

**EFFECT OF STREET AND NON-STREET CHILDREN'S CHARACTERISTICS
ON SCHOOLING IN NAKURU CITY, KENYA**

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**Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the
Degree of Master of Education in Emergencies of Masinde Muliro University of
Science and Technology**

NOVEMBER, 2024

DECLARATION

This research thesis is my original work and has not been presented for any other award in any other University.

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CERTIFICATION

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DEDICATION

This thesis is dedicated to my parents, Eliud Muhanga and Esther Muhanga, my wife Everline Kwamboka, and my daughters Beryl, Marlin, and Stacy, for their encouragement throughout the study. May God bless you.

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ABSTRACT

Street children, just like all other children, are protected by both local and international law. The SDG goal number four provides for quality education for all. Basic education at elementary levels can be attributed to school attendance since it requires direct involvement of the teacher in shaping the intellectual progress of the learner. Many children in society, however, are dropping off from school opting to live and work on the streets. This is blocking the attainment of United Nation's declaration on Education for All as well as the Kenyan government's policy on compulsory basic education. The purpose of this study was therefore to investigate the effect of street and non-street children's characteristics on their schooling in Nakuru city, Kenya. The objectives of the study were to estimate the effect of demographic characteristics of street and non-street children on schooling, to estimate the effect of family background factors of street and non-street children on schooling, and to estimate the effect of location of origin for street and non-street children on schooling in Nakuru city. The study relied on the social cognitive theory of education. Comparative research design was employed in the study. The study was conducted in Nakuru city, within the central business district. A sample size of 278 street children was obtained from a population of 1,002 street children using the Krejci & Morgan sample determination table. All the public primary and secondary schools within the town were targeted to get 1000 non-street children to get a sample of 278 for comparison. Nakuru children's officers were interviewed to obtain the details on the street children in the town. Both purposive and snowball sampling techniques were used in the identification of respondents. Questionnaires were used as the main instrument for data collection. Data was analyzed using descriptive statistics and logistic regression to test hypotheses. From the results, it was found that demographic factors such as gender, age and education level of the respondents are statistically significant in predicting the chances of going to the streets among children in Nakuru city. The results also suggested that family characteristics like parenthood, the number of siblings in the family as well as the number of meals a day in the family were statistically significant in determining the chances of joining streets among children in Nakuru city. It was also established that the location of origin among children in Nakuru city is important in determining the chances of ending up on the streets. It was concluded that age, gender, and level of education are important in determining the chances of schooling among children in Nakuru. Family characteristics such nature of parenthood was found to be the major determinant of schooling or non-schooling among the children. Families with a high number of siblings and low number meals per day had higher chances of their children dropping out of school and joining streets. It was also concluded that children who come from rural areas had high chances of becoming street children compared to their urban areas' counterparts. Due to this, it's recommended that the government should develop and implement targeted educational support programs for the street children based on their specific needs and characteristics identified in the study. Education financiers and other actors should design financial assistance programs or scholarships to alleviate the economic burden faced by families of non-street children.

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ABBREVIATIONS AND ACRONYMS

CBD- Central Business District

CSC- Consortium for Street children

DCPCR -Delhi Commission for Protection for Child Rights

EFA- Education for All

EPM- Education Planning and Management

GOK- Government of Kenya

HDI- Human Development Index

NGO- Non-governmental Organization

SDG- Sustainable Development Goals

UNICEF- United Nations Children Education Fund

UNICEF- United Nations Children's Fund

CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study, the statement problem, the purpose, and the objectives of the study. The chapter also contains the significance, scope, limitations, and assumptions of the study. It concludes with the conceptual framework, theoretical framework, and the operational definition of terms.

1.1 Background to Study

Street children are defined by various scholars in distinct manners, contingent upon whether they engage in full-time street labor and reside solely on the streets, or if they work on the streets and subsequently return to their homes. The classification of street children by Amnesty International (1991) includes two categories: children on the street and children on the street. Street-dwelling children are those who both work and reside on the streets (Salihu, 2019). These children participate in economic activities such as soliciting, protecting commercial establishments, and maintaining the cleanliness of vehicles, among other tasks. Children of the street refer to individuals who engage in street labor, either during daytime or nighttime, but thereafter return to their residences to reunite with their families. All these children experience the same environment as well as socio-economic challenges (Abdi et al., 2019). Street children are hardly in school. Many of them are dropouts. While these groups of children engage in various activities on the streets, their equal counterparts are in schools, learning.

1.1.1 Street and non-street Children Characteristics

The prevalence of street children is increasing steadily on a global scale, with major cities bearing the brunt of this trend (Consortium for Street Children, 2021). There are motives behind the relocation of street children to the streets. As stated by de Benítez (2011), the aforementioned factors exhibit variation across locations and individuals. Poverty, displacement resulting from natural disasters, and family-related conflicts are all socioeconomic, natural, and cultural elements that contribute to an increase in the number of street children in each location. The rise in the population of street minors can be attributed to a variety of additional push and pull factors (Le Roux, 1996). These encompass parental demise, neglect by parents, substance and drug abuse, engagement in sexual activities, and additional social determinants such as domestic violence and child abuse within the household or community. Child discrimination, unattainable justice, and absence of legal status are additional elements that contribute to the increase in the number of children living on the streets. Daily, street children are subjected to exploitation, abuse, and harassment at the hands of various adults, including family members, law enforcement, and older children (Fekadu & Nikapota, 2020). Furthermore, their entitlement to education and healthcare is being withheld from them.

UNICEF has labeled street children as a population living under difficult circumstances. The population is given little or no attention to health matters. Street children are susceptible to both infectious and communicable diseases such as sexually transmitted infections, malaria, respiratory diseases among others, due to their level of vulnerability because of exposure to sexual abuse, poor living conditions, poor nutrition, substance abuse and violence (Cumber

& Tsoka-Gwegweni, 2015). Primary interventions are therefore needed to address this challenge that puts other members of society at risk of infection.

The UN Children's Fund (UNICEF, 1992) has divided street children in Brazil into the following groups: Street children and children of the street. The largest group, minors on the street, comprises individuals who are employed in the street and return home at night. Children of the street refer to runaways, abused, and estranged children whose parents were unable to provide for them due to war, illness, or simple neglect, or who come from impoverished and needy families. The smallest category of children on the street includes orphans, children who were born and raised on the streets, and even children whose parents also reside on the streets. Regarding educational concerns, no one is concerned about the multitude of children who populate the streets. Certain infants find being on the streets unsettling. The label "street child" is considered derogatory by some individuals who feel they have no place on the streets (Wargan & Dershem, 2009).

Being a huge country, India has a huge population of people, the majority of who live in abject poverty (Railway Children Report, 2021). This has culminated in many of them lacking formal employment. They therefore engage in menial jobs for daily wages, to foot their bills like rent and food. This desperation often pushes their children onto the streets of food and shelter. Due to this, the children end up dropping out of their various learning institutions to find refuge on the streets.

Nepal, classified as a developing country, ranked 143rd out of 191 countries on the Human Development Index (HDI) in 2022, with a score of 0.605, reflecting medium human development (UNDP, 2022). Street children in Nepal face numerous challenges, including

poverty, family dysfunction, and limited access to education, which impede their academic progression. On the other hand, non-street children, though better positioned, still contend with issues such as inadequate infrastructure and a high dropout rate. These disparities highlight the need for understanding how the characteristics of both street and non-street children impact their schooling opportunities, particularly in a country where public education resources are constrained.

The situation is exacerbated by socio-economic factors, with Nepal's rural and urban divide playing a significant role in educational accessibility. Street children, often concentrated in urban areas, typically lack parental support, face exploitation, and have fewer opportunities to enroll in formal schooling. Conversely, non-street children, though facing fewer adversities, are still subject to challenges like limited school resources and underqualified teachers. Understanding these distinctions is essential for addressing Nepal's broader educational goals within the context of human development and reducing inequalities in schooling outcomes.

The LUL (Let Us Learn) initiative, piloted in Afghanistan, Bangladesh, Liberia, Madagascar, and Nepal, represents a comprehensive approach to improving education outcomes for vulnerable populations, including street children (Valenza & Dreesen, 2022). This program focuses on implementing innovative education strategies that address the unique challenges faced by street children, such as lack of access to formal schooling, social marginalization, and economic instability. By providing tailored learning programs and resources, LUL aims to bridge the gap between street and non-street children's schooling opportunities, enabling vulnerable learners to engage meaningfully in education. In the

context of research examining the effect of street and non-street children's characteristics on their schooling, the LUL initiative highlights the importance of targeted interventions that consider the complex socio-economic and environmental factors affecting street children's education outcomes.

Research on street children's schooling reveals significant disparities in educational access, retention, and performance when compared to their non-street counterparts. Street children are often exposed to various hardships, including poverty, lack of parental support, and exposure to hazardous environments, all of which negatively impact their academic achievements. The LUL initiative underscores the need for education systems to adopt inclusive strategies that cater to street children's specific needs, ultimately aiming to enhance their learning experiences and outcomes. Such programs are vital in addressing the inequities observed between street and non-street children's schooling, contributing to a more equitable education system for all vulnerable populations.

The Consortium of Street Children (CSC) reports that Egypt, particularly in cities like Cairo and Alexandria, has approximately 1 million homeless children, many of whom lack access to formal education (Al-Dien, 2009). Despite the presence of schools and initiatives like the Hope Village Society, which aims to provide education to marginalized groups, these street children often remain excluded from schooling. The gap between the availability of educational resources and the participation of street children points to significant barriers, such as poverty, social stigma, and the absence of stable homes, which hinder their ability to attend school regularly. In the context of research on the effect of street and non-street children's characteristics on their schooling, the case of Egypt highlights the importance of

addressing systemic obstacles that prevent street children from benefiting from existing educational opportunities.

Street children in Egypt face a unique set of challenges compared to non-street children, which deeply influences their educational outcomes. Their lack of consistent shelter, parental support, and exposure to a harsh urban environment contribute to lower school attendance and engagement. While non-street children typically have access to a stable home environment and parental encouragement, street children often struggle to prioritize education due to immediate survival needs. This stark contrast underscores the importance of specialized interventions, like the work of the Hope Village Society, to address these disparities. In examining the impact of street and non-street children's characteristics on their schooling, it becomes evident that without targeted support systems, such as social services and education programs for marginalized children, the academic potential of street children will remain underutilized.

In Kampala, Uganda, the influx of children to the streets has been driven by multiple socio-political and economic factors, including the conflict in Northern Uganda and the high prevalence of HIV/AIDS (Jacobs et al., 2004). Many children become refugees or are forced to the streets due to the loss of one or both parents during the war, or because they must support their families in the face of poverty. The persistent instability has disrupted children's lives, causing them to leave school to assist their families in earning a living. In this context, street children face significant disadvantages compared to non-street children, whose more stable family situations often allow them to stay in school. The socio-economic conditions of

street children, such as orphanhood, displacement, and familial obligations, are key barriers to their educational participation.

The high prevalence of HIV/AIDS in Uganda has exacerbated the situation by leaving many children orphaned or infected, further contributing to school dropouts and the rise of street children (Jacobs et al., 2004). Non-street children, typically benefiting from healthier family environments, have greater access to formal education, while street children struggle with the harsh realities of their circumstances. The stark contrast between the life experiences of street and non-street children highlights how these characteristics directly impact their schooling. Street children often lack the stability, resources, and support systems that enable non-street children to remain in school and succeed academically, which underscores the need for tailored interventions to address the educational challenges faced by street children.

Since 2017, the Consortium for Street Children (CSC) has been actively collaborating with local organizations to address the increasing number of street children in major Tanzanian cities such as Dar Es Salaam, Dodoma, and Mwanza (CSC, 2017). Factors like poverty and urbanization have been the primary drivers of this influx, with Dar Es Salaam having the highest concentration of street children. Despite being of school-going age, these children often lack access to formal education due to systemic barriers such as the need for registration documents. With only 19% of children in Tanzania officially registered (Anangisye, 2020), a large portion of street children may be deprived of social services like education and healthcare. This reflects a major gap in education accessibility, where street children's lack of official documentation becomes a significant impediment to their

schooling, in contrast to non-street children who typically have the necessary paperwork for school enrollment.

Street children face an uphill battle in accessing education, primarily because of their vulnerable socio-economic circumstances. Non-street children, who usually have stable homes and formal documentation, benefit from easier access to social services, including education. The lack of registration among street children not only excludes them from schooling but also further marginalizes them from society. This difference in access to basic services like education contributes to the widening disparity in educational attainment between street and non-street children. The case of Tanzania underscores the importance of policy interventions that address the bureaucratic barriers preventing street children from enrolling in school and ensuring that they are not left behind in educational development.

Education for all is a cornerstone of the United Nations' 2030 Agenda, which aims to ensure that no one is left behind, and it is firmly grounded in international law. The objective of ensuring that every child, adolescent, and youth is enrolled in school by 2030 has resulted in an increase in worldwide enrollment rates to 85 percent in 2019, with primary school-aged children reaching 91 percent (CSC, 2019). Despite these positive developments, there is still a danger that street children will be abandoned. Street children, who are among the millions of the most difficult-to-reach children in the world and are unable to attend mainstream schools due to a multitude of health, social, and practical obstacles, have a high rate of attrition from formal education programs.

In Kenya, the estimated 300,000 minors engaged in street labor as of 2018 represent a significant challenge to the country's education system, with a large portion concentrated in

Nairobi (Khaoya, 2014). The worst drought in recent history has severely impacted northwestern regions such as Samburu, West Pokot, Turkana, and Elgeyo Marakwet, forcing many children to drop out of school to help their families survive. These children often migrate to nearby urban areas like Kitale in search of food, and economic opportunities, or to escape the harsh conditions at home. Such challenges, compounded by the loss of parents due to banditry in the region, result in many children abandoning education altogether to live on the streets. In the context of street and non-street children's characteristics, this migration illustrates how environmental and socio-economic factors lead to differences in school attendance and academic engagement between the two groups.

In Nakuru, the issue of street children is similarly pressing. A 2013 study by Save the Children found that approximately 1,000 children were living on the streets, and this number was expected to grow if no intervention occurred (Save the Children, 2013). By 2018, a census reported that Nakuru County had 2,005 street children, with 1,002 of them located in Nakuru town's central business district (Jiang, 2018). Most of these children had already dropped out of school or were on the verge of doing so. This scenario highlights the key differences in school participation between street and non-street children. Non-street children, who typically remain in school with stable home environments, do not face the same level of disruption in their education as their street counterparts, whose circumstances lead to increased absenteeism and dropouts.

These figures underscore the significant impact that socio-economic crises, such as drought and violence, have on children's education in Kenya, particularly among street children. Street children, due to their lack of stability and the demands of survival, are less likely to

remain in school and succeed academically compared to non-street children, who benefit from more stable environments. The growing number of street children in urban centers like Nakuru and Kitale reflects the broader structural inequalities and challenges faced by vulnerable populations in accessing education. Without targeted interventions to address these disparities, the educational gap between street and non-street children will continue to widen.

1.1.2 Schooling

Globally, education is recognized as a key factor that shapes the intellectual development of individuals and contributes to long-term poverty reduction by promoting socio-economic development (Psacharopoulos & Woodhall, 1993). Formal schooling systems vary across countries, and children typically begin their education in early childhood, relying heavily on their family characteristics, such as parental guidance and sibling support. However, as children progress through school, their schooling outcomes are increasingly influenced by their own demographic characteristics, including age and independence, as well as changes in family dynamics, such as aging parents or diminishing sibling involvement. In some cases, children, particularly those from low-income families, may choose to leave school to address economic hardships at home, while others may drop out due to harsh school environments. Many of these dropouts, especially in urban areas, end up on the streets seeking employment and survival, highlighting the role of family characteristics in influencing their educational outcomes.

In Nepal, children's location of origin plays a critical role in their schooling. Every year, hundreds of children leave their rural villages for urban centers, drawn by the attractions of

city life, but these decisions often result in the immediate cessation of their education (Khanal, 2013). The demographic characteristic of migration from rural to urban areas creates a divide, as children who stay in their villages and continue schooling diverge from their peers who relocate to the streets. The allure of urban life exacerbates school dropout rates, contributing to Nepal's high number of children living and working on the streets. Similarly, in North-West Nigeria, the prolonged war and security instability have severely impacted children's schooling. The displacement caused by the conflict disrupts families, with children losing contact with their parents and being forced to move from one region to another, affecting their access to education (Aromolaran, 2004). The contrasting peace in southern Nigeria, where schooling continues smoothly, demonstrates how location of origin influences the educational opportunities available to children.

In Kenya, the prolonged drought and banditry in the northern regions have severely affected children's schooling. Many children, especially from pastoralist families, have been unable to attend school due to hunger and the displacement of their families in search of food and pasture (Kamais & Mosol, 2022). Family characteristics, such as loss of cattle and economic instability, have forced parents to migrate with their children, leading to school closures and an increase in the number of children joining street life or banditry. While schools in the affected areas eventually reopened, few children returned, illustrating the impact of both family dynamics and location of origin on children's educational participation and outcomes.

1.2 Statement of the Problem.

Despite deliberate efforts by the Kenyan government to provide free basic education and ensure access for all children, a significant number of children continue to drop out of school,

particularly those who end up living and working on the streets. The Kenyan Constitution and the Basic Education Act (2013) guarantee the right to basic education for every child. However, the dropout rates and migration to street life highlight the ongoing challenges in achieving the United Nations Declaration on Education for All and the government's policy on compulsory basic education. The growing population of children seen on the streets, particularly in urban centers like Nakuru, raises concerns about their access to schooling. In Nakuru County, for instance, an estimated 2,005 street children were reported, with 1,002 concentrated in Nakuru town (Jiang, 2018), underscoring the need to address the schooling disparities between street and non-street children.

These patterns of schooling and non-schooling among children reflect deep-rooted inequalities that demand targeted interventions to ensure that all children, regardless of their socio-economic background or living conditions, have equal education opportunities. This study examines how street children's characteristics influence their schooling patterns/chances, compared to non-street children who continue their education uninterrupted. By exploring these differences in schooling patterns, the study seeks to contribute to policy solutions that address the barriers faced by street children, ultimately supporting efforts to reduce the number of children living on the streets and promoting peace and economic development in Nakuru and across Kenya.

1.3 Purpose of the Study

This study sought to analyze the effect of respondent characteristics on schooling among street and non-street children in Nakuru City, Kenya.

1.4 Objectives

- i) To estimate the effect of demographic characteristics of street and non-street children on their schooling in Nakuru city.
- ii) To estimate the effect of family background factors of street and non-street children on their schooling in Nakuru city.
- iii) To estimate the effect of location of origin for street and non-street children on their schooling in Nakuru city.

1.5 Research Hypotheses

H_01 : Demographic characteristics of street and non-street children have no significant effect on their schooling in Nakuru city.

H_02 : Family background factors of street and non-street children have no significant effect on their schooling in Nakuru city.

H_03 : Location of origin for street and non-street children has no significant effect on their schooling in Nakuru city.

1.6 Significance of the Study

The Sustainable Development Goals (SDG) number four and ten indicate that countries should achieve quality education and reduce inequalities by 2030, respectively. This study contributes to the achievement of these goals since it concentrates on the attainment of basic education, through schooling by street children. Upon identification of the characteristics of either group of children, actors are able to make policy-related decisions to enhance continuous schooling among children in Nakuru city.

Kenya seeks to be a middle-income country by 2030 as enshrined in her Kenya Vision 2030. To achieve this, the attainment of basic education by all Kenyans is vital. Thus, this study's recommendation helps to assist in ensuring that street children who are part of the Kenyan populace get basic education.

Enrollment in an educational institution and provision of educational opportunities are fundamental components of schooling. Every child is entitled to basic education as a constitutionally protected privilege. Free primary education significantly increased enrollment in primary schools in Kenya. Despite this provision, however, street children continue to lack adequate access to fundamental education. The presence of street children can be attributed to a multitude of push and pull factors. This study may inform stakeholders of children's rights regarding the plight of street children and their critical need for educational opportunities.

The findings of the study may also stimulate more research on the curriculum suitable for street children in Kenya. The study also adds knowledge to existing literature on the welfare of street children.

1.7 Assumptions of the Study

The study assumed that the characteristics of the street and non-street children in Nakuru City significantly impact their schooling outcomes. It was assumed that street children face unique challenges, such as lack of stable shelter, inadequate parental support, and higher exposure to risky behaviors, all of which might negatively affect their school attendance, retention, and performance compared to non-street children who may have more stable support systems.

Additionally, the study assumed that the existing educational frameworks and interventions in Nakuru City may not adequately address the specific needs of street children. It was presumed that without targeted policies, programs, and school support mechanisms, the gap between the schooling outcomes of street and non-street children may widen. The study also assumed that individual characteristics, such as resilience and personal motivation, may mediate the schooling patterns for both groups of children, influencing their academic engagement and success.

It was also assumed that the respondents, despite being a constant mobility population, are cooperative and that they would attend the interviews as asked of them. Street children cannot gather at one point for a long period, and they are highly exposed to drug and substance abuse. On this basis, it was assumed that all the answers given were correct and truthful.

1.8 Scope of the Study

The study was conducted in Nakuru City's central business district. All street children aged between 6 and 18 years within the town center were targeted for the study. The choice of age was because it comprises the ideal age of a school-going child. Any child below 6 years is probably still under the care of parents or guardians. All-day primary school and secondary school within the town setting were equally targeted for study. This is because children in the day schools essentially come from the same environment as those on the streets. Equally, primary and secondary schools comprise learners who are at an age like that of the targeted street children.

The study was conducted in September 2023. During this period, there was a bumper harvest of foodstuffs from many parts of the country, which were brought to the retail market of Nakuru, making it a big attraction for street children. Data was collected using questionnaires, and the process took an estimated period of six days. The researcher trained and employed two research assistants to help with data collection.

1.9 Limitations of the Study

One limitation of this study was its focus on Nakuru City as the sole study location. While the findings would offer valuable insights into the characteristics of street and non-street children and their schooling within this urban context, the results would not be generalizable to other cities or regions with different socioeconomic, cultural, and educational dynamics. Cities with varying levels of street child populations, educational infrastructure, and local policies on children's welfare would yield different outcomes, thus limiting the applicability of the study's conclusions beyond Nakuru.

Another limitation is the non-inclusiveness of all street children in Nakuru City. Due to the transient and often hidden nature of street children, some may be difficult to access or unwilling to participate in the study. This could result in a biased sample that does not fully represent the diversity within the street children population. Furthermore, the use of the purposive and snowballing sampling techniques may limit the study's ability to capture a random and representative sample. While these techniques are effective for targeting specific populations, they may lead to over-representation of certain groups and under-representation of others, such as children in more remote or concealed living situations.

Language barriers also present a challenge for this study, particularly when engaging street children who may come from diverse ethnic and linguistic backgrounds. Some children may not speak the primary language used in data collection fluently, which can lead to miscommunication and misunderstanding during interviews or surveys. This issue may compromise the accuracy of the data collected, as certain nuances in responses may be lost in translation or misinterpreted. The language barrier, coupled with varying levels of literacy among participants, could further limit the study's ability to gather in-depth and accurate information on the characteristics and schooling experiences of street children.

There are many local and international researchers conducting various studies on street children. Some of the street children had been interviewed by these researchers a few days or weeks before the current study. The memories of the interviews, some of which were undermining or humiliating (according to the children), did not respond well. Some even alluded that with the many studies, no action is being taken to help them live better lives.

1.10 Theoretical Framework

Social Cognitive Theory of Education (SCT)

According to the Social Cognitive Theory (SCT) of education, which was formulated by psychologist Albert Bandura, learning takes place via observation, imitation, and modeling within a social context. Bandura (1989) proposed that humans gain knowledge not only from direct experiences, but also by seeing the activities and outcomes of others, particularly within their social environment. Self-efficacy (confidence in one's own capability to achieve success), observational learning (acquiring knowledge through the observation of others), and reciprocal determinism (the interplay between personal factors, behavior, and the environment) are fundamental principles underlying SCT.

Street children often lack access to formal education but may observe behaviors and outcomes related to schooling among non-street children in their vicinity. Through observation, they might develop attitudes, beliefs, and expectations about education, which can influence their own educational aspirations and behaviors. Chin & Mansori (2018) state that the cognition theory essentially explains how environmental circumstances, other people's actions, and one's own experiences affect a person's health-related behaviors. The theory is crucial for comprehending and tackling the difficulties encountered by street children, as it entails examining the influence of their surroundings, role models, and personal encounters on their growth.

Cognitive factors will make an individual gather sufficient knowledge, develop goals and self-efficacy. In lieu of this, street children suffer lack of knowledge because of non-schooling. They also tend to lack self-efficacy and fail to focus on their future well-being. Therefore, this research delved deeply into the causes leading to their non-schooling conduct and has made necessary recommendations to address them. Street children's welfare can be enhanced through improvement of their immediate environment by providing them with social support programs. These programs merged with enhanced psycho-social support heavily boost their general motivation. This will in turn bring about behavioral change for their betterment. The change will then transform into a desire to join schools.

This study explores how individual characteristics differ between street and non-street children regarding their academic abilities and the perceived attainability of educational goals. Higher self-efficacy is associated with greater persistence and effort in educational pursuits. The study investigates how personal factors (e.g., self-efficacy, attitudes toward education), behavior (e.g., school attendance, academic performance), demographic factors (e.g., age, sex, and level of education), and socioeconomic factors (e.g., number of children at home, number of meals per day and parental level of education) interact to influence schooling outcomes among both street and non-street children.

SCT highlights the role of modeling in learning. Educators can utilize positive role models and influential figures within the community to demonstrate the value and benefits of education. By showcasing successful individuals who have overcome similar challenges, street children may be more motivated to engage in schooling. SCT emphasizes the reciprocal interaction between personal factors, behavior, and the environment.

Interventions targeting environmental factors such as poverty, homelessness, and lack of access to educational resources can help create a more conducive learning environment for street children. This might include providing scholarships, establishing community schools, or implementing outreach programs to bring education closer to marginalized populations.

1.11 Conceptual Framework

A conceptual framework is an important tool of system of concepts, assumptions and values that guides researchers in organizing a phenomenon under study (Hassan & Hamada, 2017). The tool helps the researchers to define the key concepts in their studies and determine how these concepts are interrelated. It also ensures that the research process is systematic and logical. Figure 1 presents the conceptual framework for this study.

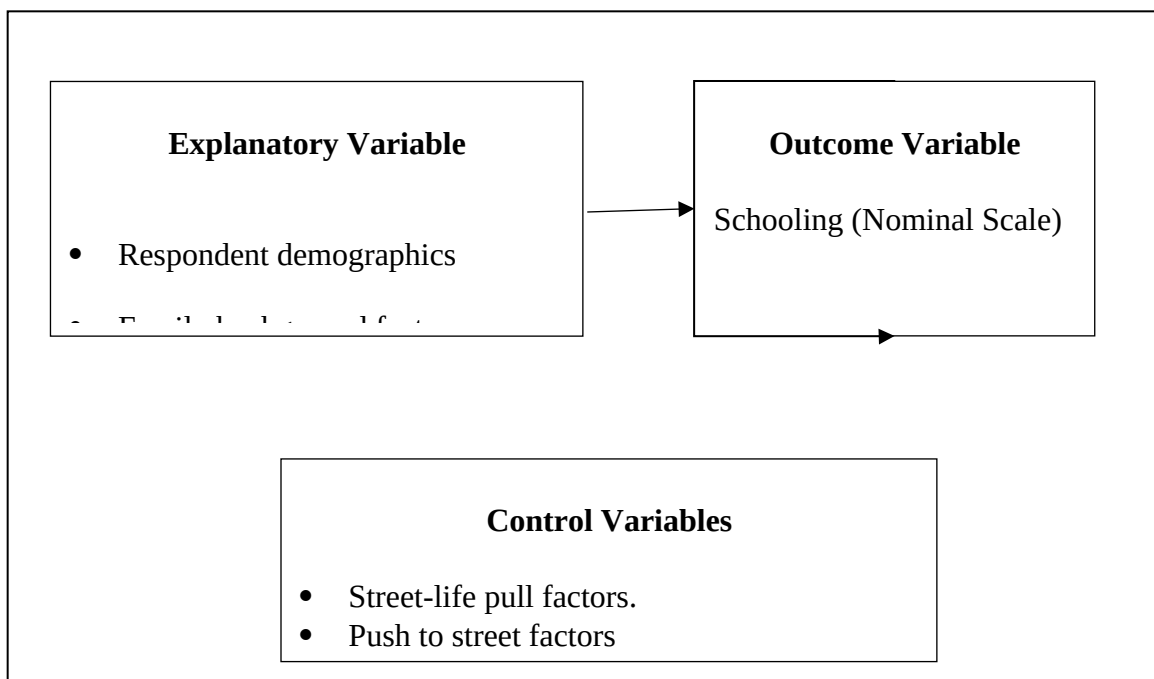


Figure 1 The conceptual framework.

The outcome variable was schooling and was measured on the nominal scale where 1= on the street and 0= not on the street (in school). There were three explanatory variables. The first was the respondent's demographic characteristics which included age, gender, and level of education reached. The second was family background characteristics comprising of parental & sibling survivorship, number of children in the family, and poverty at home. The

third was the location of the respondent's origin, which involved the established town estates, town slums, rural towns, and rural villages.

In social science research, it is often true that other variables may affect the outcome variable independent of the explanatory variable. To this end, this study proposed to control these variables which included, first, street-life pull factors. Pull factors are factors based on the street, that attract children onto the streets. They included urbanization, peer pressure, drug and substance abuse, and casual jobs on the streets (such as street vending, offloading trucks, cleaning business premises, and hawking among others). The second one was street push factors. These involved factors based at home or school that pushed the children onto the streets. They included pressure for performance, poverty, absence of shelter at home, sexual molestation from caregivers and violent parents & siblings.

1.12 Operational Definition of Terms

Family characteristics: This is the general formation of the family, comprising its composition, function, interrelationships income among the family members.

Location of respondent's origin: Where the respondents come from. It includes urban estates, urban slums, rural estates, and rural slums.

Pull factors: These are factors defined on the streets that attract children onto the streets.

Push factors: These are factors defined at home such as poverty that make children desire to go to the street.

Respondents: These are the children being studied. Both street and non-street

Respondent Characteristics: These are descriptions that define the behavior and general way of life for children, both in school and on the streets.

Schooling: This is the act of attending school. It will be measured on a nominal scale with 0 indicating in school while 1 out of school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains a review of literature that is related to the current study. It majorly focuses on what other researchers have found out in their studies concerning the street children phenomenon.

2.1 Street and non-Street Children Demographics

More often, children's demographics play a significant role in determining their desire to go to school. For instance, the rate of girls dropping out is less than that of boys. Extremely young kids may not get a chance to drop out of school since the majority are still under the care of parents and other caregivers.

Gender plays a big role in determining homelessness among societies in the world. During conflicts and other natural and manmade disasters, women suffer the most. The women, particularly children females fall victim to poor decisions that may cause pain or even displacement from their communities to other places. However, more males become homeless because they are normally the targets during armed conflict (Aptekar & Stoecklin, 2014). In a study to determine gender differences in the residential origins of the homeless to identify areas with high risk of homelessness, in Miami-Dade County, Florida, USA, it was established that the residential origins of females are more widespread and less concentrated than those of males (Rukmana, 2010). The researcher also found out that the origin of

homeless males increases with the proportion of non-locals, who in this context are African Americans.

This study's findings show that homeless women are widespread and not confined to one place compared to males. It also finds that residents have a lower risk of being homeless compared to non-locals. The current study, similarly, sought to establish if gender and local residence contribute to streetism and determine how the phenomena affect schooling.

Street Children are considered a vulnerable group who resort to the streets to have a 'better' life away from home and schools, where they feel harassed and deprived of social care. A study conducted by the Delhi Commission for Protection for Child Rights (DCPCR) found that over 70,000 children are living on the streets of India's national capital, Delhi, the majority of whom are males and below the age of 20 years (Lamba, 2022). While on the streets, children design strategies for surviving, with some even acting as parents. According to the study which was done mainly at 'hotspots' for street children, most of these children are engaged as casual laborers in various industries while some of them were found begging and caught in illicit drug and substance abuse (Chopra, 2010). 50% of the respondents alluded that they were discriminated against by their seniors and that they were being denied access to basic medical attention.

To date, the Indian government does not have data regarding children who live on the streets and out of school. According to Chopra (2010), many of the children in Delhi do not have any identity proof, registered places of birth, or any link and contacts to their family members. This implies that the government cannot include them in the net of social schemes and provide them with necessities. Despite this survey's findings shading important

knowledge on the plight of street children in India, the researcher did not directly bring out the extent to which the characteristics portrayed by the street children in India hindered their access to school facilities, otherwise known as schooling. The current study sought to fill the gap.

The demographics of children significantly influence whether a typical child is forced to labor and reside on the streets. A descriptive study conducted by Owoaje et al. (2009) aimed to identify socio-demographic characteristics of street children residing in rural communities experiencing urbanization in the Kajola Local Government area of Oyo state, situated in the South-Western region of Nigeria. The findings revealed that a significant proportion of the street children (88.9%) fell within the age range of 15–17 years. Males comprised 58.3% of the study's respondents. Approximately 3.9% lacked formal education, whereas 64.7% had completed at least secondary school. The minority of children engaged in various activities on the streets were enrolled in school (61.4%), while the majority were children on the streets themselves.

These results portrayed a clear picture of the state of the street children during their stay on the streets. In the context of the rural community, they indicate that many street children are at school age, particularly secondary level. They also suggest that boys are more likely to join the streets than girls and that many children get to the streets, probably to work, as they still attend school. However, the study is missing the voice of their non-street counterparts to establish if indeed the studied demographics are related to their act of being in schools, intending to compare. Furthermore, urban streetism should be studied to establish if there is a difference. The current study sought to address this gap.

Hills et al. (2016) conducted a qualitative investigation to examine the lived realities and attributes of street children residing on the streets of Durban, KwaZulu-Natal province, South Africa. Through their analysis, the authors determined that the most prevalent characteristics displayed by street children were occurrences of violence and substance and alcohol abuse. However, it has been discovered that street children can surmount the obstacles they encounter by developing personal and emotional resilience, embracing street-based athletics, fortifying their cultural values, and cultivating supportive peer networks. The resilience demonstrated by the children living on the streets instills optimism for the future. Hills et al. (2016) discovered that street children in Durban are capable of articulating medical concerns when they seek medical attention, thereby furnishing physicians with a comprehensive foundation for diagnosis. However, the children's perspectives on the pertinent educational issue were not adequately captured in this research. It is the universal entitlement of every child to education. Their proactive demeanor and demonstrated resilience would have provided a solid foundation for determining the reasons why street children do not attend school. The purpose of the present investigation was to fill this void.

Attia et al. (2017) did a cross-sectional comparative study in Alexandria, Egypt to investigate the characteristics of street children who were living in institutions and to find out if there were any differences in the rates of substance abuse and behavior problems between street children and school children who were not living on the streets. Additionally, the researchers aimed to ascertain the factors that can predict mental health outcomes in street children. Research findings indicate that a significant proportion of individuals exhibiting a high prevalence of substance addiction are male, with an average age of 17 years. The research findings additionally indicated that poverty, familial disintegration, and domestic violence

were the primary factors contributing to the displacement of children onto the streets. The findings also indicated that street children had notably elevated rates of substance misuse, with a prevalence of 9.8%, and conduct disorder, with a prevalence of 35.3%, in comparison to school children. The primary indicators of substance addiction and conduct disturbance were gum sniffing and smoking.

The researchers pinpointed important push factors that drive children away from their homes onto the streets and as well highlighted the general characteristics of the children (including their demographics) while on the streets. These social factors and characteristics have a great negative impact on their schooling, a matter that was left behind by the researchers. Children who come from poor families exacerbated by family breakdown and violence will hardly stay in school for learning, especially boys. They opt to get a quick solution for an alternative and ‘peaceful’ environment where they feel accepted with minimal judgment. Streets, being a busy place with businesses and other opportunities, become the next home for the children at the expense of schooling.

Children's rights are well documented in both local and international laws. While discharging various services to their clients, street children experience violations of their rights, ranging from physical assault, sexual abuse, discrimination, and non-payment for services offered among others. In a separate qualitative study conducted in Bangladesh to investigate human rights violations against children on the streets, it was established that street children's rights are highly violated (Reza & Bromfield, 2019). From a sample of 75 street children who participated in in-depth interviews, it was established that the income-generating activities available for them were ‘3-D’ jobs (dirty, dangerous, and demanding).

This placed them at risk for their health, and abuse, particularly sexual abuse, and exploitation. It was also revealed that the children on the streets are not respected and are denied basic needs at times when the jobs assigned to them are not completed.

The '3-D' jobs define the street children in a bad light. These children are seen as dangerous, a characteristic that renders them vulnerable to mistreatment both at home and school. The researchers had pertinent matters under study, i.e., Violation of street children's rights but did not scrutinize how violation of their rights, beginning from their homes, affects their right to access education. In the current study, the researcher has delved deeper into the subject matter to establish how general violation of street children's rights influences their educational rights access.

Street children are known to be living in a dirty environment, conditions that render them susceptible to diseases. A survey of healthcare-seeking practices and related stigma among street children was conducted in Battambang, Cambodia (Rivenbark *et al*, 2018). 75 children were surveyed, with a similar number of normal children as the control experiment. It was established that street children had an increased fear of being denied treatment. The caretakers, who are mostly potent as well-wishers or non-governmental organization representatives, meet the costs of the treatment. When left alone, the street children do not take medication, or drugs administered, probably due to ignorance. This self-action renders them vulnerable and may sometimes be fatal.

The children's health is important during their academic journey. A sick child cannot be in school, and/or cannot concentrate in class. They therefore opt for a desperate measure to help them forget the pain and sometimes the stigma that comes with various ailments. Streets are

normally the destination, where they find an opportunity to use drugs and substances. Health-related stigma was therefore sought in the current study to establish the extent to which it drives children out of school.

2.2 Family Factors

Multiple factors contribute to the proliferation of street children in various regions across the globe. A study was undertaken in Nepal to investigate the primary factors contributing to the increase in the number of street children on the streets. Sharma's (2020) study, which involved a sample size of 150 participants for quantitative data and 18 participants for qualitative data, revealed that a significant number of youngsters residing in Kathmandu and Birjung, two cities in Nepal, tend to seek refuge in the streets mostly as a result of familial circumstances. The second, third, and fourth explanations were identified as economic, social, and cultural factors, respectively. According to Sharma (2020), children tend to run away from family conflicts and violence, overcrowding, and sexual abuse from immediate family members. Children who are abused or molested by family members cannot concentrate in school. The child may have no one to lean to, in case of psychological-related problems. Children also tend to learn that violence is the most ideal way of solving disagreements. This happens so due to the great trust children have in their parents. Therefore, if they witness fighting and violence happening among their parents, they resort to the same measures, particularly at school.

Nepal being a developing country has many challenges that make it difficult to manage the street children menace. Education is the most affected sector, followed by other economic, social, and cultural sectors. Kenya being a developing country has similar challenges. The

current study aimed to establish how some of the factors affect schooling among Kenyan street children, with a comparison to their non-street counterparts, particularly in Nakuru, whose findings are expected to help in the formulation of policies to control that challenge.

Family income, parents' level of education, and urban jobs have a significant influence on the number of children joining the streets. Recent studies in Iran have confirmed that low family income, lower levels of education, high prevalence of adults working on the streets as well as poverty contribute to the high influx of children to the streets (Vameghi *et al*, 2010). According to the report, these children withdraw from school to secure financial stability for themselves and their families. The relationship between street children and their families exhibits a 60% correlation. Vameghi *et al*. (2010) concluded that sharing limited resources such as food, water, shelter, parental care, and attention causes rivalry for space at home. Inadequate family planning resulting from a lack of basic education can lead to congestion within families. In the same study, Vameghi *et al* (2010) also noted that there was a high prevalence of divorce or separation for parents among the street children at 50% of the respondents (n=721) and that the parents' divorce increases the risk of becoming a street child by 5.7 times. While touching on pertinent matters on the relationship between street children and the type of their families in Iran, the researcher made a conclusive generalization to represent all street children in the world. However, Africa particularly Kenya has a different context and index of poverty. Most of the families may not even be in existence. Some street children are abandoned by able parents. Sometimes, parents' negligence may be a causative reason for their influx to the streets, and by extension, they miss the opportunity to attend school. This study sought to determine the extent to which these family factors affect schooling among street children.

Aderinto (2000) conducted a comparative study in Nigeria to examine the socioeconomic factors and coping strategies of street children and non-street children. The study revealed that a significant proportion of street children are male, have little educational attainment, and originate from families with five or more siblings. The study also revealed that the educational attainment of parents with street children is comparatively lower than that of their non-street counterparts. It was also established that many children leave home for the streets because of parental/sibling conflict and that many of them have unmet expectations. The street children thereafter resort to street life by engaging in income-yielding activities. Non-street counterparts, on the other hand, reside in their homes. They attend school regularly and have their expectations met by their parents (Aderinto, 2000). There is also minimal conflict within the non-street families, and their parents and siblings live in harmony.

The findings by Aderinto (2000) were expected to align with those of the current study. However, the current researcher sought to delve deeper by associating these family factors to schooling, for both street and non-street children, comparatively.

Another study was conducted in purposively sampled streets of Lagos, Nigeria to establish the characteristics, street life, and sexual behavior of homeless children and to find out their causes, and policy implications to homelessness (Edewor, 2014). With a sample size of 447 street children, the researcher established that many of the respondents were from low-income families. More than half of them came from families with a high number of children. The results also showed that parental neglect, discontent at home, parental marital instability, and peer influence, were the main reasons for their resolution to street life. The study also

revealed that most of the respondents had low levels of education because they could not read and write.

The findings of this research portray a real African society environment in which street children operate. With a sample size of 447, the results are ideal to inform a policy decision that can control and probably reverse the plight of street children. Equally, the current study focused on a similar context of street children but with more emphasis on educational matters.

Many street children abandon their homes and schools for street life due to the involvement of their parents in illicit drug abuse. If a parent is a drug addict, the parent may likely have little or no control over their children. Children tend to emulate what their parents do. A study conducted in Manila city in the Philippines to establish the magnitude to which illicit drugs are abused amongst street children compared to non-street Children found that street children abuse tobacco, alcohol, and inhalants compared to their non-street counterparts (Njord *et al*, 2010). The study showed that street children are introduced to drugs by their peers, close relatives living with them on the streets, and majorly as a measure of coping with 'dangerous' street life. This vice has made the Philippines one of the countries with the highest number of street children having low access to education (Ruiz, 2006). Constant usage of drugs lures the users into criminal activities, truancy, and general indiscipline. On the other hand, children who do not consume illicit drugs tend to have a high desire for education and will always attend school.

Family-related circumstances in Kenya have resulted in a surge of youngsters living on the streets in metropolitan regions. Sorre and Oino (2013) conducted a study to examine the

dialectical relationship between street children and their family structure in Kenya. The findings of the study indicate that policy measures have not been effectively implemented to address the declining family conditions, even though these conditions are the primary driving force behind the increase in the number of street children in urban areas of Kenya. The significance of family stability in increasing socio-economic sustainability has been proven. According to Sorre and Oino (2013), it is recommended that the nation expedite the development of a national moral and value framework to address the decline of family institutions.

Khaoya (2014) studied 238 homeless children in Kitale town, Trans-Nzoia county, to determine what causes a large number of homeless children to live on the streets. Of the children living on the streets in Kitale municipality, 66.4% are orphans or have only one parent, and 87.8% of those children knew where their parents were. Additionally, 68% of the street children surveyed had daily earnings of Ksh. 400 or more, as confirmed by the researcher. These findings showed that most children end up on the streets due to family structure-related issues and that many of them had full information concerning the whereabouts of their families. The findings also suggested that children get a substantial amount of money as payment for the services discharged while on the streets. These socio-economic factors are highly related to the possible reasons which limit street children from going to school.

According to Kieni (2015), Kenyan urban areas have witnessed a high influx of street children. In a survey conducted in Meru town in central Kenya, Kieni (2015) established several reasons that drive children onto streets, from a sample of 90 respondents. They

include Sexual abuse by father at 3%, born in the streets at 9 % death of parents/parental neglect at 9.4%, family Separation at 5%, search for food and money at 32.9%, Seeking employment at 13.5%, peer influence at 13.5%, truancy and Indiscipline 9.4% and abandoned in the streets 2.4%. These findings reveal that many street children flock to the streets in search of food and money, followed by peer influence. This is an indicator of a dire economic situation back at home. Poverty and hunger drive these children from their homes to the urban areas in search of income.

Schooling and general education were the main casualties in the entire process. However, the researcher only focused on factors leading to the influx of children on the streets but failed to include how the factors above would affect schooling, with a comparison to their non-street counterparts. While pursuing street life, the children quit school and join others on the streets. These factors should be studied well to find out the extent to which they affect their chances of attending school. This formed the ground of the current study, where the researcher shall establish the extent to which family factors affect schooling among street children.

2.3 Street Children's Location of Origin.

Beazley (2004) conducted a descriptive study in Queensland, Australia on street children's sites of belonging. It was established that many street children experience a variety of emotions while at home, and the intensity of the emotions relies heavily on the nature of their physical home. Children who come from slum settlements and/or underdeveloped rural homes tend to experience extreme emotions regarding their quality of life. It was further established that some street children are given nicknames related to their place of origin. This

therefore means that if a child comes from a marginalized region or estate, then the child is associated with that region. This is high discrimination that eventually pushes the children away from that region only to be destined to the streets. This current study has made a comparison of similar characteristics among street and non-street children and further established the extent to which they affect their chances of schooling.

The social, economic, and political contexts of parents play a big role in explaining why children are on the street. In child-centered research and with in-depth interviews to key informants, Young (2004) sought to establish what street children go through as they migrate from one place to another in Uganda. It was established that the central region of Uganda had a high prevalence of HIV/AIDS, a challenge that caused many children to abandon their families and resort to street life. Children based in urban centers, especially in slum estates of Uganda had higher chances of migrating to the streets due to its proximity to towns as well as availability of resources and food on the streets.

These findings are in line with the objectives of this study. However, this (current) study sought to make a comparison between the street and non-street children in relation to their locations of origin and how this characteristic affects their schooling.

Homeless children in many parts of the world come from areas that are deprived of resources and other life-supporting essentials. In a study conducted in Miami-Dade County, Florida in the United States of America to investigate where homeless children and youth come from, Rukmana (2008) found that domestic violence that's not confined strictly to neighborhoods of high poverty explains the spatial distribution of residential origins of homeless children. It

was also established that residences deprived of basic resources have a strong and positive significance in producing more homeless children.

Homeless children become vulnerable to social, economic, and cultural odds. These factors make the homeless children opt to stay and work on the streets. The researcher ought to have investigated further whether becoming homeless from a particular location derails their chances of attending school. The current study sought to address this gap, putting more emphasis on street children, in comparison to their non-street counterparts.

Housing and poverty have a significant impact on the mental well-being of children. Some communities suffer from a housing challenge due to various reasons, including poor landscape and terrain, landslides, and escalating conflict that leads to burning of the houses, among others. Poverty on the other hand dictates the type of house that certain families construct. Poor families hardly construct permanent houses, a scenario that renders them vulnerable to being swept by wind or heavy downpours. The children who come from such communities end up dropping out of school to find some 'comfort' elsewhere, probably onto the streets. A psychological study was conducted by American Behavioral scientists to determine the roles of housing and poverty in the origins of homelessness (Shinn & Gillespie, 1994). It was established that individual problems were responsible for homelessness among the homeless. It was further found that the homeless do not influence the number of low-income housing units. The researcher also found that mental health and excessive abuse of drugs were to blame for scarce housing.

These findings are a true reflection of the situation in the marginalized communities. These communities suffer from low to poorly constructed houses, a situation that causes some of

the families to resort to moving to the streets (Makiwane et al., 2010). This challenge has a significant effect on schooling since the children will have to drop out of school to move to the urban streets. The current study took a slight deviation by comparing the nature of place origin among the homeless (street children) and those currently in school.

2.4 Schooling

Nearly all street children do not attend school. Many reasons, some arising from home while others being street-based, cause these children to abandon school or find school unpleasant to them. A study was conducted in Bangladesh to explore the difficulties of raising parents' consciousness towards children's educational attainment. Using a sample of 60 schooling and non-schooling 6–11-year-old children, (Majumdar, 2001) established that many children don't go to school due to parental poverty and illiteracy. Parents who are poor and illiterate are never concerned about the academic welfare and progress of their children. The children, upon finding out the non-concern attitude of their parents, find it useless or time-wasting to go to school. These factors lead to an increased drop-out rate among street children from school.

Majumdar (2001) established outstanding results about the causes of non-schooling among children in Bangladesh. The results obtained were generalized to all children in Bangladesh. The sample used was however significantly small to inform a generalization. The current study sought to explore similar causes but put more focus on street children. The study (current) also used a sample size of 556 (278 street and 278 non-street), which was sufficient to make a formal generalization about the effects of respondent characteristics on schooling among street children, particularly in Nakuru City.

School-related factors have a strong correlation to non-schooling among street children. In a survey done to investigate the causes of school drop-out among children in Pakistan, it was established that grade retention, harsh school environment, difficulty in learning, and inability to continue learning were the leading causes of drop-out from school (Farook, 2013). Other causes established in the survey were family-based, such as poverty at home, violence in the family, and lack of motivation among others.

The school-based factors found by the researcher are valid, especially in the current African countries' context, particularly Kenya. More determinants of the rampant drop-out among street children were sought to be established by the current study with the focus being put on natural street children characteristics, street pull factors, and their (street children) family demographics.

Relocation and change of environment due to natural or personal or group-related reasons may cause one to drop out of school or find it difficult to adapt to the new environment's education system. A longitudinal study targeting the progress of several children was conducted between the period 2014 and 2023 (close to 10 years). In the study, Abebe (2023) found that 'Tesfaye', one of the subjects, used to work on the streets as a shoe shiner, porter, and sometimes as a vendor. Tesfaye would work to sustain his family, especially his blind mother, and would raise something extra for his school fees. After several years, Tesfaye and his family relocated to find a better living on the outskirts of Addis Ababa, Ethiopia. This made him quit school before finishing his secondary cycle, a move that was caused by the effects of relocation. Many street children experience similar circumstances to Tesfaye's. The children tend to move from one town to another by hanging on truck axles, bus boots and

even just walking. These changes in the environment make the children quit school, a move that jeopardizes their intellectual development. The current study similarly sought to establish how other family-related factors affect rates of schooling. However, the study (current) adopted a comparative design, rather than longitudinal.

2.5 Street Pull Factors.

Reza and Bromfield (2019) carried out a qualitative investigation in Bangladesh to determine how street children handle cash difficulties by engaging in transactions with strangers. The study revealed that street children commonly experience both considerable vulnerabilities and adaptive responses in their lives. The participants interviewed also said that various survival strategies enabled them to remain active on the streets. Additionally, it was observed that street children generate rapid income and subsequently expend it expeditiously as a means of sustaining themselves. In addition, the researchers observed that these youngsters face notable vulnerabilities, such as the necessity to participate in everyday income-generating tasks including vehicle washing, luggage carrying, and occasionally engaging in sexual activities. These pertinent findings show that street children would prefer to stay on the streets to make income. However, the researcher failed to identify how these street-pull factors affect some of the social rights such as education. How vulnerable would street children be if they were in learning institutions? What would be the expected income if they were educated up to at least elementary level? The current study sought to answer these questions.

Research conducted by World Vision (2009) in Tbilisi, Georgia found that street children find themselves in difficult socioeconomic situations as they live on the streets. Many of

them are hired as casual laborers and are not properly remunerated. For the little money they earn, they are harassed and robbed by their senior counterparts (World Vision, 2009). They are usually engaged in begging, physical labor, sexual activities, and many other criminal activities. This economic exploitation makes the street children in Tbilisi have little desire for schooling.

Tourism is one of the leading attractions for the influx of street children along the coastal beaches in several cities in the world. In a review to establish the relationship between tourism and street children in Antananarivo Madagascar, Groosling *et al* (2004), discuss that tourism encourages a begging culture among the street children, thus increasing their number, a condition that deprives them of their rights to access education through formal schooling. This, according to Groosling *et al* (2004), is viewed as a way through which tourism supports the survival of human beings living on the edge of society, as propagated by the pro-tourism advocates. In this view, tourism-related policies should be reviewed to minimize handouts and gifts towards street children, a key factor that could reduce further attraction.

While on the streets of Harare city in Zimbabwe, children engage in manual activities offered by senior members of the society. The activities generate income for themselves, and to some, for their families back at home. A study conducted in Harare Central Business District in Zimbabwe using a sample size of 30 and conveniently drawn from a population of 307 street children revealed devastating findings on the street children's daily engagements. It was established that 50% of the respondents were aged between 11 and 17 years and 40% of them had worked on the street for between 6 and 10 years (Mella, 2012). The researcher

further established the activities and engagements were sought by their ‘masters’ and would be done on their (masters’) behalf. They include street vending, offloading trucks, packing goods, cleaning cars, carrying luggage, and involvement in prostitution.

Mella (2021) proceeds that female street children aged between 15 and 18 were ‘employed’ by their senior counterparts to provide services to their clients. These are some of the activities that tie the children onto the streets, such that they find it unpleasant to go to school. However, during data collection, the researcher left out important variables that would establish if given a chance, the street children would decide to join the school and abandon street life. The findings have a close relationship with the current study since they touch on matters that have a direct relationship with education, particularly basic education. However, the researcher used a sample size of 30 children. This sample size is quite small to inform a generalization on such an important phenomenon. The current researcher shall use a sample size of 278 street children with another 278 non-street children (in school) from Nakuru town, to compare.

An ethnographic study was conducted in Eldoret, Kenya, to determine the family characteristics and caregiver perspectives on street children. The study put more focus on both the street push and pull factors. (Mercer, 2009) found that support from street peers, the presence of businesses and money on the streets, the urge to drug and substance abuse as well as availability of food on the streets, are the main pull factors that attract children onto the streets. The researcher also established that poverty at home, violence in the family, engagement of the mother in illicit brewing, lack of support and guidance from the family members, and harassment from caregivers are the main push factors. Push factors tend to

exert pressure on street children, at family levels, a move that forces them to otherwise resort to street life. These factors cumulatively cause the children to exit school and become dropouts, formally. The current study intends to establish a similar cause, but in a different county, Nakuru, to find out if the same factors are similar. However, Nakuru, being a cosmopolitan city and having plenty of food (a pull factor) is expected to give more accurate findings.

2.6 Street Push Factors

Nasir & Siddiqui (2012) conducted a study to investigate the causative factors that push and pull children and youth onto streets in Lahore city in Pakistan. The result of the study indicates that non-fulfillment of basic needs was the main factor that pushed children from their homes onto the streets. It was also observed that a significantly small number of street children have little knowledge of their rights; a phenomenon that rendered them vulnerable to little care from their immediate kins. The research also indicated that many street children had a future and would wish to go back home if opportunities arose. The current research drew a lot of attention to the streetism causative factors. Children require specialized attention, which involves the provision of basic needs especially during the elementary levels of schooling. In the absence of this attention, they resort to finding for themselves through any other means which eventually pushes the children onto the streets.

In many times push factors are usually defined either at home or school, to which the children fail to withstand. They include, among others, pressure to perform in school, harassment at home, and hostile parents. In a descriptive survey study to determine the causes and consequences of streetism among street children in Harar City, Ethiopia, with a sample size

of 57 street children, it was established that the leading causes that drive children away from home and school include running away from abusive parental treatment, poverty, hate of stepparents and involvement of parents in alcoholism (Endris & Sitota, 2019). These factors are put together to pile pressure in the minds of the children who later fail to withstand. They, as a result, resort to street life to find some 'comfort' and 'acceptance'. A comparison would have been made by the researcher to establish if the non-street children experience a similar environment at their homes, and to further make inquiries about if the same characteristics affect their day-to-day activities, particularly schooling. The current study has addressed this gap.

A thorough understanding of the factors that lead adolescents to choose to live on the streets is essential for the successful delivery of services to these individuals. To determine what causes youngsters to be homeless and work as street vendors, Plummer et al. (2007) performed a qualitative study in Khartoum, Sudan. In the past, many street children faced challenges, like losing a parent (17% and 10%, $p < .001$) or coming from a war-torn region (30% and 10%, $p < .001$). A total of 70% of the children surveyed had engaged in glue abuse ($p < .001$). A significant proportion of street girls reported experiencing homelessness (23% and 9%, $p = .0019$) and inadequate access to food at home (63% and 40%, $p = .008$). These data indicate that girls are more prone to emigration due to family instability and lack of access to food at home. They also show that the location of origin of a child plays a significant role in pushing that child to the streets.

These findings are likely to be related to the current situation in the Kenyan context. During the peak of the COVID-19 pandemic, many children (both girls and boys) moved onto the

streets to find food and ‘comfort’ because of the protracted lockdown (Unni, 2020). However, more push factors were sought from the street children in this study.

An individual's background significantly influences their social conduct. Baron et al. (2001) conducted a study to investigate the influence of background, subcultural, and situational factors on conflict among male street juveniles. The results suggest that factors such as abusive upbringing, anger, association with violent peers, and the effective utilization of violent behaviors to address specific issues play a significant role in comprehending the patterns that contribute to violence among street children. According to Baron *et al* (2001), the subcultural values learned to make the youth develop habits such as harming others to achieve a certain goal. They also learn to use demanding ways to acquire certain needs from their immediate caregivers. Youths, according to the findings, are more likely to escalate conflict in public places. They do this to look relevant. These youth's conflict nature destroys their relationship with their teachers and family members, hence resorting to the streets, an environment where they exercise their behavior. A comparative study was sought to be conducted by the current researcher to establish the effect of conflict-minded learners on schooling.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter entails the research design, the study location, the target population, the sample size, and the sampling procedure. The chapter also entails the research instruments to be used and how piloting will be done. Research instrument validity and reliability as well as the data collection procedure are entailed in this chapter. It is finalized by looking at the data analysis and ethical issues observed during the research.

3.2 Research Design

A comparative research design was used. Comparative research design is a methodological approach used in social sciences, to analyze similarities and differences between two or more entities, such as countries, cultures, or organizations. According to Pickvance (2005), it involves systematically comparing variables or characteristics across these entities to identify patterns, trends, or relationships. Comparative research design typically involves selecting cases that are similar in some respects but differ in others, allowing researchers to isolate factors contributing to observed differences or similarities. In comparative analysis, all attempts to find causes of a certain variation involve comparing what happened. In this study, the researcher has analyzed and compared the differences and similarities in characteristics among street and non-street children and their effect on schooling. For example, can overcrowding in the family (family factor objective two) affect schooling? How different or similar is it between street and non-street children?

The research also utilized qualitative inquiry, by conducting interviews with the Nakuru Children officers. This was facilitated by the Interview Guide Questions. The children's officers provided adequate information on the general conduct of street children on the streets, their feelings on how to curb further street influx, as well as suggestions on the possible curriculum that could suit the children while on the streets.

3.3 Study Location

The study was conducted in the streets of Nakuru town and schools (public day primary and secondary) within the same area. The city is located about 170 km to the west of Kenya's capital, Nairobi. It sits along the major Nairobi-Malaba highway. Nakuru city is one of the largest cities in Kenya, in terms of human population, industrial development, and agricultural production. Nakuru was considered ideal for this study because of its central location as well as its latest elevation to city status, that happened in 2022, making it the most attractive to street children, compared to other existing cities and towns. The newest city has a cosmopolitan population with a vast number of business opportunities, including many industrial activities.

According to Mutuku et al. (2022), Nakuru is the largest food-producing county and has one of the largest cereal retail markets in East Africa, which provides casual jobs for many of the street children. The availability of cheap food is also an attraction (pull factor) to the street children. Many street children were located along the busiest streets, car parks, retail markets, nightclubs as well as garbage collection and deposit centers. The number of street children in Nakuru is rapidly rising, compared to other cities in Kenya (See Appendix V).

3.4 Target Population

The target population for this study was all children (street and school going children) aged between 6 and 18 years old in Nakuru city. This age bracket was adopted because it is the ideal school-going age. According to the National census on the estimated number of street children in Kenya (2018), Nakuru County is estimated to have 2,005 street children, while Nakuru Town alone (CBD) has 1000 street children. The census report also shows that the number grows exponentially. This means that upon attaining an age of above 18 years, some children tend to disappear from the streets or relocate to other towns within the county such as Molo, Naivasha, and Gilgil. With the same rate of street influx, their current number is therefore considered constant at 1000. These groups of children shall be targeted for study.

All public schools in Nakuru town were targeted for study. A similar number of non-street children (1000) were targeted in schools to give the same sample, for purposes of comparison. This was done to minimize sampling biases.

Group	Population	Sample
Street	1000	278
Non-street	1000	278
Total	2000	556

3.5 Sample Size and Sampling Technique

3.5.1 Sample size

Hill (1998) suggests that a good sample size can be obtained based on Krejcie & Morgan, (1970, p.608) sample determination table (See appendix IV). With an estimated 1000 street

children in Nakuru town, the table provides a sample size of 278 street children (Caroline, 2018). The sample was enough to represent the responses of all the street children in Nakuru town.

Nakuru town has 46 public schools, both primary and secondary. By the rule of thumb, 30 schools were sampled conveniently for study. A total of 9 children were randomly sampled per school for the study to give $(30 \times 9) + 8$ (last school) = 278.

Totals: 556 children (Street and non-street)

5 children's officers

Sampling error= $1/\sqrt{n}$

$$1/\sqrt{556} = 0.04241 = 4.241\%$$

3.5.2 Sampling Technique

The street children were identified through purposive sampling. Purposive sampling is a kind of sampling that involves the deliberate selection of a sample by the researcher. This strategy is used to gather material that would directly address the research questions or test the hypothesis (Etikan et al., 2016).

The snowball sampling technique was used in identifying more subjects (street children) for study. Snowball sampling is a non-probability sampling technique where the current subject being interviewed helps in recruiting more subjects among their acquaintances.

3.6 Research Instruments

The selected respondents administered a questionnaire consisting of closed-ended questions. Gay (1976) asserted that a questionnaire is a very efficient instrument for gathering descriptive data due to its time-saving nature, cost-effectiveness, and ability to collect data from a substantial sample size. The questionnaire was designed in a way that is friendlier to the respondents. Closed-ended questions were ideal for street children who could not attend interviews that required thorough explanation due to their restless nature.

Multiple alternatives were provided for each inquiry. It was crucial to ensure a comprehensive evaluation of the study's objectives and to provide respondents with a wide range of statements derived from the literary conversation. Participants were expected to indicate their agreement or disagreement, rate, or select from the generated options (Taherdoost, 2019). This resulted in the generation of dependable quantitative data that facilitated its analysis.

Interview guide questions were formulated to help obtain relevant information from children's officers about the street children in Nakuru town.

3.7 Piloting

Piloting entails the execution of a limited-scale iteration of a research endeavor in order to assess its viability, technique, and instruments prior to the complete implementation of the study. The process aids researchers in identifying and rectifying any potential concerns or deficiencies in their research design, so ensuring the seamless execution of the primary study and the generation of dependable outcomes.

For questionnaire validation, the researcher carried out a pilot survey in Nyandarua county, Nyahururu town. This is because the Nyahururu is adjacent to Nakuru, thereby having same geographical characteristics. According to Orodho (2004), Piloting of the instruments for validity is the degree to which the research instrument accurately measures the given concept it's intended to measure.

3.8 Validity of the Research Instrument

Validity serves as an indicator of accuracy. The researcher decides based on how accurate the research tool is thought to be. The near truth of a proposition, an inference, or a result is also what it means (Sachdeva, 2018). The instrument's validity was initially established to guarantee that the questions accurately assess their intended constructs. For instance, the lucidity of the language employed and the respondents' ability to accurately comprehend all inquiries in order to remove potential sources of uncertainty.

The questionnaire's validity was improved by having the research tools well reviewed by the study's supervisors from the Educational Planning Management department at Masinde Muliro University of Science and Technology. They looked at how appropriate and useful the content was and whether the tools were sufficient from a research point of view. During the phase, a field test was done to verify the appropriate application of the research instrument's content. The revisions made to the indicated questions were duly acknowledged and integrated into the data collection instrument.

3.9 Reliability of Research Instrument

Reliability of a research instrument refers to its capacity to consistently produce same outcomes over multiple instances (Sachdeva, 2018). When an instrument is administered to the same population under same settings and similar outcomes are produced, it indicates a correlation that quantifies the strength between variables. The study employed Cronbach's alpha to assess the test's stability over time (test-retest). According to Bell et al. (2022), Cronbach's alpha coefficient of 0.7 is a satisfactory level of reliability. In the present investigation, Cronbach's Alpha coefficient of 0.7 was deemed to indicate satisfactory reliability. A Cronbach Alpha coefficient over 0.7 is an acceptable measure of reliability. Table 3.1 demonstrates that all scale reliability values were below 0.7. All the variables had scale reliability values below 0.7, resulting in a cumulative reliability coefficient of 0.7119. This indicates that the items in the instrument successfully passed the reliability test.

Table 1 Cronbach's Alpha and Sampling Adequacy

Variables	Number of items	Scale Reliability coefficient
Demographic	5	0.6374
Characteristics		
Family Characteristics	5	0.6286
Location of Origin	3	0.3636
All	13	0.7119

3.10 Data Collection Procedure

An authorization letter from the university's directorate of post graduate studies was issued. An introduction letter from the same office was also obtained by the researcher, which helped to identify and confirm that the researcher is a real student at the university. A research licence was also sought from NACOSTI. Various permits were also sought from the Nakuru County Commissioner, Nakuru children's office, and from the County Director of Education in the county. Data collection in this study was conducted using a questionnaire. The researcher personally distributed the questionnaires to the respondents and provided them with sufficient time to complete them. To accommodate individuals lacking literacy skills, the researcher systematically presented the questions to the respondents, with the assistance of study assistants, individually. In order to address ethical concerns, the researcher personally acquainted the respondents with the study and provided a comprehensive explanation of the study's objectives, so addressing any potential uncertainties that may develop throughout the research process (Etikan et al., 2016).

3.11 Data Analysis

Demographic data was analyzed and presented in tables from which means and percentages were drawn due to the descriptive nature of results obtained from the street and non-street children. The responses from the questionnaires were sorted and ordered into conceptual categories based on the research objectives. A binary logistic regression analysis was run using Stata version 17 to obtain coefficients that helped determine the effect of explanatory variables on outcome variables. Marginal effect coefficients were calculated for easier interpretation of the logit results. The binary model for estimating the first objective is as

shown in equation 3.1. It was used to test the null hypothesis that there is no significant effect of demographic characteristics of street and non-street children on schooling in Nakuru city.

.....3.1

Where was 1 if the child is street-based (not in school), 0 if the child is non-street-based (in school), represents age, represents sex, is the level of education reached by the child and is the error term. The β_1 , β_2 and β_3 were the parameters to be estimated.

The binary model for estimating the second objective is as shown in equation 3.2. It was used to test the second null hypothesis that there is no significant effect of family background factors of street and non-street children on schooling in Nakuru city.

.....3.2

Where was 1 if the child is street-based (not in school), 0 if the child is non-street-based (in school). represents parent's level of education, represents the number of children in the house, represents whether the child come from one parent family or two parent family and is the error term. The β_1 , β_2 and β_3 were parameters to be estimated.

The binary model for estimating the third objective is as shown in equation 3.3. The model was used to the third null hypothesis that there is no significant effect of location of origin for street and non-street children and on schooling in Nakuru city.

.....3.3

Where was 1 if the child is street-based (not in school), 0 if the child is non-street-based (in school). represents location of the child and is the error term. The and were parameters to be estimated.

The model assumed a linear relationship between the log-odds of the dependent variable (schooling status) and the independent variables. Each predictor's effect on the likelihood of attending school was modeled independently, assuming no perfect multicollinearity. Observations were also assumed to be independent of each other, meaning each child's schooling status was determined independently based on their characteristics. Finally, the model did not assume normality of the predictors, making it appropriate for non-normally distributed data.

3.12 Ethical Issues

Ethical considerations are principles and guidelines one follows during research to ensure that the research is done in a professional and responsible manner. The considerations are normally designed to help protect the rights, dignity, well-being, and safety of the research participants (Ranni & Sharma, 2012).

Participant consent was sought by the researcher before administering them with questionnaires. All children on the streets and in schools were eligible to participate, and it was on a voluntary basis. There was no direct or indirect harm of any kind that the respondents suffered during and after the entire study period of data collection. However, the respondents are expected to benefit from the recommendations made in this thesis for policy consideration. There were no monetary or non-monetary rewards offered in exchange for

certain information from the participants. Being a double vulnerable group i.e., underage and street child, caregivers from the children department gave consent on their behalf. The researcher informed the participants of how the study would directly and indirectly affect them. The researcher also assured the respondents of guaranteed confidentiality.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter provides an overview of the findings on the impact of respondent characteristics on the educational attainment of street and non-street children in Nakuru city, Kenya. The analysis of the data was conducted using STATA version 17. The presentation encompassed both descriptive and inferential statistics. The study included descriptive statistics, including frequency, percentages, averages, and standard deviations. The coefficients of the variables mentioned in the objectives were estimated using a Logistic Regression model.

4.1 Data Management

Before beginning an analysis, it is vital to implement efficient data management. Following the completion of the data gathering process, questionnaires that were missing or incompletely filled were examined. Subsequently, the researcher performed data input in an Excel spreadsheet. To mitigate errors and inconsistencies throughout the data entry process, validation checks were conducted. A data cleaning procedure was conducted to eliminate duplicate entries. Validation checks were also performed through cross-referencing responses to ensure accuracy, and logic checks were applied to identify any inconsistencies between related variables, such as age and schooling status, to confirm the reliability of the dataset. The Excel worksheet containing the data was thereafter stored on the computer to ensure confidentiality and privacy.

4.2 Response rate

A comprehensive set of 556 questionnaires was disseminated to youth residing on the streets as well as those who do not. A total of 554 questionnaires were collected, resulting in a representative sample size of 99.60 percent. According to Mugenda & Mugenda (2013), a minimum response rate of 50 percent is deemed adequate for the purpose of conducting estimation. The assertion made by Mugenda and Mugenda (2013) is supported by Maxfield (2015), who demonstrates that return rates of 50 percent are deemed acceptable for the purposes of study and publication.

Table 4.1 Response Rate

Response	Total	Percent
Returned	554	99.60
Unreturned	2	0.40
Total	556	100

4.3 Descriptive Statistics

The descriptive statistics for demographic characteristics, family characteristics and location of origin are discussed in the following section:

4.3.1: Respondent's Demographic Characteristics

This section comprises information that delineates fundamental features of the respondents. The factors encompassed are gender, educational attainment, and age.

4.3.1.1 Response by Gender

A question was posed to respondents to indicate their gender. The results are shown in Table 4.2.

Table 4.2 Gender of the respondents

Gender	Frequency	Percent	Cumulative percentage.
Female	184	33.21	33.21
Male	370	66.79	100.00
Total	554	100	

The findings indicated that a significant proportion of the participants were male, accounting for 66.79% of the total, whereas females constituted 33.21% of the respondents. This demonstrates that the study included representation of each gender, albeit with a notable gender disparity. The perceived implication of this gender difference on schooling suggests that males, particularly street boys, may be more likely to be out of school due to socioeconomic or cultural factors that influence boys' roles in street life. In the study, the gender variable was utilized to explore how gender influences children's likelihood of attending school, with the logistic regression model assessing whether being male or female significantly impacted schooling outcomes among street and non-street children.

4.3.1.2 Response by Highest Level of Education

A query was presented to participants to ascertain their maximum educational attainment. Table 4.3 displays the results.

Table 4.3 Level of Education

Level of Education	Frequency	Percentage	Cumulative
Pre-primary	16	2.89	2.89
Primary	335	60.47	63.36
Secondary	203	36.64	100.00
Total	554	100	

The findings presented in Table 4.3 indicate that 16 participants held a pre-primary qualification, representing 2.89% of the total respondents. A total of 335 respondents, or 60.47% of the sample, reported having completed primary education, while 203 respondents had a secondary education qualification, corresponding to 36.64% of the entire sample population. The findings suggest that those with higher educational attainment may have better access to schooling opportunities or are more likely to stay in school. The logistic regression model explored the interaction between gender and education level to assess how both factors collectively affected schooling outcomes among street and non-street children.

4.3.1.3 Age Brackets of the Respondents

Respondents were asked to specify their ages. The findings are presented in Table 4.4.

Table 4.4 Age of the Respondents

Respondent's Age Bracket	Frequency	Percentage	Cumulative Percentage
6-12 years	212	38.27	38.27
13-18 years	342	61.73	100.00
Total	554	100	

The findings indicated that a significant proportion of the participants fell within the age range of 13 to 18 years. The responders constituted 61.73 percent of the total sample. The participants aged 6 to 12 constituted 38.27 percent of the overall respondents. The investigation also examined the age range of the street children alone. Table 4.5 displays the results.

Table 4.5 Age of the Street Children

Age Bracket	Frequency	Percent	Cumulative
Street children			
6-12 years	85	30.58	30.58
13-18 years	193	69.42	100.00
Total	278	100	

From the results in Table 4.5, it was observed that majority of the children on the street are between the ages of 13 and 18.

4.3.2: Family Characteristics

This section provides an overview of the fundamental family characteristics of the respondents. These factors encompass the characteristics of motherhood and the frequency of daily meals.

4.3.2.1 Parenthood

The respondents were asked to describe the characteristics of their role as parents. Table 4.6 below shows the results.

Table 4.6 Parenthood

Parenthood	Frequency	Percent	Cumulative
single parent	235	42.42	42.42
both parents	218	39.35	81.77
Orphan	101	18.23	100.00
Total	554	100	

The results suggested that majority of the respondents were from single parent families. A total of 235 respondents were from this category of parenthood. They accounted for 42.42 percent of the respondents. The results suggested that out of 278 respondents on the street, about 57 percent were from single families.

4.3.2.2 Number of Siblings and Meals per day

Table 4.7 illustrates the descriptive statistics for number of siblings and number of meals taken by respondents per day.

Table 4.7 Number of Siblings and Meals

Variable	Observations	Mean	Standard Deviation	Minimum	Maximum
Number of Siblings	554	2.99	1.27	1	5
Number of meals	554	2.29	0.99	1	4

According to the findings presented in Table 4.7, it was observed that the mean number of siblings per respondent in the family was three. Furthermore, it was noted that the families of the participants were consuming an average of two meals every day. The study conducted a more in-depth analysis of the descriptive statistics specifically pertaining to street children. The findings have been shown in Table 4.8.

Table 4.8 Number of Siblings and Meals for Street Children

Variable	Observation	Mean	Standard Deviation	Minimum	Maximum
Number of Siblings	278	3.76	1.18	1	5
Number meals	278	1.56	0.75	1	4

The results suggested the children on the street had on average four siblings as compared to the three for the sample study. In addition, it was found that street children have a smaller number of meals per day as compared to the study sample size. This finding may explain why children consider going to the street to seek livelihood.

4.3.3: Location of Origin

This section consists of information that describes the location of the origin of the respondents. They include urban estates, urban slums, rural towns, and rural villages. The results are shown in Table 4.9.

Table 4.9 Location of Origin

Location of Origin	Frequency	Percent	Cumulative
Urban Estates	119	21.48	21.48
Urban Slums	133	24.01	45.49
Rural Towns	160	28.88	74.37
Rural Villages	142	25.63	100.00
Total	554	100	

The results suggested that the majority of the respondents were from rural towns. Specifically, there were 160 respondents which accounted for 28.88 percent of the respondents. Those from rural villages were 142 translating to 25.63 percent of the total respondents. Those from the urban towns were the lowest accounting for 21.48 percent of

the total respondents. Further the study obtained descriptive statistics for street children alone. The results are shown in Table 4.10.

Table 4.10 Location of Origin for Street Children

Location of Origin	Frequency	Percent	Cumulative
Urban Estates	23	8.27	8.27
Urban Slums	84	30.22	38.49
Rural Towns	57	20.50	58.99
Rural Villages	114	41.01	100.00
Total	278	100	

The results suggested that most of the children on the streets are from rural villages. They were 114 in number, accounting for 41.01 percent of the respondents. This finding may be attributed to the fact that rural villages are characterized by high poverty levels and inadequate educational facilities.

4.4 Empirical Results

The results for the three objectives of the study are illustrated in the following sections. The binary logit model was adopted due to the binary nature of the study's outcome variable.

4.4.1 Objective One: Estimating the Effect of Demographic Characteristics of Street and Non-Street Children on Schooling in Nakuru

The impact of demographic factors on street and non-street children's schooling in Nakuru was examined using binary regression analysis. Table 4.11 displays the results.

Table 4.11 Empirical Results for Objective 1

	Logit Results	Marginal Effects
VARIABLES	street_or_nonstreet	street_or_nonstreet
Gender	1.557*** (0.240)	0.3702861*** (0.05107)
Preprimary	5.453*** (1.157)	0.4899965*** (0.02863)
Primary	3.341*** (0.361)	0.6806816*** (0.04859)
age bracket	2.822*** (0.355)	0.605736 *** (0.05628)
Constant	-4.779*** (0.443)	
Observations	554	554
Prob > chi2	0.00	0.00

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

The logit results are shown in column 2. For better interpretation, marginal effects were estimated. The results for marginal effects are shown in column 3 of Table 4.11. The coefficients of gender, preprimary, primary and age were statistically different from zero. This implied that the variables were individually important in determining schooling among the children.

Specifically, the finding showed that male children are 37.02 percent more likely to go the streets than female children. This finding could be attributed to the follow up responses from children's officers who indicated that many parents and care givers give more attention to girls than boys. This makes the boys drop out of school and consider the streets where they feel they are accepted.

In addition, compared to children who have attained secondary education, those who have pre-primary education have a probability of 49 percent to be on the street. There is a 68 percent chance that those who have completed primary will be on the street compared to those who have completed secondary education. The results corroborate the responses from children's officers which showed that many of the children on the street are ones who did not join secondary schools due to lack of school fees.

Lastly, the study results suggested that those who are between the ages of 13 and 18 have a 60.57 percent chance of being on the street as compared to those between the ages of 6 and 12. These results corroborate the responses from children's officers who showed that the young children on the street may be few since they are still under the care of parents and care givers.

A significance test was conducted to assess the model's ability to demonstrate the association between demographic factors and educational attainment among street and non-street children in Nakuru city. The estimated probability value (significance value) was evaluated, with a p-value below 0.05 indicating the model's importance, while a p-value above 0.05 indicated its insignificance. The findings of the study indicate that the used model demonstrated statistical significance in its ability to predict the association between the two

variables under investigation ($p=0.000$, $p<0.05$). In other words, the probability implied that the independent variables were jointly important in determining schooling among the children.

4.4.1.1 Discussion of Results for Objective one.

Rukmana (2010) conducted a study examining gender disparities in homelessness within Miami-Dade County, Florida, USA. The findings of the study revealed that a significant proportion of the homeless population consisted of males. This finding is consistent with the outcomes of the present study, which demonstrated that gender, as a demographic variable, has a significant role in influencing the educational attainment of children residing in Nakuru city. However, the present study aimed to evaluate the likelihood of schooling among male and female offspring. A study revealed that 37.02 percent of male children exhibited a higher likelihood of engaging in street activities (not attending school) compared to their female peers.

A descriptive study in the Kajola Local Government area of Oyo state in the south-western part of Nigeria found that most of the street children (88.9%) were between the ages of 15 and 17. The study looked at the sociodemographic characteristics of these children in rural areas that were becoming more urbanized (Owoaje et al., 2009). The study had a majority of male respondents, accounting for 58.3%. Approximately 3.9% of individuals lacked formal education, while 64.7% had attained a minimum of secondary school, but not to its full completion. These results agree with the findings of the current study which suggested that children between the ages of 13 and 18 have a 60.57 percent chance of being on the street as compared to those between the ages of 6 and 12. However, the current researcher sought to

establish if age of a child has an effect on the chances of leaving schools for streets among the children in Nakuru city. The current finding revealed that age is a significant determinant of schooling among the children in Nakuru city, and that older children (13-18 years) have a higher chance of dropping from school for street life, at 60.57 percent.

Owoaje et al. (2009) further found that 64.7 percent of children in Kajola Local Government area of Oyo state in the South-Western region of Nigeria had reached at most secondary level of education, despite many not completing. The findings of the current study differ slightly from those of the previous study. The current researcher found that there is a 68 percent chance that those who have completed primary will be on the street compared to those who have completed secondary education. This implies that majority of the children in Nakuru are unlikely to proceed with secondary education, majorly due to escalated poverty (according to Nakuru children's officers), and therefore street life becomes their next destination.

4.4.2 Objective two: Estimating the effect of Family Characteristics of Street and Non-Street Children on Schooling in Nakuru

Binary logistic regression analysis was performed to determine the effect of family characteristics on street and non-Street Children on Schooling in Nakuru. The results are illustrated in Table 4.13.

Table 4.12 Empirical Results for Objective 2

VARIABLES	Logit	Marginal Effects
Single parent Family	-0.172 (0.307)	-0.0407867 (0.07279)
Both parent Family	-1.924*** (0.334)	-0.4402099*** (0.06882)
Number of siblings	0.984** (0.441)	0.240696** (0.10547)
Number of meals	-4.491*** (0.532)	-0.6789503*** (0.02909)
Constant	3.562*** (0.680)	
Observations	554	554

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

As explained in section 4.4.1, marginal effects results were interpreted. The results suggested that compared to an orphan, coming from a single family reduces the probability of being on the streets by 4 percent holding other factors constant. In addition, the results suggested that compared to orphans, having both parents decreases the probability of a child being on the street by 44 percent. These results suggest that a child who is orphan or partial orphan has a higher probability of being out of school and considering going to street. This finding could be attributed to the fact that old grandparents may not have enough income to take care of their orphaned grandchildren. These children then resort to street life to earn a living.

In addition, the results suggested that the probability of a child being on the street increases by 24 percent when the number of siblings increases, holding other factors constant. This finding implies that as the number of children increases in the family, the parents may not have adequate income to fend for them. This makes some children go to the streets to beg for money, food, and other basic needs.

Further, the results suggested that while holding other factors constant, the probability of a child being on the street reduces by 67.9 percent if the family has more than one meal. These results imply that inadequate meals may push children onto the street due to hunger. This finding corroborates the response of the children's officers who indicated that most of the children in the street are from poor families. The officer indicated that such families do not have adequate money to provide meals for the children.

The study tested model fitness. This test was performed to test the significance of the model that was used to show the relationship between the family characteristics and schooling of the street and non-Street Children in Nakuru city. The computed probability of F statistic was 0.00, less than 0.05. This led to rejection of the null hypothesis meaning that family characteristics illustrated in Table 4.14 are important determinants of children schooling in Nakuru county.

4.4.2.1 Discussion of Results for Objective two

A study by Vameghi et al. (2010) in Iran confirmed that low family income, lower levels of education, high prevalence of adults working on streets as well as poverty contribute to high influx of children to the streets. These children, the study shows, drop out from schools to

make ends meet for themselves and their families. The researcher concluded that overcrowding at home results in competition for limited resources such as food, water, shelter, parental attention, and parental care. Congestion in families may be caused by inadequate family planning because of lack of proper education. In the same study, Vameghi et al. (2010) also noted that there was a high prevalence of divorce or separation for parents among the street children at 50% of the respondents. The study also established that most of the children on the streets were from divorced or separated families.

The current study's results suggested that family factors that are parenthood, number of siblings and number of meals are important determinants of schooling of children in Nakuru County. This finding is in line with findings of earlier study by Vameghi et al. (2010). The results further show that an increase in the number of siblings in the family increases the chances of going to the streets by 24 percent among the children in Nakuru. These results therefore exposes the risk posed to the educational needs of the children if a family increases the number of children.

This study's findings are also in line with Aderinto (2000) who found that many street children come from families with five or more siblings. The study findings agree with Khaoya (2014) which established most of the street children in Kitale town, Trans-Nzoia County were either total orphan, partial orphans, and those that do not have information about their parents. The study is also in agreement with a study by Kieni (2015) which showed that Kenyan urban areas has witnessed a high influx of street children who are searching for food.

Despite having similar findings with the previous studies, the current study dwelt much on the schooling aspect of children in Nakuru, with reference to their family characteristics. The chances of a child dropping from school and ending up on the streets are reduced by 68 percent if the family has more than one meal per day. Therefore, an increase in number of meals per day can increase the possibility of retaining the children in schools.

4.4.3 Objective Three: Estimating the effect of location of Origin on Street and Non-Street Children on Schooling in Nakuru

Binary logistic regression analysis was carried out to determine the effect of location of origin on street and non-Street Children on Schooling in Nakuru. The results are illustrated in Table 4.15.

Table 4.13 Empirical Results for Objective 3

VARIABLES	Logit	Marginal Effects
Urban Estates	-2.833*** (0.314)	-0.552*** (0.0395)
Urban Slums	-0.865*** (0.277)	-0.211 *** (0.0643)
Rural Towns	-1.996*** (0.268)	-0.446*** (0.0493)
Constant	1.404*** (0.211)	
Observations	554	554

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

The marginal effects in column three were used to interpret the results. The results suggest that compared to children from rural villages, staying in urban estates reduces the probability of being on the streets by 55.2 percent holding other factors constant. In addition, the results suggested that compared to children from rural villages, residing in urban slums reduces probability of a child being on the street by 21.1 percent holding other factors constant. Lastly, the results suggested that compared to children from rural villages, staying in rural towns reduces the probability of a child being on the street by 44.6 percent keeping other factors constant.

These results suggest that children who live in rural villages have a higher probability of being out of school than their counterparts in urban estates, rural towns, and rural slums. These results corroborate the comment of children officers in Nakuru who indicated that majority of the children on the streets come from rural villages. The officer indicated that many homes in rural villages are likely to be poor as compared to those in urban estates, rural towns, and rural slums. This high level of poverty pushes children to go to the streets to earn a living through begging and doing menial jobs for money at the expense of being in school.

The study tested model fitness. This test was performed to test the significance of the model that was used to show the relationship between the location of origin and schooling of the street and non-Street Children in Nakuru County. The calculated probability of the F statistic was 0.0000, less than the threshold 0.05. This led to rejection of the null hypothesis thus implying that location of origin as illustrated in Table 4.16 are important in determining children schooling in Nakuru County.

4.4.3.1 Discussion of Results for Objective Three

The study found that urban estates, rural towns, rural slums, and rural villages influence schooling of children in Nakuru County. The findings suggested that children from rural villages have a higher probability of being on the street. These results agree with Beazley (2004). The earlier study estimated the influence of location of origin on street children in Queensland, Australia. The results showed that children come from underdeveloped rural homes. The results also conform to Rukmana (2008) study that showed that homeless children in many parts of the world come from areas that are deprived of resources and other life supporting essentials. This finding was obtained when the author was carrying out a study in Miami-Dade County, Florida in United States of America.

The current study, however, went ahead in relating to the possibility of leaving school for streets among the children in Nakuru. It was established that there is a reduction in chances of heading to the streets by 55.2 percent if a child comes from urban estates. This implies that the presence of better social services such as health, good schools and supportive parents could be responsible for such a low number of children wishing to drop schools and join streets.

4.5 Response from Children Officers

Asked what they offer to help alleviate the suffering of street children in Nakuru, children officers said that the street children are offered some meals occasionally, depending on their availability. According to one officer, the majority depend on well-wishers such as individual sponsors, non-governmental organizations, religious groups, and even corporate

institutions. This is done to cushion them from the hunger plight since no one among the members of the public offers them their basic needs. Female street children are offered sanitary towels to raise their dignity like other girls. Boys who reach the circumcision age are initiated. Lastly, the children's officers provide some form of clothing to children who give birth while on the streets. This equally helps to bring some dignity to the new, though young mothers. All these interventions are done to meet the UN agencies minimum human right requirements of every government.

Asked their input on factors that make the street children love streets, the officers asserted that children enjoy freedom on the streets, which they don't find at home or school. The children can get drugs and substances on the streets easily, which makes them to forget their challenges, when taken.

A question was posed to the children's officers on what interventions can be put in place to take the street children back to school. They responded that street children can't go back to school. They (street children) prefer some form of training or what they commonly call 'course', according to the officers. The officers further asked if there can be ways of offering an accelerated kind of curriculum that's mainly skill based. This would help them acquire skills that would later help them fend for themselves.

Another question aimed at knowing how further street influx can be stopped was asked of the children's officers. They responded that, yes, it can be stopped if good interventions can be put in place both at school and home. School feeding programs can be enhanced to cut the number of those who join streets due to hunger at home. Teachers and parents can be trained in guiding and counselling techniques for proper guidance, to cut off those who join streets

due to stress and depression. Government, according to the officers, can track and seal drug peddling loopholes to reduce the attraction to the streets due to drug abuse.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a concise overview of the results, deductions, suggestions, and proposals for future research. The objective of this study was to examine the impact of respondent characteristics on educational attainment among street and non-street children in Nakuru city, Kenya.

5.2 Summary of Findings

This section presents a summary of the findings per objective.

5.2.1 Response rate

A total of 556 questionnaires were distributed to street and non-street children categorized. Out of these 554 were collected leading to a representation of 99.60 percent.

5.2.2 The effect of Demographic Characteristics of Street and Non-Street Children on Schooling in Nakuru

This criterion aimed to determine if and to what extent the respondent's demographic characteristics affects chances of schooling. The findings showed that male children are 37.02 percent more likely to go the streets than female children. This could be attributed to the special care given to girl child as compared to boy child. Compared to children who have attained secondary education, those who have preprimary education have a probability of 49

percent to be on the street. It was also found that there is a 68 percent chance that those who have completed primary will be on the street compared to those who have completed secondary education.

The study results also suggested that those who are between the ages of 13 and 18 have a 60.57 percent chance of being on the street as compared to those between the ages of 6 and 12. According to the children's officers, the young children on the street may be few since they are still under the care of parents and caregivers.

A study was conducted to examine the correlation between the educational attainment of street children and that of non-street children, with respect to their demographic characteristics. The findings indicated that the demographic factors of the respondents had a statistically significant impact on predicting the likelihood of attending school ($p=0.000$, $p<0.05$). This finding suggests that the independent variables collectively played a significant role in influencing the level of schooling among the children.

5.2.3 Estimating the effect of Family Characteristics of Street and Non-Street Children on Schooling in Nakuru

This objective aimed at estimating the effect of family characteristics of Street and non-street children on schooling in Nakuru city. It was found that being an orphan reduces the probability of going to the streets by 4 percent holding other factors constant. These results suggest that a child who is orphan has a higher probability of being out of school and may consider going to street.

The results also suggested that the probability of a child being on the street increases by 24 percent when the number of siblings increases, holding other factors constant. This finding implies that as the number of children increases in families, the parents may not have adequate income to fend for them. Further, the results suggested that holding other factors constant, the probability of a child being on the street reduces by 68 percent if the family has more than one meal. These results imply that inadequate meals may push children onto the street due to hunger. This finding corroborates the response of the children's officers who indicated that most of the children in the street are from poor families. The officer indicated that such families do not have adequate money to provide meals for the children.

A test was performed to test the significance of the model that was used to show the relationship between the family characteristics and schooling of the street and non-Street Children in Nakuru County. The computed probability of F statistic was 0.00, less than 0.05. This led to rejection of the null hypothesis meaning that family characteristics are important determinants of children schooling in Nakuru county.

This finding is in line with findings of earlier study by Vameghi *et al* (2010). The study showed that overcrowding at home results to competition for limited resources such as food, water, shelter, parental attention, and parental care thus making the children to go to the streets in Iran. The study also established that most of the children on the streets were from divorced or separated families.

5.2.4 Estimating the effect of location of Origin of Street and Non-Street Children on Schooling in Nakuru

This objective aimed at establishing the effect of location of origin of street and non-street children on schooling. The results suggested that staying in urban estates reduces the probability of being on the streets by 55.2 percent holding other factors constant. In addition, the results suggested compared to children from rural villages, residing in rural slums reduces probability of a child being on the street by 21.1 percent holding other factors constant. Lastly, the results suggested compared to children from rural villages, staying in rural towns reduces probability of a child being on the street by 44.6 percent keeping other factors constant. These results suggest that children who live in rural villages have a higher probability of being out of school than their counterparts in urban estates, rural towns, and rural slums. These results corroborate the comment of children officer in Nakuru who indicated that majority of the children on the streets come from rural villages. The officer indicated that many homes in rural villages are likely to be poor as compared to those in urban estates, rural towns, and rural slums. This high level of poverty pushes children to go to the streets to earn a living through begging and doing menial jobs for money at the expense of being in school.

A test was performed to check the significance of the model that was used to show the relationship between the location of origin and schooling of the street and non-Street Children in Nakuru city. The calculated probability of the F statistic was 0.00, less than the threshold 0.05. This led to rejection of the null hypothesis thus implying that location of

origin as illustrated in Table 4.15 are important in determining of children schooling in Nakuru city.

5.3 Conclusions

The following conclusions were made from the findings of the study.

5.3.1 Demographic characteristics.

Age emerges as a critical determinant in the schooling status of both the street and non-street children. Younger children, especially those under the age of 12, are more likely to be in school, while older children are less likely to attend school. Gender disparities are evident in both groups, with boys more likely to be on the streets than girls. Children with primary education are more likely to join streets compared to their pre-primary and secondary counterparts.

5.3.2 Family characteristics

The family background is very important in determining the chances of a child being in school or ending up on the streets. Parenthood is one key factor. Children who are orphans are more likely to end up on the streets compared to those from families with parents. Single parents find it difficult to fend for their children as they struggle to make ends meet in their livelihoods. Parental education and socioeconomic status play a significant role in determining a child's schooling status. Children with more educated and economically stable parents are more likely to be in school.

Families which have more than two meals a day are more likely to have their children in school compared to those with less than two, whose children may consider going to the street to find livelihoods.

5.3.3 Location of Origin

Children who come from rural villages have a higher likelihood of joining streets, other factors kept constant. Those children from urban estates have lower chances of ending up on the streets. This is because urban estate residents have better livelihoods, and their parents are either working or have some sort of regular income.

5.4 Study's Knowledge Contribution

The study contributes valuable knowledge to existing literature in the following ways:

- a) Insights into vulnerable populations: The research sheds light on the educational challenges faced by street children, who are one of the most vulnerable populations in Nakuru city, and Kenya at large. It also highlights the disparities in educational opportunities between street and non-street children.
- b) Identification of barriers: The research identifies specific respondent characteristics that act as barriers to schooling, such as economic constraints, family background, and school conditions in rural areas. This knowledge can guide the design of interventions that address these barriers directly.
- c) Gender-inclusive strategies: By analyzing how respondent characteristics impact boys and girls differently, the research findings support the development of gender-

responsive strategies for achieving gender equality in access to and participation in education.

5.5 Recommendations

Based on the findings of this research, the following recommendations are made to relevant authorities for consideration:

- a) The government should develop and implement targeted educational support programs for street children based on their specific needs and characteristics identified in the study. This may include accelerated learning programs to equip them with skills that can earn them a better living.
- b) Having proper structures and programs for the street children, the government should collaborate with NGOs and other community organizations to provide access to education, vocational training, and necessities for street children.
- c) Education financiers and other actors should design financial assistance programs or scholarships to alleviate the economic burden faced by families of non-street children. This can help reduce dropout rates due to financial constraints.
- d) Promote parental involvement in the education of their children, particularly among non-street children. Provide workshops and resources to parents to support their children's education.
- e) The government should invest in school feeding programs to reduce the rate of dropout due to hunger at home among poor families.

- f) The government should invest in school infrastructure, transportation, and access to education in rural areas. This will make schools attractive to children hence having minimal appetite to join streets.

5.6 Suggested areas for further research

The following areas of research are suggested for further research:

- a) A longitudinal study can be conducted to track the educational trajectories of street and non-street children over an extended period. This can provide insights into how respondent characteristics influence educational outcomes over time.
- b)** A geospatial analysis can be conducted to explore the geographical distribution of street children and non-street children in Nakuru city. An investigation of how proximity to educational facilities and urban planning affect their access to schooling.

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APPENDICES

Appendix I: Introduction letter

Dear Respondent,

RE: RESEARCH PROJECT

I am currently enrolled in pursuing the degree of a Master of Education in Emergencies at Masinde Muliro University of Science and Technology. The present study aims to investigate the impact of respondents' characteristics on the educational attainment of street and non-street children residing in Nakuru town. The outcome of this research is contingent upon your collaboration. I kindly request your sincere and comprehensive responses to the questionnaire items, based on your utmost expertise and honesty.

The questionnaire is exclusively intended for the purpose of this study, therefore ensuring the confidentiality of the responses.

Regards.,

Yours faithfully,



Cyrus Mboleya Muhanga

Appendix II : Research Questionnaire

Purpose: The purpose of this study is to establish if respondents' characteristics among the street and non-street children influence schooling.

Privacy and confidentiality: Any personal information shall be kept confidential, and no part of the information will be shared with anyone, other than for the purpose of this research only.

Eligibility: All children on streets and in schools are eligible to participate, and that it's on voluntary basis.

Harm and benefit: There will be no direct or indirect harm to the participants during collection and interpretation of any data from respondents. The findings of the research will however benefit the respondents by making necessary recommendations to the relevant authorities to help alleviate the plight of street children, particularly on educational matters.

Fairness and equity: All respondents shall be treated equally and there will be no discrimination against any individual child.

Conflict of interest: The researcher has no personal interest or any underlying conflict amongst the respondents.

There will be no monetary or non-monetary rewards to the respondents in exchange for any information.

Please give answers in the spaces provided by ticking [✓] in the box that matches your response to the questions where applicable.

Research Questionnaire for street children Only

Section 1: Demographic Characteristics

1.1 Gender: 1=Male [] 2=Female []

1.2 Where is your current age?

1) 6-12 years []

2) 13-18 years []

1.3. What is the highest Education level you have reached?

1) pre-primary [] 2) Primary [] 3) Secondary []

Section 2: Family Characteristics.

2.1 Parenthood. Which type of parents do you have?

1) Single parent [] 2).Both parents alive [] 3).No parents []

2.2 How many siblings do you have?

1) 1 [] 2).Two [] 3) Three [] 4) Four [] 5) Five and above []

2.3 What type of house do you have at your home?

1) Traditional hut [] 2).Semi-permanent [] 3). Permanent [] 4).Rented house []

2.4 Are you provided basic needs by your parent/guardian? (Tick appropriately)

1) Yes [] 2). No []

2.5 How many meals per day do have while at home?

1) One [] 2). Two [] 3). Three [] 4). Four []

Section 3: Location of origin.

3.1 What is the nature of residential area? (*to be interpreted for by research assistants*)

1) Urban estates [] 2) Urban slums [] 3) Rural towns [] 4) Rural villages []

Section 4: Street pull factors.

4.1 For how long have you been on the street?

1). Below 1-5year [] 2). Between 6-10 years [] 3). Between 11-15 years []

4.2 Are you employed while on the street?

i) Yes [] ii). No []

4.3 Why did you decide to come to the street?

- 1) Peer pressure []
- 2) To access drugs (glue) []
- 3) To search for a job []
- 4) Town development (Urbanization) []
- 5) To do sex business []

Section 5: Street push factors.

- 5.1 Do your parents and kins meet your basic needs?
 - 1) Yes [] 2) . No []
- 5.2 How do you survive on streets?
 - 1) Borrowing [] 2). Stealing and robbery [] 3) . Personal hustling []
- 5.3 What form of discrimination do you experience while at home?
 - 1) Abuses [] 2). Exclusion [] 3). Forced labour [] 4).Harassment [] 5). Any other []
- 5.4 Do your parents fight or engage in constant conflict?
 - 1) Yes [] 2). No []
- 5.5 When you were at school, which form of harassment did you receive?
 - 1) Abuses [] 2). Discrimination [] 3). Excessive caning []

Section 6: Schooling

- 6.1 What made you drop from school?
 - 1) Poverty at home [] 2). Peer pressure [] 3). Corporal punishment at school []
 - 4). Desire to go to the streets []
- 6.2 With a rating of between 1 to 5, where 1 is very poor while 5 is very high, rate:
 - 1) Your attitude towards school?.....
 - 2) Your academic motivation.....
- 6.3 Given chance, would like to go back to school?
 - 1) Yes [] 2)No [] 3) . Undecided []

Research Questionnaire for Non- Street Children Only

Section 1: Demographic Characteristics

1.1 Gender:

1= Male [] 2= Female []

1.2 Where is your current age?

1) 6-12 years []

2) 13-18 years []

1.3. What is the highest Education level you have reached?

1) pre-primary [] 2) Primary [] 3) Secondary []

Section 2: Family Factors.

2.1 Parenthood. Which type of parents do you have?

1) Single Father [] 2) Single Mother [] 3).Both parents alive [] 4).No parents []

2.2 How many siblings do you have?

1) One [] 2). Two [] 3). Three [] 4). Four [] 5) Five and above []

2.3 What type of house do you have at your home?

1) Traditional hut [] 2).Semi-permanent [] 3). Permanent [] 4).Rented house []

2.4 Are you provided basic needs by your parent/guardian? (Tick appropriately)

1) Yes 2). No []

2.5 How many meals per day do have while at home?

1) One [] 2). Two [] 3). Three [] 4). More than Three []

Section 3: Location of origin.

3.1 What is the nature of residential area? (*To be interpreted for by research assistants*)

1) Urban estates [] 2) Urban slums [] 3) Rural towns [] 4) Rural villages []

Appendix III: Interview Guide Questions for Children's Officers:

1. What help do you offer to the street children in Nakuru?
2. What do you think makes street children & love to live on the streets?
3. What kind of measure do you think will help the children go back to school?
4. How can we stop the further influx of children onto the streets?

Appendix IV: Crejcie & Morgan, 1970, Sample Size Determination Table.

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix V: Number of Street Persons per County, 2018 Report. *Source: 2018*

National Census of Street Families Report

Table 3. 1: Street persons by Sex and County

S/No	County	Sex		Total	
		Male	Female	% Total	Count (N)
	Kenya	72.4	27.6	100.0	46,639
1	Mombasa	69.3	30.7	16.1	7,529
2	Kwale	80.6	19.4	0.4	175
3	Kilifi	77.6	22.4	0.8	393
4	Tana River	94.5	5.5	0.5	217
5	Lamu	86.4	13.6	0.4	206
6	Taita Taveta	70.4	29.6	1.0	477
7	Garissa	87.2	12.8	0.7	337
8	Wajir	94.9	5.1	0.5	236
9	Mandera	83.5	16.5	0.4	170
10	Marsabit	80.3	19.7	0.6	299
11	Isiolo	86.6	13.4	0.6	291
12	Meru	72.3	27.7	2.8	1,293
13	Tharaka Nithi	64.7	35.3	0.5	218
14	Embu	91.7	8.3	1.5	677
15	Kitui	84.8	15.2	0.9	440
16	Machakos	70.3	29.7	1.2	545
17	Makueni	81.6	18.4	1.2	560
18	Nyandarua	67.7	32.3	0.5	232
19	Nyeri	64.8	35.2	2.1	972
20	Kirinyaga	89.7	10.3	0.4	203
21	Muranga	63.5	36.5	0.7	334
22	Kiambu	87.3	12.7	1.3	589
23	Turkana	64.8	35.2	0.5	244
24	West Pokot	86.4	13.6	0.4	191
25	Samburu	85.3	14.7	0.9	428
26	Trans Nzoia	83.6	16.4	0.6	299
27	Uasin Gishu	71.4	28.6	4.6	2,147
28	Elgeyo Marakwet	81.3	18.7	0.4	187
29	Nandi	100.0	0.0	0.3	152
30	Baringo	91.0	9.0	1.0	473
31	Laikipia	86.5	13.5	0.8	394
32	Nakuru	62.3	37.7	4.3	2,005
33	Narok	96.8	3.2	1.1	531
34	Kajiado	85.6	14.4	1.3	605
35	Kericho	100.0	0.0	0.4	204
36	Bomet	68.7	31.3	1.8	843
37	Kakamega	93.2	6.8	0.7	307
38	Vihiga	100.0	0.0	0.4	167
39	Bungoma	92.3	7.7	0.6	298
40	Busia	78.6	21.4	0.5	252
41	Siaya	62.1	37.9	1.4	663
42	Kisumu	73.2	26.8	5.9	2,746
43	Homa Bay	83.9	16.1	1.4	658
44	Migori	92.1	7.9	1.5	708
45	Kisii	87.9	12.1	0.4	206
46	Nyamira	77.6	22.4	0.4	201
47	Nairobi	66.0	34.0	32.9	15,337

Appendix VI: University Approval



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: directordps@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

14th August 2023

Mboleya Cyrus Muhanga
EME/G/14-70411/2021
P.O. Box 190-50100
KAKAMEGA

Dear Mr. Muhanga

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your Master's proposal entitled: *"Effect of Respondents Characteristics of Schooling Among Street and non-street Children in Nakuru City of Kenya"* and appointed the following as supervisors:

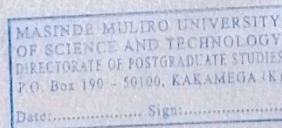
- | | |
|------------------------|--------------|
| 1. Prof. Lydia Wamocha | - SEDU MMUST |
| 2. Dr. Ziplah Kageha | - SEDU MMUST |

You are required to submit through your supervisor(s) progress reports every three months to the Director of Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Education Graduate Studies Committee and Chairman, Department of Educational Planning and Management 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 two years from the date of registration to complete your Master's thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

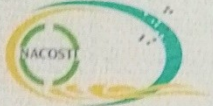
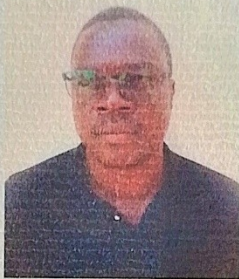
We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours sincerely,



Prof. Stephen O. Odebero, PhD, FIEEP
DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

Appendix VII: Nacosti License

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 844119	Date of Issue: 24/August/2023
RESEARCH LICENSE	
	
This is to Certify that Mr.. CYRUS mboleya MUHANGA of Masinde Muliro University of Science and Technology, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nakuru on the topic: EFFECT OF RESPONDENT'S CHARACTERISTICS ON SCHOOLING AMONG STREET AND NON-STREET CHILDREN IN NAKURU CITY OF KENYA for the period ending : 24/August/2024.	
License No: NACOSTI/P/23/28844	
844119 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Verification QR Code	
	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	
See overleaf for conditions	

Appendix VIII: County Commissioner Permit



OFFICE OF THE PRESIDENT
Ministry of Interior and National Administration

Email: ccnakurucounty@yahoo.com
ccnakurucounty@gmail.com

COUNTY COMMISSIONER
NAKURU COUNTY
P.O. BOX 81
NAKURU

When replying please quote:

Ref: CC.SR.EDU.12/1/2/VOL.VII/61

29th August, 2023

Deputy County Commissioner
NAKURU EAST SUB-COUNTY

RE: RESEARCH AUTHORIZATION - CYRUS MBOLEYA MUHANGA –
I/D.NO. 27363826

This is to confirm that the above named from Masinde Muliro University of Science and Technology, has been licenced to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nakuru County on the topic: **Effect of respondent's characteristics on schooling among street and non-street children** in Nakuru East Sub-County in Nakuru County for the period ending: **24th August, 2024**. NACOSTI License No. **NACOSTI/P/23/28844**.

Please accord him all the necessary support to facilitate the success of his research.

C. KATTAM
FOR: COUNTY COMMISSIONER
NAKURU COUNTY

Appendix IX: County Director of Education's Permit


MINISTRY OF EDUCATION
State Department for Basic Education

Telephone: 0722810864
Email: cdenakurucounty@gmail.com

When replying please Quote:
Ref No. CDE/NKU/GEN/4/1/21 VOL IV/III

COUNTY DIRECTOR OF EDUCATION,
NAKURU COUNTY
P.O BOX 259
NAKURU

Date: 29th August, 2023

TO WHOM IT MAY CONCERN

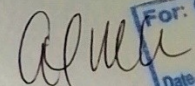
RE: RESEARCH AUTHORIZATION – CYRUS MBOLEYA MUHANGA

Reference is made to the above named individual letter dated 29th August, 2023 seeking permission to conduct research in Nakuru County having been approved by NACOSTI through Research Reference No. 844119 and license No. NACOSTI/P/23/28844 dated 24th august, 2023.

Permission is hereby granted to her to carry out research on topic “Effect of respondent’s characteristics on schooling among street and non-street children in Nakuru city of kenya” for the period ending 24th august, 2024.

The findings of the research to be shared with this office when through with the research.

Kindly accord him the necessary assistance

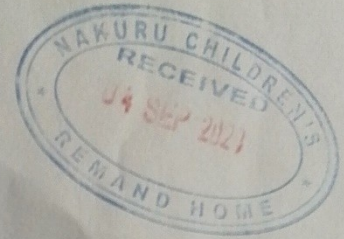


GEOFFREY KIMANI
FOR COUNTY DIRECTOR OF EDUCATION
NAKURU

My Education My Future

My Education My Future

Appendix X: County Children's Officer's Permit



MINISTRY OF LABOUR AND SOCIAL PROTECTION
STATE DEPARTMENT FOR SOCIAL PROTECTION
DEPARTMENT OF CHILDREN'S SERVICES

Tel: +254 (0) 723787860
Email: pcoriftvalley@yahoo.com
cccnakuru@gmail.com
When replying, please quote

Regional Headquarters' Building
Block B 1st Floor RM 8,
P.O. Box 14407 - 20100
Nakuru
KENYA

Ref: CCC/NKU/5/4/(154)

DATE: 4th September, 2023

TO WHOM IT MAY CONCERN

**RE: AUTHORITY TO CARRY OUT A RESEARCH ON STREET CONNECTED
CHILDREN - CYRUS MBOLEYA MUHANGA - ID/NO. 27363826**

This is to grant authority to the bearer named above to undertake a research on the street connected children within Nakuru town.

We shall appreciate any assistance extended to him.

COUNTY CHILDREN'S
CO-ORDINATOR
NAKURU COUNTY
Box 14407-20100
NAKURU

ALICE K. WANYONYI,
COUNTY CHILDREN'S COORDINATOR,
NAKURU.