy on family planning programmes.			
9	The government give support to the single mothers			
10	The government give support to women in leadership position			



**Government education policy on vulnerable groups and standards of living**

		Agree	Disagree	Strong Agree
1	The government has initiated a policy on provision of accommodation to all vulnerable children			
2	The government has provided capital to vulnerable women			
3	The government has put in place a policy to promote girl Childs in all regions			
4	The government has provided wheel chairs to all disables in the regions			
5	The government has provided rehabilitation centre for disadvantages children in the region			
6	The government has provided free counseling centres in the regions			
7	The government has put in place affirmative action to help the underprivileged in the regions			
8	The government has equally distributed resources in all regions			
9	The government has not consider equal allocation of resources towards vulnerable groups			
10	The government has provided equal opportunities to women in politics and social affairs			

DEPENDENT VARIABLE: SOCIAL ECONOMIC DEVELOPMENT

The government has constructed hospitals in all regions	1	2	3	4
The government has constructed road and schools in all communities	1	2	3	4
The government had constructed bore holes in all regions	1	2	3	4
The government has extended funding to all under privileged groups				
The government adopted a policy of constructing orphanages to all regions	1	2	3	4
The government has put a policy of free education in both primary and secondary school.	1	2	3	4
The government has put up a policy to feeding poor				
The government has extended loan to poor people	1	2	3	4
Government has extended electricity to all region				



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**INSTITUTE OF OPEN AND DISTANCE LEARNING  
OFFICE OF THE DIRECTOR**

Date: 22<sup>nd</sup> April, 2010

**TO WHOM IT MAY CONCERN**

**Re: Recommendation for data collection**

This is to recommend **Mr. Noor Sheikh Ali** Reg. No. **MED/19770/72/DF** our student in Masters in Educational Management and Administration (MED) from April 2008 under Open and Distance Learning Programmes for data collection for his research entitled ‘**Government Education Policies and Socio-Economic Development in Mandera District , Kenya.**

Any assistance provided to him will be highly appreciated.

We thank you for your cooperation.



## APPENDIX: BUDGET

ACTIVITIES	ITEMS REQUIRED	COST (K SHS)
Proposal writing	1 ream of writing paper	500
	5 pens	100
	Transport	20,000
	Type setting	4,000
	Photocopying costs	8,000
	Scanning costs	1,600
	Contingency	3,200
Pretesting		3,000
Data collection	Making research instrument	10,000
	Transport to the field	15,000
	Refreshments for the respondent	20,000
	Contingency	3,000
Report finding	Typesetting	15,000
	Binding four copies	9,000
	Transport to and from KIU	1,500
	Accommodation	5,550
	Meals	4,000
	Contingency	2,000
<b>GRAND TOTAL</b>		<b>135,450</b>

<b>Activities</b>	<b>January – March 2010</b>	<b>April – May 2010</b>	<b>June – July 2010</b>	<b>August 2010</b>	<b>September 2010</b>	<b>October 2010</b>
<b>Proposal writing</b>	✓					
<b>Pretesting research</b>		✓				
<b>Data collection</b>			✓			
<b>Data Analysis</b>				✓		
<b>Compilation of report/findings</b>					✓	
<b>Presentation of report for examination</b>						✓

## **CURRICULUM VITAE**

NAME : NOOR SHEIKAH ALI

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YEAR OF BIRTH : 1978

MARITAL STATUS : MARRIED

RELIGION : MUSLIM

NATIONALITY : KENYAN

PLACE OF BIRTH : MANDERA DISTRICT

NATIONAL ID NO : 20061622

SEX : MALE

LANGUAGE : ENGLISH , KISWAHILI , SOMALIS AND  
BORAWA

### **Professional qualification**

<b>YEAR</b>	<b>QUALIFICATION</b>	<b>GRADE</b>	<b>UNIVERSITY/COLLEGE/ SCHOOL</b>
2008 – 2010	MASTER IN EDUCATION MANAGEMENT AND ADMINISTRATION	DEFENDED THESIS WAITING TO GRADUATE	KAMPALA INTERNATIONAL UNIVERSITY
2003 – 2006	BED SCIENCE	DEGREE 2 <sup>ND</sup> CLASS LOWER DIVISION	KENYATTA UNIVERSITY

## REFEREES

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