

**SOCIO-ECONOMIC DETERMINANTS OF ACCESS TO
SECONDARY EDUCATION IN KENYA.
A CASE STUDY OF SECONDARY SCHOOLS IN NAIROBI
COUNTY.**

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ABSTRACT

The purpose of this study was to investigate enrolment in public secondary schools by different socio-economic groups. Five bases was used for determining these socio-economic groups – the income group of the family the occupation of the household head, the educational attainment of the household head, the religious affiliation of the students family and the place of the residence of the student. The study followed a survey design. The targeted population of the study was all the public secondary schools in Nairobi County. Sampling followed a two stage design comprising first, stratified sampling and then purposive sampling. The schools in the sample were first stratified according to boys, girls and mixed secondary schools. The best and poorest performing school in each category was then purposively selected. Six schools were therefore included in the sample. The number of students sampled in each school was equal to ten percent of it total enrolment. Form two students was included in the sample. The research instruments comprised questionnaires for students and administration and interview schedules for deputy head / senior teachers of the schools in the sample. The questionnaire for students was subjected to a pilot run in order to identify any ambiguities, unnecessary item and misunderstandings that could arise from the items. The pilot run was carried out in a school that was not included in the study. In this study both qualitative and quantitative data was generated. Qualitative data comprised answers to open ended questions in the questionnaires and interviews, while quantitative data comprised answers to close ended questions in the questionnaires and interviews. Qualitative data, which comprised opinions of administrator and students regarding access by the different socio-economic groups, was analyzed according to themes. Descriptive statistics was used to analyze quantitative data. In order to analyze access by different socio-economic groups to public secondary schools, the student was grouped into the five socio-economic categories based on responses to questionnaires.