

**SOCIO-ECONOMIC FACTORS AFFECTING DEMAND FOR
PRIVATE SECONDARY SCHOOLS IN LIKUYANI DISTRICT,
KAKAMEGA COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for a degree in any university

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DEDICATION

This work is dedicated to my husband, Mr. Martin Eshiwani, my children; Joseph, Sophie and James for their understanding and encouragement.

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ABBREVIATIONS AND ACRONYMS

PSS	Private School Survey
GER	Gross Enrolment Rate
CPS	Current Population Survey
ACS	American Community Survey
SACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality.
UNESCO	United Nations Educational, Scientific and Cultural Organization
GDP	Gross Domestic Product
OECD	Organization of Economic Co-operation and Development
IAEA	International Association for Educational Assessment
MDGs	Millennium Development Goals
PPP	Public Private Partnership
DQASO	District Quality Assurance and Standards
UNAPSI	Uganda National Association of Private Schools and Institutions

ABSTRACT

The study was on Socio-Economic factors affecting demand for private secondary schools in Likuyani District, Kakamega County, Kenya. Education and training investments assist in the generation of knowledge, skills, social values, competences and techniques that are significant in improving the productivity; effectiveness and efficiency of individuals, to enable them participate in different sectors in development. There is consensus in literature that secondary education is now the fastest growing segment of the education sector. Many governments are partnering with the private sector to provide secondary education in order to increase access in their countries. Private schools represent a significant part of the education sector. However over the last decade, government statistics seem to show that private school enrollment has declined. Although the trend has been noted the phenomenon has not been examined in detail. Since private schools represent a sizeable portion of the education sector, a decline in enrollment would warrant attention. The study was guided by the following objectives; cost of education, religious practices, family income, and parental level of education. The second chapter looked at literature review on how cost of education, religious practices, family income and parental level of education have influenced students admission to private schools, theoretical framework and conceptual framework. The study was based on human capital theory of Adam Smith, James Becker, Shawl and Denison which reinforces the socio-economic factors that affects the demand for private schools. Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. Educated parents are able to make a decision of sending their children to private schools since they know the advantages. Education makes an individual to be free from religious and cultural ties therefore able to take his children to any performing private schools. The high expenditure in secondary private schools should therefore be seen as high investment in human capital which will result in high returns. The study used a case study design which administered questionnaires, interviewed people and made observations. It targeted 150 parents, two principals of private schools and one DQASO in the district. Data was analyzed using SPSS. Chapter four looked at data analysis and used tables and charts, to present information. The study concluded that the district had high levels of poverty which influenced family income hence parents were not able to meet the cost of education in private schools. The study made recommendations that should be put in place in order to improve enrollments of students in private secondary schools in the district.

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Education and training investments assist in the generation of knowledge, skills, social values, competences and techniques that are significant in improving the productivity, effectiveness and efficiency of individuals, to enable them participate in different sectors in development. There is consensus in literature that secondary education is now the fastest growing segment of the education sector (World Bank, 2007). Secondary education is now viewed as basic education in response to Millennium Development Goals (MDGs) by all countries. Many governments are partnering with the private sector to provide secondary education in order to increase access in their countries.

Private schools represent a significant part of the education sector. However over the last decade, government statistics seem to show that private school enrollment has declined. Although the trend has been noted Aud et al., (2011), the phenomenon has not been examined in detail. Since private schools represent a sizeable portion of the education sector, a decline in enrollment would warrant attention.

In the U.S.A the proportion of U.S students in private schools is 10% and declining (U.S Department of Education, 2010). This has been attributed to the high cost of private schools. The private school share of total enrolments has decreased over the past 15 years, from about 12% to 10%. The U.S Department

of Education projects that in 2021, private schools will enroll about 9% of pre K-12 students, while public schools will enroll 91%. Within the last few decades several states have enacted programmes that provide tax credits or publicly funded tuition vouchers to parents who enroll their children in private schools. The growth of charter schools which begun in the 1990s has also seen a decline in private school enrolment. If parents perceive charter schools as an improvement over regular public schools, then some households that previously enrolled their children in private schools will change from private to charter schools. According to Chakrabarti & Roy, (2010), the households most likely to make this switch are those for whom the benefits of private school are worth and they can afford the cost of private education.

Private schools enrollments have also been greatly affected by religious practices. There is an increased enrollment in conservative Christian schools from the late 1990s through 2005. On the other hand there has been an increase in the number of students enrolled in unaffiliated schools, which have a general religious orientation but are not attached to a particular denomination. Even with declining enrollments, catholic schools are by far the largest private school sector. In 2010, half of the nation's private elementary school students and three-fourths of its private secondary school students attended catholic schools. A number of independent schools in United Kingdom (U.K) are faith-based and follow particular pedagogical styles.

In the United Kingdom about 6.5% attend private schools due to parent's level of incomes. According to the 2010 ISC census, about 87% of independent school pupils in 2010 were day pupils, with the remaining 13% being boarders. Independent schools in the UK currently receive no direct government funding although if the school has charitable status it receives substantial tax exemptions. Private schools receive the majority of their income in the form of fees. Economic downturn led to more families with non-working adults, families that previously sent children to private schools to now fall into the group most likely home school their children (Bauman, 2007).

In Uganda education sector was liberalized in 1993. Private schools and institutions department was inaugurated in 2008, consequent to the restructuring of the Ministry of Education and Sports to cater for the vibrant and ever expanding private investment in education. The number of private secondary schools stands at about 4000, more than double the number of government funded schools. Uganda has Uganda National Association of Private Schools and Institutions (UNAPSI) representing private schools and institutions in Uganda. Parents whose level of education is high tend to send their children to private schools and leave the closest government schools. These government schools are considered to have lower standards in terms of quality of teachers, condition of school and exam grades students receive.

Sometimes schools with religious affiliations are desired in Uganda (Ministry of Education and Sports, Uganda).

In Kenya expansion of secondary education has resulted from support for basic education over decade by government, development partners and private providers. Public Private Partnership (PPP) in education is a mutual collaboration between the government and the private sector that could help reduce public spending, increase access, equality, equity in the provision of education(Task-Force Report,2012).In this case ,the private sector is instrumental in supplementing government efforts in providing services in education sector. A review of secondary education development in Kenya indicates that the number of secondary schools increased from 2678 in 1990 to 3999 (11.3% private) enrolling 870000 students in 2003, and 4215 (13% private) schools, enrolling 1.03 million students(10% in private in 2006 and 1.77 million in 2011(8% private) (MOEST,2012).

The transition rate from primary to secondary has remained below 50%. This leaves about 50% out of school (UNESCO, 2010). Private schools represent a significant part of education sector and provide an opportunity for children to attend school at a cost that may offer benefits unavailable in the public school system. Parents might choose to send their children to private schools for a variety of reasons, including the availability of academic programs and extracurricular activities, religious reasons, dissatisfaction with the local public schools, and school characteristics class size and student-teacher ratios.

Private secondary schools have been expanding in Kenya but this has not been embraced by all Districts in Kakamega County as shown in table 1.1.

Table 1.1: Number of secondary schools by Districts in Kakamega County, 2013

District	No. of private schools	No. of public schools
Kakamega Central	5	22
Mumias	4	34
Matete	3	14
Likuyani	2	22
Navakholo	16	22
Kakamega south	-	25

Source: Education office, Kakamega County

According to table 1.1 Likuyani District has only two private secondary schools as compared to Kakamega Central which has five, Navakholo 16 and the small district Matete has 4. Therefore an investigation on the socio-economic factors affecting demand for private secondary schools in Likuyani District was important.

1.2 Statement of the Problem

The issue of access to private education has been a major concern all over the world. In Kenya, there is an emerging trend of private institutions being sidelined but remaining in the same level of competition with other public

schools in the national examinations. Private schools partner with the government to provide education to the fast growing secondary school population and therefore their significance cannot be overlooked.

In Likuyani District the transition rate from primary to secondary school stands at 40%, 37% for boys and 43% for girls. This leaves 60% out of school. Therefore the significance of private secondary schools in absorbing the number out of school has not been felt in Likuyani District. The number of private secondary schools has instead dropped from 4 in number in 2006 to 2 in 2012 due to low enrolments. Uasin Gishu District which is a neighboring district in Rift Valley has 20 private secondary schools. Another neighboring district is Trans Nzoia District which has 10 private secondary schools. It is against this background that it was necessary to investigate the socio-economic factors that affect demand for private secondary schools in Likuyani District.

1.3 Purpose of the Study

The purpose of this study was to investigate the socio-economic factors that are affecting demand for the private secondary schools in Likuyani District.

1.4 Objectives of the study

1. To determine how the cost of education affects the demand for private secondary schools in Likuyani District.

2. To establish to what extent family income contributes to the level of demand for private secondary schools in Likuyani District.
3. To establish how parents level of education impact on demand for private secondary schools in Likuyani District.
4. To explore to what extent religious practices contribute to demand for secondary schools in Likuyani District.

1.5 Research Questions

The following research questions addressed the research problem

1. How does the cost of education affect demand for private secondary schools in Likuyani District?
2. To what extent does family income contribute to demand for private secondary schools in Likuyani District?
3. How does a parent level of education impact on demand for private secondary schools in Likuyani District?
4. To what extent do religious practices contribute to demand for private secondary schools in Likuyani District?

1.6 Significance of the study

The study provides insights to the government, head teachers of private secondary schools, development partners and communities on the factors affecting demand for private schools. Findings of the study provides the ministry of education with data on factors affecting demand for private

secondary schools and use it for intervention to increase the demand. The study contributes fresh knowledge which the head teachers, government and private investors can use to increase the demand for private secondary schools. Leaders in the district may also use the findings to campaign for support and goodwill from the government.

1.7 Limitations of the study

The major limitation of this study was that there was limited data in Likuyani District about demand for education as not much research has been done on the same in the district. Another limitation was that Likuyani District is a small district therefore generalizing the findings would be limiting. The distances, accessibility and other logistics constrained the study in terms of time and finance during data collection and hence limited the scope of the study. There were difficulties in accessing the parents through questionnaires as some were illiterate and left them blank, or gave wrong information, or did not return the questionnaire at all.

1.8 Delimitations of the Study

The study was carried out in Likuyani District, Kakamega County, Kenya. It addresses the socio-economic factors affecting demand for private schools in Likuyani District. Ninety (90) parents, Two (2) head teachers and One (1) DQASO participated in the study. Because of time and other constraints

teachers and school committee were not included in the sample of respondents.

1.9 Assumptions of the study

The following assumptions were made;

1. That all the respondents gave genuine, truthful, and honest responses to the questionnaires.
2. That the head teachers had adequate information on the information required.
3. Researcher was objective enough to isolate personal and respondents biases in the course of the study.

1.10 Definition of significant terms

Public secondary schools refer to schools maintained or assisted out of public funds in accordance with Cap 211 of the Laws of Kenya.

Private secondary schools refer to schools which are established and managed by private individuals or organizations.

Secondary education refers to second level of education after primary level that leads to tertiary level of education.

Gross enrolment rate refers to the number of pupils in a given education cycle expressed as a percentage of the population related school age.

Culture refers to totality of learned behavior transmitted from one generation to the next.

Demand for secondary education refers to the amount of secondary education places that willing and able students can individually access at a given period of time as determined by fees charged and other factors.

Transition rate refers to access to the next level of education.

Socio-economic factors refer to things that involve economic and social factors. Used to describe factors that relate to or is concerned with the interaction of social and economic factors.

1.1.1 Organization of the study

This study was organized into five chapters. Chapter one provided a background of the study with identification of the research problem, purpose of the study, the research objectives, and questions to be answered by the research findings, assumptions made, and significance of the study, delimitations and limitations of the study, definition of significant terms. Chapter two dealt with literature review of the study. It informed both the researcher and users of the research findings, on the already available body of knowledge on the factors affecting demand for education. The literature review focused more on demand analysis and its application to educational problems. Chapter three covered the research methodology. This chapter described the research design, considered appropriate for the study, the target population, the sampling techniques, sample size, research instruments, instruments validity and reliability, data collection procedures and data analysis techniques. Chapter four dealt with data presentation and analysis. It

provided the actual findings of the study, together with researcher's interpretations of the findings in relation to the problem under study.

Chapter five dealt on summary of findings, conclusions and recommendations of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter discusses the relevant literature on socio-economic factors that affect the demand for private secondary schools. The chapter reviews literature related to the objectives to the study which includes, cost of education, religious practises, family income and parental level of education to show the knowledge gap.

2.1.1 Secondary Education in Kenya

In Kenya, as in other developing countries, the provision of quality education and relevant training to all is the key determinant for achieving the national development agenda. The government of Kenya has therefore focused its main attention on formulating appropriate education policies to ensure maximum development of the human resources who are essential for all aspects of development and wealth creation through industrialization. All education stakeholders recognize that quality education at all levels will enable Kenyans to utilize their natural resources efficiently and effectively in order to attain and maintain desirable lifestyles for all Kenyans (Munavu, Ogutu, & Wasanga, 2008). In order therefore to attain the desired millennium development goals (MDGs) and education for all, the introduction of free secondary education was intended to reduce the cost burden on parents and enable more children access and attain the minimum basic secondary education.

There are, however, many challenges which threaten the sustainability of a robust educational regime in Kenya. The key challenges include low enrolment and retention rates, constricted access and equity at higher levels, establishment and maintenance of quality and relevance, and myriad inefficiencies in managing the limited resources allocated to the education sector (Republic of Kenya, 2005). Implementation of The Free Primary Education (FPE) has been responsible for the recent upsurge in the secondary school enrolments since 2003. Enrolment trends in secondary schools show a steady growth from 30,000 in 1963 to 860,000 students in 2003, and to over 1 million in 2006 (Munavu et al, 2008). Similarly the number of public secondary schools increased from 151 in 1963 to 3660 in 2005 (Republic of Kenya, 2005). One of the factors limiting growth in Gross Enrolment Ratios (GERs) at the secondary level is the limited number of secondary schools compared to the number of primary schools. The current gapping mismatch between the capacities at these levels is approximated by comparing the number of primary and secondary schools. The number of public primary schools was 18,081 in 2003 compared to 3,660 public and 641 private secondary schools in the same year (Republic of Kenya, 2005).

Previous studies have shown that secondary education in Kenya is faced with a number of challenges. These challenges fall under the various school management task areas, which, according to Okumbe (2001), include management of staff personnel, pupils, school finance, physical and material resources, and the curriculum. A study carried out by Mbaabu (1993) revealed

that lack of physical facilities, materials, equipment and tools were among the major problems that primary school Principals are faced with in Kenya. The study found out that in most schools classes had over 50 children. This study revealed that free education at the primary level brought about problems related to over-enrolment, lack of physical facilities, and inadequate teachers. This creates room for thriving of private schools to fill the gap.

2.2 Cost of Education and Demand for Private Secondary Schools.

Cost of education has been found to be an important factor that determines the ability of the parents to afford private secondary education for their children; Research conducted by (Abagi & Sheila, 2004) on cost based factors affecting enrolment established that cost of education has caused more children to miss chances in the private secondary schools. It was observed that there was marked preference by parents to take their children to public secondary schools other than private schools during times of economic difficulties this has directly been linked to cost of education.

Financial requirements for joining secondary school influences enrollment in secondary schools and is one of the greatest challenges to secondary education in SSA. This is because secondary education in majority of the countries is part of a fee-paying sector. This means that parents are required to meet some operational costs such as tuition and maintenance fees and may be required to pay for many other things including food, uniforms, learning materials, and special equipment (Lewin, 2007). State investment in secondary education

tends to be the most neglected of the education sector, receiving on average between 15% and 20% of total education resources from the government (World Bank, 2007). Such a low investment in secondary education has direct implications on transitions to secondary schools which is a challenge for many individuals particularly in rural regions of Africa, with many children unable to attend due to the remoteness of location of secondary schools.

In countries such as Kenya and Uganda which have introduced universal primary education there was necessary tradeoff between implementing this policy and investing in building new schools and improving school infrastructure (CREATE, 2007). The private schools charge high fees in order to meet the cost of running secondary schools. Governments need to be prepared to invest in secondary education if they want to improve secondary education and subsequently see an increase in economic growth and social progress. Without such investment it will become increasingly hard to compete in today's knowledge based global economy (World Bank, 2008).

In Kenya before the introduction of subsidized secondary education households were expected to meet 60% of secondary education costs, compared to 20% of primary and 7% of university (World Bank, 2007). Even after the government moved to create free day secondary education system, the cost of education to households in Kenya continues to remain high for many to attend secondary school and more so to those opting for private school education. A study of 109 school leavers found only 17 progressed to

secondary school, while 20 of those who would have liked to attend sighted auxiliary costs as the greatest hurdle (Obua, 2011).

Initiatives such as the Village Savings and Loans Associations (VSLA) have proved to be effective methods to increase incomes of some of the poorest families. An evaluation of VSLA groups in Uganda found that people were prepared to spend a significant amount of money on education if they could afford it and in fact spent more money on school fees than anything else (Anguria et al, 2008).

Build Africa's income program indicating that as household income increases so does spending on education. For transition to improve it is imperative that poor families are able to afford the cost of secondary education. Programs geared towards increasing incomes of the poor are therefore critical if access to and benefits of secondary education are to be extended more widely. Financial instability experienced by many parents could be a factor affecting enrolment of children in better private secondary school because some of them could be generating income for the family; some of them were forced to attend day secondary schools since this could enable them to multitask, due to the fact that private secondary schools are expensive this has influenced the enrolment into private schools (Abagi & Sheila, 2004).

Economic conditions influence the living conditions at home which concurrently affects enrolment (Cooksey, 1981), in the journal of Comparative

Education Review said good home material conditions were defined by the presence of running water, electricity, an interior toilet, a refrigerator and some form of cookers while poor home conditions were defined by the absence of all except one of the facilities, these are manifestations of the economic determinants of good private schools.

Focusing on the issue of poverty (Lutomia & Sikolia, 2009) noted that students enrolling for secondary schools need a lot of financial support from their parents for personal effects especially those in private boarding schools. They proceed to write that most students are disturbed by continued practice of head teachers sending them away for fees. Examining the issue of poverty (Onyango, 1983) notes that poverty is one major cause of schools poor performance in the Kenyan society. These parents have to work extremely hard to meet the basic needs of the family and may not be able to meet the requirement of the private secondary schools. Students from such families are on the road at the end of every month to look for fees. This problem and frustration alienates the learner from his / her main objective at the school. The learner can be tempted to steal or engage in other vicious acts which may lead to poor performance and this influence the ability to afford private secondary education.

2.3 Family Income and Demand for Private Secondary Schools

A considerable literature has focused on the effects of parental background on such outcomes for their children as cognitive skills, education, health and subsequent income. There is little doubt that family income is positively correlated across generations on the ability to join private secondary schools. Parents and the family environment in general, have important impacts on the behaviour and decisions to take their children to private schools (Acemoglu, 2001).

According to Antonivics, (2004), the view that more educated parents provide a better environment for their children has been the basis of many interventions. Moreover, while the scientific literature is not so clear, it is widely believed that while raising the education for mothers and fathers has broadly similar effects on household income, the external effects associated with education is larger for maternal education than for paternal because mothers tends to be the main provider of care within the household (Behrman, 2007). For example, a positive relationship between mother's education and child birth weight, which is a strong predictor of child's education, is found not only in the developing world but also in the US (Rosenzweig, 2004).

The existence of such externalities provides an important argument for subsidizing the education of children, especially in households with low income parents. Indeed there may be multiplier effects since policy interventions that increase educational attainment for one generation may spill

over onto later generations (Mark & Zhang, 2004). While the existence of intergenerational correlations is not disputed, the nature of the policy interventions that are suggested depends critically on the characteristics of the intergenerational transmission mechanism and the extent to which the correlation is causal (Mark, 2004).

In particular, it has proved difficult to determine whether the transmission mechanism works through inherited genetic factors or environmental factors and, if it is the latter, what is the relative importance of education and income. For example, parent's income ability is positively associated with ability of the parent's to take their children to private secondary school. The link, therefore, between the schooling of parents and their children could be due to unobserved inherited characteristics rather than a causal effect of parental education in household income (Jere, 2004).

According to (Rosenzweig, 2002) A related issue is the extent to which any causal effect of education works through the additional household income associated with higher levels of education that is, parental education may be both direct inputs into the production function that generates child quality and may indirectly facilitate a higher quantity of other inputs through the effect of educational levels on household income and this will facilitate the ability to afford private secondary education for their children.

Works through the additional household income associated with higher levels of education. That is, parental educations may be both direct inputs into the production function that generates child quality and may indirectly facilitate a higher quantity of other inputs through the effect of educational levels on household income. the causal effect of parental education on children, allowing for separate effects of mother's and father's education; and the causal effect of household income that translates into the choice to enrol their children into private secondary schools. To date no study has simultaneously tried to account for both the endogeneity of parental education and of income. This is a crucial distinction since important policy differences hang on their relative effects (Karen, 2004).

A number of studies have found a strong link between earnings of the parent (typically the father) and of the child with the intergenerational correlation in earnings between fathers and sons. There is also a relationship between parental education and the education of their offspring this will influence the parent's choice to take their children to private secondary schools (Goldberger, 2004).

2.4 Parents' Level of Education and Demand for Private Secondary Schools.

The association between parents' and their children's educational attainments has been one of the measures featured in the study of intergenerational mobility. It has either been the focus itself or has been part of the exploration

of the reasons for earnings, income or social class persistence the opposite of mobility (Blanden, 2010),

Parental education is of course just one aspect of family background that influences children's subsequent achievements as adults, but an important one. For instance, parents' educational attainments have a large impact on their earnings; they may alter the 'productivity' of their time investments in children, such as reading to the child; and they may affect children's aspirations and the decision of the parents to take their children to private secondary school.

The parent's level of education has a lot of impact on schooling of children because the more educated parents are, the more likely they are to enroll their children and push them through school (Holmes, 2003). Parental decisions affect children retention in a school system such that students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school (UNICEF, 1999).

High academic attainment of a mother and father significantly reduce chances of primary school dropout for both girls and boys in rural and urban areas. For a mother, this phenomenon could perhaps be attributed to the fact that educated mothers reduce the time spent doing household chores while increasing the time spent with their children than their uneducated

counterparts. Also, educated mothers are more effective in helping their children in academic work and also monitor and supervise their children's academic progress (Holmes, 2003). While for fathers, it's attributed to the fact that educated fathers are also interested in the academic progress of their children thus they would be willing to spend more time helping their children in academic problems.

As suggested by Leclercq (2001), educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education. This also goes a long way in motivating their children to aim higher in education because they can look at their parents as role models. Educated parents are likely to hire private tuition and offer rewards for their children so that they can do well in school. The academic attainment of parents enhances positive attitudinal change towards children's education. In Kenya, parents who are not educated or have just the basic education, do not see the benefits of education hence do not encourage their children to transit to high school (CREATE, 2009).

An important concern is whether an increase in parents' education will increase the educational attainments of their children and the choice to enrol in private secondary schools, with attendant impacts on their children's health,

productivity, and lifetime income and life chances more generally. Because of the different trends by gender, it's also important to know whether mother's and father's education have different causal impacts on their children's education. Such a correlation, or a correspondence of children's education against that of their parents, is unlikely to reflect solely a true causal effect of parent's education on that of their children and decision to join the private secondary education. For instance, if people's abilities' affect their educational attainment and choice of school then parents' and children's 'abilities' are correlated.

Aspects of the family environment that promote acquisition of such skills may also be correlated with parents' educational attainments and their abilities, further undermining a causal interpretation of the intergenerational relationship. Well educated parents will be more willing to take their children to private secondary schools being that these private secondary schools have been highly associated with progress and will equally expect such progress from their children respectively.

2.5 Religious Practices and Demand for Private Secondary Schools.

For some time, a small but growing body of research has consistently indicated that the frequency of religious practice is directly and significantly correlated with academic outcomes and educational attainment and therefore the choice for school (Chandra, 2001). Several studies have shown that

religiously involved students spend more time on their homework, work harder in school, and achieve more as a result, concurrently private schools have tendency to incline more to the spiritual aspect of the students and this affects the decisions of the parent who are stereotyped towards the religious affiliation of their children (Donahue, 2005).

Academic Performance and religious attendance, a key indicator of the role of religion in a person's life, is strongly associated with the choice of schools. In one study, students who attended religious activities weekly or more frequently were found to have a higher chance of high performance compared to the students than students who never attended (Regberus, 2003). According to (Hernandez, 2008) the beneficial effects of religious practice on education are transmitted to the individual student through various pathways within the family of origin, and through peers, the church community, and the extended community. Internalized values and norms have a significant impact on maths and reading scores, both directly and indirectly, through the effects that values have on other school-related activities such as homework, watching television, and reading.

Just as secular personal morality has a positive impact on school attendance, so do religious values, which are among the variable that influence behaviours outside of school (such as watching television less, doing homework more, reading, and working for pay (Regnerus, 2000). All of these, in turn, affects

high school students' achievement and concurrently influence the parents' decision to take their children to private secondary schools where religious practises are more embraced (Annebert, 2006). Values also help form an internal locus of control, which is the presence of established habits of discipline and balance in matters of work and initiative. High internal locus of control refers to the belief that one's action and efforts, rather than fate or luck" shape the result of one's efforts. This belief, in turn, is linked to "the effort that students put forth and the importance they assign to working hard and achieve (Diane, 2001).

2.6 Summary of Literature Review

In this chapter, factors affecting the demand for private secondary schools in Kenya and other countries have been discussed. The factors discussed include parent's level of education, religious practices, level of family income and cost of education. These factors affect enrolment in private secondary schools and therefore demand.

2.7 Theoretical framework

The study employed the human capital theory to reinforce the socio-economic factors that affects the demand of private schools; the theory demonstrated how the various variables interplay.

2.8 Human Capital Theory

Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. Human capital is an essential component of development. Education and training are forms of Capital. Expenditure in education, training and medical care is investments in human capital. Investment in education and training is therefore equivalent to investment in physical capital which equally has returns.

The core thesis of human capital theory is that people's capabilities and potential are comparable to other natural and physical capital involved in the production process. The higher the skills the higher the level of productivities and lifetime earnings. Sustainability of physical capital depends on human capital. The proponents of this theory are Adam Smith, James Becker, Shawl and Denison. According to these economists' education and training raises the productivity of the workers by imparting useful, relevant, adequate and sustainable knowledge, skills and competences hence increasing workers future incomes by increasing their lifetime earnings. (Becker, 1964).

Classical economists like Adam Smith pointed out that education assist to increase the productive capacity of workers just the same way new machinery increases output i.e. educational expenditure is directed towards increasing knowledge and skills of individuals' in order to increase their productivity and

lifetime earnings. With increased productivity and increased lifetime earnings an individual's income is increased therefore able to send his children to private schools. Also educated parents are able to make a decision of sending their children to private schools since they know the advantages. Education makes an individual to be free from religious and cultural ties therefore able to take his children to any performing private schools. The high expenditure in secondary private schools should therefore be seen as high investment in human capital which will result in high returns.

2.9 Conceptual framework

The study focused on the socio-economic factors affecting the demand for private schools, the study therefore specifically focused on the cost of education, religious practises, parents' level of education and the family income the following is a conceptual framework showing the relationship between the variables.

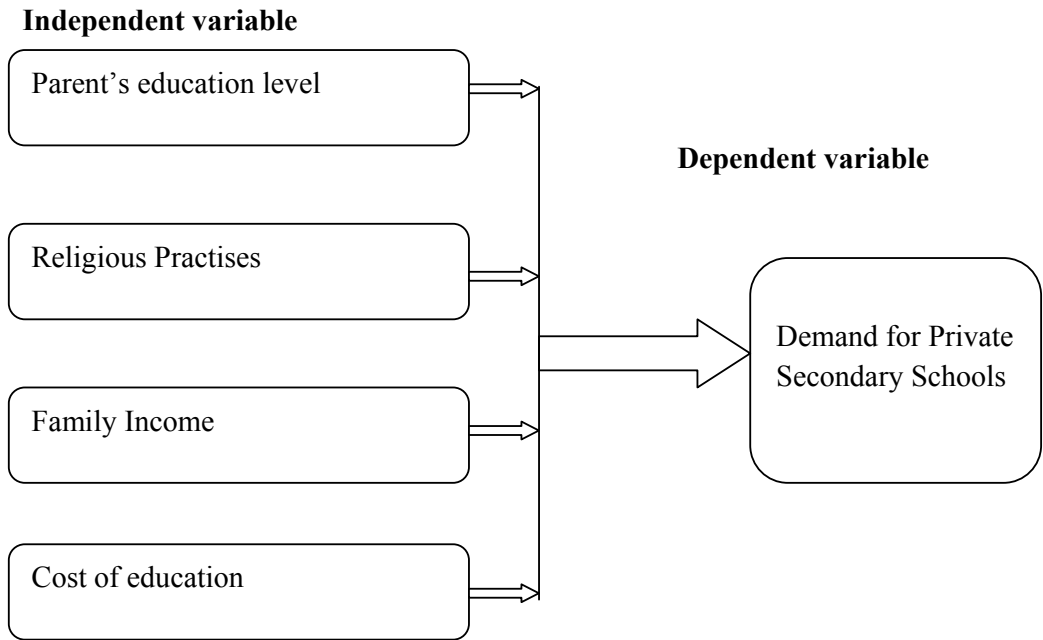


Figure 2.1 Conceptual framework

The research used input and output process in that, the independent variables are the inputs and dependent variable is the output. The independent variables are Parent's education level, Religious practices, Family income and Cost of education. Cost of education will rest on the ability of the parents to pay the fees without challenges this will shade more light on the level of income of the family, the ability to pay will equally depend on the income levels of the parents. Parents level of education is a contributing factor towards the choice of education for the children, educated parents will fund education progress for their children and will most likely enrol their children into private secondary schools as compared with parents of no or low education.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, target population, the sample and sampling procedure, development of research instruments and finally data collection and data analysis procedure.

3.2 Research design

This study adopted a case study design to investigate the effects of socio-economic factors affecting demand for private secondary schools in Likuyani District. According to (Yin, 2002), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when boundaries between phenomenon and context are not clearly evident (exploratory studies). The researcher used the case study design to enable her understand the case in depth, and in its natural setting, recognizing its complexity and its context. The researcher also had a holistic focus, aiming to preserve and understand the wholeness and unity of the case. In this study, the researcher examined parents, head teachers and District Quality Assurance and Standards Officers (DQASO) to establish the socio-economic factors on demand for private secondary schools. This helped analyze the nature of socio economic factors in the community; analyze the support mechanisms in place.

3.3 Target population

A target population according to Saunders, Lewis and Thorn Hill (1997) is a full set of cases from which a sample is taken. Cooper and Schindler (2006) called it a population of interest from which the individual participant or object for the measurement is taken. This study targeted all the parents of students in the two private secondary schools .Each school has an estimate of 150 parents. The two schools had a population of 300 parents. The population also included the two head teachers and a District Quality Assurance and Standards Officer. This brings the target population to 303.

3.4 Sample and Sampling Technique

A sample is a subset or part of the target population. Mugenda and Mugenda recommend that the sample should consist of at least 30% of the target population. The sample consisted of 50% of parents (150), Two (2) head teachers and One (1) DQASO. This totals to 153 respondents as shown in table 3.1

Table 3.1: Sampling Matrix

Description	Population	Sample size
Parents	300	150
Head teachers	2	2
DQASO	1	1
Total	303	153

The sampling technique this study used was purposive sampling. The researcher handpicked the proponents to be included in the sample on the basis of her judgement of her typicality. This helped build up a sample that is satisfactory to the needs of the study.

3.5 Research Instruments

Researcher used questionnaires, observation schedule and interview schedule.

To collect the information from the parents, questionnaires were personally administered to the respondents. Questionnaires were used because it offers considerable advantages in the administration. It also presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. It has anonymity which helps to produce more candid answers than is possible in an interview.

Interviews were conducted for head teachers of private secondary schools and District Quality Assurance and Standards Officer. Interview schedule was used to guide interviews to be conducted with the head teachers and DQASO on the factors affecting demand for private secondary schools. They were required to give information on themselves, students and the schools including the problems they encounter and suggest factors affecting the demand for private secondary schools.

The researcher made an observation of the availability, nature and adequacy of physical facilities such as classrooms, libraries, laboratories, and learning

materials like books. The instrument was employed in the private secondary schools.

3.6 Validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of the inferences which are based on research results. In other words validity is the degree to which results obtained from the data actually represents the phenomena under study. The instruments for this study were validated through application of content validity, which is determined by expert judgment. Gay (1992) noted that content validity is a matter of judgment by the researcher and professionals, and has no specific formula for determination. This study established validity of the instruments by seeking the views of colleagues, other lecturers who are not the researcher's supervisors as well as the expert advice by discussions with the researcher's supervisors.

3.7 Reliability of the Instruments

According to (Orodho, 1998), reliability concerns the degree to which the particular measuring procedure gives similar results over a number of repeated trials. For a test to be valid it must be reliable. Hence, reliability is a very useful ingredient in validity of any research instrument. According to (Roscoe, 1969) the split-half method is used to establish the co-efficient of internal consistency. This method involves splitting the statements of a test

into two halves (odd and even items). The odd numbered items and even numbered items are placed in two sub-tests. The scores of the two sub-tests are then computed for each individual and these two sets of scores are correlated using the Pearsons Products Moment Correlation Co-efficient Formular indicated below.

$$r = \frac{\sum xy - (\sum x)(\sum y)/N}{\sqrt{(\sum x^2 - (\sum x)^2/N)(\sum y^2 - (\sum y)^2/N)}}$$

Where

$\sum xy$ = Sum of the gross Product of the values for each variable.

$(\sum x)(\sum y)$ = Product of the sum of x and sum of y

N = Number of pairs of scores

The correlation coefficient obtained (r) will represent reliability of only half of the instrument (test). In order to obtain reliability of the entire instrument, the Spearman Brown Prophecy Formular indicated below was applied.

$$r_e = 2r / (1 + r), \text{ where}$$

r_e = reliability of the original test

r = reliability co-efficient resulting from correlating the scores of the odd statement with the scores of the even statements.

If the reliability of the instrument is above 0.5 and less than 1.00, it is considered to have a very good reliability. The pilot study obtained a coefficient correlation of 0.7. This means that the research instruments could be relied upon for the study.

3.8 Data Collection Procedure

A research permit was obtained from the National Council of Science and Research. The researcher also obtained a clearance letter to conduct research from the District Education Officer (DEO), Likuyani, and this facilitated the researcher's visit to various schools. The visits were for purposes of distributing the questionnaires to be filled by parents and also administer interviews to head teachers. During this exercise, the respondents were assured that strict confidentiality would be maintained in dealing with their responses. After an agreed time lapse, the researcher then collected the filled out questionnaires.

3.9 Data Analysis Techniques

According to Mugenda and Mugenda (1999), data analysis is the process of bringing order and meaning to raw data collected. The data was edited and information categorized into themes based on the research questions. Descriptive statistics such as frequency distribution, percentages, graphs and charts were used to analyze the quantitative data collected. Tables were constructed to indicate responses for each item that was used. Qualitative data from open ended questions were organized into sub-topics. Responses were coded, processed and tabulated by using the Statistical Package for Social Science (SPSS).

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS

4.1 Introduction

This chapter presents the analyzed data in tables, pie-charts and graphs according to the study objectives. Interpretations of the findings have been done to answer the research questions. The presentation of the findings were organized around the key variables such as the cost of education, family income, parents level of education and contribution of religious practices to demand for secondary schools education in Likuyani District. The bio- data has also been analyzed and presented to provide relevant characteristics of the respondents.

4.1.1 Questionnaire Return Rate

The researcher distributed (150) questionnaires to parents and (142) were completed and returned representing a return rate of 94.6%,and interviewed (2)head teachers and (1) DQASO officer each representing 100.0% return rate as indicated in Table 4.1.

Table 4.1: Questionnaire return rate

Instruments	Target	Number returned	Percentage
Parents	150	142	94.6
Head teachers	2	2	100.0
DQASO	1	1	100.0
Total	153	145	94.8

The questionnaire return rate was 94.8%. This return rate was considered adequate for the purposes of this study.

4.1.2 Gender of Respondents

The study wanted to find out the gender of the respondents. The findings are recorded in Table 4.2.

Table 4.2: Gender of Respondents

Gender	Frequency	Percentage
Male	79	54.5
Female	66	45.5
Total	145	100.0

The study established that 54.5% of the respondents were males and 45.5% were females meaning that both genders were adequately represented in the study.

4.1.3 Parents Source of Income

The study wanted to establish the sources of income that parents use to finance their children education. The findings from the study are recorded in Table 4.3.

Table 4.3: Parents Source of Income

Responses	Frequency	Percentage
Livestock	19	13.1
Farming / Agriculture	81	55.9
Casual employment	45	31
Total	145	100.0

The study established that parents were farmers at 55.9%, casual employment at 31% and livestock keeping at 13.1%. This means that parents had several ways of earning their income. Further the study found out from the head teachers that farmers were doing mixed farming and were not purely pursuing one economic activity.

4.2 Cost of Education

Cost of education has been found to be an important factor that determines the ability of the parents to afford private secondary education for their children; Research conducted by (Abagi & Sheila, 2004) on cost based factors affecting enrolment established that cost of education has caused more children to miss chances in the private secondary schools. Parents work extremely hard to meet the basic needs of the family as well as meet the requirement of the private secondary schools.

4.2.1 Whether Parents have Problems Paying School Fees

The study sought to find out whether parents in Lukuyani District have a problem in meeting the cost of private education for their children. The findings are indicated in Table 4.4.

Table 4.4. Parents had Problems Paying School Fees School Fees

Responses	Frequency	Percentage
Yes	101	71.1
No	41	28.9
Total	142	100.0

The study established from majority (71.1%) of the respondents that parents had problems meeting the cost of education for their parents. The reasons given for this situation was that most of the parents were peasant farmers and

farm product were always faced by problems of fluctuation of prices. This means parents had challenges of meeting the cost of private education.

4.2.2 Methods of meeting the Cost of Education

The study wanted to find out the methods parents used in meeting the cost of education for their children. The findings of the study are indicated in Figure 4.1.

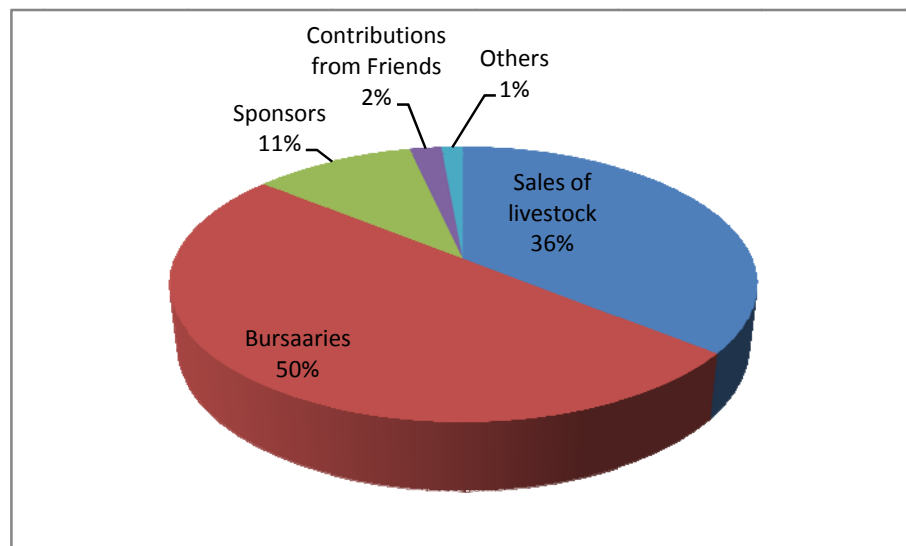


Figure 4.1: Methods of meeting the Cost of Education

The study established that parents use various methods in order to raise fees for their children. This method includes; bursaries 50%, sales of livestock 36%, sponsor 11%, contributions from friends 2% and other sources 1%. These findings indicate that levels of poverty are high in the district hence parents depend on bursaries (50%) to educate their children, while 36% depend sales of livestock. These findings show that such parents who depend on sales of livestock and bursaries may not afford to educate their children in private schools which are rather expensive.

4.2.3 Effects of Lack of School Fees on Children Education.

The study wanted to find out from parents lack of school fees had any effects on children’s education. The findings from the study are recorded in Table 4.5.

Table 4.5: Effects of Lack of School Fees on Children Education.

Responses	Frequency	Percentage
Yes	133	93.7
No	9	6.3
Total	142	100.0

The study established from 93.7% of the respondents that lack of school fees made children to drop out of school, or get enrolled in schools that lacked adequate tuition facilities and this finally affected their academic

achievements in schools. Other reasons given were that private secondary schools were perceived as expensive hence parents were afraid of costs involved. This made parents not consider private educations as an alternative in secondary education as a result private secondary schools were dying out. The main reason given by parents why they cannot be able to support their children in schools was that private schools are very expensive.

Further from the interviews conducted among the head teachers, the study established that these schools have very low levels of enrollment and high levels of student drop outs. This was attributed to low levels of incomes among the parents and delayed government bursaries. These have affected private education a great deal. It was established that St. Basil secondary school had a total enrollment of 180 students and Matunda Highway secondary school had only a total of 89 students.

4.2.4 Factors that Affect School Enrolment

The quality assurance and standard officer was asked to comment on factors that influenced school enrolments in the district. The findings are indicated as; Parents occupation, Parents education highest level of education and high levels of Poverty in the district. Other factors cited included female genital mutilation and male circumcision, early marriages and children involvement in domestic chores.

4.3 Family Income

Economic conditions influence the living conditions at home which concurrently affect enrolment. Cooksey, (1981), in the journal of Comparative Education Review said good home material conditions were defined by the presence of running water, electricity, an interior toilet, a refrigerator and some form of cookers while poor home conditions were defined by the absence of all except one of the facilities, these are manifestations of the economic determinants of good private schools. Focusing on the issue of poverty (Lutomia & Sikolia, 2009) note that students enrolling for secondary schools need a lot of financial support from their parents for personal effects especially those in private boarding schools. They proceed to write that most students are disturbed by continued practice of head teachers sending them away for fees. Examining the issue of poverty (Onyango, 1983) notes that poverty is one major cause of schools poor performance in the Kenyan society.

4.3.1 Families Average Monthly Income

The study sought to find out the average monthly income for families in Lukuyani District. The findings are recorded in Table 4.6.

Table 4.6: Families Average Monthly Income

Monthly income	Frequency	Percentage
10,000-20,000	138	95.2
21,000-35,000	5	3.4
36,000-45,000	2	1.4
46,000-60,000	0	0

The study established that 95.2% of the parents' respondents were earning an income of Ksh. 10,000-20,000 per month. This explains why many parents are not able to afford to educate their children in private schools in the district. The levels of poverty are very high and this is a challenge to many parents because of their low levels of monthly income. Only 3.4% were earning Ksh.21,000-35,000, 1.4% earned between Ksh. 36,000-45,000 and none earned above Ksh. 46,000.

4.3.2 Family Income and Enrolling Children in Private School

The study wanted to find out whether family income influences parents to enroll their children in private schools. The findings from the study are recorded in Table 4.7.

Table 4.7: Family Income and Enrolling Children in Private School

Responses	Frequency	Percentage
Yes	94	64.8
No	34	23.4
Don't know	17	11.8
Total	145	100.0

The study established that family income has a lot of influence on enrollment of children in private schools. Majority of the respondents at 64.8% agreed with the study while 23.4% disagreed with the study. The reason given behind this was affordability, because many parents argued that private schools were very expensive and out of reach for common man. From the interviews conducted, the head teachers said that parents had a lot of difficulties when paying fees for their children. This has greatly affected private schools education in Lukuyani District.

4.4 Parental Level of Education

Parental education is one aspect of family background that influences children's subsequent achievements as adults, but is an important one. Parents' educational attainments have a large impact on their earnings; they may alter the 'productivity' of their time investments in children, such as reading to the child; and they may affect children's aspirations and the decision of the parents to take their children to private secondary school. Well educated

parents will be more willing to take their children to private secondary schools being that these private secondary schools have been highly associated with progress and will equally expect such progress from their children respectively.

4.4.1 Level of Education of Fathers

The study wanted to find out the level of education of fathers in Lukuyani District. The findings are indicated in Figure 4.2.

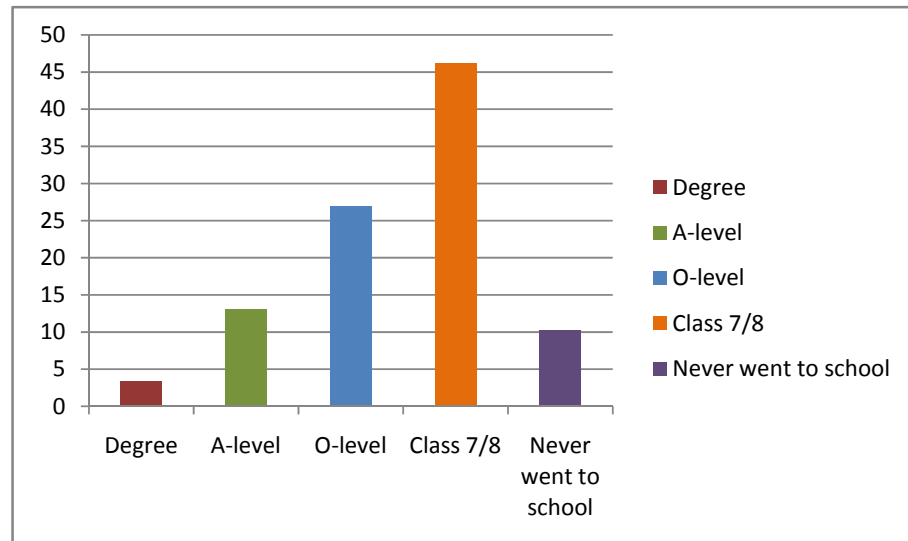


Figure 4.2: Level of Education of Fathers

The study established that 46.2% of the respondents that majority of the fathers had only reached standard seven or eight in their education, while others 29% had completed o-level education in their academic pursuit. This means that they could only fit in sectors of self-employment or as casual workers since lacked appropriate skills to acquire gainful employment. This

means that parents could hardly afford high cost of private secondary education because their earnings were very low. This study agrees with findings of (Holmes, 2003), found out that parent's level of education has a lot of impact on schooling of children because the more educated parents are, the more likely they are to enroll their children and push them through school.

4.4.2 Level of Education of Mothers

The study wanted to find out the education level of mothers involved in the study. The findings are indicated in Figure 4.2.

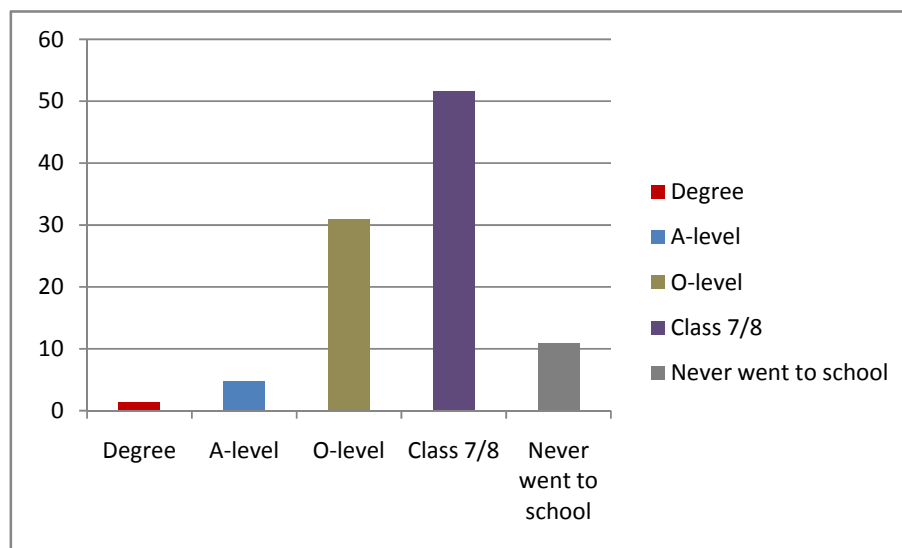


Figure 4.3: Level of Education of Mothers

The study further established that majority of the mother 51.7% respondents had attained only class seven or eight level of education. This means that these parents were hardly in a position to afford to educate their children in private

schools since they were deemed to be expensive. The parents again may not be in a position to encourage their children academically since they had no education themselves.

4.4.3 Willingness of Parents to Enroll their Children in Private Schools

The study wanted to find out whether parents allow their children to join private secondary schools. The findings are indicated in Table 4.8

Table 4.8: Whether Parents Allow their Children to Join Private Schools

Responses	Frequency	Percentage
Strongly disagree	90	62.1
Disagree	38	26.2
Agree	10	6.9
Strongly agree	7	4.8
Total	145	100.0

The established from 88.3% of the respondents that parents in Lukuyani District do not encourage their children to join private institutions. This may explain why private schools in this district have such low enrollments. This is because parents play a very important part in the education of their children.

4.4.4 Educated Parents Encourage Their Children to Join Private Schools

The study wanted to find out whether the educated parents had influence on the children to join private schools. The findings from the study are indicated in Table 4.9.

Table 4.9: Educated parents encourage their Children to join Private Schools

Responses	Frequency	Percentage
Strongly disagree	31	21.4
Disagree	44	30.3
Agree	45	31.0
Strongly agree	25	17.2
Total	145	100.0

The study established from 48.2% of the respondents that educated parents had positive influence on their children hence enabling them to join private secondary schools. This means that parents valued education of their children and wanted them to acquire the best education.

4.4.5 Influence of Parents on Choice of Secondary Schools

The study wanted to find out from parents the level of their influence on the choice of secondary schools their children joins. The findings are recorded in Table 4.11.

Table 4.10: Influence of parents on Choice of Secondary Schools

Responses	Frequency	Percentage
Strongly disagree	78	53.8
Disagree	19	13.1
Agree	23	15.9
Strongly agree	25	17.2
Total	145	100.0

Majority of the respondents at 66.9% agreed with the study that parents had little influence on the choice of secondary schools that their children were getting admitted to. This is because the total marks a child scored in standard eight played a big role the kind of secondary school a child is admitted to. Again private schools are very quick in admissions to form one and this has had a lot of influence on the students.

4.4.6 Linkage between Parents Level of Education and Incomes

The study wanted to establish whether there was a relationship between parents' level of education and their incomes. The findings from the study are indicated in Table 4.12.

Table 4.11: Linkage between Parents Level of Education and Incomes

Responses	Frequency	Percentage
Strongly disagree	23	15.9
Disagree	19	13.1
Agree	25	17.2
Strongly agree	78	53.8
Total	145	100.0

The study established from 71% of the respondents that the level of education of the parents determined their amount of earnings. Since the study established that parents in this place have low levels of education, then their earnings are low as well. This explains why parents had difficulties raising their children's fees in private institutions.

Further the findings from interview conducted among the principals indicated that students were constantly sent home for fees and subsequently came back with nothing.

4.4.7 Parents Perception of Private Schools

The study wanted to find out how parents liked private schools in the district.

The findings are indicated in Figure 4.4.

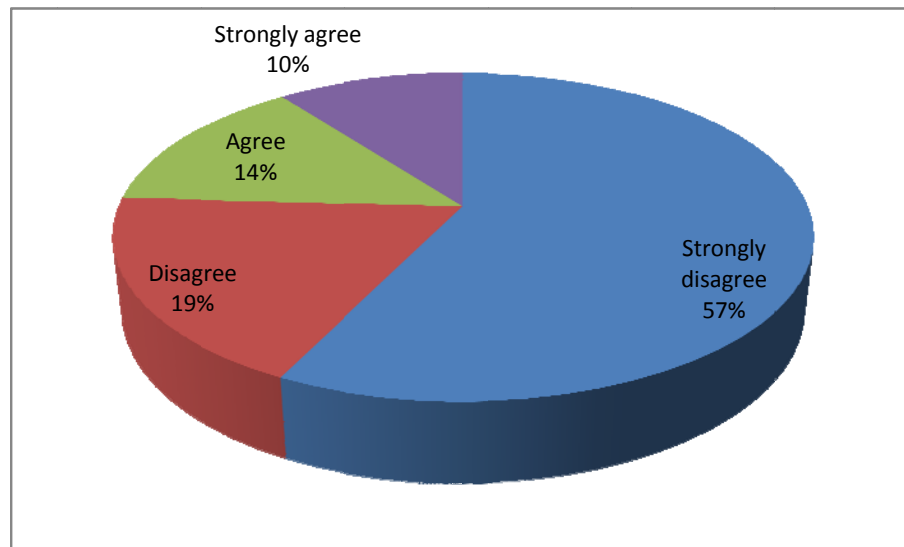


Figure 4.4: Whether Parents liked Private Schools

Majority of respondents 75.8% indicated that parents did not like private schools for their children. They gave reasons such as private schools offer low quality of education, experience shortage of teachers and lack essential tuition facilities.

The researcher asked the district quality and standards officer to comment on the quality of education offered in private schools. He said that private schools offered similar curriculum like other public schools and the Ministry of education science and technology ensured that education standards were same in all schools and that educational standards were maintained in the district.

4.5 Influence of Religious Practices on Private School Education

Religious practice is directly and significantly correlated with academic outcomes and educational attainment and therefore the choice for school (Chandra, 2001). Studies have shown that religiously involved students spend more time on their homework, work harder in school, and achieve more as a result, concurrently private schools have tendency to incline more to the spiritual aspect of the students and this affects the decisions of the parent who are stereotyped towards the religious affiliation of their children (Donahue, 2005).

4.5.1 Religious Practices Influence Academic Outcomes

The study wanted to find out whether religious practices influence academic attainments in the district. The findings are indicated in Table 4.13.

Table 4.12: Religious Practices Influence Academic Outcomes

Responses	Frequency	Percentage
Yes	111	76.6
No	34	23.4
Total	145	100.0

The study established from 76.6% of the respondents that parents generally preferred church sponsored schools since they felt that these offered a

Christian environment that was conducive to the education of their children.

This explains why private schools in the district such low enrolments.

4.5.2 Private Schools Incline towards Spiritual Aspects

The study wanted to find out whether private schools incline towards some certain aspects of students spiritual leaning. The findings of the study are indicated on Table 4.13.

Table 4.13: Private Schools Incline towards Spiritual Aspects

Responses	Frequency	Percentage
Strongly Agree	28	19.3
Agree	18	1.2
Undecided	4	0.3
Disagree	73	50.3
Strongly disagree	22	15.2
Total	145	100.0

Majority of the respondents at 65.5% indicated that private schools were not inclined to any religious organization hence the students could subscribe to any religion. The means that private schools were likely to follow the religious inclination of the founder of the school hence were not guided by any religious philosophy.

4.5.3 Religious Practices in Private Schools

The study wanted to find out whether there were religious practices in private schools that could hinder parents from admitting their children in private schools. The findings of the study are indicated in Table 4.14.

Table 4.14: Inclination to Religious Practices

Responses	Frequency	Percentage
Yes	58	40
No	87	60
Total	145	100.0

The study established from 60% of the respondents that private schools were not inclined to and religious settings. They were open to all. This means that parents were scared of their children acquiring the wrong doctrine. This made the parents to prefer public schools at the expense of private secondary schools.

4.5.4 Influence of Church Community on Education

The study wanted to find out the influence of church on admission to private schools. The findings are indicated on Table 4.15.

Table 4.15: Influence of Church Community on Education

Responses	Frequency	Percentage
Strongly disagree	23	15.9
Disagree	22	15.2
Undecided	21	14.5
Agree	50	34.5
Strongly agree	29	20
Total	145	100.0

The study established from 54.5% that church community has a lot of influence on admission to secondary schools. This is because the community prefers schools that are church sponsored because many parents belong to these churches and have a lot of attachment to the church sponsored schools. This makes parents these schools instead of public schools.

4.5.5 Influence of Extended Community

The study wanted to establish whether the community has any influence on students joining secondary schools. The findings are indicated in Table 4.16.

Table 4.16: Influence of Extended Community

Responses	Frequency	Percentage
Strongly disagree	21	14.5
Disagree	55	37.9
Undecided	21	14.4
Agree	13	9
Strongly agree	35	24.1
Total	145	100.0

The study established from 52.4% of the respondents who agreed with the study extended community had a lot of influence on the choice of secondary school students enroll to. This is because the community views private schools as very permissive in terms of discipline and this makes their students to develop discipline problems which consequently affect their academic performance.

4.5.6 Influence of Peers in Secondary School Admission

The study wanted to find out whether students were influenced by peers when choosing secondary schools to enroll into. The findings are indicated on figure 4.5.

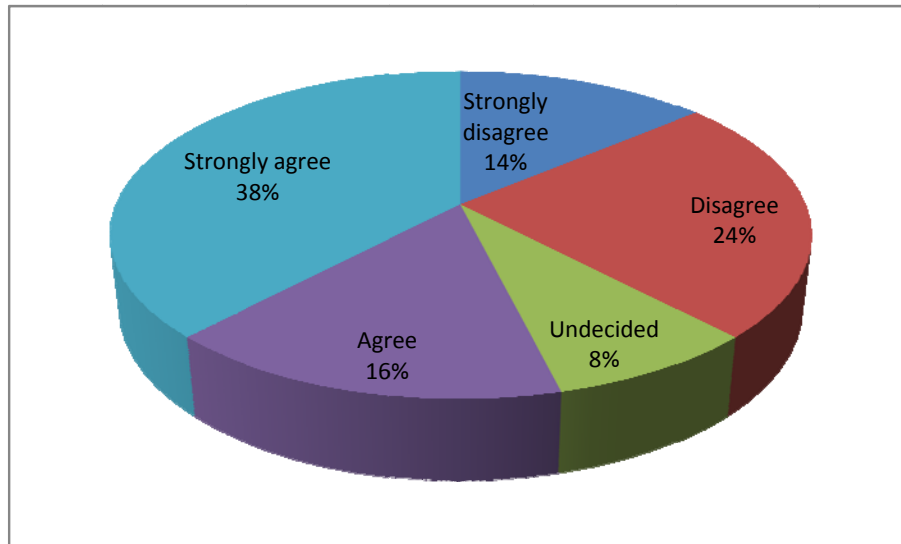


Figure 4.5: Influence of Peers in Secondary School Admission

The study established from 53.8% of the respondents that students joining secondary schools were influenced by their peer on the choice of secondary schools they were joining.

4.5.7 Influence of Values and Norms

The study wanted to find out values and norms influenced student admission to secondary schools. The findings of the study are indicated in Table 4.17.

Table 4.17: Influence of Values and Norms

Responses	Frequency	Percentage
Strongly disagree	19	13.1
Disagree	29	20
Undecided	12	8.3
Agree	40	27.6
Strongly agree	45	31
Total	145	100.0

Majority of the parents 58.6% agreed with the study that values and norms had influence on the parents on the choice of secondary schools they chose for their children. This is because private schools were privately owned and had no church sponsorship hence parents perceived them as not caring for their children's norms and values. This is why parents in this district were hesitant to enroll their children in private schools and so were dying slowly.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary of the findings of the study, conclusions made from the findings and the recommendations derived from the study respectively.

5.2 Summary of the Study

The purpose of the study was to establish the factors affecting demand for private secondary school education such as cost of education, family income, Parents level of education and contribution of religious practices to demand for private secondary schools education in Likuyani District, Kakamega County, Kenya. The study established that Lukuyani District had only two private secondary schools which had very low enrollment of students. This shows that there were underlying factors that were influencing student admission to private schools. Specific factors influencing admission to private secondary schools investigated in the study included variables such as the cost of education, family income, parents' level of education and contribution of religious practices to demand for secondary schools education in Likuyani District as discussed in this chapter.

The study established from majority (71.1%) of the respondents that parents had problems meeting the cost of education for their children. The reasons

given for this situation was that most of the parents were peasant farmers and farm product were always faced by problems of fluctuation of prices. This means parents had challenges of meeting the cost of private education. The study established that many parents were casual workers, self-employed and generally farmers. Some of the parents relied on bursaries and help from friends and well-wishers.

The study established that parents used various methods in order to raise fees for their children. These methods included; bursaries 50%, sales of livestock 36%, sponsorships 11%, contributions from friends 2% and other sources 1%. These findings indicate that levels of poverty are high in the district hence parents depended on bursaries (50%) to educate their children, while 36% depend sales of livestock. These findings show that such parents who depend on sales of livestock and bursaries may not afford to educate their children in private schools which are rather expensive. These sources of income are quite unreliable because parents have always to look for buyers of livestock, and bursaries sometimes take long before they are dispersed hence children are sent home to collect fees now and then hence they finally dropped out of school. The head teachers of the two private schools indicated that children in their schools are sent home frequently to get school fees.

The study established from 93.7% of the respondents that lack of school fees made children to drop out of school, or get enrolled in schools that lacked

adequate tuition facilities and this finally affected their academic achievements in schools. Other reasons given were that private secondary schools were perceived as expensive hence parents were afraid of costs involved. This made parents not consider private educations as an alternative in secondary education as a result private secondary schools were dying out. The main reason given by parents why they cannot be able to support their children in these schools was that private schools are very expensive. Indeed private schools must make profits in order to pay the teachers and sustain themselves. This explains why these schools have to high fees. With the introduction of free day secondary education, parents who were less endowed economically saw this as a good solution to meeting their need for secondary education. Many parents of this socio-economic status opted for Free day secondary schools instead of private schools.

Further from the interviews conducted among the head teachers, the study established that these schools have very low levels of enrollment and high levels of student drop out. This was attributed to low levels of incomes among the parents and delayed government bursaries. This has affected private education a great deal. It was established that St. Basil secondary school had a total enrollment of 180 students and Matunda Highway secondary school had only a total of 89 students.

The study established that 95.2% of the parents' respondents were earning an income of between 10,000-20,000 per month. This explains why many parents were not able to afford to educate their children in private schools in the district. The levels of poverty were very high and this was a challenge to many parents because of their low levels of monthly income. Only 3.4% were earning between 21,000-35,000, 1.4% earned between 36,000-45,000 and none earned above 46,000 thousand shillings per month. Indeed the cost of private secondary education is quite high for parents of such low earnings. This means that such parents were finding it hard to educate their children in private schools bearing in mind that parents had several children in schools and colleges and also daily domestic budget to be met by the same income. The study established that family income had a lot of influence on enrollment of children in private schools. Majority of the respondents at 64.8% agreed with the study while 23.4% disagreed with the study. The reasons given for this situation was affordability, because many parents argued that private schools were very expensive and out of reach for common man. From the interviews conducted, the head teachers said that parents had a lot of difficulties when paying fees for their children. This has greatly affected private schools education in Lukuyani District. From the study findings the levels of poverty were quite high in the district and these affected the student enrolment in private secondary schools. Parent's income ability is positively associated with ability of the parent's to take their children to private secondary school. The link, therefore, between the schooling of parents and their children could be

due to unobserved inherited characteristics rather than a causal effect of parental education in household income.

Parental education is one aspect of family background In Kenya before the introduction of subsidized secondary education households were expected to meet 60% of secondary education costs, compared to 20% of primary and 7% of university. Even after the government moved to create free day secondary education system, the cost of education to households in Kenya continues to remain high for many to attend secondary school and more so to those opting for privates school education.

Parents' educational attainments have a large impact on their earnings; they may alter the 'productivity' of their time investments in children, such as reading to the child; and they may affect children's aspirations and the decision of the parents to take their children to private secondary school. Well educated parents will be more willing to take their children to private secondary schools being that these private secondary schools have been highly associated with progress and will equally expect such progress from their children respectively

The study established from 46.2% of the respondents that majority of the fathers had only reached standard seven or eight in their education, while others 29% had completed o-level education in their academic pursuit. This

means that they could only fit in sectors of self-employment or as casual workers since lacked appropriate skills to acquire gainful employment. This means that parents could hardly afford high cost of private secondary education because their earnings were very low. The study further established that majority of the mothers (51.7%) respondents had attained only class seven or eight level of education. This means that these parents were hardly in a position to afford to educate their children in private schools since they were deemed to be expensive. The parents again may not be in a position to encourage their children academically since they had no education themselves. Educated parents know the benefits of education and so encouraged their children and also invested well for their education attainments.

The study established from 76.6% of the respondents that parents generally preferred church sponsored schools since they felt that these offered a Christian environment that was conducive to the education of their children. This explains why private schools in the district low enrolments of students in the secondary schools.

Majority of the respondents at 65.5% indicated that private schools were not inclined to any religious organization hence the students could subscribe to any religion. This means that private schools were likely to follow the religious inclination of the founder of the school hence were not guided by any religious philosophy. This situation was not appealing to parents who felt that

private were likely to mislead their children in terms of spiritual matters. The study established from 60% of the parent respondents that private schools were not inclined to any religious settings hence they were open to all. This means that parents were scared that their children might acquire the wrong doctrine. This made the parents to prefer public schools at the expense of private secondary schools. The study established from 54.5% that church community has a lot of influence on admission to secondary schools. This is because the community prefers schools that are church sponsored because many parents belong to these churches and have a lot of attachment to the church sponsored schools. This makes parents prefer public schools instead of private schools.

The study established from 52.4% of the respondents who agreed with the study extended community had a lot of influence on the choice of secondary school students enroll to. This is because the community views private schools as very permissive in terms of discipline and this makes their students to develop discipline problems which consequently affect their academic performance. The study established from 53.8% of the respondents that students joining secondary schools were influenced by their peer on the choice of secondary schools they were joining. This study agrees with findings of (Hernandez, 2008) who established that the beneficial effects of religious practice on education are transmitted to the individual student through various pathways within the family of origin, and through peers, the church

community, and the extended community. On issues of values and norms 58.6% agreed that values and norms had influence on the parents on the choice of secondary schools they chose for their children. This is because private schools were privately owned and had no church sponsorship hence parents perceived them as not caring for their children's norms and values. This is why parents in this district were hesitant to enroll their children in private schools and so were dying slowly. This is because children do not go to school only to learn academically but to be molded on values and norms of the society.

5.3 Conclusions

On the basis of the foregoing findings the following conclusions are drawn, first it was established that there are both public schools and private owned schools. However, transition of students from primary to private owned secondary schools in Lukuyani District has remained low over the years. This study concluded that many students completing primary education are not progressing to private owned secondary school due to high levels of poverty among the parents, low levels of education of parents, and religious aspects influencing parent's perception of privately owned schools. Secondly, low levels of parent's education and poverty were found to be a hindrance to transition to private secondary schools in that, besides not encouraging their children to continue with secondary education, they could not afford the cost of education hence their children encouraged to join informal employment.

Therefore there is need to take measures that will lead to change of attitude of parents in favor of education and reduce levels of poverty in Lukuyani District.

The study established that the cost of education prohibited students who passed KCPE from proceeding to privately owned secondary schools in the district. Many poor households had difficulties meeting the requirements for enrolling their children in form one. There is need for more government support of education targeting the poor households because education is the most effective way of breaking the vicious cycle of poverty. The study further established that religious inclinations were hindering students from joining privately owned secondary schools though they offered the same curriculum with other public secondary schools. Measures should be put in place to change the attitudes of students and parents towards privately owned secondary schools.

5.4 Recommendations

Secondary education is very important for many individuals, because it improves their standards of living when they get jobs, and determines their future life chances and mobility out of poverty. Secondary education is beneficial in more than economic and social development because it promotes active citizenship as well as enhances social cohesion by increasing trust and tolerance amongst individuals. In order to obtain these benefits of secondary education in Likuyani District a lot of deliberate measures need to be taken to

overcome the existing challenges. The study suggests the following recommendations towards this end;

- i) The government should ensure that private schools offer quality education that is at par with the other public schools.
- ii) The District Education office should come up with practical measures to sensitize the parents on the importance of education in order to change their attitudes on private school education.
- iii) Efforts should be made by private investors to ensure that private secondary schools have relevant and adequate infrastructures for effective learning.
- iv) The government should ensure that private secondary schools enforce proper discipline of their students to improve learning.

5.5 Suggestions for further research

The study focused on specific factors influencing students' admission to secondary schools which included; the cost of education, family income, parents' level of education and contribution of religious practices to demand for secondary schools education in Likuyani District. Therefore the study recommends the following areas for further research.

- i) Influence of KCSE performance in private schools secondary schools on admission of students to secondary schools in Likuyani District.
- ii) Influence of quality of education in private secondary schools on admission of students in Likuyani District.

- iii) Influence of students discipline on performance in KCSE performance in Lukuyani District
- iv) Socio cultural factors influencing demand for secondary education in Lukuyani District
- v) Influence of community attitude towards private secondary schools on students enrollments in private secondary schools in Lukuyani District.

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APPENDICES

APPENDIX A: Introduction Letters

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
PLANNING,
FACULTY OF EDUCATION,
UNIVERSITY OF NAIROBI,
P.O. BOX 92,
KIKUYU.

Dear Sir/Madam,

REF: INTRODUCTORY LETTER

I am a post-graduate student undertaking a Masters' Degree Course at the Department of Educational Administration and Planning, Faculty of Education, University of Nairobi. I am carrying out a study on Socio-Economic factors affecting the demand for private secondary schools in Likuyani District.

I am writing to request you to allow me to carry out the study in your school. Information attached is for academic work only and respondents will be treated in confidence.

DAMARIS AWUOR OWALA

APPENDIX B: QUESTIONNAIRE FOR PARENTS

Please answer all the questions

This questionnaire is divided into two section; A and B. Please complete each section honestly according to the instructions given. Do not write your name and the name of your school to ensure complete confidentiality. Please respond to all questions by putting a mark or tick in the bracket ().

Section A: Demographic Data

1. What is your gender (sex)?

a) Male () b) Female ()

2. What is the source of income to your family? Please tick as many as appropriate.

a) Livestock () b) Farming / Agriculture () c) Casual employment ()

d) Any other (specify).....

Section B: Cost of Education

3 a) Do you have a problem with paying school fees to your children?

Yes () No () Don't Know () N/A ()

b) If yes how do you pay your children school fees?

i) Through sales of the Livestock ()

ii) Bursaries ()

iii) Sponsors ()

iv) contribution from friends and relatives

v) Any other (specify).....

c) In your Opinion is lack of school fees likely to affect taking your child to private schools? Yes () No () Don't Know ()

d) Please explain your response in 4c above.....

Section C: Family income

5) What is average income on a monthly basis in Shillings?

(10,000 - 20,000) ()

(21000 - 35,000) ()

(36,000 - 45,000) ()

(46,000 - 60,000) ()

a) In your opinion is family income positively correlated across generations on the ability to enrol in private secondary school?

Yes () No () Don't Know ()

Section D: Parental Level of Education

9 a) Indicate your Educational qualifications

Parent	Father	Mother
a) Degree		
b) A level		
c) O level		
d) Class 7/8		
e) Never went to school		
f) Other (specify)		

b) In your opinion will your level of education affect enrolment of your children into Private schools? Yes () No () don't know ()

N/A ()

b) Please explain your response above.....

10. To what extent do the following influence you to enroll your child in a private secondary school (mark or tick the scores as indicated in each category).

Scores are in a scale of 1-4	Strongly disagree	Disagree	Agree	Strongly agree
Parents allow their children to join private schools				
Educated parents encourage their children to join private schools				
Parents Influence the student to get best education in private schools				

parents level of education is directly linked to their level of income				
Maternal effects of education are greater than paternal.				
Uneducated parents view private schools as private business and not institutions of learning				

11. Educated parents provide a better environment for their children to join private secondary schools unlike parents with low education

Strongly agree () agree () Undecided () disagree () strongly disagree ()

a) Parents education level is directly linked to the income level of household income

Yes () No ()

b) The external effects associated with education is larger for maternal education than for paternal

Strongly agree () agree () Undecided () disagree () strongly disagree ()

c) Explain your response in 10c above.....

Section E: Religious Practises

12. According to you are there some religious practises that would influence you from admitting your child into private school.....

a) Religious practices are directly and significantly correlated with the academic outcomes and educational attainments.

Yes () No ()

b) Explain your response in an above.....

c) Private secondary schools have tendency to incline more to the spiritual aspects of the students.

Strongly agree () agree () undecided () disagree () strongly disagree ()

d) Are you aware of some religious practices that can prevent you from admitting enrolling your child into private schools?

Yes () No ()

e) The beneficial effects of religious practices on education are transmitted to students through various pathways within the family of the origin.

Using the likert scale of 1-5 where 1-strongly disagree, 2-disagree, 3-

Undecided, 4-agree, 5-strongly agree.

Instructions

Please put a mark on the right box accordingly

	1	2	3	4	5
Church community					
Extended community					
Peers					
Values and norms					
Personal morality					

APPENDIX C: INTERVIEW GUIDE FOR HEADTEACHERS

All questions to be asked

1. Do parents experience problems in paying school fees
 - a) If yes how do most of the parents pay school fees for their children in your school?
 - b) In your opinion is lack of school fees likely to affect the demand for the private schools in the district?
 - c) Are you aware of the average income level of the parents in your district?

2. In your opinion can you say that family income is positively correlated across generations on the ability to enrol in private secondary schools?
 - a) In your opinion will the parents' level of education affect enrolment of children in private schools?
 - b) Educated parents provide a better environment for their children to join private secondary schools unlike parents with low education
Strongly agree () agree () Undecided () disagree ()
strongly disagree ()
 - c) In your opinion is parent's level of education directly linked to the level of family income?
 - d) Does the external effects associated with education larger for the maternal education than for the paternal?
 - e) From your opinion are there religious practises that would influence parents from admitting their children into private school?

f) Are you aware of some pathways through which the beneficial effects of religion are transmitted?

APPENDIX D: INTERVIEW GUIDE FOR DISTRICT QUALITY

ASSURANCE AND STANDARDS OFFICER.

All questions to be asked

1. a) State the number of quality assurance and standard officers in Likuyani District?

b) Do you have enough personnel to conduct thorough inspection of schools in the district?

c) How many times do these personnel visit schools for supervision and inspection?

d) What are some of the problems you encounter in the course of your supervision?

2. a) What are the socio-cultural factors that affect the demand for private schools in your district?

b) Confirm whether the following factors affect parents' choice to enrol their children in private schools in the district.

School fees Religious practises Parents' level of household income

3. a) What are the socio-cultural factors affecting enrolment of children in the private schools in the district?

b) Confirm whether the following factors contribute to the demand for the private schools in the district.

Female genital mutilation and male circumcision

Early marriage

Engagement of students in domestic chores

c) Probe whether the following factors affect school enrolment in the district.

Parent's occupation Parent's educational qualification Poverty

d) What would you recommend to improve the demand for the private secondary schools in the District?

APPENDIX E: OBSERVATION SCHEDULE

Title: Socio-economic factors affecting demand for private secondary schools. A case of Likuyani District, Kakamega County

Observation schedule for observation in the community

1. How is the physical environment; the surroundings of the setting- physical map of the setting and description of the physical surroundings; a portrayal of where participants are positioned over time; a description of the activities being observed, detailing activities of interest; adult activities;
2. Provide the description of the participants, count number of attendees, demographics as age, gender;
3. What are the activities and interactions that occur in the setting?
4. Observe and record the frequency and duration of the activities/interactions and other subtle factors, such as informal, unplanned activities, symbolic meanings, nonverbal communication, physical clues, and what should happen that has not happened.
5. Note and observe the conversation in terms of content, who speaks to whom, who listens, silences
6. Observe how children are behaving in the community; whether you see happy children faces; whether children are free with strangers or not; how parents treat children at home and how children are treated in school.