FACTORS INFLUENCING STUDENT ACCESS, RETENTION AND COMPLETION OF SECONDARY SCHOOL EDUCATION IN KANGUNDO DISTRICT, MACHAKOS COUNTY.

BY

NTHENGE JOHN NZIOKA

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Nzioka, John Nthenge
Factors influencing student access.

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DECLARATION

This project is my original work and has not been presented for the a degree in any other University.

Signature: .................................................. Date ........................................

NTHENGE JOHN NZIOKA
E55/12829/2009

This project has been submitted for examination with our approval as University supervisors.

Signature: .................................................. Date ........................................

DR. F.W. NJUGUNA
Lecturer,
Department of Educational Management, Policy and Curriculum Studies, School of Education, Kenyatta University

Signature: .................................................. Date ........................................

DR. L.I. LIBESE
Lecturer,
Department of Educational Management, Policy and Curriculum Studies, School of Education, Kenyatta University
DEDICATION

This project is dedicated to my dear parents who went out of their way to educate me from their meager resources; and did all what they could to ensure that I acquire education. May God bless them.
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First and foremost I wish to express my sincere gratitude to God almighty for granting me grace and good health to undertake this study. Glory unto to His Holy name.

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Special thanks to my wife for her moral, spiritual and social support which gave me morale to continue up to the end.

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Mercy did me proud for typing and editing my work to ensure that it is errors free. God bless her richly.

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Finally, to you all who made this work a success, I say thank you very much and may God bless you all.
ABSTRACT

The delivery of secondary school education in Kenya has been marked by numerous challenges. Some of these challenges have culminated in poor students’ access and poor participation in secondary school education. This poor access and poor participation has resulted to declining completion rates, repetition of classes and drop out in schools. These forms of wastage will hinder the attainment of Education for all (EFA) goals, which the government targets to meet by 2015. The main objective of this study was to identify the factors which influence students’ access, retention and completion rates of secondary school education in Kangundo district. The study also sought to suggest intervention measures that can be put up by the schools to curb the problem. The study used Ex-post factor research design. Target population for this study was head teachers of secondary schools, students and class teachers of forms two, three and four. These were the classes where poor retention had been reported, according to data from Kangundo district education office. A sample of nine secondary schools was selected from the 22 secondary schools in the district. This was 40% of the total number of secondary schools in the district. Stratified sampling technique was used to select the schools while simple random sampling was used to identify the class teachers and the students. Total student respondents were 77, which was 10.6% of the total student population in the whole district. Nine principals of the schools selected were taken and 27 class teachers, giving a total of 113 respondents. Data collection instruments were questionnaires and interview schedules. Questionnaires were administered to the class teachers and the students, while the interview schedule was administered to the head teachers. Piloting to pre-test the research instruments was administered to two principals, three class teachers and five students. These respondents were not used in the main study. Pre-testing of instruments was necessary so as to enhance the reliability and validity of the research instruments. Reliability was determined by test-retest method and then correlation coefficient was computed. A value of 0.75 was obtained which was considered high enough to judge reliability of the instruments. The collected data was coded, edited and then analyzed using the Statistical Package for Social Sciences (SPSS) and the results were presented using tables, pie charts and bar graphs. According to the findings of the study, some of the factors influencing students’ access, retention and completion rates include: amount of fees charged by the school, negative peer influence, understaffing virtually in all the schools, low parental income (poverty), teenage pregnancies, inadequate teaching, and learning facilities. Based on these findings, the researcher recommends that: The Government should declare free secondary school education and make it compulsory; the Ministry of Education should increase bursary allocations to secondary schools so as to cater for the increasing number of students from poor families; schools should have well trained guidance and counseling teachers to inculcate moral values in students; the government should employ more teachers to alleviate the acute shortage of teachers in secondary schools; and the curriculum content should be restructured to make it more interesting and more learner centered.
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ABBREVIATIONS/ ACRONYMS

FPE- Free Primary Education
UPE- Universal Primary Education
EFA- Education For All
NARC- National Rainbow Coalition
DCs- Developed Countries
MOE- Ministry of Education
ASAL- Arid and Semi Arid Lands
PEN- Poverty Eradication Network
KCPE- Kenya Certificate of Primary Education
KCSE- Kenya Certificate of Secondary Education
DEO- District Education Office
TIQET- Total Integration Quality Education and Training
CSIE- Centre for Studies on Inclusion Education
MDG- Millennium Development Goals
USA- United States of America
GER- Gross Enrolment Rate
NER- Net Enrolment Rate
RoK- Republic of Kenya
CHAPTER ONE

INTRODUCTION

This chapter describes the background to the study, the statement of the problem, the purpose of the study, the objectives and research questions of the study. In addition, the chapter explains the significance of the study, assumptions of the study, limitations and delimitations of the study. Theoretical and conceptual frameworks are also highlighted. The chapter concludes by giving the definitions of operational terms.

1.1 Background to the Study

Education is an issue of major concern in both the developed countries as well as the developing countries. World economies are investing so much of their resources in educational development. This is because education is the key to all forms of development in a country. The Republic of Kenya (2005) states that, the goal for industrialization in the 21st century calls for intensified and deliberate measures to increase access and participation in education while at the same time reduce wastage and improve on relevance, equity and quality of education at all levels of education and training. Since independence, the government of Kenya has addressed challenges in education sector through commissions, committees, presidential working parties and task forces. The provision of education and training for all Kenyans is fundamental to the success of the government's overall development strategy. The long-term objective of the government is to provide every Kenyan with basic and quality education and training. For instance, recent policy initiatives have focused on the attainment of Education for all (EFA) and in particular Universal primary education (UPE).
The Government in a 1999 report stresses that education and training remains the foremost tools of accelerating social and economic development in the 21st century as projected in the report on Totally Integrated Quality Education and Training (TIQET). The government is committed to the provision of quality education and training as a human right for all Kenyans in accordance with the Kenyan law and the international conventions such as EFA goal and the Millennium Development Goals (MDGs). The implementation of Free Primary Education (FPE) is critical to the attainment of UPE as a key milestone towards the realization of EFA goal and Kenya’s Vision 2030. Lack of access and chronic absence from school creates serious problems to the parents, learners, teachers and the society.

The central importance of the relationship between poor participation and schooling is now beginning to emerge. Poor school participation negatively imparts on pupils academic achievement. Habitual absentees end up failing in their school performance. If the pupil does not fail, he falls behind in his work, becomes discouraged and desires to quit school altogether. It may also lead to frequent repetition which further frustrates the pupil and results in withdrawal. According to Mbai (2004) persistent poor participation is an indicator of bored and disaffected student who has little incentive to attend school regularly or remain in school. Mbai further continues to say that it could also be an expression of resentment by students at what they consider to be the school systems failure to meet their needs. The school as a social system is expected to socialize fully the child and make one feel that the school is a better substitute compared to his home and elsewhere.

Muriithi (2005) noted that in Kenya there are two main forms of wastage which have been identified. These are drop-out and repetition. Muriithi further showed that there is a significant relationship between educational wastage and poor participation. He found that an early indicator
of dropping out was a pupil’s persistent poor school attendance. Gitonga (1997) says there are four main reasons why poor participation is a problem. These are: economic, educational, psychological and institutional. Economically, investment in education does not achieve the desired objectives. Educationally, non-attendance is a problem because persistent absentees tend to fall behind in their school work. Psychologically, irregular school attendance is symptomatic of a deepest disturbance within an individual and may foreshadow a more serious problem in later childhood or adult life. Institutionally, continuous poor participation shows disaffection with the school. The need to have everyone access education emanates from the fact that education is a form of investment in human beings, which yields both monetary and non-monetary benefits. The problem of poor school participation is not just about non-attendance but is associated with the student, the home, the school, and the neighborhood in which the home and the school are situated.

According to Republic of Kenya (2005) there is massive emerging pressure to substantially expand total secondary school enrolment due to the larger number of students that will be passing through primary school following the introduction of FPE in 2003. Njeru and Orodho (2003) says that expanding enrolment in secondary education may be slow since the sub-sector has been facing certain shortcomings and challenges which include declining access and participation rates. The factors responsible for low access and participation varied across the various regions, those that tended to be common especially in ASAL areas were: the high cost of secondary education in terms of fees and other related levies, poverty at the household level, low premium attached to education in particular, retrogressive socio-cultural traditions, religious values and practices. According to Noor (2001) other factors influencing access and participation in secondary school education in ASAL areas as brought out in earlier studies include: parental
level of education, lack of land, income of parents, unemployment, child labour, family size, pregnancies and child prostitution.

Njeru and Orodho continue to argue that, though there has been a dramatic increase in student enrolment in absolute numbers at secondary level, there exist very deep and severe regional and gender disparities in access and participation in secondary school. The ASAL regions especially North Eastern, Eastern and Rift Valley provinces have been found to conspicuously lag behind in educational access and participation and further exhibit most severe gender disparities in favor of the boy child.

The researcher would like to establish why the rate of access and participation is still low even after the government introduced FPE in 2003 and subsidized secondary education in 2008. The problem is said to be rampant in day schools throughout the country. Those students, who enroll in form one in a certain year, decrease as they go to form two, form three and form four. The researcher feels that a detailed research needs to be undertaken to find out why access has not hit the 100% mark and why secondary school education has been affected by poor participation, leading to low retention and low completion rates.

Previous studies have focused on access to primary school education. There are few studies on access and participation in secondary education, one of them being by Njeru and Orodho (2003). This study (Njeru and Orodho, 2003) is based on descriptive analysis and does not provide information on the impact of each variable on access and participation in secondary school education. The purpose of this study is to provide a comprehensive analysis of the factors affecting access and participation in secondary school education in Kangundo District.
According to the Centre for Studies on Inclusive Education (CSIE) United States of America (USA), Inclusion policy in education involves: Valuing all students and staff equally, Increasing the participation of students and reducing their exclusion from the cultures, curricula and communities of local schools, reducing the barriers to learning and participation for all students, not only those with impairments or those who are categorized as ‘having special educational needs.’

Wamukoya (2001) observes that sexual violence has been cited as one of the factors leading to poor participation among school children in Kenya. Not only does the problem lead to underperformance and high dropout rates, but it is also a significance barrier to achieving the Millennium Development Goals (MDGs). According to a report released by Plan International, a children’s group, schooling is the most terrifying time of a child, yet it is supposed to be the most exciting. The study found that 80% of students were forced to kneel down, hit about the head, pinched, slapped and hit with a stick. Even in a country like Kenya, where corporal punishment and other forms of child abuse are banned, the report notes, laws protecting children are not enforced. Further, millions of boys and girls have been sexually harassed yet they did not have a way of addressing the abuse because of the shame and fear of recrimination felt by girls who have been raped. Sexual violence often goes unreported. The impact of violence in schools is often devastating for individual students because it leads to truancy which contributes to low access and poor participation hence leading to dropout and low completion rate.

Muatine (2007) observes that, teachers are facing another fresh challenge of keeping girls in school. Poor secondary school girls who cannot afford sanitary towels feel rejected by classmates and ashamed. With rising costs of living many parents are finding it too costly to provide their
school going daughters with sanitary towels, a situation that has seen many girls skip classes during menstruation or even drop out of school altogether. Muatine continues to say that, this problem has contributed to poor participation especially in day secondary schools. She argues that, the biggest problem facing girls is how they can maintain their dignity while in school. The government should distribute sanitary towels to help keep girls in school.

According to a recent study by Unesco’s Southern and East African Consortium for Monitoring Education Quality (SACMEQ) in Kenya, getting children in school is not enough but progress, retention and completion must be ensured and backed by highly motivated teachers. In Kenya according to Kitheka (2005) learning outcomes have been compromised by chronic teacher absenteeism. This problem has contributed to poor participation in secondary school education. This is due to HIV/AIDS pandemic which has led to poor participation in schooling. Some students prefer to stay at home rather than go to school and remain there without being taught.

Kangundo district is one of the poor performers in national examinations at both primary and secondary school levels. In 2008, Kenya Certificate of Secondary Education (KCSE) mean score was 3.49 and the district was the last in Eastern Province. In 2009, the mean score improved slightly to 3.73. Information from a baseline survey undertaken by Poverty Eradication Network (PEN) in Kalama Division, Machakos County in 2004 indicates that secondary school education is one of the priority areas in the larger Machakos County. Despite high levels of attainment in some schools within the County, education standards are extremely low especially in Kangundo District. Poor school attendance and high drop-out rates were cited as the major contributing factors to low academic standards in the district. PEN believes that the status of school governance and management of education affairs has a direct effect on the quality of education. The rate of absenteeism in Kangundo district is alarming. Lost contact days in 2009 was over
10,000 days. Data from the District Education Office (DEO) indicated that form two was the most notorious, followed by form three, then form four, and lastly form one. Boys were the most affected by absenteeism compared to girls. Day schools are the most hit as far as poor retention and low completion rates are concerned. It was very clear that many students dropped out of school in 2010 compared with 2009 statistics. It is due to these facts that the researcher wished to investigate the factors leading to low access and poor participation which in turn is contributes to low completion rates in the district.

1.2 Statement of the problem

Kangundo District Development Plan (2002-2008) notes that secondary education sub-sector has undergone considerable expansion in the last five years. However, a lot of children in the district do not access secondary education and for those who access it, there is no effective participation. The development plan observes that dropout rate in the district stands out at 25.6% for boys and 29.95% for girls. The District Education Officer observed that cases of student absenteeism are high in the district, the performance in national examinations had been dropping for the last three years; and dropout cases were on the increase. The researcher was puzzled by the poor rate of access and participation despite the introduction of Free Primary Education in 2003 and government’s introduction of subsidized day secondary school education in 2008. It was thus necessary to uncover the factors responsible for students’ poor retention rates which have translated to low completion rates in secondary school education in Kangundo District. While the secondary school educational opportunities have continued to expand, a significant number of students are not regular in school while others do not complete secondary school
education at all. The study intended to establish the factors influencing access, retention and completion of secondary school education in Kangundo District.

1.3 Purpose of the Study

The purpose of this study was to establish the institutional, personal, community and socio-economic factors that influenced student access, retention and completion rates of secondary education in Kangundo District, Machakos County.

1.4 Objectives of the Study

To achieve the purpose of this study, the following research objectives were formulated:

(a) To establish student access, retention and completion rates in public secondary schools in Kangundo District, Machakos County.

(b) To establish the institutional, socio-economic, student and community based factors that influence student access, retention and completion rates of secondary school education in Kangundo District.

(c) To suggest possible intervention measures that should be put in place to increase access, retention and completion rates of secondary school education in Kangundo District.

1.5 Research Questions

The study will be guided by the following research questions:

1. What is the rate of student access, retention and completion in public secondary schools in Kangundo District, Machakos County?
2. What is the institutional, socio-economic, student and community based factors that influence student access, retention and completion of secondary school education in Kangundo district?

3. What intervention measures should be put in place to increase student access, retention and completion rates in secondary school education in Kangundo District, Machakos County?

1.6 Significance of the Study

The findings of this study will be of great benefit to the government, parents, teachers, school administrators and other education stakeholders in the following ways:

The study will enable parents to know why their children are dropping out of school thus take necessary steps to curb the vice.

The study will help to sensitize the community on their role in increasing retention rates and discouraging habits which promote wastage leading to low completion rates.

The study will help to sensitize the government to re-assess its commitment as far as curbing poor access and low retention rates is concerned.

1.7 Assumptions of the Study

The study was based on the following assumptions:

1. Those schools at the same level and category have similar physical facilities.

2. That girls are given equal access to education as boys.

3. It was assumed that the target population sampled gave correct information and had adequately represented the situation in all the schools in Kangundo District.
1.8 Limitations of the Study

Poor infrastructure was a constraint as the roads in many parts of Kangundo District become impassable during the rainy season.

The findings of this study were true of the situation in secondary schools in Kangundo District and can only be generalized to other areas with caution because of variations in socio-economic status, education backgrounds and population structures.

Though it would have been very useful for this study to collect data from parents with children that had not accessed secondary school education, this was not possible due to the technicalities involved in soliciting information from such parents, time factor, and the wide geographical region where the study was carried out.

1.9 Delimitations of the Study

The study was confined in public schools in Kangundo District only. Private institutions were not included, as they do not enjoy direct government support in the provision of education.

The scope of the study was delimited to Kangundo District, for more conclusive results other districts could have been selected in various provinces, but this was not possible due to financial constraints and time factor.

The study was confined only to a few selected schools since it was not possible to include all the schools in the study.

1.10 Theoretical framework

This study was guided by Maslow’s Hierarchy of Human Needs theory Maslow (1970). Maslow’s studies in human motivation led him to propose a hierarchy of needs theory. He
proposed that motivation of a person operates in a hierarchical manner with physiological needs or basic needs at the bottom and higher needs at the top. These needs are physiological, security, social, self-esteem and self-actualization.

**Physiological Needs:** The needs that are usually taken as the starting point for motivation theory are the so called physiological drives. According to Maslow, physiological needs are the most basic in the hierarchy. They are the basic biological functions of the human organism. These needs are unlearned. Examples are hunger, thirst, sleep, shelter, etc. Undoubtedly these physiological needs are the most proponent of all needs. What this means specifically is that in the human being who is missing everything in life in an extreme fashion, it is most likely that the major motivation will be food but not anything else. For a student who is extremely hungry, no other interests exist but food, he perceives only food, he remembers food, he thinks about food and he wants only food. Education to such a student is secondary. This kind of a student is likely to sneak away from school to look for food. The student cannot concentrate on an empty stomach. A hungry student cannot be motivated to learn before he or she is given some food. This leads to poor participation which can also lead to lack of completion.

Due to low income many parents, they are unable to provide these basic human needs thus leading to poor school participation which leads to dropping out of school. A parent who is struggling to provide basic human needs to his children, education to such a parent will be secondary hence sustaining a child in school will not be possible. Obviously this will lead to school dropout.

**The Safety Needs:** Safety (security) needs occupy the second level. These ones includes, security, emotional, stability, protection, freedom from fear, from anxiety and chaos, need for
structure, order, and so on. Learners need an organized and secure environment in order to learn effectively. Quarrelings, physical assault, separation, divorce or death within a family can lead to lack of access, poor participation and eventually school dropout. Teachers outbursts of rage or threats of punishment directed to a student, calling him names, speaking to him harshly or actual physical punishment sometimes elicit panic and terror which can lead to lack of motivation in schooling thus poor participation. This can also lead to lack of completion. Students want some assurance that their security needs will be met in school. A school where learners are bullied by fellow learners or their teachers, motivation to learning is usually very low thus high chances of poor participation. School leadership should ensure that there is total security in school and the learning environment is conducive. If physiological and safety needs are not adequately provided for, it will obviously lead to maladjustment, which can lead to poor participation and or lack of school completion. If the physiological and safety needs are well gratified, there will emerge the love, affection and belongingness needs usually referred to as the social needs.

**The Social Needs:** These needs are concerned with affectionate relations with other people and status within a group. Since students spent most of their time in school, most of the love needs should be satisfied here. Learners will hunger for affectionate relations and a sense of belonging with their peers, teachers and even their parents. Human beings including learners need social company. They need other people with whom they can interact and relate their problems to. Learners have a desire for association and belonging; they want to be accepted by their peers and have their teachers’ approval. The school should ensure that learners are properly socialized. Teachers should be ready to listen to students issues; be available for them. Guidance and counseling departments should be strengthened to offer students direction on issues of association. The school curriculum should allow room for students’ recreation. Learners, who
suffer rejection or loneliness, either at home or in school end up being irregular in school and eventually, drop out.

The Self-Esteem Needs: All people including learners have a need or desire for a stable and usually high evaluation of themselves, for self-respect or self-esteem, and for the esteem of others. Learners have the desire for reputation or prestige, status, glory, recognition, attention, importance, dignity or appreciation. Learners feel a desire for recognition for work well done. A student must feel that his efforts are recognized and he’s respected as a social human being. If this need is not satisfied, the student may become very destructive so as to prove a point. This is the reason why we have had so many riots and strikes in secondary schools in the recent past. Teachers should always appreciate their students’ efforts and motivating them even to work harder to improve their academic performance. Satisfaction of the self-esteem need leads to feelings of self-confidence, worthy, strength, capability, and adequacy of being useful and necessary in the world if not in the school. But thwarting of these needs produces feelings of inferiority, of weakness, and of helplessness. These feelings in turn give rise to either discouragement or else compensatory or neurotic trends, expressed by students either through absconding school or even drop out.

The Need for Self-Actualization: This is the final group of needs. Even if all the other needs are satisfied, we may still often expect a new discontent and restlessness to develop, unless the learner is doing what he, individually, is fitted for. If a student is to be ultimately at peace with himself, he should be given the opportunity to read to become what he or she desires. What a man can be, he must be. Self-actualization is used to mean man’s desire for self-fulfillment. Parents should allow their children to become what they desire but not to impose careers on them. Schools should create an enabling environment to enable students pursue careers of their
choice. Guidance and counseling departments should be strengthened to guide students on careers opportunities available to them. If this is not provided, it can lead to frustration and discouragement thus lack of motivation in schooling. This can lead to lack of interest in schooling thus irregular school attendance and finally dropout of school.

Conclusion

If the needs of the learners are not met either in school or at home, they seek to gratify their needs elsewhere and this could lead to poor participation and finally school dropout thus lack of completion. The learners may be retreating from an environment that has failed to meet their needs. Students who are poorly motivated usually have low self-esteem, poor academic ability; hence they have poor participation in schooling, leading to poor performance in examinations which may lead to lack of school completion. Maslow’s hierarchy of needs implies that educational management has a responsibility to create a work climate in which teachers, parents and other educationists can satisfy their learners’ needs to improve access, participation and ensure students complete school accordingly.

1.11 Conceptual Framework

This section presents a conceptualized framework, which was used to help identify the answers to the research questions in the study. The conceptual framework model shows the independent variables and how they influenced the dependent variables. In this study, Independent Variables (IV) were the factors which influenced students’ access, retention and completion of secondary school education. These factors emanated from the school, the community, socio-economic as well as the students themselves. Dependent Variables (DV) included the negative outcomes as a
result of the presence of these factors. In this study, the DV was low retention which resulted in poor completion rates as shown in Figure 2.1:

Figure 2.1: The Conceptual Framework

School factors
- Amount of fees charged, inadequate teachers,
- Inadequate T/L learning resources,
- Overcrowded classrooms, bullying in schools, corporal punishment, lack of motivation, poor teacher/student relations.

Community factors
- Long distance to school, encourage drugs and substance abuse, child abuse,
- Poor school community relations, poor teacher/student relations etc.

Socio-economic factors
- Low parental income, many siblings in school, ignorance of parents, family instability, child labor, orphanage, lack of personal effects, etc.

Student factors
- Negative peer pressure, teenage pregnancies, indiscipline, poor performance, drugs and substance abuse, early marriage, early marriage, lack of self motivation etc.

Poor students' access and poor retention rates in secondary school

Low completion rates of secondary education

Figure 2.1 illustrates the various variables which influenced students' retention and completion rates in secondary school education. From the figure, it is clearly seen that there are various factors which influence retention thus affecting completion rates of secondary school education in Kangundo District. These variables emanate from the school, the student, the community and
the parents’ socio-economic status. When these variables are present they lead to low retention and poor low completion rates in secondary school education.

1.12 Definition of Operational Terms

Retention - Ability of the learners to remain in school after moving into the next class till the completion of the four year secondary school cycle

Completion - Ability of the student to persist in a grade up to the end to attain promotion to the next level

Indiscipline - Refers to in this study to truancy, failure to do assignments, absenteeism and involvement in drug abuse

Participation – The chances and opportunities that children have for entering and completing their secondary school education (retention and completion).

Access – The right to and opportunities available for children to enter and complete secondary school education.

Secondary education – The education sub-sector after primary school that caters for children between 15-18 years from form one to form four.

Dropout – Refers to students who leave school without completing the requirements for secondary school education.

Wastage – Refer to the combination effect of repetition and enrolment loss.

Absenteism - Failure to attend classes in some days.
Economic benefits – Refers to the returns and investments to both private enterprises or individual and state.

Social benefits – Refers to returns from investments in education to both private individual and state.

Transition – Refers to movement of pupils from one class to another in the following year.

Pupil/Teacher ratio – Refers to the ratio of the total number of pupils to the total number of teachers at a given level.

Cohort- Students who joined school at a particular grade

Public school- a type of a school that is developed and maintained by public funds obtained from the government, parents and community

Stream- refers to group of students who are in the same grade level but due to high enrolment cannot be in one class hence assigned different classes.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the proposed study. The literature was reviewed from both published and unpublished sources like journals, books and unpublished thesis and dissertations done by researchers from other countries and in Kenya. The literature was reviewed under various sub-headings related to school access, retention participation and completion of secondary education. These included: Importance of education, Secondary school education, International approaches to access, retention and completion of secondary education, Access, retention, and completion of secondary education in Africa and also in Kenya, and lastly effect of poor access, low retention on performance of national examinations in Kangundo District, Machakos County.

2.1.1 Importance of Education

Education is very important both to the society as well as to an individual. That is, education yields private returns as well as social returns. Private returns refer to befits received by those acquiring the education while social benefits refer to benefits that are received by other individuals.

Social Benefits of Education

1. Education raises the productivity and incomes of workers in a country thus leading to self-sufficiency and improved standards of living.
2. Education can benefit people's physical and mental well being by helping them choose healthier lifestyles, better management of illness and avoid habits that could damage their health.
3. Education can directly increase civic and social engagement by providing people with relevant information and experience and by developing competencies, values and beliefs that encourage civic participation.

4. Education can have direct impact by helping individuals better understand and embrace the values of social cohesion and diversity.

**Private Benefits of Education**

1. Education makes man a right thinker and a correct decision maker.

2. Education enables people to develop careers. Uneducated people have less opportunity to do what they want to do.

3. A person who gets a good education will become a more dependable worker, a better citizen and a strong consumer.

4. When looking at long term impact of education, our economy needs these educated people to know how to keep our economy efficient and not get into a fix in future.

No country can achieve economic development without educating her people. It is on this basis that education should be made accessible to all Kenyans since it is a basic fundamental human right. If individuals from certain households were to be prevented from accessing education due to costs and/or any other militating factor, then they are denied the benefits that accrue from education contribute to human capital accumulation, which is essential for development.
2.1.2 Secondary School Education

Secondary education plays a key role in providing the youth with opportunities to acquire human capital that will enable them to pursue higher education and to improve their skills leading to higher labor market productivity. Secondary education is the stage of education following primary level. However, secondary education in some countries includes a period of compulsory and non-compulsory education. Secondary education is characterized by transition from the typical compulsory, comprehensive primary education for minors to the optional, selective tertiary or post secondary education.

Secondary education in Kenya absorbs primary school leavers in the 14 – 17 year age group. It is also the transitional stage between primary education and higher education. The aim of secondary education is to create human resource base for the country, at a level higher than primary education. Performance in the Kenya Certificate of Secondary Education (KCSE) examination, which is done at the end of four years, is used as the criteria for selection into university and training in middle-level trades and other professions such as primary teaching and vocational jobs. Individuals with secondary school education are less likely to be affected by poverty than those with a lower level of education. Past studies have conclusively shown that there exists a direct effect of education on earnings, with those with higher education earning more. Apart from reducing poverty, improved access to secondary school education can help reduce disparities in earnings. Access to secondary school education is likely to worsen with the huge increase in primary school enrolment in 2003. The Kenya government had therefore proposed to increase secondary school gross enrolment from current 50% to 70% in 2008, a mark which was achieved in the year 2011. According to the Ministry of Education (2010),
206,282 pupils who sat for KCPE in 2010 are to miss form one places due to lack of space in our secondary schools. This figure is so high that there is need for the government to expand infrastructure in secondary schools so as to accommodate more primary school leavers.

2.2 International Approaches to Student Access, Retention, and Completion of Secondary School Education

Many countries all over the world have embraced the notion of basic education to include secondary schooling. Different regions have used different models of expansion of secondary schooling. For instance, in the early 1960s in USA, there emerged the thinking that schooling could make Africa clerks, shop floor workers, and farmers more productive. This thinking constituted a shift in policy from physical to human capital development. The shift necessitated more investment in secondary school education that was characterized by public funding and provision, non-selective with no early specialization or academic segregation, an academic yet practical curriculum, numerous small-fiscally independent school districts, and secular control of schools and school funds. This model has been criticized for being a hindrance to education advancement. Critics have argued that public funding and provision of secondary school education is insufficient and hence the introduction of vouchers and public funding of private providers. The decentralized nature of US secondary school education system increased investment and access to education though it led to funding inequalities.

The European pattern of expansion of secondary education contrasts with that of the USA by the end of the 2nd world war in 1945 where most European countries had a free and compulsory primary school education system but secondary education was yet to be open to all. Sweden and UK have relatively high secondary school participation rates though below 50%. Secondary
school education was elitist and exclusively prepared the youth for university and high-ranking careers in the civil service. After 1945, labor market needs had a strong demand for social democratization that led to the realization that the exclusive secondary education system was leading to unsustainable loss of talents. This led to radical education reforms that saw excessive state intervention in education. The elitist nature of secondary school education was criticized for creating an internal system of selection, which inhibited access to education, and created inequality. The British system of education was adopted in Kenya and has produced almost similar results. In Asian countries, more public investments were made in primary and secondary education after the 2nd world war. For instance, Singapore and S. Korea adopted policies aimed at increasing quality and access to secondary education. Such policies included focusing on vocational education in upper secondary school until a target per capita income was achieved, before shifting to a more general curriculum. Yet such policies did not guarantee increased access to secondary education as participation rates in vocational secondary education remained below 50%. However countries such as Japan that took urgent measures to increased access to secondary education through increased public investment are now enjoying benefits, although questions have been raised about the quality and relevance of secondary education in countries such as Japan and Korea.

Changes in physical environment also impact on access to education. In Australia, drought was found to reduce participation in high school by one-third within a period of one year. Drought and its consequences such as food insecurity is a common phenomenon in countries such as Kenya. It interacts with demand and supply-side factors to influence children’s opportunities of access to education. For instance, the opportunity cost of sending a child to school is likely to increase during times of drought, especially for low-income households.
Bedi (2004) focus on demand for schooling and factors influencing enrolment in developing countries. Most of the countries in the first world have invested a bigger portion of their resources in secondary education sector. This is because education is considered as a basic human right thus the need to increase access and participation in education at all levels of learning in their countries.

2.2.1 Student Access, Retention and Completion in Africa

In Tanzania, secondary school enrolment has increased drastically from 345,441 in 2003 to 1,222,403 in 2008. Proportion of boys and girls enrolled in primary schools is at par, but the balance deteriorates at secondary and university level of education. 32,453 male were enrolled in higher educational institutions compared to only 15,782 females in 2005. Primary and secondary school examination pass rates have been declining; primary schools from 71% in 2006 to 53% in 2008, and secondary schools from 38% in 2003 to 18% in 2009, and girls with lower performance than boys. Primary school enrolment of seven to nine year old increased to 96% in 2008 from 59% in 2000. Despite these achievements in Tanzania the challenge of food security affect the participation and completion of basic education. While there is overall level enrollment level, a similar pattern emerges and the gaps increase at higher levels. Fewer enter secondary and even fewer manage to complete the course.

In Uganda data on transition rate reveal that more girls than boys are enrolled in senior one. For example in 2003, transition rates for boys stood at 57% and that of girls at 63%. In 2004, transition for boys increased to 61% and for girls to 63%. On the contrary transition rate for senior five for boys is usually higher than that of girls (i.e. 43% for boys and 33% for girls). This information shows that, some of those students who enter senior one do not enter senior five but
more girls than boys fail to complete. Completion rate in Uganda stood at 52% as at 2010. This statistics reveals that the problem of access, participation and completion is still evident in Uganda. According to Abagi and Odipo (1988) transition rates to secondary school declined in Uganda and Kenya after UPE was introduced. Conversely, Tanzania experienced increased transition to secondary school and decreasing dropout rates. However, all three countries still have high dropout and low completion rates. Although expenditures are more equitable at the primary level in Uganda, they are less at the secondary level. Consequently, poor families must pay for secondary education. The inability of poor families to afford to pay these fees is evidenced by under enrolment in secondary education. In Uganda about 20% of students missed school because fees were due and they were unable to pay particular levies. Another reason that was cited was the household’s need for labor. This was true for 24% girls and 14% boys.

According to the ministry of education in Malawi, 1997, dropout rate was 17%, and survival rate was 20% from form one to form four. Following the FPE in Malawi, primary education expenditures became pro-poor. The poorest quintile was receiving a slightly higher proportion of educational expenditure (25%). Demand for secondary education slightly increased following FPE because secondary degree became conditional for employment now that primary degrees were becoming common place. Despite Malawi’s drive of FPE in 1994, the monetary costs of schooling were cited more frequently as factors in children not attending primary school. Other reasons cited were need for child labor, such as protecting crops from monkeys or fishing, high absenteeism and dropping out. Along these lines poverty prevented many from attending as they did not have proper school uniform.

Maeke (2003) studied the problem of school dropout in Mali and found that the budget allocation was high compared to returns, therefore hindering the country’s development. She pointed out
that pedagogical conditions and low socio-economic levels of parents were among other factors leading to drop out.

**2.2.2 Access, Retention, and Completion of Secondary Education in Kenya**

In Kenya primary completion rates increased from 62.8% in 2002 to 76.2% in 2004. Also after government banned grade repetition fewer pupils were repeating classes. Repetition rate declined from 13.2% in 1999 to 9.8% in 2003. Even with FPE, children were turned away because of cited lack of space and facilities. 1.5 million children of school going age (6-14 years) are out of school; in Tanzania, 1.6m; and 13% are out of school in Uganda. The situation in secondary school sector is even worse. According to MOE (2009) some 206,282 pupils who sat for KCPE in 2010 were to miss form one places in public schools this year. Only 539,792 were able to get places in public schools. Though transition rate to secondary currently stands at 72%, Kenya just like any other country in Africa, encounters the problem of low school access, which is as a result of lack of space and facilities. Once these students get into secondary, survival rates in some schools is less than 53% especially in rural areas. Factors which lead to poor retention will vary from one region to another. Maeke cited the following as causal factors of low access and poor completion in rural areas in Kenya; early marriages, school as uninteresting and poor performance in examinations. Cabira further argues that the rise of poverty in Kenya indicates that 50% of Kenyans are below the poverty line. This is one of the major factors that discourage parents from investing in their children's education. Abagi and Odipo (1988) observe that as the level of poverty rises, child labor has become crucial for family survival. Children are employed in domestic activities, agriculture and petty trade in rural and urban areas. In a situation where parents have negative attitude towards education or do not see its immediate benefits, the consequence is high dropout rate. This situation has contributed to low access, dropout, and poor
completion rates. Njeru and Orodho (2003) argue that there has been a considerable decline in secondary school Gross Enrolment Ratio (GER), with wide and severe regional and gender disparities in access to secondary education in Kenya.

2.2.3 Effect of Poor Access and Poor Retention on Performance of National Examinations in Kangundo District

Kangundo district is one of the poor performers in national examination in both primary and secondary school levels. In 2008, KCPE mean mark was 243.42, 2009 was 247.17; this is below the 250 baseline mark. The performance for KCSE was even worse, 2008 mean score was 3.49 and the district was the last in Eastern Province. In 2009 the mean score improved slightly to 3.73. Information from a baseline survey undertaken by Poverty Eradication Network (PEN) in Kalama division, Machakos County in 2004 indicates that primary school education is one of the priority areas in the larger Machakos County. Despite high levels of attainment in some schools within the County, education standards are extremely low especially in Kangundo District. Poor school attendance and high drop-outs rates were cited as the major contributing factors to low academic standards in the district. PEN believes the status of school governance and management of education affairs has a direct effect on the quality of education. The rate of absenteeism in Kangundo District is alarming. Lost contact days in 2009 was over 10,000 days. Data from the DEO’s office also indicated that form two classes as the most notorious, followed by form three, then form four, and lastly form one. Boys were the most affected by absenteeism compared to girls. Day schools had the most number of students absent. It was very clear that many students dropped out of school in 2010 compared with 2009 statistics.
2.2.4 Conclusion

From the literature reviewed in this section, various issues emerged. It emerged that Concepts related to access to education have been explored by various writers thus emphasizes on private and social returns to education in trying to justify household and public choice to create more opportunities of access and increased participation in education. It has also emerged that, over the past decade, countries across the developing world have made remarkable progress in enrolment of children and many have begun to make strides in completion and education quality. While dropout, completion and survival rates have both increased and decreased, persistence through primary as well as secondary has remained low. Regardless of governments reducing costs of education, many students exit the education system before appropriate literacy levels. This study will seek to find out whether factors contributing to low access, poor participation and low completion rates in other developing countries still apply in Kenya. It is quite evident that students' access, participation and completion rates in secondary school education in Kenya is faced with various intricate and diversified issues, which need to be investigated in depth. The researcher would wish to find out whether the causal factors of poor access, participation and poor completion rates in other districts are the same causes in Kangundo District. This study wished to find out the factors which influence student access, participation and completion of secondary school education in Kangundo District.
CHAPTER THREE

METHODOLOGY.

3.0 Introduction

This chapter gives a description of the procedures used in conducting the study. The chapter focuses on research design, target population, sample and sampling procedures, research instruments and techniques, data collection procedures and analysis.

3.1 Research Design

Research design basically refers to schemes, outlines or plans that are used to generate answers to research problems. Since research questions vary considerably, the designs constructed also vary considerably. In this broad sense, research design refers to all procedures selected by a researcher for studying a particular set of questions or hypotheses. It is a program to guide the researcher in collecting, analyzing and interpreting observed facts. This study will adopt Ex-post-Factor Research design. Orodho (2003) defines ex-post factor research design as “a systematic, empirical inquiry in which the scientist does not have direct control of the independent variables because their manifestations have already occurred or because they are inherently not manipulatable”. In other words, the researcher does not manipulate any variable. The variables occur in the setting, usually a natural setting, and the researcher attempts to determine the relationship and effects that are occurring between the variables. The study combined both qualitative and quantitative approaches since no one method was adequate in looking for solutions to causal problems. Wamahiu, Akaruge and Mwiria (1996) state that a mixture of both qualitative and quantitative designs may be appropriate because many educational issues have both qualitative and quantitative aspects.
3.3 Locale of the Study

The study was carried out in Kangundo District in Machakos County. The district was hived from the larger Machakos County. It borders Kathiani and Mwala districts. The district covers an area of about 21,000 km². It is divided into four administrative divisions namely, Kakuyuni, Kawethei, Kangundo and Kivani. The main economic activity is subsistence farming where most of the residents grow crops such as coffee, maize, beans, cassava etc. Coffee has been the main cash crop but its price since 1980s has been very low. Rains are unreliable in the whole district. One cannot predict whether it will rain or not in next season. Thus, Kangundo District is a low potential agricultural area.

3.4 Target Population

According to Mugenda and Mugenda (1999) a population is defined as a complete set of individuals, cases or objects with some common observable characteristics. For the purpose of this study, the schools were classified according to type and put into four broad categories, that is, boys boarding, girls boarding, mixed day and mixed boarding and pure day mixed schools. The purpose of this classification was to get a good representation of respondents from all the schools. There were twenty two public secondary schools in Kangundo District, comprising of two boarding schools for boys and only one boarding school for girls. Four mixed day and boarding schools, fifteen purely day mixed secondary schools, giving a total of twenty two schools in Kangundo District. For the purpose of this study, the researcher dealt with public secondary schools only. The student population varies from one school to another and majority of the teachers are government employed while others are employed by Board of Governors. Thus the target population for my study was principals, class teachers and students in the district.
3.5 Sample and Sampling Techniques

This study had a sample size of nine secondary schools, which is 40% of all the secondary schools in the district. Two boarding schools, two mixed day and boarding, and five purely day schools, giving a total sample of nine secondary schools out of the total of twenty two schools. Total population of students for the sampled schools was 720, and a sample size of 77 students out of 720 was selected. This was about 10.6% representation which was adequate for the study. To select the secondary schools, stratified random sampling method was used. Stratified sampling method ensured that different categories of secondary schools in the district were well represented, that is, boarding status (pure boarding, mixed day & boarding) and pure day schools, and whether the school was for boys or girls or mixed. The study concentrated on students in form two, three and four. These were the classes where chronic cases of poor participation and poor completion had been reported in the district. This is a period when the learners are between the ages of 15 and 17 years and undergoing the adolescence crisis. This age is usually perceived as a period of storm and stress highly linked to the development of juvenile delinquency. Nine head teachers of the sampled secondary schools were used for the study. Twenty seven class teachers were selected from the sampled schools, that is, one teacher per class from form two to four. Simple random sampling was used in cases where a school had more than one stream to select the class teacher. Total number of respondents was 113.
### Table 3.1 Summary of Sample Size

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Total population</th>
<th>Sample</th>
<th>Proportion in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>Class teachers</td>
<td>41</td>
<td>27</td>
<td>65.8%</td>
</tr>
<tr>
<td>Students</td>
<td>720</td>
<td>77</td>
<td>10.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>770</strong></td>
<td><strong>113</strong></td>
<td><strong>15%</strong></td>
</tr>
</tbody>
</table>

#### 3.6 Research Instruments

These are the tools that were used by the researcher to collect data from the sampled population. The following are the tools that were used in the study:

##### 3.6.1 Questionnaires

Mugenda and Mugenda (1999) explains that the questionnaires and the interview schedule as lists of questions in a set form, meant to be pointer to respondents in a prescribed sequence but since the questionnaire is self-administered, the instructions contained in it are addressed to the respondent. The questionnaires were administered to the students and class teachers. A total of twenty seven Questionnaires were administered to class teachers to collect data on access, absenteeism and school dropouts in their respective classes. A total of seventy seven Questionnaires were administered to students to collect data on retention and school dropouts. Questionnaires are effective tools of data collection because they can reach a large number of respondents who are able to read and write.
3.6.2 The Interview Method

Mugenda (2008) explains that the interview is in a sense an oral questionnaire. Instead of writing the response, the subject or interviewers give the needed information orally and face-to-face. The interview schedule is generally for the trained interviewers who will administer the schedule to the respondent. Interviews are actually something more than just a conversation. Interviewers involve a set of assumptions and understanding about a situation which is not normally associated with a casual conversation. Nine interview schedules were administered to the head teachers to gather information on access, retention and measures initiated by the school to increase access, retention and completion of secondary education.

3.7 Piloting

This is the pre-testing of data collection instruments before actual data collection exercise to verify the validity and reliability of the instruments. The researcher conducted a pilot study to enhance the validity and reliability of the research instruments.

3.7.1 Reliability

This one is concerned with the degree to which a particular measuring instrument gives similar results over a number of repeated trials. To test the reliability of the measuring instruments, the researcher used test-retest method. The test-retest was administered as follows: The developed questionnaires were given to two head teachers, two class teachers, and two students. The answered questionnaire was scored manually. The same questionnaire was administered to the same group after two weeks and then the questionnaire responses scored manually again. A comparison was made between the tests. A Pearson’s product moment formula for the test-retest
was employed to compute the correlation coefficient. These respondents were not used in the main study. A correlation coefficient of about 0.75 was considered high enough to judge reliability of the instruments for the study. This helped in refining the instruments before they were applied in the actual research.

3.7.2 Validity

Validity is the degree to which a test measures what it purports to be measuring. Validity of the research instruments was judged by experienced people in research including my supervisors.

3.8 Data Collection Procedure

The researcher sought an introduction letter from the chairman of the department of educational management, policy and curriculum studies (Kenyatta University), and then applied for a permit from Graduate school. The permit was used together with two copies of the research proposal to get an official research clearance permit from the Ministry of Higher Education Science and Technology (MOHEST). The researcher then presented the permit to the District Education Officer (DEO) Kangundo District. The DEO then wrote a letter to all the head teachers' of secondary schools requesting them to assist the researcher by availing all the required information. The researcher then booked appointments with the head teachers of the sampled schools. On the appointed dates, the researcher visited and explained the purpose of the study to the head teachers. He also presented the research clearance permit and the letter from the DEO to them. The researcher then requested the head teachers to allow him to interview them. He also sought permission to have the teachers and students fill the questionnaires for him and then collected them on a later date.
3.9 Data Analysis

This section explains how the data was analyzed. Data was classified into some purposeful and usable categories. Data collected was then edited and organized for analysis, using the Statistical Package for Social Sciences (SPSS). Data was presented using frequency distribution tables, pie charts and bar graphs. These tables and percentages were used because they are easy to read and interpret.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION.

4.0 Introduction

In this chapter, data collected from the sample population were analyzed and interpreted in line with the perceived factors influencing students’ retention, and completion of secondary school education in Kangundo district, Machakos County. It presents the results of the data analysis and interpretation. Data was collected from 9 secondary school head teachers, twenty seven class teachers and seventy seven students in Kangundo District. The aim of this chapter was to provide the study findings as pertains to the causes of student poor retention and low completion rates of secondary school education in the district. The study aimed at achieving the following objectives:-

a) To establish student access, retention and completion rates in public secondary schools in Kangundo district, Machakos County.

b) To establish the institutional, socio-economic, student and community based factors that influence students access, retention and completion rates of secondary school education in Kangundo District.

c) To suggest possible intervention measures that should be put in place to increase access, retention and completion rates of secondary school education in Kangundo District.

The report is organized according to the above objectives.

4.1 The Questionnaire Return Rate

One hundred and thirteen questionnaires were distributed in nine secondary schools. Nine questionnaires were administered to nine head teachers. Twenty seven questionnaires were
administered to twenty seven class teachers, and seventy seven questionnaires to students of form two, three, and four in the nine sampled schools. Responses were received from the nine head teachers, the twenty seven class teachers and seventy seven students, forty male students and thirty seven female students. Thus the return rate for all the questionnaires was 100%, which was quite excellent. For the purpose of showing the relationship among variables, the data was presented in form of tables, and percentages where applicable. SPSS was used to generate descriptive statistics and establish the relationship between variables of the study.

4.1.1 Demographic Information of the Respondents

Students respondents were asked to provide demographic information about themselves and that of their parents. The information obtained takes into account K.C.P.E. performance, parental level of education, students who had dropped out of school before reaching their present level, and progressive enrolment for the current form four classes. The aim of this was to establish students' characteristics as well those of their parents which could assist in investigating the various factors which could influence student access, retention and completion of secondary school education in Kangundo District.

4.1.2 Gender of the Student Respondents

The sampled students were asked to state their gender. Thus 51.95% of the students were males, while 48.05% of them were females. Students' gender was necessary to establish gender disparities. This is an indication that there was almost equal representation of gender in the study. The information thus reflected adherence to the policy on gender parity and the ratio was good enough to provide information on the factors that determine student access, retention and their completion rates in their schools. United Nations Girls' Education Initiative (UNGEI)
vision focuses on narrowing the gender gap in primary and secondary education, ensuring that by 2015, all children-girls and boys alike will be able to complete full course of primary and secondary schooling and have equal access to all levels of education. The Forum for Africa and Women Educationists (FAWE) mission is to promote gender equity and educational equality in Africa by fostering positive policies, practices, and attitudes towards girls’ education.

4.1.3 Entry Behavior of Students

The researcher sought to establish the entry behaviour of learners by classifying the sampled students by using K.C.P.E marks obtained in Class eight. The findings are as shown in Table 4.1

Table 4.1: Entry Behavior of Students by KCPE Score

<table>
<thead>
<tr>
<th>Marks</th>
<th>Frequency: N=77</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 350</td>
<td>10</td>
<td>12.99</td>
</tr>
<tr>
<td>300-349</td>
<td>15</td>
<td>19.48</td>
</tr>
<tr>
<td>250-299</td>
<td>44</td>
<td>57.14</td>
</tr>
<tr>
<td>200-249</td>
<td>7</td>
<td>9.09</td>
</tr>
<tr>
<td>Below 199</td>
<td>1</td>
<td>1.30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>77</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

According to Table 4.1, majority of the students 57.14% scored 250 – 299, at KCPE which is a satisfactory performance. This was followed by 19.48% students who scored between 300-349 marks. Only 12.99% students scored above 350 marks. About 9.09% students scored between 200-249 marks and only 1.30% student scored below 199 marks. The data revealed that 32.47%
of the students had met the qualifications for admission in provincial schools since the cut off points was 300 and above, but they joined district schools near by due to the high fees charged in provincial schools as indicated by principals later in this study. This information was obtained from the students interviewed. Around 29% of students who responded indicated that they were not happy with their current schools since they were not schools of their choice. The respondents indicated that this state of affairs contributed to low access and poor retention which later translated to low completion rates.

4.1.4 Parents’ Level of Education

In order to establish the educational background of their parents, the students were asked to indicate the highest level of education attained by their parents, that is, primary, secondary, post secondary and never been to school. Data from students in the sampled schools regarding their parents’ level of education is summarized in Table 4.2.

Table 4.2: Parents’ Level of Education.

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency: N= 126</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>37</td>
<td>29.37</td>
</tr>
<tr>
<td>Secondary</td>
<td>71</td>
<td>56.35</td>
</tr>
<tr>
<td>Post secondary</td>
<td>17</td>
<td>13.49</td>
</tr>
<tr>
<td>Never been to school</td>
<td>1</td>
<td>0.79</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.2 indicates that majority of the parents (56.35%) had acquired secondary education, while 29.37% had acquired primary education, 13.49% had acquired post secondary and 0.79% had never been to school. The research findings revealed that majority of the parents acquired secondary school education and below. The students reported that their parents had not acquired any training after form four, thus most of them engaged in peasant farming which earned them very low income. The students indicated that their parents had no regular income since most of them were not professionals. Kimani (2003) indicated that there is a strong relationship between students' socio-economic status and their parents' socio-economic status as well as parent's level of education.

4.2 Student Access, Retention and Completion Rates in Public Secondary Schools in Kangundo District.

The first objective was to establish student access, retention and completion rates in public secondary schools in Kangundo District, Machakos County. According to RoK (2005) one of the key concerns of education is to enhance equity which involves provision of equal opportunities for all in terms of access, retention and completion. For the government to realize this objective, it advocated for the establishment of public day secondary schools and promoted the same through the introduction of subsidized secondary school education in 2008. It was for this reason that this study sought to establish the student access, retention and completion rates in Kangundo District, Machakos County. The researcher asked the principals, class teachers and students to indicate the number of students who had not joined form one, absented themselves from school or dropped out of school before reaching their present level.
4.2.1 Transition from Primary to Secondary

In order to establish students’ transition from primary to secondary schools in the district, the researcher inquired to know from the principals whether all the form one students offered a place in their schools between 2009 and 2011 reported for admission. Their response is as shown in Table 4.3.

Table 4.3: Whether all Students Selected Reported for Admission

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency: N=9</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>9</td>
<td>100.0</td>
</tr>
<tr>
<td>NO</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to Table 4.3, all nine principals (100%) indicated that not all the form one students offered places in their respective schools reported for admission. The researcher further inquired to know approximately the percentage of students who reported. The response of the Principals is as shown in Table 4.4.

Table 4.4: Number of Students who reported for Admission

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency: N=9</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported for Admission</td>
<td>7</td>
<td>69.1</td>
</tr>
<tr>
<td>Never reported for Admission</td>
<td>2</td>
<td>30.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>
According to Table 4.4, the students who reported for admission were 69.9%, and those who never reported for admission were 30.1%. The researcher inquired to know from the principals the reasons that could have contributed to some students never reporting for admission. The principals attributed this trend to the following reasons as indicated in Table 4.5.

Table 4.5: Reasons for Poor Student Transition from Primary to Secondary School as reported by Principals

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency (N=9)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial problems</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>Pregnancies</td>
<td>8</td>
<td>89%</td>
</tr>
<tr>
<td>Taken to other schools</td>
<td>8</td>
<td>89%</td>
</tr>
<tr>
<td>Ignorance of parents</td>
<td>7</td>
<td>78%</td>
</tr>
<tr>
<td>Do not want to join form one</td>
<td>2</td>
<td>22%</td>
</tr>
</tbody>
</table>

From Table 4.5, nine principals (100%) indicated that financial problems hindered many parents from taking their children to schools they were offered form one places. Eight principals (89%) pointed out that teenage pregnancies caused female students not to join form one, while a similar number of principals indicated that some students were taken to other schools. Seven principals (78%) stated ignorance of some parents made them not to take their children to form one. Only two principals (22%) informed that some students were not willing to join form one. This study confirms Njeru and Orodho’s (2003) argument that there has been a considerable decline in secondary school (GER) with wide and severe regional and gender disparities in access to secondary school education in Kenya.
4.2.2: Retention and Participation Rates According to Students and Class Teachers

To establish the retention and participation rates, the students and the class teachers were asked to indicate whether there were students who had dropped out in their class since form one. The data obtained from the two groups is presented in Table 4.6.

Table 4.6: Whether there were Students who had Dropped out before Reaching the Present Level

<table>
<thead>
<tr>
<th>Respondents</th>
<th>YES</th>
<th>Percentage</th>
<th>NO</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students; N=77</td>
<td>72</td>
<td>93.5%</td>
<td>5</td>
<td>6.5%</td>
</tr>
<tr>
<td>Class teachers; N=27</td>
<td>24</td>
<td>88.89%</td>
<td>3</td>
<td>11.11%</td>
</tr>
</tbody>
</table>

According to Table 4.6, it can be observed that seventy two students (93.5%) reported that some classmates had dropped out of school since form one, and twenty four class teachers (88.89%) indicated that some of their students had dropped out of school since form one. Only five students (6.5%) and three class teachers (11.11%) respectively reported that no student had dropped out in their respective schools. This confirms that all those students enrolled in form one does not finish in their own cohort thus evidence of poor retention and low completion rates. This is further confirmed by Maeke (2003) who studied the problem of school dropout in Kilome Division Makueni County, Kenya. She pointed out that the pedagogical conditions and low socio-economic levels of parents were among other factors leading to school dropout.
4.2.3 Dropout Situation per Class Based on Gender According to Principals

To establish the retention rates in the sampled schools, the researcher sought to find out from the principals the dropout situation per class based on gender for the years 2009, 2010 and 2011 respectively. Their results are indicated in Table 4.7

Table 4.7: Dropout Situation per Class Based on Gender According to Principals

<table>
<thead>
<tr>
<th>Year</th>
<th>Class/Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>TOTAL</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Form Two</td>
<td>18</td>
<td>25</td>
<td>21</td>
<td>24</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>Form Three</td>
<td>9</td>
<td>11</td>
<td>8</td>
<td>7</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Form Four</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>29</td>
<td>40</td>
<td>29</td>
<td>33</td>
<td>26</td>
<td>37</td>
</tr>
</tbody>
</table>

According to findings on Table 4.7, it is clearly seen that virtually all the nine schools sampled had cases of school dropouts. Form two class had the highest number of school dropouts (44%/ 56%) for both boys and girls respectively, followed by form three class (45%/ 55%) boys and girls respectively, and lastly the form four class with only 43%/ 57% boys and girls respectively.. The percentage of girls’ dropouts is higher in all the classes over the years compared to that of boys. These findings concur with the data obtained from Kangundo DEO’s office which shows that form two class is the most affected by cases of absenteeism and school dropout. Gathiga (2010) confirms these findings when he says that, although enrolment rates in primary schools are higher for girls, fewer girls complete primary school and are enrolled in secondary schools compared to boys.
4.2.4: Cases of Absenteeism Reported by Class Teachers

To establish participation levels of students in the sampled schools, the researcher sought to establish from class teachers whether they had cases of absenteeism in their classes. All the class teachers (100%) affirmed that they had cases of absenteeism. The researcher sought to know lost contact days for three consecutive years, based on gender, and the results are shown in Table 4.8.

Table 4.8: Lost Contact Days Based on Gender According to Class Teachers

<table>
<thead>
<tr>
<th>Class/Gender</th>
<th>2009 Boys</th>
<th>2010 Girls</th>
<th>2011 Boys</th>
<th>2011 Girls</th>
<th>Total Boys</th>
<th>Total Girls</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form two</td>
<td>212</td>
<td>173</td>
<td>218</td>
<td>181</td>
<td>661</td>
<td>555</td>
<td>54% 46%</td>
</tr>
<tr>
<td>Form three</td>
<td>155</td>
<td>127</td>
<td>171</td>
<td>152</td>
<td>501</td>
<td>440</td>
<td>53% 47%</td>
</tr>
<tr>
<td>Form four</td>
<td>31</td>
<td>20</td>
<td>51</td>
<td>28</td>
<td>141</td>
<td>83</td>
<td>63% 37%</td>
</tr>
<tr>
<td>Total</td>
<td>398</td>
<td>320</td>
<td>440</td>
<td>361</td>
<td>1303</td>
<td>1078</td>
<td>55% 45%</td>
</tr>
</tbody>
</table>

Research findings in Table 4.8 reveal that form two students lost a total of 1216 contact days with boys leading with 54% while girls had lost 46% contact days. Form three students followed with a total of 941 days, boys still leading with 53% while girls had 47%. Form four students had a total of 224 days. Boys had the highest number of lost contact days 63%, while girls had only 37%. The figures in the table reveal that form two class is the most affected by absenteeism.

When the researcher inquired why absenteeism was rampant in form two, the respondents indicated that the following reasons were behind this trend: Poor fees payment; 100%, Inadequate physical facilities; 88%, Negative peer influence; 85%, Teenage pregnancies; 82%,...
Lack of parental/guardian concern; 74% Expelled or suspended; 74%, Poor performance; 63%, and disliked the school; 52% among other factors. From the table, it is clearly portrayed that lost contact days increased as the student progressed. This implies that, the problem of absenteeism and truancy is very persistent in Kangundo District. As a result of this, participation levels continue to decrease leading to low retention rates and poor completion rates in the district. Based on these facts given by the class teachers, it is clear that student retention rates in public secondary schools in the region of study are poor and the stakeholders should act accordingly to save the situation.

According to Abagi and Odipo (1988) transition rates to secondary school declined in Kenya and Uganda after UPE was introduced. They continue to say that while there is overall high enrolment level, a similar pattern emerges and the gaps increase at higher levels. Fewer enter secondary and even fewer manage to complete the course. Thus the findings of this study confirmed the findings of Abagi and Odipo that fewer students enter secondary and even fewer manage to complete the course.

4.3: Factors Influencing Students Access, Retention and Completion of Secondary School Education.

The second objective was to establish the factors that influence student access, retention and completion of secondary school education in Kangundo District. According to RoK (2005) one of the key concerns of Government was to enhance equity which involves the provision of equal opportunities for all in access, retention and completion. For government to realize this, it advocated for the establishment of day secondary schools and promoted the same through the introduction of subsidized day secondary school education in 2008. It was for this reason that this study sought to establish the factors influencing student access, participation and completion
of secondary school education. The principals, class teachers and students were expected to indicate the extent in which these factors influenced student access, retention and completion of secondary school education in their schools, based on the fact that these factors emanate from the school, socio-economic, the student and even the community where the school is found. The researcher started by examining the institutional based factors.

4.3.1 Institutional Based Factors Influencing Access, Retention and Completion of Secondary Education

The study sought to establish the institutional based factors influencing students' retention and completion of secondary school education. The principals, the class teachers and the students were expected to indicate the factors and the extent to which these factors influenced retention and completion of secondary school education in Kangundo district. The findings are shown in Table 4.9.

### Table 4.9: Institutional Based Factors Influencing Access, Retention and Completion of Secondary Education

<table>
<thead>
<tr>
<th>RESPONDENTS/SAMPLE SIZE</th>
<th>PRINCIPALS</th>
<th>CLASS TRS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$N = 9$</td>
<td>$N = 27$</td>
<td>$N = 77$</td>
</tr>
<tr>
<td>Factors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount of fees charged</td>
<td>9</td>
<td>27</td>
<td>75</td>
</tr>
<tr>
<td>Inadequate teachers</td>
<td>9</td>
<td>25</td>
<td>68</td>
</tr>
<tr>
<td>Inadequate T/L resources</td>
<td>7</td>
<td>24</td>
<td>65</td>
</tr>
<tr>
<td>Overcrowded classrooms</td>
<td>5</td>
<td>25</td>
<td>60</td>
</tr>
<tr>
<td>Bullying in schools</td>
<td>3</td>
<td>18</td>
<td>76</td>
</tr>
</tbody>
</table>

AV. %

| Amount of fees charged | 99.13 |
| Inadequate teachers    | 93.63 |
| Inadequate T/L resources| 83.67 |
| Overcrowded classrooms | 72.89 |
| Bullying in schools    | 66.12 |
From Table 4.9, it is clear that the main institutional based factors influencing retention and completion rates were associated with the amount of fees charged in school with 99.13%, inadequate staffing with 93.63%, inadequate teaching and learning resources with 83.67%, overcrowded classrooms with 72.89%, and bullying in schools had 66.12% among other causes. These findings confirm what Wamukoya (2001) found out from his study that the rising cost of secondary education had made eligible children not to access secondary school education. The problem was worsened by other indirect costs imposed by schools, many of which openly disregard the fees guidelines set by the Ministry of Education (MOE).

Inadequate staffing was another problem leading to poor participation. The findings confirm what Sifuna (2007) established when he observed that learning outcomes have been compromised by chronic teacher shortage in virtually all the schools. This problem has contributed to low retention rates in secondary school education. Some students preferred to stay at home rather than go to school and remain there without being taught. Inadequate teachers are another factor that was found to be significant. Most of the principals (78.7%) reported that their schools were seriously understaffed. Recruitment of competent teachers to improve teacher-student ratio is a necessary measure in improving retention and performance of students in secondary schools.

Inadequate teaching and learning resources is another contributing factor to poor retention rates in secondary schools in Kangundo district. Availability of teaching/Learning resources enhances the effectiveness of schools as these basic items enhance understanding and retention, hence good academic performance in schools. Okumbe (2001) observed that all institutions or organizations are made up of human beings (workers) and other non-human resources. He further asserted that when the right quantity and quality of human of human resource is brought
together, it can manipulate other resources towards realizing the institutional goals and objectives. Every institution should strive to attract and retain the best of human resource. The implication of this is that well trained teachers if deployed in secondary schools will lead to high retention and high completion rates. Most Kenyan teachers are trained and have clear goals to guide their teaching but good teaching/learning materials are unavailable in most secondary schools in Kenya.

The study established overcrowded classrooms as a serious cause of poor participation. With increasing population, the number of school going children is increasing much faster than the rate at which schools are increasing. The decline of good schools and the greed of school authorities are filling up school rooms to the brim. A few statistics by the American education board indicate that one out of every three children in urban cities, studies in overcrowded schools. This is not only a problem in America but also in other countries where the condition is even worse. Overcrowded classrooms present a problem not just to teachers but also to students. Teachers face a problem controlling dozens of students because of unruly behavior and lots of talking. Overcrowded classes can lead to a lot of problems. The main problem of the increased strength in the schools is that the people who are in the school will not be able to concentrate on the studies. There will be a lot of distraction. When people are distracted to a large extent, it can lead to poor results for the student. This can further lead to poor retention and low completion as confirmed by the findings of this study.

On bullying in schools, Muindi (2010) observes that corporal punishment, bulling and sexual violence have been cited as top factors leading to poor retention of school children in Kenya. Further, Muindi confirms that millions of boys and girls have been sexually harassed yet they did not have a way of addressing the abuse because of the shame and fear of recrimination felt by
girls who have been raped. The stigma of violence in schools is often devastating for individual students because it leads to truancy which leads to poor completion rates.

4.3.2: The Socio-Economic Factors Influencing Access, Retention and Completion of Secondary School Education

The study sought to establish the socio-economic factors influencing students’ access, retention and completion of secondary school education. The principals, class teachers and students were expected to indicate the socio-economic factors which influenced students’ access, retention and completion of secondary school education. The findings are shown in Table 4.10

Table 4.10: Socio-Economic Factors Influencing Access, Retention and Completion of Secondary School Education

<table>
<thead>
<tr>
<th>RESPONDENTS/SAMPLE SIZE</th>
<th>PRINCIPALS (N=9)</th>
<th>C/TEACHERS (N=27)</th>
<th>STUDENTS (N=77)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Low parental income</td>
<td>8</td>
<td>88.89</td>
<td>25</td>
</tr>
<tr>
<td>Many siblings in school</td>
<td>7</td>
<td>77.78</td>
<td>23</td>
</tr>
<tr>
<td>Ignorance of parents</td>
<td>7</td>
<td>77.78</td>
<td>18</td>
</tr>
<tr>
<td>Family instability</td>
<td>7</td>
<td>77.78</td>
<td>18</td>
</tr>
<tr>
<td>Child labour</td>
<td>6</td>
<td>66.67</td>
<td>16</td>
</tr>
<tr>
<td>Orphans</td>
<td>5</td>
<td>55.56</td>
<td>13</td>
</tr>
<tr>
<td>Lack of personal effects</td>
<td>5</td>
<td>55.56</td>
<td>13</td>
</tr>
</tbody>
</table>
From Table 4.10, it is clear that the main socio-economic factors influencing retention and completion of secondary school education were associated with low income of parents; 92.53%, many siblings in school at the same time; 85.00%, ignorant of many parents; 74.12%, family instabilities; 71.09%, helping in housework/child labour; 63.19%, orphanage; 51.89%, and lack of personal effects; 51.02%. The question of whether socio-economic factors of parents influence access, retention and completion is positively answered since the study revealed that most of the parents of the students interviewed were peasant farmers whose level of income is very low. Thus the problem of fees payment is evident in this distribution. Lack of money to pay school fees is a major factor that leads to poor access, poor retention rates and low completion rates of students in secondary schools in Kangundo District. Njeru and Orodho (2003) confirm that low incomes of parents and high cost of education are the main factors responsible for low access and poor participation in Kangundo District. The findings of this study concur with what Noor (2001) established in his study that parents' level of education, family size, family instabilities and ignorance of many parents can adversely influence access, retention and completion of secondary school education.

4.3.3 Student Based Factors Influencing Access, Retention and Completion of Secondary School Education

The researcher sought to establish the student based factors influencing students' access, retention and completion of secondary school education in Kangundo district. The principals, class teachers and students were expected to state factors emanating from the students themselves which influenced students' access, retention and completion of secondary school education. The findings are shown in Table 4.11.
# Table 4.11: Student Based Factors Influencing Access, Retention and Completion of Secondary School Education

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>PRINCIPALS</th>
<th>C/TEACHERS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE SIZE</td>
<td>N = 9</td>
<td>N = 27</td>
<td>N = 77</td>
</tr>
<tr>
<td>FACTORS</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Peer influence</td>
<td>8</td>
<td>88.89</td>
<td>23</td>
</tr>
<tr>
<td>Teenage pregnancies</td>
<td>7</td>
<td>77.78</td>
<td>22</td>
</tr>
<tr>
<td>Indiscipline</td>
<td>8</td>
<td>88.89</td>
<td>19</td>
</tr>
<tr>
<td>Poor performance</td>
<td>8</td>
<td>88.89</td>
<td>17</td>
</tr>
<tr>
<td>Drugs and substance abuse</td>
<td>7</td>
<td>77.78</td>
<td>18</td>
</tr>
<tr>
<td>Early marriage</td>
<td>6</td>
<td>66.67</td>
<td>19</td>
</tr>
</tbody>
</table>

From Table 4.11, it is clear that the main personal based factors influencing retention and completion rates of secondary school education were associated with peer influence; 89.63%, teenage pregnancies; 82.96%, indiscipline among students; 78.19%, poor performance; 73.56%, drugs and substance abuse; 69.36%, early marriage; 65.16%. Peer pressure is the leading cause of poor retention and low completion rates among the secondary school students. Peer pressure is just peer influence or social influence to adopt a particular type of behavior, dress or attitude in order to be accepted or be part of a group of equals. As teens become more independent, peers naturally play a greater role in their life. Peer influence can lead teens to engage in bad activities that can destroy their lives. Activities like sexual affairs, drug abuse can negatively impact on the future goals of the student. In many developing countries the productive health prospects for adolescence girls have changed in the last two decades. On average girls are getting married later
than their mothers, and are having fewer children. Adolescent girls still have higher levels of unwanted pregnancies with more than 1 million unsafe abortions especially within this age group (WHO, 2004). Sexual activity is high among adolescents and youth in Kangundo and begins early. A 2003 national survey of secondary school students showed that 13% of students had experienced their first pregnancy by age 14 while 10% of girls interviewed had been pregnant and had given birth or had an abortion. This confirms the findings of this study that one of the main causes of poor retention in Kangundo District is teenage pregnancies. The study revealed that dropouts for boys is always higher at lower classes but once girls reach puberty, their dropout increases and is more than that one for boys. The boys drop out at lower levels due to peer pressure and child labour.

4.3.4: Community Based Factors Influencing Access, Retention and Completion of Secondary Education

The researcher sought to establish the community based factors influencing student access, retention and completion of secondary school education. The principals, class teachers and students were expected to indicate the factors which influenced students’ retention and completion of secondary school education in Kangundo district. These findings are shown in Table 4.12.
Table 4.12: Community Based Factors Influencing Access, Retention and Completion of Secondary Education

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>PRINCIPALS</th>
<th>C/TEACHERS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE SIZE</td>
<td>N = 9</td>
<td>N = 27</td>
<td>N = 77</td>
</tr>
<tr>
<td>FACTORS</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Long distance from home to school</td>
<td>7</td>
<td>77.78</td>
<td>19</td>
</tr>
<tr>
<td>Drugs and substance abuse</td>
<td>7</td>
<td>77.78</td>
<td>18</td>
</tr>
<tr>
<td>Child abuse</td>
<td>4</td>
<td>44.44</td>
<td>13</td>
</tr>
<tr>
<td>School community relations</td>
<td>3</td>
<td>33.33</td>
<td>9</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
employed as house helps. School community relations are not a main cause of low completion rates as it accounted for only 31.31%.

4.4: Intervention Measures to Increase Access, Retention and Completion rates of Secondary School Education.

The researcher sought to establish intervention measures that can enhance students’ retention and completion of secondary school education in Kangundo district. Lack of completion is associated with inefficiency and inequity in the provision of education. Enhancing students’ access retention and completion will help the government in addressing equity which is a pertinent issue in education. It is with this in mind that the researcher sought to establish possible intervention measures that could enhance access, retention and completion of secondary school education in public schools in Kangundo District. The researcher asked the principals, class teachers and the students to suggest possible measures that could enhance student access, retention and completion of secondary school education by giving their views in the questionnaires. Most of the schools; 92.59% had intervention measures while only 7.41% had not put up any intervention measures. The researcher sought to get suggestions from head teachers, class teachers and students on possible intervention measures that can be put in place to increase access, retention and completion rates. The findings are shown in Table 4.13.
### Table 4.13: Intervention Measures to Enhance Access, Retention and Completion.

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>PRINCIPALS</th>
<th>C/TEACHERS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE SIZE</td>
<td>( n = 9 )</td>
<td>( n = 27 )</td>
<td>( n = 77 )</td>
</tr>
<tr>
<td>INTERVENTION MEASURES</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Government to increase bursary funding</td>
<td>9</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Strengthening G&amp;C departments</td>
<td>9</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Government should expand infrastructure in secondary schools</td>
<td>8</td>
<td>88.89</td>
<td>25</td>
</tr>
<tr>
<td>Sensitize community on effects of drug and substance abuse</td>
<td>9</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Government to provide enough teaching and learning resources</td>
<td>8</td>
<td>88.9</td>
<td>21</td>
</tr>
<tr>
<td>Girls from needy families issued with free sanitary towels</td>
<td>8</td>
<td>88.89</td>
<td>22</td>
</tr>
<tr>
<td>Students should shun negative peer pressure</td>
<td>950</td>
<td>100</td>
<td>25</td>
</tr>
</tbody>
</table>

From Table 4.13, it is clear that so many intervention measures were suggested by the three categories of respondents, that is, principals, class teachers and students. From the findings of this study, majority of the respondents (92.34%) suggested that the government should increase bursary funding since lack of school fees was the main cause of poor access; poor retention rates leading to poor completion rates. This measure was followed closely by strengthening guidance and counselling departments in schools which scored 90.12%. As pointed out earlier, guidance
and counseling departments in schools were fairly effective. The respondents saw the need of strengthening the department as an alternative means of curbing indiscipline in schools. The respondents (89.74%) suggested that there is need to sensitize the community on the effects of drugs and substance abuse on students since this factor is one of the worst contributors of poor retention and low completion rates. The respondents (88.2%) also suggested that the government should expand infrastructure in secondary schools so as to increase access, retention and completion rates. Another 87.96% of the respondents suggested that school girls and especially from needy families should be issued with sanitary towels to increase their participation and curb dropping out of school. The respondents (87.90%) suggested that school leadership should be retrained on better human resource management so as to improve human relations in educational institutions thus contribute towards boosting the morale of teachers and students hence improve participation and completion rates. The respondents (85.84%) pointed out that students should avoid negative peer pressure since it has made many students to drop-out of school. Inadequate teaching and learning resources is another cause of poor participation, thus 85.43% suggested that the government should provide more of these facilities so as to enhance learning and help to maintain students in school.

Based on the responses by the principals, class teachers and students, from the sampled schools, the study draws the conclusion that the government, parents and the guardians have a crucial role to play in enhancing student access, retention and completion in schools. Muatine (2007) confirms the findings of this report that factors that influence access, retention and completion of secondary education range from; student based, school based, socio-economic and community based factors. Muatine further argues that the problem of poor retention is not about non-attendance, but is associated with the home, school, the neighborhood in which the school is
situated and the personal student. In conclusion, all the stakeholders should spare some effort and think of how to put these measures in place so as to raise the levels of access, retention and school completion rates.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the research findings, conclusion, recommendations of the study, and finally suggestions for further research. The purpose of this study was to find out the socio-economic, personal, school and community based factors, influencing access, retention and completion rates in secondary school education. Nine public schools were sampled out of the twenty two public secondary schools in the district. Stratified random sampling was used in the selection of the schools used in the study. A total of nine secondary school head teachers, twenty seven class teachers and seventy seven students were selected for the study. The students were randomly selected. The main research instrument used was the questionnaire. The main purpose of the study was to investigate the factors influencing student access, retention and completion rates in secondary school education in Kangundo District. The study also sought to suggest intervention measures that should be put in place to increase transition, retention and completion rates of secondary school education in Kangundo District. The study adopted ex-post-factor study design. Target population comprised of secondary school head teachers, class teachers and students in Kangundo District. Stratified random sampling technique was used to select the secondary school while sample random sampling was used to select the class teachers and students. Data collection instruments comprised of open-ended semi-structured questionnaires and interview schedules for head teachers. Data collected was analyzed using Statistical Package for Social Sciences (SPSS). The analysis has been presented in form of simple descriptive statistics which included percentage tables.
5.1 Summary of Findings

The results of the study indicated that there is low transition, poor retention and low completion rates in virtually all the schools in the entire Kangundo District. The transition rate from primary to secondary is low, retention is poor and the rate of completion is poor. The researcher established that, out of the students who were offered vacancies in form one, only 69.1% reported for admission. The rest 30.9% did not report for admission though they had scored the baseline mark of 250 and or above. The study also established that not all those students admitted in form one end up completing form four in their own cohort. All the classes had students who had dropped out of school for one reason or another. The researcher noted that participation levels were poor due to high rate of absenteeism coupled with a lot of truancy.

The researcher established the following factors as the main causes of low access, poor retention and low completion rates:

**Institutional Based Factors;** these factors were associated with the amount of fees charged in a school which prohibited many students from accessing secondary education and active participation to the end of the course, inadequate teachers, inadequate teaching and learning resources, overcrowded classrooms, bullying in schools, corporal punishment among other factors.

**Socio-economic factors;** these factors included low parental income, many siblings in school at the same time, ignorance of parents, and family instability, child labor, orphanage, lack of personal effects among other factors.
Personal based factors; these are the main causal factors for low access, poor participation and low completion rates. These included factors like negative peer influence, teenage pregnancies, indiscipline which led to suspension and expulsion, poor performance, drugs and substance abuse, early marriage among other factors.

The community based factors; though these factors were not serious causes of low access, poor participation and low completion rates in all the schools sampled, they manifested clearly in day schools. These included long distance covered by students to reach school since some students walk for almost two kilometres or even more to reach their school. The community is responsible for selling drugs to students, thus encourage drugs and substance abuse. Child labor and poor school community relations are among other factors influencing access, retention and completion of secondary school education in Kangundo District.

Intervention Measures to curb low Access, poor Retention and low Completion rates
Some of the major intervention measures cited by the respondents included; government to increase bursary funding due to high poverty levels of majority of the parents, strengthening guidance and counselling departments in schools to curb indiscipline among students, sensitizing the community on the adverse effects of drugs and substance abuse, government and the community to expand infrastructure in secondary schools as well as establishing more schools, girls from needy families should be issued with free sanitary towels, students should shun negative peer pressure, and the government should provide more human and learning resources. These are the intervention measures as cited by the respondents which the researcher feels if put in place or strengthened can mitigate the problem of low access, poor retention and low completion of secondary school education in Kangundo District.
5.2 Conclusion

The results of the study indicated that there is low transition, poor retention and low completion rates in virtually the entire Kangundo District. The transition rate from primary to secondary is low, retention is poor and the rate of completion is low. Factors influencing low transition, poor retention and poor completion rates can be classified into four categories. These are: school based factors, socio-economic factors, student based and community based factors.

The school based factors includes factors such as the amount of fees charged which prohibited many students from accessing secondary education and active participation to the end of the course. Other factors include inadequate teachers, inadequate teaching and learning resources, overcrowded classrooms, corporal punishment among other factors. Socio-economic factors included low parental income, many siblings in school at the same time, ignorance of parents, family instability, child labour, orphanage, lack of personal effects among other factors. Personal based factors are the most serious causal factors for low access, poor participation and low completion rates. These included factors like negative peer influence, teenage pregnancies, indiscipline which led to suspension and expulsion, poor performance, drugs and substance abuse, early marriage among other factors. The community based factors included long distance covered by students to reach school since some students walk for almost two kilometres or even more to reach their school. The community is also responsible for selling drugs to students. Child labor and poor school community relations are among other factors influencing access, retention and completion of secondary school education in Kangundo district.

The respondents cited the following as intervention measures; government to increase bursary funding due to high poverty levels of majority of the parents, strengthening guidance and
counselling departments in schools to curb indiscipline among students, sensitizing the community on the adverse effects of drugs and substance abuse, government and the community to expand infrastructure in secondary schools as well as establishing more schools, girls from needy families should be issued with free sanitary towels, students should shun negative peer pressure, and the government should provide more human and learning resources. These are the intervention measures as cited by the respondents which the researcher feels if put in place or strengthened can mitigate the problem of low access, poor retention and low completion of secondary school education in Kangundo District.

5.3 Recommendations of the Study

With the increasing poverty levels, the escalating cost of education, policy makers should look for innovative and viable strategies for enhancing access, participation and completion of secondary school education. The researcher recommends the following:

The government should declare totally free day secondary school education and make it compulsory.

The MoE should increase bursary allocations to secondary schools so as to cater for the increasing number of students from poor families. The bursary will ensure that students attend school regularly without interruption which is occasioned by school authorities sending students away to collect school fees and other levies. The awarding of bursaries should be shifted from the CDF office to be awarded by the schools, since schools are better placed to determine the needy students. The constituent bursary committees are also said to be very corrupt and bias.
Schools should strengthen guidance and counselling departments to inculcate good morals and curb indiscipline among the students.

The policy of school re-admission of student mothers should be reinforced. Head teachers as well as parents need to be sensitized on the policy so that poor participation and low completion rates among girls can be reduced.

5.4 Suggestions for further Study

There is need to carry out another study covering a larger area such as a province or the whole country to enable wide generalization of the findings.

A study can be carried out to investigate how school functions like games, music festivals etc are sources of indiscipline like sexual immorality, drug abuse etc.

Further research in this area should seek to establish the number of students who go to polytechnics right after class eight, so as to establish the exact number in a given year of students who fail to access secondary education.

Further research in this area requires detailed and documented information from MOE on the number graduating from primary school each particular year, their enrolment trend in form one, and their graduation at form four.
REFERENCES


1970s. Nairobi: Published by Springerlink.


APPENDIX I: INTERVIEW SCHEDULE FOR SECONDARY SCHOOL HEAD TEACHERS

Please respond to all questions as honestly and as accurately as possible. The information that you give will be strictly confidential and will only be used for the purpose of this study.

School Status: Pure boarding [ ] Mixed day & boarding [ ] Pure day school [ ]

1. What is the total enrolment in your school for the last 3 years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Please give progressive enrolment for the current form 4 class

<table>
<thead>
<tr>
<th>Form</th>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2008</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2011</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Do all the form ones offered a place in your school get admitted?

   Yes [ ]    No [ ]

If No, do you think the following reasons make them not to report? (Tick as appropriate)

   Financial problems [ ]
   Pregnancies [ ]
Early marriage [  ]
Ignorance of parents [  ]
Taken to other schools [  ]
Do not want to join Form 1 [  ]

4. What is the drop out situation in your school for the last 3 years? Indicate the number in the table below.

<table>
<thead>
<tr>
<th>Class /Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you think the following reasons contributed to their dropping out?
(Tick as appropriate)

Pregnancy [  ]
Indiscipline [  ]
Lack of school fees [  ]
Poor performance [  ]
Transferred to other schools [  ]
Other causes: specify __________________________

5. What was the highest and lowest mark that you considered during the 2011 intake?

Highest [  ]  Lowest [  ]

6. Are there students admitted in your school that were initially offered places in other schools especially those higher in category?

Yes [  ]  No [  ]
If yes, what made these students not to go to those schools?

Higher fees charged  [  ]
Disliked the school  [  ]
Parents not for the school  [  ]
Any other: specify

7. Did the school register an increase or decrease in enrolment from 2008-2011?

Increase  [  ] decrease  [  ]

8. Can you assess the impact of subsidized secondary school education on access and participation?

Very good  [  ] Good  [  ] Fair  [  ] Poor  [  ]

9. Do all the students you admit in Form 1 complete Form 4 in their cohort?

Yes  [  ] No  [  ]

If No, what are the reasons for dropping or repeating a class? Tick the most appropriate answers

Laek of school fees  [  ]
Poor performance  [  ]
Transfer to other schools  [  ]
Teenage pregnancies  [  ]
Suspension/expulsion  [  ]
Other: specify
10. How would you rate the influence of the following factors on children’s access and participation in secondary education in Kangundo district?

<table>
<thead>
<tr>
<th>Reason/ rate of influence</th>
<th>Very much</th>
<th>Much</th>
<th>Little</th>
<th>No effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The amount of fees charged currently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School rules and regulations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punishment made on students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overcrowded curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harassment by teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance from home to school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many siblings in school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiscipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teenage pregnancy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer influence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Death of parents/guardian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drugs and substance abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family instability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child labor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents level of education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of interest in schooling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative parental attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fear of exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Does the school have adequate facilities commensurate to the total number of students enrolled?

Yes [    ]  No [    ]
If No, which of the following facilities are lacking or are inadequate? Tick as appropriate.

<table>
<thead>
<tr>
<th>Facility</th>
<th>Lacking</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science laboratories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dining hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dormitory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing ground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory equipments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. How do parents pay school fees in your school?
   - All at once [ ]
   - Two installments [ ]
   - Three installments [ ]
   - More than 3 installments [ ]

13 (i) How many of your students benefited from the 2010 bursary scheme? [ ]
   (ii) How do you find the new method of awarding bursary through constituency committee?
       - Very good [ ]
       - Not Okay [ ]

Can you please comment on your answer?

14 How can you rate your school in terms of students’ attendance?
   - Very good [ ]
   - Good [ ]
   - Fair [ ]
   - Poor [ ]

15 From the external community, what factors prevent children from accessing secondary education? Tick as appropriate
   - Child labour [ ]
Early pregnancies [ ]

Negative attitude towards the school [ ]

Drugs and substance abuse [ ]

Peer influence [ ]

Other: specify

16 (i) In your opinion what do you think should be done to improve students’ access and participation in secondary education on Kangundo district?

(ii) Do you think the following measures can be used to improve access and participation in secondary school education? Tick as appropriate

- Government should expand infrastructure in secondary schools—Yes/No

- Government should declare totally free day secondary school education in all public schools in Kenya—Yes/No

- Government should look for more funding to increase bursary fund Yes/No

- Community should be sensitized on the effects of drugs and substance abuse—Yes/No

- Parents should be sensitized on encouraging their children to take education serious—Yes/No

- School leadership should be re-trained on better human resource management skills—Yes/No
Government should declare secondary education compulsory to all grade eight leavers- Yes/No

Corporal punishment should be restored in schools to curb indiscipline-Yes/No
APPENDIX II: CLASS TEACHERS' QUESTIONNAIRE

Please respond to all the questions as honestly as possible. The information that you will give will be strictly confidential and will not be used for any other purpose other than this research.

School Status: Pure boarding [ ] Mixed day/boarding [ ] Pure day [ ]

1. Please state your class ______________________

2. What is the current enrollment in your class? ____________

3. Do you have students who have dropped in your class since Form I?
   Yes [ ]      No [ ]

4. If yes, how many?
   Boys [ ]     girls [ ]

5. Have you encountered cases of absenteeism since the year began?
   Yes [ ]      No [ ]
   If yes, can you please state the number?
   Boys [ ]     girls [ ]

6. Below are some of the reasons that make students to drop out of school or absent themselves from school. Please tick the rate at which the following contributes to low retention and low completion in secondary school education:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Very much</th>
<th>Much</th>
<th>Little</th>
<th>No effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disliked the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disliked some of the teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expelled or suspended</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harsh teachers/punishment</td>
<td></td>
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<td></td>
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<tr>
<td>Poor fees payment</td>
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<tr>
<td>-------------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of parental/guardian concern</td>
<td></td>
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<tr>
<td>Orphanage</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Drug and substance abuse</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Distance of school from home</td>
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<tr>
<td>Child labour</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Family instability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teenage pregnancies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate physical facilities in school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sickness of parents</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Sickness of student</td>
<td></td>
<td></td>
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<tr>
<td>Fear of exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of school uniform/personal effects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harassment from other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer influence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. How often do parents come to check on their children performance?

- During academic days [ ]
- Not at all [ ]
- when sent for [ ]

8. How is the academic performance of those students who are frequently absent from school?

- Average [ ]
- below average [ ]

9. What indiscipline problems do you encounter in your daily interaction with the students? Tick as appropriate.

- Truancy [ ]
- Dugs and substance abuse [ ]
- Not doing assignments [ ]
- Love affairs within or without the school [ ]
Fighting amongst students [ ]
Other; specify .............................................................................................................

10. Are parents supportive in disciplining of their children? Tick as appropriate
   Very supportive [ ] Not supportive [ ] slightly supportive [ ]

11. How can you rate the effectiveness of guidance and counseling departments as an alternative measure of curbing indiscipline in schools?
   Very effective [ ] fairly effective [ ] less effective [ ]

12. Does the school have intervention measures to stop students from poor participation? Tick the appropriate answer
   Yes [ ] No [ ]
   If yes, state the measures

13. In your opinion, what measures do you recommend should be put in place to enhance access, participation and completion in secondary school education?
APPENDIX III: STUDENTS’ QUESTIONNAIRE

Please respond to all questions as honestly and as accurately as possible. The information that you will give will be strictly confidential and will be used for the purpose of this study only.

School status: Boarding [ ] Mixed day/boarding [ ] Pure day [ ]

Sex ______________________

Class ______________________

1. Which year did you sit for KCPE? ______________

How many marks did you obtain? Tick as appropriate.

Above 350 [ ] between 250-350 [ ] between 200-250 [ ] Below 200 [ ]

2. Are your parents alive?

Father: Yes [ ] No [ ]
Mother: Yes [ ] No [ ]

3. What is the highest level of education attained by your parents? Tick as appropriate

Father: Primary [ ] Secondary [ ] University [ ]
Mother: Primary [ ] Secondary [ ] University [ ]
Father: Not educated at all.
Mother: Not educated at all.

4. What is the occupation of your parents?

Father ______________________
Mother ______________________

5. Was this school the school of your choice?

Yes [ ] No [ ]
If No, which was the school of your choice?

What reasons made you not to join the school of your choice?

Did not qualify [ ]  Fees too high [ ]

Other reason, specify........................................

Are you happy with your school? Yes [ ] No [ ]

6. Who pays your school fees?
   Father [ ]
   Mother [ ]
   Sister/brother [ ]
   Guardian [ ]
   Other: specify...........................................................................................................................

How much do you pay as school fees per year?
   Less than 5000 [ ]
   5000-10000 [ ]
   10000-20000 [ ]
   20000-30000 [ ]

7. Do you have other siblings in school?
   Primary   Boys [ ]   Girls [ ]
   Secondary Boys [ ]   Girls [ ]
   University/College Boys [ ]   Girls [ ]
How many never went to school or dropped out?

Boys [ ]  Girls [ ]
Reason:

8. Are there students you started with in Form 1 but dropped out before reaching your present level?

Yes [ ]  No [ ]
If yes, what are the causes of such drop out?
Tick the possible causes down here
Financial difficulties [ ]
Pregnancy [ ]
Early marriages [ ]
House work [ ]
Employment [ ]
Expelled/suspended [ ]
Others: specify __________________________

9. Sometimes students are sent away from school for various reasons. Indicate in the table below why you were sent home and what period of time you stayed away from school in a year.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Tick below</th>
<th>Average number of days out of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of school fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to sickness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of school uniform</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suspension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiscipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of certain textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was not sent home at any time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. Some other times students stay away from school for non-school reasons. Indicate below the reasons that have affected you and the length of time spent at home.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Tick below</th>
<th>Average number of days stayed at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assisting of sick parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping in the farm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working to raise fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring for young siblings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working to look for pocket money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t feel like going to school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Are you a boarder or a day scholar?

If day scholar

How far is your home from school?

Less than 1 km [ ] 1 km- 2kms [ ] Above 2 kms [ ]

Do you ever get to school late?

Yes [ ] No [ ]

If yes, how frequently?

Once a week [ ]

More than once a week [ ]

Many times a month [ ]

12. Are there times you’re unable to complete your homework?

Yes [ ] No [ ]

If yes, what reasons do make you not to complete your assignment? Tick as appropriate

Helping in house work [ ]

Caring for young siblings [ ]
No fuel for lighting [ ]
No private room for reading [ ]
So much interference from others [ ]
Other: specify ________________________________

13. Sometimes students repeat classes for various reasons. Have you ever repeated a class ever since you joined this school?
   Yes [ ]   No [ ]

   If yes, tick the reason for repeating
   Parents could not pay fees for next class [ ]
   You did not meet the school pass mark [ ]
   To get better marks for the grade [ ]
   Because of a long absence from school [ ]
   Because you transferred from another school [ ]
   You were forced by teachers/parents [ ]

   Other: specify ________________________________

14. How often does your parents/guardian come to school to discuss your academic progress?
Tick the most appropriate
   Very often [ ]
   Often [ ]
   Never [ ]

15. In your opinion what do you think should be done to increase students’ participation and completion of secondary school education?
APPENDIX IV: WORK PLAN SCHEDULE

Proposal writing .................................................. Aug. 2010- Feb. 2011
Piloting Research .................................................. May, 2011
Data collection in the field ....................................... May, 2011
Data Analysis ....................................................... Jun. 2011
Presentation of draft Report ..................................... July, 2011
Submission of final Report ....................................... Aug. 2011

APPENDIX V: PROPOSED BUDGET.

Printing of proposed draft ...................................... Kshs: 12,000
Printing final report .............................................. Kshs: 12,000
Photocopying of questionnaires ................................. Kshs: 6,000
Binding costs ....................................................... Kshs: 5,000
Stationary costs .................................................... Kshs: 12,000
Travelling and subsistence ...................................... Kshs: 20,000

Total ................................................................. Kshs: 67,000
NCST/RRI/12/1/SS-011/992/4

Date:

26 July 2011

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Factors influencing students' access, participation & completion of secondary school education in Kangundo District, Kenya: An update" I am pleased to inform you that you have been authorized to undertake research in Kangundo District for a period ending 31st August, 2011.

You are advised to report to the District Commissioner & the District Education Officer, Kangundo District before embarking on the research project.

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

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Kangundo District

The District Education Officer
Kangundo District
THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Nthenge John Nzioka
of (Address)Kenyatta University
P.O. Box 43844- Nairobi
has been permitted to conduct research in
Kangundo
Location
Eastern
District
Province

on the topic: Factors influencing students' access, participation & completion of secondary school education in Kangundo District, Kenya.

for a period ending 31st August 2011