STUDENTS' BACKGROUND CHARACTERISTICS AND CHOICE TO ENROL INTO DIFFERENT CATEGORIES OF PUBLIC SECONDARY SCHOOLS IN BUSIA COUNTY, KENYA

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A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION IN EDUCATIONAL PLANNING AND MANAGEMENT OF MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY.

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DECLARATION

This Thesis is my original work prepared with none other than the indicated sources and support; therefore, has not been presented elsewhere for a degree or any other award.

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by Masinde Muliro University of Science and Technology, a Thesis entitled: **"Students' Background Characteristics and Choice to Enroll into Different Categories of Public Secondary Schools in Busia County, Kenya"**

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DEDICATION

To my parents; the late Mr. Christopher Sogoto Wabwire and Mrs Tila Ajiambo Wabwire, who sacrificed their meager earnings to give me educational foundation that has enabled me to reach this far.

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ABSTRACT

Every year the Ministry of Education places students in various categories of public secondary schools in Kenya. However, the final form one enrolment in these school categories do not adhere to the Ministry of Education's initial placements. This has mainly been attributed to differentiated students' background characteristics. The purpose of this study therefore was to establish the relationship between students' background characteristic and their decision to enroll into different categories of public secondary schools in Busia County, Kenya. Specifically, the study sought to establish the relationship between: students' socio-economic status; students' type of primary school attended; and student's sub county of birth and choice to enroll into categories of public secondary school in Busia County, Kenya. This study was guided by the Rational Theory of Choice postulated by Adam Smith. The study adopted a survey research design. The study population comprised of 8400 form one students of 2017 in the 92 public secondary schools in Busia County, Kenya. A sample of 495 students was drawn from the population using stratified, systematic, purposive and simple random sampling technique. A student questionnaire was used to generate data for the study. The questionnaire was validated using face and content validity while its reliability was determined using split- half technique at r=0.7. Data was analyzed descriptively using percentages; and statistically using Chi square test statistic by aid of SPSS version 21. Inferences were made at 0.05 level of significance on a two-tailed test. The results of the study were presented objectively inform of tables. The study established that the relationship between choice to enroll into categories of public secondary schools and student's socioeconomic status and type of primary school attended were statistically significant, while for Sub county of birth was insignificant. It was therefore recommended that: There should be equitable allocation of school resources such as physical, technological, human and financial resources that attract students of High Socioeconomic Status to national and extra-county schools due to their ability to efficiently and effectively deliver educational services. This will ensure balanced academic achievements thus minimizing change in the original Government placement as students of varied characteristics tend to move between various categories of public Secondary Schools. It was further recommended that the higher School levies charged in National and Extra County schools meant to foster and maintain higher academic standards should be reduced to a level affordable by all students to encourage students of low Socioeconomic status to enroll into such school. Finally, Education planners should adopt an appropriate financing mechanism to aid children from low socioeconomic status to be able to access high cost national and extra-county secondary schools.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ABBREVIATIONS AND ACRONYMS

CPSS Category of public secondary school

HSES High socioeconomic status

LSES Low socioeconomic status

MSES Middle socioeconomic status

MoE Ministry of Education

SES Socioeconomic status

SSB students' sub-county of Birth

TPSA Type of primary school Attended.

OPERATIONAL DEFINITION OF TERMS

Category of public secondary schools: Secondary schools classified as national or Extra-county or national.

Entry behavior: A form one students' Kenya certificate of primary Education score that determine Ministry of Educations' students' placement to categories of public secondary school.

Ministry of Education placement policy: criteria used by the ministry of Education to select students to join national or extra-county or sub-county schools.

Private primary school: A primary school not funded by the Government.

Primary school Attended : Primary school of a form one student as being public or private.

Peer influence : A form one students' choice to enroll in a category of public secondary school as a result of peer persuasion.

Proportion of choice to enroll in a category of public secondary school : The total number of form one students who chose to enroll in national or Extra-county or county school desegregated by their background characteristics

Socioeconomic status: Household asset score of a form one student measured in terms of household asset ownership and household conditions and categorized as low SES or middle SES or high SES.

Student characteristics: Refer to students' attributes relating to their socioeconomic status, primary school type attended and sub-county of birth.

Sub-county of birth: A form ones' student sub-county where he was borne.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The earliest formal school in the world was developed in Egypt's middle kingdom in Mesopotamia and since the early Logographic system of cuneiform script took many years to master and as such only a limited number of individuals were trained as Scribes to read and write. It was the royal offspring and the sons of the rich and professionals such as Scribes, Physicians and Temple administrators that were enrolled in the temple schools. The choice to enroll into these categories of Schools was dependent on one's home background characteristics. The poor would only prefer to enroll in Agricultural institution to train in Agriculture or remain at home with the girls and enrolled in home schooling to learn traditional ways of life. (htt.ps.//www.historyforkids.net.)

Contrarily, in the United States students apply to the school districts they wish to enroll as influenced by their background characteristic, in case of public schools. It is up to the school districts to offer placement in the high school they feel most suitable for the students. However, for private schools, students apply directly to the specific schools (https://www.umn.edu.us.education.com).The ministry of Education in the united states maintains integrated schools where students of different social background enroll, thus fostering socioeconomic and sociocultural integration. This

promotes equitable access to resources by reducing disparities in access to physical, Technological, Human and Financial resources.

In the United Kingdom, students apply to the county they are interested in and the applications are handled by the local government authority for admissions to the state schools which is highly dependent on a student's preference to enroll in a particular School, while for independent school, applications are made directly to the specific schools (www.m.edu.uk.org.com).

In most African states, decision to place students to a particular category of Public Secondary School is made by the Government under the Ministry of Education based on merit criterion. But the ultimate decision to adhere to Government placement is rationally guided by Student's background characteristics which influence choice to enroll in a School Category. However, In Kenya, like in many African States the Government undertakes the responsibility of form one students' placement to Categories of public secondary schools, having for many years, been centrally managed under the Ministry of Education. Ministry of education, (2017). Students apply for Categories of Public Secondary school to the Ministry of Education which in turn does placement appropriately, based on merit criterion. For the purpose of selection, public secondary schools in Kenya are classified as National, Extra County, County and Sub-County schools. Ministry of education, (2017). The selection of students into any of the school categories is done under the supervision of the Education Cabinet Secretary but the output of the whole process is computer generated. Ministry of education, (2017). However, it has been argued that this arrangement infringes on Student's background characteristics on choice to enroll in Categories of public secondary schools.

In Busia County, a number of students placed by the government to Categories of Public Secondary School based on merit, decide to enroll into different categories of public secondary school other than ones placed in by the Government influenced by their background characteristics. A student takes account of available information, probability of events and potential cost and benefit that would maximize his/her personal advantage in placement before making a decision to enroll.

This study was therefore anchored on the rational theory of choice advanced by Adam Smith. Rational choice theory as applied to this study holds that choice to enroll in public secondary school categories is a function of students' background characteristics that predicts the outcome and pattern of choices. This is justified considering the fact that economic actors are rational and as such seeking to maximize their utilities or benefits. Turner & Bryan, (1998). A rational individual chooses the alternative that is likely to give the greatest satisfaction. Heath, (1976); Carling, (1992); and Coleman, (1973). Based on this theory, form one students are regarded as individual actors who rationally choose the categories of public secondary school to enroll in, influenced by their varied characteristics. For instance it is expected that a form one student from a low SES despite being placed in a national or Extra-County School may choose to enroll in a Sub -County school rationally based on expected costs in national schools and gains in Sub County schools, while the reverse will hold for a student from the high SES. Similarly, a student who learnt in a private primary school may choose to continue in the field of the private sector even if selected by Government to join the public secondary schools or by virtue of their competitive background advantage choose to enroll in national or Extra-County schools in the county. On the other hand, students selected in national, Extra-County and County

Schools in Counties outside Busia County may opt to enroll in their Counties or enroll in Busia County, thus altering the initial Government placement pattern in the county. This theory therefore is appropriate as it helps the study underscore the relationships that exists between student's background characteristics and categories of public secondary school enrolled. This study postulates that the decision to enroll in a particular public secondary school category in Busia County is rationally guided by a student's' socioeconomic status, students' type of primary school attended and' student's County of birth. It is argued that student's independence to choose to enroll in the school categories that best suits their characteristics may be suppressed resulting to inequalities in secondary school placement based on student's background characteristics may deprive students of low SES the opportunity to access Sub County Schools which provide Free Secondary Education. On the other hand, Students of HSES placed in Sub-County Schools will opt for national and Extra-County Schools to match their SES and enjoy better educational resources. This is due to the fact that many students emerge from different home background. Demi, Coleman-Jensen & Synder (2010), asserts that socioeconomic status, parental education, environmental and employment opportunities affects student's decision to enroll into a learning institution. Likewise, different family structures influence student's choice to enroll in public secondary schools. Lauder (1999) demonstrates that students from professional and managerial middle-class background are able to exercise greater choice and are more likely to travel greater distance to enter schools with high socioeconomic status mixes.

Entwisle and Alexander (1995), Teachman (2008) and Thompson et al (1995) asserts that household socioeconomics variables such as household income and assets, parental education and parental occupation correlate with children's' access to

educational institutions. The argument is that household socioeconomic status corresponds to the capacity to secure essential goods and services and the stress associated with economic hardship which affects children's' ability to enroll or not enroll in a school placement, Magnuson & Berger (2009). For instance, the report of the American council on Education "The missing Low-income students" indicates a significant drop in enrolment of low-income household in colleges between 2010 and 2015, Christopher & Terry, (2016). This clearly demonstrates the effect of SES on school placement.

Similarly, it has been argued that different primary school type does also affect student's choice to enroll in a particular category of public secondary school. This is on the basis that primary school outcome is likely to determine the ultimate destination of a student's academic future. According to Reay and Ball, working class decision making in education "is infused by ambivalence, fear and reluctance to invest too much in an area where failure is still a common working-class experience" .Reay & Ball, (1997). As a result of the foregoing, the government's projected enrolment patterns change causing inequalities in school enrolment. Deininger, (2003), Tooley & Dixon, (2005), Newhouse & Beegle, (2006) and Hanushek, (1995) demonstrates that there are substantial variations in school enrolment based on primary school attended. Further, it was also demonstrated that primary school attended affects students' progression in secondary and tertiary institutions, Mburu, (2013).This is likely to happen as high socioeconomic status and middle socioeconomic status parents will tend to secure chances in high status schools; namely, National and extra county secondary schools .Similarly, parents from middle socioeconomic status and low socioeconomic status shun high cost boarding schools as they opt for low cost, affordable County and sub county that are not burdensome in terms of additional

educational costs introduced by school management teams to enhance efficiency and effectiveness of school machineries in achieving quality education and maintaining competitive advantage over other schools nationwide.

Similarly, students' County of birth is likely to affect choice to enroll in category of public secondary schools either positively or negatively. For instance, Vivian Siu and Charles Rynerson (2013) asserts that population and enrolment are linked through migration and thus annual changes in school enrollment by cohort closely follow trends in the net migration of children in the District (county). This is likely to influence educational outcome and enrolment patterns. Yet statistics indicate that over 50% of families in Busia County are characterized by students born of parents originating from other Counties other than Busia County. This status may affect student' choice to enroll in various categories of public secondary schools in Busia County, Kenya.

In view of the above-mentioned discrepancies there is dire need to establish the relationship between students' characteristics and choice to enroll in categories of public secondary school in Busia County, Kenya. Statistics indicate that at least 68% of students placed in various categories of public secondary schools seek admission to new categories of public secondary schools that suit their background characteristics or drop out of school after a short period of study, Busia County Education Office, (2017). For instance, students of high socioeconomic status placed in sub-county schools instead opt for either Extra-County or National schools while students of low socioeconomic status placed in National and Extra-county schools opt for Sub-county schools due to fear of incurring additional costs associated with such schools. O'Neill's (1992) contents that voluntary contributions, books, uniform and transport are barriers for most parents and influences their ability to choose certain schools.

Besides, students who schooled in high cost primary schools may have a competitive academic advantage over their counterparts in low cost schools. Such students may be deprived of opportunities to excel academically thus diminishing their chances of being selected in certain school categories. Several studies have also shown the effect of student's sub county of birth on students' academic performance and placement. For instance, David L.Brewer and Valarie Edwards,(2005) Asserts that the components that contribute the most to the growth of enrolment is domestic in-migration into the counties, as opposed to changes in natural increase or foreign immigration. Gibsonburg school superintendent, Tim Murray (2013) also posits that Parents and students decide to use open enrollment for a variety of reasons, whether it is dissatisfaction with a particular school District or transportation issues. Fremont City school superintendent Traci Maccaudy (2013), argues that since the state legislature passed a law allowing students to enroll in schools outside their home District, 45 percent of students open enrolled out of Fremont and this increased student's choice. This clearly indicates the significant role of student's sub county of birth in school placement.

However, empirical studies on the relationship between students' background characteristics and choice to enroll into categories of public secondary schools are lacking. Yet student characteristics may result to skewed enrolments in certain school categories. This study therefore seeks to document enrollment patterns in the various public secondary school categories in Busia County, as a function of student characteristics.

1.2. Statement of the Problem

Form one placement in public secondary school categories is done by the Ministry of Education, based on student's scores in Kenya Certificate of Primary Education. However, over the years there has been inequality in form one student placement to Categories of Public Secondary School following failure by Government's merit-based placement to put into consideration student's background characteristics that predict enrolment choice habits. Since the introduction of Free Primary Education and the 100% transition to Secondary School in Kenya, the demand for quality and affordable educational opportunities has increased tremendously increasing form one placement unrest as parents refuse to enroll their children into Categories of Public Secondary School they were placed in by the Government and instead seek suitable Schools for their children to avoid unnecessary educational costs and at the same time reap maximum benefit out of the available educational options. This unrest could be linked to varied students background characteristics namely: Student's Socioeconomic status, Student's type of primary School attended and Student's Sub-county of Birth, for instance, Private or Public primary School and Student's Sub-County of Birth. It is apparent that, after every selection of form one students to Categories of public secondary schools by the Government, 45% of parents feel dissatisfied and seek Categories of Public Secondary school that suit their children's characteristics. For instance, statistics indicate that some of the students placed in national and Extra- County schools seek admission to affordable County and Sub-County secondary schools or drop out while some of students from high socioeconomic status placed in low status like Sub-County schools opt for national or Extra-County public secondary schools. Busia County Education Office, (2017). Similarly, students who learnt in private primary schools may choose to continue

pursuing their education in the field of the private sector even if selected by Government to join public secondary schools, on the other hand, some students may prefer to enroll in public secondary schools instead. Another factor that may influence student's choice to enroll in categories of public secondary school in Busia County is Student's sub county of birth. Students selected in schools outside their sub county of birth may opt to remain in their sub county of birth and the reverse is also true. These rational choice of the categories of school to enroll in based on students' characteristics (socioeconomic status, primary school type and student's sub county of birth), rather than the ministry of Education's merit-based placement may result to inequalities in enrolment, completion and academic outcomes in the various public secondary school categories. However, empirical data on the relationship between students' background characteristics and their choice to enroll in various Categories of secondary school in Busia County is lacking. Form one student placement based on student's K.C.P.E score alone suppress students 'choice to enroll into different Categories of Public Secondary School and thus impacting negatively on students' social and academic achievement. This may hinder students with unfavorable background characteristics from joining institutions of higher learning consequently stagnating their future life chances, income and wellbeing. For this reason, a research on Student's choice to enroll into a different Categories of Public Secondary school after Government placement is salient at this time.

This study is therefore conceptualized to establish the relationship between students' background characteristics and their choice to enroll into Categories of public secondary school with a view to suggesting possible intervention strategies that will curb placement unrest associated with the Ministry of Educations' failure to take into

consideration student's background characteristics that predicts choice behavior in enrolment.

1.3. Purpose of the Study

The purpose of this study was to analyze the relationship between students' background characteristics and their likelihood to enroll into categories of public secondary schools in Busia County, Kenya.

1.4. Study Objectives

The study was guided by the following objectives;

i. To establish the relationship between students' socioeconomic status and choice to enroll into categories of public secondary school in Busia County, Kenya.
ii. To determine the relationship between students' primary school type attended and choice to enroll into categories of public secondary school in Busia County, Kenya.
iii. To establish the relationship between students's sub-county of birth and choice to enroll into categories of public secondary school in Busia County, Kenya.

1.5. Research Hypotheses

Ho_1: There is no statistically significant relationship between a student's socioeconomic status and choice to enroll into the categories of public secondary school in Busia County, Kenya.

Ho_2: There is no statistically significant relationship between a student's primary school type attended and choice to enroll into the categories of public secondary school in Busia County, Kenya.

Ho_3: There is no statistically significant relationship between a student's sub county of birth and choice to enroll into the categories of public secondary school in Busia County, Kenya.

1.6. Justification for the Study

Education enables learners to acquire the necessary knowledge, skills and attitude that make them productive citizens. Any wastage at secondary school level as a result of failure to place students based on their varied background characteristics may impact negatively on their social and academic achievement, and hence reduces a countries manpower required for the labor market and thus hamper economic development. Therefore, disproportionate representation of students in various categories of Public Secondary Schools based on their background characteristics may result in inequalities in students' placement, equitable enrolment, academic achievement and progression. This may in the long run hinder achievement of Sustainable Development Goals and attainment of Kenya's Vision 2030.

1.7. Significance of the Study

It is hoped that the findings on the relationship between students' socioeconomic status and choice to enroll into the Categories of public secondary school in Busia County, Kenya provides statistics that may inform the Ministry of Education of the need to strengthen a policy framework that would incorporate students SES in admission procedure in the education placement so as to enable students to access Categories of Public Secondary School that best suit their background characteristics.

Secondly, the findings on the relationship between type of primary school attended and choice to enroll in category of public secondary schools in Busia County may

provide the Ministry of Education with statistics that may inform policy makers to tailor admission procedures of students to primary school type attended. In addition, this may form a basis on which policy interventions may be initiated at national level to ensure a balanced distribution of students from all primary school types in secondary schools in the country.

Thirdly, it is hoped that the findings on the relationship between students' sub county of birth and choice to enroll in the category of public secondary school in Busia County, avails useful information to secondary school administration, the Ministry of Education, parents and teachers to understand the influence of student's sub county of birth on enrolment in the various school categories in Busia county, Kenya. This may necessitate drafting of necessary policy interventions that address inequalities if any, in students' placement in the various Categories of public secondary schools based on their Sub-County of birth.

Finally, the findings on the relationship between student's SES, Primary school type attended and Sub- County of birth and choice to enroll in categories of public secondary school in Busia County will provide data that may act as a working platform for further studies and revision by students and scholars in the field of Economics of Education, Education Policy Studies and Management, and Educational Planning.

1.8. Scope of the Study

The study was restricted to public secondary schools in Busia County and form one students of 2017 who chose to enroll in different public secondary school categories other than ones placed in by the Government, in Busia County, Kenya. The study

specifically sought to establish the relationship between students' background characteristics and choice to enroll into categories of public secondary school.

1.10 Limitations of the Study

This study was limited by the following factors:

The study only used the form one students in public secondary schools in Busia County and thus the findings of the study may not be generalized to form one student in private secondary schools since their characteristics could be a little different from those in public secondary schools. This study recommends a separate research on influence of background characteristic on choice to enroll into private Secondary Schools.

Finally, the categorization of form one students into various SES was based on information given by students on their household asset ownership and housing and sanitation data. This information was not verified through home visits. False information by students on household conditions could affect their categorization into various SES. Respondents were assured of the confidentiality of the information solicited for research purpose.

Other contributory factor to enrolment into category of public secondary schools; namely, Entry behavior, ministry of education placement policy and parental, Teacher and peer influence were not controlled for due to limitations of chi square test, however, they were identified through literature review and treated as moderating variables in the study.

1.11. Assumptions of the Study

The study was guided by the following assumptions:

1. That the data and information gathered on form one student's choice to enroll in public secondary school categories sampled was accurate and reliable.
2. The form one students of the sampled schools were sincere with the information solicited for the study.
3. That public secondary schools in a given category had same abilities to attract students.
4. That all form one student's stratified accordingly to their characteristics faced identical conditions in their various groups.

1.12. Theoretical Framework

This study was anchored on the rational theory of choice as advanced by Adam Smith. He proposed the idea of an 'invincible hand' moving markets in the mid-1700s. The rational choice theory became the dominant economic theory in the late 1700s and in the 1900s it began to creep into other social sciences especially the works of the sociologist George C. and Homans and Peter Blau. The rational choice theory is an alternative to the Glassers choice theory which the researcher felt cannot suffice because of the assertion that the behaviors we choose are centered on our existence and that they are driven by five genetically driven needs: food, clothing, breathing, personal safety and security. That there is the existence of a 'quality world' whose images are our role models of parents, relations, possessions and beliefs. Glasser. (1998). This theory does not state how an individual arrives at choosing the best alternative from which he/she will derive the greatest gains and at the same time avoiding costs.

Rational choice theory as applied to this study holds that a student's choice to enroll into Categories of Public secondary school is a function of students' background

characteristics that enable a student to act consistently in choosing the self-determined best choice of action. This is justified considering the fact that economic actors are rational and as such seeking to maximize their utilities or benefits Turner & Bryan, (1998). A rational individual chooses the alternative that is likely to give the greatest satisfaction. Heath, (1976); Carling, (1992); Coleman, (1973). Based on this theory, form one students are regarded as individual actors who rationally choose the Categories of Public secondary school to enroll in, irrespective of Government placement. For instance it is expected that a form one student from a low SES despite being placed in a national or Extra-County School may choose to enroll in a County or Sub-County school rationally based on their own cost –benefit analysis judgment that guide choice of an option that yield the best possible outcome, while the reverse will hold for a student from high SES. Similarly, a student who learnt in a private primary school may choose to continue in the field of the private sector even if selected by Government to join the public secondary schools or by virtue of their competitive background advantage choose to enroll in National or Extra-County schools in the county. On the other hand, students selected in other sub counties, other than their sub county of birth may opt to remain in their sub counties or enroll in other sub counties different from ones they were originally selected in. Similarly, students from counties outside Busia county may decide to enroll in Busia County thus altering the initial Government expected placement plan in Busia county.

This theory therefore is appropriate as it helps the study underscore the relationships that exists between student's choice to enroll into categories of public secondary school enrolled and student's background characteristics. This study postulates that the decision to enroll into a particular public secondary school category in Busia County is rationally guided by a student's' socioeconomic status, students' type of

primary school attended and' student's County of birth. This variable work independently and interdependently to influence variations in student's choice to enroll in public secondary school categories in Busia County.

However, in adopting the rational theory of choice the researcher was not ignorant of its shortcomings. The main criticism of the most basic rational choice model is that real world choices often appear to be highly situational or contextual. The way in which a choice is posed, the social context of the decision maker and the addition of seemingly extraneous items to the choice set. The strength of the rational choice model derives from the assumption that preferences are relatively stable and not too situation dependent. This is the source of the theory's empirical context, because it allows us to observe choice in one situation and then draw inferences about choice in related situations. Such inferences may become problematic if preferences are highly sensitive to context. A further criticism of the rational choice model is that in reality many choices are not considered rather they are based on intuitive visceral desires. That they rely on intuition and heuristic is not surprising. Given that many people have limited cognitive capacity there is simply no way to reason through every choice decision.

Arguably instinctive judgment may often mimic preference maximization particularly in familiar environment. When people rely on heuristic reasoning or intuition in unfamiliar situations, however the results can be striking departure from the set of behavior predicted by rational choice model. Despite its weaknesses, it is worth emphasizing that the rational choice model remains a remarkably powerful tool for policy analysis. This theoretical aspect is explained in a conceptual ideology in Figure1.1

1.13. Conceptual Framework

This study was guided by the conceptual framework that illustrates the interaction between the independent and the dependent variable. Form one student's choice to enroll is dependent on student's background characteristics, other factors treated as moderating variables in the relationship. This relationship is shown in Figure 1.1

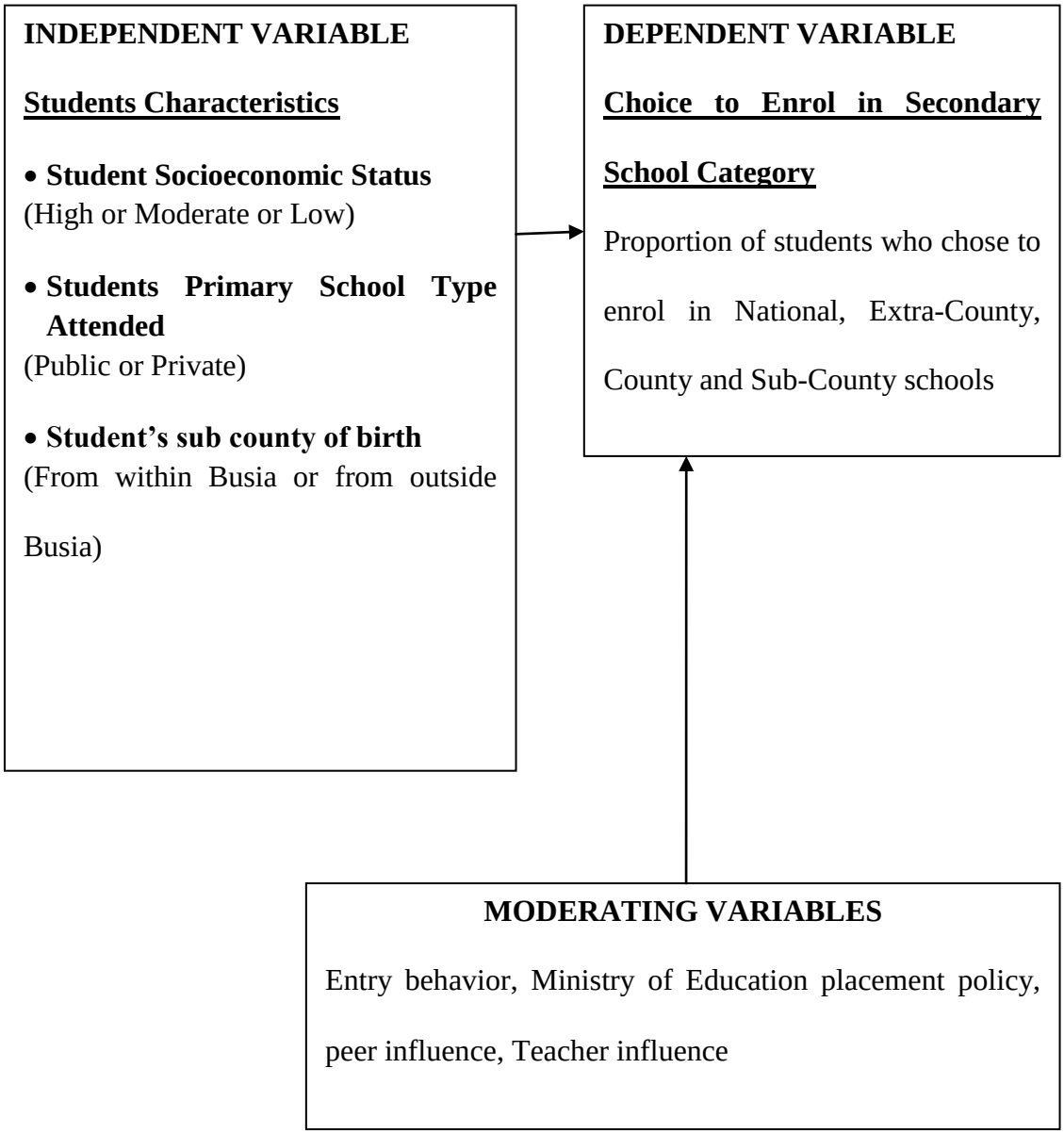

Figure 1.1: Conceptual Framework showing relationship between variables.

Source: Own Concept, 2017

The conceptual framework for this study is the relationship between student's background characteristics and choice to enroll into Categories of Public secondary school enrolled. In this relationship student's background characteristics is the independent variable. The indicators of the independent variables are students' socioeconomic status, students' type of primary school attended and students' sub county of birth while Student's choice to enroll into Categories of public secondary school is the dependent variable measured by the proportion of form one students who chose to enroll into Categories of Public secondary school. From the foregoing it is apparent that students' socioeconomic status, student's sub county of birth and student primary school type may have a positive or negative relationship on choice to enroll into Categories of Public Secondary School in Busia County, thus in this study the relationship between the independent variable and the dependent variable was established using a Chi Square test statistics since both the independent and dependent variables are Categorical.

Moderation in the study occurred due to the dependence of the relationship between the dependent variable and the independent variable on the moderators. The moderator variable in the study may have to some extent affected the strength of the relationship between the dependent and independent variables, since they could not be controlled due to the limitation of the chi square test measure, and thus they would be studied separately in other research studies to establish their relationship with the dependent variable.

1.14. Operational Definition of Terms

Category of public secondary schools

Secondary school classified as national or extra-county or county or sub-county.

Entry behavior

A form one student's Kenya Certificate of Primary Education score that determine Ministry of education's student's placement to Categories of pubic secondary school'

Ministry of Education placement-A student who was selected by the Ministry of Education to join a national or extra-county or county or sub-county based on their KCPE score **Private primary school**

A primary school not funded by the government

Public primary school

A primary school funded by the government

Primary school attended

Primary school of a form one student as being public or private

Peer influence

A form one student's choice to enroll to a Category of Public secondary school as a result of peer persuasion

Proportion of choice to enroll in a Category of Public Secondary school

The total number of form one students who chose to enroll in national or extra-county or county or sub-county desegregated by their characteristics.

Socioeconomic status

Household asset score of a form one student measured in terms of household asset ownership and household housing condition and categorized as low SES or middle SES or high SES

Student characteristics

Refer to students' attributes relating to their socioeconomic status, primary school type attended and sub county of birth.

Sub County of birth

A form one sub -county where he/she was borne.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter presents a review of literature related to the study according to themes derived from the objectives of the study. In this chapter, literature review was divided into three sections. The first section covers literature on student socioeconomic status and enrollment in educational institutions. The second section focuses on literature review on students' primary school type attended and enrollment in educational institutions. In the third section, literature was reviewed on student's sub county of birth and enrollment in educational institutions. The gaps to be filled in this research are summarized in section 2.5.

2.2 Students Socioeconomic Status and choice to enroll into Educational Institutions

Sanstrock (2004) defines socioeconomic status as the grouping of people with similar occupational, educational and economical characteristics. This definition agrees that socioeconomic status comprises of peoples educational, occupational and economic characteristics. However, it ignores the three levels of socioeconomic status, namely: low socioeconomic status (LSES), moderate socioeconomic status (MSES) and high socioeconomic status (HSES).

In view of the discrepancies in the definition above, the definition of SES adopted for this study was derived from Woolfork (2007). Socioeconomic status refers to the relative standing of an individual in society based on income, power, education, occupation, wealth, background and prestige in relation to others. This definition is considered appropriate because it classifies socioeconomic status into three levels of social standing in society based on one's income, education, occupation, power and prestige, thus identified as low socioeconomic status (LSES), Moderate socioeconomic status (MSES) and high socioeconomic status (HSES).

Socioeconomic status is a factor that influences student's choice to enroll into public secondary school categories. Despite the fact that the government places students into various public secondary school categories, they end up enrolling into different category of public secondary school different from their initial placement. This may be influenced by their socioeconomic status. Several theories have been advanced to describe the relationship between student socioeconomic status (SES) and choice to enroll in various educational institutional levels.

For example, Chapman (1984) study on factors that influence student enrollment into institution of higher learning indicate that student characteristics such as SES interact with external influences i.e. significant others like friends, parents, institutional characteristics and marketing to create a student's general impression of higher educational life before choosing an institution. However, the study findings are limited to higher education. This study fills this gap by establishing the relationship between students' background characteristics and choice to enroll in category of public secondary schools in Busia County.

Hanson and Litten (1982) suggest that students' choice to enroll into an institution of higher learning should be a continuous process wherein there are five key phases: Aspiration, commencement of the search phase, information gathering, submission of application and enrolment. The variables affecting the choice process are background characteristics such as parental income, parental education, race and gender, personal characteristics such as academic ability, class rank and self-image. Secondary school characteristics such as social composition, programme offered and curriculum. This proposition too suggested that students' characteristics such as socioeconomic status had a relationship on students' choice to enroll into higher education. However, the study failed to address the issue of students' choice to enroll into public secondary school categories in Busia county and therefore creating a gap warranting investigation. Further, a study by Redman, Khan, Triq, and Taslee (2010) found that the higher status of parent's occupational prestige involved, hence, the higher choice of selecting private schools over public for their children. This circumstance leads into parents with their preference of choosing schools for their children. Redman et.al (2010), asserted that income levels becomes an important factor which affects the parent's choice in their children education due to the involvement of monetary contribution towards school quality assurance.

A study carried out on 'The factors affecting student's enrolment into a school by Demi, Coleman, Jensen and Synder (2010), demonstrated that socioeconomic status of parents, teachers, gender, environmental and employment opportunities are factors that influence student's enrollment into a learning institution. Lyons, (2003) in their study on education markets in Ireland, demonstrated that parental choice and experiences of school is closely related to social class, and those from working class background are most likely to make active decisions concerning choice of school.

Odebero (2006) argue that access to competitive programs like medicine, bachelor of commerce/Business management, Engineering and Technology related courses are a function of one's socioeconomic class. The recommendation of the study was that, the Government through concerted effort by the ministry of education to formulate policies that will encourage students from poor families to equitably access competitive county and National schools.

Financing of secondary education totally poses great difficulties both to the middle and low socioeconomic status households following escalating inflationary rates in the economy. The hardest hit by this state are the financially disadvantaged people in the society who cannot afford quality education offered in high status public schools. World Bank (2005) asserts that, financing secondary education is a great challenge to both the government and household. Secondary education in most African countries tend to be the most neglected, receiving an average 15-20% of state resources.

A similar study by Michael Cosser and Jacques du Toit (2002) investigated the relationship between socioeconomic status of learners and choice to enroll in higher education in South Africa using a sample of 300 schools selected proportionally to the provinces. Michael and Jacques found out that there is a clear correlation in the findings between students' socioeconomic status and choice of institution type (University versus technical institution). The lower the income of and educational levels within the learners' family, the more likely the learner is to choose studying at a technical institution rather than a university and vice versa. Ruth E. Kallio, (1999) conducted a similar study on students' characteristics and choice to enroll in higher education in the United States using a sample survey of 2,836 students admitted to Masters and Doctoral programs at the university of Michigan and concluded that

graduate students when selecting a graduate school to attend base their decisions on a variety of student characteristics. These studies both supported theories of Chapman (1984) and Hanson and Litten (1982), that student's characteristics influences selection of type of higher education institution to enroll in. They however failed to describe factors which affect students' choice to enroll in basic education like secondary schools and particularly choice to enrollment into categories of public secondary schools in Busia County, Kenya.

Aromolaran (2013), in their empirical survey study conducted to determine the socioeconomic factors influencing students' performance in Yoba College of technology established that mother's educational level, living togetherness of parents and weekly income of parents influenced student's academic performance. Another study by Udidi. (2012) examining the influence of parental socioeconomic background on the academic performance in selected public secondary schools in Calabar municipal local Government area of cross river state, demonstrated that parental socioeconomic background significantly influences student's academic performance. Still these studies failed to investigate the relationship between student's socioeconomic status and choice to enroll in categories of public secondary school in Busia County and this is why this study sought to fill the discrepancies in the reviewed literatures above.

Bulimo. (2009) in his study on 'Equity in Access to secondary school private and public primary schools graduates in Kakamega South sub-county' observed that government's effort to enhance equity in selection and access to 'good' secondary school was still skewed in favor of the few with financial muscles and that pupils who learn in private primary schools had an upper hand in joining national schools

compared with those in public primary schools. Another researcher, Wakwabubi, (2014) in his study 'student's socioeconomic status and enrolment in Kenya, discounted Bulimo (2009), by finding that, the advantageous effects of the probability of enrolling in either county or national schools other than sub county schools for students from the Middle or High Socioeconomic status was insignificant. The general disagreement between the research done by Wakwabubi (2014) and Bulimo (2009) on the issue of socioeconomic status influence on enrolment into High status public secondary schools displayed a gap that necessitated research since Wakwabubi's research failed to consider the fact that Socioeconomic status is a relative phenomenon and generalizing findings from a wider geographical region may not be specifically representative of a smaller region. While it is appreciated that people of High Socioeconomic status may be experiencing higher standards of living, the amount of wealth held by each one of them varies from individual to individual and region to region thus their preference on choice to enroll in category of public Secondary school may differ tremendously as some public school of the same category may not be of the same status in terms of resource endowment and still some parents may choose to enroll their children in the private schools within or outside the country and in different education system. When this happens, there is failure of capturing that data, as they would be missing in the picture. A student of higher socioeconomic status in Nairobi city of Kenya may be several times experiencing better welfare than one in Busia sub county and rating them on the same scale may not yield acceptable reliability and that is why, in economics,' The real income per capita is both an inaccurate and insufficient measure of true living standards of the people both within and between countries' (https://www.bartleby.com).

Entorf & Minoui (2004), on their survey on influence of socioeconomic background of parents on children's achievement in education and enrolment, found that the influence of Socioeconomic background of parents differs strongly across nations, with the highest impact found for Germany, the United Kingdom and the United States. This is a clear indication to show that the degree at which pupils achieve generally, is dependent on family resources which varies tremendously between countries. And therefore, Wakwabubi's findings on effect of socioeconomic status on enrolment in Kenya is inaccurately generalized and non-specifically representative of Busia County. It was believed by the researcher that a research conducted on a smaller geographical region, for instance Busia county would specifically yield reliable results for Busia County, independent from results obtained from a wider geographical region which generalizes social welfare of people as if on the same standard with the assumption that their preference is the same .And yet this cannot be true, in reference to the Kenyan situation.

2.3. Primary School Type Attended and choice to Enroll into Educational Institutions

Primary School type Attended has been a factor that has influenced enrolment into categories of Public Secondary Schools over the years, posing a challenge to both parents and the Government on appropriate and balanced form one placement into Categories of Public Secondary Schools in Kenya. Studies advanced on the relationship between student's educational background and enrolment into higher education shows that there is a link between the two. For instance, Hossler and Gallagher (1987) study on factors that influence decision to enroll in higher education, asserts that students background characteristics such as school attended,

parental income student's ability and achievement are strongly correlated with the proposition to enter higher education stage.

Similar results are reported by Hanson and Litten (1982). In their study Hanson and Litten posits that student background characteristics such as parental education, parental income and population group, gender and school subjects done and higher education characteristics such as cost of higher education, size of institution and financial aid together affect learner choice to enroll in higher education. Both propositions suggest that student background characteristics such as student's type of school attended earlier on may influence students' choice to enroll in higher education.

Choy and Carroll (1998) on their study "Factors that influence choice to enroll in public secondary school" observed that proximity or distance influence student's choice to enroll into public secondary school. Some students may choose to remain close to home so as to maintain close ties with their families and friends or to be assured that they could get home quickly and inexpensively for vacation or in case of emergence. Another scholar known as Marwan (2011) found that the city where a school is located influences student's choice to enroll. However, they failed to address the issues of students' type of primary school attended and its effect on choice to enroll in public secondary school categories in Busia County, Kenya. And here, a gap exists necessitating investigation to establish the relationship between students' type of primary school attended and choice to enroll in public secondary school categories in Busia County.

Bulimo. (2009), study on 'Equity in Access to secondary school by private and public primary schools graduates in Kakamega, south sub-county' observed that

government's effort to enhance equity in selection and access to 'good' secondary school was still skewed in favor of the few with financial muscles and that pupils who learn in private primary schools had an upper hand in joining national schools compared with those in public primary schools. According to Booth and Nolan (2009) girls' environment plays an important role in explaining why she chooses not to compete. Girls from single sex schools behave more competitively than do girls in coeducational schools. A study by Malcove. (2007), found out that females frequently expressed having more confidence in the single-gender setting. In a study by Kessel and Hannaover. (2008), demonstrated that girls from single–sex school physics classes reported a better physics self-concept of ability than girls from coeducational classes. Single sex schooling was found to help adolescent to gain a better self-concept of ability in school subjects that considered inappropriate for their own sex. A study by Acer (2008) found out that girls attending single sex schools produced higher tertiary entrance score than those in coeducational schools.

Several previous studies regarding the different type of schools in a number of countries show a variety of results. Evans and Schwab (1995), Sandar (1996), Figlio and Stone (1997), and Neal (1997) for example, compared the effect of school type to such outcomes as achievement standard of cognitive tests, higher opportunity to finish education and opportunity to enroll in higher education institutions. In Indonesia, Newhouse and Beegle, (2006) demonstrated that public school students had higher test scores than private school's ones.

Parents go to a great extent to ensure that their children enroll into good schools and later colleges and Universities Mbatia, (2004). According to Coulson (1990) school choice was not a new idea in the history of human experience. Despite decades of heroic efforts to improve public schools, the institution continued to fall below the

general expectations. In another study conducted in America to establish why parents chose to enroll their children in private schools and not in public, Kathleen (2014) observed that children in Pennington schools where most parents enrolled their children had stronger academic program than that of the public schools. In addition, private schools have a more appealing social climate. Ongeti. (2005). In his study, 'Type of school, student performance and course placement at university in Kenya.' Observed that private schools were obviously doing better by sending more students to national schools and good provincial schools. In his article 'private schools can bring education for all' argued that private education was not only about the elites and middle classes. In the urban slums and villages in in developing countries increasing number of poor parents were sending their children to private schools with fees of $2 per month or less, run by educational entrepreneurs who wanted to serve their communities as well as make profits.

In a report 'Has God blessed the rich pupils' by Obbo (2005) the rich send their children to private schools while the poor take their children to public schools under free education programme. The financially advantaged students in private schools do better than the financially disadvantaged students in public primary schools and enroll into national and Extra-County secondary schools.

2.4 Student Sub County of birth and choice to Enrolment into Educational Institutions

Counties are the decentralized units through which county governments of Kenya provides functions and services. Sub counties coincide with constituencies created under article 89 of the constitution of Kenya. The Government of Kenya. (2010)

Government placement of students into category of public secondary schools in various counties should not only focus on student's entry behavior and available chances, but also on student's own preference to enroll into categories of public secondary schools in a particular county. A number of scholars have advanced studies suggesting that student's independence to enroll into schools in Counties of their choice' enhances their participation in education.

The law allows students to enroll in schools outside their home District. Suggests Tracy Mccaudy (newsmessenger.com, 2013). Further, a study by The Portland State University Population Centre, asserts that adoption of open enrolment of students into Districts outside their home District increased enrolment by 45%. (newsmessenger, 2013). It therefore follows that the findings of many researchers reflect a strong relationship between students' County of birth and choice to enroll in a category of public secondary school.

Bundesministeriumfur Arbeidt and Soziales (2007) argue that there appear to be no evidence that enrolment of migrant children in primary education schools is lower than that of their native age cohort. Another Survey researching on secondary school enrolment of migrants, observed that: Enrolment in Secondary schools of migrants is often in Schools that are academically less demanding and of shorter duration and that migrant youths are overrepresented in vocationally oriented schools that do not prepare for a college or university education, and in the category of ''Drop-outs'' (EUMC, 2004).

Despite the above studies which sort to establish the effect of open enrolment on Districts in foreign countries, there exists a need to investigate the relationship between students County of birth and choice to enroll into public secondary school categories in Busia County, Kenya. All the above studies focused on the effect of the

policy of open enrolment on enrollment in neighboring Districts other than home Districts. They however failed to address the relationship between students' County of birth and choice to enroll into categories of public secondary schools in Busia County, Kenya. Choice to enroll into categories of public secondary school may since students are faced with rational choice of whether to enroll in their County of birth or outside their County. The gap the researcher intended to fill is that of research findings in Busia County that indicate the relationship between county of birth and enrolment in category of public secondary school in Busia Sub County.

Increasing parental choice has been one of the leading themes of the educational policy implementation to enhance academic achievement in the U.S. during the last two decades. The main objective of such policies is to 'level the playing field' in terms of access to quality education for disadvantaged students who cannot otherwise afford the higher quality schooling options. Along these lines, open enrollment programs such as inter-district and intra-district school choice, which allow parents to send their children to public schools outside of the neighborhoods in which they reside, have become increasingly popular. As of 2005, 27 states had adopted legislations mandating that school districts participate in the inter-district choice program of their state. ECS, (2005). There is also an increasing trend in the percentage of households participating in open enrollment programs. Between 1993 and 2003, the percentage of students attending a public school other than their neighborhood school increased from 11 percent to15.4 percent in the United State. NCES, (2006).

Umut Ozek (2009). Researching on the effect of open enrollment on school choice and student outcomes in Pinellas County schools, using the entire elementary and middle school student population attending 4^{th} through 8^{th} grades between 2001 and

2005 in PCS, the results indicated that households reacted strongly to incentives created by the open enrollment program, leading to significant increase in the rate of students who opt out of the default schools.

Among the transiting grade students (6^{th} graders who transitioned from elementary school to middle school at the beginning of the school year), the implementation of open enrollment increased the percentage of students who opt out of their default middle school from 8 percent to 33 percent, whereas for non-transition grade students, the opt out rate increased from 7 percent to 16 percent in the year following policy adoption. The finding also revealed significant change in the composition of opts out students following the policy change.

Cullen, Jacob and Levit. (2005), on the other hand employing instrumental variables approach to estimate the casual relationship between opting out of the assigned public school and student outcomes. Using 'proximity to the closest public alternative' as an instrument for opting out, their results revealed that, other than for students who opt out to high school career academies, there is no significance in opting out of the 'assigned' high school at the end of the 8^{th} (transition) grade on the probability of the dropping out during the high school years.

2.5 Knowledge gap

It is apparent from the reviewed literature that most researchers devoted themselves to studying the relationship between other student characteristic, other than ones focused on in this study and choice to enroll into learning institutions outside Kenya and Busia County in particular. Other researchers have generalized findings of phenomena to a population of unique characteristics. Some studies have presented the need for further studies in student characteristics that affect choice to enroll in learning institutions and

solutions associated with problems of enrolment. Further, others have used varied methodologies in carrying out their studies.

This study goes beyond the previous studies to establish the relationship between choice to enroll into categories of public secondary schools and student's socioeconomic status, student's type of primary school attended and county of birth. The study adopts a descriptive survey design and targets a wide sample of 92 public secondary schools in Busia County and uses the 2017 form one students. Unlike other studies reviewed, this study establishes relationship between the independent variable and the dependent variable in a smaller geographical region using chi square test statistics. The finding of this study is thus expected to yield empirical data that is useful to the ministry of education, County education office, Sub County education office, Public secondary schools, parents and student in making informed decisions on form one placement and choice to enroll into school categories in Busia County, Kenya.

2.6 Summary

This chapter reviewed literature on the relationship between students' characteristics and enrollment in high school and institutions of higher learning. Several theories were highlighted linking the independent and the dependent variable. It is important to note that despite the fact that the Ministry of education allocate students to various public secondary school categories after K.C.P.E results, students characteristics is believed to guide choice to enroll into categories of public secondary schools as some students end up choosing to enroll into schools of their own choice where placement is not favorable under the circumstance, thus altering enrollment patterns contrary to the original government's enrollment policy. This study confined itself to

investigating only the objectives mentioned above by employing the use of chi square. Contrary to the Ministry of Educations' placement policies, Enrollment patterns have persistently kept changing in Busia County between schools of different status, year in year out due to students' preference to enroll into a particular school category, causing inequality in resource allocation, utilization and academic achievements.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a description of the research design of this study. It also gives a detailed explanation of research approach and data collection strategies to be used, study area, study population, sample size and sampling procedures, pilot study, reliability of data analysis and ethical considerations.

3.2 Research Design

This study used a descriptive survey design. Descriptive survey design is a research design whereby the researcher collects information by interviewing or administering a questionnaire to a sample of individuals Orodho, (2003). It can be used when collecting information about people's' attitudes, opinions, habits or any of the variety of education or social issues, Kombo & Orodho, (2002). Descriptive survey is ideally suitable for this study since it presents oriented methodology used to investigate population by selecting samples to be analyzed and discover occurrences. The design is appropriate for collecting information when goals of the research call for quantitative and qualitative data. Therefore, the descriptive survey research design was used. The justification for the use of this design is the fact that surveys allows data collection from large sample with a variety of characteristics within a short period. Besides, the design enabled the researcher to measure association or relationship between the independent and the dependent variables.

3.3 Study Area

This study was conducted in Busia County, Kenya. The study focuses on the relationship between student characteristics and enrolment in public secondary schools in Busia County, Kenya. The population of Busia County was 743,946 in 2009. Government of Kenya, (2009). Busia County boarders Kakamega County to the east, Bungoma county to the north, Lake victoria and Siaya County to the south and Busia District, Uganda to the west. It covers an area of 1,695 km^2.

Secondary school enrolment in Busia County has been increasing steadily. For instance, in 2007, enrolment was at 21,524, in 2008, 24,362. In 2009 the enrolment in the County rose to 28,855 and in 2010 and 2011 the enrolment stood at 30,000 and 31,393 respectively. Kenya National Bureau of statistics, (2011). The rise in student enrolment in the County over the years is largely attributed to the introduction of free day secondary education in 2008.With the implementation of 100% transition from primary to Secondary, form one placement inequalities has increased as a result of failure by the Ministry of education to take into consideration Student's background characteristics in form one placement. The survey by the Kenya Bureau of statistics. (2020), demonstrated that Busia County has a total population of 893,681 persons with poverty incidence above 80% and a considerably high poverty index of 4.77 percent, implying that majority of the people live below the poverty line. The poverty line is a threshold below which people are deemed to be poor. This situation renders Busia County vulnerable to unfair form one placement policy thereby necessitating research in the County.

3.4 Study Population

The sampling frame of this study was the 92 Public secondary schools in Busia County while the sampling unit was form one student's who chose to enroll in the Categories of Public Secondary School different from their initial placement. Therefore, this study targeted 8400 form one student respondents of 2017 cohort in Busia County. The 2017 cohort of form ones was studied to gather information on the relationship between their background characteristics and choice to enroll into Categories of Public secondary schools. The distribution of the study population by school Categories is presented in Table 3.1

Table 3. 1: Population of Form One Students Enrolment by School Category

Category	National		Extra County		County		Sub-County		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Form ones	500	480	600	360	375	385	2110	3590	8400
Total	980		960		760		5700		8400

Source: MoE (2017)

3.5 Sample Size and Sampling Procedures

The sample size of form one students that was used in this study was determined using the formula prescribed by Yamene, (1967), p. 887) as follows;

$$n = \frac{N}{1 + N(e)^2}$$

Where n= sample size; N is the population size; e is the level of precision (0.05).

Therefore, the sample size for this study is;

$n = \frac{8400}{1+8400(0.05)^2} = 381$

Israel (1992) recommended that a sample often needs to be adjusted upwards by up to 30 percent to cater for none response. Adjusting this sample by this gives;

a) 30./100*381 = 114

Therefore, the final sample for the study 381+114 =495

The distribution of the study sample is presented in Table 3.2

Table 3. 2: Sample size of Form One Students Enrolment by School Category

Category	National		Extra County		County		Sub-County		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Form ones	30	29	35	21	22	22	107	229	495
Total	59		56		44		336		495

Source: Study Population by School Category Mapping Data, p. 52

This study used stratified, systematic and simple random sampling techniques to derive the study sample. The 92 public secondary schools in Busia County were stratified by secondary school category (National or Extra County or County or Sub County). This ensured that all the sub-groups in the population are considered. OSO & Onene, (2007); Mugenda & Mugenda, (1999). Purposive sampling was used to select two nationals' school since there was one for the Boys and another one for the girls to enhance gender representation. Simple random sampling using lottery method was used to sample 30% of each of the Extra-County, County and Sub-County

schools. Therefore, a total of 30 public secondary schools comprising of; two (2) national schools, three (3) extra-county schools, four (4) County schools and twenty-one (21) Sub County schools respectively were sampled. Using the list of form one students who chose to enroll into Categories of Public Secondary School on their own accord different from government placement, were systematically sampled using selective sampling technique whereby every 17^{th} of the population of 8,400 students was picked to participate in the study. Therefore, a total of 495 respondents participated in the study.

3.6 Pilot Study

A pilot study was carried out in two schools in the county that was not to be included in the study. A total of 30 form one students were sampled, 15 from each school. The data solicited was used to analyze the reliability of the form one student questionnaire (FOSQ), Using test-retest technique. In addition, the data was analyzed to aid in establishing the appropriateness of the proposed test statistics for data analysis and presentation. Piloting was also used to train the research assistants on the procedures of actual data collection, coding and data entry.

3.6.1 Validity of Research Instruments

Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure that which they are intended to measure. Oso $ Onene, (2007). Therefore, face and content validity were used to validate the FOSQ under the guidance of the supervisors. Face validity of FOSQ entailed assessing the instruments and ensuring that they appeared relevant, meaningful and appropriate to the respondents, Cohen, Manion & Marrison, (2000). Content validity of FOSQ entailed critical and careful

examination of the items on the instruments and ascertainment that the instruments contained adequate traits expected to measure the domain under study. The experts gave concrete suggestions to reflect clarity of the items in the instruments. The FOSQ was corrected as per the guidance of the supervisors to ensure that the instruments yielded relevant responses that was useful to give the desired results of the phenomena under study.

3.6.2 Reliability of Research Instruments

Penneer Selvah (2004) observes that for research data to be reliable the collection tool must be reliable, that is it must have the ability to consistently yield the same results when repeated measurements are taken under the same conditions. This study used split-half technique to test the reliability of the form one's student questionnaire using data obtained from the pilot study. The form one student questionnaires were coded and randomly divided into two halves using an even-odd number approach. The Cronbach's Alpha reliability was therefore established by aid of SPSS version 21. At 0.897. The Cronbach's Alpha reliability of r=0.897 was considered higher than the set minimum threshold for reliability r= 0.7 to make the Form one student questionnaire reliable (Kathuri & Pals, 1993, Mugenda & Mugenda, 1999).

3.7 Data Collection Instruments

In this study, data was collected using the questionnaire.

3.7.1 Form One Student Questionnaire (FOSQ)

A questionnaire was designed for all the sampled form one students. The questionnaire included both closed and open-ended questions Touliatos & Compton, (1988). The form one students' questionnaire (FOSQ) was considered by virtue of the

large population sampled. Besides, generating form one student's questionnaire was considered cheap to administer as it enabled the researcher to collect a lot of data within the shortest time possible Bells, (1993); Touliatos & Campton, (1988); Kombo & Tromp, (2006). The FOSQ was self-administered and solicited information on student's socioeconomic status, student's primary school attended, student's sub county of birth, entry behavior, Ministry of Education placement policy, peer and teacher influence.

3.8 Data Collection Procedure

Data was collected on the dependent and independent variable simultaneously during the period between September 2017 and October 2017. To do so, the researcher sought the research permit from the National Commission for Science, Technology and Innovation (NACOSTI) through the Directorate of Post Graduate Studies of Masinde Muliro University of Science and Technology. Once the permit was issued the researcher requested permission from the Busia County Education officer to conduct research in the sampled schools.

Before going to the field, the researcher identified and trained two research assistants who had completed an undergraduate programme in education, on methodology of data collection, data coding, data entry and ethical issues in data collection. The research assistants were tasked to administer the form one student questionnaires and conduct document analysis. An appointment to use the form one students was sought through the respective principals. On the material day, the researcher did self-introduction to the respondents and assured them of confidentiality. Adequate time was allowed for the students to fill the questionnaires. The filled questionnaires were collected and respondents thanked.

3.9 Data Analysis

Data analysis refers to the process in which raw data is ordered and organized to make it useful information. Mugenda & Mugenda, (1999).

First the researcher edited, coded and keyed in data collected from sampled form one student in the computer using Epi info 7 data entry screen. Thereafter, data cleaning was done to ensure that all variables are keyed in correctly and no variables are missing. SPSS version 21 was used in the analysis of the data to give percentages and frequency distribution for reporting on the relationship between student's background characteristics and choice to enroll into Categories of Public Secondary School. Conclusions and recommendations were based on the results of the analysis.

Data collected for objective one was used to establish the relationship between students' socioeconomic status and choice to enroll into categories of public secondary school in Busia County, Kenya. The independent variable (students SES) was categorized into three independent groups (High SES or Middle SES or Low SES) and was measured at ordinal scale whereas the dependent variable (Categories of Public Secondary School) was counts for the Proportion of students who chose to enroll into categories of public secondary school, namely: national or extra county or county or sub-county) measured also at ordinal scale. Since both the independent and dependent variables were categorical, this study used a chi-square test statistic to test the null hypothesis: 'That there is no statistically significant relationship between a student's socioeconomic status and students' choice to enroll into the categories of public secondary school in Busia County, Kenya'. The Crammers V rule was used to determine the degree of association that existed between the variables.

Data collected for objective two was used to establish the relationship between students' primary school type attended and choice to enroll into categories of public secondary school in Busia County, Kenya. Similarly, the independent variable (students' primary school type attended) was categorical and was categorized into public or private and measured on an ordinal scale whereas the dependent variable (category of secondary school enrolled) were counts for the proportion of students who chose to enroll into national or extra county or county or sub-county also measured at ordinal scale. Therefore, since the independent and the dependent variables were categorical, this study also used a chi-square test statistic to test the null hypothesis that: 'There is no statistically significant relationship between a students' primary school type attended and choice to enroll into the categories of public secondary school in Busia County, Kenya'. The Crammers V was used to determine the degree of association between the variables.

Data collected for objective three was used to establish the relationship between students' sub county of birth and choice to enroll into categories of public secondary school in Busia County, Kenya. The independent variable (students' sub county of birth) was categorized into two independent groups, namely; students enrolled from within Busia county and students enrolled from outside Busia county and was measured nominal scale. The dependent variable (category of secondary school enrolled) was counts for the proportion of students who chose to enroll into national or extra county or county or sub-county, measured at ordinal scale. Therefore, this study tested the null hypothesis that there is no statistically significant relationship between a students' sub county of birth and choice to enroll into the categories of public secondary school in Busia County, Kenya using a chi square test statistic. The Crammers V rule was used to determine the degree of association that existed

between the variables. The summary of statistical data analysis is presented in Table 3.3

Table: 3.3: Summary of Statistical Data Analysis

No	Study Objectives	Independent Variable	Dependent Variable	Statistical Tool
1	To establish the relationship between students' socioeconomic status on choice to enroll into categories of public secondary school enrolled in Busia County, Kenya.	Students SES	Proportion enrolled into Category of secondary school	Chi Square Test Crammers V rule
2	To determine the relationship between students' primary school type attended on choice to enroll in category of public secondary schools enrolled in Busia County, Kenya.	Students Primary School Type	Proportion enrolled into Category of secondary school	Chi Square Test Crammers V rule
3	To establish the relationship between students' sub county of birth on choice to enroll in category of public secondary school enrolled in Busia County, Kenya.	Student's County of birth	Proportion enrolled into Category of secondary school.	Chi Square Test Crammers V rule

Source: Researcher, 2017

3.10 Ethical Considerations

This study was only conducted after meeting all the relevant requirements for conducting research. Participants involved in this study were informed well in advance of the nature and purpose of the study and were assured that there would be no risks involved in participating in the study. Participation in this study was voluntary and anonymity of the participants and confidentiality of the information solicited was assured. The data collected was not distorted or manipulated in any way and was used for the purposes of this study. The study reported the findings as depicted from the data and conclusions and recommendations were purely based on the study findings.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents findings from a research survey conducted on student characteristics and choice to enroll into Categories of public secondary school in Busia County, Kenya. Specifically, this study was designed to establish the relationship between student socioeconomic status and choice to enroll into categories of public secondary schools in Busia County, Kenya. Secondly, it intended to establish the relationship between students' type of primary school attended and choice to enroll into category of public secondary schools in Busia County, Kenya. Besides, the study sought to establish the relationship between student's sub county of birth and choice to enroll into categories of public secondary schools in Busia County, Kenya. The results of this study are presented in form of tables and discussed in the context of objectives after the demographic data and description of the variables used in the study.

4.2 Demographic Data and Variables used in the Study

This section presents data on distribution of student respondents and description of the variables used in the study.

4.2.1 Distribution of Student Respondents by School Category

Data for this study was gathered from the 30 public secondary schools using the 2017 form one students with the aid of questionnaires. The response rate is presented in Table 4.1.

Table 4.1: Form One Student Respondents by School Category

Category	National		Extra County		County		Sub-County		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Form ones	30	29	35	21	22	22	107	229	495
Total	59		56		44		336		495

Source: Field Data, 2017

The researcher issued questionnaires to 495 form one students of the sampled Public Secondary Schools, considering gender ratio. Questions on the questionnaire guide were categorized to elicit responses relevant to achievements of the research objectives. A total of 495 questionnaires administered were collected back yielding a 100% response rate. Oso and Onene (2005) suggest that this response rate is adequate for analysis.

4.2.2 Description of the Variables used in the Analysis of Data

The description of the variables used in the analysis of the data is presented in Table 4.2.

Table 4.2: Description of the Variables used in Data Analysis

Variable	Description
SES	Categorical, 1=HSES=160,2=MSES=182,3=LSES=203
Type of Primary School Attended	Categorical, 1=Private=71,2=Public=424
County of Birth	Categorical, 1=Within Busia=268, 2=Outside Busia=227
Category of Secondary School Attended	Categorical, 1=National=57, 2=Extra- County=56, 3=County=60, 4=Sub- County=322
Household buys newspaper	Binary Variable,0=No,1=Yes
Video Machine	Binary Variable,0=No,1=Yes
Household owns Refrigerator	Binary Variable,0=No,1=Yes
Household owns Sofa set	Binary Variable,0=No,1=Yes
Household own private	Binary Variable,0=No,1=Yes

study room	
Household owns Computer/Laptop	Binary Variable,0=No,1=Yes
Household owns motorbike	Binary Variable,0=No,1=Yes
Household owns electric cooker	Binary Variablr,0=No,1=Yes
Household owns Bicycle	Binary Variable,0=No,1=Yes
Household owns Borehole	Binary Variable ,0=No,1=Yes
Household owns Television	Binary Variable,0=No,1=Yes
Household owns a car	Binary Variable,0=No,1=Yes
Household owns Fan	Binary Variable,0=No,1=Yes
Household owns motor cycle	Binary Variable,0=No,1=Yes
Household owns Tractor	Binary Variable,0=No,1=Yes
Household owns wardrobe	Binary Variable,0=No,1=Yes
Attended Private Primary school	Binary Variable,0=N0,1=Yes
Attended Public Primary School	Binary Variable,0=N0,1=Yes
Persuaded to join Secondary School by:	Categorical,1=Parent,2=Teacher,3=Friends4=Relatives, 5=Any other
Floor material	Categorical,1=Earth,2=Wood,3=Tiles,4=Cement,5=Any Other
Wall Material	Categorical,1=Stone/Bricks,2=Mud,3=Metal wall materials
Roof material	Categorical,1=Grass,2=Iron sheet,3=Bamboo/wood,4=Tile concrete
Number of Bedrooms	Interval,1=1,2=2,3=3,4=4,
Place for human waste disposal	Categorical,1=Latrine,2=Bush,3=Toilet,4=Any other
Main source of energy for cooking	Categorical scale,1=Electricity,2=Gass,3=Kerosene, 4=Charcoal

Source: Field Data, 2017

The variables used in the analysis of data for the study as shown in Table 4.2 were mainly categorical. The independent variables were; students' socioeconomic status, student's primary school attended and student's Sub County of birth while the dependent variable was counts for the proportion of students enrolled into Categories of Public secondary school. The study used household and asset ownership and sanitation data to generate students' socioeconomic status using principal component analysis. Filmer & Pritchett. (2001). The students' SES was then categorized as either high socioeconomic status (HSES) or middle socioeconomic status (MSES) or low socioeconomic status (LSES). The variable was coded as; 1=HSES, 2=MSES and 3=LSES and measured on an ordinal scale. The second independent variable (type of primary school attended) was categorical and coded as 1=private primary school and 2=public primary school and measured on an ordinal scale. The third independent variable (County of Birth) was also categorical and coded as 1=within Busia County and 2=outside Busia County and measured on a nominal scale. The dependent variable (proportion of students' enrolled into categories of secondary school) was measured at ordinal scale and categorised as 1=National, 2=Extra-County, 3=County and 4=Sub-county. The variable's data was used in the analysis of objective one, two and three. The results are presented in section 4.3, 4.4 and 4.5.

4.3 The Relationship between Students' SES and their Choice to Enroll into Different Categories of Public Secondary School

The first objective of the study was to establish the relationship between students' socioeconomic status and choice to enroll in categories of public secondary school in Busia County, Kenya. The null hypothesis tested was that: 'There is no statistically

significant relationship between a student's socioeconomic status and choice to enroll into the category of public secondary school in Busia County, Kenya'. This study therefore established the distribution of students' choice to enroll into the sampled school categories based on their socioeconomic status. This data was important in establishing the relationship between the students' socioeconomic status and their choice to enroll into the categories of public secondary school. The students' choice to enroll into the categories of public secondary school by their SES is presented in Table 4.3.

Table 4.3: Descriptive Statistics for Students' SES and choice to enroll into different Categories of Public Secondary School Enrolled

SES		Category of Secondary School Enrolled				Total
		National	Extra county	County	Sub County	
High	Frequency	26	27	22	35	110
	Expected Count	12.7	12.4	13.3	71.6	110
	Percentage within SES	23.60%	24.50%	20.00%	31.80%	100.00%
Middle	Frequency	19	15	16	132	182
	Expected Count	21	20.6	22.1	118.4	182
	Percentage within SES	10.40%	8.20a%	8.80%	72.50%	100.00%
Low	Frequency	12	14	22	155	203
	Expected Count	23.4	23	24.6	132.1	203

	Percentage within SES	5.90%	6.90%	10.80%	76.40%	100.00%
	Frequency	57	56	60	322	495
Total	Expected Count	57	56	60	322	495
	%within SES	11.50%	11.30%	12.10%	65.10%	100.00%

Source: SPSS Output, 2017

The descriptive statistics in Table 4.3 indicate frequency distribution of students into Categories of Public Secondary School by their SES as follows: A greater proportion of students from high SES chose to enroll into national 26(23.6%) and Extra-county 27(24.5%), a total of 57.9% which was higher than those from MSES,19(10.4%) and LSES,12(5.9%) that opted for National and Extra-County respectfully, representing only 31 (16.3%) of the students' entire sample size. The results also indicate that majority of students from LSES chose to enroll into Sub-county schools 322 (76.4%) of the students and only a mere 5.9% and 6.9% chose to enroll into national and Extra-county schools respectively. This points to the fact that the decision to enroll into categories of Public secondary school depends on a students' SES. Meaning that, the higher the SES, the more likely a student is to choose enrolling into either national or Extra county school and the lower the SES, the more likely a student is to choose to enroll into County or Sub-county schools. The results in Table 4.3 therefore suggest that the decision to enroll into the categories of Public secondary school highly depends on a student's SES

In order to establish whether the relationship between student's choice to enroll into Categories of Public Secondary School was statistically significant, the study tested the null hypothesis that: 'there is no statistically significant relationship between a student's socioeconomic status and choice to enroll into the categories of public

secondary school in Busia County, Kenya', using a chi-square test statistics. The results are presented in Table 4.4.

Table 4.4. Chi square Test Results for the Relationship between Student SES and choice to enroll into different Categories of Public Secondary School.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	73.598[a]	6	0.000
Likelihood Ratio	71.295	6	0.000
Linear-by-Linear Association	52.423	1	0.000
N of Valid Cases	495		

a. 0 cells (0.0%) have expected count < 5. The minimum expected count is 12.44.

b. Cramer's V =0.273, p<0.001; Cramer's V: weak association=<0.20, moderate association=0.20-0.49; strong association=>0.49

Source: SPSS Output, 2017

The chi-square results (χ^2 (495, 6) = 73.598, p<0.001) at α=0.05 in Table 4.4 show that there is a statistically significant relationship between a student's socioeconomic status and choice to enroll into the categories of public secondary school in Busia County, Kenya. Therefore, this study rejected the null hypothesis that: 'there is no statistically significant relationship between a student's socioeconomic status and choice to enroll into the categories of public secondary school in Busia County, Kenya'. Indeed, the results indicate that a student's SES explains variations in student's choice to enroll into categories of Public secondary school in Busia County. The chi-square post hoc results (Cramer's V =0.273, p<0.001) further indicate a moderate significant relationship between a student's socioeconomic status and choice to enroll into Categories of public secondary school.

Therefore, the results in Table 4.4 clearly indicates that students from high SES have a competitive advantage of choice to enroll into Categories of Public secondary school and are more likely to choose enrolling into national and extra county schools while those in the middle and low SES are more likely to enroll into county and sub-county schools respectively, irrespective of the Ministry of Education placement. Sub-county schools suffer inadequacy of educational resources, although they are considered low cost schools hence are more affordable thereby attracting LSES students as they do not charge boarding fees since most of them are day-schools. In addition, tuition fee is paid by the Government; leave alone bursaries that financially disadvantaged student access at county level. It is quite vivid that national and extra county schools offer quality education since they are endowed with adequate and quality physical, Financial, Technological and Human educational resources which attract students of HSES. The results in Table 4.4 show that choice to enroll into the categories of Public secondary school in Busia County mainly depends on the ability of households to meet the secondary school category's requirements rather than government placement based on students' scores in Kenya Certificate of Primary Education. Ayodo & Too, (2010); Makori, Onyura, Chebiwo, Yegon & Kandie, (2015), asserts that disparities in enrolment may have adverse effect on students' progression in tertiary levels. This may further exacerbate the already existing disparities in enrolment in tertiary level in favour of those in HSES. National unlike sub county schools have been recognized for having better educational resources, broader course variety and better performance in KCSE. In addition, national schools have higher quality peer groups. Onderi & Makori, (2014).

The study finding is similar to a number of other studies. For example, Lutz (1996), Godwin, Kemere et.al (1996) and Mc Ewan (2001) studies indicate that both

socioeconomic status of parents and school composition play a crucial role in the selection of a private verses a public school. Similarly, Redman, Khan, Triq and Taslee, (2010) study indicates a strong correlation between parental occupational prestige and a higher choice of selecting private over public schools for their children. Redman et.al (2010) also asserts that a household income level is important in explaining differences in parental choice for their children education. This they attribute to monetary contribution towards school quality assurance.

Similarly, Demi, Coleman-Jensen and Synder (2010) study clearly demonstrates the role of parental socioeconomic status in influencing student's choice to enroll into a learning institution. Besides, Lyons et. al. (2003) study on education markets in Ireland, has also demonstrated that parental choice and experiences of school is closely related to social class, and those from working class background are most likely to make active decisions concerning choice of school. The Organization of Economic Co-operation and Development. OECD. (2008) posit that socioeconomic background is more of an obstacle to educational success than in systems without such socioeconomic difference between schools. This is true especially in an education sector like one in Kenya where schools are categorized into high, middle and low status schools spurring rational selection of school categories based on student's parental socioeconomic status.

A number of studies in Kenya have also shown similar results. For example, the Kenya Institute for Public Policy and Research and Analysis (KIPPRA). (2006) asserts that the decision on secondary schooling is determined by socioeconomic characteristics such as income levels, education of the head of the household, location and cost of secondary education. Bulimo (2009) demonstrate that, despite the government effort to enhance equity in selection and access to 'good' secondary

schools, enrolments in such schools are still skewed in favor of the few with financial muscles and that pupils who learn in private primary schools had an upper hand in joining national schools compared with those in public primary schools.

However, Wakwabubi. (2014) study has contrary findings. Wakwabubi findings indicate that the advantageous effects of the probability of enrolling into either county or national schools other than sub county schools for students from the Middle or High Socioeconomic status was insignificant.

4.4 The Relationship between Type of Primary School Attended and Choice to Enroll into Different Categories of Public Secondary School

The second objective of the study was to determine the relationship between the type of primary school attended and choice to enroll into categories of public secondary school in Busia County, Kenya. The null hypothesis tested was that: 'there is no statistically significant relationship between the student's type of primary school attended and choice to enroll into categories of public secondary school in Busia County, Kenya'. This study therefore sought to established the distribution of students enrolled by own choice into the sampled school categories based on their type of primary school attended. This data was important in explaining the relationship between the students' type of primary school attended and choice to enroll into Categories of public secondary school. The students' choice to enroll into the Categories of public secondary school by their type of primary school attended is presented in Table 4.5.

Table 4.5: Descriptive Statistics for Type of Primary School Attended and choice to enroll into Different Categories of Public Secondary School.

Type of Primary School Attended		Category of Secondary School Enrolled				Total
		National	Extra county	County	Sub county	
Public	Count	38	35	46	305	424
	Expected Count	48.8	48	51.4	275.8	424
	% within Primary School Attended	9.00%	8.30%	10.80%	71.90%	85.66%
Private	Count	19	21	14	17	71
	Expected Count	8.2	8	8.6	46.2	71
	% within Type Primary School Attended	26.80%	29.60%	19.70%	23.90%	14.34%
Total	Count	57	56	60	322	495
	Expected Count	57	56	60	322	495
	% within Type of Primary School Attended	11.50%	11.30%	12.10%	65.10%	100%

Source: SPSS Output, 2017

The descriptive statistics in Table 4.6 indicate that, out of the sample size 495, majority of students,424(85.66%) that rationally chose to enroll into different Categories of public secondary school, schooled in public primary schools compared to private schools,71 (14.34%). Surprisingly the minority of students that schooled in private schools are highly represented in national schools,19 (26.8%) and extra-county schools 21(29.6%), while majority of public primary scholars chose to enroll into County Secondary School,46 (10.8%) students and Sub-County secondary school, 271(71.9%) students. Only38 (9%) and 35(8.3%) from Public primary Schools rationally opted for National and Extra-County respectively. The results suggest that the cost of a secondary school category is important in explaining student's choice patterns in enrolment into categories of public secondary schools in Busia County, irrespective of government placement. The results indicate that those who can afford private schools are more likely to afford National and Extra-County Public Secondary Schools.

To establish whether this relationship was statistically significant the study tested the null hypothesis that: 'There is no statistically significant relationship between a student's primary school type attended and choice to enroll into the categories of public secondary school in Busia County, Kenya, using a chi-square test statistic. The results are presented in Table 4.6.

Table 4.6: Chi square Test Results for the Relationship between Primary School Type Attended and choice to enroll into Different Category of Secondary School.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	66.650[a]	3	0.000
Likelihood Ratio	62.095	3	0.000
Linear-by-Linear Association	59.117	1	0.000
N of Valid Cases	495		

a. 0 cells (0.0%) have expected count < 5. The minimum expected count is 8.03.

b. Cramer's V =0.367, p<0.001; Cramer's V: weak association=<0.20, moderate association=0.20-0.49; strong association=>0.49

Source: SPSS Output, 2017

The chi-square results (χ^2 (495, 3) = 66.650, p<0.001) at α=0.05 in Table 4.6 show that there is a statistically significant relationship between a student's primary school type attended and choice to enroll into the categories of public secondary school in Busia County, Kenya. Therefore, this study rejected the null hypothesis that: 'There is no statistically significant relationship between a student's primary school type attended and choice to enroll into different categories of public secondary school in Busia County, Kenya'. Indeed, the results indicate that a student primary school type attended explains variations in the choice patterns concerning enrollment into Categories of Public secondary school in Busia County. The chi-square post hoc results (Cramer's V =0.367, p<0.001) further indicate a moderate significant relationship between a student's primary school type attended and choice to enroll into the categories of public secondary school.

Therefore, the results in Table 4.6 clearly show that households who preferred private schooling are more likely to enroll their children into national and Extra-county County public secondary schools unlike those who opted for public schooling. This is a strong indication that the benefits that accrue to a particular Category of Public Secondary school is a predetermining factor that finally enables households to make a decision on which category of public secondary school to enroll in, so long as the entry behaviour is met. Therefore, households who managed to enroll their children in Private schools will seek chances in National and Extra-County schools even when they were placed in County or Sub-County schools. Similarly, most households who preferred to enroll into Public Primary School may not settle for National or Extra-County Schools but are more likely to relinquish their chances and opt for Sub-County schools which are affordable. The results therefore indicate that even if students are placed by the Ministry of Education into any of the public secondary school category, it is the student's cost-benefit analysis' outcome that guides his or her rational decision to either enroll or not to enroll into a Category of Public Secondary School placed in. This means that a student's rational decision to enroll into a particular School Category supersedes the Ministry of Education's placement.

The findings of this study are similar to those of Lutz, (1996), Godwin, Kemere et.al, (1996); and Mc Ewan, (2001), on factors influencing parent's selection of private school over public schools. Their findings indicate that the ability of the household to meet the cost plays a crucial role in the selection of a given school type. Private schools in Kenya provide quality education in terms teacher- student ratio and other educational resources such as library, laboratory technological and recreational facilities. This is the likely reason for their over representation in National and Extra-County schools because not only do most of these pupils do well in KCPE but are also

able to meet the requirements of National and Extra-County public secondary schools. This is a double advantage compared to pupils who learnt in public Primary School but had the potential to perform better and exercise greater choice and yet disadvantaged by their School background. Private Schools in Kenya are believed to be endowed with educational resources that attract students who can afford and who after KCSE choose to enroll into National and Extra-County Schools contrary to initial Government placement. Students who schooled in Public Primary School due to inability to afford Private Schools relinquish their chances in National and Extra-County Schools and opt for, mostly affordable Sub-county schools while their forfeited placements are taken by those who have higher preference for National and Extra-County Schools. This may explain the choice patterns that guide enrolment into the various school categories after the Ministry of Education's placement.

4.5 The Relationship between Students' County of Birth and their Choice to Enroll into Different Categories of Public Secondary School.

The third objective of the study was to establish the relationship between a student county of birth and choice to enroll into categories of public secondary school in Busia County, Kenya. The null hypothesis tested was that: 'There is no statistically significant relationship between a student county of birth and choice to enroll into the categories of public secondary school in Busia County, Kenya'. This study therefore established the distribution of students' enrolment in the sampled public secondary school categories based on their county of birth. This data was important in explaining the relationship between a student's county of birth and choice to enroll into the categories of public secondary school. The students' choice to enroll into the

categories of Public Secondary School by their County of birth is presented in Table 4.7.

Table 4.7: Descriptive Statistics for County of Birth and Student's choice to enroll into Categories of Public Secondary School.

County of Birth		Category of Secondary School Enrolled				Total
		National	Extra County	County	Sub County	
From Within Busia	Frequency	31	29	26	242	328
	Percentage	9.6%	8.8%	7.9%	73.7%	66%
From Outside Busia	Frequency	26	27	34	80	127
	Percentage	15.56%	16.16%	20.36%	47.9%	33.73%
	Total	57	56	60	322	495

Source: SPSS Output, 2017

The descriptive statistics in Table 4.7 indicate that an almost equal proportion of students from within and outside Busia County chose to enroll into National, Extra-County, County Public Secondary Schools with a minimal marginal difference. Table 4.7 shows that out of 495 students sample size, 31(9.6%) out of 328(66%) from within Busia County rationally chose to enroll into National Schools, which was an almost equal proportion to those enrolled in National Schools from outside Busia County totaling 26(15.56%) out of 127(33.73%).The choice pattern for Extra-County Schools indicated that 29(8.84%) were drawn from within Busia County while 27(16.16%) emerged from outside Busia County. However, majority of students that preferred to enroll into County Schools were from outside Busia County given that

most County School are Boarding School and attract students from a wider geographical region. Contrarily, a larger proportion of students who preferred to enroll into Sub- County schools hail from within Busia County, that is, a total of 243(73.7%) students while only 80(47.9%) were from outside Busia County. This is expected given the fact that sub-county schools are day schools and being reachable and affordable to many households living within the County. The descriptive statistics in Table 4.7 therefore suggests no relationship between a student county of birth and choice to enroll into the categories of public secondary school in Busia County, Kenya. To establish whether this relationship was statistically significant the study tested the null hypothesis that: 'There is no statistically significant relationship between a students' county of birth and choice to enroll into the categories of public secondary school in Busia County, Kenya', using a chi-square test statistic. The results are presented in Table 4.8.

Table 4.8: Chi square Test results for the Relationship between County of Birth and choice to enroll into Different Categories of Public Secondary School.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0.755[a]	3	0.86
Likelihood Ratio	0.755	3	0.86
Linear-by-Linear Association	0.253	1	0.615
N of Valid Cases	495		

a. 0 cells (0.0%) have expected count < 5. The minimum expected count is 25.68.

b. Cramer's V =0.039, p=0.86; Cramer's V: weak association=<0.20, moderate association=0.20-0.49; strong association=>0.49

Source: SPSS Output, 2017

The chi-square results (χ^2 (495, 3) = 0.755, p=0.86) at α=0.05 in Table 4.8 show that there is a statistically insignificant relationship between a student's county of birth and choice to enroll into the categories of public secondary school in Busia County, Kenya. Therefore, this study failed to reject the null hypothesis that: 'There is no statistically significant relationship between a student's county of birth and choice to enroll into the categories of public secondary school in Busia County, Kenya'. The results indicate that a student county of birth does not explain variations in the choice patterns to enroll into the categories of public secondary school in Busia County. The chi-square post hoc results (Cramer's V =0.039, p=0.86) further indicate a weak, insignificant relationship. The results imply that all students irrespective of their county of birth have equal chances of enrolling into the categories of Public Secondary school in Busia County. This is encouraging as access to education should be beyond ethnicity or region. This brings about equality in access to secondary education within the county.

The study findings are in line with the research carried out by the Portland State University Population Research Centre (2015) which suggests that adoption of open enrolment policy allowed students to attend schools outside their home district lead to an increase in access in educational opportunities in different school districts.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to establish the relationship between students' Background characteristics and choice to enroll into categories of public secondary school in Busia County, Kenya. Therefore, the study summarized the research findings along the themes: Relationship between students SES and choice to enroll into categories of public secondary school, relationship between student's type of primary school attended and choice to enroll into categories of public secondary school, and the relationship between students' County of birth and choice to enroll into categories of public secondary school. This chapter therefore presents a summary of the findings of the study, the conclusions reached as well as the recommendations made. Finally, suggestions for further research are given.

5.2 Summary of Research Findings

This section presents the summary of research findings as established in chapter four. The section presents a summary of the demographic data for the respondents in section 5.2.1. Besides, a summary of the research findings on the relationship between students' SES, students' primary school type attended and students' County of birth on choice to enroll into categories of public secondary school is presented in sections 5.2.2, 5.2.3 and 5.2.4 respectively.

5.2.1 Demographic Data

The findings indicate that the study had a response rate of 100% and that there was gender balance in enrolment into the secondary school categories.

5.2.2 Students SES and Choice to Enroll into Different Categories of Public Secondary School.

The chi square results (χ^2 (495, 6) = 73.598, p<0.0015) showed that a student's SES was significantly associated with their choice to enroll into categories of public secondary school at the 95% level. The study rejects the null hypothesis: 'That there is no statistically significant relationship between a student's socioeconomic status and choice to enroll into the categories of public secondary school in Busia County, Kenya.Table4.3 shows that 23.65% of HSES students decided to enroll into National schools compared to those in MSES (10.4%) and LSES (5.9%).Majority of student of LSES (76.4%) enrolled in Sub-County Schools. Out of a total of 57 students who sought chances in National Schools, 26(45.6%), 19(33.3%) and 12(21%) students emerged from HSES, MSES and LSES respectively. The results therefore indicate that a student's SES explains variations in students' choice outcomes that influence enrollment patterns into categories of Public secondary school in Busia County, Kenya. Students from HSES are more likely to choose enrolling into national and extra county public secondary schools irrespective of Government placement while those from LSES are likely to enroll into County and Sub-county public secondary schools. The results imply that decision to enroll into categories of Public Secondary school in Busia County mainly depends on the ability of households to balance costs against benefits associated with enrollment to arrive at the most advantageous choice option of the Categories of Public secondary school rather than

government placement based on students' scores in Kenya Certificate of Primary Education.

5.2.3: Students Primary School Type Attended and Choice to Enroll into Different Categories of Public Secondary School

The chi-square results (χ^2 (495, 3) = 66.650, p<0.001) at α=0.05 showed that there is a statistically significant moderate relationship between a student's primary school type attended and choice to enroll into the categories of public secondary school in Busia County, Kenya. Therefore, this study rejected the null hypothesis; 'That there is no statistically significant relationship between a student's primary school type attended and choice to enroll into categories of public secondary school in Busia County; Kenya. Table4.5 revealed that students who rationally preferred to enroll into National and Extra-County School from within the Type of Primary School Attended were 9% and 8.3% and 26.8% and 29.6% for Private and Public Primary schools respectively. Majority of students who schooled in Public Primary School (71.9%) opted for Sub-county schools regardless of Government placement compared to only 23.9% of the student schooled in Private Primary schools. It therefore follows that students' primary school type attended explains variations in the rational choice patterns concerning decision to enroll into Categories of the Public secondary school in Busia County. The findings imply that households who opt for private schooling are more likely to enroll their children into national and extra county public secondary schools unlike those who opt for public schooling. The findings further imply that even if students are placed by the Ministry of Education to any of the public secondary school categories, it is their preference to enroll based on their individual cost-benefit analysis outcome that supersedes the placement.

5.2.4 Students County of Birth and Choice to Enroll into Different Categories of Public Secondary School

The chi-square results (χ^2 (495, 3) = 0.755, p=0.86) at α=0.05 show that a student's county of birth was not associated with their choice to enroll into the categories of public secondary school in Busia County, Kenya. The study fails to reject the null hypothesis: 'That there is a statistically significant relationship between a students' county of birth and choice to enroll into the categories of public secondary school in Busia County, Kenya'.Table4.7 indicate that students who chose to enroll into National and Extra-County schools were 9.4% and 8.8% and 15.65 and 16% from within and outside Busia County respectfully. Majority of students enrolled in Sub-County schools originated from within Busia County 242(75%) compared to those from Outside Busia County 80(25%). A total of 322(65%) students out of 495(100%) sample size preferred to enroll into Sub-County Schools. This is true of the findings given the fact that the Ministry of Education attempts to exercises equitable form one placement guided by merit and regional balance which in both boarding and Day-Schools. This ensures equity in access to education in the County and the Country as a whole as what matters is student's preference to enroll and the ability to meet the cost of the category of public secondary school irrespective of students' origin. The results imply that all students regardless of their County of birth have equal chances of enrolling into the Public secondary school categories in Busia County.

5.3 Conclusions

The following conclusions were drawn from the results of the study presented in chapter four following the themes developed from the objectives of the study.

5.3.1 Students SES and Choice to Enroll into Different Categories of Public Secondary School

The chi square results in Table4.4 showed that a student's SES was significantly associated with their choice to enroll into categories of public secondary school at 95% level. It was concluded that the choice to enroll into categories of public secondary school highly depends on a student's SES and not necessarily the Ministry of Education placement based on KCPE scores. Out of a total 57 students enrolled into National Schools, 26(45.6%), 19(33.3%) and 12(21%) students came from HSES, MSES and LSES respectfully. Majority of students enrolled in Sub-County School were LSES 155(48.1%) compared to 35(10.8%) and 132(40.9%) of HSES and MSES respectively. It was also concluded that students from HSES are more likely to enroll in national and Extra-County public secondary schools while those from LSES are likely to prefer Sub-county to National public secondary schools.

5.3.2 Students Primary School Type Attended and Choice to Enroll into Different Categories of Public Secondary School

The chi-square results in Table 4.6, showed that there is a statistically significant moderate relationship between a student's primary school type attended and choice to enroll into the categories of public secondary school in Busia County, Kenya. It was concluded that the choice to enroll into categories of public secondary school highly depends on a student's primary school type attended and not necessarily the Ministry of Education placement based on KCPE scores.

It was also concluded that students who attend private primary schools are more likely to enroll in national, extra county and county public secondary schools while those from public primary schools are likely to enroll in low cost sub-county public

secondary schools. It was also concluded that choice to enroll in the category of public secondary school in Busia County, Kenya highly depends on a household ability to meet the cost.

5.3.3 Students County of Birth and Choice to Enroll into Different Categories of Public Secondary School

Table 4.7 revealed that most students schooled in Public Primary School (71.9%) rationally chose to enroll in Sub-County School while only 23.4% of those who schooled in Private primary schools enrolled in Sub-County Schools. Table 4.7 further indicated that a smaller proportion of students who learnt in Public Primary School secured chances in National (9%) and 8.3% compared to Private Primary School, 26.8% and 29.6% in National and Extra-County respectively. Further, chi-square results in Table 4.8 showed that a student's county of birth was not associated with their choice to enroll into the categories of public secondary school in Busia County, Kenya. It was therefore concluded that what matters is the student's preference to enroll into categories of public secondary school irrespective of where they originate from. It was also concluded that all students irrespective of their county of birth have equal chances of enrolling into the public secondary school categories in Busia County.

5.4 Recommendations

The following recommendations were made from the conclusions drawn from the themes under the main objectives of the study

1. The findings of the present study showed that a student's SES was significantly associated with their choice to enroll into categories of Public secondary school at the 95%. level of significance. The results also show that students from HSES are more likely to enroll into National and Extra-County schools compared to those from LSES. It therefore recommended that: Education planners should adopt an appropriate financing mechanism to aid children from low socioeconomic status to be able to access high cost National and Extra-County Secondary Schools.
2. That there should be equitable allocation of school resources such as physical, technological, human and financial resources that attract students of High Socioeconomic Status to national and extra-county schools due to their ability to efficiently and effectively deliver educational services.
3. The findings also showed that students' primary school attended was significantly associated with their choice to enroll into Different categories of public secondary school at 95% level of significance. The results also showed that students who attended private primary schools were more likely to enroll into National and Extra-County compared to those who attended public primary schools. It was also recommended that: The Ministry of Education should strengthen form one placement policy to tailor admission procedures to students, primary school type attended to ensure a balanced distribution of students from all primary school types into different categories of Public secondary schools in the County and the country as a whole.

5.5 Suggestions for Further Research

This study suggested the following areas for future research.

i. A study should be carried out to determine the relationship between students' background characteristics and choice to enrol into categories of public secondary schools in Kenya using students from both public and private schools.

ii. A comparative study should be done to establish the relationship between students' background characteristics and choice to enrol into categories of public and private secondary schools in Kenya.

iii. A study should be undertaken to evaluate the relationship between other factors such as peer influence, distance from school and school environment on choice to enroll into categories of public secondary schools in Kenya.

iv. A research should be done to evaluate the school characteristics influencing choice to enroll into categories of public secondary schools in Kenya.

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APPENDICES

APPENDIX 1: PERMISSION LETTER TO COLLECT DATA

P.O. Box 190-50100

Date: _____

The Principal, _____

Dear Sir/Madam

Re: Data collection for research purposes

I am a student at Masinde Muliro University of science and Technology pursuing a Master's Degree in Education Planning and Management. I intend to carry out a research entitled; 'Student Characteristics and Enrolment in Public Secondary School Category in Busia County, Kenya. Your school has been selected to participate in the study. The purpose of this letter is to kindly request you to allow me administer questionnaires to form one student's enrolled in your school in order to gather information for the study. The information obtained will be treated with utmost confidentiality.

Find attached a research permit from NACOSTI and authorization letter from the Busia County Education Director.

Thank you.

Yours faithfully

David Sogoto Wabwire

APPENDIX 2: FORM ONE STUDENTS QUESTIONNAIRE (FOSQ)

Dear Respondent,

You have been selected to participate in the study: Student's characteristics and category of public secondary school enrolled in Busia County, Kenya. Kindly, read each question carefully and understand it, before answering by **TICKING** the appropriate box or **FILLING** in the blank spaces. If you find any difficulties completing the questionnaire, please ask for assistance. Kindly note that the information you provide is **COMPLETELY CONFIDENTIAL**. We appreciate you for accepting to take your precious time to complete this questionnaire.

Thank you.

1 Socio-Economic Status Data

1.1 Household Asset Data

Indicate by ticking which of the following things can be found in the place (biological home) where you stay during the school week or holidays

Item	Yes	No	Item	Yes	No
1.1.1 Daily newspaper	[ ]	[ ]	1.1.13 Table for writing	[ ]	[ ]
1.1.2 Video machine	[ ]	[ ]	1.1.14 Mosquito net	[ ]	[ ]
1.1.3 Refrigerator	[ ]	[ ]	1.1.15 Private study room	[ ]	[ ]
1.1.4 Wall clock	[ ]	[ ]	1.1.16 Computer/Laptop	[ ]	[ ]
1.5.1 Sofa set	[ ]	[ ]	1.1.17Motorbike	[ ]	[ ]
1.1.6 Bed	[ ]	[ ]	1.1.18 Telephone /Mobile	[ ]	[ ]
1.1.7 Electric iron box	[ ]	[ ]	1.1.19 Car	[ ]	[ ]
1.1.8 Mattress	[ ]	[ ]	1.1.20 Fan	[ ]	[ ]
1.1.9 Bicycle	[ ]	[ ]	1.1.21 Motorcycle	[ ]	[ ]

1.1.10 Radio	[ ]	[ ]	1.1.22 Wardrobe	[ ]	[ ]
1.1.11 Borehole	[ ]	[ ]	1.1.23 Tractor	**[ ]**	**[ ]**
1.1.12 Television set	[ ]	[ ]	1.1.24 Toilet in the house	[ ]	[ ]

1.2 Housing and Sanitation Data

1.2.1 Does your household rent the family house you live in? Yes [ ] No [ ]

1.2.2 What are the floors of the main house made of?

Earth [ ] Wood [ ] Tiles [ ] Cement [ ] other (specify) _____

1.2.3 What are the walls of the main house made of?

Stone/ bricks [ ] Mud [ ] Metal sheets [ ] Wood /timber [ ] Other (specify) _____

1.2.4 What is the roof of your house made of?

Grass [ ] Iron sheets [ ] Bamboo/wood [ ] other (specify) _____

1.2.5 How many rooms are used for sleeping in your house? _____

1.2.6 What is the main source of drinking water for your household?

Tap water [ ] Rain water [ ] Public tap [ ] River/spring [ ] other (specify) _____

1.2.7 What is the main toilet you use at the place (home) where you stay?

Private flush [ ] Shared flush [ ] Pit latrine [ ] Shared pit latrine [ ] Neighbor [ ] Bush [ ] other (specify) _____

1.2.8 What is the main source of energy for cooking in your home /place where you stay? Electricity [ ] Gas [ ] kerosene [ ] Charcoal [ ] Firewood [ ] Sawdust [ ] other (specify) _____

2 Primary School Attended

Which of this best describes the primary school you attended? Public [] Private [ ]

3 Secondary School Category

Which of this best describes the secondary school you are enrolled?

National [ ] Extra County [ ] County [ ] Sub-County [ ]

4 Other Factors

5.1 How many marks did you score in KCPE? _____

5.2 In the secondary school enrolled were you selected by the school? Yes [ ] No [ ]

5.3 You were persuaded to join the secondary school by:

Parents [ ] Relative [ ] Friends [ ] None [ ]

APPENDIX 3: RESEARCH PERMIT

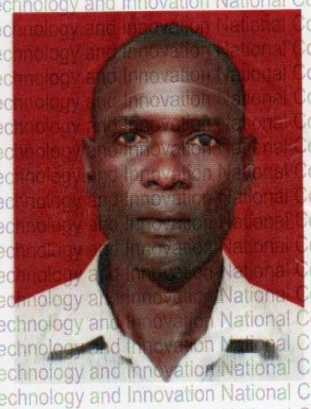
THIS IS TO CERTIFY THAT:
MR. DAVID SOGOTO WABWIRE
of MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY, 1035-50400 BUSIA,has been permitted to conduct research in *Busia County*

on the topic: *STUDENT CHARACTERISTICS AND CHOICE TO ENROLMENT IN CATEGORY OF PUBLIC SECONDARY SCHOOL IN BUSIA COUNTY, KENYA*

for the period ending:
12th October,2019

.....
Applicant's Signature

Permit No : NACOSTI/P/18/82247/25885
Date Of Issue : 17th October,2018
Fee Recieved :Ksh 1000



.....
Director General
National Commission for Science, Technology & Innovation

APPENDIX 4: MAP SHOWING AREA OF STUDY.