

**SOCIO-ECONOMIC FACTORS INFLUENCING STUDENTS'
ACCESS TO SECONDARY SCHOOL EDUCATION IN RONGO
DISTRICT, KENYA**

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DECLARATION

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

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DEDICATION

This research is dedicated in memory of my father the late Mr. Enos Okumu and my mother Joyce Awuor for their keen interest in education which inspired me. My loving wife Lilian Odo Walter whose love, encouragement endurance and support of financially difficult times and you facilitated my success in the post graduate studies. Lastly to my children Gilbert, Albright, Tracy Mackline and Terry Michele for their understanding, tolerance and endurance at times of financial hardship. Bravo.

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ABBREVIATIONS AND ACRONYMS

CDF	-	Constituency Development Funds
DEO	-	District Education Officer
ERS	-	Economic Recovery Strategy
FGM	-	Female Genital mutilation
FPE	-	Free Primary Education
GOK	-	Government of Kenya
HIV	-	Human Immune Virus
KCPE	-	Kenya Certificate of Primary Education
KESSP	-	Kenya Education Sector Support Programme
MDGS	-	Millennium Development Goals
MOEST	-	Ministry of Education Science and Technology
UNESCO	-	United Nation Education Science and Cultural Organization
UNICEF	-	United Nation Children Funds
UPE	-	Universal Primary Education

ABSTRACT

The purpose of this study was to investigate the socio-economic factors influencing students' access to secondary education in Rongo district. Specifically the study sought to establish the extent to which tuition fees charged influence students access to secondary school education, other objectives were to examine the influence of size of household on students access to secondary school education, to determine the influence of child labour on students access to secondary education and to examine how the level of income of the parents affect students' access to secondary education.

The researcher employed descriptive study design and data presented in form of frequency distribution tables, graphs and pie charts that facilitated description and explanations of the study findings. Target population of 15 secondary schools, 245 teachers, 15 head teachers and 2,500 students in Rongo district. The primary research instruments of this study were questionnaires and interview schedules. Questionnaires for students and teachers and interview schedule for head teachers.

The study findings indicate that some of the socio-economic factors that had the highest effects in access of students in secondary school education include size of the family, income of parents, child labour and tuition fee. The study found out that socio-economic factors were major causes of low access of secondary school students in secondary education. Also the findings revealed other home based factors as HIV/AIDS, parental level of education school also affected access of students in secondary school tire.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is the seed and flower of development, it is a powerful lever for poverty eradication and economic growth, and it empowers a person to take charge of their lives and make informed choices which brings forth quality of life. It further opens up a world of opportunities reduce the burden of diseases, poverty and give greater voice in society. Wolfenson, World Bank (2003) for nations, it opens doors to economic and social prosperity, dynamic workforce and well-informed citizens who are able to compete and cooperate in global arena (UNESCO, 2000). Education and training remains the foremost tool for accelerating social and economic development for industrialization, further it also makes positive contribution in controlling and shaping of environment and its degradation.

The greatest challenges facing different nations as Kenya in this 21st century are ensuring school age going children access basic education for all (BEFA), achieve quality by eliminating all existing disparities with particular reference to the education of girls, children with special needs and those disadvantaged regions (ASALS). This calls for different approach to the provision, delivery management and financing of education to ensure improved access, equity, relevance and quality within the content of newly defined goals and targets. Many areas in the Country and outside have hybrid of obstacles to BEFA and education for all goals in addition to poverty for example insecurity, low level

of parental education, income of parents, size of the household, gender disparity and child labour. All these may affect access of students to secondary education universally both in urban and rural areas.

According to World Bank (2007) non-school factors such as education of parents, child rearing practices, nutrition, health care and pre-school education have more effect on children access to education, it further states that positive school factors such as teachers and books have more effects in developed countries than in developing countries. Thus, positive effects of school inputs are frequently greater in children from lower socio-economic background than those from higher socio-economic background. Charlton (1996) reported that pupils learning and behavior like that of adults will be affected by a range of interacting factors, some of which ride within the learner, while others can be traced to the curriculum or conditions within the environment.

Basically, access is not static and when a government fails to direct its massive resources to particular regions such as in ASAL areas, urban and in rural areas with an aim of enhancing access, then they will be missing the target of BEFA if not moving away from it. It's therefore logical to have a study of access in regions that are said to have achieved 100% Gross Enrolment Rate. The introduction of subsidized tuition fee in public secondary schools in January 2007 was expected to increase secondary schools enrolment to 1.5m in 2008 which was four times more than the position of 30,000 students in secondary schools. The government proposal was affected to translate to transition rate

of 70% from primary to secondary schools to cater for those included by poverty to access education (East African Standard Thursday May 10, 2007).

In Europe they developed educational policy to fund secondary education to its citizens through general tax system, an initiative that was adapted by all European union (EU) member states; though the tax system did not provide adequate funds to sustain secondary education in the regions among various governments, to cater for the increase in cost, several governments had various interventions to bridge the gaps. England for example developed a policy, which formalized a relationship between companies and Secondary Schools.

According to Millar (1996) all Caribbean countries had introduced free tuition policy in secondary school, which varied on different aspects of free tuition; some governments provide text books, payment of examination fee and personal emoluments. This was done to increase and maintain enrolment in secondary education, but due to inflation the government could not cope with the rising cost of education hence this forced the government to introduce cost sharing programmes which led to drop out of students.

In Uganda, the ruling party manifestoes (2007) emphasized on free secondary education, with an aim of making education accessible to poor households who could not meet the ever rising cost of education. Immediately after the implementation of the policy, schools realized increased enrolment which led to inadequate textbooks, decrease in teacher student ration coupled with poor

remuneration of teachers which led to demoralized and overworked labour force. This affects their input into the implementation.

For the benefit of education in itself must be cost effective and relevant to the society. It should represent relevant educational opportunities to those who have acquired it. It is therefore important to provide relevant instructional materials and physical facilities such as library, laboratory and size of classrooms determine the cost of education (Republic of Kenya, 1992). The facilities in day secondary schools are not as good as those of the boarding public schools as they often lack books, qualified teachers , desks and not to mention distance from homes to school coupled with insecurity and cultural beliefs of different communities (Gatende,2010).

According to Njeru & Orodho (2003) although there has been a dramatic increase in students' enrolment in absolute number at secondary levels in Kenya, there exists a very deep and severe regional and gender disparities in access to and participation in secondary education. Factors responsible for low access vary across the various regions. Those that tend to be common in many areas are high cost of secondary education, poverty of household, family size, child labour, occupation of the parents and income of the parents and weak government policies among others are major determinants of demand.

The issue of poverty is one of the central factors that can affect the demand for education in the socio-economic status of the client of education system

UNICEF (2004) poor households are out rapped in a poverty cycle and lack capacity and resources to enable them to afford adequate and balanced food, consequently the inability of the poor to meet the cost of education for their children.

As the level of poverty rises, children labour becomes crucial for family survival (Abagi, 1997). Child labour is increasingly employed in domestic activities, agriculture and petty trade in both rural and urban centres and in some cases children themselves have to analyze the opportunity cost of education. As a result parents have continued to send their children in the labour markets mainly as domestic workers in urban centres.

Children from poor households drop out of school as their parents fail to equate the cost incurred and the value of education, they see it as waste of resources and time (Gatende, 2010).

Table 1.1 Enrolment of students in Rongo District

Form 1	No of students	Form 4	No of students
Year	Enrolled	Year	completed
2003	1245	2007	1164
2004	1304	2008	1269
2005	1432	2009	1303
2006	1526	2010	1404
2007	1206	2011	1567
2008	1340	2012	1301
Total	6713		6746

Source: District Education Office, Rongo District

Ideally the number of students who enroll at the beginning of level one (form 1) should be the number that complete the final year (Form 4) this is however not the case in Rongo District. The school dropout rate is a major challenge of level of school, which is attributed to home and school characteristics.

1.2 Statement of the problem

The overall research problem addressed in this study is that despite high enrolment of students in Secondary Education after the introduction of FPE and FDSE little has been done to analyze the socio-economic factors affecting access of Secondary Students education. Studies carried out by PCAN (2005) noted that the child out of school especially in the prevailing situation of

poverty of the household level and the government policy of FPE and FDSE, there are still upto 1.9 million children who do not access education.

Pupils learning and behavior like that of adult will be affected by a range of interacting factors, some of which ride within the learner while others can be traced to the environment and the government policies (Charlton, T. 1996). The goal of schooling is to provide access to children of school going age on equitable basis thus ensuring education for all learners (MOEST, 2003).

In many developing countries the rate of access in schools is low and has been described as a scarce industry (Murungi, 2006). This is mainly attributed to the most distinctive features such as historical and political factors which usually contribute to the regional inequalities opportunities in education. The problem of low access in Secondary Education is therefore worth investigation due to the fact the lives of many students are at risk of being wasted. This study therefore sought to establish the underlying factors that militate against access of students in Rongo District in the hope that once they are identified solutions will be found to reverse the trend.

Nevertheless, the socio-economic factors affecting access on education has hardly been analyzed particularly in Rongo District. If the issue access among students is not treated with the seriousness it deserves and its increase curbed, the opportunities that would have otherwise been available to students to access education and advance academically will become foreclosed.

1.3 Purpose of the study

The purpose of this study was to investigate the socio-economics factors affecting student's access to secondary schools education in Rongo district.

1.4 Objectives

1. To establish the extent to which tuition fee charged affect students' access to secondary school education in Rongo district.
2. To examine the influence of size of household on students' access to secondary school education in Rongo district.
3. To determine the influence of child labour on students access to secondary education in Rongo district.
4. To examine how the level of income of parent affect students' access to secondary school education in Rongo district.

1.5 Research questions

- i. To what extent does tuition fee charged affect student access to secondary school education in Rongo district?
- ii. How does child labour influence students' access to secondary education in Rongo district?
- iii. How does the size of the household affect student access to secondary school education in Rongo district.
- iv. To what extent is the level of income of the parents affect student's access to secondary education in Rongo district.

1.6 Significance of the study

The findings of the study may be useful to various institutions, education authorities, parents, politicians and policy makers the community and country at large who may use the findings to raise access that has remain wanting in certain regions despite the introduction of FPE in 2003. The study may be of significance to quality assurance and standards officers to improve on access of students and general education standards. The policy makers may use the findings to formulate policies enhancing access rate e.g. policies regarding promotion from one grade to another. The education planners may use the findings to advice the government on budget allocation and necessary cause of action to facilitate access in public secondary schools. The findings of the study may be used by all stakeholders to minimize or eradicate low access resulting from any quarters.

1.7 Limitations of the study

They are hurdles that a researcher anticipates and which they have no control over. They are conditions beyond the control of the researcher and may place restriction on the conclusion of the study and their applications for other situations. The research study dealt with teachers and students whose schedule of work was tight to fill the questionnaires in the specified time so the researcher made several trips in order to collect the questionnaires from the schools and this made the research difficult and expensive. Because of language barrier the inability of some of the respondents to express themselves fully in writing and speaking the language used during the interview process.

1.8 Delimitations of the study

This is a deliberate and purposeful narrowing down of the study so that it can be manageable by researcher. The study was conducted in public day and boarding secondary schools in Rongo District. The head teachers, teachers and students in the selected schools were involved in the study. This study only dealt with issue of socio-economic factors affecting access to secondary education in Rongo District. The findings cannot be generated to other secondary schools in Kenya because factors affecting access in the District in question may vary in other areas. The study therefore was done in Rongo District schools and confine itself to variables in the objectives.

1.9 Assumption of the study

These are things taken for granted in the study. That is they are important facts presumed to be true or taken for granted. The following assumptions were made;

- a) The respondents gave accurate and honest responses to the questionnaires.
- b) The school going students are vulnerable to socio-economic factors affecting access in schools.
- c) That the head teachers, teachers and students are knowledgeable on the questions and they responded to many questions accurately and positively.

1.10 Definition of significant terms

Access: refers to make education available or affordable to the targeted groups.

Child labour: refers to a situation where children under the age of twenty one years and below are not employed (United Nation convention) on the right of the child.

Drop out: refers to pupils leaving school before completing certain stage of education or leaving at some intermediate or non-terminal point in cycle of education/school.

Education stakeholders: refers to members of community who are directly or indirectly involved in execution and management of education activities and are affected by output of educational system.

Enrolment: refers to a process of registering students in school.

Household: refers to persons or groups of people living together under one roof or within the same compound and sharing the community way of life and resources.

Participation: refers to the decrease or increase in enrolment or attendance, pupils progress/transition to complete of educational cycle and generally being in school.

Transition: refers to pupil's movement from one educational level or grade to the next level.

Wastage: refers to learners who do not complete secondary education in time or drop out of school.

1.11 Organization of the Study

The study has five chapters: Chapter one covers the background of the study, the objectives, research questions, statement of the problem, limitations and delimitations of the study, significance of the study and assumptions of the study. Chapter Two consists of literature review while chapter three covers research methodology design of the research, target population, sampling procedure, research instruments and data collection procedures and finally data analysis methods. Chapter four involves data analysis and description of findings. Chapter five provides a summary of findings conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on discussing the study variables, making references to studies that have been done in the study area. The study relates to socio-economic factors affecting access in secondary schools such as parental level of education, income of parent's, child labour, household size, and tuition fee. The chapter ends with summary of related literature on theoretical framework and conceptual framework.

2.2 Effects of tuition fee on students access to Secondary School Education

According to Schultz (1963) the cost of education determine affordability whatever the benefit of education, cost really matter identify cost of education in terms of fees and other related charges as the most critical factors hindering student's access and participation in schools. Students from poor families lack parental stimulant while those from rich families not only have economic superiority over the others but they also have motivating environment back at Amuga & Wasike, (2008). Unequal consumption of education is caused by income inequalities leading to stratification of society into "haves" and "have nots".

Despite critical role that the secondary education play in development, Wachiye (2010) states that access to secondary education remains strongly associated with household wealth.

In Rongo District the chances of the poorest being enrolled relative to the rich have not improved substantially despite the commitment policies by the government, such as introduction of bursary fund, free day secondary education and others. The school fees charged in the schools are high there are several levies imposed on uniforms fees, activity fees holiday tuition fees text books and stationery. The inability to meet school expenses by low income parents make their children to be sent away from school and such frustration affects student's academic performance and at times withdraw them from school.

The government's financial effort to reverse the trend of the enrollment rate through the introduction of subsidized tuition fees has been inadequate such that students from low income earners have become vulnerable to drop out of school. Though investment in education by the poor in the long run would help reduce inequality, create awareness, and improve living standards. Its against this background that Kenya drafted secondary education strategy paper (2005) called for containing the unit cost of education through innovation not only to meet the supply side of "accessibility" expansion needs for resources as classrooms and finances but also address the demand side of "affordability" pressure that are preventing low social groups from accessing secondary

education. In view of the foregoing discussion it can be concluded that many Kenyans students cannot access secondary education because of the cost factor. This cost may also affect student's access in Rongo district which negate student's enrolment in school. This study was to find out the extent to which tuition fees as a socio economic factor affects access to secondary education.

2.3 Effect of family size on access to secondary education

This is a factor in determining whether students go to school or not. Large families at times face problems in educating their children. When faced with economic hardships, great number of parents especially the poor and illiterate are forced to educate boys at the expense of girls Ajila & Olutola (2012) observces that in more conservative communities that live in ASAL areas it's still argued that man is the "bread winner" and hence boys need more education than girls who will get married and get a man to take care of them. Some parents send their children to school later in the school term when they have acquired some money to buy the necessities, but because the children have missed out so much in school, they perform poorly and eventually drop out.

According to Rutter (1980) large family size is quite strongly associated with socio-economic disadvantages. He further indicated that there is probably less intensive interaction and less communication between the parents and children in large families because parental time has to be widely distributed. Further

more parental discipline and supervision may be more difficult when there are a lot of children to look after. The large family size therefore limits the parental involvement in the academic welfare of each child. This leads to low participation of child in school activities and may eventually lead to drop out. According to Otunge (2004) under working class conditions, parents with too many children often suffer financial hardships furthermore with the rising household poverty level, families with many children increasingly find it difficult to enroll their children in secondary school and those enrolled are likely to drop out. From the foregoing, it's clear that the size of the family is a determining factor whether a child will be enrolled in secondary school or not.

A study by Schiefelbain and Wolf (1992) in America and Europe found that large families are prevalent among low socio-economic groups, whereas small families occur in high socio economic group. They reported that family size was correlated to test scores performance among pupils. In India and several African countries in large families of boys and girls rural girls seldom participation on schools because they must draw water, prepare food, gather firewood, attend to younger siblings and help in farm activities (Lockheed, 1991). When working children do not attend school they have little time to study which weaken their academic performance.

2.4 Effects of income of the parents on access to education

Studies by World Bank (1995) indicate that due to high level of poverty in rural and urban areas, many Kenyans can no longer have access to education

because they are unable to meet its cost. This is due to declining income and escalating cost of education materials which have made most parents unable to educate their children even though they are willing to do so. The fact that households are expected to provide instrumental materials and put up physical facilities, places heavy burden on households. The worst hits are students from low income households as captured by (Njeru and Orodho, 2003).

In addition, since low income communities are not able to contribute to education effectively in the provision of physical facilities, this has led to inequalities in secondary education. These inequalities range from the quality of buildings and instructional materials, especially text books and reference books to numbers and quality of teachers. Because poverty is often linked to the limited education attainment and low occupational status of the parents, poor families do not reinforce the value of education.

In Egypt parents most frequently cite the cost of schooling as the reason for not taking their children to school Robinson (1984). Studies in Liberia and Philippines found that the parent's education attainments, income level and attitudes towards schooling were the most important determinants of children attendance Lockheed (1987). The inability of low income parents to meet school expenses make their children to be sent away from school and such frustrations affects academic performance and withdraw learners from school. The government effort to reverse this trend has been inadequate by introducing tuition fees, such that students from low income earners, who have

become vulnerable to dropping out of school, may fully access and participate in learning process. According to research conducted in Tanzania on cost sharing revealed that lack of school fees due to poverty lead to drop out of secondary students. In this regard the researcher seeks to find out the effects of income of the parents on access of students in Rongo District.

2.5 Effects of child labour on students access to secondary education

According to Mutegi (2005) the convention of the right of the child defines a child as any one below the age of 18 (African Centre for Women, 1997). These groups of less than 18 years have been involved in child labour either paid or not paid. These phenomena adversely interfere with children's participation in education by denying them access to school or dropping from school if already enrolled. Child labour at least in its worst forms is on the wane globally and the vice increase marginally across Sub-Saharan Africa in the past years. According to the Central Bureau of Statistics (2005) nearly two million children between the ages of 5-17 are engaged in exploitative labour. About a third of the children are in commercial agriculture and fisheries. Republic of Kenya (2004) recognizes child labour as the worst form of exploitation and laments that it's a major problem in the country. Koech Commission, TIQET (1999) also found that child labour is a rampant practice that continues to keep children out of school, especially in the prevailing situation of poverty at the household level. Children in different parts of the country are involved in activities as fishing, picking of coffee, tea and miraa hawking and petty trade. In addition many school girls are employed as house

girls in urban and rural areas. Such children cannot be spared for school as presently organized work prevents many children from gaining or benefiting from education.

According to Daily Nation (May, 2006, p. 11) growing rural poverty has pushed many more youngsters out of their homes and although the introduction of universal education in 2003 offered a ray of hopes to thousands of children who could afford to pay fees, it's feared that poverty and desperation has kept many out of school. Child labour thrives in many parts of the country, from the plantation of tea to the soapstone mines of Kisii and sugarcane cutting in sugarcane belts where children are taking tasks meant for adults up to the beaches of Kisumu where children are seen casting their nets or parading their little bodies in the streets of Malindi awaiting for rich men to take her/him somewhere. According to Central Bureau of Statistics (2003) use of household survey data to explore the socio-economic determinants of enrolments, reveals that the strongest determinants of both primary and secondary school enrolment are the economic background of this child and mother's schooling. The empirical results also indicate that the care of younger siblings is a chore that keep girls from attending primary or secondary level.

It is clear from the forgoing discussion that child labour paid on not keeps students out of attending school and low participation in education. Rongo district is also be affected with this high rate of child labour and household

chores which are stumbling block to students who may wish to be in secondary school. This study will find out the extent to which child labour as a socio economic factor affects access to secondary education in Rongo district.

2.6 Summary of literature review

Noor (2001) in his study in influence of parental level of education on student's performance found that there is a relationship between parental level of education and child enrolment and performance in school. Onyango (2000) in study on parents socio economic background on student access rate revealed that prevailing cost of education negates access to and participation of students in secondary education, but they did not stress on socio-economic factors specifically income of the parents, child labour, education level of parents and family size which this study proposes to be done in Rongo district.

2.7 Theoretical framework

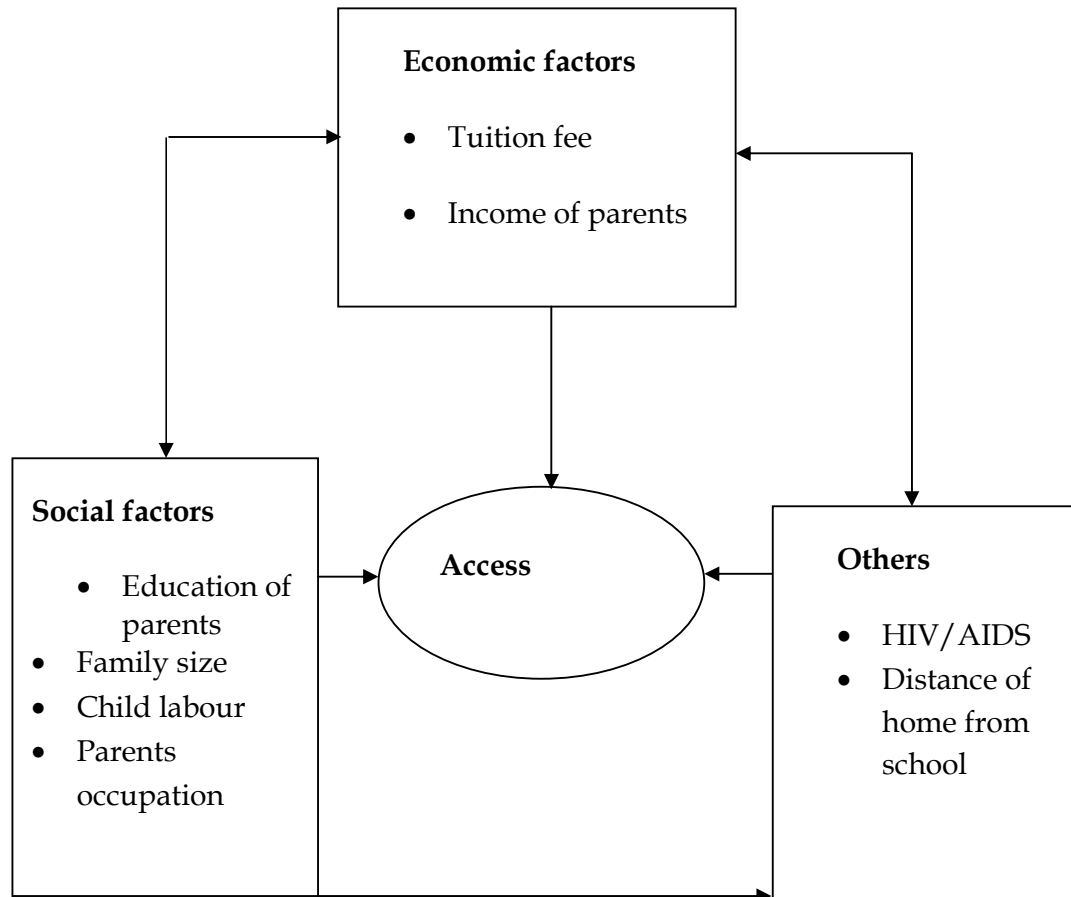
The study embraces Human capital theory based upon the work of Schultz (1971), Psacharopoulos & Woodhall (1997), human capital theory tests on the assumption that formal education is highly instrumental and even necessary to improve the product capacity of population. In short, the human capital theorist argues that an education population is a productive population. Human capital theory emphasizes on how education increase the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is

seen a productive investment in human capital, which the proponents of the theory have considered as equal or even more equally worthwhile than that of physical capital.

On one hand the conventional theory of human capital developed by Becker (1962) and Mincer (1974) viewed education and training as the major sources of human capital accumulation that in turn have direct and positive effects on individual's lifetime earnings. On the other hand, Schultz and others emphasized that investment in human capital were a major contributor to economic growth on the basis of this theory, this study seeks to establish the socio-economic factors influencing students access to secondary school education. The theory guide this study because it provides a basis for considering socio-economic factors which promote education in the country for sufficient and efficient human capital availability. An educated population is productive population and hence there is need to remove barriers for population to access education. Its socio-economic factors are managed, they will lead to enhanced enrolment retention, reduced drop out and increase competition and graduation rate.

2.8 Conceptual framework

Figure 2.1: Conceptual framework on relationship between variable of socio-economic factors and access



According to Mbwesa (2006) conceptual framework is a hypothesized mood showing the variables under study as conceptualized by the researcher. The independent variables represent the socio-economic factors, which influence access to education. These include child labour, parental level of education, and income of the parents and cost of education. All these factors influence enrolment level, drop out rate, repetition and absenteeism, achievement, high

rate of grandaunts and low rate of drop out rate and repetition. If they lead to high level of enrolment and achievement, high rate of graduates and low rate of drop out and repetition, they impact positively on access in the school system. If they lead to low enrolment and low achievement levels, high drop out and repetition, the system will be internally and external inefficient.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The section focused on research design, target population sampling and sampling procedures, research instruments validity and reliability of the instruments, data collection and data analysis techniques.

3.2 Research design

Research design is a plan structure and a strategy concerned so as to obtain answers for research questions and control variables Kerlinger (1973). A research design helps to control the experimental' extraneous and error variables of a particular research problem being investigated. According to Kerlinger (1973) research design is invented to enable answering the research questions as economically as possible. A research design sets up a framework for adequate tests of the relation among variables.

In this study, the researcher employed descriptive survey design to assess the socio-economic factors influencing access in secondary schools. Njeru and Orodho (2010) assert that, descriptive survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. Since the study sought to establish the degree of relationship between the dependent variables as access and independent variables as parental level of education, income of the parents, family size and child labour. Descriptive survey design is intended to produce statistical

information about the aspects of education that interest policy makers and educators.

3.3 Target population

Baker (1998) define target population as a large population from which a small population selected for observation and analysis. According to Keya (1989) a target population consists of all cases of individuals or things as elements that fit into researchers specifications. The researcher targeted a population comprising of 15 secondary schools in Rongo District, 245 Teachers and 15 Head teachers. According to Rongo district statistics officer, the student's population in the 15 secondary schools is 2500 students.

3.4 Sample size and sampling technique

Orodho (2009) define sampling as a process of selecting a subset of cases in order to draw conclusions about the entire set, while a sample is a small part of a large population. For the purpose of this study, 10 schools were used as a sample, and all the Head teachers of these schools participated in the study. Random sampling was used to sample teachers and students, 40 teachers and 210 students, translating to 21 students per school. The respondents were selected as follows:

Table 3.1. Selection of respondents

	Target Population	Projected Sample Size
Head teachers	15	10
Teachers	245	40
Students	2,500	210

The researcher ensured high degree of correspondents between a sampling frame and the sample population as the accuracy of the sample depends on the sampling frame. Further, Patton (2002) argues that the sample size depends on what one wants to know, the purpose of inquiry, what is at stake, what will be useful, what will have credibility and what can be done with available time and resources. Ngechu (2004) asserts that sampling is a significant technique in research in that it's not possible to study every element in the whole population because of cost and time constraints.

A sample is a subject of the target population to which the researcher intends to generalize the results Wiersma (1986) while Gall (1989) refer sampling as a research technique for a given number of subjects from a large population as a representative of such population. To obtain participants in the study, the researcher used purposive sampling to select 5 schools from 2 divisions (10 schools) in the district to cater for varied ecological zones and selection based on type/status of the school i.e. mixed, pure boys or girls' schools. Also 40 teachers and 10 head teachers were selected based on sex and work experience participated in the study.

The students sample was selected based on streams, gender and class through random sampling. For the students the study targeted 210 students that is 21 students per school form two's and three's were chosen because of their long stay in the school and had information regarding factors influencing access. These sample sizes were deemed adequately for the study as Neuman (2000) indicates that a sample size 10% of target population is large enough as long as it allow for reliable data analysis by cross tabulation provide desired level of accuracy in estimate of large population.

3.5 Research instrument

The study used two instruments for data collection; questionnaire and interview schedule. Questionnaires were used as main research instruments. For the Head teacher, the researcher used interview schedule to elicit more information from the respondents. The teachers' questionnaire had open ended question which elicited more information from the teachers about the parents and management of the school in relation to factors influencing participation in their respective schools.

The questionnaire was to be used for students and teachers. The questionnaire was to have two parts demographic information of the respondents and on factors influencing access of students in public and private schools in Rongo district. The interview schedule was used for this. It's used because it provides intensive information that would not have been found by use of questionnaires. It was also used as they would not have enough time to respond to the questionnaires due to their busy schedules.

3.5.1 Validity of Research instruments

Validity refers to the extent to which an instrument can measure what it ought to measure. It also refers to the extent to which an instrument asks the right questions in terms of accuracy. Mugenda & Mugenda (1999) define validity as an accuracy and meaningfulness of inferences which are based on research results. A researcher performed a pilot test in two schools outside the sample population.

An appropriate change was to be made on the research instrument depending on the responses. Secondly the researcher discussed the items in the instruments with supervisors/lecturers from department and colleagues. Advice given by these people helped the researcher to determine validity of the instruments, advice include suggestions and clarification. These suggestions used to make necessary changes.

3.5.2 Reliability of research instruments

Reliability is a measure of degree to which a research instruments yields some results after repeated trials (Mugenda & Mugenda, 1999). To establish the reliability of the questionnaire, pre-testing through piloting was done. The instruments are then administered to the same subjects after a period of one week. These techniques are to be used because it determines the stability of the research instruments. Pears and products moments correlation(r) is used to determine coefficient stability of data collection instruments. Franken and

warren (2000) says that Pearson products moments coefficient of correlation is one of the best known measures of association. A correlation coefficient of about 0.8 shall be considered high enough to judge the instruments as reliable for the study Orodho (2008).

3.6 Data collection procedure

A research permit obtained from the National Council Science and Technology to conduct the research in the selected schools in the District. An introductory letter was prepared and sent to Rongo District Education Officer, and all Heads of selected schools. The researcher distributed the questionnaires to the selected schools for teachers and students. The questionnaires were collected after administering for final analysis from all the respondents.

3.7 Data analysis techniques

Data from the field were first sorted out to check if all the items in the questionnaire were answered. Questionnaires which were not answered, incomplete are termed as spoilt. To analyze data, responses were coded and processed by either computer using the statistical package for social sciences (SPSS), or manual. This derives frequencies (f) and percentages (%) were used to analyze data. Data was analyzed qualitatively. A descriptive method was employed and data presented in the form of frequencies distribution table, graphs and pie- chart that facilitate description and facilitation of the study findings. SPSS was used to generate frequency distribution tables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation and the interpretation. The data analysis and presentation is based on responses to the items in the questionnaires. The data presentation begins with the demographic information's of the respondents followed by presentation, interpretation and discussion of research findings based on the research questions.

4.2 Questionnaire return rate

Questionnaire completion/return rate is the proportion of the sample that participated as intended in all the research procedures of the 10 head teachers sampled, 7 were interviewed which was 70% return rate, 30 teachers returned their questionnaires out of 40 teachers which was 75% return rate. The students return rate of the questionnaires was 85%, 170 students returned their questionnaires. This return was deemed appropriate for the study.

4.3 Demographic information of the respondents

The main purpose of this study was to find out the socio-economic factors influencing students' access to Secondary School Education in Rongo District. As such, the study found it paramount to find out the demographic information of the students, teachers and head teachers, since they form the basis under which the interpretation of the data collected would be justifiably made.

The researcher found it necessary to establish the general characteristics of the respondents under which the researcher would justifiably make inferences from their responses. The demographic information of the respondents was based on their gender, age, marital status, academic qualifications and the duration in the learning institute.

4.3.1 Demographic information of the head teachers and teachers

The demographic informations of the head teachers and teachers was based on their gender, age, academic qualification, duration in the current institution and duration of teaching for the teachers. The demographic information of the head teachers and teachers is presented in this section. The head teachers and teachers were asked to indicate their gender. The data is presented in table 4.1

Table 4.1 Gender of head teachers and teachers

Gender	Head teacher		Teacher	
	Frequency	Percentage	Frequency	Percentage
Male	4	57.2	20	67
Female	3	42.8	10	33
Total	7	100	30	100

Data on the gender of teachers indicated that 67% were males while 33% were female. Data on the head teachers showed that 57.2% were male while 42.8% were female. This shows that there was gender balance among the teachers and head teachers but there were more male among teachers. The gender

distribution was deemed appropriately to give information about socio-economic factors on access in the selected schools. The head teachers and teachers were asked to indicate their ages. The data is presented in table 4.2.

Table 4.2 Age distribution of head teachers and teachers

Age	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Below 30 yrs	-	-	8	26.7
31 – 40	1	14.3	13	43.3
41 – 50	2	28.5	8	26.7
Above 50	4	57.2	1	3.3
Total	7	100	30	100

The study findings on table 4.2 indicates that majority of teachers (43.3%) were aged between 31 – 40 years, while 4 (57.2%) were head teachers aged above 50 years. It's clear from the table that most of the teachers are young and strong and can be able to deliver the content since they are active. Head teachers and teachers were asked to indicate the academic qualifications. The data is tabulated in table 4.3

Table 4.3 Head teachers and teachers' academic qualifications

Qualification	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Master of Education	-	-	-	-
Bachelor of Education	5	71.4	22	73.3
Bachelor of Science	1	14.3	4	13.3
Diploma of Education	1	14.3	4	13.3
Total	7	100	30	100

The study findings indicate that majority of the teachers (73.3%) and head teachers (71.4%) had Bachelor of Education Degree as their highest level of education. None of the teachers and head teachers had Masters Degree. These findings show that most of the teachers and head teachers are professionals who may understand and have knowledge of the socio-economic factors affecting access of students to secondary education. School administrators and teachers need various skills and knowledge in order to cope with the emerging issues, schools and environment factors and demands of the teaching task. Such skills and knowledge can be attained through formal training. Head teachers and teachers were also asked to indicate their work experience. The data is tabulated in table 4.4

Table 4.4 Head teachers and teacher's experience in the field

Years of experience	Head teachers		Teachers	
	Frequency	Percentage	Frequency	percentage
1 – 3 years	1	14.3	8	26.7
4 – 6 years	2	28.6	6	20.0
7 – 9 years	3	42.8	10	33.3
Over 8 years	1	14.3	6	20.0
Total	7	100	30	100

Findings on table 4.4 revealed that a greater proportion (42.8%) of head teachers had between 7 – 9 years experience on managing schools on the other hand 33.3% of teachers had teaching experience of 7 – 9 years. Based on this result it can be concluded that majority of the respondents had worked for along time, so they had enough experience to do their work accordingly and were in a position to give useful insights into the challenges experienced by the students in accessing education. They were further asked to indicate the duration of service in current stations. This is tabulated in table 4.5

Table 4.5 Duration of Head teachers in current station

Duration	Frequency	Percentage
1-5years	2	28.6
6-10 years	2	28.6
11-15 years	2	28.6
16-20 years	1	14.3

Data presented on table 4.5 revealed that most head teachers (28.6%) have been in the current schools for duration of between 5 – 8 years. This shows that most of the head teachers had been in their current stations for a long time and so could give enough information on student's access in relation to the environmental, school and home factors that negate or promote student enrolment.

4.3.2 Students' demographic information

The demographic information of the students were based on their age, level of education and the type of school.

Table 4.6: Class of the students

Class	Frequency	Percentage
Form 1	37	21.7
Form 2	33	19.4
Form 3	49	28.6
Form 4	51	30.0
Total	170	100

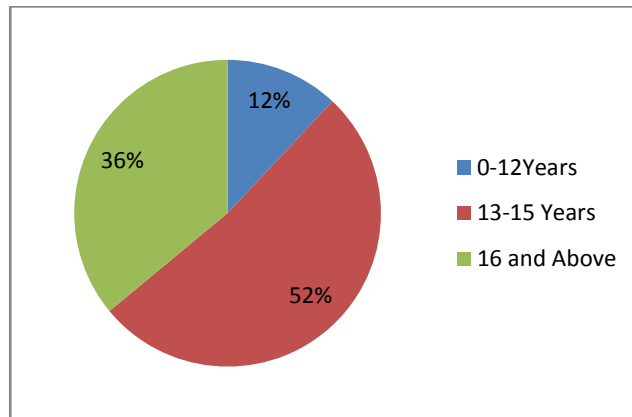
Data on table 4.6 revealed that greater proportion of the students (58.8%) were in form 3 and 4 which was appropriate for the study as they had experience of some of the socio-economic factors which affects access of students to education. They were able to provide accurate information for the study. The students were asked the type of school they learn in, this is tabulated below.

Table 4.7: Type of School of the Students

Type of school	Frequency	Percentage
Boys Boarding	81	47.6
Girls Boarding	30	17.6
Mixed Boarding	17	10.0
Mixed Day	42	24.8
Total	170	100.0

From the table, it can be revealed that large proportions (47.6%) of the respondents are from boys boarding schools with (10.0%) of the respondents are in mixed boarding schools. The distribution of schools according to the type is deemed appropriate for the study as different students from different types of schools and will provide appropriate diverse information for the study. The students were asked to indicate the ages the responses were represented on Figure 4.1

Figure 4.1: Age of the Students



The figure revealed that majority (55.9%) of the students are aged between 13-15 years. The data shows that majority (92.0%) of the students are in adolescent stage coupled with peer pressure where they require careful handling or else some may drop out of school. The age bracket of most of the respondents was deemed appropriate for the study as they are grownups with relevant information for the study.

4.4 Data analysis on factors influencing access

Access of students in public secondary schools in Rongo District are dependant on factors as education and institutional processes, school based factors household/community-based factors and students attributes. It was therefore paramount for the researcher to investigate these factors and the extent to which they influence access in Rongo District.

4.4.1 Tuition fee and its effect on access

The research questions were analyzed by frequency tallies and percentages of the responses.

Table 4.8 Head teachers' responses on effect of contribution of subsidized tuition fund on student enrolment

Contribution of subsidized tuition funds	Yes %	No %
Enhance students' secondary school completion rate	80	20
Increased enrolment in school	100	-
There are learners who drop out as a result of fees	75	25
Government disburse subsidized tuition funds in time	20	80
Improve students performance	30	70
Improved students attendance in school	60	40

The head teachers were asked on the effect of subsidized tuition funds by the government on access of students as a supplement to tuition fee on secondary education. Table 4.8 revealed that 100% of the head teachers reported increased enrolment in schools by students. The same proportion cited that the government does not disburse subsidized tuition funds on time. Seventy five percent of the head teachers indicated that there are learners who drop out as a result of fees, 25% however did not admit to this. The findings further revealed that subsidized tuition funds enhance student's secondary school completion rate by 80% of the head teachers, 50% of head teachers cited that subsidized tuition funds does not improve students performance in the schools. This findings concurred with Herz & Other (1991) who noted that there was shortage of critical learning whose cost have been increasing while the funding of the secondary education is constant hence causing inadequate on resources in the long term. A similar observation was made by World Bank

(1995) on access where the rate of enrolment increased in Vietnam and Mongolia though there was a decline after sometime.

Table 4.9 Teachers’ responses on reasons for student’s low enrolment

Reasons	Frequency	Percentage %
Pregnancy	5	16
Motor bike “boda boda”	3	10
School levies (tuition fee)	10	33.3
Fear of repeating class	2	6.6
Indiscipline	3	10
Distance from home to school	4	13.0
Poor performance	3	10.0
Total	30	100%

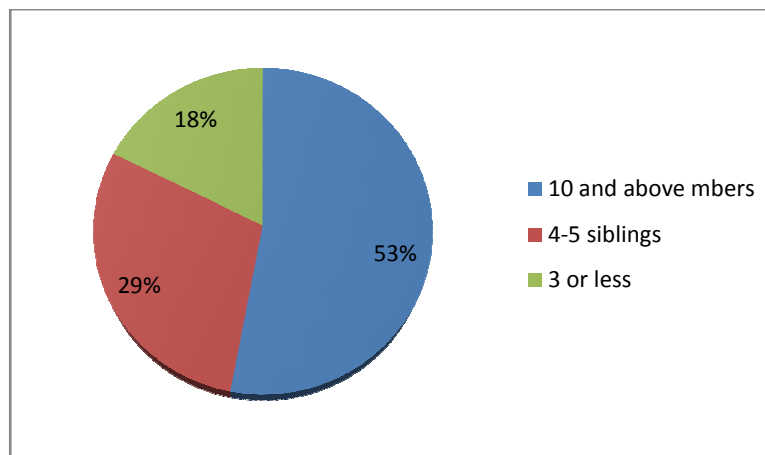
The main purpose of this study was to find out the influence of socio – economic factors on students access in secondary education. One of the objectives of this study was to find out the extent to which tuition fee affects student’s access to education. The study findings indicate that majority 10 (33%) of the respondents supported that school tuition fee was one of the reasons that was keeping students at home, however much the government subsidize the cost through subsidized tuition funds. The findings also revealed that 10% drop out to engage in ‘boda boda’ business which is offering cheap

monies for boys, who do not access education due to its cost. 13% of the respondents said distance from home to school hinders access of day students as day schools are few in some areas.

4.4.2 Extent to which family size affect access in secondary school education

The objective of this study was to assess the socio – economic factors affecting the access of students in secondary school education. In order to achieve the objective of this study, the study sought to find out the influence of family size on student access. The research question was analyzed by graphs and percentages of responses by students and teachers.

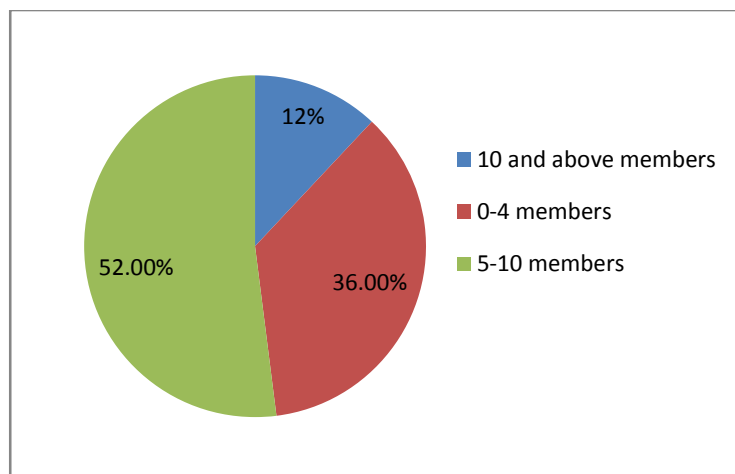
Figure 4.2 Number of respondents siblings



The findings on figure 4.2 revealed that 52.9% of the students stated that they have 4- 5 siblings in school while 29.4% of the learners have 3 or less siblings in school. From the findings it's clear that the majority of students 70.5% have

more than 4 siblings in their families who are in school and require basics of education and other levies paid for financing of education process. Students were asked the number of people living in their houses of residence when school was in session. This is revealed in figure 4.3

Figure 4.3 Number of residents in a home

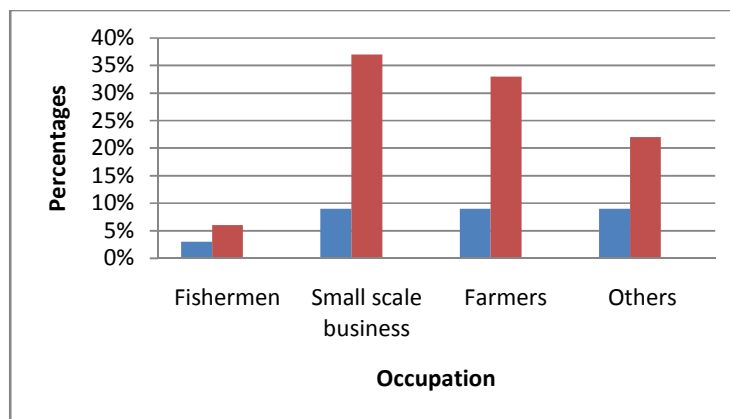


The findings on figure 4.3 revealed that majority of students 52% of households have between 5 - 10 members and 36% of households have between 1 - 4 members. 64% of the students have more than 5 members in their households an indication that many households are overcrowded and. Large family sizes are quite strongly associated with socio – economic disadvantages. This concurs with Otunge (2004) who stated that under working class conditions, parents with many children often suffer financial hardship and with household poverty level they find it difficult to enroll their children in secondary schools and those enrolled are likely to drop out.

4.4.3 Income of the parents and its effect on access

According to available statistics, about 56% of Kenyans live below poverty line. The researcher looked into the parent's occupation in order to establish their economic status. The findings are shown on figure 4.4 below.

Figure 4.4 Distribution of parents by occupation



From the figure 4.4, it's clear that most students' interviewed showed that the occupation of most of their parents is small scale businesses which are represented by 37.33%. Farmers represented by 33.3%, the minority were the fishermen represented by 6.7%. This concurs with studies by World Bank (1995) indicating that due to high level of poverty in rural and urban areas, many Kenyan students can no longer have access to education because the level of income of their parents being low to sustain education cost.

4.4.4 The extent to which a child labor affect access to secondary education

The question on child labour as a reason for drop out or low access to schooling. 68% of responses stated child labour as a reason for low access.

According to respondents more girls (80%) than boys are affected and engaged in one form of child labour or another, undertaking unpaid related activities or paid employment or petty businesses. Moreover, when girls engage in paid employment it's the gender role stereotypical work of being house maids. This phenomenon was reported by nearly all the respondents. This is an indication that the girl child is more subjected to child labour than the boys.

4.4.5 Domestic work as a hindrance to girl's performance

It was noted that the girls are more affected when it comes to helping with domestic work at home than boys. This was a major issue that most of the respondents openly admitted as a hindrance to girl's performance often depriving them of private studies at home and lack of concentration in class and due to fatigue and weariness. The students were asked how frequent they help with domestic work at home and their responses were as follows.

Table 4.10 Response on how often students do assist with domestic work at home

How often	Frequency	Percentage
Very often	48	28.2
Often	58	34.1
Rarely	36	21.1
Never	29	17.05
Total	170	100%

From table 4.10, majority of students more frequent help their parents with domestic work at home. Very often are represented by 28.2% and 31.1% summing up 62.30% of students who assist with domestic work at home. Most of those who assist with domestic work mostly happen to be girls who are day scholars. This is a result of societal stereotype job description based on Gender, indicating that the girls are more affected. The head teachers also confirmed that the drop out of girls is much higher than that of boys.

4.6 Education level of the parents

Influence of parental level of education on access

Parental interest and aspirations for their children also influences access. According to Kibera and Kimonoti (2007) parental level of education plays a significant role to enhancement of access in education. This is consistent with the findings of this study which found that 48.7% of the parents have secondary education and above 51.3% have primary education and below.

This implies that there is a strong relationship between parental level of education and access to education by students. The parents would support their children to attain level of education same as theirs or higher than what the parents achieved.

Table 4.11 Students responses on their parents/guardians level of education

Level of Education	Father		Mother		Guardian	
	Frequency	%	Frequency	%	Frequency	%
Primary	75	44.7	95	55.8	60	40.5
Secondary	55	32.3	33	19.4	58	34.1
Tertiary	17	10.0	20	11.7	32	18.8
University	12	7.05	9	5.29	8	4.7
None	11	6.47	13	7.64	3	1.76
Total	170	100	170	100	170	100

From the table 4.11, the majority of the parents were of primary level represented by 43.3%. the few who undergo tertiary education and university level are represented by 20% and 6.7% respectively an indication that the majority (primary and secondary), are of low economic status attributed to low level of education, hence either do not value education or cannot afford to provide it. The implication here is that the majority of the parents still do not value education for their children considering that they themselves did not attain highest level of education.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study, present conclusions and recommendations and concludes by suggestion for further research.

5.2 Summary

The purpose of the study was to investigate the socio-economic factors influencing access to secondary education by students in Rongo District, which included; the tuition fee charged, the income of the parents, the number/family size and income of the parents as they influence the access of secondary students in secondary schools.

The research objectives were: To establish the extent to which tuition fee-charged in secondary school affects students access to secondary school education in Rongo District; examine the influence of size of households on students access to secondary school educated in Rongo District; determine the influence of child labour on students access to secondary school education in Rongo District; Evaluate how the level of income of the parents affects students access to secondary school education tire.

The study employed descriptive survey design. The target population includes headteacher, teachers and students in the sampled entire Rongo District. The sample size consisted of 260 respondents; 10 headteachers, 40 teachers and

210 students. The researcher employed self administered questionnaires and interview schedule to gather data for the study. There were questionnaires and interview schedule for teachers and students. The findings revealed that;

Access of students to secondary school education is affected by most of the factors cited above. The government subsidised tuition fee has improved students attendance and also improved involvement in the schools. This has reported by 80% of the headteachers, 33% of the class teachers supported that tuition fee was one of the reasons keeping students at home.

Majority of the students 70% indicated that they have none than 4 siblings in their families who were going to school and 64% members in the families when the school is in-going. This indicates that the size of family does not greatly affect access of students to schooling.

The problem of child labour in the District is found to be of high frequency with 68% of the respondents stating that girls are more vulnerable than boys. They engage in one form of labour or another and undertake unpaid activities or petty businesses which is gender role stereotypical work of being house maids.

The research questions were formulated to guide the study. The research question one sought to identify the extent to which the tuition fee as a factor to contribute to access of secondary school students. Research question two

ought to establish the extent to which child labour influences access of secondary school students. Research question three sought to examine the influence of household size on student's access to secondary school education, and finally research question four sought to establish the extent to which income of the parents influence the student's access to secondary school education.

Literature review focused on the place of education in the society, socio-economic factors influencing access in secondary school education as; the tuition, income of the parents, family size and child labour, and how they affect access in secondary education. The study employed descriptive survey design; the target population was the students, the teachers and the head teachers. The instruments used were questionnaire and interview schedule. The findings revealed that; The tuition fee charged by secondary school affects the level of access of the students in secondary schooling, as many parents are living below the poverty line to be able to pay the high tuition fee charged in many secondary schools. They in the end lead to the students drop out of school. Even though the government subsidized the cost the fee charged is still high for common parent.

The size of the household has positive relationship with level of education of the children, the more the children to provide the basic needs for, the higher the chances of some not further their education beyond primary level. Thus many children will not access education one to low provision of basic needs.

Child labour has a bearing on the education of the students and mainly the girl child who is deprived of education to attend to family chores as others are engaged in income generating activities as fishing, boda boda and cane cutting to subsidize the family income. This has negated the access of the students to secondary education.

Income of the parents is a factor which lowers access of students to secondary education as most parents are peasant farmers and few who are salaried. Most of the parents thus are unable to sustain secondary school education as farming has uncertainties to progressively allow without hindrances due to requirements of school. This in the end leads to low access or drop out of school by students.

5.3 Conclusion

Arising from the study findings, the study made the following conclusions;

It can be concluded that socio-economic factors such as tuition fee charged had an influence in access of students in secondary schools. These factors demonstrate the effect of perceived lack of benefit from an education system that is marked by low enrolment and high drop out of students.

Low level of education leads to low income, which inturn perpetuates poverty to the whole population in a given area, policies to improve access and

retention should be the core of the governments poverty reduction strategy in areas of low access to education

It was also concluded that home based factors such as child labour, distance of school from home were responsible for low access of students in secondary schools in Rongo District

The study also established that more students were able to attend schools as a result of subsidized tuition fee and this contributed to equity in secondary education. It was therefore a worthy initiative as it enhances access to education despite the many challenges

On the basis of the number of siblings and number of residents in a house, the study concluded that majority of students have more than four siblings and people living in their houses, which does not affect the access of student education. However parents with many children often suffer financial hardships and students enrolled are likely to drop out.

5.4 Recommendations

Based on the above analysis of the state of education, the following recommendations are made in order to improve education achievement in the society and globally and serve to reduce poverty in the areas.

- There is need to enhance economic situation of the people so that they can be able to cater for the educational needs of the children. More

assistance to these children as more allocation to free tuition, bursaries are needed to ensure that they advance in the secondary school tire of education.

- The findings also recommended that the government should promote more partnership and collaboration with the churches, NGOs and the private sector in the provision of education services to promote access retention and completion.
- The community should be educated on the need to encourage the students to complete the school program through role modeling. The civil society and the parents should be sensitized on school parent meeting to embrace the importance of modern education.
- The study recommends the intervention and implementation of an effective framework for participatory rural development that will ensure access, retention and completion rates of secondary school students e.g. provision of bursaries to students from the constituency development fund (CDF).
- There is need for the government to establish an effective evaluation and monitoring program to ensure that the school administration policies do not contribute to wastage e.g. forced repetition, expulsion of students, drop outs and other rigid policies in the schools.

5.5 Suggestions for further study

The researcher recommends the study of the following;

- a) The same research could be conducted in the primary level using the same instruments to ascertain the drop out rate and access rate in the education fire.
- b) The same study could be conducted to include a large population using same instruments like education officials and other stakeholders who have to some extent an influence on accessibility of student to education.
- c) Perceived relationship between educational level and well being of the society. If so to what extent?
- d) The role of the local people in alleviating of poverty in local areas and subsequent role in access and retention in education.
- e) There is need to carry out research in other districts to compare which factors affect the access of students in secondary schools.

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APPENDIX I
INTRODUCTION LETTER TO RESPONDENTS

University of Nairobi
Department of Education Administration & Planning
P. O. Box 92
KIKUYU

Dear Respondents,

RE: RESEARCH ON FACTORS INFLUENCING STUDENTS ACCESS
TO SECONDARY SCHOOLS EDUCATION IN RONGO DISTRICT

I am a postgraduate student in the University of Nairobi pursuing a master of education degree in planning. I am conducting a research on the above mentioned topic.

Your school has been selected to participate in the research process. I hereby kindly request you that you respond to the questionnaire items as honestly as possible and to the best of your knowledge. The questionnaire meant for this research will be treated with utmost confidentiality.

Thanks in advance

Yours faithfully,

Okumu Walter Mena

APPENDIX II

QUESTIONNAIRE FOR STUDENTS

Please fill in the blank spaces or tick (✓) the space indicated by the bracket [] as is appropriate for complete confidentiality do not write your name anywhere on the questionnaire.

1. Name

2. Form

3. Age

4. Gender Male [] Female []

5. Who cares for your school fees?

Father [] Mother [] Guardian []

Others (specify)

6. Are your parents alive?

Father Yes [] No []

Mother Yes [] No []

7. What is the highest level of education reached by your parents?

Mother Primary [] Secondary [] Tertiary []

Father Primary [] Secondary [] Tertiary []

8. What is the occupation of your parents?

Father Salaried [] Business [] Farmer []

Pastoralist [] Pensioner []

Mother Salaried [] Business [] Farmer []

Pastoralist [] Pensioner []

9. a. How many are you in your family?

Boys [] Girls []

b. How many of your siblings are in secondary school?

Boys [] Girls []

c. How many of your siblings have already completed secondary education
or

above (tertiary level)?

Boys [] Girls []

10. Among the students you sat with for K. C. P. E, did they all join form one?

Yes [] No []

a). If no give reasons for them not joining Form one.

11. Is the number of siblings in your family a factor affecting your education?

Yes [] No []

If yes give reasons.

12. What are the sources of income from your parents for your education?

(Tick (✓) appropriately)

Livestock keeping [] Farming [] Salaried []

Business [] Fishing []

13. What are other sources of income for your parents?

a)

b)

14. Had you ever drop out of school?

a)

b)

If yes, give reasons

15. What are some of the reasons that keep students at home?

Their parents do not want them to go to school. []

No school fees. []

Performing home duties to get money. []

Many children to educate by parents. []

Fear of repeating class. []

16. How would you rate the following factors as preventing students in your village from going to secondary school as contributing to drop out from school? (Tick (✓) as appropriate).

	Very much	Much	Very little	No influence
Parents poverty				
Too much work at home				
Many siblings in family to care for				
Priority given to boys				
High cost of education (fees)				

17. Are you a boarder or a day scholar?

Boarder [] Day scholar []

If you are a day scholar

i) How far is your school from home? (Approximate kilometer)

ii) Do you consider this distance a problem to your attendance of school?

Yes [] No []

b) Are there times when you are unable to complete your school assignment/homework?

Yes [] No []

If yes in above, what reasons makes you not to do/complete your homework?

(Tick (✓) as appropriate)

Helping in the house	[]	Caring for young siblings	[]
Helping in the farm	[]	No private room for reading	[]
No fuel for lighting	[]		

Thank you for participation

APPENDIX III
QUESTIONNAIRE FOR TEACHERS

Please kindly answer all the questions appropriately and do not write your name on the questionnaire to ensure confidentiality.

1. Name of your school

Division

2. Your age

- _____
3. Your gender Male [] Female []

4. What is your highest professional qualification?

UT [] S1 [] Diploma [] Graduate []

5. How many years have you been teaching in the school

_____?

6. From the external community of this school, what factors prevent students from accessing Secondary Education?

Low level of income of parent. [] Many siblings to educate. []

High cost of education. []

Many involved in income generating activities. []

Attitude of parent. []

Specify others; _____

7. What are the reasons that keep students at home?

8. What are the reasons for students drop out of school?

9. How do you rate the following socio – economic factors on student’s access to Secondary Education? (Tick appropriate box).

	Very much	Much	Very little	No influence
Child labour				
Drug Abuse				
Pregnancies				
HIV/AIDS				
Distance of home from school				

10. Comment briefly on what the administration can do to improve student’s access to Secondary Education.

11. Comment briefly on why students drop out of school.

12. Does FDSE policy improve student’s attendance in school?

Yes [] No []

If yes, to what extent.

13. Do you think FDSE has led to increase on enrolment in your school?

Yes [] No []

If yes, to what extent.

14. Comment briefly on why students drop out of school.

Thank for your participation

APPENDIX IV

INTERVIEW SCHEDULE FOR THE HEAD TEACHERS

Please kindly answer all the questions appropriately and do not write on the questionnaire to ensure confidentiality.

1. Name of the school

Division

2. Your age

3. Your gender

Male ☐ Female ☐

4. What is your professional qualification?

UT ☐ S1 ☐ Diploma ☐ Graduate ☐

5. For how long have you taught in the school?

6. Are the students in Form Four same as those who enrolled years back?

Yes ☐ No ☐

7. What happens to students who fail to meet the required pass mark to move to the next class?

8. Do all Form Ones offered a place in your school get admitted?

Yes ☐ No ☐

If No. in 1 above, what are some of the reasons that make them not come?

Finance problem. ☐

Pregnancies. ☐

Attitude on value of education. ☐

They go to other schools of their preference. ☐

Distance of school from home. ☐

Engaged in child labour.

[]

9. Are there students admitted in your school that are initially offered places in other schools?

Yes []

No []

If yes in 3 above, what made these students not go to those schools?

10. What action do you take on parents who do not pay school tuition fee on time?

ACTION	YES	NO
Give parents time to pay		
Send students home		
Parents summoned by head teachers		

11. What would you say is the influence of the following socio-economic factors on students access to secondary education? (Tick (✓) the appropriate box)

	Very much	Much	Very little	No influence
Parents level of education				
Family size (number of siblings)				
Child labour				
Tuition fee				
Pregnancies				
Drug abuse				
HIV/AIDS				

12. What do you think should be done to improve student's access in secondary education in this District?

13. What are the reasons for students dropping out from school?

15. What would you say is the impact of FDSE funds by the government in your school?

CONTRIBUTIONS	YES	NO
Enhance students' secondary school completion rate.		
Increase enrolment in school.		
Government disburses FDSE on time.		
Learners drop out due to fees		
Improve students' performance.		
Improve students' attendance in school.		

Thank for your participation