

**HOME AND SCHOOL BASED FACTORS INFLUENCING STUDENTS'
PARTICIPATION IN PUBLIC DAY SECONDARY SCHOOLS IN
NYATIKE SUB COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for
the Award of Degree of Master of Education in Educational Administration**

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DECLARATION

This research project is my original work and has not been presented to any other university or institution for an academic award.

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In memory of my late Father Mzee Ogur Owaka and Late mother Isdora Akuku Ogur .

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LIST OF ABBREVIATIONS AND ACRONYMS

CDF	Constituency Development Funds
DEO	District Education Officer
EFA	Education for All
FAO	Food and Agricultural Organization
FPE	Free Primary Education
GoK	Government of Kenya
GMR	Global Monitory Report
HRD	Human Resource Development
ILO	International Labour Organization
MOEST	Ministry of Education science and Technology
MDG	Millennium Development Goals
NGO	Non-Governmental Organization
PTA	Parents Teachers Association
SWAP	Section Wide Approach
FDSS	Free Day Secondary School
KNEC	Kenya National examination Council
SEB	Socio economic Background
KEMI	Kenya Education Management Institute

ABSTRACT

The study purposed to establish the school and home based factors influencing students' participation in public day secondary school education in Nyatike Sub-county, Migori County, Kenya. The participation of students in secondary schools especially in Nyatike has been found to be low. The four research questions include: how family income, parental level of education, staff personnel and school community affects the students' participation. In the study reviewed various literature based on four main objectives of the study .The study was anchored on the system approach theory of kart Lewin (1947) and Maslow theory of motivation and hierarchy of needs (1943).The study employed both qualitative and quantitative research methods. Questionnaires were issued to a sample size of 9 principals and 162 students from 9 secondary schools while quantitative data was analyzed through descriptive statistics. The findings revealed many parents had low income which greatly influenced their student's participation negatively. Most Parents their level of education was found to be low therefore the student's participation was influenced negatively. The study further established that the inadequate and quality of staff was found to have greater impacts of students participation because most schools do not have enough trained teachers to handle all subjects effectively. The study recommended that the government should ensure that educational resources like text books are equitably and adequately distributed to public day schools. The schools should be equitably with adequate staff personnel. The study further recommends that the future research should investigate other factors that could influence students' participation in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

One aim of education is to maintain and develop social wellbeing of individuals and society in general. Education is not solely about the content of the subject that you learnt but instead multifaceted and complex and involve much more than those elements which may immediately spring to mind when discussed. In fact, education is a fundamental right of all children regardless of their social, cultural, religious and economic status. It acts as a springboard for youths to get started in productive and satisfying life to make tangible contribution to a country's growth and development. Provision of educational opportunities to all children is a major objective of Education for All (EFA) and government priority in the medium and long term goals.

The main objective is to ensure affordable access to education by the children under collaboration with private sector and Non-Governmental Organizations (NGOs), in eliminating obstacles that prevent children from accessing education. These obstacles include; child labour, lack of educational facilities, resources and general effects of poverty within communities (Sessional paper 2005. Government of Kenya report of (1988) recommended the establishment of public day secondary school as more cost effective way of

expanding and providing accessibility to secondary education. Efforts of government of Kenya is to implement these recommendations so as to increase access to secondary education by including allocation of bursary funds to public secondary schools, through Constituency Bursary Fund (CBF), building of more secondary schools and expansion of existing ones to accommodate increasing number of students graduating from primary schools to secondary.

As much as government has paid for free public day secondary schools of Ksh. 10,265 to all students in Kenya. But there was still low retention and participation of students in schools. Rumberger and Thomas (2000) found that students who often get low grades and fail in subjects are more likely to leave school prior to graduation, which is caused by their participation in economic activities.

Apida (2010) observes that a factor leading to poor performance in K.C.S.E in public day secondary in Nairobi County was due to low student participation which can be deduced from chronic absenteeism, truancy and withdrawal before sitting for the form four examinations. The free education for all in day secondary continues to experience challenges relating to access and quality including the overstretched facilities, overcrowding and poor learning environment. Others include poverty, school environment and socio-cultural factors that have led to student drop out of schools after a few years of access (Republic of Kenya, 2005)

In most African countries day secondary schools have been affected by socio-economic activities, which lead to low retention and participation rate of students

in school. In Kenya socio economic activities have affected very many counties for example, Meru county tea, coffee, miraa picking and harvesting, are the economic activities that attract school dropout (MOEST 1999). Migori Sub County fishing industry, mining and quarry activities also contributes to low retention and participation particularly in Nyatike Sub County. All these led to total lack of discipline and poor performance of the schools. Daily school attendance was poor and sometimes schools were left with very few learners which jeopardize the work of teachers at large.

An evaluation of Education achievements carried out by UNESCO (2009) Shows a disparity in girls enrnlment, as compared to that of boys , in many countries .Studies done in Nigeria by Onyeka, Muttola, Amob and Tuula ,(2011) , Zambia, by Tjombonde, (2002) in Kenya by Onyando and Omondi ,(2008) , Orodho and Njeru, (2003) and FAWE, (2009) showed that there are still disparities in access and retention in secondary schools with girls being disadvantaged.

Kombo (2004) education for their children; they are able to access formal employment than those with non-formal education thus positively influencing family income. Normally girls serve as role models for their children and other girls in general later in life; therefore enhancing participation rates of girls in secondary schools.

The government of Kenya in its further efforts to increase access to secondary education has continued to fund for free public day secondary school by

allocating more fund for secondary school. According to District education officer in Nyatike Sub County, ten new public day schools have been established as from 2009 to 2013. It was in reference to this background that this research wished to find out home and school based factors influencing participation of learners in public day secondary schools in Nyatike Sub County. Stakeholders in enhancing student`s participation and retention in secondary school education through provision of basic needs which comes from parents/guardians.

1.2 Statement of the problem

The Ministry of Education (MOE) endeavors to ensure that all students access education. While the secondary school educational opportunities have continued to expand, a large percentage of students do not enroll into secondary education and in many cases those who enroll do not complete the cycle as the case of Nyatike Sub County. There was low students participation in secondary schools education in Nyatike Sub County. Republic of Kenya (2007) introduced Free Day Secondary Education (FDSE) but student drop out still continues to prevail with regard to enrolment of students, as well as participation in education.

This study sought to evaluate the relative effects of home and school based factors on student`s participation in Nyatike Sub County. This prompted by lack of information about the learning resources in home and inability of parents to reinforce school learning. There was great need for policy makers and educators

in their efforts to enhance participation in public day secondary education. There was also wastage reflected here as an indication that there were factors that were influencing participation of public day secondary schools in Nyatike Sub County and the refore the study was to establish factors contributing to this high dropout in public day secondary schools in the sub county.

1.3 Purpose of the study

The purpose of the study was to investigate home and school related factors influencing students' participation in public day secondary schools in Nyatike sub-county, Migori County, Kenya.

1.4 Research objectives

In order to achieve the purpose of this study, the following objectives were identified:

- i. Examine the effect of family income on students 'participation in public day secondary school in Nyatike sub-county
- ii. Determine the extent to which parental level education affects participation of students in public day secondary school in Nyatike sub county
- iii. Determine the extent to which staff personnel influence participation of students in public day secondary school in Nyatike sub county

- iv. Establish the influence of community factors that contribute to students' participation in public day secondary schools in Nyatike Sub County.

1.5 Research Questions

The following questions were formulated to guide the study;

- i. What is the effect of family income on student's participation in public day secondary schools?
- ii. To what extent has the level of parents' education affects the students' participation in public day secondary school?
- iii. To what extent do teachers influence participation of students in public day secondary school?
- iv. To identify Community factors influencing students' participation in public day secondary School?

1.6 Significance of the study

The study findings may be used to provide educationists such as ESQAC and teachers on the factors that are needed to be addressed in regard to student's participation in public day secondary school in Nyatike Sub County. The findings may serve as a reference point for effective strategies to enhance participation of students in public day secondary school education. The findings may also benefit school principals and their deputies in offering guidance and counseling to both

parents and students. The study may be useful to Ministry of Education, in organizing in-service courses for principals to enhance participation of students in public day secondary school.

1.7 Limitations of study

Limitation according to Best and Khan (1998), limitations are conditions beyond the control of the researcher that may place restriction on the conclusion of the study and their application to other situations. Therefore the researcher assured the respondents of their confidentiality and persuades them that the information was only for the purpose of research work in the sub county. Sometimes there was no direct control of variables and attitude control of respondents, this was also an obstacle. Another limitation was that respondents may have given only socially acceptable responses leaving the rest of responses. Since the study did not cover the whole of population of secondary schools, but the findings can only be used to generalize the students participation in secondary education.

1.8 Delimitations of the study

The study only covered Nyatike sub County where findings may not be generalized to the whole Migori County. Again the study focused on students in public day secondary schools and principals from five divisions in Nyatike sub-County. But other stake holders like parents and education officers were not

captured in the study. It was confined within the factors that influence participation of students in school environment but leaving other areas.

1.9 Assumptions of the study

The study had the following assumptions:

The respondents were cooperative and gave honest responses to the questionnaire items.

There was documented data that was relevant to the study.

There were students who drop out of secondary schools in Sub- County.

1.10 Definitions of significance Terms

The following were the significance terms in the study

Access refers to the ability of school going children having the opportunity to attend school.

Attendance refers to state of being present in school for learning purpose.

Parental factors refer to parents' based factors that impede negatively to internal and external efficiency of public day school learners.

Participation refer to access, retention and completion of secondary course

Public Secondary School refer to a school maintained or assisted out of public funds (Education Act cap 211 (2013)).

Retention refers to the ability of students to successfully complete public day secondary education.

School population refer to school enrolment in secondary level

Student's participation refers to the chance an individual has to enroll and fully get involved in learning activities within a secondary school with an emphasis on completion of the four year cycle.

1.11 Organization of the study

The study is organized into five chapters. Chapter one consists of the background of the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, assumptions of the study, limitation of the study, delimitation of the study, definitions of significant terms and organization of the study. Chapter two consists of literature review under the following sub-topics, introduction, school management, community factors, parental level of education, parental level of income, staff personnel, Summary of literature review, theoretical framework and conceptual framework. Chapter three describes the research methodology under research design, target population, the sample size and sampling procedures, research instruments; validity of instruments, reliability of instruments, data collection procedures and data analysis techniques. Chapter four comprises of data analysis, presentation and interpretation. Chapter five contains a summary of the study, conclusions, recommendations and suggested further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to factors influencing students' participation in public day secondary school education. The study was in relation to participation in public day secondary to school and community or home based factors that seem to constrain the enhancement of participation in public day secondary education such as parental level of education, parental level of income, school-community relationship and staff personnel influence on student's participation in public day secondary school.

2.2 School Management

According to Ayot (2000), the organization and running of the school can contribute to how students fail and drop out in schools. If school is poorly managed the students tend not to enjoy whatever they are doing and create laziness among them. Sushila (2004), states that the principal is the leader in school, the pivot around which many aspects of the school revolve and the person in charge of every details of the running of the school, be it academic or administrative. It was noted that the task of coordinating all the activities taking place in school was the responsibility of principal and it required a lot of skill if

he/she was to do the job well. When principal managed the school well, students perform well in examinations because they were motivated due to confidence they have in school and principal. He/she was the supervisor in a school who should have clear knowledge of the processes and method of teaching and learning so that he could be able help teachers and learners. This was to ensure that standards of working were maintained and students work per expected studies and educational goals are being achieved.

2.3 Community-school Relations and its influence on students' participation in public day secondary school

Schools operate as integral parts of the society and community .Therefore the characteristics of the community may influence students participation in public day second day school education .Kuli, (2011) noted that the community incorporates aspects such as opportunity cost for family gender issues early pregnancies , traditional belief , household attitudes and condition ,HIV/AIDS. According to UNESCO (2005), children are affected academically if they lack parental support especially with regard to education due to socio economic factors such as poverty. Thus students who cannot afford paying lunch fees or buy their own lunch shy away; hence there was no concentration by students in the afternoon classes.

A study by Kalter (1989), home environment conditions positively or negatively influence a child's participation and retention in school. He noted that children whose parents are divorced presented an evaluation with most occurring problems in the family and the community namely; poor grades, grades below ability at 56%, aggression towards parents 43%, psychologically stressed at 69% and academic problems at 40%. Such children may fail to fit in the school social set up and frequently stay away from school or end up dropping out. Therefore socio economic factors should be looked into. According to the Kenya National Development plan (2002), transition and completion rates in schools remained below 50% essentially due to poverty and increased cost of education despite the government has paid some part of school fee. This was due to declining income and escalating cost of education materials which have made most of the parents to be unable to educate their children even though they were in need of educating them.

2.4 Parental level of education in relation to retention of students in school

The participation of students in school up to completion of the registered education cycle has correlation with the family background. The parental level of education plays very integral part in enhancement of participation in education. Kibera and Kimokoti (2007) observed that educated parents in high income levels are able to provide for their children with a

conducive home environment, all necessary requirements and pay extra tuition fee hence enhancing participation. Therefore, parental education determines the value that parents attach. Studies by Kamwiloua (2007) found that there is a strong relationship between student's aspiration and parental level of education. It is realized that if one's parent is a lawyer, his or her child might be inclined towards that profession. Parents who were operating shops or businesses were more likely to make their children assist in running the business from tender age. This gave impact negatively on the student participation especially in day secondary schools in terms of absenteeism. The peasant farmers or unskilled parents were more often led their children to low education attainment. They take little interest in education of their children or their children's school work. They have large families and live in grossly overcrowded homes lacking amenities and tend to send their children to schools which are ill- equipped and this affects their participation.

UNICEF (2007) observed in a research carried out in fifty five countries that if educated women become mothers, they are likely to send their children to school, thereby passing on and multiplying the benefits both to themselves and the community at large. This shows that educated parents will find education more meaningful and therefore strive to educate their children. But parents with low education level and poor are not well involved in community

and school activities because of poverty therefore their children drop out from school earlier than their counterparts of educated parents.

Parents of all income levels and ethnicities want to be involved in their child's learning, even if they aren't often visible at bake sales or PTA meetings. However, schools and parents often have a different understanding of what that involvement should look like. Creating a partnership between schools and parents can have a significant impact on student achievement.

One of the best ways to structure that partnership is through involving parents in their children's homework. While all forms of parent involvement play significant roles in the health of the school and the community, home learning activities are perhaps the wisest investment of school dollars and effort to produce long-lasting academic gains. While such involvement is fairly straightforward in elementary school, it's also possible later on (Kibera & Kimokoti 2007). At the middle and high school level, school activities that promote the parent's role in maintaining high expectations for their children benefit students.

Finally, parent involvement to solve a particular problem such as poor attendance or behavior can also be beneficial. And parent involvement should be a support, not a substitute, for the true work of schools: good teaching and learning. But the research is clear: parents want to be involved, and parent involvement can make a difference in student learning (Kibera & Kimokoti 2007).

Structuring the partnership between schools and parents is one of the best things school boards can do.

2.5 Parental level of income in relation to participation in school activities

Abagi and Adipo (1997) observed that poverty is leading factor that discourages parents from investing in their children's education. Most poor families who cannot hire workers sometimes withdraw their children from school to help in family farms or look after livestock. Hungry children from poor families do often miss or fail to attend school. Also children from divorced families are always absent and more indisciplined and drop out of school. The stability of the family was a very important factor in determining participation rate of children in school.

Due to all these problems, many children were unable to participate in education. They have developed chronic absenteeism while others drop out of school because they don't see the benefit of education investment in future. UNICEF (2007) the distance from home to school and students' participation are related. The report states that students were merely absent on the grounds of safety or economy. The findings revealed distance had a strong influence on regular attendance of school ultimately affecting student's participation. Murai (2008) found that parents incurred unnecessary expenses on bus fare every day to school hence a reason for student absenteeism.

Chiomombo (2005) observed in the studies in Malawi that basic education in developing countries reveals that the necessity for children to engage in tasks that support household survival limits their school participation. Further, even where schools are accessible and affordable households have to realize a net benefit to them, apart from domestic activities school age children at times engage in economic activities.

Carneiro and Heckman (2002) review the US literature and add new evidence supporting the paramount importance of long-term factors, such as family background, over short-term factors, such as credit constraints. Since many of these background factors are correlated with family income in the short-term period when PSE decisions are made, it is often erroneously stated that this indicator of short-term credit constraint is what prohibits low-income individuals from attending PSE.

Studies by Cameron and Heckman⁶ (1998, 2001), Keane and Wolpin (2001), and Cunha, et al. (2006), to name but a few, also support this conclusion. Similarly, Murray (2002) notes that successful (in terms of income) parents tend to have successful children. The implication of this research is that PSE participation is largely determined long before the actual point of entry into higher education and that relaxing short-term credit constraints have only have a minimal effect on participation. Keane (2002:293), for example, commenting on the income divide in college attendance in the US notes that this inequality “appears

to be driven by unequal human-capital accumulation prior to the college-going age.” The policy implication of these studies is that trying to relax short-term financial constraints in attending PSE will be largely ineffective.

2.6 Influence of staff personnel on student’s participation in public day Secondary schools

Man power is an important resource in school system .Staff personnel comprises of teachers who are the most important staff in the school. A study carried by Hubbard (2008) in Zambia, showed teachers attitudes is major factors that influenced student’s enrolment and retention in school. Hubbard further noted that the attitude of teachers reflect those of the educational administration. The negative attitude of teachers affects schooling of students negatively. FAWE,(2009), also cited that teachers qualification as factors affecting the education of African children .The teaching and learning activities students are engaged in school to enable them learn is determined by the teachers . Lockheed &Verspoor (1991) in their study on improving education in developing countries noted that uneven distribution of teachers between rural and urban setting affects the students’ participation in school.

According to UNICEF (2008), students with special needs and service lack guidance and counseling, remedial and welfare services which should be made available through teachers. Livondo (2005) suggested that when individuals

are encouraged , have self –esteem and are empowered to have confidence in themselves , to be assertive and to speak out, their overall participation in school changes positively and their academic performance improves significantly creating a sense of pride , dignity and identity with the school.

2.7 Summary of literature review

Factors influencing participation of students in public day secondary school are reviewed alongside empirical studies. These factors were linked to community –school relations, parental level of education, parental level of income and staff personnel. The study focused on school and home related factors influencing student’s participation in school. Various scholars are in agreement that participation of students in public day secondary school was influenced by various factors some of which include: socio-economic, socio-cultural and principals understanding of the study.

Although empirical research on students participation in public day secondary schools have been conducted before, for instance. Nyamweya (2012) analyzed the school and home factors affecting the participation of the girl in secondary education in Kenya .Lucia (2013) conducted a research on home based factors influencing pupils participation in primary school in Kenya .Home and school based factors and influence of the community as integral part of the school

system and how it is affecting the students have not been thoroughly exhausted by researchers and remain poorly understood.

2.8 Theoretical framework

This study was based on the Maslow's theory of motivation by Abraham Maslow. This theory highlights on the mechanisms of human motivation. The theoretical framework applied in the study states that a system is which possess some degree of independence, but part of a larger whole. A school system comprising of different sub-systems which when harmonized achieve the set goals and objectives.

School components are principal, students, teachers and parents/community for the smooth running of the school. For students to participate in public day secondary education, they need all the parts of the system to be complete. However ,theory was appropriate for this study since it guided the investigating independent variables that also form school system as a whole these variables include parental level of education ,parental level of income ,staff personnel and the school-community relations.

Maslow's theory of motivation and hierarchy of needs

Maslow's theory of motivation and hierarchy of needs is widely credited for offering an apt theoretical framework for explaining mechanisms of human motivation (Maslow, 1943). In this study, the theory is useful in

understanding the motivation of teachers as they work to fulfill school accountability requirements against the backdrop of the need to build perceived self-efficacy. Maslow's theory of the hierarchy of needs rests on the supposition that individuals take to comparable guidelines or successions take satisfying their needs. According to Maslow (1943), the needs are hierarchically arranged in order of importance and urgency, with the most urgent and important ones being lower in the hierarchy.

People pursue higher-level needs after their lower level needs are satisfied. However, once a need is fulfilled, it ceases to be a motivating factor; thus, one pursues the immediate next need or set of needs. In his own formulation, Maslow (1943) identified the needs and represented them in a pyramid as shown below, starting with the universal basic needs at the base. As can be seen from Figure 2.1 self-efficacy fall in the fourth highest level of hierarchy of needs, just below physiological needs, safety needs and love/belonging. Thus, in seeking to understand the dynamics of the level of student's self-efficacy in this study, the study will seek to examine the extent to which the responsible agencies meet students' lower needs, such as physiological needs or safety needs such as their health or study.

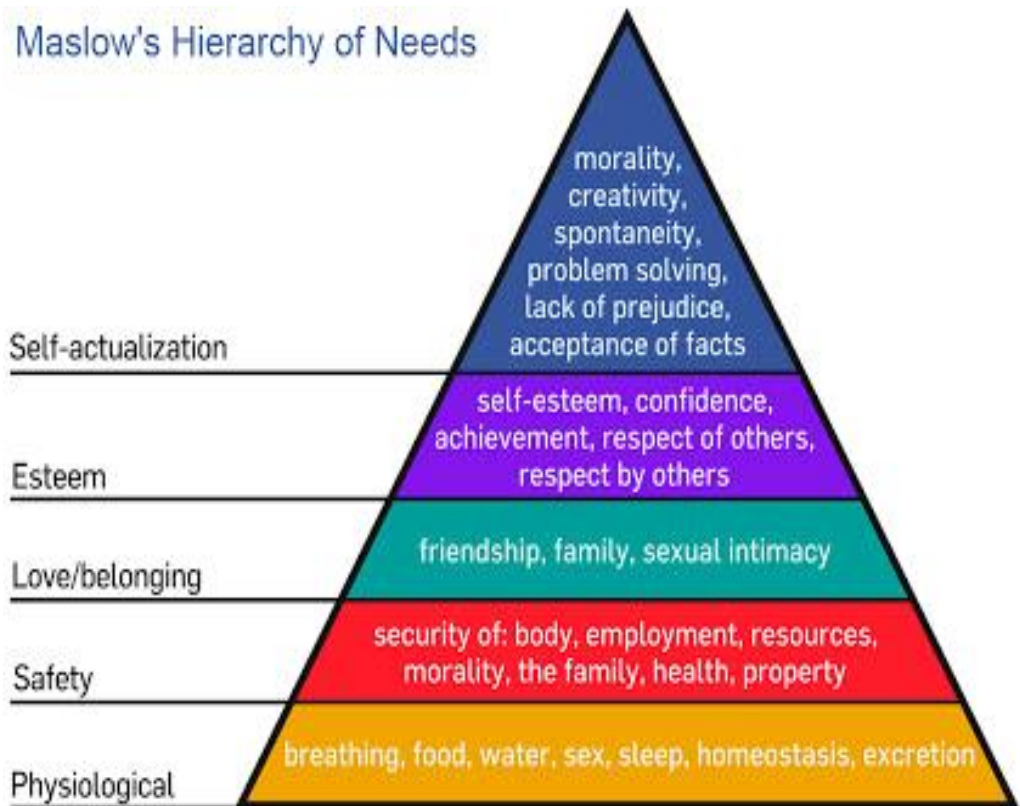


Figure 2: 1 Pyramid of Hierarchy of Needs by Maslow

Adapted from Rediscovering the later version of Maslow's hierarchy of needs: Self-transcendence and opportunities for theory, research, and unification . Maslow (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-96. Rumberger, Russell, (1987). "High School Dropouts". A review of issues and evidence. *Review of educational research* 57:10-121

From the pyramid, it appears that student accountability, as far as it is policy obligation, would fall under the first level of the hierarchy of needs. It is vital to safeguarding the physiological of a student's needs since default to meet

accountability goals would lead to disciplinary action against the student. On the other hand, concentrating on building the student's sense of self-efficacy (perceived self-efficacy) would be two steps higher; it is basically essential in building a sense of achievement, the student's self-esteem, and confidence (Maslow,1943). For instance, in classrooms there are different needs in the teacher-learner relationship. These include needs associated with accomplishments, authority and attachment. Instructors want learners to view them as authoritative within the learning environment, influential on all the decisions made, and effective mentors.

If students have their accountability goals met, then building strong sense of self-efficacy would be higher and would be sought(Maslow,1943). Thus, it is suggested that efforts to help students realize accountability goals and build positive perception of accountability requirements would be very necessary if positive perception of self-efficacy is to be fostered, as the lower need (in this case accountability) has to be first satisfied. This theory is relevant to the theory in that it shows the effects if the lower need is not satisfied. The needs should be satisfied in order of rank.

2.8 Conceptual framework

Figure 2.2 shows the relationship between family income, parental level of education, staff personnel, school and community factors and their effects on student's participation in secondary school education.

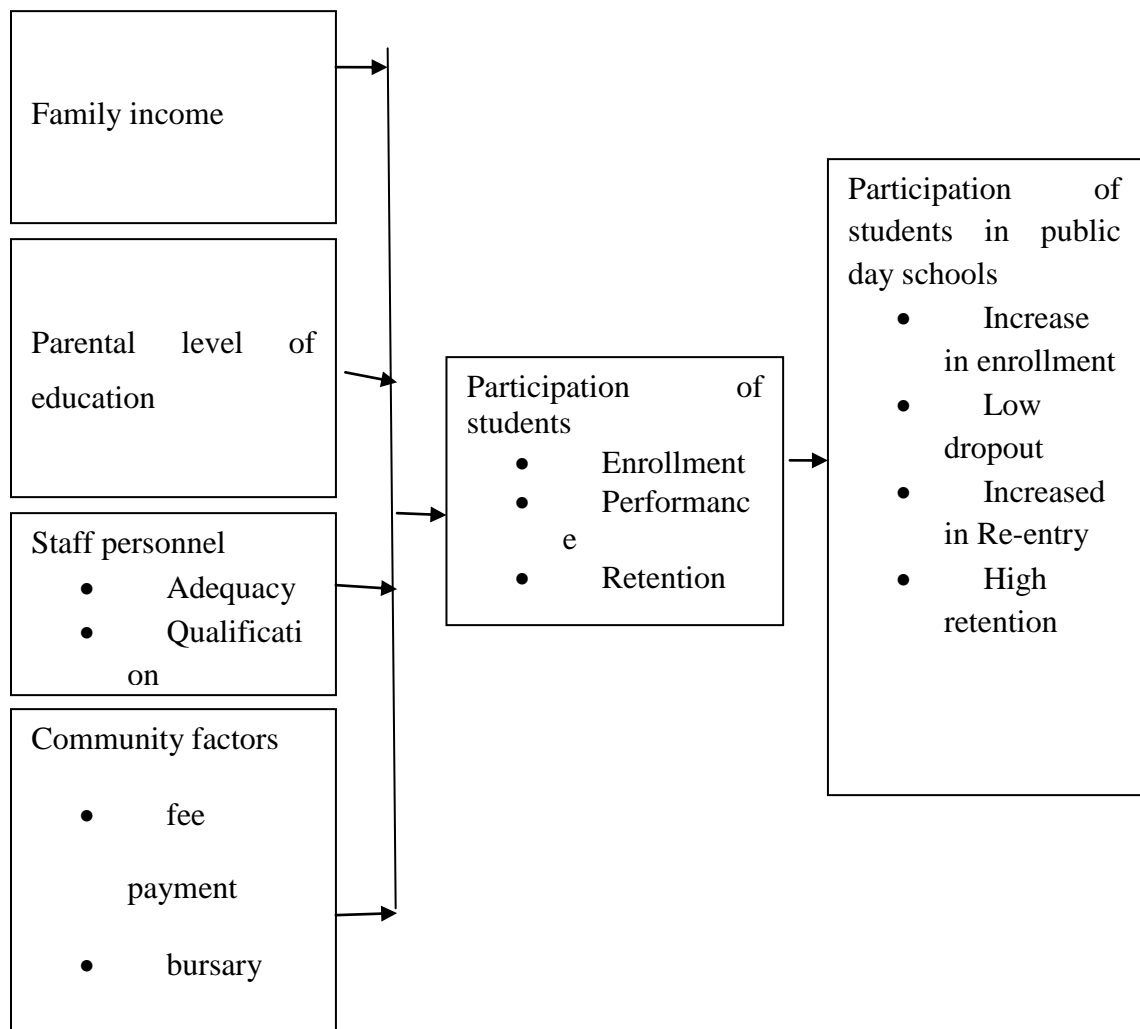


Figure 2.2 Concerns with home and school based factors influencing students' participation in school

There were various home and school based variables which do interact and affect learner's participation public day secondary education. The variables identified were summarized in above conceptual framework. It showed that home and school based related factors may have a positive or negative influence on a student's participant in education. It confirmed beyond reasonable doubt that students whose parents have low education level were not higher achievers in education while students whose parents have high level of education got distance of the support from their parents, but those students from poor family, many of them got poor grades making them to repeat or drop out from school. The researcher therefore viewed this as a road map to study of home and school based related factors which affect participation of students in day secondary school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents a description of research methodology which was adapted during the study. It contained research design, target population, sample and sampling procedures, research instruments, their validity and reliability, methods of collecting data and finally data analysis.

3.2 Research design

A description research survey design was adapted in this study. According to Krishnaswami (2001), this involves collecting data directly from a population therefore at a particular time. This design was found ideal for this study because it was conducted in a natural setting, it sought direct responses from the respondents, covered a very large population and a definite geographical area. Similarly, the design argued well with the research instruments in this study because it investigated a phenomenon that existed without manipulating the variables. This design allowed the principals and students who were concerned to describe and provide their opinions, attitude and social views in relation to student's participation in public day secondary school.

3.3 Target population

Population is defined as any group of people or observation or test in which we happen to be interested in (Nisbet and Entwistle 1967). Therefore in this study the target population consisted of 30 principals and 5400 students in the 30 public day secondary schools in Nyatike Sub County.

3.4 Sample Size and Sampling Procedures

Sampling means selecting a given number of subjects from a target population. According to Kombo and Tromp (2005) in purpose sampling, the researcher successfully targets a group of participants believed to be reliable. The study purposely targeted the public day secondary schools. They further state that random sampling, all individuals in the defined population has equal and independent chance of being selected as a member of the sample size .From the 30 public day secondary schools, simple random sampling of thirty percent (30%) of schools was used to select 9 (nine) schools used in the study.

The public day secondary schools in Nyatike sub county are single streamed, therefore total number of students in 9 (nine) schools, ideally, should have 45 students per class. Each school will have approximately a total of 180 students. Therefore nine (9) schools would produce approximately 1620 students. Ten percent (10%) from this population was selected for the study. This gave a total of 162 students who gave information.

Table 3.1 Sampling frame categories

Category	population	sample school	sample size	(%)
Principals	30	30	9	30.0
Students	5400	1620	162	10.0
Total	5430	1650	171	40.0

Source: DEO's Office Nyatike

3.5 Research instruments

Questionnaires are the main research instruments. According to Mugenda (2001), questionnaires are commonly used to obtain important information about a population because it is easy to manipulate. Each item in the questionnaire was developed to address a specific research question. The questionnaire contained both open and closed ended questions. The questionnaire covered a large population within a short time using few personnel.

Questionnaire for principals has two parts, Part A information on demographics and Part B general information about home and school based related factors influencing students' participation and the principals' alleviation towards the problem.

Questionnaire for students also has two parts, Part A information on the background of the school and Part B on the home and school related factors influencing students' participation in education.

3.6 Validity of instruments

Njeru and Orodho (2003) define validity as the degree to which results obtained from analysis of data actually represents the phenomenon under investigation content validity determined by expert judgment. Validity concerns itself with establishing whether the research instrument was measuring what it was meant to measure. It was a non-statistical method used to validate the content employed in the questionnaire; therefore questions in the study were scrutinized and approved by the supervisor to determine whether the items in the questionnaire were validly representative. The priming of items in research instrument was done by examining the research objectives and questions; hence they examined the crucial variables in depth. The supervisor's recommendations were incorporated in the final questionnaire.

3.7 Instrument reliability

Reliability refers to the consistency, suitability or the dependability of the data. According to Mugenda (1999), reliability was a measure of degree to which research instruments yield consistent results. A reliable instrument was one that produced consistent results when used more than once to collect data from the sample randomly drawn from sample population Muhusa (1990). To test reliability of the instrument, test retest technique was used. This involved

administering the same instrument twice to the group of respondents. There was one week time to lapse between the first and the second test.

To establish reliability of the instrument piloting will be conducted from a similar population which will be enough to provide the piloting sample. The same test will be administered at an interval of two weeks to the same group of respondents. Scores will be correlated using the Pearson Product Moment Formula as follows:

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{\left[\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N} \right] \left[\frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N} \right]}}$$

Where r= Pearson co-relation co-efficient

x= results from the first test

y= results from the second test

N= Number of observations

A correlation coefficient of between 0.7 to 1 is considered reliable according to Mugenda and Mugenda 2003.

The statistical approach was used to make comparison between answers obtained. A correlation coefficient was used to find if the instrument used in the study reliable. A correlation coefficient of 0.75 was found. Thus this suggests that the instruments used were reliable.

3.8 Data collection procedure

After the research was approved by the university, a research permit was obtained from the National Council of sciences and Technology (NCST). An introductory letter to the principals was obtained from the District Education Officer Nyatike. A preliminary visit made to inform the principals and students of the intended institutions. A date to administer the instrument was agreed upon when Questionnaires were distributed directly to respondents within each school by the researcher. According to Kamonjo (1997) the direct method was preferred because this removed uncertainties among the respondents. It enhanced face to face communication with the respondents therefore the researcher was to convinced them of the importance of the study.

3.9 Data analysis techniques

Data collected was edited to ensure linkages between theme, logical order and grouping of coherent information and content validity be confirmed. The study applied both qualitative and quantitative analysis methods to process data .Quantitative data was summarized ,organized according to research questions , arranged into themes and then frequencies and percentages were calculated (Orodho, 2005). Qualitative data was edited, coded and keyed into the computer for descriptive .After that data was then presented in narrative forms, graphs, pie charts and tabular forms indicating frequencies and percentages.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation. The findings are organized according to the research questions to ensure that the study fully and exclusively answers the questions. The findings were obtained from the questionnaires that were issued to the students and principals.

4.2 Questionnaire Return Rate

The study targeted a total 9 principals from 9 secondary schools with 5,500 students in Nyatike sub county, the sample was selected through purpose for and random sampling technique where a sample of 9 principals and 162 students were selected giving a total of sample size of 171 respondents. A total of 171 questionnaires were administered of which 134 were collected as shown in the table 4.1

Table 4.1 Questionnaire Return Rate

Category	Sample Targeted	No. Collected	% Return Rate
Principals	9	9	100.0
Students	162	125	77.17
Total	171	134	78.37

Table 4.1 Shows that an average response rate of 78.375 was obtained which was deemed adequate for data analysis. According to Sekaran (2006) a response rate of 30% is regarded as acceptable for most research purposes. This good response rate was attributed to my presence while administer the questionnaires and principals were informed in advance of the purpose and the objectives of the research.

4.3 Demographic characteristics of respondents

The researcher saw that, it was important to highlight on the back ground information of the respondents and these included age, gender and level of education.

Table 4.2 Principals age

Table 4.2 The age of principals in the schools

Principals' Age	F	(%)
30-40	2	22.0
40-50	3	34.0
50-60	4	44.0
Total	9	100.0

Table 4.2 summarizes the age bracket of the respondents. The highest proportion of the principals fell in the category of 50-60 years (44%). This implies that the principals were mature and had experience.

Table 4.3 Students' age

Students' age	F	(%)
14-16	40	32.0
16- 18	65	52.0
18-20	20	16.0
Total	125	100.0

Table 4.3. Shows that the highest proportion of the students' respondents was 16-18 years (52%). This means that the students who filled the questionnaire were able to answer the questions well.

4.3.1 Gender of principals and students

Gender was a factor to be considered among principals and students in schools because it would enable the researcher acquire information from both gender. The responses are shown in table 4.4

Table 4.4 Gender of principals

Gender	Frequency	%
Male	6	67.0
Female	3	33.0
Total	9	100.0

Table 4.4 shows that the male principals were 6 resulting (67%) and female principals interviewed were 33%.The result shows that the information obtained would be sufficient due to the presence of both genders.

Table 4.5 Gender of Students

Gender	Frequency	%
Male	75	60.0
Female	50	40.0
Total	125	100.0

Table 4.5 reveals that the gender of male students participants were 60% while that of female were 40%.This implies that the information obtained captured the views of both genders.

4.4 Effects of Parental income

The information from five out of nine (56%) principals reveals that there was poor payment of school fees which has affected academic achievement of many students. For instance one of the principals indicated that the parents with low income pay their children school fee late or totally do not pay.

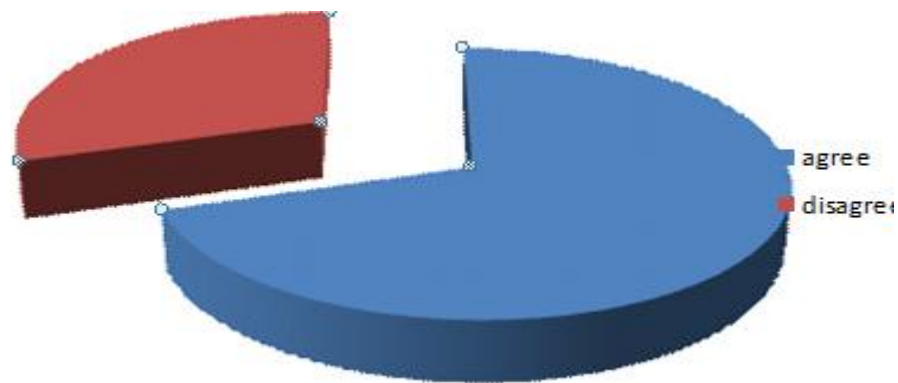


Figure 4.1 Principals views regarding payment of school levies.

However, some principals, 4 (44%) indicated that, the parent's level of income has got little effects on the participation of the students in school. Five principals (56%), agreed by stating that low parental level of income affects student's participation in school.

The principals responded by ticking agree by 56% that lack low parental income affects payment of school levies thus influencing students participation. This implies that the majority of the parents are trying to pay the school levies despite of low income.

This finding is in consistent with other scholars view that parents' level education level influence children's achievement indirectly through their association with parents' educational expectations and parenting behaviors that stimulate reading and constructive play and provide emotional support in the home .Participation motivation is defined as a disposition to strive for success and the capacity to experience pleasure contingent upon success" (Hanushek, 2006). These authors also believed that other socioeconomic variables such as parents' level of education, parents' occupations and parents' income also influenced academic achievement. Parents of 200 intermediate school students having four levels of education including high school, intermediate.

The learner's perception of family support directly affects performance, while the parent's level of education does so directly. Those learners whose parents are not adequately literate are disadvantaged because these days' parents are required to assist their children with their assignments and projects that are supposed to be done at home.

Hanushek, (2006), regarding social class study in Spain and the results revealed that one's results and expectations for the future are better if one belongs to a higher social ladder. Hanushek, (2006) further indicates a high correlation between low school achievement and socio-economic background where most of the researched families are classified in the lower economic brackets, with the highest poverty and unemployment rates. Education failure is legitimized by

inherent inferiority, where there is a high illiteracy rate, poor hygiene, and lack of middle class child rearing practices, especially among parents, all of which are viewed as a manifestation on of poverty.

The highest proportion of the students revealed that, some of the parents were not concerned with their academic matters. For instance, on the question whether their parent were checking and helping in homework (Hanushek, 2006). Some students reported that their parents were not concerned. Some claimed that their parents were not attending any school meeting either prize giving days or any event that they were called for.

4.5 Parental level of education

Academic qualification was a factor that was considered while seeking data on what could be influencing the participation of students in day secondary education. The responses are shown in table 4.6

Table 4.6 Fathers' and mothers' level of education

Level of education	Frequency		Percentage	
	Father	mother	Father	Mother
Below class 8	30	55	24.0	44.0
Class eight	22	40	17.6	32.0
O' level	60	24	48.0	19.2
Diploma	10	5	8.0	4.0
Degree	3	1	2.4	0.8
Total	125	125	100.0	100.0

Table 4.6 shows that the majority of the parents have low level of education indicating that 68% from the parents did not completed their class eight. This implies that there is low parental level of education.

These findings are in agreement with other literature findings. For instance, according to, Hanushek, (2006) given the low levels of the parents, level of education poses a threat to the performance of learners at the schools under research. The poverty levels where the schools are located affect the learners in such a way that they cannot attain university entrance results.

The students also revealed those students whose parents were illiterate did not find reason to pay their children's school fees in time. The respondents indicated that their parents stopped paying the school fees since the father wanted

them to help in the garden. Therefore such students were frequently sent home by the principal for fee. This implies that such students who are sent home for school fees miss valuable learning time. This adds to other negative factors which contribute to their poor participation in school and performance in Kenya Certificate of Secondary Education.

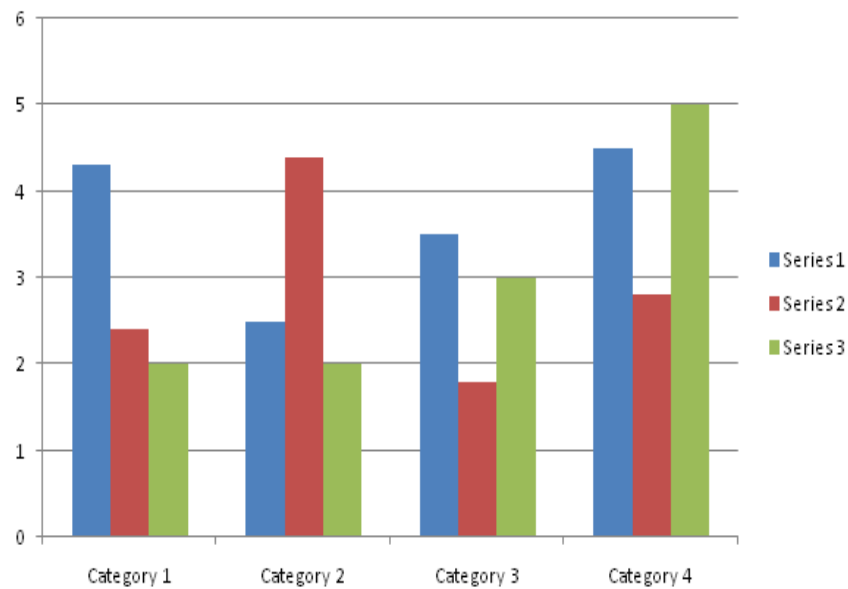


Figure 4.2: Factors that affect student’s participation in school.

Category 1: represents fee issues

Category 2: facility problems

Category 3: Indiscipline of the students

When students were asked to list the factors which affected their performance and participation, fee balances had the highest percentage at (40%), inadequate facilities, followed closely at (30%). the two issues are a big drawback to performance by students in day secondary schools in the Sub county, Other

reasons they gave included their own indiscipline at school (12%), laxity for both teachers and students at (10%) and indiscipline resulting from home environments at (8%).

The figure 4.2 Factors that affect the students' participation in day secondary school.

Category 4: the environment factors.

Lack of fees has been found to be the major cause influencing student's participation in school.

4.5.1 Payment of school fees by the students

The payment of school fees was a major factor to be considered while seeking data on what could be influencing the participation of students in day secondary education. The responses are shown in table 4.7

Table 4.7 Students' views on payment of school fees

Response	Frequency	(%)
Always	70	56.0
Frequently	25	20.0
Occasionally	15	12.0
Seldom	10	8.0
Never	5	4.0
Total	125	100.0

Table 4.7 Shows that majority of the students (56%) stated that lack of fees hindered their participation while only 4% did not lack of fee as their problem. This implies that the students came from different backgrounds and environment in various schools. Thus the parents are having got low income. This means lack of school fees affect students participation.

4.5.2 Poverty at home.

The poverty level at home was a factor that could be influencing the participation of students in day secondary education because most of students are engaged in domestic activities to supplement family income.

Table 4.8 Students' views on poverty at home

Response	Frequency	Percentage
Strongly agree	55	44.0
Agree	20	16.0
Undecided	25	20.0
Disagree	15	12.0
Strongly disagree	10	8.0
Total	125	100.0

Table 4.8 Shows that many of the students (44%) stated that poverty did affect their participation. However, a few of them (8%) did not state that poverty affected their participation. This means that the majority of the students are

coming from poor families hence, they cannot pay their school fees in time and also getting other logistics.

4.5.3 School uniform.

School uniform was a factor that was considered while seeking data on what could be influencing the participation of students in day secondary education .The responses are shown in table 4.9

Table 4.9 Students’ views on lack of school uniform

Response	Frequency	Percentage
Always	60	48.0
Frequently	20	16.0
Occasionally	10	8.0
Seldom	20	16.0
Never	15	12.0
Total	125	100.0

Table 4.9 reveals that the highest portion of the students have problem of school uniform. This also relate to the parental level of income. Other problems students went through included lack of reference and reading materials in their relatively poor homes and backgrounds. Many parents cannot afford text books and supplementary necessary for academics. The information from the principals

indicated that the parents delay in the payment of the fees, forces to send the students home for school fees. This implies that most of the parents are unemployed or have little or source of income. Therefore the parents little income cannot manage to cater fully for the school fee as well as other meeting other needs at home .The students who are sent home for the school fees miss learning time and valuable teachings from their teachers. The majority of the students stated that lack of fees was their major challenge.

Financial status of families where big numbers of female dropouts come from .To fully ascertain the extent to which financial constraints contributed to school dropouts, head teachers and teachers were requested to state where most cases of female dropouts commonly came from. All the head teacher and teacher respondents (100%) pointed out those high cases of female dropouts were due to a combination of different factors among which was the financial status of parents. Further attempts to justifiably establish whether parents' financial status had a relationship with the level of female dropouts were made by requesting pupils state their guardians' occupation (Hanushek, 2006). The findings were compared with pupils' views about their expectations to study beyond the primary school level. The results were presented in the table below;

4.5.4 Occupation of students' guardians.

The guardians' occupation was also a factor to be considered on what could be influencing the participation of students in day secondary education. The responses are shown in table 4.10

Table 4.10 Students' views on occupation of their guardians

Response	Frequency	%
Peasant farmers	30	70.0
Self employed	09	14.0
Civil servants	11	16.0
Total	50	100.0

Table 4.10 reveals that the majority of the parents (70%) are peasant farmers while a few (16%) are government employees. Due to drought, floods among other agriculture related problems affect their produce which results to low or no income from their work. Thus affects payment of fees and other logistics. Hence student's participation is affected. This therefore, pointed to the fact there was a relationship between guardians occupation and sufficiency of funds for school fees and other scholastic facilities.

The study labored to establish what students do at home. It was aimed at finding out whether what they do enables them to concentrate on their studies.

It should be noted that all the schools visited were day schools thus pupils returned to their homes late in the evening. Such an element together with the daily chores therefore, greatly affects their academic performance.

4.5.5 What students' do at home.

The activities the students engage in at home also influence the participation of students in day school because they have enough time to do their home work.

Table 4.11 Students' views on what they do at home

Response	Frequency	%
Revising/ reading	30	24.0
Relaxing	25	20.0
Doing domestic work	70	56.0
Total	125	100.0

Table 4.11 shows that majority of the female pupil respondents (56%) revealed that they did domestic work after school, only 24% revealed that they did some revision, while 20% just rested and did revision from school. The most done activities at home according to the finding were; cooking, fetching water and firewood, digging among others. It was also observed that female pupils do not have sufficient time to do enough revision, something that I

leads to poor academic performance. The persistent failures lead to despair, hate for studies and subsequently dropping out of school at an early age.

4.5.6 Failure to study at home because parents do care

Most students fail to study at home simply because their parents do care about buying the necessary materials such as paraffin, reading materials and others.

Table 4.12 Students' views on failure of the students to study at home because parents do not care

Response	Frequency	%
Always	40	32.0
Frequently	30	24.0
Occasionally	20	16.0
Seldom	15	12.0
Never	20	16.0
Total	125	100.0

Table 4.12 Shows that the majority of the students (32%) stated that their parents do not care whether they study at home or not. Only a few 20% said that their parents minded about their studies at home. This finding reveals why

there is low students participation among the students. The lack of minding about students studies by their parents show s lack of parental education. This finding is in consistent with literature that parents with low level of education do not motivate and follow up the studies of their children.

4.6 The influence of staff personnel on students participation influence participation

The staff personnel established that exclusionary discipline, including school suspensions and expulsions, is one of the most common forms of discipline used in order to maintain a safe and conducive school environment for learning. However, the irony remains that students who are removed from such learning opportunities may also suffer academically over time. Thus, school disciplinary actions including suspensions and expulsions may affect academic participation and achievement.

4.7 Punishment given when they get late to school

The students were asked how frequent they are being punished in school when they arrive late. The results are shown in table 4.13

Table 4.13 Students' views on punishment given when they get late to school

Response	Frequency	Percentage
Always	50	40.0
Frequently	30	24.0
Occasionally	20	16.0
Seldom	15	12.0
Never	10	8.0
Total	125	100.0

Table 4.13 Shows that majority of the students (40%) indicated that whenever they get late for school they get punished. This means that the staff especially teachers give the students who come late to school punishment. Since all the students are not boarding to school and therefore they go back home, they sometimes reach at school late. The punishment welcomes low participation in such students.

According to Rumberger (1987) by removing disruptive students from the learning environment, the protection and preservation of learning of all other students is ensured. However, the simultaneous consequence is that frequent student removal from school has a negative effect on the academic achievement of the removed student. Staff personnel medium of instruction was found to be influencing student's participation. Some medium of instruction were said to be ambiguous and that did not have clarity and objectivity.

They shared specific instances of teacher behaviors that they recounted from the school they left. These negative experiences are still fresh in these students' minds, whether they took place months or years ago. Students noted that some teachers embarrassed them by announcing grades out loud in front of the class or they were seated according to their grade. They would be chided in front of their peers and questioned where there they had made any attempt to study. Students shared that they tried to remain unnoticed or leave the classroom to avoid embarrassment. These types of teacher practices made them feeling rye, humiliated, and frustrated. As a consequence, they avoided seeking assistance from the teacher. Conversely, at one school there is a deeper awareness of the students' need f or dignity in the face of academic challenges. A student summed this up by saying that mutual respect was not a common occurrence in the classroom at comprehensive high schools.

Students publicly sharing their difficulties was a practice many had experience end, and it led them to confront teachers in a negative way or stop coming to class. One student stated that she would not attend a class when grades were handed out, and she gradually stopped attending a particular subject with which she had difficulty. Understaffing was also a concern to the finding. The principles stated that there was lack of enough teachers to teach various subjects effectively .This implies that the students participation will be undermined largely .The professionalism of the staff was also addressed by the respondents.

4.8 Influence of school community on students participation

The findings revealed that, the community factor like security was a major concern. Some of the principals appreciated the role the community in enforcing the security around the school and that of students. The community source of income was found to be below and irregular resulting to poverty which also affected the student's participation.

4.8.1 Domestic Quarrels

Domestic quarrels by the students was a factor that was considered while seeking data on what could be influencing the participation of students in public day secondary school. The responses are shown in table 4.14

Table 4.14 Students' views on domestic quarrels

Response	Frequency	Percentage
Always	30	24.0
Frequently	20	16.0
Occasionally	50	40.0
Seldom	20	16.0
Never	5	4.0
Total	125	100.0

Table 4.14 findings reveal that there are occasional domestic quarrel of (40%) Therefore the participation of the students in Nyatike is not affected by domestic quarrels. However, there are students who noted that there are domestic quarrels in their homes. This finding is in agreement with the literature that domestic quarrels affect the student's participation.

4.8.2 Inadequacy of Text books

The students were asked how reading materials leading to poor performance in the school. Infact it's a factor that could be influencing the participation of students in public day school. The responses are shown in table 4.15

Table 4.15 Students' views on inadequacy of text books on their participation.

Response	Frequency	Percentage
Always	40	32.0
Frequently	50	40.0
Occasionally	10	8.0
Seldom	20	16.0
Never	5	4.0
Total	125	100.0

Table 4.15 Shows that majority of students (40%) cited the problem of books as a challenge. This implies that the school lacks facilities like books to improve student’s participation. The literatures assert that lack of school facilities like books affects student’s participation.

4.8.3 Inadequate bus fare

The distance from home to school to some students is very far therefore they have use money for fare. It has an influence on the participation of students in public day secondary school education .the responses are shown in table 4.16

Table 4.16 Students’ views on how bus fare affects student’s participation.

Response	Frequency	Percentage
Always	50	40.0
Frequently	40	32.0
Occasionally	20	16.0
Seldom	10	8.0
Never	5	4.0
Total	125	100.0

Table 4.16 Shows that a large group of students (40%) stated that lack of bus fare affected their participation. Since the students commute to school, sometimes they lack bus fare which makes them to reach to school late or absent.

4.8.4 Failure to study at home because of noise from neighbors

Since day secondary, students move from home to school there is a lot of interference such as noise from their neighbors that could be influencing the participation of students in public day secondary school education .The responses are shown in table 4.17

The table 4.17 Students' views whether noise from neighbors affects school participation.

Response	Frequency	Percentage
Always	20	16.0
Frequently	30	24.0
Occasionally	20	16.0
Seldom	15	12.0
Never	40	32.0
Total	125	100.0

Table 4.17 Shows that some students (24%) stated that noise from their neighbors affected that study. Some however did not cite noise that as a barrier to their study. According to Rumberger, (1987), noise from neighbors can affect the student's participation.

4.8.5 Lack of community concern on student's studies

Community should provide security to the students on their way to school and back home especially girls. And also provide conducive environment for learning but seeking data on what could be influencing the participation of students' in secondary education .The responses are shown in table 4.18

Table 4.18 Students' views on Community concern for children's participation study

Response	Frequency	Percentage
Very much	50	40.0
Much	30	24.0
Not much	25	20.0
Never	20	16.0
Total	125	100.0

Table 4.18 Shows that a larger proportion of students (40%) noted that their community did not mind whether they were studying well. Some students (30%) stated that their community was not much involved in their studies. However, others (16%) noted that their community was concerned with their studies through providing security and involved in fund raising to help students from poor family. The findings imply that a larger proportion of the community do not bother about

the study of their students. This promotes low students participation in day public secondary school (Rumberger, 1987). This finding is also in agreement with literature that communities who do not care about their study of the children only lower their participation in school.

It was indicated that community plays a role in distribution of resources and facilities .Some of the principals stated that the community around do not distribute resources equally to all schools in those areas. According to Rumberger (1987), education promotes human capital as an asset that has greater or lower rate s of return depending on the extent and quality of education that is provided. However, the inequalities regarding the quality of facilities and distribution of resources are still a serious problem even after celebrating many years of democracy, during which government emphasized equity. Generally, some of the factors contributing towards the poor performance of learners are lack of resources and poor facilities in most schools, but especially in rural areas. Some of the schools are dilapidated compared to those in urban areas. The problem regarding unequal distribution of resources between provinces, rural and urban areas are still intact.

This finding is also in agreement with Ralenala (2003) that, thousands of schools still have poor physical infrastructure and many are dilapidated, dangerous, and unfit for human habitation. There is often no water on site thus such conditions do not only restrict the teaching and learning activities of the

school but also threaten the health of learners and educators as well. This could influence absenteeism of both learners and educators. There is a strong relationship between learner performance and the quality of the facilities available to learners. Several schools do not have laboratories and the situation simply means that learners learn science by rote learning and some of them even complete their high school education without ever having seen a beaker. Hanushek, (2006) believes that each school is entitled to a good library and computer lab; however, sometime as facilities without committee educators are just not good enough. Rumberger (1987) further quoted the education policy analyst specialist who emphasized that facilities and adequate relieve not resources are important but the recipe for managing a good school also has to do with an efficient principal who knows how to manage his/her staff. It means that the principal has to ensure that educators are at school on time; that they are in class during school hours and have a good knowledge of what they teach.

A school factor that also was impacted by community pressures included the perception that school staff did not trust them. One of the students mentioned that he did not feel safe in his neighborhood and therefore shifts schools depending on the safety of the neighborhood. The school principals were asked to rate the issue of sanitation at their respected schools. The elicited information was presented in the table below. It can be observed from tables above that school sanitation is very poor .The majority of the students stated that

the sanitation was not conducive for their participation. It was revealed that there were no sufficient separate latrines stances and few which are present are in bad conditions. This resulted into sharing latrines between boys and girls. As a matter of urgency, it ought to be noted that when girls grow up, they need a lot of privacy especially when they begin their monthly periods. In this, lack of separate latrines may propel the concerned girls to miss going to school for some days. This results into poor academic performance and subsequently dropping out of school.

Responses from the head teachers further revealed that not only does the school environment force girls out of school, but also the home environment. It was pointed out that the home environment greatly shapes and affects pupils' academic performance. They noted that, there is a lot of domestic violence in families which greatly affects the girl child education. In determining access to education by children, household income is found to be an important factor; this is because there are many costs associated with schooling and educational process ranging from school fees, uniform PTA fees and the opportunity costs of sending a female- child to school Epstein, & McPartland, 1976). Household income is linked to a range of factors: when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out.

The link between socio-economic and educational background of the parents and children educational process had been highlighted by number of studies in looking at the interaction between the children in particular and the household income and socio-economic status. All the studies agreed that children's „enrolment, retention and completion can seriously be affected by the low socio-economic status and low educational level of the parents which resulted to poverty. Poverty could be regarded as „the most common primary and contributory reason for many children to be out of school“ UNICEF (1989). Call poverty, „a plausible explanation of school disruption“. According to Ampiah, and Yebeah, (2009), a Series of questions were asked to parents and guardians about the financial circumstances surrounding children's school enrolment in Tanzania their answers was no more than financial problem militating against sending their children to school. Wang (2010) also mentioned poverty as a contributing factor of children's dropout in rural areas of China.

Children from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. This has been suggested by both statistical data and empirical research. For example, a research conducted in rural China by Ampiah, and Yebeah, (2009) found that poor and credit constrained children three times more likely than other children to drop out of secondary school.

The links between wealth and school retention has been described in more detail by Ampiah, and Yebeah (2009) where he stated that “amongst those out-of-school, the mean wealth index for school drop-outs was generally higher than for those who had never enrolled children at school were, on average, from better-off households than those who had dropped out, who were, in turn, from richer backgrounds than school-age children who had never enrolled”. Poor households tend to have lower demand for schooling than richer households: whatever the benefits of schooling, the costs, for them, are more difficult to meet than is the case for richer households.

The pressure on children from poorer background in particular, to withdraw from school increases as they get older, particularly as the opportunity cost of their time increases Ampiah, and Yebeah, (2009) In African traditional societies including the study area, several studies indicated that the children’s schooling has been found to have links with socio-economic factors.

According to Ampiah, and Yebeah, (2009) the most important of these factors include direct and opportunity costs of schooling, limited employment opportunities, socio-economic status, parental and family investment behavior, the economic value of girls, rural and urban residence, and the level of parental education. The major reasons parents offer for not educating their children or for removing them from the school are no more than the fees for registration and admission, examination, Parent Teachers Association (PTA) fees, the cost of

books and uniforms, the provision of other daily monetary demands to their daughters, and the cost of transportation to and from the school on daily basis.

These reasons have been discussed from several perspectives. UNICEF (2007). Argue that low socio-economic status which include poverty and the fiscal crises which force families to cover shortfalls have a devastating impact on household's and the education system as far as children's education is concerned. UNICEF (1989). Link the severity of direct costs with the shift of educational costs to parents in the name of cost sharing. It has been mentioned earlier that in Nigeria, about 7.3 million children are out of school and 62% of the total population is female children mostly due to poverty of their households (UNICEF, 2004). In general, several studies suggest that the direct costs or financial constraints affected children and lead to their low participation in schools.

Hanushek, (2006) observed that the opportunity costs of schooling are associated with labor shortage, resources and services lost due to sending children to school. Child labor is Indispensable to the survival of many rural households in Sub-Sahara Africa: agricultural work, domestic work (cooking, collecting fuel. fetching water) marketing as well as child care services are required from children. The need for domestic labor has grown also with the rapid growth of urban areas. Poor rural parents responded by sending their children into the domestic labor market in exchange for regular cash income.

The relationship between certain household characteristics, poverty and school enrolment has been Empirical evidence from other countries is rich and the main results seem to be in agreement with a priori expectation of a close link between poverty and female student's dropout. Although the list is by no means exhaustive. The research conducted by Ampiah and Yebeah (2009), based on data collected from 600 rural households in Nigeria provided an empirical evidence on the extent to which poverty and household demographic characteristics may affect educational attainment and school attendance of children. The results confirmed significant gender disparity in educational attainment and school attendance, with female children at a serious disadvantage.

Base on the fore going discussions of statistical data and empirical researches in the reviewed literatures, it could be evidently agreed that the socio-economic status and financial well-being of the family greatly affects the participation of children in schooling and minimize the high level of dropout in Nigeria.

Educational Background of the parents on the other hand is found to be another influential factor on their children's" education. According to Ampiah and Yebeah (2009), educational level of household members is influential particularly on children and it determines their access to schooling. The notion is widely accepted as the most consistent determinant of child education. Also higher parental or household head level of education is associated with increased

access to education (Ampiah &Yebeah 2009), Parental education and retention in school has been linked together by putting forward many reasons and opinions of scholars. It has been observed that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling said by Apida (2010).

Ampiah and Yebeah (2009), Stated that the probability of girls enrolling in primary school can be increased by 9.7% and secondary by 17.6% by her married mother's primary education and it has no significant effect on the enrolment of boys. They claim that educated mothers giving preference to girls' schooling, implies that „mothers have a relatively stronger preference for their daughters' education and that their education affords them either increased household decision-making power or increased economic status. Ampiah, and Yebeah, (2009), results were in line with Ampiah, and Yebeah, (2009), when conducting a research in an urban poor environment in West Africa. The outcomes of his research favored the female children by relating the improvements in fathers education to the schooling of both sons and daughters. But mothers education has significant impact only on daughters schooling. In order to bolster sustained access to education for many children, Ampiah, and Yebeah, (2009), suggests the provision of adult education programmers to counter the educational deficit facing many households. Yet, this might not be enough.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusion and recommendation in relation.

5.2 Summary of the Study

The main purpose of study was to investigate the factors affecting the student's participation in public day secondary school education. The research objectives sought to establish the extent to which family income, parental level of education, staff personnel and school community factors affecting student's participation in secondary education in Nyatike sub County. To generate and refine the study ideas, literature review was essential. The variables of the study were discussed in relation with the needs of hierarchy theory which was developed by Abrahams Maslow's, an American psychologist (Maslow 1954). The qualitative and quantitative research designs were employed. The study used questionnaires which were issued to 9 public day secondary school, 9 principal and 162 students.

The study found that that principals at the most-improved high schools felt they had a collaborative working relationship with the staff and the community. Conversely, principals at the least-improved high schools experienced that most reform initiatives were centralized in the district office; they were constricted by tight district control. Successful school districts provide school leaders with proven reform strategies such as new ways of using school time and organizing staff so teachers can collaborate instructional issues, additional teachers and personnel with expertise in instruction, arrange of extra-help strategies for students, and an adequate supply of up-to-date materials.

The report states that, if school districts want high-achieving high schools, they must empower principals to be leaders of change. Understanding the problem of dropouts must include an analysis of the school's role in the problem as well as examining student characteristics. Educating the overall generation requires an understanding of their learning preferences. Students in this generation were born in or after 1982 and live in a technological, speed-dominated, instant-gratification environment. For the most part, they are visual and kinesthetic and prefer working in teams or peer-to-peer utilizing curriculum that is interactive and relevant.

Findings revealed that there were socio-cultural factors that contributed to low participation of students in school. Such cultural factors

included early marriages, helping at housework and taking care of other family members, preference in education of boys than girls, cultural beliefs, and initiation into adulthood among others. It was also revealed that there were parental factors which contributed to low participation of students in school. Such factors included parental level of education, parents not coming to school to discuss their children progress, lack of parental support and parental involvement in their children's education.

Findings revealed that socio economic factors contributed to low participation of students in school. It was found out that parents were not able to pay school fees; students did not have the basic necessities which made them not come to school. There were also school based factors that contributed to low participation of students in secondary school. This included lack of adequate facilities such as classrooms, laboratories, libraries, conflict between teachers and students, unhealthy relationship between teachers and students, and lack of role models for girls in the schools. Finally students' related factors such as truancy, indiscipline and distance from school contributed to low participation of students in schools. Based on the findings it was concluded that there was low participation of students in schools in Nyatike Sub County. It was concluded that the low participation was attributed to several factors which ranged from socio economic, cultural school based and parental related factors.

Student voice was a limited component of literature, yet students spend more time than any other group in the education system. While there were parallels in the areas of academic support and school structures, students in all three of the focus groups stated that they needed to feel respected, supported, and monitored before they would commit to the coursework. Students shared that they had repeatedly come to school willing to learn but each year disengaged from the educational process due to lack of what they described as a caring, supportive environment. Students confirmed that they needed to feel a sense of belonging, as well as satisfy a need to have freedom and fun when they went home.

Students repeated comments about having a community they could depend on, as well as the desire to do something engaging rather than class work and homework that competed with their desire to have fun. Major findings can be summarized to students need to have classes that were small enough to build relationships with adults, as well as to encourage necessary academic interventions. Secondly, relationships are extremely important to students who have a lack of trust in how the educational system supports them. Relationships with teachers and counselors dominated the survey. Students shared evidence of the need for both students and adults to develop better human relations skills. And lastly, they need a trusting environment that supports close monitoring of student progress toward relevant student goals.

Cultural factors such as early marriages, pregnancy, working at home, and negative attitude towards the education, cultural beliefs and practices were responsible for the low participation in school. It was also concluded that socio economic factors such as lack of school fees, lack of basic necessities were some of the factors that led to low participation of students in school. The study also concluded that parental factors such as parental level of education, lack of parental participation in the education of students, lack of provision of basic necessities were some of the factors that led to low participation of students in school.

The study also concluded that school related factors such as lack of facilities, distance from school, inadequate teachers, lack of role models, conflict with teachers, unhealthy relationship among teachers and students and among students were contributed to low participation of students in schools. Student related factors such as truancy, indiscipline contribute to low participation of student

5.3 Conclusions

Based on the findings of this study it can be concluded that the Education level of parents is one of factors that influence students' participation either positively to those whose parents have high level of education or negatively to those parents have low level of education.

The income has negative influence on the students' participation, Infact this in relation to the effect of family income on student's participation, it was established that the majority of the parents had low income. Thus could not pay the school levies and other logistics for their children. This was found greatly to influence afew participation of the students in school.

The parents who did not attain secondary education consisted of the highest proportion. Therefore, their students did not have any motivation. Such parents have their children drop out from school were high while those students whose parents have attained post secondary education , had low school dropout.

Staff personnel were found to have greater influence on the student's participation. The schools which had quality and adequate personnel were found to influence student's participation positively while those with untrained and inadequate staff personnel were found to influence student's participation negatively because of workload in public secondary schools. This likely have negative influence on students participation in Nyatike.

Community and school relations were found to be vital in student's participation. Community related factors such as poverty, insecurity and discrimination were found to influence the student's participation negatively while those that embrace equality and good relations with the school contributed to the success of the students.

5.4 Recommendations

Based on the findings, the researcher made the following recommendation

- i. The findings revealed that high proportion of the parents had low income. Therefore the government should subsidize school fees to enable the students whose parents have low income to continue with their education.
- ii. Given that the majority of the parents did not attain secondary education, the government should introduce adult education and implement it, in Nyatike Sub County to sensitize the parents on their roles.
- iii. The government should employ adequate staff personnel to meet the pressure of teacher -student ratio in Nyatike Sub County.
- iv. The Nyatike community should enhance and affect their relationship with both the school and the students.

5.5 Suggestions for Further Research

The study did not exhaust all matters related to it. Other issues emanated from the study that require further investigation. The following are the areas that need further research

- i Study similar to this one to be carried out in public secondary schools
- ii A study on the individual and home-school factors influencing student participation should be carried out and their possible solutions
- iii A study on the challenges principals face in discharging the duties in public institutions . Head teachers and parents, should chart better ways financial sustenance without resulting to sending students home for fee related problems. Environmental problems and home backgrounds are problems which can be tackled through social means.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

Benson A. Ogur
University of Nairobi
P.O. Box 92
Kikuyu

The Principal

.....

Dear Sir/ Madam

RE: PARTICIPATION IN EDUCATIONAL RESEARCH

I am a student at the University of Nairobi and I am carrying out a research on **how the home and school based factors influence students' participation in public day secondary education in Nyatike sub-county, Migori County**. This research is for academic purposes only and your identity will be kept confidential. I kindly request you to allow me to collect data in your school.

Thanks for your co-operation.

Yours faithfully,

Benson Ogur

APPENDIX II

PRINCIPALS' QUESTIONNAIRE

The information given in this questionnaire will purely be used for educational purpose and not for any other purposes whatsoever. Answer them as truthful and honestly as possible.

Part A: Demographic information

1. What is the name of your school?

2. What is the type of your school? Boys Girls Mixed

3. What is your gender? Male Female

4. What is the total number of students in your school currently?

5. How many students have been enrolled since 2011 to date?

6. How many students have dropped out since 2011 to date?

7. What is the main reason for their dropping out? _____

Truancy pregnancy fees others _____

PART B School factors influencing students' participation in education

Please answer the following questions

8. Do you provide parental literacy programmes and community awareness campaigns on students education,_____

9. If yes how often?

Monthly once a term yearly

10. Do you involve community in decision making on matters related to students participation in the school?_____ if yes on which issues?_____

11. In your opinion has family income influence student participation in public day secondary school?_____

If yes to what extent_____

12. What is the total number of teachers in your school?

TSC_____

BOM_____

13. Do parents have difficulties in payment of school levies? Y

NO

If yes what percentages of them have difficulties?

20% 30% 40% 50% and above

14. a) In your opinion is the community interested in students education?

Yes No

b) If No state reasons

15 At what level are students likely to drop out?

Form 1 Form 2 Form 3 Form 4

16. What are the reasons for their dropping out?

17. Between boys and girls, which of them proceed mostly to University and Tertiary colleges? Boys Girls

18. In your opinion are you in favour of the idea of re- admitting dropout?

Never much in favour generally in favour Indifferent
Generally against Very much against

19. Do you think parents negative attitude towards student's education is the cause of low performance? Yes No

If yes give reasons

APPENDIX III

STUDENTS' QUESTIONNAIRE

The information given in this questionnaire will purely be used for educational purpose and not for any other purposes whatsoever. Answer them as truthful and honestly as possible.

PART A: Demographic information

1. What is the name of your school?_____
2. What is your class?_____
3. What is your Gender?_____
4. Whom do you live with during school term?

Individual(s)	Yes/No
Father and mother	
Mother only	
father only	
Relative/ Guardian	
Rented houses	

5. What is the level of education of parents/ Guardians?

	Primary	Secondary	College	University
Mother				
Father				
Guardian				

6. How many school going brothers and sisters do you have? _____

7. How many people live in the home where you reside during school term? _____

PART B Community-school influence on participation

Please tick appropriate column according to your rating

8. To what extent do the following contribute to your failure to attend school regularly?

Reason	Always	Frequently	Occasionally	Seldom	Never
Domestic quarrels					
Inadequate School fees					
Take up supplementary jobs					
Inadequate uniform					
inadequate bus fare					
Inadequate books					
Assisting parents in domestic chores					

9. To what extent do the following affect you as a day school learner?

Statement	Very much	Much	Not much	Never
Get late to school and punished				
Failure to study at home because you arrive late				
Failure to study at home due to noise from neighbor				
Failure to study at home because parents do not care				

Any other reason_____

10. Briefly state other problems related to your home that affect your learning as a day

scholar?_____

11. State what can be done to solve the problems you have mentioned above.

Thanks for your cooperation

APPENDIX V: LETTER OF AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/14/4452/2040

16th June, 2014

Benson Abich Ogur
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Home and school based factors influencing students participation in public day secondary school in Nyatike Sub County, Migori County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Migori County for a period ending 31st December, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Migori County before embarking on the research project.

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

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Migori County.

APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: MR. BENSON ABICH OGUR of UNIVERSITY OF NAIROBI, 18-40040 migori, has been permitted to conduct research in Migori County on the topic: HOME AND SCHOOL BASED FACTORS INFLUENCING STUDENTS PARTICIPATION IN PUBLIC DAY SECONDARY SCHOOL IN NYATIKE SUB COUNTY, MIGORI COUNTY, KENYA for the period ending: 31st December, 2014
Permit No: NACOSTI/P/14/4452/2040
Date Of Issue : 16th June, 2014
Fee Recieved :Ksh 1,000
Applicant's Signature
National Commission for Science, Technology & Innovation Secretary