

**A CORRELATIONAL STUDY OF SOCIO-ECONOMIC FACTORS
AFFECTING STUDENT'S ACCESS AND RETENTION IN PUBLIC
SECONDARY SCHOOLS, KITUI COUNTY, KENYA**

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**A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN
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A MASTERS DEGREE OF EDUCATIONAL RESEARCH, EVALUATION &
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DECLARATION

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

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DEDICATION

This study is whole heartedly dedicated to my beloved parents Mr. Johnson Kimanzi and Mrs. Christine Kimanzi who have been my primary source of inspiration. They gave me strength when I thought of giving up. Mum your affection, love, encouragement and prayers day and night made me able to get such success and honor.

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Above all I dedicate this study to our Almighty God who gave me His strength, guidance, power of mind, protection and healthy life. All of these I offer to you.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	:	District Educational Officer
EFA	:	Education For All
ESP	:	Economic Stimulus Package
FPE	:	Free Primary Education
HIV/AIDS	:	Human Immunodeficiency Virus/ Acquired Immune deficiency Syndrome
KCSE	:	Kenya Certificate of Secondary Education
MDG	:	Millennium Development Goals
NACOSTI	:	National Commission for Science, Technology and Innovation
NAR	:	Net Attendance Rate
NARC	:	National Alliance Rainbow Coalition
NER	:	Net Enrollment Rate
SPSS	:	Statistical Packages for Social Science
SSE	:	Subsidized Secondary Education
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations Children's Fund

ABSTRACT

This study aimed at investigating the socio-economic factors influencing students' access and retention in secondary schools in Mwingi East sub-county. This is because in spite of the inception of subsidized secondary education, students' access and retention in secondary education in this area continues to be a challenge. The objectives which guided the study included to: assess how learning resources and physical facilities influence students' access and retention in secondary schools, find out how parents educational attainment influence access and retention of students in secondary schools, determine the influence of family income level and household family size on access and retention of students in secondary education in Mwingi East Kitui County. The targeted population was 24 school principals, 101 class teachers and 947 students in form 3 and form 4 in the Sub-County for the study. Stratified sampling and simple random sampling were the procedures of sampling adopted. The sample comprised of 8 public schools and the principals of the schools (35%), 20 class teachers (20%) and 160 students (17%). The data was collected using Questionnaire and interview schedules. This Study adopted correlation design whereby Statistical Package for Social Sciences (SPSS version 21) was used to analyse quantitative data. On the other hand, from the research objectives qualitative data was analysed accordingly as per the themes. The study found out that Physical facilities and learning resources did not have a significant influence on access and retention of students in secondary schools. It was further found out that the parental educational attainment, family income and the family size influenced access and retention of students in secondary education. The researcher recommends that the National and county governments should provide more budgetary allocation for bursaries to help the needy students in the payment of school fees. Family planning awareness campaigns should be carried out too apart from putting on relevant policies to govern family sizes based on individual's income.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

It consists of study's background, the problem statement, purpose and objectives as well as the research hypothesis.

The chapter also presents the study's assumptions, limitations, the de-limitations and significance or importance of the study. In addition, it consists of theoretical framework, the conceptual framework and finally definition of central terms.

1.2 The Background to the Study

Education is a basic components towards socio-economic and political development of a society. Cross (2003) posits that education provides competitive advantage, which is vital for national economic growth and individual development. Besides, Ballara (1992) observes education as a human right and a necessary condition, which help people to exercise other rights. It is one of the absolute rights of every individual and has been documented as such in the Universal Declaration of Human right (UNICEF, 2001) and it has also been preserved in the Constitution of Kenya 2010.

Governments worldwide dedicate a large proportion of public revenue towards education provision. For example, as Briseid and Caillods (2004) posits, Organization for Economic Co-operation and Development (OECD) countries devote about 24% of their GDP per capita on secondary school education.

To enable access to secondary education, public schools in OECD countries do not charge tuition. Moreover, OECD (2009) states that OECD countries spent US \$ 8,857 on each student yearly for primary, secondary and tertiary education.

Besides, Briseid and Francoise (2004) indicates that majority of OECD countries, all families spend in education by paying for their meals, uniforms, school supplies and even extra-curricular activities. Student from deprived backgrounds who cannot afford to pay the user charges are provided scholarships or benefit from government subsidies. Interestingly, in some countries like Finland, school feeding programs are free. In the United States and France schools, meals are subsidized depending on household resources. According to Francoise (2004), these measures are aimed at ensuring equity in access and retention in secondary education. Accordingly, most developed countries have put measures to ensure access in education.

Moreover, most Caribbean countries devoted a large proportion of public finance in offering free tuition in secondary schools (Millar, 1996). In addition, Some countries offered textbooks, personal emoluments and payment of examination fee. Such measures were meant to increase access and retention in secondary education. However, due to the rising costs in education government in Caribbean countries could not continue offering free tuition. As a result, governments in the region introduced cost sharing in education, which led to increase in dropout rates among secondary school students.

Furthermore, in African countries, governments and households share in education provision. For instance, in South Africa the government finances secondary education while the parents supplement by paying school fees (Fiske and Ladd, 2003). Above all, students are not prohibited to access education if they are unable to pay the user charges but the schools are in a position to sue parents who fail to pay the school fees. Nonetheless, parents who are extremely poor are relieved from paying school fees thereby enhancing equity in access and retention in secondary education.

Additionally, Rwanda stopped secondary school education fees in the year 2006, while Uganda followed and stopped the same charges in 2007 (Ohba, 2009). This action was necessitated by the fact that many competent pupils were not transiting to secondary schools due to high school fees. According to Reuters (2007), Ugandan abolished secondary education school fees in order to double enrollment in secondary education. As Asankha and Yamano (2011) posits, subsidized secondary education increased access and retention in public secondary schools in Uganda with girls benefiting more than boys do.

The Measures by governments notwithstanding, education provision in Sub-Saharan experiences many financial problems. Ohba (2009) indicates that, owing to budgetary limitations, governments cannot fully cater for education provision and therefore generally require the public schools to levy user school fees.

For instance, households pay fees such as development fees, co-curricular fees, school meals fees and uniforms. As a result, the Sub-Saharan countries continue to face challenges in terms of accessing and retaining of students in secondary schools.

Apart from direct and indirect education costs, students from poor backgrounds are highly likely to miss secondary education due to opportunity costs (Akyeampong, 2009; Rolleston, 2009). Consequently, eliminating direct fees and indirect school fees has not been adequate to improve access to secondary schools among the deprived students.

The Kenyan government has also constantly shown the need to enhance secondary school education provision. For instance, after the independence, Kenya development plan of 1964-1965 underscored the importance of expanding and improving education (Republic of Kenya 1964).

The document stated that there is a very close relationship between education and development of the country. Moreover, the development plan emphasized on enhancing access in secondary and higher education to meet the human resources needs of the country.

In 1980s, the Kenyan government expanded the provision of secondary education, which led to increased costs. The government consequently introduced the policy of cost sharing as found in the (Sessional paper No.6, 1988).

As a result, the burdens of secondary education costs were shared among the households and the government. According to Oketch and Rolleston (2007), the cost sharing policy may be linked with deterioration in Gross Enrollment rate (GER) from about 30% in 1990 to 20% in 2000. In addition, completion rates dropped drastically. This is clearly shown below in Table 1.1.

Table 1.1: Secondary Schools Completion Rates (%) by Gender in Kenya, 1989-1999

Year	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
Girls	85.9	76.9	84.9	65.5	80.8	77.8	93.8	86.8	82.5	74.7	76.4
Boys	85.6	77.4	81.2	70.6	81.2	75.1	94.7	87.5	84.7	87.1	77.5
Tota	85.8	77.1	83.0	68.1	81	76.5	94.3	87.2	84	81	76.9

Source: MOEST (2001)

Table 1.1 indicates the completion rates declined between 1989 and 1999. Moreover, the completion rates among the girls were less than that of boys.

To curb the dropout rates and improve the completion rates, the Kenyan government initiated bursary fund in 1993. Nonetheless, the bursary fund had limitations such inadequate funds, delayed payment by the government (Oyugi et al., 2008).

Insufficient monitoring measures and inconsistency in allocation were also noted as limitations of the bursary fund. Besides, many needy students lack would receive the bursary fund in some allocations and miss out on some of the future allocations.

According to Njeru and Orodho (2003), there were students who benefitted from the secondary education bursary but the scheme did not significantly increase the accessing and reteing of students in secondary schools. The increased enrollment in the secondary education was just in absolute numbers. Consequently, though the bursary fund was a noble idea to cushion the deprived families, it was not efficient in enhancing access and retention in secondary education.

Another measure by the Kenyan government to expand secondary education was by introducing Subsidized Secondary School Education in 2008. This was meant to increase access and retention in secondary education. Consequently, the enrollment of students in the public schools rose from 1,180,267 students, the year two thousand and seven to 1,382,211 students in the two thousand and eight, which indicates an increase in enrollment by 17% (Republic of Kenya, 2009). Nonetheless, close to half of legal age population did not access secondary education despite the reported rise in enrollment.

Table 1.2 shows that net enrollment and net attendance ratios in secondary schools in Kenya in 2013.

Table 1.2: Net Enrollment Ratio (NER) and Net Attendance Ratio (NAR) in Secondary Schools in Kenya in 2013

Indicator	Male (%)	Female (%)
Net Enrollment Ratio(NER)	51.6	48.4
Net Attendance Ratio (NAR)	44.3	44

Source (UNICEF 2014)

Table 1.2 shows that Net Enrollment Rate (NER) in secondary school in Kenya in 2013 was approximately 50%. Conversely, NAR (Net Attendance Rate) is somewhat below average, which implies students enrolled in schools were not fully retained in the schools.

Access and retention of students in secondary education is influenced by social economic factors such as parental occupation and level of income, as well as parental educational attainment, (Filho, 2008; Mingat, 2007). Besides, in Kenya, there is wide disparity in access and retention in secondary education because of the varying social economic factors.

According to Njeru and Orodho (2013), factors contributing to low access and retention in secondary education vary countrywide. Nonetheless, the common factors include household poverty, occupation and income of parents, high cost of education, and weak government educational policies.

Kitui County has 330 secondary schools with about 69,531 learners and 2,107 teachers (Kitui County Development plan, 2014). Retention rate is about 87.7% while dropout rates are about 13.3%. Approximately, 44% of the Students travel for 5km and above to the nearest secondary school 37% of the students travel for about 2 km to 5km.

Kitui County is high with about 60% of residents living below poverty line compared to the rate 45% nationally. Interestingly, Literacy levels in Kitui County compares favourable with that of the country i.e. Kitui has a literacy rate of 63.4% compared to 66.4 in the country.

The 1994-1996 development plan addresses gender issues in education in Kenya (Dube, 2012). For instance, the development plan outlines the strategies of readmission of girls to schools after giving birth. Nonetheless, studies show that girls continue to drop out of schools after getting pregnant. For instance, Muasya (2013) investigated the effects of subsidized secondary education in Mwingi central district.

The researcher found that students' early pregnancies, marriages, and indiscipline were the major determinants of access and the retention of students. Besides, Muriuki (2011) investigated the causes of low admission in secondary schools from primary schools in Kitui Central district. The study found that poverty cost of secondary education, and inadequate secondary schools were the main predictors of low transition.

1.3 Statement of the Problem

As can be noted from the background the study, the government of Kenya has shown commitment towards expanding secondary education through financing and other policies. However, the secondary education is still facing various challenges access and retention. For instance, even with the subsidized secondary education and bursary programs, the net enrollment rate is still about 50% and dropout rate is 20% nationally. As pointed out earlier, Retention rate and dropout rates are about 87.7% and 13.3 % respectively in Kitui County. Furthermore, the secondary completion rate stands at 30.7% in Mwingi East Sub-County (Kitui County Development plan (2014)).

Several studies investigating the social-economic factors influencing access and retention of students in secondary schools in Kenya and Kitui County in particular have been descriptive in nature.

For instance, the study by Muriuki (2011) on causes of low causes of transition from primary education schools to secondary education Kitui and the study by Muasya(2013) on effects of subsidized secondary education in Mwingi. Consequently, the study also adopted a correlation research design for investigating the influence of socio-economic factors affecting access and retention of students in secondary schools found in Mwingi East after the introduction of Subsidized Secondary Education.

1.4 Purpose of the Study

The study aimed at to carrying out a correlation study on social economic factors and student's access and retention in secondary schools in Mwingi East, Kitui County. The social-economic factors explored are; physical and learning resources, parental education attainment, household income level and household family size.

1.5 Objectives of the Study

The study objectives were:

- i. To assess the extent to which physical facilities and learning resources influence access and retention of students in secondary schools in Mwingi East, Kitui County.
- ii. To find out to what extent parental educational attainment influence students' access and retention in secondary schools in Mwingi East, Kitui County.
- iii. To assess the influence of the family income level on access and retention of students in secondary schools in Mwingi East, Kitui County.
- iv. Assessing the influence of household family size on access and retention of students in secondary schools in Mwingi East, Kitui County.

1.6 Null Hypothesis

The following were the Null hypothesis for the study;

Null Hypothesis 1

Physical facilities and learning resources do not have a significant influence on access and retention of students in secondary schools in Mwingi East, Kitui County.

Null Hypothesis 2

Parent's education attainment does not have a significant influence on access and retention of students in secondary schools in Mwingi East, Kitui County.

Null Hypothesis 3

Family income level does not have a significant influence on students' access and retention in secondary schools in Mwingi East, Kitui.

Null Hypothesis 4

Household family size does not have a significant influence on access and retention of students in secondary schools in Mwingi East, Kitui County.

1.7 Significance of the Study

This study is meant to provide useful information especially to various stakeholders more so in education sector including teachers, researchers, teachers, and education policy makers. The study may contribute valuable knowledge to the field of social economic in relation with education. It would also provide useful information for reference among researchers and other readers. It is expected to produce previously unavailable knowledge on the subject.

The Ministry of Education may utilize the findings to come up with relevant policies that would cushion the social economic factors in the area of study.

This would go in line with the school management taking into consideration the factors and hence create a conducive learning environment, which is expected to see an improvement in performance in KCSE exam.

Lastly and not the least, the study may enable teachers to realize and understand in a deeper way the many factors outside and around their surrounding affecting the student's retention and participation in classroom hence something which is resulting to their poor end of course performance in their final evaluation.

1.8 Limitations of the Study

Public secondary schools found in Mwingi East, Kitui County were spread with poor roads and thus the researcher could not visit all the schools to carry out the study. The researcher therefore carried out the study in sampled schools, which represented all the public schools in the region.

1.9 Delimitations of the Study

This research was carried out in public secondary schools, which benefitted from the subsidized secondary education. Consequently, the private schools were not involved since they were not incorporated in the subsidized education policy.

1.10 Assumptions of the Study

The researcher holding all factors constant made the following assumptions:

1. Most of the factors affecting performance in the selected secondary schools within the district were social economic based owing to poverty in the region.
2. Majority of respondents would be cooperative and give genuine and reliable responses.

1.11 Theoretical Framework

This study now was based on the Classical Liberal Theory of Equal Opportunity and Social Darwinism. The theory was proposed by Charles Darwin. It was found relevant for this study in an effort to unearth the main socio-economic factors that influence student's access to education in Mwingi East, Kitui County. According to the theory, a person's Social and Economic Position emanates from the environment he/she resides in. Consequently, the environment and rising are very essential to a person's destiny.

The theory of Equal opportunity proposes that individuals should be accorded similar treatment, unrestrained by man-made hindrances or biases unless where it is unavoidable. Mwingi East in Kitui County is marginalized since it is located in ASAL region. This may have a negative impact on education. Socio-economic factors such as availability of learning and physical resources, parental education attainment, and household income may influence access, retention, and retention of students in the secondary schools.

Consequently, education in such circumstance may not progress the lives of the people. An economically deprived household are related to poverty, low education attainment and joblessness and eventually affects the whole society. Inequalities in quality of life and wealth distribution are eminent in ASAL region.

This study therefore adopted the Classical Liberal Theory of Equal Opportunity since it can be associated to social and economic issues that may influence students' access to secondary education.

In ASAL regions disparities and inequities in educational participation is pronounced. Therefore, examined from a slightly different perspective, Classical Liberal Theory indicates offering equivalent opportunity in access to education may promote social and economic mobility.

1.12 Conceptual Framework

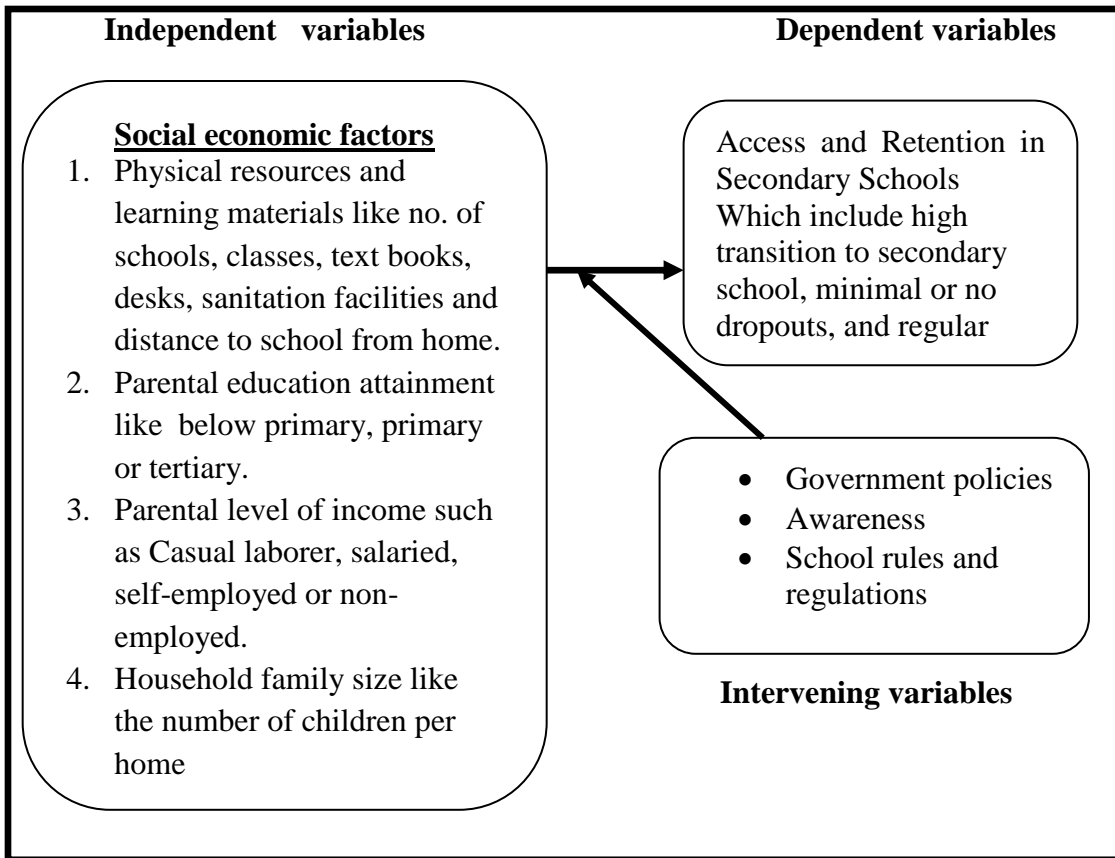


Figure 1.1: Conceptual Framework

The conceptual framework above shows the social-economic factors affecting access and retention in secondary schools. To start with is Physical resources and learning materials e.g., No of schools, classes, text books, chalk boards, desks and chairs, libraries and sanitation facilities , distance to school from home. It was envisaged that such factors would affect access and retention in secondary schools.

Another socio-economic factor was parental education attainment. It was expected that the parents with higher education attainment would take their children in schools and retain them compared to parents with lower level of education or no education at all.

The other social economic factor was parental level of income. Parents with higher incomes are able to cater for the secondary school costs thereby ensuring access and retention. On the other hand, parents with low incomes may not pay school fees for their children hence lowering access and retention.

The household family size also affects access and retention in secondary education. A large family has more children to enroll in school which may lower access and retention especially if the family has a poor background. The intervening variables include government policies such as subsidized secondary education.

1.13 Operational Definition of Term

Access: Readiness of secondary school to enroll suitable school age learners and the readiness and ability of the learners to grab the opportunity for enrollment.

Enrolment: The process of initiating attendance to a school.

Factor: This is the phenomenon that affects the nature, the magnitude or the timing of a consequence. In other words it's like looking at root cause analysis.

Participation: Active involvement in formal education

Retention: Capability of learners stay enrolled in secondary education up to completion of their four year course.

Socio-economic factors: Are the experiences and the realities that help students to access secondary education and be retained in schools. In this case, these factors can be home based, school based or community based. For example, parental education attainment and family size are social factors, while parental level of income is an economic factor. School physical and learning resources are both economic and community based factors since they are provided by the society/the government.

Wastage: Loss of a student as they progress through education cycle through drop out and repetition.

Household size: Refers to the size of a family in a particular home.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter consist of the literature review of the related studies.

The literature is presented in sub-topics according to themes as found in the objectives of the study. The chapter then concludes with summary of literature review.

2.2 Access and Retention in Secondary Education

Enrollment is considered as one of the significant indicators of access to education. According to Raja and Burnett (2004), major factors that determine enrollment include; education costs, family income, communal participation, presence of schools, transport costs, education quality and relevance. Therefore, the socio-economic factors are critical determinants towards access and retention to education. Secondary school rates of enrolment in Sub-Saharan Africa (SSA) continue to be low globally. For example, UNESCO (2008) shows that in 2006, of the school going age only a percentage of 25 of the population which was enrolled in secondary schools, with more boys enrolled than girls.

Conversely, the Net Enrollment Rate in the Caribbean was 40%, with more girls enrolled than boys. Therefore, children of school going age in Sub-Saharan Africa are highly likely to miss out on secondary education, with girls more affected than boys.

Moreover, according to UNESCO (2010) more than a third of adolescents in SSA of secondary school age are enrolled in primary school. Consequently, more than a third of primary schools pupils are overage, which may limit the students enrolling in secondary school.

In Kenya, Studies on Free Primary Education(FPE) and subsidized secondary education indicate that enrollment in schools increased following abolishment of school fees. For instance, primary schools the net enrollment increased by 22.3% in response to introduction of free primary education (Oketch and Rolleston 2008).

On the other hand, according to RoK (2009), enrolment in secondary education increased by 17.1% in 2008 following the launch of subsidized secondary education. The increase in enrollment was mainly experienced in day public schools since they were expected to charge few levies, like lunch and development fees. The GER increased rose to 42.5% in 2008 from 38.0% in 2007. Table 2.1 shows the enrollment in secondary schools students from 2011 to 2015 in Kenya.

Table 2.1: Secondary Schools ‘enrollment by form and Gender in Kenya From 2011- 2015

GRADE	2011		2012		2013		2014		2015	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Form 1	146,645	127,057	139,469	124,834	161,588	137,873	170,650	143,045	207,212	180,461
Form 2	124,585	114,053	122,867	109,471	132,105	119,077	173,165	149,840	196,500	163,164
Form 3	117,975	105,118	120,912	107,770	120,978	115,443	157,572	134,793	181,775	155,798
Form 4	101,301	89,416	110,909	98,367	131,491	111,615	137,304	113,869	161,026	136,275
Total	590,506	435,643	494,157	439,992	546,072	484,008	638,690	541,577	746,513	635,698
Grand total	926,149		934,149		1,030,080		1,180,267		1,382,211	

(Source: RoK 2015 – Economic Survey)

The above table 2.1 show a rising in enrolment by about 50% from 2011-2015. Despite increase in enrolment, RoK (2015) indicates that up to 50% of the secondary school legal age population did not access secondary education. This is an indication that financing of secondary education alone was not enough to ensure 100% access to education.

Studies have also shown regional disparity in secondary schools enrollment.

For instance Awiti (2004) noted major disparities in access and retention of education in Arid and Semi-arid lands (ASAL). Similarly, RoK (2015) indicates that North Eastern region had a the lowest NER (4.3%) central region, which had the highest enrollment (33.3%). Unesco (2010) notes that education access has improved tremendously though major inequalities related to household income and wealth as well as location continue to hinder overall access.

2.3 Physical Resources and their Influence on Secondary Education

Educational physical resources and material resources include; classrooms, libraries, laboratories, latrines, charts, textbooks, and maps (Adeogun & Osifila, 2008). Besides, according to Akisanya (2010) availability and proper utilization of educational resources is crucial towards the accomplishment of all educational goals. Therefore, this study sought to find out whether physical resources influence access to secondary education after the introduction of subsidized secondary education.

A research by World Bank (2004) found that students spent a lot of time traveling to school and that many of classrooms were unusable in Ghanaian schools. The study concluded that educational attainment could be improved by building more quality classrooms.

In addition, the study proposed replacement of unusable classrooms with new ones to make learning more effective. Besides, the long journey to school could be reduced by building new schools, thereby increasing access and retention in education. Therefore, World Bank (2004) underscores the need of combining educational physical resources with other inputs that may influence access and retention in secondary schools.

In Kenya, government and households share in the provision of educational resources. After the introduction of the cost sharing policy in 1988, the government the household had to shoulder the burdent of physical and material resources. (Kiveu & Maiyo (2009) ; Kinuthia ,2009). As a result, the cost sharing policy led to the decline in access and retention in secondary education since most households could not afford the costs involved.

Earlier researches have shown that educational resources in secondary schools in Kenya are in-adequate. For instance, Asayo(2009) posits that the introduction of subsidized secondary education was the government's measure to provide funds for the provisional of educational resources to all secondary schools students. Furthermore, the CDF funds introduced in 2003 was aimed at providing learning schools like, classrooms, libraries, and laboratories. Accordingly, through government provision of physical and learning resources, the burden on households was reduced, which may boost access to secondary education.

Moreover, According to Fin Access (2009) many communities in Kenya did not have close secondary schools. For instance, only approximately 40% of people in Northeastern and Coastal regions stated that their homes were a walking distance to a secondary.

Besides, Alderman and King (1998) note that distance to school is an inhibitor to school enrollment and female students are more affected by long distance to school due to safety fears. Nonetheless, MOE (2009) indicates that the shortage of secondary is being addressed. For instance, secondary schools increased by more than half between 2003 and 2008 due to construction of more CDF schools. Therefore, construction of more secondary schools may reduce the distance travelled by students from home to schools, thereby increasing access.

2.4 Influence of Household Income Level and Household Family Size on Access and Retention of Students in Secondary Education

As Unesco (2008) notes, affordability is one of the greatest hinderance of accessing secondary education in SSA. Moreover Hunt (2008) indicate that education charges are substantial factors which determine if students will access and be retained in school or not.

Household income is therefore a significant factor in that may influence enrollment in secondary education. For instance, funds are needed to cater for various education costs like school fees, uniforms, and travelling. Household income is critical in determining access and retention ins secondary school (Hunt, 2008). Accordingly, household income may influence when a student access education, how often a student attends school, and whether a student may drop-out.

Children from rich backgrounds are more likely to gain access and be retained in schools compared with children from deprived families (Akyempong, 2009). Moreover, according to Hunter and May (2003) households' poverty is a major hinderance to access and retention of secondary education. Besides, a study by in secondary schools in Ethiopia and Guinea found that inability to pay education costs was a leading cause of low access and retention in secondary schools.

Furthermore, parents/guardians and gurdians in Tanzania were asked about financial factors affecting access to education and majority stated that main obstacle to education access was inability to pay (Dachi & Gullet, 2003). Moreover, according to Rose and Samarai (2001) ability to buy school uniform, pens, and exercise books, may determine if a student will enroll and be retained in school or not. Accordingly, children from deprived families families may not access or be retained in secondary education.

To solve the problem access and retention in secondary schools due to poverty, many countries have introduced subsidized education. Nonetheless, government finances are not enough and hence parents have to pay school levies, which limit access and retention secondary schools. According to UNESCO (2010) Ghana's schools introduced indirect fees after the introduction of subsidized education since the government finances were not enough.

On the other hand, free primary education policy in Indonesia, which was started in 2005 gives subsidies to schools but also allows them to charge fees. Additionally, in Sierra-Leone subsidized education, the households have to buy school uniforms, in which the cost is twice the subsidized fees.

This implies that elimination of fees may not be sufficient to guarantee access and retention in secondary schools particularly among the deprived families. Furthermore, according to Raja and Burnett (2004) subsidized education can increase enrollment in schools, but indirect cost which may be more than school fees can limit retention in secondary schools.

In Kenya, introduction of subsidized secondary education led to a commendable rise in enrollment as earlier noted. This coupled with secondary school bursary scheme here which was meant to make access and retention of students from poor backgrounds available and affordable. However, the finances offered by the government have not been adequate leaving the schools with no option but to charge school levies. This in turn has led to students from poor families dropping out of schools. (Njeru & Orodho 2003; RoK , 2009).

According to Graham (2004), parents with many school-age children find it hard to cater for their school education. Education in Kenya today is an expensive investment. At secondary level, parents have to pay school fees and provide other resources such as textbooks, uniform and contribute towards development of infrastructure in schools.

Therefore the family income has to be distributed among various competing needs education being one of them. Just as Castle (2006) indicates, households cannot provide education ahead of basic needs such as meals and that large families are adversely affected in retaining the children in schools.

Graham (2011) also notes that the cost of education normally interferes with family economy especially for large families thereby forcing children to drop out of school.

According to World Bank (1988) the size of a household has significant negative relationship with the parent's level of education. This implies that parents with low levels of education normally have low earnings but many children.

A study by Schiefelbein and Wolf (2002) in America and Europe indicates that poor families are associated with large compared with families from richer backgrounds. They also found that households with larger families encountered financial difficulties in education provision. The size of the household has also been found to affect the gender parity. According to Murai (2008) education opportunities for girls are at stake especially in large families; parents feels that educating boys is a better investment than educating girls.

He associated gender parities in education to parent discrimination and socio-cultural factors costs on opportunity cost of educating the boy instead of a girl. GoK (2005) indicates the gender parity index as 0.97 and a transition rate to secondary school of 48.6%. In large families, the birth position of a child also affects access and retention in secondary schools.

According to Njoroge (2004) a child's position in the family influences his/her chances of completing school due to financial difficulties. He adds that a first born has a higher chance of completing secondary schooling. He attributes this to the fact that family expenditure increase with increase in family size. First-borns consume a lot of family resources leaving little for other siblings to complete education.

2.5 Parental Level of Education and it's Influence on access and Retention in Secondary Schoolss

Studies have revealed that parental education achievement is a significant factor influencing access and retention of students in schools.

For instance, Oreopoulos (2006) in a study in US found that attainment of parental education by an additional year greatly lowered the likelihood of school children aged 15 and 16 year dropping out of school.

Furthermore, Chevalier (2004) in a study in United Kingdom, found that additional of parental education by one year increased up to 4% the probability that children will be retained in school with a relatively higher influence on boys than girls.

Another study in Peru found that parental education attainment (especially for mothers) had a significant influence on enrollment of their children particularly in low income families (Behrman & Rosennzweig, 2002).

Noor (2001) in a study in North Eastern Kenya also found out that there is a strong association between parental education achievement students' access and retention in secondary school. He added that parents with higher education attainment were likely to have better incomes. Accordingly, such parents were capable of offering all school necessities as well as meeting the financial responsibilities.

The parents also underscored the direct and indirect benefits of education to their children. This in turn encourages access and retention of children in education.

Moreover, Oketch and Ngware (2012) also concurs with the above studies by stating that parental level of education influences whether after a child access school, is retained in school , participates and achieves higher levels of education.

Orodho (2013) found out that parents who were better educated ensured that they enroll and retain their siblings in schools compared with those who were less educated. This is because better educated parents value education more than the illiterate.

2.6 Summary of Literature Review

From the literature review, it can be noted that governments worldwide commit a lot of funds in education, access and retention in secondary schools continues to be erratic. The literature reviewed has also identified some of the socio-cultural factors influencing access and retention in secondary school. To start with are the household income and the household family size.

Since the government of Kenya is not able to cater for all secondary education costs, households have to chip in. However, parents with low incomes may not be able to cater for the extra costs hence their children may end up dropping out of school.

Another social-economic factor affecting access and retention in secondary schools is parental level of income. The literature reviewed has indicated that the higher the parental education attainment the higher the probability of children being enrolled and retained in schools.

From the background of the study, Kitui County which is in ASAL region has high levels of poverty, low literacy levels and longer distance from home to school for majority of students. Studies on socio-economic factors affecting access and retention in Kenya have been adopted descriptive design.

Additionally, to the literature reviewed, no other study has been carried out in Mwingi East Sub- county focusing on social-economic factors affecting access and retention in secondary schools. This correlation design study was therefore imperative in order to find out how socio-economic factors influence access and retention among secondary school students in Mwingi East sub-County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter presents research methodology and particularly, research design. Besides, it also presents study locale, targeted population, the sample and the sampling technique, the research tools, validity, reliability, the data collection procedure and analysis of data. This study investigated the influence of the social economic factors affecting student's access and retention in secondary schools in Mwingi East, Sub-County.

3.2 Research Design

The researcher adopted the correlation design. Correlation design which was found suitable when a researcher wants to explore the extent to which two or more variables are related (Creswell, 2008). Data is collected from various variables and correlation statistical techniques are used to determine relationship. According to Dikko (2016), correlation design has the strength of simplicity since it requires data from only two variables and it is appropriate for the novice researchers. Nonetheless, the researcher was aware of the danger of inappropriately implying causation. Consequently, the researcher ensured high quality of data by performing a pilot study to avoid inaccurate interpretation of the computed correlation co-efficient.

This research design was deemed suitable for this research since it could show the relationship between socio-economic factors and access and retention of secondary school students in schools, Mwingi East, Kitui County.

3.2.1 Research Variables

Socio-economic factors were the independent variables and they include; physical resources and learning materials, parental education attainment, level of family income and family size.

Access and retention in secondary education are the dependent variables. Physical resources include the number of schools, classess, text books, desks, sanitation facilities, and the distance from home to schools. Parental level of education focused on the highest education attainment the students' parents/guardians, whether primary, secondary or tertiary.

Besides, parental level of income was about the source of income, such as casual labor, salaried, self-employed, or non-employed. Hence, household family size was about the size of the family of the students in the study locale. conversely, access and retention as the dependent variable included factors such as accessing secondary schools, drop out, absenteeism , and transition to subsequent classes.

3.3 Research Methodology

The methodology used for this research was correlation since the study involved the relationship between social-economic factors and access and retention students in secondary education.

3.4 Study Locale

The study was carried out in Mwingi East, Kitui County, whereby the researcher chose this location because she is a teacher in the research area hence interested in education matters around. Moreover, the best location for any research should match the researcher's interest (Borg & Gall, 1989). The researcher is a teacher in Mwingi East Sub-County and hence carried out the research in the area.

3.5 Target Population

This study targeted all the 24 public secondary schools in Mwingi East, Kitui County. These consisted of two boys' boarding schools, two girls' boarding schools, lastly 20 mixed day secondary schools. The schools had, 24 principals, 101 class teachers and total population of 947 students in form three and form four.

The researcher targeted the form three and four students because they could provide relevant information regarding the socio-economic factors affecting access and retention in secondary school. Based on their longer stay in school than form one and two, the researcher thought the form three and four students could be more resourceful. The class teachers and principals were also considered relevant in providing useful information for the study.

3.6 Sampling Technique and Sample Size

3.6.1 Sampling Technique

The researcher adopted the Stratified sampling technique to choose a sample of 8 secondary schools (33%) from the total population of 24 public secondary schools. The researcher preferred the technique simply because it considered the wide array of the schools mixed day school, girls' boarding, and boys' boarding. Mugenda and Mugenda (2003) posit the number in each group selected should consider the variability of features under investigation to achieve accuracy in study findings.

All the principals, form three and form four classteachers of the chosen schools participated in the study. In each school, 10 students from both form three and four were selected randomly using the lottery method. In random sampling the sampling fraction equals the probability of every individual in the population being selected for the sample Orodho (2007). In addition four class teachers from each form and school were involved in the study. In schools with two or more streams, the researcher randomly selected the class teachers using the draw method.

3.6.2 Sample Size

Eight schools (33%) participated in this study. Above all, principals of the sampled secondary schools (33%) and twenty class teachers (20%) participated in the study. Finally, twenty students in form three and four from selected school were involved in the research making a sample of 160 students (17%).

This sample of; 10% to 30% was considered appropriate for the correlational studies. Moreover, a small sample is deemed representative if the total population possess similar features (Mugenda and Mugenda, 1999). Table 3.1 presents the sampling matrix.

Table 3.1: Sampling Matrix

Categories	Population	Sample	Percentage (%)
Schools	24	8	33%
Principals	24	8	33%
Class teachers	101	20	20%
Students	947	160	17%

3.7 Research Instruments

The data was collected using questionnaires and interview schedules.

3.7.1 Class Teachers Questionnaires

The researcher selected the class teachers since they have the vital records for each student in their class. Besides, class teachers possess crucial information on absenteeism, repetition rates, and drop out rates, which could enable the researcher to determine access and retention in the sampled schools.

3.7.2 Students' Questionnaires

The students in form three and four were selected since they could provide useful information including their attendance in school, the education levels of their parents/guardians, estimated parental/guardians' income, and the distance they travelled from home to school.

Questionnaires enable a researcher to gather data over a large sample (Kombo & Tromp, 2006). Furthermore, questionnaires enables the reseacher to create bond, describe the purpose of the research and clarify the any ambiguous statements in the questionnaires.

Orodho (2005) also opines that questionnaires enables the respondents to freely express their ideas and give their proposals. Their nature of anonymity also helps the researcher to get detailed answers. The items the class teachers and students'questionnaire were open-ended as well as closed-ended.

Open-ended questions give respondeents freedom to express all their views wherelse the closed ended questions enables regularity of certain information among all the respondents informants (Borg and Gall,1983).

3.7.3 Interview Schedules for Principals

The researcher chose to use interview schedules to collect the data from the principals of the selected schools. The principals are the managers of the schools and hence in charge of school finances including other schhol management tasks. The principals' interview schedules helped the researcher to collect data on enrollment, repetition rates, drop out rates and absenteeism occasioned by lack of school fees. During the interview the researcher collected the data by recording the principlas' responses in a notebook. More people enjoy communicating verbally more than communicating in writing hence, data is gotten much more easily through interview (Kerlinger, 1973). Interviews are also appropriate when collecting data from a smaller population.

3.8 Piloting

Prior to the data collection for the actual study, the researcher undertook a pilot study in the two randomly chosen secondary schools in the study locale. Class teachers in form three and four in the selected schools were chosen for the pilot study. The pilot studies were not to be involved in the actual study.

The pilot study was vital in determining the validity and reliability of the intended research tools. The pilot study made it possible for the researcher to detect weakness in the research tools especially unclear statements and correct the anomalies.

In addition, the pilot study made it possible for the researcher to find out if targeted respondents could understand the items asked. Therefore, after the piloting the researcher corrected unclear statements in readiness for the main research.

3.8.1 Validity

Validity of the research tools involves establishing if the tools can measure what they are intended to measure accurately. To test the validity of the research tools, the researcher independently sought expert judgment from the supervisors on the suitability of the questionnaires and interview schedules made. Their suggestions on suitability of the research tools in accomplishing research objectives were considered in the reviewed research tools. All the unclear and extraneous questions were excluded from the revised questionnaires and interview schedules. The researcher also applied the knowledge learnt in research methods course to finetune the research in order to ensure their validity.

3.8.2 Reliability

Reliability involves the rate at which a research tools give consistent results when used repeatedly (Orodho, 2009; Mugenda& Mugenda, 2003). In order therefore to make the correct inference about a population, the instrument to be used must be reliable.

The researcher tested the reliability of the questionnaires using the test re-test method. The method consisted of using similler research tools twice among the very same participants in both secondary schools within a duration of two weeks.

The researcher then applied, spearman rank order correlation to calculate the co-relation of the two tests.

According to Orodho (2009), a co-relation coefficient of approximately 0.75 is strong enough to consider the research instrument reliable. The researcher obtained a co-relation coefficient of 0.827 and hence concluded that the research instrument met reliability standards.

3.9 Data Collection Procedure

The researcher got an introductory letter from School of Education, Kenyatta University, then applied for research approval from Sub-County Commissioner and Sub-County Director of Education in Kitui Mwingi Sub-County. She also requested for a permit from National Commission for Science Technology and Innovation (NACOSTI) which permitted data collection.

The researcher collected both primary and secondary data. The researcher obtained the primary data from questionnaires and interview schedules, while secondary data was collected from the already existing sources, for instance; journals, magazines, textbooks, past research papers, internet sources.

3.10 Data Analysis

After collecting data and prior to data compilation and coding, the researcher checked how the questionnaires had been filed. The researcher then arranged and grouped the data according to themes based on research objectives.

Quantitative data was analyzed by computing the Pearson correlation coefficient which helped to determine the co-relation of the study variables. The results were presented in a correlational matrix in form of tables accompanied by words. Qualitative data was analysed thematically according to the research objectives and the findings presented by narration.

3.11 Ethical Issues and Considerations

First, the researcher obtained authorization from the relevant bodies before starting data collection. Secondly, the researcher assured the participants that she would use the data collected only for the purposes of the study. Thirdly, the researcher also assured the respondents that all the data collected was to be treated with anonymity. Therefore, the participants were not required to write their names on the questionnaires.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

Chapter four consists of research findings interpretation, and discussions. The purpose of this study was to assess the influence of the social economic factors affecting student's access and retention in secondary schools in Mwingi East, Kitui County. The chapter first outlines the response percentages and then demographic information of all the respondents. The chapter then presents by the findings, interpretation and discussion in accordance with the objectives of the study, which include;

- (i) To assess the extent to which physical facilities and learning resources influence access and retention of students in secondary schools in Mwingi East, Kitui County.
- (ii) To find out to what extent parents' level of education influences on access and retention of students in secondary schools in Mwingi East, Kitui County.
- (iii) To assess the influence of the family income level on access and retention of students in secondary schools in Mwingi East, Kitui County.
- (iv) Assessing the influence of the household family size on access and retention of students in secondary schools in Mwingi East, Kitui County.

The study adapted the correlation design. Eight schools (33%) participated in the research. All the principals of the sampled schools (33%) and twenty class teachers (20%) participated in the study.

Twenty students in form three and four from each school also participated in the study making a sample of 160 students (17%).

4.2 Response Rate and Demographic Information

4.2.1 Response Rate

All the 160 sampled students (100%) completed and gave back the questionnaires. Similarly, all the 20 sampled class teachers (100%) completed and gave back the questionnaires and all the principals of the sampled schools were interviewed.

4.2.2 Demographic Information of Students and Teachers

The reasercher sampled only the form three and form four for this study. There were equal representation of the boys and girls, that is; 80 boys (50%) and 80 girls (50%). The respondents' demographic information is presented in Table 4.1 below.

Table 4.1: Demographic Information of the Students

Demographic information	Boys	%	Girls	%	Total n=160	Percent
No. of Students	80	50	80	50	160	100
Age (Years)						
15 – 18	30	37	33	41	63	39
Above 18	50	63	47	66	97	61
Description of Family						
Nuclear	63	79	68	85	131	82
Single	5	6	7	9	12	8
Orphaned	12	15	5	6	17	10

Table 4.1 shows that most students (61%) were above 18 years which is more than the legal age in secondary schools. This implies that majority of students might have enrolled in primary school later than required, hence delaying to enroll in secondary school. Slightly more than a third of the students were between 15 to 18 years. Concerning the type of family the students come from, 82 % were from nuclear family, 8% from single families while 10% were orphaned.

The demographic information is presented in Table 4.2 below.

Table 4.2: Demographic Information of the Teachers

Demographic information	No. Teachers	Percent
	n = 20	
Gender		
Male	12	60
Female	8	40
Highest level of education		
Diploma in education	5	25
Bachelor of education	12	60
Masters	3	15

Table 4.2 indicates that about two thirds of teachers were male while the rest were female. Majority of teachers (60%) had a bachelor degree in education while 5 teachers (25%) had a diploma in education. Three teachers (15%) had Masters Degree.

Therefore, the sample teachers met the minimum qualifications required of teachers for secondary education. Consequently, the researcher expected the teachers to possess the requisite experience to respond to the questionnaires.

4.3 Access And Retention Of Students In Mwingi East, Kitui County

The researcher gathered data on access and retention by considering the enrollment of learners in the study schools for four years. The data enabled the researcher to co-relate the research variables to establish the Null Hypothesis. The data on enrollment is presented below in Table 4.3

Table 4.3: Enrollment in the Sampled Schools in Mwingi East (2013-2016)

Class → Year ↓	Form 1	Form 2	Form 3	Form 4	Total
2013	1463	1399	1407	1384	5653
Repeaters →	6	5	7	18	36
2014	1521	1386	1361	1383	5659
	2	7	9	23	41
2015	1598	1463	1342	1313	5716
	10	4	11	19	44
2016	1583	1522	1403	1269	5777
	3	8	7	20	38

Table 4.3 shows an increase in enrollment of 2.2 % from 5653 students in 2013 to 5777 in 2016. This implies that slightly more students were accessing education in form one over the years. Furthermore, the repeater rates were low, averaging at 0.6%.

Using the data on enrollment in the sampled schools (Table 4.6), the researcher also estimated the grade retention rates in the sampled schools. This was necessary in order to assess the ability of the sampled schools to retain students in the subsequent classes in the subsequent years.

$$GRR = \frac{(N_{t+1}^{k+1} - R_{t+2}^{k+1}) - R_{t+1}^k}{N_t^k}$$

Where GRR = Grade Retention Rate

N_t^k = Enrollment in the class in the previous year

N_{t+1}^{k+1} = Enrollment in the class in the subsequent year

R_{t+2}^{k+1} = Repeaters found in the subsequent grade in the subsequent year

R_{t+1}^k = Repeaters of that grade in the subsequent years

The calculated Grade retention rates are shown in Table 4.4

Table 4.4: Grade Retention rate in Mwingi East Sub-County Secondary Schools (2013-2016)

Year	Form 1- Form 2	Form 2- Form 3	Form 3- Form 4	Average
2014	94.1	96.1	96.0	95.4
2015	95.3	95.7	94.3	95.1
2016	94.6	94.9	92.5	94

Table 4.4 shows that the grade retention rates averaged at 95% in the years 2014 and 2015 but there was a slight drop in grade retention rate to 94% in 2016. Therefore, the sampled schools did not attain full internal efficiency.

4.4 Influence of Physical and Learning Resources on Access And Retention of Students in Secondary Schools

The first objective was to assess how the physical and learning resources influence access and retention of students in Mwingi East, Kitui County. The researcher asked the students on their opinions about the adequacy of the physical and learning resources. Table 4.5 presents the students' responses.

Table 4.5: Students' Responses on how Adequate the Physical and Learning Resources were in their Schools (N=160)

Resource	Adequate	%	In-adequate	%
Text books	122	76	38	24
Chalk boards	160	100	0	0
Libraries	59	37	101	63
Classrooms	109	68	51	32
Chairs	130	81	30	19
Lockers	133	83	27	17
Drinking water	32	20	128	80
Latrines	77	48	83	52
Playing fields	114	71	46	29

Table 4.5 indicates that majority of students (more than two third) were of the opinion that text books, chalk boards, classrooms, chairs, lockers and playing fields were adequate.

Most of the students (80%) stated that drinking water was inadequate while 63% of students indicated that libraries were inadequate. In addition, close to a half of the students stated that the latrines were inadequate.

The researcher also sought for the opinions of teachers about adequacy of physical and learning resources. Table 4.6 presents the responses of teachers regarding the adequacy of physical and learning resources.

Table 4.6: Teachers’ Responses on the Adequacy of Physical and Learning Resources (N= 20)

Resource	Adequate	%	In-adequate	%
Text books	14	69	6	31
Chalk boards	20	100	0	0
Libraries	5	27	15	73
Classrooms	14	71	6	29
Chairs	16	78	4	22
Lockers	15	73	5	27
Drinking water	4	18	16	82
Latrines	8	38	12	62
Playing fields	13	65	7	35

Table 4.6 indicates that most of the teachers (close to three quarters) indicated that text books, chalkboards, classrooms, chairs, lockers and playing fields were adequate.

Apparently, an excess of 2/3 of the teachers indicated that libraries, drinking water and latrines were inadequate. The researcher then asked the principals on their views about the availability of physical and learning resources. All principals were of the opinion that chalkboards were adequate. It was also reported that text books, chairs, lockers, and playing fields were available in most of the schools.

Regarding the text books majority of the principals indicated that they were available due to the inception of free secondary education policy. One of the principals said that ‘Student’s text book ratio in mathematics, English and Kiswahili is 1:2’.

Majority of principals stated that classrooms were enough and not crowded. However, principals of three secondary schools indicated that form one and two were overcrowded with student exceeding the recommended number of 45.

A principal said, *‘enrollment in form one was 60 students and we had only one classroom. Which was making teaching and learning ineffective’*. Responses of the principals also indicated that latrines, drinking water and libraries were inadequate.

It can therefore be argued that the free secondary education has lessened the households’ burden of providing learning and physical resources. The study therefore concurs with Asayo (2009) who found that the subsidized secondary education was an intervention measure by the government to help in acquisition of learning and physical resources.

To test the relationship between learning resources and physical resources and access and retention of students, the researcher correlated learning/physical resources to views of the respondents and the data on access and retention in using Pearson's Moment Correlation coefficient and the outcome then presented below in Table 4.7

Table 4.7: Relationship Between Learning/ Physical Resources and Students' Access and Retention in Secondary Schools.

		Students' access and retention in secondary school	Learning/physical resources
Students' access and retention in secondary school	Pearson Correlation	1	-.069
	Sig. (2-tailed)		.406
	N	180	180
Learning/physical resources	Pearson Correlation	-.069	1
	Sig. (2-tailed)	.406	
	N	180	180

From the analysis in table 4.7 it was established that the r value is -0.069 at 0.05 degree of freedom. This value indicates an almost no statistical relationship between the two variables tested: learning resources and physical facilities with students' access and retention in secondary school.

A zero value of r shows that the two variables are not co-related. This implies that students' access and retention in secondary schools was not significantly influenced by availability of learning and physical resources. Therefore, the researcher did not reject the Null Hypothesis 1.

This study's findings indicate; access and retention in secondary schools in Mwingi East is not significantly influenced by availability of learning and physical resources. Therefore, the subsidized secondary education and CDF have been effective in provision of learning and physical resources. The findings of this study therefore agrees with Asayo (2009) that subsidized secondary education and CDF has lessened the parents' burden of providing the resources, which would have otherwise greatly influenced access and retention of students in secondary schools.

Furthermore, this study disagrees with the findings by World Bank (2004) that many classes in African schools were unusable, since the respondents in this study indicated that they were satisfied with the classrooms. Again, this can be attributed to the provision of physical and learning materials through the subsidized secondary and the CDF. Thus, dilapidated classes have been refurbished and new ones built (Asayo, 2009). In conclusion, availing the required physical and learning resources by the government reduces the parental costs, and thus students may access and be retained in secondary schools.

4.5 Influence of the level of Education of Parents on Access and Retention of students in Secondary Schools.

In the second objective, the researcher assessed the impact of the level of education of parents on access and retention of students in secondary schools in Mwingi East, Kitui County. The researcher first enquired from the students about the highest level of education of their parents/guardians. The students' feedbacks are presented below in table 4.8.

Table 4.8: Highest Level Parental/ Guardians' Education

Highest level of education	Parent/ guardian	n=160	%	Total (%)	Average students' School attendance in 2016 (%)
University	Father	6	4	7	93
	Mother	3	2		95
	Guardian	2	1		91
Secondary	Father	21	14	25	89
	Mother	15	9		87
	Guardian	3	2		84
Primary	Father	27	17	56	79
	Mother	55	34		81
	Guardian	8	5		83
Below primary/None	Father	7	4	13	79
	Mother	9	6		77
	Guardian	4	3		75

Table 4.8 shows that more than 60 % of the parents and guardians had not attained beyond primary school education. Also the table shows that the higher the educated the parent/guardian, the higher the students' school attendance rate.

The researcher then asked the students and teachers to state their view on how they agreed to statement given concerning attendance to school and dropping out. The student's and teacher's views are shown in table 4.9

Table 4.9: Student’s and Teacher’s Views on Attendance to School and Dropping out in Relation to Parental Level of Education

Statement	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	n	%
Students whose parents have attained higher level of education are always present in school.	31	17	141	78	5	3	3	2	-	-
Students whose parents have higher education always finish secondary school education.	31	19	127	79	3	2	-	-	-	-

(n=180) (SA= Strongly agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree)

The table 4.9 above shows that more than three quarters students agreed that where parents had a higher education attainment their children were are always present in school. Additionally more than three quarters of the students agreed if parents had a higher education attainment their children always finish secondary education.

The head teachers in the interviews also indicated that students from households where parents had attained a higher level of education were always present in school. In addition, the head teachers also indicated that students whose parents had attained a higher level of education always finish secondary education.

The responses of the students and principals are indication that a higher level of parental education contributes to students access and retention in secondary education. The researcher then correlated parental level of education and attendance/dropping of students using Pearson's Moment Correlation co-efficient and the results shown in Table 4.10

Table 4.10: Relationship Between Parental Level of Education and Students' Access and Retention in Secondary Schools

		Students attendance and completing Form four	Parental level of education
Students attendance and finishing form four	Pearson correlation	1	.201*
	Sig. (2-tailed)		0.015
	N	177	177
Parental level of education	Pearson correlation	.201*	1
	Sig. (2-tailed)	0.015	
	N	177	180

*Correlation is significant at the 0.05 level (2-tailed).

The results as analysed and presented in table 4.10 reveal a significant positive correlation between the parental educational attainment and students' access and retention in secondary school. The statistical value of $r = +0.201$ at 0.05 degree of freedom indicates that students' access and retaining in secondary school in Mwingi East sub-county is directly influenced by the level of education of the parent or the guardian.

The Null Hypothesis 2 is therefore rejected. This implies parents with a higher level of education ensured that their children were enrolled and retained in school compared to parents with minimal education.

Consequently, this study's findings concurs with similar studies that show that parental education attainment influences students' access and retention in schools. For instance, Oreopolous (2006) found that increasing parental education attainment by one year in the US lowered the likelihood of students dropping out of school. Thus, the results of this study agrees with Oreapolous (2006) that the higher the parental education attainment, the higher the likelihood that students can access and be retained in secondary schools.

Similarly, the findings of this study are consistent with Chavalier (2004) in UK who found that students whose parents were more educated were had a higher probability of being retained in schools than students whose parents were less educated. In addition, the findings of this study agrees with Behrma and RosennZweig (2002) who found that parental education influenced enrollment of students in schools in Peru.

Moreover, the findings of this study are consistent with those of Noor (2001) and Orodho (2003) who found that there is a substantial relationship between parental educational attainment and students' access and retention in educational institutions. In Mwingi East, majority of parents and guardians and more particularly the mothers had not attained primary education which could negatively influence access and retention of students in secondary schools.

4.6 Influence of Family Income Level on Students' Access and Retention in Secondary Education

The 3rd objective was to assess the influence of the family income level on the students' access and retention in secondary schools in Mwingi east, Kitui County.

The researcher asked the students to state the nature of occupation of their parents/guardians. The researcher presented the students' responses Figure 4.1

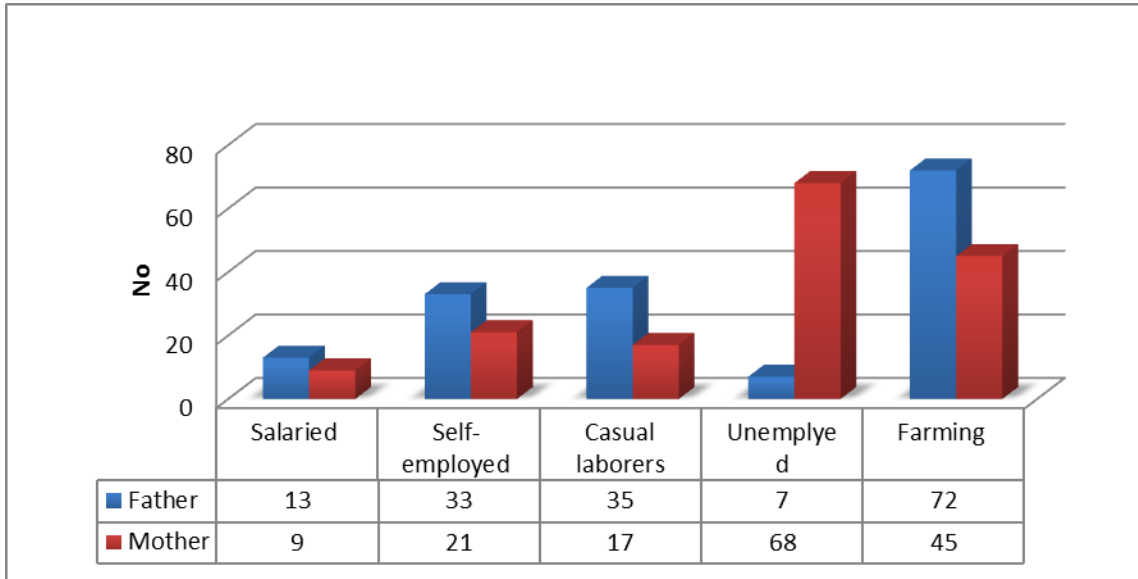


Figure 4.1: Nature of Occupations of Parents/Guardians of the Students

This reveals minorities of the parents were salaried or had a reliable source of income. A quarter of the fathers were self-employed and casual laborers while less than a quarter of mothers were self employed and casual laborers.

Parents who were farmers didn't practice commercial farming but rather peasant farming due to the adverse weather conditions with erratic rains. These results show that an excess of half of the parents have inconsistent income as they are unemployed, casual laborers and peasant farmers.

The researcher then asked the students to indicate an estimate of their parents'/guardians' income. Table 4.11 shows the students' responses on estimated of their parents/guradians income.

Table 4.11: Students' Estimates of Parents'/Guardians' Incomes and Students' Average Attendance Rate to School in 2016

Monthly (Kshs)	Income	N	%	Students' average attendance in 2016
Below 3000		15	13	78
3100- 5,000		53	45	81
5100- 8,000		19	16	82
8,100- 10,000		9	8	85
10,100- 15,000		14	12	93
Above 15,000		7	6	96

The results found in the table 4.11 indicated that 58% of the parents' monthly income was Ksh. 5,000 and below, which is an income that was slightly higher than \$ 1 per day. This income places the parents just above the poverty line as per the United Nations standards. The table also reveals that students from households with higher had a higher attendance rate per term.

The researcher also enquired about influence of family level of income on access and retention of students in secondary schools. The researcher asked the students to indicate their opinion on whether they agreed to statement given concerning attendance to school and dropping out. The student's responses areshown in table 4.12

Table 4.12: Students Opinions on Attendance to School and Dropping out in Relation to Family Level of Income (N=160)

Statement	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	n	%
Students from poor background families are always absent from school.	154	85	26	15	-	-	-	-	-	-
Students from poor background families always drop out of school before finishing form four.	148	82	32	18	-	-	-	-	-	-

(SA= Strongly agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree)

Table 4.12 indicates that above 80% of the students from poor families are always absent from school and that such students always drop out of school ahead of finishing secondary education.

Consequently, this means that low family income and poverty are causes of low access and retention in Mwingi East. To test the connection between family income level and access and retention of students, the researcher correlated family income and attendance and dropping of students using Pearson's Moment Correlation co-efficient. This is illustrated below in table 4.13.

Table 4.13: Relationship Between Family Income and Students Access and Retention in Secondary Schools

		Students Attendance and completing Form four	Family income
Students attendance and finishing form four	Pearson correlation	1	.216**
	Sig. (2-tailed)		0.007
	N	177	177
Family size	Pearson correlation	.216*	1
	Sig. (2-tailed)	0.007	
	N	177	180

** . A Correlation is significant at the 0.05 level (2-tailed).

The results as analysed and presented in table 4.13 reveal a significant positive correlation between family income and students' access and retention in secondary schools.

The statistical value for r is +0.216 at 0.05 degree of freedom. Kothari (2004) in the book research methodology notes that a positive r value indicates a strong significant relationship between the variables tested if a change in one variable causes the other variables to change in a similar direction.

Therefore family income has an impact on students access in secondary schools in Mwingi East and hence The Null Hypothesis 3 is therefore rejected. Accordingly, this study findings agree with similar studies on influence of family income level and students' access and retention. Unesco (2008) contends that affordability is major hindrance in accessing secondary education. Hence, students whose parental income is low have problems in access and retention to secondary education.

Moreover, the findings of this study agrees with Hunt (2008) who opines that household income determines whether children will access and be retained in schools. In addition, Hunt (2008) contends that household income determines when children enroll in school, frequency of attendance in school and whether the students will eventually drop out of schools. Furthermore, the findings of this study is consistent with Akyeampong (2009) who notes that children from high richer families have greater access and retention in schools than students from economically deprived families.

For instance, Akyampong (2009) found that students from richer families were about six times more probable to access and be retained in schools compared to children from the poorest background. Therefore, the findings of this study is consistent with several other studies that showed that household income has a significant influence on access and retention of students in schools.

4.7 Influence of Family Size on Students' Access and Retention in Secondary Schools

The fourth objective was to assess the influence of household family size on students' access and retention in secondary schools in Mwingi East, Kitui County. The researcher enquired from the students about the number of siblings in their families. The students' answers are presented in Figure 4.2.

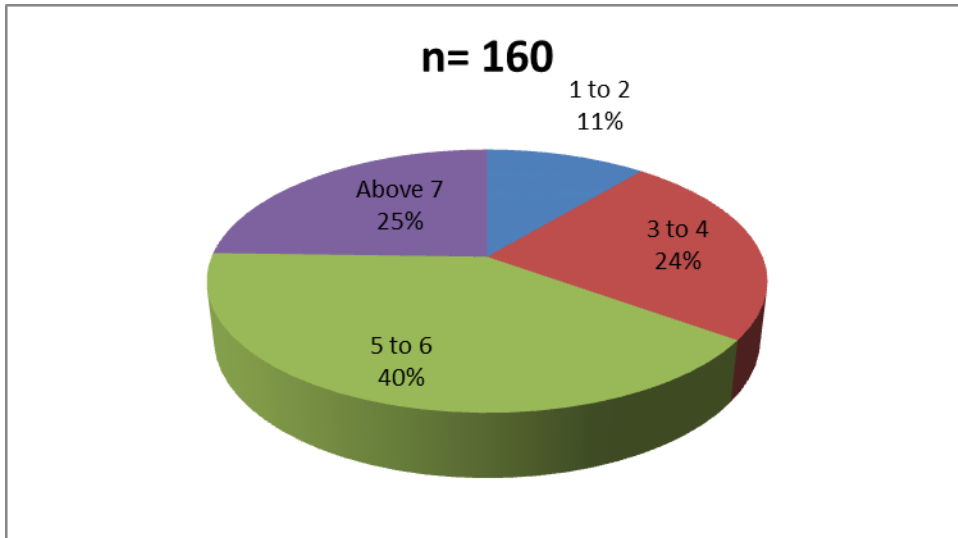


Figure 4.2: Number of Siblings in a Family in Mwingi East Sub-County

From the figure 4.2 it can be noted that about two thirds of the students had siblings in excess of five. This implies that most families were large considering the fact that most households had low income.

The researcher also gathered data on family size and average attendance to school in 2016 and presented it in Table 4.14.

Table 4.14: Family Size and Attendance rate in 2016

No of siblings	Number of students	Attendance rate in 2016
1-2	18	94%
3-4	38	93%
5-6	64	83%
Above 7	40	78%

Table 4.14 shows that students from families with least number of children (1-2) had the highest attendance rate to school in 2016. On the other hand, families with the most number of children had the lowest attendance to school.

Therefore, the more the number of children per family, the lower the attendance rate and vice versa. The above data shows that the Family size has an effect on access and retention of the students. To unearth more, the researcher asked the students on their views on how family size affected school attendance and dropping out from school. The students responses are shown in Table 4.15

Table 4.15: Students Views in the Influence of Family Size on Attendance and Dropping out of Secondary Schools

Statement	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	n	%
Students from large families are always absent from school.	24	13	151	84	5	3	-	-	-	-
Students from large families always drop out of school before completing their secondary education.	27	15	146	81	7	4	-	-	-	-

(SA= Strongly agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree)

The findings in Table 4.15 indicate that 80% of the correspondent agree that students from large families i.e. families with more than 5 children were most likely to exit schools before finishing their secondary education.

To test the relationship between family size and access and retention of students, the researcher correlated family size and attendance and dropping of students using Pearson's Moment Correlation co-efficient.

The computed results were illustrated below in the table 4.13.

Table 4.16: Relationship Between Family Size and Student’s Access / Retention in Secondary Schools

		Students attendance and completing Form four	Family size
Students attendance and finishing form four	Pearson correlation	1	.217*
	Sig. (2-tailed)		0.008
	N	177	177
Family size	Pearson correlation	.217*	1
	Sig. (2-tailed)	0.008	
	N	177	180

** . Correlation is significant at the 0.01 level (2-tailed).

At 0.05 degree of freedom the researcher found a statistical correlation r of value +0.217. This value indicates a strong positive correlation between family size and school access and retention of students. Majority of students from Mwingi East come from large family which affects their attendance and completion of secondary education thereby contributing to low access and retention. Therefore the Null Hypothesis 4 was rejected. These findings are consistent with studies done by Graham (2004) who found that parents with many school-age children find it hard to cater for their education.

Therefore, the findings of this study agrees with Graham (2004), since majority of students in Mwingi East sub-county comes from large families, which on influence access to secondary school education.

Moreover, the findings of this study agrees with Castle (2006) who opines that students from large family have problems in access and retention in schools. According to Castle (2006) households cannot provide education ahead of basic needs such as meals, and hence large families are adversely affected in retaining the children in schools.

Besides, Murai (2008) notes that students from large families and more particularly girls drop out of schools before completing. In addition, Njoroge (2004) found out that a child's position in a large family determines whether he/she will complete secondary school or not due to financial constraints. From the foregoing, secondary school students' access and retention to education in Mwingi East is affected by the family size.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study is to assess the impact of the social economic factors affecting student's access and retention in secondary schools in Mwingi East, Kitui County. This chapter consists of summary of findings, conclusions and finally the recommendations.

The objectives of the study were;

- (i) To assess the extent to which learning resources and physical facilities influence access and retention of students in secondary schools in Mwingi East, Kitui County.
- (ii) To find out to what extent parents' level of education influences access and retention of students in secondary schools in Mwingi East, Kitui County.
- (iii) To assess the influence of the family income level on access and retention of students in secondary schools in Mwingi East, Kitui County.
- (iv) Assessing the influence of household family size on access and retention of students in secondary schools in Mwingi East, Kitui County.

The study adapted the correlation design, where a sample of eight schools (33%) participated in the study. Eight principals of the sampled schools, 20 class teachers and 160 students participated in the study, making a total of 188 participants.

The research tools for the study were interview schedules for principals and questionnaires were used for the classroom teachers and students.

5.2 Summary of the Findings

The first objective was to assess to what extent learning and physical resources influence access and retention of students. The researcher found that learning and physical resources had no significant statistical relationship with access and retention of students in secondary schools in Mwingi East sub-county. Therefore, physical and learning resources did not affect access and retention of the students in the sub-county.

The second objective was to assess the relationship between the family income level on access and retention of students in secondary schools in Mwingi East sub-county. The researcher found that there was a strong statistical, relationship between family income and access and retention of students Mwingi East. Thus, students from low income family had low access and retention in the secondary schools.

The third objective was to assess the relationship between parental educational attainment on students' access and retention in Mwingi East sub-county. This study found out that there was a strong statistical relationship between parental educational attainment and access and retention of students in secondary schools in Mwingi East. Therefore, majority of students' whose parents had lower educational attainment could experience low access and retention in secondary education.

The fourth objective was to find out the the influence of household family size on access and retention of students of students in Mwingi East. The study found that household's family size had a strong statistical relationship with students' access and retention in the sub-county. Therefore, since majority of students in the sub-county came from large families, it could have contributed to low access and retention.

5.3 Conclusion

From research findings, the following conclusions were drawn by the researcher;

- i. Physical facilities and learning resources do not have a significant influence on students' access and retention in the secondary school in Mwingi East Sub-County.
- ii. The study found out that parental educational attainment highly influenced access to and retention of students in secondary schools in Mwingi East Sub County.
- iii. Level of family income also influence access and retention of students in secondary schools Mwingi East Sub County.
- iv. The family size has a direct influence on students' access to and retention in the secondary school in Mwingi East sub County.

5.4 Recommendations

Based on the findings, the recommendations below were made;

- (i) This study found that there is a strong statistical relationship between parental education attainment and students' access to and retention in secondary school in Mwingi. Therefore, the government should initiate awareness campaign to parents on the benefits of educating their children. The local government should also promote adult education for the illiterate parents and guardians.
- (ii) The study found that there was a strong statistical relationship between family income level and access to and retention of students in secondary schools in the sub-county. Therefore, the county government in conjunction with the national government should enhance economic stimuli programs to Cushion low income families.
- (iii) The study found that there was a strong statistical relationship between the household family size and access to and retention of students in the secondary schools. Therefore, as a long term measure, the county government of Kitui County in conjunction with national government should accelerate awareness campaigns on family planning in order to have small and manageable families in future.
- (iv) Further studies to be done on the study topic in other regions of the country to enhance knowledge and guidance to the government and the ministry of education policy formation and implementation.

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APPENDICES

Appendix I: Interview schedule for the principals

Objective	General question	Inquisitive questions
<p>1. To assess the extent to which physical facilities and learning resources influence access and retention of students.</p>	<p>✓ How does physical facilities and learning resources influence access and retention of secondary school student</p>	<p>✓ Are classrooms, textbooks, chalkboards, libraries, drinking water adequate?</p> <p>✓ What is the distance from your school to the nearest public secondary school?</p> <p>✓ In your opinion, do your students walk far and does this influence absenteeism and dropping out?</p> <p>✓ Which physical resources influence access and retention of students in your school?</p>
<p>2. To find out to what extent parental educational attainment influences students access and retention in secondary</p>	<p>✓ How does parental educational attainment influence students' access and retention in</p>	<p>✓ What is the level of education of majority of the parents in your school?</p> <p>✓ How do you think the level of education of parents/guardians</p>

schools	secondary schools	influence students' absenteeism and dropping out?
3. To find out how family size influence access and retention of students in secondary schools	✓ What is the influence of family size on access and retention of students in schools	✓ what is the average family size of majority of your students. ✓ In your opinion does family size of your students influence payment of school fees? ✓ Does family size of your students affect attendance to school? If so how ✓ Do students from large families drop from school? If so about how many in a year?

Appendix II: Students Questionnaires

I am Ann Kimanzi a student at Kenyatta University undertaking Masters of Educational Research, Evaluation and Assessment. I am currently conducting a research to find out the socio-economic factors affecting student's participation in secondary school which at the end negatively affect their performance in the Kenya National Examination in Mwingi East. You are humbly requested to help in data collection by filling the questionnaire. In filling the questionnaire put a tick where appropriate. The information provided here is to be meant for research purpose only and your anonymity is guaranteed.

Instructions

(a) Answer all the questions by ticking () box where appropriate.

(b) Kindly, do not include name.

1. Please Indicate gender

Male () Female ()

2. Show your age by use of a tick against your age bracket.

12 – 15 Yrs () 16 – 20 Yrs () Above 20 Yrs ()

3. Indicate your form/ class

4. Which type is your family according the phrases below?

Extended family () Nuclear family ()

Single family () Orphaned ()

5. How many are you in the family?

2 - 4 () 5 - 7 () Above 7 ()

6. Have some of your classmates dropped since you joined the secondary together?

Yes () No ()

If yes how about how many?

7. Have any of your sibling dropped?

Yes () No ()

8. In your opinion state whether the following resources in your school are do adequate or in-adequate

Resource	Adequate	In-adequate
Text books		
Chalk boards		
Libraries		
Classrooms		
Chairs		
Lockers		
Drinking water		
Latrines		
Playing fields		

9. What is job/ income generating activity does your parent or guardian do? (kindly state the job as; salaried, self-employed, casual laborer or unemployed as the your case may be)

i. Mother

Salaried () Self-employed () Casual Laborer () Unemployed ()

ii. Father

Salaried () Self-employed () Casual Laborer () Unemployed ()

iii. Guardian

Salaried () Self-employed () Casual Laborer () Unemployed ()

10. Please state the highest level of education attained by you your parents/guardian?

(Please indicate as university level, secondary level, primary level or none)

i. Mother

University level () Secondary level () Primary level () None ()

ii. Father

University level () Secondary level () Primary level () None ()

iii. Guardian

University level () Secondary level () Primary level () None ()

11. Please in your view indicate the approximate income earned your parents or guardian.

None () Kshs 8,100- Kshs 10,000 ()

Below Kshs 3,000 () Kshs 10,100- Kshs 15,000 ()

Kshs 3000- Kshs 5,000 () Above Kshs 15,000 ()

Kshs 5,100- Kshs 8,000 ()

Appendix III:Teacher Questionnaires

I am Ann Kimanzi a student at Kenyatta University undertaking Masters of Educational Research, Evaluation and Assessment. I am currently conducting a research to find out the socio-economic factors affecting student's participation in secondary school which at the end negatively affect their performance in the Kenya National Examination in Mwingi East. You are humbly requested to help in data collection by filling the questionnaire. In filling the questionnaire put a tick where appropriate and be honest please. The information given will be use for research purpose only.

Instructions

- a) Answer the questions in the spaces provided and by ticking where appropriate.
 - b) Do not include your name in the questionnaire
 - c) The information provided will be treated with utmost anonymity.
1. Kindly indicate gender; Male () Female ()
 2. By use of a tick, show how long you have been a class teacher.
Below 1 year ()
Between 1 year and 2 years ()
More 2 years but less than 4 years ()
Over 4 years ()
 3. Please indicate your highest level of education? (Tick on the choice)
Secondary school form 4 ()
Tertiary training up to diploma level ()
Graduate level ()
Post graduate level ()

4. Which of the following best describe the type of family from where majority of students come from?

- Extended family () Nuclear family ()
Single family () Orphaned ()

5. Are there cases of drop outs from your school.

- Yes () b. No ()

If yes how many in your class in the past three years?

6. What is the occupation of most parent(s)/ Guardians to your students? (Please indicate the occupation as; salaried, self-employed, casual laborer or unemployed where applicable).

a. Mother

Salaried () Self-employed () Casual Laborers () Unemployed ()

b. Father

Salaried () Self-employed () Casual Laborers () Unemployed ()

c. Guardian _____

Salaried () Self-employed () Casual Laborers () Unemployed ()

7. In your opinion what is the educational attainments for most parents/guardians of your students? (Please indicate as university education, secondary education, primary education or none).

a. Fathers

University education () secondary education () primary education ()
None ()

b. Mothers

University education () secondary education () primary education ()
None ()

c. Guardian

University education () secondary education () primary education ()
None ()

8. In your view what is the distance (in km) between your school and the next nearby secondary school?

9. Please indicate approximately how far from home to school for majority of students (in km)

Appendix IV: Research Proposal Approval Letter



KENYATTA UNIVERSITY GRADUATE SCHOOL

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

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School
TO: Ann K. Kimanzi
C/o Educational Management Policy
& Curriculum Studies Department.
DATE: 29th September, 2016
REF: E55/CE/26173/2013
SUBJECT: APPROVAL OF RESEARCH PROPOSAL

=====

This is to inform you that Graduate School Board, at its meeting of 21st September, 2016 approved your Research Proposal for the M.Ed Degree Entitled, "Socio-Economic Factors Affecting Access and Retention of Students in Public Secondary Schools in Mwingi East, Kitui County, Kenya".

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

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking forms per semester. The form has been developed to replace the progress report forms. The supervision Tracking Forms are available at the University's website under Graduate School webpage downloads.

Thank you.

GIDEON KAIMENYI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Department of Educational Management Policy and Curriculum Studies

Supervisors:

1. Dr. Norbert Ogeta
C/o Department of Educational Management Policy and Curriculum Studies
Kenyatta University
2. Dr. Mukirae Njihia
C/o Department of Educational Management Policy and Curriculum Studies
Kenyatta University

Appendix V: Research Authorization Letter



KENYATTA UNIVERSITY GRADUATE SCHOOL

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

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/26173/2013

DATE: 29th September, 2016

Director General,
National Commission for Science
& Innovation,
P.O. Box 30623-00100,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR KIMANZI ANN KALUNDA – REG. NO. E55/CE/26173/2013

I write to introduce Ms. Kimanzi Ann Kalunda who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Educational Management Policy and Curriculum Studies.

Ms. Kalunda intends to conduct research for an M.Ed Proposal entitled, "Socio-Economic Factors Affecting Access and Retention of Students in Public Secondary Schools in Mwingi East, Kitui County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Lucy N. MBAABU', written over a blue circular stamp.

MR. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

GK/rwm

Appendix VI: Research Approval Letter from County Commissioner

REPUBLIC OF KENYA
OFFICE OF THE PRESIDENT
MINISTRY OF
INTERIOR & COORDINATION OF NATIONAL GOVERNMENT

Email - dcmwingi09@yahoo.com
Telegrams: "DISTRICTER", Mwingi
Telephone: (044)822190
Fax: (044) 822191



DEPUTY COUNTY COMMISSIONER
Mwingi Central
P O Box 1-90400,
MWINGI.

When replying please quote
ADM/15/14/VOL 1/144

20th February, 2017

Kimanzi Ann Kalunda
Kenyatta University
P.O BOX 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Reference is made to a letter Ref. NACOSTI/P/17/78856/15109 dated 7th February 2017 from National Commission for Science, Technology and Innovation on the above subject matter.

You are hereby authorized to carry out research on "*Socio-economic factors affecting access and retention of students in public secondary schools in Mwingi East, Kitui County, Kenya.*" for the period ending 7th February 2018.

By copy of this letter all Assistant County Commissioners, Chiefs and relevant Institutions are requested to offer you assistance.

Thank you.

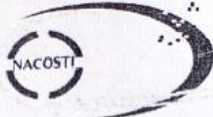


V. K SIRMAHI
FOR DEPUTY COUNTY COMMISSIONER
MWINGI CENTRAL

Appendix VII: Research Approval Letter from NACOSTI

eg
B.U

(14)



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

15/14

Ref. No. **NACOSTI/P/17/78856/15109** Date **7th February, 2017**


Kimanzi Ann Kalunda
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Socio-economic factors affecting access and retention of students in public secondary schools in Mwingi East, Kitui County, Kenya,*” I am pleased to inform you that you have been authorized to undertake research in Kitui County for the period ending 7th February, 2018.

You are advised to report to the **County Commissioner and the County Director of Education, Kitui County** before embarking on the research project.

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix VIII: Research Permit from NACOSTI

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/17/78856/15109**
MS. KIMANZI ANN KALUNDA **Date Of Issue : 7th February, 2017**
of KENYATTA UNIVERSITY, 237-80400 **Fee Received :Ksh 1000**
UKUNDA, has been permitted to conduct
research in Kitui County

on the topic: SOCIO-ECONOMIC
FACTORS AFFECTING ACCESS AND
RETENTION OF STUDENTS IN PUBLIC
SECONDARY SCHOOLS IN MWINGI
KITUI COUNTY, KENYA


for the period ending:
7th February, 2018

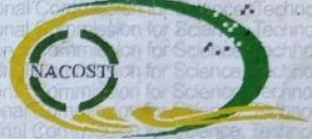

Applicant's Signature


Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it is approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.


REPUBLIC OF KENYA


National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE
PERMIT

Serial No.A 12647
CONDITIONS: see back page

Appendix IX: Work Plan

Time Activity	Jan- April 2015	May- Sept 2015	March 2016	Jan- March 2017	April- 2017	May 2017- Dec- 2019	June- Oct 2021	December 2021
Writing the Concept								
Writing the Proposal								
Handing over the Proposal								
Collection of data								
Analysis of the data								
Development of the thesis								
Handing over the thesis								
Graduation								

Appendix X: Budget

ITEM	AMOUNT (KSH)
Concept paper	
1. Stationery	2,140.00
2. Travelling	6,572.00
3. Printing	2,450.00
4. Binding of concept paper	603.00
Proposal	
1. Stationery	3,545.00
2. Travelling	8,731.50
3. Printing and binding	3,505.00
Thesis	
1. Printing of questionnaires	2,572.00
2. Photocopying	
3. Travelling	3,588.00
4. Data analysis	25,114.00
5. printing and Binding	3,530.00
	6,715.00
Miscellaneous	19,755.00
GRAND TOTAL	88,820.50