

**IMPEDIMENTS TO EDUCATION ACCESS AND RETENTION IN PUBLIC
SECONDARY SCHOOLS IN TANA RIVER COUNTY, KENYA**

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DECLARATION

I declare that this thesis is my original work and has not been presented in any university/institution for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited, and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this work to the Almighty God who has helped me accomplish it.

To my husband and children, for their unwavering backing. To my late mother too, for her unconditional love, support and prayers while she was alive.

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ABBREVIATIONS AND ACRONYMS

CDP	-----	County Development Plan
FSE	-----	Free Secondary Education
KCPE	-----	Kenya Certificate of primary Education
KCSE	-----	Kenya Certificate of Secondary Education
KNBS	-----	Kenya National Bureau of Statistics
MOE	-----	Ministry of Education
MOEST	-----	Ministry of Education Science and Technology
NACOSTI	-----	National Commission for Science, Technology and Innovation.
SDGs	-----	Sustainable Development Goals
SPSS	-----	Statistical Package for Social science
TVET	-----	Technical and Vocational Education and Training
UNESCO	-----	The United Nations Educational, Scientific and Cultural Organization
UNICEF	-----	United Nations International Children's Emergency Fund,
USA	-----	United States of America
USE	-----	Universal Secondary Education
FGM	-----	Female Genital Mutilation

ABSTRACT

The right to education is a universal right for every child regardless of their race and gender. However, in Kenya, despite the numerous efforts of the government in promoting the right to education, education access and retention in secondary schools is still poor especially in the Coastal and Northern part of the country. The purpose of the study was to examine the impediments to education access and retention in public secondary schools in Tana River County, Kenya. The objectives of the study were to determine the extent to which culture impedes education access and retention, examine how the students' home background impedes education access and retention and examine how school factors impede education access and retention in Tana River County. The study was grounded on the Functionalist Theory as well as John Beans' Explanatory Theory on student retention. The descriptive research method utilizing both qualitative and quantitative techniques was used to collect data. The target population was the 31 public secondary schools in Tana River County. The sample size was drawn from 7 sampled schools and consisted of 109 respondents. These were 56 students, 42 teachers, 7 principals and 4 County Education Officers. Students and teachers were selected randomly while school principals and County Education Officers were purposively selected. Questionnaires were used to collect data from the students, teachers and the principals, while interview schedules were used for the County Education officers. A pilot study and test-re-test technique were used to assess the reliability of the tools. Clear definition and operationalization of objectives was done to ensure validity. Quantitative data was analyzed by calculating the various statistics such as mean, mode and medium. Qualitative data was analyzed thematically as per the study objectives. Data was organized, coded and keyed into SPSS. The analyzed data was presented in form of graphs, pie charts and frequency distribution tables followed by narratives. The findings indicated that cultural factors such as early marriages and gender roles greatly impeded on education access and retention in secondary schools in Tana River County. However, these factors affected girls more than boys. The students' home background, more so insecurity had a significant impact on access and retention. It emerged as one of the major impediment to education access and retention in the county. Finally, it was established that school factors had less impact on education access and retention in Tana River County. The study recommends effective implementation of the 100% transition program and enforcement of adherence of the laid down policies. Additionally, it is recommended that security should be a number one priority in the county and alternative sources of livelihood to be provided for the communities. In addition, cases of child labour to be treated with uttermost seriousness.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter contains the background to the study, statement of the problem, purpose and objectives of the study. It also contains the research questions, justifications and significance as well as the scope and limitation of the study. The operational definition of terms and the conceptual framework are also contained in the chapter.

1.1 Background to the Study

Education is an essential facet in the growth of a comprehensive person. Education is the basis of the fiscal human resources growth and thus without it several limitations are likely to occur (Muthaa, M'muyuri, Bururia & Mwenda, 2013). It is among the most helpful gears used in the promotion of justifiable societal and pecuniary growth (MOEST, 1999). It is in this context that the right to education has been made a universal right for every child regardless of their gender and race. A number of approaches have been employed globally and locally to ensure education access to all children. For example, Mehendale (2014) notes that the Universal Primary Education is an international program aimed at providing every child with primary education. Most governments endeavor to provide quality education to its citizenry. It is worth noting that education addresses rounded development of students, profound and wide-ranging academic curriculum, supportive school climate and home environment and strong teachers with knowledge and skills (Generation All, 2014). In a way,

accessing education is interplay between school context (facilities and institutional practices), gender issues, home background, cultural characteristics and perception on education (Mayer, 2000). It is in this context that education access and retention has remained a major puzzle to many across the globe.

In developed countries, Bridge land, Dilulio and Morison (2006) contends that drug use and the parent's mental illnesses, conniving for probable problematic features like the family socio-economic status, gender, race, and age of the child are among the obstructing issues to education access and retention in secondary schools. However, the National Center for Education Statistics (1998) reports that daunting classes, absenteeism, truancy, lack of restriction on what a youngster should do, tied with poor performance in school is also negatively affecting education access and retention in secondary schools. Hunt and Harrington (2010) agrees and asserts that absenteeism and poor performance in school reduced the retention rates since many drop out of school due to the loss of morale especially after failing in examinations.

In the USA, Alliance for Excellent Education (2008), perceived that low education access and retention in secondary schools was ascribed to poor working environment, low grades, job choice obligation and pre-arranged retention. Furthermore, it was noted that over 27% of the pupils drop due to the failing in many classes while 26% cited tedium as a cause for drop out (Martin, Martin, Gibson, & Wilkins, 2007). In 2012 about 26 % left school to become caregivers, while over 20 % noted that school was not relevant to their lives (Boyer, 2013). Other factors included being bullied by peers, getting bored, joining gangs, pregnancy, while to others; it is because nobody cared if they attended schools or not (Weiss, 1999).

In China, Yi, Zhang, Luo, Shi, Mo Chen and Rozella (2012), notes that the fiscal status of the family expressively impacted education choices. The authors did a study in 2009-2010 in North and Northwest China purposing to quantify dropout rates in forty six junior secondary schools in two provinces. The findings indicated that learners from family with smaller number of assets had a high drop rate from schools. Student performance also influenced retention rates. It is noted that students with poor academic performance will learn less in TVETs (and if guardians have the same perception of the reality), they may drop out since they expect the yields from TVET to be lower as compared to those of other students (Rumberger & Lim, 2008).

In Nigeria UNICEF (2015) notes that as at 2012, Nigeria accounted for almost 1/5 of the global education drops out. The drop out was because of a bridged educational assistance and amplified child labor that aimed at supplementing the income of the family in the region. Destitution, cultural stereotypes and proximity to the learning institutions leads to low registration rates and high dropouts (UNICEF, 2015). Moreover, Afisunlu (2013) pointed out that uncertainty as well as illegal actions in the country impede education access and retention. A good example was the abduction of the 100 school girls by Boko Haram; the girls can no longer access school and some parents are afraid of sending their children to schools since they are not sure of their safety (Senaratne, 2017). It is worth noting that insecurity and early marriages were also reported in Tana River County. Accordingly, the researcher sought to establish if like Nigeria, these factors were affecting education access and retention in Tana River County.

In Uganda, Okello (2007) contends that the right to education has considerably received a growing awareness amongst the Uganda's elite communities, though a few respondents directly linked it to the existing international, regional and domestic human rights standards set to help enhance its provision and promote access. However, the author is keen to note that a number of factors such as poverty, war, gender bias, limited infrastructures, AIDS scourge, widespread unemployment and low government involvement are impeding access to education (Okello, 2007). Echoing the same, MacArthur Foundation (2015) notes that 50% of children dropping out of learning institutions in Uganda is due to economic and monetary limitations while pregnancies among girls featured as the major issue elucidating both non-enrolment and high drop-out rates. Approximately, 81% of the households do not take their children to secondary schools due to financial issues (Mpyangu, Cohen, Onyango & Lubaale, 2014). Other factors impeding education access and retention is the child's participation in domestic work, early marriages, long distances to school and child's duties to the family's commercial activity and family farm. Additionally, although Universal Secondary Education (USE) was made with co-responsibility of all the educational stakeholders in mind, its implementation took place without adequate focus on resources and the realities in local schools (Huylebroeck & Titeca, 2015). As a result, the aim of growing access to education using this USE is yet to be achieved up to date (Okello, 2007).

In Kenya subsidized post primary education aimed at amplifying access as well as retention in public secondary schools. As such it was significant to establish why despite this program, Tana River is still recording low access and retention rates in its

public secondary schools. Muthaa et al, (2013) notes that school factors such as students' low discipline is a major contributor to low retention rates, and many drop out to avoid punishment.

County development plan in Tana River (2018-2022), indicates that poverty is a cardinal obstacle in the nation. It perceived that about 62.2 % of the total County of the people residing in this county live below the poverty line. Droughts, combined with conflicts are partially accountable for the increased destitution cases in the region, (Tana River CDP, 2018-2022). This coupled with inadequate facilities like classrooms, dining halls, laboratories and a shortage of the teaching staff may impede education access and retention.

Kenya is a party to numerous global agencies aimed at promotion of education in the world, and is extremely dedicated to warranting the achievement of basic education by all children in the republic. This is done in conjunction with the universal assertions and the Education for All goals. To attain this, numerous approaches like Free Primary Education have been put in place. Moreover, the country executed sponsored day secondary education to ensure achievement of admittance to education in all levels of education. Furthermore, to address the limitations of transition, the régime, through the Ministry of Education, in collaboration with other arms of government and participants introduced the 100% transition from Primary school to Secondary schools in 2019 (Kihui, 2019).

However, there are still several cases of low transition rates from the primary level to secondary level. Ndambuki, (2016) notes that, payout of funds as well as availability

of resources motivated by the enactment of Free Secondary Education (FSE) in public secondary schools in Makueni County leading to access issues as far as education in this level of education is concerned. The investigation purposed to examine if there existed correlation between disbursement of funds to secondary schools and access and retention rates in Tana River County.

In Mandera County, Adan and Uradhi (2015) contends that the capacity of the school principals in management, time taken to receive the government funds in schools and the support of parents influence the education system operation. Additionally, Adan and Orodho (2015) notes that, in as much as Board of Management members influence the education system positively, the socio economic variables can negatively impact on the implementation of the right to access education. Cultural issues such as early marriages, moranism, religion and aspects such as insecurity have been allude to as issues impeding education access and retention in secondary education in the county (Adan & Orodho, 2015). Additionally, examining the access to education in Garissa County, Lowit, (2014) writes that inadequate finances, poor family support as a result of high illiteracy levels , early marriages, drug use inadequate school facilities nomadism, harsh climatic conditions, poor infrastructure, cultural values such as female genital mutilation, boys predilection in knowledge acquirement than girls, farness of schools from the location of societies and absence of boarding primary schools in countryside are the main reasons for low access and retention rates in schools. In day schools, girls easily get abducted along the way to schools and get married off while some boys' runaway to join moranism. Garissa is among the counties that shares low enrolment and retention rates with Tana River. In

the recent 2019 statistics, these counties recorded the least enrollment in form one of below 70% (Kihiu, 2019). Perhaps the very factors impeding access and retention rates in Garissa County were the same factors affecting Tana River County. This is what the study sought to establish.

Ng'ethe (2016) notes that, in Kenya, 3 out of 5 children who join form one do not complete form four. This shows that there are factors hindering retention of students in schools and that is what this study seeks to establish. In spite of the subsidized secondary schooling and 100% transition from primary school to secondary, a whopping 58 per cent of children did not sit for the KCSE examination. They ended up dropping out (Ng'ethe, 2016).

Other scholars such as Glennerster, Kremer, Mbiti & Takavarasha (2017) notes that, primary school performance impacts on education access and retention in secondary schools in Kenya. The authors note that before 2019 when the 100% transition was introduced, very few students would transit from primary school to secondary. For instance, it is noted that in 2010 only 65% of the students from public secondary schools were qualified to join high school (scored 250 marks and above). This is an indicator that 35% of the pupils would not access secondary education. Not because of any other factor but simply because the system would not allow. Again, the authors note that very few of those enrolled would accomplish the four years in school since many dropped out before the four years ended, with form two's recording the highest rate of dropouts in many schools (Glennerster Kremer Mbiti & Takavarasha, 2017). It is in this context that the author's recommended for the need to address the primary school and secondary school bottle neck.

Since 2007, Mombasa, Kwale, Lamu, Tana River, Isiolo and Garissa counties have recorded an upward trend in enrollment rates in secondary school but still the figures remain extremely low when compared to other counties (KNSB, 2018). According to Chege (2018), counties in the coastal part of Kenya have been for a longtime recording low enrollment rates and low retention rates in their public secondary schools. The author notes that in 2018 even with the “*Take the children to school*” initiative the enrollment rates and retention rates still remained low.

Tana River for instance has never admitted over 4000 students in form one since 2007. In 2018, the county recorded a downward trend in its enrollment (Oduor, 2018). According to Oduor (2018) 4,197 form one learners were expected to join schools in Kenya but only 931(22%) joined form ones; this is a clear indication that most of the pupils were not able to join form one in Tana River county. This translates to 18% reduction in the enrolment rate in the county since 2013. Compared with other counties such as Kiambu, Kisii, and Murang’a that records enrollment rates of over 100,000 students in secondary school, Tana River's access to education still remains questionable.

The government introduced 100% transition from primary to secondary schools for the children who sat their KCPE in 2018 (Mbugua, 2019). However, the enrollment rates in secondary schools has been really wanting prompting the government to involve the Provincial Administration in searching for the students who have not reported to school and even report their parents to the nearest police station. Over 130,000 pupils had not yet joined school one month after their colleagues had reported. Murang'a County took the lead in the form one enrollment at 97% while

Tana River is the least in the enrollment at 22% (Kihiu, 2019). In fact, the county is amongst the six counties (Mombasa, Lamu, Isiolo, Kwale, Samburu and Tana River) that were put on notice over low enrollment rates in form one that year (Kihiu, 2019).

It is worth noting that poor access and retention to secondary education is not a new trend in Tana River as indicated by the statistics above. Additionally, Obenga, Waite & Mbugua (2017) notes that between 2008 and 2009, 14% of students registered left school. This means about 7 students were grounded on the mean enrollment. Between 2009 and 2011 the dropout rate was constant but at a high rate of 16% compared to the 2008 to 2009. Between 2011 and 2012 the dropout rate stood at 18%. Moreover, Centile (2017) notes that in 2017 Tana River County was among the leading counties in dropout rates in the country.

However, the above statistics notwithstanding, very little scholarly attention has been given to the impediments to education access and retention in public secondary schools in Tana River County. Very little research has been done to prop into the cultural factors, students' home background and school factors and facilities and their role in education access and retention in secondary schools in Tana River County. It is in this context that this study sought to examine the impeding factors to education access and retention in public secondary schools in Tana River county Kenya.

1.2 Statement of the problem

Provision of fundamental education is an obligation of the Kenyan government to her citizenry. Sustainable Development Goals (SDG) stipulates that all children should have equal access to the right to education regardless of their gender or race.

Additionally, Kenya Vision 2030 points out to attaining universal literacy at all levels in the country by the year 2030. The current 100% transition to secondary schools purposed to ensure 100% access to secondary school education by all pupils transiting from primary to secondary levels of education.

Despite these efforts, low secondary school enrollment rates have been reported in Tana River since 2010 to date. These scenarios amount to a trouble that concerns the school management and other education stakeholders. In 2019, the Cabinet Secretary for education was concerned with the low enrolment rates in Form one in the county. The county was the least in the enrollment of the form ones with 22% when compared to other counties like Murang'a which had a 97% enrolment in the year 2019.

Additionally, the county is among the counties with low retention rates. This raises the question on why this is the case in spite of the various efforts by the government to increase access and retention. Komura (2014) focused on the social-economic factors affecting girl child education. Other information emanates from the media and may at times be exaggerated or under reported. There is very little scholarly attention that has been given to the access and retention to education in secondary schools in the county for both gender (boys and girls). Accordingly, this study assesses the impediments to education access and retention in secondary schools in Tana River County and seeks to develop possible strategies to curb the situation.

1.3 Purpose of the study

The purpose of this study was to examine to what extent cultural practices, students' home background and school factors impede education access and retention in public secondary schools in Tana River County.

1.4 Study objectives

- a. To determine the extent to which culture impedes education access and retention in secondary schools in Tana River County.
- b. Examine how the students' home background impedes education access and retention in secondary schools in Tana River County
- c. Examine how school factors impede education access and retention in secondary schools in Tana River County.

1.5 Research questions

The following questions guided this study;

- a. What are the cultural impediments to education access and retention in secondary school level in Tana River County?
- b. How does the students' home background impede access and retention in secondary school education in Tana River County?
- c. How do school factors influence education access and retention in secondary schools in Tana River County?

1.6 Significance of the study

Findings from this investigation may be significant to the Ministry of Education in the formulation of policies and programs that will help in accessing quality and affordable education. Thus ensuring high retention rates are maintained in all schools.

To the school administrators, it may offer an insight into the formulation of policies by the school managers on the relationships between the students and the school staff. Moreover, it may provide methods to reduce school dropouts as a result of early gravidities, crime, drug use, absence of school fee among others.

To the researchers, the study will enrich the existing literature on the attainment of universal education in Kenya. It may as well establish a foundation for future researchers in education access and retention.

1.7 Limitations of the study

The researcher anticipated to face some impediments. First, it was hard for the high school students to understand the concept of access and retention. However, the researcher took time to explain these concepts in the simplest form possible for the learners.

In addition, the researcher was required to travel to remote areas thus the problem of means of transport and unfavorable roads were encountered. However, this was mitigated by the use of motor cycles which were available in the area hence access to the most interior areas of the study area was guaranteed.

1.8 Delimitation of the study

There are many groups and issues that would have been studied in the county, but this study focused on the impediments to education access and retention among secondary school children in the county. This is because access and retention rates in secondary schools in the county have persisted for a long time yet not scholarly documents to examine why.

Although education is offered both in the private schools and public schools, the study only involved public secondary schools in Tana River County. This is because they have a common curriculum, management structure and same sources of funds hence high levels of uniformity.

The study focused on the Form two and Form three students. They were selected since the researcher believes they have settled in school. Furthermore, most of the schools' unrests are organized by the form two's and form three's hence many dropout rates are recorded in this bracket of students. Moreover, most students in this bracket are usually experiencing developmental challenges which come along with adolescence stage of life and this greatly influences their stay in schools. The Form ones were not selected since they are new entrants thus retention cannot be well captured on their side. On the other side, the Form fours were a candidate class hence not easily released by teachers for research and many activities. Besides, the researcher would not want to disrupt their revision schedule.

The students, principals and teachers involved were those in session at the time of the study. Those absent or retired were not part of the sample. This ensured convenience on the side of the researcher and collection of up to date data.

1.9 Assumptions of the study

The study was based on the following assumptions;

1. Cultural factors impede education access and retention among secondary school students.
2. Students' home backgrounds as well as school facilities are presumed as impediments to education access and retention.
3. The researcher also presumed that there would be adequate respondents to partake in the study and they would be supportive and honest in their response.

1.10 Theoretical and conceptual framework

1.10.1 Theoretical framework

This investigation was anchored on the Functionalist Theory by Herbert Spencer (1860) and Emile Durkheim (1947) as well as The Explanatory Theory of student retention by John Bean (1980). In the Functionalist theory, the society is likened to living things which have many interrelated parts. Where each part performs its very unique but essential role for the normal functioning of the entire body. For this study, the stakeholders discussed below must work together to ensure good access and retention in schools.

In secondary schools, parents must provide basic needs for their children such as clothing, foods, some stationery, take their kids to school as well as provide a serene home environment for study at home. Moreover, they are supposed to ensure that the children are freed from child labor early marriages and that they provide good role modeling to their children on educational matters. It is the responsibility of parents to ensure that they meet the learning institutions requirements of their kids to prevent high dropout rates. If the parents do not play their duties well, then it may lead to low enrollment rates and low retention rates in schools.

The students play a role in the education system. Students are the tool on which the future of the society is founded. As such they should be ready to go to school and adhere to the policies and cultures of the educational institutions they attend. It is their duty to work hard and meet the educational goals for personal, career and societal development. Failure by students to complete their education means that

they have not achieved all their potentials and thus will not have the ability to take up the duties and roles accorded to them in the society. This implies that the future of the society is doomed.

School factors also play a role in ensuring good education access and retention through the provision of material and non-material facilities. School facilities and infrastructure must be adequate enough to accommodate the students enrolling. Fewer facilities imply low enrollments since schools may not be able to take up more students that it can accommodate. This implies limited access on the side of the student. Again, poor facilities, high indiscipline cases and poor school management systems are likely to lead to poor eminence in knowledge acquisition and high cases of dropout rates among the students. This implies that there will be low retention rates where the school management is poor and high cases of indiscipline are recorded.

The societal culture got a significant role in education access and retention. The gender perceptions and their relations to education determine if a certain gender will have access to education. Additionally, aspects like early marriages for the girl child and moranism for the boys lead to them leaving school early to meet these societal obligations. On the other hand, the societal religion is vital in education access and retention. Some religions regard education as a worldly sin and therefore should not be promoted. In this way, such people do not allow children to go to school and if they have already enrolled, they pull them out thus reducing the retention rates.

Security within the society is essential in any education system. A secure society ensures that children have access to education and complete successfully. Children

are safe to walk to school and in school their parents are sure of their safety. However, where the society is marred with insecurity, the parents fear of taking their children to learning institution's since they are not sure of their safety and thus fear losing them. Additionally, in cases of wars and conflicts as well as terror attacks, pupils are likely to drop out of learning institutions as they run for their safety. Some schools are even converted to refugee camps thus bringing the education system into halt.

From the above, it is evident that each of the mentioned components got a responsibility to play in ensuring education access and retention. If any of the parts fails to play its role it will impede education access and retention. This theory was used to explain how the discussed variable influences education access and retention in secondary schools in Tana River County.

In explaining retention rates in post primary schools in Tana River County, the investigator embraced the Explanatory Theory of student retention. The theory was developed in 1980 by John Bean. The author contends that retention within any education system and level is a process that takes account of both the external factors and the mind. A number of factors are identified in the dropout process. These include; home factors and defining variables like age, enrollment status of a child, educational goals and performance in previous level of education. In this case it will be the primary school education, ethnicity and gender.

According to Bean, from home factors, schools' factors comes in two categories; Academic variables which include study habit, academic advising and absenteeism

while academic outcomes include the student's grades. Further the author notes that environmental factors contribute in one way or another in the dropout process. These factors include the finances, family responsibilities and opportunities that the student has to transfer. Psychological factors include utility, satisfaction, stress and goal commitment. Depending on the availability or absence of these variables, the desires to leave and drop out grows. From the theory it is apparent that education retention is a process that begins immediately after admissions. This helped in examining the entire education process in Tana River County secondary schools and picks the major factors that impede education access and retention in the County.

The researcher saw the need to combine the two theories since they were both fundamental as they complemented each other when it comes to access and retention. The functionalist theory was very important in this investigation because it brought out the idea that each stakeholder in the education sector has a role to play in ensuring successful enrollment and retention in secondary schools in Tana River County. The parents, the government, the teachers and the students themselves have a duty in ensuring that 100 percent transition, low dropout rates and high completion rates.

By using the explanatory theory of student retention, the researcher was able to identify home, cultural and school factors that impeded education access and retention in Tana River County. It was noted that dropout is a process that combined several factors. These factors were entirely external and thus the students have no control over them.

1.10.2 Conceptual framework

The conceptual framework shows the relationship between the independent variables and the dependent variables.

Independent Variables

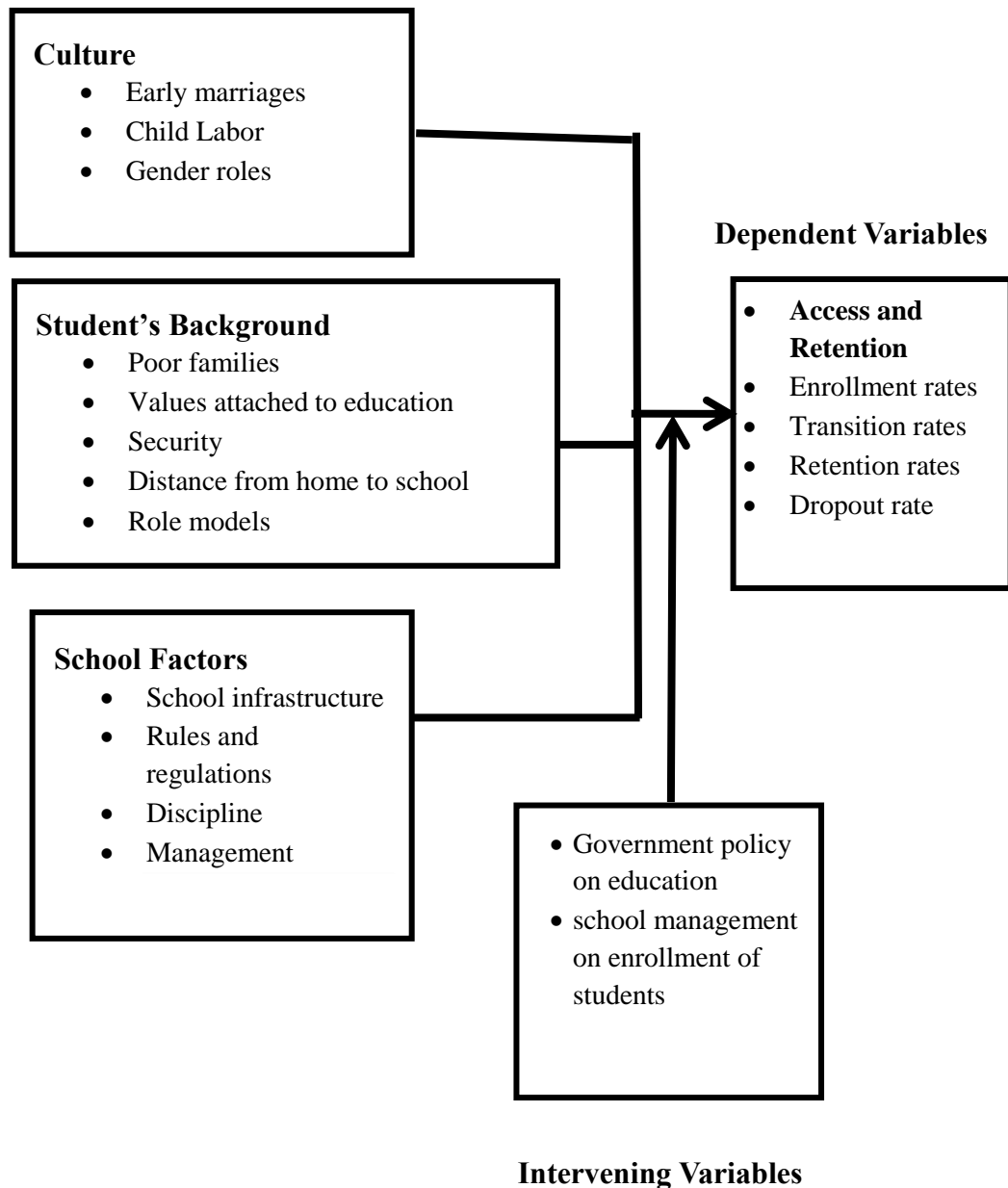


Figure 1.1: Conceptual Framework

Source (Researcher, 2019)

Figure 1.1 encompasses the independent and dependent variables. The independent variables include the students' home background, the cultural and gender issues and school factors. These factors determine the enrolment rate, the dropout rate, the completion and transitional level of children in secondary schools. These indicators of access and retention of education are the dependent variables of the study since they depend on the former highlighted above. They include enrollment rates, transition rates, retention rates and dropout rates. However, while this is the case, it is worth noting there are other factors that are not within the control of the students or parents that hinder education access and retention. These factors include the government policy on education and school management policy on enrollment. These factors form the intervening variables of the study.

1.11 Operational definition of terms

Access to education - This is the aptitude of every child to enroll in secondary school and complete the system within four years and transit to Tertiary institutions.

Child- Any one below the age of 18 years and not less than 13 who is in the secondary school going age bracket within Tana River County.

Culture - Is the total way of life and beliefs within the student's environment. These include religion, marriage beliefs, and gender concern among others.

Effective implementation of education- Entails a situation where all children regardless of gender and ethnicity have enrolled in secondary school and record a high completion rate at the end of the four years' period in Tana River County.

Home background- It include elements such as the financial status of the parents, the perception of their parents towards education, distance from school and security factors that impact on the students' education access and retention.

Impediment- This refers to any obstruction that may hinder students from accessing education thus limiting their right to education.

Retention- Flow of pupils in a school from one grade to another deprived of any occurrences of repetitions and dropout.

Sexual abuse- Refers to any form of unwanted sexual relationship or act in or out of school between teacher and students or among students or student with strangers. It includes sex for money and prostitution.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section presents the related literature review of the study. The literature related to the study is reviewed thematically and begins with cultural factors, the students' home background and school factors like infrastructure, student-teacher ratio and the extent to which they impede education access and retention.

2.2 Cultural factors and education access and retention

UNESCO (2012) in their survey in East Pokot and Baringo East Districts in Rift valley displays the hindrances experienced by girls' joining secondary schools in the region are primarily FGM, early marriages as well as antagonism between bordering societies. Knowledge acquirement is seriously affected by all the cultural based undertakings. Additionally, the Equity News (2011) reports of president Kibaki counseled youth to keep off from use of drugs and other substances, HIV/AIDS, early marriages and child labor because they affect their process in knowledge acquirement if they purpose to be the next leaders in their communities.

Other scholars such as Sichinga (2005) investigating the major causes reasons as to why the number of learners joining learning institutions have reduced drastically among the Yao children in Malawi, noted that marriages of schools going students, ,domestic chores, destitution, minimal know how, negative attitudes towards

knowledge acquirement by the society as well as absence of enlightened individuals to act as mentors in the communities impedes access and retention in schools. The researcher indicated that the social cultural beliefs got a vast impact on the verdicts to take out learners from the learning institutions, thus impacting negatively on enrolment. Traditional initiation rites such as circumcision, dowry payment and early marriages have been pointed out as the main causes of learner drop out in schools and reduced number of learners enrolling.

It is evident that learners who have been circumcised undergo through attitude change that makes them reject schooling and formal education this is because they are perceived as grown-ups while school is meant for children. They are granted opportunities among the adult and in the process they are taught to take care of their families. These scholars offer insights into cultural factors and how they form the foundation of either not accessing education or dropping out of learning institutions. However, it is important to note that the authors have not recognized the idea that access and retention in education is a process with several elements. These are the aspects that the study sought to put together and examine how, even when combined; they can impede access and retention in secondary schools in Tana River County. In this way the study offered a holistic approach to education access and retention which for a long time has not been the case.

This study regards education access and retention as a process in which several factors and variables play part therefore seeks to unmask all the impediments in this process. This is a major scholarly step that has not been undertaken in Tana River. Most scholars focus on a section of the impediments thus providing half solutions to the access and retention issues. Perhaps this is why access rates remains persistently low in Tana River. This stood to be study gap that this investigation purposed to fill.

In Nandi, Chemwei and Moraa (2013) noted that traditions and cultural practices play a role in children joining school or dropping out of school. This is because some cultures hold that once the children are initiated to adulthood, the boys should take up their men roles like marrying, thus dropout of school. In a different study Ford, Grantham &Whiting (2008) notes that most girls get married off after initiation. The authors also report that religious believes impedes on equal access to education in secondary schools.

According to Muthaa *et al*, (2013) learners in Igembe drop out of learning institutions more often. The dropout is attributed to factors such as rampant child employment, cultural rites of passage, drug and substance use as well as lack of role models. As a result of this this research purposed to establish if this case is similar in Tana River County and if the ethnical and out-of-date factors are significantly related to poor education access and retention in secondary schools in Tana River County.

Kippra (2009) notes that, parents in central parts of Kenya are changing priority from boy child education to that of girls, leading to gender issues in education. Many

parents believe that the girl child is more responsible as compared to their boy counterparts and thus can take good care of them at their old age. Others claim that, an educated and accomplished girl child attracts serious marital suitors and high bride wealth. Moreover, some think that the girls take their studies more seriously, are keener and more focused than boys. They do not partake in drug and substance use as their boy counterparts who by the end of the day due to lack of focus, seriousness and drugs and substance abuse drop out of school.

While this is the case, it is significant to note that initially parents valued the boy child education as compared to the girl child education. Chang'ach (2012) notes that although the boy child is endangered now, initially he was at the top of the ladder. Girls were regarded as weak and in cases where finances were not enough, the girls would be married off and the dowry used for the boys' education. The equal access to education that affirmative action wanted to attain has not been obtained since now girls are on top of the ladder. This implies that access and retention is greatly impacted by cultural values. The society's way of defining a valuable child will determine who will go to school, who will drop out and who will complete. It is this diversity in enrollment and retention per gender that in one way or another raises access and retention issues. These are the issues that the study addresses in Tana River County.

According to King'ola (2008) gender roles refers to roles that are socially constructed to be done by a male or a female and these roles vary from one community to the other and from one generation to the other.

On the other hand, gender stereotype refers to a type of behavior either defined or expected of each gender. According to King'ola (2008) this occurs when sexist attributes, opinions or roles are applied towards either gender. As a result, men and women are expected to behave in certain ways that are considered 'appropriate' for each of their respective gender. A prejudice view is commonly referred to as a stereotype. . In nomadic communities such as Tana River County, where patriarchy is highly glorified, gender stereotyping cannot be assumed, and the researcher sought to examine their level of impediment on secondary school education access and retention.

The fore-going studies indicate that, how a family perceives education and the cultural background of the child, influence their enrollment to secondary school and their retention in the school. Aspects like the rites of passage, gender stereotypes and beliefs have been identified as impediments to education access and retention. However, none of these studies examined these factors in Tana River County or part of the Coastal region of Kenya. Additionally, other studies only focused on girl child education while others focused on boy child alone. None focused on both boys and girls at the same time which is the aim of this investigation.

Moreover, crystal clear that culture is only a single strand in the entire access and retention process. Other factors such as home factors as well as academic factors must interact with culture to determine if one stays in school or out of school. This then implies that other factors need to be examined and reviewed to have a comprehensive evidence backed study.

2.3 Student's home background impediments to education access and retention.

World Bank (2009) reports that, economic factors hinder the attainment of the right to education in Africa. With poverty, school going learners are made to drop out of learning institutions, while others do not get the chance to enroll in secondary schools. Orphans leave school to fend food for themselves. Additionally, Duflo, Dupas & Kremer, (2015) notes that that child labor impacts negatively on school attendance in Kenya. The major affected regions with this trend include Central, Coastal and Nyanza provinces. Children who drop out of school in these regions work as laborers in sugar and coffee plantations, fishing, quarrying and sand harvesting. Others work as beach boys. Those in the streets of Nairobi embark on garbage collection and car washing instead of going to school. All these amount to the environmental factors that are identified in the theoretical foundation of this study. This study seeks examine how these factors and other variables interplay to cause low retention and access in secondary schools in Tana River County.

National Tax payers Association (2013), argues that the need to support their families and some firms hiring children as farm laborers contributed to the children's failure to join secondary schools or drop out of school to provide for their families. These studies are very relevant to this study since they address the enrollment and drop out causes in secondary schools. However, the studies are general in their approach to education access and drop out issues. There is need for a more specific and localized study. This is the gap that this investigation purposed to fill in Tana River County.

Okumu (2014) studies the factors affecting the access to education in Rongo, Kenya. The study found out that income of parents, child labor and tuition fee was an

influencing factor to children enrollment, drop out and completion of secondary education. Learners from destitute background had a low likelihood of joining secondary schools even if they passed well in KCPE. Additionally, child labor led to high cases of drop out while lack of the tuition fee was a cited factor why most students were not examined. The study informs this study on economic factors impeding the implementation of the right to education in Kenya. However, the study was done in Rongu, whereas this study was done in Tana River County. Additionally, the study did not examine school and societal factors that influence access to education. This is that gap that this study fills with close reference to Tana River County.

While the secondary education in Kenya is free, parents incur some few costs such as uniform, lunch among other basic needs for the students to ensure that the students stay in school (Fall & Roberts, 2012). If the student does not go to school, they will contribute to the family income through child labor. It is against this context that parents weigh between the merits of keeping students at home and at school (Souza, 2007). On his part, Huggins, Randel and Shirley, (2007) contends that when students are frequently sent home for school fees, they become demotivated and eventually drop out of school. Moreover, Mukundi (2004) indicated that 79% of children who drop out of school hail from households with low income. This is because poor families tend to have less demand for education as compared to their richer counterparts.

From the review in this section, it is evident that students' home factors impede on school enrollment and retention rates by students. This is the case even with the

introduction of free day secondary education. While these studies inform the proposed study, very little scholarly work has been done in Tana River to examine how students' home background and perception about education impede access and retention in secondary schools. Moreover, the foregoing studies have not examined the entire process of education access and its indicators and education retention and its indicators. It is significant to note that the theoretical foundation of this study recognizes the fact that education access and retention is a process that involves various stakeholders and thus focusing on one of these aspects and leaving others out would not address education issues to the fullest. This is the gap that this study fills.

2.4 School factors and education access and retention

Students and school discipline have been cited by a number of studies as a factor influencing the implementation of the right to education. UNESCO (2013) notes that most children drop out of school to join illegal groups and to carry out illegal activities like drug abuse. The ability of the students to sneak out of school without being noticed implies slippery and poor school discipline on the side of the management.

Lack of discipline among students is among the contributors of poor progress in education systems and more particularly to the boy students. Indiscipline in schools may be facilitated by poor supervision by the management and this has pushed many students to engage in vices like smoking, chewing of khat and drinking of illicit brews. According to (UNICEF, 1998), it has been observed that most classes remain unattended and syllabus uncovered since some of the teachers pass time in the staffroom whiling time away while chatting and gossiping. Most teachers have no

interest and do not motivate the students. Some are very harsh and apply dictatorship and this makes learners to run away from school (FAWE, 2002). This leads to lack of discipline on the side of the students which consequently translates into low performance. The low performance makes parents to be demoralized in taking their children to schools and to disregard education. Muthaa et al, (2013) notes that indiscipline cases form the cardinal causes of dropout among boys pupils in primary schools. This is a limitation that needs an urgent address in Igembe District. The study informs the proposed study on the factors causing low retentions rates in schools for the boy pupils. However, this study deviates from his ideas since it was conducted on secondary schools in Tana River County. Additionally, the authors focused only on the boy child while this study focuses on both boys and girls. Moreover, the study focused on the drop outs only, while this study focuses on enrollment, transition, drop out and completion rates in secondary schools in Tana River County.

According to Njeru (2003) free primary education had stretched facilities to the limit in secondary schools in Kenya. Instructional materials as well as physical facilities which are quite critical in the teaching and learning process were overstretched. With congested classrooms, desks and inadequate textbooks, charts, maps and other learning materials, effective teaching and learning process was hindered.

World Bank (2017) notes that facilitation of high-quality infrastructure ensures better instruction, improves student's outcome, and reduces dropout rates among other benefits. With the declaration of Free Day Secondary Education (FDSE) and intensification in subsidies from numerous decentralized funds, the current schools

may not meet the increasing demand of secondary education. Accordingly, the concerned stakeholders ought to invest in constructing more secondary schools, improve the existing ones and hire more teachers.

Additionally, Grace (2005) contends that school management as a duty in the education system in relations to provision of services and facilities to the students. The student discipline depends on how serious the school management is. Most dropout rates are recorded in poorly managed schools that are overcrowded by students with very few and poorly motivated teachers as well as poor school facilities. Lack of proper management by the school administration in terms of motivating the staff, makes teachers to lack creativity and innovativeness. They are not friendly to the learners and consequently do not embrace gender approachable methods in instruction and neither do they give remedial lessons (FAWE, 2002). The functions of a school are to instruct the correct know how, skills and attitude as well as educate and rehabilitate the learners. The teachers' attitude is therefore paramount in ensuring that students have a right attitude towards schools and this will in turn make them stick in school. This study sought to examine whether the school dynamics discussed could have an impact on students' enrolment as well as retention in Tana River County.

In this section it is ostensible that several learning institutions influence the access and retention rates in schools. These factors include the facilities, resources and the school management styles. However, it is apparent that the influence varies from one region to another and from one learning institution to another. This implies that the school issues that affect access and retention rates in one school may not necessarily

have the same influence in another school. Given this diversity, this study sought to examine which school factors influence on access and retention in secondary schools in Tana River County.

2.5 Summary of review of related literature

The preceding assessment has illustrated that, a lot of work exists on education access worldwide. However, most of the studies focused on the causes of drop out in primary and secondary schools. Scholars have failed to articulate the impeding factors to education access and retention in a holistic manner. Additionally, very little scholarly attention has been given to the issue of enrolment rates and retention rates in secondary schools in Tana River County, Kenya.

While studies indicate that culture plays a big role on retention rates in secondary schools' education, most of them are either generally highlighted while others focus on the girl child alone or boy child alone. This study sought to focus on both boys and girls in Tana River County.

Additionally, it is evident that school factors impede the retention rates of students in schools. However, these factors differ from one school to another and from one region to another. The study sought to establish these school factors in Tana River County and their level of impediment on education access and retention.

In Tana River County, more specifically, there is no single study explaining the impeding factors to accessing education and retention of students in schools and how the situation can be curbed. The current study fills these gaps.

Finally, it is significant that it is recognized that access and retention in education is a process that entails several factors and aspects combined together. The decision to go to school or drop out of school is not a one-day event or decision. Many factors play a role unto it and this is what many scholars have not documented. Many of the existing studies narrow down their focus to one element within education access and retention process. The study brought all these factors together and brings out a new theoretical model that explains why there is persistence low education access and retention rates in Tana River County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section presents the methods that were embraced in to actualize the research objectives. This section contains the research design, study variables, location of the study, target population, sampling techniques and sample size, research instruments, pilot study, data collection techniques, data analysis and presentation, together with the logistics and ethical consideration in the study.

3.2 Research Design

The descriptive research methodology was anchored on this investigation where both qualitative as well as quantitative data was collected using the design. The design collected information on the impediments to education access and retention in public secondary schools in Tana River County. The design was important because the study involved a broad category of stakeholders in education and it therefore enabled the researcher to collect detailed information (Creswell, 2009). Combining the methods helped take care of the bias encountered when only quantitative or qualitative data is collected. Such data helped in suggesting recommendations to alleviate the situation in Tana River County.

3.2.1 Research variables

The Independent variables for the study were school related factors, students' home background and cultural factors. The dependent variables were access and retention

whose indicators included; enrollment rates, transition rates and dropout rates among students in public secondary schools in Tana River County.

3.3 Study locale

This investigation was carried out in Tana River County. The county is located in the Coastal part of Kenya. Tana River County was chosen since the county has recorded low enrollment rates in secondary schools since 2007 to date (KNBS, 2013). In 2019, the county was among the five counties put on notice over poor form one enrollment. In fact, it had the least enrolment at 22% compared to other counties such as Murang'a that were leading at 97% (Kihiu, 2019). Tana River County therefore provided a good environment upon which the study would be carried out. Moreover, there were many cases of high dropout and low retention rates reported in the county.

3.4 Target population

3.4.1 Target schools

The target schools were the 31 public secondary schools in Tana River County. Tana River County has 3 Sub-Counties namely, Galole, Bura and Tana Delta. These sub counties have got 12, 10 and 9 public secondary schools respectively.

3.4.2 Study subjects

The study participants were the public secondary schools' principals, teachers, students and the County Educational Officers in Tana River County. The study concentrated on the form two and Form three students. They were selected since the researcher believed they had settled in school. Furthermore, most of the schools' unrests are organized by the form two's and form three's hence many dropout cases

are recorded in this bracket of students. Moreover, most students in this bracket are usually experiencing developmental challenges which come along with adolescence stage of life and this greatly influences their stay in schools. The Form ones were not selected since they are new entrants thus retention cannot be well captured on their side. On the other side, the Form fours were a candidate class hence not easily released by teachers for research and many activities.

All the principals of the sampled schools were purposively targeted to ensure inclusivity and the researcher considered them to be persons of interest since they are the administrators in the secondary schools. They therefore possessed vital data on enrollment rates, transition rates and completion rates in their schools. Educators were targeted as they are the individuals who directly work together with the school students at school thus possess vital information on the factors influencing access and retention education. Students were targeted since the study centered on them. They had vital data on what factors affects their right to access and retention of education.

3.5 Sampling Technique

3.5.1 Schools

The investigator used all the sub counties in Tana River County. Due to resource constraints and vast terrain, a sample of 7 schools was carefully chosen for the investigation representing 22% of the 31 public schools in the county. Proportionate sampling was used to select 3, 2 and 2 schools from the 3 sub counties as displayed in Table 3.1. This proportion agrees with Gay's (1992) and Israel (2012) who recommended a 20% to 30% sample size of educational research with small population.

The learning institutions were also stratified into single sex and mixed schools. Further, the researcher considered boarding and day schools representation within the sub county. A school that had less than six teachers was disqualified and the next school with similar orientation was selected.

Table 3.1 sampling matrix for study schools

Zone	Population	Sample	%
Galole	12	3	25
Bura	10	2	20
Tana Delta	9	2	22
	31	7	100

3.5.2 Subjects

3.5.2.1 Purposive sampling for Principals and County Education Officers

All the seven secondary school head teachers of the sample schools and all the 4 County Education Officers were part of the study. Purposive-sampling was utilized in the selection of all the seven school principals in the sampled state owned secondary schools as well as all the four County Education Officers in the County. According to Creswell (2009) this technique is appropriate where the researcher regards the respondents to have vital information. In this case the school principals and County Education Officers were regarded to have vital information on impediments to education access and retention in the county since they are the chief administrators. They are also the overseers of implementation of policies in matters concerning education. The technique also saved on time.

3.5.2.2 Simple random sampling for teachers and students

Using Gay (1992) and Mugenda and Mugenda (2003) sample size formula, a 20% or more sample size may be required for a small population. Therefore, from the 60 teachers in the 7 schools, six teachers were randomly sampled from each of the seven schools, while carefully taking care of gender, to make a total of forty two teachers. Teachers have close relationships with the students and hence would be able to respond to the instruments administered. For the students, by adopting Mugenda and Mugenda (2003) sample size formula, a 10% of the target population of 562 form two and three students was sampled to give 56 students. This translated to 8 students in each of the seven schools.

In the single sex schools, interval sampling was done in form two and form three. In mixed schools, the researcher used stratified sampling to ensure that male and female were well represented in the sample bestowing to their numbers in the population. This technique was appropriate because it gave each member of the target population an equal chance to take part in the investigation.

3.5.3 Sample size

3.5.3.1: Schools

Using stratified and proportionate allocation, 7 schools were proportionally sampled from the 3 sub counties of Tana River County giving Bura 2 schools, Galole 3 and 2 in Tana Delta.

3.5.3.2: Principals

The sample size consisted all of the 7 sampled schools' principals.

3.5.3.3 County Education Officers

Tana River County has 4 County Education Officers and all of them were part of the study.

3.5.3.4 Students

The sample size consisted of 56 students which was a 10% of the accessible population of 562 students. The 56 students were proportionately distributed in the 7 sampled schools to give each school a total of 8 students.

3.5.3.5 Teachers

Six teachers were sampled from each of the 7 schools. This was carefully done taking into consideration the gender factor. This translated into a total of 42 teachers in the sample size.

Table 3.2: Sampling frame

Respondents / Zone	Principal	Teachers	Students	CEO	Total respondents
Galole	3	18	24	2	47
Bura	2	12	16	1	31
Tana Delta	2	12	16	1	31
	7	42	56	4	109

3.6 Research Instrument

The researcher gathered both secondary and primary information. The Secondary data collected from related literature reviewed from books, journals and magazines, internet and past research reports. The primary data was gathered by the researcher using questionnaires and interview schedules.

3.6.1 Questionnaires for School principals, teachers and students.

Data was gathered from the sampled respondents through administering of questionnaires. These were given to the principals, teachers and the students. Smith (2012) notes that questionnaires gathers information on the attitude and opinions of the respondents. Additionally, they have a broader coverage and are economical. The questionnaires administered were divided into two segments. Segment A sought the background information of the participants such as age, gender and experience in teaching for the principals and teachers.

The second section sought to gather data on the magnitude to which culture, learning institutions factors and students' home background impede secondary school education access and retention. This section used the Likert scale summated rating method. Each statement was followed by four responses that were; never, sometimes, very and very much. It also used open- ended questions which gave the respondents an opportunity to give an insight into their hidden feelings, background, deeper motivation and interests.

The questionnaires were selected for data collection since they collect a lot of data within a short period of time. Moreover, they are easily administered and economical since they save money and time.

3.6.2 Interview guide for County Education Officers

Interview schedules for County Education Officers were used because they allowed straight communication with the respondents hence gathered detailed info on the boldness, emotional state and thoughts of participants (Mugenda and Mugenda, 1999). The interview guide had open- ended questions which gathered data from the respondents on cultural practices, students' home background as well as school factors and how they impede education access and retention in Tana River County. Additionally, they collected data on retention, transition and dropout rates. Interviews have merits as they helped the researcher to probe the participants so as to obtain detailed and essential data.

3.7 Pilot study

The investigator carried out a pilot study in one of the secondary schools in Tana River County. This translated to 14% of the parent study. According to Isaac and Michael (1995) a 10% of the sample anticipated for the actual study is adequate for piloting. The particular school selected offered an environment and populace alike to the envisioned populace for the study and was not part of the ultimate investigation. The pretest investigation was vital in testing the reliability of the instruments and helped to make any modifications to the instruments before the ultimate study.

Additionally, it enabled the researcher to identify the limitations she was likely to face in the field during the main study.

3.8 Validity

Validity was achieved through ensuring clear definition and operationalization of the objectives. During piloting of this study, the content validity of the tools was tested for accuracy. The researcher issued 10 respondents with the tools during the piloting phase. In addition, the researcher worked with peers and professional researchers to analyze the items in the tools and to check the accuracy as well as whether the tools adequately covered all the objectives and the variables of this study.

The guidance of the supervisors was used in ensuring content validity of the tool. Additionally, the judgment of the experts was used as recommended by Gall, Borg & Gall (1996) who notes that experts play a key role in ensuring content validity because they define the field of the content that the tests will be represented and then establish how good the content is sampled by the tests' tools. The research tools were designed appropriately to capture the relevant info as per the study objectives. The outcomes from the pilot study were used to evaluate the face and content validity of the tools.

3.9 Reliability

To ensure the reliability of the study instruments, piloting in one school which was not part of the final study was done. Test re-tests technique on the participants was employed to improve the reliability of the tools. The tools were issued twice to the sample of the pilot study. The first test was recorded as (score 1) and after two

weeks the same test was done on the same sample and recorded as (score2). From the outcomes the investigator evaluated the consistency of the response from tools and then made conclusions on reliability. The analysis of reliability was done using SPSS and Spearman Rank Order helped in correlating the test scores. The researcher got a correlation co-efficient of 0.9. This was accepted as reliable as per Gay's (1992) recommendation which states that a correlation co efficient of between +0.80 and 1.00 is reliable.

3.10 Data collection procedures

The researcher sought research permit from NACOSTI and preliminary visits made to the County Government of Tana River to get consent to begin the study in the County. A visit was made to the schools and the County Educational Offices to explain the importance of the study. In addition, plans to administer and collect questionnaires were made as the researcher booked schedules for interviews. All the respondents were assured of confidentiality. To ensure cooperation, the researcher explained to the respondents the significance of the study and their participation.

Data was gathered from the sampled participants in the 7 public secondary schools in Tana River County. The questionnaires were disseminated to the teachers and the students. They were collected after two to three days of issuance to allow the respondents to give their response then follow up was made within two or three days to ensure that no questionnaire got lost. As the respondents responded to the interviews, the researcher made notes. Where necessary and under the consent of the respondents, the researcher tape recorded the interview to capture all the information provided.

3.11 Data analysis

The researcher had to ensure that data gathered was sort out so as to correct inaccuracies that may be identified in the raw data. Data was analyzed to respond to the research questions. Coding was done using arithmetic values to make data reduction possible and practicable for analysis. Items ranked on a 4 point Likert scale on objective items for students, teachers and principals were analyzed using scores assigned to each. Qualitative data was organized descriptively into themes and presented in a narrative form. This gave the researcher an easy way to discuss the findings. Interpretation and presentation of data was based on research questions. Descriptive statistics particularly, percentages and average (mean) was used in the analysis while SPSS was used to organize the data. The analyzed data is presented using frequency distribution tables, pie charts and percentages. Research questions were answered using Pearson chi square test.

3.12 Logistic and Ethical considerations

Participation of the respondents in the study was on a voluntary basis and none was paid or coerced to participate. The privacy of the participants was ensured and their identity will only be disclosed upon their consent. All tape recording was done after seeking the consent of the interviewees. To interview the students, the researcher obtained consent from the school's Dean of Students and the principals because they are the caretakers of the students in schools. However, in cases where some students were not comfortable to participate in the study, they were not forced. All secondary sources referred to were highly acknowledged using APA writing format to avoid cases of plagiarism

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF RESULTS AND DISCUSSIONS

4.1 Introduction

This section presents the research results, data interpretation and discussions. The data was collected through the use of questionnaires and interview guides. The collected data was analyzed descriptively and organized using the statistical package for social sciences (SPSS). Analysis, presentation and discussion of data are based on the following study objectives:

- a. To determine the extent to which culture impedes education access and retention at secondary school level in Tana River County.
- b. To examine how the students' home background impede education access and retention in secondary schools in Tana River County
- c. To examine how school factors impede access and retention of education in secondary schools in Tana River County

4.2 Research instruments return rate

The table below shows the research instrument return rate.

Table 4.1: Instruments returned and sample size

Category	Instruments administered	Instruments filled and returned	Rate in (%)
County Officer	4	4	100
Principals	7	7	100
Teachers	42	42	100
Students	56	56	100
Total	109	109	100

Table 4.1 shows that out of 109 instruments administered on the respondents, all the research instruments were duly responded to and returned, making a return rate of 100%. There was a total of 109 participants in this study, these encompassed of forty-two (38.5%) teachers, fifty-six (51.4%) students, seven (6.4%) school principals, and four (3.7%) County Education Officers. The students comprised the highest number of respondents because they constituted the largest proportion of the study's target population. Additionally, they were the major primary target for this study since most of the themes under the study touched on them directly as compared to other respondents in this study.

The 100% questionnaire return rate was accredited to the good relationship, the researcher created with the respondents and researcher self-administration of the research questionnaires ensured maximum response rate. According to Mugenda and

Mugenda (2003) 60% questionnaire return rate is deemed sufficient for data analysis. The questionnaire return rate was above 60% which was very good and therefore sufficient to provide credible responses.

4.3 Demographic Information of the respondents

The respondents' demographic background information is evaluated in terms of their gender, age, education level and teaching experience.

4.3.1 Respondents by gender

Both male and female were interviewed in this study. The gender representation of the respondents is as shown in Figure 4.1

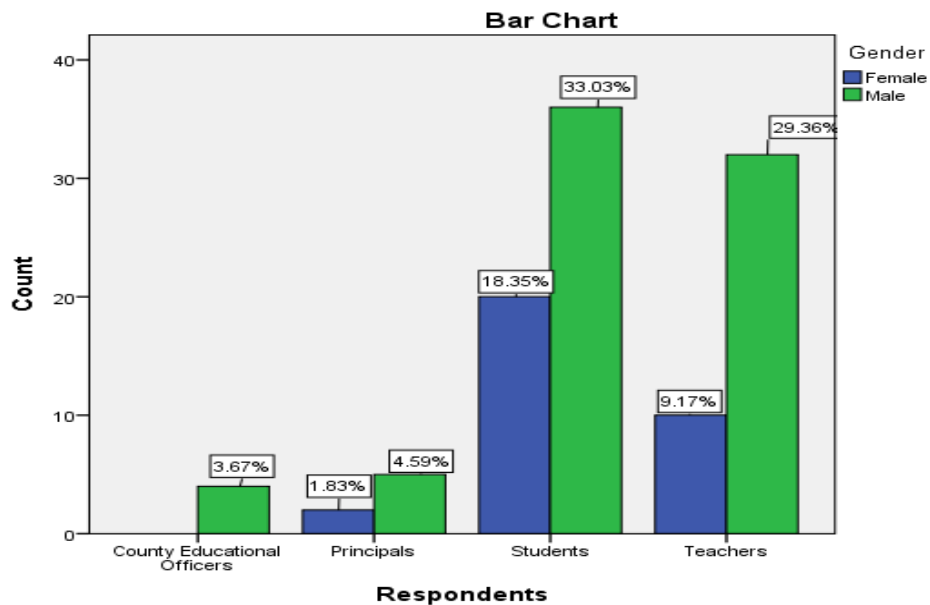


Figure 4.1: Gender representation of the respondents

Figure 4.1 shows at a glance gender distribution of the study population. It represents how gender disparity is a factor that is affecting education access and retention in

public secondary schools in Tana River County. It indicates that the number of male teachers, students, county education officers and school principals in Tana River County is high compared to that of females. Out of the 109 respondents interviewed, seventy-seven (70.6%) were male while thirty-two (29.4%) were female. Out of the 42 teachers selected for the study, only 10 were female constituting 23.8% of the teachers in the region while men constituted 76.2%. Out of the seven principals interviewed two (28.6%) were female while five (71.4%) were men. All the County Education Officers (100%) were male. Out of the 56 students interviewed twenty (35.7%) were female while thirty-six (64.3%) were male.

The figures indicate that there are more male respondents compared to the number of female respondents. This could be an indication of fewer role models for girls and thus few girls retained in school.

4.3.2 Level of education of respondents

The level of education of the principals, teachers and the county education officers was also checked, and the findings are as indicated in Figure 4.2. The levels of education were classified as holders of Diploma, Bachelor's degree and Master's degree and any other. The level of education was examined since in a study on education access and retention, skills posed by education implementers play a greater role. School management skills, teachers' delivery capacity and analysis of indiscipline require specialized training as a teacher.

Figure 4.2 indicates that all school principals and County Education Officers in Tana River County interviewed in this study had at least a university degree. Three (42.9%)

out of the seven school principals interviewed had a master’s degree either in education or specific subject of specialization, while four (57.1%) out of the interviewed had a bachelor’s degree in education. Only one County Educational Officer had a master’s degree in leadership and Administration which constitutes 25% of the County Educational Officers interviewed. Twenty-four (57.1%) teachers out of the 42 interviewed had a bachelor’s degree in various subjects, seven (16.7%) had a diploma in education while 11 (26.2%) had a master’s degree either in one of their subject specialization; educational foundation, ICT in education or curriculum development.

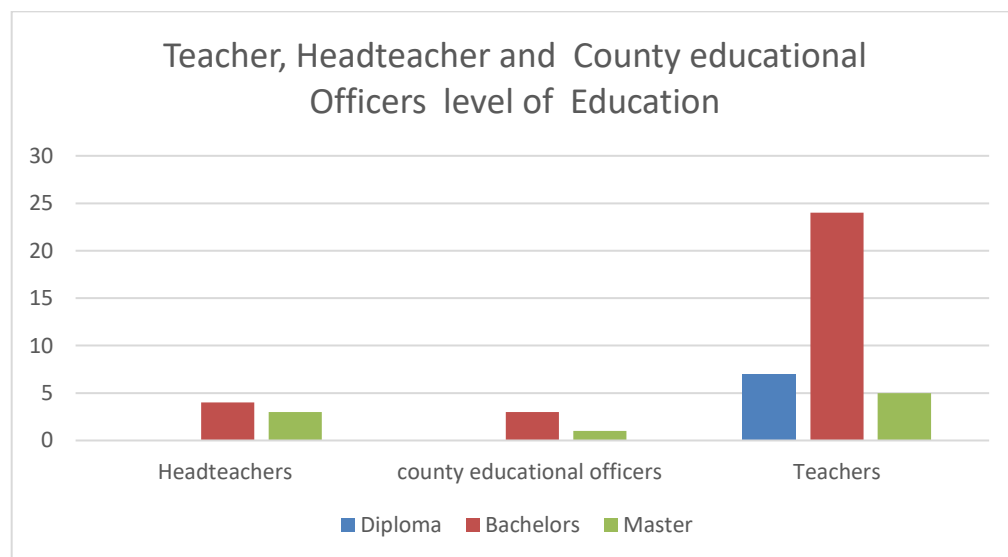


Figure 4.2: Respondents’ level of education

4.3.3 Work Experience

The teachers, principals and County Education Officers years of work experience in Tana River County was as indicated in the Figure 4.3. The work experience was sought in relation to the number of years that the individual teachers, Principal or County Education Officer had worked specifically in Tana River County. The work experience played a key role in individual respondents' knowledge and analysis of the access and retention trends in secondary school in the county and the factors that inform such trends.

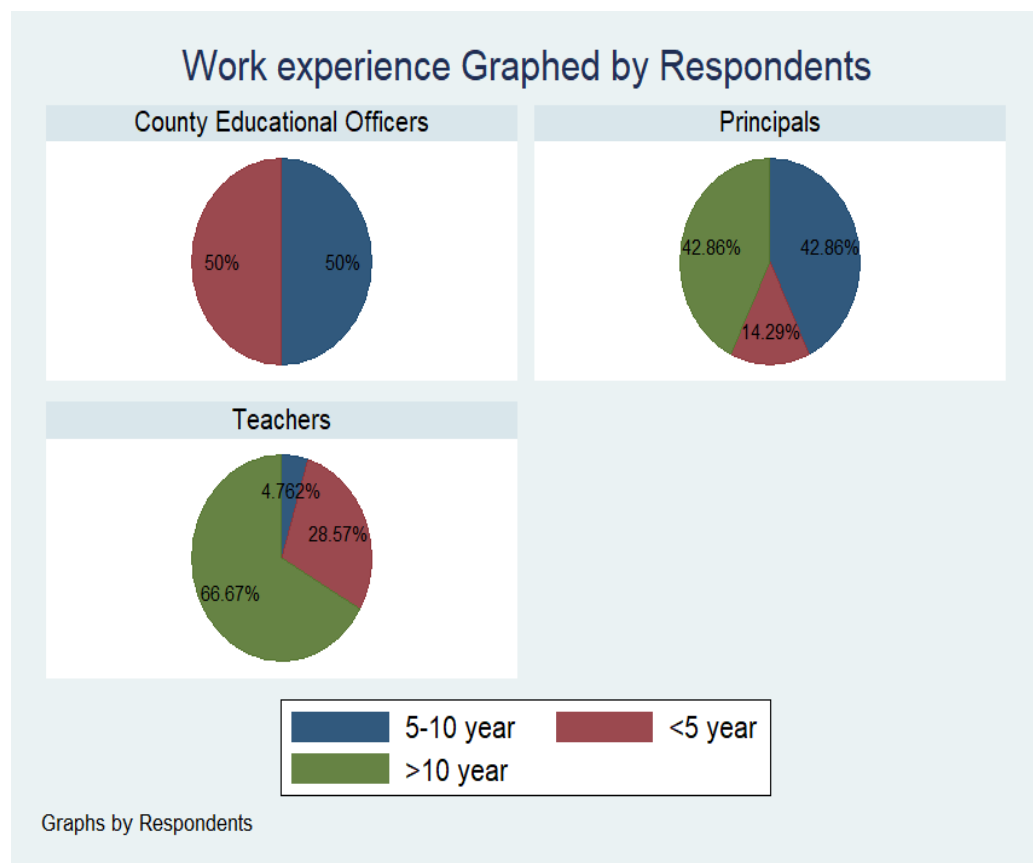


Figure 4.3: Teachers, Principals and County Education Officer work experience

Figure 4.3 shows that 4.8 % of the instructors had stayed and worked in the county for five to ten years while 28.6% of the teachers had only worked for less than five years. Generally, 66.7 % had worked in Tana River County for more than ten years. While all these categories of teachers had very vital information for this study, teachers who had stayed in the county for more than five years had a lot to offer in terms of cultural and school factors that affect education access and retention in the county.

Half of the County Education Officers interviewed in this study had worked in Tana River County for less than five years while the other half had worked in the county for more than five years and a maximum of ten years. Examining the county officers work experience in the county was very important since it reflected the officers' knowledge about education matters in regard to access in the county and in connection to various education impediment factors in the county. The more the officers had worked in the county the more knowledgeable they demonstrated to be on issues of education access and retention in the county.

4.4 Cultural practices impediment on education access and retention in Tana River County

The first objective of the study was to establish to what extent culture impedes education access and retention at secondary school level in Tana River County. School principals, teachers and students were issued with questionnaires on the cultural impediments to education access and retention in the county. Three major cultural factors were identified as having an impediment on education access and

retention in Tana River County. These included early marriages, gender roles and child labour.

4.4.1 Early Marriages

The influence of marriage on education access and retention in Tana River County was measured in a scale of 1 to 4 where 1- never, 2- sometimes, 3-very and 4- very much depending on the level of agreement by the respondents.

Table 4.2: Response on early marriage on education access and retention.

Respondents		Early Marriage			Total
		Sometimes	Very	Very much	
Principals	Count	0	4	3	7
	% within Respondents	0.0%	57.1%	42.9%	100.0%
Students	Count	7	41	8	56
	% within Respondents	12.5%	73.2%	14.3%	100.0%
Teachers	Count	16	12	14	42
	% within Respondents	38.1%	28.6%	33.3%	100.0%
Total	Count	23	57	25	109
	% within Respondents	22.0%	54.1%	23.9%	100.0%

Table 4.2 shows the percentage impact of early marriage to education access and retention in secondary schools in Tana River County. All the respondents conceded that at least early marriage impeded access and retention in schools in the county. Twenty-three respondents (22.0%) noted that early marriages sometimes affect education access and retention while fifty seven (54.1%) rated early marriage at a very high level of impediment while 23.9 % noted that marriage impedes education

access very much. Table 4.2 shows how each category of respondents rated the impact of early marriages on education access and retention. Students were requested to state the level of agreement with the statement that early marriages influence access and retention. Seven students (12.5 %) rated early marriages at 2 (sometimes), 73.5% (41) at 3 (very) while 14.3% rated it at 4(very much). Teachers were asked to state the level of agreement with the statement of early marriages influence to access and retention Sixteen (38%) teachers rated marriage at 2 (sometimes), while 12 (28.6%) rated it at 3(very) and (14) 33.4% rated it at 4 (very much). Six (60%) of the female teachers interviewed rated early marriage factor at 4 (very much). The rating of early marriages by school principals stood at 3 and 4 at a percentage of 57.1% and 42.9% respectively.

This is an indicator that actually, marriage is a big impediment to education access and retention in the county. Being education administrators within the school set up the head teachers possessed all the right information on the students who had dropped out and why. The mean of respondents on early marriage was 3.02 implying that most respondents agreed that early marriages impeded education access and retention in Tana River County. It is worth noting that all the respondents who identified early marriages to have influenced education access and retention very much (rate 4) were all female. This is based on the idea that early marriage affects the girl child more as compared to their boy counterparts.

Explaining this, the county education administrators noted that the young girls either after finishing primary don't transit to secondary schools since they get married off or they drop out to get married after enrollment. The drop out for marriage was

associated with the culture of patriarchy in the community where the male actors in the society have a higher say in marriage and other social issues as compared to the women, girls and children.

This finding agrees with Delprato, Akyeampong & Dunne (2017) who notes that early marriages impacted more on the girl child education as compared to the boy child. School principals noted that 3 out of ten girls enrolled in the county for education are likely to drop out because of marriage, while 4 out of 10 girls finishing primary school are not likely to join secondary school because they are married off. Even after the introduction of 100% transition rates to secondary schools in 2019, teenage pregnancies and backward cultural practices such as early marriages were identified as the factors informing low secondary school enrolment rate for the region (Nyaundi, 2019).

One of the County Education Officers interviewed noted that, in 2019, Tana River registered 49% transition rate. Accordingly, the county was on the spot again for low transition rates with parents being threatened with arrest. This agrees with the figure announced by the Cabinet Secretary for education who noted that while other counties had registered more than 100% form one transition, some like Tana River were at 49 percent (Kihiu, 2019).The ministry attributed the low transition in these counties to repetition, TVET institutions, early marriages and teenage pregnancies. Wairimu et al (2020) reporting on Tana River writes that by February, 2020 in Tana River, learning institutions were yet to realize the anticipated numbers. Only Galole Sub-County has registered a good number, with the lowest figures stated in Bura Sub-County. The author further notes that, there were fears some girls had been

married off. This is an indication that even with the 100% transition directive by the ministry of education, more girls in Tana River continues to miss out in the arithmetic of the educated.

Education officers interviewed quoted patriarchy as an accelerating factor for early marriages. They reported that many girls drop out of school to take the roles of wives and mothers at a tender age. In a separate study and in support of the respondents, Guruba (2019) found that 105 students dropped out of school in secondary schools in Tana Delta Sub County alone. The County Education Officer in Tana River tallied that out; of every ten cases of dropout, 5 are associated with early marriages and pregnancies. This led to the conclusion that about 50% of drop outs in Tana River County is due to early marriages and pregnancies.

Moreover, the presence of tourists in the neighborhood and other neighboring counties and towns was associated with early marriages. At least every school involved in this study recorded a case of girl' drop out related to tourist activities. There were a total of 18 cases from the three sub counties. All of these were girls either in form two or form three levels who had eloped to join their friends in Malindi and Mombasa who are child prostitutes as a result of the tourists and white men in the coastal part of Kenya. This finding is an indicator that despite the vibrant campaigns against early marriages, early marriages are still problematic in Tana River County. However, unlike in the past where majority of the ladies were married off by their parents or guardians, the study found majority drop out of school due to peer pressure and tourist activities in the coastal part of Kenya in general.

The Pearson Chi-Square test confirms that the variable is significant in explaining education access and retention in Tana River County as shown in the Table 4.3.

Table 4.3: Pearson Chi-Square Tests for early marriages on education access and retention.

Pearson Chi-Square Tests

		Early Marriage
	Chi-square	22.446
Respondents	Df	6
	Sig.	.001 ^{*,b,c}

*. The Chi-square statistic is significant at the .05 level.

From the chi square test, the study concludes that a relationship exists between early marriages and access and retention.

4.4.2 Gender Roles

Gender roles are regarded as roles that are socially constructed to be done by either a male or female. Gender roles and education access and retention were examined from the value attached to girl child and boy child education in the county. In nomadic communities such as Tana River County, where patriarchy is highly glorified, gender stereotyping cannot be assumed, and the researcher sought to examine their level of impediment on secondary school education access and retention. The outcomes are presented in Table 4.4

Table 4.4: Gender roles impact on education access and retention

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Never	3	2.7	2.7	2.7
Sometimes	32	29.4	29.4	29.4
Very	46	42.2	42.2	42.2
Very much	28	25.7	25.7	25.7
Total	109	100.0	100.0	100.0

Table 4.4 indicates the overall response on gender roles impediments on education access and retention in Tana River County. 2.7% of the respondents said never, 29.4% sometimes, 42.2% very while 25.7% rated gender roles at very much. The principals rated it at 14.3% sometimes, 42.9 % very much, 28.6% never and 14.3% very. Teachers rated it as 16.7% very much, 47.6% very and 35.7% sometimes. Finally, the students rated it at 42.9% rated it at very, 25% sometimes, 30.4% very much and 1.8% never.

Interviews with county officers of education alluded to the fact that majority of dropouts between 2018 and 2019 were girls. Of the 448 cases, 302 (67.4%) were girls while 146 were boys. Half of the reported cases totaling to 224 were linked to gender and cultural practices which included Female Genital Mutilation. Further, interview with the County Education Officers and school principals revealed that gender perception and gender roles played a bigger part in the dropouts in Tana River County. Female students were mostly affected because they had to deal with the

issues of being easily married off in addition to being subjected to Female Genital Mutilation. Furthermore, as part of gender roles, girls are also given more responsibilities at home as compared to their boy' counterparts. Many get married off once they have undergone the FGM process while some runaway to avoid the cut thus drops out of school. Mulu (2019) supports this finding by raising concern from the leaders in Tana River County over rising cases of FGM in the county which was increasing exponentially the number of school dropout from schools.

One of the County Education Officers described it as extending the patriarchal set up in the community to education. According to him, girls have a lot of responsibilities that hinder their good performance in schools. Even after enrolment, they end up dropping out prematurely. Additionally, most girls have been trained on taking care of husbands and being good wives at a young age. This already boxes and limits their thinking in education, a factor that eventually draws many out of school.

Female menstruation cycle added to the poor retention rates for girls in schools in the county. Mutisya (2018) notes that Tana River records 15% net girl's attendance in school due to sanitary pads issues. Most of these children are from families that do not afford the sanitary towels. As such, many have dropped out of schools due to the shame of soiling themselves in public. Some stay at home until the cycle is off. While the Basic education amendment bill of 2016 mandates the government to provide free sanitary pads to girls in all schools across the country, the school principals in this study noted that the sanitary pads provided are inadequate and inconsistent leading to absenteeism thus subjecting the girls to drop out of school at times due to shame. This agrees with Nyaundi (2019) who noted that there are

inadequate sanitary pads supplies in schools in Kenya. About 1.4 million school girls have reached puberty and the current budget allocation to buy the sanitary towels is sh470 Million (Ministry of Education, 2019). This infers that the government budget for the product is Sh571 for each girl. The money is just enough to buy about five packets of sanitary towels at retail prices, a quantity that can last only for only four months. This implies that other months of the years are not catered for.

Respondents also noted that gender practices and constructs are impacting on the boy child education access and retention in the county. Interview with County Education Officer noted that, most boys at the secondary school level are regarded as already full-grown men. Majority are given the responsibility of taking care of their families in the absence of their fathers. Moreover, with the climate of nomadism in the county, many boys are out taking care of the cattle. With this some don't get to join secondary school while others drop out of school to take the family cattle to other regions where there is greener pasture. While gender as a factor was reported to affect both male and female, the impact on the girl child was high as compared to that on boys. Additionally, within gender was a multiplicity of various societal constructs that have been used over time despite the various campaigns and awareness creation on gender constructs.

Table 4.5: Pearson Chi-Square Tests for gender roles on education access and retention

		Gender roles
Respondents	Chi-square	24.954
	Df	9
	Sig.	.003 ^{*,b,c}

*. The Chi-square statistic is significant at the .05 level.

The chi square test of dependence was to determine whether there was an association between the two categorical variables. The study established that gender roles significantly influenced education access and retention.

4.4.3 Child labour impediment on access and retention

The researcher sought to examine if child labour was a factor impeding secondary school education access and retention in Tana River County. Out of the 448 drop out cases registered in the county in 2018 and 2019, child labour accounted for 80 (18%) of the cases. The findings are as indicated in table 4.6.

Table 4.6: Response on child labour on education access and retention

	Child Labour			
	Frequency	Percent	Valid Percent	Cumulative Percent
Never	5	4.6	4.6	4.6
Sometimes	38	34.9	34.9	34.9
Very	35	32.1	32.1	32.1
Very much	31	28.4	28.4	28.4
Total	109	100.0	100.0	100

Table 4.6 indicates that child labour impeded education access and retention in Tana River County. It was revealed that 4.6% of the respondents rated child labour at never, 34.9% rated it at sometimes, 32.1 very, while 28.4% rated it at very much.

Additionally figure 4.4 indicates the response from each category of the respondents on the extent to which child labour impedes on education access and retention in Tana River County. Majority of the respondents at 95.4% were of the opinion that child labour had an impediment on access to education as well as retention, while only 4.59% of the principals said it didn't.

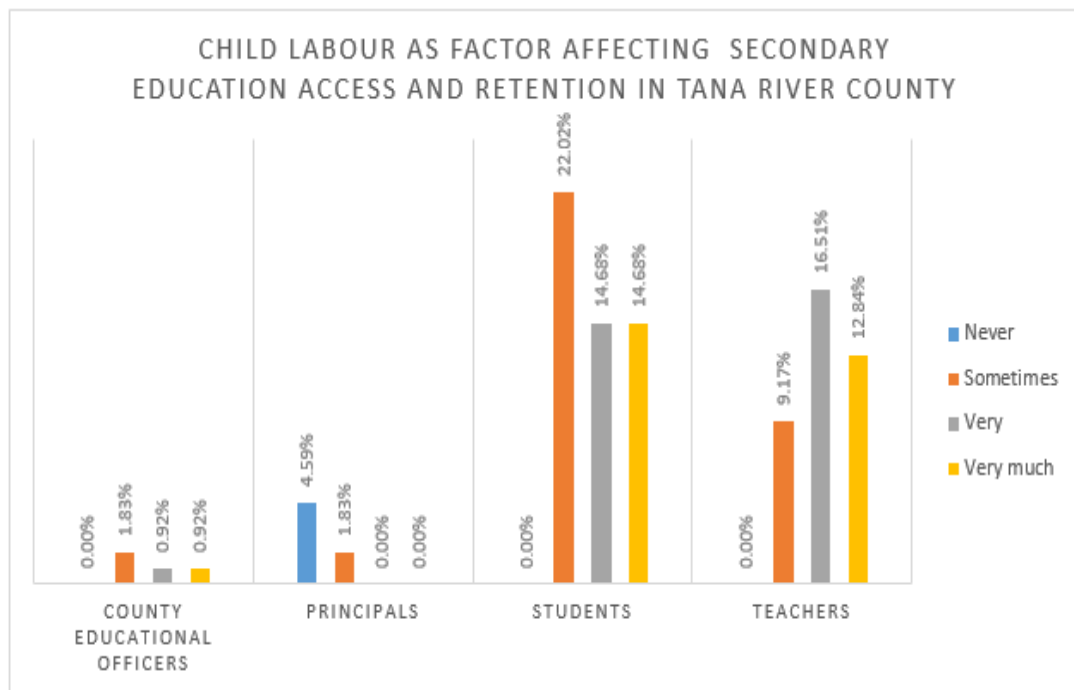


Figure 4.4: Child labour impact on access and retention

The Pearson chi square test on table 4.7 was also used to determine whether there was an association between child labour and access and retention. It established that child labour significantly impede education access and retention.

Table 4.7: Pearson Chi-Square Tests for child labour impediment on education access and retention

Pearson Chi-Square Test

		Child Labor
Respondents	Chi-square	82.099
	Df	9
	Sig.	.000*,b,c

*. The Chi-square statistic is significant at the .05 level.

As demonstrated from the background and literature review sections of this study, child labor has led to low education access and drop out not only in secondary school but also in primary schools across the globe. It was noted that child labour reduces student's concentration in class, increases absenteeism and eventually leads to drop out. This study noted that there are higher chances of dropping out of school as the number of working hours' increases. Consequently, most students have less concentration on their studies due to tiredness and thus impacting negatively on their school performance.

UNICEF (2011) shows that Child labour accounts for 22% of the working people in Asia, 32% in Africa, 17% in Latin America and 1% in U.S.A, Canada, Europe and other wealthy nations. The International labour organization (LO/IPEC, 2004) specified that Africa has the biggest incidents with estimated (40%) forty per cent of

all children between 5 and 14 years of age frequently involved in work. In Kenya, it is projected that approximately 2 million children are working in various sectors of domestic work, fishing, prostitution, mining, quarrying and transport. These are the children who constitute part of the 3.5 million who were estimated to be out of school, (ANPPCAN, 2005). Munene & Ruto (2010) contends that children in child labour skip classes and their participation in classrooms is generally low.

The county officers interviewed noted that most of the children who drop out of school end up in the salt mining companies in Tana River County and other neighboring counties. Most of these young boys and girls do not have good education to give them better places in these mines but end up as hard workers who have to work on daily wages to have something to eat. However, some schoolteachers noted that some students who they knew while in primary school never accessed secondary school education and today, they are on the salt mines as workers. However, cases of students drop out of school for some time, work in the mines, to get money to continue paying for their upkeep in school were also noted. However, very few return to school after tasting the wages.

Other areas of child labour identified during an interview with the County Education Officers include the bodaboda business sector. This was largely revealed to affect young boys in the county. Many people prefer these young boys as bodaboda riders for their motorbike since they can easily manipulate them and give them very few monies for their service at the end of the day. Some boys don't even enroll in secondary school since the rich people with motorbikes give them jobs as riders introducing them to money even before joining secondary schools. All the four

County Education Officers noted that bodaboda business is the second most contributors to poor secondary school education access and retention in the county. It was noted that with the daily unemployment reports among graduates in the country, most students in secondary schools in the county were not focusing on education but seeking for shortcuts and possible means to get money. This study is in support of the findings of Atieno (2011) who notes that bodaboda operation is responsible for boys' high dropouts in schools in Bungoma County. Additionally, Ikubano (2015) contends that truant and lazy students end up working as motorists operators and end up dropping out of schools.

4.5 Influence of Students' home background on education access and retention in Secondary schools in Tana River County.

The second objective of the study sought to examine the students' home background and its influence on education access and retention in Tana River County. This objective is discussed under five categories which include the family level of income, value attached to education, security of the region, availability of role models and the distance from home to school.

4.5.1 Family level of income

In Tana River County, students hail from diverse social classes and families with different income levels. All the 109 respondents to this study noted that the level of income in the family directly determined a child's education access and completion of secondary education in Tana River County. The findings revealed that the better the financial ability at the family level, the higher the chances of secondary school

education access and retention in the county. On the other hand, the poorer the family, the lower the chances of child access to education in the county, the lower the completion rates and the higher the dropout rates as presented in fig 4.5.

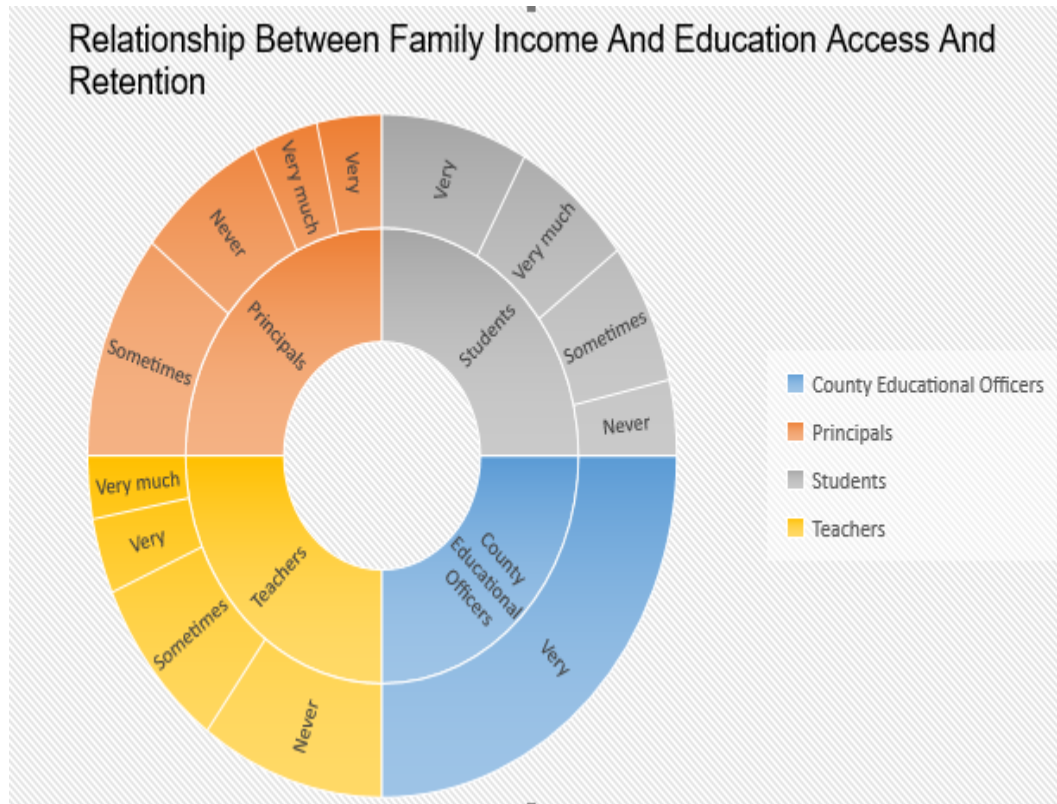


Figure 4.5: Relationships between family income levels and education access and retention.

In the Figure 4.5, the pie segments represent the rating of respondents on level of income against the enrollment rates and retention rates in schools in the county.

The family level of income had a higher rating with high income earners having higher chances of having their children enrolling and completing school. Children from poor families found it hard to enroll into secondary schools and others dropped

out of school due to lack of meal fees, school fees and other basic resources that are not catered for under the free secondary school program. This is a confirmation that the government need to continue above subsidized free day secondary education and provide homegrown incentives in Tana River to mitigate the shadowing family income factor. As noted by Murai (2008), these school based incentives would attract students who would otherwise have left school. One of the county education officer interviewed noted that out of the 90 cases of school dropout in Tana River county secondary schools in 2018 and 2019, 25% were due to income related issues. Among the factors impeding 100% transition rates in education in Tana River County is poverty as reported by Nyaundi (2019). There are students who end up being involved in child labour to supplement what the parents bring at home.

Although the government provides subsidized free day secondary education, there are some basic fee that these students lack including but not limited to admission fee, feeding fee, school uniform and mattresses and blankets for those joining boarding schools. These pose a big challenge especially for students joining boarding schools. The study established that majority of the students relied on bursaries that cater for school fee, basic entitlement fees and personal effects, lack of which leads to poor enrollment and high drop rates among students in these counties. For instance, the report from the County Education Office revealed that in 2019, despite the presence of the 100% transition from primary to secondary school levels, only 22% of the anticipated students enrolled in form one while in counties like Kiambu reported 97% enrolment. The question that begs is where are the 88% of class eight graduates in

Tana River? Will they be able to share in the national cake of employment after say eight years when they are expected to complete the university education?

In the interview conducted, another county education officer revealed that lack of school uniform, money for lunch, boarding fee were major reasons as to why some parents would not bring their children to enroll in form one despite the 100% transition policy. Also, 80 % of the students cited low income in the family as an impeding factor to education access and retention in the county. Citing Maslow hierarchy of needs school principals noted that it would be hard for the parent to buy a set of uniform when his house has nothing to eat. And thus, lack of basic needs at the family level directly impacts on the enrollment rates. Nevertheless, the school principals noted that introduction of feeding programs in schools in helping a great deal. Students are encouraged to bring few amounts of beans and maize in schools as lunch package. In this way, families are able to remit to schools what they can afford. Additionally, parents are encouraged to bring foods to school as part of school fee. This helps to reduce fee balances and diversify ways of raising the fees for their children.

4.5.2 Value attached to education and role models

The study examined how the parent's value of education impacted on the access and retention rates of their children in secondary schools in Tana River County. The findings indicated that there was a direct relationship between education access and retention and the value attached to education and role models.

The value attached to education was intertwined with the availability of role models for the students in the society or in the family. The mean respondent for role modeling is 2.4 implying that role models influenced education access and retention in secondary schools in Tana River County. However, as indicated in figure 4.6, most respondents noted that role models were not highly ranked in influencing education access and retention in the county because many rated it at sometimes compared to very and very much. In this way, the aspect of role modeling and its influence in education was revealed to have diverse perceptions from the diverse categories of the respondents interviewed.

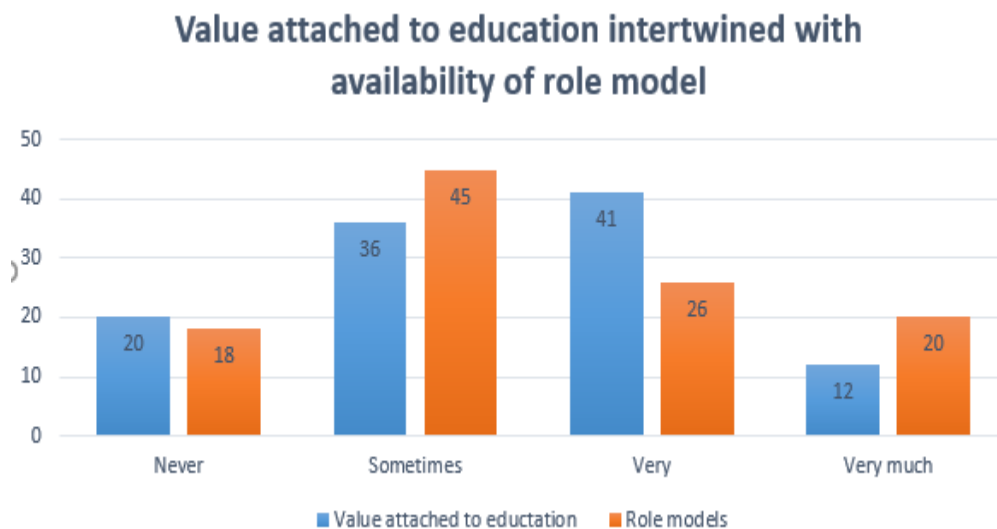


Figure 4:6: Value attached to education and role models

The study examined how the parent’s value for education impacted on the access and retention rates of their children in secondary schools in Tana River County. The findings indicated that there is a direct relationship between education access and

retention and the value attached to education. Most parents who value education go out of their way to find means to ensure that their children are in school.

The study revealed that children from families that attach a high value to education had higher chances of enrolling to school, completing the school and recorded low levels of absenteeism. Attachment of value to education is measured against the commitment of parents to attend school meetings, parent's role in ensuring children discipline, payment of basic fee that is needed in school and general cooperation with teachers for the smooth running of the school.

On the other hand, children from families where there was little value attached to education had very few chances of enrolling for secondary schools and had low chances of completing once enrolled. Such children recorded high levels of absenteeism and eventually dropping out.

Additionally, the society's general value on education played a significant role. For instance, it was noted that in Tana River, the community places a lot of value on their livestock as compared to education. Livestock is seen as a source of wealth as compared to education leading to low cases of enrollment, high cases of drop out and low completion rates. Girls are viewed more from the bride price angle and are likely to be married off early than taken to secondary school to acquire knowledge.

Boys are more trained into being herd boys to take care of the family's livestock as compared to going to school to get the modern education. The value attached to education was intertwined with the availability of role models for the students in the society or in the family. Children from families with role model parents in education,

are likely to join secondary education and even complete without much problems. Additionally, children from regions where there are role models in education such as doctors, teachers, bankers, etc., are more likely to proceed to secondary schools and record low chances of drop out or absenteeism. Nevertheless, there are several cases of children without role models but who were able to access school and even record low absenteeism.

In this way, the aspect of role modeling and its influence in education was revealed to have diverse perceptions from the diverse categories of the respondents interviewed. The internal motivation for the child, the level of income in the family and other school related factors play a role in bringing the role modeling motivation to reality. This implies that the impact of role modeling as a factor on education access and retention can only be felt if intertwined with other factors such as level of family income. Table 4.8 shows the mean responses per factor on the family level of income, value attached to education, role models, security and distance from home to school

Table 4.8: Response mean per home related factor

Variable 	Resp	Mean	Std. Dev.	Min	Max
Family leve~e	109	2.4	1.06	1	4
Value attac~n	109	2.41	.92	1	4
Role models	109	2.44	.98	1	4
Security	109	2.92	.93	1	4
Distance fr~l	109	2.29	1.04	1	4

4.5.3 Security and distance from home to School

The researcher sought to examine if and how security situation in Tana River County and the distance from home to school impacted on education access and retention in secondary schools in Tana River County. The findings indicated that there is a direct relationship between security situation in Tana River County and school access and retention in public secondary schools in the county. All respondents to this study cited various security threats that limited secondary school education access in the county. The mean response for security was 2.93. This implies that security significantly impedes education access and retention in Tana River County. Figure 4.7 shows respondents response on how security influences education access and retention in secondary schools in Tana River County.

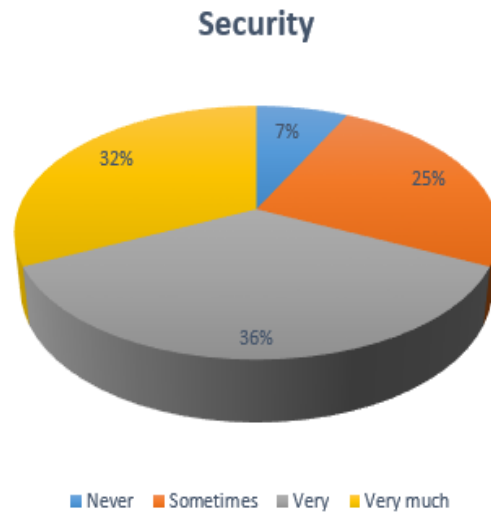


Figure 4.7: Security on education access and retention

Figure 4.7 indicates that 36% of the respondents rated security influence on education access and retention at very, 26 % sometimes, 32 % very much and 7% never. The interviewed county education officers noted that al-Shabaab attacks, Cattle rustling, violence from local groups and attacks from wild animals are among the security factors affecting education access and retention in the county.

Additionally, the County Education Officers interviewed noted that while home and school factors are contributors to poor education access and retention in the county, insecurity has been the major threat to education access and retention in the county for the last four years. This is attributed to increased activities of al-Shabaab attacks, recruitment and attacks from local groups that have not been able to be well handled. There were fears that with increased al-Shabaab activities in the coastal part of Kenya, the security of the young boys and girls in boarding secondary schools may not be guaranteed since they fear cases of abduction and forceful recruitment.

A new trend which is very diverse from previous studies revealed something special about security in the county and its relationship to education participation. In terms of security and distance from home to school, it was revealed that long distances from school and high cases of insecurity negatively impacted the access and retention in education in the region. The county education officers interviewed noted that security issues were attributed to the al-Shabaab terror groups' attacks in the region, recruitment of young boys and girls in terror groups in the region, cattle rustling, rape and wild animals attack such as lions. Attacks from al-Shabaab were seen to be the dominant insecurity factor that has negatively impacted on education access and retention in the county. Many parents are removing their children from the county

schools to other regions where they feel they can study in peace. Additionally, attacks from bandits in times of cattle rustling leads to closure of schools and many flee the region for their lives thus children end up dropping out of school. Inter clan fights at times also paralyze the region education system with some schools being used as a camp for the internally displaced during such fights. Cases of children being sexually assaulted along the way as they go to school has led to low enrollment rates and high dropout rates with fear of the lives of the children especially where there are long distances involved from home to school. Additionally, some students had dropped out of school to join al-Shabaab militia group or other local vigilantes in the region. This was credited to high levels of radicalization in the coastal part of Kenya. (KHRC 2016, Fathma & Smith, 2015). Additionally, some were forcefully abducted to join these groups thus drop out of school. For instance, early 2020, there was heightened fear in the county as al-Shabaab militants were spotted in Tana Delta near Mbooni forest (Oduor, 2020). In 2014, Bekele (2015) notes that attack in Mpeketoni, a small town in Lamu County, on the evening of June 14, 2014, spread to Tana River County over the subsequent weeks. The assailants were operating in groups of 15 to 300 men armed with guns, knives and machetes, as well as heavy weapons such as bazookas and grenade launchers. With such fear, many people fled the region due to fear. There was also concern over the impacts of cattle rustling and interclan wars especially during the dry season when there is scarce water and pasture for the animals in the community.

While for a long time the level of income in homes has been cited as the major impeding factor to education access and retention in Tana River county, a new

factor; security emerged during this study . Security registered the highest mean of influence when weighed against family income and role modeling. Sentiments from the school head teachers and county administrators in this study showed that unlike other factors, insecurity is an impeding factor whose occurrence has nothing to do with the teachers, students or parents in the county. It is a factor that many a times gets the government unaware thus posing huge threat to participation in education in the county.

Insecurity emerged as a factor that even the 100% transition rate policy cannot handle. This study supports Sanga & Ongala (2018) who contends that enrollment is lowest in Lamu and Tana River counties because insecurities and al-Shabaab attacks in the counties has shut down schools. It is an impeding factor whose control and intervention requires the inclusive efforts of the government of Kenya in handling security in the coastal region in general and curb radicalization and al-Shabaab attacks in the coastal part of Kenya. Giving his sentiments, the County Education Officer noted that insecurity will be responsible for 70 – 80% of the inaccessibility and poor retention rates in secondary schools in Tana River County if something is not done to restore maximum security. The sentiments arose out of the recent security issues in the county and more specifically, in the coastal part of Kenya.

In the past few years, there have been increased terror attacks, radicalization and recruitment into terror groups. Also, while some of these cases took place in neighboring counties, their effects spills over to Tana River County. Perhaps this explains why, solving security issues in Tana River County calls for solving

security issues in the entire coastal counties or adjacent counties. In as much as the government can arrest parents and head teachers over low enrollment rates in the era of 100% transition rate, understanding that security is an issues whose occurrence parents and teachers don't have control over is needed.

This is what the ministry of education has failed to demonstrate since all the time parents are threatened if their children do not go to schools. On the other hand, the head teachers are threatened if they send children home due to school fee. It is worth noting that teachers and parents in the region are victims of this insecurity.

4.5.4 Distance from home to school

The researcher also sought to examine how the distance from home to school influenced education access and retention in Tana River County. Figure 4.8 provides the statistics.

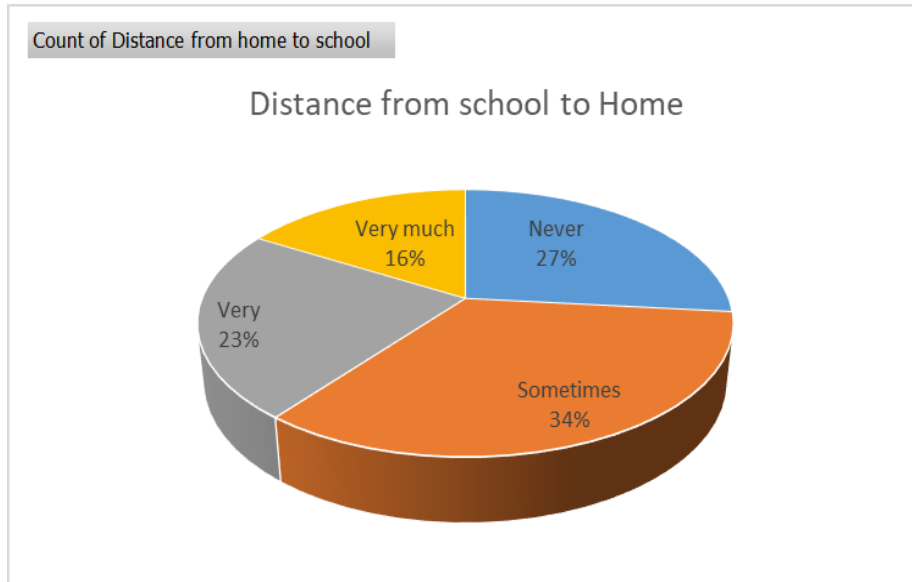


Figure 4.8: Home related factors on education access and retention

Figure 4.8 shows that 34% of the respondents rated distance from home to school and its influence on education access and retention at 34% sometimes, 16 % very much, 23% very and 27% never. The mean respondent for this variable was 2.29 implying that there was significant relationship between distance from home to school and education access and retention. Compared to all other home related factors, distance from home to school had the least mean implying it had a less significance when weighed against other factors.

4.6 School factors impediments on education access and retention in secondary schools in Tana River County

In the third and last objective, the researcher sought to examine how school factors impact on education access and retention in secondary schools in Tana River County.

The school factors examined included; school infrastructure, management and discipline.

4.6.1 School Infrastructure

The school infrastructures included aspects like; the availability of adequate classrooms, dormitories, toilet facilities, laboratories and libraries. The principals and teachers noted that these facilities impact directly on education access and retention in secondary schools in the county. The results are represented in the figure 4.9.

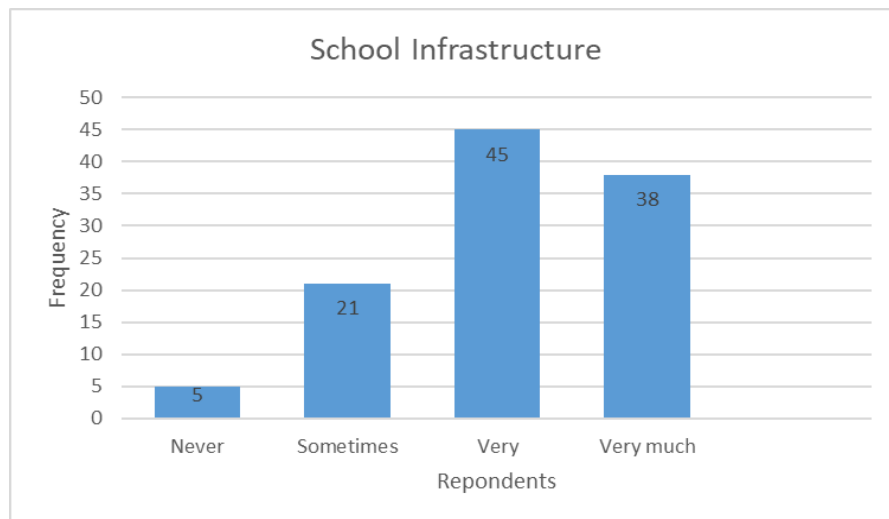


Figure 4.9: School infrastructure on education access and retention in Tana River County

Figure 4.9 indicates the response on school infrastructure impediment to education access and retention in secondary schools in Tana River County. The mean response under this variable was 3.06. An indication that there is a significant relationship between school access and retention and school infrastructure.

The study found that, the adequacy of these facilities determined the enrollment rates of the school. If the school does not have enough of these facilities, then the number

of admissions made per year is reduced. This implies that some students are locked out of joining secondary schools in the region due to limitations in the adequacy of classrooms, laboratories and libraries. Kenyan government stipulated a policy of 40 students per class (Ndethiu, 2017).

Nevertheless, the County Education Officers still pointed to the problem of overcrowded classrooms which forces teachers to use passive teaching methods thus may not deliver effectively as required. The situation has been made worse with the introduction of the 100% transition policy. Luvega, et al (2019) contends that most principals have converted dispensaries, laboratories, stores, libraries and unused buildings into classrooms and dormitories to cope with huge number of students. Nevertheless, some principals had to turn away students since the schools would not accommodate more (Luvega, et al, 2019) .

Facilities such as laboratories which play a major role in the technical subjects are not highly considered during enrollment. This explains why, most schools in the county have very small laboratories. This agrees with Bashir, Lockheed, Ninan & Tan (2018) who notes that 78 % of Kenyan secondary schools do not have laboratories. Additionally, those which exist do not function as required due to lack of adequate equipment and supplies. Such inadequacy limits admission into secondary schools.

Washrooms affected education access and retention in secondary school in the county. County Educational Officers noted that, it is hard to limit the enrollment in schools because of the toilets given the fact that the 100% transition has been the directive of the government. Once the student receives an admission letter it is hard

to limit enrollment based on washrooms. Luvega et al (2019) notes that, principals are forced to enroll students and they handle the issue of inadequate infrastructure later. This explains the poor state of most toilets' facilities in secondary schools in the county since they are few and are used by a large number of students. The principals noted that at times they enroll the students and figure out later on how to handle such facilities like toilets.

However, it is important to note that facilities like toilets affect more the retention rates of girls in schools. It becomes hard for girls given their biological cycles. This agrees with Global Partnership for Education (2018) which notes that access to a separate toilet can be the decisive factor of whether girls continues with education. When girls are menstruating, they need access to a water point and to have a place where they can dispose of their pads. Without this, girls may miss up to 5 days of school every month or worse, drop out of school completely (Global Partnership for Education, 2018).

Dormitory facilities only impacted on the enrollment in boarding secondary schools. However, its impacts were not felt since most schools have combined a system of day schools and boarding schools programs. Those who come from the nearby region are highly encouraged to be day scholars while those from far regions are taken in as boarders. Also, it was revealed that the fee difference between boarders and day scholars attracted many people into day school programs as compared to a boarding program.

4.6.2 School Management

The school management plays a significance role in education access and retention in Tana River County. It was noted that the management abilities of the school determine the success of the school in its examination and this in turn determines the enrollment and completion rates in the school. A poor management system will scare off many parents who will take their children to other regions and schools where there is good management system. Additionally, bad management encourages a lot of drop out as children move from one school to another in search of better schools. This implies that the completion rate in poorly managed school is very poor.

On the other hand, a school with a good management system attracts a lot of enrollment rates, low drop out and absent rates and high completion rates. Such schools attract students from far region since they are known for their good performance and management. The mean response for school factors was at 2.92 an indicator that school how a school is managed had a significant impact on education access and retention in Tana River County.

Table 4.9 shows how each category of respondents viewed the extent to which school management practices impeded education access and retention in Tana River County.

Table 4.9: School management on access and retention

Respondents		School Management				Total
		Never	Sometimes	Very	Very much	
County Educational Officers	Count	0	2	1	1	4
	% within Respondents	0.0%	50.0%	25.0%	25.0%	100.0%
Principals	Count	0	2	3	2	7
	% within Respondents	0.0%	28.6%	42.9%	28.6%	100.0%
Students	Count	1	17	19	19	56
	% within Respondents	1.8%	30.4%	33.9%	33.9%	100.0%
Teachers	Count	3	16	9	14	42
	% within Respondents	7.1%	38.1%	21.4%	33.3%	100.0%
Total	Count	4	36	32	36	109
	% within Respondents	3.7%	33.9%	29.4%	33.0%	100.0%

4.6.3 Student Indiscipline

Finally, the researcher examined how discipline as a factor impacted on school access and retention in Tana River County. The findings indicated that discipline played a great role in ensuring retention and completion rates in secondary school education in the county. The figure 4.10 indicates respondent's response on how discipline impedes education access and retention in Tana River County.

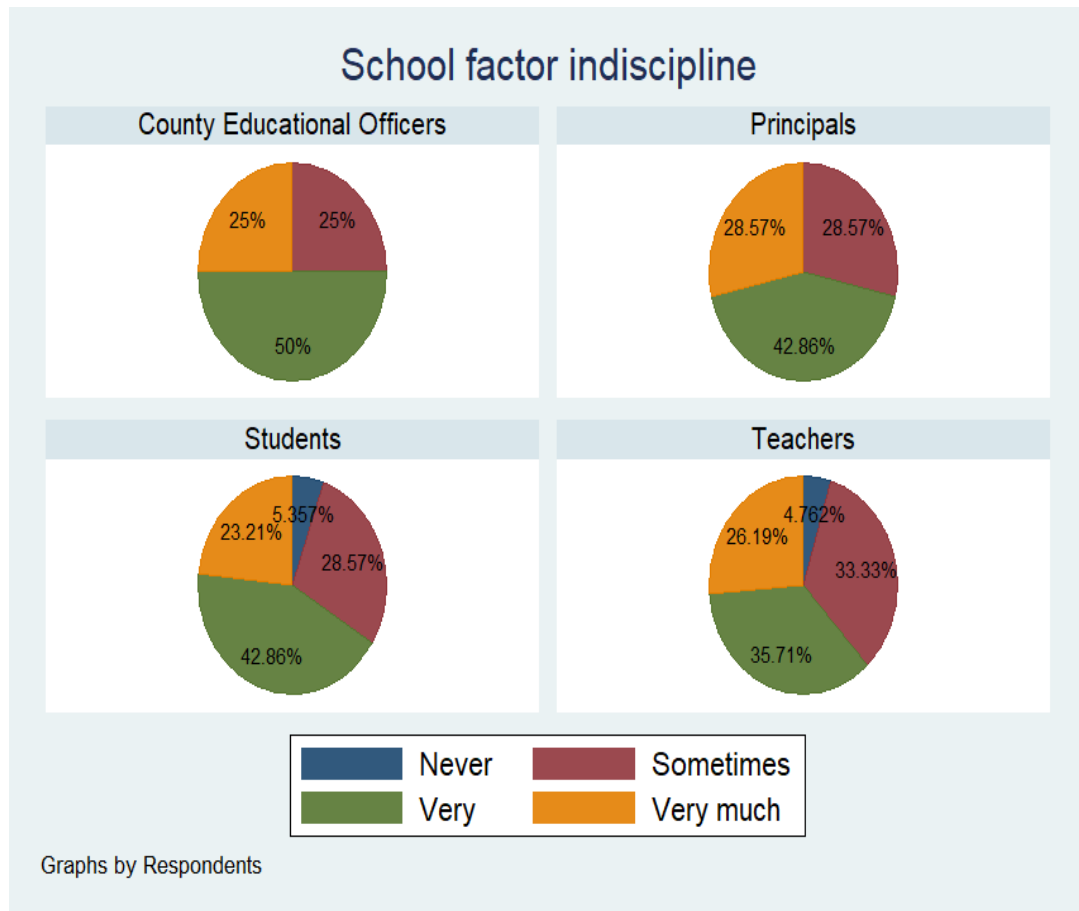


Figure 4.10: Influence of discipline on education access and retention in secondary schools in Tana River County

Figure 4.10 indicates that discipline as a factor influences education access and retention in secondary school education in Tana River County at a mean of 2.85.

The County Education Officers noted that, discipline can be viewed from two lenses which include the available school policies and the students' ability to adhere to these policies. According to them, most students run away from school rules which they regard to be hard and eventually drop out of school. It was noted that students who would not adhere to the school rules and regulations were totally expelled or given some weeks' suspension while others were given some correction punishments and

allowed to continue with their studies. The findings are in support of Nthiga (2014) who notes that behavior problems among students leads to expulsions from schools. additionally, the findings agrees with Wairimu (2007) who cites indiscipline as one of the determinants of low education access and retention in Kenya.

It was also noted that some students never return to school once sent for their parents or suspension. Others run away from school before even appearing at the school disciplinary committees never to return. However, there were no cases reported of a student being denied form one enrollment on discipline ground. Nevertheless, such denial was common in form two and three especially when the student is transferring schools on grounds of indiscipline in the previous schools.

From the above it is evident that weighed against all other factors, school factors had the least influence in education access in Tana River County. This is based on the idea that 100% transition rate forces teachers to take up students as stipulated by the ministry of education. However, with overcrowding, retention rates are also affected.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary of the study, the conclusions and the recommendations based on the major objectives of the study. The chapter is organized into summary and conclusion and then later recommendations.

5.2 Summary of the major findings

This study sought to examine the factors impeding education access and retention in Tana River County. Tana River County was chosen since for the last one decade the county has been recording poor enrollment and completion rates in its public secondary schools. Additionally, even with the government's introduction of the 100% transition from primary to secondary schools in 2019, the county was among the least in enrollment with only 22% of the expected students enrolling. The objectives of the study were;

- a. To determine the extent to which culture impedes education access and retention at secondary school level in Tana River County.
- b. To examine how the students' home background impede education access and retention in secondary schools' education and in Tana River county
- c. To examine how school factors impede access and retention of education in secondary schools in Tana River County.

5.2.1 Cultural impediment on education access and retention in secondary school in Tana River County

In this objective the elements of culture examined included early marriages, gender roles and child labour. The factors were chosen since studies in the literature review and background demonstrated that these aspects influence education access and retention in schools whether in primary or secondary. It was revealed that cultural factors like early marriages, gender roles and perceptions and child labour accounted for poor education access and retention in secondary schools in Tana River County. Gender practices and perceptions and early marriages directly impacted on student enrollment and completion rates in secondary schools in Tana River County.

Aspects like Female Genital Mutilation (FGM), early marriages, roles assigned to men and women in the community directly affected education access and retention rates in secondary schools in the county. It was also noted that, boys are also affected by cultural factors, something that is normally assumed in most studies on gender and culture in relation to education participation in Kenya. The researcher contends that this has an implication on education since if both genders are not considered in such studies, in the future there will be gender disparity in education access and retention with boys being the marginalized.

5.2.2 Students' home background impediment to education access and retention in secondary schools in Tana River County

The researcher sought to examine how the students' home background impedes education access and retention in secondary schools in Tana River County. The findings indicated that the student home background had a direct impact on access to education and ability to complete secondary school education.

The family's level of income determined whether the child would get basic needs required to join secondary schools and whether he or she would be able to stay in school for four years. Poor families had low chances of education access and retention while rich families had high chances of education access and completion. The family income level and child labour were intertwined because the findings indicated that low income families' forces children to stop school and start fending for themselves.

However, it is worth noting that the mean for family income level was less compared to security in accounting for poor education access and retention in the county when home factor are examined. This is a new trend because in previous studies families' income has been a major factor for poor access and retention in education. The new trend would be associated to the various state ingenuities such as subsidized secondary education, CDF bursaries, and county education fund bursaries among others. Insecurity emerged as a powerful hindrance to education access in Tana River County of all the home factors. Where there is security, access rates are high and completion rates are also high because the drop out and absent rates are low.

On the other hand, with insecurity, some schools are closed; people migrate, leading to poor access rates and completion rates since dropout rates increased as absenteeism increases. The insecurity situation in the county was associated to a multiple factors but al-Shabaab attacks and radicalization in the entire coastal region emerged as the major contributing factors. Insecurity is a complicated factor to handle as it requires the combined efforts from the national government and the ministry of interior and coordination of national government to ensure security in the larger coastal region. If this is not handled, insecurity will continue to limit education access and retention in the county.

5.2.3 School factors on education access and retention in secondary schools in Tana River County

The major elements examined here included; the school infrastructure, management and discipline. While school infrastructure was revealed to impact on access and retention rates, it was revealed that with the current policy of 100% transition from primary to secondary, these elements do not matter a lot. In fact, school factor had less influence on education access and retention in the county.

Discipline was seen to impact on the retention rates more as compared to the access rates. However, there were several cases where children were denied enrollment in new secondary schools due to history of indiscipline in the previous schools. It was revealed that learners can drop out of learning institutions as a result of self-drop out after doing mistakes in schools in fear of punishment, further they may have been

sent home for their parents to come to school in order for them to be allowed to come back or are totally expelled by the school in extreme cases.

5.3 Conclusion

From the discussion, the ensuing suppositions were made from the study; Culture had a direct impediment on education access and retention in secondary schools in Tana River County. This is an indicator that despite the campaigns and legal actions available, cultural practices like early marriages for girls, gender roles as well as child labour continue being a hindrance to education access and retention for many students. This raises the concern on the effectiveness and efficiency of the available initiatives in dealing with early marriages and early pregnancies in solving the crisis not only in Tana River but also in all counties across the country. It also indicated that boys are also affected by culture implying that gender disparity in education access and retention may change in favor of girls at the expense of boys.

Family income is no longer a leading factor in hindering education access and retention in Tana River County. This is an indicator that education funding is playing a great role in promoting education access and retention.

Insecurity is a major home factor affecting education access and retention in Tana River County. This is a new development in the last three years. This situation poses a great challenge to 100% transition rate. This is because insecurity is not within teachers and parents' control. It is a parameter that requires the participation and

collaboration of many agencies. Not even the 100% transition policy can solve insecurity as a hindrance factor to education access and retention in the county.

Learning institutions infrastructure has an insignificant influence on education access and retention in the county. However, indiscipline cases and school management factors directly impacted on the drop out and completion rates in secondary schools thus it directly impeded the retention rates.

5.4 Recommendations

Grounded on the above results, the study recommends the following;

5.4.1 Community Recommendations

The current initiatives and campaigns against practices that hinder education access and retention have not been fully effective and productive in Tana River County. Accordingly, there is need to review how these campaigns are done and include the local community (parents, children and clan elders) right from the formulation to the implementation process of these campaigns. This will help to deal with aspects like early marriages and related pregnancies that are seen to reduce the access rates and completion rates of secondary school education in Tana River County. Additionally, awareness focusing on both genders should be promoted.

On child labour, nevertheless, alternative sources of livelihood in Tana River communities should be provided to ensure that these communities don't move from one region to another during dry season thus altering the education system. Cases of child labour should be treated with uttermost seriousness and all employers of

children and students ought to be prosecuted. This will help reduce cases of child labour in the region and thus promote education access and retention.

Moreover, there is need for formation of discipline committees comprising of teachers, parents and student representatives to offset cases of indiscipline that leads to drop out and unrest. This will help to prevent cases of students being locked out of school, because of full classrooms and dormitory facilities and secondary schools not having the capacity to accommodate all the class eight leavers.

5.4.2 Policy Recommendations

Security provision should be a number one priority that the Ministry of Interior and Coordination of National Security should champion for before the National Government in Tana River County. There is need for additional police posts in the region, de-radicalization campaigns and initiation of peace deals between the various fighting clans in the region. The entire coastal part of Kenya needs to be secured and the solution to al-Shabaab menace arrived at. This will help reduce the insecurity issues experienced in the region that hinders education access and retention.

Subsidized secondary education, bursaries and other funds are seen to promote education access and retention in Tana River County. This explains why family income is no longer the leading hindrance to education access and poor retention in the county. However, some aspects of delays were reported in funds reimbursement. Accordingly, the government should ensure timely release of educational funds to schools and counties to facilitate easy access and reduce dropout. Secondary school education should be totally free inclusive of all meals and books. This will

help those from poor families to access education and complete the system without much difficulty.

The Ministry of Education should ensure that all schools have the necessary resources and infrastructure to accommodate the 100 % transition program in Tana River County. Most classes were already overcrowded. Other schools have fewer classrooms and even teachers are not enough. It is important that the government facilitates construction of enough classes and hire more teachers in the county.

5.4.3 Individual Recommendations

Parents should be responsible in taking their children to school and partner with teachers to ensure discipline and successful completion of school by their kids.

This will help reduce cases of high dropouts in schools and low enrollments.

Students should ensure adherence to the school rules and regulations. This will reduce indiscipline cases that lead to unrest, expulsions and dropouts.

Teachers should ensure that they maintain learner friendly rules and policies and ensure a good working relationship with students and parents. Additionally, they should take part in role modeling and mentoring their students. This will motivate students to be in schools.

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APPENDICES

Appendix 1: Questionnaire for Teachers

My name is Treza Waithera Gitau, a Master of Education student from Kenyatta University. The purpose of this study is to examine the impediments to education access and retention in Tana River County. This study is only meant for academic purpose and will not be used for any other purpose other than for examination at Kenyatta University School of Education. Please answer the questions as truthfully as possible. Thank you for your participation.

SECTION A: Background Information

Kindly tick appropriately;

Gender: male female

Type of school: mixed boys and girls girls Boys Boarding day mixed day and boarding .

Age bracket: 18-30 31-40 41-50 51- 60 above 60

Work experience in years: 0-10 11-20 above 20

SECTION B: Questions

1. Students' home background influence on education access and retention in school

In your opinion, does the home background of the student impact on their access to education and retention rates in school? kindly explain your answer.-----

2. Indicate your level of agreement or disagreement on whether the following factors influence students' education access and retention in your school, in a scale of 1 to 4 where 1- never, 2- sometimes, 3-very and 4- very much by putting a tick in the appropriate box

Factor	Never	Sometimes	Very	Very much
Students' home background				
Values attached to education				
Security				
Distance from home to school				
Role models				

Cultural practices on education access and retention at secondary school level in Tana River County.

In a scale of 1 to 4 where 1- never, 2- sometimes, 3-very and 4- very much, Indicate your level of agreement or disagreement on whether the factors stated below may act as impediments to education access and retention by putting a tick in the appropriate box.

Factor	Never	Sometimes	Very	Very much
Early marriages				
Child Labor				
Gender perceptions				

3. In your opinion apart from the above identified factors, what other culturally related factors do you think impedes education access and retention in the County? Please explain them.

4. School factors on education access and retention in secondary schools in Tana River County.

In your opinion do school aspects and factors impede education access and retention?

If yes state and explain how. If not, why do you think that is the case? -----

5. Indicate your level of agreement or disagreement with the following statement by putting a tick in the appropriate box

Factors	Never	Sometimes	Very	Very much
School infrastructure like toilets, desks etc. influence education access and retention of students in schools.				
Discipline of the learners affects retention and access of secondary school education.				
Management style influences education access and retention				
Teacher -student ratio				
Does distance from homes to school impede education access and retention				

6. Is there a link between student performance in class and retention rates in the school? Please explain your answer.

7. Solutions to low education access and retention in Tana River County.

In your opinion what measures should be taken to curb the current low secondary school access and retention in Tana River County.

Thank you

Appendix 2: Questionnaire for Students

My name is Treza Waithera Gitau, a Master of Education student at Kenyatta University.

The purpose of this study is to examine the impediments to education access and retention in Tana River County. This study is only meant for academic purpose only and will not be used for any other purpose other than examination at Kenyatta university school of education. Please answer the questions as truthfully as possible.

SECTION A: Background information

Kindly tick appropriately;

Gender: male female

Type of school: mixed boys and girls girls Boys Boarding day mixed day and boarding .

Form; one two three four

Family status: single parent both parents orphaned

SECTION B: Questions

1. Student home background on education access and retention.

Does the home back ground impede on your access to education and retention rates in school? kindly explain your answer.-----

In a scale of 1 to 4 where 1- never, 2- sometimes, 3-very and 4- very much Indicate if the following factors impede your education access and retention.

Factor	1	2	3	4
Level of income of parents/guardian				
Values attached to education				
Security				
Distance from home to school				
Role models				

2. Culture on education access and retention at secondary school level in Tana River County.

In a scale of 1-4 where 1- never, 2- sometimes, 3-very and 4- very much, indicate if the following cultural factors impede your education access and retention.

Factor	1	2	3	4
Early marriages				
Child Labor				
Gender perceptions				

3. School factors on access and retention of education in secondary schools in Tana River County.

In your opinion what school factors impacts on your education access and retention? Kindly explain -----

Indicate if the following school factors can act as impediments to your education access and retention.

Factors	1	2	3	4
School infrastructure (classes, laboratories, etc.)				
Discipline and punishments				
School Management				
Teacher -student ratio				
Distance from homes				

4. What is your take on the importance of education? Given a chance would you like to proceed with your studies or drop out of school? Please explain your answer.

5. Solutions to low education access and retention in Tana River County

In your opinion what measures should be taken to improve your access and stay in school?

Thank you

Appendix 3: Interview Guide for County Education Officers

1. What is your opinion concerning the current trend in education access and retention in Tana River County?
2. Why do you think the county recorded the least enrollment despite the 100% transition policy this year?
3. In your opinion do home back ground factors like level of income of parents, security, distance from home to school and role models impede education access and retention in secondary schools in Tana River County?
4. To what extent do you think home factors impede education access and retention in secondary schools in Tana River County? Explain
5. Kindly give your opinion on the cultural factors like early marriages, child labor and gender roles on education access and retention in public secondary schools in Tana River County?
6. To what extent do you think these cultural factors impede education access and retention in secondary schools in Tana River County?
7. What school factor impedes education access and retention in secondary schools in Tana River County?
8. Does the school management have a hand in impeding education access and retention in secondary schools in Tana River County?
9. In your opinion what can be done to improve education access and retention in Tana River county secondary school?

Thank you

Appendix 4: Questionnaire for School Principals

My name is Treza Waithera Gitau, a Master of Education student from Kenyatta University. The purpose of this study is to examine the impediments to education access and retention in Tana River County. This study is only meant for academic purpose and will not be used for any other purpose other than examination at Kenyatta University School of Education. Please answer the questions as truthfully as possible.

SECTION A: Background information

Kindly tick appropriately;

Gender: male female

Type of school: mixed boys and girls girls Boys Boarding day mixed day and boarding .

Age bracket: 18-30 31-40 41-50 51- 60 above 60

Work experience in years: 0-10 11-20 above 20

SECTION B: Questions

1. Kindly, what can you comment on the enrollment rates in this institution for the last 4 years? Provide statistics please.
2. How many students do you expect for admissions annually? Do all of them make it for enrollment? Please explain the answer.
3. How many students drop out of school per year in the school?

4. In your opinion, what causes drop out among students in schools.-----

5. In a scale of 1-4 Indicate your level of agreement or disagreement 1 to 4 where 1- never, 2- sometimes, 3-very and 4- very much on whether the factors stated below impedes education access and retention with the following statements by putting a tick in the appropriate box.

Factor	1	2	3	4
Poor families				
Values attached to education				
Security				
Distance from home to school				
Role models				

6. The influence of culture in education access and retention at secondary school level in Tana River County.

What can you comment about culture and education access and retention in your school?

7. Who are most affected with drop out and low enrollment? Boys or girls? Explain your answer

8. In a scale of 1-4 where 1 to 4 where 1- never, 2- sometimes, 3-very and 4- very much indicate if the following cultural factors impede education access and retention in your school.

Factor	1	2	3	4
Early marriages				
Child Labor				
Gender perceptions				

9. How school factors impede access and retention of education in secondary schools in Tana River County.

In your opinion are there any factors within the school system that you feel are impeding education access and retention? if yes please explain them---

10. In a scale of 1-4 where 1 to 4 where 1- never, 2- sometimes, 3-very and 4- very much – indicate the extent to which these factors impede education access and retention.

Factors	1	2	3	4
School infrastructure				
Discipline				
Management				
Teacher -student ratio				
Distance from home to school				

11. With regard to school discipline do you expel students? If yes how many have been completely expelled? How many have dropped out voluntary after being involved in school rule breaking and don't want to face the punishment?






12. Why do you think there was a low enrollment this year in Tana River County despite the 100% transition? As a school chief administrator, do you think the school was ready enough to receive the numbers assigned? Explain your answer.

13. Solutions to low education access and retention in Tana River County

In your opinion what measures should be taken to curb the current low secondary school access and retention in Tana River County.

Thank you

Appendix 5: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 123904	Date of Issue: 08/October/2019
RESEARCH LICENSE	
	
<p>This is to Certify that Ms.. TREZA GITAU of Kenyatta University, has been licensed to conduct research in Tanariver on the topic: IMPEDIMENTS TO EDUCATION ACCESS AND RETENTION IN PUBLIC SECONDARY SCHOOL IN TANA RIVER COUNTY, KENYA. for the period ending : 08/October/2020.</p>	
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