

INFLUENCE OF PROVISION OF CHILD'S SURVIVAL RIGHTS
ON STUDENTS ACADEMIC ACHIEVEMENT IN SECONDARY
EDUCATION IN IGEMBE SOUTH SUBCOUNTY MERU, KENYA

Judy Kinya Gilbert

A Research Project Submitted in Partial Fulfillment of the Requirement
for the Award of Master of Education Degree in Curriculum Studies.
University of Nairobi

2016

Declaration

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

Judy Kinya Gilbert

E55/72537/2014

This research project has been presented for examination with our
approval as University Supervisors

Dr. Rosemary Imonje

Lecturer

Department of Educational Administration and Planning

University of Nairobi

Dr. Mercy Mugambi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

Dedication

To my husband Moses for his support and encouragement during my studies.
My daughter Clara for her patience as I left her unattended due to my
commitment to this project, not forgetting my dad Gilbert and my mum Juliet
for they believed in my ability to achieve greater heights and really prayed for
me when undertaking my studies and caring out research work.

Acknowledgement

First I would like to appreciate our Lord Almighty, without whom nothing would have been possible. My utmost goes to my University supervisors, Dr. Mercy Mugambi and Dr. Rosemary Imonje for their enduring support, guidance and advice throughout the project. A special mention goes to the Department of Educational Administration and Planning University of Nairobi for their support and guidance during the writing of this project.

I must sincerely thank the Ministry of Education for allowing me to conduct this research project in the public secondary schools in Igembe South Sub County of Meru County in Kenya. My appreciation further goes to the principals, teachers and form four and three students from the sampled schools and my fellow colleague teachers and students of Kirindine Secondary School for their assistance or understanding throughout the process. Last but very important, I thank my brothers and sister for their persistent encouragement and prayers to turn my dream to reality. Your belief in me, love and support inspired my focus to reach this high level of achievement. God bless you all.

Table of Content

Content	Page
Declaration	ii
Dedication	iii
Acknowledgement	iv
List of Tables	x
List of Figures.....	xi
Abbreviations and Acronyms	xii
Abstract	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem.....	7
1.3 Purpose of the study	9
1.4 Objectives of the study	9
1.5 Research questions	9
1.6 Significance of the study	10
1.7 Limitation of the study	10
1.8 Delimitations of the study.....	11
1.9 Basic assumptions of the study	11

1.10 Definition of significant terms	12
1.11 Organization to the study	12

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	14
2.2 Overview of survival rights related to education	15
2.3 Survival rights and students’ academic achievement.....	16
2.3.1 Food provision and students’ academic achievement	16
2.3.2 Provision of health services and students academic achievement	17
2.3.3 Availability of water service and students academic achievement.....	18
2.3.4 School uniforms provision and students’ academic achievement	20
2.3.5 Summary and research gap	20
2.3.6 Theoretical framework	22
2.3.7 Conceptual framework	24

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	26
3.3 Target population	27
3.4 Sample size and sampling techniques	28
3.5 Research Instruments	28
3.6 Validity of the instruments	29
3.7 Reliability of the instrument	29
3.8 Data collection procedures	30

3.10 Ethical Consideration	32
----------------------------------	----

CHAPTER FOUR

DATA ANALYSIS INTERPRETATION AND DISCUSSION

4.1 Introduction.....	32
4.2 Response Rate.....	33
4.3 Demographic information of respondents	34
4.3.1 Principals, teachers and students gender	34
4.3.2 Students Age	35
4.3.3 Principals and teachers age	36
4.3.4 Principals' and Teachers Academic qualifications	37
4.3.5 Duration as principal	38
4.3.6 Principals response on School Category	38
4.3.7 Principals response on the type of the school	39
4.4 Influence of food provision on students academic achievement	40
4.4 .1 Teachers' response on whether food provision influence learners	40
4.4.2 Students take on provision of food influence to their low scores	41
4.5 Effect of provision of health services on students academic achievement	43
4.5.1 Principals' response on the availability of health services in school.	43
4.5.2 Students response on who pays medical fee	43
4.5.3 Teachers response on parent's consultation about student's health	44
4.5.4 Teachers response on the average distance students covers for medication	44
4.6 Influence of the availability of water on students academic achievement	45

4.6.1 Principals response on availability of water in school	45
4.6.2 Principals response on water source.....	46
4.6.3 Principals’ rating on the availability of water	46
4.7 Influence of uniform provision on academic achievement	47
4.7.1 Teachers take on influence of uniform on students academic achievement.....	47
4.7.2 Students’ take on uniform’ influence on their low scores	48
4.8 Sub-county Education Officer’s measures to ensure principals and teachers distribute survival rights to students effectively.....	49
4.9 Sub-county Education Officer’s opinion to enhance students’ participation, retention and completion.....	49

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.....	55
5.2 Summary of the study.....	55
5.3 Summary of the findings	56
5.3.1 Food provision and students academic achievements.....	56
5.3.2 Provision of health services and its influence on students’ academic achievement.....	56
5.3.3 The provision of adequate water services on students academic achievement.....	57
5.3.4 School uniforms and students academic achievement	57
5.4 Conclusion of the study	58

5.5 Recommendations of the study	58
5.6 Suggestions for further research	59
REFERENCES	60

Appendices

Appendix i: Letter of Introduction.....	65
Appendix ii: Questionnaire for Principals.....	66
Appendix iii: Questionnaire for Teachers.	68
Appendix iv: Questionnaire for Students.....	70
Appendix v: Interview Schedule for the Sub-County Education Officer	73
Appendix vi Letter of Authorization.....	75
Appendix vii: Research Permit.....	76

List of Tables

Table	Page
Table 2.1 Kcse Examination Analysis Returns From Meru County Director of Education.....	8
Table 4.1 Questionnaire Return Rate.....	33
Table 4.2 Respondents Gender.....	34
Table 4.3 Distribution of Students by Age.....	35
Table 4.4 Distribution of Principals and Teachers by Age.	36
Table 4.5 Principals and Teachers’ Academic Qualifications.....	37
Table 4.6 Duration as Principal	38
Table 4.7 School Category	39
Table 4.8 School Type	39
Table 4.9: Teachers view on Provision of Food’s Influence on Learners’ Scores.	40
Table 4.10: Students’ take on Provision of Food Influence to their Low Scores	41
Table 4.11: Students Response on method of Serving Food.....	42
Table 4.12: Teachers Response on Parents’ Consultation about Students’ Health.....	44
Table 4.13: Teachers Response to Distance from School to Medical Centre .	44
Table 4.14: Principals Response on Water Source	46
Table 4.15: Principals’ Rating of Water Availability	46
Table 4.16: Teachers take on Influence of Uniform Provision on Student Performance.....	47
Table 4.17: Students’ take on Uniform’ Influence on their Low Scores	48
Table 4.18: Descriptive Statistics of the Variables.....	50

List of Figures

Figure	Page
Figure 2.1: Relationship Between Provisions of Survival Rights and Student Academic Achievement in School.....	25
Figure 4.1: Normality of the Dependent Variable	51

Abbreviations and Acronyms

ASAL	Arid and Semi-arid Lands
CRC	The convention on the rights of child
EA	Eastern Africa
EFA	Education for all
FPE	Free Primary Education
Gok	Government of Kenya
KCSE	Kenya Certificate of Secondary Education
MoE	Ministry of Education
NGOs	Non-Government Organization
RoK	Republic of Kenya
SFP	School Feeding Programme
UNESCO	United Nations Education, Science and Cultural Organizations
UNICEF	United Nations International Children's Emergency Fund
WFP	World Food Programme
WHO	World Health Organization

Abstract

The study was aimed at investigating the influence of provision of survival rights on students' academic achievement in secondary school education in Igembe South Sub County. The study was based on the following objectives: to examine the influence of food provision on student's academic achievement, to establish how the provision of health services in the school affect student's academic achievement, to determine the influence of the availability of water on student's academic achievement, and to examine the influence of school uniforms on students academic achievements in secondary schools in Igembe South Sub County. This study is based on the principals of hierarchy of needs theory by Maslow (1954) , which provides the relationship between provision of survival rights and students' academic achievements. The study was conducted using descriptive survey research design. Target population consisted of the 16 public secondary schools in Igembe South Sub County.16 Principals, 215 teachers, 1522 students and Sub County Education Officer were the respondents targeted by the study. Stratified sampling technique was used to select 65 teachers and 152 students and then survey sampling method to select 16 principals. Questionnaires and interview schedules were used for collecting data and were designed basing on the objectives and by use of test-retest technique. Data was then analyzed both manually and by use of SPSS. Thereafter, results presented mainly in frequencies and percentages in form of tables. The research came up with the following findings. Lack of clean water has serious effects on students' attendance rates and academic achievements. 87.5 % of schools had piped water as their main source of water though it was rated fair by 62.5%. Health services were found to influence students' academic achievements. Results from the respondents indicated that secondary schools in Igembe South Sub County do not have health services within the school hence students miss classes as they seek medical attention outside the school when never they fall sick. Basing on the findings on food provision, 33.3% of teachers indicated that food influence academic achievements of students in Secondary education to a great extent. Findings show that Parents play a great role of buying uniform to students. The study arrived at the following conclusions: Survival rights should be used as a positive reinforcement for learners. However students should be provided with clean water, every secondary to be provided with health services near the school, secondary schools to implement school feeding programmes, and each student should be provided with school uniform to foster positive students' outcomes. The study recommends that the school community to support the school feeding programmes for the disadvantaged students to remain in class, the government to provide health facilities for example school clinics, the government to partner with NGOs to provide water services to schools and the government to support uniform provisions to students since uniforms foster positive academic outcomes.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is critical for breaking the cycle of poverty and yet over half of the world's schools lack access to safe water, food, clothing and sanitation facilities (Tay&Diener, 2011). Education is therefore key to the nation's development. Many people have been able to come out of the cycle of poverty due to education. Survival rights of any given person are adequate food, shelter, clean water, formal education and primary health care. The provision of the above child rights improves the student participation and achievement in education (Pierce, 2010)

In Europe the implementation of child's rights was done through abolishment of corporal punishment of children (Council of Europe 2008). This policy extended to most of the African countries including all East African countries .Even with awareness of the child's rights in Africa, there is a growing problem of under implementation of children's rights threatening the achievement of MDG goals and EFA goals (Purdy, 2002).

In England a study was conducted in over 40 academy schools in West Yorkshire examining the effect of eating breakfast has a positive effect on children's cognitive performance, particularly in the domains of memory and attention (Wesnes, 2003). An increase in attention

following breakfast may be reflected by an increase in on-task behavior during lessons. Short term changes in cognitive function during lessons (memory and attention), may therefore translate, with habitual breakfast consumption, to meaningful changes in school performance by an increased ability to attend to and remember information during lessons (Lawton, 2013).

In USA, School Based Health Centre's (SBHCs) provide a variety of health care services to students in a convenient and accessible environment. SBHCs impacts on delivering preventive care, such as immunization, managing chronic illness, providing reproductive health services for adolescents thus improving students' academic performance (Hattie, 2013).

In South Sudan Water for South Sudan is a US nonprofit corporation whose mission is to create access to and monitor safe drinking water. The water project is able to work with local well drillers to build wells at schools and other central locations so kids can stay in school (Duprey,2014).When students are freed from gathering water they return to class. With proper and safe latrines girls stay in school through their teenage years hence increase in academic performance. (World Bank).

In the wake of school shooting, communities and schools are much more willing to embrace uniforms as well as a number of strategies to enhance

student safety (White, 2000). In United States uniforms positively affects safety by lowering students victimization (Scherer 1991). Various psychological outcomes are attributed to wearing uniforms including increasing self-esteem and increased feeling of oneness among students thus increase students academic achievement (Thomas, 1994).

The Convention on the Rights of the Child, (CRC) (1989) in which all the countries except US and Somalia are signatories, requires governments to adopt all appropriate measures to protect children's rights and be free from all forms of violence, including mental, corporal punishment; Right to air news and be listened to as well as right to play and relax. The Kenyan constitution (2010) addresses the children's rights and implementation for example, chapter four on the bill of rights, section 53(1) b every child is entitled to free and compulsory basic education, Section 53 (1) c every child is entitled to basic nutrition, shelter, and health care, section 53 (1) d every child is to be protected from abuse neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitive labour.

A student becomes active in education by having the required basic needs (UNESCO 2009). The government of Kenya (GoK) is not left behind in providing basic needs to ensure that students participate fully in education so as to achieve the goals and objectives of vision 2030 (GoK, 2010). Education can be smooth and enjoyable to the learner if it

is being implemented along with the essential basic needs for example water, health service food and uniform (Aden and Marion2004). High school programme in South Africa encourages the community to take part in the provision of basic needs to student like clean water, food, health services and uniform because they increase enrolment rate in schools (UNICEF Report, 2011).

In 2008, the British Media Association through World Health Organization (WHO) documented a report on access to health care and other basic needs for slums and other marginalized secondary schools. According to this report, students in slums and other marginalized areas face a big challenge due to inadequate or even lack of essential basis needs that would enable them participate fully in their academic work (WHO Report, 2008).

In 1994, the GoK established a local government and adopted the Kenya health policy, environmental sanitation and feeding programmes in schools to make sure that students participate fully in education and acquire the basic skills and knowledge to enable them become productive citizens. According to Obiyo (2009) and Rudia (2011), efforts of food provision through school feeding programmes lead to high retention rates among learners and highly influence academic performance of students in vulnerable regions. The Kenya government introduced free primary and tuition free secondary education in all

counties and also food provision through feeding programme in counties that are in arid and semi-arid areas for quality and easy access to quality education by all (GoK,2003).

In order to optimize students' performance at school, families and parents cannot work in isolation. Parent needs schools and educators need parents (Christenson, 2004). Nthambi (2011) found that parents who promptly paid fees, bought uniforms and provided school needs realized an improvement in their academic performance. Currently in Kenya through the formation of Parents Teachers Association (PTA), parents are increasingly viewed as vital in the successful learning of their children. According to Shiundu and Omulando (1992), Parents Teachers Associations are increasingly becoming important elements in the organization of the administrative structure of the schools. These associations concern themselves with general welfare of the schools as well as professional aspects including curriculum implementation.

The Government of Kenya together with other development partners like the World Bank UNICEF and WHO has placed great effort to realize survival rights of children that would ensure students participation in secondary school education. Some of the efforts are feeding programme, education health and sanitation in education and education for all policies. Other United Nations agencies like UNESCO have supported the GoK to come up with education programme guidelines that assist its

citizens to have basic secondary education. It is important to take cognizance of the fact that free primary education (FPE) in Kenya has generated significant consequences and challenges such as over-enrolment, inadequate personnel, infrastructure and negative attitude amongst education stakeholders which have impacted negatively on quality of education offered (UNESCO, 2005).

Igembe south sub county is one of the region affected by inadequate or lack of basic needs to enable students participate fully in education. Much of the population depend on miraa as their economic activity which is affected much by market forces of demand and supply hence most of the parents are unable to provide survival and development rights of the child to retain children in school (Wanja 2002). According to the demand of education the GoK through MoE is implementing programme such as feeding programmes that increase retention rates in secondary schools in Igembe South Sub County. This reckoned the need for this study to investigate on the influence of provision of survival rights in the academic achievement of students in secondary schools in Igembe south sub county, Kenya. Survival rights are fundamental requirements like water, health food & clothing that serve as the foundation for human survival hence a leaner cannot participate and achieve well in academics without those fundamental requirement.

1.2 Statement of the problem

Despite all the effort by the GoK, there are still challenges like inadequate or even lack of water and food, poor health services and some students don't have school uniform in secondary schools in Igembe South. When students enjoy survival rights acquires high esteem and energy to carry out studies which result to high grade in academic achievements. Lack of survival rights in the life of a student leads to drop in performance and even school dropouts (Glewwe 2005). Hence need for the researcher to find out the influence of provision of survival needs in the students' academic achievement in Igembe South sub county, Kenya.

Parents play great role to emotional, psychological, intellectual and overall development of their children. The home environment influences the child's participation in school activities (Christenson 2004). Much of the population in Igembe depend on miraa as their economic activity which is much affected by market forces of demand and supply hence most of the parents are unable to provide survival rights of the child to retain children in school. In Tigania and Igembe areas of Meru County, many miraa traders use children to pick, pack and transport miraa since they are less expensive to pay for their labour compared to grownups (Wanja, 2010). Children consume much of their time searching for survival needs such as food as they work for miraa traders hence the outcomes are poor academic performance and others drop out of school.

**Table 2.1 KCSE Examination analysis returns from Meru County
Director of Education.**

Sub County	2012	2013	2014	2015
Igembe North	5.364	5.492	5.631	5.870
Igembe Central	4.567	4.483	4.534	5.678
Igembe South	5.774	5.601	5.632	5.589

The Table 2.1 shows subsequent drop in academic mean score for Igembe South Sub County for the last four years, Meru County Director of Education (2016). The subsequent drop in KCSE mean score for Igembe South Sub County may have been due to students lack of survival rights that why the study sought to study the influence of provision of survival rights on students academic achievement in secondary education in Igembe South Subcounty.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of provision of survival rights on the students' academic achievement in secondary education in Igembe South sub county, Kenya.

1.4 Objectives of the study

The specific objectives of the study were:

- i. To examine the influence of food provision on student's academic achievement in secondary schools in Igembe.
- ii. To establish how the provision of health services in the school affect student's academic achievement in secondary schools in Igembe.
- iii. To determine the influence of the availability of water on students academic achievement in secondary school in Igembe.
- iv. To examine the influence of school uniforms on students academic achievement in secondary schools in Igembe.

1.5 Research questions

The study sought to answer the the following questions:

- i. How does the provision of food influence students' academic achievement in secondary schools in Igembe?
- ii. To what extent does the provision of health service in the school affect students' academic achievement in secondary schools in Igembe?
- iii. How does availability of water in school affect the attendance of lessons by students in secondary schools in Igembe?

- iv. To what extent does the provision of school uniform affect students' academic achievement in schools in Igembe?

1.6 Significance of the study

It is my hope that this study has added new knowledge to what exist in relation to the provision of survival rights in education on children academic achievement that is relevant for education officials, the non-governmental organizations, parents and other stakeholders in ensuring quality education among pupils.

The information from the findings of the study can enable them identify ways of providing survival and development rights to boost student participating in secondary education realize good KCSE results specifically in areas faced by hard economic situations

The study findings could also give a vivid picture on the extent to which the provision of survival rights may influence students' performance in the attempt to achieve quality results in the examinations. In addition , the study identify areas of need and point out ways through which NGO's and other stakeholders can actively participate to improve pupil academic performance.

1.7 Limitation of the study

Limitation is an aspect of research that influence the results negatively but over which the researcher has no control (Mugenda& Mugenda, 2003). In this Study the researcher had no control on the respondents' unwillingness to respond to research questions. In addition, the

researcher encountered the problem of accessing secondary schools that are too far from each other.

1.8 Delimitations of the study

According to Onen (2008) delimitation of the study refers to the scope. This entails the study in terms of content, geographical coverage and the time of study. This study was delimited to 16 day public secondary schools in Igembe South Sub County. The form four and three students who sums up to 1522 students, 215 teachers, 16 principals and the Sub-County Education Officer were the respondents. The study was limited to these variables; influence of food provision on students academic achievement in secondary schools, provision of health services and its effects on students academic achievement in secondary school, influence of school uniform provision on students academic achievement and the effect of availability of water on students academic achievements.

1.9 Basic assumptions of the study

- i. The main assumption of the study was that the respondents gave honest and reliable information
- ii. The government as well as the principals at least do employ some strategies in dealing with implementations of child's rights in schools
- iii. Parental involvement in providing survival rights in education had an effect on children's performance

1.10 Definition of significant terms

Child's right refers to the liberty accorded to children in regards towards learning. Children can legally claim them from the state or from other members of the society

Child refers to a young person from birth to the age of full physical development. It generally refers to a person who has not attained the age of eighteen.

Survival rights refer to the rights that are basic and very necessary for the survival of the child. Every child has a right to basic nutrition which includes food and access to clean water, clothing, shelter and health care.

Education refers to development process provided by a school or other institutions for acquisition of knowledge, skills and attitudes

Influence refers to having power of affecting a situation. In this study, it refers to the power of affecting academic achievement.

Student academic achievement refers to a situation where students participate in academic activities at school and the outcome of education. That is, the students success in meeting short- or long- term goals in education.

1.11 Organization to the study

The study is organized into five chapters.

Chapter is introduction which presents background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, and significance of the study, limitation of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two deals with review of literature covering; introduction, overview of survival rights related to education, importance of survival rights to students, literature based on the objectives of the study, summary and research gap, theoretical framework and the conceptual frame work of the study.

Chapter three deals with research methodology covering research design, target population, sample and sampling techniques, research instruments, data collection procedures, data analysis procedures and Ethical considerations. Chapter four deals with the analysis, interpretation and discussion of findings and chapter five comprises summary of the findings, recommendations and suggestions for further research studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents the review of the literature related to the influence of provision of survival rights on students' academic achievement in secondary education by focusing on the influence of food provision on students' academic achievement in secondary education, the provision of health services and students' academic achievement in secondary education, the influence of the availability of water on the attendance of lessons by students in secondary school and the influence of provision of school uniforms on students' academic achievement. The study also presents summary and research gap, theoretical framework as well as conceptual framework.

2.2 Overview of survival rights related to education

It is a simple fact of life that we all have certain basic human needs. Understanding these needs is important because they help to reveal what drives human behavior and thus what makes people want to achieve certain things in life (Martian, 2013) survival rights refer to those fundamental requirements that serve as the foundation for human survival. According to World Health Organization report (WHO, 2008), health services mostly benefit the rich than the poor in low income countries. According to Wikipedia, the British Medical Association documented access to health care for slums and free secondary health care for the countries like England, Wales, Scotland and North Ireland provided health services for communicable diseases like development of health centre for secondary health care, district hospital and community health (India, 2011). According to South Africa National Health Insurance and White Paper for the Transformation of Health system in South Africa (1992) a policy was set to meet basic needs of all people given the scarce resources available.

The Government of Kenya adopted Kenya health policy in 1994 so as to develop health programme to ensure that all people have access to affordable health care services. This could improve the quality of life especially for the secondary school students. According to the government of Kenya health policy, students would be provided with water, health, food and clothing which are necessary for student participation in education. The researcher will look at these needs and

their influence on student's academic achievement in education in Igembe South Sub County. So as to establish how they enable students to participate fully in education, achieve better grades and become productive members of the society at the end of the course for national and personal development.

2.3 Survival rights and students' academic achievement

For a teacher to effectively choose teaching methods that enhance students learning, teacher must first know something about the students' they are teaching (National academy of sciences 1997). Students will come from every different background with various learning needs. Teachers may not have students that originate from poor families but due to unfavorable climatic conditions, they lack the necessary survival rights to enable them participate fully in school. The provision of these necessary survival rights like water, food, health and uniform gives students a sense of belonging and self-esteem that make them comfortable and concentrate in their academic work.

2.3.1 Food provision and students' academic achievement

In an era of increased graduation requirement for students, schools are finding it more important to prevent students from dropping out of school so as to meet the advanced expectation (Viadero, 2001/cited in UNESCO, 2009). As with the issues of academic achievement, attendance and student behavior, food provision through school feeding program has shown to have an important upon a student's decision to

remain in school more to drop out (lee& Burkam,2001 cited in UNESCO,2009) A paper presented to a drop out conference hosted by Harvard University, lee and Burkam (2001) note that, schools tend to see more students drop out a due to lack of food.

In the struggle to attain the goals and objectives of education for all and Kenya vision 2030, the government of Kenya (GoK), in collaboration with other development partners like world Bank, WEP and UNESCO has been out to implement school feeding programme through the MOE and its stakeholders to raise secondary completion rates nationwide and that no students, especially those from disadvantaged regions are not left out (GoK, 2004).The study aimed at examining the effect of food provision on student academic achievement in secondary school.

2.3.2 Provision of health services and students academic achievement

Many health services have been found to influence student attendance& participation in secondary school education. A study of 139 Milwaukee public schools in Texas, USA showed that, when control for health services is efficient, student's attendance, participation and achievement were positively correlated to facility quality (Lewis, 2001).According to India (2008) clinical indicators for the secondary school for the provision of health of the secondary health care services each district has district hospital, sub district hospital to provide these health services facilities to students for example health education, provision of food and vaccination. This was administered by medical specialist and provides

patient with the right treatment for example cardiologist,ordologist, and dermatologists just to mention a few. The ministry of health in South Africa during the financial year (1992-1993) allocated 8.5% of Gross Domestic product (GDP) on health services for both public and private.

In Kenya, school health facilities have been found to affect student achievement. Apportion of this impact can be greatly attributed to the influence of both Kenya vision 2030 and Education for All (EFA) goals and objectives since education is a major tool to enhance achievement of Kenya vision 2030.In most cases, the empirical evidence indicates that students with better health services improve participation in secondary education. According to GoK (2004), lack of health services may lead to low participation, low academic achievement and low completion rates of students in secondary school.

2.3.3 Availability of water service and students academic achievement

Education is critical for breaking the cycle of poverty and yet over half of the world's school lack access to safe water and sanitation facilities (Tay & Diener 2011).Lack of clean water has serious effects on students' academic performance and attendance rates. The lack of safe water can cause even the best to lose momentum as they deal with stomach pains and Diarrhea. Students miss class to go looking for water something that makes them not to participate fully in education. In many places, students drop out of school. Schools cannot run programs if they cannot provide water to students (Mc Gown, 2007). According to World

Health Organization (2007) and United Nations International children education fund (2012) the water related diseases affects students who are not getting the right amount of water supply. Water is a fundamental right and each nation of the world has maximum responsibility to provide it to its citizens to avoid later the extra cost of treatment or expenses on medical bills among secondary school learners.

Lack of water for girls, is a situation that is especially troublesome. If schools do not have proper toilets, girls drop out once they reach puberty .Further, it is typically the responsibility of the women to fetch water thus limiting their time for education. This leaves little time for education that is critical to changing the long-term prospects of developing nations. With the many additional burdens that lack of clean water brings, education simply becomes less a priority. This sets up an unfortunate cycle of poverty and inequality as without a proper education, there is little chance of improving students' situation later in life (McGowan, 2007).

This lack of water has a lot of disadvantages to the student for example complaining of chronic pains in joints and muscles, back pains, headache, constipation, strong odor on the side of urine (World Bank, 2004). These problems are cited in ASAL areas in Kenya for example Turkana, Samburu, Moyale, Moyale, Mandera and most parts of Eastern Kenya. The GoK and other Development partners are working to break this cycle (WHO, 2006). The purpose of this study is to explore the

possible relationship between provision of survival rights and student's academic achievement in secondary education and school outcomes such as student attendance and completion rates in IgembeSub County.

2.3.4 School uniforms provision and students' academic achievement

The school uniform is a topic of interest in school systems around the world. Most researchers argue out that school uniform has the ability to foster positive student outcomes. Brunsma and Rockqumore (1998) completed an empirical study on school uniforms and their effect on students' participation& achievement and found a slight correlation between uniforms and standardized academic achievement. Some empirical studies have supported school uniforms to have an influence to students' achievement and attendance in school.

In Kenya, students are required to pay school fees to attend school. In January 2003, the Kenyan Government policy provided not only fees but also basic textbooks, notebooks and pencils. Uniform makes all students to be equal, those without feel inferior and discriminated from others (Gok, 2004). This affects their participation in secondary school and later some opt to drop out. This is why the study sought to find out the influence of provision of uniform on student academic achievement in secondary school in Igembe south sub county.

2.3.5 Summary and research gap

Literature review, in this study, deals with the influence of provision of survival rights on student's academic achievement in secondary schools

in Igembe sub county, Kenya. Literature review is based on the objectives of the study that provided more information from other studies related on this. The study is to determine the influence of availability of water on students academic achievement in secondary schools in Igembe sub county, to establish how the provision of health services in the school influence students' academic achievement in secondary school, examine the influence of food provision on students' academic achievement in secondary school, and examine the influence of provision of school uniforms on students' academic achievements in secondary education in Igembe sub county. The purpose of the study is to explore the possible relationship between provision of survival rights and students' academic achievement in secondary school and school outcomes such as student attendance and completion rate in Igembe Sub County. Education is critical for breaking the cycle of poverty and yet half of the world's schools lack the necessary survival necessities. According to GoK (2004), lack of basic needs may lead to low participation of secondary school, low academic achievement and completion rates.

Amimo (2012) did her research on factors influencing implementation of children right education in secondary schools in Athi River district and found out that reference materials in schools were not adequate and teachers were not competent in their training on children rights. Okeyo (2013) did her research on institutional factors influencing implementation of children's rights in public primary school in Nyatike

district. The study was general on children rights. Studies on the provision of children's right in secondary school in Igembe Sub County are in sufficient. That why this study sought to examine the influence of provision of survival rights on students academic achievement in secondary schools in Igembe South Sub-county, Meru.

2.3.6 Theoretical framework

This study is based on Maslow's (1954) hierarchy of needs. Prior to Maslow, researchers generally focused separately on such factors as Biology, achievement or power to explain what energizes directs and sustains human behavior. Maslow posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency.

The levels of Maslow scale are as presented:

At the physiological level is the need for air, water, nourishment, good health, activity, rest, and avoidance of pain. The developing child requires a belly of nourishing food and a clean diaper before he is in any condition to move on to a higher stage of development such as playing patty-cake with his parents. At the safety and security level the physiological needs have largely been taken care of and the child is confident that they still continue to be taken care of. At the love and

belonging level the child needs others to love and to provide him with a sense of belonging. At this level some sort of family stability is needed in order for the child to invest in someone else. At the esteem level the child searches for feelings of self - worth. These four levels were considered by Maslow to be deficiency or instinctual needs.

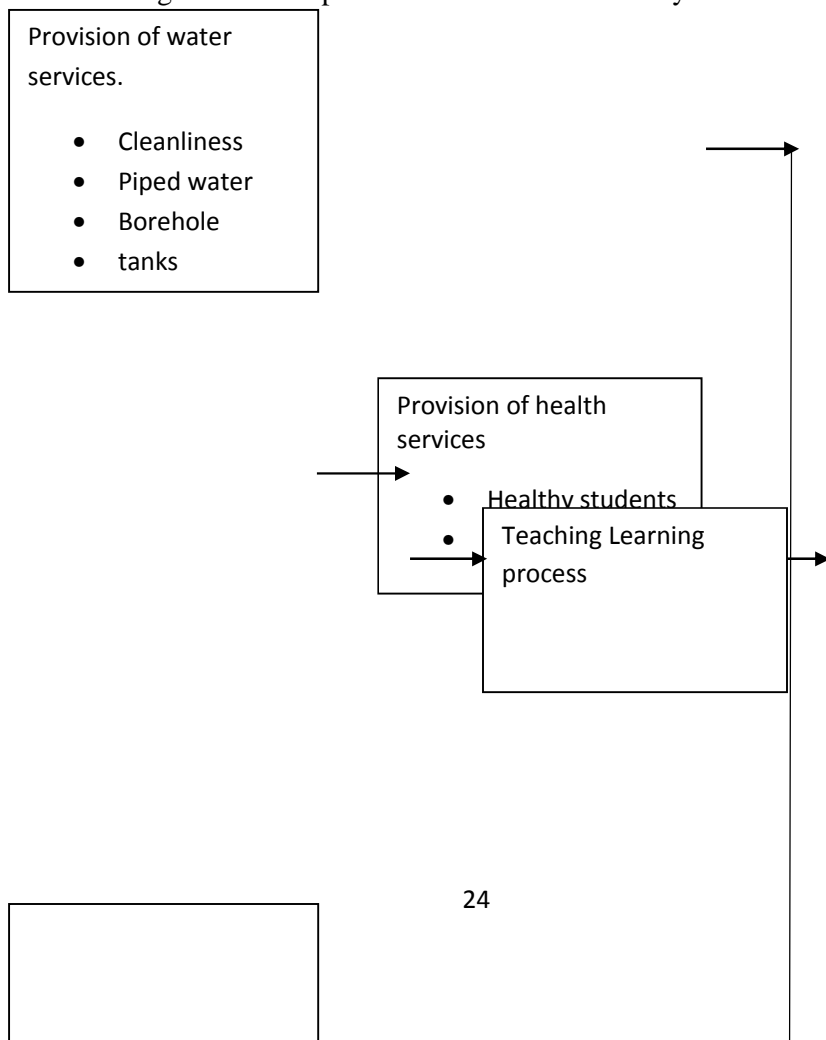
The remaining four needs are growth needs able to be acted upon only if the deficiency needs are fully met. At the need to know and understand level the child develops his cognitive potential. At the aesthetic level the child approaches and appreciates symmetry, order and beauty. He becomes able to invest emotion into his learning. At the self-actualization level the child is a child no longer and has become a self-fulfilled, fully functioning individual able to accept responsibility for his own life. At the transcendence level the individual Maslow describes achieves a motivation that surpasses ego driven behavior. The few who achieve this level see life as a journey in which the means are often more important than the end.

The work of Maslow has been applicable in provision of children's rights since implicit in this theory is the assumption that if children's rights are fully met, pupils will learn the curriculum and achieve at prescribed levels at schools. This theory provides links that vivid show the relationship between the variables in the topic of the study. That is they show how the provision of the basic needs correlates to students academic achievement in secondary school education in Igembe South

Sub County to attain better grades and become productive members of the society. The theories can be transformed into a model as shown in the conceptual framework figure 2.1

2.3.7 Conceptual framework

The following is the conceptual framework for this study.



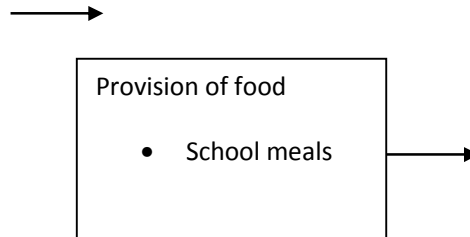


Figure 2.1: Relationship between provisions of survival rights and student academic achievement in school

The framework above shows aspects of interaction between the survival rights and students academic achievement in secondary school education. The effects of the provision of survival rights indirectly influence students' academic achievement. The provision of these rights depends with the stakeholder groups including principals, their teachers, and community leaders. According to the framework of this study, the factors indirectly responsible for student learning are water, food, health service and school uniform.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to outline the methodology that was used in carrying out the study. It includes information regarding the research design, target population, sample size and sampling procedures, research instruments, reliability and validity of the instrument, data collection procedures and data analysis techniques.

3.2 Research design

Research design is the process of creating an empirical test to support or refute knowledge claims (Borg & Gall, 1989). The study used descriptive

survey design a method of collecting information by interviewing or administering a questionnaire to sample of individuals (Orodho,2009). It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. Survey research is therefore a self report study which requires collection of quantifiable information from the sample (Mugenda and Mugenda (2003).

This research design is appropriate for the study because by identifying the influence of provision of survival rights on student's academic achievements in secondary education will enable the schools, parents and the students to understand the factors that have either increased or declined student's academic achievements.

3.3 Target population

The study was conducted in Igembe South sub county, Meru County. The target population comprised of all day public secondary schools, the principals, teachers, students, and the Sub County Education Officer in the sub county. Igembe Sub County has 16 day public secondary schools, 16 principals, 215 teachers and 1522 students. It's believed that they had information on influence of provision of survival rights on the academic achievement of students in Igembe South Sub County, Meru county-Kenya.

3.4. Sample size and sampling techniques

According to Mugenda and Mugenda (2003), sampling is carefully selecting a sub group from accessible population so as to be a representative of the population with relevant characteristics. By selecting some of the elements in the population, about the entire population can be drawn. There were 16 schools available for the study. All the 16 principals took part in the study since they were a small population. A stratified sampling method based on Mugenda and Mugenda (2003) that proposes a sample of ten to thirty percent was used during the working position at the time of data collection to select 30% of 215 teachers, and 10% of 1522 students who took part in the main study. In this study, therefore were 65 teachers and 152 students who took part in the study.

3.5 Research Instruments

The study employed questionnaires and interview schedules for Sub-County Education Officer as the research instruments. According to Mugenda and Mugenda (2003), questionnaires are suitable to obtain important information about the population. Orodho, (2004) observes that this method reaches large number of subjects able to read and write independently. For the questionnaire, the study had principals' questionnaire, teachers' questionnaire and students' questionnaire. The questionnaire was divided into two parts: part A and part B respectively. Part A comprised of demographic data and part B survival rights influencing students' academic achievement in secondary school

education. Structured questions was used in order to get specific information by providing a list of possible alternatives from which the responders selected the answer that best described their opinion while unstructured questions was used in order to allow respondents to express their feeling and opinions.

3.6 Validity of the instruments

Validity of an instrument refers to its ability to measure what it is supposed to measure (Borg and Gall 1989) .Validity is a non statistical method which is used to validate the content employed in the question in order to test and hence improve validity of the questionnaires. The pilot study helped the researcher in the identification of the items in the research instruments were ambiguous or badly worded for correction. The researcher conducted a pilot study before the administration of research instrument. The pilot study administered the adequacy of the research procedures and the anticipated problems that was solved thereby saving time. The researcher also sought assistance from the supervisors for help to enhance content validity of the Instruments. One school from the neighboring Sub County was selected through simple random sampling to conduct the pilot study.

3.7 Reliability of the instrument

Tromp and Kombo (2006) defines reliability as a measure of the how consistent the results of the tests when done repeatedly. Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a

research instrument yields consistent results or data after repeated trial. To ensure reliability, the researcher employed the test –retest technique. This involved administering the test to one appropriate group selected randomly .After two weeks, the same test was administered to the same group. The two sets of scores were regressed using the Pearson Product Moment Correlation Coefficient formula, to determine the correlation coefficient (r) between the two sets of scores. According to Mugenda and Mugenda (2003) a reliability of coefficient of 0.7 to 1.00 is considered acceptable. A comparison between the respondents obtained was made using Pearson’s Correlation Co-efficient formulae (r) as indicated 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 Product – Moment Correlation Coefficient

X __ Results from the first test

Y __ Results from the second test

N __ Number of observation

3.8 Data collection procedures

Data was collected from the selected school population after getting the permission permit from the National Commission for Science Technology and Innovation (NaCoSTI), through the Department of Education, University of Nairobi. To conduct research in Igembe South

Sub county, the District Commissioner through the District Education Officer was approached to notify the principals in writing about the intended research. Thereafter, distribution of questionnaires to respondents was done and a date for collection of the filled up questionnaires was agreed upon. The questionnaires were collected a week later for analysis

3.9 Data analysis technique

Data analysis was done based on the research questions designed at the start of the research .Completed questionnaires were checked and edited for completeness and consistency. The data was summarized, coded and then the information synthesized to reveal the essence of data. The issues requiring open-ended questions were analyzed qualitatively. Qualitative data was transcribed into various themes as per the objectives by use of frequency tables and percentages. Data was then analyzed both manually and by use of Statistical Package for Social Sciences (SPSS) (Mugenda &Mugenda, 2003). Quantitative data used the values of variables to compare measures of variation. Measures of variability considered are mean, standard deviation and variance. Once data was analyzed, interpretation was carried out by looking at relationships among categories and patterns that emerge, generalizations and conclusions as per the objectives and research questions of the study was done as it is reported in chapter four.

3.10 Ethical Consideration

An ethical standard prevents against the fabrication of data and therefore, promote the pursuit of knowledge and truth. One of the ethical considerations is the use of human subjects; voluntary participation and informed consent (Devlin A 2006).The researcher asked whether participants were willing to respond to the items in the questionnaire without forcing them to do so. The researcher avoided relationships that could impair professional performance or that could exploit or harm others. The researcher also informed the respondents about the nature and purpose of the research to avoid misunderstanding.

CHAPTER FOUR

DATA ANALYSIS INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study on the influence of child's survival rights on students' academic achievement in secondary education in Igembe South sub county of Meru county Kenya, analysis and interpretation of the same. Three types of questionnaires were used to collect data. These were principals' questionnaire, teachers' questionnaire and students' questionnaires. An interview schedule for the Sub County Director of Education was also used to collect data. The findings presented are the influence of food provision on students academic achievements, how the

provision of health services affects students academic achievements, the influence of the availability of water on students academic achievements and the influence of school uniforms provisions on students academic achievements in secondary school education in Igembe South Sub County of Meru County Kenya.

4.2 Response Rate

Three sets of questionnaires were used to collect data for this study. Principals, teachers and students questionnaires. The table below shows the questionnaire returned back filled completely.

Table 4.2 questionnaire return rate

Respondents	Number expected	Number returned	% of returned rate
Teachers	65	60	92.3
Students	152	152	100.0
Principals	16	16	100.0
Total	233	228	292.3

Table 4.2 shows that (100 %) principals' questionnaires, (92.3%) teacher's questionnaire, and (100 %) students questionnaires were returned fully completed. This according to Mugenda and Mugenda is an excellent response

rate realized because of the researcher’s initiative to persuade and encourage the respondents to accept and participate in the study.

4.3 Demographic information of respondents

This section gives information on the teachers, principals and students gender distribution, their ages, and principals and teachers academic and professional qualification.

4.3.1 Principals, teachers and students gender

Principals, teachers and students were to indicate their gender since gender was viewed important to see their distribution in schools. Data was collected and tabulated in Table 4.3

Table 4.3 Respondents gender

Gender	Principals		Teachers		Students	
	F	%	F	%	F	%
Male	12	75.0	41	68.3	98	64.4
Female	4	25.0	19	31.7	54	35.6
Total	16	100.0	60	100.0	152	100.0

Table 4.3 shows that male principals (75%), male teachers (68.3%) and male students (64.4 %) were predominant in secondary schools in Igembe South Sub County. The provision of survival rights for students would give them a sense of belonging and self- esteem thus comfortable to study and achieve high in academics. Female students are less having 35.6 % which might be as a result of school dropout especially when girls reach puberty and lack survival right such as clean water and health services. This concurs with (Tay and Diener 2011) who found out that lack of clean water has serious effect on students' academic performance and attendance rates.

4.3.2 Students Age

Students were required to indicate their age brackets to show whether they were within the age of school going children. Data collected and tabulated in table 4.4.

Table 4.4 Distribution of students by Age

Age in years	students	percentage
13-14	—	—
15-16	3	2
17-18	132	86.8
19-20	12	7.9
Over 20	5	3.3

Total	152	100.0
--------------	------------	--------------

Results show that a majority of students were in the age bracket of 17-18 representing 86.8%. This is an age bracket that calls for special attention to learners to enable them achieve in academics due to adolescence complications. The extreme cases of over 20 years in secondary school could be as a result of learners affected due to lack of survival rights forcing them to stay in school for long time. This probably indicates that lack of survival rights influenced their full participation in education and achievement leading to delayed completion.

4.3.3 Principals and teachers age

Principals and teachers were also required to indicate their age brackets. Data was collected and tabulated in table 4.5

Table 4.5 Distribution of principals and teachers by age.

Age in years	principals		Teachers	
	F	%	F	%
Below 30	—	—	7	11.7
30-35	—	—	15	25
36-40	4	25	20	33.3
41-45	2	12	12	20

46-50	6	37.5	6	10
51-55	2	12.5	—	—
56-60	2	12.5	—	—
Total	16	100.0	60	100 .0

The results indicate that a majority of principals were in the age brackets of 36-40 years and 46-50 years. On the other hand, majority teachers were aged between 30-35 years and 36 -40 years. The age of teachers and principals indicate that they have good knowledge and understanding on the need for provision of the survival rights to enable students' academic achievement for this study.

4.3.4 Principals' and Teachers Academic qualifications

Principals and teachers were to indicate their academic qualification. Data collected are tabulated in Table 4.6

~~Table 4.6 Principals and teachers' academic qualifications~~

Qualifications	Principals	%	Teachers	%
Certificate	—	—	—	—
Diploma	—	—	5	8.3
Bachelors Degree	10	62.5	46	76.7
Masters Degree	6	37.5	9	15
Total	16	100	60	100.0

Results from the table 4.6 show that a majority of principals (62.5 %) and teachers (76.7 %) are Bachelor degree holders. This is a clear indicator that teachers and principals in most public secondary schools are adequately trained to handle students to enhance high academic achievement.

4.3.5 Duration as principal

Principals were also to indicate the duration they have served as a principal.

Data collected and tabulated in Table 4.7

Table 4.7 Duration as principal

Duration in years	Principal	%
Below 5 years	10	62.5
6 to 10 years	2	12.5
11 to 15 years	2	12.5
21to 25 years	1	6.3
Over 25 years	1	6.3
Total	16	100.0

Table 4.7 indicates that the majority of principals had served in that position below 5 years. These principals, most probably, had little information on the influence of provision of survival rights on students academic achievement in secondary school education in Igembe South Sub County.

4.3.6 Principals response on School Category

Principals were further to indicate their school category. Data collected and tabulated in Table 4.8

Table 4.8 School category

School Category	Frequency	%
County	4	25
Sub County	12	75
Total	16	100.0

The table indicates that a majority of secondary schools were Sub County Schools. The distribution of schools is unsatisfactory as per the government policy since we have some school category unrepresented.

4.3.7 Principals response on the type of the school

Principals were required to indicate the type of their schools. Data collected was tabulated in Table 4.9

Table 4.9 School type

Type of school	frequency	%
Mixed day and boarding	2	12.5
Mixed day	14	87.5
Total	16	100.0

From table 4.9, majority of principals indicated that most schools in Igembe South Sub County are mixed day secondary schools meaning they lack boarding facilities which may influence students' participation academic

achievement in secondary education. Boarding facilities could also enable principals to provide survival rights to students.

4.4 Influence of food provision on students academic achievement

Since provision of food could not be included in the regression equation, the researcher sought to know the attitude both teachers and students have on its influence on academic achievement.

4.4 .1 Teachers’ response on whether food provision influence learners

Teachers were to indicate to what extent the provision of food in school influence students. Data collected are tabulated in Table 4.10

Table 4.10: Teachers view on provision of food’s influence on learners’ scores.

Influence of food provision	Frequency	Percent
On academic achievement		
Very great Extent	5	8.3
Great Extent	7	11.7
Moderate Extent	13	21.7
Low Extent	20	33.3
Very low Extent	15	25.0
Total	60	100.0

20% of teachers sampled thought that provision of food has a bearing on learners' scores. However, more than half of those interviewed thought that provision of food affects learners' scores either low or very low extent. This means that even though many teachers had different views on the influence of the factor, the extent of their differences was not profound.

4.4.2 Students take on provision of food influence to their low scores

Students were required to indicate the extent to which food influence their academic achievement. Data collected was presented in Table 4.11

Table 4.11: Students' take on provision of food influence to their low scores

	Frequency	Percent
Very Strong	29	19.1
Strong	47	30.9
Moderate	76	50.0
Total	152	100.0

Students were split right in the middle when asked how lack of food contributes to their low scores. While 50% cited either strong or very strong influence, the other half attributed moderate contribution of food to their low scores. This is consistent with Burkam (2001) who attributed increased school drop outs to lack of food.

4.4.3 Students response on how meals are served

Students were to indicate the method used to serve food at school. Findings were tabulated in Table 4.12

Table 4.12: Students response on method of serving food

Serving food method	Students	%
Lining up	144	94.7
Others	8	5.3
Total	152	100.0

From the table 4.12 it is clear that majority of schools (94.7 %) serve students on lines. This is to ensure that all students are served since the meals served were not enough due to over enrollment. This is consistent with Viadero (2001) who attributed that schools are finding it more important to prevent students from dropping out of school to increase graduation rate, therefore school feeding programme helps to students in school.

4.4.4 Sub-county Education Officer's response on partner groups facilitating feeding programmes in the sub county.

The Sub-county Education Officer was further to state partner groups facilitating feeding programmes in schools in Igembe South Sub County. It was indicated that Church organization provides food and also sponsor the needy students especially form four students to enable them participate fully in secondary education.

4.5 Effect of provision of health services on students academic

achievement

Provision of health facilities in schools or nearby schools has been found to affect positively students' academic achievements. Lack of health services may lead to low participation, low academic achievement and low completion rates.

4.5.1 Principals' response on the availability of health services in school.

When health services are availed in public schools, students are able to participate fully in academic and thus improve their achievements. All principals indicated that there are no health services within the school to help students in case of sickness. In addition they indicated that health centers were located near schools to help students well in case of sickness. It shows that students had to skip lessons to seek medical attention outside the school which may have great effect on their academic achievement. These results support (Lewis, 2001) who found that when health services are availed efficiently in public schools, students are able to participate fully in academics and thus improve their achievements.

4.5.2 Students response on who pays medical fee

Students were asked to indicate who pays for their medical fee incase of sickness. Results indicated that incase of students' sickness, parents are the ones who take responsibility of paying medical fee. This shows that parents had realized the importance of medical services to enable them work hard and achieve well in their academics.

4.5.3 Teachers response on parent's consultation about student's health

Teachers were to indicate how often parents consult them about students health. Data was collected and tabulated in table 4.13

Table 4.13: Teachers response on parents' consultation about students' health

Parents consult about students' health	Teachers	%
Often	15	25
Sometimes	5	8.3
Never	40	66.7
Total	60	100.0

The table above shows that the majority of parents never (66.7 %) consulted about health of students at school. Parents have to join in and take care of their children to enable them achieve in academics. It should not be the responsibility of teachers alone. Therefore parents have to be sensitized on the importance of health as a survival right to enable students' academic achievement.

4.5.4 Teachers response on the average distance students covers for medication

Teachers were required to state the distance from school to the centre of medication

Table 4.14: Teachers response to distance from school to medical centre

Distance to medical centre in KM	Teachers	%
0-1	36	60

2-3	12	20
4-5	8	13.4
6-10	2	3.3
11 and above	2	3.3
Total	60	100

Results shows that most health centers were within the range of 0-1KM (60%) from school. This indicates that health centers are located near learning institutions to enable student's access health facilities easily. These results too support (Lewis, 2001) who found that when health services are availed efficiently in public schools, students are able to increase their academic achievements.

4.6 Influence of the availability of water on students academic achievement

4.6.1 Principals response on availability of water in school

Principals were asked to state whether water was available in their schools. All the principals indicated that they had water to assist in running of school programmes. This shows that principals in Igembe South Sub County had realized the need for water as a survival rights to enhance students' academic achievement. This supports (Mc Gown, 2007) who found that schools cannot run programmes if they cannot provide water to students.

4.6.2 Principals response on water source

Principals were also to indicate the source of water in their school. Data collected and tabulated in Table 4.15

Table 4.15: Principals response on water source

Main water source	Principal	%
Borehole	2	12.5
Piped water	14	87.5
Total	16	100.0

The table above shows that majority of schools in Igembe South Sub County (87.5%) obtain water that is piped. Other schools obtain water from borehole (12.5%). This supports World Health Organization (2007) and United Nations International Children Education Fund who claim that water related diseases affects students who are not getting the right amount of water supply.

4.6.3 Principals' rating on the availability of water

Principals were required to rate on the availability of water in their school.

Data collected and tabulated in table 4.16

Table 4.16: Principals' rating of water availability

Water rating	Principals	Percentage
Poor	—	—
Fair	10	62.5
Good	4	25

Very Good	2	12.5
-----------	---	------

Total	16	100.0
--------------	-----------	--------------

Table 4.16 indicates that the availability of water in most schools is fair (62.5%). This indicates that most secondary schools in the sub county had realized the importance of water to students and running the school programme. This concurs with (Tay and Diener 2011) findings on the need for access to safe water and sanitation facilities to enhance students' academic achievements which can help them break the cycle of poverty

4.7 Influence of uniform provision on academic achievement

4.7.1 Teachers take on influence of uniform on students academic achievement

Teachers were required to comment whether school uniform influence students academic achievement or not. Data collected and tabulated in table 4.17

Table 4.17: Teachers take on influence of uniform provision on student performance

Frequency	Percent	Valid Percent	Cumulative Percent
No	34	56.7	56.7
Yes	26	43.3	100.0
Total	60	100.0	100.0

43.3% of teachers interviewed linked school uniform to students' participation in academic activities. Those who cited reasons for agreement said students without the official, torn or inappropriate uniform were sometimes sent home. Thus, they missed classes and consequently learnt less than their colleagues with full uniform. Additionally, they associated self-esteem and self-confidence to those who had proper uniform. Apparently, that was thought to keep them focused on studies and therefore higher scores.

4.7.2 Students' take on uniform' influence on their low scores

Students were to indicate their view on uniforms influence on their low score.

Data collected was tabulated in table 4.18

Table 4.18: Students' take on uniform' influence on their low scores

	Frequency	Percent	Valid Percent
Very Strong	3	7.1	7.1
Strong	12	28.6	28.6
Moderate	27	64.3	64.3
Total	42	100.0	100.0

On the other hand,35.7% of students interviewed said that lack of school uniform either strongly or very strongly contributed to their low scores. Therefore, results of this study agree with Brunnsma and Rockqumore (1998) who concluded that a correlation existed between school uniform and student' academic achievement.

4.8 Sub-county Education Officer's measures to ensure principals and teachers distribute survival rights to students effectively.

Sub-county Education Officers play a vital role in the sub county to ensure that integrated educational programmes are implemented to the latter and that students get access to survival rights that would make them participate and achieve high in academics. In her interview with the researcher was to state measures put across to ensure survival rights reach every student in the school. The results showed that the Sub-county Education Officer makes sure there is capacity building in the provision of survival rights to students. For example, holding workshops and seminars with both teachers and principals and offering advisory to PTA. At the same time, there is a clearly stipulated policy to safeguard all the survival rights for students. For example, every school should have a source of water for it to be allowed to carry its operations and also the principals and teachers are responsible for the welfare of students in school.

4.9 Sub-county Education Officer's opinion to enhance students' participation, retention and completion.

Sub-county Education Officer was to state her opinion on what should be done to enhance students' participation, retention and completion in secondary school in Igembe South Sub county. She was for the opinion of providing bursary for the needy students through CDF, sponsors and well-wishers and that money is paid at the beginning of every term. The Sub county Education Officer was also for the need of guiding and counseling and enhancing spirit

of good understanding among all stake holders. In addition the need for NGOs to step in fully to support needy students to complete school.

4.10: Descriptive Statistics of variables in the study

This section gives an overview of all the five variables involved in the study. All the four independent variables are categorical. They have therefore been coded to help in the analysis.

Table 4.19: Descriptive Statistics of the variables

	Number of Observations	Minimum	Maximum	Mean	Std Deviation
Mean score	16	2.90	5.60	4.1563	.79914
Water	16	.00	1.00	.7500	.44721
Food	16	1.00	1.00	1.0000	.00000
Health	16	.00	1.00	.1875	.40311
Uniform	16	1.00	1.00	1.0000	.00000

Mean score of the school which is used to measure academic achievement has a mean of 4.2 and a standard deviation of 0.8. Additionally, adequacy of water and health services varies from school to school with a mean of 0.8 and 0.2 respectively. However, variation from the mean is almost the same at 0.45 and 0.40 respectively.

Provision of food in school and the provision of uniform are constant. It can be seen that their variances are zero. All schools provide meals to students and also none of the schools provides school uniform to the students. When an irrelevant variable is included in the regression equation, estimates of the

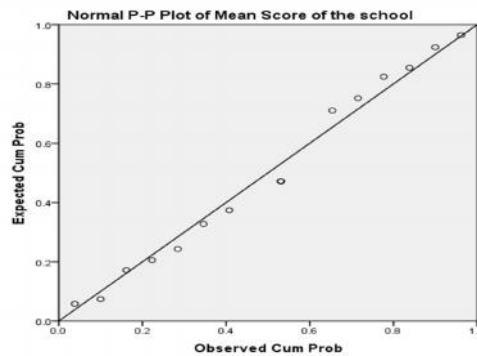
variances are inflated and therefore parameter estimates distorted. Therefore, the two variables will not be included in the regression equation.

4.11 Testing Normality of the Variables.

One of the underlying assumptions for regression is the normality of the variables. Hypothesis testing is only logical if the variable in question is normally distributed. The dependent variable is continuous while the predictors are categorical. Therefore, only the normality of the dependent variable will be tested since binary or categorical data do not follow normal distribution.

The Probability-Probability (P-P plot) shows cumulative probability of a variable against the cumulative probability of a normal distribution. In the plot, the data is ranked and sorted. Then for each rank the corresponding z -score is calculated.

Figure 4.1: Normality of the dependent variable



The above figure shows that mean school is normal since the observations do not deviate as much from the diagonal line, which represents normally distributed data.

4.12: Reliability of the instrument

Reliability of the research instrument was also tested. According to Mugenda and Mugenda (2003), a correlation of 0.7 to 1 between two scores administered using the same instrument is indicative of reliability of study tools. The correlation coefficient (r) was calculated using the formula 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 Product – Moment Correlation Coefficient

X __ Results from the first test

Y __ Results from the second test

N __ Number of observation

Mean Score

There was no need to test reliability of the instrument used to collect school mean scores since the data was secondary, and obtained from local authorities. There are no variations expected.

Availability of Water

$$\begin{aligned} r &= \frac{n(\sum y) - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}} \\ &= \frac{16(9) - (10 * 11)}{\sqrt{(16 * 10 - 12^2)(16 * 12 - 10^2)}} \end{aligned}$$

$$= \frac{34}{\sqrt{1472}}$$

$$= \frac{34}{38.367}$$

$$= 0.9$$

Availability of Health Services

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

$$= \frac{16(3) - (5 * 3)}{\sqrt{(16 * 5 - 5^2)(16 * 3 - 3^2)}}$$

$$= \frac{33}{\sqrt{2145}}$$

$$= \frac{33}{46.31}$$

$$= 0.7$$

The results show that the questionnaire used was reliable with r falling between the recommended 0.7 and 1.

Provision of Food

All schools were providing food to their students. Therefore, this variable was constant. There was no variation in the first and the second test. The correlation coefficient therefore can't be determined.

Provision of school uniform

In all schools surveyed, the responsibility of purchasing school uniforms is borne by the parents. Therefore, the variable was also a constant. The situation didn't change even during the second test.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Introduction

This chapter provides a brief summary of the study, conclusions and recommendations of the study. The study also offers suggestions for further research.

5.2 Summary of the study

The main purpose of the study was to investigate the influence of the provision of survival rights on students' academic achievements in secondary school education in Igembe South Sub county. The study focused on the objectives that targeted principals', teachers', and students. The study focused on the effect of the availability of water services on students' academic achievement, provision of health services and their effects on students' academic achievement, the effect of food provision on students' academic achievement and the effect of school uniforms provision on students' academic achievement. Thereafter, research questions were formulated.

To generate and refine the study ideas, the literature review was essential to provide more ideas and clarity to research questions formulated. The variables of the study were summarized in the conceptual framework that showed their interrelatedness. This study used ex-post facto research design and stratified sampling technique to select principals, teachers and students who participated in answering questionnaire items. Data was collected using principals', teachers', and

students', questionnaires. In addition data was collected using interview schedule for Sub county Education Officers and data analyzed using mainly descriptive statistics. Statistical Package for Social Sciences (SPSS) was used for effective analysis of data. To realize the objectives of the study, findings were presented and conclusions drawn.

5.3 Summary of the findings

The following is a summary of the findings that were arrived at after the analysis of data basing on research objectives.

5.3.1 Food provision and students academic achievements.

According to the findings on this objective, most of teachers indicated that school feeding programme influence the participation and achievement of students in secondary education to a great extent. Students indicated that meals served at school were not enough due to over enrolment of students. To ensure that all students are served, schools use lines as a method to serve all students which encourages full participation and achievement in secondary education

5.3.2 Provision of health services and its influence on students' academic achievement.

Availability of adequate health services in schools on average, and holding all other factor constant, the school mean score increases. When health services are availed efficiently in public schools, students are able to participate fully in academic and thus improve their achievement. Although there are no health services within the school in majority of

the schools, health centres were located near schools to help students well in case of sickness.

5.3.3 The provision of adequate water services on students academic achievement

The provision of adequate water in schools on average and holding all other factors constant increases the school mean. Lack of water in schools cripples learning process. Additionally some students may drop out hence hampering their academic achievement. Majority of schools in Igembe had access to piped water as their main source of water. The availability of water in the schools was rated fairly by principals.

5.3.4 School uniforms and students academic achievement

Findings indicate that parents play a great role of buying uniform to students. Teachers interviewed linked school uniform to students participation in academic activities .Those who cited reasons for agreements said students without the official , torn or inappropriate uniform were sometimes sent home thus, they missed classes and consequently learnt less than their colleagues with full uniform. Additionally, they associated self-esteem and self-confidence to those who had proper uniform. Apparently, that was thought to keep them focused on studies and therefore higher scores

5.4 Conclusion of the study

From the findings of the study, several conclusions were arrived at. To start with, every secondary school to be provided with health services in the nearby vicinity to attend to students quickly in case of sickness. Secondly, students should be provided with clean water to enhance academic achievement in Igembe South Sub-county. In addition schools should partner with NGOs to facilitate school feeding programmes to facilitate quality meals to students to enhance academic achievements in Igembe South Sub County.

5.5 Recommendations of the study

Based on the findings of the study, the following are the recommendations:

- i. The school community should support the school feeding programme for the disadvantaged pupils to be retained in school. This can be done by community provision of food items and also by ensuring that schools use school shamba to grow vegetables throughout the year. This will ensure that the vegetables grown in the school shamba increase food provided.
- ii. The government to provide health facilities for example school clinics to ensure students receive health services within the school environment which will enhance students' academic achievement.

- iii. The government in partnership with NGOs to provide water services to schools for example digging boreholes to schools that lack adequate water supply.
- iv. The governments to support uniform provision to students since school uniforms have been found to foster positive academic outcomes. This can be done through provision of two pairs of uniform at the beginning of form one and two more pairs once the students begin form three.

5.6 Suggestions for further research

The following are some of the topics which can be handled for further research:

- i. The influence of provision of child's Developmental rights on students academic achievement
- ii. A study on influence on NGOs initiatives on provision of child's survival rights to enhance academic performance.
- iii. An area or region other than Igembe South Sub County should be covered for the same study and results compared.

REFERENCES

- A.I.D. Agency for International Development (1996). Nutritional programme in Senegal September Washington D.C. 20523.
- Adelman, Sarah, Alderman, Harold, Gilligan, Daniel and Lehrer Kim. (2008) "The impact of alternative food for education programs on learning Achievement and achievement and cognitive development in Northern Uganda, unpublished Manuscript, University of Maryland, World Bank, international food policy, Research Institute and University British Columbia.
- Aden and Marion (2004). The Millennium Development goals for Health Rising to the Challenges, International Bank for reconstruction and Development/ world Bank.
- Aden, J. (2008). The good and bad of free school. African News Updates June 2008.
[http://www.africa.no/Dc failed //163/.htm..](http://www.africa.no/Dc%20failed%20163.htm)
- Afridi, F. (2010). "Child welfare programs and child Nutrition: Evidence from a mandated school meal program in India." Journal of development economics
- Akinboye, J.O. (1996). Psychological foundations of education. Ibadan: Sterling Hordon publishers.
- Arunatilake, N. (2004). Educational participation in Sri Lanka: why all are not in school: the institute of policy studies of Sri Lanka.
- Ayoo, S. J. (2002). Factors affecting students' performance in K.C.S.E examinations in public secondary schools in Maseno Division. Unpublished MED project UON, Nairobi.
- Best and Kan, V (10th Ed). (2009). *Research in Education*. New Delhi: PHI learning private limited.
- Bota, K.N. (2007) Grade repetition in Kenya Primary Schools issue of learning disabilities: zugl: Hamburg University, Germany.

Child rights information network (2008). Convention on the rights of the child. Retrieved 26 November 2008.

Christenson, S.L. (2004). "The family school partnership: an opportunity promote the learning competence of all student psychology review 33(1) 83-104

Cohen, L. and Marion, L. (1994) Research methods in education (fourth edition). London; New York: Routhledg

Demmary, M.K. & Malecki, C.K. (2005). *The relationship between social support and student adjustment; a longitudinal analysis*, psychology in the school 42(7) 691-706.

Education for All (2005). Global Monitoring report: the quality imperative: UNESCO.

Education sector. Washington, D.C.: World Food Programme and the World Bank.

Fan, Y; and Chen, M. (2001). *Parental involvement and students' academic achievement A Meta Analysis*. Education Psychology review 13, 1-22.

Figlio, D.N. and Winicki, J. (2005). Food for thought? The Effects of school Accountability plans on school Nutrition." Journal of public Economics.

Gergiou, S.T.S Tourua, A (2007) parental attributions and Parental involvement. Social Psychology of Education.

- Glewwe,P. (2005). “The impact of child health and nutrition on education in developing countries: Theory, econometric Issues, and recent empirical evidence.” *Food and nutrition bulletin* 26(2): S235-S250.
- Grootaert, C. (1994) poverty and basic needs fulfilment in Africa during structural change; evidence from Cote d’Ivoire. *World Development*, 10(22), page 152
- Joes, A. and Crandall, R. (1991). *Handbook of self-actualization Journal of social behaviour and personality*, 6, 1-362
- Journal of educational development*, 20:5-27
- Kattan, R.J (2006), “Implementation of free basic education policy; *Education working paper series no.7*, World Bank, Washington, D.C; December 2006, page 21-22.
- Kaziaya, H.W. and Alderman,H.(2009). “Educational and health impacts of two schoolfeeding schemes: evidence from a randomize trial in rural.
- Kombo, D.K. and Tromp, D.L.A. (2006).*Proposal and Thesis writing. An introduction*.Makuyu: Pauline Publishers.
- Kothari,C.R (2009): *research methodology: methods and techniques* (second revised edition). New age International (P), Delhi: India.
- Maslow, A. (1987). *Motivation and personality* (3rded.) New York: Harper and Row.
- Ministry of education (2008).*Elimu News: issue 5 of 2010*. Nairobi:

- Government printers.
- Ministry of education science and technology (*NO 1 of 205*) policy framework for education, training research.
- Ministry of higher Education science and technology, (2009). *Functions of the ministry*
- Mugenda O. & Mugenda A.G (2003). Research methods: qualitative & qualintitative approaches. Nairobi: Acts press.
- Orodho, A. (2009). *Elements of education and social science*. Research methods. Nairobi: Kenezja Publishers.
- Orodho, J.A. (2004). *Elements of education and social science*; Research methods: parents news (online 5 (5).
- Pisher, R. (1995) Teaching children to think. Stanley Thorn Govinda, D.A. (2003) Personal communication with the autho.r. Lagos: Nigeria
- Purdy, L (2002). In their best Interest? The case against Equal Rights for children, Ithaca: Cornell University press
- Republic of Kenya 2010 *a child friendly environment*. Government printers, Nairobi.
- Salamba, F.F. (2013). Effect of parental involvement and Gender factor on their children's education and academic performance in Western Division of Kisumu Municipality. Unpublished masters project of MasindeMuliro University.

Shiundu, S. & Omulando, J. (1992). Curriculum theory & practice in Kenya, Oxford University Press, Nairobi, Kenya.

UNESCO. (2009). Reaching and teaching the most marginalized concept note for the 2010 global monitoring report. January 2009. UNESCO.

UNICEF. (2000). Defining quality in education; The international working group on education Florence, Italy June 2000, UNICEF: New York, NY, USA.

APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi,

Department of education Administration and planning,

P.O. Box 92, Kikuyu

The Principal,

.....secondary school,

Dear sir/madam

Ref: REQUEST FOR RESEARCH DATA

I am a post graduate student at the University of Nairobi, undertaking a research project in curriculum studies. I am conducting a research on influence of provision of survival Rights on students academic achievement in secondary education in Igembe south sub County of Meru County in Kenya .Kindly assist by responding to all items attached in the questionnaires.

You are assured that the information you give will be for research purpose only and your identity will be treated with confidentiality.

Your cooperation will be highly appreciated.

Yours faithfully,

Judy Kinya Gilbert

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

The questionnaire is used to investigate the influence of provision of survival rights on students' academic achievement in secondary schools in Igembe Sub County. The objectives of the study is to gather information that improves the completion rate of the secondary education. Please your name or name of the school in this questionnaire is not needed. You are kindly asked to answer the question as honestly as possible. All answers given by the respondents are correct. The information is treated with a lot of confidentiality and can be used for this study alone .Please tick () appropriately or write your opinion where necessary.

Part A: Demographic Data

1. What is your gender male () female ()
2. What is your age? Below 30 years () 30-35 yrs () 36-40 yrs () 41-45 yrs () 46-50 yrs () 51-55yrs () 56-60yrs()
3. What is your highest academic qualification? Diploma() Degree() masters () Phd() any other (specify)
4. Your duration as a principal? Below 5yrs() 6-10yrs () 11-15yrs () 16-20 yrs () 21-25 yrs () over 25yrs ()

Part B. Influence of survival rights on student's academic achievement in school.

5. What is the category of your school? National() provincial ()
District () C.D.F ()
6. What is your school type? Mixed Day () Mixed Day&
Boarding()
7. Do you have water in your school? Yes () No()
8. If your answer is Yes in question 7 What is the main source of
water in your school? Piped water () Borehole () A well ()
A spring () River () Dam () lake ()
9. How do you rate availability of water in your school?
Very Good () Good () Fair () Poor () Very Poor ()
10. Do you have health services facilities?
Yes () No () ; If yes justify.....
11. Do water borne diseases such as Cholera, Amoebiasis, affect
student participation in your school?
Yes () No () if yes to what extent does it contribute to
participation among leaners in your school? Very great extent ()
Great extent () moderate () low () very low extent ().
12. How far is health facility from your school? 0-1Km () 2km ()
3km () 4km () 5km () 6km and above ()

Thank you for your participation

APPENDIX III: QUESTIONNAIRE FOR TEACHERS.

This questionnaire is designed to gather information on the influence of provision of survival rights on academic achievement of students in secondary schools in Igembe south sub county. You are requested to tick () the appropriate response or as is relevant or write your opinion where necessary. The information will only be used for the purpose of this study while your identity will be confidential. Please your name or name of the school in this questionnaire is not needed.

Part A: Demographic Data.

1. What is your gender? Male () female ()
2. What is your age? Below 30 yrs () 30-35 yrs () 36-40 yrs () 41-45 yrs () 46-50 yrs () 51-55 yrs () 56-60 yrs ()
3. What is your highest academic qualification? certificate () Diploma () Degree () masters degree () PhD () others specify

Part B: Influence of survival rights on student academic achievement in school

4. How often do you experience inadequate or even lack of water in your secondary school? Often () sometimes () never ()
5. How far is the place of medication from your school?
0-1 km () 2-3 km () 6-10 km () 11km and above ()
6. Do sometimes students miss lessons for various reasons

strongly agree () Agree () Disagree () strongly disagree ()

7. Are there cases of student who have poor grades due to lack of survival rights programme? yes () no ()

8. Does the school feeding programme affect learners in your secondary school? Very great extent () great extent () moderate extent () low extent () very low extent ()

9. Do you think school uniform affect the participating of students in your school Yes () No () If Yes give reasons.....

12. How often do you discuss with your principal, deputy principal, senior teacher, a teachers about student's welfare? Often () never () rarely ()

13. What kind of support do you get from the parents to facilitate the delivery of survival Rights to students? They provide food () they buy uniform () they bring clean water () they pick children from school for treatment in case of sickness ()

Thank you for your participation

APPENDIX IV: QUESTIONNIRE FOR STUDENTS

This questionnaire is used to investigate the influence of provision of survival rights o academic achievements of students in secondary school in Igembe South Sub County. The objective of the study is to gather information that improves the completion rate of secondary education. Please your name or name of the school in this questionnaire is not needed. You are kindly asked to answer the question as honestly as possible. All information is treated with a lot of confidentiality and can be used for this study alone. Please tick () appropriately or write your opinion where necessary.

Part A: Demographic Data

1. Which form are you? Form three () form four ()
2. What sex are you? Male () female ()
3. What is your age bracket? 13-14 yrs () 15-16 yr () 17-18yr () 19-20yr () over 20 yr()
4. Are you aware of your rights as a child? Yes () no () not sure () If yes highlight child's right.....
5. Who pays for your school fees? Parents () guardian () well wishers () sponsors () others specify.....

6. Do you score high in your tests? Yes () no (). If No, select from below what might be the reasons why you score low in your tests

	Very strongly	Strongly
Moderate		
i. Lack of water	()	()
	()	
ii. Lack of medical care	()	()
	()	
iii. Lack of food	()	()
	()	
iv. Lack of school uniform	()	()
	()	

7. What is the occupation of your parents?

Mother: formal employment () self employed ()

Other specify.....

Father : formal employment () self employment () others

specify.....

Part B: Influence of survival rights on students' academic achievement

8. Does the school have adequate water supply? Yes () No ()

Justify your answer.....

10. How often do you miss water in school?

Very great extent () Great extent () moderate extent () small
extent ()

11. How do you get your meals.....

12. Who pays for your medical fees? Parents () Guardian ()sponsors () well
wishers ()

13. Who buys you the school uniforms?.....

Thank you for your participation.

APPENDIX V: INTERVIEW SCHEDULE FOR THE SUB-COUNTY

EDUCATION OFFICER

Introduction

The purpose of this study is to investigate the influence of survival rights on student academic achievement in secondary education in Igembe South. Feel free to respond to all the questions as the responses will be used for purpose of the study only.

SECTION A: BACKGROUND INFORMATION

1. For how long have you performed your duties as the DEO in this district?
2. What are some of the survival rights you offer in your schools to enable them participate fully in secondary school education?
3. When did you start providing these survival rights in schools in the district?
4. How many health services do you have in the district to cater for students?
5. Do you have clean water services in the district to serve students in Secondary Schools?
6. Do you have school feeding programmes in the district?
7. Which are the partner groups facilitating the secondary school feeding programmes in the district?
8. Who provides for the school uniforms to secondary school students in your district?

9. What measures do you put in place to ensure that principals and teachers carry out their duties effectively by providing the necessary survival needs of their students?
10. In your own opinion what can be done to enhance student participation retention and completion in secondary school education in Igembe?

Thank you for your participation

Appendix VI Letter of Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@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: **NACOSTI/P/16/53923/12084**

Date:
18th August, 2016


Judy Kinya Gilbert
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of provision of child's survival rights on students academic achievement in secondary education in Igembe South sub-county Meru, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **18th August, 2017**.

You are advised to report to **the County Commissioner and the County Directors of Education, Meru 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.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Meru County.

The County Director of Education
Meru County.

Appendix vii: Research Permit

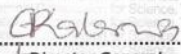
THIS IS TO CERTIFY THAT:
MISS. JUDY KINYA GILBERT
of UNIVERSITY OF NAIROBI, 566-60600
Maua, has been permitted to conduct
research in Meru County

Permit No : NACOSTI/P/16/53923/12084
Date Of Issue : 18th August,2016
Fee Received :Ksh 1000

on the topic: INFLUENCE OF PROVISION
OF CHILD'S SURVIVAL RIGHTS ON
STUDENTS ACADEMIC ACHIEVEMENT IN
SECONDARY EDUCATION IN IGEMBE
SOUTH SUB-COUNTY MERU, KENYA

for the period ending:
18th August,2017



Applicant's Signature


Director General
National Commission for Science,
Technology & Innovation

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 Officer 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


REPUBLIC OF KENYA


National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE
PERMIT

Serial No. **10677**
CONDITIONS: see back page