# FACTORS AFFECTING ENROLLMENT IN PUBLIC DAY SECONDARY SCHOOLS IN GILGIL SUB-COUNTY, KENYA

BY

Joseph Mwangi Waititu

ST. PAUL'S UNIVERSITY

This Thesis is submitted in partial fulfillment of the requirements for the award of a Master of Development Studies (MDS) from St. Paul's University

September 2016

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**Supervisors:** Dr. Paul Gesimba

Dr. David Gichuhi

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## DECLARATION

*This dissertation is a product of my own work and is not the result of anything done in collaboration. It has not been previously presented to any other institution. I agree that this dissertation may be available for reference and photocopying, at the discretion of the University.*

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1/we confirm that the work reported in this dissertation has been done by the student under my/our supervision.

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## DEDICATION

This project is dedicated to my wife Miriam, daughter Mary and son Simon who have supported, encouraged, prayed and inspired me throughout the whole course.
God bless you!

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## ACKNOWLEDGEMENT

My sincere thanks go to my supervisors Dr. Paul Gesimba and Dr. David Gichuhi who have been there for me to advice, correct and cheer me up.

Also to my son Simon who was always there to assist whenever i needed help and all my colleagues in Masters in Development Studies class.

May God bless you all!

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# ABSTRACT

Secondary education is recognized as part of basic education with the aim of enhancing the citizen's access to quality and equitable education so as to achieve the vision 2030 goals. However, according to the third annual progress report 2010-2011 on the implementation of the first medium term plan (2008-2012) of vision 2030, the enrollment targets have not yet been met despite the efforts made by the government in the line of free day secondary education and secondary bursary scheme. This study is aimed at investigating the factors affecting enrollment in public day schools in Gilgil sub-county. The objectives of this study were: to investigate the effect of child labor, to establish the effect of gender, and to determine the effect of parents' level of income, and to assess the effect of drug abuse on enrollment in public day secondary schools in Gilgil sub-county. Research methodology was through descriptive design and proportionate stratified sampling technique was employed and a sample of 40 respondents selected which was inclusive of the principals and teachers from the sampled public day secondary schools in Gilgil sub-county. Primary data was collected in the field questionnaires. Questionnaires comprised of both open ended and close ended questions designed to answer research questions in chapter one of the study. They were administered by the researcher and responses recorded as the interviews progress. Secondary data was collected from secondary sources. The study used both qualitative and quantitative techniques. The qualitative data required respondents to indicate the opinions, statements and suggestions. This was the case for the open ended questions in the questionnaire. Qualitative analyses therefore consisted of categorizing tabulating and recombining evidence to address the research questions which were used as unit of analysis. Qualitative data was analyzed by organizing data in to themes, patterns and sub-topics. Quantitative data was analyzed using Statistical Package for Social Sciences using descriptive statistics, which are concerned with development of certain indices using raw data such as frequency counts and percentages. The results were presented using frequency tables and pie charts to make meaningful conclusions. The findings revealed that: 17.5% of the respondents were of the opinion that child labor greatly affects enrollment in public day secondary schools, while 42.5% were of the opinion that the effect is moderate. 55% of the respondents were of the opinion that gender just had a moderate effect on enrollment in secondary schools. 50% of the respondents were of the opinion that parents' income level greatly affects enrollment in public day secondary schools. 35% of the respondents were of the opinion that drug abuse had a moderate effect on the enrollment in public day secondary schools. The study concluded that child labor, parental income, gender and drug abuse have an effect on enrollment of students in public day secondary schools.


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## ACRONYMS

| | |
|---|---|
| **EFA-** | Education for All |
| **FGM-** | Female Genital Mutilation |
| **GER-** | Gross Enrollment Rate |
| **GNP-** | Gross National Product |
| **HIV/AIDS** | Human Immune Virus/ Acquired Immune Deficiency Syndrome |
| **ILO-** | International Labor Organization |
| **MOE-** | Ministry of Education |
| **NACADA-** | National Agency for Campaign Against Drug Abuse |
| **NER-** | Net Enrollment Rate |
| **PRC-** | Primary Completion Rate |
| **PTA-** | Parents Teachers Association |
| **SEIA -** | Secondary Education in Africa |
| **UN-** | United Nations |
| **UNDCP-** | United Nations Drug Control Program |
| **UNESCO-** | United Nations Educational, Scientific and Cultural Organization |
| **UNICEF-** | United Nations Children's Fund |
| **UPE-** | Universal Primary Education |
| **WHO-** | World Health Organization |

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CHAPTER ONE:

# INTRODUCTION

## 1.0: Introduction

This chapter is organized into eight sections. These are the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, justification of the study and the assumptions of the study.

## 1.1: Background

A large proportion of countries' resources both public and private are set aside for education. The rationale behind this is that education is acknowledged world widely as a form of investment in human capital. This yields economic benefits as well as contributes to a country's future wealth by increasing the productivity of its people (Ojiambo, 2009). The United Nations Educational, Scientific and Cultural Organization (UNESCO), declared the access to education as a human right. The organization also recognizes possession of basic education for all citizens of a country as a human right. UNESCO further adds that education is a key development issue that is indispensable for human capacity development and poverty eradication. (UNESCO, 2008)

The Government of Kenya is a signatory to international conventions on education for example the Jamtien convention (1990) and Dakar, Senegal in April 2000. Majority of developing countries re-affirmed their commitment in ensuring their school age children access to first cycle of education (Lewin, 2008). Lewin further adds that enrollment in primary schools has increased for many of these countries while secondary education has been quietly neglected. However, studies by World Bank (2007) indicate that many World Bank client countries in Latin America and East Asia are working towards expanding and making better their secondary education systems despite many challenges. These include lower completion rates for young people from lower income levels. Lack of sufficient resources is a major factor affecting access to as well as completion of secondary education and their being retained in these schools. Direct costs of education represent 22% of per capital household income in Bolivia and 20-30% in china which most households cannot afford (World Bank, 2007). Education provides gateway for

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great opportunities in life that can cushion communities against the poverty trap. It grants possibilities for knowledge acquisition to improve well-being including improvement in health, use of appropriate technologies in a highly technology –dependent world and sharing of entrepreneurial skills.

The Children Act (2001) and the Sessional Paper no. 14 (2012) laid emphasis on the need to address education for all. According to Patrinos (2001), governments all over the world spend huge amounts resources in education. This has led to an increased expansion of schools though they have not reduced the level of disadvantages especially for the poor. Ayot and Briggs (2002) argued that the rising cost of education because of inflation and the need for more sophisticated and more expensive equipment have led to massive increases in spending on education all over the world. According to Lewin (2008), of the world's population of 6 billion, close to half live on less than two dollars a day and about a fifth, live in less than a dollar a day. He further indicates that 93% of these people live in South Asia, East Asia and sub – Saharan African. Improved access to education can reduce income inequality and eradicate poverty (Todaro, 2003).

The Secondary Education in Africa (SEIA) initiative carried out a participatory process of analysis, dialogue and reflection in sub- Sahara Africa with conclusion that countries need to address the triple challenge of expanding access, improving quality and ensuring equity in education (Veepoor, 2007). SEIA also argue that governments in this region need to allocate on average nearly 6% of Gross National Product (GNP) to secondary schools to achieve GER of 85%. Education is a profitable private investment yet many students cannot afford to finance it out of their own family resource (Woodhall, 2004). Governments therefore need to provide funds to support a broad based equitable expansion of secondary education with incentives for private provision and subsidies to disadvantaged students to ensure equality of opportunity and eventually eradicate poverty (Woodhall, 2004).

One of the three pillars of the Kenya's blueprint, the vision 2030, is the social pillar which aims at creating comprehensive, equitable, and just society based on democratic

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principles. The government is committed to the provision of quality education, training and research as a human right for all Kenyans in accordance with the Kenya's Constitution and international conventions. Education is one of the critical sectors that are contributing to the social pillar through development of skills and knowledge to all Kenyans in order to achieve the goals of vision 2030.

Secondary education is recognized as part of basic education with the aim of enhancing the citizen's access to quality and equitable education so as to achieve the vision 2030 goals. According to the third annual progress report 2010-2011 on the implementation of the first medium term plan (2008-2012) of vision 2030, the number of secondary schools increased from 6,485 secondary schools in 2007 to 6,971 in 2009 and 7,308 in 2010. Enrollment grew from 1.18 million students in 2007 to 1.5 million students in 2009 and, further, to 1.7 million students in 2010. The GER for secondary increased from 38.0 per cent in 2007 to 45.3 per cent in 2009 and then to 47.8 per cent in 2010. The KCSE candidates increased from 305,015 students in 2007 to 333,816 students in 2009, and then to 336,015 students in 2010. The rate of transition from primary to secondary schools increased from 59.6% (56.5% for male and 63.2% for female) in 2007 to 66.9% (64.1% for male and 69.1% for female) in 2009, further increasing to 72.5% (68.9% for male and 75.3% for female) in 2010 against the MTP target of 84.7%. Statistics indicate that the achieved transition rate for 2010/2011 was 72.5% (69.9% for boys and 75.3% for girls) indicating that the target was not met. The targets have not yet been met despite the efforts made by the government in the line of free day secondary education and secondary bursary scheme. It was therefore important to investigate the factors that influence enrollment in public day secondary schools in Gilgil sub-county

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**1.2: Problem Statement**

Despite the government commitment to the provision of quality education, training and research as a human right for all Kenyans in accordance with the Kenyan constitution and international conventions, enrollment rates into public day schools still remains low. According to the third annual progress report 2010-2011 on the implementation of the first medium term plan (2008-2012) of vision 2030, the targets have not yet been met

despite the efforts made by the government in the line of free day secondary education and secondary bursary scheme.

Secondary education is recognized as part of basic education with the aim of enhancing the citizen's access to quality and equitable education so as to achieve the vision 2030 goals. It aims at preparing young people for responsibilities of adulthood, higher education and the world of work (Veepoor, 2007). Todaro (2003) argues that improved access to education can reduce income inequality and eradicate poverty.

The government has made efforts to ensure access to education; however, enrollment in some of the public day secondary schools in Gilgil sub-county has been on the decline. In fact, a background check revealed a downward trend especially for the Ebburu/Mbaruk ward despite the provision of free day secondary education. It is therefore of paramount importance to understand why the enrollment rate has remained low. This study sought to investigate the factors affecting enrollment in public day secondary schools in Gilgil sub-county.

### 1.3: Purpose of the study

The purpose of this study was to investigate the factors affecting enrollment in public day secondary schools in Gilgil sub-county. The government has made remarkable progress in the attainment of the goals outlined in the vision 2030. These goals include enhancing access to quality and equitable education, increasing the enrollment rates as well as transition and completion. However, enrollment in some of the public day secondary schools in Gilgil sub-county has been on the decline. This study therefore investigated the influence of child labor gender, drug abuse and parents' income level on enrollment in public day secondary schools in Gilgil sub-county.

### 1.4: Objectives of the Study

#### 1.4.1: General Objective

The major aim of this study was to investigate the factors affecting enrollment in public day secondary schools in Gilgil sub-county.

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### 1.4.2: Specific Objectives

i. To establish whether child labor affects enrollment in public day secondary schools in Gilgil sub-county.
ii. To determine whether gender affects enrollment in public day secondary schools in Gilgil sub-county.
iii. To examine whether parents' income level affects enrollment in public day secondary schools in Gilgil sub-county.
iv. To assess whether drug abuse affects enrollment in public day schools in Gilgil sub-county.

### 1.5: Research Questions

i. Does child labor affect enrollment in public day secondary schools in Gilgil sub-county?
ii. Does gender affect enrollment in public day secondary schools in Gilgil sub-county?
iii. Does parents' income level affect enrollment in public day secondary schools in Gilgil sub-county?
iv. Does drug abuse affect enrollment in public day schools in Gilgil sub-county?

### 1.6: Scope of the Study

This study aimed at investigating the factors affecting enrollment in public day secondary schools in Gilgil sub-county. Public day secondary schools make up to about 75% of the secondary schools in Gilgil sub-county and almost a 100% of the students come from the local community. Gilgil sub-county has 40 public day secondary schools They therefore make the best target population for such a study that wants to investigate the factors affecting enrollment in public day secondary schools

### 1.7: Justification of the Study

Education is a vital tool in the developmental process of any given nation. Kenya continues to prioritize education as a development strategy. Vision 2030 contains a coherent education development policy, which is further strengthened by signatories in

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global declarations. The findings of this study will contribute to the understanding of the factors affecting enrollment in public day secondary schools in Gilgil sub-county. This Study was found useful to both educational and policy makers in giving guidance to the Government on necessary course of action to enhance enrollment in secondary schools. Further, the study was instrumental in creating new knowledge that will guide the financing of secondary school education to go beyond provision of tuition, to include school feeding programs and provision of school uniforms and stationery. Finally, the study may help the future researchers in identifying priority areas in which to carry more research in students' enrollment rate in public day secondary school.

### 1.8: Assumptions of the Study

The major aim of this study was to investigate the factors affecting enrollment in of public day secondary schools in Gilgil sub-county. This is with an understanding that apart from the factors enlisted in this study, enrollment to secondary schools is influenced by many other factors. This study therefore assumed that all other factors except child labor gender, drug abuse and parents' income level are held constant. The study also assumes each respondent targeted was available and cooperate during data collection. The study assumed that are all respondents will give correct and valuable information that gave the researcher valid data.

### 1.9: Definition of Terms

**Child Labor:** This is a situation where a child usually underage, provides labor for payment. It is a situation where a child's labor is used for gain by any individual or situation whether or not the child benefits directly or indirectly. It is also a situation where a child provides labor as an assistant to another person and his/her labor is deemed to be the labor of that other person for the purpose of payment.

**Drug/substance:** any chemical substance that brings about human physical, mental and emotional changes

**Drug/substance abuse:** a situation in which a drug or chemical substance meant for a medical cure or other purpose is taken outside its purpose, or in excess, for personal enjoyment or for avoidance, without medical reason or guidance.

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# CHAPTER TWO:

# LITERATURE REVIEW

## 2.0: Introduction

This chapter outlines the theoretical framework upon which this study is based. It also reviews literature related to how child labor, gender, drug abuse and parents' level of income affect enrollment in public day secondary schools. The purpose is to examine what other researchers have already written on the effect of child labor gender, drug abuse and parents' level of income on enrollment in public day secondary schools in books and other reports, in order to provide an in depth understanding of the concepts and opinions.

## 2.1: Enrolment in Secondary Schools in Kenya

In the global quest to achieving the target for a 100 percent rate of transition from primary to secondary schools in developing countries, the access to primary education has been a focal point in these countries. All this efforts are aimed at attaining Universal Primary Education (UPE). As clearly stipulated in the millennium development goals, Access to education and transition from one level of education to another are outlined in goal no 2 as a target to have been achieved by the year 2015. It thus lays emphasis on the completion of primary school level by all children. The promotion of equality among the two genders is also a goal that is highlighted in the millennium development goals (2015), under this goal 3, empowerment of the girl child is stressed which thus should be achieved through the elimination of gender disparities in secondary and primary levels (UN 2000). According to the UNICEF report of the year 2001, the rate of enrollment in primary schools increased from 78 in 1990 to 83 in 2000. However the rates are projected to rise by the year 2015, which will thus positively affect the Net Enrollment Ratio (NER) in primary school by the same margins.

In ensuring development in all sectors of the society, it has been proven that how education opportunities are distributed plays a big role in shaping human development prospects. It has been noted that unequal education opportunities for education are linked to income inequalities, health inequalities and wider life chances. The magnitude of the

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global disparities in education highlights the wide differences that exist between the rich and poor countries in income, health and other quantifiable indicators of human development. It is considered that education is a human right, but then the available opportunities in education have not been widely valued. It is observed that those who enjoy that right are the select few, based on their places of birth and the background where they come from. Other factors that are based on include economic ability of the parents, gender and ethnic background. Children who are born in developing nations are predisposed to less educational opportunities. The one limited measure of global inequality is the school attainment rate which is measured in terms of the average number of years or grade reached in education. In most of the countries within the Organization for Economic Co-operation and Development (OECD) universal school attainment to grade 9 has been achieved. This however is not the case in developing countries which are still far from attaining this position. According to the graphical illustrations from the Age-specific school attendance pyramids that plot the distribution of age and grades graphically show a sharp contrast in average life-chances for education associated with being born in the OECD countries or in Sub-Saharan Africa. The statistics indicate that by the age of 7years, almost all children in the OECD countries are in primary school, however in the sub-Saharan Africa, only 40% are in school at that age. Further on at age 16, over 80% of the students in the OECD countries are in secondary school while one-quarter of sub-Saharan Africa's pupils are still in primary school. At age 20, around 30% of the OECD population is in post-secondary education. The figure for sub-Saharan Africa is 2% (UNESCO, 2009).

There has been a significant increase in the school enrollment rates both in primary and secondary schools in Kenya. In 2008, enrollment increased from by 2.3% from 8.60 million students to 8.80 million in the year 2009 (Kenya Economic Survey, 2010). The gross enrollment rate (GER) rose from 109.8% in the year 2008 to 110% in the year 2009. Conversely, the net enrollment rate (NER) rose slightly from 92.5% in 2008 to 92.9% in 2009. There has been a consistent improvement of NER from 2005 to 2009. It is observed that boys have a slightly higher enrollment ratio than that of girls; standing at 112.8% while for girls was 112.2% in 2009. Enrollment, retention, completion and

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progression rates are a major challenge and a concern of the millennium goal on education. The Primary Completion Rate (PCR) improved from 83.2% in 2008 to 97.8% in 2009, this shows a reduction of wastage in the education system.

In most of the policy documents that have been drafted, the access to secondary education has prominently featured, world over. This is against the prevailing contrasts of social inequality and gender inequities that are prevalent in Sub-Saharan Africa. The enrolment ratios for primary and secondary school are used as indicators of human development. These inequalities have contributed to growth of the vicious cycle of poverty among many innumerable negative effects. As much as education is meant to advance and enhance both individual and societal development, the success of it can only be achieved if respective governments provide learning opportunities to the school going children. According to the UN, there is a particular acuteness in rural areas as shown by global trends. In the rural areas where income levels are low due to high rates of unemployment and dependency on small scale farming, there is scarcity of schools. In places where the schools are present, they are almost inaccessible for many pupils and children may have to travel long distances as much as 10 kilometers to attend schools (Kristiansena &Pratiknob, 2006; Adele, 2008). Schools are categorized as either day school, boarding schools, both day and boarding. They are further classified into the respective gender such as boys, girl schools or both boys and girls or mixed schools. All the schools should have resources such as such as sufficient qualified teachers, availability of enough classrooms, and general school infrastructures such as playgrounds, adequate sanitation facilities among others. It is a policy that all public schools get their financing from government. Admission of students is done on the basis of merit where students who reside within or outside the borders of their districts are selected. Other factors such as parental interests, government admission quota do also determine where students are posted for further post primary level of education. Looking at most or all of the private schools they are established on an entrepreneurial model. They aim to maximize profits and reduce the costs of operations. In some of the private schools, scholarships are offered to students who perform well in academics, those who do well in sports and other extra-curricular activities such as drama, art, music, etc. most

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of the parents cannot be able to pay some of the large fees charged by some of the schools. In this paper, the influence of expanding day schools on enrollment and the cost factors to households is critically looked into.

### 2.2: Theoretical Framework

Education in major economies occupies an important position it contributes in accelerating the rate of growth and to equalize the distribution of income. In most of the underdeveloped nations, schools are regarded as a central element in the economic infrastructure. In Kenya for instance, schooling and training programs receive the lion's share of the funds from national government. James Mill's maxim asserts that "if education cannot do everything, there is hardly anything it cannot do." The growing popular interest in education has been paralleled by the development of an immense literature on the role of human capital in economic growth and the distribution of income. The theoretical basis of the study is the Maslow's theory of human motivation and the human capital theory. It also covers the Educational production function theory upon which the independent variables are based

#### 2.2.1: Maslow's Theory of Human Motivation

Human beings are motivated by needs that occur in hierarchy order. They are psychological and physiological needs; they run from highest to lowest needs. The theory states that the lower level needs must be satisfied first. The physiological needs which are biological in nature and includes food, water, air sleep and rest; they must be fulfilled before the secondary needs. This implies that if food is not available at home children cannot adjust within the school environment. Therefore hunger and starvation is a common problem to some families. The results is that the hungry children cannot cope with school work and in most cases they perform poorly and are forced to repeat or they and up dropping out of school. Every child need to be loved, to belong to a group and to achieve goals. Some teachers use authoritative leadership styles in the class and children feel they ate not loved and lack interest in attending school. On the other hand the use of ineffective and learning methods by some teachers cause children to drop out of school particularly the slow learners who cannot easily move along with others.

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Liabert and Liebert (2008) while referring to Maslow's theory of Human motivation states that humans are inherently good and they are capable of developing in healthy ways of circumstances allow them to express their innate potential. The hierarchy of need suggested that people fulfill basic needs before moving on the other needs. The basic assumptions are that higher level need like education on the hierarchy must come after the lower level preceding it.

### 2.2.2: Human Capital Theory

The human capital theory which is also known as rotten kid theorem fronted by Gary Becker (1930) shows that; both education training and medical treatment play a big role in the accumulation of human capital (Borjas, 2000). When investments are increased in the area of human capital, chances of economic success also increase. Completion of secondary school becomes the first step in starting the process of increased human capital investment. By enrolling and completing secondary school education, people will gain skills and knowledge that will make him perform better in the labor force. The importance of investing in human capital which includes and not limited to secondary education for economic advancement is clearly fronted by this theory. Economic success therefore comes with enrolling and completing secondary education.

Majority of the human capital investments that would lead to economic success must be transferred from parents to their children through education. Parents should empower their children by supporting and paying for their fees in secondary schools so as to increase human capital investment. Socio-economic factors such as child labor, gender, drug abuse and parental income that may influence enrollment in secondary schools have much impact on human capital accumulation. Families from low socio-economic class obtain less human capital to pass on to their children hence causing them not to enroll in school. It is therefore concluded that lower family investment in children's human capital due to a lower socio-economic factor would increase the chances of children not enrolling public day secondary schools.

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### 2.2.3.: The Educational Production Function Theory

In every major world economy, education plays a big role. This thus calls upon governments to ensure a high growth rate for their economies, the result which is an improved economy and even resource distribution. In economic structures of most developing nations, a central element of the economic fabric is schools. In Kenya, for a lot of the national budget allocation goes to schools. According to James Mills, education cannot do everything and there is hardly anything it cannot do. The role of human capital in economic growth and income distribution has seen a lot of growth in the education sector. But people have not yet understood how education functions. This study is based on the education production function theory.

An education production function can be defined as the application of the economic concept of a production function to the field of education. This function relates various inputs that affect a student's learning. The inputs are not limited to schools, families, peers, and surroundings. Other measured outputs that include subsequent labor market success, college attendance, graduation rates, and, most frequently, standardized test scores. According to the Coleman (1996) report, it is noted that the marginal effect of various school inputs on the student achievement rate was small compared to the impact of families and friends. Hanushek and other economists introduced the structure of "production" to the consideration of student learning outcomes.

Studies on the impact that resources in school have on how students perform, studies that are done by economists have produced inconsistent results. This has led to policy issues in discussions in the education sector. Some studies have had controversial interpretations simply because of the findings/results that have influenced directly debates on policy. There have been two options that have received more contributions in terms of debates. The first is as to if more money that is given to schools is able to translate into high grades/results. According to Garry (2009), the debate about finances has been drawn into legislative debates and also court consideration of school finance systems.

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It is considered that an educational production function represents an association between school and student inputs and a degree of school output. In both the descriptive and normative studies that concern human capital and resource allocation respectively, the above method used to represent educational production process is of value. The effects that schooling has on labor productivity and earnings should be traced to the development of rational skills and attitudes in a school setting. It is also possible to compare the development of productive skills and attitudes to school policies regarding the allocation of resources that are inadequate to give us a reason why people who are more educated have access to more productive roles, there is need for a production function which will relate school inputs to development of production. To also help us to give meaning to the notion of determining how personal income is distributed, it is important to note the existing differences in production functions that exist in different ethnic and social classes.

For there to be sound policies in schools and good educational plans, it is critical to have a sound understanding of the educational production function. This will also help in having an efficient resource distribution system. This position is correct either in following growth, equality or both of them. It is important to have a rough picture of the production function so as to have a glimpse of the correlation that exists between the opportunity cost and anticipated benefits of particular policies.

This study will concentrate on the relationship between school inputs and measures of school outputs, in particular enrollment rate in public day secondary schools. The school inputs in this case will concentrate on child labor, gender, parents' level of income, and drug abuse. According to Bowels (2009), an educational production function is defined as follows;

A = f(X1,,...,Xm, Xn, . . . , Xv, Xw,…,Xz)

Where,

A = some measure of school output — for example, a score on a scholastic achievement battery;

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X1, . . , Xm = variables measuring the school environment. The variables here would typically include the amount and quality of teaching services, the physical facilities of the school, and the length of time that the student is exposed to these inputs;

Xn, . . . , Xv = variables representing environmental influences on learning outside the school—e.g., the parents' educational attainment; and

Xw,…,Xz. = variables representing the student's ability and the initial level of learning attained by the student prior to entry into the type of schooling in question.

In this study the following production function is used:

Y = f(X1,X2,X3,X4)

Where,

Y= Enrollment rate

X1 = Child labor

X2 = Gender

X3 = Parents' income level

X4= Drug abuse

**2.3: Empirical Literature Review**

This section covers the independent variables such as child labour, gender, parental level of income, and drug abuse and how they influence enrolment in public day secondary schools.

**2.3.1: Child Labor and its Effect on Enrollment in Secondary Schools**

Child labor refers to work undertaken by children aged between 5 years and 17 years that prevents them from attending school, which is exploitative, hazardous, or inappropriate for their age. Education is the key tool in preventing child labor while child labor acts as an obstacle to children attending school. Universal access to education, and particularly, free and compulsory education should be secured and children should not go for employment until the minimum age for entry to employment. One of the reasons why children work is to pay their own school fees as well as that of siblings. Though the work

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may not stop children from going to school, it may reduce their study time or ware out the children resulting in reduced concentration and learning.

There were about 215 million children working full time (ILO 2004). These children do not go to school and have little or no time to play, without proper nutrition or care. They are denied the chance to be children and over half of them are exposed to the worst forms of child labor such as working in hazardous environments, slavery and other forms of forced and illicit labor including drug trafficking and prostitution, as well as being involved in armed conflict. Of an estimated 215 million child laborers around the globe: approximately 114 million (53%) are in Asia and the Pacific; 14 million (7%) live in Latin America; and 65 million (30%) live in sub-Saharan Africa (Robin, Carol, Jennifer 2004).

The Kenyan constitution does not prohibit child work; instead it defines the types of light work to be undertaken by children such as helping in household chores and in farms, provided the work is performed outside school hours and it does not interfere with their schooling, physical and moral development. The law under Employment Act, 2007, and the Children's Act 2010, defines a child in Kenya as a person below the age of 18 years. Child labor means the employment of children in the age group of 5 to 14 years with or without payment. Children who are paid for some work outside their homes or children who work in hazardous environment can be said to be child laborers. Child labor is also defined as any situation where a child provides labor in exchange for payment. The situations including: where a child's labor is used for gain by any individual or situation whether or not the child benefits directly or indirectly; where a child provides labor as an assistant to another person and his/her labor is deemed to be labor of that other person for the purpose of payment; and where there is written contract of service and the employee is a child (Children Act, 2010).

According to ILO report on child labor sociologists like to distinguish between "internal" and "external" forces (ILO, 2004). Internal forces are those acting within a family to produce particular outcomes such as child labor. An example would be the health or

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child-rearing practices of a parent. Some of the internal issues include but not limited to challenging family situations such as where we have single-parent families, dysfunctional families, cases where we have family illness or a member is incapacitated to work, un supportive families, unprotected families, poor family standards, low educational levels and skills in the family (Bainham, Lindley, Martin, Richards, & Trinder 2003). Forces that work from outside are referred to as the external forces. They therefore affect a lot of households at the same time. A good example of the external force is a national economic crisis.

The presence of poverty in the family has a noteworthy role in determining if a child works. Some examples of the external factors include and not limited to a child belonging to a lesser population which suffers social marginalization, presence of a strong peer group and foreign influence, socio-economic crisis, political and social transition effects of HIV/AIDS and the special situation of girls. In addition we have also the presence of other family related factors such as dysfunctional families and also cultural influences. One important consideration should be the demand of the child labor because it shows the different causes of child labor and is likely to impact a child's prospect of working. In most cases, school going children are forced to drop out of school in order to work so as to help in supplementing the meager family income or so as they may be able to support themselves (Alexandrescu, 2002).

Depending on whether they are working on the supply or the demand side, economists will classify market factors on that basis. In this case, a market is defined as an institution where both buyers and sellers congregate and determine what will be exchanged at what particular price. The child labor market thus includes providers of the child labor itself for example the households that the children live in, and persons who exploit it. In a more simplistic way, we can say that the supply side is influenced by the employers of the labor, while the demand-side factors are things that make households more or less willing to offer children's labor. When a child is employed within the household the two sets of individuals will be the same, but the factors can still be distinguished (Moyi, 2011).

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Patrinos and Psacharopoulos (1997) as quoted in Moyi (2011) argue that the fact that a child is attending school does not mean that they can't be involved in child labor. In fact they observe that the two could even be complementary activities. The supposition that if children within the school going age children are working then they fail to attend school can no longer stand. It is further observed that there is a complex association amid child labor and schooling. Bass (2004) found that children who work have been found to afford to pay their individual school fees as well as supporting their siblings on the same note. However, Bass observes that even when work does not put a stop to children being in school, it may adversely lessen their time to study or exhaust the children, resulting in reduced ability to concentrate as well as learning. In his study, Heady (2003) found out those children who work having considerably lesser comprehension and math's test scores compared to those children who don't work in Ghana, even after holding other factors like innate ability constant as measured by the Raven's Test.

Admassie (2002) argues that poverty is a critical factor that compels parents to release their children into work related activities. He further argues that child labor is one of the most disturbing consequences of unrelenting poverty. He concludes that the prevalence of child labor reduces as households' income and resources increase. However, Post (2002) brings in a different school of thought where he argues that researchers shift their attention from household poverty and look in to the policy environment. He submits that disparities in number of students attending school and child labor frequency in Latin America and Asia depict disparities in policies on education and national laws. Weiner (2007) submits that in India, regional disparities in child labor and the number of pupils attending school are occasioned by the belief systems and the political coalitions geared towards the development of school education. He concludes that in order to fully comprehend the connection between child labor and school attendance patterns, one need to investigate household decisions in the framework of social, economic, cultural, and political factors that influence those decisions.

Education is the key tool in preventing child labor while child labor acts as an obstacle to children attending school. Universal access to education, and particularly, free and

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compulsory education should be secured and children should not go for employment until the minimum age for entry to employment. Employing children has an adverse effect on their ability to develop into productive members of society. When children are left to work and at the same time go to school, they will always perform poorly in school and therefore not be able to acquire the quality education they need for productivity in future. Poor performance discourages the learner to continue in school, and consequently drop out of school. This creates a cycle of an uneducated work force whose chance to improve their standard of living is limited. The end result is future generations that perpetuates the vicious circle of poverty due to lack of education.

According to Manda et al (2003), pupil's age, gender, birth order, and connection to the head of the family unit also influences this decision. They argue that older children are more liable to work since they are more bodily developed, can get a higher pay, and their schooling costs are higher. They concluded that girls, on average, work more compared to boys. Other studies have revealed that female-headed family units are likely to be poorer compared to male-headed family units. In spite of the elevated poverty, female headed family units have been associated with greater educational involvement for children (Lloyd and Blanc, 2006).

The most common approaches to estimating the effect of child labor in schools is the instrumental variables approach which considers the school attendance and performance in tests/examinations (ILO, 2012). This has been done by using other variables not caused by education, to predict involvement in child labor and then using this prediction rather than child labor itself as an explanatory variable in a regression predicting school attendance. Beegle et al. (2005), which employed this approach for Vietnamese children whose data, were collected during the 1990s to evaluate the extent of child labor in affecting children's performance in schools. There is poor enrollment and transition in schools. Many young people who drop off the formal education system lack alternatives with proper mechanisms and linkages to enable them acquire requisite skills that would allow them to actively and decently participate in the labor market (ILO, 2012). The

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study also aims at finding out the effects of child labor on education. This study wishes to establish the effect child labor in relation to enrollment in school.

### 2.3.2: Gender and its Effect on Enrollment in Secondary Schools

The enrollment rate in schools signifies the largest constituent of the investment in human capital in a majority of societies (Schultz, 2002). Education, schooling and human capital development are time and again used interchangeably in literature. The human resources of a nation are thought out to be the engine of growth of the country. However, these must be sufficiently developed and competently utilized. Education bequeaths on the recipients an outlook for a life-long achievement of knowledge, principles, mind-set, competency and skills. Hence, speedy socio-economic development of a nation is dependent on the level of human capital in that country. Education is therefore key to the development process.

According to Orazem and King (2008), it is generally recognized that regardless of the gender, investments in education deliver positive effects on individual income and productivity. They further observe that in many developing countries, a pro-male gender gap is still observed in schooling. They concluded that closing this disparity is a priority for many governments and is part of the Millennium Developments Goals. Mwiria (2005) says that girls are likely to complete like boys. He observes that give preference to boys education cause this. He also notes that girls have a heavier workload at home compared to the boys. He cites cultural practices such as FGM, early marriage and domestic labor. The school environment is also seen to work against the girls as some teachers are gender insensitive others take sexual advantage over girls or are unable to motivate girls enough due to both inadequate training and traditional attitudes. He also notes that in situations of insecurity, girls are likely to remain out of school. Maina (2002) states that low graduating rate is a reality more than it was ever before and although it affects both boys and girls, the problem is more prominently affecting girls due to cultural belief, FGM early and forced marriages and the government laxity in enforcing the laws that should protect the girl child.

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According to Nkinyangi (1980) traditional beliefs and attitudes greatly influence the enrolment of girls and equally influence the decision to withdraw them from schools. Njau and Wamahiu (1994) avers that girls who had undergone initiation (FGM) find it difficult to return to school and therefore fail to progress on to secondary school education. Their next aspiration is to get married. Chege and Sifuna (2006) observe that parents fear investing a lot of money on girls who may become pregnant or get married before completing school. They further say that the vulnerability of girl child education is evident from practice where the parents take boys to school when resources are scarce and for anticipated greater economic gains. The girl's problem is aggravated by the fact that motherhood and marriage are accorded high status in most communities. Studies carried out by GCN (2003) found that parents in Islamic religion refuse to enroll their girls in formal schools fearing that they will get into contact with foreigners. According to Chege and Sifuna (2006) parents in Islamic religions prefer to enroll their daughters in religious schools or Madarasa arguing that formal schools are for Christians. Platt (1970) observes that early socialization and pattern of cultures play a major role in education wastage. Otite (1994) observes that children are socialized into sex roles. This implies that girls are destined to be married but not advance in education like boys. Due to such cultures preferences is given to boys education over girls, particularly when there are economic constraints (Eshiwani, 1993).

Literature has suggested many causes of the gender gap in the number of students enrolling in schools: preference or parental discrimination (Kingdon, 2008), market incentives such as the male-female disparities in the opportunity cost of time used up at school and the male-female disparity in future earnings prediction (Kingdon, 2008), social norms concerning gender roles in family relationships (Orazem& King, 2008). The propelling forces of the gender gap identified bring about a similar gender effect among different groups of pupils. Principally, a similar gender effect is anticipated among pupils of who delayed in commencing their educational process as well as those who failed.

According to Noronha (2003), less than 40 out of 100 girls who enroll in school in rural India are only able to reach the U.S. equivalent of grade four, 18 will manage to reach

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grade eight, while nine will get to grade nine, and only one in 100 girls who enroll in school get to grade 12. In other words, girls living in the United States are highly likely compared to boys to finish high school. Most recent data shows that, among U.S. boys and girls aged 25 and older, 80 percent of boys and 81 percent of girls have graduated from high school (U.S. Department of Commerce, 2000). According to Scott-Jones (2002), families in the U.S. are provided with tuition-free education in public schools. He further observes that students residing in the United States are required to attend school up to at least age 16. He concludes that this is due to a strong philosophy of equality across socio-economic and gender lines. This has been associated with increased male and female graduation rates in the United States.

A study was carried out by Ojiambo (2013) aimed at investigating the effects of affirmative action in education on boys in secondary school in Mbita district. The study findings indicate that there is need for a shift in focus from girl-centered affirmative action to a more inclusive version of the same policy to accommodate the needs of the boy child both in education and in society as a whole. While there is justifiable need to continue the quest to elevate the status of the girl child in matters development, the boy child seems to be slowly slipping through the cracks. Policy interventions are an almost sure way of ensuring the scale does not tip to the disadvantage of either gender.

The government of Kenya has taken a step towards achieving this goal by drafting and enforcing the Gender Policy in Education (MOE, 2004) to streamline gender equality in learning institutions. It is still necessary to realize that the plight of the boy child is slowly slipping into the position of the girl child years ago when they were discriminated against. Though one cannot term it discrimination, the trends emerging from the findings of this study strongly suggest that the boy child is feeling the pressure of girl-centered affirmative action (Ojiambo, 2013)

The study concluded, all the stakeholders including policy makers and implementers need to make a conscious effort to address the need for conscious focus on the boy child. Awareness needs to be created to enlighten the implementers on the basic tenets of

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affirmative action to avoid over emphasis on either gender as has been the practice for years. In addition, boys and girls need to be involved in the implementation, perhaps even formulation, of the policies that ensure development of gender equity not only in education but in other aspects of development as well (Ojiambo, 2013).

### 2.3.3: Effect of Parents' income on Enrollment

Parental income is an important factor in determining whether access to education is costly. Poor economic growth has led to persistent poverty in Kenya, where about 50% of Kenyans live below poverty line and are therefore unable to access basic needs like food, shelter, health and education (National Development Plan, 1997-2001). According to a survey done by World Bank as stated in the Daily Nation of May 8th 2012, 51% of Kenyans live below poverty line. Central Intelligence Agency (CIA) reviewed this survey on Kenyans living below poverty line and reported in the world fact book on 6th Dec, 2013 that the number of Kenyans living below poverty line had risen to 60%. Barr and Parrett (2007) said that many people find it hard to support education through the paying of fees and this leads to boy-child drop out.

Due to poverty, parents are unable to meet both direct and indirect costs of schooling which forces them to withdraw the boys from the school system so as to contribute to family income. Although education in public day secondary schools in Kenya is free, parents have to incur the costs of uniforms and other educational expenses like the project funds, payment for lunch and purchase of text books (Fall & Roberts, 2012). When the boy stays at home, he contributes to family income through working and therefore the parent weighs the cost and benefits of keeping him at home to work or sending him to school. The boys who are not able to pay for fees are normally on and off during the school days and as a result they are bored, unmotivated and eventually drop out of school (Huggins, Randel& Shirley, 2007).

Gordon, and Lance, (2005), observed that children growing up in poor families are likely to have home environments or face other challenges which would continue to affect development even if family income rose substantially. They also said that for children

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growing up in poor families, extra income does appear to have a positive causal effect. Susan, (2010), notes that the children of affluent parents are more likely to succeed in life than the children of poor parents. For example compared to more affluent children, poor children, score lower on tests of cognitive skill in early childhood. Have more behavior problems in school and at home, are more likely to have children at a young age, and are more likely to be poor themselves when they are adults. The most initiative explanation for this difference is that rich parents can spend more than poor parents on their children and that these "investments" lead to better outcomes for their children.

Susan further said that if poor children fail because their parents cannot make sufficient monetary investments in their future, then government can improve the life chances of poor children by providing families with the means to make the investments or by providing the investments directly in the form of schooling, health care and other human capital inputs. Greg. (2005), state that family income has substantial but decidedly selective associations with children's attainments. The selective nature of effects included the following: Family income had much larger associations with measures of children's ability and achievement than with measures of behavior mental health and physical health. Family economic conditions in early childhood appeared to be more important for shaping ability and achievement than did economic conditions during adolescence; and the association between income and achievement appeared to be non-linear, with the biggest impacts at the lowest level of income.

The level of the family income is one of the most powerful influences on demand for secondary and higher education and even primary school enrollment rates in developing countries (Pscarcharopolous and Woodhall1985 as cited in Abagi 1997). The rise in poverty levels indicates that 46.8% of Kenyan lives below poverty line. Today more than 56% of Kenyan lives below poverty line. Income of the parent influences students' performance because it determines the availability of education material or lack of it, and availability school fees or lack of it.

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A study done by Yes Pakistan Newspaper in 1977 indicated that 79% of school dropouts are from low income households (Mukudi, 2004). Poor families tend to have lower demand for schooling than richer families. Students whose parents are poor drop out from school earlier compared to boys whose parents are rich (Kalipeni, 2009), while students whose parent's income is low drop out of school because this low income from their parents is spent on food which is more basic than education. These students may drop out of school to assist their parents in the casual work that will provide food for them hence become permanent drop outs (Hardley, 2010). On the other hand students from well to do families are likely to succeed in education because their parents can afford to meet direct costs of education of their sons (Osagi, 2010). UNESCO report (2004), states that the fact that people are not sure whether they will get any income is a barrier to education.

The introduction of cost sharing in education by the Kenyan Government in 1988 had a great negative effect on education. This cost sharing policy shifted a big burden of financing education to individual parents hence making supporting education very hard. From that time, parents were to meet most of the education expenses like paying for lunch, buying of some text books like English and Kiswahili set books, uniforms and other school levies like the project funds; most parents were not able to pay all these costs. As a result the burden has been too heavy for majority of the Kenyans to shoulder since they live below the poverty line. The students who are not able to pay for the charges are normally on and off during the school days and as a result, they get bored and unmotivated hence dropout of school.

Poverty has also made it very hard for the Kenyan parents to provide food, shelter and health let alone education which they refer to as luxury. Jonker (2006) says that the students whose parents cannot afford cost of some of the educational expenses tend to go to school irregularly and in the long run drop out of school. Kirazoğlu (2009) says that parents who are not able to support their students in education force them to drop out of school and join casual works like, being house boys, gardeners, herd boys all what is termed as child labor because the child had not completed the secondary school cycle. Most of these casual jobs were mainly done by the boys and that is why more boys than

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girls drop out of public day secondary schools. UNICEF (2004) outlines the role poverty plays in students' dropout and points out that governments have become increasingly aware that boys are more likely to be alienated from school if they come from poor economic backgrounds. Poor people tend to give priority to essential needs such as food while education is placed at a distance in the hierarchy of needs since they live from hand to mouth. This study was therefore investigating how parental income affects enrollment in public day secondary schools.

### 2.3.4: Effect of Drug Abuse on Enrollment

Substance abuse, and HIV and AIDs epidemic are some of the major challenges of the 21st century. Substance abuse has been considered a global epidemic, (McCabe, Boyd, & Teter, 2009). Studies and statistics show that globally more preadolescence and teenage children are using drugs and alcohol (Australian Drug Foundation [ADF], 1999). Substance abuse most often begins in early adolescence because of social economic problems and cultural practices of this age group (Kandel, Yamaguchi, & Kevin, 2005). Long term studies of substance abuse have observed that the sequence of use runs from tobacco, alcohol, marijuana and to other substances.

One serious problem that is affecting the youth on a global scale is drug abuse. Drug abuse leads to addiction which has resulted in severe states of hopelessness in young people. This has at times had grave consequences. Some of the drugs and practices include glue sniffing amongst street children and teenagers, hard core heroin and cocaine addicts and excessive alcohol users (Nacada, 2005). The results of drug abuse include loss of income, destruction of property in schools by students, escalating health care costs and wrecked families. This affects both parents, children, teachers, government officials, taxpayers and other workers.

Drug and substance abuse is a quandary that nations all over the globe have been forced to deal with for ages. A report that was released in United Kingdom by the office for national statistics in 2013 revealed that, deaths resulting from abuse of alcohol been multiplied by two from the near the beginning 1990s, from 0.0067% which can be

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interpreted as 6.7 per 100,000 people in the year 1992 to 0.0136% which can be interpreted as 13.6 per 100,000 people in the year 2008. Further, the report showed that the figure has been marginally increasing from the least number of 4,023 in 1992 to 9,031 in 2008. Across the globe, an estimate was given in 2012 that, about 243 million populace (range: 162 million-324 million) equivalent to about 5.2 per cent (range: 3.5-7.0 per cent) of the population of the world ranging from ages 15-64 years had consumed an illegal drug – most probably a substance that belongs to the cannabis, opiates, cocaine or amphetamine-type stimulant (ATS) group, at least one time in the preceding year (World Drug Report, 2014).

All over the world, alcohol and drug abuse is a serious confrontation to young people. In fact, consumption of alcohol and drugs has continued to show up as a tactic for a majority of youths to deal with alongside their widespread problems for example, lack of employment, neglect, violence, sexual maltreatment and poor academic achievement (NACADA, 2012). Several reports based on academic research and reports from law enforcement agencies indicate that in the previous couple of years, Kenya has been confronted with the challenge of dealing with a rise in the drugs and substance abuse problem. According to the Economic Survey report (2010), in 2008 and 2009, a sum of 3,795 and 4, 983 individuals in that order were reported to have committed offenses related to dangerous drugs. Drugs and substance is a disgrace to the country as its young work force are rendered less productive, leave alone holding back the economy.

One of the major drawbacks in identifying the causal effect of drugs and substance abuse on enrollment in schools is due to the fact that those who habitually take alcohol and other drugs hardly become part of a representative sample of students' population. They more often than not present some distinctiveness that generally differs from the students who don't consume alcohol and other drugs. According to Deaton (2003), this habit has a negative correlation with family level of income and their background in education. He observes that if a part of the parents fail to admonish to their children value education greatly. In case they fail to provide quality supervision to their own children even with respect to alcohol and drugs consumption, then the empirical connection between

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enrolment in school and the abuse of these substances would be a forged one. In addition, Sutter et al (2010) observes that students who are less patient have a greater likelihood both to smoke and drink alcohol as well dally with their school work and assignments (Bettinger et al, 2007). As a result, it is cumbersome to dissociate the causal impact of abuse of drugs and alcohol per someone's academic performance.

To give an account for this problem Duarte et al (2006) and Duarte and Escario (2006) employed a bivariate probity model to together estimate the factors affecting schooling and drinking/smoking decisions. According to the researchers, the results indicated a negative causal association between alcohol consumption and schooling attendance. However, Renna (2008) criticized this study on the grounds that it relies on the availability of a valid instrument, i.e. Factor that has some bearing on the decision to use alcohol and drug, but that is unrelated to schooling. DeSimone (2005) employed a two-stage probity model to cope with the crisis of endogeneity of alcohol abuse.

Gathumbi (2003), in a study of substance abuse among the youth in Kenya observed that, 20% of adolescents aged between 12 and 22 years smoked cigarettes, 9% had tried to smoke bhang while some 23% drank commercial beer and spirits. This corresponds to the age of youths in schools and colleges. These institutions have in the recent past been hit by a wave of strikes that have been linked to drug and substance abuse. Gelinas (2006), in a survey on drug abuse among the youth, observed that there were many drug peddlers. He also observed that substances were sold to students by placing them in their geometrical sets used in schools. Also, matatu (minibus) touts were the conduits through which the users obtained these substances.

According to NACADA (2007),a majority of drug abusers in Kenya are students in secondary schools and universities by and large in the counties of Nairobi, Mombasa and Kisumu. A survey on the abuse of alcohol and drugs in Kenya sponsored by NACADA, between 2001 and 2002 revealed that drugs and other substances are commonly abused in secondary schools and institutions of higher learning (NACADA, 2007).

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According to Fetsch and Yang (2009), substance abuse among adolescents and its ensuing injurious effects are key concerns to guardians, government, teachers, and health officials. They further observe that experimentation with substances, specifically alcohol and tobacco, is an increasingly more widespread behavior from pre- to late adolescence. They however conclude that when adolescents try substances a small number of times with peers, this is generally not related with any long-term destruction of functioning (Fetsch & Yang, 2009). This study though contains a valuable body of knowledge on the effects of experimentation with drugs and the social economic issues facing Colorado families does not focus on the extent and incidence of drug abuse focused on in the present study. It also treats rehabilitation and student assistance program peripherally.

Drug abuse affects the general population with the youth being most affected. Studies have shown that the age of indulgence has dropped to as low as 4 years, with many reasons given for this (Oketch, 2008). The problem of drug abuse is associated with introduction of foreign ways. Also parents abdicating their role of bringing up children in an atmosphere of love and leaving almost everything at the mercy of house help and televisions. Youthfulness presents some very special problems and considerations. This is the period of adolescence which is full of many challenges such as stress of physiological and physical change, competition in school and life in general, generation gap, unjust and cruel world among other problems. Psychologically, the adolescents have serious developmental tasks to handle such as peer identification and individualization from their family. Sexual identification; societal and vocational role identification and negotiating issues of authority, power and independence are primary (Oketch, 2008).

A report by United Nations Drug Control Program (UNDCP) shows that 60% of students abuse drugs. A survey by NACADA shows that substance abuse is widespread. It affects the youth mostly but cuts across all social groups. Commonly abused drugs and substances by Kenyan youth include: alcohol, tobacco, bhang, miraa (khat), a host of inhalants and prescription drugs (NACADA, 2006).Heroin and cocaine are also growing rapidly in Kenya especially in large cities; Nairobi and Mombasa. The UNODC representative in Kenya commented about the 2004 seizure of 1.1metric tons of cocaine

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in Kenya as the largest ever single cocaine seizure in Africa (Mugo, 2005). Nairobi province was ranked as leading in drug abuse in Kenya; WHO (2001), gave an estimated population of heroin users in Nairobi as 10,000 with 50% those being injected drug users.

### 2.4: Conceptual Framework

The conceptual framework includes both independent variables and dependent variables as summarized in the following figure. The independent variables are child labor, gender, parent's level of income, and drug abuse while the dependent variable is enrollment in public day secondary schools.

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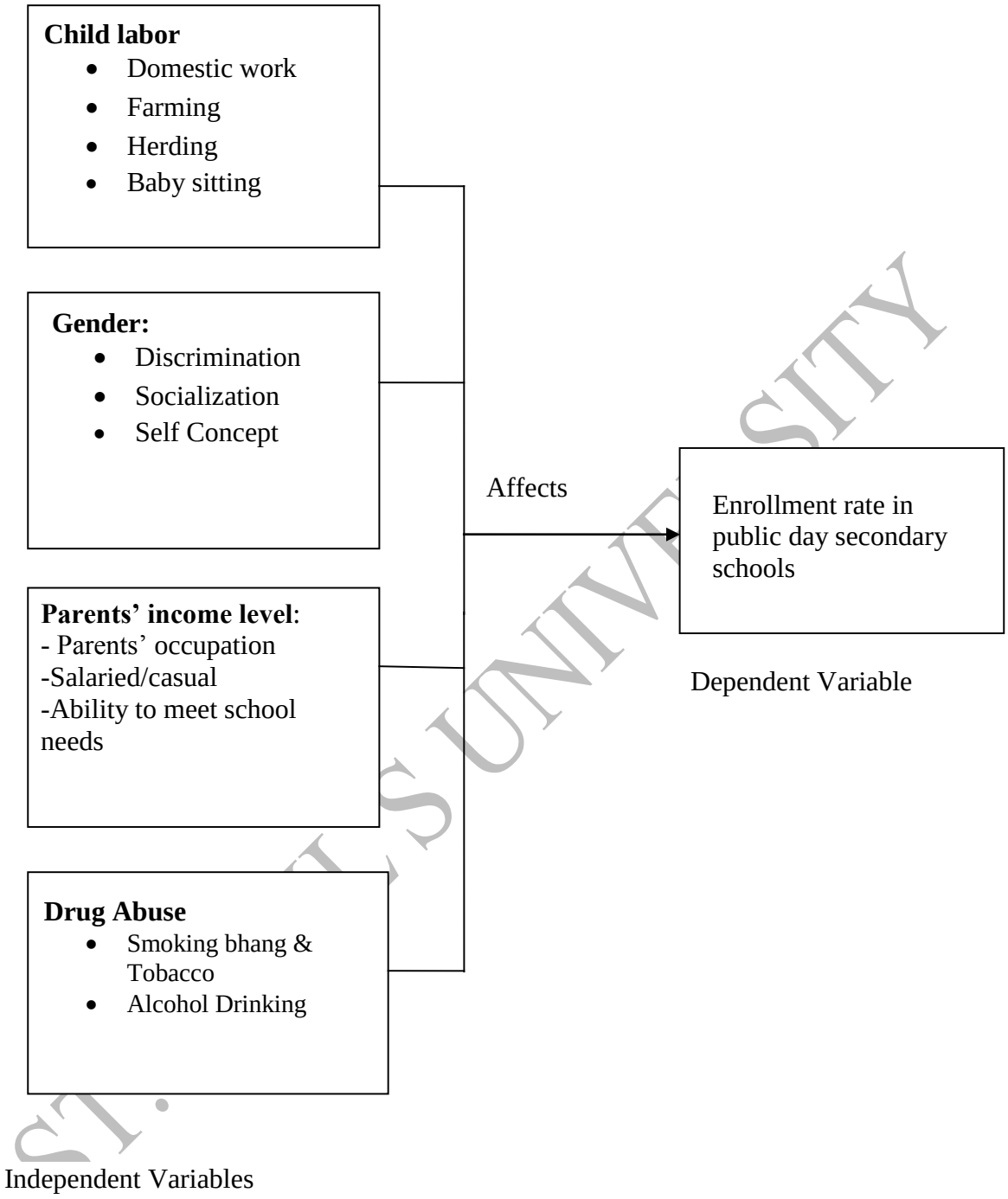



Figure 1: Conceptual Framework

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## 2.5: Research Gap

Various researches have been done on child labor with respect to the forms and the contributing factors. Many of these researches have been done on the effect of child labor on retention and academic performance of pupils in primary schools here in the country and overseas. However, there is little done on the impact of child labor on enrollment in secondary schools. This study aims at closing this gap.

Literature has shown that in many developing countries, a pro-male gender gap is still observed in schooling (Orazem & King, 2008). However, Ojiambo (2013) indicate that there is need for a shift in focus from girl-centered affirmative action to a more inclusive version of the same policy to accommodate the needs of the boy child both in education and in society as a whole. It is thus necessary to understand whether gender is still a factor that affects enrollment in secondary schools.

In addition, whereas there is evidence that parents' level of income affects retention and academic performance of the students, there is little evidence on how this affects enrollment. This study seeks to establish the effect of parents' income on enrollment in public day schools.

## 2.6: Summary of Reviewed Literature

The major aim of this study was to investigate the factors affecting enrollment in public day secondary schools. The major focus of the literature review in this study was the theoretical framework upon which the study was based. It also includes a review of literature on the effect of child labor on enrollment where it is clear that child labor is negatively correlated with enrollment in schools. Literature has also revealed that gender has an effect on enrollment in secondary schools. It is however not clear which gender is adversely affected. It is also clear that parent's level of income has an effect on enrollment in public day secondary schools. Literature has also revealed that drug abuse has a negative effect on enrollment in public day secondary schools.

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# CHAPTER 3:
# RESEARCH METHODOLOGY

## 3.1: Introduction

This chapter outlines the design and methodology used in the study. It describes the research design, target population, and the sampling procedures that were used. It also describes how the data was collected and how it was analyzed.

## 3.2: Research Design

The study used descriptive research design, which includes survey and facts-finding inquiries of different kinds. According to Kothari (2004), descriptive research design is defined as studies which are concerned with describing the characteristics of a particular individual or group. Descriptive research determines and reports things the way they are. This type of research attempts to describe such things as possible behavior attitudes, values, and characteristics. Mugenda and Mugenda (2003) describe descriptive survey as collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of study. Descriptive survey was chosen because it is appropriate for educational fact finding and gives a great deal of information which is accurate. It also enables a researcher to gather data at a particular point in time and use it to describe the nature of the existing conditions (Colen, 2000).

## 3.3: Target population

The target population for this study was the public day secondary schools in Gilgil sub-county. Borg and Gall, (2009) defines the target population as the population to which the researcher wanted to generalize the result of the study. Gilgil sub-county has 40 public day secondary schools and the principals and teachers made the target population of the study. There are 40 principals and 284 teachers in these schools. Public day secondary schools were selected because their catchment area is usually the local communities and therefore the factors that affect enrollment in these schools can be easily understood by studying the local community. Gilgil sub-county was purposively selected due to the

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researchers understanding of this area and enrollment in public day secondary schools was an area of concern for the researcher.

### 3.4: Sample and Sampling Technique

A sample is a subset of the population to which research intends to generalize the results (Wiersma, 2006). This study employed multistage sampling technique, where at the first stage; the researcher used disproportionate stratified random sampling technique to select the schools. In this case, the five wards in Gilgil sub-county served as strata.

**Table 1: Wards and the Number. of Secondary Schools**

| Ward | No. of public day secondary schools | Sample |
|---|---|---|
| Gilgil | 6 | 2 |
| Elementaita | 7 | 2 |
| Eburu/Mbaruk | 8 | 2 |
| Malewa West | 5 | 2 |
| Morindat | 5 | 2 |
| Total | 30 | 10 |

The schools were randomly selected from each ward. The respondents included the principal, three teachers. The sample therefore included a total of 40 respondents. This is in agreement with Mugenda and Mugenda (2003) who argued that a sample size of 10% - 30% of the total population is adequate for a study in descriptive research. All the principals in the sampled schools were part of the sample and three teachers were randomly selected from each of the sampled schools.

### 3.5: Research Instruments

Data was collected from two main sources. These are primary and secondary sources. Primary data was collected in the field using questionnaires. The questionnaire contained open-ended, closed-ended and Likert type of questions that are intended to capture the research objectives. The questionnaire was divided into 2 parts where Part A covered

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general demographic data of the respondents, part B consisted of questions to determine the affecting enrollment in public day secondary schools in Gilgil sub-county. They were administered by the researcher. Secondary data was collected from secondary sources. These included data from the ministry of education office, books, journals and research papers from other researchers as well as private and public organizations.

### 3.6 Validity of the Instruments

Validity indicates the degree to which an instrument measures what it is purports to measure. That is the extent to which differences found in the measuring instrument reflect true differences among those who have been tested Kothari (2004). To ascertain the validity, the instruments were discussed with supervisors. They assessed the relevance of the content used in the instruments, developed and make structural changes for purpose of improvement and reinforcement of the instrument before embarking on actual data collection.

### 3.7 Instrument Reliability

Mugenda and Mugenda, (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To enhance reliability of the instruments, a pilot study was conducted in two public day secondary schools in Gilgil sub-county. In order to improve the reliability of the instrument, the researcher employed test-retest technique for the questionnaire. This involved administering the same questionnaires twice to the respondents in the pilot sample after two weeks. The Pearson product moment was used to obtain the full reliability of the instrument; the Spearman Brown Formula was used as indicated

$$\text{Reliability of the entire test } R2 = \frac{2\,(\text{Reliability of 0.5 test})\,(r)}{1 + (\text{Reliability of 0.5 test})\,(r)}$$

A reliability of 0.8 was established. This was deemed reliable. According to Mugenda and Mugenda (2003) a reliability coefficient of 0.7 and above is reliable.

### 3.8: Data Collection Procedure

The researcher informed the sub-county education of his intention to conduct the research

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and a green light was given. The researcher then visited the sampled schools and sought authority from the principals who also informed the teachers of the study being conducted. The teachers were also requested to offer the researcher any assistance needed in the course of the study. The researcher then administered the questionnaires to the respondents in each of the schools and allowed the respondents one week to fill the questionnaires. The researcher then went back and collected the questionnaires and started the data cleaning process before undertaking the data analysis.

### 3.9: Data Analysis and Presentation

This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting tools. The study used quantitative data analysis technique. Data gathered was coded for analysis. This was done after editing and checking out whether all questions have been filled in correctly. Quantitative data was analyzed using Statistical Package for Social Sciences using descriptive statistics, which are concerned with development of certain indices using raw data such as frequency counts and percentages. The results were presented using frequency tables and pie charts to make meaningful conclusions. This was deemed to be easy in interpretation and convenient in giving general overview of the problem under study. This assisted in determining the pattern of responses to each of the independent variable being investigated.

### 3.10: Research Ethics

The researcher notified the District Education Officer of the research before the study was undertaken. Every principal in the selected schools was informed and authority to collect data was also sought from them. The researcher also sought the respondent's permission to participate in the study while assuring them that their participation was voluntary. For confidentiality purposes, the respondents' name was not be required.

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# CHAPTER FOUR:

# DATA ANALYSIS AND PRESENTATION

## 4.1: Introduction

The study aimed at evaluating the factors affecting enrollment in public day secondary schools in Gilgil sub-county with a major aim of proposing measures that can help in improving enrollment in public day secondary schools. To accomplish this, questionnaires were administered to the respondents who included the principal, one teacher, one student leader and one representative from the Parent's Teachers Association. The findings are presented according to research questions and objectives. The quantitative data collected is analyzed, interpreted and presented in frequency tables, pie charts, and bar graphs; while qualitative data is analyzed thematically following the objectives of the study.

## 4.2: Response Rate

Out of the 40 questionnaires that were distributed, all of them were returned, interpreted and analyzed. According to Mugenda and Mugenda, 2003, the response rate can be rated as very good. The rates of 60% is good, 50% is adequate for reporting and analysis, and 70% and over is very good.

## 4.3: Personal Information

This section sought to find out the general information about the respondents. These included gender, and the number of years they had been in the school.

### 4.3.1: Gender

The gender of the respondents was sought and the findings are presented in figure 2.

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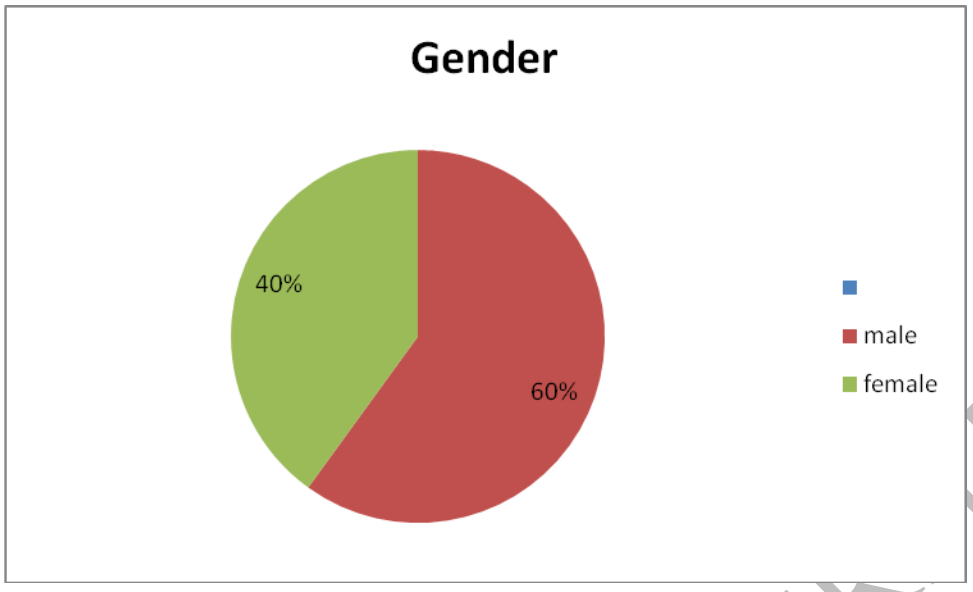



**Figure 2: Gender of the Respondents (Source - Researcher)**

Majority of the respondents (60%) were male whereas 40% were female as shown in figure 2.

### 4.3.2: Number of Years the Respondents had been in the School

Table 2 shows the number of years the respondents had been in the specific schools.

**Table 2: Number of Years the Respondents had been in the School**

| No. of years | Frequency | Percent |
|---|---|---|
| Less than 3yrs | 22 | 55 |
| 4-6 yrs | 13 | 32.5 |
| 7-9 yrs | 5 | 12.5 |
| 10-12 yrs | - | - |
| Over 12 yrs | - | - |
| **Total** | **40** | **100** |

According to Table2, majority of the respondents (55%) had been in the school for less than three years. Out of all the respondents, there was none that had been in the school for more than nine years.

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### 4.4: Effect of Child Labour on Enrolment

This section presents the findings on the research question, "Does child labor affect enrolment in public day secondary schools in Gilgil sub-county?"

#### 4.4.1: Children Involvement in Child Labor

The respondents were asked whether there are any children in the area who are involved in any form of work that stops them from attending school. The results are presented in figure 3.

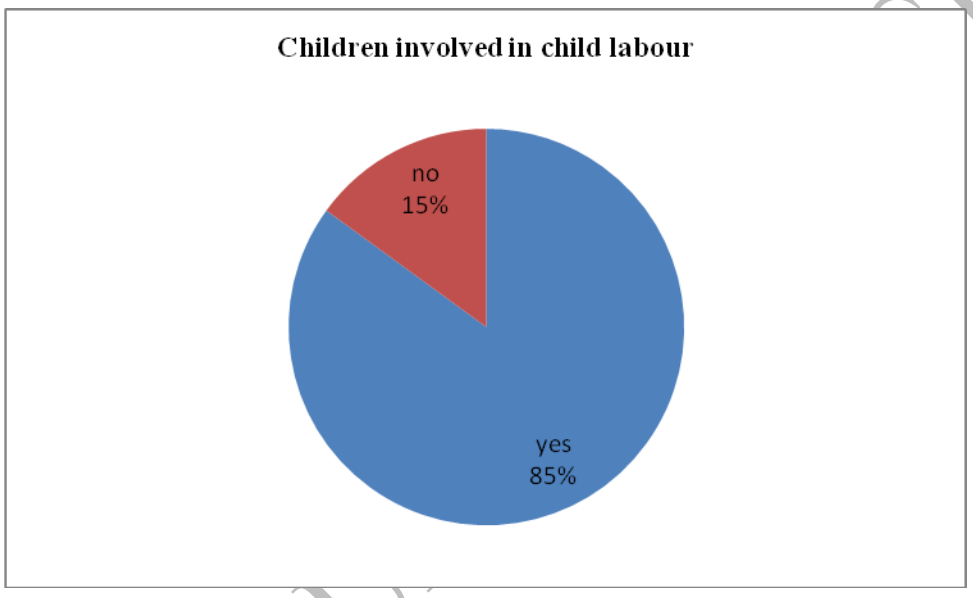



**Figure 3: Children involvement in child labor (Source - Researcher)**

Majority of the respondents (85%) reported that there are children in their areas who are involved in any form of work that stops them from attending school. 15% of the respondents on the other hand reported that there were no such cases in their areas. According to Patrinos and Psacharopoulos (1997) as quoted in Moyi (2011) schooling and child labor are not mutually exclusive activities and could even be complementary activities. The assumption that children either work or attend school is no longer valid. There exists a complex relationship between child labor and education. Working children have been found to pay their own school fees as well as those of siblings (Bass, 2004). Even when work does not prevent children from attending school, it may reduce study

time or tire the children, reducing concentration and learning. Heady (2003) found that working children had substantially lower reading and mathematics test scores than non-working children in Ghana, even after controlling for innate ability measured by the Raven's Test.

### 4.4.2: Rating of Various Forms of Child Labor

The respondents were required to rate the following forms of child labor with regard to the extent to which school going children are involved in. the results are presented in the table 3.

**Table 3: Rating of Various Forms of Child Labor**

| Forms of child labor | Most commonly (%) | Commonly (%) | Rarely (%) | Very rarely (%) |
|---|---|---|---|---|
| Domestic work | 20 | 35 | 27.5 | 22.5 |
| Baby sitting | 2.5 | 12.5 | 27.5 | 60 |
| Farming | 12.5 | 32.5 | 32.5 | 15 |
| Herding | 7.5 | 17.5 | 37.5 | 37.5 |

According to table 3, 20% of respondents rated domestic work as most common, 35% rated it as common, 27.5% rated it as rare, while 22.5% were of the opinion that it is a very rare form of work that school going children get involved in. 60% of the respondents rated baby sitting as very rare form of work that school going children get involved in. 27.5% rated it as rare, 12.5% rated it as common, while only 2.5% rated it as most common. 12.5% of the respondents rated farming as very common, 32.5% rated it as common, while 32.5% rated it as rare form of work that school going children get involved in. Herding was rated as very rare by 37.5% of the respondents, 37.5% rated it as rare, 17.5% rated it as common, while only 7.5% rated it as most common. These statistics could be explained by Manda et al (2003) who concluded that girls, on average, work more compared to boys. No wonder, domestic work was rated highest. Admassie (2002) on the other hand reported that older children are more liable to work since they are more bodily developed, can get a higher pay, and their schooling costs are higher.

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This could also explain why farming was also rated highly compared to other forms of labor. In addition, according to ILO report on child labor sociologists like to distinguish between "internal" and "external" forces (ILO, 2004). Internal forces are those acting within a family to produce particular outcomes such as child labor. An example would be the health or child-rearing practices of a parent. Internal issues may include difficult family situations: single-parent families, family illness or incapacity to work, dysfunctional families, unsupportive or unprotected families, poor family values, low level of education (of the child or the parents) and low parental skill level (Bainham, Lindley, Martin Richards, and Trinder, 2003). External forces are those working on families from the outside, and are therefore likely to affect many families simultaneously. An example of this would be a national economic crisis. Family poverty plays a significant role in whether a child will work. External factors may include belonging to a minority population (racial or ethnic) and suffering social exclusion, strong peer group and external influences, with material values, socio-economic dislocation (economic crisis, political and social transition), the effects of HIV/AIDS and the special situation of girls.

### 4.4.3: Reasons for Parents/Guardians Letting the Children Work

The respondents' opinion was sought regarding their opinion on the main reasons why parents/guardians let their children work at the expense of going to school. The results are presented in table 4.

**Table 4: Reasons for Parents/Guardians Letting the Children Work**

| Reason | Frequency | Percent |
|---|---|---|
| Supplement family income | 12 | 30 |
| Pay outstanding family debt | 1 | 2.5 |
| Help in family business/farm | 5 | 12.5 |
| Education not useful | 1 | 2.5 |
| Schools too far away | 2 | 5 |
| Can't afford school fees | 4 | 10 |
| Child not interested in school | 12 | 30 |

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| | | |
|---|---|---|
| Culture demands they work | 3 | 7.5 |
| **Total** | **40** | **100** |

Table 4 shows that 30% of the respondents think that one of the main reasons why parents/guardians let the children work at the expense of attending school is to supplement family income. Paying an outstanding family debt and helping in a family business/farm was considered a major reason by only 2.5% and 12.5% respectively of the respondents. 2.5% of the respondents were of the opinion that parents allowed their children to work at the expense of going to school because they think that education not useful, while 5% were of the opinion that parents thought that the schools were too far away.10% of the respondents rated affordability of school fees as a major reason, while only 7.5% rated culture as major. It is worth noting that another reason which depicted a high frequency (30%) was children not being interested in schooling. This could be the case especially where the children lack parental role models as Barr (2007) observes.
These findings are in agreement with those of Manda et al (2003) who observed that older children are more liable to work since they are more bodily developed, can get a higher pay, and their schooling costs are higher. This implies that the amount of money the children make is critical to the parents/guardians explaining why supplementing family income was rated high.

This could be explained further by Admassie (2002) who argues that poverty is a critical factor that compels parents to release their children into work related activities. He concluded that the prevalence of child labor reduces as households' income and resources increase. In addition, ILO report on child labor observes that sociologists like to distinguish between "internal" and "external" forces (ILO, 2004). Internal forces are those acting within a family to produce particular outcomes such as child labor. An example would be the health or child-rearing practices of a parent. Internal issues may include difficult family situations: single-parent families, family illness or incapacity to work, dysfunctional families, unsupportive or unprotected families, poor family values, low level of education (of the child or the parents) and low parental skill level (Bainham, Lindley, Martin, Richards, and Trinder, 2003). External forces are those working on

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families from the outside, and are therefore likely to affect many families simultaneously. An example of this would be a national economic crisis. Family poverty plays a significant role in whether a child will work. External factors may include belonging to a minority population (racial or ethnic) and suffering social exclusion, strong peer group and external influences, with material values, socio-economic dislocation (economic crisis, political and social transition), the effects of HIV/AIDS and the special situation of girls. Other family-related factors, including family dysfunction and cultural influences, prove important in distinguishing the causes of child labor. It is also important to consider the demand side of child labor, which can significantly impact a child's likelihood of working. Children often find themselves forced to drop out of school in favor of working in order to help supplement family income or simply to support themselves (Alexandrescu, 2002).

### 4.4.4: Effect of Child Labor on Enrollment in Public Day Schools

The respondents' opinion was sought regarding the extent to which child labor affects enrollment in public day secondary schools. The results are presented in table 5.

**Table 5: Effect of Child Labor on Enrollment in public day schools**

| To what Extent | Very great | Great | Moderate | Little | Very little |
|---|---|---|---|---|---|
| Percentage | - | 17.5 | 42.5 | 32.5 | 7.5 |

Table 5 shows that 17.5% of the respondents were of the opinion that child labor greatly affects enrollment in public day secondary schools, while 42.5% were of the opinion that the effect is moderate. These findings could be explained by Post (2002) who observed that disparities in number of students attending school and child labor frequency in Latin America and Asia depict disparities in policies on education and national laws. He argues that researchers need to shift their attention from household poverty and look in to the policy environment. In addition, 7.5% of the respondents reported that child labor had very little effect on enrollment in public day secondary schools. This could be due to the fact that they felt there were other issues which carried more weight that child labor. Education is the key tool in preventing child labor while child labor acts as an obstacle to

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children attending school. Universal access to education, and particularly, free and compulsory education should be secured and children should not go for employment until the minimum age for entry to employment. Employing children has an adverse effect on their ability to develop into productive members of society. When children are left to work and at the same time go to school, they will always perform poorly in school and therefore not be able to acquire the quality education they need for productivity in future. Poor performance discourages the learner to continue in school, and consequently drop out of school. This creates a cycle of an uneducated work force whose chance to improve their standard of living is limited. The end result is future generations that perpetuates the vicious circle of poverty due to lack of education.

### 4.5: Effect of Gender on Enrolment

This section presents the findings on the research question, "Does gender affect enrollment in public day secondary schools in Gilgil sub-county?"

#### 4.5.1: Number of Girls Compared to Boys Enrolling in Schools

The researcher sought the opinion of the respondents regarding the number of girls enrolling in public day secondary schools compared to that of boys. The results are presented in figure 4

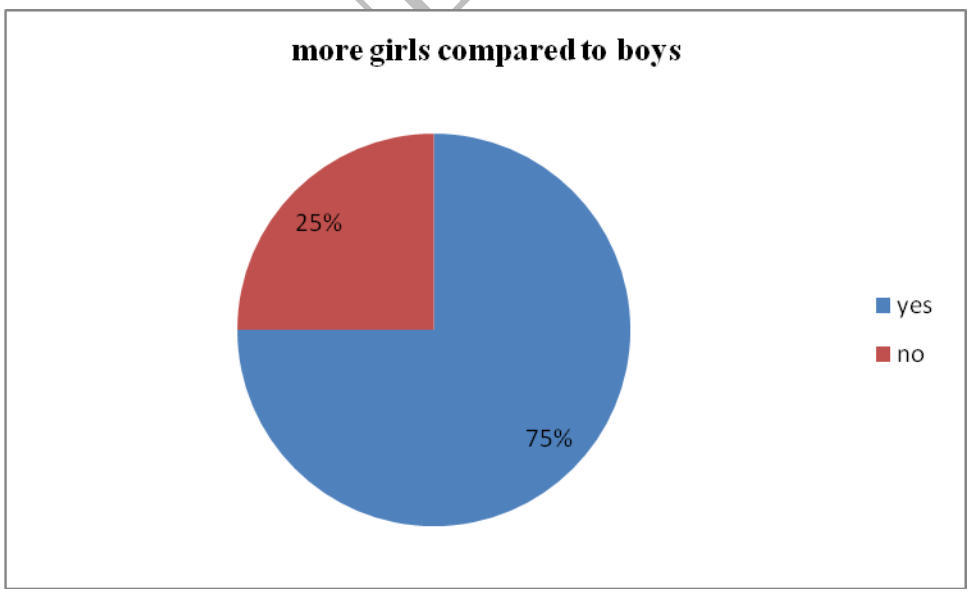



**Figure 4: More girls compared to boys (Source - Researcher)**

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According to figure 4, 75% of the respondents were of the opinion that more girls are enrolling in schools compared to boys, whereas 25% were of a contrary opinion. These findings are in agreement with those of Ojiambo (2013) who observed that while there is justifiable need to continue the quest to elevate the status of the girl child in matters development, the boy child seems to be slowly slipping through the cracks. He actually recommended that there is need for a shift in focus from girl-centered affirmative action to a more inclusive version of the same policy to accommodate the needs of the boy child both in education and in society as a whole. In addition, Gathumbi (2003) observed that the plight of the boy child was slowly slipping into the position of the girl child years ago when they were discriminated against. The findings of his study suggested that the boy child was feeling the pressure of girl-centered affirmative action

### 4.5.2: Reasons for More Girls Compared to Boys

The respondents were required to give an explanation for their opinion concerning whether there were more girls enrolling in schools compared to boys. As indicated in the previous section, 75% of the respondents were of the opinion that there were more girls enrolling in public day schools compared to boys. Some of the reasons cited were: after class eight, boys engage in farming, sand mining, bodaboda riding and other activities that don't require them to attend secondary school; due to the affirmative action, a lot of parents were bringing their girls to school; girls are more interested in education compared to boys; boys lack guidance. Despite these results being in agreement with Gathumbi (2003) who observed that the plight of the boy child was slowly slipping into the position of the girl child years ago when they were discriminated against, they arouse a debate concerning which gender is adversely affected when it comes to enrolment in schools. A pro-female gender gap is a very recent occurrence since according to Nkinyangi (1980) traditional beliefs and attitudes greatly influence the enrolment of girls and equally influence the decision to withdraw them from schools. Njau and Wamahiu (1994) avers that girls who had undergone initiation (FGM) find it difficult to return to school and therefore fail to progress on to secondary school education. Their next aspiration is to get married.

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Chege and Sifuna (2006) observe that parents fear investing a lot of money on girls who may become pregnant or get married before completing school. They further say that the vulnerability of girl child education is evident from practice where the parents take boys to school when resources are scarce and for anticipated greater economic gains. The girl's problem is aggravated by the fact that motherhood and marriage are accorded high status in most communities. According to Orazem and King (2008), it is generally recognized that regardless of the gender, investments in education deliver positive effects on individual income and productivity. They further observe that in many developing countries, a pro-male gender gap is still observed in schooling. They concluded that closing this disparity is a priority for many governments and is part of the Millennium Developments Goals. However, a study was carried out by Ojiambo (2013) aimed at investigating the effects of affirmative action in education on boys in secondary school in Mbita district. The study findings indicate that there is need for a shift in focus from girl-centered affirmative action to a more inclusive version of the same policy to accommodate the needs of the boy child both in education and in society as a whole. Additionally, Due to poverty, parents are unable to meet both direct and indirect costs of schooling which forces them to withdraw the boys from the school system so as to contribute to family income. Although education in public day secondary schools in Kenya is free, parents have to incur the costs of uniforms and other educational expenses like the project funds, payment for lunch and purchase of text books (Fall & Roberts, 2012). When the boy stays at home, he contributes to family income through working and therefore the parent weighs the cost and benefits of keeping him at home to work or sending him to school (Souza, 2007).

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### 4.5.3: Effect of Gender on Enrollment

Table 6 show the respondents' opinion regarding the extent to which gender was affecting enrollment in public day secondary schools

**Table 6: Effect of Gender on Enrollment**

| To what Extent | Very great | Great | Moderate | Little | Very little |
|---|---|---|---|---|---|
| Percentage | 2.5 | 2.5 | 55 | 27.5 | 12.5 |

According to table 6, majority (55%) of the respondents were of the opinion that gender just had a moderate effect on enrollment in secondary schools. This could be explained by Orazem and King (2008), who observed that regardless of the gender, investments in education deliver positive effects on individual income and productivity. They further observe that in many developing countries, a pro-male gender gap is still observed in schooling. They concluded that closing this disparity is a priority for many governments and is part of the Millennium Developments Goals. In addition, literature has suggested many causes of the gender gap in the number of students enrolling in schools: preference or parental discrimination (Kingdon, 2008), market incentives such as the male-female disparities in the opportunity cost of time used up at school and the male-female disparity in future earnings prediction (Kingdon, 2008), social norms concerning gender roles in family relationships (Orazem& King, 2008). The propelling forces of the gender gap identified bring about a similar gender effect among different groups of pupils.

### 4.6: Effect of Parents' Income on Enrolment

This section presents the findings on the research question, "Does parental income affect enrollment in public day secondary schools in Gilgil sub-county?"

#### 4.6.1: Occupation of Majority of Parents

Table 7 shows the findings on the occupation of majority of parents in Gilgil sub-county

**Table 7: Occupation of Majority of Parents**

| Occupation | Frequency | Percentage |
|---|---|---|
| Self-employed | 5 | 12.5 |
| Salaried employment | 3 | 7.5 |
| Farming | 20 | 50 |
| Casual worker | 12 | 30 |
| None | - | - |
| Total | 40 | 100 |

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According to table 7, a majority (50%) of the respondents observed that most of the parents in Gilgil sub-county are farmers. This is followed by 30% of the respondents who were of the opinion that a majority of the parents are casual workers. These findings are obviously expected to have an effect on the parental level of income. This shows that their earnings were gotten from casual work which may not be enough to meet all the basic needs leave alone education. This little income from casual work may not be enough to support education hence boy-child drop out. Only 7.5% of the respondents were of the opinion that a majority of the parents were in salaried employment, while 12.5% were of the opinion that a majority of the parents were in self-employment. In conclusion this study therefore revealed that lack of resources and income opportunities among parents is limiting their capacity of educating their children, hence they fail to enroll them in school.

### 4.6.2: Estimate of Parents' Income

Table 8 shows the estimated amount of money parents within the study area earned within a month.

**Table 8: Estimate of Parents' Income**

| Amount | Frequency | Percentage |
|---|---|---|
| Below 3,000/= | 8 | 20 |
| 3,000-6,000/= | 27 | 67.5 |
| 7,000-9,000/= | 5 | 12.5 |
| Above 9,000 | - | - |
| No income | - | - |
| Total | 40 | 100 |

According to table 8, 20% of the parents within the study area were earning less than Sh.3,000 per month. This implies that a considerable number of the households were living on below one dollar per day. This could be explained by the occupation of the majority of the parents, of which this study revealed were farmers and casual workers. In addition, 67.5% of the parents were earning between sh.3,000-6,000 per month, which is

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an equivalent of an average two dollars a day. These findings are expected to have an effect on enrolment as Admassie (2002) observes that poverty is a critical factor that compels parents to release their children into work related activities. In addition, Parental income according to Englund, Egeland, and Collins (2008), is an important factor in determining whether access to education is costly. Poor economic growth has led to persistent poverty in Kenya, where about 50% of Kenyans live below poverty line and are therefore unable to access basic needs like food, shelter, health and education (National Development Plan, 1997-2001). According to a survey done by World Bank as stated in the Daily Nation of May 8th 2012, 51% of Kenyans live below poverty line. Central Intelligence Agency (CIA) reviewed this survey on Kenyans living below poverty line and reported in the world fact book on 6th Dec, 2013 that the number of Kenyans living below poverty line had risen to 60%. Barr and Parrett (2007) said that many people find it hard to support education through the paying of fees and this leads to their inability to enroll their children in school.

### 4.6.3: Effect of Parental Level of Income on Enrollment

The respondents' opinion was sought regarding the extent to which parental income level affected enrollment in public day secondary schools. The results are presented in table 9.

**Table 9: Effect of Parental Level of Income on Enrollment**

| To what Extent | Very great | Great | Moderate | Little | Very little |
|---|---|---|---|---|---|
| Percentage | 12.5 | 37.5 | 42.5 | 7.5 | - |

Table 9 depicts that a majority (50%) of the respondents were of the opinion that parents' income level greatly affects enrollment in public day secondary schools. In addition, 42.5% of the respondents were of the opinion the parents' income level had a moderate effect on enrollment in public day secondary schools. These findings are in agreement with Jonker (2006) who submits that the students whose parents cannot afford cost of some of the educational expenses tend to go to school irregularly and in the long run drop out of school. Further, UNICEF (2004) outlines the role poverty plays in students' dropout and points out that governments have become increasingly aware that boys are more likely to be alienated from school if they come from poor economic backgrounds.

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Additionally, Kirazoğlu (2009) says that parents who are not able to support their students in education force them to drop out of school and join casual works like, being house boys, gardeners, herd boys all what is termed as child labor because the child had not completed the secondary school cycle. Due to poverty, parents are unable to meet both direct and indirect costs of schooling which forces them to withdraw the boys from the school system so as to contribute to family income. Although education in public day secondary schools in Kenya is free, parents have to incur the costs of uniforms and other educational expenses like the project funds, payment for lunch and purchase of text books (Fall & Roberts, 2012). When the boy stays at home, he contributes to family income through working and therefore the parent weighs the cost and benefits of keeping him at home to work or sending him to school (Souza, 2007).

### 4.7: Effect of Drug Abuse on Enrolment in Public Day Secondary Schools

This section presents the findings on the research question, "Does drug abuse affect enrollment in public day secondary schools in Gilgil sub-county?"

#### 4.7.1: Awareness of Children who Abuse Drugs

The respondents' opinion was sought regarding whether they were aware of any children within the school going age in the area who were abusing drugs. The results are presented in figure 5.

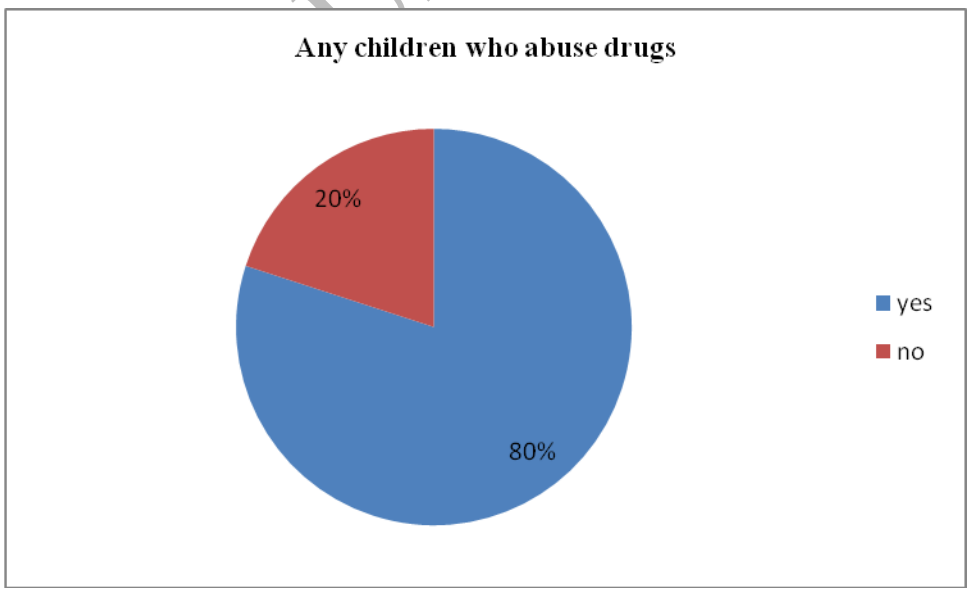



**Figure 5: Any Children who Abuse Drugs (Source - Researcher)**

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Figure 5 shows that a majority (80%) of the respondents were aware of children within the school going age within the area who were abusing drugs. On the other hand, 20% of the respondents were not aware of any children who were abusing drugs. Across the globe, alcohol and drug abuse is a major challenge to young people. Indeed, use of alcohol and drugs continues to emerge as a strategy for most young people to cope with their prevailing problems such as unemployment, neglect, violence, sexual abuse and poor academic performance (NACADA, 2012). A number of academic research reports and law enforcement reports however, indicate that in the last few years, Kenya has had to deal with an increase in the substance abuse problem. The country's Economic Survey report (2010) for example shows that in 2008 and 2009, a total of 3,795 and 4, 983 persons respectively were reported to have committed offences related to dangerous drugs

### 4.7.2: Rating on the Number of Children who Abuse Drugs

Table 10 shows the results of the rating on the number of children who abuse drugs

**Table 10: Rating on the Number of Children who Abuse Drugs**

| Rating | Frequency | Percentage |
|---|---|---|
| Very many | - | - |
| Many | 7 | 17.5 |
| Few | 21 | 52.5 |
| Very few | 12 | 30 |
| Total | 40 | 100 |

According to table 10, a majority (52.5%) of the respondents rated the number of children who abuse drugs as few, while 30% were of the opinion that they are very few. Regardless of the ratings, the fact remain that there are children within the school going age who are abusing drugs. This is in agreement with the findings of Gathumbi (2003), who in a study of substance abuse among the youth in Kenya observed that, 20% of adolescents aged between 12 and 22 years smoked cigarettes, 9% had tried to smoke bhang while some 23% drank commercial beer and spirits. This corresponds to the age of

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youths in schools and colleges. In addition, drug abuse amongst the global youth population has become a serious problem affecting everyone. Addiction leads many people, young people prominent amongst them, into downward spiral of hopelessness that in some cases ends fatal. They range from glue- sniffing street children and teenage ecstasy users, to hard core heroin and cocaine addicts (Nacada, 2005). Drug abuse is responsible for lost wages, destruction of property in schools, soaring health care costs and broken families. It is a problem which affects us all as parents, children, teachers, government officials, taxpayers and workers.

### 4.7.3: Reasons for Abusing Drugs

The respondents' opinions were sought regarding the reasons why children within the school going age were abusing drugs. Some of the reasons cited were: neglect from parent/guardians, peer influence and lack of role models, and misconception and lack of information about the effects of drugs. Other reasons include parents failing to encourage their children to place great value on education, failing to provide poor quality supervision to their children including with respect to alcohol and drugs consumption. Researchers have observed that when this is the case, then the empirical association between education and the consumption of these substances would be spurious

This is in agreement with Oketch (2008) who observes that the problem of drug abuse is associated with introduction of foreign ways and parents abdicating their role of bringing up children in an atmosphere of love and leaving almost everything at the mercy of house help and televisions. In addition Anunda and Odiwuor (2014) observe that many of these students acquire these habits from their peers in school who happen to have been exposed to this dangerous habit at home.

### 4.7.4: Effect of Drug Abuse on Enrollment in Public Day Secondary Schools

The respondents' opinion was sought regarding the extent to which drug abuse affected enrollment in public day secondary schools. The results are presented in table 9.

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**Table 11: Effect of Drug Abuse on Enrollment**

| To what Extent | Very great | Great | Moderate | Little | Very little |
|---|---|---|---|---|---|
| Percentage | - | 2.5 | 35 | 35 | 27.5 |

Table 11depicts that 35% of the respondents were of the opinion that drug abuse had a moderate effect on the enrollment in public day secondary schools in Gilgil sub-county. In addition, 62.5% were of the opinion that drug abuse had little effect on enrollment. According to Fetsch and Yang (2009), substance abuse among adolescents and its ensuing injurious effects are key concerns to guardians, government, teachers, and health officials. They further observe that experimentation with substances, specifically alcohol and tobacco, is an increasingly more widespread behavior from pre- to late adolescence. In addition, Escario (2006) employ a bivariate probity model to jointly estimate the determinants of schooling and drinking/smoking decisions. Their results indicate a negative causal relationship between alcohol consumption and schooling attendance. However, this study can be criticized on the grounds that it relies on the availability of a valid instrument, i.e. Factor that has some bearing on the decision to use alcohol and drug, but that is unrelated to schooling.

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# CHAPTER FIVE:

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## 5.1: Introduction

This chapter gives the summary, conclusion and recommendations on the factors affecting enrollment in public day secondary schools in Gilgil sub-county.

## 5.2: Summary of Findings

This study sought to investigate the factors affecting enrollment in public day secondary schools in Gilgil sub-county with a major aim of proposing measures that can help in improving enrollment. This research done in Gilgil sub-county brought out the following findings

### 5.2.1: Child Labor and Enrollment in Public Day Secondary Schools

The first objective of this study was to assess whether child labor affects enrollment in public day secondary schools in Gilgil Sub-county. The study revealed that 85% of the respondents reported that there are children in their areas who are involved in any form of work that stops them from attending school. Domestic work was rated highest (55%) as a common form of work that school going children get involved in. This was followed by farming which was rated at 45%. 30% of the respondents think that one of the main reasons why parents/guardians let the children work at the expense of attending school is to supplement family income. 17.5% of the respondents were of the opinion that child labor greatly affects enrollment in public day secondary schools, while 42.5% were of the opinion that the effect is moderate.

### 5.2.2: Gender and Enrollment in Public Day Secondary Schools

The second objective of the study was to assess whether gender affects enrollment in public day secondary schools in Gilgil sub-county. The study revealed that 75% of the respondents were of the opinion that more girls are enrolling in schools compared to boys, whereas 25% were of a contrary opinion. Some of the reasons cited were: after class eight, boys engage in farming, sand mining, bodaboda riding and other activities

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that don't require them to attend secondary school; due to the affirmative action, a lot of parents were bringing their girls to school; girls are more interested in education compared to boys; boys lack guidance. 55% of the respondents were of the opinion that gender just had a moderate effect on enrollment in secondary schools.

### 5.2.3: Parental Income Level and Enrollment in Public Day Secondary Schools

The third objective of this study was to identify whether parental level of income affects enrollment in public day secondary schools in Gilgil sub-county. The study revealed that 50% of the respondents observed that most of the parents in Gilgil sub-county are farmers, while 30% reported that a majority of parents were casual workers. 67.5% of the respondents were of the opinion that parents were earning between sh.3,000-6,000 per month, while 20% were of the opinion that they earn less than Ksh. 3,000. 50% of the respondents were of the opinion that parents' income level greatly affects enrollment in public day secondary schools.

### 5.2.4: Drug Abuse and Enrollment in Public Day Secondary Schools

The fourth objective of the study was to assess whether drug abuse affects enrollment in public day secondary schools in Gilgil sub-county. The study revealed that 80% of the respondents were aware of children within the school going age within the area who were abusing drugs. 52.5% of the respondents rated the number of children who abuse drugs as few. Some of the reasons cited regarding why children within the school going age abuse drugs were: neglect from parent/guardians, peer influence and lack of role models, and misconception and lack of information about the effects of drugs. 35% of the respondents were of the opinion that drug abuse had a moderate effect on the enrollment in public day secondary schools

## 5.3: Conclusions from the Study

Based on the findings of this study, the researcher made the following conclusions:

Child labor, gender, parents' income level, and drug abuse affect enrollment in public day secondary schools in Gilgil sub-county, secondly, parents' income carried more wait compared to the other three factors as majority of the respondents were of the opinion

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that it greatly affects enrollment in public day secondary schools in Gilgil sub-county Thirdly, the majority of residents of Gilgil sub-county live below poverty line a factor which contributes to parents not enrolling their children public day secondary schools. This is shown by the findings that most of the parents earn between 3,000 and 9,000 Shillings per month while most of the parents are farmers and casual workers. Fourthly, the number of students enrolling in some of the public day secondary schools in Gilgil sub-county was going down and therefore the government should intervene to save the situation. Finally, the study concluded that whereas it is clear that gender has an effect on enrollment, the gender which is adversely affected is not yet clear. There seems to be a shift from pro-male gender gap to a pro-female gender gap. Further research in this area is therefore highly recommended.

### 5.4: Recommendations

The following are the recommendations based on the findings and conclusions of this study:

Free day secondary education should go beyond provision of tuition, to include school feeding programs and provision of school uniforms and stationery

There should be strict adherence to and implementation of the Children Act of 2010 to ensure that no children within the school going age are involved in cases of child labor

The parents should be encouraged to come up with new strategies of increasing their earnings so as to increase their income and be able to pay fees for their sons. This can be communicated during parents meetings in the school. To increase their income they can be trained on practicing alternative farming.

Ministry of Education in conjunction with National Campaign Against Drug Abuse (NACADA) should work out a program that reaches out to children within the school going age who are out of school due to drug abuse.

### 5.5: Recommendations for Further Research

Based on the findings of the study the researcher suggests the following for further research.

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A similar study on the socio-economic factors affecting enrollment in public day secondary schools should be done in other regions within Nakuru County since the study at hand concentrated on Gilgil sub-county only.

Other factors besides child labor, gender, parental income and drug abuse should be studied to check if they have an effect on enrollment in secondary schools.

Gender specific studies should be carried out to find out how either of the gender is fairing as far as enrollment in secondary schools is concerned.

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# QUESTIONNAIRE

The purpose of this research is purely academic. Kindly respond to the questions by ticking where appropriate

**Section A: Personal Information**

1. Kindly indicate your Gender.

| | |
|---|---|
| Male | ( ) |
| Female | ( ) |

2. How long have you been in this school?

| | |
|---|---|
| Less than 3 yrs | ( ) |
| 4 - 6 yrs | ( ) |
| 7 – 9 yrs | ( ) |
| 10-12 yrs | ( ) |
| Over 12 years | ( ) |

**Section B: Gender influence on academic performance**

1. Girls perform better than boys in their academics:

| Strongly agree | Agree | Disagree | Strongly disagree | Not sure |
|---|---|---|---|---|
| | | | | |

2. Kindly give reasons for the answer given above

……

……

……

…….

3. To what extent has gender affected academic performance in this school?

| Very great | Great | Moderate | Little | Very little |
|---|---|---|---|---|
| | | | | |

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**Section C: Drug abuse and its influence on academic performance**

1. Are there any students in this school who abuse drugs?

   Yes [ ]

   No [ ]

2. If yes, how would you rate the number of pupils who abuse drugs?

| Very many | Many | Few | Very few |
|---|---|---|---|
| | | | |

3. How would you rate the following commonly cited reasons for drug abuse?

| Reasons for drug abuse | Most commonly | Commonly | Rarely | Very rarely |
|---|---|---|---|---|
| Peer Pressure | | | | |
| Frustrations | | | | |
| Excess Pocket Money | | | | |
| Parental Influence | | | | |
| to feel good | | | | |
| Media Influence | | | | |
| Ready Availability | | | | |

4. To what extent do you think drug abuse has affected academic performance of the school

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| Influences greatly | Influences moderately | Influences slightly | No influence |
|---|---|---|---|
| | | | |

**Section D: Family support and its influence on academic performance**

1. Are parents in this school concerned about their children's education?

   Yes [ ] No [ ]

2. How would rate parental involvement in the following areas of family support

| Area of family support | Very high | High | Moderate | Low | Very low |
|---|---|---|---|---|---|
| Provision of food | | | | | |
| Provision of school uniform | | | | | |
| Provision of stationery | | | | | |
| Learning environment at home (desks, chairs, lighting) | | | | | |
| Assistance in homework | | | | | |
| Attendance of school meetings | | | | | |

3. Kindly indicate your opinion on the extent to which each of the following family support areas affect academic performance of the pupils in you school

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| Area of family support | Very great | Great | Moderate | Little | Very little |
|---|---|---|---|---|---|
| Provision of food | | | | | |
| Provision of school uniform | | | | | |
| Provision of stationery | | | | | |
| Learning environment at home | | | | | |
| Assistance in homework | | | | | |
| Attendance of school meetings | | | | | |

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