

**FACTORS AFFECTING ENROLMENT IN SECONDARY SCHOOLS: A CASE STUDY
OF OL BOLOSAT SECONDARY SCHOOL NYANDARUA DISTRICT, KENYA**

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BY

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**A Project submitted to the Graduate School in Partial
Fulfillment of the Requirement of the Degree of the Masters
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DECLARATION

This project is original work and has not been presented for research in any other university..

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Dedication

I dedicate this work to my wife Emmah Mukami and my children Muchina, Kimeria and Nyambura.

ABSTRACT

Since early 1990's the secondary school sector in Olkalou division had been experiencing a remarkable downfall in enrollment. The downfall in enrollment was being experienced in the newly established schools soon after introduction of quota system of secondary school admission According to Kenya human development report (2001), many primary school learners do not pursue higher education because of limited number of public secondary schools. Poverty further incapacitates the efforts of many households to educate their children. This contrasts with the situation between 1960 and early 1980's when the government subsidized education in terms of textbooks and equipment. There were also positive community attitudes towards schooling as exemplified by the use of Harambee to finance education. The positive attitude was reinforced by employment which the government of the day offered as the foreigners left soon after independence. Unemployment set in after the government met its manpower targets. The situation of unemployment slowly changed the attitude of the community towards education. It is in this view that the stakeholders in this country hold the opinion that one of the major factors leading to under-enrollment in secondary schools is the attitude held by parents towards secondary education. The study investigated parental attitude towards secondary schooling. The study also investigated the quality of education offered in the school. The indicators of quality education included the experience and the academic level of teachers, type of classrooms, books and equipments. The researcher involved parents in five primary schools in the catchments area of Olbolosat secondary school. These were parents with standard eight pupils and who had a high probability of joining Olbolosat secondary school after completing primary education. Simple random sampling of selecting without replacement was adopted for the selection of the sample size from a population of 150 parents (table 8). The study adopted a formula provided by Krejcie and Morgan (1970) for estimating the sample size. The study adopted ex post facto design of study. This is descriptive method of analysing data through the use of questionnaires or interview schedule (Wiseman & Aron 1990). Principal and P.T.A chairman were interviewed while Teachers and the parents were given questionnaires. The collected data was analysed using quantitative and qualitative techniques i.e. means and percentages. Findings from the study indicated that the parents had a negative attitude towards secondary school and a positive attitude towards the school structure. Facilities were also found to be inadequate. Findings will hopefully help the Ministry of Education, Science and Technology to reverse the trend of under-enrolment in the school.

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LIST OF ABBREVIATIONS

- GER** - Gross Enrolment Ratio
- EFA** - Education for all
- GNP** - Gross Nation Product
- KHDR** - Kenya Human Development Report
- HDI** - Human Development Index
- PTA** - Parents and Teacher's Association.
- KCSE** - Kenya Certificate of Secondary Education
- KCPE** - Kenya Certificate of Primary Education

CHAPTER ONE

1.0 Introduction

1.1 Background of The Study

At independence, the education system in Kenya was patterned on the British model, largely influenced by the English public school, the church of England, the English University and the English educational legislative (Lucas 1959) together with its accompanying components. Education was meant to westernize African by replacing African traditional values. Kenyan educational institutions were expected to transmit European knowledge, experience and practices. In this way the students, it was hoped, would be suitably prepared to take up positions of responsibility in a fast - changing modern world, largely a European world

At the time, education in Kenya was largely a matter for private enterprise. This enabled missionaries to assume a dominant position in its provision. Many of the Kenya school were run by missions assisted by government grants .The missionaries sought fully to use their presence in schools to spread the gospel, according to their first priority. Religion thus became a vital part of the school curriculum. Indeed it was seen as the basis of school life (Urch, 1971.)

In addition to religion emphasis in Kenyan schools, the education offered to Africans towards the end of colonial period was too impractical for the requirements of Africanization especially with regard to training members of the civil service. Education for African leadership was needed, yet education was identified with foreign books, literature and other symbols or marks of European culture. Being narrow and limited in scope, the programme of education tended to create a local middle class that was happy to be released from manual labour (Ashby, 1961). Students were being educated for white collar jobs. Through annual promotional examinations, they were rigorously prepared and selected for higher education, to the neglect of technical and agricultural education.

Patterned after English public schools, Kenyan's schools, system at independence was lacking balance between the science and the arts. It was excessively concerned with the art subjects,

which were considered necessary to foster creation of the desired civil service for the future democratic self-government. Thus, not only was Kenya's education system at independence teaching a new religion and an unfamiliar code of ethics, instilling in the students a distaste for the African social background and past, it was also implanting in them respect for bookish education and contempt or ridicule for practical and technical subjects (Lucas, 1959)

At independence, education was largely run on racial lines and there were still four separate educational systems: African, European, Asian and Arab. In the main, the provision of education favoured the minority European and Asian racial groups. Africans received the least in terms of education capital and services. In 1963 there were 840,677 African primary school students compared with 2,421,300 school-age population. There were also 10,539 African secondary school students compared with 829,700 secondary school-age population. This information is part of the Ominde commission report of 1964.

One significant event during the Ominde commission was the proliferation of self-help or Harambee secondary schools. They were constructed at the community level by local self-help groups in response to the increasing demand for education facilities to cater for the rapidly expanding population and to the pressing need for high and middle level manpower. This was a case in which political leaders of the country were led by the aspirations of the general public. The Harambee secondary schools were established all over the country particularly in central province (Furley and Watson, 1978) By 1960 there were 266 Harambee secondary schools as compared to 199 government secondary schools. Harambee schools thus come to be seen as a bottle-neck to planned development, absorbing educational resources that could have been integrated into the mainstream for the total advancement of the country (weeks.1967). Given their disastrously poor examination performance, which was a potential source of resentment and frustration amongst the public, they become a matter of government concern. Consequently, the Ominde commission recommended restricting the expansion of Harambee secondary schools. Due to the above economic fact, the ministry of education in 1965 attempted to impose restrictions by insisting that a local community intent on establishing a Harambee secondary school had to raise k\$2,000 before doing so. It was opposed and the policy branded imperialistic. The voluntary spirit had become interwoven into Kenya's political and economic life, and the

ministry's policy was seen as destructive of the more permanent and valuable Harambee spirit. What the government needed was a planning mechanism that took account of the existence and continued opening of voluntary secondary schools, rather than one that restricted their establishment. In 1967, however, government set aside its policy of large secondary schools and the minister announced that 105 new assisted secondary schools were to be opened in the period 1968-70. In line with the government commitment towards equal distribution of education opportunities, the new one-stream, aided secondary schools were to be in the previously neglected districts, preferably in already existing Harambee secondary schools.

By 1970 the government had realized more than its manpower targets (Lugumba, 1973). With this magnitude of aided secondary schools, the government was beginning to experience a heavy burden of recurrent expenditure. In 1967 the recurrent expenditure was \$3 million for secondary school alone (Stabler 1969). More over the large number of unemployed secondary school leavers was also starting to cause concern. Appeals to avert high levels of unemployed secondary school leavers thus followed. There was demand to reform the colonially-inherited narrow academic system of education which was considered a prime source of the secondary school leavers problem. The problem of unemployment was carried forward to other levels of education as population continued to grow. The growth of population also necessitated migration to other areas in search of settlement and farming. Unemployment level necessitated the introduction of 8-4-4 system of education, which is self-reliant oriented to replace the white-collar oriented system of 7-4-2-3. The introduction of the system was expected to address the problem of unemployment to the increasing number of graduates at all levels.

The restructuring of the education system was accompanied by major curricula reforms. Restructuring was apparently triggered by the high unemployment rate among school leavers, both primary and secondary. The problems were brought by academic-oriented 7-4-2-3 education system when it failed to equip pupils with relevant knowledge. They were further aggravated by the phenomenon of rural-urban migration especially of the youth, thus leading to the under-development of the rural areas and wastage of the nation's youthful resource.

Similarly high rate of population growth triggered rural-rural migration which involved the densely populated districts of central province and the former white highlands, which included Nyandarua district. This necessitated starting of new schools in order to increase secondary schools vacancies. Building of new schools was further reinforced by introduction of quota system of admission to secondary schools.

Since the introduction of the quota system of education in secondary schools, which stated that a district would admit eighty five percent of its standard eight graduates, the local leaders in Nyandarua district placed emphasis on the construction of many new schools. This was in the light of the fact that the district had very few secondary schools compared to the population increase of students graduating from standard eight. Nyandarua district was a newly settled district at independence comprising of immigrants from other Districts of central province and some parts of Rift valley. The rate of population growth was not commensurate with growth of secondary schools hence there were insufficient number of secondary school vacancies. Rural-urban migration has been quite dominant in the District due to the pressure of population in Nyeri, Murang'a and Kiambu Districts. This is due to available land for settlement and farming in the district

The District is a former white highland in which the white never encouraged the Africans to learn hence establishment of educational facilities was quite low compared to population growth rate. The colonial government allowed Africans to go up to standard four which they considered was enough education to serve them as clerks and cooks. African children were used as pyrethrum pickers, herd's boys and girls looked after flocks of sheep and calves. Ol kalou Salient settlement scheme of Nyandarua district was demarcated and allocated to individuals in 1980. It borders Ndaragua and Oljoro-Orok. It attracted people from neighbouring districts such that many people migrated into the district hence increasing the population and human needs such as education.

Its only a few secondary schools with enough facilities which existed by 1980. These schools included about five boarding and very few day schools which were just starting. The problem didn't seem acute since people could take their children to other districts until the introduction of the quota system. It's due to the quota system that leaders placed a lot of emphasis on the

expansion of the existing school facilities so as to increase secondary school vacancies. Boarding school were also provincial schools, hence must admit children from other districts of the central province and further reduced the number of secondary school vacancies for the children in the district. It is only 15 percent of the standard eight graduates who could be admitted to other schools outside Nyandarua district.

Inspite of the aforesaid expansion, Students enrolment in the newly started schools has remained considerably low. There are five primary schools around Ol bolosat secondary school from which children have been graduating yet enrolment in the school has remained quite low .The following is a schedule of form one intake Ol 'bolosat secondary school since 1998.

Table 1: Form One intake in Ol bolosat Secondary School since 1998

FORM ONE			FORM ONE	
	INTAKE CAPACITY		ACTUAL INTAKE	
YEAR	BOYS	GIRLS	BOYS	GIRLS
1998	20	20	8	3
1999	20	20	12	6
2000	20	20	14	5
2001	25	25	10	8
2002	25	25	15	7
2003	25	25	17	6

Sources: school Admission register Ol bolosat secondary school

Statistics also show that the five primary schools with a high potential of supplying Olbolosat secondary with students have been graduating the following number of students as indicated in table 2.

Table 2:Primary Schools Standard Eight Enrolment since 1998

YEAR	SCHOOL ENROLMENT									
	SCH E		SCH F		SCH G		SCH H		SCH J	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
1998	51	29	26	13	19	11	20	11	25	8
1999	47	25	30	11	22	10	22	9	21	9
2000	47	18	37	14	24	13	19	10	26	11
2001	41	15	33	18	32	19	23	11	28	14
2002	49	12	27	15	31	16	20	13	19	13
2003	51	17	32	17	42	18	27	18	23	12

Source: Primary school register of standard eight graduates.

The following table shows the form one intake in the neighbouring secondary schools of Lake Ol bolosat size in year 2003.

Table 3:Neighbouring Secondary Schools Form One Intake in the Year 2003

SCHOOL	FORM ONE INTAKE		TOTAL	CAPACITY	DISTANCE IN KM FROM OL BOLOSAT SECONDARY SCHOOL
	GIRLS	BOYS			
A	8	12	20	40	5
B	7	11	18	40	9
C	9	11	20	40	11
D	4	6	10	40	5.2
E	7	10	17	40	10

Source: Schools admission register in the secondary schools.

The problem of under -enrolment with special reference to Ol bolosat Secondary School tends to impact negatively on the economic development. Table3 above on form one intake indicates the capacity of the school and its actual intake. Investigation also exposed that students in the

primary school in the target population attain at least enough marks to qualify them for secondary schooling. The data also shows that the number of the girls child receiving secondary school education is also low compared to the number of the boys. This could be due to the attitude parents have towards the education of the girl child. This problem can impact negatively towards the development of the region if it is not addressed. Some stakeholders and educationists put the blame on the parents for abdicating their role on the education of their children while others blame the economy because the agricultural sector, which used to boost the area today does not even satisfy their subsistence needs.

1.2 Statement of the Problem

Enrolment in Ol bolosat secondary school has been declining in the recent past despite the feeder primary school producing standard eight graduates year after year. This has resulted into under utilization of learning resources at the school and consequent increased unit costs; it was therefore imperative to address the issue of under-enrolment in the school. This study sought to establish the factors affecting students' enrolment in secondary schools with special reference to Ol bolosat secondary school in Olkalau division of Nyandarua district.

1.3 Purpose of the Study

This study intended to establish the parental and school influence on enrolment in Ol bolosat secondary school. The study aimed at establishing the attitude of the parents towards secondary schooling and in particular the parental attitude towards Ol bolosat secondary school. Further, the study intended to establish the influence the school has on enrolment. The study solicited views from the principal of Ol bolosat secondary school, the teachers and the parents of five primary schools whose children had a high probability of joining form one in Ol bolosat secondary school. Their views were used to find methods of increasing enrolment in Ol bolosat secondary school

1.4 Objectives

- i. To establish the destination of standard eight graduates.
- ii. To establish the parental attitude towards Ol bolosat secondary school.
- iii. To establish parental attitude towards secondary school education.

- iv. To solicit opinions of the stakeholders on the most appropriate approach to increase secondary school enrolment.
- v. To establish the quality of educational services provided in Ol bolosat secondary school.

1.5 Research Questions

The following questions guided the study.

- (i) Where do most standard eight graduates go after their primary education?
- (ii) What is the parents' attitude towards secondary school education?
- (iii) What is the parents attitudes towards Ol bolosat secondary school?
- (iv) How can the levels of enrolment in Ol bolosat secondary school be improved?
- (v) What is the quality of education services offered in Ol bolosat secondary school?

1.6 Significance of the Study

The findings based on this study will be used by the ministry of education science and technology in acquiring information on the extent to which parental influence can affect enrolments. The researcher formulated strategies based on views from respondents which could be used to alleviate the problem. The study findings should also be used to improve enrolments and quality of the services offered in the school in question. Study findings should also add value to scholarly work hence give room for further investigation by researchers.

1.7 Limitation of The Study.

The study confined itself to views and suggestions put forward by the respondents on under-enrolment in Olbolosat secondary school. Olbolosat is a day school in a rural setting and the environment which houses it is not developed in terms of infrastructure. This restricts the generalizing of the findings of the study to schools in an area of developed infrastructure, towns or boarding schools. It's therefore important to note that any generalization must be done with caution.

1.8 Scope of the Study

The study restricted itself to views on the extent to which they influence enrolment in Ol bolosat secondary school. Further the study confined itself to variable attitude which could have an influence on the parents hence increase or reduce enrolment in Ol bolosat secondary school .The

study also gathered views from the parents on the method of increasing enrolment in Ol bolosat secondary school .The study also elicited information from teachers on the quality of education offered in the school.

1.9 Assumptions of the Study

The study holds the assumptions that enrolments in Ol bolosat secondary school may be influenced by such variables as parental attitude towards education, unemployment of the educated people, education gains, opportunity cost of education, level of the parents education and facilities in the school.

2.0 Definition of Terms

The terms used in this study have been operationalised as follows:-

Perception

Parents' judgement on the usefulness of secondary school education to an individual and the society.

Opinion

The experiences the parents may have on Ol bolosat secondary school towards increasing enrolment.

Destination

The outlets of the standard eight graduates after completing their primary education.

Attitude

The parents' behaviour in terms of liking or disliking Ol bolosat secondary school or secondary education

Stakeholders

People who have an interest either directly or indirectly in the way Ol bolosat secondary operates. They include teachers, parents, P.T.A. and B.O.G.

Education as consumption

The ability of education to change an individual's capacity to reason and act positively towards improving quality of life.

Education as investment

Instilling of knowledge and skills in individuals which can further be propagated in future during innovation and creation of goods and services by the same individuals to promote economic development in the society which educated them.

Quality of education

Refers to how well Ol bolosat secondary school is equipped and organized with education facilities such as teachers, books and laboratories so as to be efficient and effective.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature that is relevant to study. The chapter is divided into three sub sections. Sub-section one highlights the concept of education in the light of its usefulness towards human resources development. Sub-section two on the other hand reviews related studies, which have been done on enrolments in the education sector. Sub-section three presents the theoretical framework of the study.

2.1 The Concept of Education on Human Resource Development

Education is arguably one of the most important means of raising workers productivity and thus raising incomes in developing countries. Human development has been defined as the process of widening people's choices and raising their level of well being. It involves the expansion of human capabilities and access of opportunities in social, economic and political arenas .The most basic of these capabilities are to lead long healthy lives to be knowledgeable and have access to resources needed for a decent standard of living. It's therefore, about the overall improvement in the quality of life. It's important to expand human capabilities through education because its the most important basic factor towards overall development of the human resource (KHDR 2001). It is in this light that almost all developing countries have committed sizeable resources to this end in the last few decades. Schools tend to concentrate in urban areas in developing countries so that children in the rural areas must often travel long distances to school. Unfortunately, government resources for expanding rural schools system and for other sectors are limited. This was particularly true in the 1980's as many developing countries had to limit education expenditures due to faltering economic growth (world bank 1986).

2.2 Related Studies

According to the views of Thobani (1983) and Jimenez (1987) households were recommended to participate in financing education so as to meet its demand. This is because governments in the developing countries are sometimes the sole financers of education. Such

situation arises when demand exceeds supply hence additional sources of revenue are required to meet the excess demand. These suggestions by researchers are not always well received since provision of free education is often viewed as a goal in itself. According to the views of Klees (1984). Cornea Jolly and Steward (1987), raising of fees in order to improve the quality of learning would reduce educational attainment among the poor and thus exacerbate inequality. Stlecher et al (1987) argues in his study that all children should receive both primary and secondary education hence raise secondary education enrolment. This is with the view that education is both a consumption and an investment. Education is valued for its own sake because it provides future returns.

In some developing countries like Kenya, parents were seen to pay for the education of their children due to future gains they can foresee such as helping them in the old age .A family enrolls a child for another year of schooling if the benefits derived from schooling are greater than the associated costs. This indicates that positive attitudes develop if future gains can be foreseen and vice versa. According to the views of Behrman, Birdsall (1983,1985) quality of schooling is an important determinant of wages so the higher the education received, the more the societal benefits increase as it increases individual-benefits.

According to World Bank studies, Kenya spent 6.8 per cent of its GNP in 1980 and 6.6 per cent in 1986 on education. A detailed study exposes that 15.7 per cent of the GNP allocation went to the primary school and the rest went to the tertiary the same year. This study exposed that Kenya spends more of its GNP allocation to tertiary level which compromises basic levels. Kenya is a developing country with a high birth rate of about 3 per cent hence demographic studies show that most of its youth are in the primary and secondary schools. Most of its GNP allocation in education then should focus the two levels in order to develop the human resource. World bank reports also exposed that in 1980 primary school enrolment was 115 percent while in the same year secondary school enrolment was only 20 per cent .In tertiary institutions the same year one per cent was enrolled and in 1996, 85 24 and 2 per cent were enrolled respectively .The above studies reveals that most of the students who enroll in primary do not proceed to secondary schools. Secondary school sector is very much under-enrolled considering the high enrolment in primary schools. According to the reports of the ministry of education in Kenya, gross enrolments rates have been declining (Kyungu, 1999). There has been a gradual decline in GER

in the education sector at all levels since 1990 .GER for 1999 at primary level was 95 per cent which declined to 76.9 per cent in 2000 .The GER as per education for all (EFA) report were 35 per cent pre primary, 89 per cent primary, 47 per cent secondary and 7 per cent tertiary .The completion rates did not stop declining with primary sector recording 42.5 per cent in later years. Computation of completion rate at the university level of any one from primary education gives 1.2 per cent. It therefore means that public resources especially the value of tax payers money used to pay the personal emolument of large number of the teaching force taking care of the declining number of pupils is challenging. This could be perceived as inefficient and therefore a wastage of public resources. On the other hand communities have put up and invested heavily in educational facilities, i.e. buildings, materials and equipments which are being used by a declining number of enrolled learners .The current teacher /student ratio of 1:30 at primary, 1:16 secondary and 1:10 at tertiary is indicative of misplacement of education resources calling into questions the efficiency of the system (Kyungu 2000) .The report also indicated that 84 per cent of the education budget (both current and development)is used for teachers salaries leaving only 10 per cent for university and 6 per cent for teaching and learning materials and other support services such as monitoring and supervision. To this end, Parents who are already needy are called upon to contribute and support areas that are inadequately provided for by the government. Such arrangement in turn affect enrolment and hence low participation and high dropouts rate.

It is this state of development that has been the major drive towards increased public and private sector investment in education.

Human development index which stands at 0.5 (HDR report 1999) is a measure of the level of education advancement in any community besides other factors. This scenario gives a challenge to management of education and training. Equally important are areas of non-enrolment, drop out among others that call affirmative actions to ensure that all areas and groups in the country are equitably exposed to education and training. This will enable them to effectively participate within their own environment and in the global village. Exclusion of any group in such endeavours will be viewed as a wastage in terms of their contribution to sustainable development. Those without access to adequate education will not have their capacities developed through education and four pillars of learning namely, ability to know, ability to be,

ability to do and ability to live together. It is on the base of such an understanding that education is a bridge for sustainable development and this cannot be challenged. (KHDR, 2001)

According to the views of Gachukia (1982), every child has a right to receive basic education. In many countries efforts have been integrated to provide basic education to all children. The benefits of education are well documented and need not to be emphasized. Improvement in social, economic, women fertility rates, better health and gender mobility are all important reasons for investing in education. They can alleviate poverty and subsequently lead to sustainable development. The report continues to state that despite continued commitment and investment, many young people still remain disadvantaged since enrolment is low, drop out rate is high and gender disparity is glaring. However the report says that it is difficult to point out causes of the current low enrolment, which calls for research to establish.

The vision of education enshrined in the universal declaration of human rights (1948) and other conventions recognized the right of education as the underpinning factor for the practice of democratic citizenship. The conventions perspective on quality education for all encompasses not only, children's cognitive needs but also their physical, social, emotional, moral and spiritual development. Education so conceived unfolds from child's perspective and addresses each child's capacities and needs. It demands that schools should be places for safety for children where they get safe water, decent sanitation facilities and should be a respective environment. A good education system has the capacity to produce a well qualified and creative workforce that can be innovative, adapt new technologies, has ability and above all propagates the value of openness and mutual understanding at the local and international level. Education certainly is important for all aspects of social and economic development. According to the research undertaken by the ministry of education, gross enrolment maintained a downward trend from 1990 to 1999. In 1990 enrolment was 57.2 percent for boys and 48.8 percent for girls compared to 1998 when enrolment of boys declined to 53.3 percent and girls registered a slight improvement as it rose from 42.2 percent to 46.7 percent in 1998. Improvements on the enrolment of the girls could be explained by the affirmative action that has been put in place since 1995 of emphasizing the improvement in the participation of girls in secondary school education.

Table 4: Primary School Enrolment by District in central Province

DISTRICT	1995	1996	1997	1998	1999
KIAMBU	139889	1440440	140508	138888	140809
KIRINYAGA	114347	114112	110638	111485	104435
MARAGUA	96421	101634	116130	88421	107657
NYANDARUA	122060	115786	112534	138258	156445
NYERI	182718	175109	172201	163080	105293
THIKA(municipality)	125718	125330	130350	141240	152820
THIKA	117300	117300	122251	131514	109079

Source: (Ministry of education 2000)

Table 5: Primary School Enrolment in Nyandarua

	ENROLMENT		
	BOYS	GIRLS	TOTAL
2000	59460	58990	118450
2001	62924	61941	123865
2002	65745	65563	131308
2003	64039	71079	135118

Source :(District education office files, 2003)

The foregoing literature calls for a review of the history of education in Kenya since independence. This is because what is happening in the education sector today is rooted back at independence and before. The literature revealed the priorities that were taken care of and what was compromised. This literature helped to identify the root cause of the present challenges of education system.

At independence the education system in Kenya was patterned on the British model largely influenced by the English public school, the Church of England, the English University and the

English Education Legislative (Lucas, 1959) together with its accompanying components. Education was meant to westernize Africans by replacing African traditional values with European ones. Kenyan education institutions were expected to transmit European Knowledge, experience and practices. In this way the students, it was hoped, would be suitably prepared to take up positions of responsibility in a fast-changing modern world, largely a European world. At the time, education in Kenya was largely a matter for private enterprise, this enabled Christian missionaries to assume a dominant position in its provision. Many of the Kenyan schools were run by missions assisted by government grants. The missionaries sought fully to use their presence in the school to spread the gospel, according to their first priority. Religion was then a vital part of the school curriculum. It was seen as the basis of school life according to Urch (1971).

According to Ashby (1961) the education offered to Africans towards the end of the colonial period was too impractical for the requirement of Africanization, especially with regard to training members of the civil service. Education for African leadership was needed, yet education identified with foreign books, literature and other symbols or marks of European culture. Being narrow and limited in scope, the program of education tended to create a local middle class that was happy to be released from manual labour. Students were being educated and trained for white-collar jobs. Through annual promotion examinations, they were rigorously prepared and selected for higher education to the neglect of technical and agricultural education.

According to Lucas (1959) Education, which was patterned after English public schools, was implanting in students respect for bookish education and contempt or ridicule for practical and technical subjects. Kenya's school system therefore lacked balance at independence between the science and arts subjects. It was excessively concerned with arts subjects, which were considered necessary to foster the creation of the desired civil service for the future democratic government. Thus, not only was Kenya's education system at independence teaching a new religion and an unfamiliar code of ethics, instilling in the students distaste for the African social background and past.

According to studies by Lugumba and Ssekemwa (1973), Education in Kenya at independence was largely on racial lines. Even though after 1960 a few Asian and Africans students gained admission into European schools, the only multiracial education institution at that time was The Royal Technical College in Nairobi. Thus, until the abolition of racial discrimination in schools, which came with internal self-government, Education institutions were still administered along racial lines. There were still four separate education system: African, European. Asian and Arab .In the main the provision of education favoured the minority European and Asian racial groups. African received the least in terms of educational capital and services. This is best illustrated by the Kenya Ministry of Education Triennial Survey of 1961-1963, which displays the number of primary and secondary students in 1963 in relation to the school-age population in 1962 of the racial groups to which the students belonged.

Table 6:Primary School Students According to Racial Groups

RACIAL GROUP	NUMBER OF STUDENTS	SCHOOL-AGE POPULATION	PUPILSAS % OF SCHOOL - AGE POPULATION
AFRICAN	840,677	2,421,300	34.7
ARAB	3,222	9,000	35.8
ASIAN	40,915	52,800	77.5
EUROPEAN	6,639	8,900	74.6

Source: Kenya Ministry of Education Survey 1963

The same picture was extended to secondary school as displayed on the following table

Table 7: Secondary School Students According to Racial Groups

RACIAL GROUP	NUMBER OF STUDENTS	SCHOOL-AGE POPULATION	PUPILS AS % OF SCHOOL – AGE POPULATION
AFRICAN	10,593	829,700	1.3
ARAB	292	3,100	9.4
ASIAN	13,921	17,200	80.0
EUROPEAN	3,265	3,300	98.9

Source: Kenya Ministry of Education. Triennial Survey

As far as post secondary education was concerned, at independence, there were mere 335, Kenyans at a University within East Africa, with only 85 of them doing specialized professional studies in such fields as medicine, veterinary, medicine and engineering.

On the eve of Kenyan's independence, several reports were compiled which discussed the prevalent educational situation and examined the country's future educational needs. The KANU-Commissioned Griffith report of July 1962, saw the demands upon education to be those of meeting the nations building needs with a supply of high level African manpower and creating a sense of service and national unity. To this end, the report placed a high priority on the development of secondary education and the Africanisation of both the Kenyan teaching staff and the curriculum. It favoured giving priority to the development of secondary education as the best way of allocating and using the limited resources available for education. This is because the report saw education as an investment in national development rather than a mere social service (Sheffield, 1973)

The government of Kenya and Britain requested the World Bank Survey of 1961 which considered education as but one of the components of Kenya's economic development. Overall,

survey gave education (except in terms of the training of human resources) a low priority in comparison to agriculture which was assigned top priority. It failed to propose a co-ordinated education and manpower development plan, though it still emphasized the need to develop both secondary and teacher education (Sheffield, 1973)

While the World Bank survey of 1961 failed to provide an integrated plan for the development of education and manpower for Kenya, the Hunter Report of 1962. Sponsored by the Institute of Race Relations, Political Economic Planning, examined the country's future educational needs. The available number of secondary school places were considered to be inadequate to accommodate a large primary school leavers population. While this was so the report saw a rapid expansion of secondary school education as not only likely to lead to a lowering of academic standards but also bring about a popular demand for increasing number of 'A' level places.

With due consideration given to this dilemma, the Hunter report pointed to the need to strike a realistic balance between maintaining academic standards, expanding secondary school education and reorganizing or modifying a curriculum to cater for the academic and practical subjects. Besides given the pressing need for various levels of skilled and professional manpower, the report recommended the setting up of different categories of high calibre education and training institutions. Even with these proposals implemented, Kenya was hardly in a position to satisfy the bare minimum of its manpower demands for the forecast 4.5 per cent economic growth until 1966. Then between 1966 and 1971, the country required a great amount of foreign aid to maintain the same level of economic growth.

Considering that the output from the educational system would not keep pace with the rapid of skilled and professional manpower requirements, yet not being neglectful of the education of the rural masses, the report in agreement with previous reports, reaffirmed the urgent need to develop secondary school education. However it further pointed out that external aid would still be sought in supplying science teachers and providing university places for Kenyan students to study overseas.

Nevertheless, the report warned against sacrificing academic standards, particularly at the university level, in order to meet short-term manpower requirements. It further warned against producing large number of primary school leavers and other graduates for who the available educational and employment places would not be adequate. Thus Kenya's education planning at primary, secondary and higher levels, according to the Hunter report, had to give serious consideration to its manpower goals if it was to avoid producing more graduates that could be absorbed by the existing educational and employment opportunities (Hunter, 1963; Sheffield, 1973)

On October 1964 after a thorough inquiry into all aspects of Kenya's educational system, part one of Ominde commission was submitted to the government. Ominde commission was the first educational commission to be formed after independence. The task before the commission had indeed been enormous. Advising the Kenya government to formulate its future education policy which was bound to affect the welfare and progress of the country was no easy matter. The nation expected a complete and a concrete evaluation of both the purpose and organization of the education system for the independence era from its very first national education commission. The commission spared no efforts in producing an exhaustive report that would guide educational planning in Kenya. However the commission made it clear that its reports was not the last word on education in Kenya, given that conditions were fast changing and the educational system was expected to be responsive the new needs of circumstances. The report was to be seen as a mere beginning of an ongoing process towards a search for relevance in educational planning.

The commission urged the government to reform the existing education in order to gear it towards the country's national development. The commission recommended a completely new philosophy of education for the country. Education was to be a vehicle for changing attitudes and relationships and enhancing social equality among various races, tribes and religious groups in Kenya. Through education, a spirit of nation feeling was to be promoted. To this end the commission, though not satisfied with the slow pace of desegregation in schools while endeavoring to maintain the standards of education. Thus it recommended recruitment for post primary institution proposing that each secondary school should give a minimum of twenty

percent of its vacancies to students outside its area. Given that English was to be the medium of teaching in many schools, even primary teachers would be able to work for sometime in regions outside those where the dialect or vernacular language was spoken.

The commission accepted that secondary sector of educational system should be expanded. However part Two of the commission report warned against the danger of expanding secondary education without regard for the predicted demand for skilled and professional manpower in the Kenya economy .The commission was, thus, attempting to pursue realizable and economically viable education objectives. To those ends it recommended that the secondary graduates curricula should include practical training for the secondary graduates to be employed in industry and agriculture.

If the supply of the secondary graduates was not related to Kenya's economic demand, then there was a danger, experienced elsewhere, of creating unemployment or under employed surplus of qualified individuals or the so-called educated unemployed .The commission was particularly concerned about the unassisted Harambee schools whose increase and expansion was not included in the 1964-70 government plan and urged the government to regulate any new Harambee schools in order to avoid causing the employment and frustration of their graduates .

Table: 8 Primary and Secondary Schools in the District from 1999 to 2003

YEAR	PRIMARY	SECONDARY
1999	305	87
2000	384	89
2001	398	94
2002	407	96
2003	426	97

Source:(District education office files, 2003)

Similarly it was important to shed light in some parts of the world. This was done in order to compare educational characteristics pertaining to enrolments. Studies in Kenya cited under -representation of females at all levels of education. Kyungu 1999 reported a decline in enrolment

with primary sector registering a decline from 95 percent to 76.9 percent. The research also exposed that the trend in declining enrolments continued and in later years boys enrolment dropped to 57.2 percent and girls 48.8 percent .The studies in other countries included researches done in Penang primary schools which showed distribution of enrolments in terms of gender, ethnicity and types of school. The study also focused on the studies done in Wales (Britain). The study focused on enrolments at different institutions and level of learning .It also displays distribution of students in terms of gender per mode and course.

There are 138,640 children enrolled in all the primary school in Penang out of which about 57% were in the national schools and the rest were in the national types Chinese and Tamil schools. Table 9 shows the number of pupils enrolled in the different types of primary schools in 1986 and 1995. While in 1986, the percentage of the children enrolled in primary Chinese schools was only 13% of the total, the percentage has more than doubled to 40% in 1995 .An interesting question to ask is why had Chinese primary education increased in popularity among the Penang population? Table 9 shows the 1995 enrolment in all types of primary schools in Penang Districts.

Table 9:Primary Enrolments in Different Types of Schools, 1986 and 1995, Penang

Type of primary school	1986				1995			
	M	F	M	F	M	F	M	F
National (Malay)	32,115	30,806	62,921	82.2	40,424	38,337	78,762	56.8
National Type (Chinese)	5,967	4,698	9,765	12.7	27,955	26,457	54,412	39.2
National Type (Tamil)	1,774	2,130	3,904	5.1	2,589	2,878	5,467	3.9
Total	38,956	37,634	76,590	84.6	70,968	67,672	138,640	

Source: State Education Department, Penang

Table 10 displays enrolment in different types of primary schools in Penang. Enrolments of males out number enrolment of females in all types of primary schools in Penang. This is

consistent with enrolment in Kenyan primary schools where males always outnumber female students.

Table 10:Enrolment of Pupils in Malaya Primary School by Races and Gender

District	Malays		Chinese		Indians		Others		Total		Total
	M	F	M	F	M	F	M	F	M	F	
Timur Laut	2558	2817	124	96	559	505	22	16	3563	3434	6994
Barat Daya	4468	4147	34	17	145	106	3	1	4650	4271	8925
S.P Utara	8573	6972	39	114	302	460	15	10	8929	8954	1788 3
S.P.Tengah	7331	6972	195	100	567	420	23	17	8117	7508	1562 5
S.P.Saletan	2878	2655	4	2	173	126	0	0	3055	2783	5838
Total	2610 8	2496	396	329	1746	1617	63	44	2831 8	2695 0	5526 8

Source: State Education Department, Penang.

The same picture is displayed above as in table 9 male students outnumber female students at all the races displayed above. This is consistent with Kenyan environments where males outnumber female students.

Table 10 displays enrolment of pupils in Malys primary schools. The same picture is portrayed as on table 9. Male pupils outnumber female students in Malaya, Chinese and Indian primary schools in Malays.

Table 11: Number of Pupils in Malay Primary Schools 1995(Penan). Sekolah Kebangsaan

District	Malays		Chinese		Indians		Others		Total		Total
	M	F	M	F	M	F	M	F	M	F	
Timur Laut	2558	2817	124	96	559	505	22	16	3563	3434	6994
Barat Daya	4468	4147	34	17	145	106	3	1	4650	4271	8925
S.P Utara	8573	6972	39	114	302	460	15	10	8929	8954	17883
S.P.Tengah	7331	6972	195	100	567	420	23	17	8117	7508	15625
S.P.Saletan	2878	2655	4	2	173	126	0	0	3055	2783	5838
Total	26108	2496	396	329	1746	1617	63	44	28318	26950	55268

Source :Education Department, Penang.

Past 20 years or so educational facilities in private sector especially in urban areas have emerged at high growth, but information on their number, type of education being provided, enrolment of students and expenditure incurred is not available from source. Data gap in their sector was felt since long. However due to scarcity of funds, no big effort could be made to collect on development of different type private institutions in the country .In the mean time, Ministry of Education as well as provincial Government attempted to collect the record of development of private education institutions, but could not complete process due to different reasons such as inadequate manpower. However, Federal Bureau of Statistics being the prime statistical agency Pakistan was entrusted the job to conduct Census of private Educational Institution in Pakistan .In spite of the shortage of manpower and financial resources, FBS assigned first priority to this census keeping in view of its data for planning purpose and to know the contribution of private sector in Gross Domestic Product census was initiated in April, 2000 to collect the data on magnitude of the private education institution enrolment, `expenditure incurred and income generated by them during the academic year 1999-2000.

Objectives The main objectives of the study were as follows:-

- i. To assess the private sector 's share in overall on education in the country as per cent of GDP.
- ii. To assess the private sector's role in the development of

educational infrastructure.

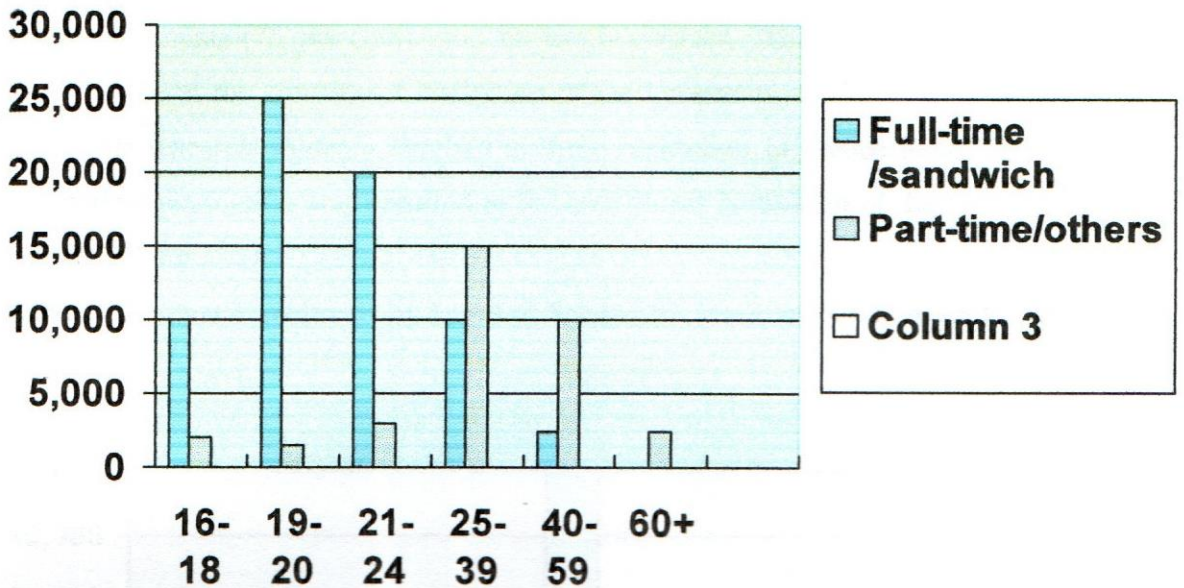
iii. To provide bench -mark information about private sector's education in terms of;

- a. Number of institutions by type i.e. Schools, middle schools, colleges, professional colleges, universities, commercial / training etc.
- b. Enrolment by type of category
- c. Number of teachers by education level.
- d. Number and short term courses and their enrollment
- e. Expenditure on rent of building, repair and maintenance, utilities another misc. expenditure.
- f. Payment to teaching and non-teaching staff
- g. Income at the institution by type.

In 1998/99, there were 105,534 higher education students enrolled at higher education institutions in Wales including those who were branched to further education institutions. The table relate to all students enrolled during the academic year rather than those enrolled on the 1st December census date, and include only those students enrolled at higher education institutions in Wales. They exclude the Open University students who are domiciled in Wales, as they are classified by HESA under the location of the institution (i.e. England), and they also exclude all students enrolled at further education institution and students on non -credit bearing course.

The pattern of enrolment by students in age is very different between full -time and part -time students. Just over half (53 per cent) of all full-time and sandwich were aged under 21, with 3 per cent aged or over. By contrast, only 6 per cent of part -timers were under 21 and per cent were aged 40 and over. (Table 11 and Figure 1)

Figure 1: Students Enrolment by Age and Mode of Attendance



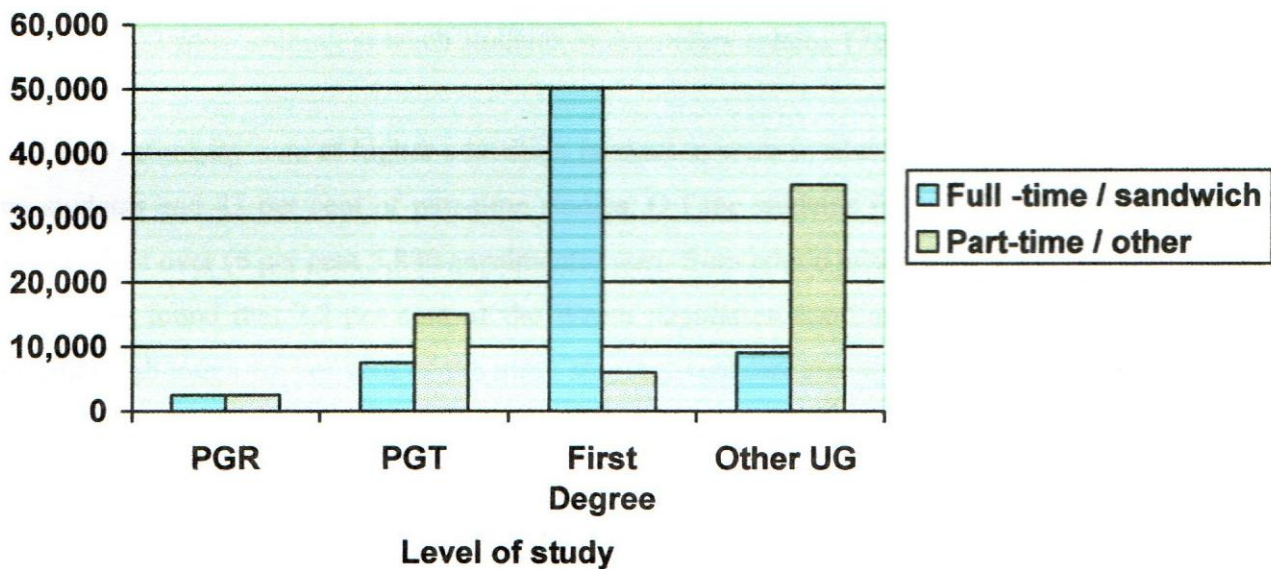
The graph displays that enrolment on full-time was higher than part-time between 16 and 24 years age bracket. Part-time mode of learning is favored by age above 25 years but the graph shows a decline after 40 years. At 60+ years full-time mode of learning has no participants. Below 24 years part-time mode of learning has very few participants.

Forty five per cent of full-time students studying in Wales were domiciled in Wales and nearly four (78 per cent) of part-time students were Welsh. Part-time students include those on distance learning programmes. Although the majority of higher education students were from the UK, appreciable minorities (12 per cent) were domiciled in other countries. In both full-time and part-time modes, female overseas students were less well represented than male overseas students. (Table 18)

Two thirds (66 per cent) of all undergraduate students were studying for first degrees and the vast majority of this was studying full-time. However, for undergraduates students not on first degree course, 69 per cent were studying part-time and only 31 per cent were full-time students

These other graduates include those who were studying for courses such as HNDS HNCS, as well as large numbers continuing education student enrolments at the university of Wales institution of Aberystwyth, Bangor, Cardiff and Swansea .At postgraduate level, three quarters of students enrolments (75 per cent) were on taught courses. The research students were mainly studying at the at the constituent institution of the University of Wales with 88 per cent of all postgraduate research students enrolled at these institution In comparison, 57 per cent of the entire student population was enrolled at the constituent institution of the University of Wales. (Table 19 and figure2)

Figure 2:Students Enrolment by Level of Study and Mode of Attendance 1998/99



Female students made up to 54 per cent of all undergraduate students, however only 47 percent of the 20,982 postgraduates students (including PGCE students) were female. (Table 17).

The most popular subjects of study across the whole students population were combined studies (14 per cent) and Business and Administration (13 per cent), but the choices were different for men and women.

Fifteen per cent of male students chose Engineering and Technology, 14 percent Business and administration and only 11 percent combined studies, whereas amongst female students

combined studies was most popular with 16 per cent, followed by subjects allied to Medicine and Business and Administration (both 13 per cent). In many subject areas, there was a reasonable balance between the sexes, but in Education, subjects allied to Medicine and Languages, women predominated, whereas men significantly outnumbered women in Engineering and Technology, Computer Science and Architecture, Building and planning. (Table i8)

In 1998/99 there were 2,990 students enrolled on first-degree courses leading to qualified teacher status and 1,387 taking Postgraduate Certificate of education (PGCE) courses. Initial Teacher Training (ITT) students were predominately female with women accounting for 78 per cent of all ITT students. Of course on ITT courses, 74 per cent were training to be primary school teachers and only 1,222 were training to teach students of secondary school. (Table 10 and 19).

In 1998/99, ethnicity data at higher education institution were available for 88 per cent of full - time students and 83 per cent of part-time studies .O f the students for which ethnic data were available, just over (6 per cent 5,880 enrolments) were from ethnic minorities .In comparison, the 1991 census found that 2.2 per cent of the Welsh population aged under 25 were from ethnic minorities. Although 53 per cent of the total; students population was female, this was reversed in the ethnic minority student population where 57 percent was male (Table 21)

Of the students enrolled at higher education institution in Wales just under 5 Per cent (3,830 enrolments) were known to be disabled (Table 22)

Table: 12 Students Enrolments by Sex, Age Group and Mode of Attendance 1998/99

Age group	Male		Female		Male	
	NO	%	NO	%	NO	%
Under 16	0	0	0	0	0	0
16-18	4692	14	5744	16	10436	15
19-21	11836	36	14276	39	19191	38
21-24	9532	29	9659	26	11239	28
25-39	5542	17	5697	15	2417	16
40-59	1012	3	1405	4	68	3
60+	40	0	28	0		0
TOTAL	32680		36858		69538	

Source: 1998/99 Hesa Students /Module Record

Table 12 displays enrolment by sex and age .The figures shows that enrolment rises steeply at age bracket 19-20 and start to decline at the age bracket 21-24 .It is zero under sixteen years and forty at sixty years and above. Female students outnumber male students at all age brackets except at above sixty years where female students registered 28 and male students 40. (Table 12)

Table13:Other Students Enrolment by Gender

Age group	Male		Female		Male	
	NO	%	NO	%	NO	%
Under 16	2	0	5	0	7	0
16-18	377	2	333	2	710	2
19-21	928	6	462	2	1390	4
21-24	2096	12	1916	10	4012	11
25-39	8031	48	8275	44	16306	46
40-59	4297	26	5972	32	10269	29
60+	11065	6	1680	9	2745	8
TOTAL	16990		19006		35996	

Source: HESA Student Record 1998/99.

Table 13 displays enrolment by sex and age .The display contrasts with table twelve in that males outnumber females enrolment at the age bracket 16-24 years. Female out numbered male students at the age bracket 25-60 years .

Table 14: All Students Enrolments by Gender

Age group	Male		Female		Male	
	NO	%	NO	%	NO	%
Under 16	2	0	5	0	0	0
16-18	5069	10	6077	11	11146	1
19-21	12764	26	14738	27	27502	26
21-24	11628	24	11575	21	23545	22
25-39	13573	27	13972	25	27545	26
40-59	5309	11	7377	13	12686	12
60+	1105	2	1708	3	2813	3
TOTAL	49670		55864		105534	

Table 14 displays that female students enrolment outnumber at all age , brackets. It displays contrasting information with Malay and Kenya enrolments. A slight difference where males are more is at age bracket 21-24. it should be noted that variation between the enrolment of males and females is small.

Coverage All higher education student enrolment at higher education in Wales

- Notes
- 1 Age as at 31 August 1998
 - 2 Instances of unknown age included in the total row.
 - 3 Percentage is based on totals excluding age not 4 Age under 16 is taken as aged between 1Source 1998/99 HESA Student Record

Table 15: Students Enrolment from Abroad by Country of Origin 1998/99

Country of origin	Total
EU countries	61,928
Greece	1928
Ireland (Republic of)	1298
France	883
Germany	670
Spain	510
Italy	260
Finland	200
Sweden	140
Portugal	137
Netherlands	105
EU Other	317
Non EU countries	6269
Malaysia	792
U,S.A	583
Indian	434
Hong Kong	417
Singapore	290

Japan	211
Jamaica	200
China	192
Kenya	181
Canada	157
Nigeria	144
di Ara	142
Pakistan	138
Cyprus	127
Brunei	127
Other non-EU countries	123
Total	12,717

Source: HESA Student Record 1998/99

Coverage All overseas higher education students enrolment at higher Education institutions in Wales

Note The total or 'EU other non Eu counties' include all counts of Less than a hundred

Source 1998/99HESA Students Record

Table 15 displays number of students' enrolment by country of origin. European countries have a lower enrolment compared to non-European countries although the variation is small.

Greece and Ireland have the highest enrolment among the European countries while Malaya and U.S.A. lead among the non-European countries.

Table 16: Students Enrolment by Level of Study, Age Group, Sex and Mode of Attendance

AGE	Postgraduate		First Degree		Other Undergraduate		Total	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
16-18	0	0	4185	5275	507	469	4692	5744
19-21	324	33	10487	12746	1324	1497	11836	14276
21-24	2085	2071	6362	6060	1085	1528	9532	9659
25-39	2212	1540	2631	2830	699	1327	5542	5697
40-59	402	295	468	781	142	330	1012	1405
60+	10	3	26	24	4	1	40	28
Total	4745	3941	24163	27723	3772	5185	32680	19006

Source :1998/99 HESA Students /Module Records

Table 16 displays enrolment by gender and age. There are many students enrolled at first degree both male and females. Females are more than males at this level of education. At postgraduate males are more than females. Enrolment of females seen to be declining above the age bracket 25-39.

Table 17:Part-time Other Student Enrolment by Gender

AGE	Postgraduate		First Degree		Other Undergraduate		Total	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
16-18	3	1	10	4	364	328	377	333
19-21	3	2	88	44	337	416	928	462
21-24	559	639	357	187	1180	1090	2096	1916
25-39	3739	3291	880	1011	3412	3973	8031	8275
40-59	1906	1971	306	659	2085	3342	4297	5972
60+	104	57	32	31	929	1592	1065	1680
Total	6325	5971	1676	1951	8989	11084	16990	19006

Source :1998/99 HESA Students /Module Record

Table 16 seems to suggest that male students outnumber female students at postgraduate studies while at first degree female students outnumbered male students .The same is portrayed on table 17 men outnumbered women at postgraduate level and women outnumbered men at undergraduate level

Table 18:All Students' Enrolments by Education Level.

Age group	Postgraduate		First Degree		Other Undergraduate		Total	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
16-18	3	1	4195	5279	871	797	5069	6077
19-21	37	35	10566	12790	2161	1913	12764	14738
21-24	3644	2710	6719	6247	2265	2818	11628	11575
25-39	5951	4831	3511	3841	4111	5300	13573	13972
40-59	2308	2265	774	1440	2227	3672	5309	7377
60+	114	60	58	55	933	1593	110	1708
Total	411070	9912	25839	29638	12761	16269	46670	55864

Source: 1998/99 HESA Students Record

Table 18 shows that very few students enrolment for postgraduate studies at the 16-18 years. This is probably because they may not have attained necessary requirements .The number of students at this level increase at age between 21-24 years. Probably this increase is because this is the age at which most learners complete their first degrees. The number of students continue to increase at the age of 25-39 years. This could probably be because this people are employed and therefore can afford to pay for their education. Higher education could also attract many probably because of promotion they would get from their employer .The number of students decrease between 40-59 and drops sharply after 60 years. This is probably due to old age and retirement from public service. Male students outnumber female students at postgraduate studies but female students are more at first degree. This figures contrasts with Kenya and in Malaya where female students seem to be under-represented at all levels.

Table 19: Students Enrolment by Subject of Study, Mode of Attendance and Sex

Subject of study	Full-time/ sandwich			Part-time/ other			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Medicine and dentistry	646	756	1,402	249	318	567	895	1,074	1,969
Subjects Allied to Medicine	1,501	4,848	6,329	452	2,406	2,858	1,953	7,234	9,187
Biological Science	2,479	3,242	5,721	446	395	841	2,925	3,637	6,562
Agriculture & Related subjects	655	506	1,161	131	142	273	786	648	1,434
Physical Science	2,102	1,078	3,180	446	218	664	2,548	1,296	3,844
Mathematical Science	449	319	768	23	17	40	472	336	808
Computer Science	2,569	515	3,084	1,173	606	1,779	3,742	1,121	4,863
Engineering & Technology	4,050	656	4,706	3,287	263	3,550	7,337	919	8,256
Architecture, Building & Planning	1,012	409	1,421	726	168	894	1,738	577	2,315
Social, Economic & Political studies	1,923	2,976	4,899	1,718	1,815	3,533	3,641	4,791	8,432
Law	1,266	1,675	2,941	343	293	636	1,609	1,968	3,577
Business & Administration studies	4,452	3,897	8,349	2,547	3,153	5,700	6,999	7,050	14,049
Librarianship & Information Science	343	561	904	205	517	722	548	1,078	1,626
Languages	1,154	3,061	4,215	539	961	1,500	1,693	4,022	5,715
Humanities	1,520	1,542	3,062	667	652	1,319	2,187	2,194	4,381
Creative Arts & design	2,381	2,366	4,747	269	433	702	2,650	2,799	5,449
Education	1,330	3,981	5,311	1,021	2,198	3,219	2,351	6,179	8,530
Combined	2,848	4,490	7,338	2,748	4,451	7,199	5,596	8,941	14,537
Total	32,680	36,858	69,538	16,990	19,006	35,996	49,670	55,864	105,534

Source: 1998/99 HESA Student Record

Table 19 shows enrolment by sex, subject and mode of attendance. The figures displayed show that there were more female students enrolled in medicine and Dentistry, Biological sciences and all other humanities than male students. The table also displays that more male students enrolled in Mathematical physical sciences, Computer sciences, Architecture and agriculture. The figure

also shows that more female students outnumbered male students in all enrolment both at full-time and part-time modes of learning. This data contrasts with Kenya where girl child is under-represented at all levels.

Table20: Students Enrolment on Initial Teacher Training Courses by Level of Study and Initial Teacher Training Aim

Institution	Primary	secondary	Total
University of Glamorgan	0	0	0
University of Wales, Aberstwyth	0	0	0
University of Wales, Bangor	481	23	504
Cardiff University	0	0	0
	0	0	0
University of Wales, Lampeter	0	0	0
University of Wales, Swansea	0	0	0
University of Wales college of medicine	508	131	639
University of Wales Institute, Cardiff	425	67	492
University of Wales College, Newport	324	6	330
North East Wales Institute	411	37	448
Swansea Institute of higher Education	577	0	577
Trinity College Carmarthen	0	0	0
Welsh College of Music and Drama			
Total	2,726	264	2,990

Source: 1998/99 HESA Students /Module Record

Table 20 displays enrolment on initial teacher training courses by institution and level of study , There are more primary teachers enrolled in the institution than in the secondary at the universities .These figures shows an imbalance in the two educational sectors .

Table 21: Postgraduate Certificate by Primary and Secondary Levels

Institution	Primary	Secondary	Total
University of Glamorgan	0	0	0
University of Wales, Aberstwyth	0	135	266
University of Wales, Bangor	131	145	211
Cardiff University	66	0	0
University of Wales, Lampeter	0	0	0
University of Wales, Swansea	0	248	360
University of Wales college of medicine	112	0	0
University of Wales Institute, Cardiff	0	254	352
University of Wales College, Newport	98	17	62
North East Wales Institute	45	16	16
Swansea Institute of higher Education	0	15	15
Trinity College Carmarthen	77	28	105
Welsh College of Music and Drama	0	0	0
Total	529	585	1,387

Source: 1998/99 HESA Students /Module Record

Table 21 displays postgraduate certificate by primary and secondary levels. The figure displays a slight difference between the primary and secondary students. This indicates both sectors of education are almost balanced in terms of staff at that level. This contrast with initial teacher training displayed on table 20.

Table 22: Students Enrolment by Ethnicity, Sex and Mode of Attendance

	Sex					
	MALE		FEMALE		TOTAL	
Ethnic Group	No	%	No	%	No	%
Full -time						
White	26478	91	30459	94	56937	93
Ethnic minority	2523	9	1900	6	4423	7
Black	357	1	314	1	671	1
Asian	1639	6	1218	4	2857	5
Other	509	2	418	1	927	2
Not known	378		481		859	
Information refused	536		566		1102	
Information not sought	2328		2773		5101	
Total	32,680		36,858		69,538	
Part-time						
White	13159	94	15374	96	28533	95
Ethnic minority	813	6	594	4	1407	5
Black	186	1	100	1	292	1
Asian	462	3	356	2	818	3
Other	165	1	132	1	297	1
Not known	312		436		748	
Information refused	729		963		1692	
Information not sought	1929		1594		3523	
Total	16990		19006		35996	
All Students						
White	39637	91	45833	95	85470	94
Ethnic minority	3336	8	2544	5	5880	6
Black	561	1	400	1	981	1
Asian	2,101	5	1574	3	3675	4
Other	690			917	1607	
	690			917	1607	

Not known	690			917	1607	
Information refused	1265			1529	2794	
Information not sought	4257				8624	
Total	49,670		55,864		105,534	

Source: 1998/99 HESA Students Record

Table 22 displays enrolment by sex and mode of attendance. Figures displayed shows that female students both at fulfillment and part-time modes of learning whites also out number other races because they the majority. Black people are the least at a both fulfillment and part-time modes of learning. Female whites outnumber male whites at both full-time. Other groups show slight difference in gender. This is probably because this is a foreign country.

Table 23: Student Enrolments by Disability Status, Sex and Mode of Attendance

	SEX					
	Male		Female		Total	
Disability status	No.	%	No.	%	No.	%
Full-time						
No known disability	30,831	96	34,806	96	65,637	96
Disability but not in receipt of DSA	428	1	452	1	880	1
Disability and in receipt of	253	1	215	1	468	1
Disability but information about DSA not known/not sought	733	2	759	2	1492	
Total		32680		36858	69538	
Part-time						
No known disability	16,531	98	18,390	97	34,921	97
Disability but not in receipt of DSA	176	1	176	1	352	1
Disability but information about DSA not known/not sought	21	0	23	0	44	0
	217	1	377	2	594	2
Total	16,990		19,006		35,996	
All Students						
No know disability	47,362	96	53,196	96	100,558	96
Disability but not in receipt of DSA	604	1	628	1	1232	1
Disability and in receipt of DSA	274	1	238	0	512	0
Disability but information about DSA not known/not sought	950	2	1136	2	2086	2
Total	49,670		55,864		105,534	

Source: 1998/99 HESA Students Record

Table 23 displays enrolment of students on fulltime and part-time and part-time modes. The figures indicate that their more disabled students enrolled on full-time mode that on part-time.

The table further reveals that the number of male and female student does not show a big difference. Female students enrolled are slightly more than male disabled students.

Table 24: Welsh Student Enrolments

Institution	No. of students enrolment With any teachings through Welsh	% of student enrolment with any teaching through Welsh	FTE Through Welsh
University of Glamorgan	0	0.0	0.0
University of Wales, Aberystwyth	344	5	227.2
University of Wales, Bangor	706	10.1	548.6
Cardiff University	129	0.8	75.8
University of Wales, Lampeter	90	6.4	67.1
University of Wales, Swansea	130	1.4	78.8
University of Wales college of medicine	9	0.4	0.0
University of Wales Institute, Cardiff	123	2.1	63.6
University of Wales College, Newport	113	3.8	4.8
North East Wales Institute	0	0.0	0.0
Swansea Institute of higher Education	0	0.0	0.0
Trinity College Carmarthen	80	6	9.2
Welsh College of Music and Drama	12	6 2.3	1.9
Total	1 36	2.5	1077.0

Source: 1998 /99 HESA Students Record

The table above displays enrolment of students through Welsh. University of Wales is more favoured since it has more students while University of Wales College of Medicine has nine enrolled students. These enrolments probably depend on how hard the course is. North East Wales Institute has zero enrolment.

Table25 :Other Students Part-Time Enrolments

Institution	No. Of students enrolment With any teachings through Welsh	% of student enrolment with any teaching through Welsh	FTE Through Welsh
University of Glamorgan	45	0.6	20.0
University of Wales, Aberstwyth	130	3.2	34.5
University of Wales, Bangor	207	6.7	32.0
Cardiff University	143	2.8	23.3
University if Wales, Lampeter	143	10.7	21.7
University of Wales, Swansea	92	1.4	11.0
University of Wales college of medicine	0	0.0	0.0
University of Wales Institute, Cardiff	7	0.3	0.5
University of Wales College, Newport	0	0.0	0.0
North East Wales Institute	0	0.0	0.0
Swansea Institute of higher Education	0	0.0	0.0
Trinity College Carmarthen	2	3.0	0.2
Welsh College of Music and Drama	0	0.0	0.0
Total	683	1.9	143.4

Source:1998/99 HESA Student Record

Table 25 displays Welsh institution and their enrolments. The data displays the most favoured teaching courses: University of Wales, Bangor has the highest enrolment while Welsh college of music and drama has zero enrolment

Table26:All Students Enrolment by Institution

Institution	No. of students enrolment With any teachings through Welsh	% of student enrolment with any teaching Through Welsh	FTE Through Welsh
University of Glamorgan	45	0.3	20.0
University of Wales, Aberstwyth	474	4.3	261.7
University of Wales, Bangor	913	9.0	580.6
Cardiff University	272	1.3	99.1
University of Wales, Lampeter	18	8.0	88.8
University of Wales, Swansea	187	1.4	89.9
University of Wales college of medicine	9	0.3	0.0
University of Wales Institute, Cardiff	130	1.6	64.1
University of Wales College, Newport	113	1.4	4.8
North East Wales Institute	0	0.0	0.0
Swansea Institute of higher Education	0	0.0	0.0
Trinity College Carmarthen	82	6.5	9.4
Welsh College of Music and Drama	12	2.2	1.9
Total	2419	2.3	1220.4

Source: 1998/99 HESA Students Record

Theoretical Framework

Education is arguably one of the most important means of Liberating citizens in a country Its a tool used to enhance productivity and thus raising income .It is a process of widening peoples choices and raising their level of well being .It involves the expansion of human capabilities and access to opportunities in social, economic and political arenas .The most basic of this capabilities are to lead a long healthy lives to be knowledgeable and have access to resources needed for a decent standard of living It is therefore about the overall improvement in the quality of life (KHDR2001).It is in this light that almost all developing countries have committed sizeable resources to this end .However education is an expensive enterprise and therefore stakeholders such as parents are brought on board to assist in the provision of the same. The

demand for education in Kenya immediately after independence was influenced by critical manpower needs by the government. This in turn triggered parental pressure for more years of schooling for their children and thus better chances for high paying jobs .The expansion of education soon created a new generation of social and economic problems such as unemployment of the educated youth. Since it is a joint venture between individuals and the government, parents seem to have neglected their role in the payment of fees. This is evidenced by world bank reports that in 1980 primary school enrolment was 115 per cent while in the same year secondary school enrolment was only 20 per cent .In tertiary institution the same year only one per cent was enrolled and in 1996, 85, 42 and 2 per cent were enrolled respectively(world bank 2000) according to the reports of ministry of education in Kenya gross enrolment has been declining (Kyungu 1999).There has been gradual decline in GER in the education sector at all levels since 1990 at primary was 95 per cent which declined to 76.9 per cent in 2000.

Parents seem to have not played their role of cost sharing of the financial burden as expected. This behaviour could have resulted from the trends within the labour market .In this regard the study investigated parents behavioral change in the cost sharing of education with the government.

Behaviour of individuals, it should be noted emanates from attitude formed towards an event in the environment. Attitude has three stages of development cognitive, affective and behavioural stage. What we see as a behaviour has the other two underlying stages. According Kartz and Stotland (1959) the cognitive consistency theory of attitude formation means among other things that inconsistency in cognition or strained consistence causes psychological tension in, and discomfort to, the subject. The psychological tensions which causes psychological tensions which resulted from such unpleasant states leads in a majority of cases to desperate attempts of getting rid of the inconsistency that certain attitude are formed, maintained or changed .The theory of attitude formation maintains that we need attitudes so as to perceive the various aspects of our environment in consistent and coherent manner.

This theory seems to suggest that the change of behaviour of parents towards education of their children emerged from the trends in the labour market. During the first years of independence,

education was regarded as the avenue for immediate employment as the government of the day tried to meet its manpower targets. When education expansion overtook job opportunities, then the parental attitude towards investment in education seem to have started changing as evidenced by declining enrolments .It is with this reference that the study investigate parental attitude which was assumably the underlying cause of the behaviour portrayed by the parents towards secondary education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the methods, which were used in carrying out the study. The chapter has six subsections, design of the study, target population, sample and sampling procedure, instrumentation, instrument administration and data analyzing techniques

3.1 Research Design

The study adopted an ex post facto design, which refer to experiment in which the researcher, rather than creating treatment, examines the effects of a naturalistically occurring treatment after the treatment has occurred. This is descriptive survey which is a method of collecting and analyzing data through the use of Questionnaires and interview schedules (Wiseman & Aron 1990). Questionnaires and interview schedules collected data pertaining to the respondents collected data pertaining to the respondents ascribed characteristics such as age and gender as well as their attitudes and opinions on pertinent issues related to, enrolment of students in Ol bolosat secondary school .The researcher conducted oral interviews to the chairman of P.T.A and the principal of the school. This helped to obtain information about the management in the school.

3.2 Target Population

The target population of this study included all the parents in the five primary schools whose standards eight graduates had a high probability of joining Ol bolosat secondary school .The study also included the principal and teachers of Ol bolosat secondary school and a member of the P.T.A .The member of P.T.A provided information on how often they meet to discuss the problem of under enrolment .The teachers in the school.

3.3 Sample and Sampling Procedure

The research involved the parents in the five primary schools with children in standard eight and who had a high probability of joining Ol bolosat secondary school. There were 150 parents in the five schools as per the school registers. The researcher adopted Krejcie and Morgan (1970) formula for estimating the sample sizes needed relative to a population of known size, a confidence level (i.e. 95) associated with a chi-square statistics for one degree of freedom, and the designated degree of accuracy as reflected by the amount of sampling error that can be tolerated for the tabular entries that was set at 0.5 a value equivalent to plus or minus 1.96 times the standard error of the proportion.

$$X^2 N P (1-P)$$

$$S = \frac{d^2(N-1) + X^2 P (1-P)}{d^2} \quad \text{in which}$$

S = Required sample size

N = The given population size

P = Population proportion that for table construction has been assumed to be 50 as this magnitude yields maximum possible sample size

required

d = The degree of accuracy as reflected by the amount of error that can be tolerated in the fluctuation of a sample proportion p about the proportion p - the value of d being 0.05 in the calculation for entries in the table ,A quantity equal to plus or minus 1.96 σ_p .

x^2 = Table value of Chi-square for on degree of freedom relative to the desired level of confidence by entries in the table

A sample size of 80 was selected from a population of 150 parents. Simple random of selecting without replacement was used in allocating the proportion (Table 26) for each primary school, depending on the number of parents in a particular school. Teachers and the member of the P.T.A were not subjected to sampling because they were few.

Table 27: Computation of Sample Size of Parents' Participants in the Five Units Involved in the Study.

SCHOOLS	N (NUMBER OF PARENTS)	COMPUTATION OF PROPOTION OF SIZE	SAMPLE SIZE
OLBOLSAT PRIMARY SCHOOL	40	$\frac{40}{150} \times 80$	22
GAKOE	30	$\frac{30}{150} \times 80$	16
GATONDO	25	$\frac{25}{150} \times 80$	13
KAHINDU	30	$\frac{30}{150} \times 80$	16
IRIA-INI	25	$\frac{25}{150} \times 80$	13
TOTAL	150		80

3.4 Instrumentation

The researcher used questionnaires to collect the required information. There were two questionnaires and two interview schedules to cover the four categories of respondents namely parents, the P.T.A executive member the principal and teachers in Ol bolosat secondary school. The interview for the principal focused on the enrolments of Ol bolosat secondary school since it started in 1998 while teachers elicited information on the services offered. The interview for the member of the P.T.A focused on how the parents pay fees and how often they are called for meetings to discuss the problem of under-enrolment. The questionnaire for the parents focused on their attitude towards secondary school education. The instrument for the parents comprised of open-ended statements and then closed ended items.

Each closed statement had a five point rating scale denoted choice /alternative as follows, "strongly agree", "agree", "undecided", "disagree", and "strongly disagree". The five choices were assigned "5", "4", "3", "2", and "1", scores respectively. The respondent was asked to make a choice against each statement. Mean scores were used to establish the attitude of each parent on secondary school education or towards Ol bolosat secondary school. Interview schedules for the principal and the P.T.A executive member were used to yield information pertaining to the management of the school in question. The interview schedules for both comprised of closed statements which the respondent answered. The researcher wrote down the answers on the question items as they were answered.

3.5 Validity of The Instruments

Validity of a research instrument is the degree to which it measures what is intended by the researcher (Borg and Gall 1998) In order to test the validity of the research instruments (to the parents) the research carried out a pilot study using 15 parents. The parents were chosen on the basis of the recommended sample size, which was 15 parents randomly selected cases within a defined population. However, the random selection included all the five primary schools included in the study. A questionnaire was subsequently administered to the selected parents in March 2004 by the researcher himself. The teachers, principal and the P.T.A chairperson were not subjected to a pilot study since the number was quite small and the researcher could personally reach one of the ten respondents with ease. The parents were a large number of 150 whose sample taken for study was 80 (Mitchell and Gelly) The parents were requested to answer 30 closed ended questions items and one open ended. On the basis of the responses given by the parents in the trial, the researcher was able to identify those items that were not easily understood or open to misinterpretation. Such question items were rephrased in order for the instrument to bring out the desired information during the study. Respondents who were involved in the pilot study were excluded from the main study. This was in order to control extraneous influence on the findings due to their prior knowledge of the information being sought by the questionnaire.

3.6 Reliability of The Instruments

The term reliability refers to the level of the internal constituency or stability over time, of research instrument (Borg and Gall, 1998). This implies that for a research instrument to be reliable it must be capable of yielding consistence results when used more than once to collect data from two samples drawn randomly from the same population (Mulusa 1990). There are several ways by which reliability of an instrument can be tested. These according to (Best 1997) includes, test-retested technique, equivalent forms, methods and split-half technique. In this study, the researcher utilized the split-half method to compute the reliability of the instruments. In this technique, reliability is tested by correlating scores obtained in a test by a group of individuals on the odd numbered question items against the scores on the even numbered items (Charles 1988). This implies that, this technique is more applicable in those tests situations where responses made by the respondent can be scored easily .The items that were easy to score in the aforementioned instrument were the 30 closed statements in the questionnaire for the parents. After the pilot study was done the 30 statements were divided into two sets .Set one compromised of the odd numbered items while set two contained of even numbered items. The researcher scored the responses in the two sets of items on basis of the assigned points to the five alternatives .The alternatives for the items (both odd and even) in section parts 6,7 and 8 of the questionnaire were denoted by choice "strongly agree", "agree", "undecided", "disagree", and "strongly disagree", were assigned "5", "4", "3", "2", and "1", respectively. The scores obtained in the set of items were then correlate during the Pearson product moment correlation coefficient (r). The obtained value was 0.866.However Best (1977) has pointed out that, in using the split - half technique, the size of the instrument is reduced to half the number of its constituent items .For this reason, the technique yields lower correlation. Therefore, to obtain reliability coefficient of the whole instrument (Nachmias and Nachmias, 1976) the investigator applied the spearman-brown prophecy formula, which is denoted by: -

$$r_{xx}^1 = 1 + \frac{2 r_{oe}}{1 + r_{oe}}$$

Where r_{xx} is the reliability of the original instrument, while “roe” is the reliability coefficient obtained by correlating the scores of the odd numbered items in the instrument when the Spearman-Brown Prophecy formula was applied: -

$$\begin{aligned} & 2 \times 0.866 \\ r_{xxx} &= 1 + 0.866 \\ &= 0.928 \end{aligned}$$

3.7 Data Collection Procedure

During the pilot study the researcher established the total number of parents with standard eight pupils in order to sample them. Then the researcher visited all the schools to gather all the required details from the headmaster of primary schools. The researcher then conducted the interviews personally by first of all seeking appointment with the principal and the executive member of the P.T.A. The questionnaire for the parents was administered by research assistant and the researcher himself. Research assistants were identified with the help of the primary school headmaster. Interviews took only two days for both principal and the executive members of the P.T.A. Questionnaire for the parents was collected after weeks. The research assistant assisted the respondent cases of low academic levels or illiteracy. Teachers in the secondary school were supplied with the questionnaire and given one week after which the researcher collected them.

3.8 Data Analyzing Techniques

To analyze the raw data in the study, the researcher used descriptive statistics mean and percentage. The same was used in analyzing demographic data and the pertinent information which was provided by the respondent in the open-ended question items. In analyzing demographic and general information provided by the respondent, the researcher computed the percentages of respondent who gave each category of data in a given question item. The result of this analyzing in respect of each question item was summarized in form of frequency tables.

Table 28: Data Analyzing Techniques

Research questions	Respondent	No agreed	%	'No disagreed	%
Where do most std 8 graduates go					
What is the parental attitude towards sec. Schooling					
What is the parental attitude towards the school					

CHAPTER FOUR

ANALYSIS OF DATA AND DISCUSSION OF RESULTS.

4.0 Introduction

This chapter is divided into four subsections. The first subsection covers the questionnaire return rate from the respondents. Subsection two covers demographic and general information from the respondents. –

The third subsection covers information provided by the respondents in the questionnaires namely teachers and parents while subsection four contains information emanating from the interview schedules administered to the principal Ol bolosat Secondary School and the PTA Chairperson.

4.1 Questionnaire Return Rate

Of the 80 questionnaires administered to the respondents, 54 were received back by the researcher. This represented 69.92 percent return rate. On the other hand the 8 questionnaires administered to the teachers by the researcher were all returned. The interview schedules were administered by the researcher hence all the respondents participated.

4.2 Demographic Data and General Information of the Respondents.

Information pertaining to the respondents' gender, age and marital status of teachers and parents is displayed on Table 11,12 and 13 respectively. Tables 14,15 and 16 contains information on occupation and academic qualification of parents and teachers respectively. The principal of the school and the PTA Chairperson elicited information on their age, marital status, education level and experience. Principal was a man of 42 years of age, married and a graduate. On the other hand the PTA Chairperson was a man of 50 years of age married and of KCSE level of education. The principal had teaching experience of five years while the PTA Chairperson had held the chairmanship for the last five years.

Table 29: Distribution of Parents According to Gender.

Gender	N	Percent
Males	38	70.37
Females	16	29.62
Total	54	100.00

Source collected data in the study.

Table 28 shows that majority of the respondents (about 70.37 percent) were males while the remaining 29.62 per cent were females. This gives the impression that females are not very much involved in educational decision making at most homes. These findings are consistent with tables 2 and 3 in which enrolments for boys and girls shows fewer girls enrolled in both primary and secondary school. The findings are also somewhat consistent with an earlier study by Kimani (1990), which established among primary school inservice teachers in Kenya, women were under-represented by the ratio of 3:1. The findings are also consistent with research undertaken by the Ministry of Education (1990-1999) in which gross enrolment for boys and girls were 57.2 per cent and 48.8 per cent respectively. This data on gender disparity gives the suggestion of inequalities, which often manifests themselves in form of differential access to resources and opportunities. Current estimates indicate that women especially those in the rural areas are particularly disadvantaged and their labour is often under-valued and under-utilized. Generally in Kenya, women are more likely to be unemployed than men, while average incomes are lower for women than males. The result is that more women than men are poor. Since there are serious gender inequalities in employment. In the rural areas, labour force participation for women is much higher than that of men. While women account for only 30 per cent of the total wage employment, they constitute 70 per cent of the labour force in agriculture (KHD 2001).

The disparity in access to employment suggests why that most women fall within the low-income categories. (K.H.D.R 2001) this consistency seems to suggest why the table shows under-representation of women in this study

Table 30. Age Group-wise Distribution of Parents.

Age group	N	Percent
30-34	3	5.6
35-39	17	31.5
40-44	11	20.4
45-49	14	25.9
50-54	7	12.9
55-59	1	1.9
60-64	0	0.0
65-69	1	1.9
Total	54	100.00

Source: collected data in the study

Table 29 seems to suggest that of the parents who participated in the study 5.6 per cent were in the age group 30-34. This insignificant number is probably because these are very young people who may not have children who have attained that level of education. The suggestion is based on when they would complete schooling at form four and then got married. The possibility of their involvement as standard eight parents would be due to early marriages for those who complete schooling at standard eight and immediately got married. The other possibility which cannot be overlooked is that in African families, children take responsibility of educating their brothers and sisters especially those who are employed.

Old parents who are uneducated may also not be willing to educate their girl children hence brothers and sisters might have taken the responsibility. The concentration of participants was between ages 35 to 49 years. This is a prime age which is composed of strong parents and endowed with resources which they can invest in different fields such as education. It is the group, which could have future visions guided by their exposure and education they had acquired. This exposure could help them to see benefits of education hence influence them into availing education opportunities to their children. The visions could be of making their children better people by getting better employment opportunities as a result of their learning.

Participation declines beyond 50 years to 2.9 per cent for age group 50-54, 1.9 per cent for age group 55-59, none for age group 60-64 and 1.9 per cent for age group 65-69. In normal circumstances people beyond 55 years may not have children in standard eight except in cases where there were late marriages brought about by polygamy or death of spouses which might compel a male parent to remarry. This may make a male parent have children beyond 55 years of age because of remarrying a young fertile woman. This could also be a case where younger people in the society die of HIV/AIDs hence leave their children in the hands of their parents. A parent could also take responsibility of daughter's children who may be single and working in town. This is quite common occurrence in an African family.

Table 31: Distribution of Parents by Marital Status

Marital status	N	Percent
Married	46	85.18
Single	8	14.81
Total	54	100.00

Source: collected data in the study.

This component of marital status may have an upper hand in making decisions in most homes, for instance what may be decided in married family may be different from what would come out from a single parent family. Decisions made in this case refer to education opportunities. Decisions are supported by the resources a family has and the choices they may choose to undertake while they forego others. Of the parents who participated in this study 85 per cent were married while 8 per cent were single. The big number of married respondents could also be explained from the point of resources endowment with reference to Ol bolosat region. Majority practice subsistence farming hence have enough resources which they could use to cater for educational expenses The group could also be composed of educated elite who would like their children to go beyond the levels they themselves reached. On the other hand single parenthood may be due to a decision to stay single or death of a spouse. Whichever the case and with reference to Ol bolosat region, the single parent may not have enough resources to educate her children. The study focuses on single female parent because not many males will agree to stay single after the death of a spouse. Female spouse may chose to stay single after the death of a

spouse. A female may also chose to stay single in her life but bear children. This is a common phenomenon with the female elites. At low levels of education and with reference to Ol bolosat region, single parent may have no funds to cater for education expenses hence chose to terminate learning at standard eight. Opportunity cost may also be quite high considering the gains one would get from the scarce resources. A single parent may chose to forego education for other opportunities, which have immediate gains such as farming. This kind of decision-making might have brought about the low participation of single parents in the study.

Table 32: Distribution of Parents by Occupation

Occupation	N	Percent
Farmer	32	59.29
Civil Servant	4	7.40
Business	17	31.48
Others	1	1.85
Total	54	100.00

Source: collected data in the study.

Table 31 indicates that a sizeable number of the respondents were engaged in farming (59.25 per cent). This large number is consistent with their education level displayed on Table 32 below. Their education clusters at KCPE/CPE level and below. This group is 56.29 per cent. Their level of education suggest why their best opportunity was farming. Farming does not require any academic excellence. The farming practiced is mostly subsistence which is done on family basis with very little commercialization. The surplus sold is for gaining revenue to buy what normally is not available for domestic purposes. Farming is done on small holdings with family labour. There were 31.48 per cent respondents who were engaged in business. Business, with reference to Ol bolosat region also does not require high academic excellence to start. Many of the businesses that are transacted are buying of milk from other farmers and selling it to other businessmen who transport it to processing plants or coolers, buying carrots, potatoes and cabbage and selling it to other business men who transport them to big towns such as Nairobi. Other businesses operated in the region are kiosks and shops, which also do not require high academic excellence Transport is also practiced but by a small group which often comes from

the neighbouring regions. Only a small percentage of the respondents are civil servants (7.40). This group includes teachers, nurses, agricultural extension officers, the chief and their deputies. This is a small number of people whose influence may not be felt.

This group especially teachers and nurses hail from other regions and may not have interest in the region. Their children learn in schools outside the area under study hence they may not have influence on matters pertaining to Ol bolosat Secondary School.

Table 33: Distribution of Parents by Academic Qualification

Academic Level	N	Percent
Degree	0	0.00
Diploma	0	0.00
EACE/KCSE	2	3.70
KCPE/CPE	23	42.59
Below KCPE	29	53.70
Total	54	100.00

Source: field data

Table 33 displays education level of the parent involved in the study. 96.29 of the parents involved in the study were of the KCPE standard and below. This large number suggests what kind of decision pertaining to education can be made. This finding is consistent with results on the destination of standard eight graduates after completing standard eight. A large number of the parents agreed with the statement that the graduates do not proceed to secondary school. The finding is also consistent with the question item help in the family labour in which 66.66 per cent of the respondents agreed that the graduates help in the family labour while only 34.18 per cent disagreed. These findings seems to suggest that the level of education attained by the parent highly influence the decision made on educational matters.

Table 34: Distribution of Teachers by Academic Qualification

Academic qualification	N	Percent
Degree	4	44.40
Diploma	4	44.40
'A' Level	1	11.11
EACE/GCE	–	–
Total	9	100.00

Source: Field-collected data

Quality of education in an institution can be determined by the facilities that are available for teaching and learning process. It can be further seen from the angle of how well educated the teachers are. This is because the education level of the teachers will determine their delivery to the students. Teachers are the implementers of the curriculum and they need to be well educated so as to be creative and innovative towards implementation of the same. A teacher is a role model to the students hence he will be emulated by the students. Students learn formally and informally from their teachers hence the teacher should be a person of high level of academic excellence who can organize all the factors for efficiency and effective learning hence come up with responsible citizens. It was therefore imperative to find out the education level of the teachers in order to assess the quality of education delivered in the school. The researcher went further also to investigate on other facilities such as books, laboratories, classrooms and the management in order to know how the institution operated to achieve its goals.

Table 35: Distribution of Teachers by Gender

Gender	N	Percent
Male	6	66.66
Female	3	33.33
Total	9	100.00

Source: field collected data.

Kenya human development report (2001) indicated that men have higher enrolment at all education levels than women irrespective of poverty and region. The lower enrolment of women

are due mainly to relative drop out rates among girls and women because of socio-cultural factors and forced marriages, child labour, teenage pregnancies and poverty. One of the explanations for low literacy among girls is the amount of domestic work they have to do, especially fetching water and firewood. As indicated earlier in table 15, teachers are role models for the students. Women teachers are good role models for the girl child while boys emulate men. A lady teacher will handle affairs of the girl children better than men. There have been reports on pregnancies in schools when male teachers befriend the girls. It is for this reason that the data on gender has been collected. It is also imperative to know the gender representation in the school. It has been cited earlier that women are under-represented in so many sectors. It is therefore important for researchers to investigate about women representation and report on improvement or the consistency of it. Under representation in a school could affect learning since all the needs of a girl child are not fully met and especially in a boarding school. Table 34 above displays the distribution of teachers by gender in Ol bolosat secondary school. 66.66 per cent were males while 33.33 per cent were females. This indicates under-representation at a glance but real under-representation could be assessed with the number of the girl child in the institution. Table 1 on page 2 displays enrolment of form one students in Ol bolosat secondary school from 1998-2003. Total number admitted in form one during that period were 35 girls while boys were 75.

Although the school was under-enrolled, the girl child remains far much below compared with boys. It can be concluded that the girl child is under-valued both at student and teacher level. With reference to other researchers such as Kenya Human Development Report (2000), this qualifies to be a problem, which requires to be addressed in Ol bolosat region and the country at large.

Table 36: Distribution of Teachers by Age

Age group	N	Percent
24-29	2	22.22
30-34	2	22.22
35-39	3	33.33
40-44	1	11.11
45-49	1	11.11
Total	9	100.00

Source: field data.

The age of a teacher is important in that it will determine his experience in the society and in his career. It will also determine how he/she will handle the affair of a student especially when discipline is required. Disputes among students can be settled better by a teacher whose age difference with the students is higher. It is likely that students will not adhere to advices from teachers who are almost of their age. An old teacher will command more respect from the students than a relatively younger teacher. Age also determines teachers experience hence he/she can guide the students on career choices and life in general. An aged teacher will have more experience on domestic matters which often affect learning in school. A student might come from a chaotic home, which would affect his learning in school. This can be handled by a teacher with such experience on domestic matters for he might have come across several incidences. Other problems that emanate from homes and which affect students are fees payments. Parents can be advised on how to raise funds for the fees.

An approach from a more elderly teacher can be welcome by the parent than from a young teacher. Age can also be followed when allocating activities in school such as guidance and counseling, games, and other clubs. Games are often allocated to young people while guidance is allocated to old people who have the experience of problems encountered by the growing young people. Table 36 displays distribution of teachers by age 22.2 per cent are in the age group 24-29. These are young people who might have been posted recently from colleges. They do not have experience hence they cannot be allocated some activities. 22.2 per cent of the teachers are in the age group 30-34 this group have more experience than the former group hence they can be given more complicated tasks. The group above 34 years of age or between 34-49 is an experienced group, which can handle more complicated issues. Distribution by age in OI bolosat secondary school is not bad since by a look at the data on age on the (Table 34) every department is represented.

Table 37: Distribution of Teachers by Marital Status

Marital status	N	Percent
Married	8	88.88
Single	1	11.11
Total	9	100.00

Source: field data.

Like age marriage commands a lot of respect in African societies. One is regarded mature in the society as a result of marriage. It is expected that one changes his behaviour through promotion to the married status. This usually have an impact on the relationship of the student and a teacher. Student respects the teacher and can listen to his advices. A married person is considered more stable than the unmarried. This is because of the added domestic responsibilities. Stability of the teacher will determine his delivery at his work. Most of the student teacher sexual relationships have been reported among the unmarried teachers hence marriage could minimize them.

It is important to know marital status of the teachers so as to know how to approach some problems when they arise. Table 36 displays the distribution of teachers by marital status 88.88 per cent of the teachers are married and only 11.11 per cent are single.

Table 38: Distribution of Teachers by Experience

Experience in years	N	Percent
0-4	2	22.22
5-9	3	33.33
10-14	1	11.11
15-19	2	22.22
Above 20	1	11.11
Total	9	100.00

Source: field data

Experience is an important component in the teaching-learning process. Delivery by a teacher is determined by the experience one has gained over a number of years in the career. Such a teacher is adaptable to changes hence can deal with educational issues as they arise. Teachers deal with human beings who are entrusted to them by the society. The students are moulded by the teachers into good citizens and finally go back to the society to serve it. Theory work taken in colleges becomes practical in the field. A human being is dynamic hence the experience one acquires as he/she teaches helps an individual teacher to be innovative and creative in solving evolving issues in the career. It is therefore important to know the experience teachers have in their career in order to determine the level of their delivery. In Ol bolosat secondary school, 22.22 per cent of the teachers had experience between 1 and 4 years. 33.33 per cent 5 and 9 years, 11.11 per cent 10-14 years and 33.33 percent had the experience of above 15 years. From the foregoing analysis, It can be concluded that has teachers Ol bolosat secondary school have a lot of experience.

This implies that if all the other factors, which contributed to proper learning, are improved, there would be efficient and effective learning. This would have a positive impact in the school hence benefit the area.

4.3 Results from Analysis of Research Questions

This section has five research questions, which the study tried to answer. They were based on destinations of standard eight graduates, attitude towards secondary school education, attitude towards Ol bolosat secondary school and the quality of educational services offered in Ol bolosat secondary school. The study also sought information from respondents on how enrolment in Ol bolosat secondary school could be improved.

4.3.1 Question 1:Where do Standard Eight Graduates go after completing Primary Education

This question was expected to elicit information on the other destinations where graduates went after completion of class eight. The information emanating from the responses shed light on the reasons why the school has remained under-enrolled for a number of years.

The information gathered from the neighbouring primary schools showed that the primary school themselves are not under-enrolled. This information is displayed on Table 2. Considering education as a basic need for social economic and political development, It was necessary to under-take a research to establish other opportunities which competed with education in the region. Education plays a key role in human development through its contribution to the enhancement of people's capacity to effectively, participate in nation building (KHDR 2001). The study sought to change the residents' attitude towards education.

Investing in education leads to overall economic development through higher labour productivity, improved health and nutrition and enhanced partnerships in the development process.

Table 39: Distribution of Parents According to Responses on Standard Eight Destinations.

Destinations	Agree	Percent	Disagree	Percentage
1. Gone to sec. Schools	15	27.77	39	72.20
2. End schooling in std 8	36	66.66	19	35.18
3. Employed as house girls	28	51.85	26	48.14
4. Employed as herd boys	24	44.44	30	55.55
5. Go to village polytechnic	14	25.92	40	70.07
6. Do business	20	37.03	34	62.96
7. Go to towns for employment	21	38.88	33	61.11
8. Help in family labour	41	75.92	13	24.07
9. Are idling at home	30	55.55	24	44.44
10. Go to N.Y.S	6	11.11	49	90.74

The data on destinations above was analysed in percentages per question item so as to come out clearly with those who agreed or disagreed with the statement. This table also displays the most favoured destinations. The question item number one which states that most standard eight graduates proceed to secondary school shows that about 72 per cent of the respondents disagreed with the statement while only about 27 agreed with it. This implies that most of the graduates do

not go to secondary school. This finding is consistent with table 3 on enrolment of form one in Ol bolosat secondary school and its neighbouring schools in the year 2003.

It is also consistent with Kenya Human Development Report (2001), which states many primary school learners do not pursue higher education because of limited public schools capacity. This necessitated construction of schools like Ol bolosat secondary, which have remained under-enrolled to date. The question item on ending school in standard eight had 66.66 per cent of those who agreed and 35.18 per cent of those who disagreed. This data is consistent with the first item and reveals that Ol bolosat secondary school has remained under-enrolled because of pupils ending schooling at primary level. The third question item on employment of girls as house girls had 51 per cent of those who agreed with the statement and about 48 per cent of those who disagreed with the statement. This reveals why there is under-representation of girls in the school. These results are also consistent with the Kenya Human Development report (2001) that women are under-represented in almost all sectors of the economy. Question item on boys being employed as herd boys had 44 per cent of the respondents in agreement while 55 per cent disagreed. This results reveals why boys are more in the schools even though some still end schooling in standard eight. Question item on village polytechnic had 70 per cent of the respondents in disagreement and about 25 per cent of the respondents in agreement. This results on family labour reveals that parents chose to retain their children at home to assist in the family labour. This result are consistent with the ministry of education survey (2000) that a family enrolls a child for another year of schooling if the benefits derived from schooling are greater than the associated cost. The report revealed further that there was a steady decline in enrolment ratios which was being experienced especially in primary education since 1989 when it stood at 77.5 per in 1996. The growth rate of enrolment does not match the increase in the population of the relevant age group. Parents are seen to prefer destinations, which yield immediate gains such as helping in the family labour as opposed to education, which has a long gestation period. Destinations such as village polytechnics, National youth service, are not preferred. This findings are consistent with world bank report (20000 that a family enrolls a child for another year of school if the benefits derived from schooling are greater than the associated costs.

These findings contrasted with Kenya Human Development report (2001), which stated that many primary school learners do not pursue higher education because of limited vacancies in public secondary schools. The contrast arises because very many schools were started yet they have remained under-enrolled. The findings also contrasted with the situation between 1960 and early 1980s when there were positive community attitudes towards school as exemplified by the use of Harambee spirit to finance education. The Ministry of Education (2000) reported a gradual decline in gross enrolment rates in the education sector at all levels since 1990s in Kenya. In 1999 at primary level the enrolment was 95 per cent which declined to 76.9 per cent in 1996. The report further revealed that the completion rates at every level were also declining with the primary sector recording 42.5 per cent. It further revealed that secondary school enrolment stood at 47 per cent of the population eligible for secondary school education. Lack of motivation in form of available employment opportunities for the university graduates has had a negative impact on those who would have otherwise opted for higher learning. It is also reported that many qualified students do not aspire to join higher institutions of learning due to unemployment level in the country. This situation is made more worse by the scarce resources. Kenya Human Development Report (2001) revealed that Human Index for Kenya stood at 34.5 per cent. This signifies that most of the Kenyan population lives below poverty line. Human poverty index is calculated with variables such as percentage of people expected to live to age of 40, percentage of adults who are illiterate, percentage of people without access to health services, percentage of people without access to safe water, and percentage of severely and moderately underweight children under five years. This report suggests the reason of a negative attitude towards secondary schooling which has a huge opportunity cost according to the view of the parents most whom are illiterate

4.3.2 Question 2: What is the Parental Attitude Towards Ol bolosat Secondary School.

The question was expected to elicit information on the attitude the parents have towards Ol bolosat secondary school. Questions ere set in such a way that the respondents would directly agree or disagree with statement. Alternatives which were agree, strongly agree, disagree or strongly disagree were rated such that a mean was calculated. A mean below 3 indicate a negative attitude and a mean above 3 indicated a positive attitude.

Table 40: Distribution of Respondents According to Attitude Towards Ol bolosat Secondary School.

Mean scores	N	Percent
1-1.99	—	—
2-2.99	9	16.66
3-3.99	13	24.07
4-4.99	26	48.14
5-5.99	6	11.11

source: field data

According to the measuring scale on attitude towards Ol bolosat secondary school. Majority of the respondents (83 per cent) showed that they favoured the school. A small percentage indicates a negative attitude towards it. This behaviour which goes contrary with attitude towards secondary education could have been extended from the spirit of harambee between 1960 and early 1980s to finance education. Harambee spirit has been used in many sectors to put up hospitals, schools, water systems and electricity installation. The Harambee way of mobilizing funds raises some challenges, for example, the poor tend to leave the issue to those who have money who may not necessarily be residents of the area. Schools, which were constructed in this method, were many in the country. Many of these buildings in the country are multipurpose in the areas they were set up. These findings are consistent with Ominde commission report (1964). According to the findings of Furley and Watson (1978) so many Harambee Secondary Schools were started all over the country, particularly in Central Province.

The buildings are used as prayer centers on Sundays or as centers for meetings. This would make public have a positive attitude towards the physical structure.

4.3.3 Question 3: What is the Attitude of Parents Towards Secondary Schooling.

This question item was expected to elicit information on the parental attitude towards secondary schooling. Question items were set in form of benefits that learners would achieve as a result of acquiring secondary school education. Parents were expected to tick against each question item on agreement. Question items such as “students develop good morals in secondary schools” are some of the gains that the respondents were expected to tick for or against. The question items were rated and the mean of every respondent was calculated.

Table 41: Distribution of Parents According to Attitude Towards Secondary Schooling

Mean scores	N	Percent
1-1.99	26	48.14
2-2.99	21	38.88
3-3.99	7	12.96
4-above	—	—

Source: field data.

The assumption in the above table is that a mean below 3 shows a negative attitude while a mean above 3 shows a positive attitude. The data reveals that 87 per cent of the respondents had a negative attitude towards secondary schooling while about 13 per cent of the respondents had a positive attitude towards secondary schooling. These results are consistent with the results on the graduates' destinations. The results showed that secondary school is not a favoured destination. The results also revealed that the respondents supported the question item on ending schooling at class eight. This information is displayed on table 38 on the destinations. Soon after independence, the government placed a lot of emphasis on education to replace the foreigners in all sectors of the economy. This made many citizens aspire for higher education because there was a ready labour market. According to Lugumba and Ssekemwa (1973), the government had more than realized its manpower targets. The attainment of the manpower goal by the government soon created unemployment. This in turn slowly created a negative attitude towards education. This finding is consistent with Stabler (1969) that high levels of unemployed secondary school leavers had started to cause concern.

4.3.4 Question 4: What is the Quality of Services Offered in Ol bolosat Secondary School

This question was expected to elicit information on the services offered in the school. The respondents in this question were the eight teachers in the school. They were expected to elicit data on the size of the classrooms, books, and laboratory equipments, playgrounds and associated equipments. They were also expected to elicit information on their areas of specialization, their academic qualification and experience. The information on the attendance and truancy was also sought. The researcher also sought information on rewarding and punishment of the students in

the school. Data collected above was analysed in order to come up with the quality of services. Classrooms were found to be able to hold a capacity of forty-five students when full.

Books were reported to be inadequate such that homework is never done by all students. There were nine teachers, four were university graduates, four diploma teachers and one was a promoted form six teacher as displayed on table 33.

Enrolled students often are out of school due to fees problems which affects completion of syllabus, laboratory and games equipments are quite few affecting both experiments exercises in the laboratory and games respectively. As per their entry behaviour, all students are admitted in form one without paying attention of the marks one got at standard eight or KCPE. The information above shows that there cannot be effective teaching and learning process due to the inadequacy of equipments. Books are vital as reference sources both for teachers and pupils, scarcity of books makes learning ineffective. Students do experiments in shifts due to shortage of equipments. This wastes time and in the long run affects learning and performance. Attendance of students was reported to be quite poor. This affects completion of syllabus and considering the entry behaviour of the students; it affects the grades of the students in the final examinations.

There were two interviews administered by the researcher to the principal Ol bolosat Secondary School and the PTA Chairperson. The aim of the interview of the principals was to elicit information on the management of the school. The researcher sought to know capacity of the school and the fees charged per student. Fees charged was 12,000 per student which is paid in instalments of four thousand each. Students do not pay fees well to allow buying of books and other equipment. Often they are sent home for fees, which affects learning. They usually have huge balances in their final year. The BOG usually convene annual meetings to discuss the issue but very little is achieved..

Local leaders are involved in the development but they also do not participate fully. The study will hopefully educate public through the education office on how to alleviate the problem of enrolment in the school.

The interview schedule for the PTA chairperson was aimed at eliciting information on the management of the school. The researcher sought information on how often they call barazas and what they discuss in those barazas. The researcher also was concerned on whether; local leaders are involved in decision making towards school development. The researcher sought to know whether the principal is approachable by the parents and whether he listens to their grievances. Further the interview touched on whether the management implements suggestions made by stakeholders. The PTA chairperson confirmed that the principal is out to improve the school but the problem is the parental attitude towards secondary school education. The chairperson views on alleviating enrolment suggested sensitizing of the community on the importance of secondary education.

Suggestions made by most parents on how to improve enrolments included converting the school into a boarding one so that it can admit students from other areas. They also touched on lowering of fees to an affordable level by the local parents. Bursaries were also recommended especially to the poor families. Some respondents also recommended that poor parents should be given work in the school as casual labourers, which would help them to pay fees balances. The eight teachers on the other hand recommended that facilities should be given a first priority in order to improve performance. Students with high marks should be admitted and education days be organized to educate parents on the importance of secondary school education. Education days should include all the stakeholders so that everyone can feel part and parcel of the school.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Summary of the Study

5.1 Introduction

This study aimed at investigating the factors affecting enrolments in secondary schools, a case of Ol bolosat secondary school and solicit opinions from them on how the problem of under-enrolment in the school could be solved. In addition the study sought to establish whether the quality of educational services offered in Ol bolosat could also be contributing to under-enrolment in the school. The study further aimed at establishing other destinations of the standard eight graduates, which competed with Ol bolosat secondary schools as a destination. Finally the study aimed at eliciting information from the interviews administered to the principal and PTA chairperson, which were intended to elicit information on the management which could also influence enrolments in the school.

5.2 Data Collection Procedures.

In order to achieve the intended purpose of the study, the data was collected using two questionnaires, one for the parents and for the other teachers in Ol bolosat secondary school. There were also two interviews administered to the principal and the P.T.A chairperson. The two questionnaires were developed after reviewing the aforementioned. The review was crucial for it made possible to identify the key areas where the question items were to be focused. The questionnaire for parents had two parts namely A and B. Part A elicited information on demographic and general information of the respondent Part B on the other hand sought the needed data from the respondents in regard to attitude towards secondary school education and towards Ol bolosat secondary school. The questionnaire for the teachers had three parts namely A, B, C. Part A elicited information on demography and general information of the teachers. Part B and C on the other hand elicited information of the facilities within the school. The interviews for the principal and the P.T.A chairperson elicited information on how money is solicited for development and recurrent expenditure. The interviews further elicited information on how stake-holders are organized through meetings to solve the problem of under-enrolment.

Before the questionnaires and interviews were administered, a pilot study was carried out with the parents that had the largest group of participants. The aim was to establish whether the instruments would gather the relevant data. After the trial study, items that were unclear to the respondents were rephrased while those that appeared to be irrelevant to the study were discarded. The revised questionnaire for the parents was administered to 80 respondents who were selected randomly from a total population of 150 parents. Research assistants were used to administer the questionnaire to the respondents. The questionnaire for the teachers and the two interviews were administered by the researcher to the 8 teachers and the interviews to the principal and the P.T.A chairperson. A total of 54 questionnaires from the parents were received back and were fully filled. This represented 69.62 per cent return rate. The questionnaire administered to teachers and the two interviews were also returned. The data from the closed ended questions in the questionnaires was subsequently analyzed by computing the frequency (N) and percentage of respondents who supplied a given question item. The open-ended part of the two questionnaires both to the parents and the teachers sought opinions on the improvement of enrolments in Ol bolosat Secondary School.

5.3 Results from the Five Research Questions.

The result revealed that there were several destinations, which were more favoured. Further the results revealed that the favoured destinations were those that yielded immediate gains. Such destinations included family labour. Parents are involved in choosing what is best for their children. In this case family labour is more beneficial as compared to secondary school education which has a long gestation period. Education level of the parents was seen to cluster at KCPE /CPE level and considering the unemployment level in the country, parents can't see the need to enroll their children for another year of education when they consider cost and the accruing benefits. The question item in Village polytechnique also did not get any favour. This is probably because the cost and the unforeseen gains. In this case 70.07 per cent of the respondent ticked against joining polytechnics where students would learn courses first and then use the skills later in life. These are not immediate gains. Family labour offers immediate gains since the children would help in cultivating subsistence food crops, take milk to the buying centers and grow carrots and potatoes. Question item on idling at home had 55.56 percent of those who

agreed and 44.44 percent of those who disagreed. This data revealed that a good percentage of the graduates do not idle but are engaged in some activities such as family labour. The question item on business had 62.06 percent in disagreement that the graduates engage in business. The number of those who disagreed suggests that the parents do not favour anything that requires financial expenditure. Business in this case refers to the selling of goods such as in shops and kiosks. This would require financial capital, which would be difficult for the parent to raise, therefore that's why 62.96 percent of them are in disagreement that starting business is favoured by most graduates.

In question two, the objective was to investigate parental attitudes towards Ol bolosat secondary school. The data elicited in this question showed that a big percentage (83.31) like the school while a small percentage (16.66) didn't show any favour to the school. This behavior was attributed to the Harambee spirit, which people have towards development of physical facilities such as churches, water systems, and schools. As per the findings, the local community was involved in the construction of the school by politicians in the area. Local community also uses the classrooms as prayer halls on Sundays and for other social gatherings. The third question focused on the attitude of the parents towards secondary school education. The findings showed that a big percentage (87.02) of the respondents disliked secondary school education. This result can be supported by the destinations chosen by most on table 38. Most of the respondents suggested that graduates end schooling at standard eight and help in the family labour. This is probably because of the opportunity cost. Education does not have immediate gains like family labour and other destinations. The parents then choose to invest their scarce resources to destinations where they would reap immediate gains. The fourth question item on the improvement of enrolments in Ol bolosat showed a wide range of views by both parents and teachers. Parents gave the views of converting the school into boarding so that it can attract students from other areas. They also suggest lowering of fees, which stands at Ksh.12, 000 currently. The teachers gave opinions of improving on the facilities, which would in turn improve performance. They also touched on the sensitizing of the local community towards importance of secondary school education. The fifth question touched on the quality of the education services offered in the school. This question elicited information on the facilities such as laboratory, books classrooms, playgrounds and equipments. Information elicited showed that

the school did not have enough books and equipments, which are affected performance. Findings from the study through interviews administered to the principle and the PTA chairperson indicated that the management encounters problems of developing the institutions due to lack of enough funds. Wherever the stakeholders are invited for the meetings, they often do not meet the quorum, which makes decision making difficult.

5.4 Conclusion of the Study

On the basis of the study, the following conclusions were arrived at. To begin with the study established that among the parents involved only 29 per cent were females. The data seems to suggest that educational decisions in most homes were in the hands of male parents hence this group should be the targeted group which should be addressed about this problem of under-enrollment in Ol bolosat secondary school. The study revealed further that most of the respondents involved were in the age bracket of 35 and 49 years. This group represented parents who are energetic and young and therefore could be educated on the importance of education. The data seems to suggest that not many parents above 49 and below 35 years had no children in standard eight.

Findings from the study further revealed that most of the respondents were subsistence farmers. Since this is growing for domestic purposes and selling very little of the produce this then can explain why they opt not to engage their scarce resources in investment, which does not yield immediate returns. The education level of this parent, which was 96 percent KCPE, and below could also have contributed to the negative attitude towards secondary school education. Most of parents agreed that children helped in the family labour, this probably due to the opportunity cost of educating them compared to helping in family labour which realized immediate gains. This behavior of parents could also be explained by the high unemployment level of those who have graduated at different levels such as form four, teacher training colleges and universities in Ol bolosat and neighbouring regions. The data seems to suggest that the parents have a positive attitude towards the school structures. This is probably because of the Harambee philosophy, which was meant to motivate people to solicit funds in early 1960s. This philosophy inculcated patriotism in the citizens. It brought people together as one nation soon after independence. The

same spirit was extended in 1980s.the philosophy made people work together in building schools, churches and other social amenities. All classrooms in Ol bolosat were put up through the spirit and therefore this can explain why they have a positive attitude towards the structures. Most of the classrooms are used by several religious sects for worshipping on Sundays, wedding gatherings and other social meetings. When they use the structures for such activities, they reap immediate gains and therefore this suggests why they have a positive attitude towards the school buildings.

Other findings from the study was that parents in different age groups did not differ much in their attitude towards education and Ol bolosat Secondary School. However a significant different was noted with those who agreed that standard eight graduates go to secondary schools. This is the group, which had attained KCSE level of education. This group was 27 percent of the respondents. Their level of education can explain this positive behavior towards secondary school education. Their level of education makes them see the future gains in education.

The data also revealed that the school had nine teachers of whom six were male, and the rest were females. It was further established that two of the teachers were in the age bracket of 24-29, two in 30-34 and the rest in 35-49.table 36 further reveals that eight of the teachers were married and one was unmarried. According to these findings, the school had mature teachers who can perform their duties perfectly and should be supported by the stakeholders to realize good results.

The study revealed that books and other equipments were inadequate which contributed to the poor performance. This could also be a cause of under-enrolment in the school. This problem should be addressed immediately.

The teachers supported education days to be organized to educate the parents on the importance of education. They further suggested that open forums for teachers, students and parents would enhance a friendly atmosphere in which each group would have a chance to air their problems freely. This would remove fear hence motivate each group to fight ignorance in Ol bolosat area. The teachers also suggested that truancy and dropping out should be discussed in the open

forums and that student's expelled with minor indiscipline cases should be readmitted. Data emanating from the member of the PTA seemed to suggest that the executive have been experiencing problems in the management of the school. One of the major problems noted was poor meeting attendance by the stakeholders. The report further revealed that very few parents attended the meetings and those who attended did not contribute to the discussions.

The other problem is of payment of fees, which is never paid in time. This delays any intended development. This explains about the poor performance of the school because books and other things that supported learning are not brought in time. The interviews also revealed that local leaders called upon to help in decision making do not show up. School affairs are then left to the principle and BOG members hence management becomes difficult without the co-operation of all the stakeholders.

5.5 Recommendations of the Study

The following recommendations are made on the basis of the findings of this study.

- (i) Male parents were the majority in the study hence it should be target group which should be addressed to reverse the trend of under-enrollment in Ol bolosat Secondary School.
- (ii) The largest group involved in the study was in the age bracket of 35-49 years. This group is young and energetic hence can easily be educated on the importance of education.
- (iii) Most parents agreed that their children participated in the family labour, then they should be educated that skills and knowledge gained in schools could also help to increase output in their shambas. The school should emphasize the teaching of agriculture by buying equipment and inputs in school. School should introduce visiting days by the parents to see the schools progress. This could help to change their attitude.
- (iv) All the leaders at all forums such as chief's meetings, church gatherings should educate the community on the importance of education in the development of Ol bolosat area.

- (v) The community in Ol bolosat should also be educated at all forums that primary education is not sufficient for economic, social and political development.

5.6 Suggestions for Further Studies

The study offers further research in the following areas

- i) A replication of the current study needs to be carried out using on interviews schedules in order to establish whether similar results would be arrived at.
- ii) A follow up study should be conducted in order to find out the extent to which other variables such as geographical distance from the homes might influence enrollment in the school.
- iii) A similar study should be carried out using parents' incomes and the competing opportunities, which share the income with education.

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Appendix A

Charles Maina Karuru,
P.O Box 83
OI kalou.

Dear Sir /Madam

RE: A QUESTIONNAIRE ON FACTORS INFLUENCING ENROLMENT IN SECONDARY SCHOOL:

I am a postgraduate student in Egerton University. Currently I am carrying out a research entitled "Factors affecting enrolment s in secondary schools ". A base of OI bolosat secondary school.

Your assistance in responding to all questions items in the questionnaire is likely to generate data that may help to improve enrolments.

Your response will be treated as confidential.

Therefore DO NOT writes your name on the questionnaire. Please complete all the items in the questionnaire.

Yours faithfully

Charles Maina Karuru.

Questionnaire for the Parents

This questionnaire is divided into two sections, namely A and B. Please respond to all question items as directed.

SECTION A

Please answer the following question items .Put a () or write in the space provided .

- | | | | |
|----|--------------------------------|---------------|-----|
| 1 | What is your gender? | Male | () |
| | | Female | () |
| 2. | What is your age in years? | | () |
| 3. | What is your marital status? | Married | () |
| | | Single | () |
| 4. | What is your education level ? | KC PE | () |
| | | KCSE | () |
| | | “A” LEVEL | () |
| | | DEGREE/DIP | () |
| | | OTHERS | () |
| 5. | What is your occupation ? | Farmer | () |
| | | Civil servant | () |
| | | Business | () |
| | | Others | () |

SECTION B

6. The following statements concern standard eight graduates destinations .Put a tick ()

under the appropriate column against appropriate column against each statement according to your honest knowledge .

Statements	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
1. Most standard eight graduates go to sec. school.					
2. Most eight graduates End their schooling at primary level.					
3. Most eight graduate girls are employed as house helps .					
4. Most std eight graduate boys are employed as herds boys					
5. Most std eight graduates go to polytechnic.					
6. Most std eight graduates start small business in the area					
7. Most std eight graduates go to towns in search for jobs.					
8. Most std eight graduates provide family labour.					
9. Most std eight graduates are employed as matatu touts .					
10. Most std eight graduates are joining national youth service.					

11. Please write in the space provided any other place where standard eight graduates would be found

The statement given below concern some of the benefits pupils get when they acquire secondary education. Please indicate by a tick () under the appropriate column the extent to, which in your opinion they apply to students in Ol bolosat secondary school.

STATEMENTS	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Agree
1.Students develop good Moral values in secondary school.					
2.Students learn to respect Others in secondary school.					
3. Students learn good hygienic habits in secondary school					
4. Students learn modern agricultural skills in secondary schools.					
5. Secondary school education helps pupils in growing to mature adults					
6. Secondary learn to take care of environment in secondary school.					
7. Pupils learn to take care of environment in secondary school					
8.Pupils learn skills to start business in secondary school					
9. Pupils learn to be creative and innovative in secondary school					
10. Pupils learn about family life in secondary school					
11. Pupils increase their knowledge in secondary school.					

12.Please write in the space provided any other benefit standard eight graduates would get as a result of being educated in a secondary school -

8. The following statements concern the feelings parents towards secondary education with special reference to OI bolosat secondary school. Please put a () under the appropriate column how they apply in OI bolosat secondary school

Statements	5 Strongly agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
1. Students do not like OI bolosat school					
2. Learning in OI bolosat is not like in other schools					
3. Teachers in OI bolosat are not qualified.					
4. Good grades cannot be attained in OI bolosat secondary school					
5. OI bolosat secondary school does not have good physical facilities					
6. Secondary school education offered in OI bolosat cannot help a student					
7. Money used in paying for secondary school education can be invested elsewhere					
8. At standard eight pupils will have gained enough education hence they don't need to go to secondary school					
9. Secondary school education makes pupils forget their homes					
10. Secondary school education makes children marry when they are too old					

Please write in the space provided any other feelings you may have concerning secondary school education with special reference to OI bolosat secondary school

Appendix B

INTERVIEW SCHEDULE FOR THE EXECUTIVE MEMBER OF THE P.T.A.

1. The following interview schedule concerns some of the methods / approaches adopted by the management of secondary schools: Please answer the questions where you think you apply the method in your school. This question will possibly help to alleviate the problem of under – enrolment in our schools

1. Are you the chairman of the P. T. A.?
2. For how long have you been a chairman?
3. What the role of a chairman of the P. T. A. in a secondary school?.....
4. Does the school have enough students as would be expected?
5. If No ‘, what do you think are the reasons?
6. Do you organize for meetings to discuss this problem?
7. Can you remember some of the views suggested in the meeting?.....
8. Are the meetings attended by parents or you even include other stakeholders?.....
9. Who are the other people invited in the meeting.....
10. How often are the meetings convened?
11. Do you as manager of the school consult the local leaders on major decisions concerning the school?
12. Does the principal listen to parent’s grievances and suggestions?.....
13. Does listen and act on grievances forwarded by students?
14. Do you as manager implement immediately suggestions made by stakeholders?.....
15. Do you have education days in the school?.....
16. How are the education days conducted?

17. Are the education days attended by all parents?
- 18 Do you invite other people in such meetings e.g. local leaders such as chief, police Inspector, heads of other schools, education officers, Bank managers etc.?.....
.....
19. How many students meet minimum requirement every year?
- 20 What would be your suggestion towards increasing enrolment in your school?.....
.....
21. Do you think that the suggestions and the views you have given would represent other Parents with students in this school?.....
.....
- (b) If 'yes' in question 21(a) above , what are the reasons ?.....
.....
- (c) If 'No' in question 21(a) above , give reasons
.....

APPENDIX C
INTERVIEW SCHEDULE FOR THE PRINCIPAL

The following interview schedule concerns some of the methods /approaches adopted by the managers in secondary school s. Your response will possibly help the management to alleviate the problem of under –enrolment in your school and others in the country.

- 1.Are you the principal of this school or his proxy? -----
- 2.For how long have you been in this school? -----
- 3.When was school started? -----
- 4.Who helped to building this school-----
- 5.Who is the sponsor of this school? -----
- 6.What is the role of the sponsor in the school? -----
- 7.From where does this school draw students? -----

- 8.What is the criteria of admissions? -----
- 9.What is the capacity of the school? -----
- 10.How many students does the school have now? -----
- 11.How much do you charge for fees? -----
12. Do most of them pay at once or in installment?-----
- 13.Are there large fees debtors? -----
14. What do you do with big debtors?-----
- 15.Do you call parents meetings? -----
16. What do you discuss mostly?-----

17. (a) Do the local leaders assist you in the development of this school?-----

(b) If 'Yes' in question (17a) above, how? -----

(c) If 'No' in question (17a) above, why? -----

18. What measures are you taking in order to alleviate the problem of under-enrolment?
in your school?

19. In the table given below indicate the school enrolment for the last four year

YEAR	ENROLMENT	FORM I		FORM II		FORM III		FORM IV	
		Male	Female	Male	Female	Male	Female	Male	Female
2003	ACTUAL								
	CAPACITY								
2002	ACTUAL								
	CAPACITY								
2001	ACTUAL								
	CAPACITY								
2000	ACTUAL								
	CAPACITY								
1999	ACTUAL								
	CAPACITY								
1998	ACTUAL								
	CAPACITY								

APPENDIX D

Charles Maina Karuru ,
P.O Box 83
Ol kalou.

Dear Sir /Madam

**RE: QUESTIONNAIRE ON FACTORS INFLUENCING ENROLMENT IN
SECONDARY SCHOOLS.**

I am a postgraduate student in Egerton University. Currently I am carrying out a research entitled
“Factors affecting enrolment s in secondary schools “ A case of Ol bolosat secondary school.

Your assistance in responding to all questions items in the questionnaire is likely to generate data
that may help to improve enrolments.

Your response will be treated as confidential Therefore DO NOT write your name on the
questionnaire. Please complete all the
Items in the questionnaire. Thank you in advance.

Yours faithfully

Charles Maina Karuru.

v.	Students do practical in shifts Because test tubes ,beakers and chemical are not enough?		
vi.	Management does no buy equipment and chemicals for the laboratory when required?		
vii.	There are no qualified science teachers to handle the laboratory when required?		
viii.	Classrooms are used as laboratories.		

9. In the spaces provided below give suggestions on how the management could improve the laboratory facilities in the school -----

SECTION C

10. Please respond to the following statements, which relate to the facilities in classrooms .Put a tick (✓) against each statement under the appropriate column according to your own honest feelings.

STATEMENTS	YES	NO
i. There are enough for all subjects.		
ii. The classroom are plastered spacious and well ventilated		
iii. Classrooms have lockable Doors for the safely of books and furniture.		
iv. There are enough doors for all students		
v. Classrooms have leaking roofs which make them uncomfortable during wet Seasons		
vi. There are enough chairs for all students.		
vii. Books are shared by the students, which makes difficult to do.		
viii. Students usually report to school late sometimes.		
ix. Students are punished when they report to school late.		
x. It's only the principal who disciplines students when they do wrong.		
xi. Students are often without school uniform.		
xii. Students do not go for games for lack of good fields and equipment.		
xiii. You does not complete with other schools in games and athletic		
xiv. Teachers suggestions are not addressed by the management.		

APPENDIX E

DESCRIPTION	AMOUNT
1. PREMINARIES	Kshs. 1000
i) Pilot study (subsistence and photocopying of the instrument)	
ii) Visit to sample schools to collect lists, Head teachers, Parents, Principal and P.T.A. members.	
2. SUBSISTENCE FEE	Kshs. 500
i) Food and transport for 5 days (Data collection)	
3. STATIONARY AND OTHER RESOURCES	
i) A ream of ruled paper	Kshs. 50
ii) Two spring files	Kshs. 70
iii) Two computer diskettes	Kshs. 100
4. COMPUTER PHOTOCOPYING AND BINDING SERVICES	
i) Typesetting services	Kshs. 100
ii) Computer data analysis	Kshs. 200
iii) Photocopying services	Kshs. 2,000
iv) Spiral binding (3 copies)	Kshs. 150
4. CONTIGENCIES @ 100%	Kshs. 600
5. GRAND TOTAL	Kshs. 5,620

APPENDIX F

This study will be carried out between August 2003 and 2004.

WORK PLAN

Dates

August 2004

September 2004

October/November

December 2003 February

March 2005

April 2005

Activities

Proposal Development

Confidential at Egerton University

Defense at Department

Data at Collection and Report Writing

Submission of Report

Confirmation of Examination Results



REPUBLIC OF KENYA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

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FAX No. **MOEST 13/001/35C 231/2**
Telephone: 334411
NAIROBI

When replying please quote

JOGOO HOUSE
HARAMBEE AVENUE
P. O. Box 30040
NAIROBI

23rd May, 2005

Charles Maina
Egerton University
P.O. BOX 536
NJORO

Dear Sir

RE: RESEARCH AUTHORISATION

Following your application for authority to conduct research on "Factors affecting enrolment in Secondary Schools : A case of Olbolosat Secondary School".

I am pleased to inform you that you have been authorized to conduct research at Olbolosat Secondary School for a period ending 31st December, 2005.

You are advised to report to the District Commissioner, the District Education Officer Nyandarua District and the Principal Olbolosat Secondary School before commencing your research project.

Upon completion of your research project, you are expected to submit two copies of your research findings to this Office.

Yours faithfully

B. O. ADEWA

FOR: PERMANENT SECRETARY

EGERTON UNIVERSITY LIBRARY