

**STRATEGIES ADOPTED IN ENHANCING LEARNERS RETENTION IN
PUBLIC SECONDARY SCHOOLS, IN EMBAKASI DISTRICT, KENYA**

BY

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DECLARATION

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

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DEDICATION

This project is dedicated to my husband Nthiga Laban, our daughters Elsie Wawira and Olive Mwende and son Eddie Mutugi for walking with me through this journey. God bless you.

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TABLE OF CONTENT

Declaration	ii
Dedication.....	iii
Acknowledgements	iv
Table of Content.....	v
List of Tables	ix
List of Figures.....	x
Abbreviations and Acronyms	xi
Operational Definition of Terms	xii
ABSTRACT.....	xii
CHAPTER ONE:INTRODUCTION.....	1
1.1 Background of the study	1
1.2 Statement of the Problem	5
1.3 Objectives of the Study	6
1.3.1 General Objective of the Study.....	6
1.3.2 Specific Objectives of the Study.....	6
1.4 Research Questions	6
1.5 Significance of the Study	7
1.6 Scope of the Study.....	7
1.7 Limitations of the Study.....	7
CHAPTER TWO:LITERATURE REVIEW.....	8
2.1 Introduction	8
2.2Theoretical Review	8
2.2.1 The Theory of Socialist Economics of Education.....	8
2.2.2 Education Production Theory	9

2.3 Empirical Review	10
2.3.1 Learners' Retention in Secondary Schools	10
2.3.2 Parental Involvement and Learner Retention.....	11
2.3.3 Learner Sponsorship and Learner Retention.....	12
2.3.4 Discipline on Learner Retention	14
2.4 Conceptual Framework Description.....	16
CHAPTER THREE: RESEARCH METHODOLOGY	19
3.1 Introduction	19
3.2 Research Design.....	19
3.3 Target Population	19
3.4 Sampling Design	20
3.5 Data Collection Instruments.....	21
3.6 Data Collection Procedures	21
3.7 Data Analysis Methods	21
CHAPTER FOUR: EMPIRICAL RESEARCH FINDINGS.....	23
4.1 Introduction	23
4.2 Background Information	23
4.2.1 Descriptive Statistics for Background Information.....	23
4.2.2 Gender.....	23
4.2.3 Age.....	24
4.2.4 Education Level	24
4.2.5 Work Status.....	25
4.2.6 Income Level	25
4.3 Parental Involvement in Their Children Education.....	26
4.3.1 Parental Support to School.....	26

4.3.2 Parental Influence to Discipline	26
4.3.3 Response from parents to come to school.....	27
4.3.4 Parents Contribute to Learner Activities.....	28
4.3.5 Parents Meet the Educational Needs of Their Children.....	28
4.4 Aspects of Learners’ Sponsorship.....	29
4.4.1 Learners Retainment in School	29
4.4.2 Sponsored Learners Ability Access to Education.....	30
4.4.3 Status of Students with Non Payment of Fees	31
4.4.4 Learners Educational Needs.....	31
4.4.5 Expectations for a Bright Future.....	32
4.5 Influence of Discipline on Learners’ Retention	32
4.5.1 Impact of Behavioural Problems.....	32
4.5.2 Parents influence on Learner Absenteeism.....	33
4.5.3 Inconsistent Allocation of Bursary	34
4.5.5 Stakeholders Information to Bursary Allocation	35
4.6 Learners Retention	36
CHAPTER FIVE	37
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	40
5.1 Introduction	40
5.2 Summary	40
5.3 Conclusion.....	42
5.4 Recommendations	43
REFERENCES.....	44
APPENDICES.....	50
APPENDIX I: Background Information (To all)	50

APPENDIX II: Interview guide for District Education Officer 54

LIST OF TABLES

	Page
Table 3.1: Number of public secondary school teachers in Embakasi District.....	21
Table 3.2: Sampling Frame.....	22
Table 4.1: Descriptive Statistics.....	24
Table 4.2: Gender Distribution.....	24
Table 4.3: Age Distribution.....	25
Table 4.4: Education Level Distribution.....	25
Table 4.5: Work Status Distribution.....	26
Table 4.6: Income Level.....	26
Table 4.7: Parental Support to School Administration.....	27
Table 4.8: Parental Support to School Disciplinary Measures.....	27
Table 4.9: Parents come to school when required.....	27
Table 4.10: Parents Contribution to Learners Activities.....	28
Table 4.11: Parents Support of Academic Needs.....	28
Table 4.12: learners are retained in school throughout.....	29
Table 4.13: Learners Access to Education.....	29
Table 4.14: Students non- Expulsion Due to School Fees.....	30
Table 4.15: Learners Ability to Meet Their Educational Needs.....	30
Table 4.16: Learners Expectations for a Bright Future.....	31
Table 4.17: Behaviour Problems Lead to Expulsion.....	31
Table 4.18: Parents Notify School In Case Of Absenteeism.....	32
Table 4.19: Inconsistent allocation of bursary funds disrupts leaning.....	32
Table 4.20: Parents support discipline given by school administration.....	33
Table 4.21: Stakeholders Ignorance of Bursary Allocations Information.....	34
Table 4.22: Rate of Learners Retention in 1 st , 2 nd , 3 rd and 4 th Years.....	34
Table 4.22: Model Summary.....	38
Table 4.23: ANOVA.....	38
Table 4.24: Regression Analysis Results.....	39

LIST OF FIGURES

	Page
Figure 2.1: Conceptual Framework.....	17

ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid Lands
BOGs	Boards of Governors
CDF	Constituency Development Fund
CBF	Constituency Bursary Fund
DEO	District Education Officer
EFA	Education for All
FPE	Free Primary Education
IPAR	Institute of Policy Analysis and Research
MoE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
KIPPRA	Kenya for Public Policy Research and Analysis
UNESCO	United Nations Educational Scientific and Cultural Organization
UNDP	United Nations Development Fund
UNICEF	United Nations Children Fund
PTAs	Parent Teachers Associations
SPSS	Statistical Package for Social Scientists
SSA	Sub-Saharan Africa

OPERATIONAL DEFINITION OF TERMS

Pupil Retention	Refer to the numbers of learners who remain in school for period of three and four years. They are the beneficiaries of a government initiated bursary scheme who have stayed longer in school preferably form 3s and 4s.
Parental involvement	This refers to the participation of parents in the academic activities of the children in secondary schools.
Pupil sponsorship	This refers to the different opportunities available for poor or needy learner to be assisted in meeting the costs of secondary education.
Strategy	A plan of action which is desgined to achieve a longterm goal or objective in an organsaition.

ABSTRACT

The introduction of Free Primary Education in 2003 improved the access of basic education to the majority of pupils. More student complete primary education and require advancing to secondary school. Majority of these candidates are from public primary schools which cater for the relatively poor in society and they face challenges to get to secondary schools. Those who make it to secondary school do not complete the full course due to various constraints such as poverty. This proposal seeks to establish the strategies adopted in enhancing learners retention in public secondary schools, in Embakasi district Kenya. The purpose of this study was to determine how parental involvement and learners sponsorship in education has been in enhancing learners' retention in secondary schools. The study was guided by three specific objectives: To establish the influence of parental involvement on learners' retention in public secondary schools; ii) to establish whether learners' sponsorship enhances learner retention in public secondary schools; iii) to establish whether discipline influences learners' retention in public secondary schools. Chapter two presents the theoretical and empirical literature. The study was based on the theory of Socialist Economics of Education and the Education Production Function. The study was carried out in Embakasi District Nairobi County. The study adopted both quantitative and qualitative design. The research instruments used were questionnaires. The target population was 1 DEO and 148 public secondary school teachers in Embakasi District, Nairobi County. The DEO and teachers will be selected randomly. One DEO and 75 teachers were used in the study. The data collected was analyzed qualitatively and quantitatively by use of descriptive statistics such as, mean, mode, median and standard deviation. The study found that there was positive support from parents to the school administration, parental support to school disciplinary measures, parents come to school when required, parents contribution to learners activities and parents support of academic needs. Learners are retained in school throughout, learner's access to education, students non- expulsion due to school fees, learner's ability to meet their educational needs and learner's expectations for a bright future. In regard to discipline influence on learner's retention, the study found that behaviour problems lead to expulsion, parents did not notify the school administration on learner's absenteeism, inconsistent allocation of bursary funds disrupts leaning, and parents support discipline given by school administration and stakeholders' ignorance of bursary allocations information. The study conducted multiple regression analysis which showed that the significant factor as learner sponsorship followed by discipline and the least influencing factor to learner retention was parental involvement. The study recommends for student sponsorship through the available schemes, such as the CDF bursary to be increased to support more learners and their educational needs. The study recommends for schools and communities to adopt information and communication techniques to foster participation of all stakeholders. These measures include strengthening the Parent teacher Association incorporating formal and informal interaction between the parties. The study recommends for reinforcement of guidance and counseling services in secondary school as per the Ministry of education recommendations. These will assist in dealing with discipline issues by adopting proactive approaches such as peer counselling and mentorship.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Secondary education in Sub-Saharan Africa (SSA) faces many challenges. Demand for access is increasing dramatically, as primary enrollment is becoming universal. Achievement of the Dakar and Millennium Development Goals (MDGs) depends in part on expanding secondary school systems (Lewin, 2008). Secondary schooling can provide access to abstract thinking and analytic competencies that enhance competitiveness in knowledge-based economic activities in a globalized economy. In 2005, 33 million students were enrolled in secondary education in sub-Saharan Africa, an increase of 55% since 1999. Sub-Saharan Africa (SSA) lags behind other regions in the proportion of its labor force completing secondary school level of education. The average Gross Enrollment Ratio (GER) at this level rose from 24% to 32% during the period. Increases were substantial in Benin, Cameroon, Ethiopia, Guinea, Mali, Mozambique and Uganda, which recorded average annual increases of about 10% or above in secondary (UNESCO, 2008).

However, still in Sub-Saharan Africa, Participation levels in secondary education remained low (GER below 20%) in 2005 in many countries, including Burkina Faso, Burundi, Chad, Mozambique, the Niger, Rwanda and Uganda, while Mauritius, Seychelles and South Africa had ratios of about 90% or above. The overall GER in secondary education masks disparities between its two levels, with participation often much higher in lower secondary (38% in 2005) than in upper secondary (24%). In Kenya secondary schools sponsorship is an initiative by the non-government organizations aimed at helping learners from poor backgrounds to obtain education. This is also aimed at ensuring that learners are retained in school after enrolment. Non completion of secondary schooling continues to be a matter of concern for policy makers and practitioners worldwide (Gray & Hackling, 2009). The Concern related to increasing the time a learner stays in school is a global issue.

A report into school retention (White, 2003) summarized the position that compared to young people who complete secondary schooling, those who do not finish secondary schooling are more likely to experience extended periods of unemployment, obtain low paid and low unskilled jobs, they are more likely to earn less, rely on government assistance and not likely to participate in community life. Similarly, a country incurs a loss whenever learners are unable to be retained in any education sector. The drop out signifies unfulfilled aim, objective and goal for the individual, community and nation as a whole. For every drop out a country loses potential work force towards national targets for attaining national development strategies. Lewin (2008) argues that as primary schooling becomes universalized, secondary schooling will become a major determinant of life chances-and a major source of inequity. Access to, and success in, secondary school will continue to be highly correlated with employment and income distribution patterns. Much evidence suggests that students with secondary schooling increase their chances of formal sector employment and informal sector livelihoods and acquire useful skills (Appleton, 2001).

The beginning of the 1990s was marked by several international conferences emphasizing the importance of education. At the Jomtien world conference of Education for All (EFA) in 1990, most developing countries reaffirmed their commitment to providing to their school age children, universal access to the first cycle of education. Following this declaration, enrolment expansion at the primary school level throughout the developing world increased. Unfortunately, the Jomtien conference paid little attention to the consequences of enrolment expansion at the primary school level in relation to the resources needed for secondary schools. However, it was clear then that in many developing countries, secondary school participation rates could not grow rapidly without changes in the structure and the nature of funding (Lewin, 2001). This made many government bodies in the world to review how secondary education was going to benefit the poor and thus a lot of bursaries and scholarships were availed. In Singapore, the government through the Ministry of education has a bursary scheme in place known as Edusave Merit Bursary that is meant for learners whose household income is less than \$4000 a month. They provide \$300 for secondary 1 to 5. Eligibility is for learners who

are already in secondary school and whose performance are good that is 25% in a stream (MoE, 2012). This goes a long way to retain learners who could have otherwise dropped due to lack of school fees. The non-government organizations provide funding to take care of educational needs of disadvantaged learners both through the YPLA's funding formula and through support to help young people meet the costs of participating in education and training post-1619 (YPLA, 2012). This further helps learners to be retained in schools. In India, the National Scholarship Scheme has been implemented since 1961. The objective of this Scheme is to provide scholarships to the brilliant but poor learners so that they can pursue their studies in spite of poverty.

The Scholarship Scheme for Talented Children from Rural Areas for Class VI to XII is an on-going scheme since 1971-1972 with the objective to achieve equalization of educational opportunities, and to provide to the development of talent from rural areas by educating talented rural children in good schools. The schemes were implemented as Centrally Sponsored Schemes Plan. The Department then merged these schemes to form the National Merit Scholarship Scheme for implementing within an approved outlay (Ahmed, 2007). When such schemes are ongoing there is one goal which is the retention of learners in schools. In this scheme the parent or guardian has to swear an affidavit to establish that they are genuinely needy. In 1994, Government of China directed bursaries to minority areas for their educational needs. Similarly, the government of Mexico directs bursaries to help indigenous learners pay for textbooks and other learning materials. Related to targeted bursaries are school improvement funds, which are used in Armenia, Chile, India, and Paraguay. Such funds are usually provided on a competitive basis to initiatives designed locally to promote increased school participation and autonomy.

In Zambia and Malawi, studies show that close to 70% of secondary school students are entitled to bursary schemes which are supposed to cover 75% tuition fees for most beneficiaries and up to 100% for vulnerable groups such as double orphans. Bursary schemes are also favored to improve retention of girls in the schools (Sutherland-Addy, 2008; World Bank 2006). Even though bursary schemes are designed to improve retention of students in public secondary schools some learners drop out of school

because of extreme poverty levels which the scheme does not address, like provision of uniform and other personal effects.

In South Africa, schools are compelled to inform parents of the school fee exemption for poor learners. In 2006, the country undertook to develop a framework which allows disadvantaged schools to receive subsidies if they enrolled non-fee paying learners as the number of exemptions granted to poor learners at certain schools was becoming a burden to school finances. A 2003 Review on Resourcing, Financing and Cost of Education in public secondary had revealed that parents who are unable to pay school fees were treated unfairly because, apart from failing to cater for the above, they are also unable to cater for other school necessities such as school trips. Schools did not inform parents on their right to apply for exemption and schools discriminated against learners whose parents did not pay or were unable to pay.

In Kenya, the government introduced the bursary scheme for secondary schools during 1993/1994 financial year. The bursary targets the vulnerable groups namely; orphans, girls, children from slums and poor in high potential areas and in Arid and Semi-Arid Lands (ASAL) districts (Republic of Kenya, 1992, 1994, 1997). The prime purpose of bursary at this time was to cushion households from rising impact of poverty, unstable economy and the devastating effects of HIV/AIDS pandemic (Nduva, 2004). This portrays that the Kenyan government is committed to ensuring that students from less privileged families' access and complete their education through bursary schemes. On the contrary, many learners from poor families drop out of school even when they had performed exemplarily well in primary school, i.e. scoring high on the KCPE (Odeberoet, 2007).

The challenge that most parents from poor backgrounds face is the fact that secondary schools are not actually free of charge. The drop out problem has caused a negative economic development and resulted into wasted talents (Gachathi Report, 1976). This is supported by Todaro (1987) who stated that the major problem facing developing countries is high rate of school dropouts. School enrolment and retention in public secondary education are directly related to family income (Central Bureau of Statistics,

2004). That is, only rich families can afford to send their children to secondary school. It is against this backdrop that should address reasons behind their conception that is to support needy learners to stay in school. The sources of government initiated bursary schemes in Kenya for secondary education are SESBAF and CBF. Given the foregoing policy statements in regard to equalizing educational opportunities through bursary subsidies among children from poor households, Gem District is not an exception. There was need for an analysis of the concrete reality in which provisions of bursaries was being carried out and determine its influence on retention of learners in public secondary schools.

1.2 Statement of the Problem

Success in retention of learners from low socio economic groups requires a strong policy commitment to access and retention backed by practical action (Mantz& Liz, 2003). In relation to this, Kenya is among the countries that need to achieve Millennium Development Goals by 2015 and educating children up to this level has private benefits that accrue to the individuals and households, and most of which cannot even be quantified (Manda, Mwabu&Kimenyi, 2002).The society benefits through increased productivity of well-educated labour force (Sianesi, 2003; Blundell, Dearden&Sianesi, 2001).Secondary learners who must spend many hours working or taking care of family members are more likely to drop-out. This is a valid question for the middle school population as well, because some learners are involved in so many extra-curricular activities such as sports, dance and scouting, that they have little time left for school projects and homework. Sometimes learners leave a school not out of choice but because they are expelled. These are usually learners who have behavior problems, excessive absenteeism or academic struggles. These are the learners identified as at-risk.

Epp and Epp (2001) argue that it is rigid school policies and procedures that are forcing these learners out, but reform and creative options can provide these learners with a chance to succeed. Non completion of secondary schooling continues to be a matter of concern for policy makers and practitioners worldwide (Gray et al., 2003) compared to young people who complete secondary schooling, those who do not finish secondary

schooling are more likely to experience extended periods of unemployment, obtain low paid and low unskilled jobs, they are more likely to earn less, rely on government assistance and not likely to participate in community life (White, 2003). Although the Kenyan government is providing direct grants to secondary schools through Free Secondary Education (FSE) financing scheme, internal efficiency challenges in form of low access and retention continue to be pervasive.

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The main objective of the study was to establish factors influencing retention of learners in public secondary schools.

1.3.2 Specific Objectives of the Study

The study was guided by the following objectives:-

- i) To establish the influence of parental involvement on learners retention in public secondary schools
- ii) To establish whether learners' sponsorship enhances learner retention in public secondary schools
- iii) To establish whether discipline influences learners' retention in public secondary schools

1.4 Research Questions

- i) To what extent does parental involvement influence learners' retention in public secondary schools?
- ii) To what extent does learners' sponsorship influence learners' retention in public secondary schools?
- ii) To what extent does discipline influence learners' retention in public secondary schools?

1.5 Significance of the Study

The findings of study provided the public secondary schools in Kenya with key information to use in their day today activities to enhance learners' retention. The researcher also hopes that the findings of this study will enlighten education stakeholders who include; parents, teachers, education administrators and learners in heart, can make them aware of forces that work for or against them in matters relating to academic performance. They will also use the findings of this study to strategize on the way forward as far as academic performance of these learners is concerned.

1.6 Scope of the Study

The study hopes to focus on factors influencing learners' retention in public secondary schools in Embakasi, specifically focusing on parental involvement, learners' retention, sponsorship and discipline to learners' retention. The study focused on public secondary schools in Embakasi District. The investigation limited its examination on the teachers and the DEO in Embakasi District.

1.7 Limitations of the Study

There are many public secondary schools in Nairobi but only those in Embakasi weresampled. Poor record keeping in some of the schools is expected to work as a setback to the study. Some respondents might end up giving pleasing responses to avoid offending the researcher which might lead to unreliable data.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section of the study reviews literature on secondary education in Kenya, parental involvement in learners' retention, learners' sponsorship and retention and issues of retention in Secondary schools. It also presents the research theories, research problem, its objectives as well as the research questions that will direct the course of this study. The chapter also presents the study of conceptual framework.

2.2 Theoretical Review

2.2.1 The Theory of Socialist Economics of Education

The Socialist Economics of Education theory was discovered by a French writer and historian called Louis Blanc. The theory underscores the need to create an economy that redistributes income from the rich to the poor so as to create equality of well-being (Selowsky, 1979). According to the socialist economics of education theory, learners retention can help enhance equity in access of secondary school education. Otherwise, if education is offered to only those who can afford to pay school fees and other related costs would enroll and be retained in school. Under such circumstances, inequalities would be perpetuated.

In this particular study, if the recipients are identified impartially based on their parentage and socio economic status, the Lorenz curve will not show a lot of sagging, an implication of retention of learners. However, in the event of partiality in allocation of education, the sagging will be distinct; implying the presence of drop out of learners, consistency and adequacy of funds allocation can help in retention of learners. The improvement in retention of learners helps redistribute income and to raise the income among the poor. As a consequence of these, an equitable society is created.

2.2.2 Education Production Theory

In the Education Production theory, schools are treated analytically as producers of education services. This has led to the notion of the education production function as used in microeconomic theory. Economists refer to the mathematical relationship between inputs and educational output as Education Production Function. The use of the production function to examine the determinants of education outcomes is traced to the Coleman report 1996, which was done to investigate equal opportunity issues in the UnitedState during the 1960s. In this model, the quality of output produced is functionally dependent upon the quantities of the input used. Various factors work in combination to determine whether a learner will be retained in school and complete the school cycle or drop out before completion.

The greatest part of educational production takes place during compulsory schooling (Neal and Johnson, 1996). While higher secondary and tertiary education deepen the general knowledge and enable learners to specialize in certain subjects, the basic cognitive skills are acquired in primary and lower secondary education or even before. They constitute the foundation of human capital which is essential for the further accumulation of skills (Heckman, 2000). A theoretical model on the production of cognitive achievement schools follows a short introduction into the theory of educational production. The model is developed to study the effects of institutional features in schooling systems on the degree of equality of educational opportunity. A thorough comparison of learners' retention in the schooling systems of different countries did not only enter utility and earnings functions as an important input factor but its production was also explained by theoretical models of educational production.

Two of the first basic models on the production of human capital are found in Becker (1967) and Ben-Porath (1967), which link the life-cycle of earnings to the investment in human capital. The analysis of educational production builds upon the production function literature, which models the production of various goods by factors such as labor and capital. As production function seek to explain the production of a homogeneous good, most of the economic studies on this subject restrain their analysis to a

single outcome of education, in particular cognitive skills of learners. Other positive effects of education upon learners, such as the social values conveyed to learners, are consciously neglected. This study as well considers only cognitive skills as measured by learners' retention. Due to the complex nature of educational production, theoretical models focus mostly on a selection of input factors. The most prominent factors include parental characteristics and early home environment, which are often classified as "informal" factors along with further factors from outside the school. Research on these factors is especially popular among sociologists and educational researchers.

The optimal level of learners' retention is higher for learners from a high social background than from a low social background. Parents are also important actors in the process of educational production. In this model of educational opportunity, only parents differ while learners and schools are homogeneous. The study will therefore attempt to find out strategies adopted in retention of learners' in the education system.

2.3 Empirical Review

2.3.1 Learners' Retention in Secondary Schools

UNESCO (2007) the enrolment in primary education worldwide increased by 6% between 1999 and 2004 with the largest increases occurring in Sub-Saharan Africa (27%). Similarly, the demand for secondary education has risen by 20% in sub-Saharan Africa. Successful completion of secondary school is linked to higher levels of skills and knowledge required for participation in our increasingly knowledge-based society and the wider global community (OECD, 2013). Access to secondary schools remains highly inequitable and marginalized children are often excluded. These would include poor, disabled, certain ethnic groups and, in some places, girls. The excluded are disproportionately poor, rural and female (UNESCO, 2002).

Similarly, factors that influence being out of school, also influence drop out, and children from rural areas and poor homes, are most at risk. According to Lewin (2008) low retention in secondary education can be attributed to very high initial enrollment rates in primary school but high dropout and repetition and low completion rates, with low

transition rates into secondary school and low secondary-school enrollment. Poor retention in secondary schools is not a challenge that is specific in the country but also in the larger sub-Saharan Africa. In Lesotho, the retention situation at secondary level is the direct opposite of that of primary with over thirty percent more girls than boys starting form A, but by the time the cohort reaches Form E, the two groups are usually almost equal (Nyabanyaba, 2009).

As increasing numbers of students finish primary education, demand for secondary education grows. Several governments across regions now view the universalization of primary and lower secondary education as an important policy objective. The overall GER in secondary education masks disparities between its two levels, with participation often much higher in lower secondary (38% in 2005) than in upper secondary (24%). In sub-Saharan Africa, only twelve countries do not include lower secondary education in basic education (UNESCO, 2008).

2.3.2 Parental Involvement and Learner Retention

It is widely recognized that if pupils are to maximize their potential from schooling they will need the full support of their parents. Attempts to enhance parental involvement in education occupy governments, administrators, educators and parents' organization (Desforges, 2003). Izzo et al. (1999) cites the frequency of parent-teacher contact as influencing the involvement of learners in learning and thereby improve their retention in academic activities. Parental education was positively related to parent-teacher contact. The more educated the parent, the greater was their involvement in their child's education (Kohl et al., 2000). Parental involvement is also positively related to high school learners' academic achievement; time spent on homework, favorable attitudes towards school and reduced levels of high school dropout. Parents who attend parent-teacher conferences, open houses, or other school activities show how important their children are to them (Grolnick&Slowiaczek, 1994). This support is especially vital to adolescents who are particularly at risk of disengaging from school.

Onsomu et al., (2004) observes that the Kenyan educational policy advocates for parental involvement, although its emphasis is mainly on better quality teaching and greater

administrative efficiency. In public schools, community involvement in the financing and management of schools takes the form of participation in school management committees. This includes Parent Teachers Associations (PTAs) in primary schools and Boards of Governors (BOGs) in secondary school. Such bodies involving parents mainly fulfill the function of funding, management and operation of schools through the provision of teaching/learning materials. Through legislation, the Kenyan government provides for the democratic management of primary schools by the stakeholders, involving the school managers, parents and the community in schools (Republic of Kenya, 2001). This implies the creation of an environment conducive to parental involvement in schools.

2.3.3Learner Sponsorship and Learner Retention

There is substantial evidence in the literature that consumers are sensitive to the cost of education (Holla& Kremer, 2008) and that fees remain a major barrier for many families. UNESCO reports that poverty in particular serves as a significant obstacle to children's education (UNESCO, 2007). In sub-Saharan Africa, less than two-thirds of pupils reached the last grade in most of the countries. However, school retention is also low in several South and West Asian countries (UNESCO, 2007).These secondary expenditures account for approximately 55% of annual per capita household expenditures. It is in these efforts that the government introduced secondary school subsidies, coupled with the increased availability of bursaries from the CDF have helped ease the financial burden of secondary schools despite the recent reductions in secondary school fees, these fees still present a major financial obstacle.

The 2005 Kenya Integrated Household budget shows that on average secondary school expenditures accounted for approximately 55% of annual per capita household expenditures. While the increased availability of bursaries (e.g. from the CDF) have provided many families with financial assistance, the pressing burden of secondary school fees prevent many learners from attending secondary schools. These financial barriers are especially important for females and vulnerable groups such as orphans, and the poor. The secondary schools bursary scheme was introduced by the Government in

the 1993/1994 financial year. It was issued directly from the Ministry of Education to Schools to enhance access, ensure retention and reduce disparities and inequalities in the provision of secondary school education. In 2003, the Ministry of Science Education and Technology in line with government policy on decentralization, devolution and empowerment of communities, suggested that from financial year 2003/2004, the funds would be administered to constituency and district levels (MoEST, 2003).

Onuko (2012) soon after the NARC government came into power they introduced the Constituency Bursary Fund (CBF-CDF); The government of Kenya introduced the Constituency Bursary Fund in 2003 so as to enhance learners' access to and retention in secondary schools, by supporting the needy and bright cases. Through this scheme, the exchequer allocates money annually to each constituency to fund secondary education. The fund was administered under the guidelines of the Ministry of Education. These guidelines specify application procedures, evaluation criteria and allocation ceilings. The introduction of free secondary education was aimed at improving enrolment and retention rates in secondary schools, and absorbing those graduating from primary schools. According to the Sessional Paper, No. 1 (2005) on a Policy Framework for Education, Training and Research (Government of Kenya, 2005), among the many challenges which threaten the sustenance of a robust educational regime in Kenya is low enrolment and retention rates (Chabari, 2012). In order to improve access to these funding schemes, the process of targeting and identifying of beneficiaries involves: awareness creation on the Scheme regarding the application process, evaluation and award process, and communication of results.

The management of the bursary scheme as is done at various levels (Government of Kenya, 2005). Odebero et al., (2007) undertook a study on the effectiveness of the criteria set by the Ministry of Education, Science and Technology in implementing the bursary schemes. The fund was found to experience the following set-backs namely; the amount of bursary disbursed to the constituency was insufficient and could not meet the demands of the high number of the needy applicants. Other challenges included inadequate funds

disbursed from the Ministry of Education to the constituencies with more than 58 percent of the demand unmet (IPAR, 2008).

Glennester et al., (2011) suggest the introduction of programs that reduce the financial barriers to secondary schooling especially for females and students from disadvantaged families could have important implications. For example, a merit scholarship program for students from poor backgrounds who gain admission to a national or provincial school could both alleviate the financial barriers and stimulate student performance in primary schools. Conditional cash transfers have been used to encourage educational enrollment among the poor in many countries. These programs provide families with a small cash transfer if their children meet certain school attendance targets (for example, an 80% attendance record is often required). These programs have been shown to both promote access to education and to boost test scores. However, these programs are very expensive to implement.

2.3.4 Discipline on Learner Retention

The poor rates of retention and completion observed in public secondary schools have been associated with learners dropping out and absenteeism during the full course of the four years of secondary schooling. According to Onyango and Njue (2004) constituency Bursary Fund is not serving its purpose. They posit that, since the bursary fund is under the direct control of members of parliament, it has been transformed into a political instrument, thus compromising its effectiveness. This effectiveness is hampered due to; firstly, the parliamentarians give bursaries to friends and political supporters who are not necessarily needy. Secondly, the parliamentarians split the fund into tiny amounts so as to reach as many people as possible. This makes the fund inadequate hence lowers retention rate (Onuko, 2012).

Onuko (2012) cites the inconsistent and fluctuating funding allocations from the national level and inconsistent support to needy students disrupt the learning programme when learners are sent home to collect fees. This makes many learners supported by the scheme to drop from school altogether. Mwangi (2006) detects that, the process of sending money

from the central government to the constituencies then to schools takes long. By the time learners get the money, many would have been sent away from school or had lost quite some time in trying to access the funds. KIPPRA (2005) found that given the relatively high fee levels in secondary schools, it is evident that the set minimum bursary award is far below the fees charged, leading to some beneficiaries dropping out.

Over the years, there has been a general decline in the amounts allocated for the fund by the treasury since 2006. Notably, even after an initial allocation of Ksh 1.3 billion to the fund during the 2011/12 Financial Year, the treasury ended up reallocating Ksh 0.4 billion away from the SEBF leaving only Ksh 0.9 billion for the fund (Youth Initiative Kenya, 2011). These trends only intensify the demand and competition for the fund with the net result being that more and more children from poor received households seeking secondary education will remain excluded even after they have initial bursary resulting in low retention (Onuko, 2012). According to Oyugi (2010) an estimated 83 percent of the bursary beneficiaries got Ksh 5,000 or less as bursary which is way below the government approved fees for day schools, boarding provincial secondary schools and national schools which is Ksh 10,500 and Ksh 22, 900, and Ksh 28,900, respectively. This is in contrast to foundations guarantee beneficiaries of continuous funding to completion of secondary education.

The lack of access to information among the public has also been associated to be a cause of failure to learners' retention in secondary schools. The poor knowledge of guidelines provided by the ministry of education in regard to allocation and disbursement of bursary schemes to the poor knowledge of alternative avenues for pupil sponsorship among the community is also a barrier. According to the MoE (2008) dissemination of information on bursary fund scheme (Information on eligibility of beneficiaries, procedure of application and deadlines of application) is available from different sources. However, there is poor seeking of this information among the intended beneficiaries. Parents' ignorance, especially if they are members of school management bodies, results in them often being unable to contribute effectively to the school's management. Parents may

also perceive teachers to be apathetic, indifferent or hostile to their participation (Kimu, 2012).

There is substantial literature to support the conclusion that grade repetition is a prelude to school dropout. Brophy (2006) and Eisenmon (1997) identify two kinds of grade repetition: voluntary grade repetition *where* the decision to repeat a grade is at the request of a learner or parent with the approval of school authorities. In this case, repetition is undertaken willingly as it is viewed as serving the best interests of the learner (Brophy, 2006) and involuntary grade repetition where the decision to repeat a grade is initiated by the school rather than by the learner or parents of the learner. According to Brophy (2006), voluntary repetitions that enable the learner to pass examinations or learn content that was not learnt the year before are viewed by learners and their families as rational decisions with desired outcomes. Involuntary school-imposed grade repetition has negative effects on the academic attainment of a learner and is associated with social adjustment problems and increased likelihood of school dropout (Brophy, 2006).

2.4 Conceptual Framework Description

Figure 2.1 illustrates the conceptual framework of the study where the independent variables of the study include parental involvement, learners' sponsorship and learners' discipline.

Independent Variables

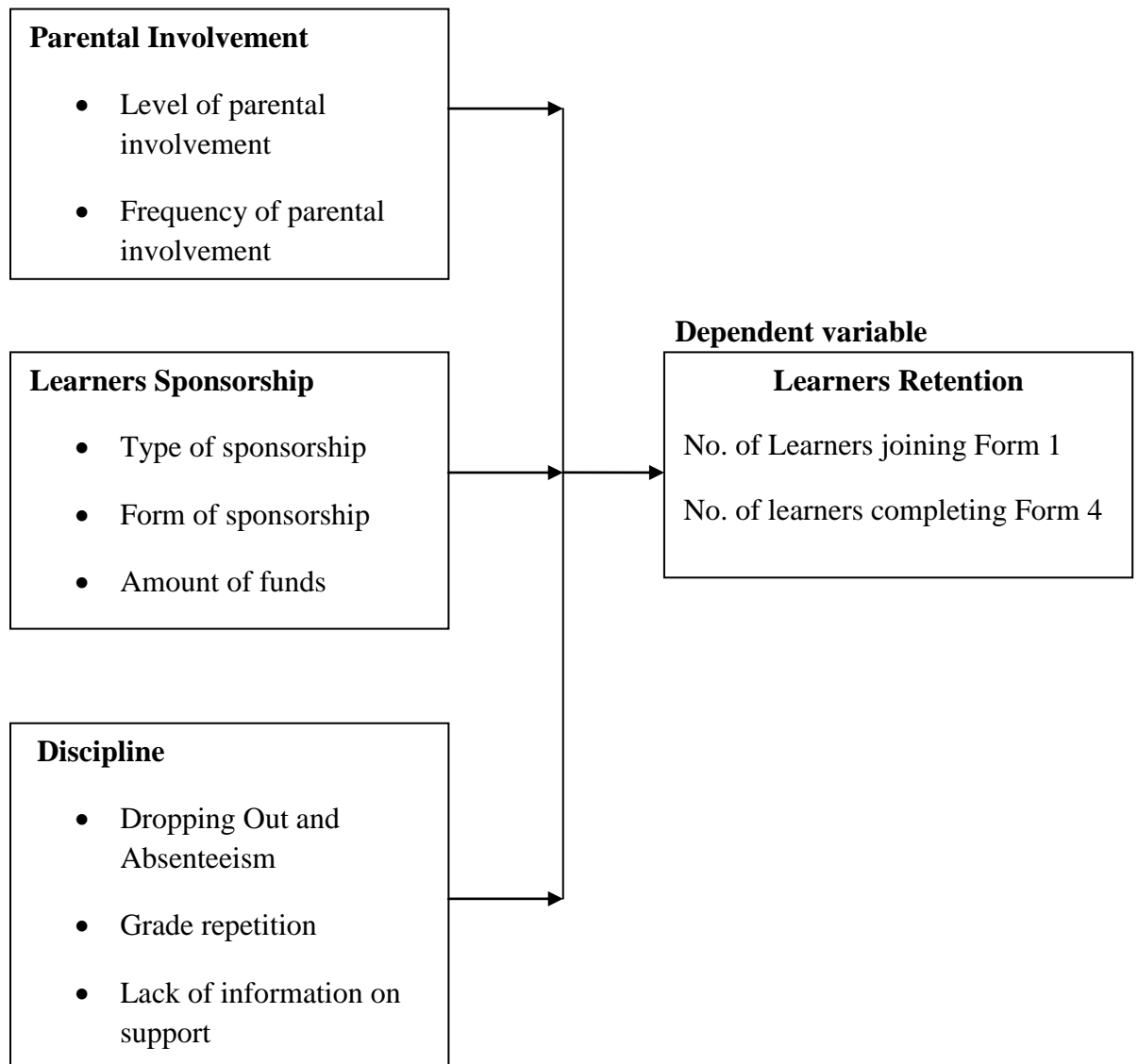


Figure 2.1: Schematic Diagram of Variable Relationship

Source (Author, 2014)

The literature review shows that the level and frequency of parents' involvement in the academic performance of their children has a positive influence on the retention and completion of the learner's education. In order to improve secondary school access and completion, the government has introduced bursary schemes to assist families send their children to secondary education.

The form and type of sponsorship provided are an indicative on what impact they have on the retention of learners in public secondary schools. The literature reviewed indicates that poor retention and completion rates in secondary schools are attributed to learners' discipline. These factors are also related to other sub factors in the school environment, social environment and community environment. Identification of these factors and addressing the issues are envisaged to improve the retention and completion ratio in public secondary school. The dependent variable of the study is learners' retention which its indicators include the number of pupils joining form one and the number completing form four in a specific stream.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the research methods adopted for the study which included the research design, target population, sampling frame, sample and sampling technique, data collection instruments, data collection procedures, pilot – testing of the questionnaire and the data analysis methods.

3.2 Research Design

The researcher adopted the survey research design. This design is descriptive in nature. Descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation (Kaleen& Ahmad, 2008). The descriptive research design enabled the researcher to use both qualitative and quantitative methods in collecting data especially from the administrators in secondary schools as well as other stakeholders. Kothari (2004) argues that descriptive research design is used when the problem has been well designed and where the researcher can engage in field survey by going to the population of interest in order for the respondents to explain or respond to certain features about the problem under study.

3.3 Target Population

The study targeted 148 public secondary school teachers and the District Education Officer (DEO) from Embakasi District. The study focused on the six schools in the District. The population and sample of the study are indicated in Tables 3.1.

Table 3.1: Number of public secondary school teachers in Embakasi District

S/No.	Names of Secondary Schools	No. of Teachers
1	PeterKibukosyaSecondary school	22
2	The KomarockSecondary school	28
3	MwangazaSecondary School	20
4	EmbakasiGirlsSecondary School	32
5	KayoleSouthSecondary School	21
6	EmbakasiGarrisonSecondary School	25
Total		148

Source: District Education Office (2014).

3.4 Sampling Design

There are six public secondary schools in Embakasi District. All the six schools were included in the study. Mugenda and Mugenda(2003) state that a representative sample should be at least 10 % of the total population, but the study targeted 50 % of the teachers (respondents) who were chosen from each school, which was seventy four respondents. The sample from each school consisted of one head teacher and the rest class teachers from each stream who were selected randomly. The DEO from Embakasi District was also included.

The basic idea of sampling is that by selecting some of the elements in a population, conclusions can be drawn about the entire population (Zikmund, 2003). He asserts that a sample size has a direct influence over the accuracy of the research findings. The study adopted the stratified random sampling procedure which involved strata based on public secondary schools in the Embakasi District. The advantage of this approach is that it is a probability sampling techniques which provided an opportunity for each of the schools to be selected in the final sample of the study.

Table 3.2: Sampling Frame

Respondent	Population	Sample
Teachers	148	74
District Education Officer	1	1
Total	149	75

Source: Author (2014)

3.5 Data Collection Instruments

The researcher adopted the questionnaire as the primary instrument of data collection. The questionnaire was administered to all respondents who were the DEO, head teachers and class teachers. According to Zwane (2003) questionnaire can be used to discover what experiences have taken place and what is occurring at the present. The survey questionnaire is often adopted by researchers as an effective hypothesis testing method (Cavanaugh et al., 2001). The researcher designed a structured questionnaire which was administered to the respondents. The researcher developed a semi-structured interview guide to collect information from the District Education Officer (DEO) who was the key informant of the study. The demographic variables included: gender, age, level of education, work status, income level, and questions based on the study objectives.

3.6 Data Collection Procedures

The questionnaires were administered by the researcher so as to facilitate communication with the respondents on the purpose of the study. This involved the researcher physically handing the respondents with the questionnaire for which they were required to fill in. According to Neuman (2006) the advantage of self - administration of the questionnaires is that the survey can be easily undertaken by a single researcher.

3.7 Data Analysis Methods

The data analysis process began with the cleaning of the data collected through the questionnaires. The valid questionnaires were coded and entered into the Microsoft Excel Spreadsheet and transferred to the Statistical Package for Social Scientists (SPSS) for analysis. The researcher undertook a descriptive analysis using the mean and standard deviation. This allowed the researcher to observe trends in the data which assisted the researcher in undertaking further statistical procedures to make conclusions. The

researcher also conducted a multiple regression analysis to observe the influence of the independent variables on the dependent variable. The data were presented in charts, graphs and tables and were complemented by the researchers own interpretation.

CHAPTER FOUR

EMPIRICAL RESEARCH FINDINGS

4.1 Introduction

This chapter presents the study findings and presents them in tables and provides interpretation and discussion based on other studies findings. The chapter is presented in terms of the study objectives and questionnaire sections. The study was able to collect 74 questionnaires and conduct an interview with the District Education officer translating to a 98 % response rate. The high response rate was achieved due to the administration of the questionnaire by the researcher who motivated the respondents in participating in the study.

4.2 Background Information

4.2.1 Descriptive Statistics for Background Information

Table 4.1 shows the summary of descriptive statistics for background information.

Table 4.1: Descriptive Statistics

	Age	Education	Work Status	Income
N	73	73	73	73
Mean	1.63	2.95	1.66	3.34
Median	1.00	3.00	1.00	2.00
Mode	1	3	1	3
Std. Deviation	.791	.550	.768	11.265

Source: Survey Data (2014)

4.2.2 Gender

The study findings show that there was a slight majority of male respondents corresponding to 51% of the sample compared to 49 % of female teachers as depicted in Table 4.2. The findings show that there are more male teachers in the secondary sector compared to female teachers. This is contrary to the primary education sector where majority of the teachers are female.

Table 4.2: Gender Distribution

Gender	Frequency	Percent
Male	37	50.7
Female	36	49.3
Total	73	100.0

Source: Survey Data (2014)

4.2.3 Age

In terms of their age, 56 % were below 35 years, 25 % were 35-54 years and 19 % were above 45 years as shown in Table 4.3. Majority of the teachers were below age 35 which implies that majority of the teachers were youthful and this would have a positive impact on the teaching activities as they would be more enthusiastic in their work. This observation is also attributed to the government initiative to improve teacher-pupils ratio in the secondary education sub-sector.

Table 4.3: Age Distribution

Age Group	Frequency	Percent
Below 35	41	56.2
35-45	18	24.7
Above 45	14	19.2
Total	73	100.0

Source: Survey Data (2014)

4.2.4 Education Level

In regard to their education level Table 4.4 shows that the majority of teachers had degree level of education and was 74 %, 17 % were diploma, 8 % were Masters and 2 % were doctorate. The majority of the master's and doctorate were head teachers. Majority of the respondents had a degree level of education which indicates that there has been an improved access to university education which is also producing adequately trained teachers at the highest academic levels.

Table 4.4: Education Level Distribution

Education Level	Frequency	Percent
Diploma	12	16.4
Degree	54	74.0
Masters	6	8.2
Doctorate	1	1.4
Total	73	100.0

Source: Survey Data (2014)

4.2.5 Work Status

Table 4.5 shows that 52 % of respondents were in the teaching profession for 5 years and below, 30 % were between 6-20 years and 18 % were 21-40 years. The findings show that majority of the sample had been teaching for 5 years and below which vindicates the employment of new teachers in the secondary education subsector. There were also teachers who had experience of more than 21-40 years who would provide valid information on the factors revolving around retention of students at the secondary level of education.

Table 4.5: Work Status Distribution

Number of Years	Frequency	Percent
5 and Below	38	52.1
6-20	22	30.1
21-40	13	17.8
Total	73	100.0

Source: Survey Data (2014)

4.2.6 Income Level

As shown in Table 4.6, majority (37 %) of the respondents earned above 40,000, 34 % earned 10,000 – 20,000 and 1% indicated not applicable implying that they would not wish to indicate their income level.

Table 4.6: Income distribution

Income	Frequency	Percent
10,000-20,000	25	34.2
Above 40,000	27	37.0
Not Applicable	1	1.4
Total	73	100.0

Source: Survey Data (2014)

4.3 Parental Involvement in Their Children Education

The success of any education programme requires the participation of both parties which comprise of the counselor and the intended counselee; other stakeholders crucial for this success include parents and religious institutions as envisaged in the KESSP (2005-2010).

4.3.1 Parental Support to School

In terms of parents support to the school administration processes and activities the study found that 56 % agreed, 14 % were strongly agree, 12 % were undecided and disagree responses and 6 % were strongly disagree responses as shown in Table 4.7. These findings agree with those of the Government of Kenya (2005) that virtually all physical facilities for government secondary schools have been funded by parents.

Table 4.7: Parental Support to School Administration

Response	Frequency	Percent
Strongly Disagree	4	5.5
Disagree	9	12.3
Undecided	9	12.3
Agree	41	56.2
Strongly Agree	10	13.7
Total	73	100.0

Source: Survey Data (2014)

4.3.2 Parental Influence to Discipline

Table 4.8 shows teachers responses towards parents support on school disciplinary measures where the majority (67 %) were agree responses, 10 % were strongly agree,

undecided and disagree responses and 4 % were strongly disagree responses. Although parents supported disciplinary measures which included expulsion. These measures were found not to be effective.

Guidance and counselling was rarely used in the school owing to low capacity of schools to implement the guidance and counseling programmes as recommended by the Ministry of Education. The Report of the Task Force on Student Discipline and Unrest in Secondary Schools (Republic of Kenya, 2001) was duly informed that teacher counsellors whenever appointed were unable to meet the school expectations due to lack of relevant training.

Negative attitudes by parents and students towards guidance and counseling services and incompetence among the heads of departments of guidance and counseling are some of the challenges facing guidance and counselling programmes in secondary schools (Ajowi & Simatwa, 2010).

Table 4.8: Parental Support to School Disciplinary Measures

Response	Frequency	Percent
Strongly Disagree	3	4.1
Disagree	7	9.6
Undecided	7	9.6
Agree	49	67.1
Strongly Agree	7	9.6
Total	73	100.0

Source: Survey Data (2014)

4.3.3 Response from parents to come to school

Teachers agreed that parents reported to school when required as cited agree among 59 %, 10 % were strongly agree and undecided responses, 15 % were disagree and 7 % were strongly disagree as depicted in Table 4.9.

Table 4.9: Parents come to school when required

Response	Frequency	Percent
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Strongly Disagree	5	6.8
Disagree	11	15.1
Undecided	7	9.6
Agree	43	58.9
Strongly Agree	7	9.6
Total	73	100.0

Source: Survey Data (2014)

4.3.4 Parents Contribute to Learner Activities

Parent's contribution to learners activities was found to be positive with 43 % citing agree, 8 % were strongly agree responses, 12 % were undecided, 26 % were disagree and 11 % were strongly disagree responses as shown in Table 4.10. Study findings are similar to those carried out by Kiveu and Maiyo (2009) indicates that the adoption of the cost sharing policy in education has witnessed the return, to communities and parents, a substantial proportion of financial responsibility for schooling.

Table 4.10: Parents Contribution to Learners Activities

Response	Frequency	Percent
Strongly Disagree	8	11.0
Disagree	19	26.0
Undecided	9	12.3
Agree	31	42.5
Strongly Agree	6	8.2
Total	73	100.0

Source: Survey Data (2014)

4.3.5 Parents Meet the Educational Needs of Their Children

According to teachers, the academic needs of learners were met as 53 % were agree, 26 % were disagree, 10 % were strongly disagree and undecided and 1 % were strongly agree responses as presented in Table 4.11. According to the Free Secondary Education policy, the government was expected to meet the tuition fees of Ksh 10,265 per student, while the parents were required to meet other requirements like lunch, transport and

boarding fees for those in boarding schools. The findings show that parents provided the extra financial costs for their children (Chabari, 2010).

Table 4.11: Parents Support of Academic Needs

Response	Frequency	Percent
Strongly Disagree	7	9.6
Disagree	19	26.0
Undecided	7	9.6
Agree	39	53.4
Strongly Agree	1	1.4
Total	73	100.0

Source: Survey Data (2014)

This is in contrast with developed countries such as Britain where Parents are only required to ensure that children attend school (Moon & Mayes, 1994). In Canada, parents are asked to contribute to their children’s education through payment of fees (Nyaga, 2005). The cost sharing strategy, has, however, become problematic as parents have to shoulder an increasingly large portion of the costs thus creating a negative impact on the poor and vulnerable households (Orodho & Njeru, 2008). This has severe negative impact on poor families which influences dropout rates. Indeed, Kiveu and Mayio (2009) had observed that the cost sharing policy might be the cause of increased dropouts, absenteeism and repetition in secondary schools.

4.4 Aspects of Learners’ Sponsorship

The researcher’s interview with the District Education Officer (DEO) revealed that despite the existence of bursary allocation from the government, this was not sufficient to meet the needs of learners in the constituency. This calls for new approaches such as inviting NGOS and other stakeholders to develop sponsorship programs in the constituency.

4.4.1 Learners Retainment in School

The study sought to know whether students were sent home due to lack of school fees. As shown in Table 4.12, 45 % were agree responses, 18 % were strongly agree, 4 % were

undecided, 23 % were disagree and 10 % were strongly disagree. The study found that majority of students were not sent home even when they could not pay their fees although 33 % indicated that students were sent home. These findings are contrary to those of Wanjiru (2012) 30 (51%) indicated that they had been sent home due to lack of school fees while 28 (49%) indicated that they had never been sent home due to lack of school fee.

Table 4.12: Learners are retained in School Throughout

Response	Frequency	Percent
Strongly Disagree	7	9.6
Disagree	17	23.3
Undecided	3	4.1
Agree	33	45.2
Strongly Agree	13	17.8
Total	73	100.0

Source: Survey Data (2014)

In regard to the period the students stayed at home after being sent home for lack of fees, 12 (40%) of the respondents indicated that they had stayed at home for less than a week i.e. three or four days, 8 (27%) of the students indicated that they stayed at home for 1 week, 7 (23.0%) of the respondents indicated that they stayed at home for 1-2 week, whilst 3 (10%) of the student respondent indicated that they stayed at home for 2-3 weeks (Wanjiru, 2012). This implies that this would indeed affect the retention and dropout rates.

4.4.2 Sponsored Learners Ability Access to Education

In regard to sponsored learners access to education, the findings show that 62 % were agree responses, 29 % were strongly agree, 3 % were undecided, 6 % were disagree and 1 % were strongly disagree as depicted in Table 4.13.

Table 4.13: Learners Access to Education

Response	Frequency	Percent
Strongly Disagree	1	1.4
Disagree	4	5.5

Undecided	2	2.7
Agree	45	61.6
Strongly Agree	21	28.8
Total	73	100.0

Source: Survey Data (2014)

4.4.3 Status of Students with Non Payment of Fees

Table 4.14 shows that students were not sent away from school as 38 % cited agree responses, 15 % were strongly agree, 11 % were undecided, 26 % were strongly agree and 10 % were strongly disagree. This shows that there was an almost equal response between respondents which showed that their existed cases where students were sent away from school.

Table 4.14: Students non- Expulsion Due to School Fees

Response	Frequency	Percent
Strongly Disagree	7	9.6
Disagree	19	26.0
Undecided	8	11.0
Agree	28	38.4
Strongly Agree	11	15.1
Total	73	100.0

Source: Survey Data (2014)

4.4.4 Learners Educational Needs

As shown in Table 4.15, 59 % agreed that students were able to meet their educational needs, 12 % were strongly agree responses, 11 % were undecided, 15 % were disagree and 3 % were strongly disagree.

Table 4.15: Learners Ability to Meet Their Educational Needs

Response	Frequency	Percent
Strongly Disagree	2	2.7
Disagree	11	15.1
Undecided	8	11.0
Agree	43	58.9
Strongly Agree	9	12.3

Total	73	100.0
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Source: Survey Data (2014)

4.4.5 Expectations for a Bright Future

Study findings show that respondent agree that students can expect a bright future as cited among 58 %, 25 % were strongly agree, 3 % were undecided, 7 % were disagree and 8 % were strongly disagree as shown in Table 4.16. The study shows that teachers were confident of their student’s future in regard to their participation in secondary school education.

Table 4:16:Learners Expectations for a Bright Future

Response	Frequency	Percent
Strongly Disagree	6	8.2
Disagree	5	6.8
Undecided	2	2.7
Agree	42	57.5
Strongly Agree	18	24.7
Total	73	100.0

Source: Survey Data (2014)

4.5 Influence of Discipline on Learners’ Retention

The study found that indiscipline was a significant factor towards dropout rates. This involved engagement in criminal activities within gangs in the constituency. This was also perpetuated by drug abuse, lack of role models and poverty. The researcher found that there was a high level of truancy among the youth in the constituency under study and peer pressure led to secondary students dropping out of school.

4.5.1 Impact of Behavioural Problems

In regard to the influence for behavioural problems to expulsion, 43 % cited agree, 22 % were strongly agree, 7 % were undecided, 25 % were disagree and 4 % were strongly disagree as depicted in Table 4.17. Academic achievement in secondary schools has been

associated to the effective monitoring of student discipline as suggested by Lydiah & Nasongo (2009).

Table 4.17: Behaviour Problems Lead to Expulsion

Response	Frequency	Percent
Strongly Disagree	3	4.1
Disagree	18	24.7
Undecided	5	6.8
Agree	31	42.5
Strongly Agree	16	21.9
Total	73	100.0

Source: Survey Data (2014)

Despite various recommendations such as The Report of the Task Force on Student Discipline and Unrest (Republic of Kenya, 2001) which recognizes the use of guidance and counseling in the management of student discipline in schools due to its proactive approach; and Sessional Paper No. 1 of 2005 which also provides general guidelines on Guidance & Counseling services in schools. The use of guidance and counseling services in secondary school institutions was found to be weak.

4.5.2 Parents influence on Learner Absenteeism

According to the International Labour Organization (2010) Absenteeism in secondary school was however much lower than in primary school further indicating that that boys miss school more than girls. The study sought to find out if parents were involved in dealing with their children absenteeism in school. The study findings show that majority 45 % of the respondents cited disagree. 15 % were strongly disagree, 11 % were undecided, 22 % were agree responses and 7 % were strongly agree as depicted in table 4.18.

This implies that parents did not report cases of absenteeism which would impact negatively on the retention of the student. Quantitative research indicates that sickness and schooling costs claim up to 75% of reasons for absenteeism, in-depth data reveal that children miss school also due to lack of strictness and proper monitoring in schools (like

cases where children don't go to school during first and second weeks of opening or after midterm).

Table 4.18: Parents Notify School In Case Of Absenteeism

Response	Frequency	Percent
Strongly Disagree	11	15.1
Disagree	33	45.2
Undecided	8	11.0
Agree	16	21.9
Strongly Agree	5	6.8
Total	73	100.0

Source: Survey Data (2014)

These findings are consistent with Kigotho (2011) findings that although district public secondary schools would like to link their poor performance to limited resources, emerging evidence indicate poor administrative style, chronic teacher and student absenteeism and student indiscipline as key to poor performance recorded by these categories of schools.

4.5.3 Inconsistent Allocation of Bursary

Majority of the respondents (47 %) were agree, 23 % were strongly agree, 6 % were undecided, 19 % were disagree and 6 % were strongly disagree as shown in Table 4.19. this indicates that allocation bursary has a significant influence on student retention in secondary education. In Kenya the government has a uniform allocation criterion for secondary tuition, meaning that education is accessible to every qualifying student graduating from primary school (Chabari, 2012). According to the MoE (2012) improving school management and targeting in the disbursement of secondary education bursary fund can also improve the efficiency of the sector.

Table 4.19: Inconsistent allocation of bursary funds disrupts leaning

Response	Frequency	Percent
Strongly Disagree	4	5.5

Disagree	14	19.2
Undecided	4	5.5
Agree	34	46.6
Strongly Agree	17	23.3
Total	73	100.0

Source: Survey Data (2014)

4.5.4 Parent Support of Disciplinary Action

As shown in Table 4.20, 66 % were agree responses, 8 % were strongly agree, 14 % were undecided, 8 % were disagree and 4 % were strongly disagree responses. The findings show that disciplinary measures undertaken by the school administration were also supported by the parents. This implies that there was cooperation between the community and the schools. Most parents believe that the school is solely responsible for dealing with indiscipline. However, information collected through interviews with the DEO revealed that indeed there was a proactive action from the community and schools to deal with the truancy experienced among secondary school students particularly with the boys. Indiscipline cases within and without the school boundaries were addressed by the parents and school administration.

Table 4.20: Parents support discipline given by school administration

Response	Frequency	Percent
Strongly Disagree	3	4.1
Disagree	6	8.2
Undecided	10	13.7
Agree	48	65.8
Strongly Agree	6	8.2
Total	73	100.0

Source: Survey Data (2014)

4.5.5 Stakeholders Information to Bursary Allocation

In terms of stakeholders' knowledge of bursary allocation, the study found that ignorance towards information on bursary allocation was to blame. Table 4.21 shows that 38 % were agree responses, 21 % were strongly agree responses, and 10 % were undecided and strongly disagree responses. According to the MoE (2008) the lack of access to information among the public has also been associated to be a cause of failure to learners' retention in secondary schools. The poor knowledge of guidelines provided by the ministry of education in regard to allocation and disbursement of bursary schemes to the poor knowledge of alternative avenues for pupil sponsorship among the community is also a barrier.

Table 4.21: Stakeholders Ignorance of Bursary Allocations Information

Response	Frequency	Percent
Strongly Disagree	7	9.6
Disagree	16	21.9
Undecided	7	9.6
Agree	28	38.4
Strongly Agree	15	20.5
Total	73	100.0

Source: Survey Data (2014)

4.6 Learners Retention

The researcher summarized the responses for the rate of learner's retention in the first, second, third and fourth years of study. As shown in Table 4.22, over 50 % of retention was observed among first year (Form 1) students and third year students (Form 3) and was cited among the majority of the responses both showing 62 %. On the contrary, there was poor indication of retention among second year (Form 2) and final year (Form 4) with the least responses indicating a retention rate of over 50 %. The findings in regard to learner retention suggest that most of the students drop out between the second and final year of study.

Table 4.22: Rate of Learners Retention in 1st, 2nd, 3rd and 4th Years

	1 st year		2 nd year		3 rd year		4 th year	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
None	2	2.7	5	6.8	2	2.7	5	6.8
1-10 %	11	15.1	6	8.2	11	15.1	6	8.2
11-30 %	5	6.8	21	28.8	5	6.8	21	28.8
31-50 %	10	13.7	26	35.6	10	13.7	26	35.6
Over 50 %	45	61.6	15	20.5	45	61.6	15	20.5
Total	73	100.0	73	100.0	73	100.0	73	100.0

Source: Survey Data (2014)

These findings agree with those of the International Labour Organization (2010) that the majority of dropout rates experienced in secondary schools occurred in the first year going to the second year of secondary education. Significant dropout rates are also experienced within the final year of secondary education. The final year is often characterized with a lot of pressure for students to perform in their Kenya certificate of secondary education from both the school and community and this negative effects on the state of mind of the student. This view is also supported by Nyaga (2005) who argues that lack of guidance and counselling in dealing with student issues have contributed to their state of mind and reaction to secondary education.

4.7 Multiple Regression

The study conducted a multiple regression analysis so as to determine the factors affecting retention rates in secondary schools.

Coefficient of Determination (R^2)

As shown in Table 4.22, the model shows a goodness of fit as indicated by the coefficient of determination R^2 with value of .727. This implies that parental involvement, learner

sponsorship and discipline explain 72.7% of the variations in learner retention and 27.3% of variations are brought about by factors not captured in the objectives. Therefore, further research should be conducted to investigate the other factors (27.3%) that affect learners' retention in secondary schools. The regression equation appears to be very useful for making predictions since the value of R^2 is close to 1.

Table 4.22: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.853(a)	.727	.703	.71600

Source: Survey Data (2014)

The significance value is .034 which is less than 0.05 thus the model is statistically significant in predicting level of parental involvement, learner retention and discipline measures this shows that the overall model was significant as shown in Table 4.23.

Table 4.23: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	80.894	6	13.482	23.139	.034(a)
	Residual	67.007	115	.583		
	Total	147.902	121			

Source: Survey Data (2014)

a Predictors: (Constant), parental involvement, learners retention, discipline

b Dependent Variable: learner retention

Table 4.24: Regression Analysis Results

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.457	1.000		2.457	.019
Discipline	.488	.256	.186	1.908	.001
Learner sponsorship	1.179	.420	.522	2.805	.008
Parental involvement	.533	.224	.393	2.385	.022

Source: Survey Data (2014)

a. dependent Variable: learner retention in public secondary schools

The regression equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$) was:

$$Y = 2.457 + 0.186X_1 + 0.522 X_2 + 0.393X_3$$

According to the regression equation established, taking all factors into account (level of parental involvement, learner sponsorship and discipline measures) constant at zero learner retention will be 2.457. These findings show a significant increase in the level of discipline will lead to an improvement in learner retention by a factor of 0.186. In regard to learner sponsorship; a unit increase learner sponsorship will lead to an improvement in learner retention by a factor of 0.522. Discipline of students was assumed to affect retention where findings show that a unit increase in parental involvement will lead to an improvement in learner retention by a factor of 0.393. Further, the regression analysis results show that the relationship between the factors (parental involvement, learner retention and discipline) and learner retention public secondary schools at 95% level of significance is statistically significant with P values < 0.05.

This implies that among the factors involved, learner sponsorship was the most dominant

factor influencing learner retention, followed by discipline and parental involvement. The findings agree with the KIHBS (2005) that secondary education expenditures accounted for approximately 55% of annual per capita household expenditures. These burdens of school fees has often led to the poor access to education by a majority of Kenyans who are poor. Parental involvement was also found to improve learner retention as Izzo et al. (1999) cite that the frequency of parent-teacher contact as influencing the involvement of learners in learning and thereby improve their retention in academic activities. Discipline was found to have the least influence on learner retention.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter of the study presents the summary of findings, conclusions of the study and recommendations based on the study findings.

5.2 Summary

The study found that there was positive support from parents to the school administration, parental support to school disciplinary measures, parents come to school when required, parents contribution to learners activities and parents support of academic needs. The findings exhibit a positive relationship between parents and the school administration.

There should be shared responsibility of the families and schools emphasizes the coordination, teamwork, collaboration and harmonizing of schools and families. Parents are not only expected to provide learning materials for the learners but their emotional support and guidance for learners also enhances the participation of students in school. Parents in Kenya are expected to provide the learners with learning materials such as text books and writing material. Some of the challenges facing learner retention in secondary schools have been internal challenges which include lack of participation among the different stakeholders in the school environment from teachers, students and parents. The study found that there was parental involvement in learners' activities but this was limited towards providing financial support to their educational needs. There was less evidence on the effective participation with the school administration. Parents seem to have left the responsibility to the teachers and school administration as they are more indulged in economic activities. Lack of information for parents has also been identified as a constraint that prevents many individuals from adequately investing in education or from accessing quality education.

In regard as to whether learners are retained in school throughout, learner's access to education, students non- expulsion due to school fees, learner's ability to meet their educational needs and learner's expectations for a bright future. The findings show that students were able to access education even when they were not sponsored as corroborated by the responses which indicated that student were able to meet their educational needs. These educational needs include learning materials such as writing material and mathematical sets. The findings show there was expulsion of students if they did not pay their school fees as almost half of the responses indicated that they were indeed expelled from school. The study found that students were continued to access education although this was not significant among the respondents. Expulsion of students' during the academic period was also observed in the study results. This often leads to loss of important time which is crucial in the learner's secondary school cycle. This has a more severe impact if this occurs during the higher secondary education period. The study found that there was sponsorship for secondary school students which was from the Constituency Development Fund (CDF) and the Ministry of Education

Science and Technology (MOES&T) bursary fund. However, due to interferences which were identified as political and administrative, the funds were not consistently allocated to needy students which led to school expelling students further affecting their academic participation in school. Despite existence of these bursaries it was observed that the pressing burden of secondary school fees prevent many students from attending secondary schools. These financial barriers are especially important for females and vulnerable groups such as orphans, and the poor. The Headteachers also expressed the inadequacy of these funds to service learner requirements hence they were not able to perform daily school management functions because of this delay.

In regard to discipline influence on learner's retention, the study found that behaviour problems lead to expulsion, parents did not notify the school administration on learner's absenteeism as disagreed, inconsistent allocation of bursary funds disrupts leaning, and parents support discipline given by school administration and stakeholders' ignorance of bursary allocations information. The findings show that parents supported the disciplinary action undertaken by the school. The study found that there were guidance and counselling programmes in school which were incapacitated to provide effective services for secondary school learners. The success of any guidance and counseling programme require the participation of both parties which comprise of the counselor and the intended counselee; other stakeholders crucial for this success include parents This is also supported by the study findings that discipline issues among students had a negative impact on retention rates. It is the responsibility of head teachers to maintain discipline in their schools by helping their staff and students develop unique and individual personalities with a cultural background and group consciousness. Lack of knowledge and awareness on bursary allocation was also observed to be a significant factors affecting student retention in public secondary schools.

5.3 Conclusion

The study concludes that parental involvement, learner's sponsorship and learners discipline influence the retention rates in public secondary schools. The regression analysis indicates that learner sponsorship as the significant factor influencing

learner retention in secondary schools, followed by discipline and parental involvement. The study concludes that bursary allocation and sponsorship of secondary school students is an approach that has improved and can continue to impact learner retention. The study also concludes the high dropout rates in secondary school level of education occur between the second and final year of secondary education. The study also concludes that the allocation of bursary to needy secondary school students should be enhanced through community communication to enhance knowledge and awareness of bursary regulations which had negative impact to access to bursary allocations. Discipline is also a major contributor to drop out rates especially in the target areas where youth are increasingly engaging in criminal activities in urban gangs.

5.4 Recommendations

Based on the study findings, the researcher makes the following recommendations;

The study recommends for student sponsorship through the available schemes, such as the CDF bursary to be increased to support more learners and their educational needs and programs such as the cash transfer programmes offered for the poor can also be expanded to cater for those pursuing secondary level of education. The study recommends for schools and communities to adopt information and communication techniques to foster participation of all stakeholders. These measures include strengthening the Parent teacher Association incorporating formal and informal interaction between the parties. The study recommends for reinforcement of guidance and counseling services in secondary school as per the Ministry of education recommendations. These will assist in dealing with discipline issues by adopting proactive approaches such as peer counselling and mentorship.

5.4.1 Recommendations for Future Research

The study focused on public secondary schools retention in the urban setting. The researcher therefore suggest for further research on public secondary schools in rural areas which present two different dynamics.

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APPENDICES

Instructions

1. Answer **ALL** the questions
2. You **may or you may not** indicate your name
3. Put a tick (✓) or provide information required

APPENDIX I: Background Information (To all)

1. Gender
(i) Male () (ii) Female ()
2. Age (in years)
(i) Below 35 () (ii) 35-45 () (iii) Above 45 ()
3. Level of education
(i) Certificate () (ii) Diploma () (iii) Degree () (iv) others, (specify) ()
4. Work status (Length of service in years)
(i) 5 and below () (ii) 6 –20 () (iii) 21 – 40 ()
5. Income Level (in shilling)
(i) 10,000 – 20,000 () (ii) 20,000 – 40,000 () (iii) above 40,000 ()

i) Parental involvement in their children’s education

The factors below indicate the involvement of parents in your school in the education of their children. Kindly tick in the box that corresponds with the response that best describes your level of agreements with the statements

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Parents are very supportive to the school administration					
Parents support the discipline given by the school to their children					
Parents come to school when required to					
Parents contribute and support field trips outside the school					
Parents meet the educational needs of their children					

ii) Aspects of Learners Sponsorship

The following factors show how learners benefit from sponsorship. Kindly tick in the box that corresponds with the response that best describes your level of agreements with the statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
They are retained in school throughout					
They are able to access education					
They are not sent away for school fees					
They are able to meet their educational needs					
They can hope for a bright future					

iii) Discipline on Learners Retention.

The following factors show the aspects of discipline on learners' retention. Kindly tick in the box that corresponds with the response that best describes your level of agreements with the statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Behavioral problems lead to Learners' expulsion					
Parents notify the school in case of absenteeism of their children					
Inconsistent allocation of bursary funds disrupts learning program					
Parents support the discipline given by the school to the Learners					
Stakeholders' ignorance of bursary allocation information is to blame for poor retention.					

iv) Learners' Retention

The factors below show the aspects of Learners' Retention in Secondary Schools. Kindly tick in the box that corresponds with the response that best describes your level of agreements with the statements. Key: 1= None (0%) 2= 1-10 (%) 3= 11-30 (%) 4= 31-50 (%) 5= Over 50 (%)

	1	2	3	4	5
Rate of learners retention by the end of the first year(form one)in secondary school					
Rate of learners retention by the end of the second year(form two)in secondary school					
Rate of learners retention by the end of the second year(form three)in secondary school					
Rate of learners retention by the end of the second year(form four)in secondary school					

APPENDIX II: Interview guide for District Education Officer

1. What are some of the constraints facing secondary schools in enhancing retention in Embakasi constituency?

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.....
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2. What has contributed to the low retention rates observed in secondary schools in Embakasi constituency?

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.....
.....

3. What measures has the District Education Office implemented to address learners' retention in secondary schools in Embakasi constituency?

.....
.....
.....