

**INFLUENCE OF HOMEBASED FACTORS ON STUDENTS'
PARTICIPATION RATES IN EDUCATION IN PUBLIC DAY
SECONDARY SCHOOLS IN MASINGA DISTRICT**

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the requirements for the award of Masters of Education Degree in
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DECLARATION

This project report is my original work and has not been submitted for any award in any other university or academic institution

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DEDICATION

I dedicate this work to my family, my husband David Kitavi, children Mary, Joseph, Jane, Duncan, Douglas, and my sisters Catherine, Philomena and Elizabeth.

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ABBREVIATIONS AND ACRONYMS

ABS	Australian Bureau of Statistics
AIDS	Acquired Immunodeficiency Syndrome
ASAL	Arid and Semi Arid Lands
CDF	Constituency Development Fund
DEO	District Education Officer
DC	District Commissioner
ECDE	Early Childhood Development Education
FSE	Free Secondary Education
GER	Gross Enrollment Rates
GOK	Government of Kenya
HIV	Human Immunodeficiency Virus
KCSE	Kenya Certificate of Secondary Education
LATF	Local Authority of Transfer Funds
MDGS	Millennium Development Goals
NER	Net Enrollment Goals

SFAI	School Fees Abolition Initiative
SPSS	Statistical Programme in Social Sciences
TSC	Teachers Service Commission
UK	United Kingdom
UNESCO	United Nations Education Scientific and Cultural Organization
UPE	University Primary Education

ABSTRACT

The purpose of the study was to investigate the influence of home based factors on students' participation rates in public day secondary schools in Masinga District guided by four objectives: To investigate the influence of family income, to investigate the influence of parents level of education, to determine the influence of parenting styles and to establish the influence of family type has on students participation rates in public day secondary schools in Masinga District.

The study adopted a cross-sectional survey research design. Quantitative and qualitative approaches of data collection were employed. A total of 368 respondents constituted the sample of the study;-34 head teachers, 50 parents, 75 teachers and 209 students.

The researcher used two types of research instruments: namely questionnaires and interviews. The results revealed that there was a positive significant relationship between the levels of family income at 93.5% parents' level of education 31.8%, parenting style 77.4% and family type 97% on students' participation rates in Masinga District.

The conclusions were that level of income led to low participation of students, the level of education of the parents is neutral on whether a student a student participates or not whereas the parenting style and family type relatively affects participation of day secondary school students in Masinga District in that it may promote or demote participation.

The recommendation was that the government should increase bursaries and efforts made to empower families in Masinga District to ensure a steady income to these families. Non Governmental organizations should also come in give grants and loans to groups and individual that would like to invest so as to ensure they are capable in the provision of basic needs to their families and thus enhance participation as most children will enroll and actively participate in education.

Increased awareness on the importance of education should be instilled on the parents and this will ensure every parent regardless of their education level will enroll their children in school. Proper seminars on how to raise and instill morals on children should be availed to parents to ensure a morally upright society is upheld.

The researcher went ahead to suggest that further study should be done on the criteria used in disbursement of bursaries and other donor resources towards education attainment to ensure assistance is given to genuinely deserving students and curb any inefficiency in funds allocation. A study should also be done on the lifestyles of the Masinga District community so as to establish the reason for poverty and come up with a solution to the problem of low income, family break-ups, separations divorce and other home based factors that may affect families and in turn affect students' participation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Issues of education access and participation have dominated world forums and conferences on education due to the fact that education is considered a basic human right. Education is considered as one of the most effective ways to reduce poverty, give people opportunity to improve their lives and raise their voice, improve their health, productivity and fosters participation in civil society UNESCO (2006). In the UK the government of her majesty Queen Elizabeth has required that the education providers should make accessibility to all areas paramount, where the pupils' views and the community's must be incorporated in the planning for education service provision. Whereas the need to provide education to all those eligible to get it remains a fundamental requirement to communities and governments, it is reported that today, over 73 million children are not in school across the world UNESCO (2010).

The majorities of children out of school are found in Asia and sub Saharan Africa. While the factors that keep these children out of school are formidable, the international community has the power to fulfill the promise of the Millennium Development Goals (MDGs) and guarantee every child access and participation in education by 2015 UNESCO(2000) (2003). Psacharopoulos and Woodhall (1985) reaffirm that education

broadens employment opportunities; increases income levels, improves child and maternal health and helps to slow down the spread of HIV/AIDS. The benefits of education extend beyond the family to the wider community and even the nation.

Increasing the number of pupils who finish school leads to economic growth, social and political stability, decline in crime rate and improved social services.

Education is a basic right enshrined in the constitution of Kenya 2010. However, the delivery of secondary education in Kenya has been sluggish due to several bottlenecks: declining access and participation rates, as indicated by declining gross enrolment rates (GER), differential trends in access and participation in secondary education, with low participation of the poor and vulnerable groups and widening gender and regional disparities, particularly in the arid and semi arid areas (ASALS), amidst concerns over equity promotion, poor performance in sciences, mathematics and languages, and high wastage.

In Kenya all matters concerning education are regulated by enacted legislation, especially, the Education Act, which has been reviewed to address the following issues: education free and compulsory, (UPE), enhance access, participation and completion rates at all level specially for children in difficult circumstances, as well as children with special needs and facilitate the readmission of girls back to school after delivery. The new act has also created opportunities for households and communities to participate

effectively in managing education affairs, the organization structure, decentralization and management of bodies such as Teachers Service Commission (TSC).

The Government of Kenya has implemented various reforms and interventions towards increasing access to education Kenya Economic Report (2010). However a hundred percent enrollment has not been achieved due to various reasons that are school, environmental or home based. This study focuses on home based factors that affect enrollment and participation of students in secondary schools.

The researcher focuses on the level of income of the family, level of education of the parent, parenting styles and family type and their effect on enrollment and participation rates of students in secondary schools.

Income means money received over a certain period of time, which can be through payment for work or returns on investments while family income can be referred to the state at which a family receives money over a certain period of time Oxford Advanced Learners' Dictionary (1994). In this study family income comprise of money received by father, mother, or guardian. According to the World Bank publication on abolishing school fees in Africa, the School Fees Abolition Initiative (SFAI) seeks to accelerate progress towards quality education for all children by supporting policies that remove cost barriers preventing parents from enrolling and maintaining their children at school. The alleviation of the direct cost of schooling for children from poor families in the form of fee abolition has greatly affected enrolment .In China one year after the abolition of

school fees, total enrolment in public schools rose to 1160922 from 1013287, a 14.6% increase. In Nkwanta district in Volta region the capitation grant led to a 100% increase enrolment in the town of Kpassa from 48% to 96%. A mother who had sent her child to serve as a domestic help to earn money to learn a trade rushed to retrieve the 10 year old girl to send her to school because she no longer had to pay any fees World Bank (2010).

Kenya economic Report (2010) indicates that the underlying causes of relatively low enrolment rate especially at secondary education and primary education in marginalized areas include high poverty levels. The second report on poverty in Kenya, Ministry of Finance and Planning (2001) revealed that 56% of Kenyans live on or below the poverty line, 30.7% of children out of school cite cost as the main reason for non attendance.

Level of education of parents is the degree to which parents have acquired some knowledge, skills, attitudes and values of informal and formal education. Their level of education may be positively correlated with student ability, which may in turn result into higher education attainment for the child. More educated parents are likely to provide a more conducive learning environment for their children. However, since having two educated parents may not necessarily double the effects, the impact of interaction of father and mother education is estimated with gender characteristics. Ngware, M.W, Onsumu E.N., Muthaka, D. I., and Manda, D. K. (2006) in a study on improving access to secondary education in Kenya found out that the main determinants of access to secondary education at household level include households income, education level of

household head, household residence, sex of child, availability of school and age of student.

Parents are vitally important throughout a child's life—as sources of love and security, as teachers and as role models. Parenting is the process of promoting the physical, economic, social and intellectual development of a child from infant to adulthood thus at the high school age 14-18, the students are in the hands of the parent and hence how they handle them affects how involved they are in school activities and whether they enroll and complete secondary education Lola (2008). Grant and Hallman's (2006) research on education access in South Africa shows children living with mothers were significantly less likely to have dropped out of school relative to those whose mothers were living elsewhere or whose mothers were dead. In other work on South Africa, Hunter & May (2003) describe a 'particularly notable' relationship between family background and dropping out. Here, youths from poor families, from single-parent families, the children of poorly educated parents and children with fewer role models in higher education, were more likely to drop out. This same interlocking of household related factors appeared in research on female drop outs in Ethiopia.

In research by Al Samarrai and Peasgood (1998) female-headed households in Tanzania appear to put a higher priority on their children's education. Healthy environment is one of the most powerful determinants of students' academic motivation and achievements. Children that enjoy good interpersonal relationships with their parents are usually

provided with the needed materials both at home and in school. These consequently enhance their learning, participation, understanding and complete school successfully.

The Australian Bureau of Statistics (ABS), defines family as two or more persons, one of whom is aged 15 years and over, who are related by blood, marriage (registered or de facto), adoption, step or fostering; and who are usually resident in the same household and family types as either One-parent , monogamous, caring polygamous.

Research in Pakistan indicates that while an increase in family size reduces a girl child's household work, the presence of younger children appears to increase their workload Hakzira & Bedi, (2003). As in other studies, the number of siblings under 5 years of age has a strongly negative impact on older girls' schooling and leads to drop out; while the number of sisters aged 13–20 have a positive impact on girls' grade attainment Glick & Sahn, (2000). Household size and composition interact with other factors to influence drop out, for example, late enrolments, large families, low educational levels, gender and birth order (see Leka & Dessie, (1994) cited in Nekatibeb, (2002); Odaga & Heneveld, (1995) in Nekatibeb, (2002). In many societies, in Africa in particular, a large number of children are fostered estimated to be 25% of children by Zimmerman, (2003). There can be both positive and negative effects of fostering on educational access. In many cases children are fostered in order to allow them greater educational opportunities. At other times the focus is on foster children providing forms of child labour in households' e.g. domestic duties, with less focus on education thus no enrollment or non completion.

Bereavement amongst family members and in particular parents often makes children more vulnerable to drop out, non-enrolment, late enrolment and slow cited in Case & Ardington, (2004). Children's academics are also at risk due to divorce cases. Children of divorced parents perform more poorly in school and have less academic success than children of intact families. Fewer children of divorce graduate from high school.

1.2 Statement to the problem

Kenya is on track towards attaining the Millennium Development Goals (M.D.Gs) on Universal Primary Education (U.P.E) and gender equity at primary and secondary education. In 2009 primary gross and net enrolment rates increased from 107.6% and 82.8% in 2005 to 110% and 92.9% in 2009 respectively. Participation rates are however low at Early Childhood Development Education (E.C.D.E) and post primary education from 28.8% in 2005 to 45.3% in 2009 while Net Enrolment Rate (N.E.R) rose from 20.5% in 2005 to 35.8% in 2009 (Kenya Economic Report 2010). This is as a result of drastic expansion of secondary school attributed to Constituency Development Fund (C.D.F) and Local Authority Transfer Funds (L.A.T.F) infrastructure investment (Education facts and figures 2002-2008). The government caters for tuition fees and all other levies are left on the hands of parents such as development funds, caution money, uniform, and harambee funds. This puts pressure on parents and most school send students home for fees.

Enrolment is the number of students who register as member of different grades at the beginning of the year. It is adversely affected when children do not enroll or children leave school after enrolling. The decision to enroll a child is entirely in the hands of the parents. In Masinga district secondary schools have been increased by 64% in four years, hence improved transition rates from primary to secondary. `Secondary schools increased from 25 in 2005 to 52 in 2012 and this resulted to an increase in enrollment from 4224 in 2005 to 7267 in 2011 clearly showing that secondary school increment has also increased enrolment.

However according to the Kenya population and census (2009) a total of 18630 were in the age bracket of 14-19 years and out of this only 5581 were enrolled in secondary school in Masinga district, (DEO, Masinga). With the assumption that students in secondary schools in Masinga enroll in other schools outside Masinga and vice versa hence neutralizing the effect, then it is clear that in spite of the increase in availability of school there are still many children who are not enrolled. This clearly indicates that there are other underlying factors determining enrollment and participation rates other than access hence the need for the study.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of home based factors on enrolment and participation of secondary school students in education in Masinga District.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To investigate the influence of family income on participation rates of students in secondary school in Masinga district.
- ii. To investigate the influence of parents level of education on participation rates of students in secondary school in Masinga district
- iii. To determine the influence of parenting styles on participation rates in secondary schools in Masinga district.
- iv. To establish the influence of family type on students participation rates in secondary school in Masinga district.

1.4 Research questions

In order to realize the objectives the researcher was guided by the following questions:-

- i. To what extent does parents' income level affect students' participation rates?
- ii. How does parents' level of education influence students' participation rates?
- iii. Do parenting styles influence participation rates?
- iv. How does family type influence students' participation rates?

1.5 Significance of the study

The findings and recommendation of this study may go a long way in generating the much needed information that may be used by various stakeholders in education to improve on participation in secondary schools. This may allow the government to plan on enrolment and plan ahead.

1.6 Limitations of the study

The researcher encountered respondents who were unwilling to give the required information. The area DEO and chief assisted in convincing the respondents on the importance of the study and this went a long way in gathering the data.

1.7 Delimitations of the study

The study was confined to Masinga district in Machakos County. There are 52 secondary schools, 14 boarding schools, 4 private schools and 34 public mixed day secondary schools. The study dealt with public mixed day secondary schools.

1.8 Assumptions of the study

The researcher proceeded with the following assumptions that;

- Some students from primary schools in Masinga district enroll in other districts and some of the enrolled students in Masinga come from other districts.
- The respondents would cooperate during data collection.

1.9 Definition of terms

Access to Education refers to the ability of all people to have equal opportunity in education regardless of their social class, ethnicity, background or physical disabilities.

Culture is people's way of life as expressed through their attitudes, virtual beliefs, value through their attitudes, virtual beliefs, value and pedagogic systems that are passed from generation to generation through the community's socialization system

Determinants are factors or conditions which influence participation or lack of participation in secondary school education.

Drop Out refers to a student that terminates studies at any stage of a grade before officially completing the required courses and examinations offered at the end of the education cycle.

Enrolment rates refers to the total school population registered annually in a country or specific region Gross Enrolment Rate (G.E.R), Net Enrolment Rate (N.E.R)`

Home Factors refers to identifiable home conditions that influence participation of students in school work and output.

N.E.R: Net Enrolment Rate is the number of official school age who is enrolled as a percent of the total number of children of the official school age population.

Participation is the involvement of students which include reading writing, discussing, writing exams going of educational tours among other school activities.

Public School is a school which receives general financial responsibility for maintenance from the ministry of education or local authority.

Repetition is a situation where a learner remains in the same grade he/she was the previous year.

Socio-economic is a combination of social and economic factor, more specifically to income and social position.

Wastage; this is the loss of resources, material and human services that were spent on students who have dropped out of school or failed to move to the net grade the following year and opt to repeat the same grade attended the previous year.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines the household factors under study that influence the performance of students in public day schools in Masinga district. The chapter examines both the theoretical foundation of the study and related literature. This will be done under the following subtitles- parent's income levels, parents' education level, parenting styles and family type, and their influence on students' participation rates.

2.2 Related literature

The household contexts and living conditions of children often seem to play an influencing role in access to education. This might correspond with other factors such as income, education of family members, size and scope of household, as well as age of household members. Al Samarrai and Peasgood (1998), drawing on Peasgood *et al* (1997), suggest the effect of household context is great on initial access.

Peasgood *et al* (1998) used multivariate regression techniques to analyze household survey data collected in rural Tanzania in 1992, focusing on how household and individual characteristics affect whether or not a child goes to primary school, completes primary and attends secondary. In terms of household contexts, a number of factors affect educational access and the potential to drop out. Where a child is born in relation to other

siblings may affect schooling decisions: on the one hand, children born into the family early, when resources are stretched over fewer members of the household, may be more likely to go to school. On the other hand, a child born into the family later may have lower opportunity costs than an older sibling because the need to look after other siblings would be reduced.

Chawla (1995), in a study on the influence of the family on the relationship between family environment and academic achievement concluded that-

The family is the oldest and the most important of all the institutions that man has devised to regulate and integrate his behavior as he strives to satisfy his basic needs. The family is basically a unit in which parents and children live together. Its key position rests on its multiple functions in relation to overall development of its members, their protection and overall well-being.

Therefore, the social and physical well-being of the individual is taken care of by the family. In the view of Ajila and Olutola (2007), the state of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child affect his reaction to life situations and his level of participation. Although, the school is responsible for the experiences that make up the individual's life during school periods, yet parents and the individual's

experiences at home play tremendous roles in building the personality of the child and making the child what he is.

According to Obanya and Ezewu (1988) the higher the status of a family the more likely it motivates its children to learn and perform better. They looked at this status in three ways: Level of education of parents, level of family income and parents' marital status. They defined education as acquisition of knowledge, skills and attitudes from parents to children. Nabbumba (1994) concluded that pupils' performance and aspirations, is linked to level of education of their parents.

Heyman (1980) stressing on the importance of family income concluded that children born and reared from wealthier families do better in all aspects of life and have high moral reasoning and good performance. Sentamu (2003) reports that family incomes gives direction of what kind of schools the child will attend. She defined income as money received over a certain period of time, which can be through payment for work or returns on investment. She defines family income as the state at which a family receives money over a certain period of time.

2.3 Family income levels and the participation of students in day high school.

Income means money received over a certain period of time, which can be through payment for work or returns on investments while family income can be referred to the state at which a family receives money over a certain period of time (Oxford Advanced

Learners' Dictionary 1994). In this study, level of family income includes money received by father, mother guardian or their combinations.

Across all socioeconomic groups, parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges can be formidable. Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing, and healthcare. Educational toys, games, and books may appear to be luxuries, and parents may not have the time, energy, or knowledge to find innovative and less-expensive ways to foster young children's development (Ramey and Ramey 1994).

Many children, who are poor, regardless of race, come from homes that lack stability, continuity of care, adequate nutrition, and medical care creating a level of environmental stress that can affect the young child's development. As a result, these children enter school with decreased word knowledge that can affect their language skills, influence their experience with books, and create different perceptions and expectations in the classroom context.

According to Baluch and Shahid (1998) in a study on the determinants of enrolment in primary school education found that the factors contributing positively and significantly to net enrollment of children at primary school level are, among others, expenses on education. This study relied on data collected on both rural and urban dwelling parents.

This study did not however elaborate on the specific areas in education where the parents were expected to meet expenses.

Ensminger and Slusarcick (1992) in a study on the challenges facing students as they proceed to graduation found that the links between early school performance and later high school graduation were not as strong for those from backgrounds of poverty as for those who were not poor. Learners from backgrounds with low levels of income graduated in smaller numbers as compared to those from backgrounds with moderate to high income levels.

Farooq, Chaudhry, Shafi, and Berhanu (2011) in a study on the factors affecting students quality performance reiterated the importance of financial ability of parents for quality grades. This study was conducted to examine different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. The respondents for this study were 10th grade students (300 male and 300 female). The results of the study revealed that socio-economic status and parents' education have a significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. The high and average socio-economic level affects the performance more than the lower level their children's academic performance at school. This study on Masinga will attempt to find out if the same is true for students of Masinga district and applicable on all subjects in the curriculum.

2.4 Parents levels of education and the performance of high school students

According to Stevenson and Baker in a study on the effect of family education level on the performance of learners in school, three hypotheses were tested (1) the higher the educational status of the mother the greater the degree of parental involvement in school activities; (2) the younger the age of the child the greater the degree of parental involvement; and (3) children of parents who are more involved in school activities do better in school than children with parents who are less involved. In an analysis of cross-sectional data the educational status of the mother is related to the degree of parental involvement in schooling, so that parents with more education are more involved. Parental involvement is related to the child's school performance. Also, parents are more involved in school activities if the child is younger. Parental involvement here included assisting learners in their school work and rewarding them accordingly.

Ensminger and Slusarcick (1992) in a study on the possibility of a learner graduating of dropping out, the findings indicated that having a mother with at least a high school education increased the likelihood that males who performed poorly in first grade or who had low educational expectations as adolescents would graduate.

Tansel (1997) in a study on schooling attainment and how it is affected by parental education posited that the higher the education levels of parents, the higher the likelihood of learners graduating. This was attributed to close supervision of homework, motivation

and reinforcement. The parents wished to see their offspring surpass them in educational attainment.

Hill, Castellin, Lansford, Nowlin, Dodge, Bates and Pettit(2004) in a study on the influence of parents education on the performance of learners in multiracial samples in California found that there were variations across parental education levels and ethnicity: Among the higher parental education group, parent academic involvement was related to fewer behavioral problems, which were related to achievement and then aspirations. For the lower parental education group, parent academic involvement was related to aspirations but not to behavior or achievement. Parent academic involvement was positively related to achievement for African Americans but not for European Americans. This study will endeavor to find out if the findings from the above study hold and go beyond to find if there is a significant correlation on the levels of parent education and discipline of students.

Mutuaruchiu (2011) in a study on parent characteristics and their influence on performance of learners in KCSE examination in public day secondary schools in Abothuguchi central division, Imenti central district the research found out that most parents have low levels of education which also impacts negatively on participation.

2.5 Parental Type and the participation of high school students

Parental type refers to the interpersonal relationship between a parent or parents or a guardian and a child, and for the purpose of this study, a high school student. Baumrind (1971) classified this into three classes: authoritative, authoritarian and permissive. Authoritarian parents attempt to shape, control and evaluate behavior and attitudes of a child as per set rigid absolute standards. Obedience is a virtue and these parents do not encourage verbal give-and- take, but rather prefer preservation of order. There is no warmth or support.

Authoritative parents exert high parental control and warmth. The parent attempts to direct activities but with warmth, in a rational, issue- based, encouraging verbal give-and take and sharing with child the reasoning behind a policy. These parents have great influence in the good performance of the children in school. Permissive parental type is loose on control. Children are allowed to learn and shape behavior and attitude freely. The underlying assumption is that they can correctly choose right from wrong and moral from immoral.

According to Fehrmann, Keith and Reimers(1987), in a study on the effects of direct and indirect involvement of parents on high school grades, they found that the parental type has a great influence on the participation of students. Parental type has a significant bearing on the amount of time spent on academic work versus watching the television and other forms of leisure. Parental type also influences the choice of playmates and the

strict adherence to morals and other societal values. Students from authoritative backgrounds scored better than those from laissez faire and authoritarian.

Dornbusch, Ritter, Leiderman, Robertsw and Fraleigh (1987) in a study on the effect of the three parental types on grade attainment amongst youth from different races in America agreed with the above conclusion by Fehrmann et al (1987). Although there were variations on the significance of the effect, the draw able conclusion was that permissive and authoritarian parental types had negative impact on completion.

According to Astone and McLanahan (1991), in a study on family structure and parental practices and their effect on high school completion they found out that children who live with single parents or stepparents during adolescence receive less encouragement and less help with school work than children who live with both natural parents, and parental involvement has positive effects on children's school achievement. They attempted to answer the question whether differences in students' participation are accounted for by differences in parents' educational aspirations and parenting styles.

2.6 Family size and its influence on performance in school

Research that has examined relationships between changing family structures and students' school-related outcomes, has tended to show that in relation to two-parent families, children in single-parent families have lower academic performance, are more susceptible to peer pressure to engage in deviant behavior, have higher dropout rates from

high school, and have greater social and psychological problems. Although the differences are generally small, a number of theories have been proposed to explain the variations.

The no-impact perspective claims, for example, that the association between changing family structures and children's academic outcomes can be attributed to a combination of family background factors such as parents' education and incomes and the ethnicity/race of the family. Further, some researchers propose that much family structure research is inconclusive because it has failed to differentiate among various types of single-parent families such as whether they result from marital disruption (divorce or separation), parental death, or a never-married parent. In addition, it is suggested that many studies fail to take into account the timing in a child's life of a family disruption, the duration of the effects of that disruption, and whether the lone parent is the father, mother, or a guardian.

An economic deprivation theory suggests that economic hardship in single-parent families is likely to require adolescents to work long hours and to take greater responsibility for younger brothers and/or sisters. As a result, these time-consuming activities are likely to be related to lower school achievement. In a family socialization perspective, it is proposed that the absence of a parent is probably associated with a decrease in total parental involvement, which in turn is related to poorer school

outcomes. It is often claimed that the absence of fathers has particularly negative socialization influences, which may be especially detrimental for boys.

There has been a long-standing fascination with exploring associations between sibling variables, such as the number of children in a family and a child's birth-order position in the family, and children's academic achievement. Typically, these sibling variables have small but significant inverse associations with academic outcomes, especially verbal measures of achievement. A number of theoretical perspectives have been proposed to explain these relationships, including the resource dilution hypothesis and the confluence model.

The resource dilution hypothesis proposes that sibling variables are related to the quality and quantity of parent-child interaction in families, and that such variations in parent resources are associated with sibling differences in academic achievement. That is, the greater the number of children in a family or the later the birth-order position, the more those children has to share family resources. As a result, children have lower scores on those academic outcomes affected by the diluted family influences. An alternate perspective is the confluence model which proposes that children's academic development is affected by the number of children in families, the age-spacing among children, and whether children are only, first, or last born in families. The model claims, for example, that with short birth intervals between children, increasing birth order is

related to lower academic performance. In contrast, with sufficiently large intervals, the birth-order pattern may be mitigated or even reversed.

Miya (2011) in study on the influence of home environment on academic performance of day secondary school students found out that the larger the family, the more likely the grades attained will be low and vice versa. The purpose of the study was to establish the influence of home environment factors on academic performance in day secondary schools in Muhoroni District. The study was guided by research objectives, questions and hypotheses that included the influence of parents' level of education and socio economic status on academic performance, the influence of family size and the influence of distance from school on academic performance of day secondary school students.

The contrary has also been documented from research Joseph (2009) in a study that sought to find out the influence of family size and family birth order on academic attainment of adolescents in higher institution is such a case. The sample comprised of 102 pre-degree students of University of Ado-Ekiti, Nigeria. The analysis of the data showed that family size and birth order have no influence on academic performance of pre-degree students.

Suleman, Aslam, Shakir, Akhtar, Hussaina and Akhtar (2012) in a study on the effects of family structure on the academic performance of students at elementary level in district Karak, Khyber Pukhtunkhwa (Pakistan) begin by agreeing that the Family setting and structure is playing a crucial role in strengthening or devastating student's academic

performance. Family is the primary socializing agent which moulds the child in society. The study was conducted to know the effects of family structure on academic performance of the students at elementary level in district Karak. After analysis of data, the researchers concluded that large family size; large number of brothers and sisters; domestic issues and tension among the family members; low socio-economic status, lack of parents' participation badly effects student's educational attainment. Burriss (2013)In general, research suggests that differences in the academic achievement of children from single- and two-parent families can be related to changes in the economic circumstances of families and to variations in the quality of parent-child interactions in the different family structure.

2.7 Summary of Literature Review

Literature reviewed on income levels and their influence on students' participation levels does not categorically study peri urban and rural populations that characterize the bulk of parents of Masinga district. It's therefore time for a study that will deal mainly with these rural parents.

Literature reviewed so far does not show any specific consideration for parents and guardians who rely on constant grants and donations. Instead studies have heavily relied on a narrow definition of income as proceeds from gainful employment. Time is ripe for research to acknowledge the diversity of income as a concept.

Literature reviewed so far shows a common agreement that the higher the education levels of parents, the higher the chances of their children participating actively in school work. However, these studies have not dug deep to identify the specific activities these parents engage in and that may be associated with the active participation of the learners. It is also important to find out whether the activities of the educated parents are solely associated with the success of the learners. Such activities may include assisting the learner handle homework, issue extra assignment and mark some exercises.

Literature reviewed seems to mainly deal with two types of parents- authoritarian and authoritative, carefully giving little attention to laissez faire. Further research is needed to provide a more balanced assessment of these parenting styles.

Literature reviewed has relied on a narrow nuclear family. Little manifestations of the family concept have also been acknowledged such as single parents and foster parentage. Among the Akamba people this definition is narrow. The Akamba people who live a rural life are predominantly extended families- grandparents, parents and grand children all in or around one compound. Such an arrangement exerts influence on the young- love, discipline, and general socialization. There is hence a need for a research that will proceed with this understanding.

2.8 Theoretical framework

This research is informed by two main theories: The Classical Liberal Theory of equal opportunity and social Darwinism. The Classical Liberal Theory of equal opportunity and

social Darwinism assert that each person is born with a given amount of capacity. According Classical Liberal Theory, who so ever plays the role of education provider, be it the state, or society must design the system in such a way that all hindrances to social economic development of the person from humble background, whether geographic, cultural, political or historical should be removed. This theory supports the postulate that education access and participation should only be determined by the individual' merit and ability, not their social, geographic or economic background

Social Darwinism theory asserts that all citizens should be given, through education, their social status. The theory further observes that provision of formal equity of access to education guarantees fairness in the competition for resources and opportunities Orodho, (2004). It is through the application of this theory that education is viewed by its proponents as the "Great equalizer".

Social control theory is also applicable. This theory proposes that exploiting the process of socialization and social learning builds self-control and reduces the inclination to indulge in behavior recognized as antisocial. It was derived from Functionalist theories of crime and Ivan Nye (1958) proposed that there are four types of control:

Direct: by which punishment is threatened or applied for wrongful behavior, and compliance is rewarded by parents, family, and authority figures. Internal: by which a youth refrains from delinquency through the conscience or superego. Indirect: by identification with those who influence behavior, say because his or her delinquent act

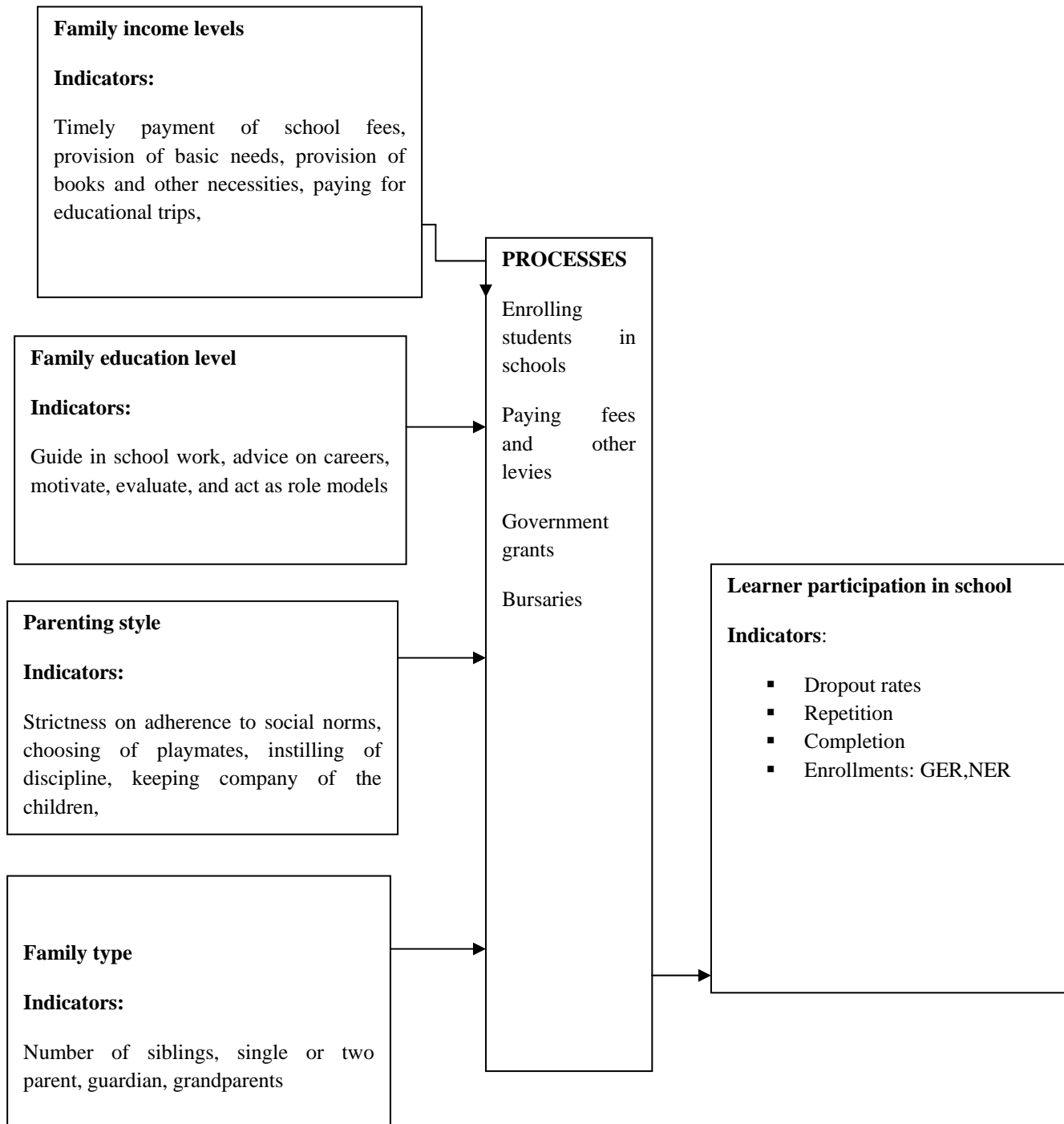
might cause pain and disappointment to parents and others with whom he or she has close relationships. Control through needs satisfaction, i.e. if all an individual's needs are met, there is no point in criminal activity.

From the above theories the researcher will assume that high participation levels are expected from all learners because they are born able. This ability has to be nurtured in enabling conditions, especially on provision of conditions of growth and development and learning needs. The family is the basic unit which has the greatest bearing on a learner's behavior and discipline and it is a primary responsibility of the family.

The study is guided by the following conceptual framework-

Figure 2.1 Conceptual Framework

Home based factors influencing participation rates;



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter will address the questions on how to go about with the collection, analysis and interpretation of data to answer the research questions.

3.2 Research Design

This study will use the Descriptive survey design. (Orodho, 2003) defines this design as involving measurement, classification, comparison, and interpretation of data. It involves describing characteristics as are (Gay, 1992). (Cant, 2003) explains that in descriptive study the researcher understands the underlying relationships of the research problem, the needs concrete evidence to answer the questions. In this research design the research has formulated descriptive questions (tentative and speculated), making it the best option for studying the factors influencing enrollment and participation rates of secondary school students in Masinga district.

3.3 The Target Population

Masinga district consists of 52 secondary schools that constitute the target population. The target population will be the 52 head teachers, the students in the schools the teachers and the parents as represented by the P.T.A members.

3.4 Sampling Design and Procedure

According to Bartlett, Higgins (1999) the determination of sample size is a common task for many organizational researchers. Inappropriate, inadequate, or excessive sample sizes continue to influence the quality and accuracy of research. The size of the sample is not of crucial importance if the sample is deemed to have the characteristics under study. A common goal of survey research is to collect data representative of a population. The researcher uses information gathered from the survey to generalize findings from a drawn sample back to a population, within the limits of random error. According to Orodho and Kombo (2002) sampling is the process of selecting a number of individuals, objects, from a population such that the selected group contains the characteristics of the entire group. The sample size can be estimated using the tables provided below according to **Krejcie, Robert, Morgan, Daryle(1970): see table 6**

To get the sample size per stratum, the following formula is used-

$N_s = P_s \times S / N$ Where:

N =study population

N_s =Sample from each stratum

S =total sample size

P_s =population in each stratum

3.5 Data Collection Procedures

Self-administered questionnaires will be used as it is generally agreeable that they excite confidentiality and honesty (Cooper and Schindler). This will also save on time and money. Some of the questionnaires will be dropped and collected later while others will be filled as the researcher wait to collect.

3.6 Research Instruments

Questionnaires with both closed and open ended questions will be used. According to Mugenda and Mugenda (1999), questionnaires with open-ended questions are easy to develop and handy in-depth dataon any phenomena under study. Three sets of questionnaires have been developed- one for the head teachers, another for teachers and one for the students.

3.7 Instrument Validity

Mugenda and Mugenda (1999) defined validity as the accuracy and meaningfulness of inference which are based on the research results. It is the degree to which the results from analysis of the data generated by a study actually represent phenomena under study. The questionnaires will use for this study simple, straight forward language devoid of ambiguity. The questions will elicit the relevant information for this study as the

questions are tailored for the specific respondents. The validity will also be calculated using the following formula

$$r = \frac{\sum_{i=1}^n (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum_{i=1}^n (X_i - \bar{X})^2} \sqrt{\sum_{i=1}^n (Y_i - \bar{Y})^2}}$$

Where:

$$\frac{X_i - \bar{X}}{s_X}, \bar{X} = \frac{1}{n} \sum_{i=1}^n X_i, \text{ and } s_X = \sqrt{\frac{1}{n-1} \sum_{i=1}^n (X_i - \bar{X})^2}$$

Are the standard score, sample mean, and sample standard deviation respectively

r is the correlation coefficient and the results obtained from the formula will be analyzed as:

Ranges from -1.0 to +1.0

Strong relationship +1 or -1

To further confirm the validity I will consult my supervisor for advice and guidance.

3.8 Data Analysis Techniques

This study will use descriptive statistics. The first step will be to sieve data to remove all contradictory, inconsistencies, unwanted, and ambiguous data. The data will then be coded to establish possible answers to questions. This will be done by assigning numerical values to the coded data. The coded data will then be classified into sub-high samples with common characteristics. This will then form the basis for statistical analysis using the SPSS

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings from the data collected from the field. The data has been interpreted according to the Research questions. The analysis has been done using descriptive statistics and the findings presented in tables, followed by a discussion on the implications. The relationship between the independent and dependent variables is discussed as well.

This chapter is divided into the following sections-: Questionnaire Return Rate, Family income, Parents' level of Education, Parenting style and Family type.

4.2 Questionnaire Return Rate

The study had a sample size of 368. A total of 368 questionnaires were issued to the respondents. A total of 354 were received back, this translated to 96.2% return rate. This is attributable to the approach used in administering the questionnaires. The researcher and her assistant took advantage of PTA meetings, price giving days and principals meetings to reach the correspondents.

Table 4.1 shows the questionnaire return rate

Category	Questionnaires issued	Questionnaires returned	Percentage %
Head teachers	34	34	100
Teachers	75	69	92
Parents	50	42	84
Students	209	209	100
Total	368	354	96.2

4.2 Level of family income influencing participation of day school students in Masinga District

Parents' level of income is a major determinant on whether a student enrolls in school. The indicators of stable family income included- retaining a student in school, prompt paying of school fees in time, provision of basic needs, supplementary books and uniforms for their children.

4.2.1 On whether family income is sustainable to the students?

Table 4.2 Sustainability of family income

	Yes		No	
	Frequency	Percentage	Frequency	Percentage
	23	6.5	331	93.5
Total	23	6.5	331	93.5

A total of 354 questionnaires were issued of which 331 respondents were of the opinion that parents' level of income cannot sustain students in secondary this resulted to a 93.5% of the total sample.

4.3 Level of education of the parents influence on students' participation

The level of educations of the parents determines whether the parent will enroll their children to secondary school. Educated parents have a high tendency of enrolling their children and encourage them to complete school successfully.

Table 4.3 Influence of parents' level of education on students' participation

	YES		NO	
	Frequency	Percentage	Frequency	Percentage
	113	31.8	241	68.1
Total	113	31.8	241	68.1

Of the questionnaires issued, 31.8% of the sample population was of the opinion that the level of education of the parents has an impact on the students' participation rates. The respondents felt that with an increase on awareness on the importance of education most parents have started to emphasis on the education of their children so it was found that the first born children did not acquire post primary education but the latter children have been enrolled for higher education.

4.4 Parenting style impact on students participation

The way parents raise their children determine the attitude of the child towards education and life in general. A Childs' discipline is essential in determining whether a child will complete school or will drop out. Caring and supportive parents enroll their children in school and encourage them to complete school while non-involved parents lead to non-participation by their children.

Table 4.4 Parenting Style and impact on the participation rates

	YES		NO	
	Frequency	Percentage	Frequency	Percentage
	274	77.4	80	22.6
Total	274	77.4	80	22.6

The researcher issued 354 questionnaires of which 77.4% claimed that the way parents interact with children has a direct impact on students' response to education and life in general thus showing that parenting style highly affects students' rate of participation.

4.5 Family type effects on students participation rates

The type of family a student comes from affect the rate at which students participate in secondary schools. Students from large families tend to not attend school due to competition for resources, family breakups highly affect students' participation and the children from single parents, those with both parents tend not to contribute in a big way on the participation of the students.

Table 4.5.1 Size of the family and its effect on students' participation

	Large		Small	
	Frequency	Percentage	Frequency	Percentage
	343	97	11	3
Total	343	97	11	3

Of the 354 respondents 97% indicated that most families have more than five children and went ahead to remark that most of the family members have not attained high school education with five parents remarking that they invest on the child that proves to have a better performance so that the child can benefit the family in future.

4.5.2 Family break ups and influence on participation rates

	YES		NO	
	Frequency	Percentage	Frequency	Percentage
	337	95.2	17	4.8
Total	337	95.2	17	4.8

The respondents were of the opinion that family break-ups affect student participation with a parent emphasizing on how family disagreements affect school going children as

their fee is not paid by giving a case of a mother who never used to pay students fee after receiving the money from the father due to their personal differences thus forcing the child to stay at home. Five of the head teachers also gave cases of children who fail to attend school and on further enquires find that their parents disagreed and the father throws them out thus they cannot attend or even concentrate in school. The respondents however felt that children from single parents and especially single mothers are not affected and tend to participate as those from families with both parents.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter will represent the summary of the findings, discussion, conclusions and recommendations arising from the results of the study. The study aimed at finding out, based on the data, the factors that influence enrollment and participation of day secondary school students in Masinga District.

The study endeavored to determine how family income, parents' level of education, parenting styles and family type affect the enrollment and participation of day secondary students in Masinga District.

5.2 Summary of the Findings

The study was on the influence of home based factors on students' participation rates in education in public day secondary schools in Masinga District. It was guided by the following objectives: To assess the extent to which family income, parents level of education, parenting styles and family type influence enrollment and participation of day secondary students in Masinga District. The following findings were thus made from the research;

5.2.1 Family income and students participation rates

The first objective sought to establish the influence family income has on the participation rates of the students. The researcher modeled the questions so as to ascertain the source of income of the parents, the main cause of joining day secondary schools, the reason for non-completion and it was found out that; Most families have a low income with only one source of income that's the father who mostly has temporal jobs with less than 0.1% of the population having a parent with a permanent job. The reason for joining day school for most of the students is high cost of boarding schools. Lack of school fees is the major cause for non- completion for most students who highly rely on bursary and donors for school. Of the students that responded 99% of them indicated that they live in fear they may never complete high school and if they do they may never go past high school as their parents have no resources to support them.

5.2.2 Parents level of education and students participation rates

The researcher endeavored to establish if there is a relationship between the education levels of the parents and the rates of student participation as the second objective. The questionnaires were set in such a way that the respondents gave details of the level of education of the parents, the impact it has on the school going children and reasons why parents enroll children in school and this resulted to the following findings; Most parents never attained o-level education. The first three to four children never enrolled for high

school education but the later have enrolled this they said was due to increased level of awareness on the importance of education. The reason most parents enroll their children in secondary school was to give them the education they never had with very few indicating that they want them educated just like their parents. This clearly indicated that the education level of the parents has very little effect on the participation rates of the students.

5.2.3 Parenting styles and students participation rates

The third objective was to investigate the effect parenting styles have on the participation rates of students. The researcher modeled the questionnaires in a way to establish what kind of parents in terms of strict, fair, very strict, caring and supportive and how this affects the student.

The following findings were made; Caring parents to pay school fees in time hence students stay longer in school this the students said motivates them to continue schooling. Strict parents exact pressure on students and lead to non-completion as the students feel pressurized to meet set standards by parents. Non involvement of parents leads to relaxation by students who may complete but perform poorly. Fair parents were said to be supportive as they expose students to the reality of life and left students at their discretion to make decisions. The respondents thus led to a conclusion that the parenting style a parent adopts may either promote or demote participation by the students.

5.2.4 Family type and students participation rates

The fourth objective sought to establish the family type and its effect on the students' participation rates. The researcher set out the questionnaires in a way that respondents will give insight to the type of families, the size of families the children come from, the problems facing this families and how this affects the participation rates of students.

The following findings were made; - Most parents have more than 5 children of which less than three have enrolled for high school education. Some children have had to drop out of school to pave way for their siblings especially if they are perceived to be brighter. Most children come from married parents that undergo various problems such as, breakups, separation and even divorce. These the children lamented that it affects them as they have to deal with the problems since they live with this parents on a day to day basis. The respondents however felt that single parents have no direct effect on the students' participation.

5.3 Discussion on the findings

The first objective was to investigate the influence family income has on the participation rates of day secondary school students in Masinga District. The assumption that family income has a positive impact on the participation rates was highly upheld as most parents have a low income level as indicated by the questionnaires and the students revealed that they live in the fear that they may not complete school and if they do they may not proceed for higher learning due to lack of necessary resources. According to Baluch and

Shahid (1998) in a study on the determinants of enrolment in primary school education found that the factors contributing positively and significantly to net enrollment of children at primary and secondary school level are, among others, expenses on education. This was highly echoed by the findings of enrollment rates in day secondary schools in Masinga District. From the head teachers 70% of the students that receive admission letters for form one admission fail to report give lack of school fees as a major cause for not enrolling.

The second objective was to investigate how the levels of education of the parents affect participation rates of day secondary school students in Masinga District. The study found out that the level of parents' education has relatively low effects on the participation rates. Initially it affected the participation rates of students as in most families the first three children never attended school but the latter children in the family are now attending school up to higher level. This was attributed to the increased awareness to the importance on education where parents have realized that education their children is the best wealth they can give them. This finding has negated what Tansel (1997) in a study on schooling and how it is affected by parental education, positing that the higher the education levels of parents, the higher the likelihood of learners graduating. It has gradually reduced and with time it will not affect participation of children in schools. Both educated and non educated parents now pride in the education of their children (own finding).

The third objective was to establish how parenting styles affect participation rates of students in day secondary schools in Masinga District. The parenting style adopted by the parents may either promote or demote students' participation in secondary schools. Day school students have a direct day to day interaction with their parents, thus the way they handle them will determine the rate at which they will participate. Students cited that they are motivated by caring parents who pay their fee in time and encourage them to attain education. The fact that caring parents will ensure their children are in school was highly depicted in that they will make efforts to visit the head teacher to request that they retain the students in school as they struggle to find the necessary resources. Some parents are said to be strict on their children in a manner that they can physically discipline them even in the presence of their teachers such that these particular student runs away from home and in turn quits school as well. This finding thus echoed the conclusions of the study by Fehrmann, Keith and Reimers (1987), in a study on the effects of direct and indirect involvement of parents on high school participation rates, that the parental type has a great influence on the participation rates of the students.

The fourth objective was to investigate the effect of family type may have on the participation rates of secondary school students in Masinga District. The family type a child comes from determines the rate at which children enroll in secondary schools. Children from large families tend to compete for resources and thus parents will invest on well performing children at the expense of less performing children who are not given a

chance to prove themselves. Break-ups in families have a negative effect on participation rates since the parents combined efforts are necessary to support students' participation especially because day school students will need a stable environment at homes. The study agreed with the findings of Akhtar et al (2012), that the family setting and structure is playing a crucial role in strengthening or devastating student's participation rates.

5.4 Conclusions

Based on the above findings, the following conclusions were made:

Level of income of the family led to low participation of day secondary school students in Masinga District.

The level of education of the parents has no impact on participation rates of day school students in Masinga District.

Parenting styles have a direct effect on day school students' participation rates in Masinga District.

The family type that a student comes from relatively affects the participation of the student.

5.5 Recommendations

Based on the results of the study, the following recommendations are made,

1. The government should hasten great efforts make day secondary schools absolutely fee free.
2. Non-Governmental organizations should move in and invest in empowering the community in Masinga District so they can be stable for instance give grants and loans as well as educate them on investment plans such us fish farming, green house farming.
3. Seminars to enlighten the parents on the importance of education as well as how to raise and instill discipline in their children, married parents should also be educated on how to maintain their families by avoiding divorce separations and disagreements that in a way affect day school students.
4. Proper disbursement of bursaries to needy children and not only to the orphaned children and those of single parents as this does not necessarily mean they are needy

5.6 Suggestions for further research

This study sought to find out the factors that challenge day school students' participation rates in Masinga District. It specifically dwelt with family income related issues, parents'

level of education, parenting styles and family type effects on participation rates. Based on the findings of this study, the following are recommended for further study.

1. The criteria used in disbursement of bursaries and other donor resources towards education attainment. This will ensure that help is given to genuinely deserving students and curb any inefficiency in allocation of these funds.
2. Causes of family break-ups, separation and even divorce and how the situation can be salvaged to save the fate of the children that come from these troubled families.
3. Reasons as to why most families in the community of Masinga District have a low income and roles that stakeholders such as the government, local government, NGOs, leaders in the government/county/church/schools can play in enhancing participation rates of day school students.

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APPENDIX I

LETTER OF INTRODUCTION

MARGARET W.GITAU,
UNIVERSITY OF NAIROBI,
P.O. BOX 30197-00100,
NAIROBI.

8 APRIL 2013.

TO WHOM IT MAY CONCERN

RE: RESEARCH PROJECT

I introduce myself as above a student at the University of Nairobi. I am currently carrying out a research entitled "Influence of homebased factors on students participation rates in secondary schools in Masinga District."

In my schedule of data collection exercise, I will visit your institutions to administer questionnaires

All information given shall be treated with utmost confidentiality and shall be used for the purposes of this study only.

I hereby request for your cooperation and assistance. Thank you in advance.

Yours faithfully,

Margaret W. Gitau

Student

Questionnaire for students

Section A: Background Information

Please help us classify your responses by supplying appropriate facts about yourself as the case may be. Tick your appropriate choice in boxes provided.

1. Sex Male Female

2. Age: Below 14 years 14- 15 years 16-18 years above 18years

3. Form: One Two Three Four

4. Your school.....

Responsibility: Prefect Class Monitor Club Official None

5. Why are you in a day school?

Is it because of?

a) Poor marks in KCPE

b) High costs of boarding school

c) Parents preference

d) No of students in our family

e) Others.....

...

f) 6. Do you know of a primary schoolmate who did not join secondary school?

Yes.....No.....

If Yes why

7. How far would you like to go as far as education is concerned?

i. complete high school

ii. college

iii. university

8. What do you think would hinder you from reaching that level?

.....
.....

9. Do you have a friend or former classmate who dropped out of school?

Yes.....No.....

If Yes why.....

.....

.....

10. Why do you think students drop out of school?

Sub-section B.1: Level of Education of Parents

- 1. Father: () None () Primary () Secondary () above secondary
- 2. Mother: () None () Primary () Secondary () above secondary
- 3. Guardian: () None () Primary () Secondary () above secondary
- 4. Do your parents encourage you to pursue high levels of education?

YesNo.....

If yes what reasons do they give as to why they want you to pursue education? Is it

- 1) To be educated like them.....
- 2) To get the education they never had.....
- 3) Because they have the resources
- 4) Any other specify.....
- 5) Does the education level of your parent affect your education? Yes.....No.....

If yes why? Is it

- 1) He/she doesn't see the importance of education.....
- 2) He/she did not reach the level you are in?

- 3) He can't assist you with class work.....
- 4) You don't perform well.....
- 5) Any other
specify.....
- 6) Do you think if your parent was more educated you would achieve high levels of
education? YES.....NO.....

If NO what do you think would make you study up to high level like complete high school

.....

Sub-section B.2: Level of Family Income

- 1. Father: () Low () Middle () High
- 2. Mother: () Low () Middle () High
- 3. Guardian: () Low () Middle () High
- 4. Who pays your school fees?
- 5. Have you ever been sent home for school fees? Yes.....No.....

If yes how long did you take to report back to school?

a) 1-5 days

b) 1 week

c) More than one week

6. Have you ever stopped schooling for more than a term? Yes.....No.....

If yes what was the reason?

.....

7. Have you ever been employed to raise money for school fees? Yes.....No.....

If yes how did it affect your academics?

8. Up to what level would your parents' income support you to reach? Is it

a) High school

b) Technical

c) College

d) University

Did you repeat primary school class eight? YesNo.....

If yes Why?

Is it?

- a) Poor marks
- b) No school fees at the time
- c) Give room to older siblings
- d) Others.....

Section B.3: Parenting Styles

1) How would you rate your parents in terms of strictness

- a) Very strict
- b) Fair
- c) Not strict

2) Do your parents encourage you to complete high school and further your studies?

Yes.....No.....

If yes how do they do it?

If No do you think if they encouraged you it would make you;

- a) Complete high school
- b) Perform better in school

c) Join school clubs e.g. science mathematics drama clubs etc.

1) Do you think parents can make a student drop out of school? Yes.....No.....

If Yes explain

Section B.4 Family Type

1. Father: () Divorced () Widowed () Single () Married

2. Mother: () Divorced () Widowed () Single () Married

3. Guardian: () Divorced () Widowed () Single () Married

4. How many are you in your family?

.....

5. Has everyone in your family completed form four? Yes.....No.....

If No why?

6. Have you or a member of your family ever repeated so as to give others a chance to first complete high school? Yes.....No.....

7. Has anyone in your family ever dropped out of school? YesNo.....

.....

Section C: Dependent Variable; Pupils' Performance

Please tick () the number of the correct response that you feel is appropriate about your performance. Use the rating scale provided.

Sub-section C.1: Academic Performance

1. Daily class work: () Poor () Fair () Good () Very good
2. Weekly tests: () Poor () Fair () Good () Very good
3. End of term examinations: () Poor () Fair () Good () Very good
4. End of year examinations: () Poor () Fair () Good () Very good

Sub-section C.2: Co-curricular Activities

1. Games and Sports:
2. Music, Dance and Drama:
3. Young Farmers' Association:
4. Young Christians Society:
5. Debate Club:

Thank you for your cooperation.

HEADTEACHERS QUESTIONARE

Section A: Background Information

1. Years of working experience as a head teacher

2. Years of service in the current school

Section B.1: Level of education of parents

3. What is your opinion about the level of education of the majority of the parents of this school?

.....

Do you think that level affects their decision in enrolling their students in school?

.....

.....

Section B.2: Level of income of parents

4. What is your opinion about the level of income of the majority of the parents of this school?

.....

Section B.3: Family Type

6. Comment on the marital status of the majority of the parents of this school.
.....

7. What influence does the marital status of the parents have on the enrollment of the pupils in your community?
.....

Section C.1: participation rates

8. What is your view about the participation of students in your school?
.....
.....

9. a). What do you think are some of the factors that have influenced the enrollment and participation of students?
.....

b). why do students drop out of school?
.....
.....
.....

Section C.2: Co-curricular Activities

10. Give comments on the co-curricular activities in your school.

.....
.....

11. What is the rate of enrollment of students that you send admission letters and the actual number that enroll

.....
.....

Parents Questionnaire

Tick where appropriate

1. Marital status;
single.....married.....divorced.....widowed...
2. Level of education; Primary..... secondary..... above
secondary.....none.....
3. Source of income; Permanent job.....temporary job
(vibaru).....farmer.....none.....

4. No. of children;

one.....two.....three.....four.....above

four.....

5. How many of the children are in high school?

6. How many have achieved high school education?

If none, what hinders them from attaining secondary education?

.....
.....

7. Why do you think students drop from high school?

.....
.....

8. What do you think should be done to rectify the problem?

.....
.....
.....

Table 6 Sample size table

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	10000	384

APPENDIX VI

RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/1096

Date:

18th June, 2013

Margaret Wanjiku Gitau
University of Nairobi
P.O.Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated 13th June, 2013 for authority to carry out research on "*Influence of home based factors on students' participation rates in public day secondary school education in Masinga District.*" I am pleased to inform you that you have been authorized to undertake research in Masinga District for a period ending 31st August, 2013.

You are advised to report to the District Commissioner and the District Education Officer, Masinga District before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.



DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Masinga District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX VII
RESEARCH PERMIT

<p style="text-align: center;">PAGE 2</p> <p>THIS IS TO CERTIFY THAT: Prof./Dr./Mr./Mrs./Miss/Institution Margaret Wanjiku Gitau of (Address) University of Nairobi P.O Box 92-0902, Kikuyu has been permitted to conduct research in</p> <p style="text-align: center;">Location Masinga District Eastern Province</p> <p>on the topic: Influence of homestead factors on students' participation rates in public day secondary school education in Masinga District.</p> <p>for a period ending: 31st August, 2013.</p>	<p style="text-align: center;">PAGE 3</p> <p>Research Permit No. NCST/RCD/14/013/1096 Date of issue 16th June, 2013 Fee received KSH. 1000</p> <div style="text-align: center;"></div> <p style="text-align: center;"> Applicant's Signature For Secretary National Council for Science & Technology</p>
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