

**QUOTA ADMISSION POLICY AND ITS IMPACT ON EQUITABLE
ACCESS TO QUALITY SECONDARY SCHOOL EDUCATION IN
KAKAMEGA COUNTY, KENYA**

DANIEL WEMANYA


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DECLARATION


This research thesis is my original work and has not been presented for consideration in any other university or college for consideration of any certification. This thesis has been complemented by referenced sources duly acknowledged, where text, data, graphs, pictures or tables have been borrowed from other sources, including the internet. These are accredited and references cited using APA style and in accordance with anti-plagiarism regulations.


.....
Wemanya Daniel
E55/CE/25124/2014


04.10.2022
.....
Date

SUPERVISORS

We confirm that the work reported in this thesis was carried out by the candidate under our supervision:


.....
Prof. Grace Bunyi
Department of Educational Management,
Policy and Curriculum Studies,
Kenya University

06/10/2022
.....
Date


.....
Dr. Muroki Onesmus Thuo
Department of Educational Management,
Policy and Curriculum Studies,
Kenya University

Wed 5 October 2022
.....
Date

DEDICATION

This thesis is dedicated to my beloved wife and children for their unwavering support and prayers during my education as I studied and did the research reported in this thesis.

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ABBREVIATIONS AND ACRONYMS

AAI:	African- American Institute
CESA:	Cooperative Education Service Agency
EFA:	Education for All
GDP:	Gross Domestic Product
KCETF:	Kakamega County Education Task Force
KCPE:	Kenya Certificate of Primary Education
KCSE:	Kenya Certificate of Secondary Education
KNBS:	Kenya National Bureau of Statistics
LSES:	Lower Socio-Economic Status
MOE:	Ministry of Education
MSES:	Middle Socio-Economic Status
NCPD:	National Council for Population and Development
OECD:	Organization of Economic Co-operation and Development
PISA:	Program for International Student Assessment
SDG4:	Sustainable Development Goal Four
SDGS:	Sustainable Development Goals
UN:	United Nations
UNESCO:	United Nations Educational Scientific and Cultural Organization
UNICEF:	United Nations Children’s Fund
USES:	Upper Socio-Economic Status
WEF:	World Economic Forum
WIDE:	World information Data on Education

ABSTRACT

Through its secondary school quota admission policy, the Ministry of Education in Kenya seeks to ensure equitable access to quality secondary school education by placing students into various categories of secondary schools based on sub county quotas as well as public-private primary schools quotas. The quota admission policy is intended to ensure that students from lower socioeconomic status are given opportunities to attend national and extra county secondary schools because of their status. However, every year after the initial placement of students into various categories of secondary schools about 23.01% of students fail to join secondary schools of initial placement but seek transfer to join other schools through a replacement process. Over time, this trend may render students from lower socioeconomic status vulnerable to silent exclusion from attending national and extra county secondary schools as intended in the quota admission policy. In this regard, the aim of this study was to examine the impact of quota admission policy on equitable access to various categories of secondary schools in Kakamaga County in Kenya. The specific objectives of this study were; (i) to determine the impact of students' type of primary school attended on equitable access to quality secondary school education opportunities, (ii) to determine the impact of students' sub county of residence on equitable access to quality secondary school education opportunities, (iii) to determine the impact of students' socioeconomic status on equitable access to quality secondary school education opportunities. The population of the study comprised of 344 principals and 22,220 students of public secondary schools in Kakamega County. The techniques used for sampling included simple random sampling, stratified, and proportional sampling to arrive at a sample of 280 students from 2 National schools, 480 from 6 Extra County schools, 500 from 7 County schools, and 960 from 30 Sub County schools. The sample also included 45 principals. The study design adopted was descriptive design which was appropriate for examining the impact of quota admission policy on students' access to quality secondary school education. The data collection tool used was questionnaires. Data was analyzed using descriptive statistics. The study findings indicated a majority of students attending private primary schools in the national (63.1%) and extra county (56.5%) secondary schools compared to students who attended public primary schools. The results further indicated that students from upper (57.3%) and middle (50.8%) socioeconomic status were highly represented in the national and extra county secondary schools compared to students from lower socioeconomic status. The study recommends that the government should address factors that impede students who attend public primary schools especially those from lower socioeconomic status to join national and extra county secondary schools.

CHAPTER ONE

INTRODUCTION

This chapter presents the background to the study, the statement of the problem, the purpose of the study, research objectives and questions, significance of the study, delimitations and limitations, theoretical and conceptual frameworks and operational definition of key terms.

1.1 Background to the Study

Over the past two decades, much attention in education provision in most countries has been focused on addressing issues related to universal access to education. However, more recently, the focus has shifted towards addressing issues related to equity and access to quality education. This is evident in the global trends in education and training where the global Sustainable Development Goals (SDGs) have prioritized quality education as the main channel for socioeconomic development as well as the avenue for socioeconomic mobility (UN 2015). In line with the global commitment on equity in access to quality education, the comprehensive and impartial quality education as stipulated in the Sustainable Development Goal 4, emphasizes not only gender parity in learning but also equitable access to quality educational learning opportunities for children from disadvantaged backgrounds who are at risk of exclusion from quality education (OECD 2012; UNESCO 2017). Therefore, a study on equity in access to quality secondary school education in the highly competitive secondary school system in Kenya remains relevant to education stakeholders.

Studies have shown that there is consensus on what constitutes quality education including quality inputs in terms of teaching learning resources, good administrative structures and education outcome in terms of academic achievements (Onderi 2014; Makori 2015; Research Gate 2017; Wanjohi 2013). According to UNICEF (2015), quality education is characterized by sound school environment which is secure and protective to the learners, sensitive to gender, one which gives adequate resources and is able to deliver results that provide information, abilities and demeanors which have a link to the education goals and objectives at the national level. A study done by to UNESCO (2015) indicated that students who get enrolled into secondary schools that are well endowed with adequate teaching and learning resources and good governance have higher chances of staying in the education system and are more likely to take up opportunities for further studies than those who attend less endowed secondary schools. It is noted that schools which are well endowed with adequate resources produces good academic outcomes in terms of students' academic achievement and personal development which influence students' future career progression (UNICEF 2000; Kandie 2016; Ongaki 2014).

The secondary school education system in Kenya is highly competitive and stratified. This is evident by the hierarchical secondary schools' system where the schools are stratified into four tiers: national schools, extra county schools, county schools and sub-county schools (School Net Kenya Consultation 2014). According to MOE (2015) national secondary schools are classified as the national centers of quality education, with a social cohesion element, and a sense of national unity. They have intake from all parts of the country. The next tier which is the extra-county secondary schools complement national schools in promoting national

cohesion and has an aspect of integrating the regional level during admission of students. The county schools comprise boarding schools whose catchment is within the county while the sub county schools are mostly day schools or newly established mixed day boarding schools whose catchment is within the host sub county.

In line with the global trends in focus to equity and access to quality secondary school education, the quota admission system has been adopted by many countries as a policy measure directed towards reducing the access gap between students from advantaged and those from disadvantaged family backgrounds (Sandikonda 2013). However, the application and interpretation of the quota admission policy may vary from one country to another. For instance, it is referred to as affirmative action in the United States, reservation policy in India and positive discrimination in the United Kingdom.

Studies on the impact of quota admission policies on equity in access to education opportunities have yielded varied results depending on the intended purpose. In Brazil the educational quota system adopted in 2012 with the aim of focusing on the populations least represented in the universities. The quota policy gave favorable considerations to students from poor families. The policy reserves 50 % of admission opportunities to poor black students from public schools, and another 20 % to black students in general (Marquez, 2013). According to a study by Queiroz (2016) the quota policy significantly narrowed the admission gap between the rich and poor individuals as well as blacks and non-blacks in Brazil.

In Nigeria, the quota admission policy guidelines stipulate that 45% of qualified candidates should be admitted into Universities on merit, 35 % on catchment area, and 20 % reserved for Educationally Less Developed States. Nevertheless According to Abati (2017) despite the maximum threshold for admission of students by catchment area of 35% and 20% for educationally less developed states most universities still admitted more than the stipulated quotas for catchment area and educationally less developed states. In view of the varied context in the application of the quota admission policies in different countries, the current study is relevant in the context that it sought to find out the impact created by the quota admission policy, with focus on the equitable access to quality secondary school education in Kenya.

The quota admission policy in Kenya is guided by legal and policy provisions anchored on Article 56(b) which provides for special chances to be reserved for the less privileged individuals in the community to access quality secondary school education (Republic of Kenya, 2010). The policy is directed towards promoting equity in access to quality secondary education by placing students into secondary schools on the basis of where one schooled at primary school level (public or primary school) as well as the sub county in which the student reside with the aim of enabling students from lower socioeconomic status to secure admission into national and extra county secondary schools. Unlike the quota admission policies adopted by other countries where the quota policy has been majorly applied during placement of students into universities and tertiary colleges, the educational quota policy in Kenya is largely applied during placement of students into various categories of secondary schools. The quota admission policy is applicable to national and extra county

secondary schools where during form one students' placement process; the Ministry of Education apportions the available admission spaces in the national and extra county secondary schools basing on students' sub county of residence and whether the student public or private primary schools. It is expected that the quota admission policy would ensure that students from lower socioeconomic backgrounds who mostly attend public primary schools and those from less developed sub counties are enabled to secure admissions into the competitive national and extra county schools (MOE 2015).

Placement of form one students into secondary schools based on whether they attended public or private primary school has remained an issue of interest to researchers and education stakeholders. This is attributed to the fact that primary school academic performance has a bearing on student's transition to secondary school education (Mburu 2013; Kathleen 2014, Wachiye 2017). In Kenya the placement of students into various categories of secondary schools is majorly dependent on where one schooled at public or private primary school and was occasioned by the performance gap in KCPE between the pupils who went to a private and those who schooled at a public learning institution. During form one students selection and placement process, the number of students selected for admission into the Extra County and national secondary schools is determined by the candidature strength between the public school attended and the private primary institution. This is intended at ensuring that students who schooled in the public schools have a fair share of being selected to join the competitive national and extra county secondary schools despite their relative low KCPE marks compared to those who attend private primary schools. However, despite the reservation of admission

slots for students to be selected from public primary schools, a significant number of students (23.01%) on average fail to join secondary schools of initial placement but instead seek transfers to join other secondary schools during replacement window (Kakamega County Education Office 2020). Furthermore stakeholders from private schools sector have argued that the policy is discriminative. It is observed by the critics of the quota admission policy that the admission slots reserved for students who attend public primary schools may not benefit the intended group from the disadvantaged socioeconomic status. In this view, this study sought to examine the type of primary school attended by students and students' chances of being admitted into national and extra county secondary schools in Kakamega County in Kenya.

Students' sub county of residence has been among factors considered during placement of students into various categories of secondary schools with a view of ensuring regional balance and equal opportunities to get the quality education and chances in the secondary schools. According to Marwan (2011) the region where a school is located may impact on student's choice to join or fail to join a given school. In Kenya, the placement of students into various categories of secondary schools considers students' sub county of residence (MOE 2015, Advance Africa). The number of students selected to join the extra county schools and national secondary schools especially from a specific sub-county in a given year is arithmetically done by looking into the ratio of KCPE candidates in the sub county and the total number of candidates who sat for the KCPE in country multiplied by the available admission space in the national and extra county schools. This is aimed at ensuring that accessibility to secondary education is fair to all and priority is given to students from the less disadvantaged Sub-Counties a chance to

access national and extra county secondary schools (Kinyanjui 2014, Nyambura (2009). However, critics of the placement of students into various categories of secondary schools based on students' sub county of residence have argued that students from lower socioeconomic status would prefer to join secondary schools within their locality. Therefore, this study sought to find the impact of students' sub county of residence on access to various categories of secondary schools in Kakamega County in Kenya.

Socioeconomic status is linked with an individual's ability to acquire goods and services that are desired by people in the society. It is noted that what an individual earns, their basic education, where they live defines the socioeconomic status (Woolfork 2007). Socioeconomic status can be determined by using a single measure like individual's income or educational attainment; or it can be measured using composite measures in the large international assessment like PISA where complex measures are listed through items on income, occupation, education of parents and place of residence. The family socioeconomic status of an individual may influence his or her ability to afford the cost of acquiring essential services including access to education (Terry 2016, Synder 2010).

In Kenya the Ministry of education has endeavored to enable students from low socioeconomic status to access quality secondary school education. The Ministry implemented the quota admission policy which seeks to ensure students from lower socioeconomic status are given chances to get admitted into national and extra county secondary schools. In this regard, this study sought to find out how the

socioeconomic status impacts on students' chances of being admitted into the next higher level learning in this case secondary school in Kenya.

Placement of students into various categories of secondary schools through the quota admission policy which considers type of primary school attended as well as students' sub county of residence has been contested by some education stakeholders who have argued that the policy may be less effective in ensuring that students from lower socioeconomic status gain admission into national and extra county secondary schools (Odenyo 2019). In Kakamega County, the form one placement statistics at the County Director of Education office indicated that after the initial placement, about 23.01% of students sought transfers to join different secondary schools from their schools of initial placement. It was indicated that the number of students who sought transfers from secondary schools of initial placement were; 4,640 (21.1%) in 2017; 5,730 (22.03%) in 2018 and 7,241 (25.9%) in 2019 (Kakamega County Education Office 2020). This failure by students to join secondary schools of initial placement is likely to alter enrolment patterns as intended in the quota admission policy. Therefore, this study sought to examine the quota admission policy and its impact on equitable access to quality secondary school education in Kakamega County in Kenya.

1.2 Statement of the Problem

The Sustainable Development Goal No.4 envisions a world with equitable access to quality education at all levels and a world free from poverty by the year 2030. However, despite the progress made by increasing enrollment of students in secondary schools, equity in access to quality secondary education remains an issue

of concern in Kenya. To promote equity in admission of students to the national and extra county secondary schools, the government introduced the quota admission policy which seeks to ensure equitable placement of students basing on students' sub county of residence and whether the students attended public primary or private primary schools with the aim of enabling students who attend public primary schools and especially those from low socio-economic status are enabled to gain admission into national and extra county secondary school levels. However, after the initial placement of students into various categories of secondary schools in Kakamega County, a significant number of students (23.01%) on average seek transfers to join different categories of secondary schools. This is likely to alter the enrolment pattern of students in the various categories of secondary schools as intended in the quota admission policy. In this regard, this study was conceptualized to establish the impact of quota admission policy on equitable access to quality secondary school education in Kakamega County and in Kenya in general.

1.3 The Purpose of the Study

The aim of this study was to assess the impact of the quota admission policy on equitable access to quality secondary school education opportunities in Kakamega County in Kenya so as to generate important statistical evidence on the extent equity in placement of students into various categories of secondary schools.

1.4 Research Objectives

1. To determine the impact of type of primary school attended on equitable access to quality secondary school education opportunities in Kakamega County.

2. To determine the impact of students' sub county of residence on equitable access to quality secondary school education opportunities in Kakamega County.
3. To determine the impact of students' socioeconomic status on equitable access to quality secondary school education opportunities in Kakamega County.

1.5 Research Questions

1. To what extent does the type of primary school attended impact on equitable access to quality secondary school education opportunities in Kakamega County?
2. To what extent does students' sub county of residence impact on equitable access to quality secondary school education opportunities in Kakamega County?
3. To what extent does the students' socioeconomic status impact on equitable access to quality secondary education opportunities in Kakamega County?

1.6 Significance of the Study

Critical decisions will be made based on the findings from this study in regards to the effectiveness of using the quota admission policy in form one students' placement. This would provide a basis for future review of the secondary schools admission policy by the Ministry of Education.

The findings may help the Ministry of Education and secondary school administrators to come up with supportive measures to enable students from lower socioeconomic status join national and extra county secondary schools instead of replacing them whenever they are unable to join these high profile secondary schools.

The study findings may also provide statistical data that may be used by other scholars in the area of education management as a basis for future research on access to secondary education in Kenya and other countries.

The findings may also provide important information to parents and students which may enable them to make informed decision during selection of secondary schools to increase their chances of being placed into national secondary schools and the extra county secondary schools.

1.7 Limitation of the Study

Some students were reluctant to give out information regarding their family socioeconomic status. This posed a challenge when classifying them as either from upper, middle or lower socioeconomic backgrounds. To address this challenge, confidentiality of the participants was assured through the study period.

The students who had stopped going to school due to one reason or the other was a challenge to get responses from them in the study or those who joined different secondary schools outside Kakamega County, despite being selected to join in that specific county. The researcher found a solution to this problem by using the form one admission information from the County Director of education's office.

1.8 Delimitation of the Study

Mainly the study looked into assessing the effect of having the quota policy and how equality has been observed in the selection process giving fair chances to all the students in Kakamega County, Kenya.

Delimitation on equity in access to quality secondary school education opportunities was based on students being admitted into national and extra county secondary schools because of their national level and regional level status.

Although there are many other measures of socioeconomic status, the family level of income, parents' level of education and place of residence were adopted as measures of socioeconomic status.

Only students enrolled in public secondary schools in Kakamega County participated. Students of private secondary schools were excluded because private secondary schools' admissions are not regulated by the form one quota selection admission guidelines.

1.9 Assumption of the Study

1. Students and principals were aware of the quota admission policy adopted by the MOE to have equal access to national and extra county secondary schools.
2. All students were aware of the placement process and are placed in secondary schools which they had applied to join during KCPE registration.
3. The data and information collected from respondents was accurate and reliable.

1.10 Theoretical Framework of the Study

The concept of social justice as founded by John Rawls was adopted for the study to bring out the aspect of social equity hypothesis (Rawls, 2001). The theory is centered on justice and fairness in providing essential services such as education. Rawl's central proposition was that for equity to prevail, the disadvantaged individuals of the society ought to be considered or compensated within the

arrangement of basic administrations. Moreover, he pointed out that due to the need of fairness in disseminating fundamental open utilities such as education, each society is confronted on whether to or not maintain the policies they have on equity. In order to bring and serve justice to the less privileged in the society, the aspect of social equity hypothesis has to be applied. This has similar impact in the quota selection policy for the public secondary schools. The suggestion is that social orders ought to center on creating a framework that is reasonable to each part of the society (Blackmore, 2002 and Goldfarb, 2002).

This study considered access to quality secondary school education at all the levels in Kenya as a fundamental service required by all individuals of the society in order to elevate their lives. Therefore, learning opportunities in the national and extra county secondary schools ought to be impartially accessed by students irrespective of the type of where one schooled in primary as well as students' socioeconomic status so that students from lower socioeconomic families can improve their socioeconomic mobility, in this regard students from disadvantaged backgrounds should not only be considered during the initial placement process but also during replacement period. This could be done by addressing the challenges impeding their access to national and extra county secondary schools instead of being replaced whenever they fail to take up assigned admission slots. This would upgrade impartial access to quality secondary school education opportunities by all students irrespective of their socioeconomic family background.

1.11 Conceptual Framework of the Study

The impact of quota admission policy on equitable access to quality secondary school education in Kakamega County was sought in this study. The quota admission policy was the independent variable while equitable access to quality secondary school education opportunities was the dependent variable. The indicators of independent variable were; type of primary school attended, socioeconomic status and the sub county of residence. The dependent variable was measured by counts of proportion of students enrolled into various public secondary schools in Kakamega County. The figure 1.1 below shows the interaction between the independent and dependent variables.

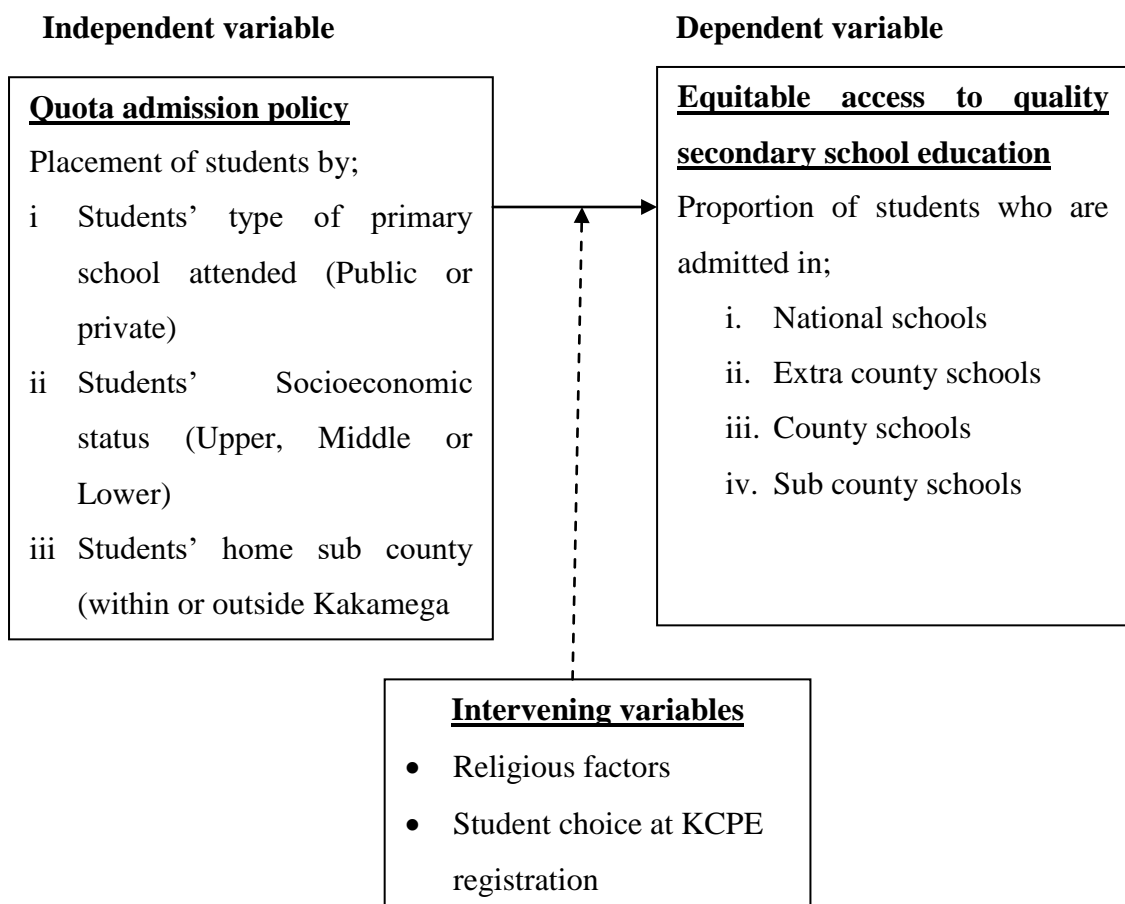


Figure 1.1: Conceptual framework showing the influence of quota admission policy on equitable access to quality secondary education

Source: Researcher

The conceptual framework (Figure 1.1) was built up on the basis that; the type of primary school attended by a student; his or her sub county of residence and socioeconomic status has an influence on students' access to quality secondary school education opportunities. The Ministry of Education adopted quota admission policy based on the type of primary school attended by students and their sub county of residence with the intention of enabling students from lower socioeconomic status gain access to national and extra county secondary schools. In this respect, when the admission process is guided by the quota admission policy the expectations are that there would be equitable access to quality secondary school education indicated by counts for proportions of students enrolled into the four categories of public secondary schools in Kenya. Nevertheless, the interaction between the independent and dependent variable may be influenced by intervening variables including religious factors and students' school choice during KCPE registration. Religious factors may have influence on the decision to join or fail to join the assigned school because some parents may prefer their students to learn in schools sponsored by their religious group while Student's choice of secondary schools during KCPE registration may influence a qualifying student miss to be placed into a given school category because of poor choice of schools at the initial stage of KCPE registration.

1.12 Operational Definitions of Significant Terms

Equitable access- proportionate enrolment of students from primary schools classified to either public and private, different socioeconomic status and different sub counties into various categories of secondary school education.

Quality secondary school education -Education provided by National and Extra-county secondary schools in Kenya.

Socioeconomic status-Family status of a student which is characterized by the family income, parents' education level, and place of residence

Initial placement- The first assignment of form one students to the four categories of public secondary schools in Kenya

Replacement-The second assignment of form one students into different categories of secondary schools to fill vacancies left by those students who fail to join the assigned schools

Public primary school- primary school in Kenya owned by the government

Private primary schools- primary academies owned by individuals, religious organizations and Non-Governmental Organizations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature in line with research objectives.

The first topic presents a common audit of hypothetical writing on the social equity hypothesis. The second topic presents a general review of literature on quota admission policy and even chances of schooling in secondary education. The third theme examines the type of primary school attended and students' chances of being enrolled into the four categories of public secondary schools. The fourth theme is on students' sub county of residence and access to quality secondary school education opportunities, the fifth theme is on students' socioeconomic status and chances of schooling in the four categories of public secondary schools. The chapter on literature review ends with the literature review summary which identifies the research gaps for the study.

2.2 Review of Theoretical Literature

The study was guided by the social justice theory upon which the concept of equity was founded. The concept of equity encompasses equal chances to all people in the society. This is linked to the morals constructed in the society but may vary from one society to another (Chiuri and Karimi 2005). To provide a level playing ground between the advantaged and for the less privileged individuals in the community, there has to be in place the aspect of equity in the society to guide this process (UNESCO –UIS 2018).

The social justice theory is relatively new to the field of education administration. The theory got to be a major concern for education researchers and education management specialists at the starting of the 21st century and was driven by the increasing socioeconomic gaps of underserved populaces and accountability pressures (Furman Grunewald 2004). In recognition of the increasing concern educators needed to create a modern social arrange that could address a longstanding education system that had advantaged certain students whereas dismissing others (Allen, 2006).

The findings brought forth by Goldfarb and Grinberg (2002) characterizes Social Equity as the work of modifying organization and organizational courses of action by effectively looking into recovering and progressing characteristic human rights of value, balance and decency in social, financial, education and individual dimensional. According to Musset (2012) Social equity runs from recognizing laws for a person's rights in an exertion to achieve impartial access to education as well as the need for school administrators to respond to such issues by disrupting exclusionary practices.

The work done by John Rawls (2001) helped define social equity for this specific study. In the twentieth century, John Rawls (1921–2002) was an American logician who is greatly credited with creating one of the foremost persuasive works on social equity hypothesis. Rawls contends for a liberal egalitarian view of justice concluded that, everyone has equal chance and opportunity to have the same level of basic amenities in life. In order to decrease disparities in access to resources, Rawls contends for an egalitarian idea of equity. His work further reveals that all people

ought to have an even chance of getting all the points of interest of being a specialist confers; a classic illustration for this is that, everybody ought to be able to have access to the education which can lead to the capabilities that would empower one to stand up and take a given course, so the opportunity for anybody to train to become a specialist in a preferred profession should be present. Therefore, when it comes to education, various aspects of equity have to be brought into play including opportunities for selection, access to all levels of secondary education and performance (Zipporah 2018, OECD 2007, and Tarun G & Renuga 2018).

Secondary education schools in Kenya are categorized into four main levels; National, Extra county, County and Sub county schools. National and extra county secondary schools enjoy high status and draws students across the country. Studies have shown that because of their perceived status most parents together with the students highly value graduating from National and Extra-County secondary schools thus making their admission highly competitive (Onderi and Makori 2014). Given that only less than 10% of the candidates who sit for the secondary school entrance examination are offered admission chances in the prestigious National and Extra-County Schools (Advance Africa 2016).

This study considered quality education provided by National and Extra-County secondary schools as a fundamental service required by all individuals of the society so that they can elevate their lives. Therefore, this study set out to establish the extent of equity in access to national and extra county secondary school education.

2.3 Quota admission policy and equitable access quality secondary school education

The quota admission policy is among policy interventions being employed by many countries across the world including; Brazil, India, Nigeria and Kenya as a measure to promote equitable access to quality education opportunities. Under the quota policy, students are classified into groups basing on gender, geographical location or family socioeconomic backgrounds. The available admission chances are then proportionately distributed among the target groups using a set number of candidates to be selected from each group so as to ensure that students from disadvantaged groups are considered (Adeyemi, K. 2001; Kinyanjui 2014; Sandikonda 2013). The strength of the quota policy may differ from one country to another; some countries choose to follow a strong quota system where children from a disadvantaged group would be chosen over other candidates even if those other candidates have stronger qualification. For instance, in Brazil, a strong quota policy is used during the placement of students into public university (Eduardo C. Andrade 2004). The quota policy was introduced to be of advantage to the individuals or the black students learning in the public primary and secondary schools because they in general came from low-income families. In Rio de Janeiro, it was a set standard by the quota policy that state public universities should constitute of 50% of students who went to public schools and a 40% of them should be black students (Eduardo C. Andrade 2004).

A weaker form of quota policy on the other hand gives preference to disadvantaged candidates only when they are among equally qualified candidates, for instance in England, individual Grammar schools have changed their admission policies with

the aim of treating children from less advantaged background more favorably. For instance, Bishop Words Worst's school gives admission priority to children who excel in the entrance examination and their parents are in receipt of state benefits (Anna Vignoles 2013).

A study by Weisskopf (2004) underscores the adoption of quota admission policies in placement of students into universities in India which attracted a significant number of disadvantaged groups who would not otherwise have accessed university education. A study by Marquez (2013) who analyzed the impact of quota admission policy on enrolment of students into universities in Brazil revealed that most poor black Brazilian citizens with low levels of education were less likely to reach a high social status hence the study concluded that the quota system admission policy was indeed inevitable as it enables students from poor families and the blacks to access quality education. In another study on the effects of the selection policy in the national University of Brasilia; it was indicated that quota admission policy significantly increased the proportion of students from lower socioeconomic status who were enrolled into universities. It is further indicated that the quota admission policy significantly narrowed the admission disparity existing among the poor and rich in Brazil (Queiroz 2016; Francis & Tannuri-Pianto 2012). In India a study by Cassan (2019) established that the quota admission policy increased educational attainment for the disadvantaged. Nevertheless Tarun & Renuga (2018) in their study on the impact of quota system on access to educational opportunities observed that although the quota policy promoted access to higher education by students from lower socioeconomic status, it also benefited undeserving candidates who took advantage of quota policy to secure enrollment into universities.

In Nigerian, a study by Abati (2017) on the impact of quota admission policy indicated that despite the implementation of the quota policies which sets for admission of students at 35 % for catchment area and 20 % for educationally less developed states; some states still had more candidates admitted into universities than their given quotas, while others did not have enough candidates as per the stipulated quotas. This was attributed to manipulation of the admission process.

Despite its limitations, quota admission policies have yielded positive results across the countries. Some studies have noted that the educational quota policies promote diversity in enrolment of students in a given institution. For instance according to (Vieira & Arends-Kuenning 2018; Queiroz 2016), the quota admission policy in Brazil narrowed the admission gap between the upper and lower socioeconomic backgrounds as the proportion of students from poor families increased significantly. The review of the previous studies on the quota admission policies in most countries has shown that the application of quota admission policies has majorly been used during placement of students into universities and tertiary colleges, however the quota admission system in Kenya which is the focus of this study is mainly concerned with ensuring equity in placement of students into variety of the secondary schools.

In Kenya, the quota policy adopted by the MOE at the time of selection and placing individuals to different levels of secondary schools, with a clear cut on the primary attended and sub county of residence with the aim of enabling students from lower socioeconomic status gain access to national and extra county secondary schools. Amid placement process the sub county quota is first established by considering the

number of candidates from every sub county divided by the national primary schools candidature and then multiplied by the available admission space. Then the number of students selected to join national and extra county secondary schools is determined basing the ratio of students who attended public to those who attended private primary schools. The Ministry of Education affirms that the quota policy is aimed at promoting equity in school placement by undertaking a fair share of individuals selected from either a private or a public primary school (MOE 2015). Nevertheless, the implementation the quota admission policy has not been smooth. This is evident in the 23.01%% of students who fail to join secondary schools in which they are assigned during initial placement. This may alter the enrolment pattern as intended during the initial placement hence the relevance of this study to examine the impact of the quota admission policy.

2.4 Type of primary school attended and equitable access to quality secondary school education

Studies advanced on the primary school attended and chances of admission into various categories of secondary schools have generated a variety of results. It has been argued that an attachment to performance of the primary school has a bearing on student's transition to higher institutions of learning. A study by Mburu (2013) indicated that where one schooled in primary school has a significant impact in the enrolment to secondary school due to the associations of academic performance gap between public and private primary schools. Students who come from the upper and middle socioeconomic backgrounds are deemed to have better chances of being attending private primary schools and this therefore translates to better education in

terms of tutoring and preparation before sitting for secondary schools entry examinations.

In America well of parents enroll their children in private schools because private primary schools have better academic program besides having a conducive learning and social environment unlike public primary schools (Kathleen, 2014). According to Wachiye (2017), free primary education is utilized more by the less disadvantaged parents as compared to their counterparts who take their children to better private primary schools. It is further indicated that students in private primary schools perform well compared to financially disadvantaged students who are a majority of learners in public primary schools. A study by Ongeti (2005) on the type of primary school attended and course indicated that students who attend public schools cannot be compared to those in private primary schools because of the stiff competition that exists, cutting the clear difference and limiting the chances of students who attend public primary schools being selected to join national and extra county secondary schools (Kinyanjui 2014).

In Kenya, the problems of access and equity into quality secondary school education opportunities and the lack of adequate capacity of national and extra county secondary schools to provide the required number of places for candidates who seek admission into these schools continue to pose a serious challenge to the Ministry of Education. In attempt to equity in access to national and extra county secondary schools, the Ministry of Education adopted the quota admission policy which places students into public secondary schools based on whether the attended public or private primary schools (MOE, 2015). This study sought to examine the impact of

the primary school attended by students on access to quality secondary school education.

2.5 Students' sub county of residence and equitable access to quality secondary school education opportunities

Placement of students into learning institutions in some countries has been guided by quota admission policies which consider regions, states or sub counties with a view of ensuring regional equity in sharing the available admission space in the learning institutions of national status. For instance in Nigeria the quota admission system is used to place students into university where 55 % of admission opportunities are allocated basing on catchment area and educationally less developed states. Adeyemi, (2001) observed that despite the implementation of quota policy based on catchment area, some states admit more students than their given quota, while in some cases other states miss to raise enough candidates to meet the required quotas hence giving rise to internal manipulation of the admission process.

In a study by Cassan (2019) on the impact of regional quotas in the placement of students into Universities in India, it was pointed out that the educational quota policy positively promoted access to universities for less fortunate students in India.

According to Wakwabubi, (2014) the location of a school has an impact of enrolment by students as students from less advantaged families may prefer joining secondary schools located within their reach. A similar study by Cribo et al (2013) on reasons why children from lower socioeconomic status failed to join Grammar

schools in England established that the distance covered to join Grammar School was a potential barrier to access by students from lower socioeconomic status than those from upper and middle socioeconomic family background. Similar results were indicated by (Odhiambo 2015; Okwemba 2014) who observed that students from lower socioeconomic status may fail to join the schools of initial placement because they find a challenge when they are placed in schools far away from their home sub county.

In Kenya, the placement of candidate into secondary schools is guided by the form one quota admission policy which considers Sub County of residence and whether the student learnt in public or private primary schools (MOE 2015). The use of sub county quotas was introduced through an Act of Parliament in 1985 so as to promote regional equity in placement of students into national schools (Ongaki 2014). The sub county quota is determined by taking the total number of candidates in a sub-county dividing it by the total number of candidates registered nationally and then multiplying it by the number of admission chances that are available in the national and extra county secondary schools (Advance Africa 2017). The aim of using sub county quota system was to give students from disadvantaged Sub-Counties a chance to access quality secondary school education opportunities in the national schools (Kinyanjui 2014). This study sought to establish the impact of students' sub county of residence on access to quality secondary education.

2.6 Students' socioeconomic status and equitable access to quality secondary school education opportunities

Students' socioeconomic status may influence enrolment of students into various categories of public secondary schools. An individual's income, their level of education, what they do and where they live defines who they are. Socioeconomic status is usually classified as; Low socioeconomic status (LSES), Middle socioeconomic status (MSES) and High socioeconomic status (HSES) (Synder 2010; Terry 2016; Ongaki 2014). The classification may be determined on measures using a single proxy such as income or occupation of parents. In large international assessments like PISA, complex measures are adopted to measure socioeconomic status through items on parental level of education, occupation, family incomes among other measures (OECD 2016). Studies advanced on students' socioeconomic status and access to secondary school education is dependent on parental income, their level of education, place they live and what they do (Teachman 2008). This is attributed to the fact that family socioeconomic level affects accessibility to basic needs which in turn may affect students' chances to enroll or fail to enroll in a particular secondary school of initial placement (Ongaki, 2014). A study by Terry (2016) conducted in America on the missing lower socioeconomic status students in secondary schools noted a significant drop in enrolment of low socioeconomic group. In another study, Jensen and Synder (2010) noted that socioeconomic status of parents is among the factors that impact on student's enrollment into learning institutions thus in the absence of quota admission policies the lower socioeconomic group is more likely to be left behind in access to secondary school education.

Studies have shown that application of quota admission system policies have been directed towards promoting equity in access to quality educational opportunities among the three socioeconomic groups with emphasis on reducing the access gap between students from upper and lower socioeconomic status. In Brazil for instance educational quota system was majorly focused to those individuals with minimal representation in public universities especially it gave favorable considerations to black, brown and indigenous students. The system reserves 50 % of admission space at universities to poor black students from public schools, and another 20 % of the admission space to black students in general (Marquez, 2013).

In Kenya the adoption of quota admission policy which places students into national and extra county secondary schools on the basis of the type of primary school and the students' sub county of residence is directed towards ensuring students from lower socioeconomic gain access to quality secondary school education opportunities in the national and extra county secondary schools, however the implementation of the quota admission policy has raised mixed reactions from education stakeholders. According to Okumu (2015) the placement of students into the various categories of secondary school should be based on students' socioeconomic status rather than basing on public versus private primary schools. Nevertheless, the placement process has experienced many students failing to join secondary schools they are initially assigned but seek transfers during replacement window. In view of this, an examination of the extent to which students from different socioeconomic are gaining access to quality secondary education through the quota admission policy remains relevant to education managers.

2.7 Literature Review Summary

The intention for adopting quota admission policy in placement of students into the various categories of public secondary schools in Kenya was to ensure fair representation of students by the type of primary schools, students' sub county of residence and students' socioeconomic status. Therefore it is expected that the available admission opportunities in the national and extra county secondary schools should be fairly shared between students who attend public and private primary schools. Furthermore there should be fair representation of students by sub county of residence and socioeconomic status.

Studies advanced on the impact of quota admission system on access to quality education opportunities in different countries have shown both negative and positive results depending on the purpose of its application and the intended outcome. Unlike the quota admission system in other countries where the quota policy is majorly applied during placement of students into universities and tertiary colleges, the quota admission policy in Kenya is largely applicable to secondary school education. The use of the quota admission policy could have increased chances of students from lower socioeconomic status who are selected into national and extra county schools; however there is little empirical evidence on the assessment of the quota admission policy based on students' type of primary school attended, students sub county of residence and students' socioeconomic status and its impacts on access to quality secondary school education.

2.8 Research Gaps

The literature above has a clear indication that the effect of quota admission policies concentrated on the application of quota admission system at university level unlike in this study where the focus is on the impact of quota admission policy on equitable access to quality secondary education opportunities in Kenya and Kakamega County in particular.

Some studies have indicated that the quota admission policy remains an effective policy measure of promoting equitable placement of students; nevertheless, other studies produced dissenting views about the impact of quota admission policy as a policy measure of promoting equitable access to quality secondary school education opportunities. This study has an additional component of finding out the level to which the application of quota admission policy in Kenya impacts on access to quality secondary education by examining the proportion of students enrolled into various categories of public secondary schools on the basis of students' type of primary school attended, students' sub county of residence and students' socioeconomic status.

Unlike other studies reviewed, this study adopts descriptive survey design and use a relatively large sample of 2,265 students and 45 principals. The finding of this study may provide statistical data useful to the Ministry of Education, and other stakeholders in education when making decisions on students' placement. This may help in addressing factors which make students from lower socioeconomic status fail to gain admission into national and extra county secondary schools instead of being replaced whenever they unable to take up the reserved admission chances.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the methodological procedures that were used in the study. The chapter provides details on the research design, location of the study, target population, sampling techniques and sample size, research instruments, methods of data collection, validity and reliability, research variables, data analysis techniques and ethical consideration.

3.1 Research Design

The study design used was descriptive research design. Konthari indicates that this design has a descriptive, analyzing and translative nature with the variables under study (Konthari 2008). It involves the collection of quantifiable data that can be used for statistical analysis of research problems and can be used to compare different variables (Orodho 2002) hence the research design was appropriate for examining how the independent and the dependent variables have a link to each other. The design also enabled the researcher to collect information by administering questionnaires to a large sample of students within a short period of time.

3.1.1 Variables

The independent variable for this study was the quota admission policy while equitable access to quality secondary education opportunities was the dependent variable. The independent variable was indicated by students' type of primary school attended (public or private), students' sub county of residence (Sub County within Kakamega County or sub counties outside Kakamega County) and students' socioeconomic status (LSES, MSES or USES). The indicators of dependent variable

includes; counts for proportion of students enrolled into various categories of secondary schools by type of primary schools attended, proportion of students enrolled by students' sub county sub county of residence and proportion of students enrolled by socioeconomic status.

3.2 Location of Study

This research was conducted in Kakamega County, Kenya. The study focused on the impact of quota admission policy on equitable access to quality secondary school education opportunities. The County is made up of 13 sub-counties and it covers an area of approximately 3025.3km² East (NCPD 2017).

The County is the second in population size after Nairobi County with a population of 1,789,989 as per the statistics of 2012. The GDP of the county was at 4% and poverty levels stood at 53% this is when the national comparison has been made stated to be 45.9% (KNBS 2012), having it at 26th in all the counties. This was an indication that over half of the county's population live below US\$ 1 per day, hence belong to lower socioeconomic group.

The County has recorded a significant number of students who fail to join secondary schools of initial placement. The available statistics on form students' placement into various categories of secondary schools indicated that in the years 2016 - 2019 about 23.01% did not join secondary schools of initial placement (Kakamega county education office 2019). The county had only 2 national and 19 extra county secondary schools out of the 344 secondary schools in the county. Consequently,

admission into the national and extra county schools is very competitive and individual student's chance was less than 0.04% (MOE 2018).

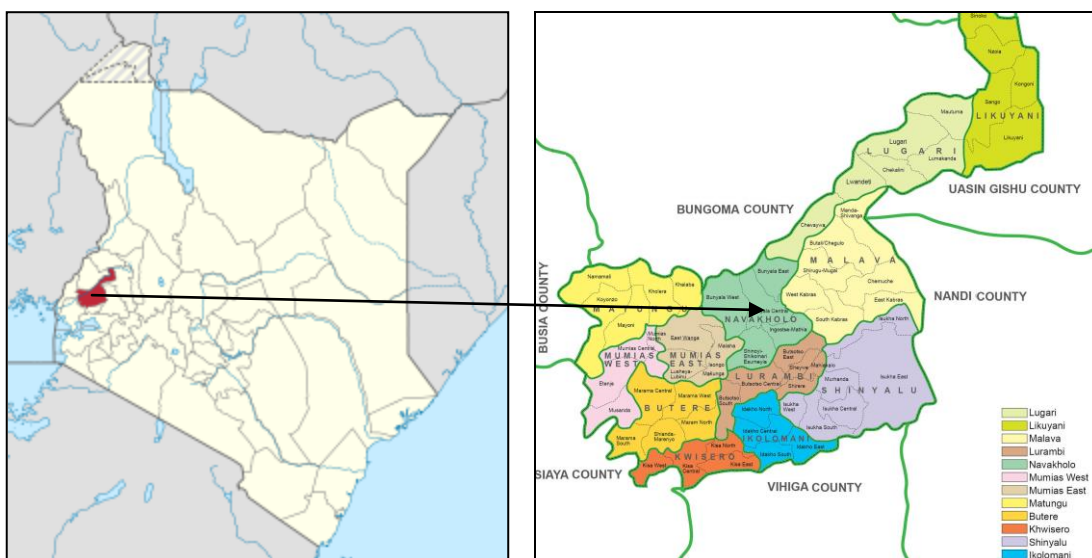


Figure 3.1: Map of the study area

3.3 Target Population

The sampling frame for this study was the 344 public secondary schools in Kakamega County with a focus on form one students enrolled in the various categories of Public Secondary Schools. Therefore, this study targeted 22,220 form one student of the 2020 cohort and 344 principals in Kakamega. Table 3.1 below shows a summary of the target population.

Table 3.1: Target Population

Target group	Target population
Principals	344
Students	22,220
Total	22,564

3.4 Sampling Techniques and Sample Size

The study adopted a number of sampling techniques which included stratified, proportionate and simple random sampling techniques. To start with, stratified sampling technique was used to obtain the four clusters of secondary schools (national, Extra County, County and sub-County).

Proportionate sampling technique was then used to obtain a sample of 45 out of 344 principals and 2,220 students out of 22,220 from the sampled schools. Mugenda and Mugenda (2003), indicates that a 10%-30% sample size is representative enough for a descriptive study. In this case a sample size of 45 (13%) schools out of 344 and a sample size of 2,265 (10%) students out of a population of 22,220 were obtained. The principals heading the 45 sampled schools represented principals as respondents in the study.

The selection method was simple random sampling method to have all student respondents in the sampled schools. This was done by assigning random numbers to individual students and then randomly picking the respondents so as to reach the desired sample size of: 280 students from national, 480 students from extra county schools, 500 students from county schools and 960 students from sub-county schools as shown in the Tables 3.2 and 3.3 as shown below.

Table 3.2: Sample size of the respondents

Target group	Target population		Sample size	Sample percentage
Principals	National	2	2	100%
	Extra county	19	6	30%
	County	23	7	30%
	Sub County	300	30	10%
Students	National	2,800	280	10%
	Extra county	4,800	480	10%
	County	5,000	500	10%
	Sub County	9,600	960	10%
Total		22,544	2,265	10%

3.5 Research Instruments

The questionnaire was the main study instrument that was selected based on the audience, time and study objectives. Questionnaires are appropriate when handling a large sample of respondents and when collecting data that requires confidentiality, hence preferred for this study.

There were two different questionnaires which were administered – one to students and the other to school principals. To get more specific answers, the questionnaires had close-ended questions/items. The students' questionnaire had two sections. The first section required students to fill in personal information about their socioeconomic status; the information sought included; gender, parents' education level, occupation and income of the family. The second section, sought data on the category of primary school attended, sub county of residence, category of secondary

school admitted into, the type of admission either by initial placement or through the replacement process, and reasons for failing to join school of initial placement.

The principals' questionnaire required the respondents to provide information about; the name and category of their schools, the number of students selected on the initial selection list to their schools, the number of students who joined their schools from the selection list, and the number of students admitted through replacements.

3.6 Pilot Study

Two schools within Kakamega County were used for piloting. A sample of two school principals and 50 form one students - 25 students from each of the two schools were sampled. The data collected was analyzed and reliability established using test-retest technique. The analysis of the data collected enabled the researcher to establish the next level of validity.

3.6.1 Validity of Research Instruments

This study employed face validity to ensure that the study tool was relevant and had meaning to both the researcher and respondent. This was insured through a keen process of going through the items on the instruments under the guidance of research supervisors to ascertain that the study tool contained the right characteristics that guided to yield relevant responses that were critical in answering the study objectives. Content validity was ensured through checking whether the items in the questionnaires reflected the study objectives stated.

3.6.2 Reliability of Research Instruments

To measure reliability of the study tool, a test-retest method was utilized. To have the correlation coefficient, the use of Pearson's product moment correlation coefficient formula was critical to achieve a 0.8 coefficient. At the end, the tool was reliable as it had a minimum correlation coefficient of above 0.75 (Orodho 2012).

3.7 Data Collection Procedures

Two research assistants (both of who had degrees in education) were trained on the methodology bit of the study beginning from the design, sampling, data entry and observation of ethical issues in data collection. The data was collected between January 2021 and February 2021. On the day of data collection in the sampled secondary schools, the confidentiality of participants was assured and the researcher gave them enough time to fill the questionnaires. The research assistants helped in administering students' questionnaires while the researcher himself administered the principals' questionnaires and conducted document analysis.

3.8 Data Analysis

Data cleaning and coding was done prior to analysis. Analysis of data was then done using SPSS version 22 to obtain percentages and frequency distribution for reporting on the impact of quota admission policy on equitable access to quality secondary school education opportunities. Conclusions and recommendations were made basing on the results of data analysis in line with research objectives. The data collected and analyzed for the first objective was used to examine the type of primary school attended by students and how that impacted on admission of students in the four categories of public secondary schools. The independent

variable during the analysis was categorized into public or private primary schools being an ordinal scale. The dependent variable was measured by counts for the proportion of students who were enrolled into various categories of secondary schools and was also measured at ordinal scale.

The data collected and analyzed for objective two was used to examine the impact of students' sub county of residence on equitable access to quality secondary education opportunities. The independent variable was categorized into students who enrolled from sub counties within Kakamega county or students enrolled from other sub counties outside Kakamega County and was measured on a nominal scale. The dependent variable was measured by counts for the proportion of students who were enrolled into various categories of secondary education in Kakamega county and was measured at ordinal scale.

The data collected and analyzed for objective three was used to establish the impact of students' socioeconomic status on equitable access to quality secondary education opportunities. The independent variable (students' socioeconomic status) was categorized into USES, MSES and LSES and was measured at ordinal scale. The Socioeconomic Status was generated using scores on income, parents' level of education, occupation, and place of residence. Socioeconomic scores were between 5 and 45. The students' socioeconomic status was then stated as either Lower Socioeconomic Status (LSES) scores 5-19, Middle socioeconomic status (MSES) scores 20-32 and Higher Socioeconomic Status (HSES) scores 33-45.

The dependent variable (equitable access to quality secondary school education) was indicated by counts for the proportion of students from USES, MSES, and LSES who were enrolled into various categories of secondary schools in Kakamega County, Kenya and was measured at ordinal scale.

3.9 Logistical and Ethical Consideration

Research authorization and approvals were obtained from the graduate school of Kenyatta university. NACOSTI permit to conduct the research was also obtained. Authority to undertake the proposed research in the Kakamega County was obtained from Kakamega the County Director of Education and finally consent from the study respondents was also sort before they were involved in the study.

The confidentiality and privacy of the study respondents was observed as all matters related to their family status were kept under key and lock and were used for research purpose only. The anonymity of the study instruments was ensured and therefore the respondents didn't need to be worried. The respondents were informed about the purpose of the study and were assured that the data collected would be used only for the purpose of the study.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings. The study focused on the quota admission policy and its impact on access to quality secondary school education in Kakamega County in Kenya. The presentation of the study results was done in table forms, which was as per the research objectives.

4.2 Demographic Data and Variables used in the Study

4.2.1 Distribution of Respondents by School Category

Data for this study was collected from the 45 public secondary schools in Kakamega County through questionnaires. The response rates from students and principals were as indicated in Table 4.1 and table 4.2 below.

Table 4.1: Students' respondents by secondary school category

Category of Secondary School	Gender of students' respondents			
	Male	Female	Total	%
National	125	116	241	13.1%
Extra County	231	210	441	24.0%
County	236	229	465	25.3%
Sub-county	403	291	694	37.6%
Total	995	846	1,841	100%

Table 4.2: Principals' respondents by secondary school category

Category of Secondary School	Gender of students' respondents			
	Male	Female	Total	%
National	1	1	2	4.4%
Extra County	3	3	6	13.3%
County	4	3	7	15.6%
Sub-county	21	9	30	66.7%
Total	29	16	45	100%

The numbers of questionnaires issued to respondents during the study were 45 for principals and 2,220 for students. The return rates were 45 (100%) for principals and 1,841 (82.93%) for students. The 379(17.07%) non-return rate by students' respondents was due to failure by some of them to fill and return the questionnaires as required. The response rate of this study is in line with Werner (2004), who indicated that, a result of above 80% response rate is fit for analysis, interpretation and presentation.

Out of the 1,841 students' respondents, 54.0% (n=995) were male and 46.0% (n=846) were female. In the four school categories, the results indicated that students respondents from sub-county schools were 37.6% (n=694), County schools 25.3% (n=465), Extra county schools 24% (n=441) and National schools 13.1% (n=241) as summarized in Table 4.1.

The gender distributions for principal respondents (45) were 29 (64.4%) male and 16 (35.6%) female as shown in Table 4.2

4.2.2 Description of the variables used in the data analysis

The purpose of this study was to examine the influence of quota admission policy on equitable access to quality secondary school education opportunities in Kakamega County, Kenya. Therefore, the quota admission policy was the independent variable while equitable access to quality education in secondary schools was the dependent variable. The variables used in the analysis of data for this research were categorical. The independent variable (quota admission policy) indicated by; type of primary school attended, Sub County of residence and socioeconomic status of students.

The dependent variable which was; access to quality secondary school education on the other hand was represented by counts for the proportion of students enrolled into various categories of public secondary schools in Kakamega County.

The coding of independent variables was done as show below:

Type of primary school attended was determined on an ordinal scale

- 1=private primary school
- 2=public primary school.

The students' sub county of residence determined on a nominal scale

- 1= sub counties from within Kakamega County
- 2=sub counties from outside Kakamega County.

The students' socioeconomic status measured on an ordinal scale

- 1=HSES,
- 2=MSES
- 3=LSES.

The students' enrolled into various categories of secondary school

- 1=national,
- 2=extra-county,
- 3=county
- 4=sub-county.

4.3 Type of primary school attended and equitable access to quality secondary school education

The first objective of this study was to examine the impact of the type of primary schools attended on access to quality secondary school education in Kakamega County. The objective called for counts for proportion of students from public and private primary schools enrolled into various categories of secondary schools. This data was important in assessing the level of equity in access to quality secondary school education opportunities by comparing the proportion of students admitted from public and private primary schools into various categories of secondary schools. The results are shown in Table 4.3

Table 4.3: Distribution of students across the four school categories by type of primary school attended

Category of Secondary School	Type of primary school attended				
	Private		Public		Total
	primary	%	primary	%	
National	152	63.1%	89	36.9%	241
Extra County	249	56.5%	192	43.5%	441
County	35	7.5%	430	92.5%	465
Sub-county	20	2.9%	674	97.1%	694
Total	456	24.8%	1385	75.2%	1841

The descriptive statistics in Table 4.3 indicated that, out of the 1841 students respondents, majority of students 1385 (75.2%) attended public primary schools compared to 456 (34.76%) of those who attended private schools. However, the minority of students that attended private primary schools were highly represented in national secondary schools 152 (63.1%) and extra county secondary schools 249 (56.5%), while majority of those who attended public primary schools were mostly admitted in the County and sub county Secondary Schools at 430 (92.5%) and 674 (97.1%) respectively. The results in table 4.3 indicate that only 89 (36.9%) and 192 (43.5%) from public primary schools secured enrolment into national and extra-county secondary schools respectively. The results are indicative that those students who can afford to attend private primary schools had more chances of being enrolled in the better national and extra-county public secondary schools.

4.4 Students' sub county of residence and equitable access to quality secondary school education

The second objective of this study was to examine the impact of students' sub county of residence on equitable access to quality secondary school education opportunities in Kakamega County, Kenya. This study objective called for counts for proportion of students from sub-counties within Kakamega County and from sub counties outside Kakamega County who were enrolled in the various categories of secondary schools – national, extra country, county and sub-county. This data was important in assessing the impact of quota admission policy on equitable access to quality secondary school education opportunities by comparing the proportion of students admitted into various categories of public secondary schools from sub

counties in Kakamega County and those from other sub counties outside Kakamega County. The results of the analysis of the distribution of students in the various categories of secondary schools by students' sub county of residence were as presented in Table 4.4 below.

Table 4.4: Distribution of students across the four school categories by sub county of residence

Category of Secondary School	Within Kakamega		Outside Kakamega		Total
	Kakamega	%	Kakamega	%	
National	127	52.7%	114	47.3%	241
Extra County	258	58.5%	183	41.5%	441
County	352	75.7%	113	24.3%	465
Sub-county	582	83.9%	112	16.1%	694
Total	1,353	73.5%	488	26.5%	1841

The descriptive statistics in Table 4.4 indicate that the proportion of students from sub counties from the county and those from other sub counties from outside Kakamega County were fairly represented at national and extra county secondary schools. The findings further revealed that the majority of students enrolled into County and sub county secondary schools were from sub counties within Kakamega County. Table 4.4 shows that 127(52.7%) of students admitted in national secondary schools and 258(58.5%) admitted in extra county were from sub counties within Kakamega county while 114(47.3%) of students in national schools and 183(41.5%) of students in extra county secondary schools were from sub counties outside of Kakamega County. The findings further indicated that majority of students enrolled

into County secondary schools (352 (75.7%)) and sub county secondary Schools (582 (83.9%)) were from sub counties within Kakamega County.

4.3.2 Students’ socioeconomic status and equitable access to quality secondary school education

The third objective of this study was to examine the impact of students’ socioeconomic status on equitable access to quality secondary school education opportunities in Kakamega County, Kenya. This study objective sought to examine the proportion of students enrolled into the four categories of secondary schools by socioeconomic status. This data was important in assessing the level of equity in access to quality secondary school education opportunities by comparing the proportion of students admitted into various categories of secondary schools from Lower, Middle and upper socioeconomic backgrounds as presented in table 4.5.

Table 4.5: Distribution of students by socioeconomic status in the various categories of public secondary schools

Category of Secondary School	Number of students by Socio-economic groups						Total
	No of students in USES	%	No of students in MSES	%	No of students in LSES	%	
National	138	57.3%	87	36.1%	16	6.6%	241
Ex-County	175	39.7%	224	50.8%	42	9.5%	441
County	80	17.2%	124	26.7%	261	56.1%	465
Subcounty	31	4.5%	96	13.8%	567	81.7%	694
Total	424	23.0%	531	28.8%	886	48.1%	1841

From the study findings in Table 4.5, the distribution of students by socioeconomic status indicated that students admitted in national secondary schools 138(57.3%) and those in extra county secondary schools 175(39.7%) were from USES. The results further indicated that students from MSES were 87(36.1%) in national secondary schools and 224(50.8%) in extra county secondary schools. Students from LSES status were the majority in county secondary schools 261(56.1%) and in Sub County secondary schools 267(81.7%) respectively. Only 16(6.6%) of students enrolled in national and 42(9.5%) in extra county secondary schools were from LSES. The study findings indicated that, those who came from backgrounds with higher socioeconomic, had relatively higher and better chances of enrolment into national and extra county secondary schools while the lower the socioeconomic status students' had less chances of joining national and extra county secondary schools

The Chi square test results for the relationship between students' socioeconomic status and chances of enrolling into the four categories of Public Secondary Schools based on the study findings indicated a strong statistical significance ($P=0.0237$) between the socioeconomic status and the category of school that the students were enrolled in as shown in table 4.6 and figure 4.1.

Table 4.6: Distribution of socioeconomic Groups across the Schools

Category of secondary School	Socioeconomic groups				Pearson chi2 (4)	Pr
	Upper	Middle	Lower	Total		
National	57.3%	36.1%	6.6%	241	4.0136	0.0237
Extra County	39.7%	50.8%	9.5%	441		
County	17.2%	26.7%	56.1%	465		
Sub-county	4.5%	13.8%	81.7%	694		
Total	23.0%	28.8%	48.1%	1841		

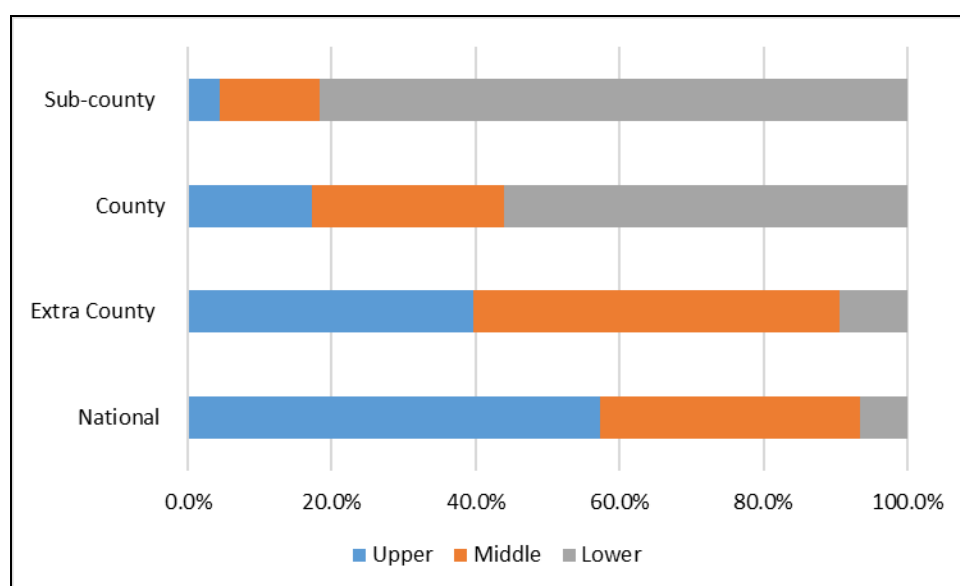


Figure 4.1: Comparative representation of socioeconomic groups across the Schools

Based on the influence of students' socioeconomic status on equitable access to quality secondary school education opportunities the researcher turned attention to the proportion of students admitted into the various categories of secondary schools through replacements. This was in line with the third study objective because the replacements have an influence on the proportion of students assigned to various

categories of secondary schools through the quota admission policy. The results on the proportion of students by socioeconomic status is shown in Table 4.7

Table 4.7: Distribution of students admitted through replacement process across the various categories of schools by socioeconomic status

Category of Socio-economic status							
Secondary							
School	Upper	%	Middle	%	Lower	%	Total
National	38	65.9%	24	41.4%	0	0.0%	58
E/County	91	49.5%	89	48.4%	4	2.2%	184
County	37	19.1%	27	13.9%	130	67.0%	194
S/county	0	0.0%	28	7.4%	352	92.6%	380
Total	172	21.1%	158	19.4%	486	59.6%	816

The results in Table 4.7 indicate that students from USES 38(65.9%) and MSES 324(41.4%) took all the replacement vacancies in the national secondary schools while majority of the replacement places in County and sub county secondary schools were taken by students from LSES 130 (67.0% and 352(92.6%) respectively. This is an indication that students from LSES are less likely to benefit from the admission vacancies at national and extra county secondary schools during replacement process.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study focused on the quota admission policy and its impact on equitable access to quality secondary education in Kakamega County in Kenya. In this chapter the main focus was on; the summary from the findings, the main conclusions and the recommendations that are made from the findings in line with the research objectives.

5.2 Summary of Research Findings

This section presents the summary of research findings in line with study objectives which are based on type of primary school attended, Sub County of residence and socioeconomic status of the student which is all aligned to the equitable access to quality secondary school education opportunities.

5.2.1 Type of Primary School attended and access to quality secondary school education opportunities

The study results in Table 4.3 revealed that despite the fact that a small proportion of students attended private primary schools 456 (34.76%) compared to those who attended public primary schools 1385 (75.2%), students who attended private primary schools were highly represented in the national 152 (63.1%) and extra county 249 (56.5%) secondary schools while majority of those who attended public primary schools were underrepresented in enrolment at the national 89 (36.9%) and extra county 192 (43.5%) secondary schools. The results further indicated that majority of students who attended Public Primary Schools joined

county schools 430 (92.5%) and sub county schools 674 (97.1%). It therefore follows that type of primary school attended explains variations in access to various categories of secondary schools in Kakamega County. From the study, it is clear that those students from private schools have an upper hand in enrolment to the national and extra county public secondary schools when compared to their counterparts who attend public primary schools. Therefore, even if students are placed into various categories of secondary schools using the quota admission policy, students from private primary schools still find their way into national and extra county schools during the replacement process because of their performance advantage over those from public primary schools.

5.2.2 Students' sub county of residence and equitable access to quality secondary school education.

The study results presented in Table 4.4 indicated that out of the students admitted in national secondary schools, 127(52.7%) were from sub counties within Kakamega county. For the case of extra county, 258(58.5%) of the students were from within the county while 183(41.5%) of students were admitted from other sub counties outside Kakamega County. The results for enrolment in county and sub county secondary schools indicated that a higher proportion of the students were admitted from sub counties within Kakamega county at 352(75.7%) for County schools and 282(83.9) for sub county secondary schools. Through quota admission policy, the Ministry of Education tries to ensure regional balance in placement of students to national and extra county secondary schools. The results imply that there was a fair presentation of students by Sub County of residence at the national and extra county secondary schools.

5.2.3 Students' socioeconomic status and equitable access to quality secondary education

The study results presented in Table 4.5 showed that majority of students from USES were enrolled into national schools 138(57.3%) and extra county 175(39.7%) secondary schools. Students from MSES admitted in national and extra county secondary schools were 87(36.1%) and 224(50.8%) for national and extra county secondary schools respectively. The proportion of students from LSES was high at the county 261(56.1%) and sub county 267 (81.7%) secondary schools. Only 16(6.6%) of students enrolled in the national and 42(9.5%) in extra county secondary schools were from LSES.

These findings indicate that despite the implementation of the quota admission policy which seeks to ensure equitable access to quality secondary school education, students from HSES and MSES are still have more chances to be enrolled in national and extra county secondary schools than those from LSES. The findings on students who joined various secondary schools through replacement as presented in Table 4.6 indicated that 38 (65.9%) of the students from USES took all the replacement places in national schools while none of the student from LSES benefited from replacement admission opportunities in the national and extra county secondary schools. This implies that the quota admission policy is not meeting the intended goal of ensuring equitable access to quality secondary school education opportunities in Kakamega county and Kenya in general because the admission opportunities reserved for students of LSES are being taken up by students from USES and MSES families during the replacement process.

5.3 Conclusions

The conclusions for this research were drawn from the study results in line with the themes developed from the objectives of the study.

5.3.1 Type of primary school attended and equitable access to quality secondary school education

Students who attended private primary schools were over represented in the national and extra county schools from the study findings. The inverse was true as students who attended public primary schools despite being the majority were underrepresented in the national and extra county secondary schools. It was therefore, concluded that despite the implementation of quota admission policy which seeks to ensure equitable access to quality secondary school education, students from private schools have an upper hand in enrolment to the national and extra county public secondary schools, when compared to their counterparts from public primary schools who had high intakes to the county and sub-county public secondary schools. Therefore, despite the implementation of quota admission policy based on type of primary school attended, the intended purpose of ensuring equitable access to quality secondary school education opportunities has not been achieved in Kakamega County, Kenya

5.3.2 Students' sub county of residence and equitable access to quality secondary school education

The research results on students' sub county of residence and access to quality secondary school education indicated that proportion of students enrolled in national and extra county secondary schools from sub counties within Kakamega County as

well as from sub counties outside the County were fairly represented. The results further indicated that majority of students enrolled in county and sub county secondary schools were from sub counties within Kakamega County. It was therefore concluded that the quota admission policy based on students' sub county promoted equitable access to quality secondary education by students from all sub counties from within and from outside Kakamega County.

5.3.3 Students' socioeconomic status and equitable access to quality secondary education

The study results on the proportion of students from different socioeconomic status enrolled into various categories of secondary schools indicated a strong statistical significance ($P=0.0237$) between the socioeconomic status and the category of secondary school in which students are admitted. The results showed that students from HSES had more chances to be enrolled into national and extra county secondary schools while those from LSES were unable to enroll into national and extra county secondary schools. Therefore it was concluded that despite the implementation of quota admission policy, the intended purpose of ensuring equitable access to quality secondary school education by students from various socioeconomic status has not been achieved in Kakamega County in Kenya.

5.4 Recommendations

The following recommendations were derived from the conclusions in line with the themes drawn from the objectives of the study.

The results on students' type of primary school attended and access to quality secondary school education opportunities showed that students from private schools have an upper hand in enrolment to the national and extra county public secondary schools, when compared to their counterparts. In line with this finding, it is recommended that the Ministry of Education should enhance the quality of education in public primary schools by increasing the teaching staff and teaching-learning resources so that children who attend public schools can perform well in KCPE hence increasing their chances of being placed into national and extra county secondary schools.

The results on students' sub county of residence and access to quality secondary school education opportunities showed that majority of students enrolled into county and sub county secondary schools were from within Kakamega County. In line with this finding, it is recommended that the Ministry of Education should improve the quality of education in county and sub county secondary schools by providing adequate resources to match those in national and extra county secondary schools so that such schools become attractive to parents hence promoting equitable access to quality secondary school education.

The findings on students' socioeconomic status and access to quality secondary school education showed that students from HSES were had more chances to enroll

into national and extra county secondary schools compared to those from LSES. In line with this finding, the Ministry of Education and Education managers should address challenges preventing students from LSES from joining schools of initial placement instead of replacing them whenever they fail to join national and extra county secondary schools.

5.5 Recommendations for Further Research

This study recommends the following areas for further research.

- i A study should be carried out to determine the impact of quota admission policy on equitable access to quality secondary school education in Kenya using students drawn from primary schools in urban and rural areas.
- ii A study should be undertaken to evaluate the impact of quota admission policy on equitable access to quality secondary school education in counties in Arid and Semi -Arid Land regions in Kenya.
- iii A research should be done to evaluate the impact of quota admission policy on equitable access to University education in Kenya.

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APPENDICES

Appendix 1: Introduction Letter to Respondents

University of Kenyatta

Department of Education Management,

Policy and Curriculum Studies

P. O. Box 43844-00100

Nairobi

Dear Respondents,

**RE: RESEARCH ON INFLUENCE OF QUOTA ADMISION POLICY ON
EQUITABLE ACCESS TO QUALITY SECONDARY EDUCATION
OPPORTUNITIES IN KAKAMEGA COUNTY.**

I am a postgraduate student of Kenyatta University pursuing Master's Degree in education administration; I am carrying out a study on the topic stated above.

Your school has been selected to participate in the research process. Kindly respond to the questionnaire items as honestly as possible and to the best of your knowledge.

The information you provide in this questionnaire will be strictly kept confidential.

Thanks in advance.

Yours faithfully,



Wemanya Daniel

Appendix 2: Questionnaire for Students

A. General Instructions and Guidelines

This questionnaire is part of a research proposal examining the influence of quota admission policy on equitable access to quality secondary school education opportunities in Kakamega Count, Kenya. The information that you provide in this questionnaire will be kept confidential and used for the purpose of this study alone. Kindly complete the questionnaire by honestly filling in blank spaces with the most appropriate answers.

To ensure complete confidentiality, you are not required to write your name on the questionnaire.

B. Socioeconomic Background Information

Fill in the questionnaire by ticking in the appropriate box.

1. Gender: Male Female
2. Place of residence:
Rural area Semi-urban area Urban area
3. a) Are both your parents alive? Yes No
b) If NO, who pays your school fees?
4. Parents' occupation (tick appropriately):
a) Father:
Small scale farmer Small scale business man
Medium scale farmer Medium scale business man
Large scale farmer Large scale business man

Permanent employee (please specify e.g.; teacher, doctors, manager etc
.....

b) Mother

Small scale farmer [] Small scale business owner []

Medium scale farmer [] medium scale business owner []

Large scale farmer [] Large scale business owner []

Permanent employee (please specify e.g. teacher, doctors, manager etc.)
.....

5. Indicate with a tick where you would place your family in terms of monthly gross income bracket.

Monthly Gross income	Family income level	Tick
Above Ksh 70,000	High	
Between Ksh 10, 000 to Ksh 70,000	Middle	
Below Ksh 10,000	Lower	

6. a) In general, how do you travel to your school?

Walk [] Public transport [] Dropped by family car []

7. a) If you were to give your family a socioeconomic class indicates with a tick where you think it would fit best

Upper socio economic class []

Middle socioeconomic class []

Lower socioeconomic class []

b) If possible give a reason for the social economic class you have selected in (a) above.....
.....

C. Education Background Information

1. Indicate the name of your sub county
2. Indicate the type of primary school you attended:
Public primary [] Private primary []
3. KCPE marks scored:
249 marks and below [] 250-349 marks []
400marks and above []
4. State the name and category of secondary school you were expected to join at initial selection and placement process.....
5. State the name and category of the secondary school you are currently admitted in:.....
6. If you failed to join the secondary school of initial placement in (2) above, tick against the possible reason(s) below why you failed to join the assigned school?
 - i. The school was too far from home sub county. []
 - ii. The school's boarding fee was unaffordable. []
 - iii. The school was unpopular[]
 - iv. My parents influenced my transfer []
 - v. Other reason(s) if any.....
.....

2. In your opinion, to what extent has the use of the quota admission policy enhanced admission of students from disadvantaged family background into National and Extra county secondary schools?

To a very great extent []

To a great extent []

To moderate extent []

To a little extent []

To no extent []

Thank you for your kind assistance.

Appendix 3: Questionnaire for principals

General instructions and guidelines

This questionnaire is part of a research proposal examining the influence of quota admission policy on equitable access to quality secondary school education opportunities in Kakamega County. The information you provide in this questionnaire will be kept confidential and used for the purpose of this study alone. Kindly complete the questionnaire by honestly filling in blank spaces with the most appropriate answers.

To ensure complete confidentiality, you are not required to write your name on the questionnaire.

Section A: Demographic information

1. Location of the school; Zone.....Sub county.....
2. Number of teachers.....Number of students.....
3. Category of the secondary school (tick appropriately):
National [] Extra county [] County []
Sub county []

Section B: Form one selection and admission

1. The number of form one students selected to join the school during the initial placement in 2017, 2018 and 2019:

Year	Number of boys	Number of Girls
2017		
2018		
2019		

2. The number of students who joined the school from the selection list

Year	Number of boys	Number of Girls
2017		
2018		
2019		

3. The number of students who were admitted through replacement

Year	Number of boys	Number of Girls
2017		
2018		
2019		

4. During replacement process to fill the admission vacancies created by failure of some students reporting to your school, which factors do you consider in assessing requests from students who wish take up the vacant admission chances?.....

.....
.....

5. In general how are students from different socioeconomic groups represented in your school? (Tick the appropriate response)

Equal representation of the three socioeconomic groups []

Majority of student population comes from upper socioeconomic group []

Majority of student population comes from middle-socioeconomic group []

Majority of student population comes from low-socioeconomic group []

6. In your opinion, to what extent is the quota selection admission policy enhancing equitable access to quality secondary schools by students from different socioeconomic background?

i) To a very great extent []

ii) To a great extent []

iii) To moderate extent []

iv) To a little extent []

v) To no extent []

Thank you for your kind assistance.

