

**THE EFFECT OF SOCIO-ECONOMIC FACTORS ON STUDENTS'
PARTICIPATION IN PUBLIC DAY SECONDARY SCHOOLS IN
EMBAKASI DISTRICT OF NAIROBI COUNTY**

BY

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the Award of the Degree of Master of Education in Educational
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DECLARATION

This research proposal is my original work and has not been presented to any other university for any academic credit.

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This research project has been submitted to the university with my approval as the university supervisor.

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DEDICATION

I dedicate this research report to my parents: Karoli karani (father) and my late mum Maximilla. For their support, encouragement, love, upbringing and their efforts to enable me access quality education. They are the pride of my strength for their prayers have brought me far.

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ABSTRACT

Education is a foundation right for every person, a key to other human rights, the heart of all developments and more production. This explains why many countries all over the world Kenya included increase budgetary allocations towards education in relation to other government sectors. There is however continued concern over the number of students who do not attend classes regularly while some do not complete school and graduate especially at secondary level. This study was set out to establish the effects of social economic factors on students` participation in public day secondary school in Embakasi District in Nairobi County. The study also sought to examine recommendations on ways to enhance students` participation in public day secondary schools. From the literature review a number of studies revealed that the factors affecting students` participation vary according to social economic, cultural and geographical settings of the regions. The target population was the class teachers, the students and the parents of the public day secondary schools in Embakasi District of Nairobi County. The students and teachers` sample were selected based on streams, gender and class determined by random sampling. Questionnaires and interviews were used to collect data. Data was analyzed qualitatively and quantitatively. The analysis of the study revealed that there are socio-economic problems affecting students` participation, leading the factors cited as causes of absenteeism/drop out were: Lack of school fees, Family conflicts such as divorce, poor grades, teenage pregnancies, domestic chores, taking up jobs to supplement family income, taking up jobs like matatu touts/house helps and lack of money for bus fare. Majority of the parents were found to have only basic foundation which is secondary education. These trends were seen to demonstrate a correlation between social economic factors and students` participation in public day secondary school. This study concluded that there is need to address the social economic factors affecting students` participation in order to promote education in Embakasi district. This could be done by awarding of bursary equally to needy students in high school instead of considering the bright students only, increasing the number of public boarding schools and stiff penalties on parents whose children drop out of school to be introduced. Every school to have an effective guidance and counseling department to assist the learners cope with problems and parents to understand the needs of students in the public day secondary schools. The government through different stakeholders should empower parents by provision of school-feeding programs. Based on the study findings, it is recommended that similar research could be carried out in other parts of Kenya since different parts of the country have different characteristics. Further research could also include more research tools such as document analysis for instance admission registers, class registers and nominal roles in KCSE examination to enable the researcher to get information on schools attendance and cases of school dropout.

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LIST OF ABBREVIATIONS

AIDS	:	Acquired Immune-Deficiency Syndrome
GOK	:	Government of Kenya
KCPE	:	Kenya Certificate of Primary Education
KCSE	:	Kenya Certificate of Secondary Education
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations Children's Fund
SPSS	:	Statistical Package for Social Sciences
GER	:	Gross Enrolment Rate

CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

Education is a form of investment in human capital which yields economic benefits by increasing the productivity of its people (Weeks, 1963). Education contributes to national and social development and reduces social inequalities. It is for these reasons that education was declared a basic human right globally and recognized by article 26 of the universal declaration of human rights in the year 1948 (Council of African Ministers of Education, 2000). Due to the aforementioned benefits of education, governments in both developed and developing countries allocate much of their resources to education and (UNESCO, 2005) notes that this has resulted into considerable growth of educational activities world over. However in developing countries such as Kenya socio-economic factors affect the students' participation and they end up failing to reap from the fruits of education. This study therefore investigated the socio-economic factors which affect the participation of students in public day secondary schools in Embakasi District of Nairobi County. These included: parental factors such as the parental/guardian educational level, the family size, type of family, the parental/guardian income/occupation and distance from home to school. School factors such as school levies/fees, uniform, meal charges, examination fee and development fund were also discussed.

Globally, Gross Enrolment rate (GER) for developed countries is close to a hundred per cent while those for developing economies especially in Africa, is lower than fifty per cent. In the years 2002 and 2003, for instance, the (GER) for Europe and South America

was a hundred per cent (UNESCO 2005). Africa recorded the lowest participation of less than forty-five per cent. The situation is even worse in individual developing countries. Kenya, for instance, recorded a low GER of 29.3% in 2005 and 42.5 % in 2008 (GoK, 2012) although the transition rate from primary to secondary school has increased from 29% in 2005 to 43% in 2008 the gender gap is visible, as many girls drop out of school due to poverty, sexual harassment, pregnancy, early marriage and parents' preference for educating boys, ethnic minority status, low self-esteem, substance abuse, family characteristics such as single parent families and slum children. (UNESCO, 2007). This affects the students' participation in secondary education.

Rumberger and Thomas (2000) found that students who more often get low grades and fail subjects are more likely to leave school prior to graduation. According to Holloway (1990) in Japan and America, the learners' home environment is a factor contributing to failure or success in education undertakings. He states that family practices related to school achievement vary from within different social classes. After controlling for social level indicators of family social class in Japan and the USA he showed how the perceived legitimacy and importance of school institution help by parents and their parenting practices in the home strongly predicted school performance in a child's first five years of schooling.

UNESCO (2007) reported that the level student participation in developing countries are still low although the Kenya government has continued to show much commitment to education sector by allocating more of its national resources to education every year with the aim of increasing participation, they are still far from achieving it. According to the Kenya Government Economic Survey Report (2012), the gross total allocation to the

ministry of education increased from Ksh.11.0 billion in 2007/2008 to Kshs.15.5 billion in 2008/2009. Closer analysis reveals that expenditure in secondary education for this period increased by three hundred and forty-two per cent, Kshs. 83.5 billion in 2010/2011 to Kshs 233.1 billion in 2012/2013 (GoK, 2012) Despite these efforts many challenges such as student participation still remain. This study is intended to determine socio-economic factors that are frustrating the government's efforts to enhance transition, participation and completion of secondary education,

The Kamunge report (1988) recommended the establishment of public day secondary schools as a more cost-effective way of expanding and providing accessibility to secondary education. Efforts of the government of Kenya to implement these recommendations so as to increase access to secondary education include the allocation of bursary funds to public secondary schools through the Constituency Bursary Fund (CBF), building of more secondary schools and expansion of the existing ones to accommodate the increasing number of students graduating from primary schools and the recent declaration of free tuition in all public secondary schools. Furthermore many constituencies have used their Constituency Development Fund (CDF) to increase the number of public day secondary schools which are subsidized by the government.

Despite all these, not all Kenyan children have been able to access education and go through the learning process successfully. Factors affecting participation of day scholars have been identified by researchers such as Maku (2005), Njenga (2007), Mbani (2008), Murai (2008) and Apida (2010) as socio-economic factors categorized as parental and school factors: such as size of the household, income of the parents, education level of

parents, type of family and level of interaction between parents and children with regard to school work, school levies such as fees, development fund and even meal charges.

According to Njeru and Orodho (2003) the cost-sharing policy implemented in 1988 which left the parents and sponsors with the burden of provision of physical facilities and other consumables created unevenness in the development of schools. Public day schools in rural areas and those neighbouring urban slums continue to deteriorate. Wambui (2007), in her research, established that public day secondary schools have continually registered poor results in KCSE examinations compared to other categories of schools. Apida (2010) observes that factors leading to poor performance in KCSE in public day secondary schools in Nairobi County are low student participation which can be deduced from chronic absenteeism, truancy and withdrawal or dropout before sitting for the form four examinations. In the table below a total of 16 students registered for the examination in public day secondary schools in Embakasi District but did not sit for it.

Table 1.1: K.C.S.E. Results of Public Secondary Schools in Embakasi District Nairobi County with their mean scores for 2009, 2010 and 2011.

Secondary School	Type	Entry	A-A-	B+-C+	C -C-	D+-D-	E	W	2011 M/sc	2010 M/sc	2009 M/sc
Komarock	MD	115	2	33	34	44	0	2	5.522	5.269	4.524
Embakasi	GB	66	0	7	20	35	0	3	4.194	3.382	4.359
Peter Kibukosya	MD	88	0	9	18	55	1	5	4.036	3.635	-
Kayole South	MD	166	0	17	17	121	5	6	3.656	3.723	-
Total		435	2	66	89	255	6	16	4.352	4.00225	4.4415

Source: PDE's office, Nairobi (September 2012)

Key: A-E Grades- MD –Mixed Day School, GB -Girls Boarding-W-Withdrawals, M/sc-
Mean score

Table 1.1 shows that the public day secondary schools in Embakasi District registered 435 candidates in 2011 and only 157 got between Grade A and Grade C-, 16 students withdrew or dropped out, while 255 students got between Grade D+-D-.It is in reference to this background that this research tries to find out the factors constraining the government's efforts in enhancing participation of students in public day Secondary schools in Embakasi district which recorded their lowest performance of 4.352 mean score below average falling in the last position of number nine out of the nine districts in Nairobi county in K.C.S.E 2011. Mwangaza and Embakasi Garrison schools will do their first KCSE in 2012 as they were new institutions opened up by the Embakasi Member of Parliament using CDF.

A number of studies on economic factors contributing to low participation among students in public day schools such as Maku (2005), Barat (2007), Murai (2008) and Apida (2010) have been carried out in other parts of Kenya. Since there exists regional disparities in the country, this study sought to carry out research on socio-economic factors constraining the enhancement of student participation in Embakasi district which is in Nairobi County.

1.2 Statement of the Problem

A student's participation in education is dependent on many variables such as parental and school factors. Quality education is an important part of a development strategy that seeks to enable all people to escape poverty and improve their standards of living (World Bank, 2002). Secondary education in effect determines the standards of living and improves the quality of life for self and family. It promotes better decision-making and increases social mobility. However there are socio-economic factors that hinder learners' participation in education in general and secondary education in particular. On the surface it would appear like all students are predisposed to attend secondary education successfully. Yet in reality parental factors coupled with school factors, greatly affect students' participation in many public day secondary schools.

The study sought to expose the relative effects of socio-economic factors on students' participation in public day secondary schools in Embakasi district in Nairobi County. This was prompted by the need to identify resources in the homes and schools and the ability of the parents and teachers to reinforce school learning. It is important to establish the reasons for absenteeism, dropouts and poor performance in examinations in public day secondary schools with a view to improving their participation. The study was meant to test the proposition that socio-economic factors affect the student's participation in public day secondary school.

1.3 Purpose of the Study

The main purpose of this study was to establish the effect of socio-economic factors on students' participation in public day secondary schools in Embakasi District in Nairobi County.

1.4 Objectives of the Study

The following objectives were formulated to fulfil the purpose of the study:

- i) To determine the level of students' participation in public day secondary education.
- ii) To establish whether parental factors affect students' participation in public day secondary schools?
- iii) To examine whether school factors affects students' participation in public day secondary education.

1.5 Research questions

- i) What is the level of students' participation in public day secondary school?
- ii) How do parental factors affect students' participation in public day secondary schools?
- iii) How do school factors affect students' participation in public day secondary education?

1.6 Significance of the Study

The findings of this study may benefit the Ministry of Education, the government and policy makers on ways of improving the status of public day secondary schools in Kenya.

The study may also benefit the education administrators, principals of secondary schools

and teachers to realize the true picture of the effects of socio-economic factors on students' participation in public day secondary education hence enable them plan on ways to mitigate them. To the students, the study may provide an opportunity for them to express their views on the effect of parental or school factors on their education. The information may help the general public see the need to enhance participation in secondary education for the future of their children. To the parents of secondary school students, the study may provide knowledge on how to support their children despite their economic situations. The findings may too contribute to the pool of knowledge regarding the effects of the socio-economic factors on students' participation in public day secondary education which is vital for present and future educational management. Finally the study will form a base on which other researchers can develop their studies.

1.7 Delimitations

The study was confined to Embakasi district in Nairobi County and since each region in Kenya is unique depending on the level of development, the findings will only be cautiously generalized. The study population will be limited to teachers, students and parents. The study did not include private secondary schools as their ways of operations are different.

1.8 Assumptions of the Study

The researcher carried out the research bearing in mind the following assumptions:

- i) That the sampled schools in the district do experience low participation of students in secondary education.

- ii) That the variables identified are the causes of constraints in participation of learners in public day secondary schools in Embakasi district.
- iii) The respondents will provide honest responses for their questionnaire items without bias.

1.9 Definition of Significant Terms

Dropout: This refers to withdrawal or discontinuation from school before completing the terminal stage of education.

Education cost: This refers to the cost of input/resources which are allocated to education such as building, desks, equipment, workshops.

Participation: This refers to the chance an individual has to enrol and fully get involved in education opportunity within a formal setting, with emphasis on completion of education level or cycle.

Participation rate: This refers to the increase or decrease in enrolment/ attendance and students progress transition to completion of an education cycle.

Public secondary school: This refers to the secondary schools that are maintained or assisted out of public funds from the government, parents and community according to Cap 211 and Cap 212 of the Laws of Kenya.

Socio-economic factors: In this study, these are variables that are of economical and social nature that affect supply of resources for effective learning.

Parental factors: This refers to parent based factors that impede negatively on the internal and external efficiency of public day school learners.

School factors: This refers factors that are school- based that impede negatively on the internal and external efficiency of public day school learners.

1.10 Organization of the Study

The report of the study is structured into five chapters. Chapter one will form the introduction and will comprise the background and the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, definition of terms and organization of the study. Chapter two will form the literature review on what other researchers have done on the area of study and to what extent. Chapter three will deal with research methodology that includes research design, target population, sampling procedures, research instruments, data collection procedures and data analysis methods. Chapter four of the study will deal with data analysis and interpretations. Chapter five will present a summary of the research, conclusions drawn and recommendations. It will also include suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the study variables making references to studies that have already been done in the study area. The study in particular related participation of students in public day secondary education to socio-economic factors that constrain the enhancement of education. These factors are categorized as: parental factors and school factors. Conceptual framework has been discussed and finally a summary of the chapter presented.

2.2 The concept of Student Participation in Secondary School

In many countries, student participation in secondary education is low and has been described as scarce luxury. In Latin America, this is mainly attributed to the most distinctive features such as financial constraints and other factors which are attributed to the social contexts, historical and political factors which usually contribute to regional inequalities of opportunities of education (UNESCO, 2005). Children are affected academically if they lack parental support especially with regard to education due to socio-economic factors such as poverty.

Studies by Castle (1966) in East Africa revealed that some students who are living happily with their parents have to walk up to fifteen miles a day to school. In the evening they study in very unfavourable conditions in single, crowded and noisy rooms with poor

lighting. Furthermore, not all day schools provide mid-day meals; hence students who cannot afford packed lunch go hungry throughout the day.

According to Kalter (1989) home environment conditions positively or negatively influence a child's participation and retention in school. He further asserted that children whose parents are divorced presented an evaluation with four most occurring problems in the family and the community namely: poor grades or grades below ability at fifty-six per cent, aggression towards parents forty-three per cent, psychologically stressed at sixty-nine per cent and academic problems forty-one per cent. Lack of a father figure in a family makes children suffer psychologically which leads them to all sorts of behavioural problems. Such children may fail to fit in the school social set up and frequently stay away from school, or worse still end up dropping out. This therefore called for socio-economic factors that may be constraining the enhancement of participation in public day secondary schools to be looked into.

2.3 Parental Factors

2.3.1 Parental Level of Education

Retention of children in school up to completion of the registered education cycle has a correlation with the family background. Parental interests and aspirations for their children also influence participation. The parental level of education plays a significant role in the enhancement of participation in education. (Kibera & Kimokoti, 2007) observed that educated parents with high income levels are able to provide for their children with a conducive home environment, all necessary school requirements and pay

for extra tuition, hence enhancing participation. Parental education determines the value that parents attach to education.

UNICEF (2007) observed in a research carried out in fifty-five countries that if educated women become mothers, they are likely to send their children to school, thereby passing on and multiplying the benefits both for themselves and for society in a positive integrated manner. This means an educated parent will find education more meaningful and therefore strive to educate his children more and encourage them to pursue further education through award of tokens and guidance. The children of parents with low education level and huge families are not well involved in community and school activities. They drop out from school earlier than their colleagues from other types of families.

Studies by Kamwilwa (2007) found out that there is a strong relationship between student's aspirations and parental level of education; that if one's parent is a teacher, the children will be inclined towards the teaching profession. Parents who are in business are more likely to make their children assist in the running of the business from an early age. This may impact negatively on the student's participation especially in day schools in terms of absenteeism. He also observes that parents who are unskilled are more often than not of low educational attainment. They take little interest in the education of their children or their children's school work. They have large families and live in grossly overcrowded homes lacking amenities and tend to send their children to schools which are ill-equipped and this affects their participation.

2.3.2 Parental/Guardian's Level of Income

Abagi & Odipo, (1997) observed that poverty is the leading factor that discourages parents from investing in their children's education. Most of the poor families who cannot hire workers sometimes withdraw their children from school to help on the families' farms or look after cattle. Hungry children from poor families who cannot afford food all the time fail to attend school frequently. They say further those children from broken homes average one more day per month absent, more discipline problems and show a double dropout rate than children from intact families. The stability of the family is a very important factor in determining the participation rate of children in school.

According to World Bank (2002) lack of food resulting from poverty and decline in food production due to bad climate in Africa has affected the nutritional status and human survival resulting into sickness, disease, and stunted growth. Due to restlessness and bodily weakness, poor attendance and academic underachievement, many children succumb to this predicament and develop chronic absenteeism while others drop out of school never realizing the benefits predicted to accrue from education investment.

UNICEF (2007) notes that distance from home to school and students' participation are related. The report points out that students are more likely to be absent on the grounds of safety or economy. The findings revealed distance had a strong influence on regular attendance of school ultimately affecting students' participation. Studies by Murai (2008) in Gatundu District found that parents feel that the journey to school is perilous and too

long, putting girls at risk of sexual assaults and other forms of violence. School distance adds unnecessary costs incurred by parents on bus fare given to students as they commute everyday to school hence a reason for students' absenteeism.

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

2.3.3 Family Type

Syombua (2007) noted that emotional and psychological problems found in fatherless families are complicated by the loss of his economic support and this has many implications for the children's schooling. Triano (1990) pointed out in his studies that lack of one parent in the family tends to influence the behaviour patterns of children. He indicates that children from broken families prematurely take on adult roles at home and most of the time they are at odds with their school rules. They tend not to burden their single parents with their feelings or problems. The male children in particular tend to play the fatherly role in the family. This affects their school attendance and performance while quite a number drop out. Boys, in the absence of their father tend to show their masculinity in aggressive behaviour. They show a tendency to exhibit more anger and disobedience, resulting in more discipline problems. Such boys, the study concludes,

have difficulties in delaying gratification of needs, display poor skills for coping with frustration and lack ability to handle long term commitments and responsibilities and that is why they irregularly attend school.

2.3.4 Family Size

Schiefelbein & Wolff (1992) found that large families are more prevalent in low socio-economic groups, whereas small families occur in high socio-economic groups. They report that family size was correlated to the score performance among secondary school learners. Murai (2008) cites parental lack of involvement as a factor which may be determined by family size. Parent-child relationship and parental cooperation has a lot to account for the student's participation in education. Inability to afford the direct costs has a heavy bearing on girls' education as it bars them from successful participation as many parents believe that it pays to educate boys than girls. Education opportunities for girls have tended to be lower than boys at every level of education. This contributes to child labour, low grades and chronic absenteeism at every stage leading to high dropout rates.

World Bank (2002) reported that due to poverty is children from are large families are forced by their parents to take up temporary labour to supplement household income. Parents tend to be reluctant to send children to school regularly or just do not give them enough time for school activities. The high demand for children at home contributes to their low participation and even in some cases dropping out before completion. It is reported that in Zambia, girls spend four times more time than boys in direct production work. Gender disparities are associated with the parent discrimination and cultural factors

on opportunity cost of educating a daughter as compared to a son. GoK (2005) reported gender parity index of 0.97 with a female transition rate of 48.6%. This shows that most households prefer to take the male child for further education.

2.4 School Factors

2.4.1 School Levies/Fees and Distance from Home to School

World Bank (1988) recommended a transition from a system of boarding school to one of day schools which should be established within reasonable walking distance. It observed that expenditure per a student is much higher in boarding secondary schools than in day schools. Day schools will reduce parental and community burden and enable the nation to expand accessibility to secondary education.

Sessional paper No.6 of 1988 observes that the development and maintenance of physical facilities in those schools by communities, parents, and sponsors should continue. Parents therefore have a duty to meet some school costs. While the Government of Kenya is fully committed to implement free public day secondary education as a measure of curbing dropouts, parents are however obliged to bear other direct user charges/school levies. These include uniform, registration fee for both internal and external examinations, payments for lunch time meals and other school projects. Children of parents who are unable to afford these direct user charges may end up dropping from school or being absent frequently or even repeating due to poor grades. These socio-economic factors therefore affect a student's participation in education.

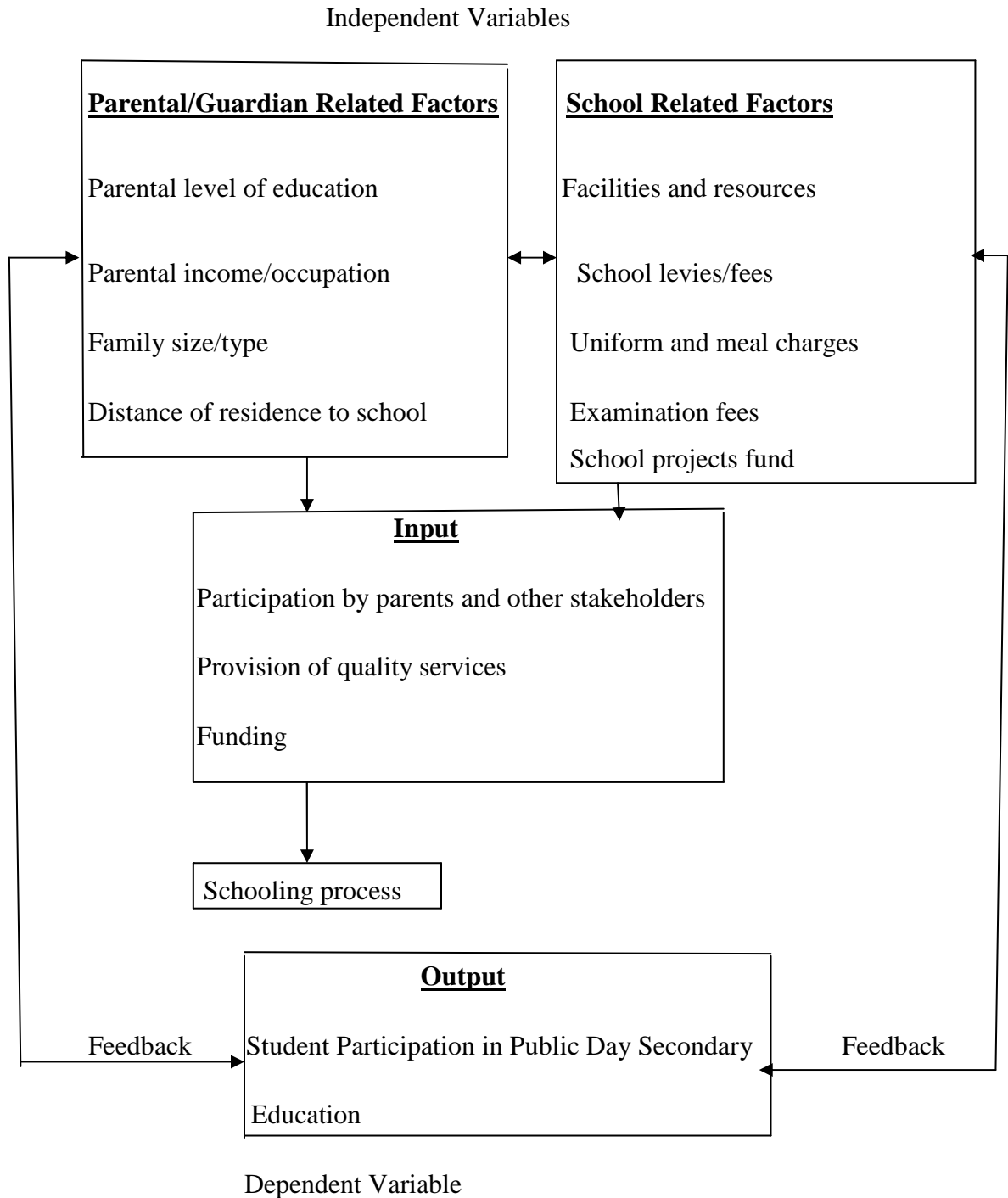
Mingat (2002) observed in his findings that of the richest 205 households, seventy six per cent of their children attend school compared to 405 of the poorest twenty per cent households. This means that children from poor households have much lower attendance than children from richer households. It is in those large poor families that girls have a higher risk of not attending school. He further argues that countries with low attendance rates overall tend to have higher gender, regional and wealth disparities. Although public day secondary schools play an important role in increasing access to secondary school education especially to needy children whose parents may not afford the luxury of boarding school, the parents who are poor encounter challenges still which affect the student's participation.

2.5 Summary of the Literature Review

The above studies reveal that a lot has been done on socio- economic factors affecting student participation in education. They range from studies in Kenya, Africa and the rest of the world. This study makes a contribution towards successful education standards in Kenya by examining the effect of socio-economic factors on students' participation in public day secondary schools in particular Embakasi District of Nairobi County. The whole district is served by only five mixed public day secondary schools. There are two broad categories of factors to examine namely: parental and school based factors. Parental factors include: parental level of education, the size of the family, the type of family and family income/occupation The school factors include: Distance from home to school and school fees/levies.

2.6 Conceptual Framework

Figure 1.1 Conceptual Framework Showing Socio-economic Factors Affecting Students' Participation in Public Day Secondary Schools



Source: Researcher 2013

There are various socio-economic variables which do interact and affect learners' participation in public day secondary education. The variables identified are summarized in the above conceptual framework. It shows that socio-economic factors may have a positive or negative influence on a student's participation in education. Students whose parents have low income, low levels of education and are not in high status employment may not get parental support for their secondary education. This leads to absenteeism, high dropout rates and poor grades. The researcher therefore viewed this as a roadmap to the study of socio-economic factors that affect participation of students in public day secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research Design

A Descriptive Survey Research Design was adopted in this study. According to Krishnaswami 2001), this Design is a fact finding study which involves collecting data directly from a population thereof at a particular time. This design was found ideal for this study because it was conducted in a natural setting, it sought direct responses from the respondents, covered a very large population and a definite geographical area. Similarly, the design augured well with the research instruments in this study because it investigated a phenomenon that existed without manipulating the variables. This design allowed the participants to describe and provide their opinions regarding the variables studied in detail.

3.3 Target Population

Target population is that population to which a researcher wants to generalize the results of the study (Mugenda & Mugenda, 1999). In this study the target population consisted of all students in all public day secondary schools in Embakasi district, their parents and

teachers. According to the information available at the PDE's office Nairobi County Embakasi district has a total of 5 public day secondary schools namely: Komarock, Kayole South, Mwangaza, Peter Kibukosya and Embakasi Garrison. There are about 1500 students and their parents and 40 class teachers in the 5 schools and the study targeted all of them.

3.4 Sample Size and Sampling procedure

Sampling means selecting a given number of subjects from a target population as representatives of that population. According to Kombo and Tromp (2005) in purposive sampling, the researcher successfully targets a group of participants believed to be reliable for the study. The study purposely targeted the public day schools in Embakasi District. They further state that in random sampling, all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample size. The two methods were used.

According to Mugenda & Mugenda (1999), the larger the sample the smaller the sampling error and a twenty to thirty percent of the targeted population are sufficient to make a generalization. Thus, for this study twenty percent of the population was utilized. The sample was selected by employing random sampling to ensure representation of all groups. All the five public day schools were selected. The study sampled sixty students include from each school to participate. The recommended class size according to the Ministry of Education's CBE (Curriculum based establishments) is forty-five students. The average streams per school being two, the total number of form one to form four

students in the five schools is approximately one thousand and five hundred students and 20% of 1500 is 300 students. A total of 10 class teachers and 10 parents were selected randomly to be participants.

3.5 Research Instrument

This researcher utilized two research methods namely: Questionnaire and interview. Mugenda and Mugenda (1999), note that questionnaires are commonly used to obtain important information about population. Each item in the questionnaire was developed to address a specific research question. The questionnaires contained both open and closed ended questions. The questionnaire can cover large populations within a short time using few personnel. These questionnaires were self administered to class teachers and students. The information was analyzed in relation to students' participation in public day secondary schools in Embakasi secondary schools in Nairobi County.

The study also employed an interview schedule that was self- administered to ten parents only. This tool was suited to parents since it is flexible, adaptable and can be used on many people. The interview was an oral questionnaire that gave immediate feedback and administered face to face. The parents are normally busy and may not have time to sit down to answer a questionnaire some are even illiterate. Kombo and Tromp (2006) observe that interview schedule gives in-depth information on specific issues. This is time saving since the respondents simply answer what has been asked by the researcher. The data collected is also quantifiable. The reliability of the information gathered is high as it is done systematically. The interview questions were the same for all parents.

3.6 Content Validity

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

Piloting is important as it helps identify misunderstanding, ambiguity and irrelevance. The researcher pre-tested the instruments through piloting with a few subjects. The researcher carried out a pilot study test on ten per cent cases drawn from the target population outside Embakasi district which did not participate in the final study. This was in Kamukunji District of Nairobi County. (Mulusa, 1988) recommends ten per cent of the cases for a pilot test in a descriptive study. In this case one public day secondary school, two class teachers, 8 students and 2 parents were used as respondents. After piloting, each question item was discussed with research specialists and the supervisor to determine suitability, clarity and relevance for the purpose of study. Items found to be inadequate in measuring the variables were excluded and others modified to improve the quality of the research.

3.7 Instrument Reliability

Gay (1976) defines reliability as the degree to which a test consistently measures whatever it measures. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over time. In this study the researcher used the half split method recommended by researchers such as Nachmias and Nachmias (1996) for measuring reliability of a test. The advantage of this technique is that it requires only one session. This involves splitting the instrument into two; one half of even numbered items and the other of odd numbered items.

The correlated result provides the internal consistency of one half that is the degree to which the two halves of the test are equivalent or consistent in terms of items. This method has been chosen because of its ability to summarize the direction of the correlation that is whether it is positive or negative. An instrument is reliable when it can measure a variable consistently if used in similar condition. Split half method was used at piloting to determine the reliability of the questionnaire. This study expected a closer relationship of about +1. A Correlation coefficient of one was considered high enough to judge the instrument as reliable to the study, the closer the correlation (r) is to +1 or -1 the closer the relationship between the variables. The reliability yielded a coefficient of 0.08 hence the instrument was deemed reliable.

3.8 Data Collection Procedures

The researcher first got authorization before administering the questionnaires. The researcher proceeded to seek permission from the National Council for Science and

Technology; she then wrote letters to the public day schools in Embakasi District to seek permission to carry out research in their schools. The highest ethical standards were upheld during the quantitative and qualitative data collection. The researcher first identified herself and declared the main purpose of the study. To ensure anonymity the teachers and the students were asked not to write their names on the questionnaires while the interviewed parents were assured that their names could not be matched with their information for identification. Informed consent was asked from the respondents before data was collected.

The researcher trained all the questionnaire assistants and interviewers on the proper administration of informed consent prior to administration and how to debrief the participations after the completion of the interview and filling in of questionnaires with assurances of confidentiality and the fact that their information was purely for academic purposes. After permission had been granted the researcher proceeded to administer questionnaires to class-teachers and students. The filled in questionnaires were collected the same day. The researcher visited each school to interview two parents. This is because parents are responsible for the general upkeep of students and for the day school scholars parents/Guardians provide accommodation, food, transport or daily bus fare. The parents were therefore in a position to give reasons as to why any of his/her children left school pre-maturely or was regularly absent. Those parents whose children were in school also had information on the challenges they faced in maintaining them in school and gave suggestions as to what could be done to help better manage day school learners.

3.9 Data Analysis Procedures

The data collection instruments were checked for completeness and errors, the questionnaires were arranged, coded and data entered in the Statistical Package for Social Sciences (SPSS) for analysis. The information from each item on the questionnaire was processed and reported through descriptive narrative. For the Pearson's Chi-Square test (P-Value=.005) was used to test significance between the variables to show the effect each independent variable had on the dependent variable. This enabled the researcher to explore the strength of the relationship between several independent variables on the dependent variable. It was therefore possible to analyze the variables of the constants using the computer statistical analysis. This data was used to draw inferences which formed the basis of the research findings of the entire process. Cross tabulations were used to summarize categorical data to make contingency tables. Custom tables were used to compare and check on the association between the variables.

The audio-taped interviews were transcribed verbatim into separate word-proposed computer files for each interview. The researcher read these files several times and listened to the tapes to make sure that the transcriptions were accurate. All the interviews were conducted in English and Kiswahili. From the transcribed interviews and from the stated objectives of the study, the researcher was able to develop a list of codes for the qualitative data. The data was coded and summarized thematically. Qualitative method was used to report the findings of the interviews for the parents. The interviews were summarized in group statistics so that no one learnt of their individual answers.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter contains detailed description of the results obtained after data analysis. It includes demographic information of the respondents, data interpretation and discussion on the findings. Tables, bar graphs and pie charts are used to present the findings while frequencies and percentages are used to discuss the findings.

4.2 Questionnaire Return Rate

As per the study sample design a total of 320 respondents were to be used in the study. A summary of the questionnaire return rate is shown in the Table 4.1 below.

Table 4.1: Questionnaire Return Rate

Respondents	Expected responses	Actual responses	Percent
Class teachers	20	20	100%
Students	300	273	91%
Total	320	293	91.6%

As shown above, a total of 20 teachers were given the questionnaire and there was 100% return rate. However, out of the 300 targeted students only 273 returned their questionnaires dully filled forming a total of 91% return rate. Therefore the total percentage return rate was 91.6%, which was considered as providing a relatively valid and reliable representation of the target population (Mulusa, 1988).

4.3 Demographic Information of Respondents

Table 4.2: Gender of Students

Gender	frequency	Percentage
Male	142	52%
Female	131	48%
Total	273	100%

Figure 4.2: Gender of Class Teachers

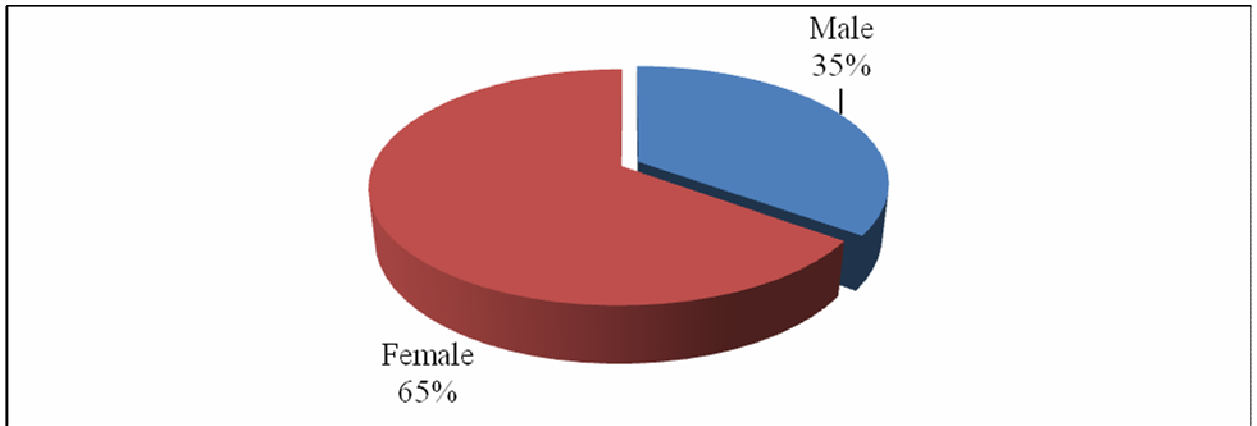


Table 4.2 and Figure 4.2 show distribution of the respondents who participated in the study by gender. Class teachers comprised of 65% females and 35% males. On the part of students, male respondents were 52% whereas female respondents were 48%.

Table 4.3: Class Teachers' Duration in their Current School

Duration	Frequency	Valid percent
Below 5 years	19	95.0%
Above 15 years	1	5.0%
Total	20	100.0%

According to Table 4.3, majority of teachers had served between 1-5 years. This is because most schools investigated had been in existence for only 5 years except one school where a teacher had served for over 15 years. These respondents had served long enough and were therefore in a position to give reliable information.

Table 4.4: Duration of Students in Current Schools

Number of years	Frequency	Percentage
2 years	91	33.3%
3 years	75	27.5%
4 years	107	39.2%
Total	273	100%

The study sought to establish the duration the respondents had spent in their current schools. From the finding in Table 4.4 above, majority of student had spent four years in the current schools 39.2%. Other students had spent 3years (27.5%) while 33.3% had spent 2 years. The students were also asked to indicate their class and gender .The data is presented in Figure 4.3.

Figure 4.3 Class and Gender of Students' Respondents -Cross Tabulation

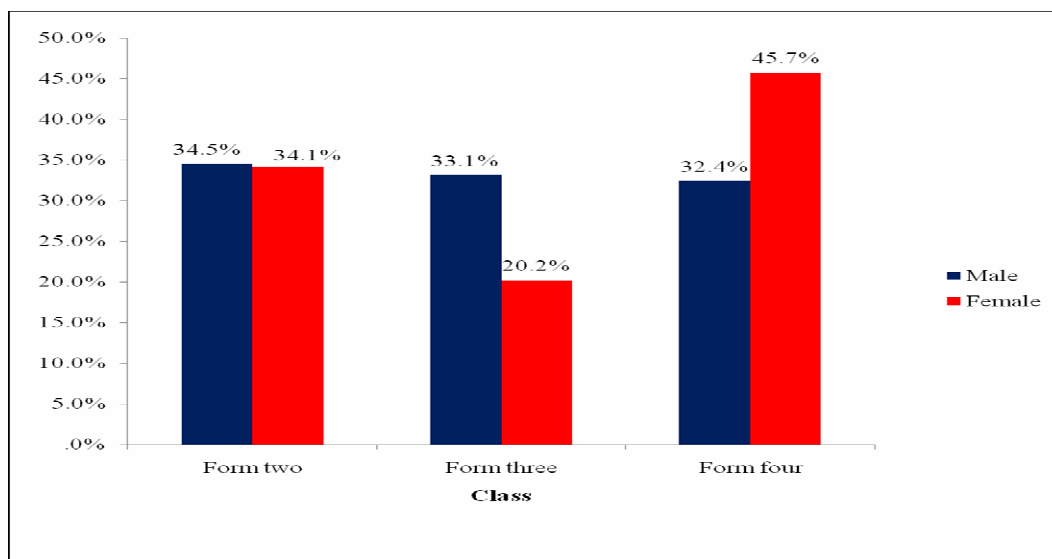


Figure 4.3 showed that 34.5% of forms twos were males while 34.1% were females. In form three 33.1% were males while 20% were females. In form four 32.4% were males while 45.7% were females.

4.4 Parental Socio- Economic Factors Affecting Student Participation

4.4.1 Parental/Guardian Level of Education

The students were asked the level of education of their parents/guardians. The findings are shown in Figure 4.4.

Figure 4.4: Parental / Guardian Level of Education

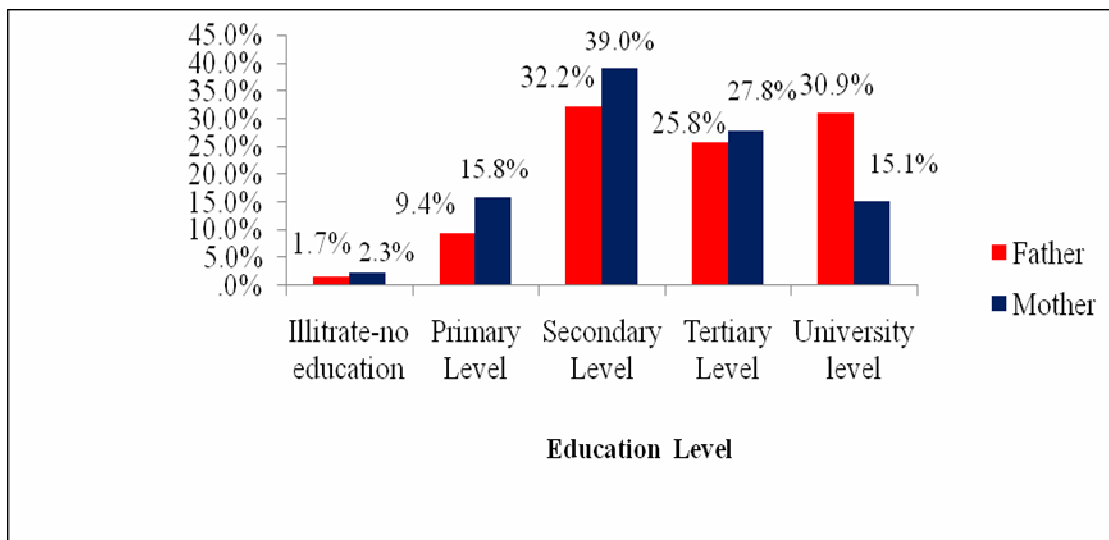


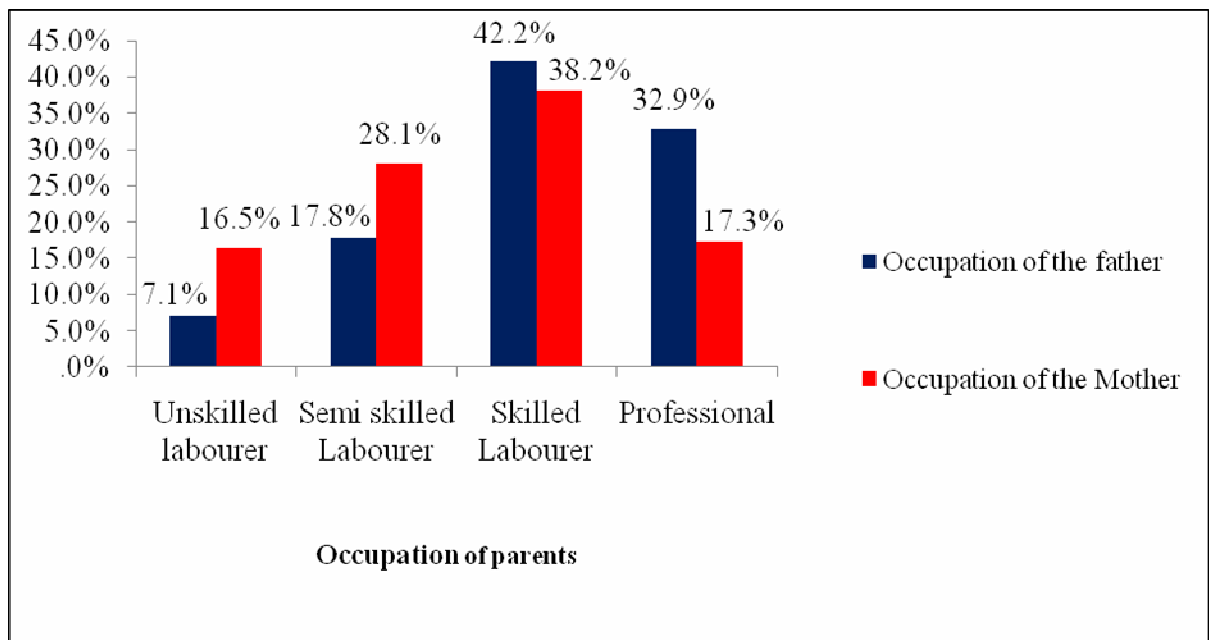
Figure 4.4 showed that 1.7% fathers and 2.3% mothers were illiterate while 9.4% fathers and 15.8% mothers were primary level leavers with secondary level fathers were at 32.2% and mothers at 39%. Of the fathers (25.8%) and mothers (27.8%) had attained tertiary level. Only 15.1% of mothers and 30% fathers had university education. The findings revealed that majority of the parents had secondary level of education which results into

low paying occupation hence low participation of learners because most of them could not afford to take their children to school.

4.4.2 Parental/Guardian Level of Income/Occupation

The students were asked the education level of their parents/guardians. The data is summarized in Figure 4.5.

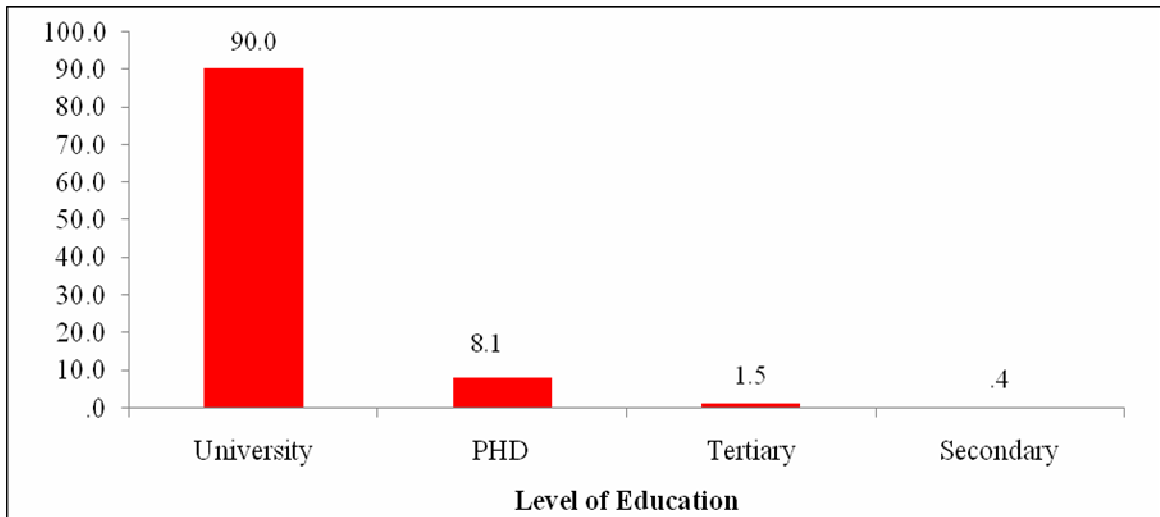
Figure 4.5: Occupation/Income of Parents



The figure showed that the effect of the parental/guardian's income/occupation on participation of students was assessed using four items and it revealed that 7.1% fathers and 16.5% were unskilled labourers while 17.8% fathers and 28.1% were semi-skilled labourers. Majority of the parents were skilled labourers with the fathers at 42.2% and the mothers at 38.2%. This indicated that their income was not very high to cater for school levies of the learners and therefore majority took their children to public day schools which are subsidized by the government. The fathers who were professionals were at

32.9% against 17.3% mothers. The students were asked the highest level of education they would like to attain. The findings are in Figure 4.6.

Figure 4.6: The Educational Level the Students would like to Attain.

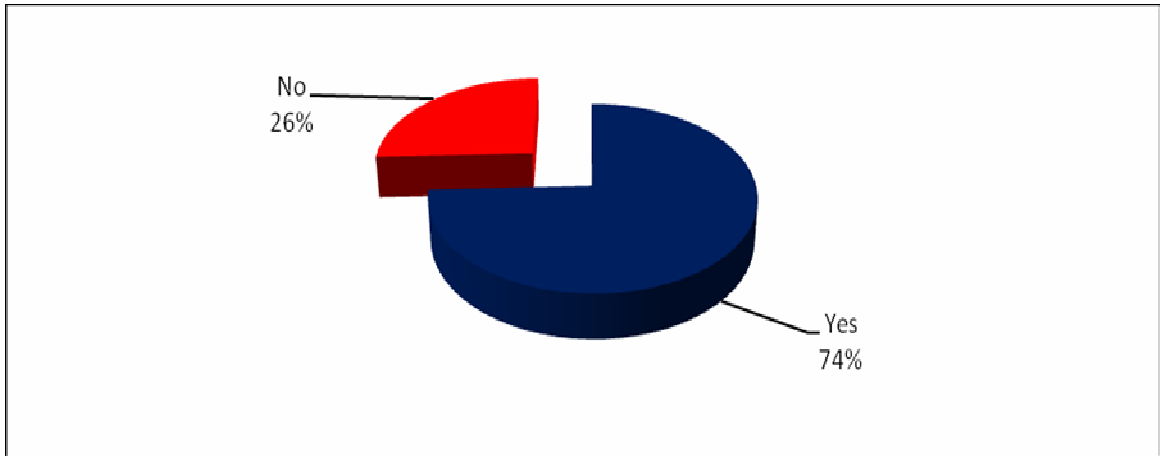


The findings in Figure 4.6 showed that 90% of the students opted to attain university education 8.1% aspired to go up to PHD level at the university while 1.5 % hoped to attain tertiary level with only 0.4 % aspiring to reach secondary level where most parents reached. This implied that the education level attained by parents did not affect the level of education a student aspired.

4.5 Family Type

The students were asked to state whether both parents were alive or not. The findings are in Figure 4.7.

Figure 4.7: Those Students with Parents



The data revealed that 26% children did not have both parents while 74% said they had. These meant that not all students stayed with both parents. The researcher was further interested in establishing which one of the parents was missing .Their responses are presented in figure 4.8.

Figure 4.8: The Missing Parent

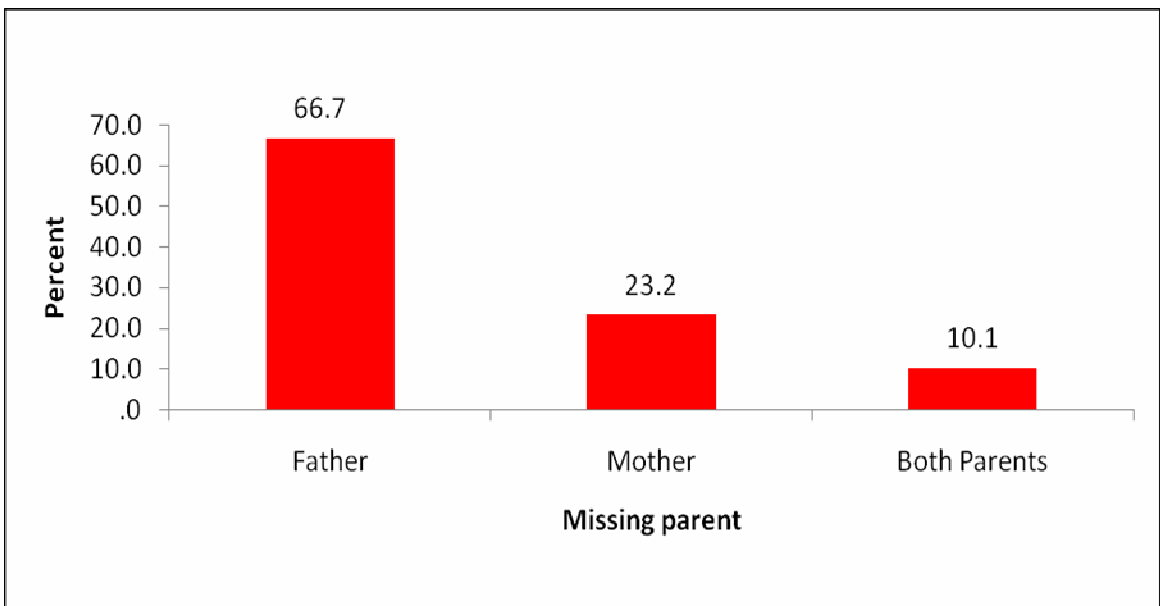


Figure 4.8 showed that 66.7% of fathers and 23.2% of mothers were missing while 10.1% had both parents alive. It was therefore evident from the findings that not all students stayed with both parents and this had a negative effect on student participation especially day scholars.

4.6 The Size of the Family

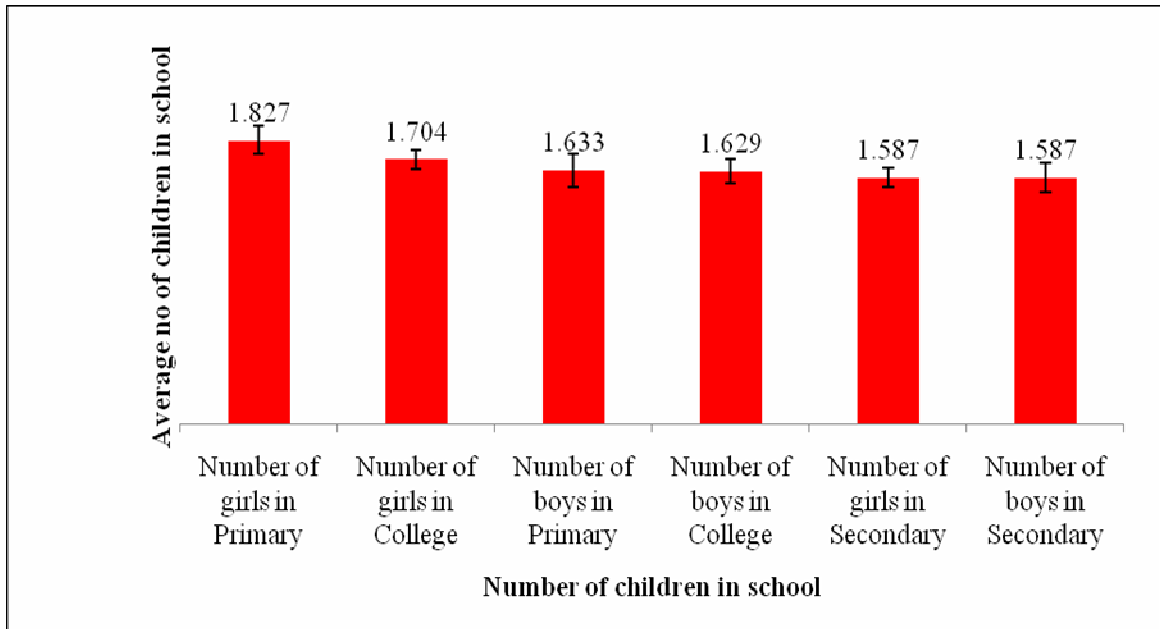
The study wanted to establish whether the size of the family affected students' participation in school. This is summarized in Table 4.5.

Table 4.5 Number of Children in the Family

Valid N	Children	Mean	Standard error of mean
257	Boys	2.444	.084
250	Girls	2.516	.089

It is evident from the findings in figure 4.5 that the average number of children in a household is five (mean score 5.0). This number is big for skilled labourers with meagre earnings to sustain secondary schooling.

Figure 4.9 Average No. of Children in School

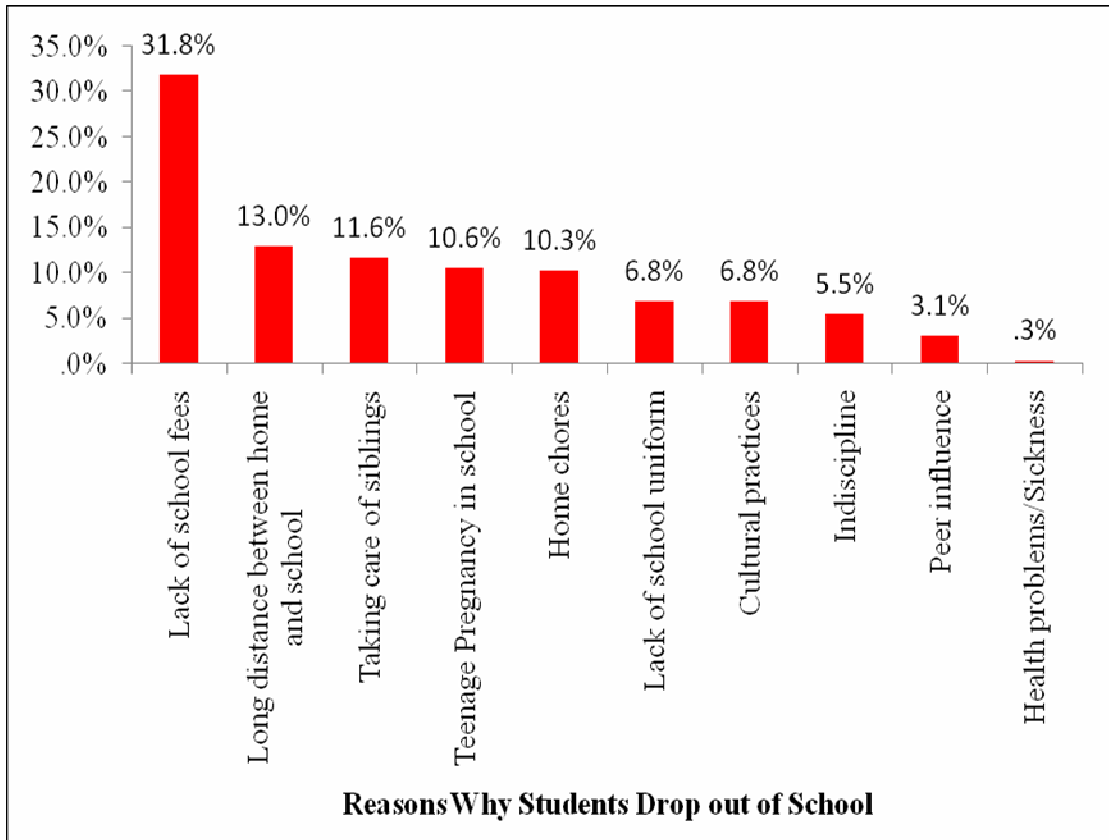


The findings revealed that Figure 4.9 the average number of children in a household was five. It is evident from the table that majority of students were attending primary, secondary and tertiary institutions. Mean average of boys and girls is two to three respectively in each household indicating that each house had five children in total. This is a big number for a family whose parents are skilled labourers with low income to sustain especially in secondary education.

4.7 School Related Factors

Students were asked to rate the reasons why their schools experienced absenteeism and dropout. The data is summarized in Table 4.10.

Figure 4.10: Reasons for Student's Absenteeism and Dropout



The findings revealed that the leading cause of absenteeism and dropout was lack of school fees with 31.8% followed by long distance between home and school at 13.0%. The other factors were taking care of siblings (11.6%), teenage pregnancy in school (10.6%), home chores (10.3%), lack of school uniform (6.8%), cultural practices (6.8%), indiscipline (5.5%), peer influence (3.1%) and the least cause was health problems at 0.3%. The Chi-Square test result in Table 4.6 showed that there was significant relationship between school factors and absenteeism /drop out.

Table 4.6: Chi-Square Test

Test statistics	Absenteeism / dropout
Chi-square	37.594
df	1
p-value	.001

4.8 Students' perspective of Socio-Economic Factors Affecting Student Participation

The students were asked to rate the socio economic factors affecting the participation of students. The data is summarized in Table 4.6.

Table 4.7: Students' Perspective of Factors Affecting Students' Participation

Reasons for absenteeism/ dropout	Most often	Often	Rarely	Never	Weighted mean	Rank
Parents/Guardian's failure to pay school levies	101	66	53	37	186.25	1
Teenage pregnancies	66	50	65	69	153.25	2
Discouraged by persistently attaining poor grades	62	50	72	66	152	3
Girls opting to get married instead of continuing with education	34	47	85	83	132.5	4
To help parents in domestic chores	39	41	76	94	131.25	5
Family conflicts e.g. Divorce of parents	31	41	73	100	123.25	6
To take up temporary labour to supplement house hold income	19	45	83	100	119.25	7
Lack of money for bus fare	25	39	74	112	119.25	8
To take up jobs such as 'Matatu' touts/house helps	25	48	61	109	118.75	9
To help in Family business	13	45	77	108	112.25	10

The findings in table 4.7 revealed that school levies were rated the most often reason for absenteeism / drop out. Other reasons included family teenage pregnancies, poor grades, early marriages, domestic chores, family conflicts such as divorce, temporary labour, lack of bus fare and touting. The least rated was helping family business.

4.9 Class Teachers' Perspective of Socio- Economic Factors Affecting Student

Participation

Class teachers were asked to rate the factors affecting students' participation. The findings are summarized in Table 4.8.

Table 4.8 Class Teachers' Perspective of Socio-Economic Factors Affecting Student

Participation

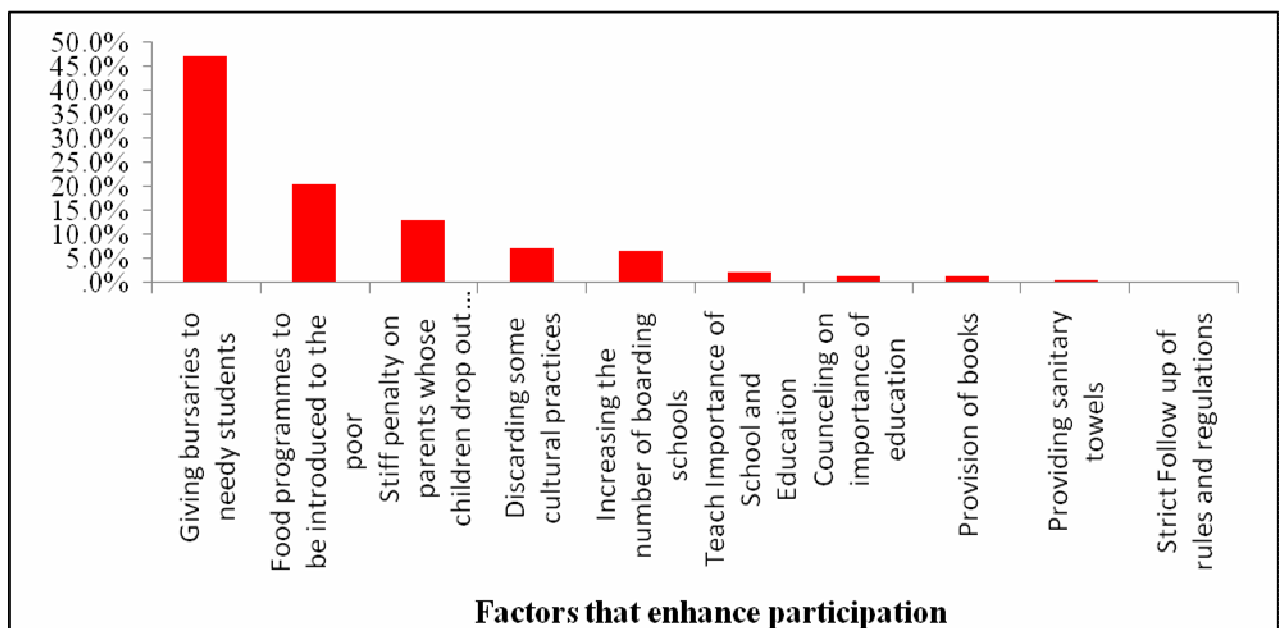
Reasons for absenteeism/ dropout	Most often	Often	Rarely	Never	Weighted mean	Rank
Parents/Guardian's failure to pay school levies	10	7	1		16.0	1
Family conflicts e.g. Divorce of parents	2	11	5		13.3	2
Discouraged by persistently attaining poor grades	3	7	6		12.3	3
Teenage pregnancies	1	5	12		11.3	4
To take up temporary labour to supplement house hold income	1	4	13		11.0	5
Help with domestic chores	1	5	12		11.0	5
To take up jobs such as 'Matatu' touts/house helps	1	3	13		10.5	6
Lack of money for bus fare	0	8	7		10.5	6
Girls opting to get married instead of schooling	1	4	9		10.0	7
To help in family business	0	1	10		8.0	8

The findings in Table 4.8 showed that school levies was the most rated reason for absenteeism /dropout followed by family conflicts such as divorce. Other reasons were poor grades, pregnancies, child labour, domestic chores, touting, lack of bus fare, early marriages and the least rated cause was helping with family business. During interview with parents it was also established that other factors alongside the above mentioned included: Exposure to drugs such as alcohol by parents/ guardians, parents / guardian’s negative attitude towards education, physically challenged parents/guardians and others suffering from chronic diseases like cancer, HIV/AIDS, Diabetes, peer pressure and lack of role model at home.

4.10 Ways of Enhancing Students’ Participation in Public Day Secondary School as Reported by Students

Students were asked to consider the given alternatives and select appropriate ways of enhancing student participation. The findings are summarized in Figure 4.11

Figure 4.11 Ways of Enhancing Students’ Participation

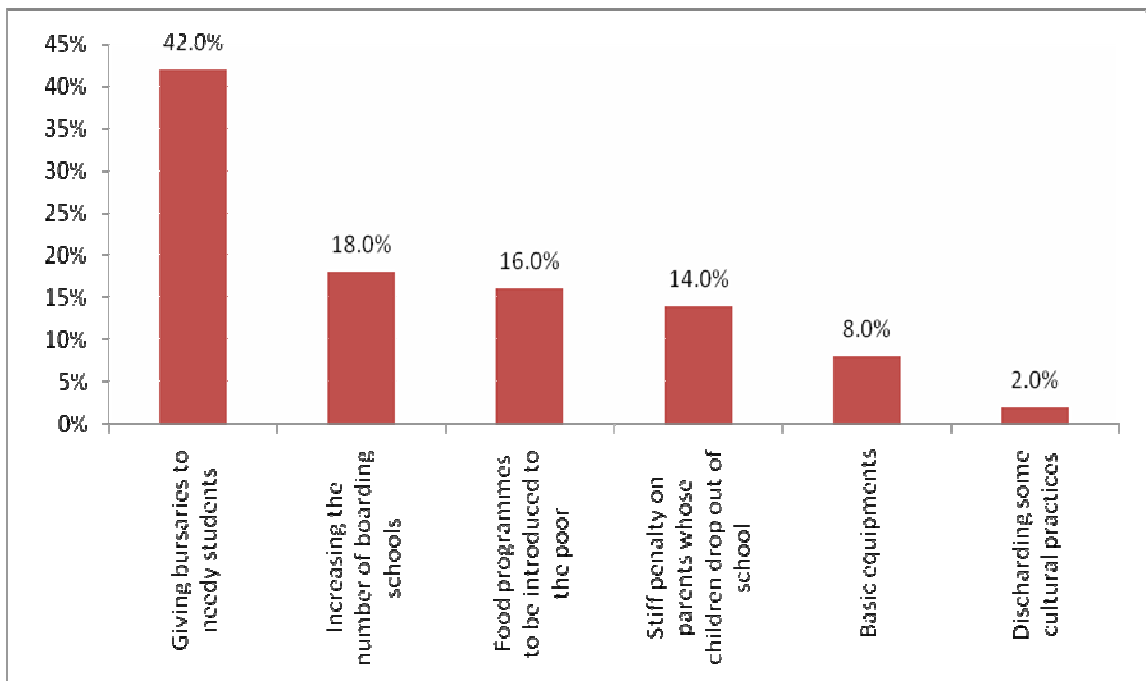


The findings in figure 4.11 showed that the majority of the students rated giving bursaries to needy students highest at 47.3%. Other ways mentioned included food programmes to be introduced for the poor 20.4%, discarding some cultural practices at 12.9% increasing the number of boarding schools at 7.3%. Teaching the importance of school education at 6.7%, counseling on importance of education 2.0%, provision of books 1.4%, provision of sanitary towels at 0.6% and least rated was strict follow up of rules and regulations at 0.2%.

4.11 Class Teachers perspective on enhancing students' participation

The researcher sought to find from the teachers their views on enhancing student participation. The summary of the findings is in figure 4.12

Figure 4.12 Ways to enhance students' participation as reported by teachers



According to Figure 4.12 on ways of enhancing students' participation teachers ranked giving bursaries to the needy students highest at 42%. Other ways that followed respectively included increasing the number of boarding schools 18.0%, food programmes to the poor 16.0%, stiff penalty on parents whose children drop out of school 14.0 %, basic equipment 8.0 % and discarding some cultural practices was the least ranked with 2.0%. This agrees with interview with parents who also suggested that the government should build many of the public day secondary schools and those students who attend the schools should come from the locality and so the problem of long distance and lack of fare can be addressed; Initiate free and not just subsidized secondary education for all students; Schools to introduce income generating programs such as dairy farming, crop production to improve food security to cater for students' lunch meals; Sponsors to help the needy and not only the bright needy; Poor parents to be employed by the schools as cooks, cleaners to supplement school levies; The government to enforce the policy of readmission of young mothers for completion of their schooling.

4.12 Summary of Findings

The study found out that there is a significant relationship between the socio-economic factors and student's participation in public day secondary schools. These factors were: parental factors such as the parental educational level, parental income / occupation, the family size and the family type. School factors included the school fees / levies and the distance from home to school. Other factors included the drug abuse, teenage pregnancies, home chores, uniform, cultural practices and family conflicts and taking

care of siblings. It is evident from the findings that Class teachers and students felt that students' absenteeism and drop out were frequent.

Teachers, students and parents suggested the following ways of improving students' participation in public day secondary schools: Provision of boarding facilities for the public day secondary school learners; Government to provide bursaries for all the needy and not only the poor bright students; Provision of feeding programmes to the students in public day secondary schools; Teaching of the importance of education to both parents and the students; Provision of sanitary towels to all girl students in public day secondary schools. They also suggested guidance and counseling to be available to both parents and students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to investigate the effect of socio-economic factors on students' participation in public day secondary schools in Embakasi District of Nairobi County. These factors were categorized into two: Parental and school based socio-economic factors such as educational level of parents, parental income and occupation, family type and family size, school fees / levies, uniform, distance between school and home.

The target population included: The five public day secondary schools in Embakasi District, the students, class teachers and parents. They were selected as respondents for they were in a better position to give reliable information about the study area.

Purpose sampling was used to select the public day secondary schools in Embakasi District of Nairobi County. Random sampling was used to get the number of teachers, student and parents who participated in the study. A descriptive survey design was adopted for this study. Data was collected by means of questionnaires for class teachers

and students and interview schedule for parents. Data analysis was done by statistical package for social sciences and the results presented in the form of tables, percentages, bar graphs, pie charts, cross tabulations and custom tables.

5.3 Summary of the Major Findings

On parental factors, the analysis revealed that Parental level of education, Parental income and occupation, Family size, Family type had a negative effect on students' participation. Other factors included family conflict such as divorce, teenage pregnancies, girls opting to get married early, engagement with family chores, touting, running of family business and taking up temporary labour to supplement household income.

On School factors the study established that school fees/ levies, distance from home to school and poor grades had an effect on the students' participation. The findings revealed that school fees/ levies as a result of poverty remain influential factor on student participation in public day secondary school in Embakasi District of Nairobi County.

The findings revealed the following ways suggested by respondents to enhance participation in public day secondary schools: giving bursaries to needy students, introduction of food programmes, stiff penalties on parents whose children drop out school, discarding some cultural practices, increasing the number of boarding schools, teaching the importance of school and education, ensuring that the guidance and counseling teachers are in every school, provision of sanitary towels to all the girls in the public day secondary schools.

5.4 Conclusion

From this study of socio economic factors it is clear that parental and school related factors have an effect on the students' participation. Analysis of parental factors such as parental level of education, level of income, type and size of family revealed that they affect the students' participation. On school factors it was also established that school levies, poor grades and distance from home to school also affect a learners' participation. Among the ten factors that affect the students' participation which were rated by both teachers and students school levies was highest followed by distance from home to school. Other reasons included: family conflicts such as divorce, teenage pregnancies, taking up temporary labour to supplement household income such as touting, family business and house helps, domestic chores and early marriages, poor grades in school and lack of money for bus fare.

The strategies highlighted by teachers, students and parents to enhance students' participation included: giving bursaries to needy students, increasing the number of boarding schools, food programmes to be introduced to poor, stiff penalty on parents whose children drop out of school, basic equipment and discarding some cultural practices. Other ways suggested by the respondents were teaching parents the importance of education and provision girls with sanitary towels.

This study has shed light on the parental and school related socio economic factors affecting student participation in public secondary schools in Embakasi District in Nairobi County. The findings have created awareness on imminent loss in terms of

human capital accumulation likely to be realized due to absenteeism and drop out if these factors of poverty, child labour and school levies are not addressed. On socio cultural factors such as early marriages, family problems, and house chore the findings are signaling the government and other stakeholders to work together to root them out. Finally on sufficiency of subsidized public secondary schools the government should review the funding and make it totally free so as to address the problem of absenteeism and drop out.

5.5 Recommendations

Based on the findings the following recommendations have been made:

The study found that most parents were poor, had attained only basic education which made them qualify for low paying jobs and therefore would not pay school levies promptly for their children. Bursary should be awarded equitably to all needy students but not bright needy learners and is the case at present. This will improve student participation. There is need to enhance economic situations of the parents so as to be able to cater for the educational needs of their children.

The study also found that there were learners who were not staying with both parents. The ministry of education should put in place strategies to address school feeding programmes to cater for orphans and other needy cases to make secondary education free from meal levies. This will make them participate effectively.

The study Found that some students commute from far and at times absent themselves because of lack of bus fare. The ministry in collaboration with other stakeholders such as Non Government organizations and private sectors should build more public day secondary schools closer to the learners.

The study also found that among the factors affecting students' participation is family conflicts such as divorce of parents. Parents should be good role models and have ability to motivate their children. School guidance and counseling department should listen to and assist such learners alongside their parents to cope with pressures of life.

The study found out that some of the students were involved in child labour to supplement household income; jobs such as matatu touts, house helps, helping in running family business. The community should be educated on the need to encourage students to complete the school programme through role modeling. The civil society and parents should be sensitized in school parents meetings to embrace the importance of education. Awareness campaigns on benefits of education should be conducted, levels of motivation raised and guidance and counseling programmes intensified amongst all education players/stakeholders.

5.6 Suggestions for Further Research

- This study was conducted in only one district in Nairobi County. A similar study should be conducted in other districts in order to establish whether these findings are valid for those districts.

- The target population of the study was students, class teachers and parents in public day secondary schools, future studies could target public boarding schools.
- Whilst these study is narrowed itself to a few of the socio-economic factors related to parents and schools, there is need for a comprehensive research on school administration and the role of the community in student participation.

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Appendix 1

Letter of Introduction to the Head Teacher to Carry Out Research in Schools

Adagala Catherine Inziani,

P.O Box 55145,

NAIROBI.

Date:

To the Principal

-----Secondary School,

NAIROBI.

Dear Sir/Madam,

Re: permission to collect data in your School

I am a post graduate student at the University of Nairobi undertaking a Master of Education course in Sociology of Educational. I am carrying out research in Public Day Secondary Schools in Embakasi District as a requirement to complete the course.

Your school has been randomly selected for this study. Please allow me to carry out research in the school among teachers, students and parents.

This research is purely for academic purpose and therefore be assured that the information collected will be treated with utmost confidentiality and will not be used anywhere else beyond this study. Thank you in Advance,

Yours Sincerely,

Catherine Adagala.

Appendix 11

Questionnaire for Class Teachers

Dear Respondent,

The purpose of this questionnaire is to enable the researcher to obtain information about socioeconomic factors affecting participation of students in public day secondary schools in Kenya. Kindly answer the questions honestly and accurately by ticking (√) the appropriate choice given. Confidentiality is guaranteed.

Section A: Background Information

1. What is your Gender? Male Female

2. What is the type of your school?

 Girls Day Boys Day Mixed Day

3. For how long have you been a teacher in this school?
 - i) Below 5 years
 - ii) 5 – 10 years
 - iii) 11 – 15 years
 - iv) Above 15 years

4. In which class are you a class teacher?

5. What is the total number of students in your class?

6. Are there cases of students in your class who have dropped out of school before Completing the course? Yes No

7. If your answer to question 6 above is yes, what were the reasons?

- i) Teenage pregnancies
- ii) Poverty
- iii) Divorce of parents
- iv) Use of drugs
- v) Others please specify _____

SECTION B: Factors Affecting Student’ Participation

The following are some of the factors affecting students’ participation in public day secondary schools. Please give your opinion by ticking (√) appropriate column

No.	Reason for absenteeism / dropping out of school	Very often	Often	Rarely	Never
1.	To take up temporary labour to supplement house hold income				
2.	Help with domestic chores				
3.	To take up jobs such as ‘Matatu’ touts/house helps				
4.	Discouraged by persistently attaining poor grades				
5.	Family conflicts e.g. Divorce of parents				
6.	Lack of money for bus fare				
7.	Parents/Guardian’s failure to pay school levies				
8.	Girls opting to get married instead of schooling				
9.	To help in Family business				
10.	Teen age pregnancies				

8. What can be done to enhance participation in public day secondary schools? Please consider the alternatives given below

- i) Discarding some cultural or religious practices
- ii) Giving bursaries to needy students
- iii) Increasing the number of boarding schools
- iv) Stiff penalty on parents whose children drop out of school
- v) Food programmes to be introduced to the poor
- vi) Any other please state_____

Thank you for your cooperation

Appendix 111

Questionnaire for Students

Dear Respondent,

The purpose of this questionnaire is to enable the researcher to obtain information about socioeconomic factors affecting participation of students in public day secondary schools.

Kindly answer the questions honestly and accurately by ticking (✓) the appropriate choice given. Confidentiality is guaranteed.

Section A: Background Information

1. What is your Gender? Male Female

2. What is the type of your school?

Girls Day Boys Day Mixed Day

4. What class/form are you in? 1 2 3 4

5. Are both your parents alive? Yes No

6. If your answer to question 5 above is No, please tick which of your parent is not alive. Father Mother

7. What is the Education level of your parents?

	Education Level	Father	Mother
a.	Illiterate – no education		
b.	Primary Level		
c.	Secondary Level		
d.	Tertiary Level		
e.	University Level		

8. What is the occupation of the parents? Please tick what is appropriate to you.

	Occupation	Father	Mother
a.	Unskilled Labourer		
b.	Semi skilled Labourer		
c.	Skilled Labourer		
d.	Professional		

9. What is the highest Level of education you would like to attain?

	Education Level	
a.	Secondary level	
b.	Tertiary Level	
c.	University Level	
d.	Others	

10. How many are you in family? Boys Girls

11. Please fill in this table to give the levels of education of your brothers and sisters

Gender	Primary	Secondary	College
Girls			
Boys			

12. Are there cases of students in your class who have dropped out of school before completing the course? Yes No

13. Are there days you miss to come to school? Yes No

14. If your answer is yes in 13 above give reasons. Please choose by ticking (✓) all that apply from the alternatives.

i) Long distance between home and school

ii) Lack of school uniform

iii) Home chores

iv) Taking care of siblings

v) Any other please state _____

SECTION B: Socio-Economic Factors Affecting Students' Participation

The following are some of the factors affecting students' participation in secondary schools.

Please give your opinion by ticking (✓) appropriate column.

No.	Reason for absenteeism/dropping out of school	Very often	Often	Rarely	Never
1.	To take up temporary labour to supplement house hold income				
2.	To help parents in domestic chores				
3.	To take up jobs such as 'Matatu' touts/house helps				
4.	Discouraged by persistently attaining poor grades				
5.	Family conflicts e.g. Divorce of parents				

6.	Lack of money for bus fare				
7.	Parents/Guardian's failure to pay school levies				
8.	Girls opting to get married instead of continuing with Education				
9.	To help in Family business				
10.	Teenage pregnancies				

15. What can be done to enhance participation in public day secondary schools?

i) Discarding some cultural or religious practices

ii) Grant bursaries to needy students

iii) Increasing the number of boarding schools

iv) Stiff penalty on parents whose children drop out of school

v) Feeding programmes to be introduced in schools

vi) Any other please state _____

Thank you for your cooperation

Appendix 1V

Interview Schedule for Parents

The purpose of this interview schedule is to enable the researcher to obtain information about socio-economic factors affecting student participation in public day secondary schools in Embakasi district, Nairobi County, Kenya. Kindly answer the questions honestly and accurately. Confidentiality is guaranteed.

Section A: Background Information

Respondent Sex

1. What is your occupation?
2. What is your educational level?

SECTION; B Socioeconomic Factors Affecting Participation in Public Day Secondary Education

1. What are the parental (socio-economic) factors affecting student's participation in public day secondary schools? _____
2. What are the school factors that affect the student's participation in public day secondary schools? _____
3. What is the distance between your home and your child's school? _____
4. What can be done to enhance students' participation in public day secondary schools? _____

Appendix V

Research Authorization from National Council for science and technology

Appendix VI

Research Clearance Permit

PAGE 2 **PAGE 3**

Research Permit No. NCST/RCD/14/013/110

THIS IS TO CERTIFY THAT **Date of issue** **11th February, 2013**

Prof./Dr./Mr./Mrs./Miss/Institution **Fee received** **KSH. 1,000**

Catherine Inziani Adagala

of (Address) University of Nairobi

P.O.Box 92 Kikuyu

has been permitted to conduct research in

Location **District**

Nairobi **County**


on the topic: The impact of family background

on participation rates of students in public

secondary schools in Embakasi District of Nairobi

County

for a period ending 30th April 2013


Applicant's Signature **Secretary**

National Council for
Science & Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2)/ four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

(CONDITIONS-see back page)

GPK605513mt10/2011