

**PRIVATE COST OF EDUCATION AND ITS EFFECT ON
RETENTION IN PUBLIC SECONDARY SCHOOLS IN HOMA BAY
COUNTY, KENYA**

BY

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DECLARATION

I declare this report to be my own work and that, it has not been submitted for presentation in any university or college for the award of any certification. The referenced sources which have been used to complement this thesis have been duly acknowledged. Other sources like internet have been utilized to borrow data, pictures and tables which have been approved and references cited following the anti-plagiarism regulations.

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DEDICATION

I dedicate the thesis to the Almighty God who has guided me up to this far. I also dedicate it to my loving wife Calster Kerubo who has been my source of encouragement, my daughter Rebecca Adriel, my son Benedict Casper, my sponsors from Kenya Acorn Project who supported fully my secondary education, my late parents Thaddeus Ogolla and Everline Auma and to my late aunt Helen Awuonda who was my guardian throughout my childhood and took me to school.

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TABLE OF CONTENT

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGMENT	iv
LIST OF TABLES	x
LIST OF ABBREVIATIONS AND ACRONYMS	xii
ABSTRACT	xiii
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE STUDY.....	1
1.0 Introduction.....	1
1.1. Background to the study.....	1
1.2. Statement of the problem	7
1.3 Purpose of study	8
1.4. Objectives.....	8
1.5. Research questions	8
1.6. Significance of study	9
1.7. Limitations and delimitations of study.....	9
1.7.1 .Limitations	9
1.7.2. Delimitations	10

1.8. Assumptions of study	10
1.9. Theoretical framework	10
1.10. Conceptual Framework	12
1.11. Operational terms	13
CHAPTER TWO	14
LITERATURE REVIEW	14
2.0 Introduction.....	14
2.1. Boarding fee and its effect to retention of learners in secondary schools	14
2.2. Cost of lunch and its effect to retention of learners in public secondary schools.	16
2.3. Effects of opportunity cost on leaners’ retention in secondary schools in Ndhiwa Sub-county.....	18
2.4. Literature summary	22
CHAPTER THREE.....	24
RESEARCH METHODOLOGY	24
3.0 Introduction.....	24
3.1. Research Design.....	24
3.2. Location of the study.....	24
3.3. Variables.....	25
3.4. Target population	25

3.5. Sample size and sampling techniques	25
3.6. Research instruments.....	28
3.6.1. Questionnaire for students	28
3.6.2. Questionnaire for schools’ principals	28
3.6.3. Focused group discussions with boda boda boda business people.....	29
3.7. Piloting	29
3.8. Validity of instruments.....	29
3.9. Reliability of the instruments	30
3.10. Data collection procedures	31
3.11. Data analysis	31
3.12. Ethical consideration.....	32
CHAPTER FOUR.....	33
PRESENTATION OF RESEARCH FINDINGS, INTERPRETATION AND DISCUSSION.	33
4.0 Introduction.....	33
4.1. Questionnaire return rate	33
4.2. Demographic information	34
4.3. Direct cost of education and its effects to retention on learners of public secondary schools in Ndhiwa sub county.	38

4.3.2. Responses on how boarding cost lowered the number of enrolment in schools	39
4.3.3. Principals’ responses on the number of students who were enrolled and retained in their schools between year 2017 and 2021	40
4.3.4. Principals’ responses on the reasons for dropping out of school by some students.	41
4.4. Effect of cost of lunch to access on retention of students in public secondary schools.....	42
4.4.1. Principals’ responses on the frequency in which learners from their schools who fail to pay for cost of lunch are sent home.....	43
4.4.2. Principals’ responses on whether there are learners who have left school due to lack of cost of lunch.....	44
4.5. Opportunity cost and its effects to retention of learners of public high-schools in Ndhiwa Sub-County.....	45
4.6. Responses on the strategies required to improve retention of learners in public secondary schools in Ndhiwa Sub County	48
4.6.1. Strategies on boarding cost to improve retention	48
4.6.2. Strategies on opportunity cost to improve retention.....	49
CHAPTER FIVE	51
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	51
5.0 Introduction	51
5.1. Summary of study	51

5.2. Conclusions	53
5.3. Recommendations	54
5.3.1. Suggestions for further research	54
REFERENCE.....	55
APPENDICES	59
Appendix i: Questionnaire for students.....	59
Appendix ii: Questionnaire for the school principals.....	62
Appendix iii: Focussed group discussion guide for boda boda business people	66
Appendix iv: Work plan	67
Appendix v: Budget	68
Appendix vi: Research permit.....	69
Appendix vii: Letter of Authorization.....	70
Appendix viii: Map of Homa Bay County.....	71

LIST OF TABLES

Table 1.1 Retention and dropout rates in secondary education, Ndhiwa Sub county 2015-2019	5
Table 3.1: Sampling frame	27
Table 3.2 Sample size	27
Table 4.2. Demographic characteristic of the students' respondents.....	35
Table 4.3. Demographic characteristics of principals.....	35
Table 4.4. Zone of the school	38
Table 4.5. Students' responses on frequency of being sent home for boarding fees...38	
Table.4.6. Principals' view on how boarding cost lowered the number of enrolment.39	
Table 4.7.Number of students' enrolment, retention and dropout rate between 2017-2021.....	40
Table 4.8. Students' opinions on the extent cost of lunch contribute to their failure to attend school regularly.	42
Table 4.9. Principals responses on whether there are learners who had left school due to inability to pay cost of lunch	44
Table 4.10. secondary students drop from school to get employed in the motorbike "boda boda" business	45
Table 4.11: Principals' report on dropout of students from school to get employed in the motor bike "boda boda" business?	46

LIST OF FIGURES

Figure 1.1: Private expense of education and its effects to retention in government's secondary schools.	12
Figure.4.1. Frequency at which learners who fail to pay for school meals sent home.....	43

LIST OF ABBREVIATIONS AND ACRONYMS

EFA	- Education for All
FDSE	- Free Day Secondary Education
FPE	– Free Primary Education
GER	-Gross enrolment rate
NER	- Net enrolment rate
UNDP	- United Nations Development Programme
UPE	- Universal Primary Education

ABSTRACT

This research focused on determining which effect the private cost of education has on the secondary school learners' retention in Homa-Bay County, Kenya. Three objectives guided this research: To identify the effect of direct cost of education on retention of public secondary schools' learners, to determine the effect of the opportunity cost on retention of students of public secondary learning institutions and to determine the strategies required to improve on retention of learners in public high-schools in Ndhiwa. Descriptive study design was applied. Theoretical framework adopt Classical liberal theory of equal opportunity. The study involved a target population of 9204 respondents which constituted 49 principals, 9002 secondary school students and 153 "boda boda" business people. Purposive sampling for principals and simple random sampling for Boda boda business people and learners were used in selection of the respondents during the research. The size of sample for this study included 209 respondents that was determined using Yamane formula. This comprised of 49 principals, 99 learners of secondary school, and 61 "boda boda" business people. Principals' questionnaires, student's questionnaires and Focused Group Discussion guide for the "Boda Boda" business people were employed in the collection of primary data. A pilot study was conducted from 2 public secondary learning institutions involving 2 principals and 15 students. It also included 6 "boda boda" business people. The questionnaires' validity and interview guide identified by the expert's judgment. Determination of the relationship of the results computed by the spearman product moment's formula was employed to ascertain how reliable the questionnaires were. Analysis of Quantitative data was done via descriptive statistics like percentages, frequencies and tables. Thematic approach was utilized to analyse qualitative data. The research identified that: cost of boarding got an important influence on retention, cost of lunch affects learners' retention in public secondary schools in Ndhiwa Sub County and opportunity cost and its effects on retention of students in public secondary schools in Ndhiwa Sub County. The study concluded that private cost of education like cost of boarding, lunch and opportunity cost hinder retention of leaners in state-owned secondary schools in Ndhiwa Sub-county. This research came up with recommendations, including: Income generating projects should be established by the management of school so as to enable them lower the private cost of learning for parents. In addition, the study proposed that the Kenyan education authority should increase the level of financing secondary education so as to reduce some burden of private cost of education for parents in attempt to improve retention of students. The policy makers should come up with policies regulating boda boda business such that under 18 years are strictly prohibited from indulging into this business.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter consist of the background to the study, statement of the problem, the purpose of the study, objectives of the study, research question, significance of the study, delimitations and limitations, assumptions, theoretical and conceptual framework and operational definition of key terms.

1.1. Background to the study

Formal learning has been regarded a human right since 1948. It provides the foundation on which peace and forms of development can be laid (UNESCO 2017). Education also acts as a foundation for youths to acquire human capital and begin being productive and make great contributions towards the economic growth of a country. The major aim of education for all (EFA) is to provide educational opportunities for all learners irrespective of their family socio-economic background. However, according to global education monitoring report (GEMR 2020), “61 million and 139 million learners of lower secondary and upper secondary respectively have dropped from school. Within the low income states, the completion rate in lower secondary was 27 percent while in developed countries, the completion rate was 79 percent”. This shows that there is still a major challenge in retention of students in secondary schools globally. Private cost of education like opportunity cost for examples fishing or even boda boda business may influence the learners to drop out of school and indulge into any of the activities to generate some money for their

families. Direct costs like cost of lunch, cost of school uniform and boarding cost have got negative impact on retention of learners such as high dropout, low access, low completion rates and high rate of absenteeism.

Globally, countries in Latin America have reached universal primary education and more attempts have been instituted to ensure increase in retention in secondary schools. About 90 percent of learners transit from primary to lower secondary and about 80 percent complete that level of education successfully. However, at upper secondary, the completion rate is only 59 percent (UNESCO 2017). High dropout in secondary schools is worrying in that it may result to low human capital and thus lower the economic growth of the countries (Adelman 2016). In the United Kingdom, policies like lengthening compulsory schooling to make the basic education more conducive have been established. All children must attend full time education and be retained until the age of 16 years (OECD 2015). However, the problem of retention in secondary schools is still a major problem (UNESCO 2019).

In Africa, states have embraced various educational policies to aid the financing of mandatory education. Countries like Malawi, Kenya, Ghana and Sierra Leone have abolished tuition fee in secondary schools. This reform is linked to the efforts made by these countries towards achieving Sustainable Development Goal number 4.1 which advocates for quality and equitable education for all basic education learners by the year 2030.

Despite these efforts, countries like Nigeria, Senegal and Liberia have got 20 percent of children out of secondary schools (GEMR 2020). The report further stated that in

Uganda, only 2.5% of the GDP is allocated to education by the state. This is one of the lowest spending in education in the world. Therefore, Uganda majorly depends on the household spending in education. This has a negative impact on education since many children from poor households have not been able to access and be retained in secondary schools.

African Population and Health Research Centre APHRC (2015) report indicated that secondary education require resource intervention to expand the absorption capacity as well as subsidies which lowers the education cost so as to improve retention. “Households in developing countries bear heavy financial burden in the form of direct private cost of education like boarding fee, lunch programmes, construction fee, and cost of uniform and indirect forms like opportunity cost of education” (UNESCO, 2014). The article further stated that, in Ivory Coast, the government has increased the attendance of students in both primary and secondary education by introduction of compulsory schooling for children aged 6 to 16 years in 2015. However, retention of learners still remains a major problem due to geographic and economic factors. Despite the provision of free education, extra cost such as uniform, transport, boarding and construction fee still remain a major problem and hinder retention. For instance, in 2015, only 36 percent of relevant students’ population completed lower secondary education while only 20.1 percent finished upper secondary education.

In Kenya, the government has established several policies and legal frame works in accordance with the national development goals as well as international commitments. These policies are “*sessional paper No. 1 of 2005*” which emphasizes

that learning is for all, *the Basic Education Act No.14 of 2013*, as well as the National Education Sector plan (Republic of Kenya, 2015). Besides the “*sessional paper No. 1 of 2019*” mentions that the Ministry of Education, Science and Technology has a responsibility in making basic education accessible to all school-going kids. One of the major basic educational goal is that all children access secondary education (Republic of Kenya, 2015). This is much emphasized in Sustainable Development Goal of education No. 4 where countries have a responsibility to make sure that all learners complete quality, free and equitable secondary and primary education by 2030. The Kenyan government is devoted to fully achieve this as reported in United Nations (2015). Ngeno (2015) states that, “free secondary education was expected to provide an equal chance to all children of secondary school going age to access secondary education irrespective of their social class, gender and ethnic background”. The parental obligations include, boarding cost, cost of lunch for day scholars, cost of transport and any other school levies approved by the management board of the school. According to Simitu & Riechi, (2016), lunch programmes, cost of school uniforms and boarding fee are still a barrier to enrolment and retention of secondary school learners in Nyamira County. Also reduced rates of enrolment from primary and high-schools in Mbita Sub-county within Homa Bay has been attributed to foregone earnings such as fishing, boda boda business and peasant farming (Okul, Sika and Olei, 2019). National council and development programme, (2017), identified that young people face multiple challenges in Homa Bay County which hinder them from accessing and being retained in secondary schools. According to their research, secondary school net enrolment rate is only 58 percent in Homa Bay County.

According to the report, the most economic activities for the youths in Homa Bay County are fishing and the boda boda business. However, majority of the youths specifically about 39 percent are in the boda boda business. This suggests a relatively low enrolment from primary to secondary school level and also an increased number of school dropouts in the county.

Despite high budgetary allocation towards education, secondary education continues to face retention problems (Republic of Kenya,2016).Low enrolment and retention rates in secondary schools implies that education wastage and a lot of inefficiencies in the education system which has negative effects on equity in education and future distribution of wealth in the society (UNESCO,2014). According to MOEST (2017), the net rate of enrolment has gone up from 38.5-49.5 percent from the year 2013 to the year 2016. This implies that about 50 percent of secondary school going age number is not registered in secondary learning institutions (MOEST, 2017) on the analysis of 2016 basic education statistical booklet report. According to Kenya Economic Survey 2020, total enrolment in secondary schools increased by 4.3 percent in 2019. Completion rate at form four was at 86.4 percent in the same year. This remarkable increment is partially accredited to the execution of free secondary learning and 100 percent transition rate policies.

Table 1.1 Retention and dropout rates in secondary education, Ndhiwa Sub county 2015-2019

In Ndhiwa Sub County in Homa Bay County, the records from the Sub county education office shows that dropout rate in public secondary schools is at 25.1 percent

and the completion rates in public secondary schools is 74.9 percent which is below the national completion rates.

	Completion	Dropout
Year	Retention (%)	(%)
2015	65.4	34.6
2016	63.9	36.1
2017	63.4	36.6
2018	63.4	36.6
2019	74.9	25.1

Source: Ndhiwa Sub-County Education Office, 2020.

Table 1.1 illustrates the retention rates at form four for students in Ndhiwa Sub County between 2015 and 2019. The retention rates have been decreasing from year 2015-2018. Even though the retention rate increased in 2019, this is still below the national level which was 86.4 percent as indicated above. This is despite the fact that the Kenyan government has been providing for free secondary learning for day scholars and tuition fee in all public boarding secondary schools since 2008 with an aim of promoting students' rates of retention in secondary education. The current study therefore, focussed on private cost of learning and its effects on retention in Ndhiwa Sub- County, Homa- Bay County to see if this solution could be realised. The study variables was private cost of education as the independent variable while

retention as the dependent variable. Under private cost of education, the study focussed on the cost of school uniform, cost of lunch and opportunity cost specifically the boda boda business. According to the national council for population and development (NCPD, 2017), the main employment and income generating opportunities for the young people in Homa Bay County are “boda boda” business and fishing. Since Ndhwa sub county is about 30 kilometres to the lake, the researcher focussed in boda boda business which can be easily accessible within the location to determine if it may have influenced the 25.1 percent dropout of students in Ndhwa Sub County.

1.2. Statement of the problem

Establishment of free day secondary learning by the Kenyan government in early 2008 aimed at enhancing students’ retention and access in secondary schools. However, the government annual subsidy of Ksh.22, 244 for every learner has failed to ensure high retention rates in Ndhwa Sub County, which continues to post lower rates compared to the national level rates.

Also the 25.1 percent dropout rate in Ndhwa Sub County between the years 2015 to 2019 is worrying hence the researcher focussed on the boda boda business as an example of the opportunity cost to find out if it may have contributed to this high dropout.

1.3 Purpose of study

This research focused on finding out the private cost of learning which affects students' retention in public secondary learning institutions within Ndhiwa Sub County.

1.4. Objectives

- i. To determine the direct cost of learning and its effects on retention on learners of public secondary schools within Ndhiwa Sub county.
- ii. To determine effects of the opportunity cost on learners' retention in public high-schools within Ndhiwa Sub-County.
- iii. To identify the techniques of improving learner retention in high-schools within Ndhiwa Sub-County.

1.5. Research questions

- i. What are the effects of boarding fee to learners' retention in secondary schools within Ndhiwa Sub county?
- ii. What is the effect of price of lunch to retention of learners in high-schools within Ndhiwa Sub County?
- iii. How does the boda boda business affect learners retention in public high-schools within Ndhiwa Sub-County?
- iv. Which techniques are needed to improve learners' retention in high-schools within Ndhiwa Sub-County?

1.6. Significance of study

The findings of this study may provide the government, educational planners and school administrators with better understanding on how private cost of education affects retention in public secondary schools. Also the Ministry of education may benefit by gaining more knowledge on formulation of retention policies. In addition, it may help the national government constituency development fund providers in guarding against students who may not complete secondary school's cycle due to lack of school funds. Finally, it may help researchers in economics of education for further research to give more insight on how to handle retention challenges.

1.7. Limitations and delimitations of study

1.7.1 .Limitations

Participants could be hesitant to give answers to critical matters specifically that touched their views on monetary issues. Confidentiality was assured to minimize this challenge. Respondents were picked from one Sub County. This limitation was mitigated by drawing a representative sample to address the methodological limitation question. Finally, because of financial as well as time limitation, the research was restricted to only a few selected direct costs specifically, cost of lunch and boarding fee while indirect costs only involved the opportunity cost.

1.7.2. Delimitations

This study focussed on private cost of education and its effects on retention. It was within the knowledge of the researcher that there is a social cost that affects retention but then he focussed only on private costs specifically boarding, cost of lunch and the boda boda business as the opportunity cost. Also the study only involved learners of secondary schools in Ndhiwa Sub County. Existing various factors affect the quantity of entry and retention of learners in government sponsored secondary schools but this study focussed only on private cost of learning.

1.8. Assumptions of study

The research was done under these assumptions:

- i. The participants would fully cooperate as well as provide truthful and accurate answers to the questions in the questionnaires and interview plans.
- ii. Data obtained from the respondents was reliable and relevant to the study

1.9. Theoretical framework

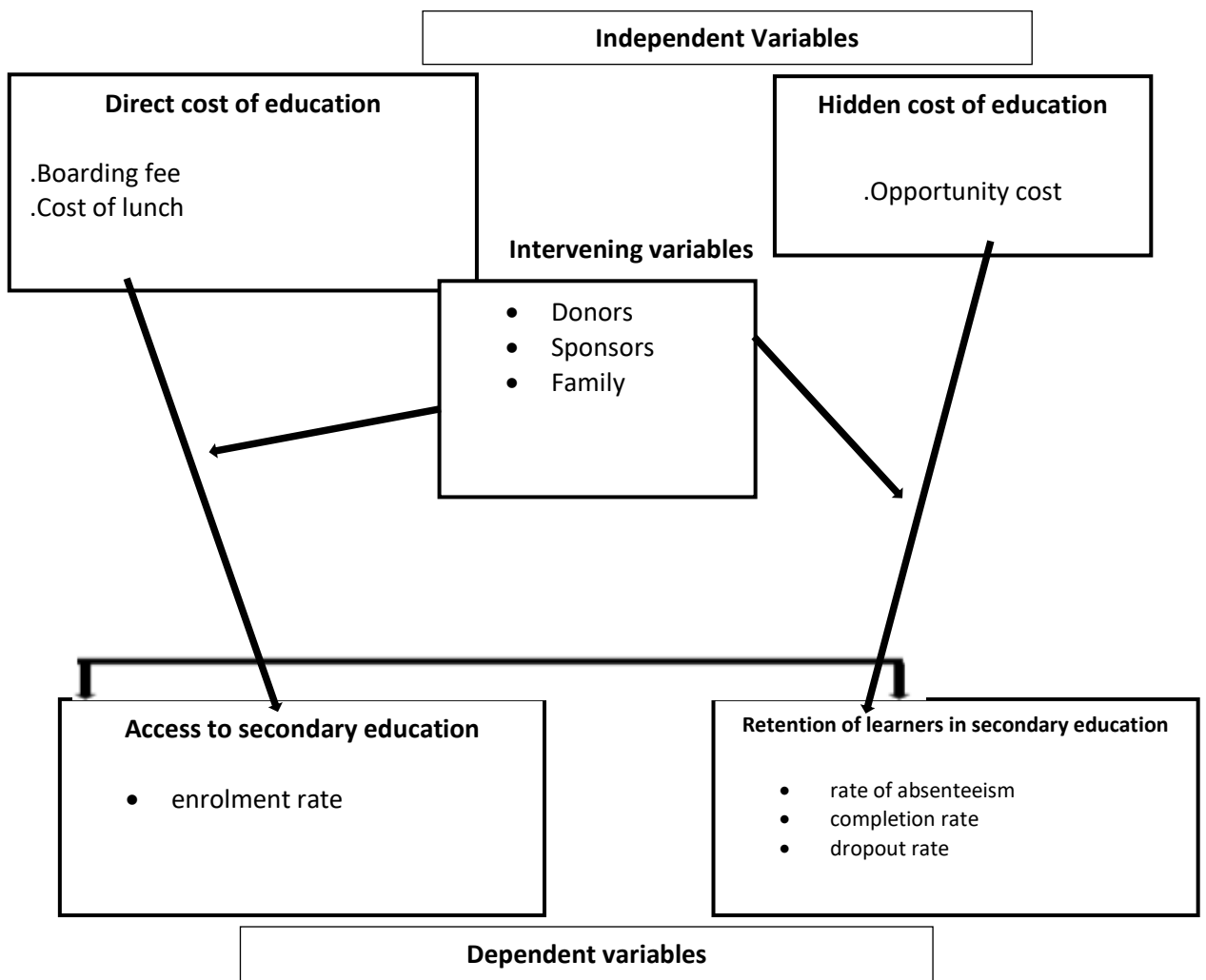
This study was directed by “equal opportunity classical liberal theory”. The main proponent of this theory is Jean Jacques Rousseau (1712-1778). This theory states that “All human beings are created equal, thus, all the social institutions within the social set up should promote this equality. Besides, it states that social mobility is fostered through equal opportunity in learning. In this context, provision of equal opportunity to education is one way of enhancing social equality in the society”. This theory was

adopted in this study because a system of education should be modelled to eliminate barriers of any type that may hinder students from low background economy from utilizing their inborn abilities in school to learn and gain knowledge to propel them to higher social class. Therefore, by removing economic barriers and increasing retention in public secondary learning institutions , ideal environments could be made to execute equal opportunity vision where everyone can access to such type and amount of education which suit his/her innate ability.

1.10. Conceptual Framework

The research used a conceptual framework created by the researcher to aid in identifying variables in the study. Independent variables for the research were direct costs like cost of school uniform, boarding fee and hidden cost like opportunity cost. Dependent variables were retention.

Figure 1.1: Private expense of education and its effects to retention in government’s secondary schools.



Source: (Researcher)

1.11. Operational terms

Access – The ability of learners getting enrolled in school. It embraces inclusivity of all learners to be admitted in school.

Direct cost- Are the expenditures suffered by parents in providing education to their children. In this research, direct costs are boarding fee and cost of lunch.

Opportunity cost- Refers to the available opportunities which secondary school students can involve into instead of attending school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This part evaluates the corresponding literature and the findings summary. Those that need to be reviewed are: Boarding fee and its influence, effects of cost of lunch, effects of boda boda business as well as strategies required to improve accessibility and retention in state-owned secondary schools.

2.1. Boarding fee and its effect to retention of learners in secondary schools

According to Mogoba (2014), “The Kenyan government commenced to provide free tuition secondary education in 2008 in public secondary schools to reduce the parental expenses and improve on quality of education. However, in boarding schools, parents were still required to provide boarding facilities and other necessities”. Boarding schools learners who cannot afford the private cost of boarding are forced out of schools resulting to decline in enrolment. Shortage of boarding fee as well as other school fees contributes to a fall in girls’ enrolment in secondary boarding institutions. (World Bank,2018), on the report of upgrading Europe’s convergence machine found out that many countries fail to retain students in the education system in Southern Europe. The chances of individuals leaving school due to their socio economic background is on the rise. This is including Spain and Italy despite improvement in education poverty. Countries like Bulgaria, Slovenia and Romania experience the highest low retention rates due to low socio economic status which hinder many poor

families to afford private costs of education required to accommodate their children in school. These are attributed to the decrease in school funding by the European governments during the financial decrease. According to Kuge et al., (2014) , “ A girl cannot be retained in school without the parents meeting the student private cost which accounts for 22.39 percent of the total money required by a student in boarding secondary school in Kenya. The parents who may not be able to pay for the private cost usually withdraw their children from school hence resulting to low retention rates”. The current study changed the research location to Ndhiwa Sub County, increased the research population to include both boys and girls of secondary schools to try coming up with solutions to retention which were still a challenge in the country. Kago,(2012) on education charges and their impacts on retention in Nyandarua County established that secondary schools within this County charged school levies like boarding fee, lunch fee, examination fee and these school related problem attributed to high dropout rates within the county. The current study also focussed on the effects of opportunity cost to retention to see if a useful solution was found. According to Atambo, Mwebi and Onderi, (2016) on their research on issues affecting boy child’s retention in public-day secondary learning institutions in Nyamira County found out that changing day high-schools free is not sufficient since parents or guardians are required to pay for items like uniform, feeding and other statutory fee wherein some poor families cannot afford thus withdrawing their children from school. According to “Mutegi, (2015)” on a research on education unit cost influence on rates of enrolment of learners in public secondary schools in Tharakanithi. Students in extra-county schools on average pay more boarding fees

than those in the county schools. The cost in form one admission is escalated by high cost of books and development fee.

The current research increased the sample population to include both genders in secondary schools and also change the location of study to see if there was an improvement in the results.

2.2. Cost of lunch and its effect to retention of learners in public secondary schools.

According to Kingori(2015), “School lunch programme affects retention in schools because students are frequently sent home to collect lunch programme fee”. The research established that the cost of lunch is overcharged and most schools do not supplement school meals by growing crops or keeping animals. According to WFP (2015), “a meal at school acts a magnet to get children into the classroom. Continuing to provide a daily meal to children as they grow up helps in keeping them in school and it is a powerful tool in achieving educational goals. School meal programmes are also catalyst for development. They are very useful to the vulnerable households in keeping their children in schools. In high income countries, the school feeding service is generally available to all children. However, some children pay for lunch while others receive it for free or pay less.”

School feeding programmes increases high rates of retention and eventually leads to attainment of educational goals. In Liberia, there has been increase in dropout of school which has lowered retention rates due to altering of feeding programmes

because of shortage in funding by the government (WFP, 2018). A study by Owala(2014),about socio economic aspects influencing private high schools' demand in Lukuyani, Kakamega, found that “ The transition rates from primary to secondary schools stands at 40 percent. This leaves 60 percent out of school. Financial requirements for joining secondary schools influences its enrolment and is one of the greatest challenge in Sub Saharan African countries. This is because parents/guardians are expected to meet some costs like uniform, boarding, transport and lunch programme which the poor families may not afford thus withdrawing their children from schools”. The current study will improve to look also on the effects of foregone earnings to retention. Besides the current study changed the location of study to Ndhiwa Sub County and also aim at public secondary learning institutions as a sample population to see if viable solution to retention could be found.

According National Education Updates NEU (2019) of Malawi, the government of Malawi has implemented a policy to develop school garden farms to provide sustainable and sufficient supply of food to feed the school children throughout the year. Ultimately, this is hoped to increase school enrolment and thus improve retention rates. A study conducted by Gentile, 2015), on effects of school uniform on learner behaviours and achievements in both mid and higher learning institutions in the US found out that school uniform could generate improvement in attendance. This means that deficient school uniform is capable of lowering retention. Jomaa et al, (2011) carried out a research on school-feeding programme in third world states to access the effect on health and educational efficiencies on children. The research determined that school feeding programmes had got a significant result on health. The

current study will improve to look for the effects of school feeding programme to retention. Williams (2013) on his study of school related costs paid by parents despite the launching of free mandatory basic learning in Rwanda established that, “households continued to pay for the school feeding programme. These costs had significantly affected children’s participation in different levels of education”. The researcher used a case study approach. The current study adopted a descriptive and inferential research designs, increased research instruments to include focussed group discussion to exclusively show the impact of the boda boda business to retention.

2.3. Effects of opportunity cost on leaners’ retention in secondary schools in Ndhiwa Sub-county.

A study by Mugiraneza (2018) on the invisible costs and their effects on learners’ participation in primary learning in Rwanda found out that “Private costs of education when exposed to the poor families , their children drop out of school and this lower retention”. The current study will include the idea opportunity cost which can be important in finding the determinant of learner participation. Such costs might be the advantages that the families could have acquired through engaging their kids in income-generating practises instead of taking them to learning institutions. According to Adowo(2018), “ poverty appears to influence the demand for schooling because it hinders the ability of the families to pay school fee for their children and other costs related to education in Homa Bay County. Also it is associated with an opportunity cost of schooling for children”. This implies that as a child continues to grow, the opportunity cost learning increases thus elevating the need for children to

work and generate money for the household than spending more time at school. A study conducted by Abdi (2015) on the effects of direct and the indirect cost of learning on retention in Garissa County established that “opportunity cost has increased dropout rates and thus hinder retention rates of learners”. This is because most of those learners are drawn from schools to work as house help, herders, farmers and hawkers to supplement family income. A study by Chesaro (2017) on barriers to girls’ participation in Kenya in Baringo County established that “girls attended to home activities even before they reported to school. Most of parents were not willing to send their children to school in fear of losing support at home”. The current research increased the population size to include both boys and girls.

According to the national council for population and development; NCPD (2017), the main employment and income generating opportunities for the young people in Homa Bay County are “boda boda” business and fishing. The study also found that the school going girls are lured by cash from the fishermen to indulge in a relationship which often result to pregnancy hence causing them to drop out of school. According Atambo et al.(2016) on their study on issues affecting the retention of boy child in public high-schools in Nyamira Sub-County, they found out that “The boy child number in secondary schools in Nyamira Sub County is on the decrease due to domestic work they engage in at home. Some are offered paid labour from which they generate income to support their poor families”. Also Mena(2014) , on his research on socio economic factors influencing students’ retention in Rongo Sub County, Kenya found out that “Child labour has a bearing on the education of students since they drop out of school to attend to family chores like fishing, “boda boda” business

and cane cutting to subsidize their family's income. This reduces rates of retention to the secondary students. According to Amdany (2017) on her research on boy child's participation and retention in public secondary learning institutions in Baringo County, she found that child labour and desire for earnings are key determinants leading to high drop-out of boys from high-schools thus affecting retention rates. Private cost of education like boarding fee are major contributor to drop out from schools thus reducing retention rates (Munene, 2014). According to Mena(2014) on his study of the socio-economic forces affecting students' access in secondary institution in Rongo Sub County within Migori County, child labour was very high by 68 percent in the sub county. The students engaged in activities like maid, fishing, "boda boda" business and sugar cane cutting to subsidize the family income. These reduced the rates of retention in secondary learning institutions. The current research will change the location of study and also increase the population size to include "boda boda" business and Sub County Director of Education to see if a long lasting solution was found. A study conducted by(Ngeno & Simatwa, (2015),on "influence of free secondary education policy on dropout rates in Kericho County" found out that even though government of Kenya pay school fee, parents are still required to pay for some portion. The study also found that free day secondary education was launched during the time motor-bike business was also started as a means of transportation. This resulted to many of them leaving of school thus causing education wastages in Kericho County. According to Muli (2014), on a study of "factors influencing students' completion rates in public day and boarding secondary schools in Makueni County", motor bike "boda boda" business significantly affected negatively the

completion rates of secondary students in Makueni County. The currently study will look on both retention rates and also change the location of study to Homa Bay County. Ogur (2014), conducted a study on “home and school based factors influencing students’ participation in public day secondary schools in Nyatike Sub County” within Migori County and found out that socio-economic forces attributed to reduced involvement of learners in in school. Most of parents were not able to pay for school levies like uniform, boarding fee, development and cost of transport. Since the problem of enrolment and completion still persist as shown above, the current study increased the sample population to include boarding secondary schools and also change the study location to Ndhiwa Sub County within Homa Bay County. According to Okul(2019) on his study of the effects of foregone incomes on primary to secondary education’s transition in Mbita Sub County within Homa Bay County, he established that foregone earnings like fishing, charcoal burning and selling, “boda boda” business highly influenced the high rates of dropout from schools. Fishing offers ready job opportunities for young people and earnings are realized on daily basis. Thus children from poor household dropout from school to focus on fishing where they can daily income to support their families. The current study improved to look on the effects of foregone incomes on retention rates in secondary learning institutions to see if adequate solution was found. “A study by Warimi and Waiyego (2016) on learners’ transition rates from primary to secondary schools in Kenya established that major factors that influenced pupils to fail transition were poverty, lack of parental support and child labour”. A study by Ogolla (2013) on “factors influencing transition rates of learners from primary to Secondary Schools Homa Bay

County” established that “transition from primary to secondary schools is majorly determined by the cost of education which include school fees, levies and personal expenses”. The study also found out that education cost was the main hindrance to the increase in transition. The current study improved to look on the effects of private cost of education like foregone earnings to retention to see if better solution to the persisting problem was found. A according to Omondi(2015) on the “influence of changing day secondary into boarding on students’ participation in public secondary schools in Transzoia County”, rates of retention in schools that changed from day to boarding significantly reduced since many children from poor households could not manage to pay for the cost of boarding. Therefore, many dropped out of school or even looked for alternative day school.

2.4. Literature summary

Literally, free day secondary learning policy sounds appealing to both parents/guardians and students in Kenya. But it is true that costs that parents are required to incur in order to retain their children in secondary schools exist. As discussed above, these costs include lunch programme, school uniform cost and opportunity cost that hinder children especially from poor households to drop out of school.

According to Okul, (2019) on his study on “effects of foregone revenue on primary to secondary transition in Mbita Sub County, Kenya” focused on the foregone earnings and also used interview schedules and questionnaire as the instruments of study. The current study included the idea of direct cost like cost of uniform and also improve on

the instruments of study by adding focused group discussion to see if better solution to retention was realized.

Ogur (2014) on his study on “home and school based factors influencing participation in public day secondary school in Nyatike Sub County, Kenya” used questionnaire as the only instrument of study. This study added both interview and focused group discussion guide as the instruments of the study to see if a better solution to retention could be realized.

Mutegi,(2015) conducted a research on education unit price influence on learner registration rates in high-schools in Tharakanithi County where he based on principals and household heads as the target population. The current study increased the sample size to include students if it may result to more detailed report to solve the persistent problem of retention.

Mugiraneza, (2018) on his research of Hidden cost as well as their effect on learners’ participation in basic education in Rwanda focused on the private education cost. Since the problem of retention still persist, the current study will include the idea of opportunity cost which can be more important in finding the determinant of the students’ participation in school. Also this study changed the study location to Ndhiwa Sub County to see if amicable solution could be realized.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section illustrates how this research was performed. It is focussing on study design, targeted sample size, area of research, sampling design, data-collection techniques and data evaluation presentations.

3.1. Research Design

According to (Kamotho,2003), research design is the arrangement, collecting and analysing data. Descriptive study design was employed for this research. This research design was suitable because it allows for collection of data on the characteristics of current practices, population and experiences which give factual information in a systematic way which helps in making decisions. This research design enabled the investigator to collect the data, summarise, interpret and present both numerical and theoretical data. Data was taken from the respondents on the private costs of learning as well as the ways in which they affect accessibility and retention of learners in public secondary schools within “Ndhiwa Sub County.”

3.2. Location of the study

This research was conducted within Ndhiwa Sub-County. Major economic practices in Ndhiwa Sub County include agriculture which is consisting of crop-farming and livestock rearing. The main cash crop practised in this location is sugar cane while the

subsistence crops are maize, sweet potatoes, beans and groundnuts. Many youths in this location are engaged in economic activities like fishing and motor bike “boda boda” business as their sources of income. This study was suitable in this area because the area has been experiencing serious cases of high dropout rates which has been a setback to ensuring high retention rates of learners in public secondary schools according to data collected from the sub county director of education office. Also, no similar study have been conducted in this location to solve the problem of retention in public secondary school.

3.3. Variables

In the current study, the independent variable was private cost of education which composed of direct costs like costs of school uniform, cost of lunch, boarding cost and indirect costs like opportunity cost where the researcher was particularly focussed on “boda boda business”. The dependent variables were retention.

3.4. Target population

It refers to a group of individuals with common characteristics of interest to a researcher (Best and Khan, 2004). This study’s target size included all 49 public secondary schools’ principals, 9002 students and 153 “boda boda” business people.

3.5. Sample size and sampling techniques

The research adopted stratified random sampling so as to sample schools to ensure that each zone is represented. Schools in every zone was categorically stratified i.e.

boys, girls and mixed schools. The analyst then employed simple random sampling in order to sample students and “boda boda” business people to ensure that all of them are given equal opportunity to be comprised in the sample size. Purposive sampling was used to get the samples of principals.

Ndhiwa Sub County has got 49 government secondary schools of which 6 are boarding girls’ school, 4 boarding schools for boys, 26 mixed-boarding and day and 23 are day-secondary schools with mixed gender. The research will use Yamane (1967) formula to give direction to the sample size. This formula states that:

$$\text{Sample size } n = \left(\frac{N}{1+N(e)^2} \right) = 9002(1+9002(0.1*0.1)) = 99(\text{students})$$

$$= 153(1+153(0.1*0.1)) = 61(\text{Boda boda business people})$$

N= Population size frame

n= Survey’s sample size

e represents the desired size of the precision (0.1)

Table 3.1: Sampling frame

ZONES	NN	BB	GB	MB	MD
NDHIWA	10	1	1	2	6
KOBODO	8	1	1	3	3
PALA	10	0	0	4	6
KWABWAI	10	1	1	3	5
NYARONGI	11	1	3	4	3
Total	49	4	6	16	23

KEY: “NN=Number of schools, BB=Boys boarding, GB= Girls boarding, MB = Mixed Boarding, MD= Mixed day”

Table 3.2 Sample size

Population size	Population size	Sample
Principals	49	49
Students	9002	99
“Boda boda” business people	153	61
Total	9204	209

3.6. Research instruments

According to (Saunders, 2003), questionnaires ensures confidentiality of responses from the respondents. This research employed questionnaires and focus group discussions in data collection. This was in line with the type of data that was collected, study's objectives, research questions and available time.

3.6.1. Questionnaire for students

Questionnaires was administered to students. This is because it helps in gathering information from large number of respondents. Also, confidentiality was ensured because the people who responded were not required to write their names. In addition, socially embarrassing questions could be responded to properly using the questionnaires.

This questionnaire had two sections; section A was containing information of the learners' background and section B was seeking to get information on the effects cost of lunch and school uniform to enrolment and completion rates of the students.

3.6.2. Questionnaire for schools' principals

This data collection instrument was applied to principals since it enabled the researcher to get the information on the enrolment and retention rates of learners. Also it was used to help the researcher get data on those learners who have dropped out of school to indulge into boda boda business.

3.6.3. Focused group discussions with boda boda boda business people

Focussed Group Discussion was conducted to “boda boda” business people. This was useful since it leads to stimulation of the respondents and also respondents are able to express their views which are discussed and argued about. This instrument was seeking to get information about the opportunity cost. This was done by placing the respondents into groups of about 5 while obeying the covid 19 guidelines like wearing of masks while making their contributions in the discussion.

3.7. Piloting

In this research, the researcher designed the questionnaires and after approval, the investigator then sampled 15 students, 6 boda boda business people and two principals from two public secondary schools which were not part of the 49 selected schools. These participants were used to pilot the questionnaire items to identify if the questions were addressing issues and were coherent to the participants. 23 respondents selected had exceeded the 10 participants recommended by Schumacher (2016). This assisted in helping to ensure clarity of the questions and eliminate ambiguity and redundancy.

3.8. Validity of instruments

“The procedure in accessing content validity is to use professional or expert in this field (Mugenda and Mugenda, 2003)”. To improve validity, the supervisors of the researcher appraised the instruments and their inputs were looked at before making necessary revision to the research instruments prior to data collection.

3.9. Reliability of the instruments

In this research, reliability was measured with the split-half method. The split-half method requires the instruments to be administered only once. The instruments were then divided into 2 equal classes through the application of odd together with even figures. Each group's overall score computation was performed. Finally, two groups correlation was made using Pearson's product moment correlation coefficient. The formula for calculating the Pearson's product moment correlation coefficient is:

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

Where N= Sample population

X- "The score for test 1 and y score for test"

Xy=products of scores of both test x and y.

$(\sum X)(\sum Y)$ = "product of the summation of x and y scores".

Thereafter, the reliability coefficient for the interview schedule and questionnaires were computed by the researcher and the results compared with the one given by Gay (1992) who observed that a coefficient of correlation of 0.7 and above can be seen as reliable. The above formula produced a correlation index $r = 0.8$ for the students, $r = 0.7$ for the boda boda business people and $r = 0.7$ for the principals. These correlation indexes were 0.7 and above which is recommended.

3.10. Data collection procedures

Following the proposal's approval, the investigator requested for the introductory note from Kenyatta University graduate learning institution. The investigator thereafter applied online for a study license from the "National Commission for Science, Technology and Innovation (NACOSTI)". The license was then presented by the researcher to Homa Bay County Education Office for clearance. The researcher then visited the sampled population for introduction and administering questionnaires and interviews.

3.11. Data analysis

Quantitative statistics was analysed through "descriptive statistics". This was achieved through the assistance of "a statistical package for the social sciences (SPSS) version 23.0." Coding of the Variables was done then fed into the computer for analysis. After the evaluation, data was presented using figures and tables.

Qualitative data such as focussed group discussion and open ended questions from questionnaires was then edited, coded and then organized into categories and themes based on the research questions. The data was then presented by the researcher inform of the direct quotes and narratives describing the effect of private cost of education to retention.

3.12. Ethical consideration

In this study, ethics are the behaviours of a researcher which are appropriate in relation to the rights of the respondents. Ethical norms helped the researcher to be held accountable to the public and also even also promoted other vital moral and social values like human rights, compliance with law, safety and health. The privacy of the respondents was ensured by informing them to avoid writing their identities on the given questionnaires for anonymity. The data gathered from the interviewees was utilized for the sake of this research and not any other thing to ensure confidentiality. The rights of the respondents were respected by getting consent prior to participating in the process of research.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS, INTERPRETATION AND DISCUSSION.

4.0 Introduction

This research was aiming to determine the private cost of learning and its effect on retention of learners in state-owned secondary schools within Homa Bay County. The chapter involves analysis of data, interpretation and presentation of results. Analysis of data was done using descriptive statistics where frequencies and percentages guided the researcher in the interpretation of data.

The following research objectives guided the study:

- i. To determine the effect of direct cost of education to learner retention in public secondary learning institutions within Ndhiwa Sub county.
- ii. To determine opportunity cost's effects to retention of students in public secondary learning institutions within Ndhiwa Sub county
- iii. To find out the methods needed to improve retention of students in public secondary learning institutions within Ndhiwa Sub-county.

4.1. Questionnaire return rate

This study targeted 49 principals from 49 public secondary schools, 9002 students and 153 boda boda business people from Ndhiwa Sub County. Sampling was done through using purposive sampling for principles, random sampling for students and

boda boda business people. The sample of 49 principals, 99 students and 61 boda boda business people.

Category	Sampled	Targeted	No. Collected	% return rate
Principals	49		49	100
Students	99		87	87.88

Table 4.1: Questionnaire Rate

Table 4.1 indicates that a mean return rate of 87.88 percent was collected from the students while principals' return rate was 100 percent which is considered adequate for analysis of data. According to Sekran (2006), a response rate of 30 percent is considered as reasonable for research reasons.

4.2. Demographic information

This section presents the distribution of students by their gender, categories and zones of schools. The findings are illustrated below:

Table 4.2. Demographic characteristic of the students' respondents

Categories	Gender	Frequency	percentage
Principals	Male	38	77.6
	Female	11	22.4
Students	Male	49	56.3
	Female	38	43.7
School categories by students			
Boys boarding		11	12.6
Girls boarding		12	13.8
Mixed day		28	32.2
Mixed day and boarding		36	41.4

Source: Ministry of education, Ndhiwa Sub county(2020)

Table 4.2. Shows that out of 87 students randomly selected for the research, 56.3 percent were boys while 43.7 percent were girls. For the principals, 77.6% of the principals were males while 22.4 percent were females. This means that most of public secondary schools in Ndhiwa Sub County are headed by male principals. Also the gender ratio in the study were not evenly distributed but it was good enough to give the information on the private cost of education and its effects on retention of students in public secondary schools. In terms of the school categories by the students, it shows that the questionnaires were randomly administered to 11 students of boys boarding secondary schools which represented 12.6 percent of sampled schools, girls boarding were 13.8 percent, mixed day were also 32.2 percent and

finally mixed boarding which contributed to the majority of the respondents with 41.4 percent responding. This confirmed that majority of public secondary schools are day schools which have introduced boarding so that they are both day and boarding schools to accommodate all students of various needs.

Table 4.3. Demographic characteristics of principals

School categories	Frequency	Percentage (%)
Boys boarding	3	6.1
Girls boarding	5	10.2
Mixed day	8	16.3
Mixed day and boarding	33	67.3
Length of service by the principal		
Duration(Years)		
0-5	19	38.8
6-10	24	49.0
Above 10 years	6	12.2
Principals' level of education		
Degree	46	93.9
Masters	3	6.1

Source: Ministry of education, Ndhiwa Sub county(2020)

Table 4.3 indicates that many, 67.3 percent of the principals were from mixed day and boarding, 16.3 percent from mixed day, 10.2 percent from girls boarding and 6.1 percent from boys boarding. This means that most of the principals involved in the

research were from day and boarding secondary schools. This is further evidence that most schools in Ndhiwa Sub-county have adopted day and boarding category of schooling.

In terms of length of service, the above table 4.3 shows that the majority 49 percent of the principals had served as principals for 6 ears and above. This implies that they were well versed with knowledge of retention of learners of public secondary schools in Ndhiwa Sub County.

From table 4.3, majority 93.9 percent of the Principals had bachelor's degree in education. This means that their level of education was good enough to enable them give proper responses about the questions asked on dropout rates, effects of cost of lunch and boarding costs on retentions for learners in public secondary schools in Ndhiwa Sub County.

Table 4.4 indicates zones of the selected schools. 23.0 percent of public secondary schools were sampled from Ndhiwa zone, 13.8 percent from Pala zone, 16.1 percent from Kobodo zone, 20.7 percent from Nyarongi zone and 26.4 percent from Kwabwai zone. This implies that all zones within the area of study were included in the research to enable the researcher acquire comprehensive report of the whole area.

4.3. Direct cost of education and its effects to retention on learners of public secondary schools in Ndhiwa sub county.

Table 4.4. Zone of the school

Zones	Frequency	Percentage
Ndhiwa	20	23
Pala	12	13.8
Kobodo	14	16.1
Nyarongi	18	20.7
Kwabwai	23	26.4
Total	87	100

The first study objective was to determine the direct cost of education and its effect on retention in secondary schools within Ndhiwa Sub-County. Principals and students were the targeted respondents. The results are shown below:

4.3.1. Students' view on how frequent they are sent when they fail to pay for school fee.

Students were asked to give their opinions on frequencies in which they are returned home for fee .

Table 4.5. Students' responses on frequency of being sent home for boarding fees.

	Frequency	Percentage
Often	66	75.9
Rarely	21	24.1
Total	87	100

From the table 4.5, 75.9 percent of the respondents acknowledged that they were being sent home often for failing to pay boarding fee, 24.1 percent responded that they were not being sent home often for failing to pay boarding. This implies that majority of students are usually sent home and thus are not able to participate continuously in school. This finding is in line with Magoba (2014) stating that boarding schools' learners who cannot afford the cost of boarding are forced to drop out of school hence resulting to decrease in students' participation in schools. This finding was also echoed by Getange (2015) who studied economic factors and its effects on students' retention in public secondary schools in Kisii County and found that economic factors like inadequacy of school fee significantly affected learners' retention in schools.

4.3.2. Responses on how boarding cost lowered the number of enrolment in schools

Table.4.6. Principals' view on how boarding cost lowered the number of enrolment.

	Frequency	Percentage (%)
Yes	46	93.9
No	3	6.1
Total	49	100

Secondary school principals were asked if boarding cost had lowered the enrolment rates of students in their institutions. The table 4.6 shows that 93.9 percent of the principals responded that boarding cost actually lowered the number of enrolment in their schools. This percentage is so high and therefore means that boarding cost is

really a problem to learners' accessibility of public secondary schools in Ndhiwa Sub County. This finding concurs with Onderi (2016) that direct costs of education like boarding fee lowers the rate of students' participation and retention in schools as majority from poor households dropout. It is also in line with Were(2017) on low cost boarding primary schools on retention in Turkana and found that many boarding primary schools were losing learners to public primary day schools due to government's implementation of free primary education. This confirmed to the researcher that cost of education could result to high dropout rate of learners from school thus lowering retention rates.

4.3.3. Principals' responses on the number of students who were enrolled and retained in their schools between year 2017 and 2021.

Principals were asked to give the number of students they enrolled and retained between the years 2017-2021:

Table 4.7. Number of students' enrolment, retention and dropout rate between 2017-2021

Year	No. of enrolment	No. Retained	Dropout Rate (percent)
2017	2200	1996	9.3
2018	2350	2140	8.9
2019	3545	3130	11.7
2020	3650	3090	15.3
2021	4250	3561	16.2

Table 4.7 indicates that the rate of enrolment between the years 2017-2021 has been increasing. This can be attributed to introduction of 100 percent transition of learners by the government of Kenya. However after factoring in those who got promoted to the next grade, it can be noticed that dropout rate has been increasing between the years 2019-2021. This was evident on the learners' responses that economic factors like cost of boarding, cost of lunch and even opportunity cost had resulted to frequent dropout from school by the students. This finding was in line with Kipruto(2015) on the effectiveness of the national constituency development fund on improving retention of students from poor households in public boarding high-schools in Eldoret; Uasin Gishu county and found out that lack of school fee was a major setback to accessibility and retention of needy students in public secondary schools.

4.3.4. Principals' responses on the reasons for dropping out of school by some students.

When questioned of the reasons why the learners had dropped out, 65 percent of the principals responded that it was because of the boarding cost and cost of lunch, 64 percent also responded that it was because of the boda boda business. Other responses were; Household employment, fishing, sugar cane cutting and charcoal burning.

From the findings above, it was observed that cost of boarding, significantly affected learners' retention in secondary schools in Ndhwa Sub-County. These findings agree with Atambo,Mwebi and Onderi(2016) stating that regardless of the government's attempt to implement free tuition in secondary education, some students are still not retained in schools because of private costs like cost of boarding which they cannot

afford hence are frequently sent home from school thus they end up dropping out from school.

4.4. Effect of cost of lunch to access on retention of students in public secondary schools.

The study was to find out whether cost of lunch affects participation and retention of the learners in public high-schools in Ndhiwa Sub-County. Students were asked to outline the extent in which cost of lunch contributed to their failure to attend school regularly.

Table 4.8. Students’ opinions on the extent cost of lunch contribute to their failure to attend school regularly.

	Frequency	Percentage (%)
Frequent	56	64.4
Less frequent	19	21.8
Never	12	13.8
Total	87	100

In the above table 4.8, 64.4 percent of students admitted that cost of lunch frequently contribute to their failure to attend school regularly, 21.8 percent also acknowledged that cost of lunch less frequently contribute to their failure to attend school regularly and 13.8 percent responded that cost of lunch never contribute to their failure to attend school regularly. From the above table 4.11, the researcher found out that cost of lunch affected 86.2 percent of the respondents from accessing and be retained in secondary school. This finding are in line with Kingori (2015) that school lunch programme affects retention in schools because students are frequently sent home to collect lunch programme fee.

4.4.1. Principals' responses on the frequency in which learners from their schools who fail to pay for cost of lunch are sent home.

Principals were asked to give the frequency in which students who fail to pay for school meal sent home. Their responses are given in the pie chart below:

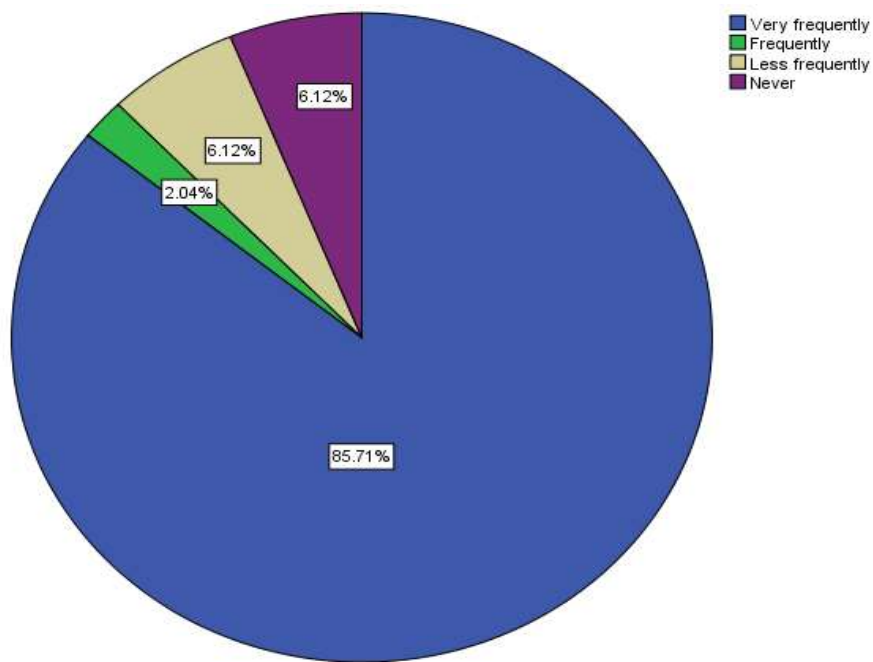


Figure.4.1. Frequency at which learners who fail to pay for school meals sent home

Figure 4.1. Above shows that 85.71 percent of the principals responded that learners who fail to pay for cost of school meals were sent home very frequently. Only 6.12 percent responded that they had never sent the students home for fee. This means that majority of learners who fail to pay for school meals are sent home hence are not

accessing schools regularly. This is in line with WFP, (2018) which found that lack of school meal programme promotes dropout of learners in public secondary schools.

4.4.2. Principals’ responses on whether there are learners who have left school due to lack of cost of lunch.

Principals were asked whether there were some learners who had dropped out of school due to lack of money to pay for cost of lunch and below were their responses:

Table 4.9. Principals responses on whether there are learners who had left school due to inability to pay cost of lunch

	Frequency	Percentage
Yes	42	85.7
No	7	14.3
Total	49	100

From the table 4.9, 85.7 percent of the principals responded there were learners who dropped out of school because of inadequacy of money to pay for school meals. Specifically, principals stated that about 65 percent of the learners who had dropped out did so due to lack of money to pay for cost of lunch. This was evident from the responses of the students who responded that majority had dropped out of school to venture into other activities like motorcycle business since they could not afford the cost of lunch while they were in school. These findings were echoed by Mbunge (2017) who conducted a study on “the impact of home-grown school meals’ programme on retention in primaries in Kitui County” and found that it had a significant result on retention of learners. Also the findings were in agreement with

Sulemana et.al (2015) who did a study on effect of school meals on retention of high-school learners in Ghana and found that students had improved on the rate of attendance tremendously after the introduction of the school meal programme and absenteeism rate had significantly declined. The findings were also supported by Kago (2016) who carried out a research on school fees and their results on retention since the launch of free tuition fee in public secondary schools by the government of Kenya in Nyandarua county and found that different school levies charged on the students like price of school meals significantly increased school dropout rates.

4.5. Opportunity cost and its effects to retention of learners of public high-schools in Ndihiwa Sub-County.

The above objective was to find out how the opportunity cost specifically boda boda business affects participation and retention of students in secondary schools. Focussed grouped discussion for the boda boda business people were conducted, questionnaires for the principals and students were administered. The researcher received the following responses:

Table 4.10. secondary students drop from school to get employed in the motorbike "boda boda" business

	Frequency	Percent
Strongly agree	63	72.4
Agree	14	16.1
Disagree	6	6.9
Strongly disagree	4	4.6
	87	100

From the table 4.10, 72.4 percent of the students strongly agreed that secondary students drop from school to get employed in the motorbike “boda boda” business, 16.1 percent agreed, 6.9 percent disagreed and 4.6 percent strongly disagreed. Therefore, it can be reported that 88.5 percent of respondents agreed that secondary student’s dropout of school to get employed in the boda boda business while only 11.5 percent disagreed. From the responses above, it was noted that “boda boda” business is seen by many youths of this area as an opportunity for them to earn some money and alienate them from poverty. This trend was seen as a blockage to retention of learners in school. This finding concurs with Abdi (2015) who studied the effect of direct and indirect cost of learning on learners in primary schools in Garissa County and established that opportunity cost has increased dropout rates hence hinder retention of learners. The findings were also resonated by Keino (2020) on influence of motorcycle business on pupils’ retention in Homa Bay county and came up with the report most parents had no ability of meeting the cost of some school levies like cost of cost of school uniform and even transport to school hence they dropped out and ventured into the boda boda business to enable them earn a living.

Table 4.11: Principals’ report on dropout of students from school to get employed in the motor bike "boda boda" business?

	Frequency	Percentage
Yes	43	87.8
No	6	12.2
Total	49	100

Table 4.11 indicates that 87.8% of the principals acknowledged that learners dropout of school to get employed in the boda boda business. This response supported that of

the students and is in agreement with Amdany (2017) who stated that child labour and desire for earnings are key determinants contributing to high dropout of boys in secondary schools hence lowering retention. Also, the researcher carried out focussed grouped discussion with the boda boda business people who had dropped out from secondary schools to hear directly from them why they had dropped out from school. Their responses were as follows:

“In the boda boda business, I earn between ksh. 500-1000 per day. This attracted me to dropout of secondary school from form 2. I am now living well with my family who depends on me to provide food”

Also majority of the boda boda business people; 80 percent responded that they earn between ksh.400-800. This when converted per month is ksh.12000-24000. They considered this as better than going to school where there is no immediate income and argued that it was enough to support their families. Another boda boda business person also responded that:

I dropped out of school because I was frequently sent home to for school fee which my parents could not afford hence I decided to drop out school and indulged into a boda boda business which has given me a lot of cash to support myself and parents.

This response was echoed by many boda boda business’ participants who were selected to participate in this research. From the qualitative and quantitative data above, the researcher confirmed that boda boda business has got a significance effect

on retention of learners since when they are frequently sent home for fee, they opt for the boda boda business where they can easily get money to support their families. This findings is in line with Adowo (2018) which found out that poverty makes children to drop out of school and see other income generating activities like boda boda business as better than going to school.

4.6. Responses on the strategies required to improve retention of learners in public secondary schools in Ndhiwa Sub County

The third aim was to identify strategies needed to improve retention of learners in high-schools in Ndhiwa Sub-county.

Sampled students, principals and the boda boda business people were asked to give the strategies needed to improve learners' retention of in public middle schools in Ndhiwa sub-county and they responded as follows:

4.6.1. Strategies on boarding cost to improve retention

The principals and students gave related responses on the strategies to of lowering boarding cost to ensure retention. They stated that:

Boarding cost involve purchase and maintenance of boarding facilities like water, beddings hygiene and sanitation. Students from poor households are not able to pay for all these and therefore, end up dropping out school. To improve on this, they stated that the non-governmental organizations should be encouraged support children from poor households. They believed that this will enhance retention of students.

They also suggested that the government of Kenya should provide adequate boarding facilities and fully provide funds to maintain them in public secondary schools. They concurred that this will lower the cost of boarding hence encouraging many students to participate until they complete their secondary school successfully. In addition they suggested that the national constituency development fund's board should identify students from poor families and fully pay or subsidize their fee to enable them continuously participate in school. Furthermore, it was stated that secondary schools should consider growing supplementary crops to provide food for students. This will lower the cost of lunch hence improving retention in public secondary schools. These strategies are in agreement with Muli (2017) who stated that school fee is very vital and should be contributed by all stakeholders of education to ensure increase in retention of students.

4.6.2. Strategies on opportunity cost to improve retention.

Principals and the boda boda business people responses were considered to come up with these strategies. Majority were in agreement that: high demand for the boda boda business increases the opportunity cost where some students who cannot meet the private cost of education dropout to indulge in the business so as to get quick cash for supporting their families. They suggested that government of Kenya should fully implement free secondary education to curb school dropout rate and improve on school participation by the students. They also suggested that the government should improve on tracking students who are transiting to secondary from primary and pay fee for vulnerable students to ensure increase in the rate of retention of students. They

also suggested that companies in Ndiwa Sub County which may be looking for cheap labour from the underage youths should be limited by the government from employing any of them. This is believed that will enable many students who have left school for such income-generating activities will be forced to go back to school. These suggestions are in line with Kingori (2015) who found out that students dropout of school to involve in other income generating activities because they cannot realise the immediate benefit of education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this area, there is the presentation of summary of study, findings, research questions, conclusions, recommendations of this research and the proposed further research.

5.1. Summary of study

The focus of this research was determining the effect of private cost of education and how it affects learner retention in public secondary schools in Ndhiwa, within Homa Bay County. Descriptive research survey method was used. The results were presented in terms of frequency tables, percentages and charts.

The objectives of this research were to find out the effect of direct cost of education to retention of learners in public secondary schools in Ndhiwa Sub county, to determine the effect of opportunity cost to retention of public secondary students in Ndhiwa sub-county and to identify strategies on how to improve retention in public secondary schools in Ndhiwa sub-county.

This research found out that learners without boarding fee were frequently sent home for fee from school hence lowered access of public secondary students to schools.

The study also found out that dropping rate of students from public secondary students in Ndhiwa Sub County has been increasing between the years 2019-2021. About 65 percent of the respondents agreed that increase of dropout rate was due to boarding cost. This means that boarding cost has a significant effect on retention rates.

The second part of this first objective was determining the effect of cost of lunch to retention of public secondary learners in Ndhiwa Sub County. The researcher found out that students who failed to pay for the cost of lunch were frequently sent home. This means that cost of lunch had a significant effect on retention of public secondary school students. 65 percent of the respondents agreed that most learners who were frequently sent home for cost of lunch dropped out of school. This means that cost of lunch had a significant effect on retention rates of public secondary school students in Ndhiwa Sub County.

The second objective was determining the effect of the opportunity cost to retention of secondary school students in Ndhiwa Sub County. About 95 percent of the respondents agreed that secondary students drop out of school to get employed in the boda boda business. This was also supported by principals where 87.8 percent responded that students who dropout of school get employed in the boda boda business. Likewise, boda boda business people supported this findings during focused grouped discussions where 80 percent of them responded that they dropped out of school because the business enable them earn some money to support their families who depend on them rather than going to school where they don't get immediate

income. The researcher therefore, concluded that boda boda business has got a significant effect on retention of public secondary students in Ndhiwa Sub County.

The third objective was finding out the techniques of enhancing retention of secondary learners in Ndhiwa Sub County. The researcher found out the following respondents:

Boda boda business should be controlled by the Kenyan government so that children under 18 years should be prohibited from getting into the business while going to school. Also the government should pay all the school fee to enable all learners' access and be retained in schools. Furthermore, Secondary schools should consider growing supplementary crops to provide food for students. This will lower the cost of lunch hence improving retention in public secondary schools. Finally, Riat Sugar Company should be given restrictions by the government not to employ under-age youths who drop out of school to provide cheap labour. If this is done many youths will go back to school hence improving retention.

5.2. Conclusions

These conclusions were made;

Boarding costs affects learners' retention in state-owned secondary learning institutions in Ndhiwa sub-county. This's substantiated by the findings in the research where both students' and principals' responses indicated that boarding cost hindered continuous participation of students in high-schools in Ndhiwa Sub County. Also the research concluded that cost of lunch affects learners' access & retention in public

high-schools in Ndhiwa. Finally, the researcher also concluded that “boda boda” business affects retention of secondary learners in Ndhiwa .This’s supported by the responses from the focussed grouped discussion with the “boda boda” business people where majority stated that they dropped out of school to indulge in the boda boda business to realise immediate benefits unlike education.

5.3. Recommendations

Based on results, the following propositions were outlined:

Income generating projects should be established by the management of school so as to enable them lower the private cost of learning for parents. Also the government should increase the level of financing high-school education so as to reduce some burden of private cost of education for parents in attempt to improve access retention of students. In addition, the policy makers should establish a policy that under 18 years are prohibited from indulging into the boda boda business so as to prevent students from seeing it as an opportunity cost from education.

5.3.1. Suggestions for further research

The investigator is in opinion that more research should be conducted in the following areas:

1. Same research should be done in urban settings and the findings be compared with this one which was done in rural setting.

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APPENDICES

Appendix i: Questionnaire for students

Dear student,

My name is David Otieno Ogolla; Am conducting a research on private cost of Education and its effects on “retention” on leaners of state-owned high schools in “Homa Bay County.” Data gathered is mainly for academic purpose, specifically; for the masters’ degree award. The Information collected was handled with much confidentiality.

Kindly give your response to the given questions with a lot of integrity.

SECTION A: DEMOGRAPHIC INFORMATION

(Embed a tick to fill the blanks)

1. Indicate your appropriate gender? Male Female
2. What is the name of your school? _____
3. Your school is in which category? Boys boarding ,Girls boarding
Mixed day , mixed boarding
4. Which zone is your school located?
Ndhiwa zone , Pala zone, Kobodo zone
, Nyarongi zone Kwabwai zone

SECTION B: Influence of boarding charges on student' participation in secondary school education.

1. Are students who fail to pay for school boarding fee in your school sent home?

Yes [] No []

2. How frequent are students who fail to pay for boarding fee in your school sent home?

Rarely [] often []

3. To what extent do the following contribute to your failure to attend school regularly?

Reason	Frequent	Less frequent	Never
Lack of school boarding fee			
Lack of lunch cost			
Lack of school uniform			

SECTION C: Effect of lunch charges on student' acess and retention in secondary school education.

1. Are students who fail to pay for cost of lunch in your school sent home?

Yes [] No []

2. How frequent are students who fail to pay cost of lunch in your school sent home?

Rarely [] often []

3. To what extent do the following contribute to your failure to attend school regularly?

Reason	Frequent	Less frequent	Never
Lack of school boarding fee			
Lack of lunch cost			
Lack of school uniform			

SECTION D: Strategies of improvement.

Kindly give your opinion on what should be done to promote retention secondary

schools.....
.....
.....
.....

I am grateful for your patience and time

Appendix ii: Questionnaire for the school principals

Dear Sir/Madam,

My name is David Otieno Ogolla; Am doing a research on the private cost of Education and its effects on retention on learners of public secondary schools in Homa Bay County. The data gathered is mainly for academic purposes, specifically; for the masters’ degree award. The Information collected was handled with confidentiality.

Kindly give your response to the given interview questions with a lot of integrity.

PART A: BACKGROUND DATA

Kindly provide information on the institution and yourself. Tick accordingly

(√)

1) “Gender?”

“Male ()”

“Female ()”

2) Education achievement?

“Certificate ()”

“Diploma ()”

“Bachelor’s Degree ()”

“Master’s Degree ()”

“PhD Degree ()”

Other (specify.....)

3) Your school is in which category?

Boys boarding, Girls boarding

Mixed day Mixed boarding

SECTION B: Influence of boarding charges on student' participation in secondary school education.

4. Do your students have a problem of fee payment? Yes No

5. Kindly give the enrolment of learners in your institution between 2017 and 2021

Year	2016	2017	2018	2019	2019
Boys					
Girls					
Total					

6. How many students dropped from your school between 2016 and 2020?

Year	2016	2017	2018	2019	2020
Boys					
Girls					
Total					

7. What prompted you dropping out from school or transferring to other schools?

SECTION C: Methods of improving retention of students

8. What strategies can you give which will enhance retention of students in public secondary schools?

.....

.....

.....

.....

D: Impacts of the boda boda business on learners’ retention in public secondary schools

9. Are there learners who have dropped out from school to venture into the boda boda business from your institutions? Yes No

10. If the answer above is yes, how many learners between years 2021-2017?

11. Indicate your view on the statements below:

	STRONGLY AGREE(AG)	AGREE (AG)	DISAGREE (DA)	STRONGLY DISAGRE (SD)
Students from poor households drop out from school so as to help in household work				

Secondary students drop from school to get employed in the motor bike “boda boda” business				
Learners stops to go to school to get employed in fishing industry from lake Victoria				

12. Which are some of the income generating activities students engage in when they the drop out of school?

.....

.....

.....

.....

Thank you.

Appendix iii: Focussed group discussion guide for boda boda business people

1. Age
2. Highest academic qualification

Primary

Form Four

College

SECTION B: Role of opportunity cost to retention

1. What are the reasons you dropped from secondary school?
2. Do you prefer “boda boda” business to going to school?

Probe

How much do you earn per day in the “bodaboda” business?

Section C: Strategies on improvement of retention

3. What do you think should be done to promote retention of learners until completion?

Thank you for your time


Appendix iv: Work plan


ACTIVITY	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Proposal writing								
Development of research instruments								
Piloting								
Collection of data								
Coding of Data								
Entry of data and analysis								
Writing of report								
Report Submission								

Appendix v: Budget


NO	ITEM	COST
1	Stationary	
	a) Writing materials	2000
	b) Duplicating Papers	2000
	c) Pens	200
2	Transport Cost	
	a) Pre-testing Questionnaires	6000
	b) Administering Questionnaires	10000
	c) Collecting Questionnaires	8000
	d) Contacting Supervisors	4000
NMM3	Binding Expenses	
	a) Proposal	500
	b) Final Report	1000
4	Data Analysis	15000
	TOTAL	50700

Appendix vi: Research permit


REPUBLIC OF KENYA
National Commission for Science, Technology and Innovation
Ref No: 787929


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION
Date of Issue: 26/May/2021

RESEARCH LICENSE




This is to Certify that Mr. DAVID OTIENO OGOLLA of Kenyatta University, has been licensed to conduct research in Homabay on the topic: PRIVATE COST OF EDUCATION AND ITS EFFECT ON ACCESS AND RETENTION IN PUBLIC SECONDARY SCHOOLS IN HOMBA BAY COUNTY, KENYA, for the period ending : 26/May/2022.

License No: NACOSTI/P/21/10890

Applicant Identification Number: 787929

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



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Appendix vii: Letter of Authorization



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School

DATE: 5th May, 2021

TO: Mr. David Otieno Ogolla
C/o Department of Educ. Management,
Policy & Curriculum Studies

REF: E55/39066/2017

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

=====

This is to inform you that Graduate School Board, at its meeting on 28th April, 2021 approved your Research Proposal for the M.Ed. Degree entitled, "Private Cost of Education and its Effect on Access and Retention in Public Secondary Schools in Homa Bay County, Kenya."

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Form and Progress Report Forms per semester. The forms are available at the University's Website under Graduate School webpage downloads.

Thank you.


ANNBELL MWANIKI
FOR: DEAN, GRADUATE SCHOOL

CC. Chairman, Educational Management, Policy & Curriculum Studies Department

Supervisors:

1. Dr. Jackline K. A. Nyerere
C/o Educ. Management, Policy & Curriculum Studies Dept.
Kenyatta University
2. Dr. Mukirae Njihia
C/o Educ. Management, Policy & Curriculum Studies Dept.
Kenyatta University

Appendix viii: Map of Homa Bay County

