FACTORS INFLUENCING MIGRATION OF PUPILS AND STUDENTS FROM PRIVATE TO PUBLIC SCHOOLS IN KENYA; A CASE OF NAKURU TOWN, NAKURU COUNTY

BY

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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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This research project report has been submitted for examination with my approval as the

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Signature _____ Date _____

MUMO MUEKE

LECTURER,

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DEDICATION

This work is dedicated to my husband Kelvin Kigotho, my son Kristian and daughter Talya. To my parents Clement and Lucy Kambo together with Eric and Ann Kagema. I also want to acknowledge my colleague Esther Mwangi who has been very supportive.

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I give thanks, glory and honour to the Almighty God for this far He has brought me.

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ABBREVIATIONS AND ACRONYMS

FPE: Free Primary Education

IQ: Intelligence Quotient

KCPE: Kenya Certificate of Primary Education

KCSE: Kenya Certificate of Secondary Education

KIHBS: Kenya Integrated Household Budget Survey

MDGs: Millennium Development Goals

MOE: Ministry of Education

NCSTI: National Commission for Science, Technology and Innovation

NGOs: Non-Governmental Organizations

UK: United Kingdom

US: United States

ABSTRACT

Pupils and Students migration from one school to another may be influenced by several factors such as race and ethnicity, socio-economic status, residential status and student's performance. Lately, there is a trend in Kenya where pupils and students are now migrating from private to public schools. The aforementioned migration results in enrollment and resources imbalances. In spite of the enormity of this problem, the reasons for migrating of pupils and students from private to public schools hitherto remain an abnormal behavior since it expected that the migration should be from public to private school. This is due to the fact that private schools are more prestigious, have better facilities, enough teaching staff among other resources. It is against this backdrop, therefore, that this study is necessitated. The study sought to establish the factors that influence migration of students from private to public schools. The study was conducted in Nakuru town, Kenya. It was limited to four specific objectives which aimed to find out how secondary school entry quota system, planning cost of education, academic performance and socio-economic planning determine the aforesaid students' migration. The study was guided by rational choice and educational productivity theories. A descriptive research design was adopted. The study targeted all the 172 administrative staff working with public primary and secondary schools in Nakuru town. A sample of 64 respondents was selected using stratified random sampling method. Data was collected using a structured questionnaire. The collected data were analyzed with the aid of the Statistical Package for Social Sciences software. Data analyses constituted frequencies, percentages, means, standard deviations and multiple regression analysis. The study findings were presented in form of statistical tables. It was revealed that the relationship between entry quota system and pupils and students migration was positive and weak. On the other hand, cost of education planning, academic performance and social economic planning had strong and significant effect on students and pupils migration from private to public schools. The study concluded that the aforestated factors were of fundamental importance in addressing the issue of pupils and students migration. It was recommended that secondary school entry quota system should uphold fairness and equitability; the parents and guardians ought to be economically empowered in order to support their children in pursuit of education; and the Ministry of Education should inspect both private and public schools on similar bases in order to avoid prejudicing certain categories of schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Pupils/Students' mobility from one school to another may be influenced by several factors (Rumberg (2003). Student and/or family characteristics including race and ethnicity, socio-economic status, residential status, and pupils/student performance, etcetera, influences students' migration. Mobility rates, the scholar avers, is also accelerated by the school quality, and stringent rules related to students' suspension and expulsion. The remuneration of teachers, poorer quality of teachers and physical location of a school can also influence migration of students. Statistics estimate that, in the United States, 40 per cent of all elementary-age pupils changed schools at least once before reaching the fourth grade, and one-sixth had indeed attended at least three schools (Census Bureau, 2004). Daunter and Fuller (2011) sought to identify family and school-level factors in the United States that that explain the propensity of students to exit their school prior to completing their basic or secondary school. The authors refer to this type of exiting as "non-structural exit" since it is different from exiting a school after the final grade of that school.

There is significant evidence in literature that consumers are sensitive to the cost of education and that fees remain a major hindrance for many households all over the world (Holla & Kremer, 2008). Previous studies consistently indicate that, children from lower income families are more inclined to change schools more frequently than their counterparts who hail from well-off backgrounds (Gruman, Harachi, Abbott, Catalano, & Fleming, 2008). In the same light students facing behavioral problems have greater propensity of transferring from one school to another. Moreover, certain forces beyond the control of parents and situations which oblige schools to push out problematic students are attributed to migration of students both at elementary and secondary school levels (Pianta & Early, 2001). It is argued that, there are never effects associated with students' mobility. Migration impacts negatively on students' social relationships and academic achievement. Changing of schools can result in maladaptive social behaviour and stress amongst the affected students. More so, mobility tends to weaken peer relations and

engagement with teachers which subsequently suppress learning (Launen, 2007; Ream & Rumberger, 2008).

Private enrollment refers to pupils or students enrolled in learning institutions that are run by the for profit or otherwise by private bodies such as non-governmental organizations (NGOs), religious bodies, special interest groups and private enterprises, among others. Enrollment of students in private primary schools in Kenya as at year 2009 was 10.58 per cent of the entire primary schools' enrollment (World Bank, 2010). This means that only one student in every ten attends private primary schools. The foregoing indicates that a whopping 90 per cent of all school-going children are enrolled in public primary schools. It is further indicated that public primary schools continue to post poor scores in the Kenya Certificate of Primary Education (KCPE) examinations contrary to their private schools' counterparts. Data from the 2004 KCPE examinations indicates that 77 per cent of private school candidates qualified for secondary school since they scored over 250 out a maximum 500 points, while only 45 per cent reached the same threshold in public schools. This has led to over-representation of private school graduates in prestigious National secondary schools (Glennerster, Kremer, Mbiti & Takavarasha, 2011). The authors note that the Ministry of Education (MOE) currently implements a quota system that puts a ceiling on the number of private primary school students that can be admitted to National schools. It is acknowledged that the policy is surrounded by controversy since among others, it denies eligible private schools' students admission to elite National secondary schools. Furthermore, there is little that is known about the potential benefits or costs of this policy.

It is argued that there is poor academic performance in public primary schools. Given the limited number of secondary schools in Kenya, KCPE scores are a crucial determining factor in students' progression to secondary school. The introduction of free primary education (FPE) negated the quality of education in public primary schools compared to the consistent high academic performance in private schools. This is further evidenced by the assertion that, overall, between 2003 and 2007, KCPE scores were approximately 50 points higher in private schools than in public schools on average (Glennerster et al., (2011). According to Uwezo (2010), the private primary schools have consistently dominated in the KCPE examinations to the detriment of the public schools. It is further asserted that there exists a disparity in quality of education between private and public schools. Glennerster et al. (2011) suggested designing of policies that

would address the inequities in access and achievement in primary schools in Kenya. They recommended provision of remedial classes, tailoring lessons to the ability of individual students, initiating a scholarship program for public primary school students who excel and qualify for secondary school admission, and also incentivizing teachers and school heads in order to raise the level of learning in their students.

One of the potential ways of enhancing accessibility of primary school education is reducing cost of education (Evans, Kremer and Ngatia, 2008). The authors observe that distributing vouchers for school uniforms is an effective and reasonably cost effective way of increasing education access. The vouchers should essentially target poor pupils (Duflo, Dupas, Kremer & Sinei, 2006). The foregoing is in tandem with the data obtained from Kenya Integrated Household Budget Survey (KIHBS) conducted in 2005 which indicated that household's expenditures on a primary school student averaged about Kshs. 3,000 per year (Glennerster et al., 2011). The scholar laments that the persistent private versus public schools' KCPE performance gaps reflect the increased stratification and inequality in the education system. It is quite clear that secondary school entry quota system, cost of education, academic performance, and socio-economic status are very fundamental in choice of school. The perception held by students and their parents on the aforementioned constructs is crucial in opting for the primary school that the students should be enrolled or complete their primary schooling in. The foregoing has warranted this research study that aims to assess the factors that affect that influence migration of students from private to public primary schools in Kenya.

1.2 Statement of the Problem

Education is the engine of socio-economic development of families, communities, societies, and the nation at large. The basic education, otherwise referred to as primary school education is very fundamental given the fact that is lays the foundation of the education system. As outlined in the Millennium Development Goals (MDGs), every child all over the world has a right to basic education. However, given the prevailing competition in the world today, basic education is not enough; implying that students ought to transit to the next levels of education system. On January 6th 2003 the government introduced free primary education in Kenya. Later on it also subsidized the cost of education for secondary schools. Huge increases in enrolment were

officially reported. There was congestion and lack of enough resources in the public schools and this lead to migration of pupils from public to private schools. Evidently, in the recent past, there has been a worrying trend of pupils enrolled in private schools migrating to the public school. The result is imbalanced private and public schools. The foregoing situation leads to underutilization of resources in private schools and exhaustion of the same in public schools. The private schools become demoralized when students exit their schools whereas the public schools become overstretched by the increased number of pupils and students. In spite of the enormity of this problem, the reasons for migrating of pupils and students from private to public schools hitherto remain hypothetical. This is due to the argument that, there are no local studies that have attempted to address this issue. It is against this backdrop, therefore, that this study was necessitated.

1.3 Purpose of the Study

The study purposed to assess the factors that influence migration of pupils and students from private to public schools in both primary and secondary schools in Nakuru town, Kenya. In other words, the study sought to put into perspective why the aforementioned pupils and students exit private schools for public schools in spite of the former posting better results at the national level.

1.4 Objectives of the Study

i. To assess the extent to which secondary school entry quota system influences migration of pupils and students from private to public schools in Nakuru Town
ii. To examine how planning cost of education influences migration of students from private to public schools in Nakuru town
iii. To investigate the influence of academic performance on migration of students from private to public schools in Nakuru town
iv. To establish the implication of socio-economic planning on migration of students from private to public schools in Nakuru town

1.5 Research Questions

i. What is the effect of secondary school entry quota system on migration of students from private to public schools in Nakuru town?
ii. How does planning cost of education influences migration of students from private to public schools in Nakuru town?
iii. What is the influence of academic performance on migration of students from private to public schools in Nakuru town?
iv. What is the implication of socio-economic planning on migration of students from private to public schools in Nakuru town?

1.6 Significance of the Study

This study is anticipated to have far-reaching benefits to all stakeholders in the education sector particularly those concerned with primary school education in Kenya. The study findings are anticipated to shed more light on the general issues ailing the education sector in the country, and more precisely the factors that occasion migration of students from private to public schools in Kenya. The study will also bring to the fore the strategic steps that should be taken to forestall this trend. In addition, the study will be an important scholarly reference for policy makers, authors, academicians and educationists in the field of education in Kenya and beyond.

1.7 Limitation of the study

The study was carried out with the following assumptions in perspective:-
The administration staff may not reveal all the relevant information on the migration of pupils and students due to suspicion. The time frame available for the study may not be enough to reach all the heads of the schools in Nakuru town.

1.8 Scope of the Study

The study was conducted amongst the teaching and management staff of public primary and secondary schools located within Nakuru town, Kenya. The aforementioned persons were presumed to be the most privy with issues touching on students' mobility between private and

public schools. The study was also limited to a set of four independent variables namely secondary school entry quota system, planning cost of education, academic performance, and socio-economic planning. It also involved one dependent variable, that is, migration of pupils and students from private to public schools. The study was carried out between the months of April and June, 2015.

1.9 Assumptions of the study

The study held a number of assumptions. Firstly, it was assumed that the public schools located in Nakuru town were a good representative of other such schools in Kenya. Secondly, it was assumed that the teaching and management staff of public schools were well conversant with factors that influence migration of pupils and students from private to public schools. Furthermore, the research instrument employed was assumed to be adequate enough to collect the requisite data from the sampled respondents. This means that, the questions contained in the instrument were not going to be misconstrued by the respondents. In addition, an assumption was held that, the respondents responded to the questions posed to them truthfully and voluntarily.

1.10 Definitions of Terms

Pupil:- A person, usually young, who is learning under the close supervision of a teacher at school or a private tutor.

Student: A person formally engaged in learning, especially one enrolled in a school or college;

Migration: Refers to the coerced movement of a person or persons away fro

Secondary Schools: Is a school which provides secondary education, between the ages of 11 and 16 or 11 and 18, after primary school and before higher learning.

Academic performance: It is a measure of success in a learning institution. In other words, it is the extent to which a student, teacher or institution have achieved their educational goals (Srivastava, 1995).

Education costs: These are expenses involved in smooth learning of students or running

an educational institution. They include fees for tuition, textbooks, supplies, equipment among others required for the course of study (Graddy & Stevens, 2003.

Private schools: Learning institutions that are run by the for profit or otherwise by private bodies such as non-governmental organizations, religious bodies, special interest groups and private enterprises, among others (World Bank, 2010).

Public schools: Learning institutions that are run by the State (World Bank, 2010).

Socio-economic status: It is an individual's standing within a hierarchical social structure and depends on a combination of variables such as occupation, education, income and wealth (Matar, 2010).

Quota system: This refers to a criterion or process of selecting students for secondary school admission based on a number of factors which include academic performance in the National examination, region, type of primary school among others (Glennerster et al., 2011)

1.11 Organization of the study

This project is organized into five chapters. Chapter one of this study contains back ground of the stud, statement of the study, purpose of the study and research objectives. It also contains research questions which the study seeks to answer. It also outlines the significance of the study, basic assumptions, limitations of the study, and delimitations of the study, definitions of the study and significance terms of the study.

Chapter two dealt with literature review, where rational choice theory and Educational Productivity theory have been outlined. Literature on Secondary School Entry Quota System, Planning Cost of Education, Academic Performance, and Socio-Economic Planning has also been mentioned.

Chapter three dealt with methodology to be used in the study. It captured the research design, target population, sample size and sampling technique, data instrument and data collection procedure, data analysis and ethical considerations made during the research process and finally operational definition of the variable used in the study.

Chapter four contains the data analysis, interpretation and discussion while chapter five contains contribution to the body of knowledge and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers theories, concepts and empirical studies that touch on factors influencing pupils and students' migration from private schools to public schools. The chapter also outlines the conceptual frameworks which illustrates the interaction of study variables. The reviewed studies are also critiqued with the view of identifying research gaps.

2.2 Theoretical Review

In this section theories that explain factors that can influence choice of school or migration of students from one school to the other are outlined.

2.2.1 Rational Choice Theory

The rational choice theory is at times referred to as choice theory, public choice theory or formal theory. It was pioneered by sociologist George Homas in 1961. The sociologist set out a basic framework of exchange theory, which was grounded in assumptions drawn from behaviorist psychology (Scott, 2000). Anderson (2004) notes that the theory originated with economists and employs the principles of microeconomics. The theory states that individuals are motivated by their personal wants and goals and are driven by personal desires. Due to the fact that it is impossible for persons to achieve all the various things they want or desire, they are obliged to make choices related to both their goals and the means of for attaining those goals. In the same light, every individual ought to anticipate the outcomes of optional courses of action and calculate which action will be best suitable for them. It is argued that rational individuals will ultimately opt for the course of action that is most likely to grant them the greatest satisfaction in respect to attainment of desired goals.

It is added that persons attempt to build theories around the idea that all actions are fundamentally 'rational' in character and that people calculate the likely costs and benefits of any action prior to deciding what to do (Scott, 2000). The migration of students from private primary

schools to public ones should be founded on rational choice theory. This is due to the fact that students and parents are availed with various choices when it comes to school's selection. However, the choices are within certain constraints such as financial limitations, and quota system which limits the number of students who are admitted to certain secondary schools. Students and their parents should, therefore, must subject their decisions to rational choices. Most often, the choice of a primary school is based on the capacity of that school to enable the students post high scores in the national examinations and also to increase the chances of the students to get admission to elite secondary schools.

2.2.2 Theory of Educational Productivity

This theory was advanced by Walberg (1981) and is argued to be one of the few theories that have so far been empirically tested (DiPerna, Volpe & Stephen, 2002). The theory came up with three major groups that encompass nine factors that are essentially posited to be influential to students' academic performance. The three groups include aptitude, instruction, and environment. Aptitude factors include ability, development and motivation; instruction factors are amount and quality; while factors relative to the environment include home, classroom, peers and television.

In line with the assertions of the educational productivity theory, the home and school environments do affect the academic performance of students. It is exemplified that educated parents are likely to provide a home environment ample for studying and as such enhance the chances for academic success for their children. On the other hand, schools' authorities can counsel parents regarding how best they can create a conducive home environment for learning of their children and as such improve the students' quality of work (Marzano, 2003). Banard (2004) adds that the academic performance of students hugely depends on the parents' involvement in theory academic activities to attain higher levels of quality in academic success. It is further asserted that there exist a number of factors that affect the quality of students' academic performance (Waters & Marzano, 2006). It is illustrated that the students in public schools hail from a variety of backgrounds subject to their demography. These backgrounds influence their academic performance.

According to Greenberg et al, (2003) the most influential factors of academic success are socio-emotional influences such as classroom management, parental support, student-teacher

interactions, motivational-effective attributes, peer groups, school culture and classroom climate amongst others. In the light of the foregoing revelations, students and parents should consider the aforementioned factors relative to the school the students are supposed to migrate to. In other words, the new school should exhibit many if not all of the factors that can fast-track academic success.

2.3 Empirical Review

This section reviews the empirical studies that have hitherto been conducting regarding factors that might contribute to migration of students in primary and secondary schools. The review narrows down to the study variables which are secondary school entry quota system, planning cost of education, academic performance, and socio-economic planning. The review delves into global, regional and local studies respectively under the aforementioned constructs.

2.3.1 Secondary School Entry Quota System

A research study carried out in China among Beijing's school selection process showed that the importance of careful ranking (Lai, Sadoulet & de Janvry, 2009). The study indicated that in selection of students who could join elite schools, competition was extremely high. It is advised that if students and parents had clearer understanding of the selection process and were better informed about academic performance of these schools would enhance their selection judgment (Ajayi, 2010). The scholar further avers that the foregoing understanding is more crucial to poorer students since they are more prone to making judgment errors. Kochar (2009) studied the effect of affirmative action through quotas on higher education in India. In the study it is asserted that countries in which minority groups have suffered from historic discrimination are mostly characterized by considerable schooling inequality between the minority and majority of the population. This problem is tackled by governments through strong affirmative action programs in higher education. In other words, the quota system is preferred to voluntary system. The quota implies that a fixed percentage of vacancies in higher education institutions are reserved for groups that are subjected to this policy. The scholar further posits that the fundamental assumption underscoring the implementation of the quota system is founded on the argument that minority students are able to gain admission into selective programs they would have otherwise not accessed.

A study was conducted on the admissions policy of students into Malawi secondary schools (Sandikonda, 2013). In the study, it is stated that one of the main criteria employed in developing nations to determine high school admission is regional or school-level quotas. The study assessed the effect of admission policy into the Malawi secondary schools. In the study, it is acknowledged that the Malawian secondary entry quota system which was in 1971 has resulted in inequality in academic achievement in the three types of secondary schools in the country, which are grant aided, district conventional, and community day secondary schools. The increased enrollment at primary schools in the country impacted directly on competition for places in secondary schools. In tandem, the policy is implemented with the aim of addressing the aforesaid stiff competition. The policy which was later modified in 1994 advocates for merit in admission of primary school graduates into secondary schools.

Due to their capacity to post high scores in the KCPE examinations, private schools contribute to approximately 80 per cent of national secondary schools' admission. The Ministry of Education (MOE) introduced a secondary school entry quota system that limited the number of private schools' pupils got admission to prestigious National high schools (Glennerster et al., 2011). The policy provides public primary school graduates with greater access to elite National secondary schools. Nevertheless, the policy never addressed the genesis of the performance gap between private and public primary schools. The author further explains how the primary-secondary school transition quota system is implemented in Kenya. They observe that under the current secondary school selection process, students are admitted to secondary schools based on their KCPE scores, their indicated preferences, and district quotas. The tiered system of schools results in stiff pressure and competition for places in National and County schools. Data from 2008 Kenya Certificate of Secondary Education (KCSE) cohort indicated that the average KCPE score of KCSE candidates in National schools was 414 while Provincial and District schools was 323 and 266 respectively. The foregoing reflected large disparities in the characteristics of the aforementioned schools. This calls for wisdom amongst primary school students and parents in selection of secondary schools in order for students to get admission to good quality schools.

2.3.2 Planning Cost of Education

It is averred in an empirical study of private schools in the United Kingdom that private education is very costly and as such parents to students attending such schools attach great value to education (Graddy & Stevens, 2003). A study in the United States indicated that providing students from humble backgrounds with clear, simple and pertinent information on the performance of schools enhances school selection of parents and students (Hastings & Weinstein, 2008). A study conducted in India found that a quota system may impose costs on students from majority groups beyond those incurred by the marginal candidate displaced to a less selective institution on account of the policy (Kochar, 2009). Forster (2013) examined the empirical evidence on school choice in the US from a win-win solution perspective. The evidence indicated that the school choice creates both savings and costs for state budgets. It is asserted that when a student uses school choice, the state must cover that student's cost to the choice program, but it also spends less on public schools by an amount equal to one student. The author noted that the net impact of the school choice is influenced by which of these is greater, the savings or the cost.

In Sub-Saharan Africa, the cost to educate a secondary school student is three to six times the cost to educate a primary school student (Lucas & Mbiti, 2011). In the same breadth, it is observed that there is increased demand for secondary schools which is estimated to rise by a whopping 35 per cent from 2007 to 2015 (Lewin, 2008). A study on school facilities and academic achievement in Nigeria indicated that though the selection of textbooks is crucial in academic performance, it is lamented that relevant textbooks are unavailable for both teaching and learning activities (Owoiye & Yara, 2011). The authors identify lack of textbooks with high education costs. The aforestated shortcomings limit source of educational information to teachers.

It is asserted that in Kenya, fees remain a major barrier to education access (Glennerster et al., 2011). Lucas and Mbiti (2011) in a study of school quality on student achievement in Kenya note that the high cost of acquiring educational facilities and instructors limit the number of subjects taught in secondary schools. Karemesi (2010) noted that costs such as examination fees, salary top-ups, procurement of textbooks and teaching materials, purchase of school uniform, feeding and sports amongst others hugely limit the achievement of universal basic education as enshrined in the Millennium Development Goals (MDGs). The author further asserts that school levies are

the greatest hindrance to students' regular school attendance. Munda and Odebero (2014) studied the influence of education costs on students' academic performance in Kenya. The study revealed that there exists a significant positive relationship between unit cost and academic performance. It was also found that the government efforts in provision of financial subsidies to education were still insufficient especially to cover the vulnerable groups in the society. In the study, it is also acknowledged that there exist factors that push students to drop out of school. These factors are related to costs of schooling.

2.3.3 Academic Performance

According to Mayuri and Devi (2003) education has become highly competitive and commercialized in many countries around the world. The authors observe that it is on the basis of high academic performance that students get selected to join reputable secondary schools, better courses of study, and ultimately better jobs. Indeed, academic achievement has become the parameter of self-worth and success. It is argued that academic performance is determined by several factors. These factors include among others, study habits, level of IQ, teaching methods, examination systems, and socio-economic disparities. More so, parenting is crucial to the academic achievement of students. Lakshmi and Arora (2006) asserted that parents who were perceived to be more acceptant, and employing less restrictive and hostile psychological controls, appeared to have children. Furthermore, it is posited that parental behaviours such as love, discipline and dominance are associated with positive pupil's academic achievement (Srivastava, 1995).

Graddy and Stevens (2003) conducted an empirical study on the impact of private schools' school inputs on student performance in the United Kingdom. The study indicated that there exists a consistent negative relationship between the pupil-teacher ratio at a school and average examination results at that school. Previous studies concurred with these findings that there is no effect of the pupil-teacher ratio on academic performance in the UK (Feinstein & Symons, 1999; Dearden, Ferri & Meghir, 2002). Graddy and Stevens held the assumption that resources vary widely amongst private schools whereas they are largely consistent in public schools. This scenario makes it easier to assess the implications of resources on academic performance amongst private primary schools.

Owoiye and Yara's (2011) study delved into the provision of facilities relative to academic performance in Nigeria. Availability of learning resources such as textbooks enables students to reduce overreliance on their teachers given that they have an opportunity of learning on their own. The net effect of the foregoing is improved academic performance of the students. The scholars cited a survey of primary schools in Botswana where it was indicated that students performed significantly better on academic tests when they are availed with adequate classrooms, desks and books (Mwamwenda & Mwamwenda, 1987). Gamoran (1992) further opined that poor quality of educational facilities negates academic performance. Sandikonda's (2013) study sought to find out the factors contributing to inequality in terms of academic achievement in the various types of secondary schools.

The rapid growth of low cost private primary schools stems from poor academic performance of public primary schools in Kenya. It is further posited that private schools especially the high cost ones have continued to post high scores in the Kenya Certificate of Primary Education (KCPE) examinations. In a study by Lucas and Mbiti (2011), it is averred that students in Kenya are admitted to government secondary schools according to three factors; one of which is the performance in the national primary school exit exam (KCPE).

2.3.4 Socio-Economic Planning

A study of private primary schools in the UK indicated that an important source of bias is the parents' choice of school which is asserted to depend on both the child's ability and parental income (Graddy & Stevens, 2003). Matar (2010) conducted an empirical study on the impact of academic achievement in the Palestinian territories. The schools involved in the study were picked in a way that ensured that the socio-economic conditions of all the pupils' families in the regions where the study was conducted were comparable. The young pupils (fourth graders) were less critical than the tenth graders. This was hypothesized to imply that the former attended school for pleasure whereas the latter perceived school attendance as a privilege. Goddard, Goddard and Tschannen-Moran (2007) empirically investigated teacher collaboration for school improvement and student achievement in public elementary schools in the US. The findings indicated that student performance was significantly and negatively correlated with both minority status and disadvantaged socio-economic status.

Kochar's (2009) study in India acknowledged the cognizance of the caste system which is reflective of the socio-economic status of Indians in admission of students to schools, colleges and universities. The Indian Government has addressed to the schooling inequality across members of lower castes and those of upper castes by institutionalizing a system of quotas that requires the aforementioned institutions to admit a stipulated percentage of students from each caste. About 50 per cent of the seats are reserved for specified socio-economic groups. A study on family resources and cognitive performance by Primary school students in Brazil indicated that economic resources have an indirect effect on students' cognitive performance in primary school.

A study conducted in Malawi indicated that the Malawian admission policy into secondary schools postulates that equal opportunity exists when all people even those without status, wealth or membership to a privileged group, and have an equal chance of achieving a high socio-economic status irrespective of gender, minority status and social class (Sandikonda, 2013). The author further asserts that the in Malawi the elite class share a consensus on the basic value of the social system. In the same light, the members of this socio-economic class are argued to absolutely take control of the secondary school's admission policy in its implementation. They seek to ensure that their children are advantaged by the selection process whereby they get admission to preferential secondary schools.

Lucas and Mbiti's (2011) study indicated that socio-economic status may influence the students' performance in the KCPE. The foregoing is reinforced by the argument that students from richer families can afford to attend private primary schools, a situation that ideally enhances their performance in the National examinations. Studies indicate that in Kenya there have been various approaches likely to supplement resources and define strategies for education financing which are more closely aligned to socio-economic realities. 'Elimu Yetu Coalition' of 2003 is one such approach where the government and other school stakeholders sought to co-share the education cost. Accordingly, the government was to meet the teachers' salaries and education administrative costs while on the other hand, the parents paid tuition fees and monies for textbooks. In the same breadth, the local communities were charged with erecting the requisite infrastructure and ensuring the maintenance of the same (Munda & Odebero, 2014).

2.4 Conceptual Framework

A conceptual framework is a diagrammatic representation of the interaction of study variables. Figure 2.1 illustrates the conceptual framework.

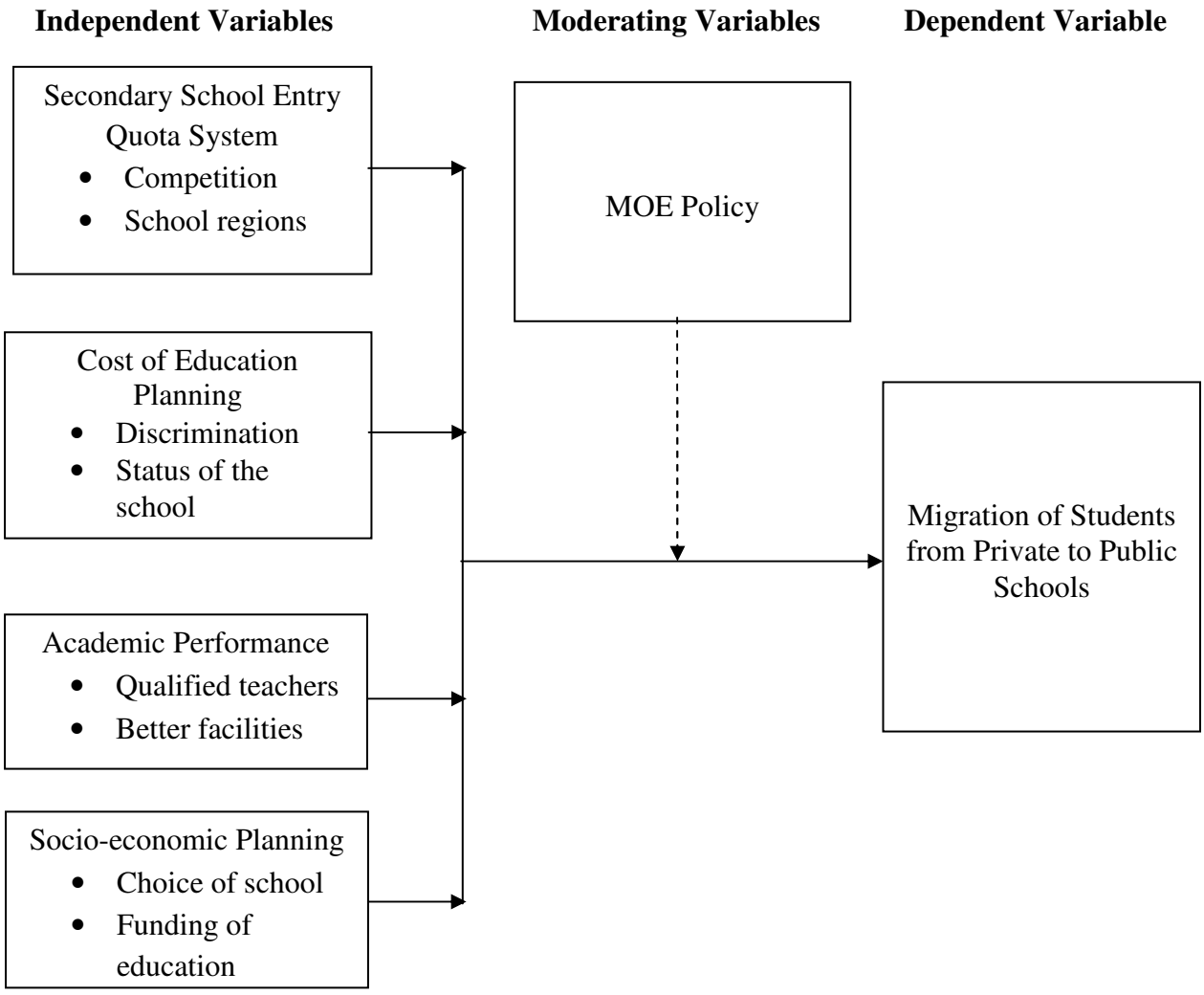

Figure 2.1: Conceptual Framework

The conceptual framework outlines the hypothesized relationship between the two major sets of variables (independent and dependent variables). In other words, the framework shows presumed relationship between each of the four independent variables (secondary school entry quota system, cost of education planning, academic performance, and socio-economic planning) and

the dependent variable (migration of students from private to public schools). The aforesaid relationships are moderated by the Ministry of Education (MoE) policy.

2.5 Summary of the Reviewed Literature

The reviewed empirical studies indicated that in selection of students who could join elite schools, competition was extremely high. It is advised that if students and parents had clearer understanding of the selection process and were better informed about academic performance of these schools would enhance their selection judgment. It is stated that one of the main criteria employed in developing nations to determine high school admission is regional or school-level quotas. It is asserted that secondary schools' entry quota system has resulted in inequality in academic achievement. Due to their capacity to post high scores in the KCPE examinations, private schools contribute to approximately 80 per cent of national secondary schools' admission. The secondary school entry quota system never addressed the genesis of the performance gap between private and public primary schools.

An empirical study of private schools in the United Kingdom indicated that private education is very costly and as such parents to students attending such schools attach great value to education. A study in the United States indicated that providing students from humble backgrounds with clear, simple and pertinent information on the performance of schools enhances school selection of parents and students. In Sub-Saharan Africa, the cost to educate a secondary school student is three to six times the cost to educate a primary school student. It is asserted that in Kenya, fees remain a major barrier to education access. In a study of school quality on student achievement in Kenya it is noted that the high cost of acquiring educational facilities and instructors limit the number of subjects taught in secondary schools. It has been revealed that there exists a significant positive relationship between unit cost and academic performance. It was also found

that the government efforts in provision of financial subsidies to education were still insufficient especially to cover the vulnerable groups in the society.

Education has become highly competitive and commercialized in many countries around the world. It is on the basis of high academic performance that students get selected to join reputable secondary schools, better courses of study, and ultimately better jobs. It is posited that parenting is crucial to the academic achievement of students. It is posited that parental behaviours such as love, discipline and dominance are associated with positive pupil's academic achievement. Studies indicated that there exists a consistent negative relationship between the pupil-teacher ratio at a school and average examination results at that school. Availability of learning resources such as textbooks enables students to reduce overreliance on their teachers given that they have an opportunity of learning on their own whose net effect is improved academic performance of the students. The rapid growth of low cost private primary schools stems from poor academic performance of public primary schools in Kenya. it is averred that students in Kenya are admitted to government secondary schools according to three factors; one of which is the performance in the KCPE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design and methods that the researcher employed in order to achieve the objectives of the study. It also outlines the population of the study, sample and sampling technique, research instrument, data collection procedures, pilot study and also how the researcher analyzed the collected data and presented the findings.

3.2 Research Design

A research design is the roadmap of conducting a research study. It is the tool that researchers employ to optimize the validity of the research findings (Burns & Grove, 2001). A descriptive research design was employed in this study. The choice of this design was based on the argument that, the data collected were quantitative in nature and the study revolved around seeking opinions of the administrative staff of the targeted public schools (Kothari, 2008).

3.3 Target Population

Target population refers to the population to which the study findings are generalized. The members of the target population are homogenous in that they exhibit similar characteristics. The study targeted all the head teachers and their deputies, principals and their deputies of both public primary and secondary schools in Nakuru town. There are 25 public secondary schools and 61 public primary schools in Nakuru town which translate to 50 and 122 administrative staff (school heads and their deputies) in public secondary and primary schools in that order. Therefore, the target population totaled to 172 administrative staff.

3.4 Sample and Sampling Technique

A sample is a sub-set of the target population. A good sample should be a suitable representative of the study population (Kothari, 2004). Nassiuma's (2000) formula was adopted to calculate the sample size as illustrated below.

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$ Where

n = sample size;

N = population size;

C = coefficient of variation (0.5)

e = error margin (0.05)

Calculating the sample size

$$n = \frac{172 \times 0.5^2}{\times 0.5^2 + (172 - 1)\ 0.05^2}$$

n = 63.5

n = 64 respondents

Subsequently, stratified random sampling method was adopted to draw respondents from the target population. There were two strata which included public secondary and primary schools' administrative staff. The sample distribution was as follows:

Table 3.1: Sample Distribution

	Target Population	**Ratio**	**Sample Size**
Public secondary schools' Principals and their deputies	50	0.29	19
Public primary schools' head teachers and their deputies	122	0.71	45
Total	**172**	**1.00**	**64**

As illustrated in Table 3.1, the sample constituted 19 and 45 respondents who will be randomly drawn from public secondary and public primary schools respectively in Nakuru town.

3.5 Data collection Instrument

The study employed a structured questionnaire to collect primary data from the sampled respondents. Questionnaires are highly recommended data collection tools in survey studies (Mugenda & Mugenda, 1999). The questionnaire contained close-ended questions on respondents' profile and study variables (secondary school entry quota system cost of education planning, academic performance, socio-economic planning, and migration of students). The study variables were in tandem with the study objectives. The questions in the questionnaire were on a 5-point Likert scale and were drafted in a simple, explicit and understandable language. Secondary data were obtained through the analysis of the relevant publications and reports.

3.5.1 Pilot testing of the instrument

This was achieved by subjecting the instrument (structured questionnaire) to a pilot test. The pilot test involved some members of the target population who were excluded from the main study.

3.5.2 Validity of the Instrument

Best and Khan (1989) observed that validity is the extent to which an instrument measures what it is supposed to measure. According to Borg and Gall (2003), validity is the degree to which the sample of test items represents the content that the test is designed to measure. To ensure validity the researcher sought the expertise of an expert regarding the test items included in the questionnaire in order to establish their relevance in relation to the subject matter on migration of pupils and students. The researcher further employed the use of simple language so as to make the questions easy for the respondents to understand and provide feedback on the test items used.

3.5.3 Reliability of the Instrument

Reliability refers to the consistency of the research instrument when administered to different populations with similar characteristics. The Cronbach alpha (α) was used in reliability testing where it was established that all the five study variables returned alpha values greater than 0.7 ($\alpha > 0.7$). Therefore, the instrument was deemed reliable for data collection.

3.6 Data Collection Procedure

The structured questionnaire after going through both reliability and validity tests was employed to collect primary data from the sampled respondents. Before collecting the data, the researcher sought the requisite consents from the University of Nairobi's School of Post-Graduate Studies, a research permit from National council of science and technology and the local sub-County's Education Offices based in Nakuru town. Questionnaires were self-administered and were issued to the respondents personally by the researcher who collected the filled ones after a time that had mutually been agree on by the two parties.

3.7 Ethical consideration

Project research authorization was obtained from the Ministry of Education.

A copy of authorization has been appended. The researcher gave an assurance to the

respondents regarding confidentiality regarding the information to be obtained. .

3.8 Data Analysis and Presentation

The collected questionnaires were grouped and then cleaned in order to eliminate non-responses and extreme outliers. The clean data were edited and coded into the Statistical Packages for Social Science (SPSS) software so as to be analyzed. Both descriptive and inferential data analyses were carried out. The descriptive analysis constituted frequencies, percentages, means, and standard deviations while inferential analysis was in form of Pearson's correlation coefficient and multiple regressions. The following regression model was adopted.

$$Y= \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y	=	Migration of Students
β_0	=	Constant
X_1	=	Secondary school entry quota system
X_2	=	Cost of education planning
X_3	=	Academic performance
X_4	=	Socio-economic planning
e	=	Error term
$\beta_1, \beta_2, \beta_3, \beta_4$	=	Régression Coefficients

The findings were presented in form of frequency tables, and also in form of descriptive and inferential statistical tables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTAION, INTERPRETATION AND DISCUSSIONS OF FINDINGS

4.1 Introduction

This chapter presents the findings obtained from the analyses of the data collected. It outlines the background of the respondents, the descriptive and inferential findings. All study findings are accompanied by the associated discussions. It is important to note that findings touching on study objectives are presented on a 5-point Likert scale where integers 1 to 5 represent strongly disagree, disagree, neutral, agree, and strongly agree respectively.

4.2 Response Rate

A total of 75 questionnaires were issued to the sampled respondents. Out of the collected ones, 64 were successfully filled. This represented 85.3 per cent response rate which was deemed reliable. The high response rate was attributed to the fact that the administration of the questionnaires was carried out by the researcher personally.

4.3 Respondents' Background Information

This section outlines the information regarding some aspects of the surveyed respondents. These aspects include respondents' gender, position in the school and working experience.

4.3.1 Respondents' Gender

The study analyzed the gender of the sampled school heads and their deputies.
The results of the analysis are outlined in Table 4.1.

Table 4.1: Respondents' Distribution by Gender

	Frequency	Percentage
Male	36	56.3
Female	28	43.8
Total	**64**	**100.0**

The study established that 56.3 per cent of the school heads and their deputies were male while 43.8 per cent were female. It is indicative that the posting of the these school administrators adhered to the affirmative action on gender that requires either gender should have at least a third representation in every public entity.

4.3.2 Respondents' Position in the School

The study further analyzed the distribution of the respondents according to their position in their respective schools. Table 4.2 shows how the respondents were distributed by their position.

Table 4.2: Respondents' Distribution by Position in the School

	Frequency	Percentage
Head teacher	20	31.3
Principal	4	6.3
Deputy Head teacher	28	43.8
Deputy Principal	12	18.8
Total	**64**	**100.0**

It was noted that from the sampled respondents, majority at 43.8% were deputy head teachers of public primary schools while the least were principals of public secondary schools. The findings implied that the former were the most accessible while the latter were the least accessible given their respective responsibilities.

4.3.3 Respondents' Working Experience in the Teaching Profession

The study further examined the duration which the respondents had working in the teaching profession and the pertinent findings are outlined in Table 4.3.

Table 4.3: Respondents' Distribution by Working Experience in the Teaching Profession

	Frequency	**Percentage**
5 - 10 Years	4	6.3
11 - 15 Years	32	50.0
Above 15 Years	28	43.8
Total	**64**	**100.0**

It is illustrative that, most of the school heads and their deputies had been in the teaching profession for more than 15 years which is reflected by 43.8 per cent. This could have been explained by the reasoning that in order to be promoted to an administrative position by the Teachers Service Commission (TSC) one should have been in the profession for a considerable number of years. Indeed only 6.3 per cent had worked for a period of 5 to 10 years which further supports the foregoing assertion.

4.3.4 Respondents' Working Experience in Public Schools

The study narrowed down to seeking to understand the experience of the respondents specifically in public schools. The study results are outlined in Table 4.4.

Table 4.4: Respondents' Distribution by Working Experience in Public Schools

	Frequency	**Percentage**
6 - 10 Years	20	31.2
Above 10 Years	44	68.8
Total	**64**	**100.0**

The study established that the school heads and their deputies both in secondary and primary schools had worked with public schools for at least 6 years. More so, the experience of most of them (68.8%) in public schools was found to be more than 10 years. The relatively vast experience of the respondents in the teaching profession and also in public schools placed them in a better position of understanding various aspects touching on the migration of students from private to public schools.

4.4 Descriptive Analysis

The study analyzed the views of the sampled respondents (public schools' heads and deputies) regarding issues touching on students' migration from private to public schools. In particular, their opinions on the contributions of school entry quota system, cost of education planning, academic performance, and socio-economic planning on students' migration. The results of the descriptive analysis are presented in form of means and standard deviations.

4.4.1 Descriptive Analysis for Secondary School Entry Quota System

The study examined the views of the public schools' heads and their deputy heads on issues touching on secondary school entry quota system. Table 4.5 outlines the results of the pertinent analysis.

Table 4.5: Descriptive Statistics for Secondary School Entry Quota System

			Min	**Max**	**Mean**	**Std dev**
i.	The Quota system is based on regions of KCPE candidates	64	2	5	4.37	.864
ii.	The Quota system is necessitated by high competition for secondary school placements	64	2	5	4.25	.836
iii.	The quota system favours public schools	64	3	5	4.13	.701
iv.	The Quota system is part of affirmative action in the education sector	64	2	5	3.88	1.000

v.	Public School KCPE graduates are more likely to get admission to prestigious secondary schools than their private schools' counterparts	64	1	5	3.56	1.283

The study established that on average, sampled school heads and their deputies concurred (mean ≈ 4.00; std dev ≈ 1.000) that the quota system is based on regions where KCPE candidates hail from; the system is necessitated by high competition for secondary school placements; the system favours public schools; the system is part of affirmative action in the education sector; and that public schools' KCPE graduates are more likely to get admission to prestigious secondary schools than their private schools' counterparts. In other words, the secondary school entry quota system favours public primary schools' students to the disadvantage of private primary schools' counterparts.

4.4.2 Descriptive Analysis for Cost of Education Planning

The study also analyzed the views of the respondents on issues of cost of education planning particularly in light of students' migration from private to public schools. The 4.6 outlines a summary of these views.

Table 4.6: Descriptive Statistics for Cost of Education Planning

		n	Min	Max	Mean	Std. Dev
i.	National secondary schools are the most expensive public schools	64	4	5	4.69	.467
ii.	Cost of education is partly determined by the students' requirements such as learning facilities and teaching aids.	64	1	5	4.13	1.279
iii.	Private school education is more costly than in public schools	64	2	5	4.00	.873
iv.	Education cost for public schools is well planned	64	1	5	3.94	1.402
v.	Cost of education is determined by the status of the school	64	1	5	3.63	1.327

vi.	Proper planning of education cost reduces discrimination across public schools	64	1	5	2.38	1.374

It was established that respondents strongly believed (mean = 4.69; std dev = 0.467) that national secondary schools are the most expensive public schools in the country. In addition it was agreed (mean ≈ 4.00; std dev ≈ 1.000) that cost of education is partly determined by the students requirements such as learning facilities and teaching aids; private school education is more costly than in public schools; education cost for public schools is well planned; and that cost of education is determined by the status of the school. It was, however, disputed (mean 2.38; std dev = 1.374) that proper planning of education cost reduces discrimination across public schools.

4.4.3 Descriptive Analysis for Academic Performance

Moreover, the study examined the opinions of the sampled respondents regarding academic performance. Table 4.7 outlines their views.

Table 4.7: Descriptive Statistics for Academic Performance

		n	Min	Max	Mean	Std Dev
i.	Public schools have more qualified teachers than private schools	64	3	5	4.56	.614
ii.	The academic performance in public schools is better than in private schools	64	3	5	4.50	.713
iii.	There is close monitoring of teaching/learning activities and programs in public schools	64	2	5	3.88	1.120
iv.	Public schools have better facilities than private schools	64	1	5	3.44	1.332
v.	Monitoring of teaching/learning activities enhances academic performance of education	64	1	5	3.44	1.552

The study found out that, the respondents strongly (mean ≈ 5.00; std dev < 1.000) that public schools have more qualified teachers than private schools; and that the academic performance in public schools is better than in private schools. It was also agreed (mean = 3.88; std dev = 1.120) that there is close monitoring of teaching and/ or learning activities and programs in public schools. However, respondents were noncommittal (mean ≈ 5.00; std dev > 1.000) on whether or not public schools have better facilities than private schools; and if monitoring of teaching and/or learning activities enhances academic performance of education

4.4.4 Descriptive Analysis for Socio-economic Planning

The study further analyzed the respondents' views regarding issues touching on socio-economic planning in schools. Table 4.8 illustrates the pertinent analytical results.

Table 4.8: Descriptive Statistics for Socio-economic Planning

		n	Min	Max	Mean	Std. Dev
i.	Socio-economic planning determines the choice of school	64	1	5	3.13	1.507
ii.	Socio-economic status influences the students' performance	64	1	5	3.44	1.332
iii.	Socio-economic planning by the government prioritizes the education sector	64	1	5	3.44	1.332
iv.	The funding of the education sector indirectly influences the performance of students	64	2	5	3.88	1.120
v.	The choice of school partly depends on the parents' income	64	3	5	4.25	.667

The study found out that respondents concurred (mean ≈ 4.00; std dev ≈ 1.000) that the funding of the education sector indirectly influences the performance of students; and that the choice of school partly depends on the parents' income. However, they remained indifferent (mean ≈ 3.00; std dev > 1.000) regarding all other propositions touching on socio-economic planning. In other words, they were not sure whether socio-economic planning determines the choice of school; socio-economic status influences the students' performance; or if socio-economic planning by the government prioritizes the education sector.

4.4.5 Descriptive Analysis for Students' Migration

Lastly, the study examined the opinions of the school heads and deputies on migration of students from private to public schools as shown in Table 4.9.

Table 4.9: Descriptive Statistics for Students' Migration

		n	Min	Max	Mean	Std. Dev
i.	Academic performance influences migration of students from private to public schools	64	3	5	4.25	.667
ii.	Cost of education planning is considered when students migrate from private to public schools	64	1	5	3.44	1.332
iii.	Secondary school entry quota system influences migration of students from private to public schools	64	1	5	3.44	1.552
iv.	Socio-economic planning is key in students migration from private to public schools	64	1	5	3.13	1.507

The results of the analysis indicated that the respondents believed (mean = 4.25; std dev = 0.667) that academic performance influences migration of students from private to public schools. The respondents were indifferent (mean = 3.44; std dev > 1.000) regarding the propositions that planning cost of education planning is considered when students migrate from private to public schools; secondary school entry quota system influences migration of students from private to public schools; and that socio-economic planning is key in students' migration from private to public schools.

4.5 Inferential Analysis

This section presents the results of inferential analyses and associated discussions. The Pearson's correlation coefficient has been employed to outline the relationship between each of the independent variables (school entry quota system, cost of education planning, academic

performance, and socio-economic planning) and the dependent variable (students' migration from private to public schools). More so the multiple regression analysis presents the extent to which the aforesaid independent variables affect students' migration.

4.5.1 Relationship between Secondary School Entry Quota System and Students' Migration

The study examined the correlation between entry quota system and students' migration from private to public schools. Table 4.10 outlines the correlation results.

Table 4.10: Correlation between Secondary School Entry Quota System and Students' Migration

		Students' Migration
Entry Quota System	Pearson Correlation	.218
	Sig. (2-tailed)	.083
	n	64

It was revealed that the relationship between entry quota system and students' migration was positive and weak ($r = 0.218$; $p > 0.05$). As the results indicate, the relationship between the two variables was not statistically significant at 0.05 level of significance. The results implied the secondary school entry quota system had a marginal effect on students' migration from private to public schools. In the same light, the results showed that the quota system slightly enhanced the students' persuasion to transfer from private to public schools probably as one way of enhancing their chances of placements in secondary schools of their choice.

4.5.2 Relationship between Cost of Education Planning and Students' Migration

The study in line with the second objective analyzed the influence of cost of education planning on students' migration. The results of the correlation analysis in this respect are as shown in Table 4.11.

Table 4.11: Correlation between Cost of Education Planning and Students' Migration

		Students' Migration
Cost of Education Planning	Pearson Correlation	.634**
	Sig. (2-tailed)	.000
	n	64

**. Correlation is significant at the 0.01 level (2-tailed).

The study established that there exist a strong, positive and statistically significant relationship between cost of education planning and students' migration from private to public schools ($r = 0.634$; $p < 0.01$). This was interpreted to mean that planning cost of education had a substantive influence on the aforestated migration. To this end, enhanced cost of education planning particularly in public schools increased the migration and the reverse is true. In other words, more effective planning was likely to reduce the cost of education public school which in turn increased their attractiveness to students from private schools.

4.5.3 Relationship between Academic Performance and Students' Migration

In tandem with the fourth study objective, the relationship between academic performance and students' migration from private to public schools was analyzed and the pertinent correlation results are presented in Table 4.12.

Table 4.12: Correlation between Academic Performance and Students' Migration

		Students' Migration
Academic Performance	Pearson Correlation	.602**
	Sig. (2-tailed)	.000
	n	64

**. Correlation is significant at the 0.01 level (2-tailed).

The study revealed that the relationship between academic performance and students migration was strong, positive and statistically significant ($r = 0.602$; $p < 0.01$). This implied that, the better the academic performance in public schools the greater the tendency for private school students to migrate to public schools and the reverse is true. Needless to say, given that the expected cost in public schools is expected to be lower than in private schools, then the bottom line in students transferring to public schools both primary and secondary, is borders on academic performance.

4.5.4 Relationship between Socio-economic Planning and Students' Migration

The study examined the effect of socio-economic planning on migration of students from private to public schools. The results of the relevant correlation analysis are outlined in Table 4.13.

Table 4.13: Correlation between Socio-economic Planning and Students' Migration

		Student Migration
Socio-economic Planning	Pearson Correlation	.841**
	Sig. (2-tailed)	.000
	n	64

**. Correlation is significant at the 0.01 level (2-tailed).

The study revealed that the relationship between socio-economic planning and migration of students was positive, strong and statistically significant at 0.01 level of significance ($r = 0.841$; $p < 0.01$). Interpretatively, the better the planning of socio-economics the higher the likelihood those students will migrate from private to public schools. The strength of the relationship between the two variables underscores the importance of socio-economic planning to migration of students.

4.5.5 Regression Analysis

The study examined the extent to which school entry quota system, cost of education planning, academic performance, and socio-economic planning impact on students' migration from private to public schools. Table 4.14 outlines the results of the multiple regression analysis.

Table 4.14: Regression Analysis Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	.730	.334		2.188	.033
	Quota System	.109	.121	-.080	-.897	.373
	Cost of Education Planning	.520	.089	.396	5.831	.000
	Academic Performance	.686	.106	-.416	-6.491	.000
	Socio-economic Planning	1.120	.093	.893	12.056	.000

a. Dependent Variable: Student Migration

Regression model: $Y= \beta_0 + \beta_1X_1+ \beta_2X_2+ \beta_3X_3+ \beta_4X_4+ e$

The model is interpreted as follows:

Student migration = 0.730 + 0.109 Quota system + 0.520 Cost of education planning + 0.686 Academic Performance + 1.102 Socio-economic planning

According to the regression analysis, socio economic planning with a coefficient of 1.120 had the greatest effect on migration of students from private to public schools. Secondary school entry quota system, on the other hand, had the least influence on the aforesaid migration with a regression coefficient of 0.109. Besides entry quota system, the other three factors (cost of education planning, academic performance, and socio-economic planning) had a significant effect on the migration of students from private to public schools ($p < 0.01$)

4.6 Discussions of Findings

The findings of the study were both descriptive and inferential. It was found out that public schools have more qualified teachers than private schools; and that the academic performance in

public schools is better than in private schools. It was also concurred that there is close monitoring of teaching and/ or learning activities and programs in public schools. However, it remained unclear whether or not public schools have better facilities than private schools; and if monitoring of teaching and/or learning activities enhances academic performance of education. This contradicted with Owoiye and Yara's (2011) findings that the relevant facilities such as textbooks are unavailable for both teaching and learning activities in Nigerian public schools. The study established that funding of the education sector indirectly influences the performance of students; and that the choice of school partly depends on the parents' income.

It was, nonetheless not clear if socio-economic planning determines the choice of school; socio-economic status influences the students' performance; or if socio-economic planning by the government prioritizes the education sector. Karemesi (2010) held a similar opinion when he established that school levies are the greatest hindrance to students' regular school attendance. Lack of regular school's attendance negates the academic performance of students. It was further revealed that academic performance influences migration of students from private to public schools. However, it remained uncertain regarding the propositions that planning cost of education planning is considered when students migrate from private to public schools; secondary school entry quota system influences migration of students from private to public schools; and that socio-economic planning is key in students' migration from private to public schools.

The results of the study indicated that the secondary school entry quota system had a marginal effect on students' migration from private to public schools. In the same light, the results showed that the quota system slightly enhanced the students' persuasion to transfer from private to public schools probably as one way of enhancing their chances of placements in secondary schools of their choice. It was found out that planning cost of education had a substantive influence on the aforestated migration. To this end, enhanced cost of education planning particularly in public schools increased the migration and the reverse is true. In other words, more effective planning was likely to reduce the cost of education public school which in turn increased their attractiveness to students from private schools.

The results of the study indicated that the better the academic performance in public schools the greater the tendency for private school students to migrate to public schools and the reverse is true. Needless to say, given that the expected cost in public schools is expected to be lower than

in private schools, then the bottom line in students transferring to public schools both primary and secondary, is borders on academic performance. The study findings underscored the importance of socio-economic planning to migration of students. The study revealed that cost of education planning, academic performance and socio-economic planning are crucial determinants of students' migration from private to public schools. On the other hand, secondary school entry quota system is not a substantive determinant of the students' migration.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1 Introduction

The chapter presents a summary of key study findings, conclusions drawn and suggested recommendations. The summary, conclusions and recommendations are in tandem with the study objectives.

5.2 Summary of research findings

A summary of major descriptive and inferential findings is covered in this section.

5.2.1 Secondary School Entry Quota System

It was established that, sampled school heads and their deputies concurred that the quota system is based on regions where KCPE candidates hail from; the system is necessitated by high competition for secondary school placements; the system favours public schools; the system is part of affirmative action in the education sector; and that public schools' KCPE graduates are more likely to get admission to prestigious secondary schools than their private schools' counterparts. In other words, the secondary school entry quota system favours public primary schools' students to the disadvantage of private primary schools' counterparts. It was revealed that the relationship between entry quota system and students' migration was positive and weak ($r = 0.218$; $p > 0.05$).

5.2.2 Cost of Education Planning

It was established that national secondary schools are the most expensive public schools in the country; cost of education is partly determined by the students requirements such as learning facilities and teaching aids; private school education is more costly than in public schools; education cost for public schools is well planned; and that cost of education is determined by the status of the school. It was, however, disputed that proper planning of education cost reduces discrimination across public schools. The study established that there exist a strong, positive and

statistically significant relationship between cost of education planning and students' migration from private to public schools ($r = 0.634$; $p < 0.01$).

5.2.3 Academic Performance

The study found out that, public schools have more qualified teachers than private schools; and that the academic performance in public schools is better than in private schools. In addition, it was revealed that there is close monitoring of teaching and/ or learning activities and programs in public schools. However, it was unclear whether or not public schools have better facilities than private schools; and if monitoring of teaching and/or learning activities enhances academic performance of education. The study revealed that the relationship between academic performance and students migration was strong, positive and statistically significant ($r = 0.602$; $p < 0.01$).

5.2.4 Socio-economic Planning

The study found out that the funding of the education sector indirectly influences the performance of students; and that the choice of school partly depends on the parents' income. However, it was uncertain whether socio-economic planning determines the choice of school; socio-economic status influences the students' performance; or if socio-economic planning by the government prioritizes the education sector. The study revealed that the relationship between socio-economic planning and migration of students was positive, strong and statistically significant at 0.01 level of significance ($r = 0.841$; $p < 0.01$).

5.2.5 Students' Migration

It was revealed that academic performance influences migration of students from private to public schools. It was however not clear that planning cost of education planning is considered when students migrate from private to public schools; secondary school entry quota system influences migration of students from private to public schools; and that socio-economic planning is key in students' migration from private to public schools. Besides entry quota system, the other three factors which are cost of education planning, academic performance, and socio-economic planning had a significant effect on the migration of students from private to public schools ($p < 0.01$).

5.3 Conclusions

The study deduced a number of conclusions in tandem with the study objectives

The study concluded that the secondary school quota system is based on where KCPE candidates hail from. This is in order to ensure fair and equitable representation of all regions in secondary schools particularly national and county schools where competition for admission is very stiff. However, the study inferred that the quota system favored public schools which implies that KCPE candidates schooling in public primary schools stand a better chance of joining secondary schools of their choice that their private schools' counterparts. In spite of the fervent emphasis of the quota system, the study concluded that it only had marginal effect on the migration of students from private to public schools in Nakuru town.

It was concluded that national secondary schools are the most expensive public schools in the country. The requirements by students for learning precipitate the cost of education in respective schools. In spite, the study inferred that private school education is more costly than in public schools. Lastly, it was deduced that cost of education planning is an important factor in students' migration from private to public schools in Nakuru town

The study concluded that public schools have more qualified teachers than private schools. This may be due to the fact that the TSC has strict minimum requirements for the teaching staff. On the other hand, the private schools are known to hire even the untrained teaching hence the gap in teachers' qualifications. It was further concluded that teachers in public schools are more closely monitored than their private schools' counterparts. This is reflected by the inspection conducted by the Ministry of Education on the public school staff. Lastly, the study inferred that indeed academic performance was a major determinant of students' migration from private to public schools in Nakuru town.

Funding of the education sector was concluded to indirectly influence the performance of students. The parents' income was inferred to be important in making a choice of school for their children. In other words, the economic status of parents influenced the schools in which students were admitted. In addition, the study concluded that socio-economic planning is very fundamental when addressing the issue of students' migration from private to public secondary schools in Nakuru town, Kenya.

5.4 Recommendations

A number of recommendations have been put forward according to the study findings.

The secondary school entry quota system should uphold fairness and equitability. It should be implemented according to the needs of the students coming from various regions in the country.

Also the quota system should not discriminate students on the premise of studying in private or public schools; rather it ought to consider the status of the schools the students attend. This is based on the argument that there are certain public schools which are far much better than some schools which are categorized as private. In addition it is suggested that the parents and guardians ought to be economically empowered in order to support their children in pursuit of education. The government should also ensure that the facilities available to students are more less the same across both private and public schools. Moreover, the Ministry of Education should inspect both private and public schools on similar bases in order to avoid prejudicing certain categories of schools. In order to address the thorny issue of students' migration, the government through the aforesaid Ministry ought to ensure that education standards are the same across all educational institutions within the same level. It is recommended that both the Ministry of Education and the Treasury should adequately fund the education sector in order to standardize the cost of education across both private and public schools. It is advised that some private schools ought to be given subsidies in their provision of educational services to students.

5.5 Suggestions for Further Studies

In line with the study findings, it is suggested that scholars ought to conduct more research on the measures the government has put in place to address the issue of students' migration. It is also advisable to examine the role of various stakeholders such as the parents, government, sponsors, and well-wishers amongst others in the migration of students across public and private schools. Lastly, it is recommended that it would be essential to study the challenges that affect the implementation of the various quota system such as the secondary school entry quota system and public universities' placements' formula.

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APPENDIX A

TRANSMITTAL LETTER

Winnie Njoki Kambo

Nakuru Extra Mural Centre

College of Education and

External Studies

University of Nairobi

P.O.Box 30197

Nakuru

Dear respondent,

I am a student at Nairobi University undertaking a Masters of Arts degree in Project Planning and Management. As part of the requirements of the course, I am required to undertake a research project in my area of study. My research topic is on **"Factors influencing migration of pupils and students from private to public schools; a case of Nakuru Town, Nakuru County".** You have been selected as one of the respondents in this project. Your sincere and correct responses will be important in attaining this goal. All information will be treated with utmost confidentiality.

Yours faithfully,

Winnie Kambo

APPENDIX B

RESEARCH QUESTIONNAIRE

You are kindly requested to answer the questions by putting a tick (√) against the correct choice.

Please, pick one choice from the ones given.

SECTION ONE: RESPONDENTS' BACKGROUND

1. Kindly indicate your gender.

   Male [ ]

   Female [ ]

2. Kindly indicate your school category.

   Public primary school [ ]

   Public secondary school [ ]

3. What is your position in the school?

   Headteacher [ ] Principal [ ]

   Deputy Headteacher [ ] Deputy Principal [ ]

4. How long have you been in the teaching profession?

   Less than 5 years [ ] 5 -10 years [ ]

   11 – 15 years [ ] Above 15 years [ ]

5. How long have you worked in public schools?

   Less than 1 year [ ] 1 - 5 years [ ]

   6 – 10 years [ ] Above 10 years [ ]

SECTION 2, 3 and 4 consist of questions on a 5-point Likert scale where:-

Strongly agree [5] Neutral [3] Strongly disagree [1]

Agree [4] Disagree [2]

Kindly put a tick against the correct choice.

SECTION TWO: SECONDARY SCHOOL ENTRY QUOTA SYSTEM

		5	4	3	2	1
6.	The quota system favours public schools.					
7.	Public primary school KCPE graduates are more likely to get admission to prestigious secondary schools than their private schools' counterparts.					
8.	The quota system is necessitated by high competition for secondary school placements.					
9.	The quota system is part of affirmative action in the education sector.					
10.	The quota system is based on regions of KCPE candidates.					

SECTION THREE: PLANNING COST OF EDUCATION

		5	4	3	2	1
11.	Private school education is more costly than in public schools.					
12.	Education cost for public school is well planned.					
13.	Proper planning of education cost reduces discrimination across public schools.					
14.	Cost of education is determined by the status of the school.					
15.	National secondary schools are the most expensive public schools.					
16.	Cost of education is partly determined by the students requirements such as learning facilities and teaching aids.					

SECTION FOUR: ACADEMIC PERFORMANCE

		5	4	3	2	1
17.	The academic performance in public schools is better than in private schools.					
18.	Public schools have more qualified teachers than private schools.					
19.	Public schools have better facilities than private schools.					
20.	There is close monitoring of teaching/learning activities and programs in public schools.					
21.	Monitoring of teaching/learning activities enhances academic performance of education.					

SECTION FIVE: SOCIO-ECONOMIC PLANNING

		5	4	3	2	1
1.	The choice of school partly depends on the parents' income.					
2.	Socio-economic status influences the students' performance.					
3.	Socio-economic planning determines the choice of school.					
4.	Socio-economic planning by the government prioritizes the education sector.					
5.	The funding of the education sector indirectly influences the performance of students.					

SECTION SIX: PUPILS/STUDENTS MIGRATION

	5	4	3	2	1
1. Secondary school entry quota system influences migration of students from private to public schools.					
2. Cost of education planning is considered when students migrate from private to public schools.					
3. Academic performance influences migration of students from private to public schools.					
4. Socio-economic planning is key in student's migration from private to public schools.					

Thank you for your time and cooperation in filling in the questionnaire.

APPENDIX C

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA - MURAL STUDIES

Tel 051 - 2210863

P. O Box 1120, Nakuru
13th May 2015

Our Ref: *UoN/CEES/NKUEMC/1/12*

To whom it may concern:

RE: WINNIE NJOKI KAMBO – L50/60671/2010

The above named is a student of the University of Nairobi at Nakuru Extra-Mural Centre Pursuing a Masters degree in Project Planning and Management.

Part of the course requirement is that students must undertake a research project during their course of study. She has now been released to undertake the same and has identified your institution for the purpose of data collection on "Factors Influencing Migration of Pupils' and Students' from Private to Public Schools." A Case Study of Nakuru Town, Nakuru County.

The information obtained will strictly be used for the purpose of the study.

I am for that reason writing to request that you please assist her.

Yours faithfully,

NAKURU EXTRA - MURAL CENTRE
RESIDENT LECTURER
P.O. Box 1120
NAKURU
UNIVERSITY OF NAIROBI

Mutua Mucke
Ag. Resident Lecturer
Nakuru Extra-Mural Centre

APPENDIX D

MINISTRY OF EDUCATION

Telegrams: "LEARNING"
Telephone: 2216529/2216563
When replying please quote

DISTRICT EDUCATION OFFICE
NAKURU DISTRICT
P.O. BOX 1028
NAKURU

REF: NKU/ED/156/VOL.II/51

3rd June 2015

All Principals,
Head teacher,
NAKURU DISTRICT

RE: RESEARCH AUTHORITY – WINNIE NJOKI KAMBO

The above named is a student at the university Nairobi. She has been permitted to carry out a research study on "factors influencing migration of pupils' and students' from private to public schools."

A case study of Nakuru town, Nakuru County for a period ending 30 June 2015.

Kindly accord her the necessary assistance.

KAMAU CHRISTOPHER
FOR: DISTRICT EDUCATION OFFICER
RONGAI DISTRICT