

**INFLUENCE OF CHANGING DAY SECONDARY INTO BOARDING
ON STUDENTS' PARTICIPATION IN PUBLIC SECONDARY
SCHOOLS IN TRANS NZOIA WEST, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this project to my mother Salome Auma Matete and in memory of my late father Lucas Auma Matete.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
EFA	Education For All
FDSE	Free Day Secondary Education
FPE	Free Primary Education
GER	Gross Enrolment Rate
MDGs	Millennium Development Goals
MoEST	Ministry of Education Science and Technology
OECD	Organisation for Economic Co-operation and Development Organization
PTA	Parent Teachers' Association
SDGs	Sustainable Development Goals
SSA	Sub-Saharan Africa
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Changing day secondary into boarding schools is an emerging trend in education sector in Kenya. This trend however tends to affect students' participation in education. This study was conducted in schools that changed from day to boarding. It sought to determine how students' enrolment, retention, student-teacher ratio and completion are influenced by changing day secondary into boarding school in public schools in Trans Nzoia West Sub County. The study was anchored on the Change Theory by Peter Senge (1990). This was a descriptive survey research that targeted the 9 secondary schools that changed from day to boarding in Trans Nzoia West comprising of 9 principals, 24 form four class teachers and 1883 form three and form four students. Purposive sampling was used to pick the 9 principals, 9 form four class teachers and 188 students were selected using simple random sampling. The data was collected using questionnaires. The data was analyzed by calculating percentages, frequencies and presented using tables, frequencies and percentage. The study established that changing day secondary into boarding schools decreased the enrolment of students in an educational institution. This is because of the increased boarding fees as students opted to join day schools. Retention was very good as those students who had enrolled performed well as a result of increased contact hours with their teachers. Promotion was high and low cases of repetition. It was also revealed that as a result of reduced enrolment, the class size improved and the student-teacher ratio decreased. Completion also improved as students who were enrolled benefited from subsidized secondary education and bursaries. From the research several recommendations are made; whenever a school or educational stakeholders decide to change a school status from day to boarding, several mitigating factors ought to be factored in, education stakeholders should come up with modalities of starting girls' and boys' boarding schools, the new schools should address gender parity, the stakeholders in education should ensure that when a school changes status, children from poor backgrounds should not be locked out and incentives should be given to students to enable them access and complete the school cycle. Suggestions for further studies have also been given which include; a replica of the study should be carried out in other areas, a study on influence of changing day school into boarding on boys'/girls' participation in education and a study on influence of changing day school to boarding on performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a fundamental human right and everyone has the right to education as stated in Article 26 of the Universal Declaration of Human Rights, issued in December 1948. The core components of right to education are identified through: availability, accessibility, acceptability and adaptability frameworks (Tomasevski, 2001). Education is essential for growth, protection and enhancement of the human personality, and in a broader sense, in the fight against poverty and other injustices (International Convention on Economic, Social and Cultural Rights 1966). Governments must ensure inclusive and equitable quality education and promote life long learning opportunities for all by 2030 as proposed in the Sustainable Development Goals (SDGs) in the Muscat Agreement of 2015. Education should be affordable and physically accessible, relevant, cultural appropriate and adapt to the changing needs of children and society at large (Tomasevski, 2001).

Education helps one to learn and apply knowledge and skills, previously unavailable for development (UNESCO, 2006). The principle means for developing skills and knowledge is education. A community which wants to develop must provide education to its youth. Students' participation to education

does not only benefit the individual who receive it but also the society in general, because it is key to the development of any nation (UNESCO, 2005). Participation involves the ability and means of retaining enrolled learners in the educational institution till they complete the cycle of education.

The Dakar Framework for Action (Dakar, 2000) called upon countries to adopt policies and practices that would ensure ‘universal access to, and completion of basic education (or whatever level of education considered basic) by the year 2010. It also urged countries to pursue ‘improvement in learning achievements’ such that agreed percentage of an appropriate age cohort attains or surpasses a defined level of necessary learning achievement (UNESCO, 2008; USAID, 2007 & UN, 2003). Achieving goals embraced at Jomtien, Thailand in 1990 during ‘The World Declaration on Education For all’ (EFA) required that children admitted to school complete the entire basic education cycle and learn at an appropriate level. Many governments embraced this agenda by widening access to education either through elimination of school fees or reduction of education costs (UNESCO, 2008 & USAID, 2007). As a result, enrollment in developing countries rose from 78 percent per in 1990 to 83 percent in 2000 (UN, 2000); and in Sub-Saharan Africa, enrollment of pupils in basic education rose from 84 million in 1990 to 106 million in the year 2000 and it is estimated to rise to 140 million by 2015 (USAID, 2007).

In America there is No Child Left Behind Act (NCLB) in 2001 passed by the Congress. This was a re-authorization of the elementary and secondary education act of 1965 and it has since become the focal point of education policy. The essence of NCLB is to widen access especially for those who have been ostracized by virtue of their socio- economic status or race. Poverty among families is posing as the greatest obstacle to realizing the right to education according to Oduaran and Bhola (2006). Socio – economic status and retention in school is inseparable (Drewry, 2007), this is to say, socio – economic status of students affects retention in school and retention determines one’s level in society. A research done by Drewry (2007), on high school dropout found that widespread differences in dropout rates among members of all race and sex groups can be explained mostly by the culture index or the amount of reading materials in the household, she found that access to time and monetary assistance significantly related to completion of high school. The situation in Africa requires urgent attention on a priority basis. As a result of present education policies some 40 million African children do not go to school. Insecurity has a bearing on the ability of students to enroll for education (Republic of Kenya, 2007). Lack of security exacerbates school dropout rates, repetition and results in waste. It also impacts on the student-teacher ratio as teachers move to schools located in safer areas.

Kenya's National Development Plan (2002-2008) highlights one of the challenges in education as cost of education and training while high cost of secondary school education is identified as a reason for lower enrolment rate in secondary schools than that of primary school. In an effort to reduce the financial burden of poor families in financing secondary education, the government of Kenya established secondary school education bursary fund (SEBF) in 1993 /1994. SEBF aims to cushion the country's poor and vulnerable groups against the high and increasing cost of secondary education, therefore reducing inequalities (KIPPRA, 2007) to increase enrolment in and completion of secondary school. Objectives of bursary scheme in Kenya are; increase access for poor households to secondary schools, ensure retention of those who enter secondary schools, enhance completion by those who enter secondary schools and to reduce disparities and inequalities in the provision of secondary education.

In Kenya, the cost of educating a student in a government day school is Ksh. 10,265 while in a boarding school it is Ksh 28, 694 (Kiage, Simatwa, & Ayodo, 2014). This means that when it comes to access, day schools are easier to get to than boarding schools because they are cheaper. Enrolment in secondary education increased from 926,000 in 2004 to 2.1 million in 2013 (Ministry of Education Science and Technology, 2015). This is attributed to the introduction of Free Day Secondary Education (FDSE) in 2008. In other words, the government

was alive to the fact that the 8-4-4 system was very expensive and made access to secondary education more difficult and still affected completion rates (Kiage, Simatwa, & Ayodo, 2014). However, they asserts, not everything is provided because parents and beneficiaries still have to pay for motivation, uniforms, lunch and development fees levied by the BOMs (Board of Managements) of the schools. However, the students in boarding schools do not benefit much from the funds because as (Kiage, Simatwa, & Ayodo, 2014), notes as much as the bulk of the funds provided by the government was to defray expenses on tuition and personal emoluments in day and boarding schools, those in boarding schools do not benefit much.

Based on the measures that some educational stakeholders make to change day schools into boarding, the ultimate recipient of the services becomes affected. This is because if the day schools were cheaper, hence enhanced more students to enroll (Kiage, Simatwa, & Ayodo, 2014), and given the fact that the schools are located within the confines of the immediate society, once they are changed into boarding status, there are bound to be effects with the decision. Therefore, the issue of students' participation in education comes in handy in assessing the decision of changing the status of schools. This research will therefore, debate the issues of students' participation in education based on the changing of school status from day to boarding in Trans Nzoia West Sub County.

Table 1.1 indicates the retention in public secondary schools in Trans Nzoia West between 2010 and 2013

Table 1.1 Retention in public secondary schools in Trans Nzoia West 2010 - 2013

Form	2010		2011		2012		2013	
	Male	Female	Male	Female	Male	Female	Male	Female
1	2431	2371	2713	2470	2545	2212	3036	2824
2	2316	1942	2515	2282	2660	2140	2991	2501
3	2109	1718	2299	3031	2355	2242	2788	2441
4	1645	1314	1829	1432	1930	1824	1980	1496
Total	8501	7345	9356	9215	9490	8418	10795	9262

Source: Ministry of Education, 2013.

The data in Table 1.1 indicates the number of students retained from form one to form four between the years 2010 and 2013.

Table 1.2 indicates the enrolment trends in public secondary schools in Trans Nzoia West sub county 2014 - 2015.

Table 1.2 Enrollment in public secondary schools in Trans Nzoia West 2014-2015

Year	2014		2015	
	Boys	Girls	Boys	Girls
Form one	3,312	2,771	3,521	3,095
Form two	3,021	2,730	3,651	2,840
Form three	2,851	2,195	2,935	2,338
Form four	2,263	1,910	2,310	1,681
Total	11,447	9,606	12,417	9,954

Source: Sub-County Education Director's office Trans Nzoia West (2015).

The data in Table 1.2 shows the number of students enrolled from form one to form four between the years 2014 and 2015

1.2 Statement of the problem

The measures undertaken to improve the quality of education in secondary schools have far reaching effects on students' participation in education. The changing of school status from a day secondary school into a boarding school is usually motivated by the desire to enhance quality. Many schools which adopt this strategy negate the government's plan as stipulated in the Sessional Paper No. 14 of 2012 on Reforming Education and Training Sectors in Kenya (Republic of Kenya 2012). This policy aims at providing free and compulsory education to all

children. In fact, this is encapsulated in Article 53 of the Constitution of Kenya 2010, which guarantees free and compulsory basic education for all children. This research was aimed at establishing the influence of changing day secondary schools into boarding schools in Trans Nzoia West Sub County with special regards to students' participation in education.

1.3 Purpose of the study

The purpose of the study was to establish the influence of changing day secondary schools into boarding schools on students' participation in public secondary schools in Trans Nzoia West Sub County.

1.4 Research objective

The study was guided by the following objectives:

- i. To establish the extent to which changing day secondary into boarding influences enrolment in public secondary schools in Trans Nzoia West Sub County.
- ii. To examine the extent to which changing day secondary into boarding influences retention in public secondary schools in Trans Nzoia West Sub County.

- iii. To determine the extent to which changing day secondary into boarding influences student-teacher ratio in public secondary schools in Trans Nzoia West Sub County.
- iv. To assess the extent to which changing day secondary into boarding influences completion in public secondary schools in Trans Nzoia West Sub County.

1.5 Research questions

The following research questions were formulated to guide the study:

- i. To what extent did changing day secondary into boarding influenced enrolment in public secondary schools in Trans Nzoia West Sub County?
- ii. To what extent did changing day secondary into boarding influenced retention in public secondary schools in Trans Nzoia West Sub County?
- iii. To what extent did changing day secondary into boarding influenced student-teacher ratio in public secondary schools in Trans Nzoia West Sub County?
- iv. To what extent is completion influenced by changing day secondary into boarding in public secondary schools in Trans Nzoia West Sub County?

1.6 Significance of the study

The study findings may benefit the policy makers by informing them the influence of their policies in improving students' participation in education in public secondary schools. The policy implementers such as the County Directors of Education and Quality Assurance and Standard Officers may be familiar about the best practices that may enhance students' participation in an educational cycle. Principals, Boards of Management (BOM) and Parents Teachers Associations (PTA) who are the schools immediate stakeholders and who are the ultimate players in such a decision may be conversant about what needs to be done to avoid wastage in education.

1.7 Limitation of the study

The researcher was not in a position to control the attitude of the respondents when they were responding to research instruments. The researcher therefore, administered the research instruments at the convenient time agreed with the respondents.

1.8 Delimitation of the study

The study focused only on those schools that changed status from day secondary school to boarding school. It focused on principals, form four class teachers and form three and four students. The findings will only be used to infer to those that

changed status from day secondary school to boarding school. The research limited itself to Trans Nzoia west, but it may be used to infer to other sub-counties in the country as well because public secondary schools in Kenya have similar setup guided by policies from MoEST.

1.9 Basic assumptions of the study

The study assumed that the respondents were willing to participate in the study, sincere when filling questionnaires and adequate data available.

1.10 Definition of significant terms

Access refers to enrolment of student into school.

Boarding school refers to school for students who live at school.

Completion rate refers to the proportion of students who complete the last grade of a school cycle divided by the number of students who enrolled in the grade at the beginning

Day school refers to schools for students who live at home.

Drop out refers to withdrawing from schooling before finishing one cycle of education e.g. reaching Form two.

Enrolment refers to number of students registered in a school.

Education refers to the total process of developing human ability and behavior.

Participation refers to retaining enrolled students into a secondary school until completion of education cycle, that is, from form one to form four.

Policy refers to a deliberate plan of action to guide decisions needed to achieve rational outcomes.

Retention refers to ability to keep a student in an educational institution in order to participate in its education process.

Student-teacher ratio refers to the number of students in relation to the number of teachers.

1.11 Organization of the study

The study was organized into five chapters, Chapter one contained the introduction, background to the study, statement of the problem, purpose of the study, research objectives, research questions, limitation of the study, delimitation of the study, basic assumptions, definition of significant terms and organization of the study. Chapter two comprised of reviewed related literature in the study, summary of reviewed related literature, theoretical framework and conceptual framework. Chapter three included the research methodology, which consists of research design, target population, sample size and sampling techniques, research instruments, validity and reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four contained introduction, questionnaire return rate, demographic information, influence of

changing day schools into boarding on; enrolment, retention, student-teacher ratio and completion and Chapter five covered the summary of the study, conclusions, recommendations based on the findings and suggestions for further research.

CHAPTER TWO

REVIEWED RELATED LITERATURE

2.1 Introduction

This chapter presents reviewed related literature to the study involving examining document analysis such as books, magazines, journals and dissertations that have a bearing on the study. The section covers; concepts of boarding schools, changing day schools into boarding and enrolment, changing day schools into boarding and retention, changing day schools into boarding and student-teacher ratio and changing day schools into boarding and completion. It also has the summary of the gaps to be filled, the theoretical framework and conceptual framework.

2.2 Concept of boarding schools

In the beginning of late nineteenth century, when American Indians were restricted to reservations, the United States federal government made an intentional effort of assimilation, primarily through the education of Indian Children. From its inception the goal of Indian education was to “Americanize” Indians. Boarding schools were key components in the process of this cultural genocide and were designed to physically, ideologically, and emotionally remove Indian children from their families, homes, and tribal affiliations. Once students arrived at school, they could not “be Indian” in any way—culturally, artistically,

spiritually, or linguistically (Archuleta, Child, & Lomawaima, 2000). By the 1880's there were 60 schools with 6,200 Indian students in the United States. By 1900 there were 150 boarding schools (Reyhner & Eder, 2004).

The Indian boarding school movement began after the Civil War, when well intentioned reformers turned their attention to the plight of American Indian people. Previously many Americans regarded the Native people with either fear or hatred, however reformers advocated that with proper education, Indians could become just like other citizens. They convinced the leaders of Congress that education could change at least some of the Indian population into patriotic and productive members of society. The reformers assumed it was necessary to “civilize” Indian people and teach them to accept white men’s beliefs and value systems. The boarding school became the solution to this problem. In this way, the policy makers believed, young people could be immersed in the values of the dominant American society while also being kept away from the influence of their traditional parents (Bowker, 1993).

In Kenya, day secondary schools have been changed into boarding schools to enhance discipline and quality. Despite the existence of policy guidelines (Republic of Kenya, 2001) to facilitate enhanced discipline in schools, cases of indiscipline such as absenteeism, sneaking, defiance of authority, stealing,

bullying, boy–girl relationship are still reported majorly in day schools which are predominantly mixed schools. Indiscipline lowers the performance of a student, hence the quality.

2.3 Changing day schools into boarding and enrollment

Mwaka (2014), indicates that countries in the world over have established mechanisms to enhance access to education across levels. In fact, access to education is one of the Millennium Development Goals (MDGs) (Lewin, 2007). This is based on the fact that access to basic education lies at the heart of development. Lack of education is both a part of the definition of poverty and a means for its diminution, (Lewin, 2007). During the Jomtien World Conference on Education For All Conference in 1990, it was realized that development could be accelerated through investment in human capital and that a new thrust to universalize education was very positive. Access to education was one of the pre-conditions for rapid economic growth (UNESCO, 1990).

Lewin (2007), asserts that the pattern of access to education falls within the following scope: High Participation in primary and secondary level, with low rates of repetition and drop out; very high initial enrollment rates in primary schooling, but high drop out and repetition with low completion rates and falling transition rates into secondary school, and low repetition rates at secondary; high

primary entry rates and mid-levels of repetition, drop out and completion, with mid range secondary participation; very low primary entry rates and very low participation through primary and secondary school. However, this trend fronted by Lewin does not put in a nutshell another situation in which there are initial enrolments in secondary level but due to the change of its status from a day school to a boarding school, drop outs are witnessed and at the same time there is a decline in student's enrollment. The end result is wastage. The reasons given for student drop-out in lower secondary school are poor performance and lack of affordability and loss of interest (Lewin, 2007). One of the underpinnings that impinge affordability could be the change of a school status from a day school to a boarding school.

The Bill of Rights in the Kenyan constitution takes education as a fundamental right and it is free and compulsory, (Ministry of Education Science and Technology, 2013). This implies that citizens can hold the state accountable by ensuring that any child below the age of 18 years has access to education. In fact, according to the Sessional Paper no. 14 of 2013 on education the government is already implementing measures to improve access and quality secondary education through the implementation of Free Day Secondary Education (FDSE). The task force on the re-alignment of the education sector to Vision 2030 and the Constitution of Kenya (2010) recommend that the government continues to

reduce the cost of education to households through the provision of teachers, teaching and learning materials and grants to schools to cover operational and maintenance expenses under the Free Primary Education and the Subsidized Secondary Education Policy (Mwaka & Njogu, 2014). In their research, they found out that expanding access to day schools has a dual function; increased academic performance and increased enrollment. The principal purpose of establishing these new schools is to expose more children to the official Kenyan curriculum. They aver that the effects of the expansion of day schools on children's enrollment must be analyzed, then those changes in enrollment in individual schools are looked at and finally the differences in test scores in both schools be done.

2.4 Changing day schools into boarding and retention

Retention refers to ensuring that students enrolled in secondary schools remain in school until they complete their course without dropping out. Hyde (1995) asserts that dropouts are children leaving school and not re-enrolled in that or any other school before they have completed a cycle. What the act of dropping simply means is premature departure from school. Rumberger (1987), has added that a dropout is someone who was once in an educational institution as a learner but did not complete the course. Ankomah, Koomson, Bosy and Oduro (2005), as cited by Wesonga (2010) once student have been enrolled, it is crucial to ensure that

they are retained at school long enough to complete the curriculum and acquire basic skills.

Rumberger (1983) identified four broad categories of reasons why students drop out of school as school based, economic, family background and social-cultural. He indicated that school based factors accounted for 44 percent of the school dropout. Lewin (2007) indentified differential rates for boys and girls and concluded that boys dropped out of school mainly because of school based factors while girls drop out of school due to family factors. Bennel and Sayed as cited by Gachoki (2007) stated that school based factors contributed to low retention of learners in Uganda more than anything else. Safina, as cited by Musyoka (2014), indicated that school based factors were significant in influencing retention of students in Kenya secondary schools. Orodho, in Musau (2007), stated that only a minimal percentage of students enrolling in class one ever reach the end of secondary education in Kenya.

2.5 Changing day schools into boarding and student-teacher ratio

The student-teacher ratio measures the number of teachers in relation to the number of students. The ratio of students to teaching staff compares the number of students (full-time equivalent) to the number of teachers (full-time equivalent) at a given level of education and in similar types of institutions (OECD, 2014). It

is one of the measures of assessing progress towards education for all. There is a relationship between the class size and student-teacher ratio. The number of students per class is calculated using a number of different elements: the ratio of students to teaching staff, the number of classes or students for which a teacher is responsible, the amount of instruction time compared to the length of teachers' working days, the proportion of time teachers spend teaching, how students are grouped within classes, and team-teaching arrangements. Student-teacher ratios vary, and to a larger extent, at the secondary school level, ranging from 30 students per full-time equivalent teacher in Mexico to fewer than 10 in Austria, Belgium, Indonesia, Luxembourg, and Portugal. On average across OECD countries, there are about 13 students per teacher at the secondary level (OECD, 2014).

UNESCO (2015) indicates that at the lower secondary level, where 105 countries had data for 2012, 18 had ratios above 30:1, including Bangladesh, Chad, Mauritania and Zambia. Between 1999 and 2012, the ratios grew by more than six students per teacher in Ethiopia, the Gambia, Guinea, Mali and Myanmar. Each experienced a significant rise in the gross enrolment ratio, far outstripping any increase in teacher numbers and raising serious concern for education quality in these countries. Yet some countries with growing lower secondary enrolment improved their student-teacher ratios significantly. In Togo, the gross enrolment

ratio rose from nearly 39 percent in 1999 to 68 percent in 2011 while the student-teacher ratio fell from 44:1 to 34:1. At the upper secondary level, out of 97 countries with data for 2012, only Bangladesh, the Dominican Republic, Eritrea, Nigeria and Yemen had ratios above 30:1. Upper secondary student-teacher ratios stayed constant or decreased in most countries over the last decade, markedly so in Eritrea (from 45:1 to 31:1) (UNESCO, 2015). However, this analysis includes only 13 percent of countries in sub-Saharan Africa, the region that suffers the worst teacher shortages at the upper secondary level.

2.6 Changing day schools into boarding and completion

The issue of student completion in secondary schools has been given quite priority across various countries in the global scenes. In Canada, high school completion has been able to increase by nearly 11 percentages between 1997 and 2010. This is simply because the government in that region has put completion of students as the first priority. Further, the education system has certainly encouraged "stay in school" programs, but broader economic and social factors have been more important than policy in contributing to Canada's impressive performance on completion (Conference Board of Canada, 2013).

In the other parts of America, the completion of students in some schools has been quite demanding. This has contributed a lot in the increased research studies

in the American education. According to Martin & Halperin (2006), the reports on high school completion and incomplete secondary school education conducted in region have concluded that approximately two thirds of final year students in their system of education get complete their studies four years later than the expected period. In the African continent especially sub-Saharan African countries completion of secondary education is generally high for males as compared to female. A report provided by (UNICEF, 2012) indicated that most of the region (21 percent young women and 28 percent of young men) have completed secondary school. This reflection does not exclude Kenya as a country in the education sector.

Despite the steady growth in completion rate in both primary and secondary schools in Kenya, there are still a high number of students failing to complete school. According to Magondu (2011) the issue of completion rate in high secondary school and low transition rates remain some of the major challenges facing the education sector in Kenya. A study by KIPPRA (2006) shows that the survival rate from Form 1 to Form 4 is above 20 percent.

2.7 Summary of reviewed related literature

Introduction of FDSE in 2008 led to an increase in enrolment (Ministry of Education Science and Technology, 2015). Access to day schools has a dual

function; increased academic performance and increased enrollment (Mwaka & Njogu, 2014). According to (Rumberger, 1983) students drop out of school because of the following factors: school based, economic, family background and social-cultural. As seen, most of the literature review assesses revolves debating on the issue of participation from different dimensions. None of them talks about the change of status from day to boarding schools and the influence to students' participation in education. This therefore, forms the basis for this research.

2.8 Theoretical framework

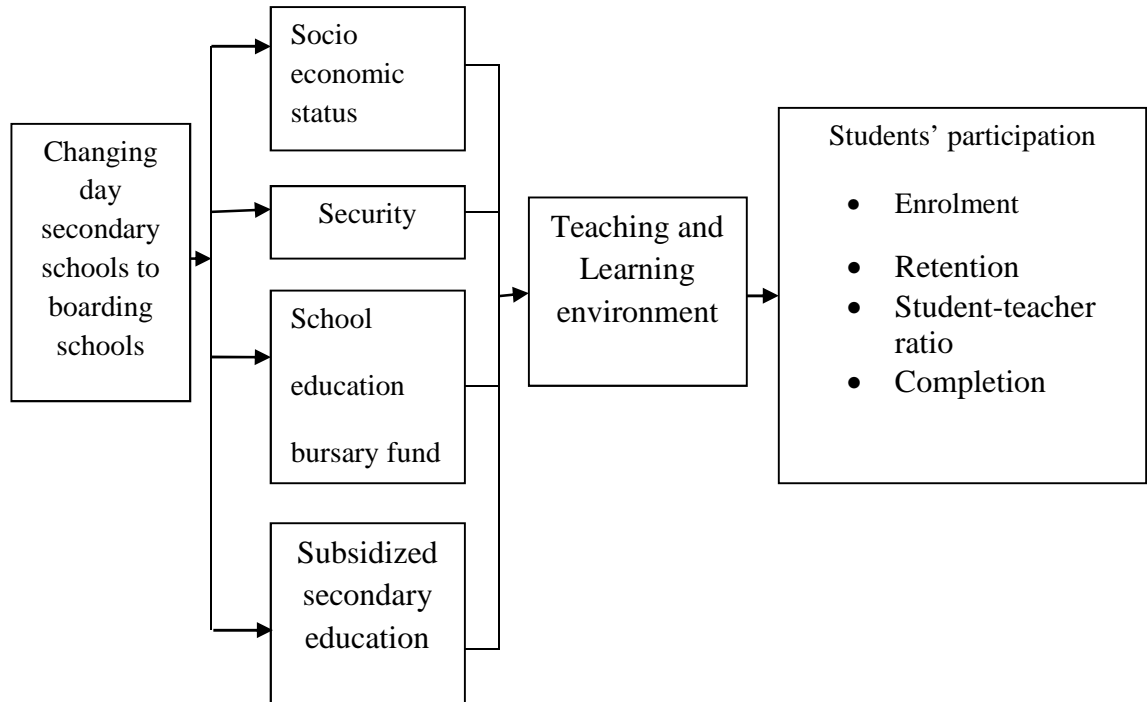
This study was guided by Change Theory by Peter Senge (1990), which denotes that organizations that positively embrace change realize their goals and objectives through five disciplines: system thinking, personal mastery, building mental models, building shared visions and team learning. Achieving 'personal mastery' required the self-discipline of 'meditative practice' and the ability to see the world holistically as an integrated 'mind-body system': as individuals, we participate in systems, and we must locate our everyday practices within a systemic awareness of the whole. Creating and 'managing mental models' also required new systemic insights into the ingrained management assumptions that block real system change and learning.

Building a 'shared vision' goes further in supporting systems thinking by requiring organizations to collectively develop a common sense of purpose and direction. Similarly, encouraging 'team learning' through new forms of shared learning, dialogue and collective knowledge defined the systemic process for creating a shared vision. Finally, the fifth discipline of 'systems thinking' was concerned with disclosing the universal 'feedback structures' of system change and organizational learning: "System thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static "snapshots" (Senge, 1990, p. 23).

Changing of day secondary schools into boarding schools is thus viewed as an organizational change aimed at enabling schools to realize institutional objectives of increased participation in education among students. Thus, it shall be realized that stakeholders ought to embrace the system thinking discipline, in order to achieve organizational goals. This discipline facilitates team working in a systematic way in order to contribute to students' participation in education. Affected members should also have mastery of what should take place, that is, the change of day secondary schools into boarding schools. Moreover, the stakeholders should change their skills and mind set in line with the envisaged change and, embrace team work so as to realize the desired results.

2.9 Conceptual framework

Figure 2.1 shows the relationship between changing day secondary schools into boarding and students' participation in education.



Source: Self conceptualized framework

Figure 2.1 Relationships between changing day secondary schools into boarding schools and students' participation.

Figure 2.1 indicates that schooling is a process that converts inputs to outputs. In this study, changing day secondary into boarding schools are inputs. Participation of students in education after the change of school status depends on socio

economic status of parents, bursary fund government subsidy and security. They determine enrolment, retention, student-teacher ratio, and completion which are outputs.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the research design, target population of the study, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

This study adopted the descriptive survey design methodology. This research design was used because the researcher must be able to define clearly, what he/she wants to measure and must find adequate methods for measuring it along a clear cut definition of the study population (Kothari, 2008). The role of the researcher was to report the findings as they are gathered from the field. According to Kothari (1993) the design is concerned with describing, recording, analyzing and reporting conditions that exist naturally. Descriptive studies are not only restricted to fact findings but also to formulation of important principles of knowledge and solution to significant problems. It is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2008).

3.3 Target population

All people under consideration in any field of inquiry constitute a universe or targeted population (Kombo, 2006). Table 3.1 shows the target population of the study.

Table 3.1 Target population

Category	Target population
Schools	9
Principals	9
Teachers	24
Students	1883
Total	1925

3.4 Sample size and sampling procedures

A sample size of 10 percent would effectively represent the entire population even if the findings were generalized provided that the sample is evenly distributed and homologous in nature, Mugenda and Mugenda (2003). Students were selected through simple random sampling while schools, principals and teachers were selected through purposive sampling. Purposive sampling involves deliberate selection of particular units of the universe for constituting a sample which represents the universe (Kothari, 2004). Only 9 schools that changed from day to boarding, their principals and teachers will be selected.

Table 3.2 shows the sample size of the study.

Table 3.2 Sample size

Category	Total population	Sample	Percentage (%)
Schools	9	9	100
Students (form 3 & 4)	1883	188	10
Teachers	24	9	37.5
Principals	9	9	100
Total	1925	215	

Source: Sub-County Education Director's office Trans Nzoia West (2015).

3.5 Research instruments

The researcher used questionnaires as instrument for the study. The questionnaires were constructed for the principals, teachers and students. The questionnaires consisted of two sections. Section A addressed demographic information. Section B contained closed and open-ended items aimed at collecting opinions on influence of changing day secondary into boarding schools on students' participation in education. Closed coded items required the respondent to tick the appropriate response from the provided alternatives while open-ended items required the respondent to fill the blank spaces by giving their own opinions.

3.6. Validity of research instruments

Mugenda and Mugenda (2003) define validity as the accuracy and the meaningfulness of inference which is based on research results obtained from data represents the phenomena under study. It is the degree to which a test measures what it purports to be measuring. This is the extent to which a concept conclusion or measurements is well- formed and corresponds accurately to the real world. The research used questionnaires to collect data for it truly measure the idea or construct in question.

3.7 Reliability of research instruments

Mugenda and Mugenda (2008) define reliability as the degree to which a research instrument gives consistent results or data after repeated trials. To establish the reliability of the research instruments, the test-retest method was used. The respondents were issued with questionnaires for them to fill and the same questionnaires were given to the same respondents within a two week's interval. The two sets of questionnaires were compared to see consistency in answering the questions. Scores were correlated using the Pearson Product Moment formula as shown below:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]\}}}$$

Where r = Pearson co-relation co-efficient

X = result from first test

Y = result from second test

N = number of observations

A correlation coefficient of between 0.7 to 1 is considered reliable according to (Mugenda & Mugenda, 2003). The r value computed was 0.85, hence the research instruments were reliable.

3.8 Data collection procedures

The researcher, after getting introductory letter from the university, obtained a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) after which he presented it to the sub-county and district education officer Trans Nzoia West Sub County for clearance to commence the study. The researcher then made introductory visit to the schools of study, and on the agreed date the researcher distributed the questionnaires for filling and collected them later.

3.9 Data analysis techniques

Data analysis is the whole process which starts immediately after data collection and ends at the point of interpretation and processing data (Kothari, 2008). Qualitative data was analyzed qualitatively through content analysis and organized into themes and patterns corresponding to the research questions. This helped the researcher to detect and establish various categories in the data which

are distinct from each other. Themes and categories were generated using codes assigned manually by the researcher. Quantitative data was analyzed by the help of Statistical Packages for Social Sciences (SPSS) version 20.0 and presented through percentages, means, standard deviations and frequencies. The information was displayed by use of bar charts, graphs and pie charts and in prose-form. This was done by tallying up responses, computing percentages of variations in response as well as describing and interpreting the data in line with the study objectives and assumptions through use of SPSS version 20.0.

3.10 Ethical considerations

The research confined itself strictly to the norms and values of research ethics. The study upheld honesty and confidentiality of the information that does not need publicity. In addition, respondents' anonymity will not be disclosed without the respondents' permission.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

The purpose of this study was to establish influence of changing day secondary schools into boarding schools on students' participation in public secondary schools in Trans Nzoia West Sub County. This chapter presents data analysis, findings, presentation and interpretation of findings. The data was analyzed using descriptive statistics where frequencies, percentages and mean as well as standard deviation are done to interpret the data. The chapter is presented according to the research objectives including the questionnaire return rate and demographic information.

4.2. Questionnaire return rate

Baruch (1999) defines questionnaire return rate as the proportion of the questionnaires returned after they have been issued to the respondents. Table 4.1 shows the questionnaire return rate for the study.

Table 4.1: Questionnaire return rate

Targeted respondents	Sample size	Responses	Return rate (%)
Principals	9	9	100
Teachers	9	9	100
Students	188	188	100
Total	206	206	100

The results on Table 4.1 indicate that all the research instruments were 100 percent returned. A response rate of above 80 percent is adequate for social sciences studies, Baruch (1999). This implies that the return rate is deemed adequate for data analysis.

4.3 Demographic information

This section presents the distribution of principals, teachers and students by their gender and age bracket; principals' and teachers' highest academic and professional qualification; their teaching experience and length of time they have worked at their current station.

The principals were asked to indicate their gender. Their results are shown in Table 4.2

Table 4.2: Distribution of principals by gender

	Frequency (f)	Percent (%)
Male	6	66.7
Female	3	33.3
Total	9	100

Table 4.2 indicates that the majority (66.7 percent) of principals of schools that changed from day to boarding school are male with only 33.3 percent being female. It is believed that schools that are headed by male head teachers have strict rules and regulations to be followed that can make a student not to drop out and males are best disciplinarians (Omollo, 2013). It also shows that when schools change status from day to boarding, majority are converted to boys' schools. Out of the 9 schools that changed status from day to boarding schools, 6 are boys' schools (66.7 percent) and 3 girls' schools (33.3 percent). This is based by the fact that the male teachers headed boys' schools while the female teachers headed girls' schools.

The form four class teachers were asked to indicate their gender. Their findings are shown in Table 4.3

Table 4.3: Distribution of form four class teachers by gender

	Frequency (f)	Percent (%)
Male	4	44.4
Female	5	55.6
Total	9	100

The findings on Table 4.3 indicate that majority (55.6 percent) of form four class teachers was female with only 44.4 percent being male. This could be based on the assumption put forward by Obunga (2011) that, females can attend to calls pertaining to individual's needs and due to their motherly love, patience and kindness for students which is an absolutely absent in most men if not all. This improves the students' retention and completion in education.

The researcher sought to establish the gender of students and the responses are shown in Table 4.4

Table 4.4: Distribution of students by gender

	Frequency (f)	Percent (%)
Male	120	63.8
Female	68	36.2
Total	188	100

Table 4.4 indicates that majority (63.8 percent) of form three and four students of schools that changed from day to boarding schools are male with 36.3 percent

being female. This was seen as sufficient representation of the gender distribution in the schools that were sampled. The researcher found out that there is gender disparity in the schools where boys are favoured at the expense of girl child as a result of change in school status from day to boarding.

The principals were also asked to indicate their age bracket. Their Response are shown in Table 4.5

Table 4.5: Distribution of principals by age bracket

	Frequency (f)	Percent (%)
36 – 40 years	1	11.1
41 – 45 years	3	33.3
Over 45 years	5	55.6
Total	9	100

The data on Table 4.5 indicate that, majority of principals (55.6 percent) are aged over 45 years while 33.3 percent are aged between 41 years and 45 years and 11.1 percent are aged between 36 years and 40 years. This could be credited to the fact that leadership goes hand in hand with experience which is a result of time.

The form four class teachers were also asked to indicate their age bracket. Their Response are shown in Table 4.6

Table 4.6: Distribution of teachers by age bracket

	Frequency (f)	Percent (%)
25 – 30 years	2	22.2
31 – 35 years	5	55.6
36 – 40 years	2	22.2
Total	9	100

The data on Table 4.6 indicate that, majority of form four class teachers (55.6 percent) are aged between 31 year and 35 years while 22.2 percent are aged between 41 years and 45 years and another 22.2 percent are aged between 25 years and 30 years. None of the class teachers fell within the age bracket of 41 – 45 years and above. This shows that the newly recruited and young teachers are the ones allocated duties as class teachers.

The form three and form four students were asked to indicate their age bracket. Their Response are shown in Table 4.7

Table 4.7: Distribution of students by age bracket

	Frequency (f)	Percent (%)
14 – 16 years	17	9.0
17 – 19 years	149	79.3
Over 19 years	22	11.7
Total	188	100

Table 4.7 indicates that the respondents were asked to state their age as per the admission record. Majority of students, 79.3 percent fell in the age bracket of 17 - 19 years while 11.7 percent fell in the age of category of over 19 years and 9.0 percent fell in the age bracket of 14 – 16 years. This was an indication that the students were mature enough to understand and answer appropriately the questions that they were being asked.

4.3.1 Principals' academic qualification

The findings indicate that 100 percent of principals in the schools that changed status from day to boarding schools in Trans Nzoia West have masters' degree. The principals are highly qualified and this had a lot of influence on students' participation in education. It is pre supposed that qualified administrators place

well established structures, ensuring proper coordination of activities within the organization, enhancing efficiency and development (Northhouse, 2004)

The form four class teachers were asked to indicate their academic qualifications. Their responses are shown in Table 4.8

Table 4.8: Distribution of teachers by academic qualification		
	Frequency (f)	Percent (%)
Bachelors	7	77.8
Masters	2	22.2
Total	9	100

The data on Table 4.8 indicate that, majority of form four class teachers (77.8 percent) have masters while 22.2 percent have bachelors degree in education. This indicates that the teachers are qualified to handle the students. This could be as a result that the current policy on promotion of teachers by Teachers Service Commission (TSC) is pegged on not only merit but academic qualification. A qualified staff is a better coordination of both human and physical resources.

The principals were asked to indicate their teaching experience. Their response are shown in Table 4.9

Table 4.9: Distribution of principals by teaching experience

	Frequency (f)	Percent (%)
11 – 15years	2	22.2
16 – 20 years	6	66.7
Over 20 years	1	11.1
Total	9	100

The data on Table 4.9 indicates distribution of principals by teaching experience, findings indicated that 66.7 percent of principals in schools that changed status from day to boarding have been in teaching for 16 – 20 years, 22.2 percent for 11 – 15 years and 11.1 percent over 20 years. This shows that most of the principals have a lot of experience since they have served for a longer period of time. Older individuals are believed to have greater wisdom, experience and capacity to handle both human and physical resources within the organization to enhance secondary school retentions (National Centre for Education Statistics, 2004).

The form four class teachers were asked to indicate their teaching experience. Their responses are shown in Table 4.10.

Table 4.10: Distribution of teachers by teaching experience

	Frequency (f)	Percent (%)
6 – 10 years	5	55.6
11 – 15years	3	33.3
Over 16 years	1	11.1
Total	9	100

The findings on Table 4.10 indicate that 55.6 percent of form four class teachers had a teaching experience of between 6 – 10 years, 33.3 percent were 11 – 15 years and 11.1 percent were over 16 years. This suggests that they had gained the requisite experience to enable them to respond to the questions appropriately.

The researcher sought to establish the duration principals had stayed in their current station. The questionnaire responses are shown in Table 4.11

Table 4.11: Distribution of principals by work experience in station

	Frequency (f)	Percent (%)
1 – 5 years	3	33.3
6 – 10 years	4	44.4
11 – 15years	1	11.1
Over 16 years	1	11.1
Total	9	100

Table 4.11 indicates principals' response on their length of time they have worked at their current station. From the findings, 33.3 percent have been in their current station for 1 – 5 years, 44.4 percent for 6 – 10 years, 11.1 percent for 11 – 15 years and another 11.1 percent over 16 years. This implies that many of the principals in the schools that changed from day to boarding have been in their current stations for at least 6 years. This means that they have adequate information on the influence of changing day secondary into boarding schools on students' participation in education. This is because; many were there when the change was taking place.

The researcher sought to establish the duration form four class teachers had stayed in their current station. The questionnaire responses are shown in Table 4.12

Table 4.12: Distribution of teachers by work experience in station

	Frequency (f)	Percent (%)
6 – 10 years	8	88.9
11 – 15years	1	11.1
Total	9	100

The results on Table 4.12 indicate that majority of form four class teachers (88.8 percent) have worked at their current station for between 6 – 10 years. This could be as a result that the current policies on first posting and transfer of new teachers by Teachers Service Commission (TSC) which requires newly recruited teachers to work in their stations for at least five years before being transferred. 11.1 percent have worked at their current station for between 11 – 15 years. This suggests that the class teachers were competent to answer the questions since they were there when the school was changing from day to boarding.

4.4 Influence of changing day school into boarding on enrolment

The researcher sought to establish when the schools changed from day into boarding school. The responses are shown in Table 4.13

Table 4.13: Period the schools changed from day to boarding

	Frequency (f)	Percent (%)
2 years	2	22.2
3 years	2	22.2
Over 3 years	5	55.6
Total	9	100

Table 4.13 indicate that, majority of schools (55.6 percent) changed status from day to boarding school over 3 years ago. 22.2 percent changed 3 years ago and

another 22.2 percent changed 2 years ago. This means that the schools changed from day into boarding schools in recent years. This happened because schools wanted to improve on academic performance and minimize cases of indiscipline as noted by Achoka and Barasa (2013).

The researcher sought to establish the category of school after it changed from day secondary to boarding school. The responses are shown in Table 4.14

Table 4.14 Category of school after change

Category	Frequency (f)	Percent (%)
Boys' boarding	6	66.6
Girls' boarding	3	33.3
Total	9	100

The results on Table 4.14 indicate that majority (66.6 percent) are boys' boarding schools and 33.3 percent are girls' boarding schools. This shows that there is gender disparity when schools change from mixed day to boarding schools as more boys' schools emerge. This means that more boys are able to access secondary education than girls. This is supported by the fact that, there has been strong movement worldwide towards greater gender parity, but country progress has been uneven (UNESCO, 2015)

The principals were asked whether the enrollment of the students from surrounding areas were affected after the schools changed status from day to boarding schools. The responses are shown in Table 4.15

Table 4.15: Effect on enrolment on students from surrounding areas

Category	Frequency (f)	Percent (%)
Yes	7	77.8
No	2	22.2
Total	9	100

The results on Table 4.15 indicate that majority (77.8 percent) of the respondents answered yes that the enrolment of the students from the surrounding areas were affected as a result of changing day schools into boarding while 22.2 percent said no. Those who answered in the affirmative noted that the students from the families which could not afford the new school fees were locked out of the school and some were forced to look for alternative schools or drop out all together. This is because if the day schools were cheaper, hence enhanced more students to enroll, and given the fact that the schools are located within the confines of the immediate society, once they are changed into boarding status, there are bound to be effects with the decision.

The researcher sought to establish the enrolment trend for the past four years. The data responses are shown in Table 4.16

Table 4.16: Enrolment trend 2012 - 2015

	2012	2013	2014	2015
Form one	1,224	1,183	1,105	1,006
Form two	1,196	1,198	1,153	1,094
Form three	1,171	1,187	1,165	1,142
Form four	1,142	1,038	1,166	1,107
Total	4,733	4,606	4,589	4,349

Table 4.16 indicate that the enrolment has been declining in the last four years after the schools changed status from day to boarding, the students' total population in 2012 when some of the schools changed from day to boarding was 4,733 and 4,349 when all the schools had changed into fully boarding schools.. This is because those who could not afford boarding schools transferred to day schools and the form ones opted to join day schools. The decision of changing day secondary into boarding prevents students from poor backgrounds from accessing secondary education.

The principals were further asked to indicate their perception on the influence of changing day secondary into boarding school on students' enrolment. Their responses are presented in Table 4.17

Table 4.17: Principals' perception of change on students' enrolment

Decrease in enrolment	Frequency (f)	Percent (%)
Disagree	1	11.1
Agree	2	22.2
Strongly Agree	6	66.7
Total	9	100

Table 4.17 indicates that 11.1 percent of principals disagree on the influence of changing day secondary into boarding on the decrease on students' enrolment. 22.2 percent agreed that the change decreased enrolment while 66.7 percent strongly agreed. This implies that changing day secondary into boarding schools decreases enrolment as students from the local areas who are supposed to enroll could not afford increased boarding fees. Students from surrounding areas also don't prefer being boarders near home.

The researcher sought to establish whether the form three and form four students were day scholars or boarders when they enrolled in form one. Their responses are presented in Table 4.18

Table 4.18: Enrolment in form one

	Frequency (f)	Percent (%)
Day scholar	157	83.5
Boarder	31	14.5
Total	188	100

Table 4.18 indicates that, majority of students (83.5 percent) enrolled in form one as day scholars while 14.5 percent enrolled as boarders. This is because the change from day to boarding started with those who were in form four by then. It was optional for the form one and mandatory for the form four students. Majority said they became boarders as a result of the change.

4.5 Influence of changing day school into boarding on retention

The respondents were asked to on the situation of the retention after changing day secondary into boarding school. Their responses are shown in Table 4.19

Table 4.19: Retention after change

	Frequency (f)	Percent (%)
Satisfactory	17	8.3
Good	48	23.3
Very good	141	68.4
Total	206	100

The findings on Table 4.19 indicate that retention was very good after the school changed from day to boarding with 68.4 percent in support. 23.3 percent indicated that retention was good while 8.3 percent saying that it was satisfactory. The retention is good because of high number of students promoted and a few repeating. The change brought about improved performance as the teacher-student contact hours increased. The teachers who lived in the school compound were able to assist the students till late hours. As a result of improved performance, cases of repetition also reduced. This suggests that, change of the schools from day to boarding has a positive influence on retention.

The researcher sought to establish the percent of original number of students admitted in form one and retained till form four. The responses are presented in Table 4.20

Table 4.20: Original number of students admitted in form one and retained till form four

Percent of retained students	Frequency (f)	Percent (%)
50 - 74%	2	22.2
75 - 99%	7	77.8
Total	9	100

Table 4.20 indicates that between 50 – 74 percent of students who were admitted in form one are retained till form four while between 75 – 99 percent are retained. This suggest that majority (77.8 percent) of students are retained in the school even as the school changes from day to boarding. This is because; the students who are already enrolled easily adapt to the changes and see schools as home away from home. The burden of walking daily to and from schools is also removed.

The researcher sought to establish the adequacy of boarding facilities after the school changed from day to boarding school. The results are shown in Table 4.21

Table 4.21 Adequacy of boarding facilities

	Frequency (f)	Percent (%)
Very inadequate	13	6.9
Inadequate	21	11.2
Average	44	23.4
Adequate	79	42.0
Very adequate	31	16.5
Total	188	100

The findings on Table 4.21 indicate that 6.9 percent of the respondents say that the boarding facilities are very inadequate, 11.2 percent say its inadequate, 23.4 percent say its average, 42.0 percent say its adequate and 16.5 percent say its very adequate. This means that many students (42.0 percent) agree that the boarding facilities are adequate after the school changed its status from day to boarding. These facilities are very important for the students because when they adequate they feel comfortable. This study on boarding facilities agrees with Kinder (2003) who observed that; when cleanliness is maintained, students get attracted and motivated. This contributes to high retention of students until completion of education cycle.

The students were further asked about what they do at school during weekends when they are free. The responses are shown in Table 4.22

Table 4.22: Weekend activities at school

	Frequency (f)	Percent (%)
Reading/revising	107	56.9
Playing	17	9.0
Cleaning	51	27.1
Relaxing	13	6.9
Total	188	100

Table 4.22 indicates that majority (56.9 percent) of students read/ revises during weekends when they are free, 9.0 percent play, 27.1 percent do cleaning and 6.9 percent relax. This is contrary to what they could have done when they were at home. At home they don't have time to read and revise as they are involved in home activities. Enough time for reading and revising improves performance hence improves promotion and reduces repetitions. This in turn enhances retention of students.

4.6 Influence of changing day school to boarding on student-teacher ratio

The principals and form four class teachers were asked about the student-teacher ratio. Their responses are shown in Table 4.23

Table 4.23: Student-teacher ratio

Student-teacher ratio	Frequency (f)	Percent (%)
45:1	7	38.9
35:1	11	61.1
Total	18	100

The findings on table 4.23 indicate that majority (61.1 percent) of student-teacher ratio is 35:1 and 38.9 percent is 45:1. This indicates that when schools change from day to boarding, the student-teacher ratio lowers. The ratio 35:1 is lower than the government's target of ratio 42:1. The lower the student-teacher ratio, the higher the availability of teachers' services to students (National Center Education Statistics, 2004). The student-teacher ratio is one of the measures of assessing progress towards education for all (UNESCO, 2015)

The respondents were asked to rank on the situation of the class size after changing day secondary into boarding school. Their responses are presented in Table 4.24

Table 4.24: Class size after change

	Frequency (f)	Percent (%)
Satisfactory	8	3.9
Good	13	6.3
Very good	185	89.8
Total	206	100

The findings on Table 4.24 revealed that majority of respondents (89.8 percent) said that the class size was very good, 6.3 percent said it was good and 3.9 percent said that the class size was satisfactory. This was brought about by reduced enrolment and conversion of the schools to single sex as a result of changing the school status from day to boarding. The class size has a relationship with student-teacher ratio. The smaller the class size, the smaller the student-teacher ratio. Smaller classes are often perceived as allowing teachers to focus more on the needs of individual students and reducing the amount of class time needed to deal with disruptions (OECD, 2014). According to Krueger (2002) smaller classes may benefit specific groups of students, such as those from disadvantaged backgrounds.

4.6.1 Teachers' response on influence of change of school status on student-teacher ratio

The study revealed that 100% of form four class teachers agreed that change of school status from day to boarding has an influence on the student-teacher ratio. This is as a result of reduced enrolment and conversion of the school into a single sex after the change.

4.7 Influence of changing day school to boarding on completion

The researcher sought to establish the percent of drop outs because of lack of boarding fee brought about by the change of schools from day to boarding. The responses are shown in Table 4.25

Table 4.25: Principals' response on drop out because of boarding fees

Percent of drop outs	Frequency (f)	Percent (%)
0 – 24%	8	88.9
25 - 49%	1	11.1
Total	9	100

Table 4.25 indicates that a small percent of between 0 – 24 percent dropped out of school because of lack of boarding fee and between 25 - 49% dropped out. This

suggests that majority of those enrolled completed form four. This is because even if the cost of education went up as a result of the change, the subsidized secondary education and bursary enabled students from poor background to complete their education.

The students were asked to indicate the occupation of their parents. This was to help determine the burden of paying boarding fee until completion. The responses are shown in Table 4.26

Table 4.26: Students’ response on the occupation of their parents

	Frequency (f)	Percent (%)
Farmer	38	20.2
Employed	43	22.9
Self-employed	72	38.3
Others	35	18.6
Total	9	100

Table 4.26 the respondents were to indicate what the parents’ occupation was. Out of the total population sampled, 20.2 percent indicated that their parents were farmers while 22.9 percent reported that their parents were employed, 38.3 percent indicated that their parents were self-employed. This is indicative of the

fact that many of the parents do experience financial challenges. The remaining 18.6 percent indicated that their parents do other activities. Parents' occupation determines financial status. If a parent's financial status is low, then they will not be able to pay the increased fee as a result of changing day schools into boarding and this will make them drop out of school as supported by Tawanda and Gordon (2004). But when schools change status from day to boarding, the percent of students who drop is small as seen Table 4.25.

The class teachers were asked to indicate the cause of the difference between the students enrolled in form one in 2012 and the current form four students in 2015. Their responses are presented in presented in Table 4.27

Table 4.27: Teachers' response on the difference between students enrolled in form one 2012 and current form four.

	Frequency (f)	Percent (%)
Transfer after change	2	22.2
Repetition	1	11.1
Drop out	2	22.2
Others	4	44.4
Total	9	100

Table 4.27 indicates that, 22.2 percent transferred to other schools as a result of the change of the school status from day to boarding, 11.1 percent because of repetition, another 22.2 percent because of drop out and 44.4 percent gave other reasons. The other reasons given because of the difference were students being sent away by the administration because of poor performance. Schools change from day to boarding with the aim of improving performance; students that do not perform are denied the opportunity to complete their education. They are forced either to transfer, or drop out.

The respondents were asked if they support the change of day school to boarding. Their responses are presented in Table 4.28

Table 4.28: Response on the support of changing day school to boarding

	Frequency (f)	Percent (%)
Yes	174	84.5
No	32	15.5
Total	206	100

Table 4.28 indicates that majority of respondents (84.5 percent) supported the change of day school into boarding while 15.5 percent were against the change. The principals and teachers said that the change improved discipline, reduced

cases of absenteeism and pregnancies among girls which improved completion. The change also improved contact hours between teachers and students. This improved performance and reduced cases of repetition and drop out. The students supported the change because it saves them time of walking long distances to and from school. It gave them security as some feared going to school along maize plantation because of attacks. Their performances improved and were easily retained, promoted and completed education cycle.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the study, conclusions, recommendations as well as suggestions for further studies.

5.2. Summary of the study

The purpose of this study was to establish influence of changing day secondary schools into boarding schools on students' participation in public secondary schools in Trans Nzoia West Sub County. Specifically, the study was set to establish .influence of changing day secondary into boarding school on enrolment, retention, student-teacher ratio and completion. The study employed a descriptive survey research design where the target population consisted of 9 principals of the schools that changed from day to boarding, 9 form four class teachers and 188 form three and form four students. Purposive sampling method was used to pick the schools, principals and students. Simple random sampling was also used to pick the students who participated in the research.

The researcher used questionnaires as the instrument for the study. The study had three sets of questionnaires, which were used to collect data from school principals, form four class teachers and form three and four students. After getting

introductory letter from the university and permit from the National Council of Science and Technology, the researcher visited the Trans Nzoia West deputy county officer and DEO's office and request for an introductory letter to the target respondents.

The researcher discovered that the reasons for changing the status of a school are usually driven by the need to improve the academic performance of students, this is because such a move increases contact hours and wards off any distractions on the way of the students especially when they are day scholars. This was revealed by the majority of the responses from the students who were in support of the reasons for changing status. However, it was also discovered that when a school changes status from day to boarding, the parents of those children who happen to come from financially strapped backgrounds are usually affected. They find it hard to sustain the children in a boarding school owing to the costs involved and at the same time most of them have several other siblings in secondary school. The end result is either the parent opts to look for another school, preferably day for the child or forfeits the schooling of the child owing to the fact that it is also costly to buy new uniform for the new school and start afresh.

Decision of changing day secondary into boarding school does not prevents a child from completing the education cycle but prevents those aspiring to join in

form one failing to secure a chance due to the same reasons. At the same time, owing to the reduced enrollment of students, the teacher-student ratio continued to improve because the students were reducing to manageable levels.

5.3 Conclusions

Based on the foregoing findings, several conclusions were arrived at;

When public day secondary schools which are usually mixed change into boarding schools, majority (66.6 percent) became boys' boarding schools while 33.3 percent became girls' boarding schools. In terms of enrolment after the change, more boys access education than girls. The enrolment of students from surrounding areas was negatively affected. This is because; the day schools were cheaper, hence enhanced more students to enroll given that the schools are located within the confines of immediate society. The students who could not afford boarding fees were forced to look for alternative schools or drop out. The enrolment trend in the current years has been declining since the change of schools from day to boarding. The respondents strongly agreed that change of school status from day to boarding affected enrolment of students into an educational institution.

The retention of students after the change is very good as majority (68.4 percent) of respondents support this. Majority of students who enrolled in form one are

retained till form four as the burden of walking to and from school is removed. The adequacy of boarding facilities after the change makes students feel comfortable, attracted to school and motivated. This contributes to high retention as students see school as home away from home.

As a result of changing day schools into boarding, the student-teacher ratio is lower than the government's target of 42:1. The ratio of 35:1 was given by 61.1 percent of respondents as shown in Table 4.23. Majority of respondents (89.8 percent) responded that the class size was very good. The smaller the class size, the smaller the student-teacher ratio which allows teachers to focus more on individual needs. 100 percent of teachers agreed that changing day schools into boarding influenced the student-teacher ratio. This was as a result of reduced enrolment and conversion of schools from mixed day schools into single sex after the change.

The percent of students who drop as a result of lack of boarding fee after changing day schools into boarding is between 0 – 24 percent. This suggests that the majority of those enrolled in form one complete form four as they benefit from subsidized secondary education and some get bursaries. Schools change with the aim of improving performance and this improves promotion rate of students from one class to another. Majority (84.5 percent) of respondents support

the change of day schools into boarding as it improves discipline, reduce cases of absenteeism and pregnancies among girls which improve completion. Being at school provides security and this promotes completion of education cycle.

5.4. Recommendations

The following recommendations were made by the study:

- Whenever a school or educational stakeholders decide to change a school status from day to boarding, several mitigating factors ought to be factored in. This is because in most cases the reasons are driven by the need to improve academic performance and often enrollment is ignored. Therefore such a move should insulate parents and hence students who come from financially challenged backgrounds and also the goals of education which include the need to enhance access ought to be factored in. Alternative cheap schools need to be built before a school changes status from day to boarding.
- Introduction of free primary education and subsidized secondary education has resulted into many day schools springing up from the primary schools within the same locality. Education stakeholders should therefore come up with modalities of starting girls' and boys' boarding schools. The new schools should address gender parity.

Establishing of more boarding schools will enable the government achieve it's target of student-teacher ratio.

- The stakeholders in education should ensure that when a school changes status, children from poor backgrounds should not be locked out. Incentives should be given to students to enable them access, retained and complete the school cycle.

5.5. Suggestions for further study

Other issues emanated from the study that requires further investigation. The following are the areas that need further research;

- i. A study on influence of changing day school into boarding on boys'/girls' participation in education.
- ii. A study on influence of changing day school into boarding on performance.
- iii. A replica of the study should be carried out in other areas.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTORY

Peter Omondi Ouma
University of Nairobi,
P.O BOX 30197-00100,
Nairobi.

The Principal

Dear Sir/ Madam

RE: PARTICIPATION IN RESEARCH

I am a Masters' Student at the University of Nairobi undertaking a research titled:
**“Influence of changing day secondary into boarding schools on students’
participation in public secondary schools in Trans Nzoia West.”** I seek your
permission to conduct a research in your institution.

The information provided by the respondents will be used only for this research
and their identity will be treated with strict confidentiality.

Thank you.

Yours faithfully

Peter Omondi Ouma

APPENDIX II: QUESTIONNAIRE FOR THE PRINCIPALS

This questionnaire is intended to collect data on influence of changing day secondary into boarding schools on students' participation in public secondary schools in Trans Nzoia West.

Introductions

- a. Please do not write your name on the questionnaire
- b. The information you will give will be treated with confidentiality
- c. Indicate your choice by a tick (✓)
- d. Kindly answer all the questions

A. Background Information

1. What is your age bracket in Years?

25 – 30 [] 31 – 35 [] 36 – 40 [] 41 – 45 [] Above 45 []

2. State your gender: Male [] Female []

3. What is your highest academic qualification?

Diploma [] Bachelors [] Masters [] PhD []

4. What is your teaching experience: 1 -5 years [] 6 - 10years []

11-15 years [] 16 – 20 years [] over 20 years []

5. How long have you worked at your current station?

1 – 5 years [] 6 – 10 years [] 11 – 15 years [] over 16 years []

B. Influence of changing day secondary into boarding schools on students' participation in education

6. When was the school changed from Day to Boarding school?

Less than 1 year ago [] 1 year ago [] 2 years ago [] 3 years ago [] over three years ago []

7. What is the category of school after change?

Mixed boarding [] Boys' boarding [] Girls boarding []

8a. Did the enrollment of students from the surrounding area affected after the change? Yes [] No []

8b. Explain your answer in 8a. above _____

9. What was the enrolment trend in the last four years?

Form/Year	2012	2013	2014	2015
Form one				
Form two				
Form three				
Form four				
Total				

10. Please, indicate your perception on the influence of changing day secondary into boarding school on students' enrolment in public secondary schools. Rate using the scale:

Strongly Disagree (SD) Disagree (D) Undecided (U) Agree (A)
 Strongly Agree (SA)

Statement	Perception				
	SD	D	U	A	SA
Enrolment has decreased					
Enrolment has not changed					
Enrolment has increased slightly					
Enrolment has increased moderately					
Enrolment has more than doubled					

11. What is the total number of teachers in the school?

12. What is the ratio of students-teachers?

a) 60:1 b) 55:1 c) 45:1 d) 35:1

13. a) Do you support the change of the school from Day to Boarding school?

Yes No

b) Give reasons to your answer _____

14. Rank the following from 1-5 based on the situation in your school after the change

	Very poor	Poor	Satisfactory	Good	Very good
Class size and population	1	2	3	4	5
Teacher-student ratio	1	2	3	4	5
Retention	1	2	3	4	5
Completion	1	2	3	4	5

15. How many students have dropped out of school because of lack of boarding fees since 2011?

Form/Year	2011	2012	2013	2014
Form one				
Form two				
Form three				
Form four				
Total				

16. How many students were admitted in your school in form one in 2011?

17. Of the students admitted in Form one in 2011 (as in 1above), what percentage was retained up to Form Four until completion in 2014?

Number of students

Form one (2011)

Form two (2012)

Form three (2013)

Form four (2014)

18. In your own option what measures can be taken to enhance students' participation in education?

19. What factors should be taken into account before a day school is changed into a boarding school?

Thank you.

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This questionnaire is intended to collect data on influence of changing day secondary into boarding schools on students' participation in public secondary schools in Trans Nzoia West.

Introductions

- a. Please do not write your name on the questionnaire
- b. The information you will give will be treated with confidentiality
- c. Indicate your choice by a tick (✓)
- d. Kindly answer all the questions

SECTION A: Background Information

1. What is your gender? Male Female
2. What is your age bracket in Years?
25 – 30 31 – 35 36 – 40 41 – 45 Above 45
3. What is your teaching experience?
a) 1 – 5 b) 6 – 10 c) 11- 15 d) 16 and above
4. What is your highest academic qualification?
Diploma Bachelors Masters PhD
5. For how long have you taught in this school? _____ years)
6. For how long have you performed the duties of a class teacher? _____

Section B Influence of changing day secondary into boarding schools on students' participation in education

7. How many students were admitted in your class in form one in 2012?

8. How many of the original number of students admitted in form one in 2012 are currently in form four?

9. How many students are currently in form four classes?

10. If the number of students is less, what caused the difference? (Tick (✓) appropriate reason)

a) Transfer due to change of school status from day to boarding

b) Repetition

c) Drop out

d) Others specify _____

11. What is the class size? _____

12. What is the student- teacher ratio?

a) 60:1 b) 55:1 c) 45:1 d) 35:1

13. Did the change of school status from day to boarding influence the ratio of students-teachers? Yes No

14. Do you support change of school status from day to boarding?

Yes

No

15. Give reason to your answer in (14) above

Thank you

APPENDIX IV: QUESTIONNAIRE FOR THE STUDENTS

This questionnaire is intended to collect data on influence of changing day secondary into boarding schools on students' participation in public secondary schools in Trans Nzoia West.

Introductions

- a. Please do not write your name on the questionnaire
- b. The information you will give will be treated with confidentiality
- c. Indicate your choice by a tick (✓)
- d. Kindly answer all the questions

SECTION A: Background Information

1. What is your age bracket?

14 – 16 years 17 – 19 years Over 19 years

2. What is your gender? Male female

3. What is the occupation of your parents?

a) Farmer b) employed c) self employed d) others _____

4. How many of your brother/sisters are in:

a) Day school b) Boarding school

B. Influence of changing day secondary into boarding schools on students' participation in education

5. Were you enrolled as a day scholar or a boarder in form one?

a) Day scholar b) boarder

6. If a day scholar in (5) above, why did you become a boarder?

a) Change of school status from day school to boarding

b) Parents' decision

c) Others (specify) _____

7. Who is paying your fee?

a) Parents b) government c) others (specify) _____

8. Have you had problems of being send home because of boarding fee after the school changed its status? Yes No

9. How would you rate the adequacy of boarding facilities after the school changed from day to boarding?

1) Very inadequate 2) Inadequate 3) Average 4) Adequate

5) Very adequate

10. What do you do at school during weekends?

Reading/revising Playing Cleaning Relaxing

11. Rank the following from 1-5 based on the situation in your school after the change

	Very poor	Poor	Satisfactory	Good	Very good
Class size	1	2	3	4	5
Student-teacher ratio	1	2	3	4	5
Retention	1	2	3	4	5
Completion	1	2	3	4	5

12. Do you support the change of school status from day to boarding?

Yes []

No []

11. Give reason to your answer

Thank you

APPENDIX V: RESEARCH CLEARANCE PERMIT

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A: 5791

CONDITIONS: see back page

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.


THIS IS TO CERTIFY THAT:


MR. PETER OMONDI OUMA
of UNIVERSITY OF NAIROBI, 0-30200
Kitale, has been permitted to conduct
research in Transzoia County


on the topic: INFLUENCE OF CHANGING
DAY SECONDARY INTO BOARDING ON
STUDENTS' PARTICIPATION IN PUBLIC
SECONDARY SCHOOLS IN TRANS NZOIA
WEST, KENYA

for the period ending:
6th November, 2015

Permit No : NACOSTI/P/15/0979/6705
Date Of Issue : 14th July, 2015
Fee Received : Ksh 1,000


Applicant's Signature


Director General
National Commission for Science, Technology & Innovation



APPENDIX VI: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No.

Date:

14th July, 2015

NACOSTI/P/15/0979/6705

Peter Omondi Ouma
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of changing day secondary into boarding on students’ participation in public secondary schools in Trans-Nzoia West, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Trans-Nzoia County** for a period ending **6th November, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Trans-Nzoia County** before embarking on the research project.

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

Said Hussein
SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Trans-Nzoia County.

The County Director of Education
Trans-Nzoia County.

