

**SOCIO-ECONOMIC CONFLICTS AFFECTING STUDENTS'  
PARTICIPATION IN SECONDARY SCHOOL EDUCATION IN  
KAKAMEGA COUNTY, KENYA**

**Philip Wanjala Mukonyi**

A Thesis submitted in partial fulfilment for the requirements for the conferment of the degree of Doctor of Philosophy in Peace and Conflict Studies of Masinde Muliro University of Science and Technology

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## DECLARATION

This thesis is my own original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

Signature ..... Date .....

Philip Wanjala Mukonyi

CPC/H/43/10

## CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled **“Socio-economic Conflicts affecting Students’ Participation in Secondary School Education in Kakamega County, Kenya.”**

Signature..... Date.....

Prof. Crispinous Iteyo

Department of Peace and Conflict Studies

Masinde Muliro University of Science and Technology

Signature..... Date.....

Prof. Kennedy Onkware

Department of Emergency Management Studies

Masinde Muliro University of Science and Technology

## **DEDICATION**

To all peace loving human beings, including Mangirita Nasiche Mukonyi.

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To all I say, may you find favour before God.

## ABSTRACT

The importance of education in contemporary world order cannot be gainsaid. Education is the first step towards human empowerment. Education plays a vital role in the development of human capital that is imperative in the modern technological and information age. However many factors, for example individual and household characteristics, socio-economic status, school related factors and government policies, have substantial impact on the participation in education in general and secondary school education in particular. Studies indicate that one's educational success depends very strongly on social and economic status of the family of the learner. Families where parents are advantaged socially, educationally and economically foster a high level of success in their children, the converse is also true. Studies have also indicated that the type of school a child attends is a function of family socio-economic status and influences academic participation and achievement. This study set out to investigate the social and economic conflicts affecting students' participation in secondary school education in Kakamega County. This study had three objectives: to examine the nature of social and economic conflicts affecting students' participation in secondary school education in Kakamega County, assess the relationship between social and economic conflicts and students' participation in secondary school education in Kakamega County and evaluate strategies used to improve participation in secondary school education in Kakamega County. This study used a conceptual model where social and economic conflicts as represented by poverty and drug and substance abuse on one side and effects on students' participation in secondary school education on the other. The measurable indicators for participation included all aspects of wastage. The research design adopted for this study was *ex post facto* in which cross cultural survey and correlational design and evaluation were used. The study population was 20274 students in county and sub county schools in the three sampled sub counties of Kakamega North, Mumias East and Kakamega East as well as 63 principals, 63 guiding and counselling teachers, parents and guardians, religious leaders, chiefs, NG-CDF managers and Sub County Directors of education. Purposive sampling was used to select the three sub counties, stratified random sampling was used to select the schools while purposive, simple random and stratified random sampling were used to identify all other respondents. Data were collected using questionnaires, interviews schedules and FGD. Data were analysed using the SPSS programme to determine the prevalence of conflicts and correlation coefficients to assess the effect of independent variables on the dependent variables. Findings were presented by use of frequency tables, graphs and correlation coefficients. The study found that there were social and economic conflicts that negatively affected participation in secondary school education. This informed the recommendation that a multi-sectoral approach should be adopted to solve the challenge of students' participation in secondary school education.

## TABLE OF CONTENTS

|  |              |
|--|--------------|
| <b>DECLARATION</b> .....   | <b>ii</b>    |
| <b>DEDICATION</b> .....  | <b>iii</b>   |
| <b>ACKNOWLEDGEMENTS</b> .....  | <b>iv</b>    |
| <b>ABSTRACT</b> .....  | <b>v</b>     |
| <b>TABLE OF CONTENTS</b> .....   | <b>vi</b>    |
| <b>LIST OF TABLES</b> .....  | <b>xv</b>    |
| <b>LIST OF FIGURES</b> .....   | <b>xviii</b> |
| <b>LIST OF PLATES</b> .....  | <b>xix</b>   |
| <b>LIST OF APPENDICES</b> .....  | <b>xx</b>    |
| <b>LIST OF ABBREVIATIONS AND ACRONYMS</b> .....                            | <b>xxi</b>   |
| <b>OPERATIONALIZATION OF CONCEPTS</b> .....                                | <b>xxiii</b> |
| <b>CHAPTER ONE: INTRODUCTION</b> .....                                     | <b>1</b>     |
| 1.1 Background to the study .....  | 1            |
| 1.2 Statement of the problem .....   | 7            |
| 1.3 Research Objectives .....  | 9            |
| 1.3.1 Overall Objective .....  | 9            |
| 1.3.2 Specific Objectives .....  | 9            |
| 1.4 Research Questions .....   | 9            |
| 1.5 Justification of the study .....                                       | 10           |
| 1.6 Scope of the study .....   | 14           |
| 1.7 Chapter Summary .....  | 17           |
| <b>CHAPTER TWO: LITERATURE REVIEW</b> .....                                | <b>18</b>    |
| 2.1 Participation in secondary school education: A global perspective..... | 18           |
| 2.1.1 Participation in secondary school education.....                     | 18           |
| 2.1.2 Participation in secondary school education in Africa .....          | 23           |

|   |           |
|---|-----------|
| 2.1.4 Participation in secondary school education in Kenya .....                                    | 30        |
| 2.1.5 Participation of girls in education .....   | 34        |
| 2.2 Social and economic conflicts associated with participation in secondary school education ..... | 39        |
| 2.2.1 Poverty .....   | 39        |
| 2.2.2 Drug and substance abuse .....  | 47        |
| 2.3 The Conceptual Model.....   | 69        |
| 2.4 Chapter summary .....   | 72        |
| <b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>  | <b>73</b> |
| 3.1 The Research design .....   | 73        |
| 3.1.1 Cross cultural research design .....  | 74        |
| 3.1.2 The correlational design.....   | 75        |
| 3.1.3 Evaluation research design .....  | 75        |
| 3.2 Study area.....   | 77        |
| 3.3 Study Population.....   | 78        |
| 3.4 Sampling strategies .....   | 78        |
| 3.4.1 Students.....   | 79        |
| 3.4.2 School principals.....  | 80        |
| 3.4.3 Guidance and counselling teachers .....   | 80        |
| 3.4.4 Parents/Guardians .....   | 80        |
| 3.4.5 Religious Leaders.....  | 80        |
| 3.4.6 Chiefs .....  | 80        |

|  |           |
|--|-----------|
| 3.4.7 NG - CDF Mangers.....  | 80        |
| 3.4.8 Sub county directors of education.....   | 81        |
| (Source: Researcher, 2018).....  | 81        |
| 3.5 Data collection .....  | 81        |
| 3.5.1 Questionnaire .....  | 81        |
| 3.6 Document content analysis .....  | 85        |
| 3.7 Validity and reliability of the instruments .....  | 86        |
| 3.7.1 Validity .....   | 86        |
| 3.7.2 Reliability.....   | 86        |
| 3.8 Data analysis techniques and presentation.....   | 87        |
| 3.9 Limitations of the study .....   | 91        |
| 3.11 Ethical considerations .....  | 92        |
| <b>CHAPTER FOUR: SOCIAL AND ECONOMIC CONFLICTS AFFECTING PARTICIPATION IN SECONDARY SCHOOL EDUCATION IN KAKAMEGA COUNTY.....</b> | <b>94</b> |
| 4.1 Introduction.....  | 94        |
| 4.2 Description of sampled schools per sub-county .....  | 94        |
| 4.3 Students.....  | 96        |
| 4.3.1 Gender.....  | 96        |
| 4.3.2 Students' age.....   | 97        |
| 4.3.3 School type.....   | 98        |
| 4.4 Guiding and counselling teachers .....   | 99        |
| 4.4.1 Gender of guidance and counselling teachers.....   | 99        |

|   |     |
|---|-----|
| 4.4.2 School type.....                              | 100 |
| 4.5 Principals.....                                 | 100 |
| 4.5.1 Principals by gender.....                     | 101 |
| 4.5.2 Principals by school type .....               | 101 |
| 4.6 Parents/Guardians .....                         | 102 |
| 4.6.1 Gender.....                                   | 102 |
| 4.6.2 Family size .....                             | 103 |
| 4.6.3 Family Type .....                             | 104 |
| 4.6.4 Level of Education.....                       | 105 |
| 4.6.5 Occupation of parents/guardians.....          | 106 |
| 4.6.6 Monthly income of parents/guardians .....     | 107 |
| 4.7 Findings from religious leaders .....           | 108 |
| 4.7.1 Gender of religious leaders .....             | 108 |
| 4.7.2 Level of Education of religious leaders ..... | 109 |
| 4.8 Bio-data of chiefs.....                         | 111 |
| 4.8.1 Gender of chiefs.....                         | 111 |
| 4.8.2 Age of chiefs .....                           | 111 |
| 4.8.3 Level of Education of chiefs .....            | 112 |
| 4.8.4 Working experience of chiefs .....            | 113 |
| 4.9 Bio data of sampled CDF managers .....          | 114 |
| 4.9.1 Level of Education of CDF managers .....      | 114 |

|  |     |
|--|-----|
| 4.9.2 Working experience of NG-CDF managers .....  | 115 |
| 4.10 Sub County Directors of Education .....   | 116 |
| 4.10.1 Sub county directors of education by gender.....  | 116 |
| 4.10.2 Duration served in the sub county .....   | 117 |
| 4.11 The nature of social and economic conflicts affecting participation in secondary school education ..... | 118 |
| 4.11.1 Students social and economic conflicts .....  | 118 |
| 4.12 Social and economic conflicts affecting participation in secondary school education.....                | 129 |
| 4.13 Findings from Guidance and Counseling Teachers .....  | 137 |
| 4.13.1 Prevalence of social conflicts.....   | 138 |
| 4.13.2 Economic conflicts.....   | 142 |
| 4.14 Prevalence of drug and substance abuse .....  | 146 |
| 4.14.1 Extent of drugs and substance abuse in secondary schools .....  | 146 |
| 4.14.2: Severity of drug and substance abuse in secondary schools by GAC .....                               | 147 |
| 4.14.3 Types of drugs and substances commonly abused by students .....                                       | 148 |
| 4.14.4 Risk factors contributing to drug and substance abuse in secondary schools.                           | 149 |
| 4.14.5 Challenges associated with drug and substance abuse by students .....                                 | 151 |
| 4.15 Findings from Principals on social and economic conflicts .....   | 152 |
| 4.15.1 Social conflicts.....   | 152 |
| 4.15.2 Economic conflicts.....   | 157 |
| 4.15.3 Findings from Principals on drug and substance abuse .....  | 160 |

|   |     |
|---|-----|
| 4.16. Findings from parents/guardians.....  | 167 |
| 4.16.1 Occupation of parents/guardians.....   | 167 |
| 4.16.2 Monthly parents/guardians income.....  | 167 |
| 4.16.3 Adequacy of parents/guardians finances .....   | 168 |
| 4.17 Social and economic challenges affecting participation in secondary school<br>education..... | 171 |
| 4.17.1 Poverty.....   | 171 |
| 4.17.3 Domestic chores.....   | 174 |
| 4.17.4 Family Separation and Divorce .....  | 175 |
| 4.17.5 Domestic/gender based violence.....  | 177 |
| 4.17.6 Drug and substance abuse.....  | 178 |
| 4.17.7 HIV and AIDS .....   | 180 |
| 4.18 Findings from Religious leaders .....  | 182 |
| 4.18.1 Social and economic challenges in Kakamega county .....                                    | 182 |
| 4.19 Findings from Chiefs .....   | 185 |
| 4.19.1 Poverty.....   | 185 |
| 4.19.2 Child Labour .....   | 186 |
| 4.19.3 Family Separation/divorce .....  | 188 |
| 4.19.4 Domestic/Gender based violence.....  | 189 |
| 4.19.5 Drug and substance abuse.....  | 191 |
| 4.19.6 HIV and AIDS .....   | 193 |
| 4.19.7 Teenage Pregnancy .....  | 194 |

|   |            |
|---|------------|
| 4.20 Findings from National Government CDF managers .....   | 195        |
| 4.20.1 Ranking of social and economic conflicts by NG-CDF managers .....  | 195        |
| 4.21 Findings from Sub County Directors of Education .....  | 196        |
| 4.21.1 Social conflicts.....  | 196        |
| 4.21.3 Findings from Sub County Directors of Education on drug and substance<br>abuse .....   | 203        |
| 4.21.4 Mean ranking of social and economic conflicts by SCDEs.....  | 206        |
| <b>CHAPTER FIVE: RELATIONSHIP BETWEEN SOCIAL AND ECONOMIC<br/>CONFLICTS AND PARTICIPATION IN SECONDARY SCHOOL<br/>EDUCATION .....</b> | <b>209</b> |
| 5.1 Introduction.....   | 209        |
| 5.2 Students’ participation in secondary school education.....  | 209        |
| 5.2.1 Findings from students.....   | 209        |
| 5.2.2 Findings from guiding and counseling teachers .....   | 215        |
| 5.2.3 Findings from principals .....  | 217        |
| 5.2.4 Findings from religious leaders .....   | 219        |
| 5.2.5 Sub-county directors of education .....   | 220        |
| 5.2.6 Correlation of social and economic conflicts on students’ participation in<br>secondary school education .....                  | 223        |
| 5.3 Chi square analysis of effect of social and economic conflicts on students’<br>participation in secondary school education .....  | 234        |
| 5.3.1 Family income and students’ participation in secondary school education.....  | 235        |
| 5.3.2 Child labour and student participation in secondary school education.....   | 236        |

|   |            |
|---|------------|
| 5.3.3 Learning materials on students’ participation in secondary school education .                                 | 237        |
| 5.3.4 Effect of drug and substance abuse on the participation in secondary school education .....                   | 238        |
| 5.4.2 Social and economic conflicts and absenteeism .....   | 241        |
| 5.4.3 Social and economic conflicts and transfer .....  | 241        |
| 5.4.4 Social and economic conflicts and drop-out rate .....   | 242        |
| 5.4.5 Social and economic conflicts and class repetition.....   | 243        |
| 5.4.6 Social and economic conflicts and fees balances .....   | 244        |
| 5.5 Regression analysis of drug and substance abuse and participation.....  | 244        |
| 5.6 Chapter Summary .....   | 246        |
| <b>CHAPTER SIX: STRATEGIES USED TO IMPROVE PARTICIPATION IN SECONDARY SCHOOL EDUCATION IN KAKAMEGA COUNTY .....</b> | <b>247</b> |
| 6.1 Strategies used to improve participation in secondary school education .....                                    | 247        |
| 6.1.2 Guiding and Counselling Teachers .....  | 248        |
| 6.1.3 Principals.....   | 250        |
| 6.1.4 Religious leaders.....  | 253        |
| 6.1.5 Strategies to improve participation by Chiefs.....  | 254        |
| 6.1.6 Strategies by National Government - CDF managers.....   | 257        |
| 6.1.7 Findings on strategies to improve participation by Sub county directors of education .....                    | 261        |
| 6.2 Effectiveness of the strategies.....  | 264        |
| 6.3 Recommendations.....  | 265        |
| 6.3.1 Free education and sponsorship of students.....   | 265        |

|  |            |
|--|------------|
| 6.3.2 Strengthening of guiding and counselling units in schools .....  | 266        |
| 6.3.3 Government policies on drug and substance abuse .....  | 266        |
| 6.3.4 Education policies .....   | 266        |
| 6.3.5 Community empowerment.....   | 267        |
| 6.4 Chapter summary .....  | 268        |
| <b>CHAPTER SEVEN: SUMMARY, CONCLUSION AND</b>  |            |
| <b>RECOMMENDATIONS.....</b>  | <b>269</b> |
| 7.1 Summary of findings.....   | 271        |
| 7.1.1 Social and economic conflicts affecting participation in secondary school<br>education in Kakamega county .....                    | 271        |
| 7.1.2 The relationship between social and economic conflicts and participation in<br>secondary school education in Kakamega county ..... | 271        |
| 7.1.3 Strategies used to improve participation in secondary school education .....   | 272        |
| 7.2 Conclusions.....   | 273        |
| 7.3 Recommendations.....   | 274        |
| 7.4 Suggestions for further research .....   | 274        |
| 7.5 Conclusion of the study .....  | 275        |
| 7.6 Chapter summary .....  | 275        |
| <b>REFERENCES.....</b>   | <b>276</b> |
| <b>APPENDICES .....</b>  | <b>292</b> |

## LIST OF TABLES

| <b>Table</b>   | <b>Page</b> |
|--|-------------|
| Table 3.1: Summary of Research designs.....  | 76          |
| Table 3.2: Summary of target population .....  | 78          |
| Table 3.3: Sampling strategy and sample size .....   | 81          |
| Table 3.4: Sampling strategies and data collection instruments .....                           | 85          |
| Table 3.5: Data analysis and presentation.....   | 91          |
| Table 4.1: Distribution of Schools by Sub County .....   | 95          |
| Table 4.2 Distribution of students by sub-county .....   | 96          |
| Table 4.2: Mothers' occupation .....   | 127         |
| Table 4.3: Fathers' Occupation.....  | 128         |
| Table 4.4: Threats to participation in secondary school education.....                         | 130         |
| Table 4.5: Guidance and Counselling teachers ranking of challenges .....                       | 138         |
| Table 4.6: Teenage pregnancy, teenage marriage and boy-girl relationships.....                 | 139         |
| Table 4.8: Ranking of social conflict variables .....  | 142         |
| Table 4.9: Poverty and participation.....  | 143         |
| Table 4.11: Type of Labour .....   | 144         |
| Table 4.12: Mean ranking of social and economic challenges .....                               | 145         |
| Table 4.13: Severity of drug and substance abuse by GAC teachers .....                         | 148         |
| Table 4.14: Drugs and substances commonly abused by students .....                             | 149         |
| Table 4.15: Risk factors contributing to drug and substance abuse in secondary<br>schools..... | 150         |
| Table 4.16: How to address the risk factors.....   | 150         |
| Table 4.17: Challenges associated with drug and substance abuse in secondary<br>schools.....   | 151         |
| Table 4.18: Severity of orphan hood, broken family units and HIV and Aids .....                | 153         |
| Table 4.19: Teenage pregnancy, teenage marriage and boy-girl relationship .....                | 154         |
| Table 4.20: Cultural Activities.....   | 155         |
| Table 4.21: Mean rank of social conflicts.....   | 157         |
| Table 4.22: Poverty as ranked by principals .....  | 158         |
| Table 4.23: Child labour as ranked by principals .....   | 158         |
| Table 4.24: Ranking of forms of child labour.....  | 159         |
| Table 4.25: Mean rank of social and economic conflicts by principals.....                      | 160         |

|  |     |
|--|-----|
| Table 4.26: Substances commonly abused by secondary school students.....                           | 162 |
| Table 4.27: Risk factors leading to drug and substance abuse in secondary schools                  | 163 |
| Table 4.28: How risk factors can be addressed.....   | 164 |
| Table 4.29: Extent of drug and substance abuse in secondary schools .....                          | 165 |
| Table 4.30: Challenges of drug and substance abuse in secondary schools in<br>Kakamega county..... | 165 |
| Table 4.30: Ranking of social and economic challenges by religious leaders.....                    | 182 |
| Table 4.31: Ranking of child labour by religious leaders .....                                     | 183 |
| Table 4.32: Ranking of cultural activities by religious leaders .....                              | 184 |
| Table 4.33: Ranking of Social and economic conflicts by NG-CDF managers .....                      | 196 |
| Table 4.34: Orphan hood, broken families and HIV and AIDS .....                                    | 197 |
| Table 4.35: Boy girl relationship .....  | 197 |
| Table 4.36: Religious fanaticism, Initiation ceremonies and funerals.....                          | 198 |
| Table 4.33: Mean rank of social conflicts.....   | 199 |
| Table 4.34: Poverty and participation in secondary school education.....                           | 200 |
| Table 4.35: Child labour and participation in secondary school education.....                      | 201 |
| Table 4.36: Mean rank of forms of child labour by SCDE.....  | 202 |
| Table 4.37: Gambling and participation in secondary school education.....                          | 203 |
| Table 4.38: Severity of drug and substance abuse in secondary schools.....                         | 204 |
| Table 4.39: Types of substances commonly abused by secondary school students ..                    | 205 |
| Table 4.40: Risk factors contributing to drug and substance abuse in secondary<br>schools.....     | 206 |
| Table 4.41: Mean rank of social and economic conflicts by SCDEs.....                               | 207 |
| Table 5.1: Students' grades.....   | 210 |
| Table 5.2: Class repetition .....  | 211 |
| Table 5.3: Transfer from other schools.....  | 213 |
| Table 5.4: Effects of social and economic challenges .....   | 215 |
| Table 5.5: Mean ranking by Guidance and Counselling teachers .....                                 | 216 |
| Table 5.6: Effects of social and economic conflicts as ranked by principals .....                  | 217 |
| Table 5.7: Ranking based on mean ranking by Principals.....  | 218 |
| Table 5.8: Ranking of the effects of Social and Economic Conflicts by SCDEs .....                  | 221 |
| Table 5.9: Ranking based on Mean Ranks by SCDEs.....   | 222 |
| Table 5.10: Relationship between orphan hood and participation in education .....                  | 223 |
| Table 5.11: Broken family units and participation in secondary school education ...                | 224 |

|   |     |
|---|-----|
| Table 5.12: Teenage pregnancy and participation in education .....                              | 226 |
| Table 5.13: Teenage marriage and participation in secondary school education .....              | 227 |
| Table 5.14: Poverty and participation in secondary education .....                              | 228 |
| Table 5.15: Child labour and participation in secondary school education .....                  | 229 |
| Table 5.16: HIV and AIDS and participation in secondary education .....                         | 230 |
| Table 5.17: Funeral activities and participation in secondary education .....                   | 231 |
| Table 5.18: Initiation activities and participation in secondary school education .....         | 232 |
| Table 5.19: Family income and participation in secondary education .....                        | 235 |
| Table 5.20: Child labour and participation in secondary education .....                         | 236 |
| Table 5.21: Learning materials and participation in secondary education .....                   | 237 |
| Table 5.22: Correlation between drug and substance abuse and participation variables<br>.....   | 239 |
| Table 5.23: Social and economic conflicts and performance .....                                 | 240 |
| Table 5.24: Social and economic conflicts and absenteeism .....                                 | 241 |
| Table 5.25: Social and economic conflicts and transfer .....                                    | 242 |
| Table 5.26: Social and economic conflicts and drop-out rates .....                              | 242 |
| Table 5.27: Social and economic conflicts and class repetition .....                            | 243 |
| Table 5.28: Social and economic conflicts and fee balances .....                                | 244 |
| Table 5.29: Effect of drug and substance abuse on participation in secondary<br>education ..... | 245 |
| Table 6.1: Strategies to improve participation by GAC teachers .....                            | 248 |
| Table 6.2: Strategies to address challenges of drug and substance abuse .....                   | 249 |
| Table 6.3: Strategies to improve participation by principals .....                              | 250 |
| Table 6.4: Strategies to address challenges of drug and substance abuse .....                   | 252 |
| Table 6.5: Support by religious organisations .....   | 253 |
| Table 6.6: Amount disbursed by NG-CDF for secondary school education .....                      | 258 |
| Table 6.8: Challenges of drug and substance abuse in secondary schools .....                    | 263 |

## LIST OF FIGURES

| <b>Figure</b>  | <b>Page</b> |
|--|-------------|
| Figure 2.1: Conceptual model showing the relationship between independent and dependent variables..... | 71          |
| Figure 4.1: Distribution of students by gender .....   | 97          |
| Figure 4. 1: Students' age .....   | 97          |
| Figure 4.4: Guidance and counselling teachers by gender .....  | 99          |
| Figure 4.6: Gender of principals .....   | 101         |
| Figure 4.8: Gender of Heads of Households.....   | 103         |
| Figure 4.10: Family Type .....   | 105         |
| Figure 4.11: Level of Education of household heads .....   | 106         |
| Figure 4.14: The age of religious leaders.....   | 109         |
| Figure 4.15: Level of education of religious leaders .....   | 110         |
| Figure 4.18: Level of Education of chiefs .....  | 113         |
| Figure 4.19: Working experience of chiefs.....   | 114         |
| Figure 4.20: Level of Education of CDF managers.....   | 115         |
| Figure 4.21: Working experience of CDF managers .....  | 116         |
| Figure 4.22: Sub county directors of education by gender .....   | 117         |
| Figure 4.23: Duration served by sub county directors of education .....                                | 118         |
| Figure 4.24: Family size .....   | 119         |
| Figure 4.25: Number of siblings in school.....   | 120         |
| Figure 4.26: Siblings not in school .....  | 121         |
| Figure 4.27: Students by family type.....  | 122         |
| Figure 4.33: Child Labour among students.....  | 133         |
| Figure 4.34: Type of work by students .....  | 134         |
| Figure 4.38: Occupation of household heads.....  | 167         |
| Figure 4.39: Monthly household income .....  | 168         |
| Figure 4.40: Adequacy of Household finances.....   | 169         |
| Figure 4.44: Domestic chores and participation in secondary school education.....                      | 175         |
| Figure 4.46: Domestic violence and participation in secondary school education....                     | 177         |
| Figure 4.47: Drug and substance abuse and participation in secondary school education.....             | 179         |
| Table 6.7: Strategies to address risk factors.....   | 262         |

## LIST OF PLATES

| Plate   | Page |
|---|------|
| Plate 4.1: Interview with the Principal, Mukhonje ‘K’ Mixed secondary school,<br>Martha M’mbasu .....                   | 166  |
| Plate 4.2: Interview with parent/guardian in Mumias East.....   | 171  |
| Plate 4.3: Interview with Chairman SUPKEM Western region, Sheikh Abdi Swalleh   | 184  |
| Plate 5.1: The researcher with some religious leaders .....   | 220  |
| Plate 5.2: FGD with a parents in Mumias East.....   | 234  |
| Plate 6.1: Interview with the Principal St. Theresa’s Isanjiro secondary school<br>Kakamega North, Mrs. Rose Bengo..... | 253  |
| Plate 6.2: Interview with Senior Chief Mahira Location, Kakamega North, Mr. Moses<br>Mulefu .....                       | 255  |

## LIST OF APPENDICES

| Appendix  | Page |
|---|------|
| APPENDIX I: STUDENTS QUESTIONNAIRE.....                                       | 292  |
| APPENDIX II: GUIDANCE AND COUNSELLING TEACHERS’<br>QUESTIONNAIRE.....         | 296  |
| APPENDIX III: PRINCIPALS’ QUESTIONNAIRE AND INTERVIEW<br>SCHEDULE .....       | 305  |
| APPENDIX IV: INTERVIEW SCHEDULE FOR PARENTS/GUARDIANS .....                   | 313  |
| APPENDIX V: FOCUS GROUP DISCUSSION SCHEDULE FOR<br>PARENTS/GUARDIANS.....     | 316  |
| APPENDIX VI: INTERVIEW SCHEDULE FOR RELIGIOUS LEADERS .....                   | 317  |
| APPENDIX VII: INTERVIEW SCHEDULE FOR CHIEFS .....                             | 320  |
| APPENDIX VIII: INTERVIEW SCHEDULE FOR CDF MANAGERS.....                       | 324  |
| APPENDIX IX: INTERVIEW SCHEDULE FOR SUB COUNTY DIRECTORS OF<br>EDUCATION..... | 326  |
| APPENDIX X: PROPOSAL APPROVAL LETTER FROM MMUST .....                         | 333  |
| APPENDIX XI: RESEARCH AUTHORISATION LETTER FROM NACOSTI ...                   | 334  |
| APPENDIX XII: RESEARCH PERMIT FROM NACOSTI.....                               | 335  |
| APPENDIX XIII: MAP OF THE STUDY AREA .....                                    | 336  |

## **LIST OF ABBREVIATIONS AND ACRONYMS**

|          |  |
|----------|--|
| EFA      | Education For All                                      |
| DFFA     | Dakar Framework For Action                             |
| DSA      | Drug and Substance Abuse                               |
| FDSE     | Free Day secondary Education                           |
| FGM      | Female Genital Mutilation                              |
| FPE      | Free Primary Education                                 |
| GBV      | Gender Based Violence                                  |
| GER      | Gross Enrolment Ratio                                  |
| GPI      | Gender Parity Index                                    |
| ILO      | International Labour Organisation                      |
| IPPF     | International Planned Parenthood Federation            |
| KCSE     | Kenya Certificate of Secondary Education               |
| MDG      | Millennium Development Goals                           |
| MoEST    | Ministry of Education Science and Technology           |
| NACOSTI  | National Council for Science Technology and Innovation |
| NER      | Net Enrolment Ratio                                    |
| NG – CDF | National Government Constituency Development Fund      |
| RoK      | Republic of Kenya                                      |

|        |  |
|--------|--|
| SCDE   | Sub County Director of Education                                 |
| SDG    | Sustainable Development Goals                                    |
| SSA    | Sub Saharan Africa   |
| UNDP   | United Nations Development Programme                             |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNFPA  | United Nations Population Fund                                   |
| UNICEF | United Nations Children Education Fund                           |
| WHO    | World Health Organisation  |

## OPERATIONALIZATION OF CONCEPTS

The following concepts were used in this study as defined here below:

**Access:** The ways in which institutions and authorities/governments ensure that learners have equal and equitable opportunities to take full advantage of education. The uninhibited entry to all levels of education where opportunities are provided and barriers removed.

**Basic education:** The UNESCO and the Basic Education Act, Kenya 2013 definitions of basic education were used. It refers to ECDE, Primary and Secondary school Education or a minimum of twelve years of formal education.

**Completion rates:** Referred to the number of learners who successfully complete a particular education cycle in a given year as a ratio of the number of learners who were enrolled at the beginning of the cycle. In this study, it was used to refer to the ratio of students who completed form four to the number of learners who joined form one four years earlier.

**Drop-out rates:** The number of learners who, for some reason, exit or withdraw from the education cycle in which they were enrolled before completing as a ratio of those who registered at the beginning of the cycle or school year.

**Enrolment:** The total number of learners admitted and registered in a class, school or education cycle during a particular school year.

**Gender:** Denote the social and biological constructs assigned to human beings. It refers to the male and female gender only.

**Participation:** Was used to refer to actual learners' enrolment, retention, progression and completion of secondary school education.

**Retention:** Was used to refer to the percentage of learners enrolled in any given school year that continued to be in school the following school year.

**Repetition:** Referred to students enrolled in the same class during the current school year as they were in the previous year, or were in the same class for longer than one school year.

**Social and economic conflicts:** Used to refer to the social and economic challenges like poverty, GBV and DSA that afflict society.

**Transition:** Refers to learners who successfully complete one class/cycle and move on to the next class/cycle in a subsequent school year.

**Wastage:** Was used in its compound form to refer to all aspects of the education system that failed to provide universal education, failed to attract and recruit, failed to retain and generally used inefficient means to attain objectives. Lack of access, drop-out, repetition and stagnation constituted wastage.

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter presents a general introduction to the study by giving the background to the study, statement of the problem, research objectives, justification and scope.

### **1.1 Background to the study**

The importance of education in contemporary world order cannot be gainsaid. In the current era of globalization and technological revolution, education is indeed a first and crucial rung in human empowerment. It plays a pivotal role in the development of human capital and is invariably linked with an individual's well-being and opportunities for better living (Geremew and Dhufera, 2015). Education basically entails the acquisition of knowledge and skills that enable individuals to increase their productive capacity and improve their quality of life. The increase in productivity, consequently, expands the sources of earning thereby leading to national economic growth (Farooq, 2015). Education is widely recognised as a fundamental human right as enshrined in the 1948 United Nations Declaration on Human Rights (UDHR) article 26 and consequent international protocols. Low levels of education have been shown to positively correlate with high mortality, fertility, and poverty at both household and national levels (UNESCO 2010; Tilak 2007).

Many factors, for example, individual and household characteristics, socio-economic status, school related factors and government policies, have substantial impact on the academic performance of students (Dayioglu and Türüt -Asik, 2004; Farooq, 2011). According to Ahmad and Khan (2012), one's educational success depends very strongly on social economic status of the parent and the learner. Considine and

Zappala (2002) argue that families where the parents are advantaged socially, educationally and economically foster a high level of success in their children. Sentamu (2003) also argues that the type of school a child attends is a function of family socio-economic status and influences participation in education and academic achievement.

Studies have yielded strong evidence of the impact of conflicts on the quality of education using different educational outcomes such as school enrolment, school attendance and school attainment (Buvinic, 2013; Leon, 2012; Justino, 2012; UNESCO, 2011). The prevalence of social, political and economic conflicts in the developing world has attracted considerable research within the development and socio-economics literature. The role of conflict in militating against the achievement of Education for All (EFA) is of central concern as conflict has been considered a cause of regressive growth that has exacerbated the gap between developed and developing world. Whereas education is expected to be an instrument towards egalitarianism, this expectation has been compromised by differences in socio-economic background which results in significant difference in child education outcomes. Children from backgrounds plagued by social and economic conflicts may not attain same education success as compared to those from a stable background.

Among social and economic conflicts affecting student education outcome is poverty. Poverty indicates the extent to which an individual is unable to meet basic needs of food, shelter and clothing of good quality. Resources can include financial, emotional,

mental, spiritual, and physical as well as support systems, relationships, role models, and knowledge of hidden rules. The United Nations (UN) defines poverty as:

a condition characterised by severe deprivation of basic human needs, including food, safe (*potable*) drinking water, sanitation facilities, health, shelter, education and information... including lack of income and productive resources to ensure sustainable livelihoods; hunger and malnutrition; ill health; limited or lack of access to education and other basic services; increased morbidity and mortality from illness; homelessness and inadequate housing; unsafe environments and social discrimination and exclusion...lack of participation in decision making and in civil, social and cultural life. (UN, 1995)

Poverty is seen from three perspectives. One, the poor as those who earn income below a defined threshold, two, the poor as those who are unable to meet basic needs, and three, the poor as those who are incapable of making independent decisions. Poverty is a major cause of conflicts affecting participation in education in general and secondary school education in particular. Poverty and conflict are commonly understood to be closely interconnected; both create or recall pictures of destitution, despondency, disintegration, destruction and human suffering (Draman, 2003). According to Atwood (2005), social conflict results from lack of material well-being in a family. Ikejiaku (2009) postulates that social and economic deprivation and intense competition over scarce resources within the family setting combine to influence education achievement of the learners

The United States Department of Education (USDE) has documented the correlation between poverty and low achievement. The study by USDE indicates ‘... that student and school poverty adversely affected student achievement’ (2001: 8). Lacour and Tissington (2011) observed that poverty directly affects academic achievement in the

United States. Family income level was a predictor of school completion. Ndaruhutse (2008) shows that in most countries in sub-Saharan Africa, financially needy students are more likely to repeat a grade due to low academic performance, thereby greatly contributing to increasing school wastage rates. Ntitika (2014) noted that parents who were economically stable were in a position to provide resources and materials and enrol students to the schools of their choice in Isinya District, Kenya. However, this was not the case among most of the parents who were not economically stable. The study by Hijazi and Naqvi (2006) seemed to be at variance with the findings and showed that family income had no significant impact in determining students' achievement in Bangladesh. Spatial, cultural and economic variations could be the reason for the difference.

Gender-based violence (GBV) is violence targeted at individuals or groups on the basis of their gender. The violence is directed at both men and women. Inequalities, interpersonal and structural/institutional conflicts cause GBV in family, household or community (Manjoo, 2011). Evidence from around the world tends to suggest that conflict leads to increased levels of GBV. Sexual violence is often part of the strategy in violent conflicts, as acknowledged by the UNCHR 1325 (Saferworld, 2014). Gender based violence during conflict affects both men and women in different ways. As men comprise the majority of combatants, they suffer to a greater degree from direct violence, injuries and killings from combat. Women, however, suffer disproportionately through systematic sexual violence, greater levels of displacement and presence in refugee camps where mortality rates tend to be higher, and social and economic vulnerability, due largely to loss of access to sources of livelihoods and to basic services (Ward & Marsh, 2006).

Students experience variety of violence at home, school, and streets among other places. Students who experience or are vulnerable to extreme violence exhibit diminished educational achievement and normal life. Studies in Africa have documented cases of school girls who leave school, or skip particular classes because a certain teacher has sexually molested them (Chege and Mati, 1997). A qualitative study in Addis Ababa, Ethiopia, found that bullying and attempted rape were among the factors responsible for low female enrolment rates and high dropout rates from schools, (Brock and Cammish, 1997). Gender based violence causes long lasting physical, psychological, social and/or sexual damage, or even the death of girls and boys. Gender-based violence is a priority health, social as well as a human rights issue. It affects the victims' physical, mental, sexual and reproductive health, their self-esteem, their ability to work, education outcome and ability to make decisions (Barasa, 2013). Chege (2007) noted that violence against girls manifests its effects in low enrolment of girls in schools, comparatively poor performance at school, high dropout rates, teenage pregnancy, early marriage, increasing rates of human immunodeficiency virus (HIV) and acquired immunity deficiency syndrome (AIDS) in the 15-24 year old age group and psychological trauma.

Conflicts in the family and community have resulted to abuse of drugs and prohibited substances by students. Dysfunctional families are largely due to unstable low income, poor marital relationship, conflicts, divorce, separation, single parenthood, long working hours of family members, limited family time, ineffective communication, easy access to drugs within immediate neighbourhood, absence of social cohesion, undesirable peer influence, inter-generational addiction results to drug and substance abuse (Simatwa, 2014). According to Sun (2001), children in dysfunctional and unstable families exhibit more academic, psychological, behavioural, and drug-related

problems than children from families that are largely stable. Parental conflicts predict externalizing behaviour such as tobacco use, alcohol consumption and marijuana use. As parents separate due to conflicts, adolescent use of illegal drugs increases (Kathleen and Hilary, 2002).

There is a growing concern by parents, teachers, and the society in general over the prevalence and impact of drug and substance abuse in public secondary schools (Khattak, 2012). This phenomenon was found to negatively influence the participation, discipline, and performance of students and therefore posed serious challenges bearing in mind the fact that success in these three aspects are fundamental to the success of any educational institution. The practice resulted in a number of negative effects in institutions of learning such as truancy, theft, rudeness, dropouts, injuries, loss of life, riots leading to destruction of property, moral decadence, indiscipline, and compromised academic standards among others. Cognitive effects relate to the individual's concentration on academic work and memory. Drug and substance abuse was found to be one of the most critical problems in public health in the American colleges and to a large extent affected learning (Sullivan and Risler, 2002). Pakistan had approximately between 25 to 44% of college students reporting alcohol and illicit drug use. The rates of abuse were found to be on the rise, causing concern in Pakistani colleges and universities (Khattak, Iqbal and Ullah, 2012). In Kenya, Odek-Ogunde (2004), Kwamanga, (2003) and Ogwell, (2003) found increasing prevalence of alcohol and tobacco use among secondary school students.

School size which refers to a school being either single stream or more, and school type where a school is single sex or co-educational was found to largely affect dropout and progression rates. It was also noted that some of the reasons affecting secondary school dropout, retention, completion and achievement included early marriages, inability to pay school levies due to poverty, ravages of HIV and AIDS pandemic, child labour, violence and drug and substance abuse (Achoka, 2007; Republic of Kenya, 2003).

Statistics indicate that in Sub Saharan Africa, on the average, a small percentage of children of school going age participate in, and complete secondary schooling. However, the introduction in Kenya of Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDSE) in 2008 spurred rapid quantitative increase in enrolment at the national level. In Kakamega County, Gross Enrolment Rates (GER) in secondary schools rose by 16% (MoEST, 2012). The expected net effect of the efforts was improved access, equity, retention, transition and completion rates and quality of education. However, students' participation in Kakamega County has not been even in all its sub counties. This study examined the effects of social and economic conflicts on students' participation in secondary school education in Kakamega County.

## **1.2 Statement of the problem**

Developing countries have made remarkable progress in terms of making education accessible to a substantial percentage of their school going population in the last decade. School participation as measured by dropout rates, progression rates and examination results has, however, been quite discouraging (Koros, 2013). Bray, Clarke and Stephens (2002) observe that most African countries are far from achieving universal secondary education despite concerted policy and legislative

efforts as well as substantial financial support in the education sector in general and secondary school segment in particular. They found out that quantitative differences were reinforced by the tendency of children to dropout at each stage due to avoidable challenges and qualitative differences were reinforced by academic performance.

The Kenya Education Sector Support Programme (KESSP 2010-2014) notes that attrition arising from dropout is a major challenge that must be addressed to curb wastage of resources in terms of time, energy, money and opportunity cost. The declining participation rates and wastage that result from learners dropping out of the system must be issues central to any government's concern and every effort must be made to address them. Secondary school education is critical in shaping individual's future and at the same time providing skills for gainful employment. Secondary school education, depending on its structure and delivery, can either become a bottleneck constraining the expansion of educational attainment and opportunity, or, conversely, open a set of pathways and alternative channels for students' advancement.

Studies have exposed many dimensions of the educational system that are negatively affected by conflict, especially civil strife, armed and violent conflicts (Akresh, 2008; Allbritton, 2009; Chamarbagwala, 2010). However, there is need to investigate conflict with regard to existing inequalities within societies, families, whether by region, gender or ethnicity and schooling. This study sought to investigate the effects of social and economic conflicts on students' participation in secondary school education in Kakamega County. Specifically, the study sought to assess the effects of the social and economic conflicts such as poverty and Drug and Substance Abuse on students' participation in secondary school education in Kakamega County.

### **1.3 Research Objectives**

#### **1.3.1 Overall Objective**

The overall objective of the study was to assess the effect of social and economic conflicts on students' participation in secondary school education in Kakamega County.

#### **1.3.2 Specific Objectives**

The specific objectives of the study were to:

- i. Examine the nature of social and economic conflicts influencing students' participation in secondary school education in Kakamega County.
- ii. Assess the relationship between social and economic conflicts and students' participation in secondary school education in Kakamega County.
- iii. Evaluate strategies used to improve participation in secondary school education in Kakamega County.

### **1.4 Research Questions**

The following research questions were derived from the objectives to guide this study:

- i. What is the nature of social and economic conflicts influencing students' participation in secondary school education in Kakamega County?
- ii. What is the relationship between social and economic conflicts and students' participation in secondary school education in Kakamega County?
- iii. What strategies are used to improve participation in secondary school education in Kakamega County?

## **1.5 Justification of the study**

This current study was justified at two levels, these were academic and philosophical. Academic justification was based on the research findings and recommendations of previous studies while philosophical justification was based on the policy documents and recommendations in the education sector.

### **1.5.1 Academic justification**

This study was expected to highlight the social and economic conflicts that affect students' participation in secondary school education in Kakamega County. The findings are expected to assist all stakeholders within the education sector from parents, principals of schools, education officers and the two levels of government: national and county, to come up with appropriate, research based intervention strategies to stem wastage among students and enhance their participation in secondary school education not only in Kakamega County but Kenya as a whole. The findings of this study are also expected to inform policy formulation in relation to the participation of students in secondary school education in Kenya. The findings of this study are expected to make significant contribution to the body of knowledge available on secondary school education in particular and education in general. The findings are expected to excite and spur considerable research interest in the realm of social and economic conflicts as well as participation, achievement and performance in education.

Kuli (2011) carried out a study on the factors affecting students' participation in secondary school education in Marti division of Isiolo district. The study used descriptive survey in data analysis. The study revealed that several factors affected students' participation in secondary school education namely: parental level of education, frequent absenteeism because of the long distances from school, insecurity, lack of teachers leading to truancy, lack of physical facilities, drug and substance abuse and negative cultural practices. The current study sought to find out whether the findings by Kuli (2011) in Marti were applicable in Kakamega county.

Mwaniki (2017) did a study on household factors influencing students' participation in secondary school education in Mbeere south sub county. The household factors included social economic status of the family, incidents of child labour and family structure. The findings of the study showed that poverty, family size, child labour, lack of role models and household size affected participation in secondary school education in Mbeere sub county. Children from needy households were more likely to engage in child labour to supplement family income. The study by Mwaniki was found to be relevant to the present study albeit in a different environment to assess whether the findings would also apply in Kakamega county.

### **1.5.2 Policy justification**

The quest for free and compulsory elementary/basic education of good quality has been the desire of countries for long. In modern times the most powerful and influential proponent has been the United Nations Organisation (UNO). In its 1948 Universal Declaration on Human Rights (UDHR) article 26, the United Nations Organisation declared that 'Everyone has a right to education. Education shall be free

at least in the elementary and fundamental stages. Elementary education shall be compulsory.’ (UDHR, 1948). This declaration was followed by epochal declarations at the global level that were domesticated by individual countries and continue to influence the development of education. Among the international protocols include the 1990 United Nations World Declaration on Education for All (EFA) after a conference in Jomtien, Thailand. The declaration proposed six goals to improve access, completion and quality of education (UNESCO, 1990. p. 53). Other protocols were the Millennium Development Goals (MDGs) whose lifetime was 2000 to 2015 of which ‘to eradicate extreme poverty and hunger and to achieve universal primary education’ were particularly relevant to this study.

Sustainable Development Goals (SDGs) on the other hand, with a life span from 2015 to 2030 had seventeen (17) but two relevant ones were to end extreme poverty, end extreme hunger, provide quality education achieve universal primary and secondary education, among others (UNDP, 2015). The Social pillar under Education and training in Kenya’s Vision 2030 proposes that to improve access and participation in basic education

... at secondary school level, extra classes will be constructed to ensure that each school has at least three streams as well as 600 new secondary schools, rehabilitation of 470 secondary schools, 20 special secondary schools will be constructed and 312 stalled education support programme projects will be completed. In order to address the inadequate physical facilities at secondary (school) level to support the attainment of the desired transition rate of 75 per cent by 2012, the sector intends to construct more schools and expand and rehabilitate existing ones. The newly developed school mapping (Geographical Information System) undertaken by the Ministry of Education will assist in identifying the needy regions for this intervention. (The expected outcome is) improved access to education in affected areas (Republic of Kenya, 2008).

The latent aim of Vision 2030 was to use education as a vehicle through which the goals of the vision would be attained. Inbuilt in the aim was the belief that universal, free and compulsory basic education would be attained. However, experience has shown that it has not been achieved. According to National Education Sector Plan (NESP) of 2014 (Republic of Kenya, 2014):

Basic education refers to the whole range of educational activities taking place in formal, non-formal and informal settings. It comprises pre-primary, primary and secondary levels. ... basic education is a fundamental human right and it is free and compulsory. (The goal of the programme) was the provision of quality basic education and training for all (while) the mission to provide, promote and coordinate accessible quality lifelong education and training (in) a safe, friendly and protective learning environment (within the framework that recognises) the Kenya government commitment to EFA, MDGs and vision 2030. (Republic of Kenya, 2014. p. 18).

NESP further proposed that

In making education a catalyst for national development, the overarching goal of the NESP is: Enhanced Quality Basic Education for Kenya's Sustainable Development. Achieving this goal will enable the country to achieve the national goals of education. During the Programme period, the government will improve learning outcomes by increasing access to education, making education affordable, improving education service delivery, professional development and teaching and learning processes, improving retention, progression and the transition rate within and between various education levels, and raising the quality and relevance of education (Republic of Kenya, 2012. p. 19)

To address the challenge of access education in general, the NESP recommended the promotion, use and integration of 'Information and Communication Technology (ICT) and Open and Distance Learning (ODL at all levels of education and training while equipping students with modern information technology skills (Republic of Kenya, 2012. p.20).

On secondary education sub sector the NESP observed that

The Government is already implementing measures to improve access and quality in secondary education through the implementation of Free Day Secondary Education (FDSE). This has led to increased enrolment from 1.03 million students in 2006 to over 1.9 million students by 2012, with an increase in the transition rate from 60% in 2006 to over 74% in 2012 (Republic of Kenya, 2012. p. 39).

Despite the apparent gains in various aspects of secondary education, NESP identified certain challenges that were likely to affect the provision of secondary school education. It was observed that

Expanding provision for all in the secondary education sub-sector is a major challenge because of limited facilities. In addition, opportunity and other costs, the imposition of levies and other fees by schools, the perceived lack of relevance of the curriculum and the mismatch between what is taught and the needs of the world of work .... An unfriendly environment in some schools, teacher absenteeism and lateness, especially in rural areas, poverty at the household level, negative effects of the HIV and AIDS pandemic and rising repetition rates, all drive learners away from secondary schooling. (Republic of Kenya, 2012a. pp. 38 – 39).

It is with the foregoing in mind that the current study was justified to investigate the social and economic conflicts affecting students' participation in secondary school education in Kakamega county.

### **1.6 Scope of the study**

The study focused on the effect of social and economic conflicts on students' participation in secondary school education in Kakamega County. These conflicts include poverty, child labour, alcohol and drug and substance abuse. Kakamega County has twelve (12) sub counties, namely Khwisero, Butere, Matungu, Mumias West, Mumias East, Kakamega South, Kakamega East, Kakamega Central, Navakholo, Kakamega North, Lugari and Likuyani. This study purposively selected

three sub counties: Kakamega North, Mumias East and Kakamega East based on their performance in Kenya Certificate of Secondary Education (KCSE) (KNEC, 2016).

Kakamega County was chosen because according to The Socio-Economic Atlas of Kenya 2014, its contribution to the national poverty index was very high at 4.77% which was 25 times more than what Lamu county contributed (Republic of Kenya, 2014a) The Economic Survey 2014 indicated that Kakamega county with a high population of poor people contributed immensely to the national poverty index. The survey stated that the contribution to the national poverty indicator is defined as the number of poor people in a county expressed as a percentage of the total number of poor people in the country (Republic of Kenya, 2014b). Kakamega was ranked among the counties with high incidents of poverty. This study therefore sought to assess the effect of social and economic conflicts on participation in secondary school education of which a key variable in economic conflicts was poverty.

The study targeted secondary schools designated as County and Sub County Schools. The schools were day schools, boarding schools, mixed schools and single sex schools. Form Four students whose homes were within the sub county where the school is located were selected. It was based on the assumption that form four students would provide more reliable information as they had been in school longer. The study also used Sub County Directors of Education, Guiding and Counselling Teachers, and Principals of the sampled schools, parents/guardians, chiefs, religious leaders, and national government Constituency Development Fund managers. The study was conducted in 2017-2018 while the secondary data was from 2014 – 2017. This is

because the cohort of form four students who participated in this study were admitted to form one in 2014.

The scope of the study was between 2000 and 2018. The periodization was informed by a number of factors but mainly centred on policy changes that had far reaching ramifications for educational practice in Kenya. In 2002 the Kibaki administration under National Rainbow Coalition alliance (NARC) came into power ending a nearly quarter century of Moi stranglehold on Kenyan politics. The Kibaki administration, in its quest to fulfil its election manifesto, declared free primary education (FPE) in January 2003. This was followed, in quick succession by two policy documents that aimed to entrench free primary education as well as explore ways of making it accessible and of good quality. These documents were the Sessional Paper No. 1 of 2005 (Republic of Kenya 2005a) and Kenya Education sector Support programme (KESSP) (Republic of Kenya 2005b). The sessional paper observed that

... the factors constraining growth in secondary school enrolment is lack of adequate secondary schools to match that of primary schools. The decline in secondary school enrolments over the last decade has (also) been caused by the following factors: high cost, (the average annual unit cost for secondary education is 5 times higher than primary education) and poverty, with an estimated 30 percent drop-out rate due to this factor alone. Other factors include; high cost of learning and teaching materials, school uniforms, transport and development levies; extra expenses for private tuition; unfriendly school environment, negative effects of HIV/AIDS pandemic; and rising repetition rates. In addition, the cost of secondary education in boarding schools is higher than day schools by more than 50 percent (Republic of Kenya, 2005a. p. 44).

Sessional Paper No. 1 2005 integrated secondary education into basic education thereby qualifying the sector for support and donor funding in tandem with international protocols on basic education of good quality to be

free and compulsory. The Vision 2030 (Republic of Kenya, 2007) and the launching of Free Day Secondary Education went a long way in opening up opportunities for secondary school education. The Constitution of Kenya 2010 (Republic of Kenya, 2010) declared basic education as one of the inalienable rights of the youth. Other documents that buttressed this policy included Sessional Paper No. 14 of 2012 and the National Education Sector Plan (NESP) (2013 – 2018). The scope of this study was therefore to assess the dynamics that militated against participation in secondary school education between 2000 and 2018 in spite of all the policy orientations.

### **1.7 Chapter Summary**

In this chapter, the background of the study was presented under the following subsections: introduction, statement of the problem, general and specific objectives, research questions, academic and philosophical justification, as well as the scope of this study. Chapter one therefore laid the foundation for the literature review and the conceptual model in the following chapter.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter presents literature review on the objectives of this study. The conceptual model showing relationships between variables of the study is also presented. The literature review focused on what other researchers and scholars have already done in order to provide a foundation and support for new insights contributed by the current study. The literature review also helped to identify the conceptual, knowledge and methodological gaps that the present study sought to bridge.

#### **2.1 Participation in secondary school education: A global perspective**

Over the past decade, significant strides have been made in terms of net enrolment at the secondary school level in the developing world. However, their retention in secondary schooling remains a challenge, particularly in poorer countries. According to the Global Campaign for Education and Results Educational Fund, in 47 out of 54 African countries, students who enrol have less than 50 percent chance of completing secondary school. This study reviewed literature on factors affecting students' participation in secondary school education.

##### **2.1.1 Participation in secondary school education**

The world average on secondary Net Enrolment Ratio (NER) shows that slightly more than half (58%) of the secondary school-age children were enrolled in secondary schools in 2006, with 96 girls for every 100 boys (UNESCO, 2008). The gaps in NERs between Sub Saharan Africa (SSA) and the world average were 33 percentage points. Statistics provided by UNESCO (2008) showed that children, particularly

girls, in Sub Saharan Africa had the lowest opportunity to enrol in secondary school at their official age. Net enrolment ratio (NER) in secondary education in the Caribbean was 40 percent with 107 girls for every 100 boys. Secondary Net Enrolment Ratio (NER) in South and West Asia was 45 percent with 86 girls for every 100 boys. Bangladesh had an NER of 93.3 percent but a persistence rate at the Grade 5 level was only 66.1 percent; Nicaragua had a NER of 93.8 percent, but only 55.2 percent girls of those enrolled in Grade 1 remained in school until Grade 5 (UNESCO, 2008).

A survey, International study of Evaluation of Education Achievement (IEA) by Comber & Keeves (1973) showed a glaring gender gap in favour of the boy-child in many countries of Western and Eastern Europe, Asia and North America. Globally, the boy-child had relative advantage and continued to perform better than the girl-child academically in terms of enrolment, retention, completion and achievement. In Bangladesh, efforts by both the government and civil society organizations have produced a significant result in the area of girls' education. The girls' stipend programme, now extended up to secondary and higher secondary education, impacted positively and had a significant effect of not only bringing economically disadvantaged girls into primary school but also motivating them to complete the cycle. The country made remarkable progress in reducing fertility but evidence is lacking to establish a link between this achievement and the improved access to basic education. The eligibility criteria of the stipend programme include the requirement for girls to remain unmarried until they turn 18, which may have been a cause of the fertility reduction over the years (Roshan, 2009).

The fact that there are an almost equal number of boys and girls attending primary education in Bhutan was commendable. Through their wide-scale participation in basic education, girls were found to have acquired literacy and general life skills. But girls' participation in technical and vocational education was still far less than that of boys. Only 33 per cent of students were girls, and less than 1 per cent of teachers were female. Girls were yet to use their primary education to find further learning avenues that are linked directly to livelihoods, economic opportunities, and social and political empowerment. This scenario contributed to continuing the traditional gender role stereotypes in which women are subjugated and often confined to multiple household tasks that deprive them of a decision-making role (UNGEI, 2006).

Although gender parity in enrolment has been achieved in Bangladesh, the incidence of boys and girls discontinuing school during primary level is still very high. About 35 per cent (slightly less in the case of girls) do not make it up to grade 5. A study carried out in rural Bangladesh established a relationship between girls' delayed marriage and educational attainment. In the weak enforcement of the minimum legal age of marriage, the best most Bangladesh parents have done is to wait till puberty for their daughters to get married. The study estimated that 'legally restricting marriages below age 17 would increase aggregate female schooling by 0.58 years, or 9%' (Field and Ambrus, 2005).

Promoting girls' education has been a priority in India in the last one hundred years, but inequalities still persist in learning opportunities. Education in public schools for rural poor girls and women is largely limited to acquiring literacy and numeracy. The

second category of 'superior' schools, mostly in urban areas, is not within the reach of the poor. Only limited learning opportunities in rural public schools are open for girls from poor and deprived families. The focus on access has brought many girls into school, but assuring quality remains an elusive challenge (Roshan, 2009). This means participation in education is largely influenced by the economic wellbeing of the family.

The rate of female literacy, of age 7 years and more, in India increased by almost 14 per cent, from 40% to 54%, in the decade between 1991 and 2001. But the absolute number of illiterate females has remained almost the same, 193 million in 2001 compared to 198 million in 1991. India is still a long way from achieving gender parity in literacy. The current gender parity index is skewed at 0.713 in favour of males, a gender gap of almost 22 percentage points. Female literacy rates were found to vary among Indian states with the highest at 87.7 per cent in Kerala and lowest in Bihar at 31.1 per cent. Rajasthan with the lowest female rate in 1991 made significant progress with an almost 24 percentage point increase, from 20 per cent to 44 per cent in the period between 1991 and 2001 (GoI, 2001; Velkoff, 1998).

The Net enrolment Ratio (NER) in Pakistan in primary education was 68 per cent in the period to 2005 (UNESCO, 2008). The NER gender parity index (GPI) of 0.76 indicated that those not enrolled were mostly girls. Disparity was even wider in remote and culturally more conservative provinces. There was a significant wide gender gap in both youth and adult literacy rates. Adult and youth literacy rates were 50 per cent and 65 per cent while the GPIs were 0.56 and 0.69 respectively

(UNESCO, 2008). The Gender Equality Education Index (GEEI) of Pakistan was 0.20, which was the lowest in the region, indicating that girls' education in the country was lagging behind. Girls particularly had to overcome many barriers to complete the full cycle of primary education. Girls' survival rate in primary school was very low mainly due to repugnant cultural practices. Transition rate to secondary school was therefore low leading to low enrolment in secondary school education. Despite the constitutional requirement of education as the right of every citizen along with explicit provision of free and compulsory education for all, gender equality measures such as GEEI remained low in Pakistan and women were not able to effectively exploit the available opportunities for their right to an education.

The government made deliberate policy efforts to address the issue of girls' education in Pakistan, which resulted in an improved scenario at the grass root level. Large-scale policy interventions, like stipends for girls and rigorous enrolment campaigns, led to remarkable increase in enrolment and retention of girls in primary school. However, there was need for more specific and focused programme interventions to be able to adequately address the issue in specific contexts. For example, it was found that most needy girls from remote communities, especially in the northern Pakistan, were disadvantaged educationally due to the lack of equitable response to their specific needs. The progress in narrowing the gender gap, was therefore, yet to gain the required momentum in order to fully ensure the rights of every child to basic education within the desired time frame (Unterhalter, 2006).

### **2.1.2 Participation in secondary school education in Africa**

Secondary school enrolment in Sub-Saharan Africa (SSA) continues to be the lowest in the world. On average, only about one in four (25%) of secondary school-age children in the region were enrolled in secondary school in 2006 (UNESCO, 2008: 330-331). Of those, there were 83 girls for every 100 boys. This figure in Sub Saharan Africa is a critical challenge as compared with other regions.

Most of the factors that were found to militate against the girl-child access to education were economic but buttressed by socio-cultural biases. Many countries in Africa rank among the poorest in the world. The HIV and Aids pandemic, urban congestion, economic challenges, internecine inter and intra ethnic strife, and brazenly autocratic totalitarian administrations have wreaked havoc and contributed to the degeneration of the African continent into a near human rights catastrophe. Bearing the brunt of the devastating situation is education in general and the girl-child in particular. The girl-children appear to be the most vulnerable and most undervalued members especially in insecure environments, poor regions and areas that are still steeped in traditional mind sets. In a region where many are struggling to get enough food and to stay alive, remain out of reach of the various violent political conflicts, and to care for those stricken with various diseases, a basic education, especially for girl children, is low on the list of priorities.

The right to education, which is a fundamental human right, as enshrined in article 26 of the 1948 UN Charter of Human Rights, is frequently denied to the vulnerable in society and girls in some Africa countries. Kofi Annan observed that in Africa, when families have to make a choice, due to limited resources, of educating either a girl or a

boy child, it was always the boy that was chosen to attend school. Many girls were denied access to education because of economic opportunity costs. Families often send their daughters out to work at a young age, so that they can get the additional income they need to barely subsist on and finance the education of sons.

The BBC News (2006) reported that the African society, being largely patriarchal, favours boys over girls because boys maintain the family lineage. Additional reasons why girls have not had adequate access to education in Africa include the fact that many have to stay home to nurse sick relatives and family members, some afflicted by HIV and AIDS. Another key factor as identified by BBC was the lack of role models for the girl child. It was found that since most of the mothers were not themselves educated, their support for their daughters' education was lacklustre, erratic or outrightly non-existent.

In Niger, socio-cultural and religious beliefs and practices, including early marriage where half the girls were married before the age of 15 years, and practical challenges, such as security and long distances between home and school, kept girls out of school. In Mali, 25 percent of girls were married by age 15, and nearly two-thirds of girls are married by age 18. Child marriage was found to be very common in some regions in Mali, such as in Kayes, where 39 percent of girls were married by age 15, and 83 percent by age 18. Eighty-six percent of married girls had received no education, compared to 62 percent of unmarried girls.

In Ethiopia child brides face early pregnancy, responsibilities to their children and in-laws, and reticence of their husbands, who are usually much older, to let them out of the house. In Uganda, Birungi (2008) cited the rampant fires in schools as one of the

threats that kept children from school. It was further noted that extremes in climatic variations like floods and drought affected education by destroying schools or excluding children from school. For example in Bundibugyo district of Uganda, children were not able to access schools during the wet season.

Since 2000, many countries in the Sub-Saharan Africa have significantly expanded their secondary education systems. In absolute values, the biggest increase has taken place in Nigeria, where the number of students enrolled in secondary education increased from 400,000 in 1970 to more than 6 million in 2007. In Ethiopia, enrolment rose from 135,000 to 3.9 million students between 1971 and 2009. Secondary education systems also expanded significantly in Tanzania, Burkina Faso, Burundi, Chad, Cote d'Ivoire, Democratic Republic of the Congo, Kenya and Niger. In Kenya the quantitative expansion has largely been due to radical policy shifts like Free Primary education in 2003, Free Day Secondary Education in 2008 and Free Basic Education in 2018.

### **2.1.3 National policies on (participation in) education in Kenya 1963 – 2018**

The issue of access and participation in education and particularly secondary education has been a bane for most countries in Africa since independence. When Kenya attained political independence in 1963, it inherited a colonial education system that was ill prepared to serve the needs of the newly independent state. It was therefore imperative for the country to develop a policy that would guide the development of education. The Education Commission Report (Ominde Commission) (RoK, 1964) decried the low level of education and made far reaching recommendations *inter alia* the need to expand educational opportunities at all levels to improve access and participation.

Following immediately after the Education Commission Report (Ominde Commission) (1964) was the Sessional Paper No. 10 (RoK, 1965) on African Socialism and Its Application to Planning in Kenya. The paper was a policy document that strove to guide the path of economic development and viewed education as main source of the requisite human resource, both skilled and semi-skilled. As a strategy, the session paper emphasised the recommendations of the Ominde commission that Kenya should move fast towards attaining Universal Primary Education, expand secondary school education as well as higher or post-secondary education.

Ndegwa Commission (RoK, 1971) though not a commission on educational policy devoted chapter XVI on education and made observations and recommendations that affected the development of education especially in the realm of access, participation and quality. The commission observed that

Since independence, the provision of universal free primary education has been a stated aim of the Government and in moving towards this goal, we note that enrolments at primary, level have increased considerably since 1963. However we believe that it will be several years before this aim can be achieved (p. 147).

On secondary school education, the Ndegwa commission observed that

The rapid expansion of the secondary school system has been an important feature of the Government's educational programme since independence. During this period the number of students receiving secondary education in maintained and assisted schools has more than doubled. This planned increase in services failed however, to satisfy the demand for education as this became more and more the key to personal, economic and social advancement. As a result there emerged throughout the country an outcry for more secondary schools. The spirit of *harambee*, the introduction of self-help schemes and the decision to establish *harambee* schools sponsored, built and managed by local communities provided the incentives by which these demands for more educational facilities were satisfied. These schools, now more in number than the Government schools, form an integral part of the system, but their rapid growth has brought problems (p. 151).

The aftermath of the Ndegwa commission report in the period after 1970 was two-fold. First, it informed the Kenya governments' decision to abolish tuition fees in arid and semi-arid districts of northern Kenya to serve as an incentive for the nomadic communities to patronise education. Second, while celebrating ten years of independence in 1973, the president of Kenya Jomo Kenyatta abolished fees for primary standard one to four as from January 1974. This move was aimed at attracting the many school going age children who were not in school to enrol. The effect of this directive was an increase of over 1.2 million children in standards one to four in January 1974. This increment in number of children joining school countrywide as a result of fee waiver was testament to the fact that many school going age children were excluded from school by the levies charged. Poverty was therefore a major determinant of participation in education.

The issues of access, equity, quality and participation in education continued to get prominence in Kenya's education policy documents. These policy documents: National Committee on Educational Objectives and Policies (Republic of Kenya, 1976), Report of the Presidential Working Party on the Second University in Kenya (Republic of Kenya, 1981), Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya, 1988) and Totally Integrated Quality Education and Training, TIQET: Report of the Commission of Inquiry into the Education System of Kenya (Republic of Kenya, 2000) all addressed the challenges of, equity and quality of education in Kenya among others.

The 1990 World Declaration on Education For All (EFA) behoved the member countries, Kenya included, to put in place a raft of policy strategies aimed, among others, achieving universal access to and completion of primary or basic education of good quality by 2015 (UPE) which must be free and compulsory and to ensure that

learning needs of young people are met through equitable access to good quality programmes. EFA also proposed that learners who, for whatever reason, drop out of school should be accorded the opportunity for re-entry.

After 2000, educational policy in Kenya was influenced by both global and local trends. At the global level the government of Kenya domesticated the Millennium Development Goals into educational policy. Locally, the new political dispensation that was ushered in 2002 declared Free Primary Education (FPE) in all public primary schools. This was followed in 2008 by the declaration of Free Day Secondary Education thereby making basic education of at least twelve (12) years free. These declarations were not only in line with the international protocols on education but were also buttressed by, and anchored in the constitution of Kenya 2010. In chapter four on the Bill of Rights, the constitution of Kenya 2010 declares in article '53 (1) Every child has the right – (b) to free and compulsory basic education' (Republic of Kenya, 2010). The government of Kenya then developed policies to actualise universal and free basic education. These policies include Kenya Education Sector Support Programme (KESSP) and National Educational Sector Plan (NESP).

According to the Republic of Kenya (2005), the goal of the Kenya Education Sector Support Programme (KESSP) 2005-2010, a World Bank funded programme, was to provide basic education and improve the quality of education to all children by 2010. There were four programme objectives of the KESSP. These were: to ensure equity of access to basic education; enhance quality and learning achievement; provide opportunities for further education and training; and strengthen education sector management. The KESSP was part of the multi-agency programme to help Kenya

attain the Millennium Development Goals (MDG) by 2015. The eight (8) MDGs viz: Eradicate extreme poverty and hunger; Achieve universal primary education; Promote gender equality and empower women; Reduce child mortality; Improve maternal health; Combat HIV/AIDS, malaria and other diseases; and Ensure environmental sustainability were all, invariably, associated with and affect participation in education in general including secondary school education. The first three objectives were particularly pertinent to this study.

As a successor to KESSP the Ministry of Education developed the National Education Sector Plan (NESP) to run from 2013 to 2018 to guide the development of the education and training sector. The programme highlighted the policy goals, objectives, major challenges and proposed strategies for realisation of goals over a five year period between 2013 and 2018. The overarching goal was “quality education for Kenya’s sustainable development” and the emphasis was on all levels of Education and Training with a focus on improvement of quality, relevance, access, equity, sector governance, accountability as well as social competencies and values. One of the major goals impacting in participation was

Equitable access to secondary education through targeted support... (whose) purpose (was to) mitigate the adverse effects of poverty and other barriers to access, demand-side financing initiatives are implemented to enhance access, improve transition and retention rates, and reduce regional disparities. The initiatives target vulnerable children including orphans, and those from marginalised groups, urban slums, displaced groups and poor households. NESP recognises a range of impact constraints that need to be addressed to increase access and equity rates of participation (Republic of Kenya, 2014, p. 25).

The National Educational Sector Plan (NESP) also identified a key variable affecting participation in education as poverty, which, it wished to mitigate through free education, bursaries and related financial support systems.

From the forgoing, it is evident that participation in education was at the centre stage of educational policy and practice in Kenya since 1963, as seen in the various policy documents to date. However, despite the concerted government efforts, the attainment of 100% enrolment of children of school going age, both at primary and secondary school, has been elusive thereby compromising the goal of universal, free and compulsory basic education.

#### **2.1.4 Participation in secondary school education in Kenya**

In Kenya, participation in secondary school education has not achieved set goals and targets (Republic of Kenya, 2012). The rate of transition from primary to secondary education increased from 46 percent in 2003 to about 60 percent in 2007. However gender disparities were observed both at primary and secondary school levels. In 2006, the secondary school gross enrolment rate, number of enrolled children as a percent of the number of children in the official school-age group, was a paltry 6.3 percent in the North Eastern province, 8.6 percent for boys and 3.6 percent for girls. The national average at the time was 32.2 percent with 34.6 percent for boys and 29.9 percent of girls. From the statistics given, it was observed that girls' gross enrolment rates were lower than boys' across regions. Even then the relatively high gender ratios achieved at the primary level in certain regions were not maintained due to high girl child attrition as many girls drop out of school. The effects of this low representation in education were reflected in the labour market, where women represent only 30 percent of all wage employees in the modern sector (Republic of Kenya 2008).

Mwangi (2004) observed that a combination of poverty, disease and retrogressive cultural practices continued to deny many children the right to education. Even with the introduction of Free Primary Education and subsidized secondary education, access to education continued to be a pipe dream for many Kenyan children. The introduction of free primary education and subsidized secondary education in Kenya was responsible for the marked increase in enrolment. However, a sizeable number of children, boys and girls alike, remained out of school owing to a number of reasons. These reasons included demand for domestic labour in the homes such as assisting in looking after their young siblings, child marriage, household chores, bereavement within the family and looking after the sick members of the family.

Studies by Eshiwani (1984) and Kinyanjui (1988) revealed a picture of inadequate girl-child education in terms of enrolment, retention and completion. The number of girls who join school in class one was found to be significantly lower than that of boys. To compound the problem, girls had a higher attrition rate so that only a small percentage of girls who join school actually complete the cycle. The boys on the other hand, were found to persist in school and had a higher cycle completion rate.

Murunga (2012) carried out a study on factors influencing students' participation in education in public day secondary schools in Vihiga District, Kenya. The study used a sample of students, class teachers and students and used descriptive research design. The study revealed that social and cultural factors like early marriages, domestic chores, preference for education of boys over that of girls within the family, negative cultural beliefs, and initiation ceremonies were significantly associated with low

participation of students in secondary school education in Vihiga district (county). Other factors found to affect participation included level of education of parents, parental support and interest in their children's education. The study also found that social and economic challenges like payment of school fees, lack of basic necessities, truancy, indiscipline and distance from school contributed to low participation of students in secondary school education. Based on the findings it was concluded that that many factors ranging from social economic and cultural affected students' participation in secondary school education in Vihiga district (county). The findings of the study by Murunga were particularly relevant to the current study. This study therefore sought to find out if the same factors obtain in Kakamega county.

Njeru and Orodho (2003) set out to evaluate access and participation in secondary school education in Kenya. The study randomly selected four (4) provinces (Regions) namely North Eastern, Coast, central and Western. From each province, one district (county) was purposively sampled. The key respondent sources included the Ministry of Education, Science & Technology (MoES&T) staff and opinion leaders at the community levels. The study also used personal interviews based on unstructured interview schedules; group discussions and direct observation to collect data. The study revealed that:

At the national level, the high cost of education (fees and related school levies) and household poverty level are the critical factors affecting student enrolment and participation. (Njeru and Orodho 2003, p3)

The study also found that, among other factors, cultural challenges like bias against the girl child, female genital mutilation (FGM) and forced early marriages negatively affected participation of the girl child in education in general and secondary school education in particular especially in the arid and semi-arid (ASAL) areas. The

indicators of participation included declining gross enrolment ratios (GER) and completion rates. The study therefore recommended, *inter alia*,

(the need) for innovative strategies to enhance access to, and participation in secondary education. Some of the opportunities lie in: Creation of an enabling environment for private investor participation; Special secondary school levies on certain luxurious commodities....Setting up or strengthening the existing bursary funds at the district, divisional, location, and constituency levels to supplement the MoES&T bursary fund....Establish school based fee waiver mechanisms and income generating activities. Schools can work out modalities through which poor parents can pay fees for their children in kind, using equivalent resources and/or direct labour, to facilitate education financing among the very poor households. On the retrogressive socio-cultural traditions and religious values and practices, (there was need for community sensitisation and) enforcement of legal enactments to compel parents to educate (their children) (Njeru and Orodho, 2003. p 4).

This study was found to be relevant to the current one and could be replicated in a different spatial temporal context that is Kakamega county. Gitonga (2009) carried out a study on factors influencing girl-child participation in secondary school education in Nyahururu division (sub-county) of Laikipia district (county). The study sought to explore the factors that militated against participation of the girl-child in secondary school education. The study observed that transition rate for girls was a paltry 48.5% which meant only less than half of the girls in a cohort would transit to the next level. The transition rate for boys was only marginally higher at 51.5%.

The study adopted a descriptive research design. The study showed that both family and school related factors hindered the girl child from accessing and completing secondary school education. The major hindrances to participation in secondary school education were lack of school fees due to poverty, lack of moral and material support from parents/guardians as well as other family members. It was also found

that over and above engaging in domestic chores, the girl child was a victim of discrimination, a mind-set that was buttressed by negative attitudes within the family setting and school which, invariably, affected her participation in secondary school education. The study recommended that to improve girl-child participation in secondary school education, there should be deliberate affirmative action to support her participation. The study by Gitonga, though relevant, narrowed down to participation of the girl child. The present study looked at the factors affecting participation of both boys and girls in secondary school education in Kakamega county.

### **2.1.5 Participation of girls in education**

The attrition of girls from the education system between primary and secondary school is fairly high, and has profound effect on gender equity at subsequent levels. Girls without secondary school education cannot become professionals who would in turn become role models for the next generation of girls in school, giving some sort of education vicious cycle of entrapment. Recent research suggests that it is secondary education, rather than primary, that plays the critical role in increasing wages, improving health outcomes, reducing child mortality, and empowering women in decision making and participation in public life (Malhotra, *et. al.* 2003).

Enrolments at secondary and tertiary education levels have converged across gender in many countries, although significant gaps remain in some regions, except in sub-Saharan Africa where more boys gained secondary school access relative to girls between 1999 and 2008. However since 2008, participation in tertiary education increased appreciably in all regions of the world. A shift in gender inequality in

education was for the first time observed in favour of females. Female tertiary enrolment rates in 2008 lagged behind males in 36 countries out of the 121 where data was available, but exceeded males in 79 countries. South Asia experienced the highest relative growth in female tertiary student enrolments.

On average, school repetition and, to a lesser extent, dropout rates were found to be higher among boys than girls. The trend in many developed countries shows that girls performed better than boys in school. In the United States of America, girls obtained better school grades in all major subjects, including mathematics and science (Perkins, 2004). At the tertiary education level, women were found to be equally or more likely to graduate from university than men in all regions, except Sub Saharan Africa and South Asia. There was, however considerable inequality when it came to the specific areas of study. Court and Kinyanjui (1985) observed the following about higher education in sub Saharan Africa:

The more fundamental problem of gender inequality is a second order one, that has to do with the limited access of girls to higher quality secondary schools, to university, to science and particular professions and to training opportunities and scholarships of all types.

Male students tended to be concentrated in science and technology courses like engineering, manufacturing and construction fields, while females were more in the arts and humanities, education, health and welfare. This scenario has remained unchanged in Kenya since.

In Malawi a similar pattern was evident with enrolment in Grade 1 rising every year but the proportion of pupils graduating from Grade 8 remained fairly low at about a

quarter of those enrolled in Grade 1. The explanation to this low cycle completion rate was high attrition rates (Chimombo, 2009).

In spite of the Kenya government's effort to make education affordable by putting in place policies on Free Primary Education (FPE) and Free Day Secondary Education (FDSE), it is evident from several research studies that the cost of education is still beyond the reach of most poor parents. According to MOEST Kenya (2005), transition rate from primary to secondary since inception of FPE increased to 71%, but 30% of them drop out before completion of the cycle. Orodho (2014) argues that huge latent user fees have found their way into the Free Primary Education (FPE) and Free Day Secondary Education (FDSE) in most basic educational institutions in the country. The study pointed out that although parents associations (PAs) were legally authorised to levy extra but essential fees subject to approval by the respective District/County Education Boards, some of the charges have been high thereby locking out children from financially vulnerable families.

A study by Summon (1980) showed that more than 50% of the students who enrolled in primary schools dropped out before completing the cycle. The drop-out rate in Latin America ranged from 33.1% to 74.7% while that of the United States of America was between 22.2% to 81.3%. He concluded that the drop-out rate was aggravated by poverty which accounted for regional disparities in access to education.

A study on regional disparities in Kenya by Court and Ghai (1974) observed that the disparities were prominent. They gave examples of Central Province which had 15% of the national population then but accounted for 24% of the primary school enrollment while Rift Valley province which had 20% of the national population but accounted for only 14% of the primary school enrollment. However, the study did not

show the disparities in other levels of education and it did not use small units of analysis.

Kenya, like many other developing countries is still facing the problem of wastage in education (Wamahu, 1992, Eshiwani *et. al.* 1988, Ciano 1982 and Gitau 1985). Although wastage exists in the education system, it tends to be higher among girls than boys as evidenced by a World Bank study conducted in developing countries (World Bank, 1990). Differences in gender enrollment, however, widens as one moves up the educational ladder, with more boys than girls being enrolled at secondary and tertiary levels of education (UNECA, 1990).

Female enrollment has not only been stepped up to achieve equality in educational provision but also because of the importance of women's education in the development of any country (RoK, 1985). According to the World Bank (1990) the number of female students keeps on decreasing disproportionately at subsequent levels of education in Kenya because of high dropout and repetition rates (UNECA, 1990). In Kenya, for example, it was observed that although girls constituted 50% of the pupils enrolled in primary school, the percentage of girls decreased progressively to the extent that at tertiary level the percentage had dropped to just about 27.2%, (Kamotho, 2003). In 1991, the proportion of female enrollment at the tertiary level was 30%, (Wamuhui, 1993). This indicated that the rate of wastage among girls education was increasing over the years, especially between secondary and tertiary levels and this therefore calls for efforts to establish the nature, magnitude and causes of this wastage in education.

Factors behind gender inequality in education include negative cultural values, teenage pregnancy, early marriages, sexual harassment, and excessive domestic chores thus disregarding girl's education. The community discriminates while sending the children to school. In some communities, girls are married off to get resources for the family.

The girl child continues to be in vulnerable situation. Parental gender bias, cultural norms, negative impacts of HIV and AIDS pandemic and poverty continue to impact adversely on the girl child's participation in secondary school education in particular and education in general. The world has made continuous progress towards gender parity showing that gender differences in education can be overcome through public policy and changes in attitude, but there is still a long way to go as only 59 out of 176 countries have achieved gender parity in both primary and secondary school education. Gender equality in educational opportunities and outcomes is the most challenging to achieve and is inherently more difficult to measure. Many countries of Sub-Saharan Africa, Kenya being part, still face challenges in their quest towards achieving gender parity and equity in education, (EI, 2009).

Future prospects on equity in education depends on a number of factors if the goals of Education For All (EFA) have to be achieved. These include: increased commitment by all stakeholders to education, enough and targeted funding by governments and donors to specific aspects of education that will have a high impact on quality, strengthening the gender unit by allocating enough financial and material resources, strengthening the capacity of the National Task Force on Gender and Education by allocating financial resources for activities, mainstreaming gender issues in all sectors of education, advocacy for education in general to be intensified, strategies and plans

to address the major disparities identified at primary and secondary school level be formulated (UNESCO, 2000).

## **2.2 Social and economic conflicts associated with participation in secondary school education**

In many countries, available indicators show that the girl child is discriminated against from the earliest stages of life, through her childhood and into adulthood. In some areas of the world, men outnumber women by 5 in every 100. The reasons for the discrepancy include, among other things, harmful attitudes and practices, such as female genital mutilation, son preference which results in female infanticide and prenatal sex selection, early marriage, including child marriage, violence against women, sexual exploitation, sexual abuse, discrimination against girls in food allocation and other practices related to health and well-being. As a result, fewer girls than boys will tend to survive in academic participation. In many traditional cultural settings, girls are often treated as inferior and are socialized to put themselves last, thus undermining their self-esteem. Discrimination and neglect in childhood can initiate a lifelong downward spiral of deprivation and exclusion from the social mainstream. Gender-biased educational processes, including curricula, educational materials and practices, teachers' attitudes and classroom interaction, reinforce existing gender inequalities and participation.

### **2.2.1 Poverty**

Income poverty is the condition of not having enough income to meet basic needs for food, clothing, and shelter. Because children are dependent on others, they enter or avoid poverty by virtue of their family's economic circumstances. Children cannot

alter family conditions by themselves, at least until they approach adulthood. Studies and reports have examined the detrimental effects of poverty on the well-being of children. Most agree that poverty impacts harshly on children within their various contexts, be it at home, in school, in their neighbourhoods, and in their communities (Ganga & Chinyoka, 2010). The indicators of the extent of poverty include sub-standard housing, homelessness, inadequate nutrition and food insecurity, lack of access to health care, unsafe neighbourhoods, and under-resourced schools, all of which adversely impact on the holistic development of children (Abebe, 2009).

Poverty, whether absolute or relative, is associated with a lack of income, and is associated with the failure to attain one's capabilities. It can be chronic or temporary, and is sometimes closely related or associated with inequality (Chireshe, 2010; Emwawu & Osujo, 2010). Absolute poverty, the complete lack of resources, hampers learning in developing countries because of poor nutrition and health. The home environment is characterised by lack of adequate nutrition, lack of learning accoutrements, inadequate lighting and low education of parents (Koh and Neuman, 2009). Poverty discourages enrolment and negatively impacts on survival to higher grades, as well as reducing learning in schools (Robertson, 2011). Both relative and absolute poverty affect families and have the effect of reducing the motivation of the needy and their ability to gain the full benefit of education.

Children from poor and needy backgrounds were also found to be at a greater risk of several negative outcomes, such as poor academic achievement, school drop-out, abuse, neglect, behavioural and socio-emotional problems, physical health problems,

and developmental delays (Kent, 2006; Moore *et. al.*, 2009; Chilton *et. al.*, 2007). These effects are compounded by the barriers children and their families encounter when trying to access physical and mental health care (Abebe, 2009, Pleiss & Conley, 2009).

Because of the high prevalence of poverty, many young girls from the ages of 11 to 16 years engage in risky sexual behaviour, which makes them vulnerable to HIV and AIDS, sexually transmitted infections (STIs), and unplanned pregnancies. Teenage marriages may be a consequence of poverty, because the parents did not have the financial ability to pay the girl child's school fees. UNICEF (2009) established that women and girls suffer the most from food insecurity and poverty.

There is abundant literature that addresses the relationship between poverty and the psychosocial development of the child. However, not much has been written focusing on poverty and participation in secondary school education in Kenya. Another key weakness is the fact that most of the studies were carried out in developed countries where not so many children are affected by extreme poverty (Manwa *et. al.*, 2010). A definition of poverty in the west, with welfare safety nets, does not have the same meaning and effect as in the developing world. Research has not explained how language and academic performance were affected by poverty, and also did not agree on interventions, policies and programmes to attenuate the negative effects of poverty (Kent 2006, Cataldi, 2009 and UNICEF, 2010).

However, while the literature on the effects of poverty on children and education is available, many studies lack the precision necessary to allow researchers to identify the real effects on children of the many aspects associated with poverty. Understanding of the relationships between poverty indicators and participation in education would lead to the formulation and implementation of ameliorative policy frameworks. Most countries were hopeful that opportunities provided by strengthened democratic governance, and improving economies will accelerate progress. However, poverty levels still remain high. On becoming a republic in 1964, Kenyan leaders vowed to eradicate poverty, disease and illiteracy. Today the proportion of the population living on less than one US dollar a day, that is the poverty line, is higher than ever before (Sisule, 2001). With high poverty levels, compounded by economic crisis, prevalence of HIV and AIDS pandemic, the attainment of Education For All by 2015 remained elusive. Poverty has been recognized as one of the factors that affect education.

#### **2.2.1.1 Poverty and schooling**

Educational attainment is well recognized as a powerful predictor of experiences in later life. A comprehensive review of the relationship between parental income and school attainment, in USA in 1994, concluded that poverty limited school achievement but that the effect of income on the number of school years completed was small. In general, the studies suggested that a 10% increase in family income is associated with a 0.2% to 2% increase in the number of school years completed.

Studies using different longitudinal data sets (the PSID, the NLSY, and Children of the NLSY) found that poverty status had a small negative impact on high school graduation and years of schooling obtained. Much of the observed relationship between income and schooling appears to be related to a number of confounding factors such as parental education, family structure, and neighbourhood characteristics. Some of these studies suggest that the components of income and the way income is measured (number of years in poverty versus annual family income or the ratio of income to the poverty threshold) may lead to somewhat different conclusions. But all the studies suggest that, after controlling for many appropriate confounding variables, the effect of poverty *per se* on school achievement was found to be statistically significant. Based on the results of one study, the authors estimated that, if poverty were eliminated for all children, mean years of schooling for all children would increase by only 0.3%.

A study conducted by Sum and Fogg (2001), as cited in Bergeson, (2006) found that students from poor backgrounds and households were ranked in the 19th percentile on assessments, while students from a mid-upper income family were ranked in the 66th percentile on assessments. In one study, 43.5% of low-income students did not successfully meet any of the required subject area assessments, while only 13.2% of low-income students met all of the required subject area assessments (Bergeson, 2006). Similar studies found comparable results (Bergeson, 2006). Children from very poor households with an income below 50% of the poverty line, scored 7 to 12 points lower than children from non-poor households, while children from poor households, with an income from 50% to 100% of the poverty line, scored 4 to 7 points lower (Smith, Flowers & Larkin, 2009). Mayer (2002) tested students in reading and

mathematics prior to an increase in income, followed by a post-test after the increase in income. The findings indicated that the effect on the reading scores ranged from a small negative effect to a small positive effect, while the effects on the scores in mathematics were slightly bigger. Mayer (2002) further observes that:

... parental income affects children's educational attainment by affecting the quality of primary and secondary schooling, thereby affecting students' achievement in these lower grades and hence their achievement in and expectations for post-secondary schooling. Parental income may also affect parents' expectations for their children. If parents think they cannot afford to send their children to college they may discourage these aspirations (p. 41).

The findings by Mayer (2000) indicate that income was a major factor affecting participation in education in general in Australia. This study sought to find out whether economic challenges also affected participation in secondary school education in Kakamega county.

While it is true, to some extent, that children from poor and needy households tend to perform poorly in comparison to children from affluent backgrounds, in some situations some children from poor backgrounds defied the odds and performed very well. Findings from a study by Rutter (2008) as cited in Bernard, (2012) indicated that children who have resilience tend to do better in some risky contexts when compared to children without protective factors in the same contexts. This shows that not all children from low socio-economic backgrounds will perform poorly at school. However, this is not a justification to expose a child to any risk, because there are girl children who do better when not exposed to high levels of poverty or adversity (Ong, Bergeman, Bisconti, & Wallace, 2006, Tugade, Fredrickson, & Barrett, 2004).

Not only is children's education influenced by the personal, educational background of their parents, but these personal experiences are highly connected to their economic background. Along with their ability to educate their offspring, the economic status of people plays a huge role in their own education. Parents with lower incomes often have to work longer hours to earn their small salaries. This leaves less time for them to spend reading to their children and getting more involved in their kids' learning process. There is also, typically, more conflict in homes of lower incomes because there are more tensions caused by stress within the family. Sclafani argues that:

Parents who expressed more conflict at home over child rearing and family rules failed to provide a consistent message to their children, resulting in poorer school performance. Parents' behaviour that was indifferent or neglectful also was correlated with negative school outcomes. (Sclafani, 2010: 87)

It may not always be true that lower income parents neglect their children's education, but it is easy to slip into that stereotype under extreme pressure. There are also conflicts that arise between parents and teachers centred on non-provision of adequate learning and support requirements.

The United States Department of Education (2000) found out that the relationship between poverty of parents and students' performance was not simple and direct. It confirmed that poverty was an important factor accounting for differences in participation, performance and achievement across rural, sub-urban and urban districts. Danesty and Okediran (2002) observed that maternal and paternal deprivation of the essential needs of the young students prompted their poor

performance in public examinations such as Junior Secondary School Certificate Examinations (JSSCE), West African School Certificate Examinations (WASCE) and National Examination Council (NECO). Shittu (2004) asserted that poor parental care with gross deprivation of social and economic needs of a child usually leads to poor academic performance by that child.

Caro (2009) found a significant positive correlation between family socio-economic status and academic achievement. Chen (2009) also posited that parental education was a key determinant of student's achievement. They noted that there was gap in academic achievement between students from high and low socio-economic status families. They stressed further that because children from low socio-economic status had relatively poor skills, they were prone to leave school early and less likely to gain admission to college. Udida, Ukway and Ogodo (2012) also agreed that family characteristics were major source of disparity in student's educational outcomes. They further observed that students' academic performance was influenced by the socio-economic background of their parents. The difference in performance was largely explained by difference in support from parents.

Kingori (2015) conducted a study on the influence of the hidden costs on students' participation in secondary school education in Kikuyu sub county of Kenya. He set to investigate why students dropped out of secondary school or did not enrol at all when the government was supporting education through Free Day Secondary Education funding. Using a sample of 300 students, 135 teachers and 14 principals from 28 secondary schools, King'ori established that on average 5.7% of any cohort enrolled

in form one did not persist up to form four. He found out that the hidden costs of education namely lunch charges, Parents Association (PA) project development levies, uniform fees and other opportunity costs like looking for petty employment to earn some money for food, were largely responsible for students dropping out from secondary schools in Kikuyu Sub County. Dropping out of school was therefore seen as an effect of economic challenges. This study was particularly relevant to the current one in Kakamega County.

Ngwacho, (2011) carried out a study on the hidden costs of Free Primary Education and their implications on enrolment in Kisii Central sub county. He set out to identify the hidden costs of primary education and their impact on participation in primary education. He obtained responses from parents which indicated that they bore more than 100% of what the government was providing as subsidy. The cost met by parents ranged from meals, uniform, transport, activity to exercise books, homework, PA teachers emoluments and examinations. It was found that up wards of 11.9% of the students dropped out of primary schools during the study period (Ngwacho, 2011: p. 62).

### **2.2.2 Drug and substance abuse**

Drug abuse is the use of drugs for purposes other than the intended therapeutic reasons or purposes for which they were intended, thus affecting the individual in a negative way socially, cognitively and physically (Kuria 1996). Social effects may be reflected in an individual's enhanced tendency to engage in conflicts with friends, teachers, and school authorities. Cognitive effects relate to the individual's lack of concentration on academic work and memory loss. Rohde, *et. al.* (2007) define a drug

as any product other than food or water that affects the way people feel, think, see, and behave. It is a substance that due to its chemical nature affects physical, mental and emotional functioning of the human body. It can enter the body through chewing, swallowing/ingestion, inhaling, smoking, drinking, rubbing on the skin or injection. The most commonly abused substances include alcohol, marijuana and tobacco.

The World Health Organisation (WHO) defines a drug as “Any substance, solid, liquid or gas that changes the function or structure of the body in some way... a substance that causes changes in mental processes” WHO further observed that harmful effects of drugs were varied depending on the substance used, the amount consumed, the method of use, the general condition of the individual, the age of onset and the length of time the drug is abused. Califano Jnr. (2002) observed that the youth were attracted to using drugs for immediate and short time excitement. The following predisposing factors were responsible for onset of drug abuse: adolescence, being a time of rapid physical and emotional change exposed the youth to peer pressure for which they did not have adequate skills to deal with or cope. Family members who abused drugs were also seen as contributing to youth abuse of drugs especially smoking tobacco. Social and environmental factors like the mass media and attendant pop culture, ease of availability of the drugs and weak non deterrent sanctions encouraged youth abuse of drugs. According to Califano Jnr. (2002), the most abused drug was marijuana which was seen as a “gateway drug” as one who abused it was more likely to graduate to more hard drugs. It was also found that a child who reaches age of twenty one years without smoking or abusing alcohol was virtually certain never to do so. The most vulnerable age is adolescence when the youth are in secondary school. It therefore behoves all and sundry, teachers, parents,

administrators and education officers to carefully nurture the youth and steer them clear of drug use.

According to Spooner (2004), the social environment is a powerful influence on health and social outcomes. In this context marijuana use and related problems result from the complex interplay of the individual and the environment whereby social institutions or structures can influence the environment in a manner that can influence drug use and related problems. Societal structures include government policies, laws and service systems such as welfare, education, health and justice. In terms of increasing problematic marijuana use, Wilkinson notes the rapid growth in widening income differences during the 1980s and the rise in heroin use in the United States of America.

Adverse socio-economic circumstances may lead to psychological and emotional damage partly through increasing levels of stress brought on by money worries, unemployment and housing but essentially through a lack of choices. The social and economic environment establishes the context in which domestic life has to cope and cannot be separated from a range of what are normally seen as family problems. The quality of the social life of a society is one of the most powerful determinants of health and this is closely related to degrees of income equality. However income equality is not the only determinant. Also important are psychosocial relationships for the subjective quality of life that people experience. Sources of social stress, poor social networks, low self-esteem, and high rates of depression, anxiety and a lack of control all have a fundamental impact on life experience. In this sense ‘unhealthy

behaviours' such as addiction may in part be explained by the need to consume psychoactive substances for their psychosocial effects, particularly where they are used to counter stress and reduce anxiety.

Adolescence behaviour has been found to lead to the trying out of new experiences such as drug and sex, sometimes with dire consequence for the adolescents. One widely accepted definition of drugs states that drugs are compounds that, because of their chemical structure, change the functioning of biological systems (Levinthal, 1999). The biological systems include respiration, growth, excretion, locomotion and reproduction. The effects may be beneficial as in the case when drugs commonly referred to as medicines are used as prescribed by qualified physician. Some other drugs have been found to be capable of producing effects that are harmful to the user (Oloyede, 1996). The term drug abuse, applies only to instances in which people take drugs purely to change their moods, and in which they experience impaired behaviour or social functioning as a result of doing so (Wallace & Fisher 2007).

When people consume consciousness-altering drugs on a regular basis, they often develop dependence, and come to need the drug and cannot function without it. According to Odejide, Ohaeri, Adelekan and Ikuesan (2005), psychoactive drug use is a common problem among adolescents especially for the socially acceptable drugs like alcohol and cigarettes. A survey of secondary school students in Ilorin, Kwara State in Nigeria reported that 12% were currently using alcohol (Abiodun, Adelekan, Ogunremi, Oni & Obayan, 2005). In a study of out-of-school adolescents aged 11 to

20 in Jos, found a lifetime consumption of alcohol reported by 38.7% of the respondents (Obot, Ibanga, Ojiji & Wai, 2001).

Majority of marijuana use starts during the adolescence stage especially so for the 'gateway' drugs, alcohol and cigarettes. Alcohol and cigarettes are described 'as gateway' because they are usually, the first drugs one encounters before graduating to hard drugs. Drug abuse by students often leads to sharp decline in their academic performance, increased reports of truancy and expulsion from school. It has also been known to lead to addiction and increased dependence on drugs without which normal life processes is disturbed. Drug addiction invariably leads to other vices such as stealing, violence and gambling.

Continued use of a drug over a prolonged period of time often leads to drug tolerance as well as physical and psychological problems. Tolerance is a physiological condition in which the body requires higher doses in order to experience the same effects. In some cases, tolerance for one drug increases tolerance for another; this is known as cross-tolerance (Baron & Kalsher, 2008). Patterns of drug use may vary greatly around the world and overtime. In the United States, the use of many consciousness-altering drugs by young people dropped during the 1980's, but increased again during the 1990s (Baron & Kalsher, 2008). The result of one survey indicated that teenagers' use of many drugs including, alcohol, cocaine, marijuana, and nicotine had increased substantially (Johnston, O'Malley & Bachman, 1998).

Consumption of cannabis for medical purposes is legal with a prescription in some states in the United States of America and some states are in the process of decriminalizing non-medical marijuana use. More than 97.5 million Americans over the age of 12 have used illicit marijuana, and it is considered by many to be a benign recreational drug. However, evidence exists of significant harm for some individuals, with 1 in 10 users developing cannabis dependence (Dennhardt & Murphy, 2013). Furthermore, sixteen percent of all substance abuse treatment admissions in the United States were for cannabis-related disorders; this is second only to alcohol-related disorders (Dennhardt & Murphy, 2013). It is estimated that more than 4 million Americans meet Diagnostic and Statistical Manual of Mental Disorders-IV diagnostic criteria for cannabis dependence. This figure has doubled from 2001, and was projected to continue to grow.

#### **2.2.2.1 Drug and substance abuse and participation in education**

A number of studies tried to identify whether there were direct and/or indirect causal links between consumption of addictive substances and poor educational attainment. They observed that alcohol and drug consumption may have some detrimental effects on pupils' cognitive abilities, for instance, by decreasing their ability to concentrate. Drug and substance abuse was found to undermine students' progress by making them less likely to attend classes or keep up with their studies. Psychologists argue that heavy drinking has the direct effect of lowering individuals' expectations about their academic performance (Deas, *et.al.*, 2000). This effect could be driven by a shift in students' peers when they engage in abusive alcohol consumption. There may be little conclusive literature concerning the existence of a causal link between consumption of addictive substances and educational outcomes. Some studies, however, provide

evidence to the effect excessive alcohol consumption and drug abuse lead to a lower schooling performance. DeSimone and Wolver (2005) found that by introducing a large vector of covariates which control for heterogeneity between alcohol consumers and non-consumers, the negative causal relation between alcohol use and academic performance was significant for heavy drinking. In line with these results, Williams, *et. al.* (2003), reported that heavy drinking was found to have a negative impact on schooling achievements by reducing the time spent studying. As a second order problem, drug and alcohol consumption had the effect of diverting individual and family resources away from education.

A study carried out by Oteyo and Kariuki (2009) indicated gross impairment and decline in academic performance as a result of drug use. Drugs were associated with reduction in number of hours spend studying. Wechsler *et. al.* (1995) found out that poor academic performance among secondary school students had diverse indicators such as students failing in test, being absent from class, dropping out of school and poor grades. Oteyo and Kariuki (2009) reported that prevalence of drug use had reached notifiable levels to cause concern that the student may not reach full potential and may use drugs later in life. Students who used drugs were more likely to perform poorly in academics.

Renna (2008) found that heavy alcohol consumption had a negative effect on the probability of graduating from a high school rather than receiving a general education diploma (GED). However, these results were subject to valid criticisms since they ignored the possibility for potential selection bias. Some studies were not able to

reject the absence of a causal effect of drugs and alcohol consumption on educational performance. For instance, many physiological studies did not provide robust evidence on the detrimental effects of drugs (Solowij, 1998). Conversely, Dee and Evans (2003) concluded that alcohol use by teenagers did not have a significant impact on their education. Similarly, Koch and Ribar (2001) demonstrated that the actual effects of youthful drinking on students' success were likely not to be significant. Martino, *et. al.* (2008) showed that marijuana abuse did not have a significant influence on high school dropout.

In the obverse, more recent studies that used modern estimation methods found that drinking had modest or negligible effects on educational attainment. Dee and Evans (2003) studied the effects of teenage drinking on high school completion, college entrance, and college persistence in the United States of America. Employing changes in the legal drinking age across states over time as an instrument, they found no significant effect of teenage drinking on educational attainment. Koch and Ribar (2001) reached a similar conclusion applying family fixed effects and instrumental variables to NLSY data. Though they found that drinking had a significant negative effect on the amount of schooling completed among men, the effect was not significant.

Chatterji (2006) used a bivariate model of alcohol use and educational attainment to gauge the sensitivity of the estimates to various assumptions about the correlation of unobservable determinants of these variables. The study concluded that there was no

evidence of a causal relationship between alcohol use and educational attainment when the correlation coefficient was fixed at plausible levels.

Drinking does actually affect learning through a variety of mechanisms. Neurological research since 2000 suggests that underage drinking can impair learning directly by causing alterations in the structure and function of the developing brain with consequences reaching far beyond adolescence (Swartz, 2004). Negative effects of alcohol use can emerge in areas such as planning and executive functioning, memory, spatial operations, and attention.

A survey conducted by Fatoye and Morakinyo, (2002) on substance use amongst secondary school students in rural and urban communities in South Western Nigeria with a sample size of 542 made up 266 males and 276 females found that the prevalence rate of cigarette smoking was 13.4%. The study also found that the prevalence rate of tobacco use was 26.4%. They also found that the most commonly used alcoholic beverage was palm wine (60.1%), followed by beer (20.8%), and then locally fermented wine and locally distilled gin (14.7%).

The link between school achievement and smoking behaviour was studied by Bryant *et. al.* (2000) and Ellison, (2001). They concluded that the better students were academically, the less likely they were to smoke (Bryant *et. al.* 2000). Poor grades early on in academic life were found to correlate strongly with increased tobacco use at a later date and difficulties in quitting smoking (Bryant *et. al.*, 2000). Other studies

indicated that onset of smoking may result in a decline in school achievement. Bryant *et. al.* (2000) tested this bi-directional relationship between school achievement and smoking, among other indicators such as alcohol use, school bonding and misbehaviour. They argued that smoking might lead indirectly to poor school performance. Ellickson *et. al.* (2001) showed that early smoking experimenters were at a higher risk of poor grades later on. The abusers compulsively spend time and money looking for and using the substances with consequences such as poverty, HIV and AIDS, high mortality, family break-up and crime (Goel, 2010).

Ngesu *et al.*, (2008) carried out a study on the prevalence of drug and substance abuse among secondary school students in Kenya. The study found out that the most commonly abused substances by secondary school students were alcohol, bhang, miraa, cigarettes and kuber, a form of tobacco that is chewed.

The study findings indicated that 52% of students believed that drug abuse causes poor performance as 30% agreed that their colleagues who abused drugs developed aggressive behaviour. The findings agree with Blandford (1998) who noted that drug abuse became a stumbling block to the students learning behaviour which was an essential element in educational practice. Ten (10) percent of the students believed that drug abuse contributed to withdrawal syndrome as they do not interact with others while eight (8) percent believed that drug users were predisposed to violent behaviour.

Drug abuse among students was found to be inversely correlated with performance. Students who abused substances were also found, to a significant level, to engage in aggressive behaviour, violence and withdrawal. Drug and substance abusers were also found to lack interest in learning and were often in conflict with other students and school authority. Drug use had the general impact of compromising discipline in schools.

The study by Ngesu *et. al.* (2012) went a long way in identifying the prevalence and types of substances abused by secondary school students in Kenya. However there was no link established between drug abuse and poverty. It is the proposition of this study that poverty is a significant ingredient in the nexus of factors that lead to drug and substance abuse among secondary school students.

Some cannabis-related executive function deficits improve after cessation of cannabis use (Pope *et. al.* 2003). However, growing evidence suggests that other deficits persist after cannabis is discontinued. This may hinder an individual's ability to make the best use of behavioral therapies and put him or her at greater risk for relapse to cannabis use. Adding to the complexity of this issue is the fact that many factors can impact cannabis-related impairment and recovery of executive functions, including age of onset of smoking cannabis, years of use, and amount of regular use (Grant, *et. al.* 2003). This conundrum is compounded by the fact that treatment professionals may not be able to easily identify patients with cannabis-related impairment in executive functions without the benefit of neuropsychological assessment.

Although there is convincing evidence that acute cannabis use generally affects cognitive and motor functions, it is less clear as to whether those deficits are short term and transient or are more enduring. Previous studies (Pope *et. al.*, 2001; 2003) using traditional neuropsychological assessment methods typically show a resolution of deficits by the twenty-eighth day of abstinence. However, modern medical assessment technology reveals cannabis use has long term harmful effects on cognition and brain functioning. The implication of this is that the abuse of cannabis by teenage school children has irreversible effects in later life, the earlier the onset the more serious the effects. This also shows that the use of cannabis by secondary school students has a negative effect on their participation in education.

Studies have also indicated a noticeable increase in water pipe smoking (Eissenberg and Shihadeh 2009). Water pipes, known by different names depending on the region of the world, include, but are not limited to, *hookah*, *narghile*, *arghile*, *shisha*, and hubble-bubble. Research has established that water pipe tobacco smoke contains and produces toxic substances similar to those produced by cigarette smoke, including carcinogenic chemical compounds. Eissenberg and Shihadeh (2009) reported that a single water pipe tobacco smoking session may involve the inhalation of fifty (50) to one hundred (100) times the smoke volume inhaled from a single cigarette.

Water pipe, including shisha, smokers who smoke once a day were found to have the same plasma nicotine concentration as cigarette smokers who smoke 10 cigarettes a day. Evidence also suggests that water pipe smoking is associated with negative health outcomes similar to those of cigarette smoking and poor concentration levels due to its hallucinogen properties since it contains alkaloids. Over the years researchers have

identified, the association between water pipe tobacco smoking and lung cancer, respiratory illness, low birth-weight, blood pressure and heart rate increase, and poor academic performance. According to Eneh and Stanley (2004), the symptoms of use and abuse of pipe tobacco range from physical, behavioral to psychological. They include sudden weight loss or gain, disorderly conduct, unusual smell on breath, body or clothing, unexplained need for money, engaging in secretive or suspicious behaviour, sudden change in friends, change in favorite hang-outs and hobbies, sudden mood swings, irreparability anger outburst and unexplained change in personality.

Eneh and Stanley (2004) also outlined signs that come with different drugs. They identified marijuana use to cause the following symptoms: glassy and gleaming red eyes, loud talking, inappropriate laughter followed by sleepiness, loss of interest, loss of motivation, weight gain or loss. Depressants like valium, on the other hand, were identified to present the following signs: contracted pupils, drunk-like stupor difficulty concentrating, clumsiness and poor hygiene, poor judgment, slurred speech and sleepiness. Abusers of stimulants like cocaine were found to have dilated pupils, hyperactive, euphoric, easily irritable, anxious, excessive talking followed by depression or excessive sleeping at odd times spending long periods of time without eating or sleeping, unexplained weight loss, dry mouth and nose.

In Europe since the mid-1980s, the member states of the European Union stepped up cooperation and collaboration in combating drug addiction and drug trafficking. European Councils also adopted a variety of action plans and programs to provide a comprehensive response to this phenomenon. The European Councils in Cardiff (June

1998) and Vienna (December 1998) called on the Council, the Commission and Parliament to draw up a new, comprehensive anti-drug strategy to replace the 1995-1999 Action Plan. The Commission communication was a follow-up to this request and set out trends in drug abuse and trafficking in the EU and the course the Union's anti-drugs measures should take in order to address the drug menace in the future.

The setting up of the European Monitoring Centre for Drugs and Drug Addiction (EMCDDA) and the European Police Office (Europol) in 1999 led to a better understanding of the drug phenomenon and simplified member states' cooperation on the collection and exchange of information. The information provided by these two bodies in 1998 made it possible to identify a number of trends in consumption and trafficking of drugs in the region. The use of cannabis was found to be the most widespread while the use of amphetamines and misuse of medicines was on the increase. As regards trafficking, the routes used by the various drugs were well known, the countries of central and Eastern Europe and the Balkans often serving as the hub for heroin, cocaine and cannabis. The EU was also found to be a major producer of synthetic drugs. The plan for 2000-2004 identified a number of priorities to combat the drug menace. These were measures to counter the use and production of cannabis, amphetamines and ecstasy; the introduction of integrated projects to combat urban delinquency, especially among young people.

Interest in social influence on adolescent smoking has conventionally included family influence (Tyas and Pederson, 1998). Social influences can be described as the processes whereby people directly or indirectly influence the thoughts, feelings and actions of others. Social influence constitutes social norms, modeling and perceived

pressure (Markham *et. al.*, 2004). Social norms are adolescents' expectations of people's reactions to specific behaviour and the support that they experience from others in carrying out a certain type of behaviour (Dijkstra and De Vries, 2000). Modeling as a term denotes perceiving a prevalence of smoking among influential people and 'pressure' denotes an experience of direct pressure to smoke. Social influence can be direct social norm and perceived pressure or indirect modeling (Markham *et. al.* 2004). Contextual variables at the macro level, such as the influence of the neighbourhood, have also been shown to affect adolescent smoking (Backer, *et. al.* 2004). Motivation is something that energizes, directs and sustains behaviour; it gets students moving and points then in a particular direction (Beighler and Snowman, 1993). Students' motivation is reflected in personal investment and in cognitive, emotional and behavioural engagement in school activities (Fredricks *et. al.*, 2010).

Virtually all students are motivated in one way or another. One student may be keenly interested in classroom subject matter and seek out challenging course work, participate actively in class discussions and earn high marks. Another student may be more concerned with the social side of school, interacting with classmates frequently, attending extracurricular activities almost every day. Still another may be focused on athletics, excelling in physical education classes. Motivation increases student's time on task which is an important factor affecting their learning achievement (Brophy, 1988). A motivated student makes a concerted effort to understand classroom material. The more motivated students are, the more they want to be accepted and respected by peers.

Students who have little interests in academic achievement are at high risk of dropping out before they graduate from high school. Some students, perhaps due to undetected learning disability or negative peer pressure and consequently indulgence in drug and substance abuse, may exhibit withdrawal symptoms, a shy temperament and uncoordinated behaviour. Such students may be motivated to avoid academics, social situations or athletic activities, pursue school tasks apathetically with an ultimate result of declining performance in academics. According to Ryan *et. al.* (2011) indicators of motivation in participation in school related activities include amount of time spent on homework, rate of homework completion achievement of high grades, school attendance and perceptions of the connectedness to school, teachers and peers.

In Kenya, Kathonzi district posted declining results in Kenya National examinations compared to neighbouring districts in the country. Among the factors found to contribute to this trend was the problem of illicit brew. The region being under the Arid and Semi-Arid Land (ASAL) classification did not have alternative meaningful economic activity. This situation forced many households to turn into illicit liquor brewing as a mainstay to earn a livelihood. School going children in the affected households and the neighbourhood were exposed and introduced to drug and substance abuse at a very tender age. In secondary school, it was common to find students nursing hangovers resulting from drinking sprees the previous night. The most prevalent illicit brew in the region was known by the native name “Kaluvu”. Consumption of traditional illicit brews was found to have a significant impact on participation in secondary school education, specifically on absenteeism and academic performance.

### **2.2.2.2 Teacher supply and quality**

Quality education is an important factor in school attendance and participation. If parents believe that there is quality education in school, they are more likely to enrol their children, keep them in school and pay school levies. Delivery of good quality education is ultimately contingent on what happens in the classroom, and teachers are in the front line of service. The most important determinant of educational quality is the teacher. Thus education can be improved through supply of well trained and adequately remunerated teachers (EI, 2009). This remains the role of government. It was estimated that the world had a combined deficit of more than 18 million primary school teachers by 2015. The most pressing need was in Sub-Saharan Africa, which had an estimated deficit of 3.8 million teachers in 2015. Kenya has a shortage of more than 90,000 teachers at present. This remains a challenging task for the government of Kenya. Today, teacher-pupil ratio is still high and teacher demand and supply remain a major issue. The Teachers Service Commission Strategic Plan 2015 - 2019 acknowledges the acute teacher shortage and projects that the shortage may persist beyond 2019. The Strategic Plan further observes:

...the gap in provision of the teachers has been growing over the years, from a net teacher shortage of 61,235 in 2010 to the currently estimated 92,000 teachers.... The analysis shows the government has provided additional funds in the provision of teaching resources to public educational institutions over the last five years. However, this investment is negated by the rapid growth in school enrolment and expansion of learning institutions.... the overall teacher shortage at public primary and post primary institutions is expected to grow to over 116,000 in the next five (5) years. Key lessons learned from the review of the teacher recruitment function are: (i) There still is great demand for teachers occasioned by the implementation of the Free Primary Education (FPE), Affordable Day Secondary Education programmes and increased establishment of new schools under Constituency Development Fund (CDF) and other community initiatives. (ii) Public educational institutions still experience a significant teacher shortage, due to increase in learner enrolments. This implies that teacher shortages may continue to be the greatest challenge in provision of quality education, hence the need to explore

more efficient approaches in utilization of the teaching resource. (iii) The significant projected shortfall in supply of teachers will necessitate adoption of various policy options, such as enhancing the number of additional teachers to be recruited annually, reviewing the existing staffing norms and identifying alternative modes of curriculum delivery at the various levels. (TSC Strategic Plan 2015 – 2019. Pp. 8-9)

In her address to school principals in 2016, secretary to the Teachers Service Commission (TSC) Nancy Macharia observed that teacher shortage was likely become worse in the foreseeable future unless adequate budgetary allocations were made towards teacher recruitment. She said:

And this year, there are 8.1 million children in primary schools and 2.2 million in secondary schools, yet the teaching force stands at 211,809 and 75,717 for primary and secondary schools respectively. The five-year strategic plan states the teacher deficit currently stands at 92,000 and predicts this will rise to 95,352 by December 2017 and to 116,513 by 2019 (The Standard, June 22, 2016).

The teacher shortage is likely to be aggravated by the non-availability of funds from the exchequer to recruit additional teachers. In February 2018 the secretary to Teachers Service Commission, while addressing the National Assembly Education Committee, lamented that:

The government is yet to release funds to recruit teachers to support the free day secondary school education...that delay in releasing Sh4.1 billion to hire 12,626 teachers was leading to the overworking of those available....that the promise by the government to release the funds was yet to be honoured. In readiness for the 100 per cent transition from primary to secondary at the beginning of 2018, the commission projected to recruit an additional 12,626 teachers annually for the next four years .... the shortage of teachers stands at 104,821, comprising 40,972 for primary and 63,849 for secondary schools. (Daily Nation, February 22, 2018)

Good quality education depends also in part on reasonable class sizes and Pupil-Teacher Ratios (PTR). Yet the GMR (2008) reveals that there are large regional and national disparities in pupil – teacher ratios occasioned by acute teacher shortages.

The approximate ceiling pupil teacher ratio usually used is 40:1 (UNESCO). Ideally, the higher the pupil-teacher ratio, the lower the relative access of pupils to trained teachers while the lower the ratio implies more access to trained teachers. Teachers have to be qualified and appropriately trained. However, the use of part time tutors, school shifts and multi grade classes may affect the accuracy of this ratio to depicting reality, but there are, albeit, large regional and national disparities.

Research shows that there are a number of factors that affect teacher demand and supply. One of the key factor is teacher motivation which is affected by other inherent factors like remuneration. According to GMR (2006), many countries face a crisis of teacher morale that is mostly related to poor salaries, working conditions and limited opportunities for professional development. Other challenges include the use of contract teachers and the lack of evidence for introducing performance related pay structures. Kenya is a victim of this transitional interregnum. It is possible that the current scenario will persist, thereby making the achievement of the goals of Education for All a mirage. In regard to teacher deployment, UNESCO (2000) recommends that to address quality issues in education, there was need to address equal distribution of teachers in all regions as well as have all untrained teachers trained through in-service programmes, put in place adequate staffing norms at all levels to make maximum use of teachers, define the concept of a teacher as a

professional within acceptable professional principles. This was imperative especially in Kenya where the estimated teacher deficit is in excess of 100,000 teachers.

### **2.2.2.3 Inadequate financial resources**

Financing Education for All (EFA) remains a priority for many developing countries in Sub-Saharan Africa. Most of these governments depend upon donor support which more often than not, come with strings attached (EI, 2009). These governments are often financially strained due to a number of factors ranging from political and economic instability to weak governance. Thus they are not able to support sustainable implementation of Education for All. Kenya faces a number of challenges following the introduction of Free Primary education in 2003 and Free Secondary Education in 2008. These challenges are mainly associated with lack of adequate teachers (human resources), and equipment and facilities (physical resources) (UNESCO, 2005). The root cause of all these challenges is lack of adequate financial resources. Kenya is not about to be free from its state of 'need', thus putting in doubt the achievement of Education for All by 2015.

### **2.2.2.4 Changes in family structure and income**

The type of family structure that a person lives in does affect the likelihood of that person's chances of dropping out of school. Family structures include two-parent, single-parent, and also step parent families (Pong and Ju 2000). Single-parent families can be further broken down into female-headed households as well as male-headed households. Divorce, separation, and death of a spouse are all variables that define change in family structure from a two-parent family to a single-parent family or step-parent family. Pong and Ju observe that:

...previous studies have concluded that children from single-parent or female-headed households are more likely to drop out than are children who reside in two-parent families. Children living with step parents are also more likely to drop out of school than children in a two parent family (Pong and Ju 2000:149).

Marital separation is a change in family structure that is detrimental to a child and has been associated with increase the child's chances of dropping out of school (Pong and Ju 2000:147). As a result of the separation, the income of the family changes, often times decreases. This change in income greatly affects the child. This decrease in income resultant from separation or the absence of one parent does not foment well for the child. Lichter *et. al.* (1993) found that children living in poverty were 2.9 times more likely to drop out of school than were those living above 150 percent of the poverty threshold (Lichter, *et. al.* 1993). There were many reasons why a person living in poverty would be more likely to drop out of school. One such reason would be that a person living in poverty would be preoccupied with trying to eke out a living and hence more likely to drop out of school. A major reason is that they lack the essential resources like food. This would invariably force pupils out of school to engage in petty trade or menial unskilled employment to feed the family.

The children who faced acute economic challenges were those living in single-mother headed families and they had an increased chance of dropping out of school (Pong and Ju 2000:165). Single-mother headed families were generally found to suffer economically because, women did not earn as much money as men (Pong and Ju 2000:150). Women have been portrayed as more nurturing and motherly. They usually do not earn as much money as their male counterparts because they were engaged more in taking care of children as well as the household. Although taking

care of children and the household were both reasons, women who did not have children also experienced a gap in wages in comparison to males.

A child's relationship with parents was found to affect their chances of dropping out of high school. Factors that were associated with a child's relationship that negatively affect their chances of educational attainment were:

...the physical absence of adults in the household due to divorce, the limited amount of time parents and children spend together due to the rise in two-earner families, and the corresponding parental inattention to children's activities such as monitoring school performance or instilling educational values. A child needs the attention of a parental figure. The less time that a child spends with ... parents creates a gap in their relationship that could lead a child's attention towards a person of less nurturing and more deviant characteristics. Children of parents who are separated or divorced may be lacking the attention that is needed especially regarding their education (Lichter et al. 1993:55).

The self-determination perspective posits that students become engaged in school-related activity when instructional activities are interesting, relevant to their lives, and affirm their competences (Hardre and Reeve 2003:353). If a student was motivated within their course material then they were more likely going to succeed. The other factors that were attributed to high school dropout rates were negative teacher support, and a student's lack of motivation to succeed because of the negative teacher support. The relationship between a teacher and a student was found to be an important aspect affecting learner success. The relationship was important because it is much like that of a parent and child relationship. A teacher's job is to nurture and guide a student to succeed similar to what a parental figure might do (Hardre and Reeve 2003:353). When a student is not engaged in class work because they feel like their teacher is not helping them they begin to get aggravated. If a student is upset then they will think

negatively about how well they are doing in school and how well they will be able to do in the future. “Hence, much can be gained in both theory and practice by thinking about dropout as not only an achievement issue but also a motivational issue” (Hardre and Reeve 2003:354).

Another factor that was found to strongly contribute to the dropout rate was drug and substance abuse. The use of tobacco, alcohol, cannabis or marijuana, and other illicit drugs were found to be related to dropping out of school (Townshend, Flisher, and King 2007:295). Drug and substance abuse was associated to dropping out of school because it contributed to deviance as it was a deviant act in itself. The mass media, including the now in vogue social media, often portray substance users as usually being the cool kid that does whatever he or she wants.

### **2.3 The Conceptual Model**

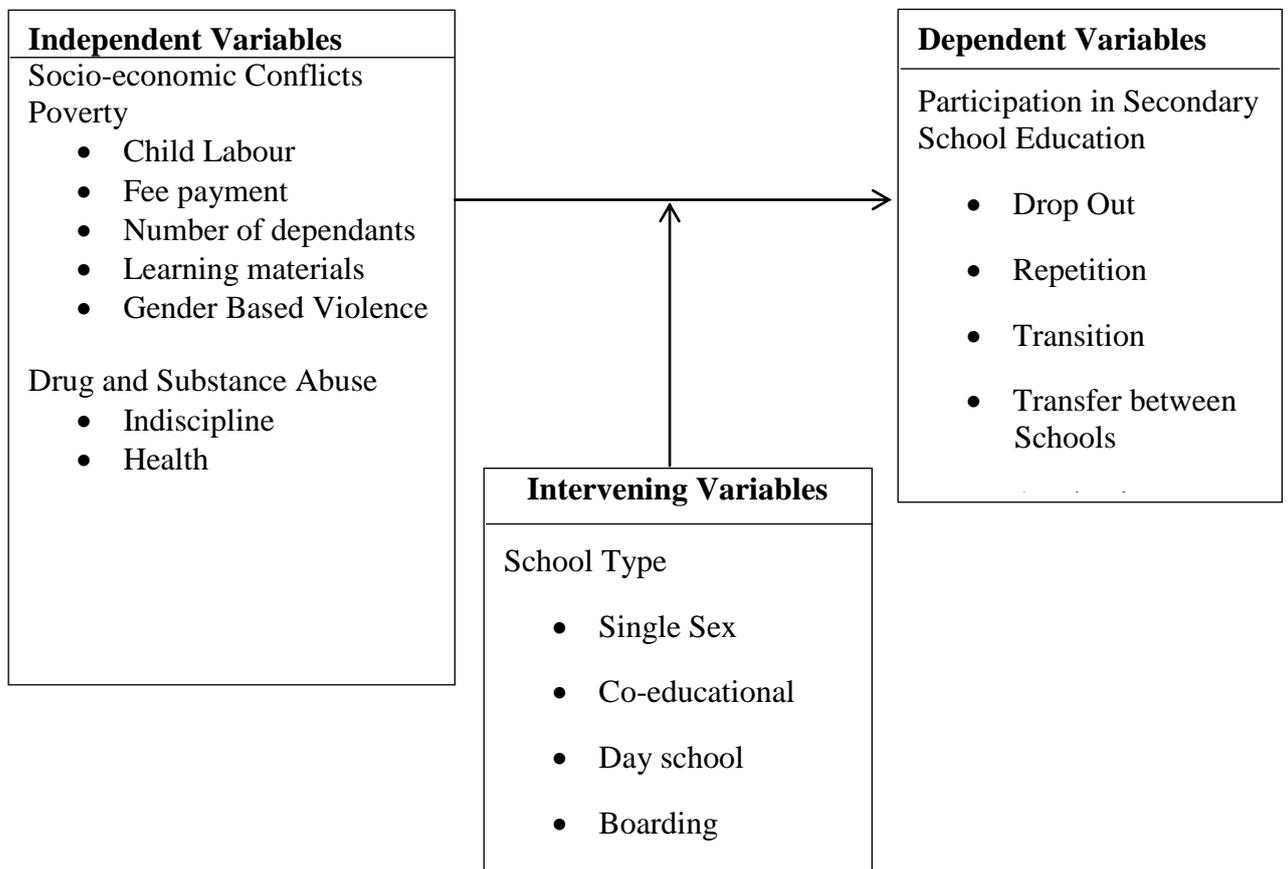
The conceptual model of this study was derived from the social conflict theory as proposed by Karl Marx (1818 – 1883). Through the conflict theory Marx attempted to explain the emergence of social classes in society as well as wealth distribution. He opined that society was made up of two classes of people namely the owners of the means of production (bourgeoisie) and those who owned labour (the proletariat). Marx further argued that the two groups were constantly in a state of conflict over the control of means of production. Marx’s view of historical materialism posited that history was not shaped by people, politics, religion, philosophy or legal traditions but rather by the material or economic conditions, how they changed over time, and the struggles between those in power and the subjects of their oppression. Marx also

argued that all social relations were influenced by economic conditions. Which he called economic determinism. Economic determinism was a theory suggesting that economic forces determined, shaped, and defined all political, social, cultural, intellectual, and technological aspects of a civilization. In other words a society's economic organization fundamentally determined its social institutions and social relations (Bowles, 2018).

Findings by Thompson (2018) reinforced the fact that the socio-economic status largely influenced students' participation in (secondary) education. Quoting the Coleman Report of 1966 in the United States of America, Thompson observed that 'schools did little to affect students' academic outcomes over and above what the students themselves brought to school. The inequalities imposed on children by their home... are carried along to become the inequalities with which they confront adult life' (Thompson, 2018).

This theory was found to be relevant to the current study as it sought to determine the social and economic conflicts affecting students' participation in secondary school education in Kakamega county.

A conceptual model was derived from the conflict theory showing the relationship between concepts/variables of this study and presented in Figure 2.1.



**Figure 2.1: Conceptual model showing the relationship between independent and dependent variables.** (Source: Researcher, 2018).

Figure 2.1 shows in summary, the effect of social and economic conflicts on participation in secondary school education in Kakamega County. A number of factors determine the participation patterns in secondary schools in the region. These include poverty, child labour and drug and substance abuse.

## **2.4 Chapter summary**

The literature review highlighted the social and economic conflicts affecting participation of students in secondary school education. The review showed that it was evident that no tangible studies had been done on social and economic conflicts affecting participation of students in secondary school education in Kakamega County hence the need for this research. The literature review was done in accordance with the objectives that were formulated for this research. This study posits that due to social and economic challenges that are apparent in society like poverty, gender based violence and drug and substance abuse, conflicts are inevitable which, invariably, affect participation in secondary education in Kakamega County as manifested by low rate of transition and retention as well as dropouts. This chapter also presented the conceptual model of this study showing the relationships between concepts and variables. Chapter three was concerned with specifying the research methodology that was used by this study.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### **Introduction**

This chapter presents the research design and methodology of this study. This chapter describes the research design, the study area, target population of the study, the sampling strategies, procedure and sample size, data collection instruments, validity and reliability of the data collection instruments, data analysis techniques and procedures and presentation.

#### **3.1 The Research design**

A research design is a plan for conducting research. It shows how a researcher conducts the proposed research. A research design provides foundation for achieving a successful research. Research designs vary from pre-experimental, experimental, quasi-experimental to *ex post facto*. The choice of the design is largely dependent on the type of data to be collected.

This study used the *ex post facto* research design. According to Kerlinger (2004), an *ex post facto* design is:

... a systematic empirical enquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variations of dependent and independent variables (p. 379).

The design was used because of its applicability to the study and was justified by the fact that the study to establish the association between variables that had already occurred. Kerlinger (2004) further observes that:

Despite weaknesses, much *ex post facto* research must be done in psychology, sociology and education simply because many research problems in the social Sciences and education do not lend themselves to experimental inquiry. A little reflection of some of the important

variables in educational research – intelligence, aptitude, home background, parental upbringing, teacher personality, school atmosphere – will show that they are not manipulable. It can even be said that *ex post facto* research is more important than experimental research (because) the most important social scientific and educational research problems do not lend themselves to experimentation. (pp. 391-392).

*Ex post facto* (“after the fact”) designs, also called causal-comparative designs, are non-experimental research designs that seek to determine the cause among existing differences. In this design the researcher cannot manipulate the independent variable as in experimental research because the phenomenon of interest has already occurred at the time of observation or measurement. Despite the weakness *ex post facto* design helps to investigate research questions that cannot be addressed by experimental designs and allows the researcher to pay more attention to context instead of seeking to control variables and the environment. *The ex post facto* design was relevant to this study because independent variables had already occurred and could not subject to manipulation. According to Kerlinger (2004) this design is an empirical enquiry in which the researcher does not have direct control of independent variables because either their manifestations have already occurred or they are inherently not subject to manipulation. Four research designs were employed for this study. These were Cross Cultural, Correlational and Evaluation.

### **3.1.1 Cross cultural research design**

Cross cultural (holocultural) research design is widely used in research in the social sciences such as anthropology, sociology, psychology, economics, political science and education that use field data from many societies to examine the scope of human

behaviour and test hypotheses about human behaviour. This design was found to be relevant to this study because of two reasons.

One, it allows for generalisation whereby human behaviour is seen in general terms rather than being bound to a single culture. Two, it helps to confirm or explore the universality of an attribute and whether the observed phenomenon is applicable to all environments and social settings, (Escotet, 2017). The choice of this design was influenced by the fact that Kakamega County is a multi-ethnic region. The Cross Cultural design was used to collect and analyse data pertaining to objective one on the social and economic conflicts prevalent in Kakamega county.

### **3.1.2 The correlational design**

A correlational design is a quantitative method of research in which the researcher deals with two or more quantitative variables from the same group of participants and tries to determine if there is a relationship between variables (Waters, 2017). Correlational design was chosen for this study because it allows the researcher to collect much more data *vis a vis* experiments and also allows one to draw conclusions about the causal relationships between and among variables. The correlational design was used to analyse data pertaining to objective 2. The objective sought to examine the effect of social and economic conflicts on participation in secondary school education

### **3.1.3 Evaluation research design**

Evaluation research design, sometimes called program evaluation, refers to a research whose purpose is to evaluate the impact of social intervention strategies. Evaluation research is a form of applied research intended to have real-world effect. Evaluation research design is used to determine the impact of a social intervention strategy. A

social intervention is an action taken within a social context designed to produce an intended result. Evaluation research thus analyses the impact of a particular program on a certain social issue the program is trying to solve (Powell, 2006).

This design was chosen because of its relevance to objective four of this study. This objective sought to evaluate the strategies that are used to improve participation in secondary school education in Kenya.

A summary of the research designs for each objective is presented is presented in Table 3.1.

**Table 3.1: Summary of Research designs**

| <b>Specific objective</b>   | <b>Measurable variables/Indicators</b>  | <b>Research design</b> |
|---|---|------------------------|
| To Examine the nature of social and economic conflicts that are prevalent in Kakamega County  | Teenage pregnancy<br>Child labour<br>Early marriages<br>Source of income<br>Family size<br>Drug and Substance Abuse                             | Cross cultural         |
| To assess the relationship between social and economic conflicts and students' participation in secondary school education in Kakamega County | Fee balances<br>Child labour<br>Transition<br>Class repetition<br>Drop out<br>Indiscipline<br>Absenteeism<br>Repetition<br>Academic performance | Correlational          |
| Evaluate strategies used to improve students' participation in secondary school education in Kakamega county                                  | Financial support<br>Guidance and counselling   | Evaluation             |

(Source: Researcher, 2018).

### **3.2 Study area**

The research was conducted in Kakamega County, Kenya. Kakamega County borders Vihiga to the South, Uasin Gishu to the East, Bungoma to the North and Busia to the West (Appendix XI). The county covers an area of 3050.3 Km<sup>2</sup> (Kakamega CDP, 2013). The altitude of the county is between 1,240 metres and 2,000 metres above sea level.

The main crops grown in Kakamega County are sugarcane, maize, beans, cassava, finger millet, sorghum and tea. Maize forms the staple food for the county. Livestock rearing is also practiced both for subsistence and commercial purposes. Cattle, is reared by 53.2% of the population while 22.2%, 11.2%, and 1.6% of the population rear sheep, goats and pigs respectively. Chicken rearing is pre-dominant with 92% of the households keeping them while 0.7% of the population keep donkeys used mainly as a 'beast of burden'. About 19.15 million litres of milk are produced annually while 364,000 kilograms of beef is also produced per year. The total land surface under food crops is 114,053.6 hectares while the area under cash crops is 141,429.7 hectares. This totals to 255,483.30 hectares. The average farm size in the county is three hectares for small scale holders while large scale holders have an average of 10 hectares.

Kakamega County has 12 sub counties namely, Mumias East, Mumias West, Matungu, Lugari, Likuyani, Kakamega South, Kakamega North, Kakamega East, Navakholo, Kakamega Central, Khwisero and Butere. The study was done in three sub counties namely, Kakamega North (Shianda, Chemuche, Butali-Chegulo, Manda-Shivanga, Shirugu-Mugai), Mumias East (Malaha-Isongo-Makunga, East Wanga.) and Kakamega East (Isukha North, Murhanda, Isukha Central, Isukha South and Isukha West)

### 3.3 Study Population

A target population is a group of people or study subjects who are similar in one or more ways and forms the subject of the study in a particular survey (Orodho, 2012). It can also refer to the population to which the researcher uses to generalize the results of a study. The study targeted county and sub county schools in Kakamega County. The schools were of single sex, co-educational, day, and boarding secondary schools. The target population was form four students, principals, school guiding and counselling teachers and sub county directors of education. A summary of the target population is presented in Table 3.2.

**Table 3.2: Summary of target population**

| <b>Sub county</b>   | <b>Students</b> | <b>GAC<br/>teachers</b> | <b>Principals</b> | <b>SCDE</b> |
|---------------------|-----------------|-------------------------|-------------------|-------------|
| Butere              | 1956            |                         |                   | 1           |
| Kakamega<br>Central | 2113            |                         |                   | 1           |
| Kakamega East       | 3311            |                         |                   | 1           |
| Kakamega North      | 3080            |                         |                   | 1           |
| Kakamega South      | 2274            |                         |                   | 1           |
| Khwisero            | 1320            |                         |                   | 1           |
| Likuyani            | 2449            |                         |                   | 1           |
| Lugari              | 2368            |                         |                   | 1           |
| Matete              | 1202            |                         |                   | 1           |
| Matungu             | 2358            |                         |                   | 1           |
| Mumias East         | 1805            |                         |                   | 1           |
| Mumias West         | 2136            |                         |                   | 1           |
| Navakholo           | 1981            |                         |                   | 1           |
| <b>Total</b>        | <b>28353</b>    | <b>323</b>              | <b>323</b>        | <b>13</b>   |

(Source: Ministry of Education State Department of Basic Education, 2017).

### 3.4 Sampling strategies

Sampling is a procedure of selecting a part of a population on which research can be conducted. Sampling, if scientifically done, ensures that conclusions from the

study can be generalized to the entire population. A sample, on the other hand, refers to any group on which information is obtained (Lavrakas, 2008). Sample size is dependent on a number of factors such as type of research design, the data to be collected, data analysis techniques and procedures and the size of the accessible population. This study used a combination of purposive, systematic random and stratified proportionate sampling techniques to get the required samples. These samples were of students, guidance and counselling teachers, principals and sub county directors of education.

### 3.4.1 Students

Students formed the greatest percentage of the study population. Stratified proportionate sampling was used to get students sample.

According to Mugenda and Mugenda (1999), a random sample is determined by the use of the following formula:

$$n = Z^2 pq / d^2$$

Where

n = desired minimal sample size (where pop > 10,000)

z = Standard normal deviate which is at 95% confidence level = 1.96

p = Proportion of the target population estimated to have a particular characteristic being measured. In this case it is estimated to be 0.5 to maximize N since it is not known at the time of the survey.

q = 1 - P = 0.5

d = the level of statistical significance set which in this case is 0.05.

Calculation

$$n = 1.96^2 \times 0.5 \times 0.5 / 0.05^2 = 384$$

The sample was derived from the study population comprising 28353 Form Four students in Kakamega County in 2017.

#### **3.4.2 School principals**

Principals of schools were purposively sampled and participated in the study insofar as their schools were sampled.

#### **3.4.3 Guidance and counselling teachers**

Guidance and Counselling teachers were purposively sampled and participated in the study as long as their schools were sampled.

#### **3.4.4 Parents/Guardians**

Parents/Guardians were randomly selected from each of the sampled sub counties to participate in this study.

#### **3.4.5 Religious Leaders**

Religious leaders were purposively sampled to take part in the study.

#### **3.4.6 Chiefs**

Chiefs were randomly selected from the sampled sub counties to take part in this study.

#### **3.4.7 NG - CDF Mangers**

The National Government Constituency Development Fund (NG-CDF) managers of the sampled sub counties were purposively sampled to take part in this study.

### 3.4.8 Sub county directors of education

Sub County Directors of Education were purposively sampled insofar as their sub counties were sampled. Three Sub County Education Officers of the sampled Sub Counties participated in the study.

A summary of procedures of sampling strategy used for each target population and sample size is presented in Table 3.3.

**Table 3.3: Sampling strategy and sample size**

| Study population unit             | Sampling method                 | Sample size |
|-----------------------------------|---------------------------------|-------------|
| Students                          | Stratified Proportionate Random | 570         |
| Principals                        | Purposive                       | 22          |
| Guidance and Counselling Teachers | Purposive                       | 22          |
| Parents/Guardians                 | Random                          | 60          |
| Religious Leaders                 | Purposive                       | 9           |
| Chiefs                            | Random                          | 8           |
| CDF Managers                      | Purposive                       | 3           |
| Sub County Directors of Education | Purposive                       | 3           |
| <b>Total</b>                      |                                 | <b>697</b>  |

(Source: Researcher, 2018).

### 3.5 Data collection

The study used both primary and secondary data. Primary data was collected using questionnaires and interview guides. Secondary data was collected from secondary sources such as reference books, journals, indexes, abstracts and government publications.

#### 3.5.1 Questionnaire

A questionnaire is a data collection tool where questions are presented that are to be answered by the respondents in written form (Oso and Onen, 2005). Questionnaires

were chosen as tools of data collection because they can be self-administered or administered through assistants. Information can be collected from a large population within a short time by use of questionnaires thereby saving on time. Questionnaires are also less expensive, permit anonymity and result in more honest responses.

Questionnaires and interview schedules were used to collect data from students, guidance and counselling teachers, principals, parents/guardians, religious leaders, chiefs, Constituency Development Fund managers and sub county directors of education. The tools are described in detail in the sections below.

#### **3.5.1.1 Students' questionnaire**

The Students' questionnaire (Appendix I) had items which sought information about the school, demographic data of the respondents, their family background and socio-economic status and the challenges they think would affect their schooling. The data collected was used to address objectives 1, 2 and 3.

#### **3.5.1.2 Guidance and counselling teachers' questionnaire**

The Guidance and Counselling teachers' questionnaire (Appendix II) had items that sought information about the school type, gender and the challenges that were likely to impact on participation in secondary school education, school drop-out and transfers, prevalence of drug and substance abuse among students and strategies that were in place or proposed to improve participation in secondary school education in Kakamega County. The data obtained was used to address all the three objectives of this study.

### **3.5.1.3 Principals' questionnaire and Interview schedule**

The Principals' questionnaire (Appendix III) had items covering all the three objectives of this study. The respondents were asked to give information about their school type and their gender, the challenges that were likely to impact on participation in secondary school education, school drop-out and transfers, prevalence of drug and substance abuse among students and strategies that were in place or proposed to improve participation in secondary school education in Kakamega County. The data obtained was used to address all the three objectives of this study.

### **3.5.1.4 Parents/Guardians interview schedule**

The interview schedule for parents/guardians (Appendix IV) had items that sought information on age, education level, family size, occupation, challenges facing secondary school education and suggestions on how to overcome the challenges. Photographs and video recordings of the interviews were made and some were presented in this study as plates.

### **3.5.1.5 Focus Group Discussion (FGD)**

Focus group discussion was used to collect data from parents and guardians. A Focus Group Discussion (FGD)

... is a qualitative research method and data collection technique in which a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator.... The technique is based upon the assumption that the group processes activated during an FGD help to identify and clarify shared knowledge among groups and communities, which would otherwise be difficult to obtain with a series of individual interviews.... An FGD allows the investigator to solicit both the participants' shared narrative as well as their differences in terms of experiences, opinions and world views during such 'open' discussion rounds (Eeuwijk and Angehrn, 2017, p 1.).

Three (3) FGD sessions were conducted, one in each sub county. The venue of the FGD was chosen to the convenience of participants. FGD sessions were used to collect qualitative data from respondents and allowed the researcher to probe the participants' responses. The responses were recorded and reported *verbatim*. The sessions were recorded on video and still photographs and were presented in this study as plates.

### **3.5.1.6 Interview Schedule for Religious Leaders**

The interview schedule for religious leaders (Appendix V) sought information on their experience in the study area, challenges facing secondary school education, the support they provide and recommendations on how to address the challenges.

### **3.5.1.7 Interview Schedule for Chiefs**

The interview schedule for chiefs (Appendix VI) elicited information on age, level of education, experience, challenges facing secondary school education, ways of addressing the challenges and recommendations.

### **3.5.1.8 Interview Schedule for Constituency Development Fund (CDF) Managers**

The interview schedule for NG-CDF managers (Appendix VII) sought information on challenges facing secondary school education in the sub-county, availability, adequacy and uptake of education bursary funds and recommendations.

### **3.5.1.9 Sub county directors of education questionnaire and interview schedule**

The questionnaire for Sub County Directors of Education (Appendix VIII) had items that focused on the social and economic conflicts affecting education in general and

secondary education in particular in the sub county. The sub County directors were asked to show intervention measures, policy strategies and pertinent recommendations to improve participation in secondary school education in particular and education in general.

### 3.6 Document content analysis

Document content analysis which entailed collecting information related to social and economic conflicts and students' participation were derived from books, journals, review reports, internet material and other related published works. Summary of sampling strategies, sample size and data collection instruments are presented in Table 3.4.

**Table 3.4: Sampling strategies and data collection instruments**

| <b>Study Unit</b>                        | <b>Population</b> | <b>Sampling Method</b>          | <b>Sample Size</b> | <b>Data Collection Instruments</b> | <b>Appendix</b> |
|--|-------------------|---------------------------------|--------------------|------------------------------------|-----------------|
| Students                                 |                   | Stratified Proportionate Random | 570                | Questionnaire                      | I               |
| Guidance Counselling Teachers Principals | and               | Purposive                       | 22                 | Questionnaire Interview            | II              |
|  |                   | Purposive                       | 22                 | Questionnaire                      | III             |
| Parents/Guardians                        |                   | Stratified Random               | 60                 | Interview                          | IV              |
| Religious Leaders                        |                   | Purposive                       | 9                  | FGD Interview                      | V VI            |
| Chiefs                                   |                   | Stratified Random               | 8                  | Interview                          | VII             |
| CDF Managers                             |                   | Purposive                       | 3                  | Interview                          | VIII            |
| Sub County Directors of Education        |                   | Purposive                       | 3                  | Questionnaire Interview            | IX              |

(Source: Researcher, 2018).

### **3.7 Validity and reliability of the instruments**

The researcher consulted the supervisors of this study and specialists to check the validity and reliability of instruments.

#### **3.7.1 Validity**

Validity in research surveys relates to the extent at which the survey measures right elements that need to be measured. Validity therefore refers to how well an instrument measures what it is intended to measure. Research instrument validity refers to the extent at which the research tool measures right elements that need to be measured or alternatively stated, how well an instrument measures what it is intended to measure. Research validity can be divided into two types: internal and external where “internal validity refers to how the research findings match reality, while external validity refers to the extent to which the research findings can be replicated to other environments” (Pelissier, 2008, p.12).

Orodho (2004) defines validity as the degree to which an empirical measure of a concept accurately represents that concept. In this study, expert judgment of content validity was used. The decision to use expert judgment as a method of determining validity was guided by Huck (2000) and Kothari (2001). The instruments were scrutinized by the supervisors of the research to judge the items on their appropriateness of the content and to determine all the possible areas that needed modification so as to achieve the objectives of the study.

#### **3.7.2 Reliability**

Reliability refers to whether or not a researcher gets the same result by using an instrument to measure an attribute more than once. It is the degree to which research method produces stable and consistent results. A specific measure is considered to be

reliable if its application on the same object of measurement a number of times produces the same results. According to Pellisier (2007), reliability is ‘the degree to which an assessment or instrument consistently measures an attribute’ (p. 21). Reliability is the degree to which a measuring procedure gives equivalent results over the number of repeated trials. Charles (1995) states that consistency with questionnaire items or individual’s scores can be determined through the test- retest method at two different times. This attribute of the instrument is referred to as stability. Results should be similar for a stable measure.

A high degree of stability indicates a high degree of reliability, which means the results are repeatable. The research instruments were pretested to ascertain their reliability. Reliability analysis was done using Cronbach’s alpha. Cronbach’s alpha is a statistic that determines internal consistency based on the average inter- item correlation. A high coefficient implies that items correlate highly among themselves meaning there is consistency among the items in measuring the concept of interest. This is sometimes referred to as homogeneity of data. If the data is homogenous then the researcher can confidently depend on the information gathered. A high alpha value, preferably greater than 0.6, indicates high level of consistency of the instruments in measuring the variables at hand.

### **3.8 Data analysis techniques and presentation**

Tromp and Kombo (2006) describe data analysis as the process through which the data that have been collected are examined. It involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions. It involves scrutinizing the acquired information and making inferences. This study yielded two types of data. These were qualitative

and quantitative. The different types of data obtained were analysed and presented differently as shown in the following sub sections.

### **3.8.1 Qualitative data analysis**

Qualitative data for this study were collected by way of interviews, video and audio recordings, images, notes, text documents and focus group discussions (FGD). Qualitative data were largely non-numeric and were analysed by content analysis, discourse analysis, narrative analysis and grounded theory. According to Schutt (2018):

The distinctive features of qualitative data collection methods ... (are) also reflected in the methods used to analyze those data. The focus on text—on qualitative data rather than on numbers—is the most important feature of qualitative analysis. The “text” that qualitative researchers analyze is most often transcripts of interviews or notes from participant observation sessions, but text can also refer to pictures or other images that the researcher examines (Schutt, 2018. 321).

Qualitative data were presented in the form of bar graphs, pie charts, frequency distribution tables and percentages. The responses from interviews and focus group discussions were also captured and presented *word verbatim* as reported by the participants. This approach ensured that the voice of the participants in focus group discussions and interviewees were heard and the authenticity of the information safeguarded and guaranteed.

### **3.8.2 Quantitative data analysis**

Quantitative data collected from the respondents were coded for analysis using the Statistical Package for Social Science (SPSS) version 20. Data were sorted, edited

and classified according to various categories, coded and tabulated, analysed and presented as per the objectives of this study.

The Statistical Package for Social Scientists (SPSS) was used to analyse the quantitative data. The quantitative data collected for this study was analysed by use of three statistical techniques. These were The Pearson Chi-square, Spearman Rank Correlation Coefficient and The stepwise Multiple Regression Analysis.

### **3.8.2.1 The Pearson chi square ( $\chi^2$ )**

The Pearson chi square ( $\chi^2$ ) statistic is a test of independence that tries to find out the likelihood that the observed relationship between two or more categorical variables occurred by chance. The chi square analyses ordinal and nominal data. This statistic is, however, non-directional as it only shows relationship between two or more categories but does not show a cause effect relationship. Pearson Chi square was used to analyse data pertaining to objective one of this study.

### **3.8.2.2 Spearman rank order correlation coefficient ( $\rho$ )**

The Spearman Rank Correlation Coefficient ( $\rho$ ) is a nonparametric test that shows the relationship between rankings of two or more variables. It shows both the strength and direction of relationship between the variables. The correlation coefficient value ranges from negative one to positive one. A calculated coefficient value of negative one denotes a perfect inverse relationship between the variables where a positive change in one variable leads to a negative change in the other. Conversely a coefficient value of positive one denotes a perfect positive relationship between variables where a positive change in one variable is

associated with a positive change in the other. The Spearman Rank Correlation coefficient was used to analyse data pertaining to objectives 2 and 3 of this study.

### **3.8.2.3 The Stepwise multiple regression analysis**

The Stepwise Multiple Regression Analysis enables the researcher to assess the relationship between a set of predictor (independent) variables and the predicted (dependent) variable. Stepwise regression technique uses an algorithm to select the best grouping of predictor variables that account for the most variance in the outcome or dependent variable. It is useful in an exploratory fashion or when testing for associations. The primary goal of stepwise regression in this study was to build the best model, given the independent variables and how they accounted for the variance in the dependent variable, participation in secondary school education. The Stepwise Multiple Regression was used to analyse data pertaining to objectives 2 and 3.

A summary of the objectives, measurable variables and indicators, research design and data analysis and presentation techniques for each research objective are presented in Table 3.5.

**Table 3.5: Data analysis and presentation**

| <b>Specific objective</b>  | <b>Measurable variables/Indicators</b>  | <b>Research design</b> | <b>Data Analysis</b>   |
|--|---|------------------------|--|
| To determine the social and economic conflicts that are prevalent in Kakamega County   | Teenage pregnancy<br>Child labour<br>Early marriages<br>Source of income<br>Family size<br>Drug and Substance Abuse | Cross cultural         | Pearson-Chi Square test  |
| To examine the relationship between social and economic conflicts and students' participation in secondary school education in Kakamega County | Fee balances<br>Child labour<br>Transition<br>Class repetition<br>Drop out  | Correlational          | Spearman Rank Order Correlation Coefficient<br><br>Stepwise Multiple Regression Analysis |
| Evaluate strategies that are used to improve participation in secondary education in Kakamega county   | Financial support<br>Guidance and counselling   | Evaluation             | Frequencies and percentages  |

(Source: Researcher, 2018).

### **3.9 Limitations of the study**

Limitations concerning methodological procedures such as bias during data collection, coding and analysis were checked by paying special attention to coherence between data analysis procedures and claims made in conclusions.

This study was limited to public secondary county and sub county schools. Private schools were not included

The respondents may have been constrained by cultural and personal reasons from divulging information on aspects like income and assistance required.

This study was limited to the children who were in school and did not consider children of secondary school going age who were out of school.

### **3.10 Assumptions**

The following assumptions were made in this study.

- i. It was the assumption of this study that the sample chosen was representative of the total population.
- ii. It was also assumed that all factors not included in the study remained constant during study period.
- iii. The study also assumed all respondents would have the knowledge on social and economic conflicts affecting student academic participation and they would provide correct and honest information during data collection process.

### **3.11 Ethical considerations**

The researcher obtained permission from the relevant institutions including Masinde Muliro University of Science and Technology school of graduate studies (Appendix IX), a research permit from National Commission of Science, Technology and Innovation (NACOSTI) (Appendix X). The researcher then reported to the County Director of Education about the intended study and requested their permission, cooperation and assistance. The sampled schools were contacted and informed about the purpose of the study. They were assured of confidentiality and that the data collected would not be divulged to a third party, or be put to any other use other than for the purposes of the current study.

### **3.12 Chapter summary**

This chapter presented the methodology used by this study. It described the research design that was used. Three different research designs were used, one for each objective. These were the cross cultural research design for the first objective, the correlational research design was used for the second objective while the evaluation research design was used for the third objective. The chapter identified the study area, the target population and sampling procedure. Data collection tools, validity and reliability of the data collection tools were discussed. Data analysis and presentation techniques were described. Finally this chapter addressed the limitations, assumptions and ethical issues that were pertinent to this study. This chapter therefore laid the groundwork for data presentation according to the objectives formulated in the following chapters.

## **CHAPTER FOUR**

### **SOCIAL AND ECONOMIC CONFLICTS AFFECTING PARTICIPATION IN SECONDARY SCHOOL EDUCATION IN KAKAMEGA COUNTY**

#### **4.1 Introduction**

This chapter presents the basic data of the social and demographic characteristics of the respondents and their distribution. This data was obtained from questionnaires administered to the respondents of this study. This chapter also presents findings that pertain to the first objective of this study which was to determine the nature of social and economic conflicts that affect students' participation in secondary school education in Kakamega County.

#### **4.2 Description of sampled schools per sub-county**

A total of twenty two (22) sub county schools from the three sampled sub counties took part in this study. Their distribution was as presented in Table 4.1.

**Table 4.1: Distribution of Schools by Sub County**

| Sub County     | School                   | Category      | Status                  |
|----------------|--------------------------|---------------|-------------------------|
| Kakamega North | Silungai Boys            | Boys          | Boarding                |
|                | Silungai Girls           | Girls         | Boarding                |
|                | Shiandiche<br>Secondary  | Mixed         | Boarding and Day        |
|                | Kimangeti Boys           | Boys          | Boarding                |
|                | Mukhonje “K”             | Mixed         | Day                     |
|                | Shamoni Secondary        | Mixed         | Day                     |
|                | Kimanget Girls           | Girls         | Boarding and Day        |
|                | Shamberere Boys          | Boys          | Boarding and Day        |
|                | St. Marys Shihome        | Girls         | Boarding and Day        |
|                | Kakunga Girls            | Girls         | Day                     |
| Kakamega East  | St. Agnes Shibuye        | Girls         | Boarding                |
|                | Friends Shilalyo         | Mixed         | Day                     |
|                | Shidodo Secondary        | Mixed         | Boarding and Day        |
|                | Likhovero<br>Secondary   | Mixed         | Day                     |
|                | Museno Secondary         | Mixed         | Day                     |
|                | St. Charles<br>Secondary | Boys          | Boarding                |
| Mumias East    | St. Stephens<br>Maraba   | Mixed         | Boarding and Day        |
|                | St. Lukes                | Boys          | Boarding and Day        |
|                | Shanderema               | Girls         | Boarding and Day        |
|                | St. Pauls Lubinu         |               |                         |
|                | 43 Secondary &<br>Centre | Boys<br>Mixed | Boarding and Day<br>Day |
|                | St. Josephs              | Boys          | Boarding and Day        |
|                | Shibinga                 |               |                         |
|                | Musango Secondary        |               |                         |

(Source: Researcher, 2018).

Table 4.1 shows that ten (10) schools (45.46%) were from Kakamega North while six schools (27.7%) were from Kakamega East and Mumias East sub counties respectively. Kakamega North had more schools because it is the most populous and expansive sub county. Kakamega North also has more secondary schools, currently at 50, most of which are sub designated as sub county schools. Performance in Kenya

Certificate of Secondary Education (KCSE) examination has, however, been consistently poor over the last ten years.

### 4.3 Students

This study used a total of 570 form four students from the sampled schools. Their distribution per sub county is presented in Table 4.2.

**Table 4.2 Distribution of students by sub-county**

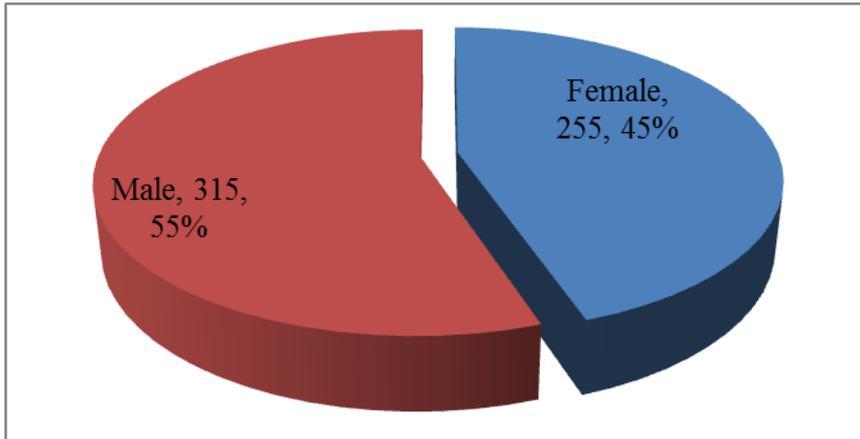
| <b>Sub County</b> | <b>Boys</b> | <b>Girls</b> | <b>Total</b> | <b>Percentage</b> |
|-------------------|-------------|--------------|--------------|-------------------|
| Kakamega North    | 136         | 133          | 269          | 47.20%            |
| Kakamega East     | 80          | 69           | 149          | 26.14%            |
| Mumias East       | 99          | 53           | 152          | 26.66%            |
| <b>Total</b>      | <b>315</b>  | <b>255</b>   | <b>570</b>   | <b>100%</b>       |

(Source: Researcher, 2018).

Table 4.2 shows that majority of students 47.20% (269) were drawn from Kakamega North Sub County, 26.14% (149 students) were from Kakamega East while 26.66% (152 students) were from Mumias East.

#### 4.3.1 Gender

The students were asked to state their gender and their responses were as shown in Figure 4.1.

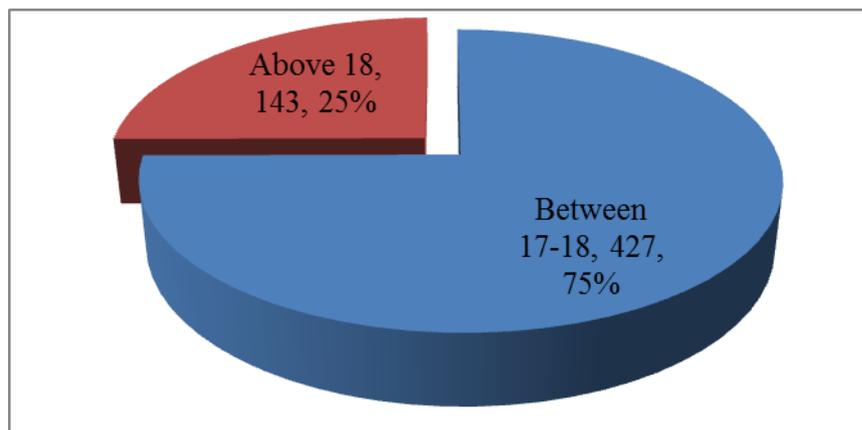


**Figure 4.1: Distribution of students by gender**  
 (Source: Field data, 2018).

The results as shown in Figure 4.1 indicated that a majority of the respondents 55.3% (315 students) were male while 44.7% (255 students) were female.

#### 4.3.2 Students' age

Students were asked to indicate their age and their responses were as presented in Figure 4.2.



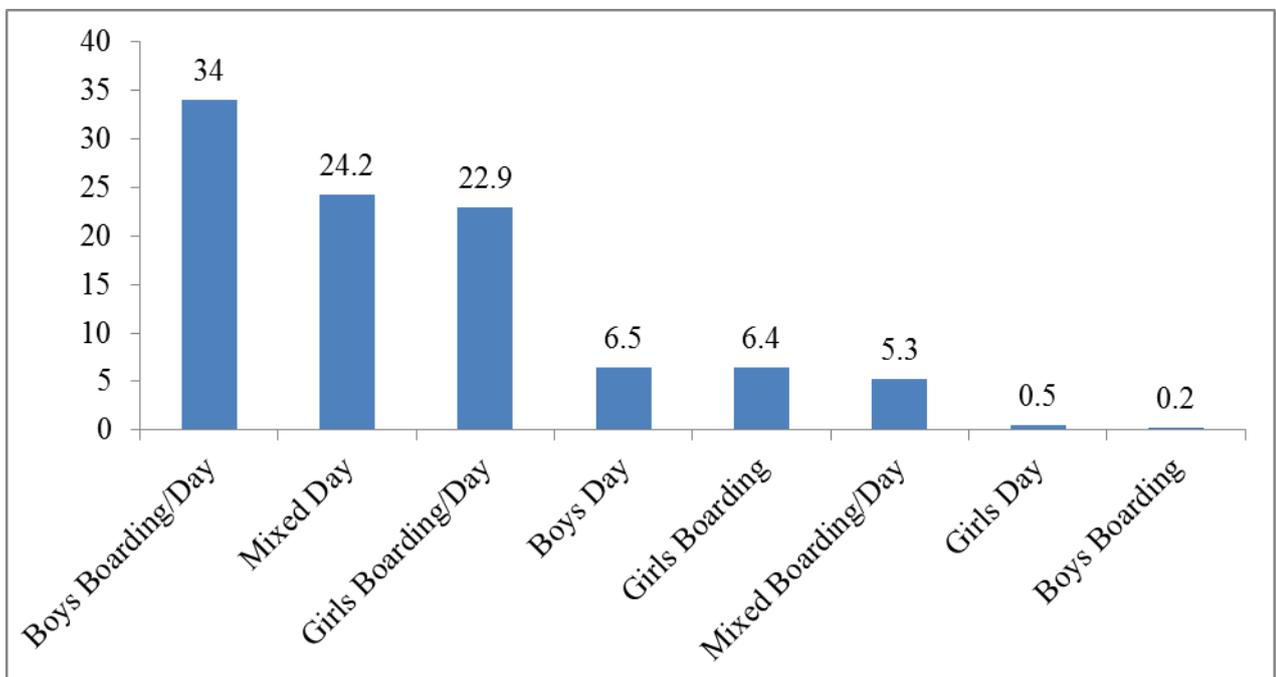
**Figure 4. 1: Students' age**  
 (Source: Field data, 2018).

Figure 4.2 shows that majority of the students 74.9% (427) were between 17 and 18 years while 25.1% (143) were above 18 years. The number of students aged 18 years

and above was significantly high. These students were older than the average age of form four students. The reasons for delay in completion of their schooling were varied but included repetition and starting school late. These issues are addressed in chapter five of this study.

### 4.3.3 School type

Students were asked to indicate their school type, whether boys only, girls only, coeducational, day or boarding. Their responses were as presented in Figure 4.3.



**Figure 4.3: Students' distribution by school type**

(Source: Field data, 2018).

The results, as shown in Figure 4.3, indicated that most of the students were from boys' boarding/day as shown by 34.0% and they were followed closely by mixed day schools at 24.2%. Students in Girls boarding/day schools were 22.9%, boys day schools were 6.5%, girls' boarding school were 6.4% of the sampled students, mixed boarding/day were 5.3% of the students. Girls day were only 0.5% while boys

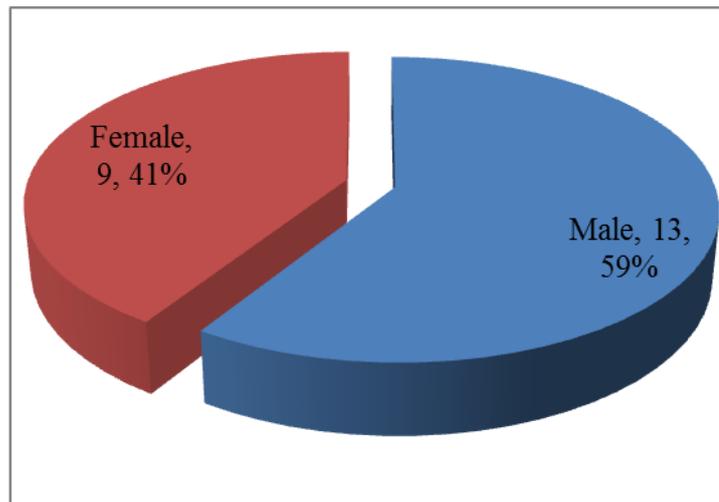
boarding were 0.2% of the sampled students. Most of the boys were in day schools as compared to girls.

#### **4.4 Guiding and counselling teachers**

A total of twenty two (22) guidance and counselling teachers, one each from the sampled schools took part in this study. Their participation in the study was predetermined insofar as their schools were sampled.

##### **4.4.1 Gender of guidance and counselling teachers**

Guidance and counselling teachers were asked to state their gender and the distribution was presented in Figure 4.4.



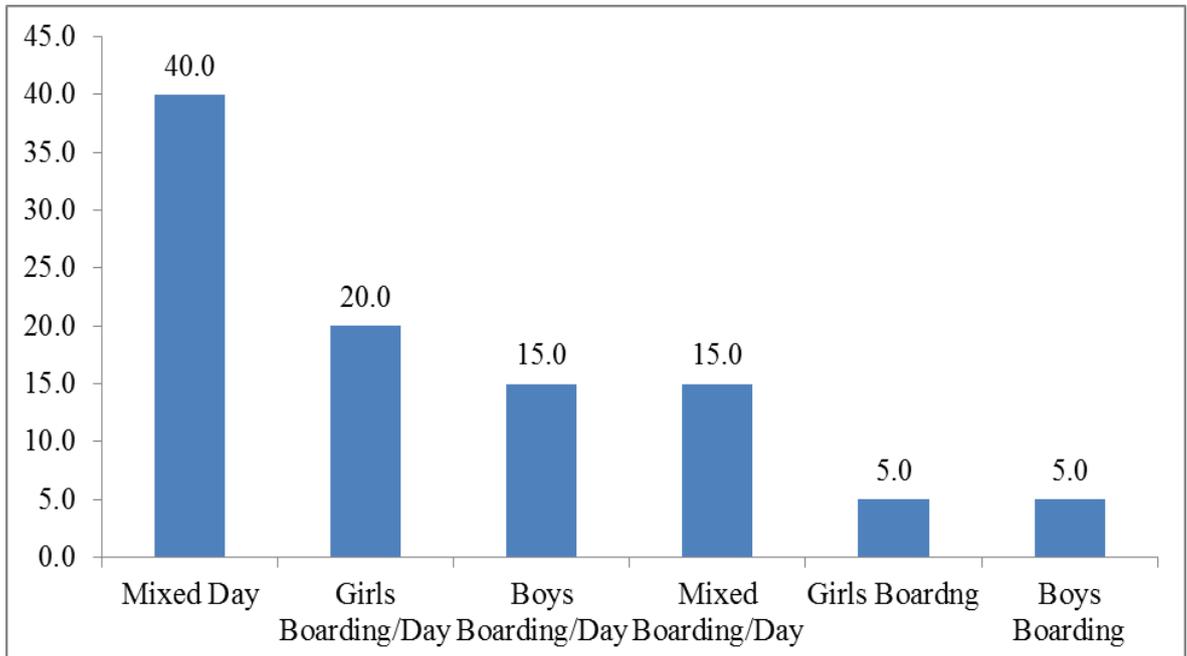
**Figure 4.4: Guidance and counselling teachers by gender**

(Source: Field data, 2018).

The results in Figure 4.4 showed that more than half of the respondents, 59% (13) were male while 41% (9) were female.

#### 4.4.2 School type

Guidance and Counselling teachers were asked to indicate their school type and their responses are presented in Figure 4.5.



**Figure 4.5: Guidance and counselling teachers by school type**

(Source: Field data, 2018).

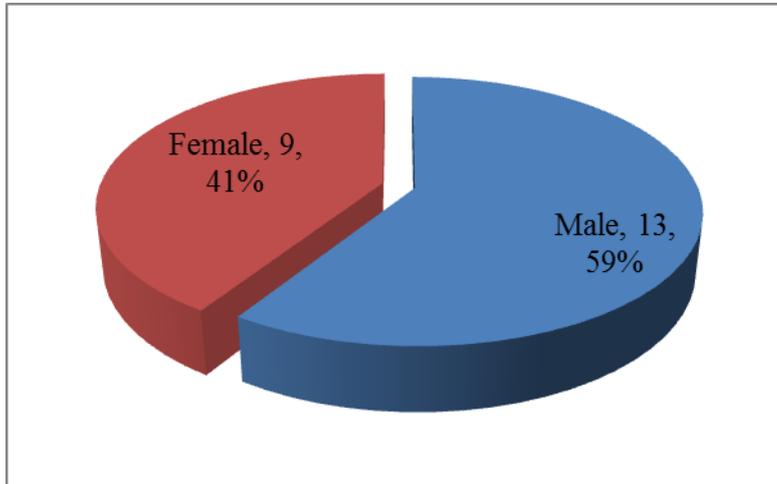
From Figure 4.5, majority of the sampled guiding and counseling teachers were from mixed Day schools as shown by 40.0% while from girls boarding/day schools were 20.0%. Guiding and counseling teachers from Boys' boarding/day were 15.0% and mixed boarding/day were 15.0%. Girls boarding and boys boarding had 5.0% of the sample.

#### 4.5 Principals

A total of twenty two (22) secondary school principals of the sampled schools participated in this study.

#### 4.5.1 Principals by gender

The sampled principals were asked to state their gender and their responses were as presented in Figure 4.6.

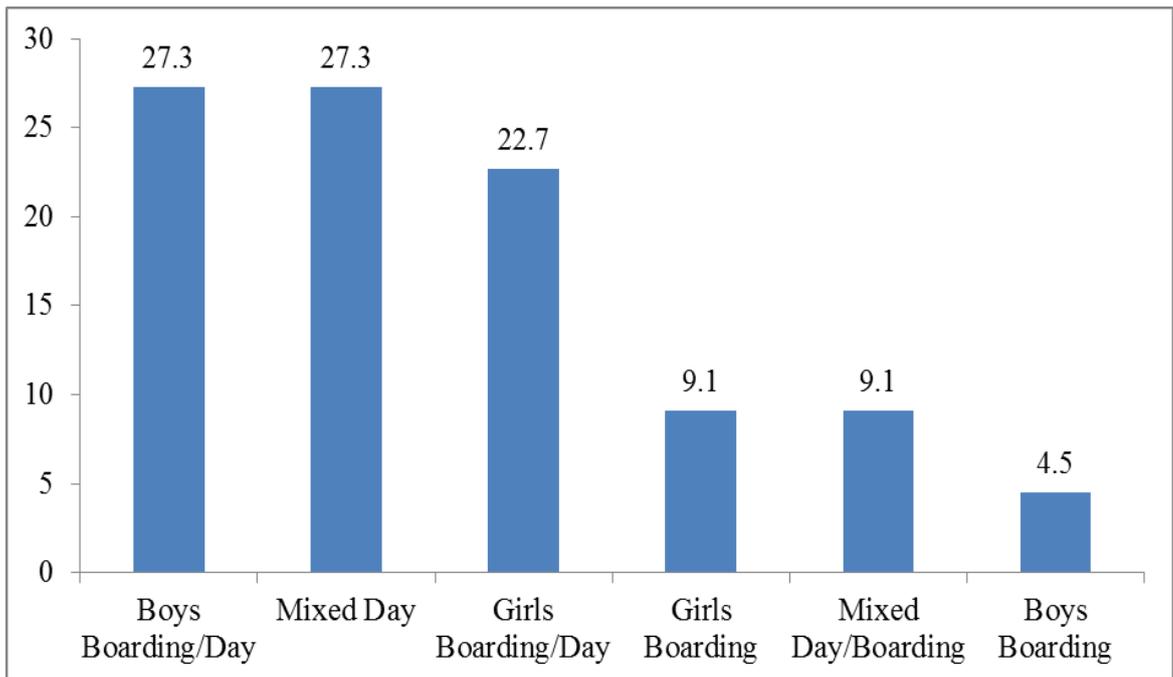


**Figure 4.6: Gender of principals**  
(Source: Field data, 2018).

Figure 4.6 shows that the principals who took part in this study, a majority 13 (59%) were male while 9 principals (41%) were female.

#### 4.5.2 Principals by school type

Principals were asked to indicate their school type and their responses were as presented in Figure 4.7.



**Figure 4.7: Principals by school type**

(Source: Field data, 2018).

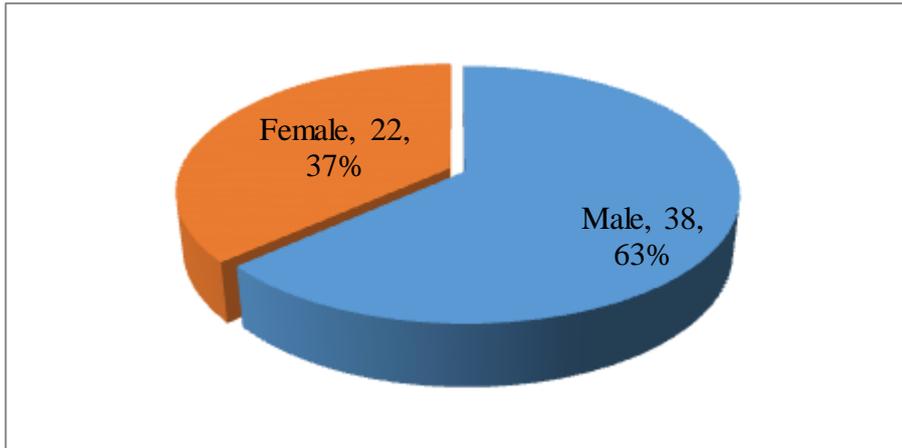
The responses in Figure 4.7 showed that majority of the sampled principals were from boys boarding/Day and mixed day as shown by 27.3%. They were followed closely by girls boarding/day at 22.7%. Sampled principals from girls boarding and mixed day/boarding were 9.1% each while boys boarding were 4.5%.

#### **4.6 Parents/Guardians**

A total of sixty (60) parents/guardians participated in this study. Their characteristics and distribution is presented in the following sections.

##### **4.6.1 Gender**

The gender of respondents was as shown in Figure 4.8.



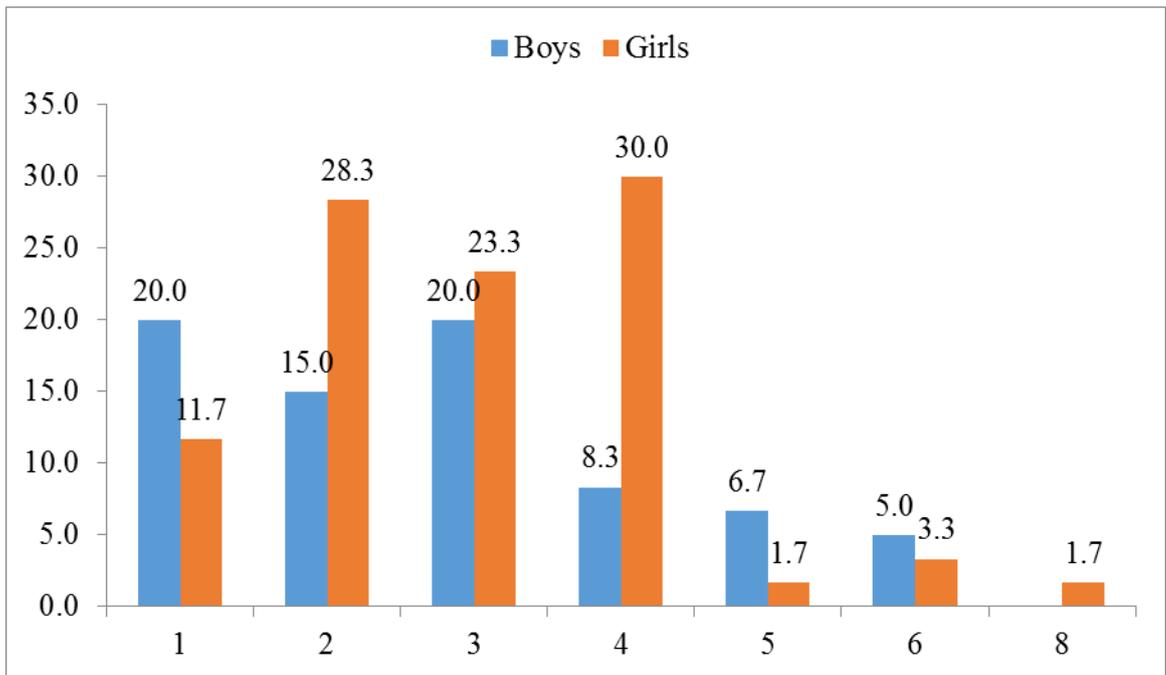
**Figure 4.8: Gender of parents/guardians**

(Source: Field data 2018).

The results in Figure 4.8 show that a majority of the sampled parents/guardians were male as shown by 63.3% (38) and females were 36.7% (22). The more male than female parents/guardians indicates that study area is largely patriarchal in social arrangement.

#### **4.6.2 Family size**

The respondents were asked to indicate their family size and the findings were as presented in Figure 4.9.

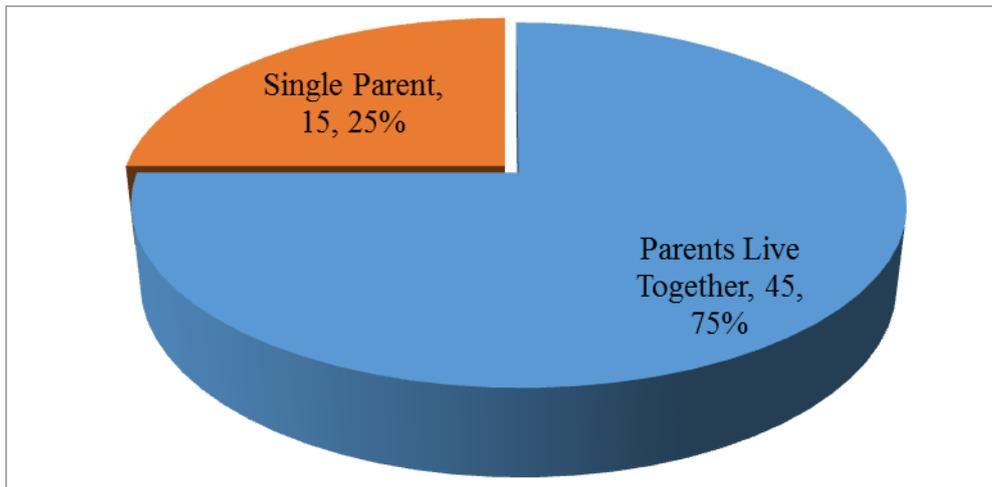


**Figure 4.9: Family size** (Source: Field data 2018).

The results in Figure 4.9 indicated that there were more female children (53) as compared to male (45). On the overall, 20.0% of the households had one boy while 11.7% had one girl. On the other hand 1.7% of the families had eight (8) girls and none had eight (8) or more boys. Majority of the households had four (4) girls as shown by 30.0% and two (2) girls as indicated by 28.3% of the households in this study.

#### **4.6.3 Family Type**

The respondents were asked to indicate their family type and their responses were as shown in Figure 4.10.

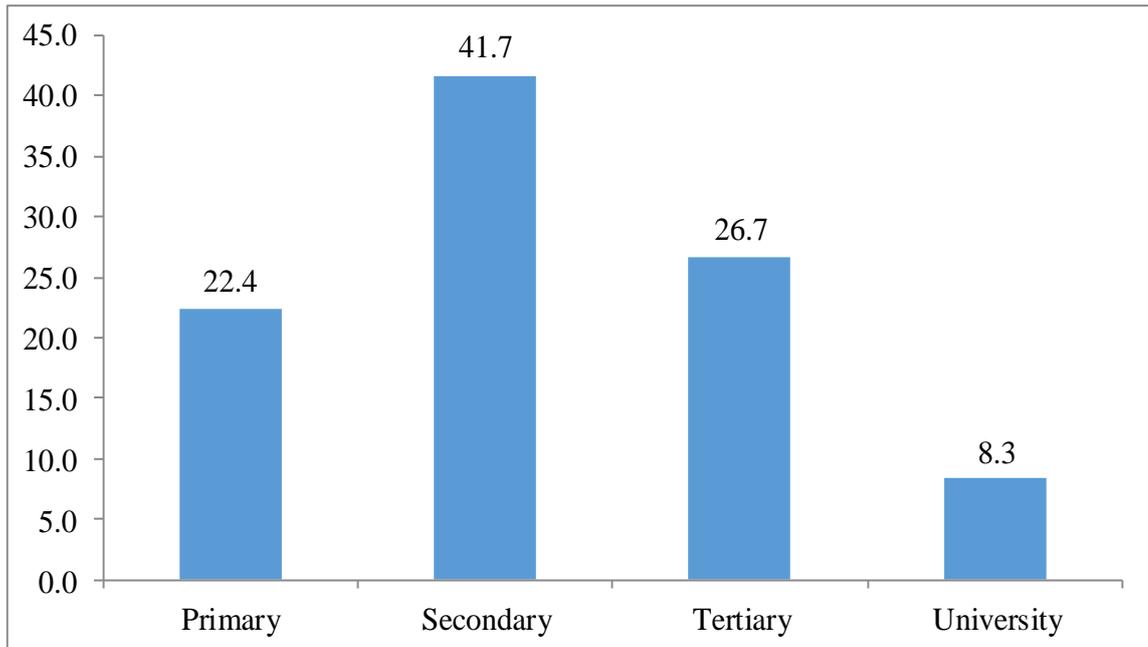


**Figure 4.10: Family Type**  
(Source: Field data, 2018).

Figure 4.10 shows that three quarters (75%) of the parents/guardians reported that both parents were alive and living together while 25% of the respondents indicated that they were single parents.

#### **4.6.4 Level of Education**

The sampled parents/guardians were asked to indicate their highest level of formal education and their responses were as presented in Figure 4.11.

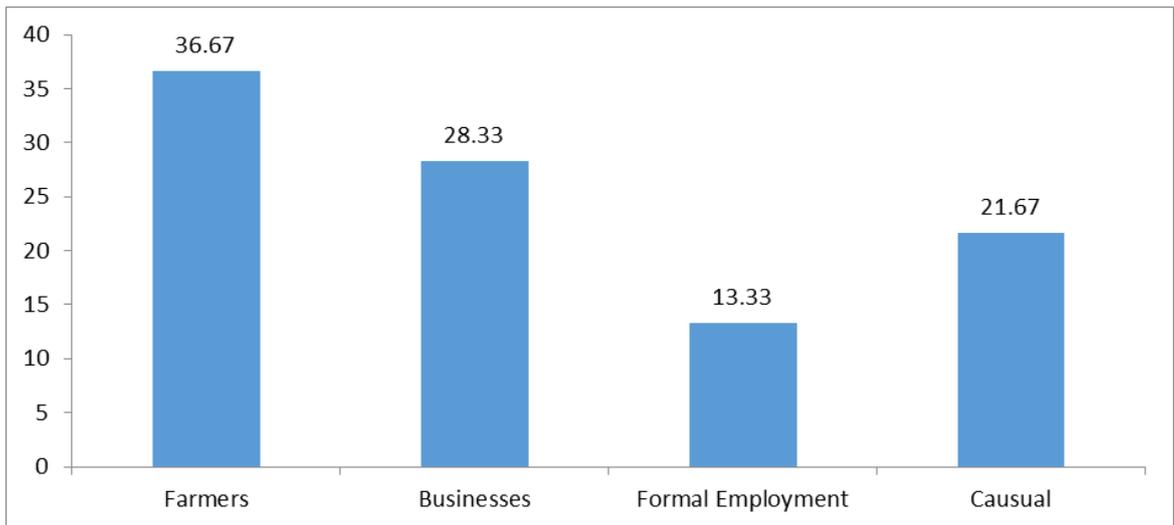


**Figure 4.11: Level of Education of parents/guardians**  
(Source: Field data, 2018).

From the results in Figure 4.11 above, fourteen (14) parents/guardians (22.4%) indicated they had primary school education, twenty-five (25) parents/guardians (41.7%) indicated that they had secondary school education, sixteen (26.7%) indicated they had tertiary education while five (5) parents/guardians (8.3%) indicated they had university education.

#### **4.6.5 Occupation of parents/guardians**

The parents/guardians were asked to indicate their occupation. The responses were as presented in Figure 4.12.

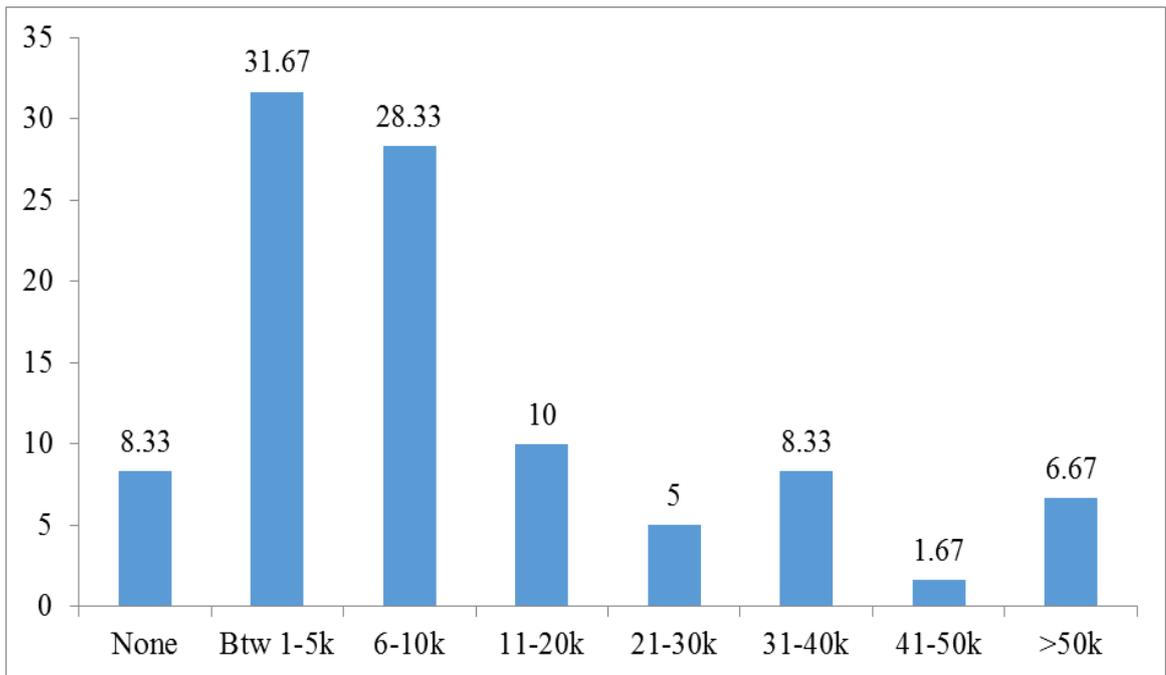


**Figure 4.12: Occupation of parents/guardians** (Source: Field data, 2018).

Data in Figure 4.12 shows that twenty two (22) parents/guardians (36.67%) indicated that they were farmers, seventeen (17) parents/guardians (28.33%) were small scale business people, thirteen (13) parents/guardians (21.67%) were casual labourers while only eight (8) parents/guardians (13.33%) indicated they were in formal employment.

#### **4.6.6 Monthly income of parents/guardians**

The parents/guardians were asked to indicate their approximate monthly income and their responses were as presented in Figure 4.13.



**Figure 4.13: Monthly income of parents/guardians** (Source: Field data, 2018).

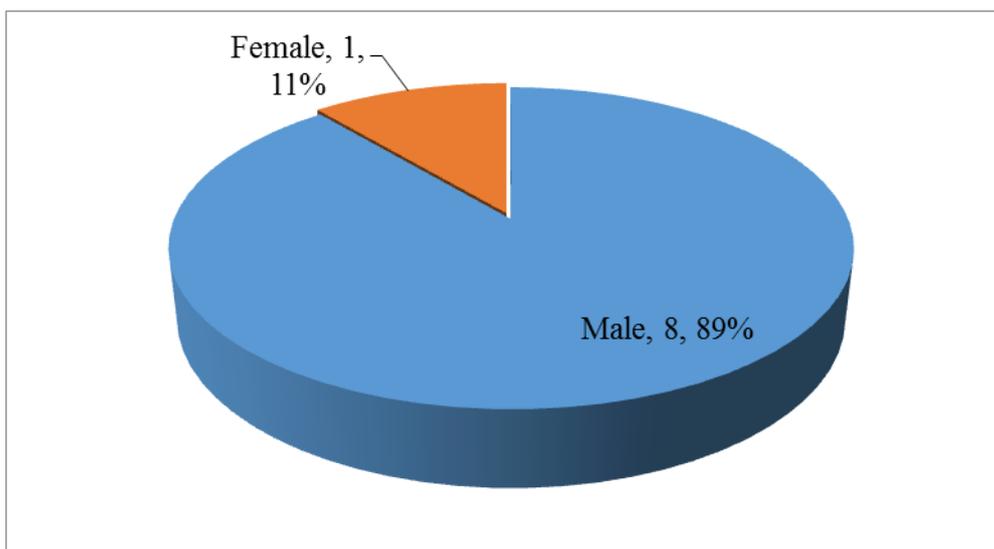
Data in Figure 4.13 shows that only four (4) parents/guardians (6.67%) indicated they earn above Kshs. 50,000.00 per month. A majority of the parents/guardians indicated that they earned less than Kshs. 20,000.00 per month.

#### **4.7 Findings from religious leaders**

This section presents the bio-data of religious leaders who participated in this study.

##### **4.7.1 Gender of religious leaders**

The respondents were asked to indicate their age and the responses were presented in Figure 4.14.



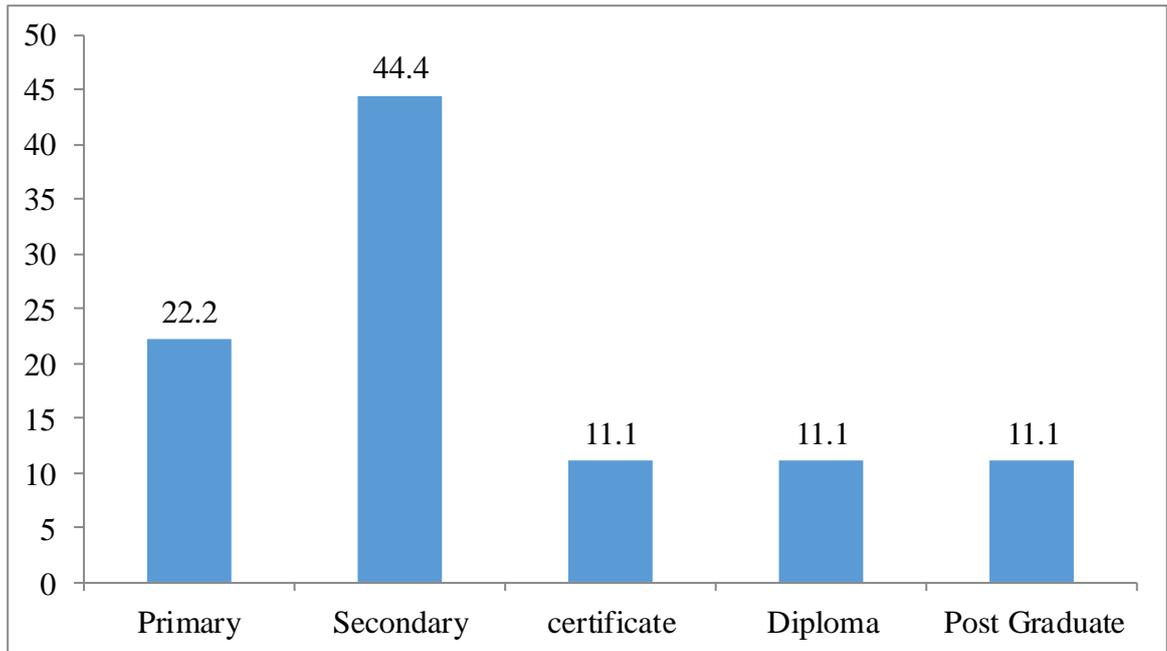
**Figure 4.14: The age of religious leaders**

(Source: Field data, 2018).

Data in Figure 4.14 shows that only one religious leader (11%) was female while eight (8) religious leaders (88.9%) were male.

#### **4.7.2 Level of Education of religious leaders**

The sampled religious leaders were asked to indicate their level of education and their responses were as presented in Figure 4.15.

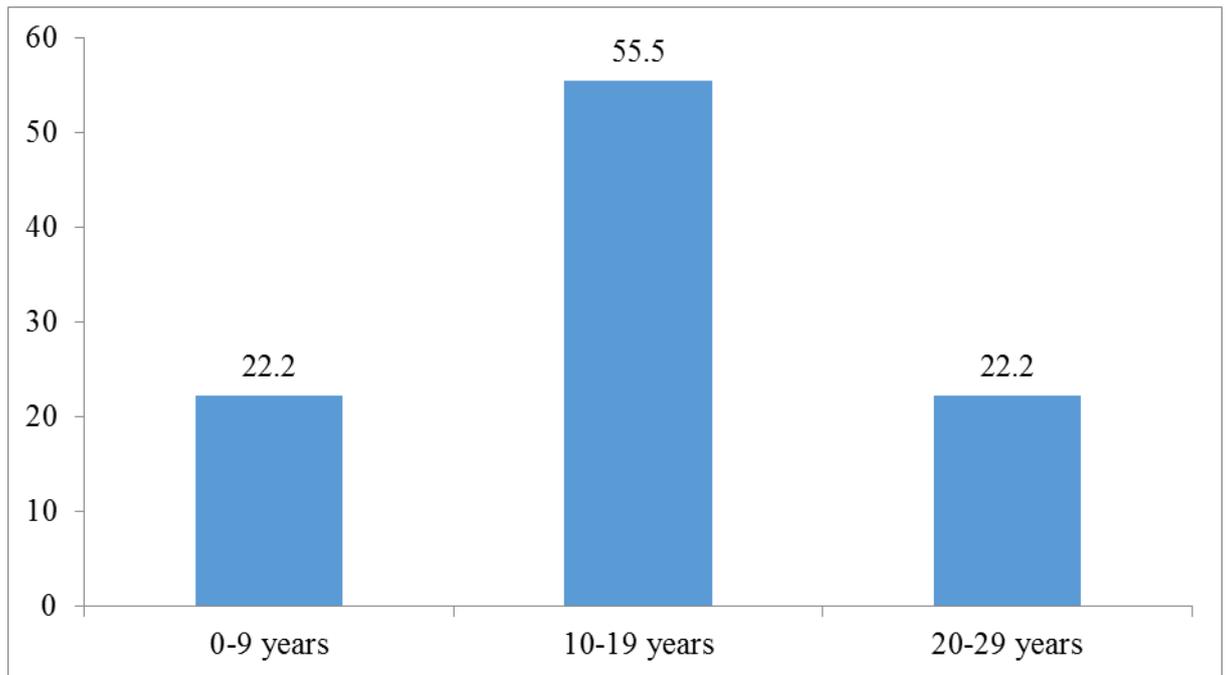


**Figure 4.15: Level of education of religious leaders**  
 (Source: Field data, 2018).

From the data in Figure 4.15 two (2) religious leaders (22.2%) had primary school education, four (44.4%) had secondary school education while one each (11.1%) had certificate, diploma and post graduate academic qualifications respectively.

#### **4.7.3 Working experience of religious leaders**

The sampled religious leaders were asked to indicate their experience and their responses were as presented in Figure 4.16.



**Figure 4.16: Experience of religious leaders**

(Source: Field data 2018).

Data from Figure 4.16 shows that two religious leaders (22.2%) had less than nine years' experience, five (5) religious leaders (55.5%) had between ten and nineteen years' working experience while two (2) religious leaders (22.2%) indicated they had over twenty years' experience.

#### **4.8 Bio-data of chiefs**

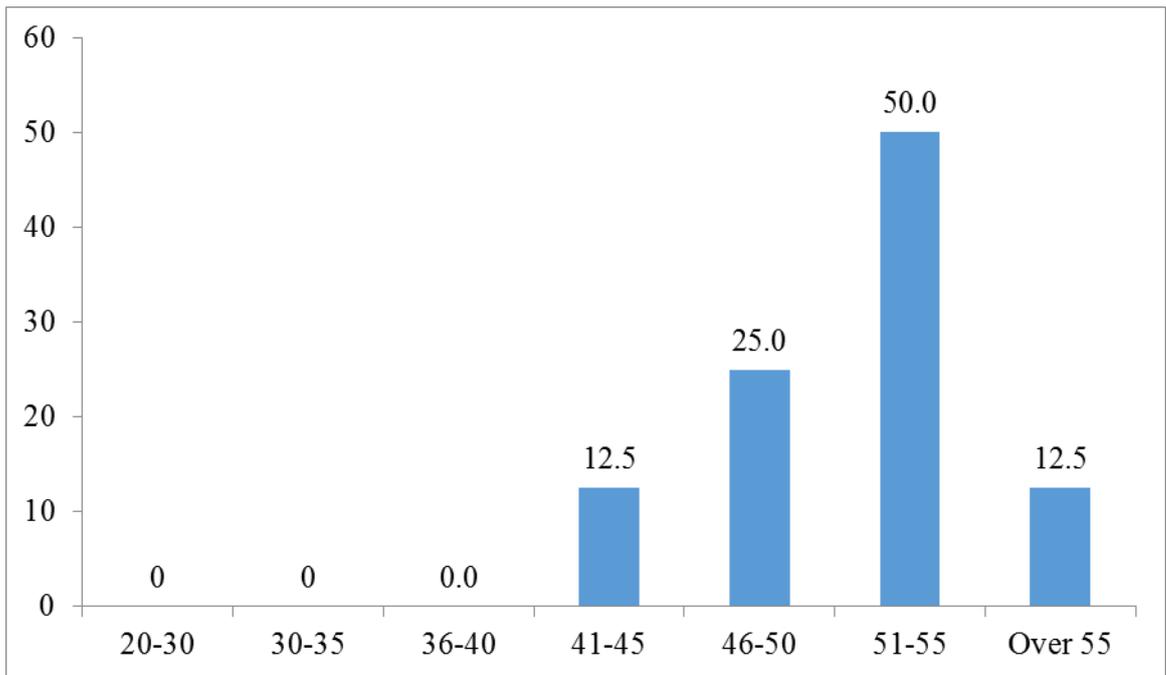
This section presents the bio-data of sampled chiefs.

##### **4.8.1 Gender of chiefs**

All the chiefs who participated in this study were male.

##### **4.8.2 Age of chiefs**

The sampled chiefs were asked to indicate their age and the responses were as presented in Figure 4.17.



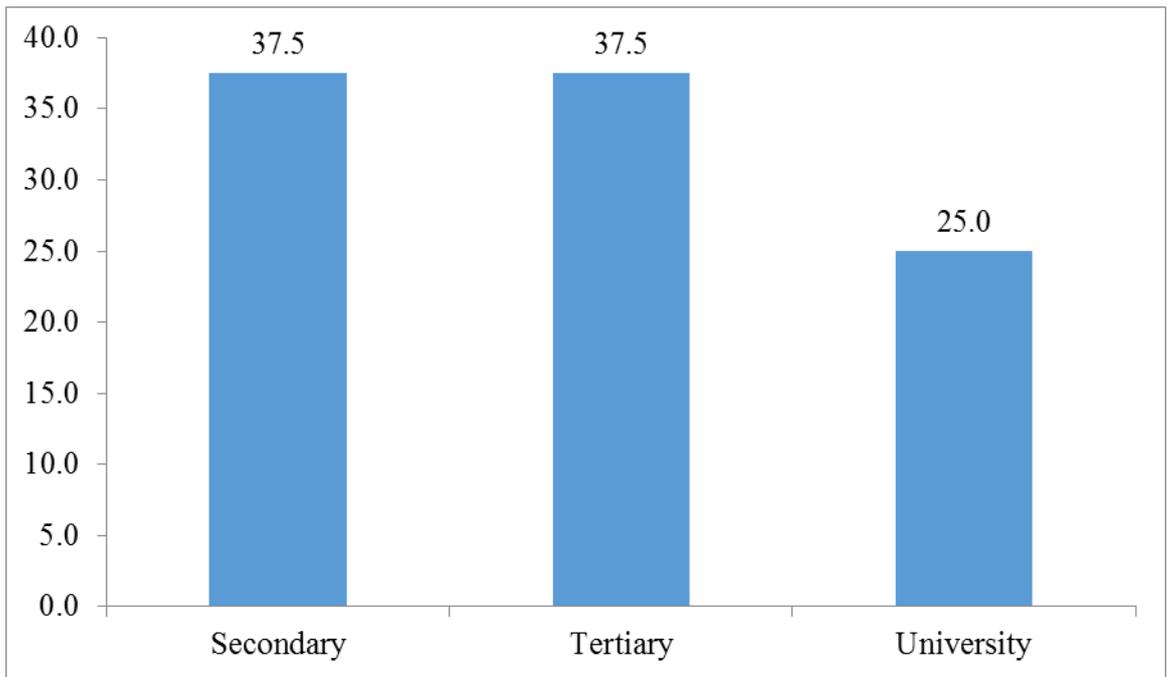
**Figure 4.17: The age of chiefs**

(Source: Field data 2018).

From Figure 4.17, it was found that more than half of the sampled chiefs (62.5%) were over fifty (50) years old. This implies that the sampled chief were mature enough to understand various socio-economic conflicts affecting participation of learners in secondary school education in their areas of jurisdiction.

#### **4.8.3 Level of Education of chiefs**

The respondents were asked to state their level of education. The responses were as presented in the Figure 4.18.



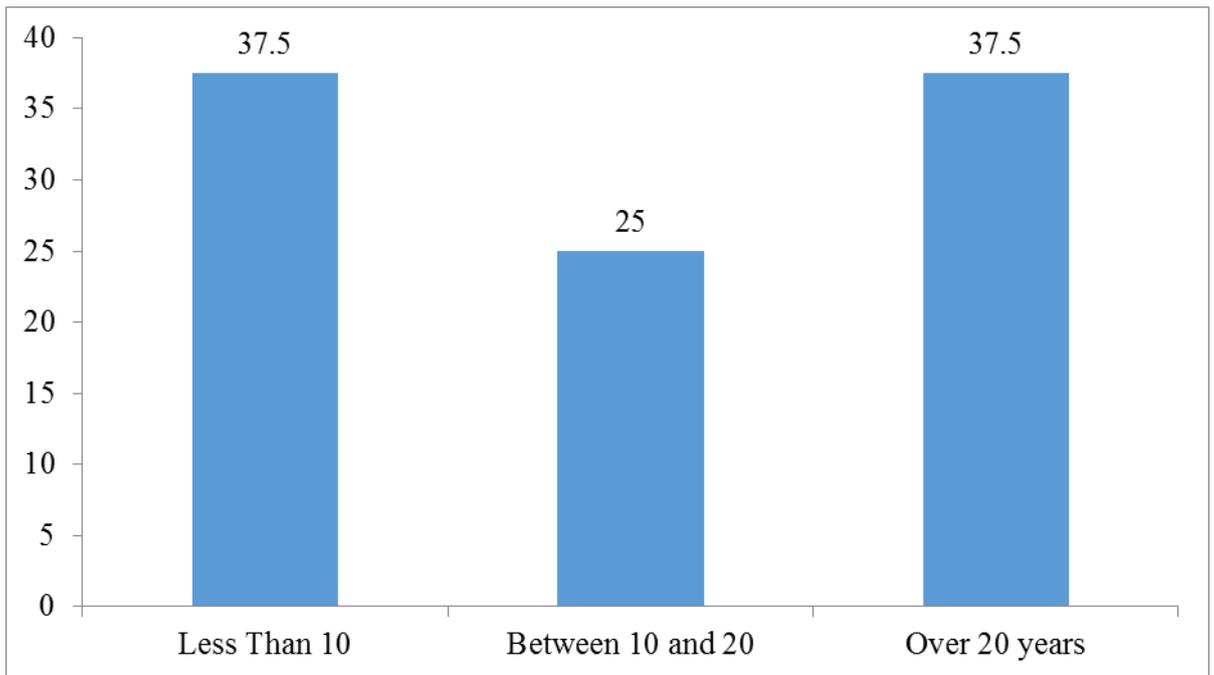
**Figure 4.18: Level of Education of chiefs**

(Source: Field data 2018).

From Figure 4.18, it was found that three (3) chiefs (37.5%) had secondary and tertiary education respectively while two (2) chiefs (25%) indicated they had university education.

#### **4.8.4 Working experience of chiefs**

The sampled chiefs were asked to state their experience in terms of number of years served and their responses were as presented in Figure 4.19.



**Figure 4.19: Working experience of chiefs**

(Source: Field data 2018)

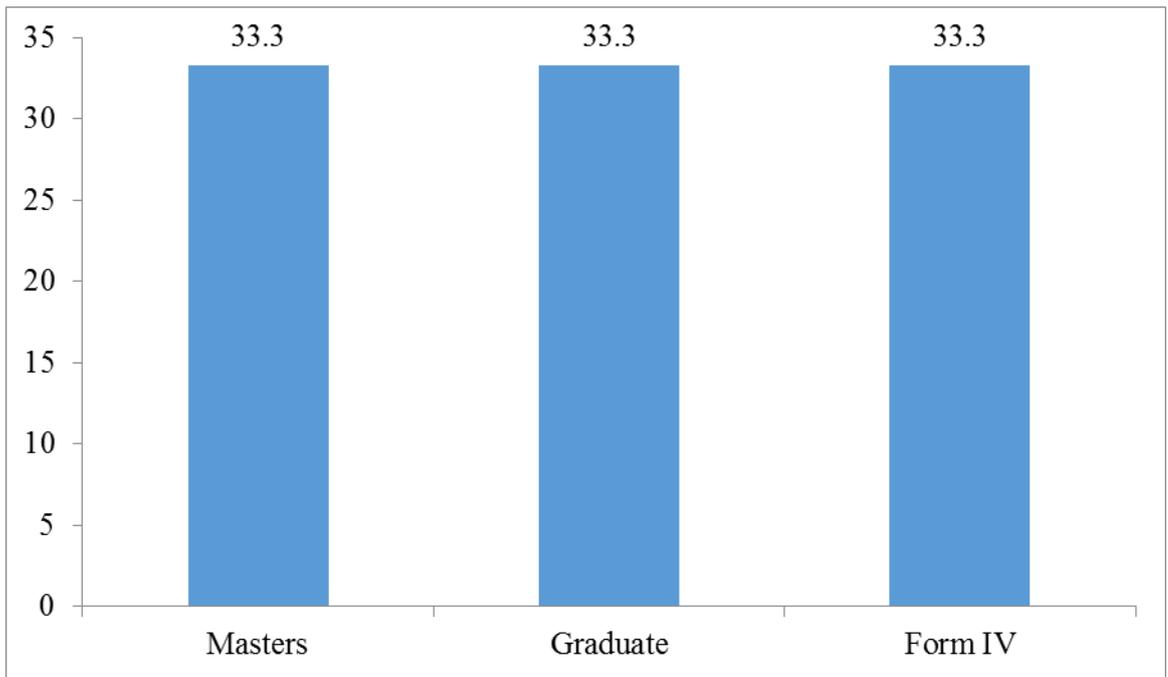
The data in Figure 4.19 shows that most of the chiefs (62.5%) had served as chiefs for more than ten (10) years.

#### **4.9 Bio data of sampled CDF managers**

This section presents the bio-data of the sampled CDF managers.

##### **4.9.1 Level of Education of CDF managers**

The respondents were asked to state their level of education and their responses were as presented in Figure 4.20.

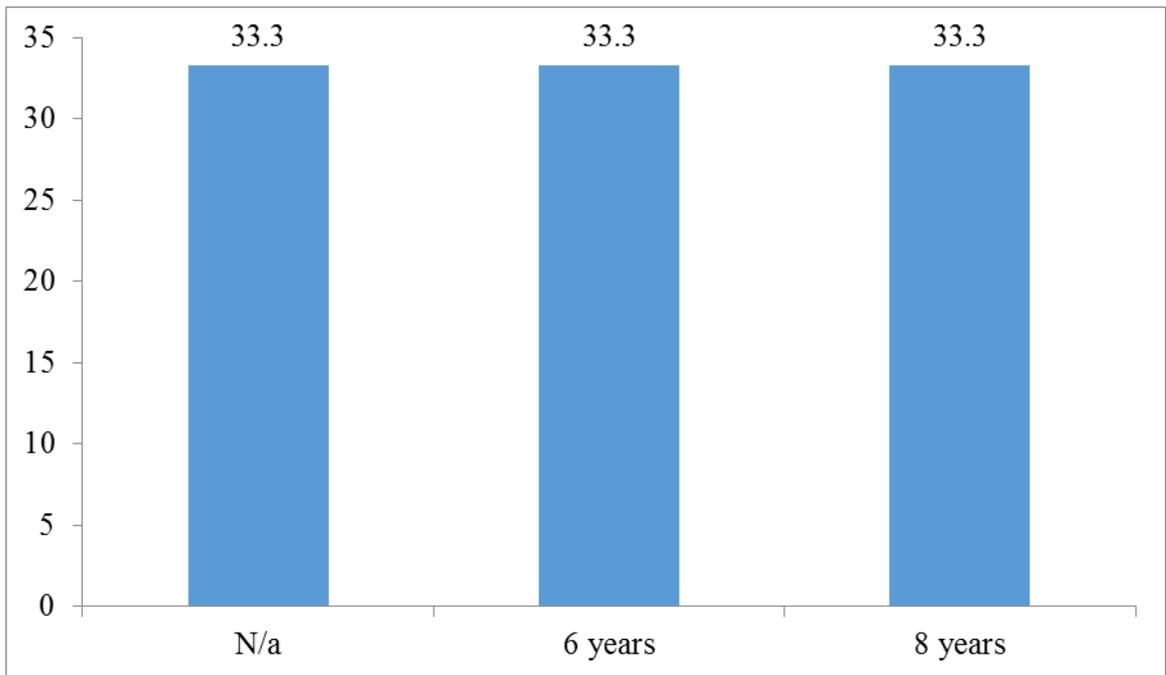


**Figure 4.20: Level of Education of CDF managers**  
 (Source: Field data 2018)

Data in Figure 4.20 shows that the three respondents one each (33.3%) had masters degree, bachelors and form four level of education respectively.

#### **4.9.2 Working experience of NG-CDF managers**

The sampled CDF managers were asked to state their working experience and their responses were as presented in Figure 4.21.



**Figure 4.21: Working experience of CDF managers**  
(Source: Field data 2018)

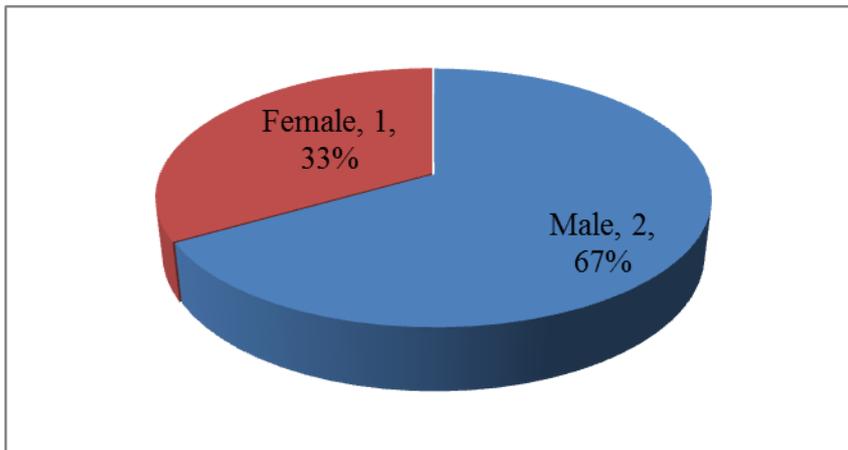
Data in Figure 4.21 shows that the one (1) manager each (33.3%) indicated they had worked for six (6) years and eight (8) years respectively. One of the respondents did not indicate the experience.

#### **4.10 Sub County Directors of Education**

Three (3) sub county directors of education of the sampled sub counties participated in this study. Their bio data is presented in the following sections.

##### **4.10.1 Sub county directors of education by gender**

The study sought to find out the gender of the Sub County Directors of Education. Their distribution was as presented in Figure 4.22.



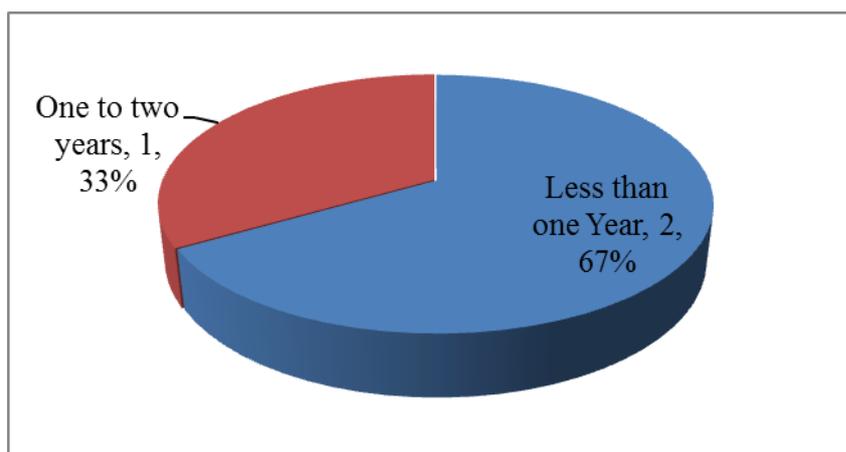
**Figure 4.22: Sub county directors of education by gender**

(Source: Field data 2018)

The results as shown in Figure 4.8 showed that one (1) respondent (33%) was female while two (2) respondents (67%) were male.

#### **4.10.2 Duration served in the sub county**

The Sub County Directors of Education were asked to indicate the duration they had served in that capacity in the current sub county. Their responses were as shown in Figure 4.23.



**Figure 4.23: Duration served by sub county directors of education**

(Source: Field data 2018)

From the responses in Figure 4.23, it was observed that one (1) Sub County Director of Education (33%) had served in the current sub county for between one and two years. Two (2) Sub County Directors of Education (67%) had served in their current station for less than one year.

#### **4.11 The nature of social and economic conflicts affecting participation in secondary school education**

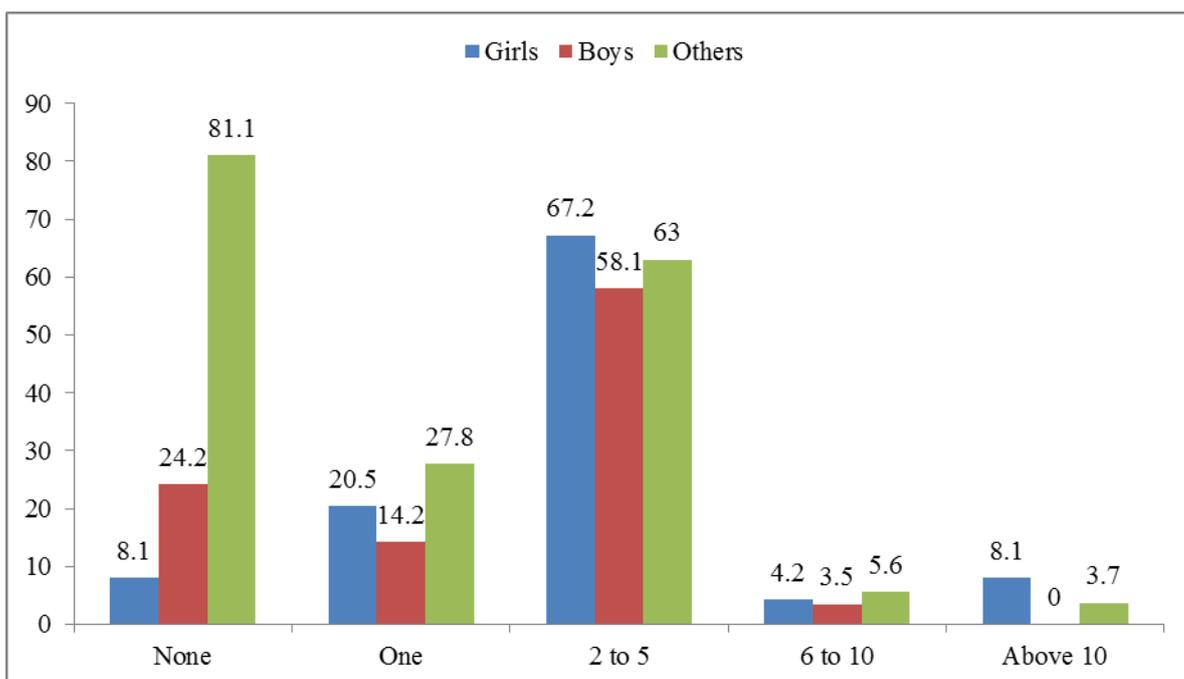
This subsection presents findings on the nature of social and economic conflicts prevalent in Kakamega county and how they affect students participation in secondary school education. The responses were obtained from students, guidance and counseling teachers, principals, heads of households, religious leaders, chiefs, CDF managers and sub county directors of education. Findings from each group of respondents are presented in the following sections.

##### **4.11.1 Students social and economic conflicts**

This section presents data pertaining to the students' responses on the nature of social and economic conflicts.

#### 4.11.1.1 Family size

The students were asked to state the size of their family in terms of number of sisters, brothers and others. The results were as shown in Figure 4.24.

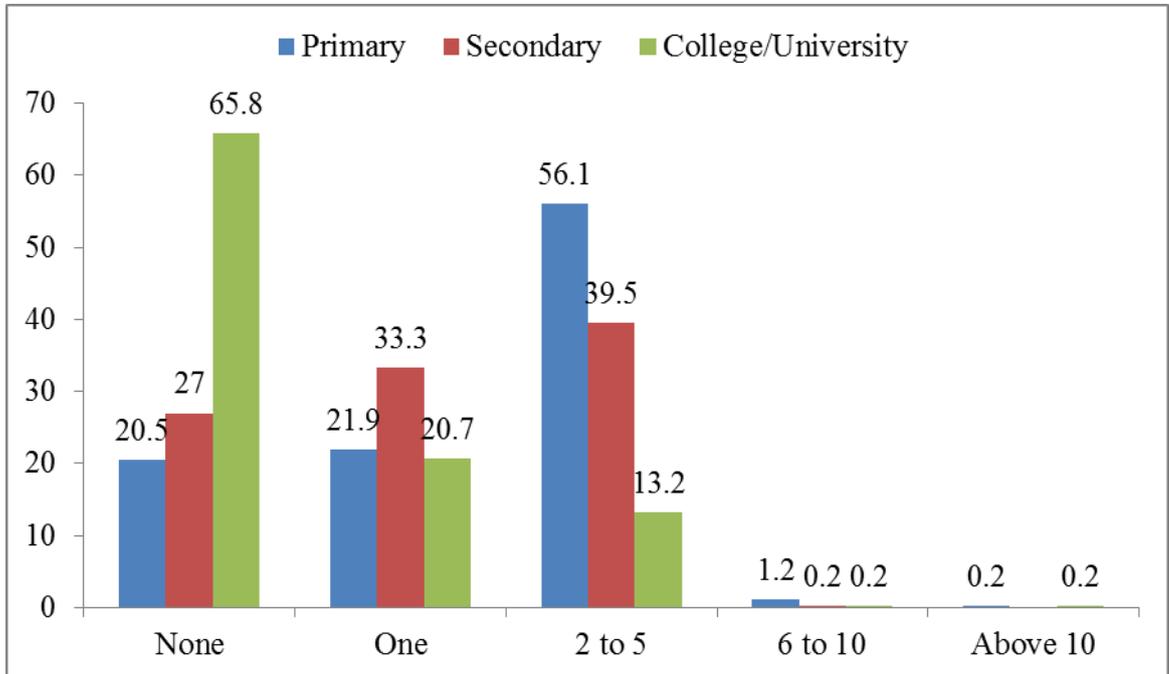


**Figure 4.24: Family size** (Source: Field data 2018).

From the responses in Figure 4.24, 8.1% of the sampled students did not have sisters, 24.2% brothers and 81.1% did not have other sibling. The results also revealed that 20.5% of the respondents had one sister, 14.2% one brothers and 27.8% had one sibling, between two and five sisters were 67.2% while 58.1% had between two and five brothers, 42.5% had between two and five other siblings. The results also revealed that those who had between 6 and 10 sisters were 4.2%, 3.5% brothers and 5.6% had between six and 10 other siblings. Lastly, 8.1% had more than 10 sisters and 3.7% had more than 10 other siblings.

#### 4.11.1.2 Number of siblings in school

The sampled students were asked to state the number of their siblings who were in primary school, secondary school and college at the time of the study. The results were presented in Figure 4.25.

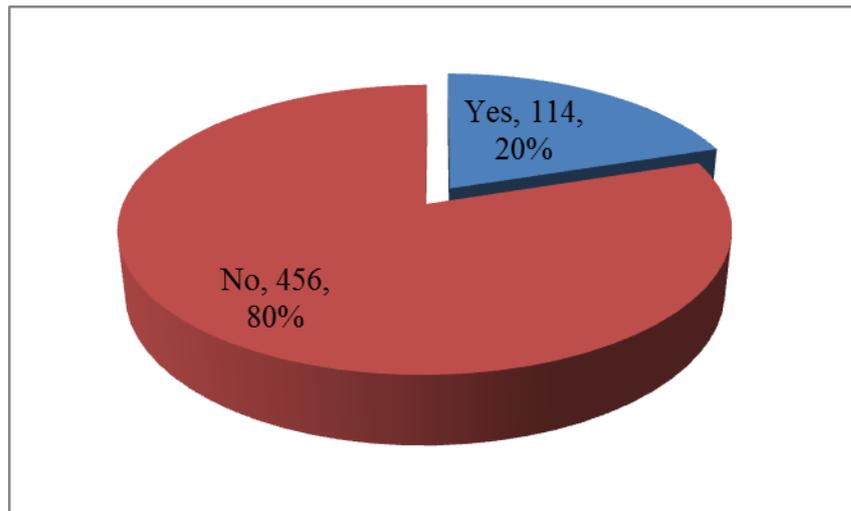


**Figure 4.25: Number of siblings in school**

(Source: Field data 2018).

From the Figure 4.25, majority of the sampled students did have other sibling in college or university as shown by 65.8% while 27.0% did have other sibling in secondary and 20.5% in primary school. The results further revealed that 56.1% of the sampled students had between 2 and 5 sibling in primary school, 39.5% in secondary and 13.2% in college/university. Only 0.2% of the respondents had more than 10 of their siblings in primary school and the same percentage in the college/university.

The respondents were asked to state if they had any siblings that do not attend school. Their responses were as shown in Figure 4.26.



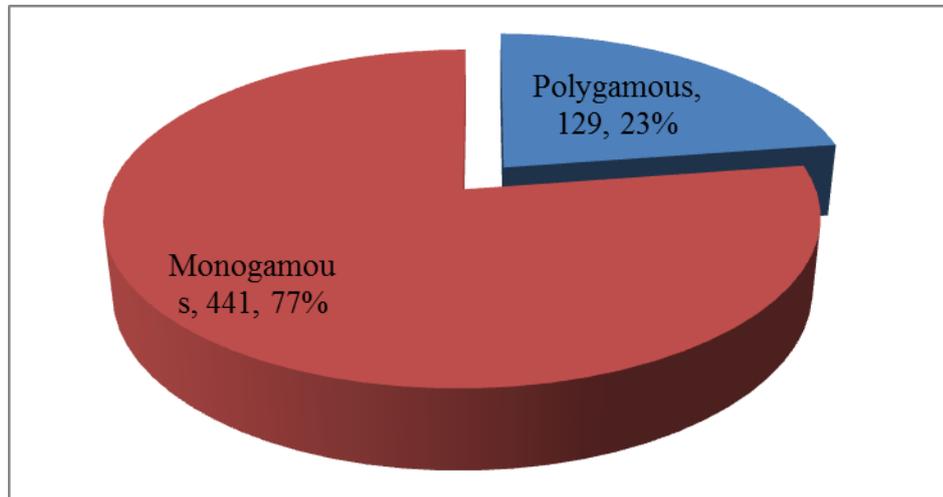
**Figure 4.26: Siblings not in school**

(Source: Field data 2018).

As shown in Figure 4.26, it was found that 114 respondents (20%) had siblings of school going age who were not enrolled in school as compared to 456 respondents (80%) who indicated that they had no siblings of school going age who were not enrolled in school. The percentage of school going age children who were not enrolled in school was particularly significant. The fact that the government of Kenya implemented Free Day Secondary Education in 2013 would exclude direct tuition fee as a reason for low enrollment. Other social and economic challenges are believed to be responsible. These include the ‘hidden’ costs of education in terms of school uniform, food and other learning accoutrements that could be responsible for non-attendance of school. These findings concur with King’ori (2015) who found out that the hidden costs of education were responsible for secondary school students drop out in Kikuyu sub County of Kiambu County. The findings also concur with the findings by Ngwacho, (2011) about participation in primary school education in Kisii Central district in the era of Free Primary Education.

#### 4.11.1.3 Family type of students

The student respondents were asked to indicate their family type. The responses were as shown in Figure 4.27.



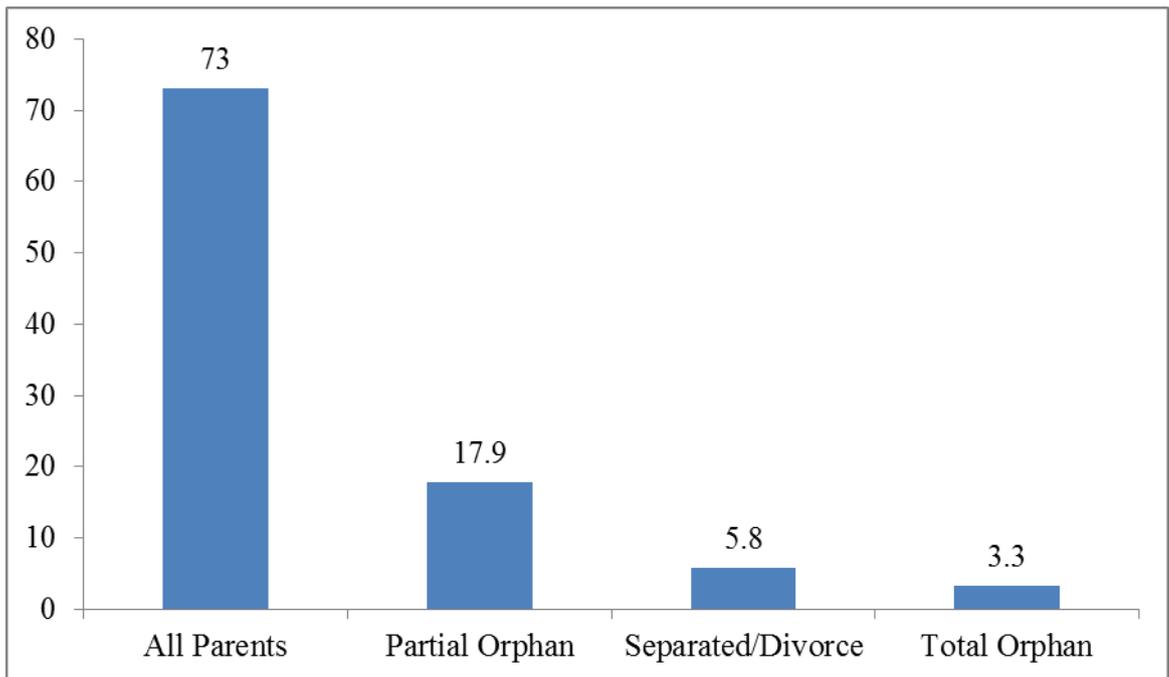
**Figure 4.27: Students by family type**

(Source: Field data 2018).

The results in Figure 4.27 showed that 441 students (77%) indicated that they were from monogamous families while 129 students (23%) were from polygamous families.

#### 4.11.1.4 Family status of students

Student respondents were asked to indicate their family status. The responses were shown in Figure 4.28.



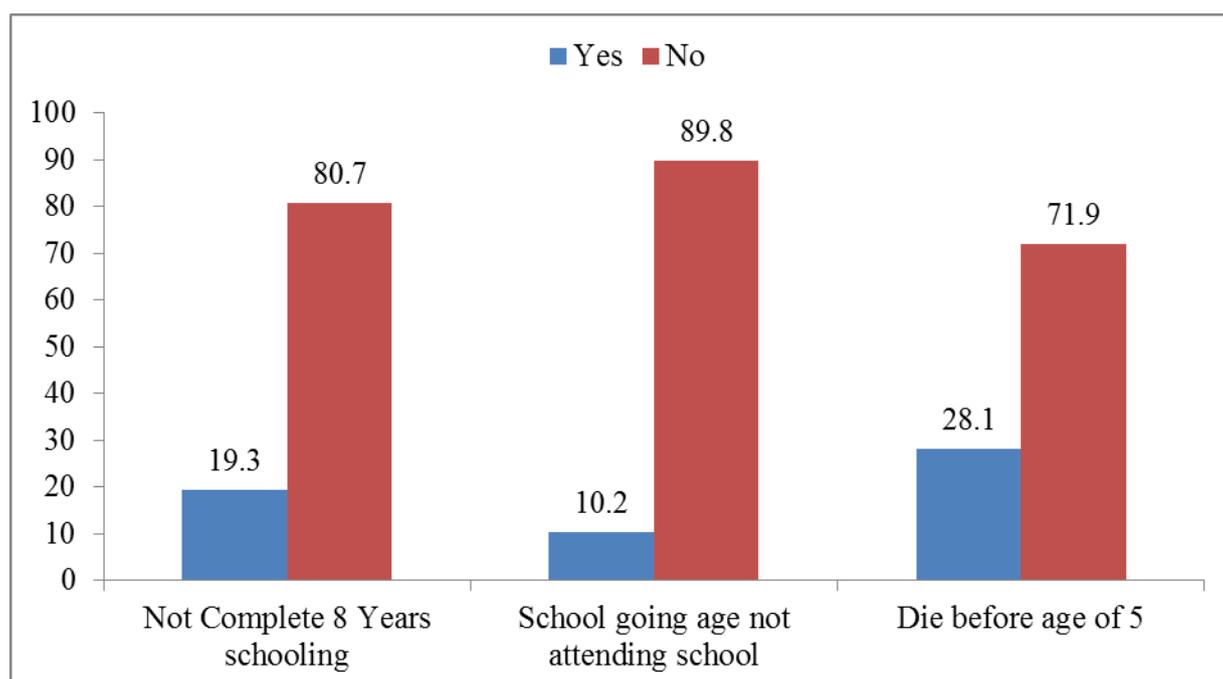
**Figure 4.28: Students by family status**

(Source: Field data 2018).

The data as indicated in Figure 4.28 showed that most students, 73%, indicated that they had both parents, 17.9% of the students reported that they were partial orphans, while 5.8% of the respondents indicated their parents were divorced or separated, and 3.3% of the students indicated they were total orphans. The Cumulative total number of students who were either partial orphans, total orphans or from single parent families was 27%. This was a significant percentage of children facing economic challenges due to death or separation in the family. The change in economic status was likely to cause students to drop out of secondary school as reported in the study by Pong and Ju (2000).

#### **4.11.1.5 Family and homestead**

The sampled students were asked to state if any member of the family, for any reason, failed to complete eight (8) years of schooling. They were asked to indicate whether there were any family members of school going age who were not enrolled in school and if any member of their family died before the age of five years. The responses were as shown in Figure 4.29.

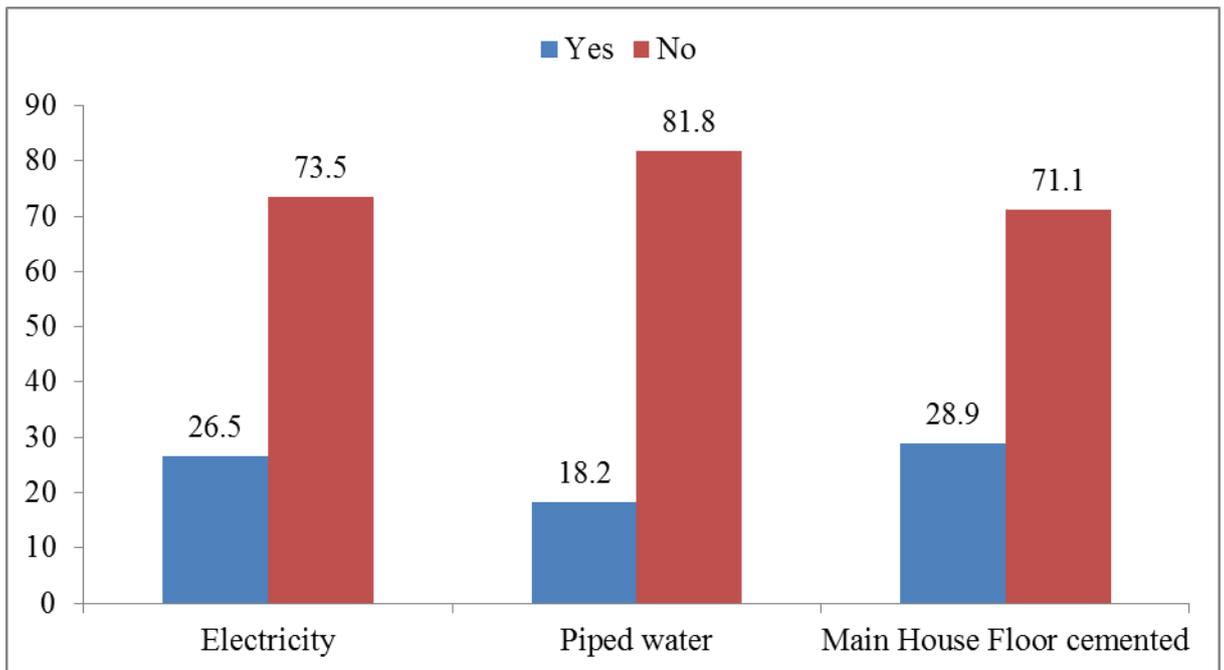


**Figure 4.29: Students by family and household** (Source: Field data, 2018).

The findings in Figure 4.29 show that 19.3% of the respondents reported that a member of the family did not complete eight years of schooling because they dropped out of primary school. Another 10.2% of the respondents indicated that a member of the family of school going age were not enrolled in school. When asked whether a member of the family died before the fifth (5) birthday, more than a quarter, 28.1%, of the students responded in the affirmative.

This is a significant percentage indicative of the level of poverty obtaining in Kakamega county. Child mortality, due to preventable and immunisable diseases, was one of the main indicators used by UNESCO to gauge the level of poverty in society.

This reinforces the Kenya economic report which reported that Kakamega County was among the poorest counties in Kenya. The sampled respondents were also asked to indicate whether their homes had electricity and piped water and whether the floor of main house was cemented. The responses were as shown in Figure 4.30.

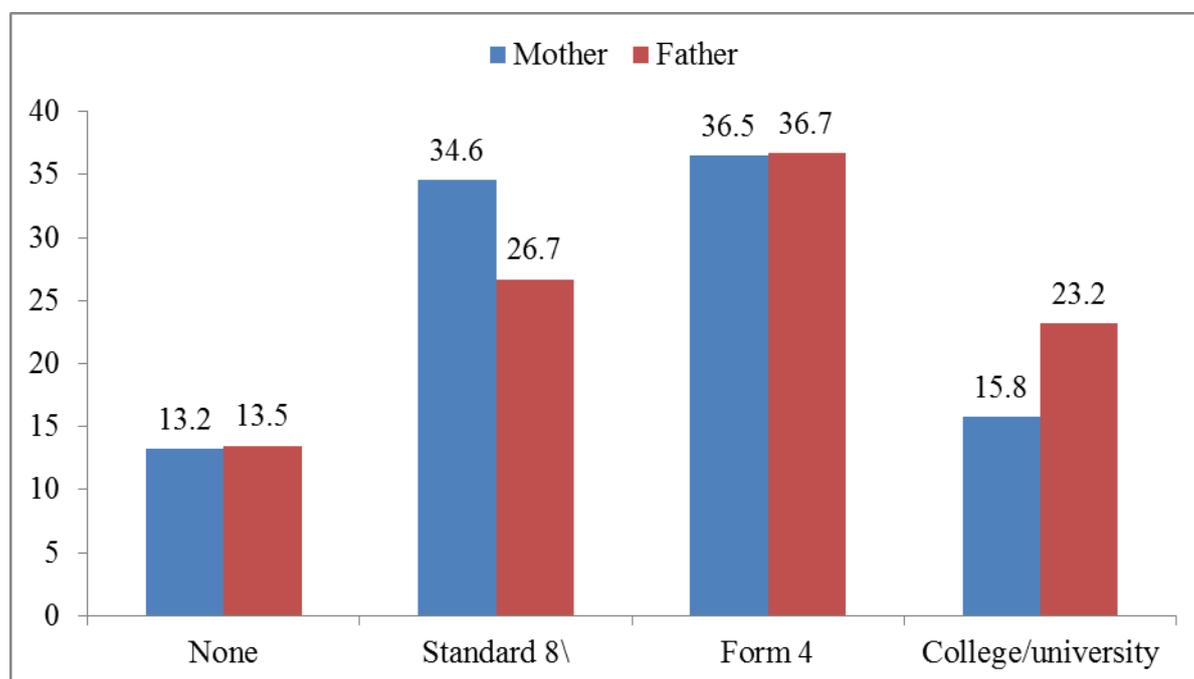


**Figure 4.30: Availability of piped water, electricity and stone floor** (Source: Field data, 2018).

The responses in Figure 4.30 revealed that only 26.5% of the sampled student respondents had electricity at their home, 18.2% had piped water and 28.9% had the floor of their main house cemented. The findings were quite telling on the economic strength of the families in Kakamega county. The families reported very low on the basic indicators of poverty and this tended to negatively manifest itself in participation in education in Kakamega county by way of enrollment and persistence.

#### 4.11.1.6 Students by parents' education

The respondents were asked to indicate their parents' education. The results were as presented in Figure 4.31.



**Figure 4.31: Students by parents' education**

(Source: Field data, 2018).

The results as shown in Figure 4.31 revealed that most of the sampled parents had attained class 8 and above level of education. More mothers (86.9%) as compared to fathers (86.6%) had minimum of class eight education, the difference was, albeit, minimal. When dichotomized into basic education and higher or post-secondary education, it was found that more mothers (71.1%) had form four education as compared to fathers (63%). There were, however, more fathers with post-secondary/college/university education (23.2%) as compared to mothers (15.8%). More than 13% of both fathers and mothers were reported to have had no formal education at all. This coupled with the fact that less than one quarter of all parents had post-secondary education indicates lack of a variety of role models for the students.

#### **4.11.1.7: Students by Parents' Occupation**

Students were asked to indicate their mothers' occupation. The results were as shown in Table 4.2.

**Table 4.2: Mothers' occupation**

| <b>Occupation</b> | <b>Frequency</b> | <b>Percentage</b> |
|-------------------|------------------|-------------------|
| Farmers           | 251              | 51.9              |
| Jobless           | 81               | 16.7              |
| Business          | 74               | 15.3              |
| Teacher           | 37               | 7.6               |
| Casual Worker     | 16               | 3.3               |
| Nurse             | 7                | 1.4               |
| Secretary         | 5                | 1.0               |
| Public Servant    | 5                | 1.0               |
| Lecturer          | 3                | 0.6               |
| Pastor            | 2                | 0.4               |
| Medical Doctor    | 2                | 0.4               |
| Cateress          | 1                | 0.2               |

(Source: Field data, 2018).

Data in Table 4.2 showed that 251 students (51.9%) indicated that their mothers were farmers while 81 students (16.7%) reported that their mothers did not have any form of employment. The results further revealed that 74 students (15.3%) indicated that their mothers were in various kinds of micro and small business, sixteen (16) students (3.3%) said that their mothers were casual workers while seven (7) students reported that their mothers were nurses. 1.4% (7) of the sampled students indicated their parents were nurses. Other occupations were secretary (1%), public servants (1%), lecturer (0.6%), pastor (0.4%), medical doctor (0.4%) and cateress (0.2%).

The students were asked to indicate their fathers' occupation and their responses were as presented in Table 4.3.

**Table 4.3: Fathers' Occupation**

| <b>Occupation</b>  | <b>Frequency</b> | <b>Percentage</b> |
|--------------------|------------------|-------------------|
| Farmer             | 248              | 54.3              |
| Business           | 56               | 12.3              |
| Teacher            | 46               | 10.1              |
| Casual             | 31               | 6.8               |
| Jobless            | 21               | 4.6               |
| Public Servant     | 21               | 4.6               |
| Medical Doctor     | 8                | 1.8               |
| Watchman           | 8                | 1.8               |
| Boda Boda          | 3                | 0.7               |
| Engineer           | 3                | 0.7               |
| Pastor             | 3                | 0.7               |
| Driver             | 2                | 0.4               |
| Accountant         | 1                | 0.2               |
| Carpenter          | 1                | 0.2               |
| Car Hire           | 1                | 0.2               |
| Mason              | 1                | 0.2               |
| Pharmacist         | 1                | 0.2               |
| Surveyor           | 1                | 0.2               |
| Veterinary Officer | 1                | 0.2               |

(Source: Field data, 2018).

Data in Table 4.3 shows that 248 students (54.3%) indicated that their fathers were farmers, fifty-six (56) students (12.3%) indicated that their fathers were in various small scale businesses, forty-six (46) students (10.1%) indicated that their fathers were teachers, thirty-one (6.8%) were casual workers, twenty-one (4.6%), eight (1.85%) were medical doctors. Others were engineer (0.7%), religious leaders, driver, accountant, carpenter, mason, pharmacist, surveyor and veterinary officer.

From tables 4.2 and 4.3, it is evident that there was a dearth of professionals in the study area. Most parents were involved in unskilled and semi-skilled low paying occupations which tended to buttress the fact that poverty levels were high.

## **4.12 Social and economic conflicts affecting participation in secondary school education**

This sub-section presents findings on the social and economic conflicts affecting students' participation in secondary school education in Kakamega County.

### **4.12.1 Findings from students**

This sub section presents findings from students on social and economic conflicts and how they impact on participation in secondary school education.

#### **4.12.1.1 Threats to participation in secondary education**

Students were asked to indicate what they consider the biggest problem or threat to their education. Their responses were as presented in Table 4.4.

**Table 4.4: Threats to participation in secondary school education**

| <b>Threat</b>                       | <b>Frequency</b> | <b>Percentage</b> |
|-------------------------------------|------------------|-------------------|
| Fees Balance                        | 335              | 59.82             |
| Poverty                             | 253              | 45.18             |
| Learning materials                  | 206              | 36.79             |
| Absenteeism                         | 201              | 35.89             |
| Peer pressure                       | 201              | 35.89             |
| Home environment                    | 199              | 35.54             |
| Boy Girl Relationship               | 195              | 34.82             |
| Teachers bullying                   | 191              | 34.11             |
| Family issues                       | 188              | 33.57             |
| Punishment                          | 185              | 33.04             |
| Bad company                         | 184              | 32.86             |
| Drugs                               | 180              | 32.14             |
| Poor Performance                    | 168              | 30                |
| Exam failure                        | 154              | 27.5              |
| School facilities                   | 154              | 27.5              |
| Insecurity                          | 144              | 25.72             |
| Poor environment for learning       | 141              | 25.18             |
| Self                                | 126              | 22.5              |
| Teacher strike                      | 124              | 22.14             |
| Sickness                            | 123              | 21.96             |
| Canes                               | 122              | 21.79             |
| Indiscipline                        | 104              | 18.57             |
| Lack of consultation                | 93               | 16.61             |
| Lack of teachers                    | 87               | 15.54             |
| Stress                              | 84               | 15                |
| Disturbance                         | 83               | 14.82             |
| Pressure from parents               | 83               | 14.82             |
| Hunger                              | 78               | 13.93             |
| Lack of fuel                        | 78               | 13.93             |
| Misunderstanding parents            | 73               | 13.04             |
| Distance                            | 72               | 12.86             |
| Discipline                          | 69               | 12.32             |
| High cost of living                 | 67               | 11.96             |
| Disturbance by <i>boda boda</i> men | 64               | 11.43             |
| Household chores                    | 61               | 10.89             |
| Destructors on way to school        | 59               | 10.54             |
| Time wasting                        | 56               | 10                |
| Student insult                      | 54               | 9.64              |
| Betting                             | 53               | 9.46              |
| Noise                               | 52               | 9.29              |
| Bullying by students                | 51               | 9.11              |
| Elections                           | 48               | 8.57              |
| Poor teaching                       | 47               | 8.39              |
| Difficult subject                   | 46               | 8.21              |
| Health                              | 45               | 8.04              |

| <b>Threat</b>                                  | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| Lack of family support                         | 45               | 8.04              |
| Hard punishment                                | 44               | 7.86              |
| Extra work                                     | 40               | 7.14              |
| Being called at bottom                         | 35               | 6.25              |
| Harassment                                     | 34               | 6.07              |
| Poor food                                      | 34               | 6.07              |
| Uncooperative teachers                         | 34               | 6.07              |
| Complacency & laziness                         | 32               | 5.71              |
| Digital generation                             | 32               | 5.71              |
| Laziness                                       | 32               | 5.71              |
| Transfer                                       | 32               | 5.71              |
| Diseases                                       | 29               | 5.18              |
| Day scholar                                    | 26               | 4.64              |
| Negative attitude                              | 25               | 4.46              |
| Murder   | 21               | 3.75              |
| Climatic                                       | 19               | 3.39              |
| Fear of failing after putting effort           | 18               | 3.21              |
| Accidents                                      | 17               | 3.04              |
| Matiangi era                                   | 8                | 1.43              |
| Syllabus                                       | 8                | 1.43              |
| Paternal relatives do not give peace           | 7                | 1.25              |
| Send to fetch water                            | 7                | 1.25              |
| Kidnapping                                     | 5                | 0.89              |
| Raping   | 5                | 0.89              |
| Language                                       | 4                | 0.71              |
| Relative and neighbours hate seeing me succeed | 4                | 0.71              |

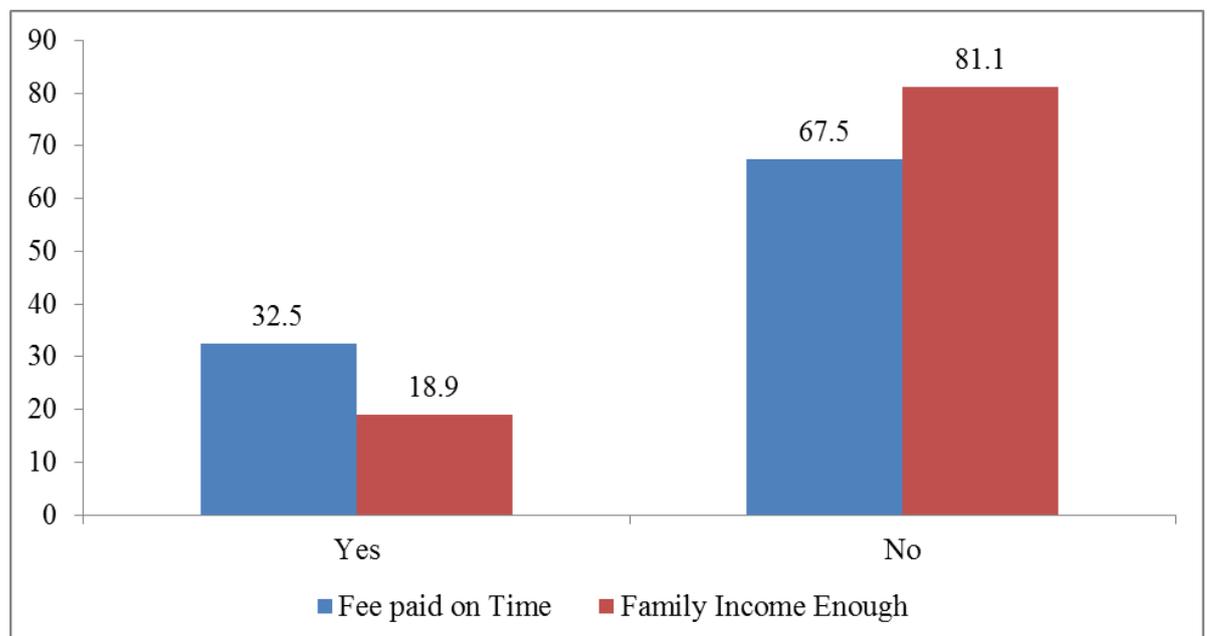
(Source: Field Data, 2018).

Data in Table 4.4 shows that 335 students (59.82%) indicated that fees balances were threat to their education, 253 students (45.18%) indicated that poverty was the greatest threat to their education. Other significant threats identified by students included lack of learning materials (36.79%), absenteeism (35.89%), peer pressure (35.89%), unconducive home environment (35.54%), Boy Girl Relationship (34.82%), teachers bullying (34.11%), family issues (33.57%), school punishment (33.04%), drugs (32.14%), insecurity (25.72) among others. The threats to student education were classified according to school factors, home factors, environment and community factors. Under school factors were teachers and students bulling, shortage of teachers,

school facilities, teachers' strikes, day scholars, non-academic school chores, ministry of education policies, difficult subjects, academic performance. Community factors were relative and neighbours hate seeing me succeed, threat of raping, insecurity, betting, disturbance by *boda boda* men and accidents. Family issues such as separation, parent pressure, lack of support from extended family, household chores, poverty and fees balances. These can be further divided into social and economic conflicts.

#### 4.12.1.2 Prompt payment of School fees

The sampled students were asked to indicate whether their school fees and other school levies were paid on time, and whether in their opinion they believed the family income was adequate. The findings were as presented in Figure 4.32.

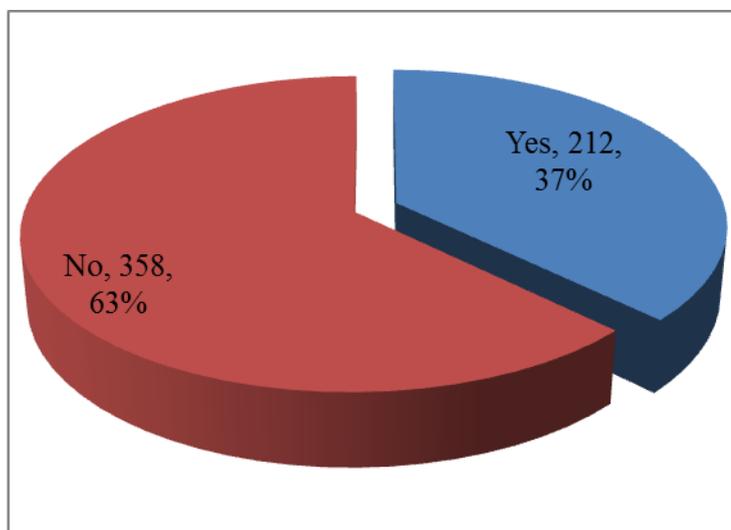


**Figure 4.32: Payment of fees and Family Income** (Source: Field data, 2018).

The findings presented in Figure 4.32 showed that 32.5% of the students indicated that fees were paid on time while 67.5% reported that their fees were not paid on time. It was further revealed that 18.9% of the students felt the family income was enough to support their needs including education as compared to 81.1% of the sampled students who indicated that their family income was not sufficient to support their school fees and other family requirements. This indicates that the level of poverty was significantly high and would likely affect participation in secondary education in Kakamega County.

#### 4.12.1.3 Child labour among students

The sampled student respondents were asked to indicate whether they have had to work to raise money for school fees and other school needs. The responses were as shown in Figure 4.33.



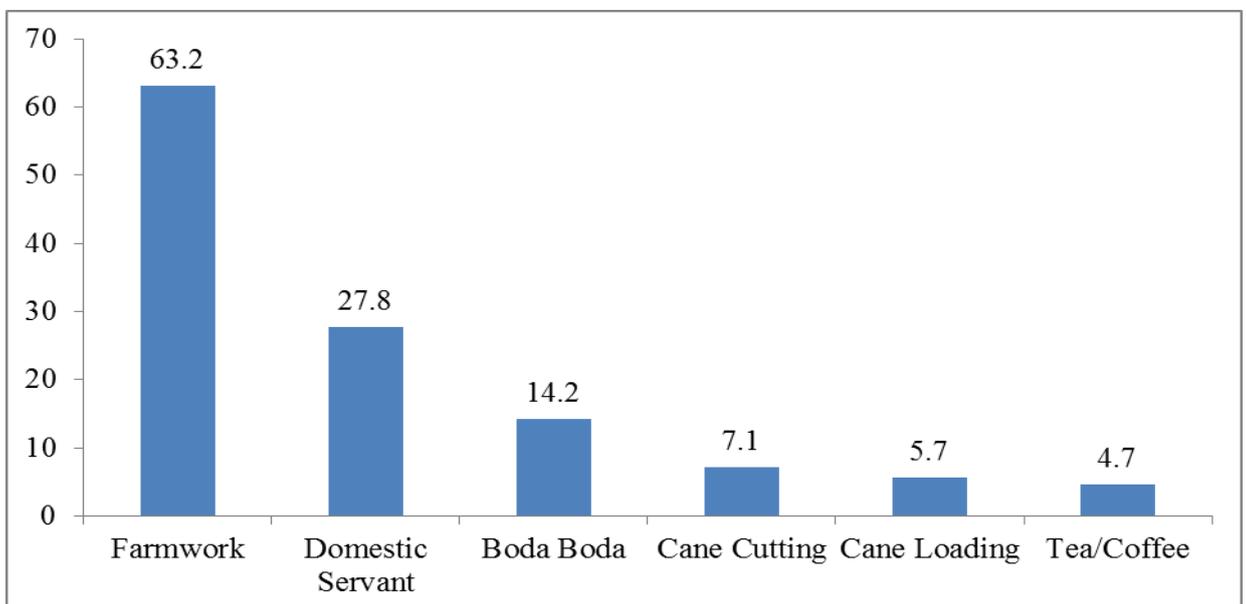
**Figure 4.33: Child Labour among students**

(Source: Field data, 2018).

The results in Figure 4.33 show that 212 students (37%) indicated that they have had to work so as to raise money for school fees and other school needs while 358 students (63%) said they were not required to work to raise money for school needs. The percentage of students who engaged in some form of employment to earn money which they used to pay for education needs was significantly high at 37%. The implication was that the students used some of the time they were to be in school to engage in work thereby negatively affecting participation through absenteeism and outright drop out. The balance between academics and work was fairly delicate.

#### 4.12.1.4 Type of work by students

The students who indicated that they worked to raise money to finance their education requirements were asked to state the type of work they engaged in. Their responses were as shown in Figure 4.34.

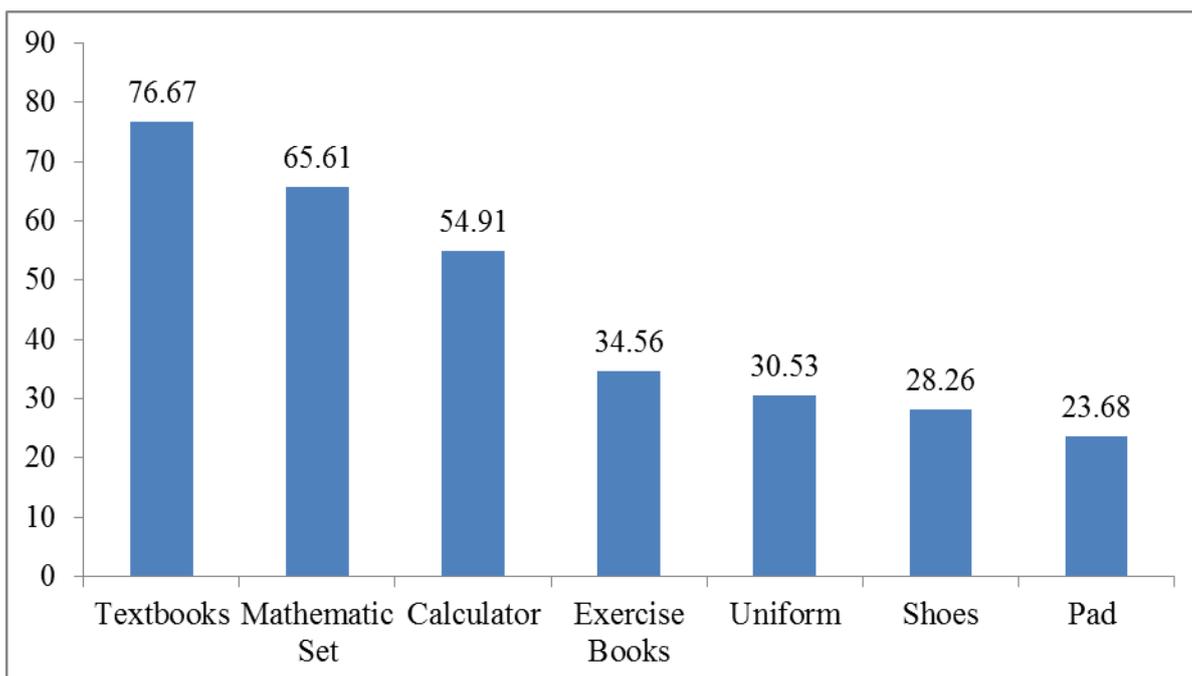


**Figure 4.34: Type of work by students** (Source: Field data, 2018).

Data in Figure 5.9, shows that 63.2% of the students who indicated that they worked were engaged as farm workers, while 27.8% were hired as domestic servants. Motor bike *Boda Boda* riding engaged 14.2%, cane cutting 7.1%, Cane loading 5.7% while 4.7% were employed in tea/coffee picking. Overall, 80.7% were engaged in agricultural sector whereas 27.8% were domestic servants and 14.2% were in transport industry. Cane cutting and loading was found to be prevalent in Mumias East and Kakamega North Sub counties. This was largely due to the presence of Mumias Sugar Factory in Mumias East, West Kenya Sugar and Butali Sugar factories in Kakamega North. These factories stimulated sugar farming to become the dominant activity and economic mainstay in the two sub counties and were the main source of petty employment. Tea picking as an activity was reported mainly in Kakamega East while *Boda Boda* riding, as an economic activity, was reported in all the sub counties.

#### **4.12.1.5 Availability of learning materials**

The sampled students were asked to indicate whether, in their opinion there were essential school items that they did not have. They were also asked to indicate the essential items that they did not have. The responses were as presented in Figure 4.35.



**Figure 4.35: Lack of Learning Materials** (Source: Field data, 2018).

The data in Figure 4.35 shows that a majority of the students (81.4%) reported that they did not have some essential items that were required in school as compared to 18.6%, who reported that they had sufficient and adequate items needed in school. Students who indicated that they lacked some essential items were further asked to name the essential items they did not have. The responses were as presented in Figure 4.35. It was found that majority (76.67%) of sampled students indicated they lacked textbooks. These included set books, classroom text books, mathematical table as well as revision books. It was also found that 65.61% of the students indicated they did not have mathematical/geometrical set, while 54.91% indicated they did not have calculator, 34.56% said they did not have exercise books, 30.53% did not have school uniform and games kit, 28.26% lacked shoes and 23.68% of the sampled girls lacked sanitary pads. When the items were categorized as direct and indirect needs, it was found that that direct costs of education in terms of textbooks, Mathematical instruments and exercise books were the most crucial.

Hidden costs of education were also significant. These were uniforms including shoes. Many girls also reported that they did not have sanitary towels, the percentage of all students was 23.68%. Looked at from a global sample perspective, the percentage tended to downplay the gravity of the problem. When actual frequencies were checked against the female child respondents, it was found that 153 girls (60.38%) out of 255 indicated they did not have sanitary pads. This posed a great challenge to the girls and was largely responsible for a high levels of absenteeism, thereby impacting on their participation in secondary school education. These findings concur with the findings by Ngwacho (2011), Kingori (2015), EFA (1990) and Townsend (1979) on the effects of the hidden costs of education on participation. The findings also reflect the 1995 United Nations definition of poverty as a condition characterised by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information (UN, 2016). Kakamega County was found to have social and economic challenges as reported by students that impacted negatively on their participation in secondary school education.

#### **4.13 Findings from Guidance and Counseling Teachers**

Guidance and counseling teachers were asked about the social and economic conflicts that were prevalent in Kakamega county and were likely to affect students' participation in secondary school education. These included orphanhood, family status, teenage pregnancy, HIV and AIDS, (repugnant and disruptive) cultural activities, child labour and poverty. These were further categorized as social and economic. The responses by Guidance and Counseling teachers were as presented in the following sections.

#### 4.13.1 Prevalence of social conflicts

The social conflicts as used in this study included orphan hood, broken family units, teenage pregnancy and HIV and AIDS.

##### 4.13.1.1 Orphan hood, Broken Family Units and HIV and AIDS

The guidance and counselling teachers were asked to rank the variables of orphan hood, broken family units and HIV and AIDS in order of severity as they affected participation in their schools. The results were as shown in Table 4.5.

**Table 4.5: Guidance and Counselling teachers ranking of challenges**

| Severity | Orphan Hood |      | Broken Family |      | HIV and AIDS |      |
|----------|-------------|------|---------------|------|--------------|------|
|          | f           | %    | f             | %    | f            | %    |
| 1        | 7           | 31.8 | 15            | 68.2 | 6            | 27.3 |
| 2        | 15          | 68.2 | 5             | 22.7 | 3            | 13.6 |
| 3        |             |      | 1             | 4.5  | 5            | 22.7 |
| 4        |             |      | 1             | 4.5  | 2            | 9.1  |
| 5        |             |      |               |      | 6            | 27.3 |
| 6        |             |      |               |      | 6            | 27.3 |

(Source: Field data, 2018).

From Table 4.5, Orphan hood was ranked as the most severe by seven (7) guidance and counselling teachers (31.8%). Fifteen (15) guidance and counselling teachers (68.2%) ranked orphanhood as the second most severe challenge. The results further revealed that fifteen (15) guidance and counselling teachers (68.2%) ranked broken family as most severe, while five (5) teachers (22.7%) ranked broken family as the second most severe. One teacher (4.5%) ranked broken family as moderately severe while one teacher (4.5%) did not think broken family was a challenge. For HIV and

AIDS, six (6) guidance and counselling teachers (27.3%) ranked it as most severe, three (3) teachers (13.6%) ranked it as second most severe, five teachers (22.7%) ranked it as third in severity, two (2) teachers (9.1%) ranked it as fourth, six teachers (27.3%) ranked it as fifth while six (27.3%) ranked HIV and AIDS as the least severe. From the distribution of ranking, it was evident that guidance and counselling teachers did not think HIV and AIDS was a major challenge to students' participation in secondary school education in Kakamega county. This was probably due to improved palliative care and management of HIV and AIDS thereby reducing the effect of the scourge on society in general and the youth in particular.

#### **4.13.1.2 Teenage pregnancy, teenage marriage and Boy Girl Relationship**

The guidance and counselling teachers were asked to rank the severity of teenage pregnancy, teenage marriage and boy girl relationship in their schools. The results were as shown in Table 4.6.

**Table 4.6: Teenage pregnancy, teenage marriage and boy-girl relationships**

| Severity | Teenage Pregnancy |      | Teenage Marriages |      | Boy Girl Relationship |      |
|----------|-------------------|------|-------------------|------|-----------------------|------|
|          | f                 | %    | f                 | %    | f                     | %    |
| <b>1</b> | 9                 | 40.9 |                   |      | 8                     | 36.4 |
| <b>2</b> | 5                 | 22.7 | 4                 | 18.2 | 11                    | 50.0 |
| <b>3</b> | 8                 | 36.4 | 16                | 72.7 | 3                     | 13.6 |
| <b>4</b> |                   |      | 2                 | 9.1  |                       |      |

(Source: Field data, 2018)

The results in Table 4.6 show that nine (9) guidance and counselling teachers (40.9%) ranked teenage pregnancy as most severe, five (5) teachers (22.7%) ranked it as second in severity while eight (8) teachers (36.4%) ranked as third most severe in their

school. The results also show that four (4) guidance and counselling teachers (18.2%) ranked teenage marriages as second in severity, sixteen (16) guidance and counselling teachers (72.7%) ranked teenage marriage as the third most severe challenge while two (2) teachers (9.1%) ranked it as third and least terms of severity. Boy girl relationship was ranked by eight (8) guidance and counselling teachers (36.4%) as most severe challenge in their school, eleven (11) teachers (50%) ranked it as second and three teachers ranked boy – girl relationship at second place and three (3) teachers (13.6%) ranked it as third most severe. These three challenges are however, intertwined. Boy – girl relationship was found to be the most severe challenge in school perpetrated by either members within the school or from outside the school. These relationships were found to take place between students in neighbouring schools as in the case of Kibabii Boys School and Cardinal Otunga Girls, (Mbutia, The Standard: 26<sup>th</sup> March 2018).

#### **4.13.1.3 Cultural activities**

The guidance and counselling teachers were asked to rank the severity of cultural activities of funerals and initiation ceremonies on the participation in education in their schools. Their responses were as presented in Table 4.7.

**Table 4.7: Cultural activities**

| Severity | Funerals |      | Initiations |      |
|----------|----------|------|-------------|------|
|          | f        | %    | f           | %    |
| 1        | 3        | 13.6 | 1           | 4.5  |
| 2        | 10       | 45.5 | 7           | 31.8 |
| 3        | 6        | 27.3 | 3           | 13.6 |
| 4        | 2        | 9.1  | 4           | 18.2 |
| 5        | 1        | 4.5  | 3           | 13.6 |
| 6        |          |      | 4           | 18.2 |

(Source: Field data, 2018)

The results in Table 4.7 show that three (3) guidance and counselling teachers (13.6%) ranked funeral as most severe, ten (10) teachers (45.5%) ranked it as second most severe, six (6) teachers (27.3%) teachers ranked it as third most severe. On the other hand, two (2) teachers (9.1%) ranked it as fourth while one (1) teacher (4.5%) as least severe. It was also observed that one (1) teacher (4.5%) ranked initiations as most severe, seven (7) teachers (31.8%) ranked initiations as second most severe, three (3) teachers (13.6%) ranked it as third most severe. Four (4) teachers (18.2%) ranked it as fourth, three (3) teachers (13.6%) ranked it fifth while four (4) teachers (18.2%) ranked it sixth and least in severity.

#### **4.13.1.4 Ranking of severity of social conflicts**

The study further computed the overall ranking of social conflicts as ranked by the guidance and counselling teachers. The conflict with the least severity rank mean was ranked top while the conflict with a higher severity rank mean was ranked at the bottom. The results are as shown Table 4.8.

**Table 4.8: Ranking of social conflict variables**

| <b>Social Conflict</b> | <b>Severity Value</b> | <b>Mean Rank</b> |
|------------------------|-----------------------|------------------|
| Broken Family Units    | 1.45                  | 1                |
| Orphan Hood            | 1.68                  | 2                |
| Boy Girl Relationship  | 1.77                  | 3                |
| Teenage Pregnancy      | 1.95                  | 4                |
| Funerals               | 2.45                  | 5                |
| Teenage Marriages      | 2.90                  | 6                |
| Initiation ceremonies  | 3.52                  | 7                |
| HIV and AIDS           | 3.95                  | 8                |

(Source: Field data, 2018).

Data in Table 4.8 shows the overall mean rankings of the social conflicts affecting students' participation in secondary schools in Kakamega County as reported by guidance and counselling teachers from the sampled schools. The results indicate that broken family units with a mean rank of 1.45 was the most severe social conflict, followed by orphan hood at 1.68, boy girl relationship at position three with a mean rank of 1.77, teenage marriage with a mean rank of 2.9, initiation ceremonies with mean rank of 3.52 and HIV and AIDS with a mean rank of 3.95 was found to have the least effect on students' participation in secondary school education in Kakamega county.

#### **4.13.2 Economic conflicts**

The economic conflicts as used in this study included poverty and child labour. The findings are as presented below.

##### **4.13.2.1 Poverty**

The guidance and counselling teachers were asked to rank the severity of poverty as it affected students' participation in their school. The results are as shown in Table 4.9.

**Table 4.9: Poverty and participation**

| Severity | Poverty |      |
|----------|---------|------|
|          | f       | %    |
| 1        | 17      | 77.3 |
| 2        | 3       | 13.6 |
| 3        | 2       | 9.1  |

(Source: Field Data, 2018).

The results in Table 4.9 show that seventeen (17) guidance and counselling teachers (77.3%) ranked poverty as most severe economic conflict influencing participation in secondary school education, while three (3) teachers (13.6%) ranked it as second most severe while two (2) teachers (9.1%) ranked it as third.

#### 4.13.2.2 Child Labour

The guidance and counselling teachers were asked to rank the severity of child labour as it influenced students' participation in their school. The results were as shown in Table 4.10.

**Table 4.10: Child labour and participation**

| Severity | Child Labour |      |
|----------|--------------|------|
|          | f            | %    |
| 1        | 11           | 50.0 |
| 2        | 2            | 9.1  |
| 3        | 3            | 13.6 |
| 4        | 4            | 18.2 |
| 5        | 1            | 4.5  |
| 6        | 1            | 4.5  |

(Source: Field data, 2018).

As shown in Table 4.10, eleven (11) guidance and counselling teachers (50%) ranked child labour as the most severe economic conflict, two (2) teachers (9.1%) ranked child labour as the second most severe, three (3) teachers (13.6%) ranked it as third, four (4) teachers (18.2%) ranked it fourth and one (1) teacher (4.5%) ranked child labour fifth and sixth respectively.

#### 4.13.2.2.1 Type of labour

The sampled guiding and counselling teachers were asked to rank the order of severity of child labour such as *boda boda*, domestic servants, farm work, cane cutting, cane loading, and family chores. The results were as presented in Table 4.11.

**Table 4.11: Type of Labour**

| Severity             | Boda Boda |          | Domestic Servant |          | Farm work |          | Cane cutting |          | Cane Loading |          | Family Chore |          |
|----------------------|-----------|----------|------------------|----------|-----------|----------|--------------|----------|--------------|----------|--------------|----------|
|                      | f         | %        | f                | %        | f         | %        | f            | %        | f            | %        | f            | %        |
| <b>1</b>             | 3         | 13.6     | 3                | 13.6     |           |          |              |          |              |          | 4            | 18.2     |
| <b>2</b>             | 5         | 22.7     | 1                | 4.5      | 6         | 27.3     | 6            | 27.3     | 8            | 33.3     | 4            | 18.2     |
| <b>3</b>             | 12        | 54.5     | 6                | 27.3     | 11        | 50.0     | 8            | 36.4     | 1            | 4.8      | 8            | 36.4     |
| <b>4</b>             |           |          | 10               | 45.5     | 3         | 13.6     | 1            | 4.5      | 7            | 28.6     | 5            | 22.7     |
| <b>5</b>             | 2         | 9.1      | 2                | 9.1      | 2         | 9.1      | 8            | 31.8     | 7            | 28.6     |              |          |
| <b>6</b>             |           |          |                  |          |           |          |              |          | 1            | 4.8      | 1            | 4.5      |
| <b>Mean</b>          |           | 2.6818   |                  | 3.3182   |           | 3.0455   |              | 3.4091   |              | 3.6667   |              | 2.8182   |
| <b>Rank Position</b> |           | <b>1</b> |                  | <b>4</b> |           | <b>3</b> |              | <b>5</b> |              | <b>6</b> |              | <b>2</b> |

(Source: Field data, 2018).

From Table 4.11, three (3) guidance and counselling teachers (13.6%) ranked *boda boda* as the first choice of work for students, while five (5) teachers (22.7%) ranked it as second. Twelve (12) teachers (54.5%) ranked *boda boda* at third position in terms of the most common form of labour secondary school students are likely to engage in. The results also show that three (3) teachers (13.6%) ranked domestic servant as the most preferred choice for students while ten (10) guidance and counselling teachers (45.5%) ranked it as a fourth alternative. None of the sampled guidance and counselling teacher's ranked farm work, cane cutting and cane loading as a preferred choice for students. However, 27.3% ranked farm work and cane cutting as second alternative for students as compared to 33.3% of the teachers who indicated cane loading was a preferred option by students.

When the mean rank was computed for the preferred jobs, it was found that the guidance and counselling teachers ranked *boda boda* as the most attractive form of labour to students with a mean rank of 2.6818, followed by family chores at 2.8182, farm work at 3.0455, domestic servant at 3.3182 cane cutting at 3.4091 and cane loading at a mean rank of 3.6667 was the least preferred.

#### 4.13.2.3 Ranking of social and economic conflicts severity

This study computed the mean rankings by guidance and counselling teachers of the listed social and economic challenges in Kakamega County. The mean rankings were presented in Table 4.12.

**Table 4.12: Mean ranking of social and economic challenges**

| <b>Social conflict</b> | <b>Mean Rank</b> | <b>Rank</b> |
|------------------------|------------------|-------------|
| Poverty                | 1.32             | 1           |
| Broken Family Units    | 1.45             | 2           |
| Orphan Hood            | 1.68             | 3           |
| Boy Girl Relationship  | 1.77             | 4           |
| Teenage Pregnancy      | 1.95             | 5           |
| Child Labour           | 2.32             | 6           |
| Funerals               | 2.45             | 7           |
| Teenage Marriages      | 2.90             | 8           |
| Initiation             | 3.52             | 9           |
| HIV and AIDS           | 3.95             | 10          |

(Source: Field Data, 2018).

From the data in Table 4.12, guidance and counselling teachers ranked poverty as the most severe challenge to participation in secondary school education in Kakamega County with a mean rank of 1.32. In second position was broken or dysfunctional

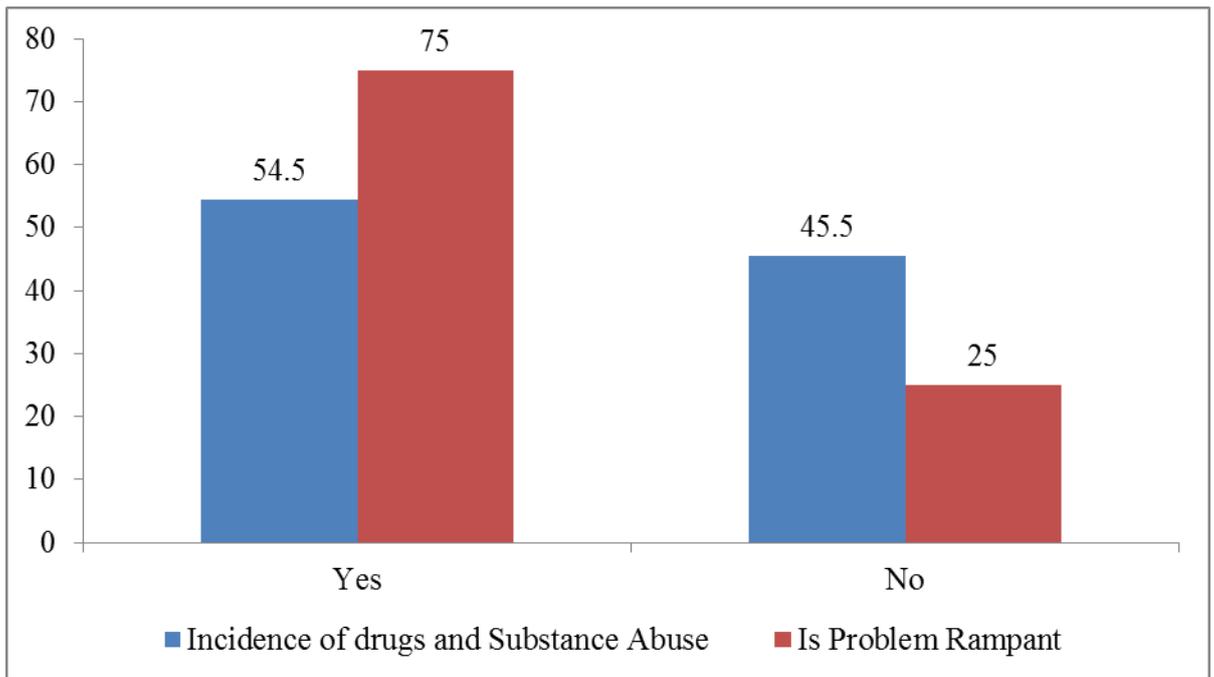
family units which had a mean rank of 1.45 while orphanhood was third with a mean rank of 1.68. On the other hand HIV and AIDS was ranked as having the least influence on participation in secondary school education by guidance and counselling teachers with a mean rank of 3.95. These findings concur with findings by Murunga (2012). He found a significant relationship between socio-cultural activities and students' participation in secondary school education in Vihiga district, Kenya. Socio-cultural activities negatively affected participation in secondary school education.

#### **4.14 Prevalence of drug and substance abuse**

Guiding and counselling teachers were asked to respond to the questionnaire items on drug and substance abuse as observed in their schools. The results were presented in the following sections.

##### **4.14.1 Extent of drugs and substance abuse in secondary schools**

The sampled guiding and counselling teachers were asked to indicate whether there were incidents of drugs and substance abuse in their schools and to say whether in their opinion the problem was rampant. The results were summarised in Figure 4.36.



**Figure 4.36: Incidents and prevalence of drug and substance abuse**

(Source: Field data, 2018).

The data in Figure 4.36 shows that twelve (12) teachers (54.5%) agreed that there were incidents of drug and substance abuse in their schools while ten (10) teachers (45.5%) reported that there were no incidents of drug and substance abuse. The teachers who indicated that there were incidents of drug and substance abuse were further asked to say whether the problem was rampant. Their responses in Figure 4.36 show that nine (9) teachers (75%) indicated the problem was rampant while three (3) teachers (25%) indicated that the problem was not rampant.

#### **4.14.2: Severity of drug and substance abuse in secondary schools by GAC**

The guiding and counselling teachers were asked to state by ranking, severity of drug and substance abuse as a conflict that affects students' participation in secondary school education in Kakamega county. The results were summarised in Table 4.13.

**Table 4.13: Severity of drug and substance abuse by GAC teachers**

| <b>Rank (order of Severity)</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------------|------------------|-------------------|
| 1                               | 1                | 4.5               |
| 2                               | 3                | 13.6              |
| 3                               | 3                | 13.6              |
| 4                               | 11               | 50.0              |
| 5                               | 3                | 13.6              |
| 6                               | 1                | 4.5               |
| <b>Total</b>                    | <b>22</b>        | <b>100</b>        |

(Source: Field data, 2018).

The results in the Table 4.13 show that only one guiding and counselling teacher (4.5%) ranked drug and substance abuse as a very severe problem. Three (3) teachers (13.6%) ranked drug and substance abuse at second and third position respectively while eleven (11) guiding and counselling teachers (50%) indicated that drug and substance abuse was not a very severe challenge and ranked it fourth position. Three (3) teachers (13.6%) and one (1) teacher (4.5%) ranked drug and substance abuse at position five and six respectively indicating that it was not a major challenge affecting participation in secondary school education.

#### **4.14.3 Types of drugs and substances commonly abused by students**

The guiding and counselling teachers were asked to state the types of drugs and substances that were commonly abused by students in order of their frequency. The results were as shown in Table 4.14.

**Table 4.14: Drugs and substances commonly abused by students**

| Drug and Substance                           | Frequency | Percentage |
|--|-----------|------------|
| Alcohol (changaa, busaa, traditional drinks) | 19        | 86.36      |
| Tobacco/cigarettes                           | 16        | 72.73      |
| Bhang  | 10        | 45.45      |
| Miraa  | 5         | 22.73      |
| Kuber  | 3         | 13.64      |

(Source: Field data, 2018).

The results in Table 4.14 show that nineteen (19) guidance and counselling teachers (86.36%) indicated that alcohol was most commonly abused substance by secondary school students. The teachers indicated that the most common types of alcohol abused were *changaa busaa* and other traditional alcoholic drinks. Sixteen (16) guiding and counselling teachers (72.73%) indicated that tobacco/cigarettes was the second most abused substance by secondary school students. This was followed by bhang/cannabis (45.45%), miraa/khat (22.73%) and Kuber, a type of scented tobacco that is chewed, (13.64%). This study corroborates the study by Khattak (2012) who found a high prevalence of drug and substance abuse among secondary school students in public secondary schools.

#### **4.14.4 Risk factors contributing to drug and substance abuse in secondary schools**

The guiding and counselling teachers were asked to list some of the risk factors that contribute to drug and substance abuse by students in their schools. The responses were as summarised in Table 4.15.

**Table 4.15: Risk factors contributing to drug and substance abuse in secondary schools**

| <b>Risk Factors</b>                   | <b>Frequency</b> | <b>Percentage</b> | <b>Rank</b> |
|---------------------------------------|------------------|-------------------|-------------|
| Peer pressure                         | 20               | 90.91             | 1           |
| Ease of availability                  | 19               | 86.36             | 2           |
| Influence of mass media               | 18               | 81.82             | 3           |
| Frustration and stress at home        | 16               | 72.73             | 4           |
| Parents abusing drugs                 | 15               | 68.18             | 5           |
| Cultural activities                   | 15               | 68.18             | 5           |
| Lack of proper guidance/Broken family | 12               | 54.55             | 7           |
| Poor academic performance             | 9                | 40.91             | 8           |
| Indiscipline                          | 7                | 31.82             | 9           |

(Source: Field data, 2018).

As shown in Table 4.15, it was found that twenty (20) guidance and counselling teachers (90.91%) indicated that peer pressure was the highest risk factor that predisposed secondary school students to abuse drugs. Other risk factors included ease of availability (86.36%), influence by the mass media (81.82%), frustration and stress at home (72.73%), parents abusing drugs (68.18%), cultural activities like discos, funerals and initiation ceremonies (68.18%), lack of proper guidance by family (54.55%), poor academic performance (40.91%) and general indiscipline by students (31.82%). Guidance and counselling teachers were asked to state how the risk factors could be addressed. Their suggestions were as presented in Table 4.16.

**Table 4.16: How to address the risk factors**

| <b>Method</b>                     | <b>Frequency</b> | <b>Percentage</b> | <b>Rank</b> |
|-----------------------------------|------------------|-------------------|-------------|
| Guiding and Counselling           | 22               | 100               | 1           |
| Awareness creation                | 22               | 100               | 1           |
| Involve local administration      | 19               | 86.36             | 2           |
| Assign students to foster parents | 15               | 68.18             | 3           |
| Prosecute drug dealers            | 14               | 63.64             | 4           |
| Regular school inspection         | 12               | 54.55             | 5           |

(Source: Field data, 2018).

The data in Table 4.16 shows that all twenty two (22) guidance and counselling teachers proposed guidance and counselling and awareness creation on the effects of drug and substance abuse key methods of addressing the risk factors that predispose secondary school students to abuse drugs. Other methods proposed were the need to involve local administration (86.36%), assign students to foster parents within the school (68.18%), apprehend and prosecute suppliers of drugs and illicit substances (63.64%) and regular school inspection (54.55%).

#### 4.14.5 Challenges associated with drug and substance abuse by students

The sampled guiding and counselling teachers were asked to name the challenges associated drugs and substance abuse in their schools. The results were summarized in Table 4.17.

**Table 4.17: Challenges associated with drug and substance abuse in secondary schools**

| Challenge                             | Frequency | Percentage | Rank |
|---------------------------------------|-----------|------------|------|
| Indiscipline                          | 22        | 100        | 1    |
| Absenteeism/truancy                   | 20        | 90.91      | 2    |
| Immoral behavior                      | 20        | 90.91      | 2    |
| Poor academic performance             | 19        | 86.36      | 4    |
| Addiction                             | 19        | 86.36      | 4    |
| School dropout                        | 16        | 72.73      | 6    |
| Depression/Withdrawal (mental health) | 15        | 68.18      | 7    |
| Health problems (physical health)     | 7         | 31.82      | 8    |

(Source: Field data, 2018).

From Table 4.17 above, all the twenty two (22) sampled guiding and counselling teachers (100%) indicated indiscipline was the main challenge associated with drug and substance abuse in secondary schools. Other challenges in order of importance as reported by guiding and counselling teachers were absenteeism/truancy (90.91%),

immoral behaviour (90.91%), poor academic performance (86.36%), addiction (86.36%), school drop-out (72.73%), mental health problems like depression and withdrawal (68.18%) and physical health problems (31.82%). The findings of this study concur with those of Sullivan and Risler (2002) whose study found that substance abuse in colleges in Pakistan had become a critical public health issue. The Indiana Preventive Resource Centre (2003) reported that drug and substance abuse by students led to a sharp decline in academic performance as well as increase in truancy, theft and gambling. Oteyo and Kariuki (2009) also observed that drug abuse led to psychological impairment and decline in academic performance as it reduced the amount of time spent on studying.

#### **4.15 Findings from Principals on social and economic conflicts**

The twenty two (22) principals of the sampled schools were asked to respond to questions on social and economic conflicts that were prevalent in Kakamega county that were likely to affect participation in their schools.

##### **4.15.1 Social conflicts**

Social conflicts in this study included orphan hood, broken family units, teenage pregnancy and HIV and AIDS. The responses were as presented in the following sections.

##### **4.15.1.1 Orphan hood, Broken Family Units and HIV and AIDS**

The principals were asked to rank the severity of orphan hood, broken family units and HIV and AIDS in their schools. The responses were as shown in Table 4.18.

**Table 4.18: Severity of orphan hood, broken family units and HIV and Aids**

| <b>Severity</b> | <b>Orphan Hood</b> |          | <b>Broken Family</b> |          | <b>HIV and AIDS</b> |          |
|-----------------|--------------------|----------|----------------------|----------|---------------------|----------|
|                 | <b>f</b>           | <b>%</b> | <b>f</b>             | <b>%</b> | <b>f</b>            | <b>%</b> |
| <b>1</b>        | 14                 | 70.0     | 13                   | 65.0     | 2                   | 10.0     |
| <b>2</b>        | 6                  | 30.0     | 4                    | 20.0     | 2                   | 10.0     |
| <b>3</b>        |                    |          | 3                    | 15.0     | 7                   | 35.0     |
| <b>4</b>        |                    |          |                      |          | 3                   | 15.0     |
| <b>5</b>        |                    |          |                      |          | 5                   | 25.0     |
| <b>6</b>        |                    |          |                      |          | 1                   | 5.0      |

(Source: Field data, 2018).

From Table 4.18, fourteen (14) principals (70%) ranked orphan hood as the most severe challenge affecting participation in secondary school education in Kakamega county while six (6) principals (30%) of the sampled principals ranked it as second in severity. The results further showed that thirteen (13) principals (65%) ranked broken family units as most severe challenge to participation in secondary school education in Kakamega County while four (4) principals (20%) ranked at second position and three (3) principals ranked broken family units at third position. For HIV and AIDS, only two (2) principals (10.0%) ranked it as most severe challenge to participation in secondary education in Kakamega county, two (2) principals (10%) ranked it second, seven (7) principals (35%) ranked it as third, three (3) principals (15%) ranked it as fourth, five (5) principals (25%) ranked it as fifth and one (1) principal (5%) sixth in terms of severity in affecting participation in secondary education in Kakamega county. On average HIV and AIDS was not, in the opinion of sampled principals, a significant challenge to participation in secondary school education in Kakamega County.

#### 4.15.1.2 Teenage pregnancy, teenage marriage and Boy Girl Relationship

The Principals were asked to rank the severity of teenage pregnancy, teenage marriage and boy girl relationship in their schools as they affect participation in secondary school education in their schools in particular and in Kakamega county in general.

The results were as shown in Table 4.19.

**Table 4.19: Teenage pregnancy, teenage marriage and boy-girl relationship**

| Severity | Teenage Pregnancy |      | Teenage Marriages |      | Boy Girl Relationship |      |
|----------|-------------------|------|-------------------|------|-----------------------|------|
|          | f                 | %    | f                 | %    | f                     | %    |
| 1        | 5                 | 25.0 | 1                 | 5.0  | 5                     | 25.0 |
| 2        | 12                | 60.0 | 2                 | 10.0 | 10                    | 50.0 |
| 3        | 1                 | 5.0  | 11                | 55.0 | 4                     | 20.0 |
| 4        | 2                 | 10.0 | 6                 | 30.0 | 1                     | 5.0  |

(Source: Field data, 2018).

The results in Table 4.19 show that five (5) principals (25%) ranked teenage pregnancy as a significant challenge to participation in secondary education in Kakamega county. Twelve (12) principals (60%) ranked it as second most important challenge while one (1) principal (5%) ranked it as third and two (2) principals (10%) and two (2) principals ranked teenage pregnancy at position four and the least in importance as a challenge affecting participation in secondary education in Kakamega County. The findings also revealed that only one (1) principal (5%) ranked early marriages as the most severe challenge to participation in secondary school education in Kakamega county, two (2) principals (10%) ranked it as second while eleven (11) principals (55%) and six (6) principals (30%) ranked it as third and fourth respectively. In total more than eighty (80) percent of the sampled principals did not think teenage marriages were a significant challenge to participation in secondary

school education in Kakamega county. Five (5) principals (25%) indicated that boy girl relationship was a significant challenge to participation in secondary school education in Kakamega county as they ranked it first. Ten (10) principals (50%) ranked boy girl relationship at position two while four (4) principals (20%) ranked it as third and one (1) principal ranked it as fourth and least in significance to affect participation in secondary school education in Kakamega county.

#### 4.15.1.3 Cultural activities

The principals were asked to indicate by ranking whether some common cultural activities affected participation in secondary school education in Kakamega county. Their responses were as presented in Table 4.20.

**Table 4.20: Cultural activities**

| Severity | Funerals |      | Initiations |      |
|----------|----------|------|-------------|------|
|          | f        | %    | f           | %    |
| 1        | 4        | 20.0 | 2           | 10.0 |
| 2        | 5        | 25.0 | 3           | 15.0 |
| 3        | 4        | 20.0 | 6           | 30.0 |
| 4        | 6        | 30.0 | 7           | 35.0 |
| 5        | 1        | 5.0  | 2           | 10.0 |
| 6        |          |      | 2           | 10.0 |

(Source: Field data, 2018).

The results in Table 4.20 show that four (4) of the sampled principals (20%) ranked the attendance of funerals as posing a significant challenge to participation in secondary education in Kakamega county. Five (5) principals (25%) ranked funeral in second position, four (4) principals (20%) ranked it at third position, six (6) principals (30%) ranked it as fourth and one (1) principal ranked it as fifth and posing the least challenge to participation in secondary school education in Kakamega county.

It was also found that only two (2) principals (10%) ranked initiation ceremonies as posing a challenge to participation in secondary school education in Kakamega county by ranking it at first position. Three (3) principals (15%) ranked it as second, six (6) principals ranked it as third, seven (7) principals ranked it as fourth, and two (2) principals (10%) ranked it as fifth and sixth respectively. The principals indicated that cultural ceremonies, by their permissive approach, gave the youth a chance to indulge in some activities that they would not be allowed to under normal circumstances. Therefore the ceremonies generally opened the avenue for youth to engage in alcohol and substance abuse with abandon as well as sex. However, from the statistics in Table 4.20, the principals indicated that cultural activities *per se* did not constitute a significant challenge to participation in secondary school education in Kakamega county.

#### **4.15.1.4 Ranking of the severity of social conflicts**

The study further computed the mean rank for each of the social conflicts and how they affected participation in secondary school education in Kakamega county as indicated by principals. The conflict with the least mean rank value had the highest impact on participation in secondary school education in Kakamega county and was ranked top while the conflict with higher mean rank value had the least comparative impact on participation in secondary school education and was ranked at the bottom. The results were as shown Table 4.21.

**Table 4.21: Mean rank of social conflicts**

| <b>Social Conflict</b> | <b>Mean Rank Value</b> | <b>Rank</b> |
|------------------------|------------------------|-------------|
| Broken Family Units    | 1.5000                 | 1           |
| Teenage Pregnancy      | 1.9318                 | 2           |
| Orphan Hood            | 2.0455                 | 3           |
| Initiation             | 2.5909                 | 4           |
| Funerals               | 2.7442                 | 5           |
| Boy Girl Relationship  | 3.0682                 | 6           |
| HIV and AIDS           | 3.5455                 | 7           |
| Teenage Marriages      | 3.7727                 | 8           |

(Source: Field data, 2018).

The statistics in Table 4.21 indicate that broken/dysfunctional family units, with a mean rank of 1.5000, constituted the greatest social challenge to participation in secondary school education in Kakamega county. Teenage pregnancy was the second most important challenge to participation in secondary education as ranked by principals at a mean rank of 1.9318. Orphan hood with a mean rank of 2.0455 was third, while initiation ceremonies and funeral ceremonies were fourth and fifth respectively. From the mean ranks by principals, it was revealed that Boy-Girl relationships, HIV and AIDS and teenage marriages did not present significant challenges to participation in secondary education in Kakamega county.

#### **4.15.2 Economic conflicts**

Principals of the sampled schools were asked to rank the severity of economic conflicts, namely, poverty and child labour and how they affected participation in secondary school education in Kakamega county. The responses were as presented in the following sections.

#### 4.15.2.1 Poverty

The principals were asked to rank the severity of poverty in their school as it affected participation in secondary school education in Kakamega county. The results were as shown in Table 4.22.

**Table 4.22: Poverty as ranked by principals**

| Severity | Poverty |      |
|----------|---------|------|
|          | f       | %    |
| 1        | 20      | 90.9 |
| 2        | 2       | 9.1  |

(Source: Field data, 2018).

The results in Table 4.22 show that twenty (20) principals (90.9%) ranked poverty as a serious economic challenge to participation in secondary school education in Kakamega county. Two (2) principals (9.1%) ranked poverty in second place. On the overall however, all principals of the sampled schools indicated that poverty posed a formidable threat to participation in secondary school education in Kakamega county.

#### 4.15.2.2 Child Labour

The principals were asked to rank the severity of child labour and how it affects participation in secondary education. The results were as shown in Table 4.23.

**Table 4.23: Child labour as ranked by principals**

| Severity | Child labour |      |
|----------|--------------|------|
|          | f            | %    |
| 1        | 2            | 9.1  |
| 2        | 6            | 27.3 |
| 3        | 12           | 54.5 |
| 4        | 1            | 4.5  |
| 5        | 1            | 4.5  |

(Source: Field data, 2018).

The data in Table 4.23 shows that two (2) principals (9.1%) ranked child labour as a major economic challenge to participation in secondary school education in Kakamega county, six (6) principals (27.3%) ranked it as the second, twelve (12) principals (54.5%) ranked it as third while one principal each ranked is as fourth and fifth respectively. The sampled principals were further asked to rank the order of severity the most common forms of child labour in Kakamega county and how they affect participation in secondary school education. These were boda boda, domestic servants, farm work, cane cutting, cane loading, and family chores. The results were as presented in Table 4.24.

**Table 4.24: Ranking of forms of child labour**

| <b>Severity</b>  | <b>Boda Boda</b> | <b>Family Chore</b> | <b>Domestic Servant</b> | <b>Farm work</b> | <b>Cane cutting</b> | <b>Cane Loading</b> |
|------------------|------------------|---------------------|-------------------------|------------------|---------------------|---------------------|
| <b>1</b>         | 13.6             | 18.2                | 13.6                    | 11.4             | 4.5                 | 2.3                 |
| <b>2</b>         | 36.4             | 27.3                | 29.5                    | 22.7             | 20.5                | 34.1                |
| <b>3</b>         | 38.6             | 27.3                | 18.2                    | 38.6             | 43.2                | 15.9                |
| <b>4</b>         | 2.3              | 20.5                | 34.1                    | 18.2             | 11.4                | 18.2                |
| <b>5</b>         | 6.8              | 2.3                 | 4.5                     | 9.1              | 20.5                | 22.7                |
| <b>6</b>         | 2.3              | 4.5                 |                         |                  |                     | 6.8                 |
| <b>Mean Rank</b> | 2.4545           | 2.7500              | 2.8636                  | 2.9091           | 3.2273              | 3.4545              |
| <b>Position</b>  | <b>1</b>         | <b>2</b>            | <b>3</b>                | <b>4</b>         | <b>5</b>            | <b>6</b>            |

(Source: Field data, 2018).

Table 4.24 shows the ranking by principals of the common forms of child labour and the mean rank for each. The sampled principals ranked boda boda as the most common form of child labour with a mean rank of 2.4545 followed by family chores with a mean rank of 2.7500. The others were domestic servant (2.8636), general farm work (2.9091), cane cutting (3.2273) and cane loading (3.4545) respectively. Child labour was found to be gender sensitive. Principals reported that boys were mainly found to work as boda boda, cane cutting and cane loading, while girls were

predominantly engaged in family chores. However both boys and girls were reported to work as domestic servants and general farm workers.

#### **4.15.2.3 Ranking of the severity of social and economic conflicts**

The mean ranking by principals of social economic conflicts and how they affected participation in secondary school education was computed and results presented in Table 4.25.

**Table 4.25: Mean rank of social and economic conflicts by principals**

| <b>Conflict</b>       | <b>Severity Value</b> | <b>Rank</b> |
|-----------------------|-----------------------|-------------|
| Child Labour          | 1.2045                | 1           |
| Broken Family Units   | 1.5000                | 2           |
| Poverty               | 1.5227                | 3           |
| Teenage Pregnancy     | 1.9318                | 4           |
| Orphan Hood           | 2.0455                | 5           |
| Initiation            | 2.5909                | 6           |
| Funerals              | 2.7442                | 7           |
| Boy Girl Relationship | 3.0682                | 8           |
| HIV and AIDS          | 3.5455                | 9           |
| Teenage Marriages     | 3.7727                | 10          |

(Source: Field data, 2018).

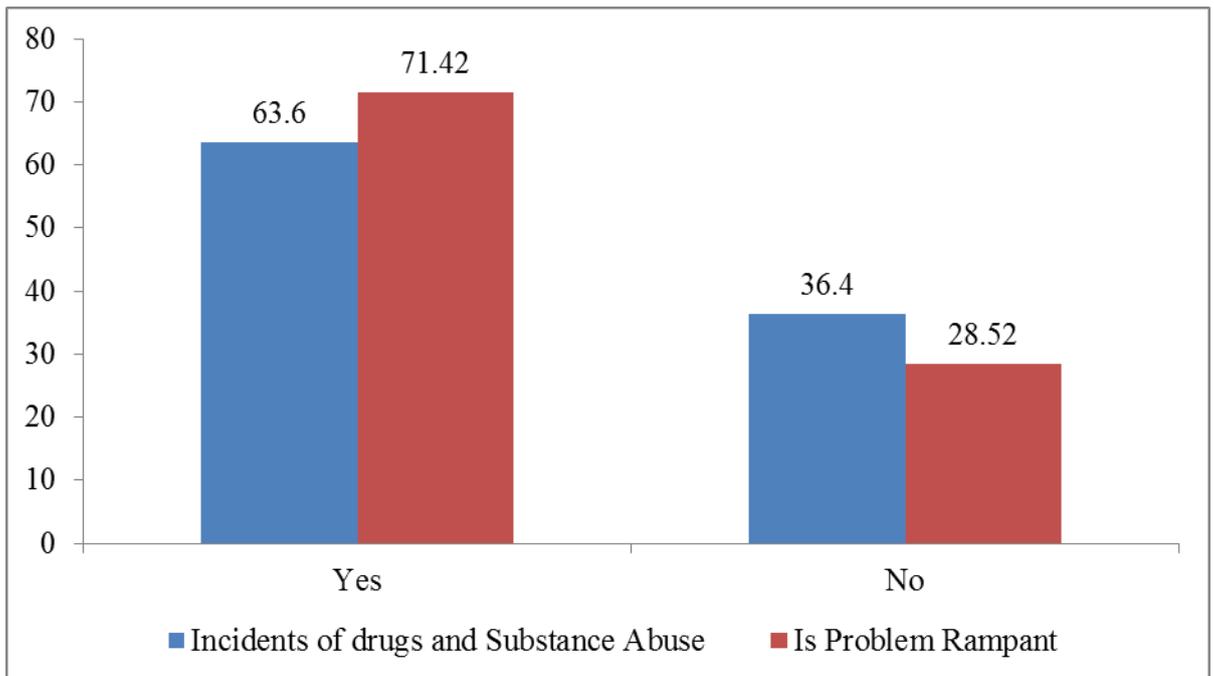
From Table 4.25, poverty was ranked as the most severe conflict in Kakamega County by the sampled principals while teenage marriage was ranked least in order of importance.

#### **4.15.3 Findings from Principals on drug and substance abuse**

The twenty two (22) principals from the sampled schools were asked to respond to questionnaire items on drug and substance abuse in their schools. Their responses were as presented in the following sections.

#### 4.15.3.1: Incidents of drug and substance abuse

The sampled principals were asked to indicate whether there were incidents of drug and substance abuse in their schools and to say whether, in their opinion, these incidents were rampant. The results were as shown in Figure 4.37.



**Figure 4.37: Incidents of drug and substance abuse**

(Source: Field data, 2018).

From Figure 4.37, fourteen (14) principals (63.6%) indicated that there were incidents of drug and substance abuse in their schools while eight (8) principals (36.4%) responded that there was no incident of drug and substance abuse in their school. Those who responded in the affirmative, ten (10) principals (71.42%) indicated the drug and substance abuse was rampant while four (4) principals (28.52%) indicated that drug and substance abuse was not rampant in their schools.

#### 4.15.3.2 Types of drugs and substance abused by students

The principals were also asked to state the types of drugs and substances commonly abused by students in secondary schools in order of importance. Their responses were summarised in Table 4.26.

**Table 4.26: Substances commonly abused by secondary school students**

| <b>Drug and Substance</b> | <b>Frequency</b> | <b>Percentage</b> | <b>Rank</b> |
|---------------------------|------------------|-------------------|-------------|
| Alcohol                   | 22               | 100               | 1           |
| Tobacco/cigarettes        | 20               | 90.90             | 2           |
| Bhang/cannabis            | 19               | 86.36             | 3           |
| <i>Kuber</i>              | 8                | 36.36             | 4           |
| Miraa                     | 7                | 31.81             | 5           |

(Source: Field data, 2018).

The results in Table 4.26 show that all the twenty two (22) sampled principals (100%) indicated that alcohol was most commonly abused substance by secondary school students. Other substances commonly abused by secondary school students in order of frequency as indicated by principals were tobacco/cigarettes (90.9%), bhang/cannabis (86.36%), *kuber* (36.36%) and miraa was reported by seven (7) principals 31.81%) as the least abused substance by secondary school students.

#### **4.15.3.3 Risk factors contributing to drug and substance abuse in secondary schools**

The sampled principals were asked to state the risk factors that predispose secondary school students in Kakamega county to drug and substance abuse. The responses were summarised in Table 4.27.

**Table 4.27: Risk factors leading to drug and substance abuse in secondary schools**

| <b>Risk factors</b>               | <b>Frequency</b> | <b>Percentage</b> | <b>Rank</b> |
|-----------------------------------|------------------|-------------------|-------------|
| Easily available                  | 22               | 100               | 1           |
| Peer pressure                     | 20               | 90.90             | 2           |
| Mass media and pop culture        | 17               | 77.27             | 3           |
| Dysfunctional families            | 15               | 68.18             | 4           |
| Parents addicted to drugs/alcohol | 14               | 63.64             | 4           |
| Cultural ceremonies               | 11               | 50.00             | 5           |
| Day scholar phenomenon            | 11               | 50.00             | 5           |
| Frustration and stress at home    | 10               | 45.45             | 6           |
| Failure at school                 | 4                | 18.18             | 7           |
| Relationship with administration  | 3                | 13.64             | 8           |

(Source: Field data, 2018).

The findings in Table 4.27 show that all the twenty two (22) sampled principals (100%) reported that the highest risk factor was availability. They indicated that substances commonly abused by students were easily available within the school vicinity. Other predisposing factors as reported by principals were peer pressure (90.90%), influence of mass media and youth pop culture (77.27%), dysfunctional/broken families (68.18%), parents who were addicted to drugs and alcohol (63.64%), cultural ceremonies as occasions where the youth experimented with drugs and alcohol because it was easily available (50%), day scholars who brought illicit substances to school (50%), frustrations at home (45.45%), failure in school and general poor academic performance (18.18%) and poor relationship with school administration which implied general student's indiscipline among students was reported as a risk factor by three (3) principals (13.64%). The principals were further asked to suggest ways of addressing the risk factors. Their responses were summarised in Table 4.28.

**Table 4.28: How risk factors can be addressed**

| <b>Strategy</b>              | <b>Frequency</b> | <b>Percentage</b> | <b>Rank</b> |
|------------------------------|------------------|-------------------|-------------|
| Guidance and counselling     | 22               | 100               | 1           |
| Use foster parents           | 19               | 86.36             | 2           |
| Involve local administration | 14               | 63.64             | 3           |
| Regular inspection           | 13               | 59.09             | 4           |

(Source: Field data, 2018).

From Table 4.28 it was shown that all twenty two (22) principals (100%) indicated that guidance and counselling was the preferred strategy to address the risk factors that predispose secondary school students to substance and drug abuse in Kakamega county. Nineteen (19) principals recommended the use of foster parent approach in school where students are attached to a teacher for mentorship and counselling purposes. Fourteen (14) principals recommended involving the local administration especially to deal with peddlers who made substances available to secondary school students, while thirteen (13) principals (59.09%) recommended regular inspection of schools to deter students from keeping and abusing drugs in school.

#### **4.15.3.4 Extent of drug and substance abuse in secondary schools**

The sampled principals were asked to indicate by ranking whether, in their opinion, drug and substance abuse was a severe conflict affecting students' participation in secondary school education in Kakamega county. The results were as shown in Table 4.29.

**Table 4.29: Extent of drug and substance abuse in secondary schools**

| Rank (order of Severity) | Frequency | Percentage |
|--------------------------|-----------|------------|
| 1                        | 1         | 4.5        |
| 2                        | 6         | 27.3       |
| 3                        | 11        | 50.0       |
| 4                        | 1         | 4.5        |
| 5                        | 1         | 4.5        |
| 6                        | 2         | 9.1        |

(Source: Field data, 2018).

The results in the Table 4.29 revealed that one (1) principal (4.5%) indicated that drug and substance abuse was alarming, six (6) principals (27.3%) ranked it in second position while eleven (11) principals (50%) ranked it in third position. The mean rank of 3.04 indicated that principals believed drug and substance abuse was a significant problem in secondary schools in Kakamega county although not a severe in affecting students' participation in secondary school education.

#### 4.15.3.5 Challenges associated with drug and substance abuse by students

The sampled principals were asked to indicate the challenges caused by drug and substance abuse in their schools. Their responses were as summarised in Table 4.30.

**Table 4.30: Challenges of drug and substance abuse in secondary schools in Kakamega county**

| Challenge                  | Frequency | Percentage | Rank |
|----------------------------|-----------|------------|------|
| Indiscipline               | 22        | 100        | 1    |
| Poor academic performance  | 21        | 95.45      | 2    |
| Absenteeism                | 21        | 95.45      | 2    |
| Addiction                  | 19        | 86.36      | 4    |
| Immoral behaviour.         | 18        | 81.82      | 5    |
| School dropout             | 16        | 72.73      | 6    |
| Depression/mental problems | 13        | 59.09      | 7    |
| Health problems            | 3         | 13.64      | 8    |

(Source: Field data, 2018).

The results in Table 4.30 show that all the twenty two (22) sampled principals (100%) indicated that the main challenge associated with drug and substance abuse in secondary schools was indiscipline. Twenty one (21) principals (95.45%) indicated that drug and substance abuse led to poor academic performance by the victims and absenteeism respectively. Addiction was another challenge associated with drug and substance abuse as indicated by nineteen (19) principals (86.36%) while eighteen (18) principals (81.82%) showed that immoral behaviour was associated with drug and substance abuse in secondary schools. Other notable challenges were school dropout as indicated by sixteen (16) principals (72.73%), depression and attendant psychological problems as shown by thirteen (13) principals (59.09%) and finally three (3) principals (13.64%) indicated that health problems were a major challenge.



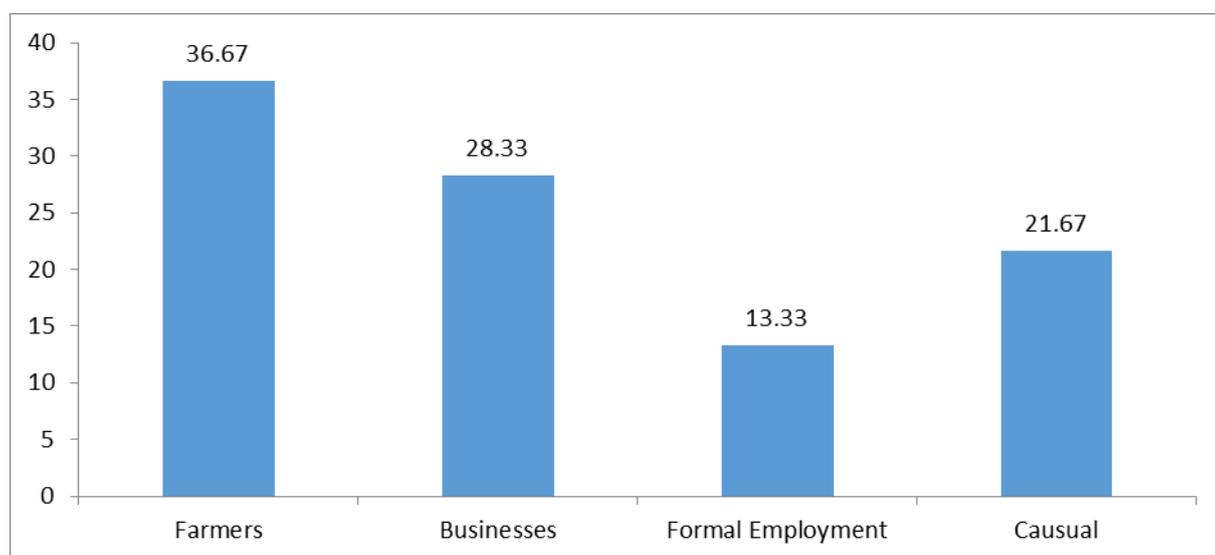
**Plate 4.1: Interview with the Principal, Mukhonje 'K' Mixed secondary school, Martha M'mbasu**

#### 4.16. Findings from parents/guardians

The parents/guardians were asked to indicate the social and economic challenges facing them and their responses were as presented in the following sections.

##### 4.16.1 Occupation of parents/guardians

The sampled parents/guardians were asked to indicate their occupation and their responses were as presented in Figure 4.38.



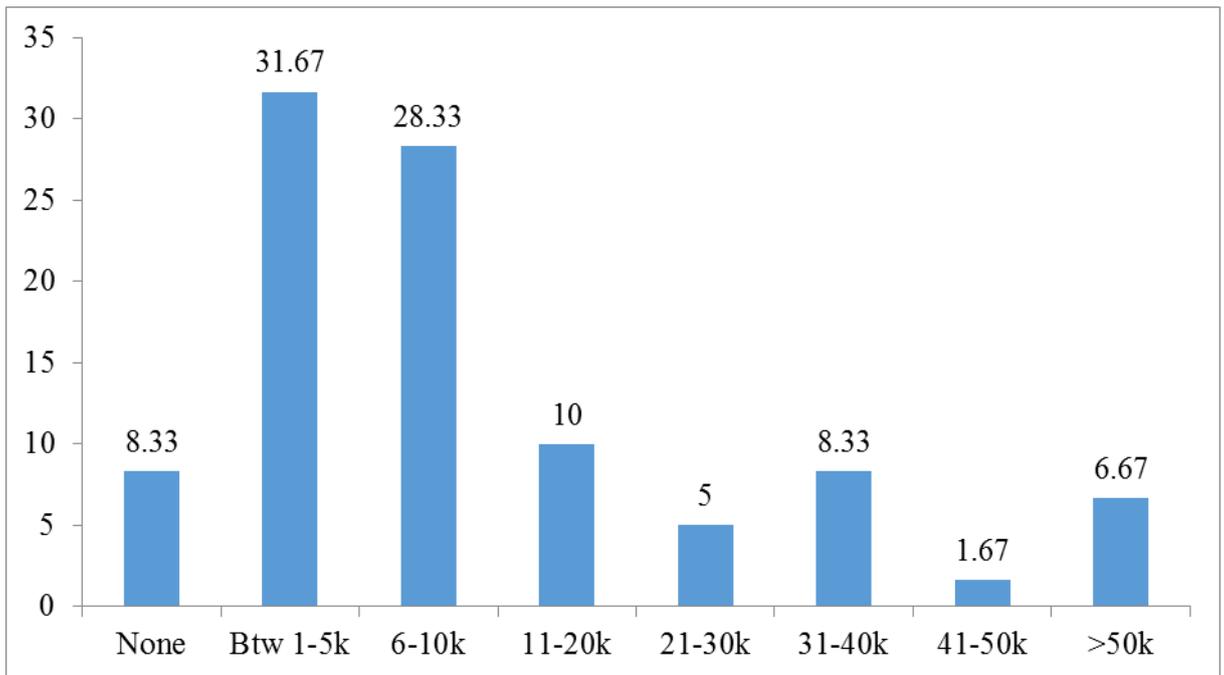
**Figure 4.38: Occupation of parents/guardians**

(Source: Field data, 2018).

From the data in Figure 4.38, twenty-two (22) parents/guardians (36.67%) indicated that they were farmers, seventeen (17) parents/guardians (28.33%) indicated they were small scale business people, thirteen (21.67%) were casual labourers, while only eight (8) parents/guardians (13.33%) indicated they were in salaried formal employment.

##### 4.16.2 Monthly parents/guardians income

The parents/guardians were asked to indicate their approximate monthly income and their responses were as in Figure 4.39.

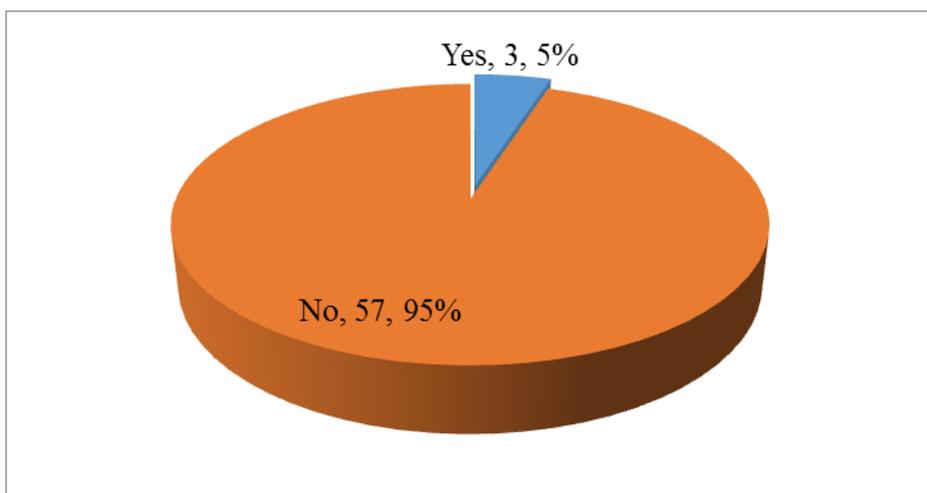


**Figure 4.39: Monthly parents/guardians income**  
(Source: Field data, 2018).

Data in Figure 4.39 shows that five (5) parents/guardians (8.33%) indicated that they did not have any income, nineteen (19) household heads (31.67%) indicated they earned between Kshs. 1,000 and 5,000. This was the modal income bracket implying that most parents/guardians earn approximately Kshs.5,000. Only four (4) parents/guardians (6.67%) indicated they earn over Kshs. 50,000 per month.

#### **4.16.3 Adequacy of parents/guardians finances**

The sampled parents/guardians were asked to indicate whether their income was adequate to meet the household needs and the responses were as in Figure 4.40.

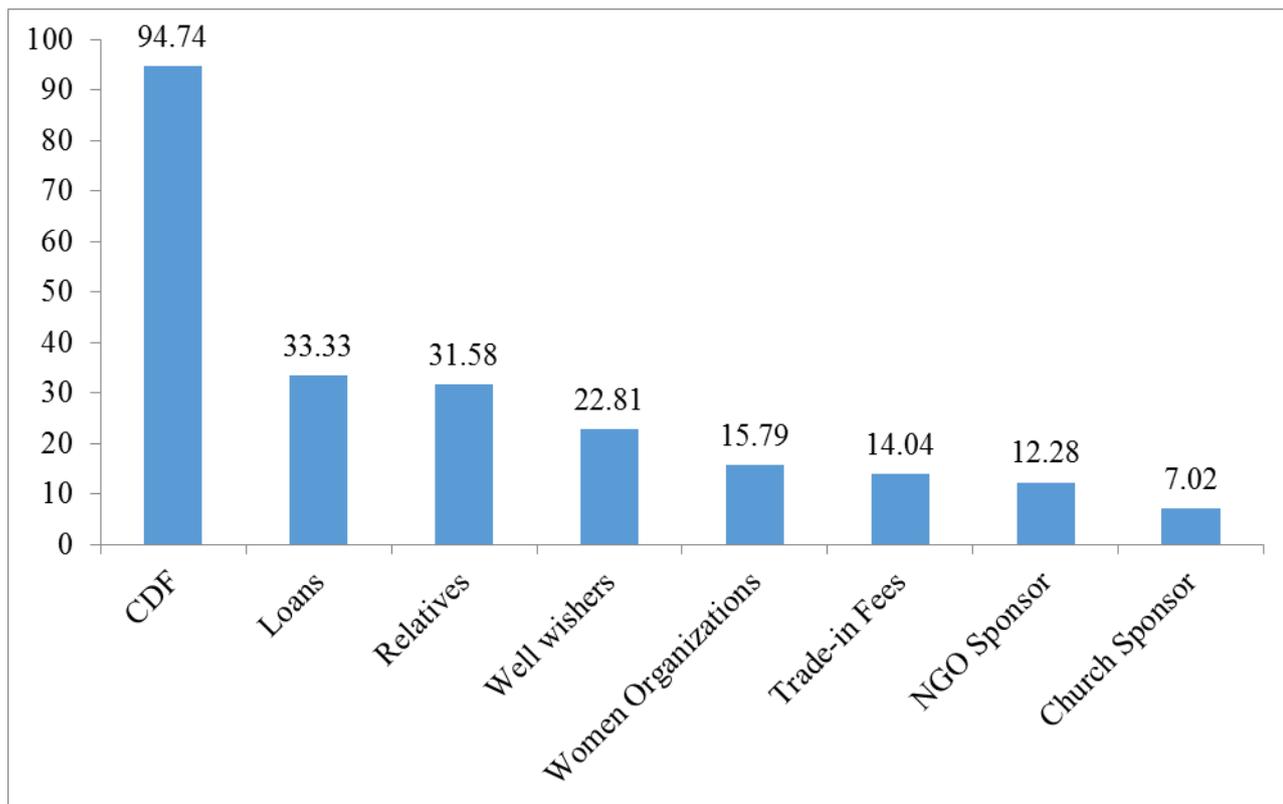


**Figure 4.40: Adequacy of parents/guardians finances**  
(Source: Field data, 2018).

From the data in Figure 4.40, fifty-seven (57) parents/guardians (95%) reported that the household finances were not adequate to support their needs including children's education. Three (3) respondents (5%) indicated that their family income was adequate to cover household needs.

#### **4.16.4 Sources of funds for fees**

The parents/guardians were asked to indicate how they raised funds needed to pay for their children's fees and their responses were as in Figure 4.41.



**Figure 4.41: Source of funds for fees** (Source: Field data, 2018).

From the results in Figure 4.41, fifty-four (54) respondents (94.74%) indicated that they relied on national government constituency development Fund (NG-CDF) bursary. Nineteen (19) respondents (33.33%) indicated they took loans, eighteen (18) respondents (31.58%) indicated they were assisted by relatives, thirteen (22.81%) indicated they were assisted by well-wishers while seven (7) parents/guardians (12.28%) indicated that they were assisted by NGO sponsors such as SIAPEI in Shianda, Mumias East Sub County. Eight respondents (14.04%) indicated that they paid fees in kind by way of either supplying goods or labour. Nine (9) respondents (15.79%) indicated they raised fees from welfare groups like merry-go-round.



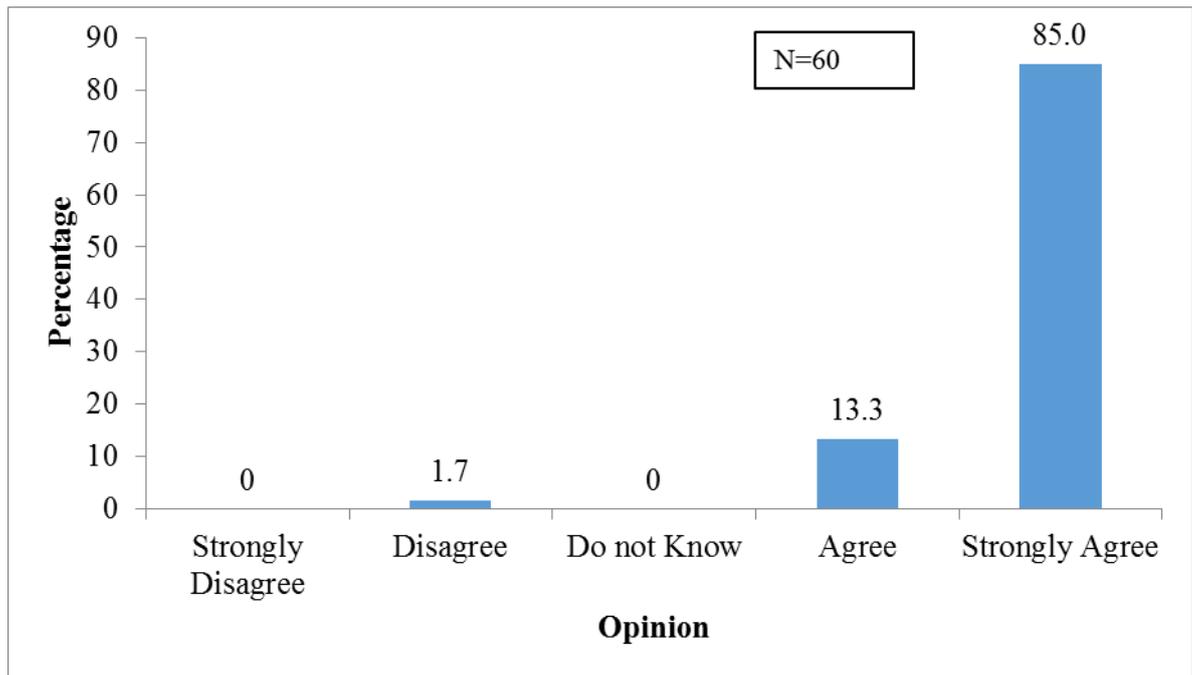
**Plate 4.2: Interview with parent/guardian in Mumias East**

#### **4.17 Social and economic challenges affecting participation in secondary school education**

The parents/guardians were asked to rate, on a five point scale, the effect of social and economic challenges on students' participation in secondary school education. The findings were as presented in the following sections

##### **4.17.1 Poverty**

The respondents were asked to indicate whether poverty affected participation in secondary school education. The results were as presented in Figure 4.42.



**Figure 4.42: Poverty and participation in secondary school education**

(Source: Field data, 2018).

From Figure 4.42, fifty-one (51) parents/guardians (85%) strongly agreed that poverty affects the participation of students in secondary school education, eight (8) respondents (13.33%) agreed and only one respondent (1.7%) disagreed. Some of the challenges associated with poverty were lack of basic requirements both at school and home. Interviews and focused group discussion with the parents/guardians revealed that some students lack food and this affected their concentration while at school. Others indicated lack of uniform, lack of good beddings, lack of sanitary pads and lack of adequate medical attention negatively affected students’ participation in secondary school education. The findings from the interview further revealed that parents were unable to raise the secondary school fees due to the poverty. The money they got was used on the provision of basic needs like food. One of the parents/guardians from Mumias East Sub County said that:

... Children from families that have high poverty level cannot go to school on an empty stomach, they lack of uniform and school fees. In some cases children accompany parents to look for labour to supplement family income (Interview with parent/guardian, Mumias East Sub County, 18/8/2018, 11:45 AM)

In interviews and focused group discussions with parents/guardians from Kakamega North sub county, a respondent observed that:

Poverty has resulted to frequent sending (students) back home to collect fees. This demoralizes learning and is responsible for some of students indulging in drug abuse (Interview with parents/guardians, Kakamega North Sub County, 30/8/2018, 5:45 PM)

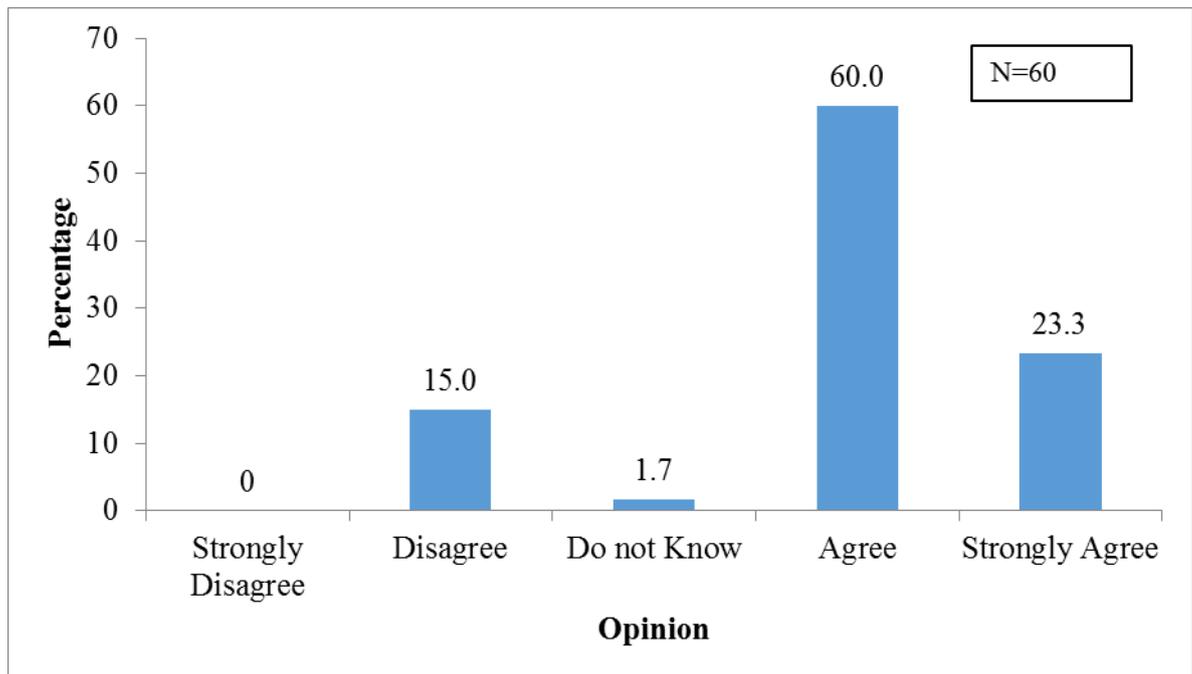
In another interview in Kakamega East, it was revealed that students were made to stay at home in order to work and contribute to family income. This was found to have a significant effect participation of students in secondary school education in the Sub County. One of the parents/guardians respondents said that:

Female children engage in bad manners due to poverty to meet their need thus leading the pregnancies and drop out of school (Interview with parents/guardians, Kakamega East Sub County, 16/8/2018, 09:00 AM)

These findings concur with Njeru and Orodho (2003), Robertson (2011), Neuman (2009), Mwangi (2004). Field and Ambrus (2005) found a significant relationship between poverty and teenage pregnancy in Bangladesh which negatively affected participation in education by the girl child.

#### **4.17.2 Temporary Labour and participation in secondary school education**

The sampled parents/guardians were asked to indicate whether temporary labour by students affected participation in secondary school education. The responses were as in Figure 4.43.



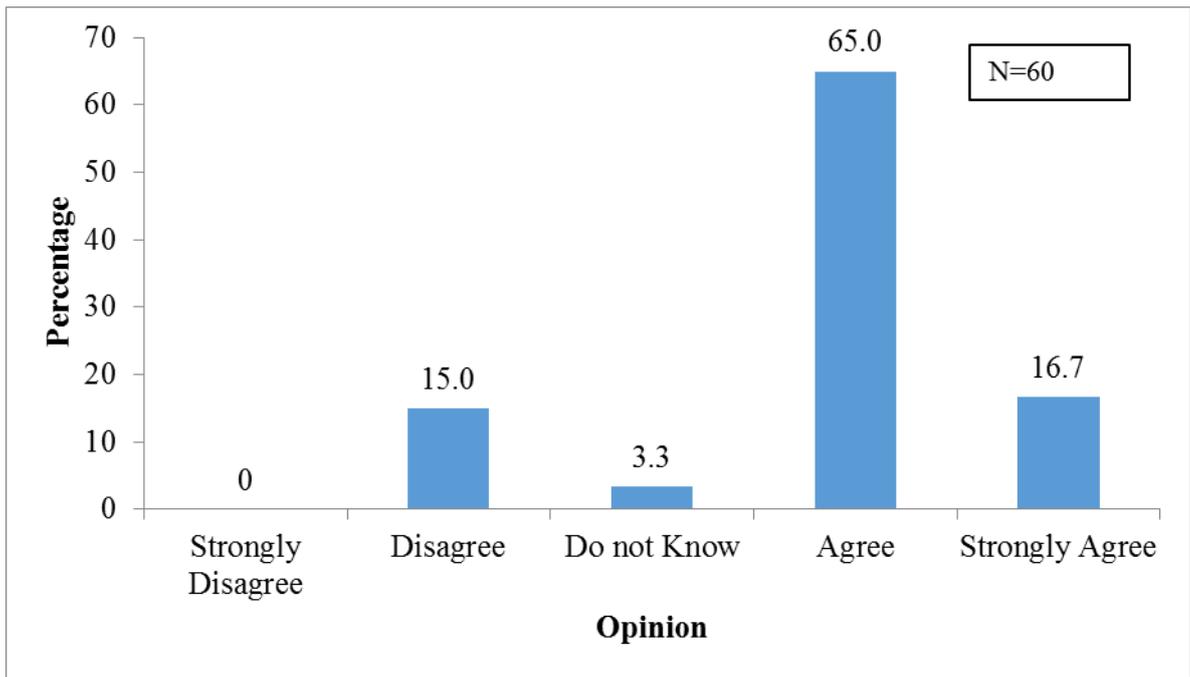
**Figure 4.43: Temporary labour and participation in secondary school education**

(Source: Field data, 2018).

From Figure 4.43, thirty-six (36) of the sampled parents/guardians (60%) agreed and fourteen (23.33%) strongly agreed that temporary labour to supplement family income affected students’ participation in secondary school education as it led to chronic absenteeism and eventually dropping out of school by the affected students. Nine (9) parents/guardians (15%) disagreed that temporary labour to supplement family affected participation in secondary school education.

#### **4.17.3 Domestic chores**

The sampled parents/guardians were asked to indicate whether attendance to domestic chores by students affected their participation in secondary school education. The responses were as presented in Figure 4.44.

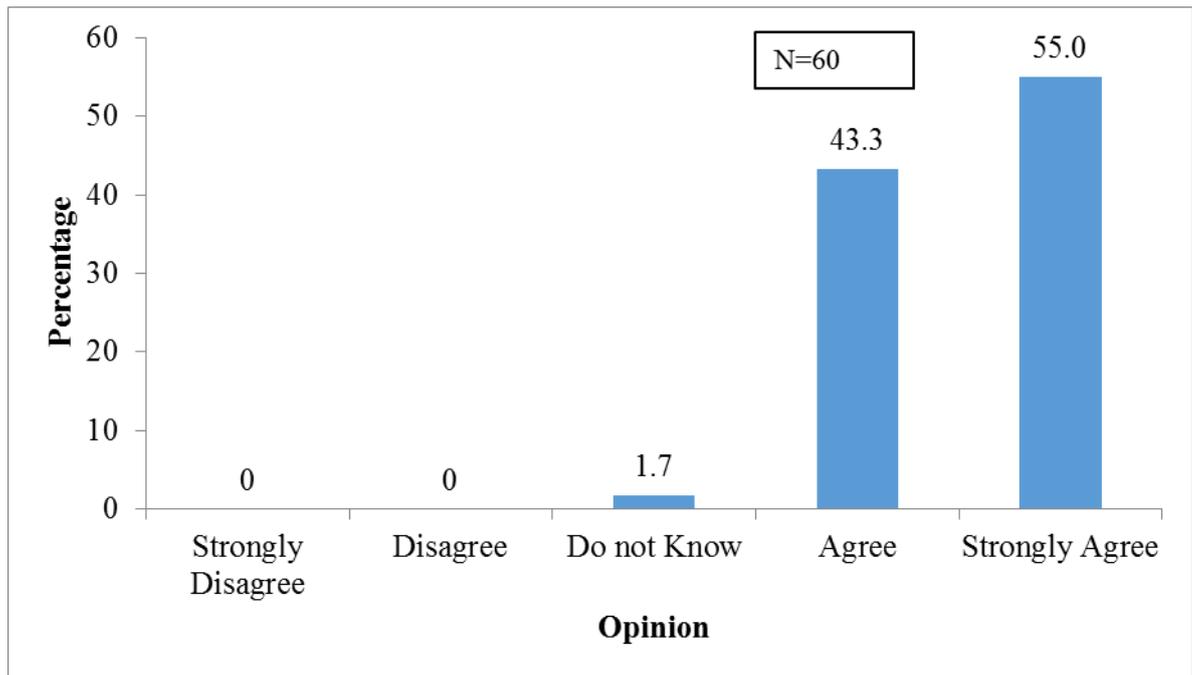


**Figure 4.44: Domestic chores and participation in secondary school education**  
 (Source: Field data, 2018).

Data in Figure 4.44 shows that thirty-nine (39) of the sampled parents/guardians agreed and ten (10) strongly agreed (16.7%) that helping parents in domestic chores affected participation in secondary school education as it led to absenteeism and drop out of school.

#### 4.17.4 Family Separation and Divorce

The respondents were asked to indicate whether family separation and divorce affected students’ participation in secondary school education. Their responses were as shown in Figure 4.45.



**Figure 4.45: Family separation and participation in secondary school education**

(Source: Field data, 2018).

Data in Figure 4.45 shows that thirty-three (33) respondents (55%) strongly agreed while twenty-six (26) parents/guardians (43.33%) agreed that family separation and divorce affected students' participation in secondary school education. From interviews with various parents/guardians, it was noted that broken family units affected learners' participation in secondary school education as it led to absenteeism and eventual drop-out. It was noted that students from a broken family setting lacked essential school supplies such as uniform. The respondents further revealed that children in single parent families lacked monitoring and mentoring both at home and school were likely to end up indulging in antisocial behaviour such as drug abuse.

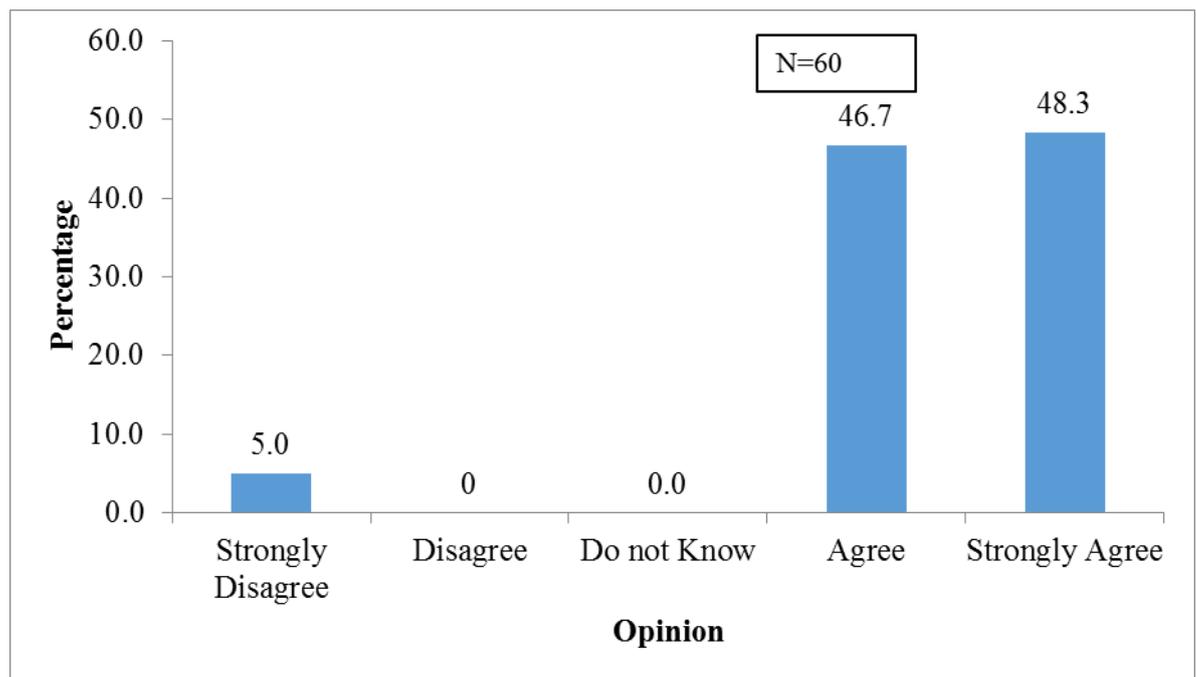
They also indicated that students from separated families were likely to end up staying with persons who would not be keen on ensuring participation in education. One

parent/guardian indicated that some girls were affected as they were forced to get married so as to support their siblings.

The findings of this study support the findings by Pong and Ju (2009) and Lichter *et.al* (1993) who found a significant negative relationship between single parenthood/divorce and participation in secondary school education.

#### 4.17.5 Domestic/gender based violence

The parents/guardians were asked to indicate whether domestic/gender based violence affected participation in secondary school education. The responses were as presented in Figure 4.46.



**Figure 4.46: Domestic violence and participation in secondary school education** (Source: Field data, 2018).

From Figure 4.46, it was shown that twenty-nine (29) respondents (48.3%) strongly agreed and twenty-eight (28) respondents (46.67%) agreed that domestic violence affected participation in secondary school education. Only three (3) respondents (5%) strongly disagreed. From interviews and focused group discussions with

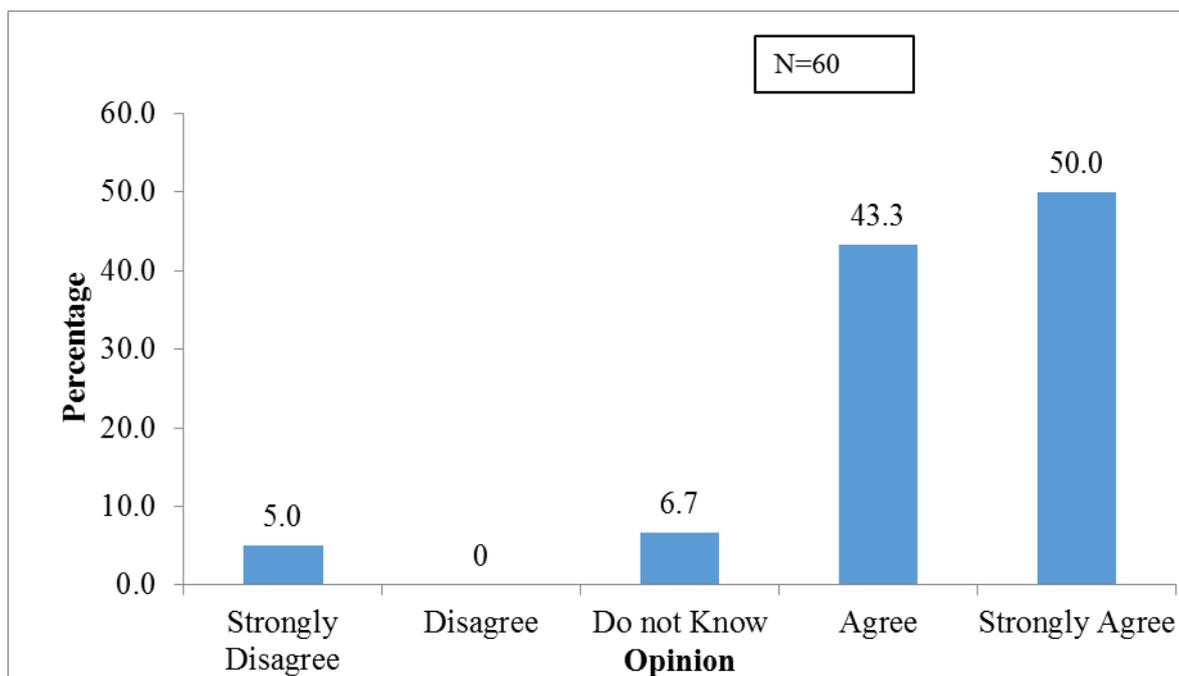
parents/guardians, it was observed that domestic violence, apart from psychologically traumatising the children, was believed to lead to indiscipline among learners which later resulted to drop out of school. The respondents also reported that they observed a significant decline in academic performance of students affected by domestic violence. It was further observed that on top of psychological trauma, the children were also often victims of physical and even sexual violence. One of the sampled parent/guardian observed that:

When parents at home are not at peace, children at school are also never at peace, this affects their schooling and cannot really know whom to run to in case of an issue (Interview with parent/guardian, Kakamega North Sub County, 20/8/2018, 11:35 AM)

The respondent also observed that domestic violence led to destruction of learning materials of the affected children.

#### **4.17.6 Drug and substance abuse**

The parents/guardians were asked to indicate whether drug and substance abuse affected students' participation in secondary school education. Their responses were as presented in Figure 4.47.



**Figure 4.47: Drug and substance abuse and participation in secondary school education**

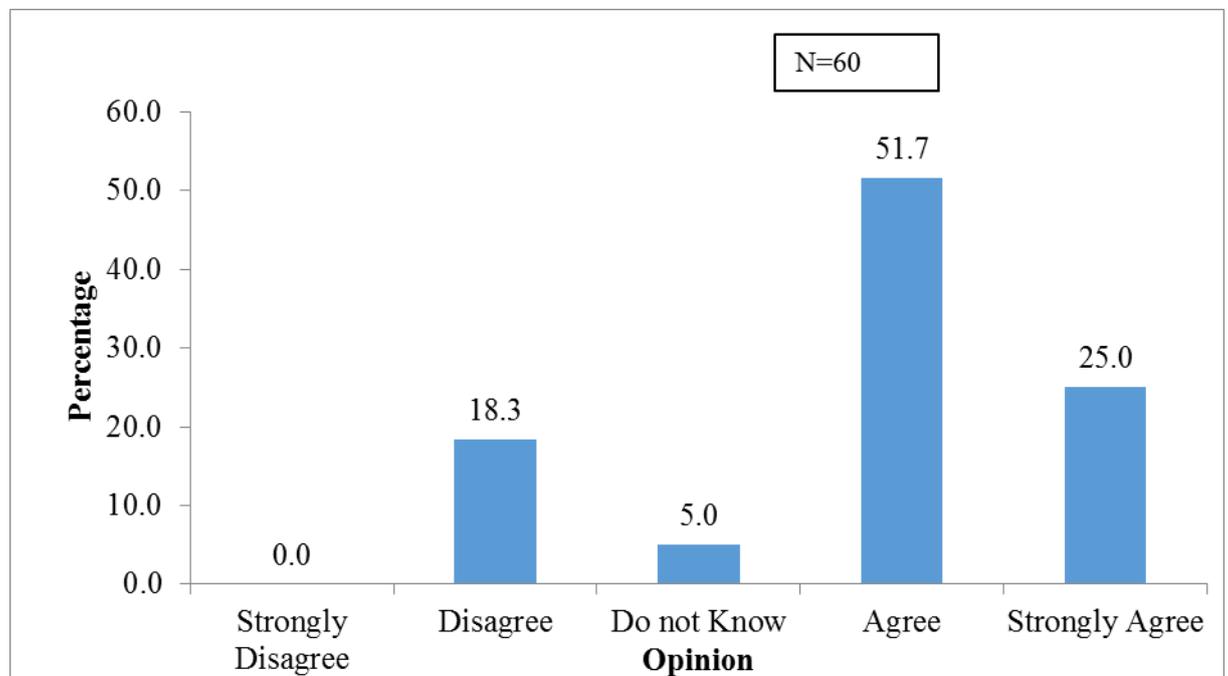
(Source: Field data, 2018).

From Figure 4.47, it was observed that thirty (30) respondents strongly agreed and twenty-six (26) parents/guardians agreed that drug and substance abuse affected students' participation in secondary school education. From interviews and focused group discussions with the respondents, it was observed that children who indulge in drug and substance abuse were likely to be absent from school, play truant and show general indiscipline. The respondents also reported that children who abused drugs were more likely to divert school fees to finance the vice and also engage in unconventional and anti-social means of obtaining money to purchase the drugs such as petty pilferage, theft and even robbery. It was further observed that cases where parents abused drugs and substances also negatively affected students' participation in secondary school education. An interview with a parent/guardian in Kakamega East Sub County revealed that:

Parents spend long hours taking alcohol and squander more money on it at the expense of meeting family needs. Sometimes they even sell their family property to get drugs thus affecting family needs which further affects children learning (Interview with parent/guardian, Kakamega East Sub County, 16/8/2018, 11:00 AM)

#### 4.17.7 HIV and AIDS

The sampled parents/guardians were asked to indicate whether HIV and AIDS affected students' participation in secondary school education. Their responses were summarised in Figure 4.48.



**Figure 4.48: HIV and AIDS and participation in secondary school education**

(Source: Field data, 2018).

Data in Figure 4.48 shows that thirty-one (31) parents/guardians (51.67%) agreed while fifteen (15) parents/guardians (25%) strongly agreed that HIV and AIDS affected students' participation in secondary school education. Eleven (11) parents/guardians (18.33%) disagreed that HIV and AIDS did affect participation in secondary school education. Those who disagreed indicated that the availability and

use of anti-retroviral therapy (ARV) had greatly reduced the debilitating ravages of HIV and AIDS and therefore it did not have a significant impact on students' participation in secondary school education in Kakamega county. The respondents who agreed indicated that HIV and AIDS affected students as individuals as well as their parents/guardians. It diverted substantial family resources to the management of the disease. It was observed that students were stigmatised and most likely dropped out of school. Some students were called upon to nurse ailing parents or siblings at the expense of education.

One parent/guardian from Kakamega North observed that:

Stigmatization of children with HIV and AIDS and their parents makes them feel they have no future and therefore demoralizes their participation. Some parents fear to invest in such children for their academic excellence (Interview with parent/guardian, Kakamega North Sub County, 21/8/2018, 11:00 AM)

The same respondent further said that:

Children whose parents are infected lose interest in life because they feel their parents will soon die of AIDS and leave them without parent. (Interview with parent/guardian, Kakamega North Sub County, 21/8/2018, 11:00 AM)

From the findings by parents/guardians it was evident that HIV and AIDS affected students' participation in secondary school education at two levels, first as infected individuals and secondly as affected by virtue of either parents/guardians or siblings being infected. Coupled with poverty, the effect of HIV and AIDS was likely to be far reaching forcing families to make decisions

that were detrimental to participation in education in general and secondary school education in particular.

#### 4.18 Findings from Religious leaders

The following sections present findings from religious leaders in relation to the first objective of this study.

##### 4.18.1 Social and economic challenges in Kakamega county

The sampled religious leaders were asked to rank seven social and economic challenges affecting students' participation in secondary school education in Kakamega County. The results were as shown in Table 4.30.

**Table 4.30: Ranking of social and economic challenges by religious leaders**

|                       | 1    | 2    | 3    | 4    | 5    | 6    | 7    | Mean | Rank |
|-----------------------|------|------|------|------|------|------|------|------|------|
| Poverty               | 66.7 | 22.2 | 11.1 |      |      |      |      | 1.44 | 1    |
| Broken Family Units   | 11.1 | 33.3 | 22.2 | 11.1 |      | 11.1 | 11.1 | 3.33 | 2    |
| Boy/Girl relationship | 22.2 | 11.1 | 22.2 | 11.1 | 22.2 | 11.1 |      | 3.33 | 3    |
| HIV and AIDS          |      |      | 44.4 | 33.3 |      | 11.1 | 11.1 | 4.11 | 4    |
| Family Chores         |      | 22.2 |      | 11.1 | 11.1 | 22.2 | 22.2 | 4.88 | 5    |
| Cultural Activities   |      | 11.1 |      | 22.2 | 33.3 | 11.1 | 22.2 | 5.00 | 6    |
| Child Labour          |      |      |      | 11.1 | 33.3 | 22.2 | 22.2 | 5.63 | 7    |

(Source: Field data, 2018).

The data in Table 4.30 shows that poverty was ranked at position one with mean rank of 1.44. Six (6) religious leaders (66.7%) ranked poverty as the greatest challenge affecting students' participation in secondary school education. Broken family units and boy-girl relationship had a mean rank of 3.33. However, two (2) of the sampled religious leaders (22.2%) ranked broken families as the most serious challenge. The

other challenges in order of mean ranking by religious leaders were boy/girl relationships (3.33), HIV and AIDS (4.11), family chores (4.88), cultural activities (5.00), and child labour (5.63).

#### 4.18.1.1 Child Labour

The sampled religious leaders were asked to rank five forms of child labour as they were likely to affect participation in secondary school education. The results were as shown in Table 4.31.

**Table 4.31: Ranking of child labour by religious leaders**

|                  | 1    | 2    | 3    | 4    | 5    | Mean | Rank |
|------------------|------|------|------|------|------|------|------|
| Boda Boda        | 77.8 | 11.1 |      |      | 11.1 | 1.56 | 1    |
| Domestic Servant |      | 66.7 | 22.2 |      | 11.1 | 2.56 | 2    |
| Farm work        | 22.2 | 11.1 | 33.3 | 11.1 | 22.2 | 3.00 | 3    |
| Cane Cutting     |      | 11.1 | 11.1 | 55.6 | 22.2 | 3.89 | 4    |
| Cane Loading     |      |      | 33.3 | 33.3 | 33.3 | 4.00 | 5    |

(Source: Field Data, 2018).

From data in Table 4.31 *boda boda* motorcycle riding was the most preferred form of child labour and was ranked at position one by seven (7) respondents (77.8%). Overall ranking showed that *boda boda* as the greatest challenge affecting students participation in secondary school education with a mean rank of 1.56, followed by domestic chores at 2.56, farm work 3.00, cane cutting 3.89 and cane loading was ranked as posing the least challenge to participation with a mean rank of 4.00.



**Plate 4.3: Interview with Chairman SUPKEM Western region, Sheikh Abdi Swalleh**

#### 4.18.1.2 Ranking of cultural activities by religious leaders

The sampled religious leaders were asked to rank three forms of cultural activities that were prevalent in Kakamega county and how they affected students' participation in secondary school education. The results were as shown in Table 4.32.

**Table 4.32: Ranking of cultural activities by religious leaders**

| Activity              | 1   | 2    | 3    | Mean | Rank |
|-----------------------|-----|------|------|------|------|
| Funeral Activities    | 100 |      |      | 1.00 | 1    |
| Initiation ceremonies |     | 55.6 | 33.3 | 2.38 | 2    |
| Bull fighting         |     | 44.5 | 55.6 | 2.56 | 3    |

(Source: Field data, 2018).

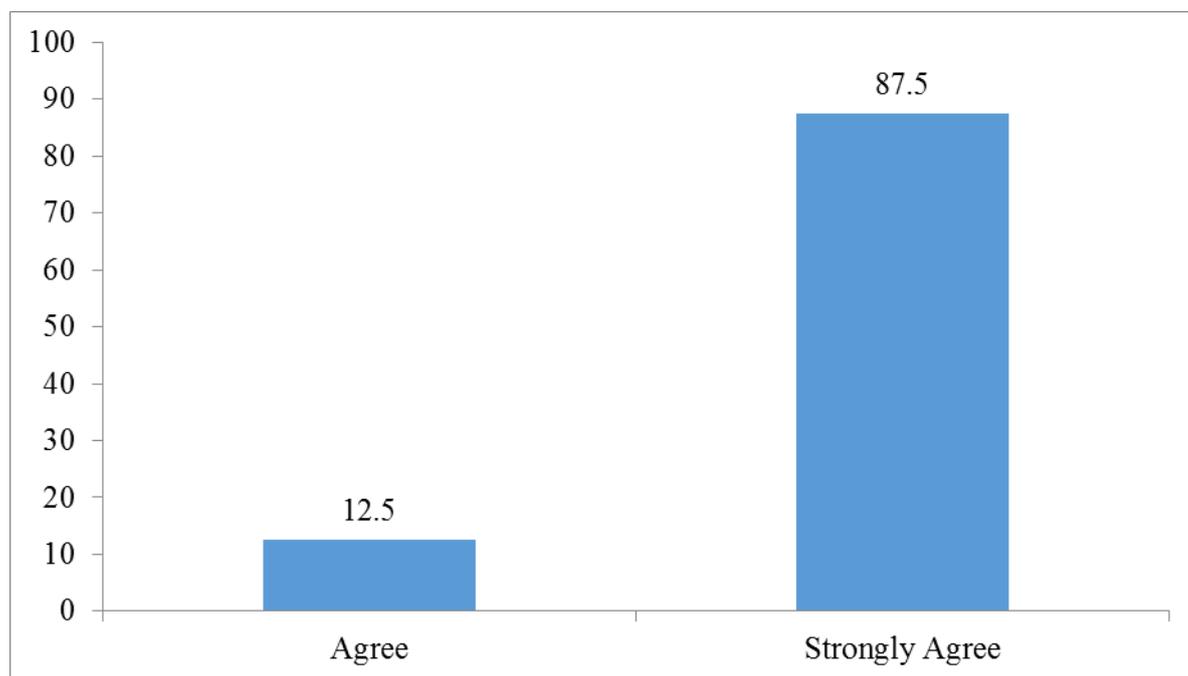
Data in Table 4.32 indicated that all sampled religious leaders ranked funeral ceremonies as the most serious cultural activity affecting students' participation in secondary school education with a mean rank of 1, followed by initiation ceremonies at 2.38 and bull fighting was third with mean rank of 2.56.

#### 4.19 Findings from Chiefs

The sampled chiefs were asked to identify social and economic challenges affecting students' participation in secondary school education in their areas in particular and Kakamega county in general. Their responses are presented in the following sections.

##### 4.19.1 Poverty

The sampled chiefs were asked if poverty was a challenge to participation in secondary school education. Their responses were as presented in Figure 4.49.



**Figure 4.49: Effect of poverty by chiefs** (Source: Field data, 2018).

Data in Figure 4.49 shows that seven (7) chiefs (87.5%) strongly agreed that poverty posed a major challenge to students' participation in secondary school education. They argued that poverty was a major cause of absenteeism and eventual drop out.

During interviews, it was revealed that, poverty led to drop out because in most cases family income was found to be inadequate to support secondary school education.

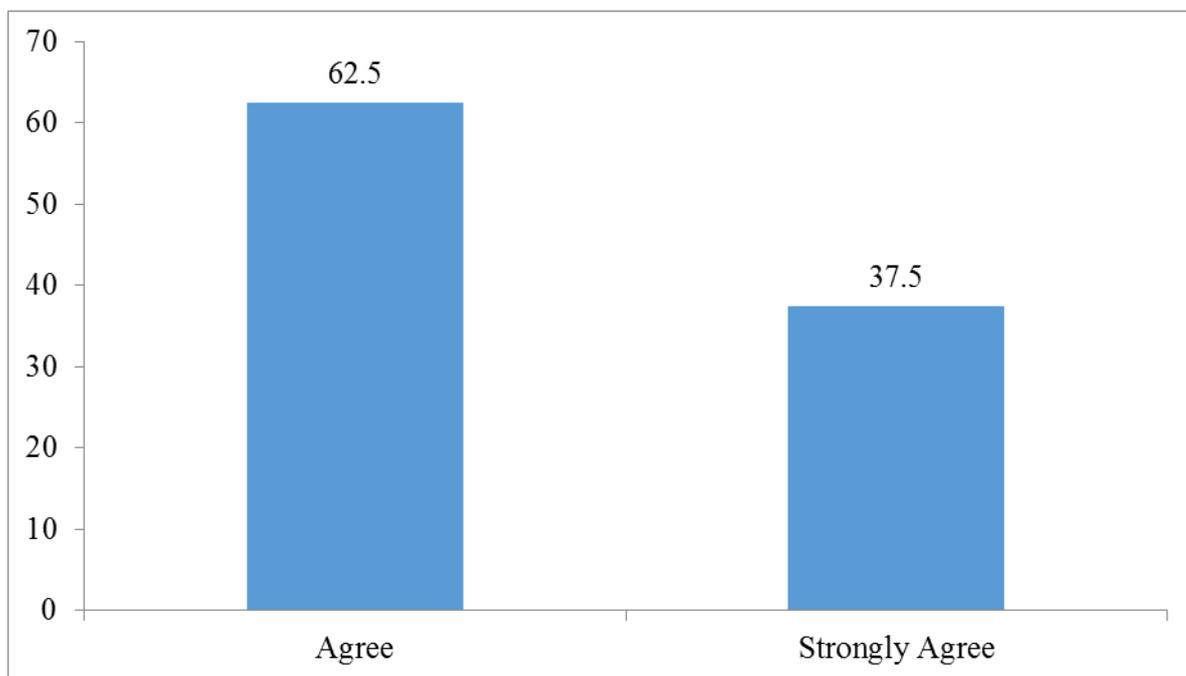
One of the chiefs observed that poverty

...affects school participation since when one is poor, he/she cannot pay school fees, buy books, support school programme activities, therefore, to a large extent it affects school participation leading to absenteeism (Interview, Chief, Mahira Location, 03/09/2018; 8:30 AM).

From the foregoing statement, it was deduced that poverty was prevalent and affects students' participation in secondary school education in the Kakamega County. All of the sampled chiefs interviewed indicated that parents were unable to pay school levies and this interfered with the normal school attendance. It was also noted that students from poor families who had not paid school fees were more likely to be send away from school and hence miss some or many school days. Apart from schools frees, the interview revealed that students from needy households lacked basic necessities to facilitate learning such as books while girls were found to be affected lack of sanitary pads.

#### **4.19.2 Child Labour**

The sampled chiefs were asked to indicate whether child labour affected students' participation in secondary school education in their area of jurisdiction. Their responses were as presented in Figure 4.50.



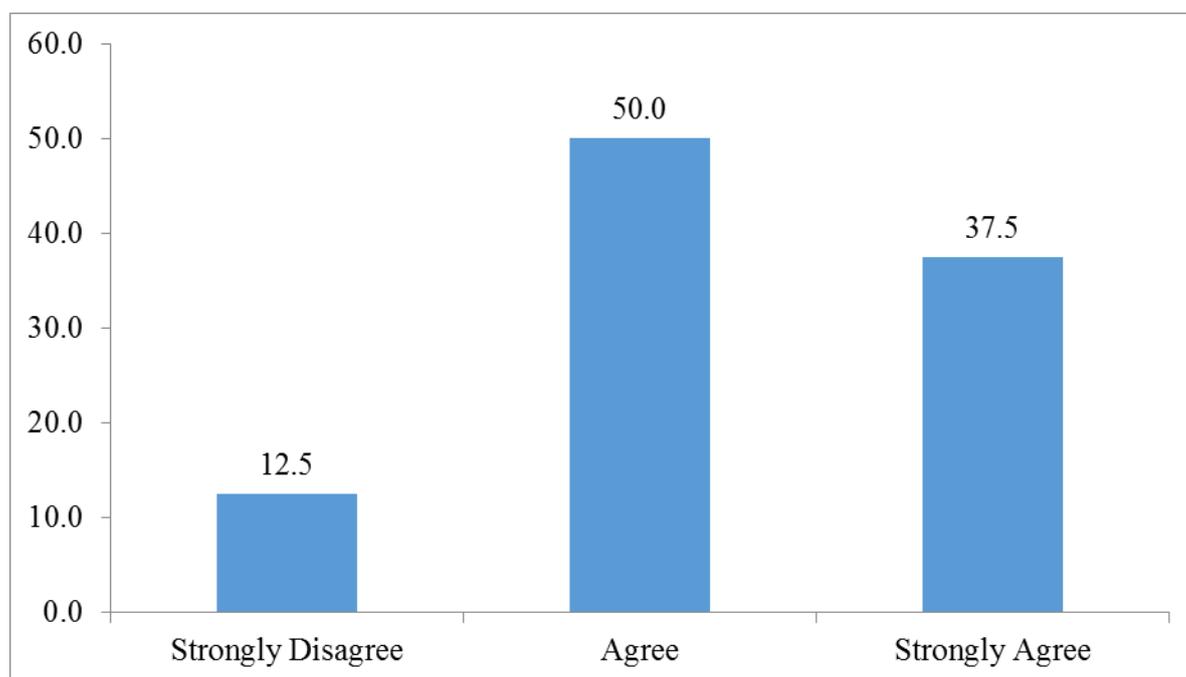
**Figure 4.50: Chiefs on effect of child labour** (Source: Field data, 2018).

Data in figure 4.50 shows that five (5) chiefs (62.5%) agreed while three (3) chiefs (37.5%) strongly agreed that child labour was prevalent in their areas and affected students' participation in secondary school education.

When asked to specify most of the sampled chiefs identified *boda boda* motorcycle riding as the most common form of child labour. Child labour was closely associated with poverty as children from poor family were forced to engage in income generating activities to support their education and family. Other social and economic challenges that were associated with child labour, according to the respondents, were broken family units, drugs and substance abuse, HIV and AIDS and teenage pregnancy. They observed that engaging in child labour also exposed students to uncondusive environments that would negatively affect their participation in education.

### 4.19.3 Family Separation/divorce

The sampled chiefs were asked to state whether family separation and divorce affected students' participation in secondary school education. The responses were as presented in Figure 4.51.



**Figure 4.51: Chiefs on family separation and participation**

(Source: Field data, 2018).

Data in Figure 4.51 shows that four (4) chiefs (50%) agreed that family separation and divorce negatively affected students' participation in secondary school education as it resulted to absenteeism and drop out of school and three (3) chiefs (37.5%) strongly agreed. while one of them strongly agreed. The chiefs also observed that single parents were overwhelmed with responsibilities making them to offer little guidance and supervision to their children and that children from broken or dysfunctional families were more likely to be associated with indiscipline, early marriages, teenage pregnancy, drug abuse and other vices. These, they observed would invariably affect

participation in secondary school education. The Chief Mahira, in an interview observed that:

Separation or divorce affects school participation because parents are not together to decide issues of school matters for their children and it is difficult for such family set up to support student education. (Interview, Chief, Mahira Location, Kakamega North)

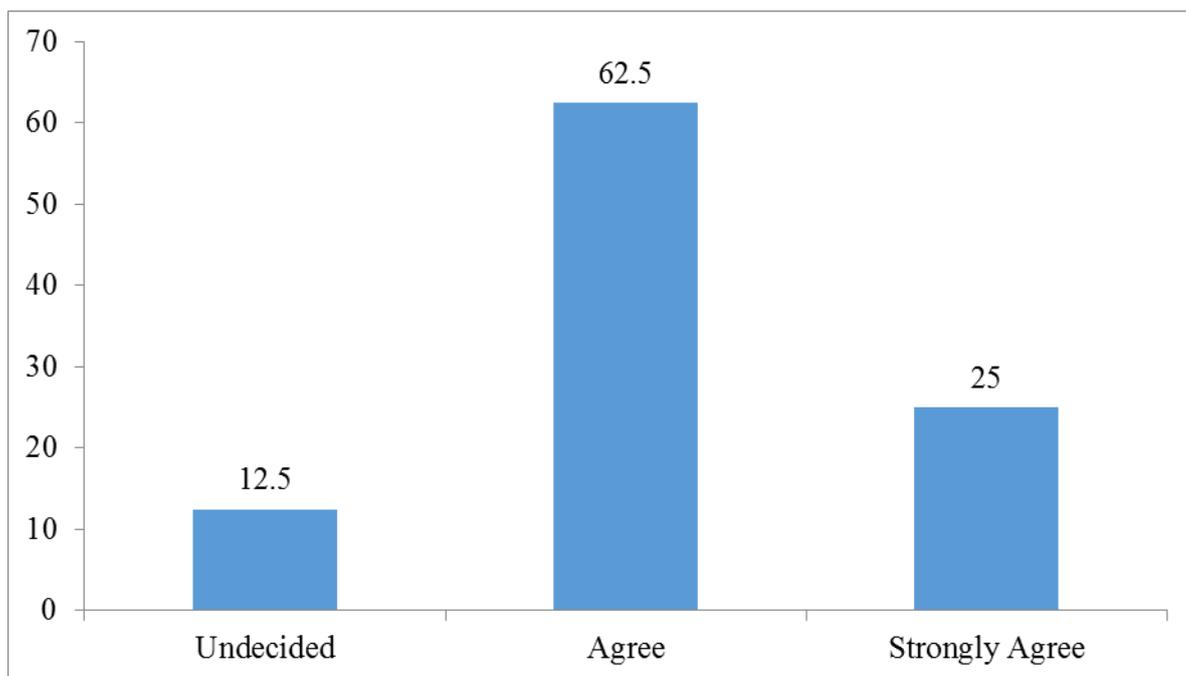
The chief Matioli location in Kakamega North sub county observed that separation affected the child psychologically and this affected participation. He observed that affected children have

... no parental love, low self-esteem and self-drive to learn because they lack collective responsibility by both parents (Interview, Chief, Matioli Location, Kakamega North, 30/08/2018).

From the findings, it was evident that family separation and divorce were prevalent in the study area and affected participation in secondary school education.

#### **4.19.4 Domestic/Gender based violence**

The sampled chiefs were asked to indicate whether domestic/gender based violence affected students' participation in secondary school education. Their responses were as in Figure 4.52.



**Figure 4.52: Gender based violence and participation in secondary education**

(Source: Field data, 2018).

Data in Figure 4.52 shows that five (5) chiefs agreed while two (2) chiefs (25%) strongly agreed that domestic violence affected students' participation in secondary school education. The chief of Mahira location observed that domestic violence led to absenteeism and drop out as it 'interfered with family peace which created unconducive environment for students'. He further observed:

... it affects school participation since when there is violence there is no peace in the home, no food, no understanding, no money leading to absenteeism and drop out hence it affects school participation (Interview, Chief, Mahira Location, 03/09/2018; 8:30 AM).

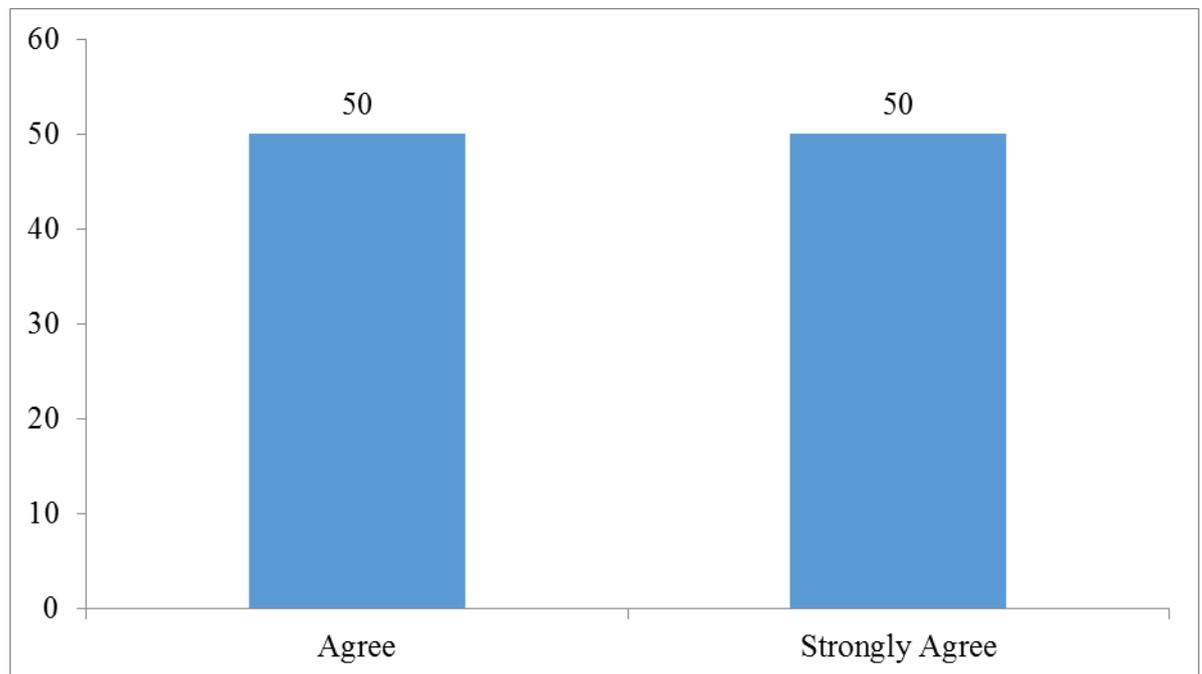
The respondents observed that households that were affected by domestic and gender based violence suffered from lack of basic needs such as food, clothing, learning materials and school fees. Domestic and gender based violence affected children both physically and psychologically as reported by one of the respondents who said that:

Parents are not in good terms and children respond negatively in class hence poor performance. Some children are chased away from homes due to violence to go and stay with the relatives (Interview, Chief, Shibinga Location, 16/08/2018; 10:03 AM).

Data from the sampled chiefs showed that domestic and gender based violence had a negative effect on students' participation in secondary school education. Students from backgrounds affected by domestic violence did not participate fully in secondary school education.

#### 4.19.5 Drug and substance abuse

The sampled chiefs were asked to indicate whether drug and substance abuse was rampant in their areas and whether it affected students' participation in secondary school education. Their responses were as presented in Figure 4.53.



**Figure 4.53: Drug and substance abuse and participation in secondary education**

(Source: Field data, 2018).

Data in Figure 4.53 shows that four (4) chiefs each (50%) strongly agreed and agreed respectively that drug and substance abuse was rampant in their areas and affected students' participation in secondary school education. All the sampled respondents during interview agreed that drug and substance abuse was common in their location by students because they were easily available and accessible by students within the community. The most common substances abused were local alcoholic brews like *busaa* and *chang'aa* as well as bhang. The chiefs also indicated that some of the parents were involved in brewing and selling the alcoholic brews and often used their secondary school going children in the business.

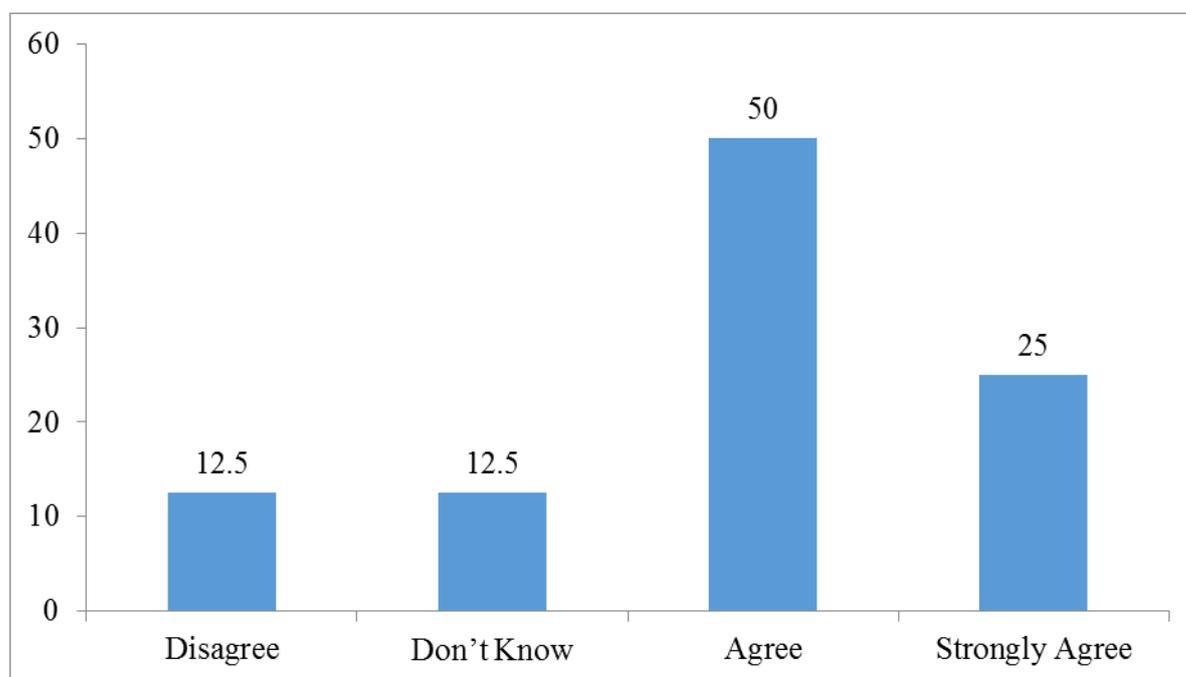
The chiefs observed that drug and substance abuse affected students' participation in secondary school education as both students and parents were affected. Drug and substance abuse also contributed to domestic and gender based violence within the family. This was summarized by a Chief from Kakamega North who said that:

Drug and substance abuse is a major factor that affects school participation since it leads to domestic violence, broken families, teenage pregnancies, HIV and AIDS, absenteeism, family divorce and separation and school dropout so it's a major factor affecting school participation (Interview, Kakamega North, Mahira Location)

From the foregoing, drug and substance abuse had multiple direct and indirect effects on students' participation in secondary school education. The chiefs observed that drug and substance abuse predisposed students to anti-social and criminal behaviour in and out of school. The chief Mahira location observed that 'the affected children lack direction and (they) become thugs and criminals hence drop out of school at early stage'.

#### 4.19.6 HIV and AIDS

The sampled chiefs were asked to indicate whether HIV and AIDS was prevalent in their areas of jurisdiction and whether it affected students' participation in secondary school education in their areas. Their responses were as presented in Figure 4.54.



**Figure 4.54: HIV and AIDS and participation in secondary school education**

(Source: Field data, 2018).

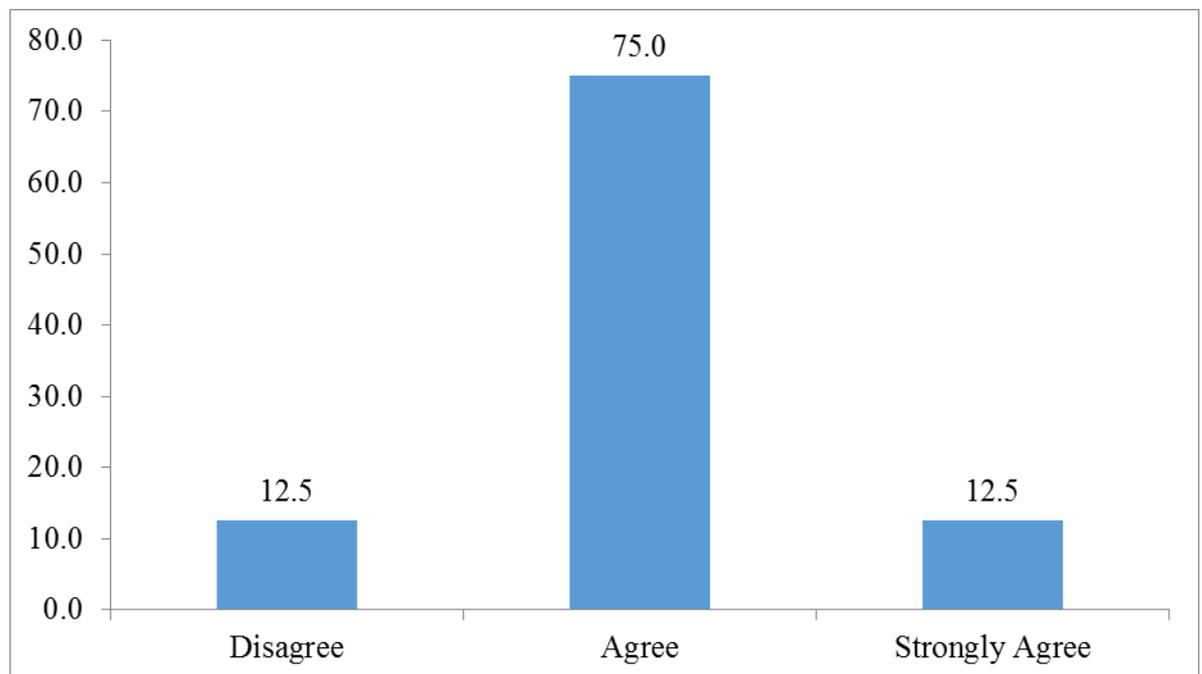
From Figure 4.54 it is observed that four (4) chiefs (50%) and two (2) chiefs (25%) agreed and strongly agreed respectively that HIV and AIDS affected students' participation in secondary school education. However, they indicated that it was not prevalent. The interview results from chiefs indicated that HIV and AIDS affected both children and parents and therefore, had an impact on students' participation in secondary school education. The chiefs observed that students who were affected by HIV and AIDS to be weak due to the condition to participate fully in education. Affected students were also stigmatized at school and home where some parents were reported to be reluctant to support their affected children because they believed their

children were suffering a terminal condition. On the hand, some parents who were reported to be affected by HIV and AIDS spent family resources on care and medication. HIV and AIDS was found to affect participation as it also contributed to orphan hood, which was another challenge identified by respondents. One chief observed that HIV and AIDS:

... affects school participation since the affected families spend much money on treatment and they are stressed, they cannot have much time to participate in school. (Interview with Chief Mahira location).

#### 4.19.7 Teenage Pregnancy

The sampled chiefs were asked to indicate whether teenage pregnancy was prevalent in their areas and whether it affected students' participation in secondary school education. Their responses were as presented in Figure 4.55.



**Figure 4.55: Teenage pregnancy and participation in secondary school education**

(Source: Field data, 2018).

Data in Figure 4.55 shows that six (6) chiefs (75%) agreed and one chief (12.5%) strongly agreed that teenage pregnancies were prevalent in their areas and affected students' participation in secondary school education. The interviews with chiefs revealed that pregnant children missed schooldays and often dropped out of school. One chief observed that:

Teenage pregnancy affects school participation in that when a teenage is pregnant she will not be allowed in school to attend class, thereby affecting her academic performance. (Interview Kakamega North, Mahira Location)

The sampled chiefs also indicated that teenage pregnancy may be a second order problem fuelled by other social and economic conflicts as poverty, domestic and gender based violence, drug and substance abuse and family separation. Therefore, the panacea to teenage pregnancy lies in addressing the social and economic conflicts in society in totality.

#### **4.20 Findings from National Government CDF managers**

The following sections present findings from National Government Constituency Development Fund (NG-CDF) managers in relation to the first objective of this study which was to examine the nature of social and economic conflicts that are prevalent in Kakamega county.

##### **4.20.1 Ranking of social and economic conflicts by NG-CDF managers**

The NG-CDF managers from the three sampled sub counties were asked to rank the social and economic conflicts that were considered in disbursement of bursaries and how they affected students' participation in secondary school education. The results were as presented in Table 4.33.

**Table 4.33: Ranking of Social and economic conflicts by NG-CDF managers**

| <b>Conflict</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>Mean Rank</b> | <b>Rank</b> |
|-----------------|----------|----------|----------|----------|----------|------------------|-------------|
| Poverty         | 33.3     | 66.7     | 0.0      | 0.0      | 0.0      | 1.6667           | 1           |
| Total Orphan    | 33.33    | 33.33    | 33.33    | 0.0      | 0.0      | 2.0000           | 2           |
| Partial Orphan  | 0.0      | 66.7     | 33.3     | 0.0      | 0.0      | 2.3333           | 3           |
| Single Parents  | 0.0      | 0.0      | 0.0      | 66.7     | 33.3     | 4.3333           | 4           |
| Divorced        | 0.0      | 0.0      | 0.0      | 33.33    | 66.7     | 4.6667           | 5           |

(Source: Field Data, 2018).

Data in Table 4.33 shows that poverty was considered the greatest challenge and was priority in the disbursement of bursary funds with a mean of 1.667. Other factors were orphanhood and separation or divorce.

#### **4.21 Findings from Sub County Directors of Education**

The sub county directors of education from the three sub counties were asked to rank the social and economic conflicts in their sub counties and how they affected students' participation in secondary school education. The conflicts were categorised as social and economic.

##### **4.21.1 Social conflicts**

The social conflicts included orphan hood, broken family units, teenage pregnancy and HIV and AIDS. The presentation is as follows.

###### **4.21.1.1 Orphan hood, Broken Family Units and HIV and AIDS**

The Sub County Directors of Education were asked to rank the severity of orphan hood, broken family units and HIV and AIDS in their sub counties and in relation to their effect on participation in secondary school education in their sub counties. The results were as shown in Table 4.34.

**Table 4.34: Orphan hood, broken families and HIV and AIDS**

| Severity | Orphan Hood |     | Broken Family |      | HIV and AIDS |      |
|----------|-------------|-----|---------------|------|--------------|------|
|          | f           | %   | f             | %    | f            | %    |
| 1        | 3           | 100 | 1             | 33.3 | 1            | 33.3 |
| 2        |             |     | 1             | 33.3 | 1            | 33.3 |
| 3        |             |     | 1             | 33.3 | 1            | 33.3 |

(Source: Field data, 2018).

From Table 4.34, Orphan hood was ranked by all the three (3) respondents (100%) as a major conflict affecting participation in secondary school education in the sampled sub counties. This indicates that orphan hood had far reaching implications by negatively impacting on the economic strength of the affected families. The results further showed that the sub county directors of education were not unanimous on the effect of broken family units and HIV and AIDS on participation in secondary school education in their respective sub counties.

#### 4.21.1.2 Boy Girl Relationship

The Sub County Directors of Education were asked to rank the severity of the effect of boy girl relationship in their sub counties on participation in secondary school education. The results were as shown in Table 4.35.

**Table 4.35: Boy girl relationship**

| Severity | Boy Girl Relationship |      |
|----------|-----------------------|------|
|          | F                     | %    |
| 1        |                       |      |
| 2        | 2                     | 66.7 |
| 3        |                       |      |
| 4        | 1                     | 33.3 |

(Source: Field data, 2018).

The results in Table 4.35 show that two (2) sub county directors of education (66.7%) ranked boy girl relationship as second most severe challenge to participation in secondary school education while one (1) sub county director ranked it at fourth position. From the foregoing, none of the sub county directors believed that boy girl relationship posed a challenge to participation in secondary school education in their respective sub counties.

#### 4.21.1.3 Cultural Activities

The Sub County Directors of Education were asked to rank the severity of the effect of religious fanaticism, funeral and initiation as cultural activities in their sub counties on participation in secondary school education. The results were as shown in Table 4.36.

**Table 4.36: Religious fanaticism, Initiation ceremonies and funerals**

| Severity | Religious Fanaticism |      | Initiation |     | Funeral |      |
|----------|----------------------|------|------------|-----|---------|------|
|          | F                    | %    | f          | %   | f       | %    |
| 1        |                      |      |            |     |         |      |
| 2        | 1                    | 33.3 |            |     | 1       | 33.3 |
| 3        |                      |      |            |     |         |      |
| 4        |                      |      |            |     |         |      |
| 5        | 2                    | 66.7 |            |     | 1       | 33.3 |
| 6        |                      |      | 3          | 100 | 1       | 33.3 |

(Source: Field data, 2018).

The results in Table 4.36 show that only one (33.3%) of the sampled Sub County Directors of Education ranked religious fanaticism and funerals as second most severe to participation in secondary school education in their sub counties. All the sub county directors of education did not think the three variables, religious fanaticism,

initiation ceremonies and funerals, had a significant impact on participation in secondary school education in their sub counties.

#### 4.21.1.4 Ranking of social conflicts severity

The study further computed the mean ranking of the effect of social conflicts on participation in secondary school education as rated by sub county directors of education. The conflict with the least mean rank was ranked top while the conflict with highest mean rank was ranked at the bottom. The results were as shown Table 4.33.

**Table 4.33: Mean rank of social conflicts**

| <b>Social Conflict</b> | <b>Severity Mean Rank</b> | <b>Rank</b> |
|------------------------|---------------------------|-------------|
| Orphan Hood            | 1.0000                    | 1           |
| Broken Family          | 2.0000                    | 2           |
| HIV and AIDS           | 2.0000                    | 2           |
| Boy Girl Relationship  | 2.6667                    | 4           |
| Religious Fanaticism   | 4.0000                    | 5           |
| Funeral Ceremonies     | 4.6667                    | 6           |
| Initiation Ceremonies  | 6.0000                    | 7           |

(Source: Field data, 2018).

The findings in Table 4.33 show that the sub county directors of education ranked orphan hood as the most severe challenge to students' participation in secondary school education. Broken family units and HIV and AIDS were ranked at second position while boy girl relationship was ranked at position four. Religious fanaticism, funeral ceremonies and initiation ceremonies did not affect participation in secondary school education according to sub county directors of education.

#### 4.21.2 Economic conflicts

The economic conflicts in this study included poverty and child labour. The presentation is as in the following sections.

##### 4.21.2.1 Poverty

The sub county directors of education were asked to rank the severity of poverty in their sub counties and its effect on students' participation in secondary school education. The results were as shown in Table 4.34.

**Table 4.34: Poverty and participation in secondary school education**

| Severity | Poverty |      |
|----------|---------|------|
|          | F       | %    |
| 1        | 2       | 66.7 |
| 2        |         |      |
| 3        |         |      |
| 4        | 1       | 33.3 |

(Source: Field data, 2018).

The results in Table 4.34 indicate two (2) sub county directors of education (66.7%) ranked poverty as most severe economic conflict affecting students' participation in secondary school education in their sub counties while one (33.3%) ranked it at fourth position. On the overall, poverty was found to pose a significant challenge to participation in secondary school education in the sampled sub counties.

#### 4.21.2.2 Child labour

The sub county directors of education were asked to rank the severity of child labour in their sub counties and its effect on students' participation in secondary school education. The results were as shown in Table 4.35.

**Table 4.35: Child labour and participation in secondary school education**

| Severity | Child labour |      |
|----------|--------------|------|
|          | F            | %    |
| 1        | 2            | 66.7 |
| 2        | 1            | 33.3 |

(Source: Field data, 2018).

As shown in Table 4.35, two (2) sub county directors of education (66.7%) ranked child labour as the most severe economic conflict affecting participation in secondary school education in their sub counties while one (33.3%) ranked it in second position. On the average, all the three sub county directors of education believed that child labour posed a significant challenge to participation in secondary education.

##### 4.21.2.2.1 Forms of child labour

The sampled sub county directors of education were asked to identify and rank in order of severity the forms of child labour obtaining in their sub county and how they affected participation in secondary school education. Their mean ranks were computed and presented in Table 4.36.

**Table 4.36: Mean rank of forms of child labour by SCDE**

| Severity  | Boda Boda | Cane cutting | Cane Loading | Domestic Servant | Farm work | Family Chore | Tea/Coffee Picking |
|-----------|-----------|--------------|--------------|------------------|-----------|--------------|--------------------|
| Mean Rank | 2.3333    | 3.3333       | 3.6667       | 4.0000           | 4.0000    | 4.3333       | 6.0000             |
| Position  | 1         | 2            | 3            | 4                | 4         | 5            | 6                  |

(Source: Field data, 2018).

From Table 4.36, the sub county directors of education ranked *boda boda* as the most common form of child labour that had the greatest negative impact on students' participation in secondary school education across the sub counties. Cane cutting and loading were also reported across the sub counties. This was due to the fact that the sugar industry is the economic mainstay of the region with three sugar processing factories of Mumias, West Kenya and Butali Sugar. Other significant forms of child labour that were reported to affect participation in secondary school education in the sampled sub counties were farm work, domestic servants, family chores and tea/coffee picking.

#### **4.21.2.3 Gambling**

The sub county directors of education were asked to rank the severity of gambling/betting in their sub counties and whether it affected participation in secondary school education. The findings were as shown in Table 4.37.

**Table 4.37: Gambling and participation in secondary school education**

| Severity | Gambling |      |
|----------|----------|------|
|          | F        | %    |
| 4        | 1        | 33.3 |
| 5        | 1        | 33.3 |
| 6        | 1        | 33.3 |

(Source: Field data, 2018).

As shown in Table 4.37, the sampled sub county directors of education ranked gambling in the order of position four, five and six in terms of severity and effect on students' participation in secondary school education in their sub counties. It was noted that students engaged in various forms of gambling and sport betting, however their effect on participation secondary school was not, in the opinion of sub county directors of education, significant.

#### **4.21.3 Findings from Sub County Directors of Education on drug and substance abuse**

The Sub County Directors of Education were asked to respond to questionnaire items on drug and substance abuse and how it affects students' participation in secondary school education in their sub counties. Their responses were as presented in the following sections.

##### **4.21.3.1 Drug and substance abuse in the sub county**

Sub county directors of education were asked to indicate whether, in their opinion, drug and substance abuse among secondary school students was a matter of concern in their respective sub counties. All the three (3) respondents responded in the affirmative and indicated that drug and substance abuse affected students' participation in secondary school education.

#### 4.21.3.2 Extent of drug and substance abuse in the Kakamega county

The sampled sub county directors of education were asked to show by ranking, the severity of drug and substance abuse as a conflict that affect students' participation in secondary school education in their sub counties. The results were as shown in Table 4.38.

**Table 4.38: Severity of drug and substance abuse in secondary schools**

| Rank (order of Severity) | Frequency | Percentage |
|--------------------------|-----------|------------|
| 1                        |           |            |
| 2                        | 1         | 33.3       |
| 3                        | 1         | 33.3       |
| 4                        | 1         | 33.3       |

(Source: Field data, 2018).

The responses in Table 4.38 revealed that each of the sampled sub county directors of education had different ranking from position two up to four. The mean rank was 3.000 indicated that the sub county directors did not rate drug and substance abuse as a major problem affecting participation in secondary school education in their respective sub counties.

#### 4.21.3.3 Types of drugs and substance abused by students

The sub county directors of education were asked to state by ranking in order of severity, the types of drugs and substances commonly abused by secondary school students in their sub counties. The responses were as summarised in Table 4.39.

**Table 4.39: Types of substances commonly abused by secondary school students**

| <b>Drug and Substance</b> | <b>Mean Rank</b> | <b>Position</b> |
|---------------------------|------------------|-----------------|
| Alcohol                   | 1.3              | 1               |
| Kuber                     | 2.6              | 2               |
| Tobacco/cigarettes        | 2.6              | 3               |
| Bhang                     | 3.3              | 3               |
| Miraa                     | 5.0              | 4               |

(Source: Field data, 2018).

The findings as presented in Table 4.39 show that the sub county directors of education ranked alcohol as the most commonly abused substance by secondary school students in Kakamega county as indicated by a mean 1.3. The second most widely abused substance according to sub county directors of education was kuber with a mean rank of 2.6. Other substances abused by secondary school students were tobacco/cigarettes (2.6), bhang/cannabis (3.3) and miraa (5.0). This indicates that alcohol consumption and cigarette smoking were the common types of drugs and substances abused by secondary school students in the study area. This was attributed to their availability and accessibility by students. There were many types and brands of alcohol both traditional as well as cheap packaged illicit drinks and cigarette that were easily accessible to students around the schools and back at home. On the other hand, abuse of bhang and miraa/khat was at a lower prevalence. Bhang and miraa/khat were less abused due to the severe legal sanctions attached to their possession and use.

#### **4.21.3.4 Risk factors contributing to drug and substance abuse in secondary schools**

The sub county directors of education were asked to state the reasons that predispose secondary school students to drug and substance abuse in their respective sub counties. Their responses were as presented in Table 4.40.

**Table 4.40: Risk factors contributing to drug and substance abuse in secondary schools**

| <b>Risk Factors</b>                | <b>Frequency</b> | <b>Percentage</b> | <b>Rank</b> |
|------------------------------------|------------------|-------------------|-------------|
| Peer pressure                      | 3                | 100.00            | 1           |
| Ease of availability               | 3                | 100.00            | 1           |
| Influence of mass media            | 3                | 100.00            | 1           |
| Parents taking drug                | 2                | 66.67             | 1           |
| Lack of proper guidance/mentorship | 2                | 66.67             | 2           |
| Frustration and stress at home     | 2                | 66.67             | 2           |
| Poor academic performance          | 2                | 66.67             | 2           |
| Day scholars                       | 2                | 66.67             | 2           |
| Cultural ceremonies                | 1                | 33.33             | 3           |
| Indiscipline                       | 1                | 33.33             | 3           |

(Source: Field data, 2018).

The results in Table 4.40, show that all the three (3) sampled sub county directors of education (100%) indicated that peer pressure, availability and influence of the media were main contributory factors to drug and substance abuse by secondary school students their respective sub counties. Two (2) sub county directors each (66.67%) indicated that poor role models manifested by parents taking drugs, lack of proper guidance/mentorship, frustration and stress at home, challenging academic work and day scholar phenomenon work were major risk factors associated with drug and substance abuse by secondary school students. The sub county directors who mentioned day scholars as a risk factor indicated that they were major conduits through which illicit substances found their way into school. This observation agrees with the observation by principals on the risk factors. Only one sub county director of education each (33.33%) indicated that cultural ceremonies and indiscipline were a risk factors that predisposed secondary school students to drug and substance abuse.

#### **4.21.4 Mean ranking of social and economic conflicts by SCDEs**

The mean ranks by sub county directors of education on the social and economic variables were computed and presented in Table 4.41.

**Table 4.41: Mean rank of social and economic conflicts by SCDEs**

| <b>Conflict</b>       | <b>Severity Value</b> | <b>Rank</b> |
|-----------------------|-----------------------|-------------|
| Orphan Hood           | 1.0000                | 1           |
| Child Labour          | 1.3333                | 2           |
| Broken Family Units   | 2.0000                | 3           |
| Poverty               | 2.0000                | 4           |
| HIV and AIDS          | 2.0000                | 5           |
| Boy Girl Relationship | 2.6667                | 6           |
| Religious Fanaticism  | 4.0000                | 7           |
| Funeral Ceremonies    | 4.6667                | 8           |
| Gambling              | 5.0000                | 9           |
| Initiation Ceremonies | 6.0000                | 10          |

(Source: Field data, 2018).

From the Table 4.41, the mean rank by sub county directors of education showed that orphan hood, with a mean rank of 1.000 was the most severe conflict affecting participation in secondary school education in Kakamega County. Equally important in terms of effect on participation according to sub county directors of education were child labour, broken family units, poverty, HIV and AIDS and boy girl relationships. However, religious fanaticism, funeral ceremonies, gambling and initiation ceremonies were not significant in terms of effect on participation in secondary school education as reported by sub county directors of education.

#### **4.22 Chapter summary**

This chapter presented findings from the analysis of data pertaining to the first objective of this study which was to examine the nature of social and economic conflicts prevalent in Kakamega county. The findings were obtained from responses by students, Guidance and counselling teachers, principals, parents and guardians, religious leaders, National government-CDF managers and Sub County Directors of education. The findings of this study indicated that the most prevalent social and economic conflicts reported by the respondents were, *inter alia*, poverty, orphan hood,

drug and substance abuse, broken family units and child labour. It was therefore important that working intervention strategies should include ameliorative measures to the challenges of orphan hood, broken family units, poverty and child labour which were found to be the most prevalent conflicts in Kakamega county affecting students' participation in secondary school education. The following chapter focused on the relationship between the social and economic conflicts identified in chapter four and students' participation in secondary school education in Kakmege county.

## **CHAPTER FIVE**

### **RELATIONSHIP BETWEEN SOCIAL AND ECONOMIC CONFLICTS AND PARTICIPATION IN SECONDARY SCHOOL EDUCATION**

#### **5.1 Introduction**

This chapter presented the results pertaining to the second objective of this study. The objective was to assess the relationship between social and economic conflicts and students' participation in secondary school education in Kakamega County. Quantitative and qualitative data were collected using questionnaires, interview schedules and focus group discussions (FGD) administered to students, guiding and counselling teachers, principals, parents and guardians, religious leaders, national government CDF managers and Sub County Directors of education. Data were analysed descriptively using percentages, frequency and means while inferential analyses comprised of chi-square, spearman rank correlation coefficient and the stepwise multiple regression analysis. Quantitative data was presented in form of pie-charts, figures and tables.

#### **5.2 Students' participation in secondary school education**

This section presents findings from the sampled groups namely, students, guidance and counseling teachers, principals, parents and guardians, religious leaders, NG-CDF managers and Sub County Directors of education.

##### **5.2.1 Findings from students**

The sampled students were asked to state their academic performance, repetition and transfer status. The results were as presented in the following sub sections.

### 5.2.1.1 Academic Performance

The sampled students were asked to state the grade they got in the previous end of term examination. The results were as presented in Table 5.1.

**Table 5.1: Students' grades**

| Grade | Frequency | Percent | Cumulative Percent |
|-------|-----------|---------|--------------------|
| A     | 3         | 0.5     | 0.5                |
| A-    | 5         | 0.9     | 1.4                |
| B+    | 30        | 5.3     | 6.7                |
| B     | 13        | 2.3     | 8.9                |
| B-    | 34        | 6.0     | 14.9               |
| C+    | 128       | 22.5    | 37.4               |
| C     | 98        | 17.2    | 54.6               |
| C-    | 100       | 17.5    | 72.1               |
| D+    | 93        | 16.3    | 88.4               |
| D     | 36        | 6.3     | 94.7               |
| D-    | 11        | 1.9     | 96.7               |
| E     | 19        | 3.3     | 100.0              |

(Source: Field data, 2018).

The results in Table 5.1 show that the data was bi-modal at grade C- (minus) with one hundred (100) students (17.5%) and C+ (plus) with 128 students (22.5%). The mean performance was grade C plain of 5.76 points. The performance shows a near normal bell shaped distribution with a slight positive skew. This indicates there were more students who scored grades below the mean grade. Three (3) students (0.5%) indicated they scored a grade A in the previous term's examination and nineteen (19) students (3.3%) indicated they scored a grade E.

### 5.2.1.2 Class repetition

The students were asked to indicate if they have ever repeated a class. The results were as presented in Table 5.2.

**Table 5.2: Class repetition**

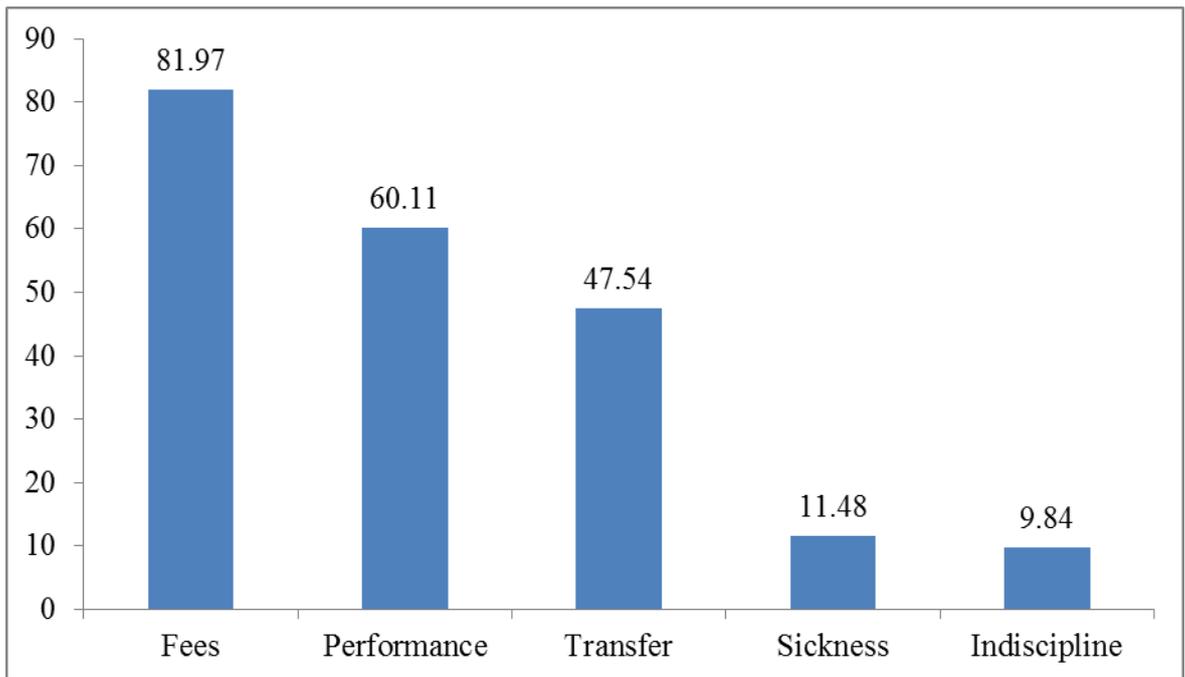
| <b>Repeated a class</b> | <b>Number</b> | <b>Percentage</b> |
|-------------------------|---------------|-------------------|
| Yes                     | 183           | 32                |
| No                      | 387           | 68                |
| <b>Total</b>            | <b>570</b>    | <b>100</b>        |

(Source: Field data, 2018).

The data in Table 5.2 shows that 183 students (32%) indicated they had repeated a class while 387 students (68%) indicated they had not repeated a class. The percentage of students who indicated they had repeated a class was significantly high and can be seen as contributing to low participation in secondary school education as well as wastage in education.

#### **5.2.1.2.1 Reasons for repeating a class**

The students who indicated that they repeated a class were further asked to say the reasons why they repeated. Their responses were presented in Figure 5.1.



**Figure 5.1: Reasons for repeating**

(Source: Field data, 2018).

From the data in Figure 5.1, the major reason for repetition as indicated by 81.97% of the students was lack of school fees and other school levies. Lack of fees and other school levies was a direct effect of poverty and high dependency ratios. More than 60% indicated that they repeated a class because of poor academic performance. Other reasons were transfer to other schools (47.54%), sickness (11.48%) and indiscipline (9.84%).

### **5.2.1.3 Transfer from other schools**

The students were asked to indicate if they started from one in their current school. The results were presented in Table 5.3.

**Table 5.3: Transfer from other schools**

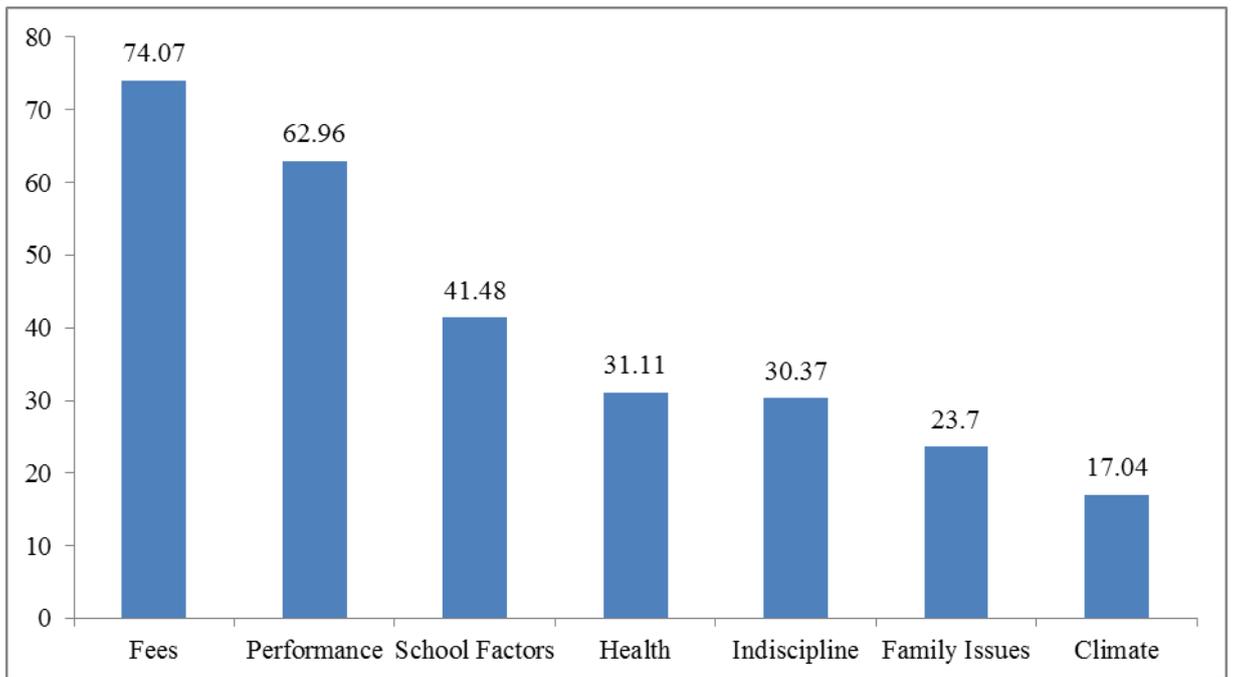
| <b>Started Form one in current school</b> | <b>Number</b> | <b>Percentage</b> |
|---|---------------|-------------------|
| <b>Yes</b>                                | 435           | 76.3              |
| <b>No</b>                                 | 135           | 23.7              |

(Source: Field data 2018).

The responses in Table 5.3 show that 435 students (76.3%) indicated they started their form one in their current school while 135 students (23.7%) indicated they did not start form one in the current school. This means 23.7% of the students had changed schools at least once during their secondary schooling and indicates a significant turnover of secondary school students in the sampled sub counties.

#### **5.2.1.3.1: Reasons for transfer**

The students who indicated they had changed schools were asked to state the reasons why they transferred from one secondary school to the current one. Their responses were as indicated in Figure 5.2.



**Figure 5.2: Reasons for transfer between schools**

(Source: Field data, 2018).

The results in Figure 5.2 show that 74.07% of the respondents transferred from one secondary school to another during their secondary school education because they were unable to pay schools while 62.96% indicated that they transferred due to low academic performance. Other reasons given by students for transfer were general school factors (41.48%), these included change of school type such as boys to girls or day to boarding and corporal punishment, which has been outlawed but still applied in some schools, and lack of facilities. Health related problems were responsible for 31.1% of the transfers, indiscipline accounted for 30.37% cases of transfers, while some students (23.7%) indicated family issues and 17.04% of the students said they transferred due to health issues. From the students' responses, it was evident that poverty accounted for the highest percentage of transfers of students between schools.

From the foregoing, it was found that a major cause of transfer was non-payment of fees and other school levies due to poverty. These findings concur with Mwangi (2004), Kent (2006) and Manwa (2010) who found a significant relationship between poverty and participation in secondary school education in Malawi.

### 5.2.2 Findings from guiding and counseling teachers

The sampled Guiding and Counselling teachers were asked to rank the effects of social and economic challenges on participation in secondary school education in Kakamega County. The results were as shown in Table 5.4.

**Table 5.4: Effects of social and economic challenges**

| Rank | Fees Balance |      | Class Repetition |      | Drop Out Rates |      | Transfers |      | Academic Performance |      | Absenteeism |      |
|------|--------------|------|------------------|------|----------------|------|-----------|------|----------------------|------|-------------|------|
|      | f            | %    | f                | %    | f              | %    | f         | %    | f                    | %    | f           | %    |
| 1    | 18           | 81.8 |                  |      | 1              | 4.5  |           |      | 4                    | 18.2 | 1           | 4.5  |
| 2    | 4            | 18.2 | 1                | 4.5  | 1              | 4.5  | 1         | 4.5  | 5                    | 22.7 | 13          | 59.1 |
| 3    |              |      |                  |      | 7              | 31.8 | 2         | 9.1  | 7                    | 31.8 | 5           | 22.7 |
| 4    |              |      | 2                | 9.1  | 7              | 31.8 | 12        | 54.5 | 2                    | 9.1  |             |      |
| 5    |              |      | 7                | 31.8 | 5              | 22.7 | 5         | 22.7 |                      |      | 3           | 13.6 |
| 6    |              |      | 12               | 54.5 | 1              | 4.5  | 2         | 9.1  | 4                    | 18.2 |             |      |

(Source: Field data, 2018).

From Table 5.4, eighteen (18) Guidance and Counselling teachers (81.8%) ranked fee balance at position one while four (4) teachers (18.2%) ranked it in second position. Only one guidance and counselling teacher (4.5%) ranked class repetition as an effect of social and economic conflicts and twelve guidance teachers ranked class repetition as the least consequence of social and economic conflicts at position six. One teacher each (4.5%) ranked drop-out rates as a major consequence of social and economic

conflicts. Most guidance and counselling teachers did not think transfer to other schools was a consequence of social and economic conflicts as they ranked it at position four and below. More than 72% of the guidance and counselling teachers (16 teachers) indicated that academic performance was a major consequence of social and economic conflicts as they ranked it at position three and below.

Nineteen (19) teachers (86.3%) indicated that absenteeism was a major consequence of social and economic conflicts by ranking it at position three and below. Guidance and counselling teachers observed that students who reported experiencing social and economic conflicts had higher incidents of absenteeism from school.

#### **5.2.2.1 Mean ranking by guidance and counselling teachers**

The study computed the mean ranking by guidance and counselling teachers of the effects of social and economic conflicts. The results were as presented in Table 5.5.

**Table 5.5: Mean ranking by Guidance and Counselling teachers**

|                      | <b>Mean Rank</b> | <b>Ranking</b> |
|----------------------|------------------|----------------|
| Fees Balance         | 1.1818           | 1              |
| Academic Performance | 2.3909           | 2              |
| Absenteeism          | 3.0455           | 3              |
| Dropout Rates        | 3.7727           | 4              |
| Transfers            | 4.2273           | 5              |
| Class Repetition     | 5.3182           | 6              |

(Source: Field data, 2018).

From Table 5.5, guidance and counselling teachers indicated that high fee balances was a major consequence of social and economic conflicts ranked at position one with a mean rank of 1.18. Academic performance was ranked second position with mean rank of 2.39, absenteeism was third with a mean rank of 3.04, dropout rates was

fourth (3.77), transfer of students to other schools (4.22) and lastly class repetition was at position six with a mean rank of 5.31.

### 5.2.3 Findings from principals

The sampled principals were asked to rank the effects of social and economic challenges on participation in secondary school education in Kakamega County. The results were as shown in Table 5.6.

**Table 5.6: Effects of social and economic conflicts as ranked by principals**

| Rank | Fees Balance |      | Class Repetition |      | Drop Out Rates |      | Transfers |      | Academic Performance |      | Absenteeism |      |
|------|--------------|------|------------------|------|----------------|------|-----------|------|----------------------|------|-------------|------|
|      | f            | %    | f                | %    | f              | %    | f         | %    | f                    | %    | f           | %    |
| 1    | 14           | 63.6 |                  |      | 2              | 9.1  |           |      | 7                    | 31.8 | 2           | 9.1  |
| 2    | 2            | 9.1  |                  |      | 1              | 4.5  | 3         | 13.6 | 8                    | 36.4 | 16          | 72.7 |
| 3    | 4            | 18.2 | 1                | 4.5  | 2              | 9.1  | 3         | 13.6 | 7                    | 31.8 | 3           | 13.6 |
| 4    | 1            | 4.5  | 3                | 13.6 | 8              | 36.4 | 5         | 22.7 |                      |      | 1           | 4.5  |
| 5    | 1            | 4.5  | 4                | 18.2 | 8              | 36.4 | 9         | 40.9 |                      |      |             |      |
| 6    |              |      | 14               | 63.6 | 1              | 4.5  | 2         | 9.1  |                      |      |             |      |

(Source: Field data, 2018).

The data in Table 5.6 shows that fourteen (14) principals (63.6%) ranked high fee balance as a major effect of social and economic conflicts on participation in secondary school education in Kakamega county. Seven (7) principals (31.8%) indicated that low academic performance was a major effect of social and economic conflicts in Kakamega county while two (2) ranked drop out rates as a main consequence of social and economic conflicts. None of the respondents indicated that class repetition and transfers were significant consequences of social and economic conflicts on participation in secondary school education in Kakamega county.

The study computed the mean ranks by principals on the effects of social and economic conflicts as they affected participation in secondary school education in Kakamega county. The results were presented in Table 5.7.

**Table 5.7: Ranking based on mean ranking by principals**

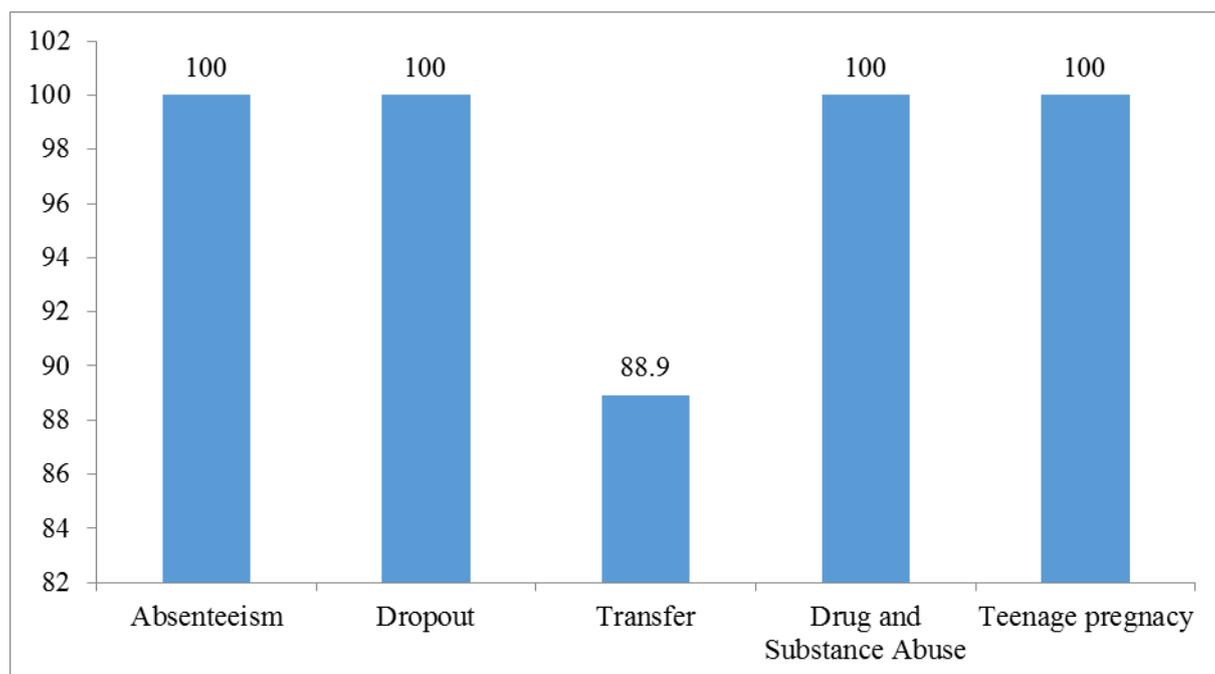
|                      | Mean Rank | Overall Rank |
|----------------------|-----------|--------------|
| Fees Balances        | 1.6818    | 1            |
| Academic Performance | 2.0000    | 2            |
| Absenteeism          | 2.1364    | 3            |
| Dropout Rates        | 4.0000    | 4            |
| Transfer of students | 4.1818    | 5            |
| Class Repetition     | 5.4091    | 6            |

(Source: Field data, 2018).

From the results in Table 5.7, fee balance was the most significant effect of social and economic with a mean rank of 1.68. Academic performance was second with mean rank of 2.00, absenteeism (2.13), dropout rates (4.00), transfer of students to other schools (4.18) and class repetition (5.41) was found to be the least significant. It was observed that class repetition was least significant because it is outlawed by the ministry of education and principals did not wish to be seen to contravene it. The Basic Education Act 2013 declares in clause 35(2) that ‘No pupil admitted in school ... shall be held back in any class or expelled from school’ (ROK, 2013. p 240). These findings concur with Kent (2006), Moore *et. al.* (2009) and Chilton *et al.* (2007) who found that children from poor backgrounds were at a greater risk of several negative outcomes such as poor academic achievement, school drop-out, abuse, neglect, behavioural and socio-emotional problems, physical health problems and developmental delays.

#### 5.2.4 Findings from religious leaders

The sampled religious leaders were asked to identify effects of the social and economic challenges on students' participation in secondary school education in Kakamega County. The results were as shown in Figure 5.3.



**Figure 5.3: Effects of social and economic challenges**

(Source: Field data, 2018).

Data in Figure 5.3 shows that all the respondents (100%) indicated that social and economic conflicts were largely responsible for absenteeism, drop-out, drug and substance abuse as well as teenage pregnancy/early marriages. However, only one of the sampled religious leaders was of the opinion that social and economic conflicts were responsible for transfer of students to less costly schools.



**Plate 5.1: The researcher with some religious leaders.** (Source: Field data 2018).

### **5.2.5 Sub-county directors of education**

The sub county directors of education were asked to rank the effects of social and economic challenges on students' participation in secondary school education in their respective sub counties. The results is as shown in Table 5.8.

**Table 5.8: Ranking of the effects of Social and Economic Conflicts by SCDEs**

| Rank | HFB  | CR   | DOR  | TR   | PAP  | ABS  | TP   | TM   | G/B  | RS   |
|------|------|------|------|------|------|------|------|------|------|------|
| 1    | 66.7 |      |      |      | 33.3 |      |      |      |      |      |
| 2    |      |      |      | 33.3 | 33.3 | 33.3 |      |      |      |      |
| 3    |      |      |      | 66.7 | 33.3 |      |      |      |      |      |
| 4    |      | 33.3 |      |      |      | 33.3 | 33.3 |      |      |      |
| 5    | 33.3 |      |      |      |      | 33.3 | 33.3 |      |      |      |
| 6    |      |      | 66.7 |      |      |      |      |      | 33.3 |      |
| 7    |      |      |      |      |      |      | 33.3 | 66.7 |      |      |
| 8    |      | 66.7 | 33.3 |      |      |      |      | 33.3 |      |      |
| 9    |      |      |      |      |      |      |      |      | 66.7 | 33.3 |
| 10   |      |      |      |      |      |      |      |      |      | 66.7 |

(Source: Field data, 2018).

**Key:** **HFB** - high fee balances  
**CR** - Class repetition  
**DOR** - Dropout rates  
**TR** - Transfer of students  
**PAP** - Poor academic performance  
**ABS** - Absenteeism  
**TP** - Teenage pregnancy  
**TM** - Teenage marriages  
**G/B** - Gambling/betting  
**RS** - Radicalization of students

From Table 5.8, two (2) sub county directors of education (66.7%) indicated that social and economic conflicts have an effect on high fee balances. One sub county director of education (33.3%) ranked poor academic performance as a consequence of social and economic conflicts. Transfer of students between schools and absenteeism were also ranked by sub county directors of education as a consequence of social and economic conflicts in Kakamega county. On the other hand, class repetition, gambling/betting, teenage marriages and radicalization were not, in the opinion of sub county directors of education, a major consequence of social and economic conflicts.

The mean of the rankings by sub county directors of education of the variables were computed and the findings presented in Table 5.9.

**Table 5.9: Ranking based on Mean Ranks by SCDEs**

| <b>Effects</b>             | <b>Mean Rank</b> | <b>Overall Rank</b> |
|----------------------------|------------------|---------------------|
| Poor Academic Performance  | 2.0000           | 1                   |
| High Fees Balances         | 2.3333           | 2                   |
| Transfer of students       | 2.6667           | 3                   |
| Absenteeism                | 3.6667           | 4                   |
| Teenage Pregnancy          | 5.3333           | 5                   |
| Class Repetition           | 6.6667           | 6                   |
| Dropout rates              | 6.6667           | 6                   |
| Teenage Marriages          | 7.3333           | 8                   |
| Gambling/Betting           | 8.0000           | 9                   |
| Radicalization of students | 9.6667           | 10                  |

(Source: Field data, 2018).

As shown in Table 5.9, poor academic performance was ranked as the most important effect of social and economic conflicts on students' participation in secondary school education in Kakamega county by sub county directors of education with a mean rank of 2.00. High fees balances was ranked at second position with mean rank of 2.33 followed by transfer of students to other schools (2.667), absenteeism (3.66), teenage pregnancy (5.33), class repetition (6.66), drop-out rates (6.66), teenage marriages (7.33), gambling and betting (8.00) and radicalisation of students at a mean of 9.66 was ranked last as an effect of social and economic conflict affecting participation in secondary school education in Kakamega county. The findings from sub county directors of education concur with those of principals on effects of social and economic conflicts on participation in secondary school education in Kakamega county.

## 5.2.6 Correlation of social and economic conflicts on students' participation in secondary school education

Data from the students' responses were correlated using Spearman Rank order correlation coefficient ( $\rho$ ) to establish the effect of each variable of social and economic conflict on student participation in secondary school education in Kakamega county. A correlation coefficient where  $r \neq 0$  implies a relationship between variables in the correlation coefficient. A correlation coefficient where  $P < 0.05$  implies the relationship between the variables is significant.

### 5.2.6.1 Orphan hood and participation in secondary school education

Spearman's rank order ( $\rho$ ) correlation was carried out to find the relationship between orphan hood and participation in secondary education in terms of fees balances, class repetition, dropout rates, transfer of students to other schools, academic performance and absenteeism. The results were as shown in Table 5.10.

**Table 5.10: Relationship between orphan hood and participation in education**

|                    | Fees<br>Balances | Class<br>Repetition | Dropout | Transfer | Performance | Absenteeism |
|--------------------|------------------|---------------------|---------|----------|-------------|-------------|
| <b>Coefficient</b> | 0.012            | 0.096               | 0.384*  | 0.019    | -0.301      | 0.142       |
| <b>Sig.</b>        | 0.938            | 0.537               | 0.010   | 0.901    | 0.047       | .0358       |
| <b>N</b>           | 44               | 44                  | 44      | 44       | 44          | 44          |

(Source: Field data, 2018).

From Table 5.10, it was found that orphan hood had relationship with student participation in secondary school education in Kakamega county as  $r \neq 0$ . Orphan hood was found to have a positive relationship with fee balance ( $r = 0.012$ ), repetition ( $r = 0.096$ ), drop out ( $r = 0.384^*$ ), transfer ( $r = 0.019$ ) and absenteeism ( $r = 0.142$ ). From the results, it was evident that orphan hood was associated with high fees

balances as most of the orphaned students would find it difficult to pay their fees. Another problem that was found to increase with orphan hood was dropout rates and transfer of students between schools. This was partly due to lack of funds to cater for school fees and other learning materials. At the same time lack of parental figure to offer motivation would lead to students to drop out of school.

The results further revealed that orphan hood had significant negative relationship with academic performance ( $r = -0.301^*$ ). This implies that students who were orphaned were likely to perform poorly in education. Some of the reasons associated with low academic performance were increase in rate of absenteeism and lack of adequate funds to cater for school fees and learning accoutrements. The poor performance was reported by students and principals alike as a major cause of class repetition, drop out and transfer to other schools which in turn affected students' academic performance.

#### 5.2.6.2 Broken family units and participation in secondary school education

Spearman's rank order (rho) correlation was carried to find the relationship between broken family units and participation in secondary school education in terms of fees balances, class repetition, dropout rates, and transfer of students to other schools, academic performance and absenteeism. The results were as shown in Table 5.11.

**Table 5.11: Broken family units and participation in secondary school education**

|                    | Fees<br>Balances | Class<br>Repetition | Dropout | Transfer | Performance | Absenteeism |
|--------------------|------------------|---------------------|---------|----------|-------------|-------------|
| <b>Coefficient</b> | 0.053            | 0.007               | 0.099   | 0.131    | -0.321      | 0.188       |
| <b>Sig.</b>        | .0732            | 0.963               | 0.522   | 0.396    | 0.033       | 0.222       |
| <b>N</b>           | 44               | 44                  | 44      | 44       | 44          | 44          |

(Source: Field data, 2018).

From Table 5.11, it was found that broken family units had positive relationship with fee balances ( $r = 0.058$ ), repetition ( $r = 0.007$ ), dropout rates ( $r = 0.099$ ), transfers ( $r = 0.131$ ) and absenteeism ( $r = 0.188$ ). This implied that the more there were students from broken family units the higher the school fees balances. The results also revealed that broken family units were a cause for the transfer of students between schools. The transfer, as reported by students, was occasioned by parents changing area of residence and inability to meet increased financial obligations. Students indicated that the transfer in most cases was from expensive to relatively cheaper schools and often from boarding to day schools. Transfer between schools was cited by students and principals as negatively effecting academic performance of the affected students.

The results further revealed that there was a relationship between broken family units and drop-out rates. Students from broken family backgrounds or dysfunctional families were found to be at a higher risk and more likely to drop out of school as compared to those from stable families. The reasons given for dropping out were both economic and social, economic because of lack of finances and social for lack of a role model and encouragement at the family level.

The results also revealed there was a relationship between broken family units and absenteeism. Students from broken family units were more likely to be absent from school. The findings revealed broken family units had a significant negative relationship with academic performance as indicated by  $r = -0.321$ . This implies that students from broken family units were more likely to perform poorly in their academics. Broken family units had a negative effect on academic performance of the affected students. These findings agree with Pong and Ju (2000) and Lichter *et. al.* (1993). Their studies found significant relationship between single parenthood, broken

family units and divorce on one side and participation in secondary school education on the other.

### 5.2.6.3 Teenage pregnancy and participation in secondary school education

Spearman's rank correlation (rho) was carried to find out whether there was a relationship between teenage pregnancy and participation in secondary school education in terms of fees balances, class repetition, dropout rates, and transfer of students to other schools, academic performance and absenteeism. The results were as shown in Table 5.12.

**Table 5.12: Teenage pregnancy and participation in education**

|                    | Fees<br>Balances | Class<br>Repetition | Dropout | Transfer | Performance | Absenteeism |
|--------------------|------------------|---------------------|---------|----------|-------------|-------------|
| <b>Coefficient</b> | 0.163            | 0.229               | 0.242   | 0.218    | -0.305      | 0.199       |
| <b>Sig.</b>        | 0.291            | 0.134               | 0.114   | 0.155    | 0.044       | 0.523       |
| <b>N</b>           | 44               | 44                  | 44      | 44       | 44          | 44          |

(Source: Field data, 2018).

Data in Table 5.12 shows that there was positive relationship between teenage pregnancy and fee balance ( $r = 0.163$ ), repetition ( $r = 0.229$ ), dropout rates ( $r = 0.242$ ), transfer ( $r = 0.218$ ) and absenteeism ( $r = 0.199$ ). The findings indicate increase students who fell victim to teenage pregnancy were likely to have high fee balances, were more likely to be absent from school or drop out of school altogether. There was however a negative relationship between teenage pregnancy and performance implying that students who were victims of teenage pregnancy were more likely to perform poorly in academics as shown by a coefficient of  $R = -0.305$ . These findings

concur with Maluwa-Banda (2004), Mulama (2006), Omwancha (2012) and the Population Council (2017) who observed that teenage pregnancy was a critical incident that was seen to precede drop out by teenage mothers and that pregnancy accounted for 31% of all drop out cases among teenage girls from secondary schools.

#### 5.2.6.4 Teenage marriage and participation in secondary school education

Spearman's rank order (rho) correlation was carried to find the relationship between teenage marriage and participation in secondary education in terms of fees balances, class repetition, dropout rates, and transfer of students to other schools, academic performance and absenteeism. The results were as shown in Table 5.13.

**Table 5.13: Teenage marriage and participation in secondary school education**

|                    | <b>Fees<br/>Balances</b> | <b>Class<br/>Repetition</b> | <b>Dropout</b> | <b>Transfer</b> | <b>Performance</b> | <b>Absenteeism</b> |
|--------------------|--------------------------|-----------------------------|----------------|-----------------|--------------------|--------------------|
| <b>Coefficient</b> | 0.299                    | 0.237                       | 0.301          | 0.064           | -0.371             | 0.445              |
| <b>Sig.</b>        | 0.049                    | 0.121                       | 0.047          | 0.681           | 0.013              | 0.002              |
| <b>N</b>           | 44                       | 44                          | 44             | 44              | 44                 | 44                 |

(Source: Field data, 2018).

Data in Table 5.13 shows that there was a positive relationship between teenage marriage and students fees balance ( $r = 0.299$ ), repetition ( $r = 0.237$ ), dropout rates ( $r = 0.301$ ), and absenteeism ( $r = 0.445$ ). This implies that an increase in the prevalence of early marriages was likely to adversely affect participation in secondary school education in Kakamega county by way of increase in drop-out rates, absenteeism, class repetition and high fee balance. As a result, the academic performance of students was negatively affected as indicated by the significant negative relationship between teenage pregnancy and academic performance ( $r = -0.371$ ).

### 5.2.6.5 Poverty and participation in secondary school education

Spearman's rank (rho) correlation was done to find out the relationship between poverty and participation in secondary school education in terms of fees balances, class repetition, dropout rates, and transfer of students between schools, academic performance and absenteeism. The results were as shown in Table 5.14.

**Table 5.14: Poverty and participation in secondary education**

|                    | <b>Fees<br/>Balances</b> | <b>Class<br/>Repetition</b> | <b>Dropout</b> | <b>Transfer</b> | <b>Performance</b> | <b>Absenteeism</b> |
|--------------------|--------------------------|-----------------------------|----------------|-----------------|--------------------|--------------------|
| <b>Coefficient</b> | 0.321                    | 0.182                       | 0.274          | 0.230           | -0.413             | 0.104              |
| <b>Sig.</b>        | 0.034                    | 0.237                       | 0.072          | 0.133           | 0.005              | 0.502              |
| <b>N</b>           | 44                       | 44                          | 44             | 44              | 44                 | 44                 |

(Source: Field data, 2018).

The results in the Table 5.14 show that poverty had positive relationship with fees balance ( $r = 0.321$ ), repetition ( $r = 0.182$ ), drop out ( $r = 0.274$ ), Transfer between schools ( $r = 0.230$ ) and absenteeism ( $r = 0.104$ ). This implies that higher levels of poverty would result would invariably lead to higher school fees balance which led to affected students to drop out of school and/or transferring to other schools. These findings from students concurred with the findings from principals who observed that poverty was a major reason for high fees balances. The principals observed that students with high fee balances were irregular in their attendance of school and often dropped out or transferred to other schools to evade paying. The compound effect of poverty therefore was poor academic performance as seen by a significant correlation coefficient of  $r = -0.413$ . Students who reported to have come from needy families were more likely to perform poorly in their academic work.

### 5.2.6.6 Child labour and participation in secondary school education

Spearman's rank (rho) correlation was carried out to find the relationship between child labour as reported by students and participation in secondary school education in terms of fees balances, class repetition, dropout rates, and transfer of students to other schools, academic performance and absenteeism. The results were as shown in Table 5.15.

**Table 5.15: Child labour and participation in secondary school education**

|                    | <b>Fees<br/>Balances</b> | <b>Class<br/>Repetition</b> | <b>Dropout</b> | <b>Transfer</b> | <b>Performance</b> | <b>Absenteeism</b> |
|--------------------|--------------------------|-----------------------------|----------------|-----------------|--------------------|--------------------|
| <b>Coefficient</b> | 0.044                    | 0.153                       | 0.152          | -0.263          | -0.361             | 0.318              |
| <b>Sig.</b>        | 0.776                    | 0.322                       | 0.325          | 0.085           | 0.016              | 0.035              |
| <b>N</b>           | 44                       | 44                          | 44             | 44              | 44                 | 44                 |

(Source: Field data, 2018).

Data in Table 5.15 indicates that there was a relationship between child labor and the variables of student's participation in secondary school education in Kakamega County. The data shows a positive relationship between child labour and fees balance ( $r = 0.044$ ), class repetition ( $r = 0.153$ ), dropout rate ( $r = 0.152$ ) and absenteeism ( $r = 0.318$ ). This implies that higher incidents of child labour were correlated with higher fee balances, higher incidents of class repetition, higher school drop-out rates and more incidents of absenteeism. These results imply higher incidents of child labour in Kakamega County would result to increase in class repetition, dropout rates and to some extent fee balances. Students reported to have engaged in child labour to reduce their fee balances and meet other educational needs. However, the positive correlation implies that increase in incidents of child labour would not result to reduction in fees

balance, as shown by a positive correlation coefficient of 0.044. Therefore, child labour was not solution to student school fee balance problem.

There was a significant relationship between child labour and absenteeism, ( $r = 0.318$ ). The implication was that child labour tended to exclude students from classroom thereby affecting their academic performance, as shown by a negative correlation coefficient of  $r = 0.361$ . Child labour was found to have a significant negative relationship with academic performance. This suggests that child labour negatively affects academic performance of students in Kakamega county. Higher incidents of child labour were likely to lead to higher incidents of absenteeism. Students would miss valuable school time as they undertook petty income generating activities such as boda boda. These activities did not raise enough money to cover for school fees and other school needs as evidenced by its positive correlation with fees balances.

#### 5.2.6.7 HIV and AIDS and participation in secondary school education

Spearman's rank ( $\rho$ ) correlation was carried out to find the relationship between HIV and AIDS and participation in secondary education in terms of fees balances, class repetition, dropout rates, and transfer of students to other schools, academic performance and absenteeism. The results were as shown in Table 5.16.

**Table 5.16: HIV and AIDS and participation in secondary education**

|                    | <b>Fees<br/>Balances</b> | <b>Class<br/>Repetition</b> | <b>Dropout</b> | <b>Transfer</b> | <b>Performance</b> | <b>Absenteeism</b> |
|--------------------|--------------------------|-----------------------------|----------------|-----------------|--------------------|--------------------|
| <b>Coefficient</b> | 0.199                    | -0.151                      | 0.187          | 0.236           | -0.305             | 0.323              |
| <b>Sig.</b>        | 0.196                    | 0.327                       | 0.224          | 0.122           | 0.044              | 0.032              |
| <b>N</b>           | 44                       | 44                          | 44             | 44              | 44                 | 44                 |

(Source: Field data, 2018).

Results in Table 5.16 revealed that there was a positive relationship between prevalence of HIV and AIDS and school fee balances ( $r = 0.199$ ), dropout rates ( $r = 0.187$ ), transfer to other schools ( $r = 0.236$ ) and absenteeism ( $r = 0.323$ ). This suggests that higher prevalence of HIV and AIDS cases in Kakamega county would lead to higher cases of fees balance, transfer to other schools and dropout rates. However these relationships were not significant. On the other hand, the effect of HIV and AIDS prevalence on absenteeism and academic performance was significant. Higher levels of HIV and AIDS prevalence led to higher levels of absenteeism and poor academic performance as indicated by Spearman rank correlation coefficient of  $r = 0.323$  and  $r = -0.305$  respectively.

#### 5.2.6.8 Funeral activities and participation in secondary school education

Spearman's rank (rho) correlation was carried out to find the relationship between funeral activities and participation in secondary education in terms of fees balances, class repetition, dropout rates, and transfer of students to other schools, academic performance and absenteeism. The results were as shown in Table 5.17.

**Table 5.17: Funeral activities and participation in secondary education**

|                    | <b>Fees<br/>Balances</b> | <b>Class<br/>Repetition</b> | <b>Dropout</b> | <b>Transfer</b> | <b>Performance</b> | <b>Absenteeism</b> |
|--------------------|--------------------------|-----------------------------|----------------|-----------------|--------------------|--------------------|
| <b>Coefficient</b> | 0.283                    | 0.168                       | 0.185          | 0.060           | -0.332             | 0.166              |
| <b>Sig.</b>        | 0.063                    | 0.277                       | 0.230          | 0.698           | 0.027              | 0.281              |
| <b>N</b>           | 44                       | 44                          | 44             | 44              | 44                 | 44                 |

(Source: Field data, 2018).

The results in Table 5.17 show that there was a relationship between funeral activities and students' participation in secondary school education in Kakamega county. There was positive relationship between funeral activities and fees balances ( $r = 0.287$ ), repetition ( $r = 0.168$ ), dropout rates ( $r = 0.285$ ), transfer ( $r = 0.060$ ) as well as absenteeism ( $r = 0.166$ ). It can be deduced that increase in funeral activities would results to increase in fee balance, dropout rates, absenteeism, repetition and transfer to other schools. These relationships were however, not significant. A significant negative relationship ( $r = -0.332$ ) was found between funeral activities and academic performance. Funeral activities were found to lead to poor academic performance. This relationship was however found to be a second order one. Funeral activities per se did not have a relationship but in as much as it contributed to orphan hood and associated challenges.

#### 5.2.6.9 Initiation activities on participation in secondary school education

Spearman's rank ( $\rho$ ) correlation was carried out to find the relationship between initiation activities and participation in secondary education in terms of fees balances, class repetition, dropout rates, and transfer of students to other schools, academic performance and absenteeism. The results were as shown in Table 5.18.

**Table 5.18: Initiation activities and participation in secondary school education**

|                    | <b>Fees<br/>Balances</b> | <b>Class<br/>Repetition</b> | <b>Dropout</b> | <b>Transfer</b> | <b>Performance</b> | <b>Absenteeism</b> |
|--------------------|--------------------------|-----------------------------|----------------|-----------------|--------------------|--------------------|
| <b>Coefficient</b> | 0.278                    | 0.239                       | 0.131          | 0.182           | -0.140             | 0.150              |
| <b>Sig.</b>        | 0.068                    | 0.118                       | 0.395          | 0.237           | 0.366              | 0.331              |
| <b>N</b>           | 44                       | 44                          | 44             | 44              | 44                 | 44                 |

(Source: Field data, 2018).

From Table 5.18 initiation ceremonies as socio-cultural activities had weak relationship with variables of participation in secondary school education in Kakamega county. Initiation ceremonies had a positive relationship with fee balances ( $r = 0.278$ ), class repetition ( $r = 0.239$ ), school drop-out rates (0.131), transfer across schools ( $r = 0.182$ ) and absenteeism (0.150).

The implication was that the higher the participation in initiation ceremonies the higher the likelihood of higher fee balances, higher repetition rates, higher drop-out rates, higher transfer rates and higher levels of absenteeism. Participation in initiation ceremonies by students was found to have a negative correlation ( $r = -0.140$ ) with academic performance. These relationships were however, not significant in their effect on participation in secondary school education in Kakamega county. The reason could be that whereas initiation ceremonies were important socio-cultural activities, they take place after a long interval.

These findings agree with those of Murunga (2012) who did a study in Vihiga district of Kenya and found a relationship between cultural activities and students' participation in secondary school education.



**Plate 5.2: FGD with guardians/parents in Mumias East**

(Source: Researcher 2018).

### **5.3 Chi square analysis of effect of social and economic conflicts on students' participation in secondary school education**

The Pearson Chi-Square ( $\chi^2$ ) test of association was carried out to find out the relationship between social and economic conflicts on students' participation in secondary school education in Kakamega county. The independent and dependent variables comprised of ordinal (Grade) and nominal data (Yes/No) which necessitated this type of analysis. Cramer's V was used to test the significance of the Pearson Chi square test results. Cramer's V is the square root of chi-squared divided by its minimum possible value. The Cramer's V measures the strength of association between the variables in the chi-square test. Cramer's V of less than 0.20 is generally considered a weak relationship, a range of between 0.20 and 0.49 is considered moderate relationship while a value of more than 0.49 is considered a strong relationship. The dependent variable which was student participation in secondary

school was measured using academic performance, repetition and transfer to other secondary schools. The results were as presented in the following sections.

### 5.3.1 Family income and students' participation in secondary school education

The sampled student respondents were asked to indicate whether their family income was enough to support their school fees. The responses, related to student participation constructs, were analysed using the Pearson Chi Square test of association. The results were as shown in Table 5.19.

**Table 5.19: Family income and participation in secondary education**

| School Participation            | Academic Performance | Transfer | Repetition |
|---------------------------------|----------------------|----------|------------|
| Pearson Chi-Square ( $\chi^2$ ) | 8.855                | 11.549   | 0.580      |
| Sig Value                       | 0.030                | 0.003    | 0.446      |
| Phi and Cramer's V              | 0.125                | 0.142    | 0.032      |
| df                              | 1                    | 2        | 1          |
| N                               | 570                  | 570      | 570        |

(Source: Field data, 2018).

The results in Table 5.19 show that there was a statistically significant association between family income and academic performance  $\chi^2 (1, N = 570) = 8.855, p = 0.003$ . This implies that family income had a significant effect on academic performance of students in Kakamega county. Phi and Cramer's V = .125,  $p = 0.003$ . The results suggest that family income had a direct positive effect on student academic performance in the Kakamega county. Higher family income was associated with better academic grades.

A statistically significant association was found between family income and students' transfer between schools,  $\chi^2 (2, N = 570) = 11.549, p = 0.003$ . This implies that family income was found to have a significant effect on student transfer across schools in

Kakamega County. Phi and Cramer's V = 0.142, p = 0.003. The results suggest that family income explains a greater percentage of the students' choice to change schools. Students from families that were financially stable were less likely to transfer to other schools. These findings agree with the reasons given by students when asked why they transferred to their current schools. However, the association between family income and repetition was not statistically significant at  $\chi^2 (1, N = 570) = 0.580, p = 0.446$ . This implies that family income did not explain the phenomenon of class repetition. Findings from students and principals indicated that academic performance was to a greater extent responsible for the decision to repeat a class.

### 5.3.2 Child labour and student participation in secondary school education

The sampled student respondents were asked to indicate whether they have been required to work so as to raise money for their school fees and other school needs. The responses, related to student participation constructs, were analysed using the Pearson Chi Square test of association. The results were as shown in Table 5.20.

**Table 5.20: Child labour and participation in secondary education**

| <b>School Participation</b>     | <b>Academic Performance</b> | <b>Transfer</b> | <b>Repetition</b> |
|---------------------------------|-----------------------------|-----------------|-------------------|
| Pearson Chi-Square ( $\chi^2$ ) | 10.097                      | 8.784           | 0.297             |
| Sig Value                       | 0.001                       | 0.010           | 0.586             |
| Phi and Cramer's V              | 0.133                       | 0.124           | 0.023             |
| Df                              | 1                           | 2               | 1                 |
| N                               | 570                         | 570             | 570               |

(Source: Field data, 2018).

Data in Table 5.20 shows that there was statistically significant association between child labour and participation in secondary school education. Incidents of child labour as reported by students were found to have a significant association with academic performance  $\chi^2 (1, N = 570) = 10.097, p = 0.001$ . This implies that students'

participation in child labour had significant adverse effect on their academic performance in Kakamega county. Phi and Cramer's V = 0.133, p = 0.003. There was found a statistically significant association between incidents of child labour and student transfer across schools at  $\chi^2 (2, N = 570) = 8.784, p = 0.010$ .

This suggests that child labour was associated with student transfer to other schools in Kakamega County but Phi and Cramer's V = .124, p = 0.010 showed that the association was not significant as a reason for transfer of students across schools in Kakamega County. The data further showed that there was no statistically significant association between student participation in child labour and repetition  $\chi^2 (1, N = 570) = 0.297, p = 0.586$ . This implied that child labour had no effect on class repetition of students in Kakamega county.

### 5.3.3 Learning materials on students' participation in secondary school education

The sampled student respondents were asked to indicate whether there were any items that they required in school that they did not have. The responses, related to student participation constructs, were analysed using the Pearson Chi Square test of association. The results were as shown in Table 5.21.

**Table 5.21: Learning materials and participation in secondary education**

| School Participation |            | Academic Performance | Transfer | Repetition |
|----------------------|------------|----------------------|----------|------------|
| Pearson $(\chi^2)$   | Chi-Square | 228.760              | 18.617   | 0.666      |
| Sig Value            |            | 0.000                | 0.000    | 0.414      |
| Phi and Cramer's V   |            | 0.634                | 0.181    | 0.034      |
| Df                   |            | 1                    | 2        | 1          |
| N                    |            | 570                  | 570      | 570        |

(Source: Field data, 2018).

Data in Table 5.21 indicated that there was statistically significant association between learning materials and academic performance  $\chi^2 (1, N = 570) = 228.760, p = 0.000$ . This postulated that lack of learning material had a significant effect on students' academic performance in Kakamega county. Phi and Cramer's V = 0.634,  $p = 0.000$ . The results suggest that availability of learning accoutrements or lack of, had a strong effect on student academic performance in Kakamega county.

The data also indicated that there was statistically significant association between learning materials and students transfer  $\chi^2 (2, N = 570) = 18.617, p = 0.000$ . This implies that lack of learning material has significant effect on student transfer to other schools in Kakamega county. The Phi and Cramer's V = 0.181,  $p = 0.010$  value showed that the association was not significant. This led to the conclusion that availability of learning materials had weak effect on transfer of students across schools in the Kakamega county. There was found however, no statistically significant association between availability of learning material and repetition  $\chi^2 (1, N = 570) = 0.297, p = 0.586$ . This implied that learning materials did not have a significant effect on class repetition by students in Kakamega county.

#### **5.3.4 Effect of drug and substance abuse on the participation in secondary school education**

Spearman's Rank order (rho) correlation was carried to find the relationship between drug and substance abuse and measurable indicators of students' participation in secondary school education in terms of fees balances, class repetition, dropout rates, transfer of students to other schools, academic performance and absenteeism. The results were as shown in Table 5.22.

**Table 5.22: Correlation between drug and substance abuse and participation variables**

|                    | <b>Fees Bal</b> | <b>Repetition</b> | <b>Dropout</b> | <b>Transfer</b> | <b>Performance</b> | <b>Absenteeism</b> |
|--------------------|-----------------|-------------------|----------------|-----------------|--------------------|--------------------|
| <b>Coefficient</b> | 0.089           | 0.112             | 0.225          | 0.176           | -0.416*            | 0.114              |
| <b>Sig.</b>        | 0.616           | 0.528             | 0.200          | 0.319           | 0.014              | 0.521              |
| <b>N</b>           | 44              | 44                | 44             | 44              | 44                 | 44                 |

\* significant at  $p \leq 0.01$  (99%).

(Source: Field data, 2018).

Data in Table 5.22 shows that drug and substance abuse had an effect on participation of students in secondary school education in Kakamega county. The results revealed that drug and substance abuse had positive relationship with school fees balance ( $r = 0.089$ ), class repetition ( $r = 0.112$ ), dropout rates ( $r = 0.225$ ), transfer ( $r = 0.176$ ) and absenteeism ( $r = 0.114$ ). This implies that increase in drug and substance abuse would invariably lead to increase in school fees balance. Further, it was noted that increase in drug and substance abuse would also lead to increase in the possibility of transfer of students across schools or outright drop out probably due to expulsion on disciplinary grounds.

The results also revealed that increase in incidents of drug and substance abuse were associated with higher levels of absenteeism. This implies that as students who were prone to drug and substance abuse were likely to miss class hours which in turn negatively affected their academic performance as shown by a negative correlation of  $r = -0.419^*$  which was significant at  $p \leq 0.01$  (99%) confidence level. An increase in drug and substance abuse by secondary school students would lead to significant decrease in academic performance. Drug and substance abuse was also found to have a significant positive relationship with class repetition and drop-out rates.

## 5.4 Stepwise multiple regression analysis

This study further carried out a stepwise multiple linear regression analysis of the variables to determine the contribution of social and economic conflicts to students' participation in secondary school education in Kakamega county. The independent variables were entered into the regression equation step by step in their order of strength of explanation of variation in the dependent variable. This an automatic function in the SPSS data analysis statistic. A summary of the findings from the regression analysis is presented in the following sections. In the presentations, R Square is the coefficient of determination and it shows the percentage change in dependent variable (student participation in secondary education) that is accounted for or explained by variation in the independent variables (social and economic conflicts). The results in this section are presented according to student participation.

### 5.4.1 Social and economic conflicts and academic performance

Data on social and economic challenges were entered against academic performance and the results presented in Table 5.23.

**Table 5.23: Social and economic conflicts and performance**

| Model | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of the Estimate | R Square Change | F Change | df   | Sig. F Change |
|-------|----------------|-------------------------|----------------------------|-----------------|----------|------|---------------|
| 1     | .579           | .569                    | .98392                     | .579            | 57.821   | 1,42 | .000          |
| 2     | .631           | .613                    | .93301                     | .051            | 5.709    | 1,41 | .022          |

a. Predictors: (Constant), Poverty

b. Predictors: (Constant), Poverty, Boy Girl Relationship  
(Source: Field data, 2018).

The results in Table 5.23 revealed social and economic conflicts affected academic performance up to 63.1% ( $R^2=0.631$ ). Based on the above values it shows that poverty contributes 56.9% ( $R^2=0.569$ ) in explaining variance in academic performance, while

the contribution of boy girl relationship is 5.1% ( $R^2=0.051$ ). Therefore, poverty has the highest contribution to academic performance.

#### 5.4.2 Social and economic conflicts and absenteeism

Data on social and economic conflicts were regressed against absenteeism and the results presented in Table 5.24.

**Table 5.24: Social and economic conflicts and absenteeism**

| Model | $R^2$ | Adjusted $R^2$ | Std. Error of the Estimate | R Square Change | Change Statistics F Change | df   | Sig. F Change |
|-------|-------|----------------|----------------------------|-----------------|----------------------------|------|---------------|
| 1     | .208  | .189           | 1.11358                    | .208            | 11.003                     | 1,42 | .002          |

a. Predictors: (Constant), Teenage Marriages

(Source: Field data, 2018).

The results in Table 5.24 revealed social and economic conflicts explained absenteeism up to 20.8% ( $R^2=0.208$ ). Based on the above values it shows that teenage marriages contribute 20.8% in explaining variance in absenteeism in Kakamega County.

#### 5.4.3 Social and economic conflicts and transfer

Data on social and economic conflicts were regressed against students' transfer across schools and the results presented in Table 5.25.

**Table 5.25: Social and economic conflicts and transfer**

| Model | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of the Estimate | Change Statistics |          |      |               |
|-------|----------------|-------------------------|----------------------------|-------------------|----------|------|---------------|
|       |                |                         |                            | R Square Change   | F Change | df   | Sig. F Change |
| 1     | .100           | .078                    | 1.02646                    | .100              | 4.657    | 1,42 | .037          |
| 2     | .212           | .173                    | .97232                     | .112              | 5.807    | 1,42 | .021          |

a. Predictors: (Constant), Child Labor

b. Predictors: (Constant), Child Labor, HIV and AIDS

(Source: Field data, 2018).

The results in Table 5.25 revealed social and economic conflicts affected transfer of students to other schools up to 21.2% ( $R^2=0.212$ ). Based on the above values it shows that child labour contributes 10.0% ( $R^2=0.10$ ) in explaining variance in transfer of students to other schools, while the contribution of HIV and AIDS is 11.2% ( $R^2=0.112$ ). Therefore, HIV and AIDS had the highest contribution to transfers to other schools in Kakamega County.

#### 5.4.4 Social and economic conflicts and drop-out rate

Data on social and economic conflicts were regressed against drop-out rates and the results presented in Table 5.26.

**Table 5.26: Social and economic conflicts and drop-out rates**

| Model | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of the Estimate | Change Statistics |          |       |               |
|-------|----------------|-------------------------|----------------------------|-------------------|----------|-------|---------------|
|       |                |                         |                            | R Square Change   | F Change | df1   | Sig. F Change |
| 1     | .170           | .150                    | 1.12866                    | .170              | 8.579    | 1, 42 | .005          |

a. Predictors: (Constant), Orphan hood

(Source: Field data, 2018).

The results in Table 5.26 revealed social and economic conflicts explained dropout rate up to 17.0% ( $R^2=0.170$ ). Based on the above values it was found that orphan hood contributed 20.8% in explaining variation in dropout rates in Kakamega County

#### 5.4.5 Social and economic conflicts and class repetition

Data on social and economic conflicts were regressed against class repetition and the results presented in Table 5.27.

**Table 5.27: Social and economic conflicts and class repetition**

| Model | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |      |               |
|-------|----------|-------------------|----------------------------|-------------------|----------|------|---------------|
|       |          |                   |                            | R Square Change   | F Change | df1  | Sig. F Change |
| 1     | .103     | .081              | 1.19782                    | .103              | 4.809    | 1,42 | .034          |
| 2     | .219     | .181              | 1.13078                    | .117              | 6.128    | 1,41 | .018          |
| 3     | .304     | .251              | 1.08125                    | .084              | 4.842    | 1,40 | .034          |

a. Predictors: (Constant), Broken Family Units

b. Predictors: (Constant), Broken Family Units, Poverty

c. Predictors: (Constant), Broken Family Units, Poverty, Orphan hood

(Source: Field data, 2018).

The results in Table 5.27 revealed social and economic conflicts explained variance in class repetition up to 30.4% ( $R^2=0.304$ ). Based on the above values it was evident that broken family units contributed 10.3% in explaining variation in class repetition in Kakamega County while poverty explained 11.7% of the variation in class repetition. Another socio-economic conflict that affected class repetition was orphan hood as it explained 8.4% of variance in class repetition. From the results, it can be deduced that poverty had highest contribution in class repetition among students in Kakamega County.

#### 5.4.6 Social and economic conflicts and fees balances

Data on social and economic conflicts were regressed against fee balances and the results were as presented in Table 5.28.

**Table 5.28: Social and economic conflicts and fee balances**

| R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | Change Statistics |          |               |
|----------|-------------------|----------------------------|-----------------|-------------------|----------|---------------|
|          |                   |                            |                 | F Change          | df1, df2 | Sig. F Change |
| .146     | .125              | .94791                     | .146            | 7.171             | 1,42     | .011          |
| .249     | .212              | .89959                     | .103            | 5.634             | 1,41     | .022          |
| .338     | .289              | .85486                     | .089            | 5.403             | 1,40     | .025          |

a. Predictors: (Constant), Poverty

b. Predictors: (Constant), Poverty, Broken Family Units

c. Predictors: (Constant), Poverty, Broken Family Units, Orphan hood

(Source: Field data, 2018).

The results in Table 5.28 revealed social and economic conflicts affected fees balances up to 33.8% ( $R^2=0.338$ ). Based on the above values it showed that poverty contributed 14.6% ( $R^2=0.146$ ) in explaining variation in school fee balances while the contribution of broken family unit was 10.3% ( $R^2=0.103$ ) and lastly orphan hood contributed 8.9% change in fee balances as indicated by R square of 0.089. Therefore, poverty was found to have the highest contribution to fee balances amongst social and economic conflicts in Kakamega County.

#### 5.5 Regression analysis of drug and substance abuse and participation

The stepwise multiple regression analysis was carried out on the data collected to establish the contribution of the independent variable (drug and substance abuse) in

explaining the variation observed in the dependent variables (participation in secondary school education). The results were presented in Table 5.29.

**Table 5.29: Effect of drug and substance abuse on participation in secondary education**

|                      | <b>R-Square</b> | <b>Adjusted R Square</b> | <b>Std Error</b> | <b>df</b> | <b>F Ratio</b> | <b>Sig Level</b> |
|----------------------|-----------------|--------------------------|------------------|-----------|----------------|------------------|
| Academic performance | 0.489           | 0.477                    | 0.73625          | 1,43      | 40.178         | 0.000            |
| Absenteeism          | 0.264           | 0.247                    | 0.84949          | 1,43      | 15.068         | 0.000            |
| Dropout Rates        | 0.128           | 0.107                    | 1.11520          | 1,43      | 6.153          | 0.017            |

(Source: Field data, 2018).

The results in Table 5.29 revealed that drug and substance abuse accounted for 48.9% (R Square = 0.489) of the variation in academic performance among secondary school students in Kakamega county. Since the F value is greater than zero ( $F(1, 43) = 40.178, p < 0.05$ ), drug and substance abuse was found to be a good predictor of academic performance in Kakamega county. The results also indicated that drug and substance abuse accounted for 26.4% (R Square = 0.264) of the variation in student absenteeism among secondary school students. This implies that changes in drug and substance abuse among secondary students in Kakamega county would result to changes in student absenteeism by 26.4% in the same direction. Lastly, drug and substance abuse also significantly explained changes in drop-out rates among secondary school students in Kakamega county as shown by R square of 0.128. This postulates that increase in drug and substance abuse would result to increase in drop-out rates by 12.8%. An  $F(1.43) = 6.153, p < 0.05$  implies that drug and substance abuse was significant predictor of drop-out rates.

The findings of this study on drug and substance abuse concur with studies by Spooner (2005), Oteyo and Kariuki (2009), Ngesu *et.al.* (2008) who found a

significant negative relationship between drug and substance abuse and participation in education. The study by Renna (2006) focused on the effect of alcohol on participation in education.

## **5.6 Chapter Summary**

This chapter presented data and findings pertaining to the second objective of this study which was to assess the relationship between social and economic conflicts and students' participation in secondary school education in Kakamega county. Data were analysed by Pearson's chi square, the Spearman's rank correlation coefficient and the stepwise multiple regression analysis. This study found significant relationships between social and economic conflicts and the measurable participation variables. The findings presented in this chapter laid the ground for chapter six which, according to the third objective, was to evaluate the strategies used to improve students' participation in secondary school education in Kakamega county.

**CHAPTER SIX**  
**STRATEGIES USED TO IMPROVE PARTICIPATION IN SECONDARY**  
**SCHOOL EDUCATION IN KAKAMEGA COUNTY**

**Introduction**

This chapter presents the results on data pertaining to the third objective of this study. The objective was to evaluate the strategies that are used to improve students' participation in secondary school education in Kakamega county. The main measurable indicators were financial support and guidance and counselling. The research design used for this objective was evaluation. Quantitative and qualitative data were collected using questionnaires, interview schedules and focus group discussions (FGD) administered to guiding and counselling teachers, principals, parents and guardians, religious leaders, chiefs, National government CDF managers and sub county directors of education. Data was analysed descriptively using percentages, frequency distributions and means while inferential data were analysed using the Pearson's chi-square and Spearman's rank order correlation coefficient. The findings were presented in form of figures and tables as in the following sections.

**6.1 Strategies used to improve participation in secondary school education**

The respondents were asked to indicate various strategies used to improve student participation in secondary school education. The results were presented in the following sections.

### 6.1.2 Guiding and Counselling Teachers

The guiding and counselling teachers were asked to state the strategies that were in place to improve students' participation in secondary school education. The results were as shown in Table 6.1.

**Table 6.1: Strategies to improve participation by GAC teachers**

| <b>Strategies</b>    | <b>Frequency</b> | <b>Percentage</b> | <b>Rank</b> |
|----------------------|------------------|-------------------|-------------|
| Bursaries/CDF        | 21               | 95.45             | 1           |
| Roll call            | 20               | 90.90             | 2           |
| Guiding & Counseling | 19               | 86.36             | 3           |
| School rules         | 19               | 86.36             | 4           |
| Parents meeting      | 18               | 81.81             | 5           |
| Feeding programs     | 17               | 77.27             | 6           |
| Pastoral services    | 15               | 68.18             | 7           |
| Guest Speakers       | 11               | 50.00             | 8           |

(Source: Field data, 2018).

The results in Table 6.1 show that bursaries and CDF were the most preferred strategy to improve student participation in secondary school as shown by 95.45% of the sampled guiding and counselling teachers. It was followed closely by roll call as shown by 90.90% of the respondents. It was found that boarding and day schools carried out at least two roll calls in a day to ensure that all students were in school. Guiding and counselling was reported as strategy by nineteen (19) guiding and counselling teachers (86.36%). The respondents indicated that they carry out various guiding and counselling services relating sexuality, drug and substance abuse and to orphaned children who were prone to suffer poor academic performance, absenteeism and drop outs.

School rules were also used as strategies as indicated by nineteen (19) teachers (86.36%) of the sampled guiding and counselling teachers. The teachers reported that they had school rules and regulation and regulations that guided attendance of school and lessons. Schools which put emphasis on their school rules, motto, vision and mission statement were found to have higher students' participation. Parents meetings were reported as a strategy by eighteen (18) guidance and counselling teachers (81.81%) to improve participation in secondary school education. These meetings provided an opportunity for a tripartite approach to addressing students' issues. Pastoral services and guest speakers were reported as a strategy used by fifteen (15) and eleven (11) guidance and counselling teachers respectively. The topics covered during the sessions included sex education, motivational talks and mentorship programmes.

#### **6.1.2.1 Strategies to address challenges of drug and substance abuse**

Guidance and counselling teachers were asked to state strategies they use to address the challenges of drug and substance abuse in their schools. Their responses were tabulated in Table 6.2.

**Table 6.2: Strategies to address challenges of drug and substance abuse**

| <b>Strategy</b>                | <b>Frequency</b> | <b>Percentage</b> | <b>Rank</b> |
|--------------------------------|------------------|-------------------|-------------|
| Guiding and Counseling         | 22               | 100               | 1           |
| Continuous Sensitisation       | 22               | 100               | 1           |
| Involving Medical personnel    | 21               | 95.45             | 2           |
| Involving local administration | 19               | 86.36             | 3           |
| Teachers as role models        | 16               | 72.73             | 4           |
| Conferences on drug abuse      | 11               | 50.00             | 5           |

(Source: Field data, 2018).

From Table 6.2 it was seen that all the twenty two (22) sampled guiding and counselling teachers (100%) reported that they use guiding and counselling and

continuous sensitisation as strategies for addressing the challenges of drug and substance abuse in secondary schools. Other strategies outlined by guidance and counselling teachers were involving medical personnel to sensitize students deal with medical and psychological issues (95.45%), involving local administration (86.36%), assign teachers as foster parents and mentors (72.73%) and regular meetings and conferences on the effects of drug and substance abuse.

### 6.1.3 Principals

The sampled principals were asked to state the strategies that were in place to improve students' participation in the secondary school education. The results were as presented in Table 6.3.

**Table 6.3: Strategies to improve participation by principals**

| <b>Strategies</b>                       | <b>Frequency</b> | <b>Percentage</b> | <b>Rank</b> |
|---|------------------|-------------------|-------------|
| Student Inspection                      | 18               | 81.81             | 1           |
| CDF/Bursaries                           | 16               | 72.72             | 2           |
| Guiding & Counseling                    | 15               | 68.18             | 3           |
| Tripartite (Teachers, Student, Parents) | 15               | 68.18             | 3           |
| Guest Speakers                          | 14               | 63.63             | 5           |
| Pastoral services                       | 12               | 54.54             | 6           |
| Liaising with Local Administration      | 10               | 45.45             | 7           |
| FSE/FDSE                                | 9                | 40.91             | 8           |

(Source: Field data, 2018).

The data in Table 6.3 shows that eighteen (18) principals (81.81%) from the sampled schools in Kakamega county indicated that regular inspection of students was a strategy that they used to try to improve students' participation in secondary school education. It was observed that prohibited substances and drugs found their way into school through students especially during visiting days, half term and opening days. Principals indicated that impromptu inspection would deter students from bringing prohibited items to school. They reported that this method was an effective deterrent

except where some members of staff, teaching and support, were complicit in the vice. Principals reported that most needy students benefitted from CDF bursaries which had reduced fees balances. This was found to be an effective strategy of improving students' participation in secondary school education as shown by sixteen (16) principals (72.72%). It was reported that, all students who applied for bursaries at their constituency and county levels were awarded. However, principals indicated that the amount disbursed per student was not enough to clear the fee balance. The principals recommended a *pro rata* system of awarding bursaries based on the amount of outstanding fees.

All the sampled schools reported that they had functional guiding and counselling units. Fifteen (15) principals (68.18%) reported that guiding and counselling units were effective in improving students' participation in secondary school education by averting drop out cases. However, principals indicated that the main challenge facing guidance and counselling units was lack of trained personnel. From Table 8.2 it was also noted that fifteen (15) principals (68.18%) reported organizing meetings between teachers, students and parents whose object was to discuss various aspects of students' participation in secondary school education key among them being discipline and academic performance. Other strategies reported to be used by schools included guest speakers (63.63%), pastoral services (54.54%), local administration (45.45%) and FDSE (40.91%).

### 6.1.3.1 Strategies to address the challenges of drug and substance abuse in secondary schools

The sampled principals were asked to indicate the strategies they use in addressing the challenges of drug and substance abuse in their schools. The responses were summarised in Table 6.4.

**Table 6.4: Strategies to address challenges of drug and substance abuse**

| Strategy                  | Frequency | Percentage | Rank |
|---------------------------|-----------|------------|------|
| Guidance and counselling  | 22        | 100        | 1    |
| Conferences on drug abuse | 22        | 100        | 1    |
| Community sensitisation   | 19        | 86.36      | 2    |
| Regular inspection        | 17        | 77.27      | 3    |
| Local administration      | 15        | 68.18      | 4    |

(Source: Field data, 2018).

From Table 6.4, it was evident that all the twenty two (22) principals (100%) indicated that guidance and counselling as well as regular meetings and conferences on drug and substance abuse were the most preferred strategies of dealing with the challenges of drug and substance abuse in secondary schools in Kakamega county respectively. Nineteen (19) principals (86.36%) reported using community sensitisation targeting to reduce incidents of the school surrounding community supplying drugs to students. Seventeen (17) principals (77.27%) indicated that they used regular school inspection to discourage students from keeping and abusing drugs in school while fifteen (15) principals reported to be using the local administration to curb the availability of drugs and illicit substances within the school locality. This was especially to address the fact that availability was found by this study to be a major factor predisposing secondary school students to drug and substance abuse by secondary school students.



**Plate 6.1:** Interview with the Principal St. Theresa’s Isanjiro secondary school Kakamega North, Mrs. Rose Bengo. (Source: Field data, 2018).

#### 6.1.4 Religious leaders

The study sought to find out if religious organisations offered any form of support to vulnerable students affected by diverse social and economic challenges. The results were as presented in Table 6.5.

**Table 6.5: Support by religious organisations**

| Support                  | Frequency | Percentage |
|--------------------------|-----------|------------|
| Guiding and Counseling   | 4         | 44.4       |
| Provision of Basic Needs | 5         | 55.6       |
| Bursaries/Sponsorship    | 4         | 44.4       |

(Source: Field data, 2018).

From data in Table 6.5 it was observed that all of the sampled respondents indicated they offer various forms of support to the affected students. The support was

categorized into three main categories. The results revealed that four (4) religious leaders (44.4%) indicated they offered guiding and counseling both to students and parents especially on issues related to domestic violence, HIV and AIDS and broken family units. They reported engaging with parents and other family members to facilitate reconciliation and to ensure students were brought up in a family that supports their education. The results further revealed that they provided basic needs and other learning requirements to the affected students as shown by five (5) religious leaders (55.6%). This was mainly advanced to poor families, single parents and total orphaned students. They included books, school uniform, clothes and food among other things.

Four (4) of the sampled religious leaders (44.4%) indicated that their organisations supported education by giving bursaries and sponsorship either directly or indirectly to the affected students. Direct support entailed giving support to the affected students while indirect support was by way of identifying and approaching sponsors and or benefactors on behalf of the affected students.

#### **6.1.5 Strategies to improve participation by Chiefs**

The sampled chiefs were asked to indicate the strategies that are used to improve students' participation in secondary school education. Their responses were presented according to the social and economic challenges that they identified to be prevalent in their areas.

##### **6.1.5.1 Poverty**

To overcome challenges related with poverty, all the sampled chiefs indicated the need to free secondary education so as to ensure students do not drop out due to fee challenges. The chiefs also suggested the need increase NG-CDF allocation especially

to public day secondary schools as they hold the highest number of children affected by poverty. The interview results further revealed that there was need to enhance provision of sanitary towels to female students. One of the sampled chief suggested that there was need to utilize *Uwezo* and Youth funds to enhance academic participation in secondary school. One of the sampled chiefs indicated that the introduction of Buffalo Bicycle project by a donor to assist children reach school attracted students and improved participation in secondary education especially in day schools. The aim of this project, the chief reported, was to allow poor student to access school and cushion girls from sexual exploitation by *boda boda* riders. There was also need to improve income from farming and business so as to empower local community economically for them to support their children's education.



**Plate 6.2:** Interview with Senior Chief Mahira Location, Kakamega North, Mr. Moses Mulefu

The findings are in line with the recommendations of UNESCO (2000), Republic of Kenya (2012) and Roshan (2009) which identified targeted support in form of stipends to vulnerable groups as a way of ameliorating the adverse effects of poverty on participation in education.

#### **6.1.5.2 Domestic violence and family separation and HIV and AIDS**

The sampled respondents indicated that there was need to enhance guiding and counselling programmes both for students and parents who were victims and perpetrators of domestic violence, family separation and affected or infected with HIV and AIDS. The chiefs further recommended that children affected or infected with HIV and AIDS besides counselling, should be supported by allowing them to access full bursary and other sponsorship and should have access to Anti-retroviral drugs (ARV) and other medication at no cost.

#### **6.1.5.3 Drug and substance abuse**

The sampled chiefs indicated that there was need to enhance guiding and counselling aimed at achieving behaviour change among students. They recommended that local administrators should hold public *barazas* to sensitize the people on effect of drug and substance abuse not only to their household but also the community.

The local administrators also indicated there was need for team work by all stakeholders, parents, school management and government agencies to address to menace of drug abuse.

One of the chiefs said that;

As senior chief Mahira location, I hold two public *barazas* every month so I sensitize and mobilize *wananchi* (citizens) to avoid drugs and substance

abuse and report the culprit engaging in the business to relevant authorities. (Interview, Chief, Mahira Location, 03/09/2018; 8:30 AM).

#### **6.1.5.4 Teenage Pregnancies**

Teenage pregnancies was found to be associated with poverty, *boda boda*, drug and substance abuse, family separation, domestic violence, circumcision and funeral ceremonies at night. Therefore, the sampled chiefs indicated that there was need for concerted effort in curbing the factors associated with teenage pregnancy. These included the banning of night funeral celebrations commonly referred to as *disco matanga* in the village to regulate the attendance of school going children. The senior chief Mahira observed:

Contrary to commonly held view, a majority of teenage pregnancies are caused by elderly people rather than by fellow schoolmates. The perpetrators are fairly well off members of the community who take advantage of the girls' naivety and poverty to lure them to having affairs. Fellow students may only be responsible for a small fraction. Therefore, measures to address this problem must go beyond the school. (Interview with the Chief, Mahira location on 3<sup>rd</sup> September, 2018)

From the foregoing, the problem of teenage pregnancy goes beyond the school and requires a multi-sectoral approach to effectively address it.

#### **6.1.6 Strategies by National Government - CDF managers**

National government constituency development fund (NG-CDF) managers were asked to indicate the strategies they use to improve participation in secondary school education in their constituencies. They indicated that their main support for education was through disbursement of bursaries to needy students as well as infrastructural support to schools. The NG-CDF managers were asked to indicate the amount

disbursed as bursary to support education. Their responses were as presented in Table 6.6.

**Table 6.6: Amount disbursed by NG-CDF for secondary school education**

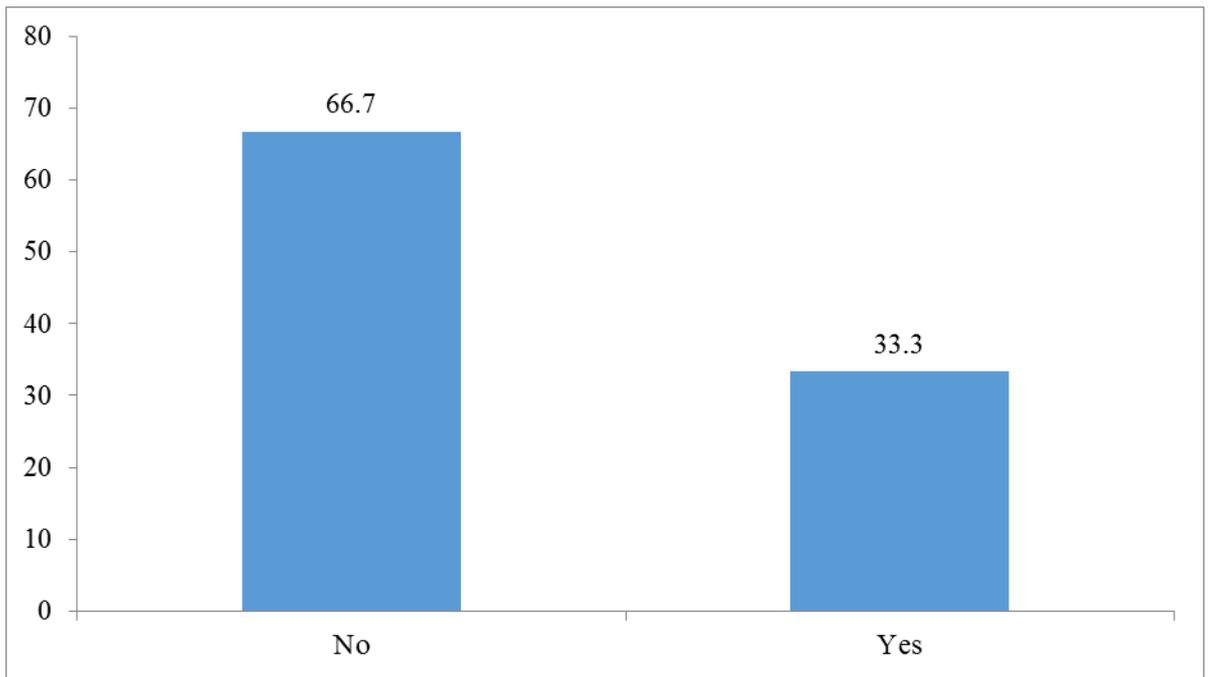
| Category of Schools          | KK North  | Mumias East    | Kakamega East |
|------------------------------|-----------|----------------|---------------|
| National School              | 100,000   | 5000 per child | 120,000       |
| Extra County Boarding School | 200,000   | 5000 per child | 80,000        |
| County Boarding School       | 200,000   | 5000 per child | 50,000        |
| Sub County Boarding School   | 600,000   | 5000 per child | 10,000        |
| Day Schools                  | 1,000,000 | 5000 per child | 740,000       |

(Source: Field data, 2018).

From Table 6.6, it was observed that each constituency used different criteria and modalities of disbursement. In Kakamega North for instance, day schools received the highest allocation which decreased to the lowest in national schools. This was explained by the fact that only a few students are selected to join national schools from each constituency. In Mumias East, each child received Ksh. 5,000 regardless of the school classification. The total number of students that have benefitted from Mumias East CDF were 1871 with over Ksh 9.3 million disbursed annually. In Kakamega East, day schools were awarded Ksh. 740,000. Others were national schools at 120,000, extra County schools at Ksh. 80,000, county boarding schools were awarded 50,000 and sub county boarding schools Ksh. 10,000. From the findings, it was revealed that day schools received the highest allocation in all three sub counties probably due to higher student numbers.

#### **6.1.6.1 Adequacy of NG-CDF funds to applicants**

The NG-CDF were asked to indicate whether the funds allocated were sufficient and their responses were as presented in Figure 6.1.



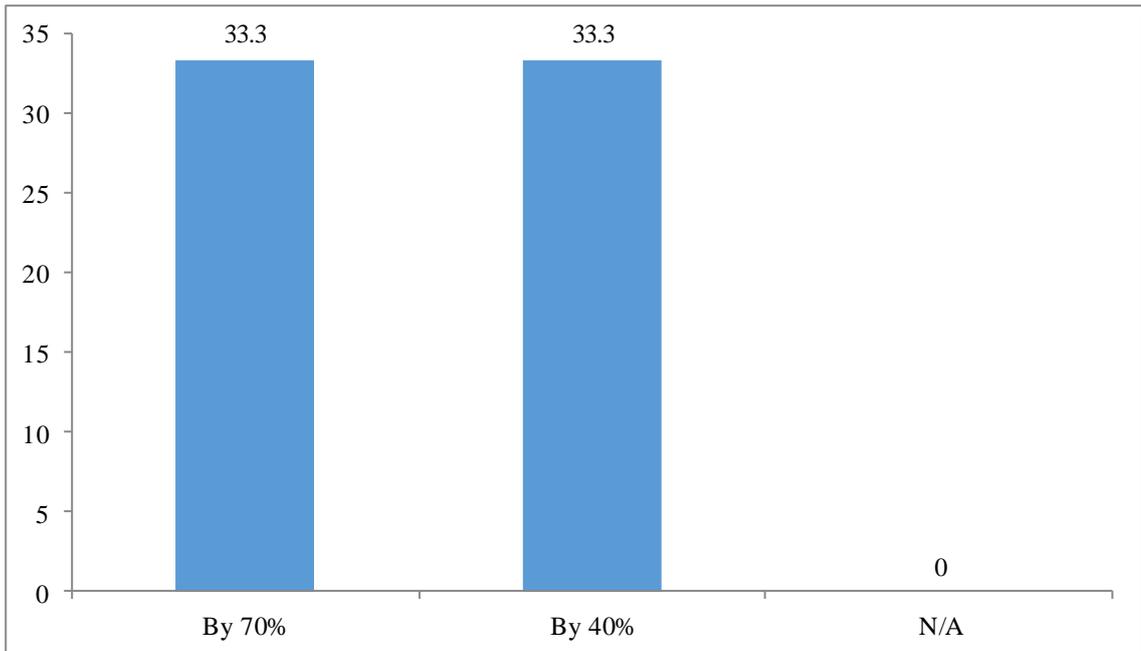
**Figure 6.1: Adequacy of NG-CDF funds**

(Source: Field data, 2018).

Data in Figure 6.1 shows that two (2) managers (66.7%) indicated that the CDF funds were not sufficient while one (33.3%) said the money was enough.

**6.1.6.2 Percentage of total amount demand exceed the funds allocated or budgeted**

The respondents were asked to state whether the demand (Total amount by applicants) exceeded the funds allocated or budgeted for. The results were as shown in Figure 6.2.



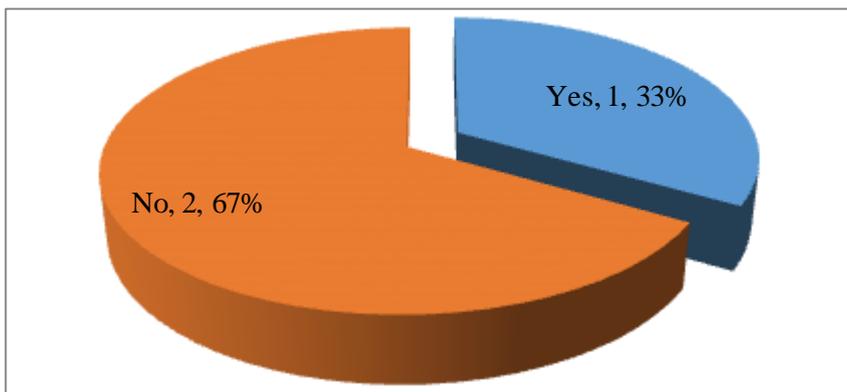
**Figure 6.2: Percentage of demand exceeding budget**

(Source: Field data, 2018).

From Figure 6.2 the respondent from Kakamega East indicated that demand exceeded budgeted funds by 70% while in Kakamega North demand exceeded budget by 40%.

#### **6.1.6.3 Sufficiency of amount disbursed per student**

The study sought to find out if the amount disbursed per student was sufficient for full academic year. The results were as shown in Figure 6.3.



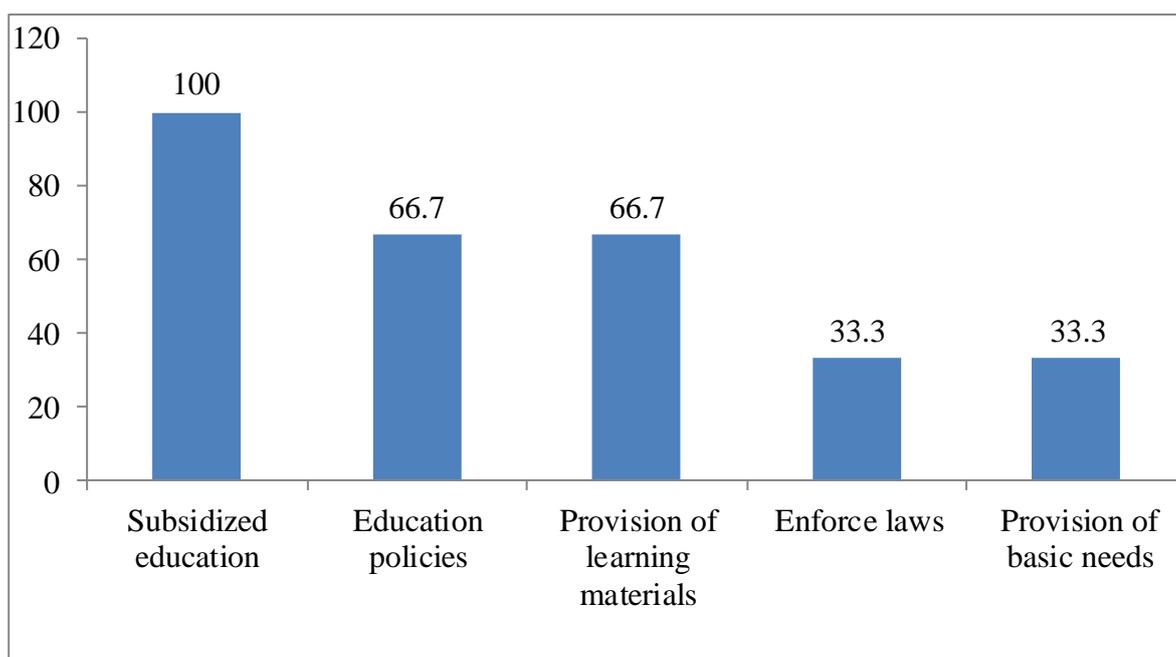
**Figure 6.3: Sufficiency of CDF funds per student**

(Source: Field data, 2018).

Data in Figure 6.3 shows that only one of the respondents (33%) indicated that the amount disbursed per student was sufficient for full academic year as it was meant to supplements the parent effort rather than to replace it while two (2) respondents (66.7%) indicated that the amount disbursed not sufficient.

### 6.1.7 Findings on strategies to improve participation by Sub county directors of education

The Sub County Directors of Education were asked to state strategies that were put in place to improve students' participation in secondary school education in their respective sub counties. Their responses were as shown in Figure 6.4.



**Figure 6.4: Strategies to improve participation in secondary school education**

(Source: Field data, 2018).

Data in Figure 6.4 shows that all the three (3) sampled sub county directors of education (100%) indicated that the government implemented subsidized secondary education as the main intervention strategy to increase participation in secondary school education. Other strategies reported to be in use by the sub county directors of education included the enforcement of policies that promoted participation in education like the Constitution of Kenya 2010, the Children’s Act 2000 and the Basic Education Act 2013. The Sub county directors of education also indicated that the government provided learning materials (66.6%) and provision of basic needs like sanitary pads (33.3%) to the girl child to reduce incidents of absenteeism.

#### **6.1.7.1 Strategies to address the risk factors of drug and substance abuse**

The sub county directors of education were asked to state the strategies used in their sub counties to address the risk factors that predispose secondary school students to drug and substance abuse. Their responses were summarised in Table 6.7.

**Table 6.7: Strategies to address risk factors**

| Strategy                                  | Frequency | Percentage | Rank |
|---|-----------|------------|------|
| Guiding and Counselling                   | 3         | 100        | 1    |
| Community Sensitisation and harmonisation | 3         | 100        | 1    |
| Enforcement of legal guidelines           | 3         | 100        | 1    |

(Source: Field data, 2018).

Data in Table 6.7 shows that all the three (3) sampled sub county directors of education (100%) indicated that they use the three methods namely guiding and counselling students, engaging the community through sensitisation on the effects of drug and substance abuse and in collaboration with other relevant government

agencies, enforce legal guidelines on drug and substance abuse. Particularly important was enforcing the guidelines on the proximity of licensed alcoholic beverage outlets to schools. The Alcoholic Drinks Control Act 2010 Section 12 (1) (c) states that

... the premises in respect of which the application (*for licence*) is made are located at least three hundred metres from any nursery, primary, secondary or other learning institutions for persons under the age of eighteen years (Republic of Kenya, 2010 p. 16).

The sub county directors observed that a multi-sectoral approach towards addressing the challenges of drug and substance abuse would shield learners from falling victim to the vice.

#### 6.1.7.2 Challenges of drug and substance abuse by secondary school students

The sampled sub county directors of education were asked to indicate the challenges posed by drug and substance abuse to secondary school education in their sub counties. The results were as shown in Table 6.8.

**Table 6.8: Challenges of drug and substance abuse in secondary schools**

| Challenge                       | Frequency | Percentage | Rank |
|---------------------------------|-----------|------------|------|
| Absenteeism                     | 3         | 100        | 1    |
| School dropout                  | 3         | 100        | 1    |
| Immoral behavior                | 3         | 100        | 1    |
| Poor academic performance       | 3         | 100        | 1    |
| Indiscipline                    | 3         | 100        | 1    |
| Psychological (e.g. depression) | 3         | 100        | 1    |
| Health problems                 | 2         | 66.67      | 2    |
| Addiction                       | 2         | 66.67      | 2    |

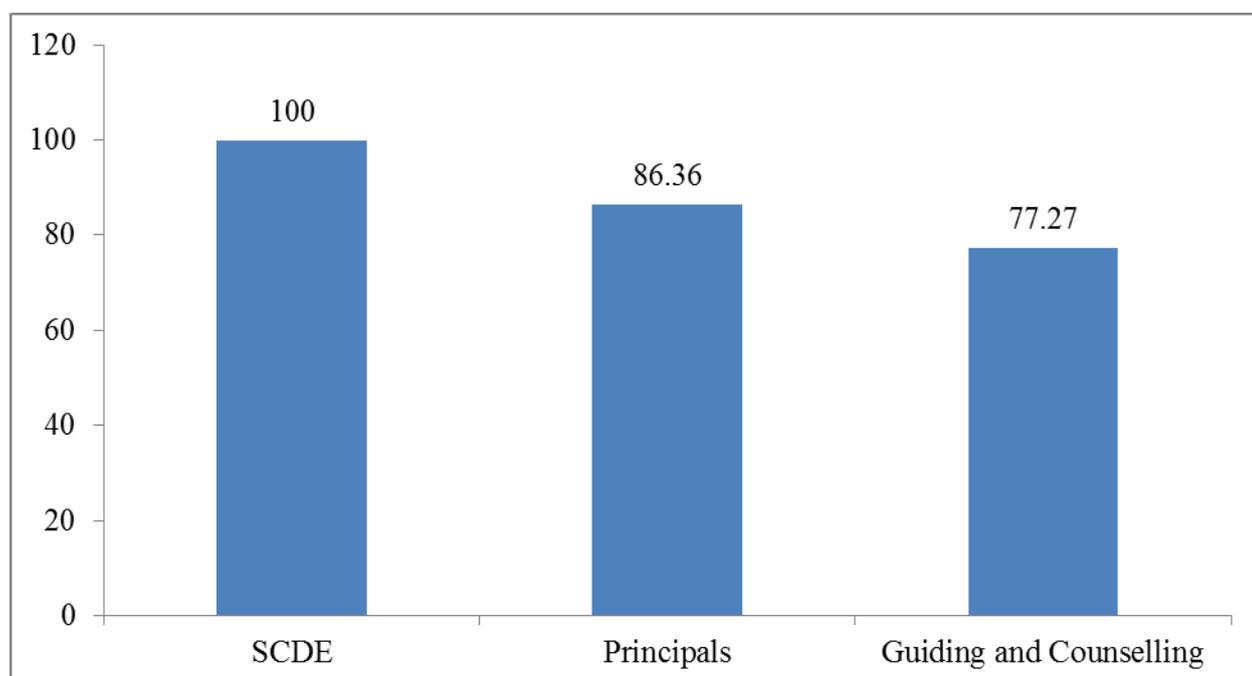
(Source: Field data, 2018).

The results in Table 6.8 show that all the three (3) sub county directors of education (100%) were in agreement that drug and substance abuse by secondary school students led to absenteeism, school drop-out, immoral behaviour, poor academic

performance indiscipline in schools and psychological challenges like depression among abusers. Two (2) sub county directors each (66.67%) indicated that drug and substance abuse by secondary school students leads to health problems and addiction.

## 6.2 Effectiveness of the strategies

The respondents were further asked to indicate whether the strategies were effective in improving students' participation in education at the secondary school level. Their responses were as presented in Figure 6.5.



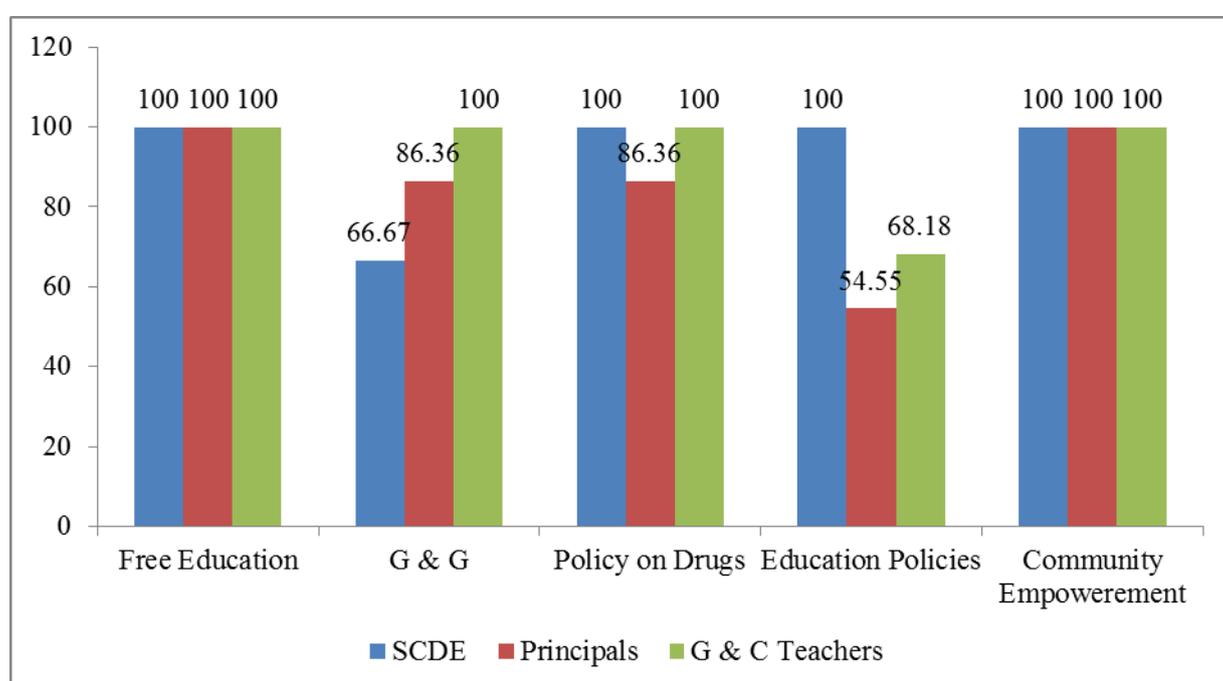
**Figure 6.5: Effectiveness of strategies** (Source: Field data, 2018).

From Figure 6.5, all the sampled sub county directors of education indicated that the strategies were effective in promoting students' participation in secondary school education. They indicated that the strategies cumulatively led to higher levels of retention, reduction in drop-out rates, lower incidents of absenteeism and higher completion rates. The results also showed that 86.36% of the sampled principals and

77.27% of the guidance and counselling teachers indicated that the strategies adopted were effective in promoting students' participation in secondary school education in Kakamega county in particular and in Kenya in general.

### 6.3 Recommendations

The respondents were asked to make recommendations on how to address the social and economic challenges militating against students' participation in secondary school education in Kakamega county. The responses were as presented in Figure 6.6.



**Figure 6.6: Recommendations on challenges facing secondary school education**

(Source: Field data, 2018).

#### 6.3.1 Free education and sponsorship of students

The respondents observed that poverty was the main social and economic challenge that negatively affected students' participation in secondary school education in Kakamega County in general.

All the respondents (sub county directors of education, principals and guidance and counselling teachers) were unanimous in recommending the full implementation of free basic education. They indicated that free basic education should include all learning accoutrements that may be required by the learners.

### **6.3.2 Strengthening of guiding and counselling units in schools**

All guidance and counselling teachers (100%) recommended the strengthening of guidance and counselling services while two thirds (66.67%) of the sub county directors of education and 86.36% of the sampled principals made the same recommendation. The strategies that were recommended by respondents to strengthen guidance and counselling included training of staff in guidance and counselling as well as introduction of mentorship programmes in all secondary schools.

### **6.3.3 Government policies on drug and substance abuse**

Drug and substance abuse was found to significantly affect students' participation in secondary school education. All the sub county directors of education and guidance and counselling teachers as well as 86.36% of the principals recommended the enactment and enforcement of more stringent policies and legal frameworks on drug and substance abuse and a multi-pronged approach in dealing with the drug menace.

### **6.3.4 Education policies**

All the sub county directors of education indicated that there was need to enact new policies to enhance student participation in secondary school education. These include guidelines fees and other school levies. This recommendation was based on the finding that poverty was a major challenge affecting participation in secondary school education in Kakamega county.

The sub county directors of education also indicated that there was need to strictly enforce laws banning corporal punishment and all forms of physical and psychological abuse of students in secondary schools. Other policy shifts recommended by sub county directors of education were to control transfers of students across schools as it was associated with poor academic performance and to abolish class repetition because it was found to be a significant cause of students dropping out of secondary school. More than half of the principals (54.55%) indicated that boy-girl relationships and teenage pregnancies affected participation in secondary school education and therefore recommended that single sex secondary schools should be encouraged over mixed schools.

The results further showed that 68.18% of the sampled guiding and counselling teachers stated that there was need to implement in totality the re-entry policy for girls who may be forced to leave school due to pregnancy so as not to lock them out from participating in secondary school education.

### **6.3.5 Community empowerment**

All respondents (sub county directors of education, principals and guidance and counselling teachers) recommended the local community to be empowered economically through job creation and the provision of an enabling environment for them to engage in gainful income generating activities to support education activities. They also recommended community sensitisation so as not to aid or abet the use of drugs and alcohol. It was observed that some communities around schools supplied the prohibited substances to students.

#### **6.4 Chapter summary**

This chapter presented findings pertaining to the third objective of this study which was to evaluate the strategies used to improve students' participation in secondary school education in Kakamega County. The respondents recommended measures that were aimed at addressing the challenges identified. These included guidance and counselling, economic empowerment, enforcement of policy guidelines and provision of free and compulsory basic education. This chapter addressed the third and last objective of the study. Chapter seven was a summary of the study from the study objectives, methodology and findings as well as recommendations both for policy and further research.

## CHAPTER SEVEN

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Introduction

This chapter presents a summary of the study. It outlines the problem, objectives and corresponding research questions of the study, the research design, population and sampling strategies, data collection and analysis, summary of findings according to the objectives formulated, conclusions according to objectives, overall conclusion, recommendations arising from the findings and suggestions for further research.

This study sought to investigate the social and economic conflicts affecting participation in secondary school education in Kakamega county. The specific objectives of the study were to determine the social and economic conflicts prevalent in Kakamega county, to examine the effect of social and economic conflicts on participation in secondary school education in Kakamega county and to evaluate the strategies that were used to improve students' participation in secondary school education in Kakamega county. Three different research designs were used for the three specific objectives. Cross cultural research design was used to analyse the data pertaining to the first objective which was to determine the nature of social and economic conflicts affecting students' participation in secondary school education in Kakamega county. The correlational design was used to analyse data pertaining to the second objective which was to assess the relationship between social and economic conflicts and students' participation in secondary school education in Kakamega county. The Evaluation design was used to analyse data pertaining to the third objective which was to evaluate the strategies used to improve students' participation in secondary school education in Kakamega county.

The general research design used by this study was *ex post facto*. In this design, the researcher did not have control over the independent variables because they had already occurred. The study population was secondary school form four students in Kakamega county, the principals of secondary schools in Kakamega county, guidance and counselling teachers of secondary schools in Kakamega county, parents and guardians, chiefs, religious leaders, national government CDF managers and sub county directors of education in Kakamega county. Stratified proportionate sampling technique was used to select the 570 students who took part in this study. Purposive sampling was used to identify the principals, guidance and counselling teachers, chiefs, parents and guardians, religious leaders, national government CDF managers as well as the sub county directors of education.

Data were collected using questionnaires, interview schedules and focus group discussions and analysed by use of Statistical Package for Social Sciences (SPSS) according to the objectives of this study. Data pertaining to the first objective which was to determine the social and economic conflicts prevalent in Kakamega county were analysed using the Pearson's chi-square test. Data pertaining to the second objective which was to examine the effect of social and economic conflicts on participation in secondary school education in Kakamega county were analysed using the Pearson's chi square, the Spearman rank order correlation coefficient and the stepwise multiple regression analysis. Qualitative data from the third objective which was to evaluate the strategies used to improve students' participation in secondary school education were analysed using frequencies and percentages.

## **7.1 Summary of findings**

Summary of findings were presented according to the objectives that were formulated for this study.

### **7.1.1 Social and economic conflicts affecting participation in secondary school education in Kakamega county**

This study sought to determine the social and economic conflicts affecting students' participation in secondary school education in Kakamega county. All respondents, students, guidance and counselling teachers, principals, chiefs, religious leaders, parents and guardians and sub county directors of education indicated that poverty was the main economic challenge affecting participation in secondary school education. Poverty was also reported to be responsible for the high fee balances and incidents of child labour in the county. Other challenges included dysfunctional and broken family units, high incidents of orphan hood and teenage pregnancy.

### **7.1.2 The relationship between social and economic conflicts and participation in secondary school education in Kakamega county**

This study also set out to assess relationship between social and economic conflicts and students' participation in secondary school education in Kakamega county. The findings revealed that social and economic conflicts were largely responsible for various incidents of wastage observed by the respondents. The findings indicated that social and economic conflicts had significant positive correlation with class repetition, academic performance, drop-out rates, transfers across schools, absenteeism, and fee balances.

This study also found significant relationships between drug and substance abuse and students' participation in secondary school education in Kakamega county. The study revealed that drug and substance abuse was prevalent among secondary school students. It was not, however, rampant. The common drugs and substances abused by secondary school students included local brews like changaa and busaa, tobacco, bhang, miraa and kuber. None of the respondents indicated there was abuse of hard drugs like cocaine and heroin. The study revealed that the predisposing factors to drug and substance abuse were peer pressure, ease of availability within the school vicinity, dysfunctional family setting, mass media, frustration due to unmet academic goals. Principals also indicated that the day school phenomenon encouraged drug and substance abuse among students as day scholars acted as conduits through which prohibited substances were trafficked to school. It was found that drug and substance abuse led to increased levels of indiscipline among secondary school students, truancy, declining academic performance and psychological challenges like depression.

### **7.1.3 Strategies used to improve participation in secondary school education**

The third objective of this study was to evaluate the strategies that are used to improve students' participation in secondary school education in Kakamega county. It was found that various strategies were employed at different levels to attract and retain students in secondary schools thereby improve participation. The strategies largely addressed the challenges that were identified in Kakamega county as well as in other parts of the country. It was found that poverty had the highest effect on participation in secondary school education. Therefore respondents indicated that strategies to

improve students' participation included bursaries to assist needy students, free day secondary education, use of guidance and counselling, increased monitoring of students while in school through regular roll calls and inspection, the use of guest speakers to talk about the harmful effects of drug and substance abuse.

## **7.2 Conclusions**

The findings of this study based on the objectives led to the conclusion that social and economic conflicts were prevalent in Kakamega county and negatively affected students' participation in secondary school education. The findings from the first objective indicated that that secondary students in Kakamega county faced significant social and economic conflicts that compromised their participation in secondary school education. The study also found the conflicts were prevalent.

Findings from data pertaining to the second objective: to assess the relationship between social and economic conflicts and students' participation in secondary school education led to the conclusion that the social and economic conflicts identified in the second objective significantly affected students' participation in secondary school education in Kakamega county. The effect was, regrettably, negative. Findings from data on the third objective: to evaluate the strategies used to improve students' participation in secondary school education showed that the strategies were not effective because the effects of the conflicts continued to manifest themselves even after ameliorative measures had been put in place as indicated by respondents.

### **7.3 Recommendations**

Consequent on the findings of this study, the following broad recommendations were made. It was found that social and economic conflicts in Kakamega county affected students' participation in secondary school education. This study therefore recommends that the government and other stakeholders in education should come up with strategies to address the challenges of social and economic conflicts on participation in secondary school education.

The study revealed that poverty was the main economic challenge affecting students' participation in secondary school education. This study recommends that the government of Kenya should come up with innovative and sustainable economic empowerment programmes as well as social welfare safety nets to ameliorate the effects of poverty on participation in education. This study also found out that drug and substance abuse was a major social conflict affecting participation in secondary school education. It was therefore the recommendation of this study that the two levels of government, county and national, should enact and enforce stringent legislation to curb the trafficking and use of harmful drugs and substances.

### **7.4 Suggestions for further research**

Following the findings and limitations, this study recommended that a similar study should be carried out in a different spatial – temporal environment to ascertain whether the findings compare with those of the current study.

A study should be carried out within the same study area, Kakamega county to determine whether other conflicts or factors, other than the ones identified by this study exist and their effect on students' participation in secondary school education. A similar study should be done on other sectors of the educational system: pre-primary, primary and university education to identify the conflicts that may negatively impact on participation.

### **7.5 Conclusion of the study**

This study sought to investigate the social and economic conflicts affecting students' participation in secondary school education in Kakamega county, Kenya. Data from the field revealed that there are social and economic conflicts that are prevalent in the study area. These conflicts were found to have significant impact on students participation in secondary school education. Therefore, there is a need for concerted efforts and commitment by all stakeholders in education to address the identified conflicts as a strategy to improve participation in secondary school education in the study area.

### **7.6 Chapter summary**

This chapter presented a summary of the study from the statement of the problem, the objectives of this study, the research design, methodology of data collection and analysis, a summary of the findings based on the objectives, conclusions, recommendations for policy and suggestions for further research with the aim of coming up with a more holistic and inclusive study on the conflicts affecting students' participation in secondary school education. This chapter also made the overall conclusion of the study based on the objectives and data from the field.

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## APPENDICES

### APPENDIX I: STUDENTS QUESTIONNAIRE

#### MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

##### Department of Peace and Conflict Studies

##### Students' Questionnaire

Dear Student, I am pursuing a PhD in Peace and Conflict Studies at MMUST and wish to conduct research on "Social and Economic Conflicts affecting Sustainable Students' Participation in Secondary Education in Kakamega County, Kenya". The information given will be handled in strict confidence and will not be divulged to a third party or used for any other purpose other than for this research.

Thank you

Philip Mukonyi

School \_\_\_\_\_

Sub

County \_\_\_\_\_

#### 1. Background information

1. Your gender: Male  Female

2. Your Age: 17-18 years  above 18 years

3. School Type

Girls Day  Girls Boarding  Girls Boarding/Day

Boys Day  Boys Boarding  Boys Boarding/Day

Mixed Day  Mixed Boarding  Mixed Boarding/Day

4. What was your grade during last terms end of term examination?

Grade obtained .....

5. a) Family Size: Sisters [ ] Brothers [ ] Others [ ]

b) How many in Primary school [ ] Secondary school [ ] College/University [ ]

c) Are there any siblings who do not attend school? Yes [ ] No [ ]

6. a) Family Type: Polygamous [ ] Monogamous [ ]

b) Family Status: Total Orphan [ ] Partial Orphan [ ] Separated/Divorced [ ] All  
parents alive [ ]

7. Tick against a statement that is true about your family and homestead

i. No other household member has completed 8 years of schooling YES [ ]  
NO [ ]

ii. Some household members of school going age do not attend school  
YES [ ] NO [ ]

iii. A member of the family died before the age of five years YES [ ] NO  
[ ]

iv. There is electricity at home YES [ ] NO [ ]

v. There is piped water at home YES [ ] NO [ ]

vi. The floor of the main house is cemented YES [ ] NO [ ]

8. a) Mothers's Education: None [ ] Standard 8 [ ] Form 4 [ ] College/University [ ]

b) Father's Education: None [ ] Standard 8 [ ] Form 4 [ ] College/University [ ]

c) What is your mother's occupation? \_\_\_\_\_

d) What is your father's occupation? \_\_\_\_\_

9. Who pays your school fees? \_\_\_\_\_

10. Is the school fees paid on time? \_\_\_\_\_

11. Is your family income enough to support your school fees? YES [ ] NO [ ]

12. Have you at any time been required to work to raise money for fees and other school needs? YES [ ] NO [ ]

If YES, what type of work did you do?

- i) Boda Boda [ ]
- ii) Domestic Servant [ ]
- iii) Farm work [ ]
- iv) Cane cutting [ ]
- v) Cane loading [ ]
- vi) Tea/coffee picking [ ]
- vii) Other [ ] Specify \_\_\_\_\_

13. Have you ever repeated a class? Yes [ ] NO [ ]

If YES what was the reason for your repating?

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14. Did you start Form one in this school? YES [ ] NO [ ]

If NO, why did you transfer from your previous school?

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15. Are there any items you require in school that you do not have? YES [ ] NO [ ]

If YES please give

examples. \_\_\_\_\_

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16. What do you consider as the biggest problem or threat to your Education?

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Thank you for your cooperation,

Philip Mukonyi

Department of Peace and Conflict Studies

MMUST

**APPENDIX II: GUIDANCE AND COUNSELLING TEACHERS’  
QUESTIONNAIRE**

**MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**Department of Peace and Conflict Studies**

**Guiding and Counselling Unit Questionnaire**

**Dear Sir/Madam,**

My name is Philip Mukonyi of the Department of Peace and Conflict Studies, Masinde Muliro University of Science and Technology. I am carrying out research on “Social and Economic Conflicts affecting Sustainable Students’ Participation in Secondary Education in Kakamega County, Kenya” The information given will be handled in strict confidence and will not be divulged to a third party or used for any other purpose other than for this research.

Thank you.

Philip Mukonyi

1. School: \_\_\_\_\_
2. Your gender: Male [ ] Female [ ]
3. School type:  
Girls Day [ ] Girls Boarding [ ] Girls Boarding/Day [ ]  
Boys Day [ ] Boys Boarding [ ] Boys Boarding/Day [ ]  
Mixed Day [ ] Mixed Boarding [ ] Mixed Boarding/Day [ ]
4. The following are some of the social and economic challenges facing secondary school students in Kakamega County. Please rank them in order of severity as they affect your school

**Challenge**                      **Rank**

Orphan hood                      [ ]

Broken family units              [ ]

Teenage pregnancy                [ ]

Teenage marriages                [ ]

Boy Girl relationship              [ ]

Poverty                              [ ]

Child labour                        [ ]

    Boda Boda,                      [ ]

    Domestic servant [ ]

    Farmwork                        [ ]

    Cane cutting                    [ ]

    Cane Loading                    [ ]

    Family Chores                  [ ]

Drug and substance abuse [ ]

HIV and Aids                        [ ]

Cultural Activities

    Funerals                        [ ]

    Initiation                        [ ]

Others

(Specify)\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. a) The following are some of the effects of the social and economic challenges in schools in Kakamega County. Please rank in order of the extent to which they affect your school

- i. Fees Balances [ ]
- ii. Class repetition [ ]
- iii. Drop out rates [ ]
- iv. Transfer of students to other schools [ ]
- v. Academic performance [ ]
- vi. Absenteeism [ ]

b) List some of the reasons why students have had to repeat a class\_\_\_\_\_

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c) Have any students left this school on transfer to other schools? YES [ ] NO

[ ]

If YES What reasons necessitated their transfer?

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d) Have any students dropped out of this school? YES [ ] NO [ ]

If YES, what reasons led to their dropping out?

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e) List the issues that are most common that you deal with as GAC master/mistress (in order of frequency of occurrence)

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6. a) Do you have any students who are affected with HIV and AIDS? Yes [ ]

No [ ]

b) If Yes What are the challenges caused by HIV and AIDS? \_\_\_\_\_

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c) How do you handle the challenges as a school?

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7. a) Are there any students infected by HIV and AIDS? YES [ ] NO [ ]

b) If YES what are the challenges you face as a school?\_\_\_\_\_

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c) How do you handle the challenges as a school?

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d) What are the risk factors that expose secondary school students to HIV and AIDS?\_\_\_\_\_

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e) Suggest ways of addressing the risk factors in d)

above\_\_\_\_\_

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\_\_\_\_\_ 8. a) Are there any incidents of Drug and Substance abuse in your school? YES [ ] NO [ ]

b) If Yes, would you say the problem is rampant?\_\_\_\_\_

c) What are the challenges associated with Drug and substance abuse in school?\_\_\_\_\_

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d) Please list some of the risk factors you think contribute to Drug and Substance abuse in your school\_\_\_\_\_

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e) How can the risk factors be addressed?\_\_\_\_\_

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9. What strategies do you use to address the challenge of Drug and Substance Abuse in school?\_\_\_\_\_

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10 a) What intervention measures are in place to address the challenges facing secondary education and keep students in school? \_\_\_\_\_

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b) In your opinion are these measures effective? Why? \_\_\_\_\_

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c) What would you recommend to be done to address the challenges cited above in order to improve participation in secondary school education in Kakamega

County? \_\_\_\_\_

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Thank you very much for your time and information.

Philip W. Mukonyi

Department of Peace and Conflict Studies

Masinde Muliro University of Science and Technology.

**APPENDIX III: PRINCIPALS' QUESTIONNAIRE AND INTERVIEW  
SCHEDULE**

**MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**Department of Peace and Conflict Studies**

**Dear Principal,**

My name is Philip Mukonyi pursuing a PhD in Peace and Conflict Studies at MMUST. I have been permitted by MMUST and NACOSTI to conduct research on “Social and Economic Conflicts affecting Sustainable Students’ Participation in Secondary Education in Kakamega County, Kenya” The information given will be handled in strict confidence and will not be divulged to a third party or used for any other purpose other than for this research.

Thanks

Philip Mukonyi

**Principals' Questionnaire**

1. School: \_\_\_\_\_

2. Gender: Male [  ] Female [  ]

3. SchoolType

Girls Day [  ] Girls Boarding [  ] Girls Boarding/Day [  ]

Boys Day [  ] Boys Boarding [  ] Boys Boarding/Day [  ]

Mixed Day [ ] Mixed Boarding [ ] Mixed Boarding/Day [ ]

4. The following are some of the social and economic challenges facing secondary education in Kakamega county. Please rank them in order of severity as they affect your school

| <b>Challenge</b>         | <b>Rank</b> |
|--------------------------|-------------|
| Orphan hood              | [ ]         |
| Broken family units      | [ ]         |
| Teenage pregnancy        | [ ]         |
| Teenage marriages        | [ ]         |
| Boy Girl relationship    | [ ]         |
| Poverty                  | [ ]         |
| Child labour             | [ ]         |
| Boda Boda,               | [ ]         |
| Domestic servant         | [ ]         |
| Farmwork                 | [ ]         |
| Cane cutting             | [ ]         |
| Cane Loading             | [ ]         |
| Family Chores            | [ ]         |
| Drug and substance abuse | [ ]         |
| HIV and Aids             | [ ]         |
| Cultural Activities      |             |
| Funerals                 | [ ]         |
| Initiation               | [ ]         |

Others

(Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. The following are some of the effects of the social and economic challenges in schools in Kakamega County. Please rank in order of the extent to which they affect your school

- i. Fees Balances [ ]
- ii. Class repetition [ ]
- iii. Drop out rates [ ]
- iv. Transfer of students to other schools [ ]
- v. Academic performance [ ]
- vi. Absenteeism [ ]

6. a) How many form four students do you have? \_\_\_\_\_

b) How many started form one in this school? \_\_\_\_\_

c) Are there any students in form four who have repeated a class? \_\_\_\_\_

d) List some of the reasons why students have had to repeat a class \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c) How many students left this school since form one on transfer to other schools \_\_\_\_\_

or dropped out of school? \_\_\_\_\_

d) What reasons necessitated their transfer?

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e) If they dropped out of school, what reasons led to their dropping out?

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7. a) Do you have any students who are affected with HIV and AIDS?

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b) If **Yes** What are the challenges caused by HIV and AIDS? \_\_\_\_\_

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c) How do you handle the challenges as a school?

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8. a) Are there any students infected by HIV and AIDS? \_\_\_\_\_

b) If YES what are the challenges you face as a

school? \_\_\_\_\_

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b) How do you handle the challenges as a school? \_\_\_\_\_

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c) What are the risk factors that expose secondary school students to HIV and AIDS? \_\_\_\_\_

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d) Suggest ways of addressing the risk factors in c)

above

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9. a) Are there any Incidents of Drug and Substance abuse in your school?\_\_\_\_\_

b) If Yes, would you say the problem is rampant?\_\_\_\_\_

c) What are the challenges associated with Drug and substance abuse in school?\_\_\_\_\_

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d) Please list some of the risk factors you think contribute to Drug and Substance abuse in your

school\_\_\_\_\_

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e) How can the risk factors be addressed?\_\_\_\_\_

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10. What strategies do you use to address the challenge of Drug and substance abuse in school?\_\_\_\_\_

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11. a) What intervention measures are in place to address the challenges facing secondary education and keep students in school?\_\_\_\_\_

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b) In your opinion are these measures effective? \_\_\_\_\_

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c) What would you recommend to be done to address the challenges cited above in order to improve participation in secondary school education in Kakamega County? \_\_\_\_\_

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Thank you very much for your time and information.

Philip W. Mukonyi

Department of Peace and Conflict Studies

Masinde Muliro University of Science and Technology.

## APPENDIX IV: INTERVIEW SCHEDULE FOR PARENTS/GUARDIANS

### MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

#### Interview Schedule for Parents/guardians

##### Section A: Background Information

1. Gender Male [  ] Female [  ]
2. Your Age: 20- 30 [  ] 30-35 [  ] 36-40 [  ] 41-45 [  ] 46-50 [  ] 51-55 [  ] over 55 [  ]
3. Kindly state your family size. Number of Boys [  ] Number of Girls [  ]
4. Specify your family type. Live together [  ] Single parent [  ] Divorced/separated [  ]

##### Section B: Social Economic Factors

5. Your level of education. Primary [  ] secondary [  ] tertiary [  ] university [  ] others (specify) [  ]
6. What is your occupation? -----
7. State your approximate income bracket per month, Kshs. \_\_\_\_\_
8. (a) Is your income enough to finance secondary education for your children?  
Yes [  ] No [  ]
- (b) If No, kindly state your source of additional funds for educating your child.
9. The following are some of the factors affecting students' participation in secondary education. Please give your opinion by ticking (√) in the appropriate column.

|   | <b>Reason for absenteeism or school drop out</b> | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly disagree</b> | <b>Don't know</b> |
|---|--|-----------------------|--------------|-----------------|--------------------------|-------------------|
| a | Poverty  |                       |              |                 |                          |                   |
| b | Temporary labour to supplement family income     |                       |              |                 |                          |                   |
| c | To help parents in domestic chores               |                       |              |                 |                          |                   |
| d | Family separation, divorce                       |                       |              |                 |                          |                   |
| e | Domestic violence                                |                       |              |                 |                          |                   |
| f | Drug and substance abuse                         |                       |              |                 |                          |                   |
| g | Low academic performance                         |                       |              |                 |                          |                   |
| h | HIV and AIDS                                     |                       |              |                 |                          |                   |
| I | Boy/girl relationships                           |                       |              |                 |                          |                   |

10. Briefly elaborate how the following issues affect school participation.

a. Poverty

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b. Broken families

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c. Domestic violence

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d. Drug and substance abuse

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e. HIV/AIDS

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f. Teenage pregnancies

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11. Suggest interventions that can reduce dropout out and increase school participation.

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**APPENDIX V: FOCUS GROUP DISCUSSION SCHEDULE FOR  
PARENTS/GUARDIANS**

**MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY**

1. Do you have any children in secondary school?
2. What are some of the challenges you get in educating children in secondary school?
3. Is drug and alcohol/substance abuse common in your area?
4. What are some of the common substances abused by people in your area?
5. How does drug and substance abuse affect participation in education in your area?
6. How do you handle the problem?
7. Do you get any financial assistance to help in educating your children?
8. Where do you get assistance from?
9. What recommendations can you make to improve participation in secondary education

Thank you very much for your time and information.

Yours

**P. W. Mukonyi**

## APPENDIX VI: INTERVIEW SCHEDULE FOR RELIGIOUS LEADERS

### MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

#### Interview Schedule for Religious Leaders

##### Section A: Background Information

1. Gender: Male [  ] Female [  ]
2. Kindly state your age: 20- 30 [  ] 30-35 [  ] 36-40 [  ] 41-45 [  ] 46-50 [  ] 51-55 [  ] over 55 [  ]
5. Indicate your highest level of education; \_\_\_\_\_
6. State your working experience in Kakamega County \_\_\_\_\_ years
7. The following are some of the social and economic challenges facing secondary school students in Kakamega County. Please rank them in order of severity i.e. number 1 is the most severe etc.

| Challenge             | Rank                         |
|-----------------------|------------------------------|
| Broken family units   | [ <input type="checkbox"/> ] |
| Boy/Girl relationship | [ <input type="checkbox"/> ] |
| HIV and Aids          | [ <input type="checkbox"/> ] |
| Poverty               | [ <input type="checkbox"/> ] |
| Child labour          | [ <input type="checkbox"/> ] |
| Cultural Activities   | [ <input type="checkbox"/> ] |
| Family Chores         | [ <input type="checkbox"/> ] |

8. Rank the following forms of child labor in order of severity from no. 1 to no. 5
  - Boda Boda, [  ]
  - Domestic servant [  ]
  - Farmwork [  ]
  - Cane cutting [  ]
  - Cane Loading [  ]
9. Rank the following forms of cultural activities in order of severity and how they affect secondary school education:
  - a. Funeral activities [  ]
  - b. Initiation [  ]
  - c. Bull fighting [  ]

d. Any other  
 (specify \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_)

10. The following are some of the effects of the social and economic challenges in schools in Kakamega County. Please identify the ones that affect participation in secondary school education:

|    | <b>Effect</b>                         | <b>Tick where applicable</b> |
|----|---------------------------------------|------------------------------|
| a. | Absenteeism from school               |                              |
| b. | Dropouts                              |                              |
| c. | Transfer to less costly schools       |                              |
| d. | Drug and substance abuse              |                              |
| e. | Teenage pregnancies & early marriages |                              |
|    | <b>Any other (specify</b>             |                              |
|    |                                       |                              |

11. a) As a church, do you offer any form of support to students in secondary schools?  
 YES [ ] NO [ ]

b) If YES, briefly elaborate on the kind of support offered.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c) How does a student qualify to receive your support?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

d) How do you identify students eligible for support?  
 \_\_\_\_\_  
 \_\_\_\_\_

- 
1. What are some of the social and economic Hardships/Challenges facing residents of your area?
  2. Would you say these challenges affect participation in secondary school education?
  3. If yes, How?
  4. Is drug and substance/alcohol abuse common in your area?
  5. What are some of the substances commonly abused by people in your area including the youth?
  6. How do you address/handle the challenge?
  7. Would you say Drug and substance abuse affects participation in secondary school education?
  8. Please elaborate
  9. What strategies are put in place to improve participation in secondary school education and curb drop out?
  10. Would you say the strategies are effective?
  11. What recommendations can you make to improve participation in secondary school education?

Thank you very much for your time and information.

**Yours P.W. Mukonyi**

## APPENDIX VII: INTERVIEW SCHEDULE FOR CHIEFS

### MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

#### Interview Schedule for Chiefs

Name:.....

Location.....

Tel: ..... Place of  
interview:.....

Date:.....

Time:.....

Sub County:.....

#### Section A: Background Information

1. Gender    Male [    ]        Female [    ]
2. Kindly state your age: 20- 30 [    ] 30-35 [    ] 36-40 [    ] 41-45 [    ] 46-50 [    ] 51-55 [    ] over 55 [    ]
5. State your level of education: Primary [    ] secondary [    ] tertiary [    ] university [    ] others (specify) [    ]
6. State your working experience \_\_\_\_\_years
8. The following are some of the factors affecting students' participation in secondary education. Please give your opinion by ticking (√) in the appropriate column.

|   | Reason for absenteeism or school drop out | Strongly Agree | Agree | Disagree | Strongly disagree | Don't know |
|---|---|----------------|-------|----------|-------------------|------------|
| a | Poverty                                   |                |       |          |                   |            |
| b | Child labour e.g. bodaboda, house help    |                |       |          |                   |            |
| c | To help parents in domestic chores        |                |       |          |                   |            |
| d | Family separation,                        |                |       |          |                   |            |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
|   | divorce   |  |  |  |  |  |
| e | Domestic violence   |  |  |  |  |  |
| f | Alcohol, drugs and abuse of other substances                  |  |  |  |  |  |
| h | HIV/AIDS  |  |  |  |  |  |
| i | Teenage pregnancies   |  |  |  |  |  |
| j | Cultural activities like funerals and circumcision ceremonies |  |  |  |  |  |

9. Briefly elaborate how the following issues affect school participation.

a. Poverty

-----  
-----  
-----

b. Broken families

-----  
-----  
-----

c. Domestic violence

-----  
-----  
-----

d. Drug and substance abuse

-----  
-----  
-----

e. HIV and AIDS

-----  
-----  
-----

f. Teenage pregnancies

-----  
-----  
-----

10. Suggest interventions that can reduce dropout out and increase school participation.

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1. What are some of the social and economic Hardships/Challenges facing residents of your location?
2. Would you say these challenges affect participation in secondary school education?
3. If yes, How?
4. What are the main economic activities in your area?
5. In your opinion do these activities sustain families' needs including meeting the costs of education?
6. If not, how do they raise school fees?
7. Have you received reports of secondary school students getting pregnant in your area?
8. What do you think is the major cause of teenage pregnancies?
9. What measures do you recommend to reduce or eliminate teenage pregnancy among secondary school students?
10. Is drug and substance/alcohol abuse common in your area?
11. What are some of the substances commonly abused by people in your area including the youth?
12. Would you say Drug and substance abuse affects participation in secondary school education?
13. How do you address the problem of Alcohol/drug and substance abuse in your area?
14. What strategies are put in place to improve participation in secondary school education and curb drop out?

15. Would you say the strategies are effective?

16. What recommendations can you make to improve participation in secondary school education?

Thank you very much for your time and information.

Yours

**P. W. Mukonyi**



e. Day schools \_\_\_\_\_

9. Is the money available enough to meet the demand by all applicants?

\_\_\_\_\_

10. a) By what percentage does the demand (Total amount by applicants) exceed the funds allocated or budgeted for?

\_\_\_\_\_  
\_\_\_\_\_

b) How do you bridge the shortfall?

\_\_\_\_\_  
\_\_\_\_\_

11. Is the amount disbursed per student sufficient for a full academic year? Yes [  ]

No [  ]

12. Apart from bursary, mention any other support provided by CDF in order to support secondary education.

-----  
-----  
-----

What recommendations can you make on financing of secondary education in order to improve participation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for the information

Yours

**P.W. Mukonyi**

**APPENDIX IX: INTERVIEW SCHEDULE FOR SUB COUNTY DIRECTORS  
OF EDUCATION**

**MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**Department of Peace and Conflict Studies**

**The Sub County Director of Education,**

**Dear Sir/Madam,**

My name is Philip Mukonyi pursuing a PhD in Peace and Conflict Studies at MMUST. I have been permitted by MMUST and NACOSTI to conduct research on “Social and Economic Conflicts affecting Students’ Participation in Secondary Education in Kakamega County, Kenya” This is to request you kindly to fill the questionnaire to assist me to undertake this study. Please feel free to use additional paper should the space provided not be sufficient. The information given will be handled in strict confidence and will not be divulged to a third party or used for any other purpose other than for this research.

Thank you.

Philip Mukonyi

Tel. 0722416034



Cane cutting [ ]

Cane Loading [ ]

Family Chores [ ]

Funeral ceremonies [ ]

Initiation ceremonies [ ]

Tea/Coffee picking [ ]

Others (Please specify)

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

iv) \_\_\_\_\_

v) \_\_\_\_\_

4. How do the challenges in (3) above affect students' participation in secondary education in your sub county?

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

iv) \_\_\_\_\_

v) \_\_\_\_\_

5. What are the intervention measures that are in place to address the challenges identified in (3) above?

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

iv) \_\_\_\_\_

v) \_\_\_\_\_

6. Is Child Labour a major challenge in your sub county? Yes [ ] No [ ]

7. If Yes what are the most common forms of child labour?

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

iv) \_\_\_\_\_

v) \_\_\_\_\_

8. The following are some of the effects of the social and economic challenges affecting students' participation in secondary school education in Kakamega County. Please rank in order of the extent to which they affect your sub county.

High fees balances [ ]

Class repetition [ ]

Drop out rates [ ]

Transfer of students between schools [ ]

Poor academic performance [ ]

Absenteeism [ ]

Teenage pregnancy [ ]

Teenage marriages [ ]

Gambling/betting [ ]

Radicalisation of students [ ]

9. Is Drug and Substance abuse by secondary school students a cause for concern in your sub county? Yes [ ] No [ ]

10. If yes, please list, in order of severity, some of the substances that may be commonly abused by secondary school students in your sub county?

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_
- v) \_\_\_\_\_

11. What are the risk factors you think contribute to Drug and Substance abuse in the schools?

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_
- v) \_\_\_\_\_

12. Would you say HIV and AIDS constitutes a major challenge to education in general and secondary education in particular in your sub county? Yes [ ]  
No [ ]

13. If Yes, who are the most affected? Students [ ] Teachers [ ] Parents [ ]

14. How do you address the challenge of HIV and AIDS in schools?

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_
- v) \_\_\_\_\_

15. What strategies have been put in place to improve students' participation in secondary school education in your sub county?

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_
- v) \_\_\_\_\_

16. Would you say the strategies in (15) are effective? Yes [ ] No [ ]

Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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17. What strategies and policy intervention measures would you propose to be adopted to improve students' participation in secondary education in your sub county?

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_
- v) \_\_\_\_\_

18. Would you wish to make any recommendation or observation on challenges affecting students' participation in secondary education in your subcounty? \_\_\_\_\_

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Thank you very much for taking your time to respond to this questionnaire.

Yours

Philip Mukonyi.

## APPENDIX X: PROPOSAL APPROVAL LETTER FROM MMUST



### MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870  
Fax: 056-30153  
E-mail: [deansgs@mmust.ac.ke](mailto:deansgs@mmust.ac.ke)  
Website: [www.mmust.ac.ke](http://www.mmust.ac.ke)

P.O Box 190  
Kakamega – 50100  
Kenya

#### Office of the Dean (School of Graduate Studies)

---

**Ref:** MMU/COR: 509079

**Date:** 27<sup>th</sup> February 2017

Philip Wanjala Mukonyi  
CPC/H/43/10  
P.O. Box 190-50100  
**KAKAMEGA**

Dear Mr. Mukonyi,

#### RE: APPROVAL OF PROPOSAL

I refer to your successful defense of proposal and approval by the Departmental Graduate Studies Committee. Following communication by the Chair of Department, I am pleased to inform you that on behalf of the Board of School of Graduate Studies your PhD proposal entitled: *'Social and Economic Conflicts Affecting Sustainable Students' Participation in Secondary School Education in Kakamega County, Kenya'* has been approved and the following appointed as supervisors:

1. Prof. Crispinous Iteyo - Department of Peace and Conflict Studies - MMUST
2. Prof. Kennedy Onkware - Department of Disaster Management and Humanitarian Assistance – MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Dean SGS. Such reports should be copied to the following: Chairman, Centre for Disaster Management and Humanitarian Assistance Graduate Studies Committee and Chairman, Peace and Conflict Studies. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of three years from the date of registration to complete your PhD thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,

**PROF. HENRY KEMONI**  
**EXECUTIVE DEAN, SCHOOL OF GRADUATE STUDIES**

Copy to: Ag. Dean, CDMHA  
Chair of Department, PCS

## APPENDIX XI: RESEARCH AUTHORISATION LETTER FROM NACOSTI



### 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

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

Ref. No. **NACOSTI/P/17/62695/16145**

Date: **14<sup>th</sup> June, 2017**

Philip Wanjala Mukonyi  
Masinde Muliro University of  
Science and Technology  
P.O Box 190-50100  
**KAKAMEGA.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Social and economic conflicts affecting sustainable students’ participation in secondary school education in Kakamega County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **13<sup>th</sup> June, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega 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.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kakamega County.

The County Director of Education  
Kakamega County.

*National Commission for Science, Technology and Innovation (IS/ISO9001:2008 Certified)*



### APPENDIX XIII: MAP OF THE STUDY AREA

