

**SELECTED DETERMINANTS OF INDIVIDUAL DEMAND FOR
EDUCATION AND STUDENT PARTICIPATION IN PUBLIC DAY
SECONDARY SCHOOLS, MWALA SUB-COUNTY, KENYA**

ANNABEL WANZA MBITHI

**A Thesis Submitted to the Graduate School in Partial Fulfillment of the
Requirements for the Award of Master of Education in Educational
Management Degree of Chuka University**

CHUKA UNIVERSITY

OCTOBER 2025

DECLARATION AND RECOMMENDATIONS


Declaration


This thesis is my original work and has not been presented for an award of diploma or conferment of degree in this or any other University.

Signature  Date 19/10/2025
Annabel Wanza Mbithi
EM15/58193/22

Recommendation

This thesis has been examined, passed and submitted with our approval as University supervisors.

Signature  Date 19/10/25
Dr. Peter Kimanathi Mbaka, PhD
Chuka University

Signature  Date 19/10/25
Dr. Kenkelvin Kimathi Mbaka, PhD
Chuka University



COPY RIGHT

@ 2025

All rights reserved. No part of this thesis may be reproduced or entered in a retrieval system or transmitted in any form or by any means of electronics, mechanical, photocopying, recording, or otherwise except the author or Chuka University.

DEDICATION

In loving memory of my father, Benedict Mbithi. Your wisdom, love, and strength inspire me daily. This thesis is a tribute to your enduring legacy.

ACKNOWLEDGMENTS

First and foremost, I give glory and honor to the Almighty God for the grace, strength, and wisdom He has bestowed upon me throughout my Master's journey. It is through His unwavering support that I have been able to overcome challenges and complete this research. His guidance has been my anchor, and I remain eternally grateful for His presence in my life. I would like to express my deepest gratitude to my supervisors, Dr. Peter Kimanthi Mbaka, PhD, and Dr. Kenkelvin Kimathi Mbaka, PhD. Their invaluable academic guidance, mentorship, and encouragement have played a crucial role in shaping this research. Their expertise and dedication have been a source of inspiration and motivation throughout this study. I am especially thankful for their patience, constructive feedback, and support, which have significantly contributed to the success of this work.

My heartfelt thanks also go to Collins Musafiri, Victor Saoke, and Cyrus Munyau, whose constant encouragement, insightful advice, and emotional support were instrumental in this research. Your belief in my abilities and your friendship kept me going even during the most challenging times, and for that, I am forever grateful. I am profoundly indebted to the Principals, Teachers, and Students in Mwala Sub-County, whose cooperation and participation made this research possible. Your willingness to take part in this study and your honest responses have provided invaluable data that contributed to the success of this research. I sincerely appreciate the time and effort you dedicated to this project, which helped to bring it to fruition.

Additionally, I wish to acknowledge the administrative staff of Chuka University for their support and assistance throughout my studies. I would also like to thank my family and friends for their unwavering love, encouragement, and understanding during this journey. Your constant belief in me has been a source of strength. Finally, to everyone who contributed to this research, either directly or indirectly, I offer my sincerest thanks. Your help has been a key factor in the completion of this work, and I am deeply appreciative of the role each of you played.

ABSTRACT

Student participation in classroom and co-curricular activities is crucial for improving educational outcomes. This participation is influenced by individual demand for education, which includes parental income, the direct and indirect costs of schooling, and students' employment expectations. While these factors are acknowledged as important, empirical evidence regarding how individual demand for education influences student involvement, especially in rural areas like Mwala Sub-County, Machakos County, is limited. This thesis evaluated the determinants of individual demand for education and student participation in classroom and co-curricular activities within public day secondary schools in Mwala Sub-County. The research adopted a descriptive survey research design and was anchored under Human Capital and Expectancy-Value theories. The target population comprised 1,879 Form Three students, 117 class teachers, and 39 school principals from 39 public day secondary schools. The data was collected from a sample of 320 students, 36 class teachers, and 12 school principals from 12 randomly selected schools. Data were collected through structured questionnaires for students and class teachers and interview guides for principals. A pilot was done to establish the feasibility of the study. Validity was ensured through consultation with the experts of the Department of Education. Reliability was estimated using Cronbach's alpha, and the included values (ranging from 0.768 to 0.979) were obtained, surpassing the threshold of 0.7. Hence, the instruments were reliable for data collection. Data analysis utilized descriptive statistics, Pearson correlation, and ordered logistic regression using SPSS version 30. Interview data were thematically analyzed. The findings revealed that 75% of students took notes, 74.4% participated in sports, and only 38.4% participated in academic competitions, suggesting the need for greater encouragement in academic-focused activities. The findings revealed a significant positive correlation between parents' disposable income and student participation in classroom and co-curricular activities ($r = 0.215$, $p = 0.000$ for students; $r = 0.531$, $p = 0.001$ for class teachers). The ordered logistic regression further confirmed that lower disposable income limits student participation ($\beta = 0.339$, $p = 0.008$ for students; $\beta = 2.702$, $p = 0.002$ for class teachers). The cost of education was also a major issue, with 34.4% of students missing school due to unaffordable fees. Similarly, the cost of education was found to limit participation, with significant correlations ($r = 0.415$, $p = 0.000$ for students; $r = 0.790$, $p = 0.000$ for class teachers) and ordered logistic regression results ($\beta = 0.357$, $p = 0.003$ for students; $\beta = 5.950$, $p = 0.000$ for class teachers). Employment expectations strongly motivated participation, with students having higher career aspirations showing more participation. Employment expectations showed a strong positive correlation with participation ($r = 0.689$, $p = 0.000$ for students; $r = 0.842$, $p = 0.000$ for class teachers), with significant coefficients ($\beta = 1.614$, $p = 0.000$ for students; $\beta = 8.112$, $p = 0.000$ for class teachers), highlighting career aspirations as a key factor motivating par. These findings emphasize that career expectations are the most critical factor influencing student participation. The study concluded that parental disposable income, the cost of education, and students' career expectations significantly influence their participation in both classroom and co-curricular activities. The research recommends that parents, class teachers, principals, and policymakers from the Ministry of Education take targeted actions to enhance student participation in both academic and co-curricular activities.

TABLE OF CONTENTS

DECLARATION AND RECOMMENDATIONS	iii
COPY RIGHT	v
DEDICATION	vi
ACKNOWLEDGMENTS	vii
ABSTRACT	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF FIGURE	xiv
ACRONYMS AND ABBREVIATIONS	xv
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	6
1.4 Objectives of the Study.....	6
1.5 Research Hypotheses	6
1.6 Significance of the Study	7
1.7 Scope of the Study	7
1.8 Limitations of the Study	8
1.9 Assumptions of the Study	8
1.10 Operational Definition of Terms	9
CHAPTER TWO: LITERATURE REVIEW	12
2.1 Students' Participation in Schools	12
2.2 Overview of the individual demand for education in Schools	15
2.3 Parents' Disposable Income and Student Participation in Schools	17
2.4 Cost of Education and Student Participation in Schools	19
2.5 Employment Expectations and Student Participation in Schools	20
2.6 Theoretical Framework	23
2.6.1 Human Capital Theory	23
2.6.2 Expectancy-Value Theory	24
2.7 Conceptual Framework	26
CHAPTER THREE: RESEARCH METHODOLOGY	28

3.1 Study Location	28
3.2 Research Design	28
3.3 Target Population	28
3.4 Sample Size and Sampling Procedure	29
3.5 Instruments of the Study	29
3.5.1 Questionnaire	30
3.5.2 Interview Guide	30
3.6 Pilot Study	30
3.7 Validity of Research Instruments	31
3.8 Reliability of Research Instruments	31
3.9 Data Collection Procedures	32
3.10 Data Analysis	33
3.11 Ethical Considerations	34
CHAPTER FOUR: RESULTS AND DISCUSSION	36
4.1 General Information	36
4.2 Demographic Characteristics	36
4.3 Student participation in classroom and co-curricular activities	41
4.4 Parents' disposable income and students' participation in schools	48
4.5 Cost of education and students' participation in schools	55
4.6 Students' Employment expectations and students' participation in schools	64
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	72
5.1 Summary	72
5.2 Conclusion	74
5.3 Recommendations	75
5.4 Suggestions for Further Study	76
REFERENCES	77
APPENDICES	86
Appendix I: Consent Form	86
Appendix II: Students' Questionnaire	87
Appendix III: Class Teachers' Questionnaire	90
Appendix IV: Principals' Interview Schedule	93
Appendix V: Public Day Secondary Schools in Mwala Sub-County	94

Appendix VI: Ethical Review Approval	95
Appendix VII: NACOSTI Research Permit	96
Appendix VIII: County Director Research Authorization	97

LIST OF TABLES

Table 1: Sample size distribution	29
Table 2: Reliability results for the students and class teachers questionnaire.....	32
Table 3: Summary of data analysis method	34
Table 4: Demographic characteristics of the sampled respondents	37
Table 5: Students' participation in classroom and co-curricular activities	42
Table 6: Students' perceptions on participation in classroom and co-curricular activities	43
Table 7: Teachers' perceptions on participation in classroom and co-curricular activities	45
Table 8: The level of participation in classroom and co-curricular activities	46
Table 9: Students' perceptions on parents' disposable income and students' participation in classroom and curriculum activities	49
Table 10: Teachers' perceptions on parents' disposable income and students' participation in classroom and curriculum activities	51
Table 11: Pearson correlation between parents' disposable income and students' participation in classroom and co-curricular activities	53
Table 12: Ordinal logistic results showing the influence of parents' disposable income on student participation in classroom and co-curricular activities ...	54
Table 13: Students' perceptions on the cost of education and students' participation in classroom and co-curricular activities	56
Table 14: Teachers' perceptions on the cost of education and students' participation in classroom and co-curricular activities	58
Table 15: Pearson correlation between the cost of education and students' participation in classroom and co-curricular activities	60
Table 16: Ordinal logistic results showing the influence of the cost of education on student participation in classroom and co-curricular activities	61
Table 17: Students' perceptions on the employment expectations and students' participation in classroom and co-curricular activities	64
Table 18: Teachers' perceptions on the employment expectations and students' participation in classroom and co-curricular activities	66
Table 19: Pearson correlation between student employment expectations and participation in classroom and co-curricular activities	68

Table 20: Ordinal logistic results showing the influence of the students' employment expectation on participation in classroom and co-curricular activities 69

LIST OF FIGURE

Figure 1: Conceptual Framework linking selected determinants of individual demand for education and students' participation in schools.....	26
--	----

ACRONYMS AND ABBREVIATIONS

CBC	: Competency-Based Curriculum
CDF	: Community Development Fund
CHNS	: China Health and Nutrition Survey
MNA	: Member of National Assembly
NACOSTI	: National Commission for Science, Technology and Innovation
NGO	: Non-Governmental Organization
NYSC	: The National Youth Service Corps
IDE	: Individual Demand for Education
PDSSs	: Public Day Secondary Schools
SPSS	: Statistical Package for the Social Sciences
TSC	: Teachers Service Commission
TVET	: Technical Vocational Education and Training
UNESCO	: United Nations Educational, Scientific and Cultural Organization
VET	: Vocational Education and Training

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a fundamental human right that promotes equality, sustainable development, and the eradication of poverty (UNESCO, 2024). By ensuring access to education for all, societies can reduce inequalities and create opportunities for people to thrive, contributing to long-term social and economic progress. It is a crucial tool for personal growth, societal progress, and fostering critical thinking, thereby enhancing both individual and collective success (Al-Shuaibi, 2014). Education empowers individuals to think critically, solve problems, and make informed decisions, which not only improves their lives but also benefits society by encouraging innovation and active civic participation. Education also plays a significant role in bridging socioeconomic gaps, creating opportunities for upward mobility and social inclusion (Mezzanotte, 2022). Through education, individuals from disadvantaged backgrounds are better equipped to access resources, secure employment, and enhance their quality of life, ultimately leading to more equitable communities. Moreover, it equips individuals with the knowledge and skills needed to adapt to evolving economic and technological landscapes, positioning it as a key pillar of societal advancement (Mezzanotte, 2022). As economies and technologies change rapidly, education ensures that individuals remain adaptable, helping them stay relevant in the workforce and contribute to the ongoing development of their societies.

Student participation in both classroom and co-curricular activities plays a vital role in enhancing academic performance. As shown by Zainuddin et al. (2020), active participation helps students grasp concepts more effectively and apply theoretical knowledge. This aligns with the foundation of this study, which holds that meaningful participation not only enhances learning experiences but also fosters critical thinking and collaboration skills essential for success in and beyond the classroom. While factors such as personality traits, learning environment, and peer interaction contribute to participation, as noted by Abdullah et al. (2012), it is crucial to explore how socioeconomic conditions, including family income and access to learning resources, may facilitate or hinder such involvement in rural settings. By focusing on student

behaviours such as note-taking, group discussions, and classroom responsiveness (Aziz et al., 2018; Crosthwaite et al., 2015), this study will unpack how participation manifests in Mwala Sub-County's public day schools and what drives or restricts it.

Individual demand for education, which refers to the willingness of individuals to enrol in an education system, is influenced by factors such as parental income, the cost of education, and expectations regarding future employment opportunities (Gölpek, 2012). For example, families with higher income levels can more easily afford the costs associated with education, such as tuition and supplies, making it more likely that their children will enrol and remain in school. This demand plays a crucial role in shaping students' participation in educational activities, as those with higher economic resources are more likely to participate in both classroom and co-curricular activities. This is because wealthier families can provide their children with greater access to cocurricular programs, tutoring, and educational resources, all of which support more active involvement in the educational process. Individual demand is influenced by various factors, including household income, which determines the ability to pay for education-related expenses, and future employment expectations, which motivate families to invest in education (Aguillon et al., 2020; Al-Amin et al., 2021). The expectation of better job prospects encourages families to view education as an investment in their children's future, thereby strengthening demand for quality education and enhancing participation.

Studies from developed countries have established a strong connection between individual demand for education and student participation. Hjalmarsson and Mood (2015), using a cross-sectional sample of 2,236 adolescents in Sweden, found that students from low-income households had fewer school friendships and participated less in academic and co-curricular activities, highlighting how limited economic resources affect participation. Lin and Lv (2017) analysed data from the China Health and Nutrition Survey (CHNS) across nine provinces and reported that increased parental income led to higher enrollment, lower dropout rates, and improved academic performance, indicating that financial stability enhances consistent educational participation. In New Zealand, Gasson et al. (2017) conducted semi-structured interviews with 150 parents. The study found that costs related to uniforms and

cocurricular programs were perceived as significant barriers by low-income families, limiting student involvement in school activities. These findings collectively underscore the role of economic capacity in shaping student participation and support the rationale for examining similar dynamics in under-resourced contexts such as rural Kenya.

In developing African countries, individual demand for education has been shown to influence students' participation in school-related activities significantly. Blake and Mestry (2021), through a quantitative study involving 300 parents in South Africa, found that higher parental income was directly associated with greater student participation, as well as more active parental involvement in school-related decisions and activities. Similarly, Yakubu and Afolabi (2020) surveyed 500 public secondary school students in Nigeria and reported that private costs of education, such as fees for uniforms, learning materials, and co-curricular activities, substantially limited participation, especially among students from low-income households. In Uganda, Tagulwa et al. (2023) conducted a mixed-methods study with 300 students and 100 employers, revealing that both groups highly valued practical training and real-world experience. These expectations strongly influenced student participation in educational activities designed to enhance employability. Collectively, these studies demonstrate that financial constraints and employment-related expectations influence student participation across the continent, underscoring the need to reduce economic barriers and foster broader and more equitable participation in education.

Low participation is particularly evident in rural areas, such as Mwala Sub-County, where economic disparities are more pronounced. Research conducted by Mwirigi (2023) and Ochieng & Mutai (2021) highlights that students from low-income households often struggle to meet the additional costs of education, such as purchasing learning materials and participating in co-curricular activities. This limited participation undermines the overall educational experience and outcomes for these students, reinforcing the need to address the socio-economic challenges that hinder their active engagement in both academic and co-curricular activities. The findings of this study are therefore crucial as they directly link to the statement of the problem,

which emphasises the persistent challenges in student participation in Mwala Sub-County, despite policy interventions aimed at expanding access to education.

In Kenya, despite commendable government efforts to expand educational access, such as the introduction of free primary education in 2003 and the implementation of the 100% transition policy to secondary schools, the influence of individual demand for education on student participation remains underexplored. The Ministry of Education (2019), through Sessional Paper No. 1, recognizes that household socioeconomic status, cost-sharing, and parental involvement significantly affect educational equity, quality, and retention factors closely aligned with individual demand for education. These efforts are also in line with Sustainable Development Goal (SDG) 4, which emphasizes ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Additionally, Kenya's Vision 2030 envisions a competitive and prosperous nation by enhancing access to quality education. Furthermore, the need for education to drive economic and social development aligns with Africa Vision 2063, which underscores the importance of education in transforming the continent's human capital. Empirical evidence, as presented by Mwirigi (2023), based on a quantitative study involving 100 teachers and 20 school leaders in Tharaka Nithi County, suggests that effective school leadership positively impacts student outcomes by setting academic goals and fostering a supportive school culture. Similarly, Ochieng and Mutai (2021), using a sample of 300 rural students, found that limited parental support and financial hardship were key barriers to academic participation and achievement. These studies emphasize the significance of robust institutional leadership and household economic stability in shaping student participation. However, the interplay between these factors remains underexplored in rural contexts, such as Mwala Sub-County, where this study seeks to provide localized insights into how individual demand influences participation in both classroom and co-curricular activities.

Despite valuable findings from existing research, a gap remains in understanding the specific influence of individual demand for education factors, such as household income, perceptions of education as an investment, and employment expectations, on student participation in learning and co-curricular activities, particularly in rural areas

like Mwala Sub-County. This study seeks to bridge this gap by evaluating how these factors shape student participation in both classroom and co-curricular activities in Mwala Sub-County. While government efforts, such as school expansion, bursary provision, and the 100% transition policy, have increased access to education, it is essential to recognize the continuing influence of individual household factors on student participation. In particular, the capitation funding provided by the government, while intended to cover basic educational expenses, often falls short of meeting the full costs of schooling, such as fees for co-curricular activities, uniforms, and learning materials. As a result, financial barriers remain significant, particularly in rural areas. In line with the goals of Sessional Paper No. 1 of 2019, this study provides evidence that can inform policy refinements to enhance education quality and equity by addressing the economic realities and aspirations of Kenyan households.

1.2 Statement of the Problem

While education is globally recognized as a fundamental human right and a key driver of personal and national development, students' meaningful participation in both classroom and co-curricular activities remains inconsistent, particularly in economically disadvantaged regions. Although government initiatives in Kenya, such as free primary education and the 100% transition policy, have significantly increased student enrollment in public day secondary schools, this rise in enrollment has not been matched by equivalent participation in learning activities. Despite the government's provision of free education through capitation funding, which covers basic educational expenses such as tuition and examination fees, a significant financial gap remains for co-curricular activities, including sports and clubs, which require additional funding not covered by these allocations. This gap limits students' participation in these crucial activities, particularly for those from low-income households in rural areas, such as Mwala Sub-County. Many students, particularly those from low-income families, face financial challenges, such as an inability to afford meals, uniforms, learning materials, and fees for co-curricular activities, which restrict their full participation in both academic and extracurricular experiences. Despite the critical role that student participation plays in enhancing learning outcomes, factors related to individual demand for education, including parents' disposable income, the cost of education-related expenses, and students' expectations about future employment,

continue to influence the level of participation in both academic and extracurricular activities.

While global and regional studies highlight the strong connection between economic resources and educational participation, there is a lack of localised empirical evidence on how these specific demand-side factors affect student participation in Kenya's public day secondary schools. Particularly in rural settings like Mwala Sub-County, where financial constraints are more pronounced, the impact of these factors on student involvement in school activities remains underexplored. This gap raises concerns about the equity and effectiveness of existing education policies, highlighting the need to investigate how individual demand for education shapes students' active involvement in both classroom and co-curricular activities. This study, therefore, aims to assess the determinants of individual demand for education and their impact on student participation in both academic and co-curricular activities in public day secondary schools in Mwala Sub-County, Machakos County, Kenya.

1.3 Purpose of the Study

This study aimed to investigate the selected determinants of individual demand for education and student participation in classroom and co-curricular activities in public day secondary schools in Mwala sub-county, Machakos County.

1.4 Objectives of the Study

This study was guided by the following objectives:

- i. To establish the influence of parents' disposable income on students' participation in classroom and co-curricular activities in public day secondary schools in Mwala sub-county, Machakos County, Kenya.
- ii. To assess the influence of the cost of education on student participation in classroom and co-curricular activities in public day secondary schools in the Mwala sub-county, Machakos, Kenya.
- iii. To establish the influence of employment expectations on students' participation in classroom and co-curricular activities in public day secondary schools in the Mwala sub-county, Machakos, Kenya.

1.5 Research Hypotheses

The following null hypotheses were tested at an alpha of 0.05 significance level;

H₀1: There is no significant influence of parents' disposable income on student participation in classroom and co-curricular activities in public day secondary school students in Mwala sub-county, Machakos County, Kenya.

H₀2: There is no significant influence of the cost of education on student participation in classroom and co-curricular activities in public day secondary school students in Mwala sub-county, Machakos County, Kenya.

H₀3: There is no significant influence of employment expectations on student participation in classroom and co-curricular activities in public day secondary school students in Mwala sub-county, Machakos County, Kenya.

1.6 Significance of the Study

The findings and recommendations of this study are important to key education stakeholders, including teachers, learners, parents, policymakers, and the government. Teachers can use the findings to understand better how factors related to individual demand for education influence student participation, helping them support learners more effectively. Parents can benefit by recognizing the importance of their support in enhancing their children's participation in classroom and co-curricular activities. Learners can benefit by becoming more aware of the need to actively participate in school activities to fulfill their educational and career goals. For policymakers, the study provides evidence-based insights to inform the creation of policies that strengthen individual demand and improve student participation in public day secondary schools. The government can also be guided to lower the cost of education or enhance bursary programs to support greater access and participation.

1.7 Scope of the Study

This study was conducted in public day secondary schools within Mwala Sub-County, Machakos County. It focused on the individual demand for education, measured through parents' disposable income, education cost, employment expectations, and students' participation in classroom and co-curricular activities. The target respondents were Form 3 students, class teachers, and principals. By limiting the study to Form 3 students, the research gained focused and reliable insights into how individual demand

influenced student participation in classroom and co-curricular activities. Form 3 students are at a crucial stage in their education, where their academic performance and engagement in extracurricular activities begin to take shape, influenced by their personal and family circumstances.

1.8 Limitations of the Study

- i. Responses might have been influenced by social desirability or misinterpretation of questions; the researcher used clear, neutral language and provided clarifications during interviews.
- ii. The study relied on self-reported information, which might have been affected by memory lapses or subjective perceptions. To address this, the researcher pilot-tested the data collection instruments to ensure the questions were clear, concise, and easily understood, thereby improving the accuracy and reliability of the responses.

1.9 Assumptions of the Study

The study was based on the following assumptions;

- i. The selected factors influencing individual demand for education, such as parents' disposable income, the cost of education, and employment expectations, determine students' participation in classroom and co-curricular activities in Mwala Sub-County.
- ii. Responses from these students can be generalised to reflect broader trends in public secondary schools within Mwala sub-county.

1.10 Operational Definition of Terms

This section provides operational definitions of key terms used in the study to ensure a common understanding of their meaning within the research context.

Co-curricular activities Co-curricular activities refer to structured, schoolrelated programs that complement classroom learning and contribute to students' holistic development. These activities take place outside the formal academic curriculum and include sports, music, debate, drama, clubs, educational trips, and other organized participation.

Cost of Education

The cost of education refers to the amount of money that must be paid for someone to receive formal instruction, including fees and related expenses. In this study, the cost of education includes tuition fees, examination fees, and other expenses such as uniforms, books, and co-curricular activities. Higher costs may limit access to education for low-income families, while affordable schooling increases student participation in classroom and co-curricular activities.

**Employment
Expectations**

Employment expectations refer to the belief or hope that someone will be able to find a suitable job in the future. In this study, Employment expectations include outlook on future job opportunities, career growth, and potential earnings. These expectations influence their motivation to pursue education, as students who anticipate better employment prospects are more likely to stay in school and actively participate in learning. Conversely, if job opportunities seem scarce or wages appear low, students may lose interest in participation.

**Individual Demand for
Education**

Individual demand refers to an individual's or a

family's desire and willingness to invest in education, based on personal needs, expectations, and financial capabilities. Factors such as parents' disposable income, perceived benefits of education, and future employment prospects influence this demand. A higher individual demand for education leads to increased enrollment and active student participation, while a lower demand may result in reduced commitment to

**Parents'
Disposable
Income**

Parents' disposable income refers to the portion of household income that remains available for educational expenses after covering essential needs such as food, housing, and healthcare. This remaining income determines the family's ability to afford school-related costs, including fees, uniforms, learning materials, and co-curricular activity expenses. A higher disposable income increases the likelihood of students participating actively in both classroom and cocurricular activities, while limited disposable income often restricts such participation due to financial constraints.

School activities

School activities refer to the combined academic and co-curricular participation in which students participate during their schooling. This includes classroom activities such as attending lessons, taking notes, asking and answering questions, and participating in group discussions, as well as co-curricular activities like sports, clubs, drama, music, debates, and other structured programs outside the academic curriculum that contribute to students' holistic development.

**Students'
Participation**

Students' participation refers to their active schooling involvement in the learning process, as demonstrated through behaviours such as asking

questions, contributing to group discussions, responding to teachers, and engaging in academic and co-curricular activities. High participation often indicates strong motivation and a supportive learning environment, while low participation may reflect limited participation or external challenges affecting their education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Students' Participation in Schools

Student participation in classroom and co-curricular activities is a key aspect of active learning, involving engagement with course materials, peers, and instructors (Khan et al., 2017). It includes activities such as asking questions, participating in discussions, completing assignments, and collaborating on group projects (Crosthwaite et al., 2015). Active participation has been shown to improve comprehension, enhance critical thinking, and increase retention. Regular engagement also helps develop communication and problem-solving skills, which are essential for student success (Nelson, 2013). The use of interactive activities, diverse teaching methods, and a supportive learning environment can significantly enhance participation (Khan et al., 2017). These factors contribute to improved subject comprehension, enhanced academic performance, and increased overall confidence in the classroom, making the learning experience more engaging and effective.

Student participation in learning is highly valued in the United States, where it is regarded as a crucial element for academic success (Morales & Trotman, 2004). Research shows that active participation can significantly improve student outcomes. Active involvement in class discussions, debates, group work, and project-based learning has been shown to enhance the learning experience (Crosthwaite et al., 2015). These activities encourage critical thinking and deeper engagement with the material. The use of interactive learning management systems and digital tools in many institutions has further supported increased student engagement (Collins & Halverson, 2018). These tools offer students more opportunities to collaborate and access learning resources. Participation is also integrated into grading systems to encourage meaningful involvement in class activities. This approach motivates students to take an active role in their learning. These approaches, which promote critical thinking, cooperation, and self-expression, are key components of American education, preparing students to address real-world challenges (Glazewski & Ertmer, 2020). Such strategies are essential in equipping students with the skills necessary for both academic and professional success.

Student participation in Africa varies depending on country, region, and educational infrastructure. Many urban schools encourage student participation in discussions, debates, group activities, and project-based learning (O'Sullivan, 2020). Due to large class sizes, limited resources, and a lack of technology, rural and under-resourced schools often employ traditional teacher-centred techniques (World Bank, 2022). Education reforms, teacher training, and technology-enhanced learning aids improve participation across the continent. Student participation in learning varies by location and educational level in Nigeria, although it is growing in official and informal contexts. Urban students are more likely to actively participate in discussions, group work, and presentations, especially in affluent and well-funded public schools (Adeleke & Adebayo, 2021). Ogunyemi and Akindele (2020) suggest that rural schools may struggle with large class sizes, inadequate resources, and teacher-centred techniques that hinder student participation. However, inquiry-based and student-centered teaching is being promoted to encourage participatory learning.

Kenya's competency-based curriculum (C.B.C.) promotes student participation by emphasizing active engagement, practical skills, and problem-solving. This approach encourages students to engage deeply with the content, moving away from traditional methods of rote memorization (Ochieng & Mwangi, 2021). Active participation in discussions, group projects, and hands-on activities plays a crucial role in improving both knowledge retention and skill development. Despite these encouraging changes, urban and rural schools experience varying levels of participation. Urban schools generally have more resources, which allows students to engage in more interactive learning experiences (Muturi & Karanja, 2020). In contrast, rural schools often struggle with large class sizes, limited resources, and teacher-centered methods, which hinder student participation (Odhiambo, 2022). To address these disparities, both government and non-government initiatives are working to improve student involvement nationwide. Teacher training programs play a key role in helping educators apply the C.B.C. effectively, while also improving school resources to create better learning environments (Kibera & Njuguna, 2023). These efforts are crucial for ensuring that all students, regardless of their geographical location, have meaningful opportunities to participate in their education.

Individual demand for education refers to the willingness and ability of households to invest in schooling based on perceived benefits such as better job opportunities and higher earnings (Psacharopoulos & Patrinos, 2018). In Kenya, this demand is influenced by factors such as parental income, employment expectations, and the perceived quality of education. Wealthier families invest in individual schools, tutoring, and co-curricular activities to enhance their children's learning outcomes, while low-income households often struggle to afford basic educational needs (Mugisha, 2019). This demand drives school expansion, influencing policies on access and quality. High household investment in education has contributed to increased enrolment in private institutions, supplementing government efforts in achieving universal education (Somerset, 2009). However, disparities in access due to economic inequality highlight the need for policies that promote affordability and equity. Strengthening financial support programs can help bridge this gap and enhance educational outcomes across all socioeconomic groups.

While the reviewed studies highlight the importance of student participation in learning across different contexts (Khan et al., 2017), they often adopt a generalized approach that does not sufficiently address variations in participation across socioeconomic and policy environments. For instance, while American education emphasizes interactive learning and incorporates participation into grading systems (Morales & Trotman, 2004; Glazewski & Ertmer, 2020), studies on African and Kenyan education primarily focus on infrastructural and resource constraints as barriers to participation (O'Sullivan, 2020; Odhiambo, 2022). This contrast suggests a need for more nuanced investigations into how systemic and economic factors influence participation differently in developed and developing education systems.

The reviewed literature underscores the importance of student participation in educational outcomes; however, many studies tend to generalize their findings without adequately accounting for socioeconomic and policy differences across regions (Khan et al., 2017; Crosthwaite et al., 2015). Research from developed countries often highlights interactive learning approaches, integration of digital tools, and the inclusion of participation in assessment frameworks as drivers of engagement (Morales & Trotman, 2004; Glazewski & Ertmer, 2020). In contrast, studies from African and

Kenyan contexts primarily emphasize structural barriers such as inadequate infrastructure, teacher-centred pedagogies, and resource limitations, especially in rural settings (O'Sullivan, 2020; Odhiambo, 2022). In Mwala Sub-County, despite increased access to education through the expansion of public secondary schools, the 100% transition policy, and bursary allocations, student participation remains low. As Muturi and Karanja (2020) observed, economic constraints and limited school resources continue to restrict meaningful engagement. Moreover, while existing literature on individual demand for education tends to focus on enrolment rates, it often overlooks how factors such as disposable household income, cost of schooling, and employment expectations directly affect students' day-to-day participation. This gap is particularly evident in Mwala, where wealthier households can afford essential and supplementary educational resources, while students from low-income families face ongoing challenges in meeting even the most basic academic and co-curricular requirements.

2.2 Overview of the individual demand for education in Schools

The concept of individual demand for education is a global phenomenon that encompasses various factors influencing an individual's or family's willingness to invest in education. In developed countries, this demand is primarily driven by household income, the costs associated with education, and the perceived economic benefits of obtaining an education (Hjalmarsson & Mood, 2015). These nations tend to have more accessible public education systems with varying cost levels, yet significant economic barriers remain, especially in higher education. Despite the broader availability of educational opportunities, rising tuition fees and additional school-related costs continue to hinder student participation and engagement, particularly for lower-income families. Research in developed countries shows that families with higher disposable income generally experience better educational outcomes for their children, as they are more able to invest in supplementary educational resources such as tutoring, co-curricular activities, and technology (Lin & Lv, 2017). In contrast, for lower-income households, the financial burden remains a substantial challenge, especially when it comes to engaging in co-curricular activities, which are increasingly recognized as vital for the holistic development of students (Gasson et al., 2017). These financial constraints not only limit access to these opportunities but may also influence students' overall academic and personal growth.

In African countries, the dynamics of individual demand for education are influenced by factors similar to those in developed countries, but these challenges are further compounded by issues such as poverty, inadequate infrastructure, and limited resources. Despite notable investments in education, such as the introduction of free primary education, the cost of education remains a significant barrier for many families. In countries like South Africa and Nigeria, for example, the financial demands of education beyond primary school can be prohibitive for low-income households, severely limiting their children's participation in secondary education and co-curricular activities (Blake & Mestry, 2021; Yakubu & Afolabi, 2020). Research indicates that parental income plays a crucial role in determining the ability to cover education-related costs, which directly influences student participation and overall academic performance. Specifically, in South Africa, Blake and Mestry (2021) found that parents with higher incomes were more likely to engage in school decisions and co-curricular activities, further reinforcing the connection between individual demand for education and active student involvement. As a result, addressing the financial barriers faced by low-income families could significantly improve student engagement and educational outcomes.

In Kenya, the individual demand for education is increasingly important as the government has made significant strides in increasing access to education, such as through the introduction of free primary and secondary education. However, despite these efforts, disparities in education participation persist, especially among students from low-income families. In Mwala Sub-County, Machakos, while the government provides free day secondary education, families still shoulder costs such as meals, uniforms, and co-curricular activities. These additional costs significantly affect the level of participation in education, especially for families with limited disposable income (Yakubu & Afolabi, 2020). The employment expectations of parents also play a role in shaping their willingness to invest in education, as they hope to secure better future employment opportunities for their children. Therefore, understanding how these factors, income, education costs, and employment expectations, interact in the Kenyan context is crucial for addressing barriers to student participation and improving educational outcomes.

2.3 Parents' Disposable Income and Student Participation in Schools

Parental involvement in their children's education is crucial, as it covers essential costs such as school fees, stationery, uniforms, and other necessities (Smith & Johnson, 2020). In the United States, the level of student participation varies significantly between families with lower and higher disposable incomes (Rowan, 2004). The U.S. Department of Education established that parental disposable income influenced the academic achievement of third through fifth-grade pupils, particularly through their participation in classroom and co-curricular activities. The study found that students from families with lower disposable income performed below the average in all subjects tested compared to those from higher-income families. These findings highlight the influence of individual demand on student participation; however, the studies often lack comprehensive data across different socioeconomic contexts. Further research is needed to understand how these patterns may differ in other regions or countries, where economic factors and educational access may vary.

Kanel (2007) studied parental income and pupils' achievement in education in Nigeria, revealing that, in some cases, parental disposable income alone was insufficient to support students' participation, even within their communities. Further studies by Harrison and Hara (2010) highlighted the significant disparity in student participation between families with high and low disposable incomes. This variation in involvement is particularly evident when comparing students from higher-income families, who tend to participate more actively, to those from lower-income families, who often experience barriers to engagement. These studies emphasise the link between parental income and student participation, but generally offer limited, context-specific insights, particularly regarding community and school-level factors. Government interventions, which might alleviate some of these disparities, are not sufficiently explored in the existing literature. Expanding research to include these factors could offer a more comprehensive understanding of how economic constraints influence student participation in various settings.

Parents' disposable income has also been found to influence the students' participation. The study carried out by Saifi and Mehmood (2011) showed that parents' disposable

income is an indicator of students' academic achievement. The study found that the parents' education, disposable income, and home facilities affect the students' academic achievement. Adzido et al. (2016) conducted a study on the assessment of family income on the academic performance of tertiary students in Ghana. The study found a significant mixed relationship between families with higher disposable income and better student participation based on the student's cumulative grade point average. The study revealed that although family disposable income affects students' involvement to some extent, it is not an essential predictor of higher participation of students. While the studies demonstrate the influence of parental disposable income, they lack consideration of other factors like socio-cultural elements and do not account for school-specific variables.

Okioga (2013) conducted a study on the influence of students' socioeconomic background on academic performance in universities in Kenya. The study's findings revealed that the students' socioeconomic background influenced academic performance. Education plays a significant role in skill sets for acquiring jobs and specific qualities stratifying people with higher and lower socioeconomic status. Middle-class parents were found to take an active role in their children's education and development by using controlled, organized activities and fostering a sense of entitlement through encouraged discussion. Families with lower incomes do not participate in this movement, causing their children to feel constrained. A division in educational attainment is thus born out of these two differences in child-rearing. Lower income families can have children who do not succeed to the levels of middle-income children, who have a greater sense of entitlement, are more argumentative, or are better prepared for adult life. The study's objectives were to evaluate the factors that influenced the students' academic performance and the relationship between the students' socioeconomic background and academic performance. The study lacks a focus on the specific role of parental disposable income and its direct connection to student participation in co-curricular activities.

Parental disposable income influences the student's participation. Parents with low disposable income do not support the academic performance of pupils. Parents with low disposable income report low educational expectations for their children compared

to those with high disposable income. Orodho (2013) established that academic attainment in Kiminini has continued to be undermined by the disposable income of their parents. This may explain why this study is focused on establishing the relationship between individual demand for education and participation among public day secondary school students in the Mwala sub-county. While the studies identify the link between parental disposable income and academic achievement, they do not address the direct influence on student participation in classroom and co-curricular activities.

2.4 Cost of Education and Student Participation in Schools

The cost of education plays a crucial role in determining parents' ability to afford education for their children. In the United States, the rising cost of education, particularly at the post-secondary level, significantly influences student participation. High tuition fees, student loan debt, and the increasing cost of living place considerable financial pressure on students, often forcing them to balance work and academic commitments. This balancing act can result in limited time for educational activities such as seminars, discussions, and group projects (Johnson & Lee, 2021). Additionally, lower-income students may face difficulties in acquiring textbooks and technology, as well as engaging in co-curricular activities, all of which are essential for academic success (Smith & Garcia, 2022). Financial aid, scholarships, and grants can alleviate some of these challenges, enabling economically disadvantaged students to participate more fully and helping to foster a more equitable educational environment. However, these studies primarily focus on developed countries and do not address how educational costs affect participation in developing countries, where financial barriers may be even more pronounced. Further research is needed to examine the influence of educational expenses in contexts with fewer resources.

Education costs have a significant influence on student participation in Africa, particularly in countries where poverty and inequality limit access to quality education. Many families are unable to afford school fees, uniforms, textbooks, and other necessary materials, which can hinder student attendance and overall engagement. In some cases, students may be forced to drop out or seek employment to support their families, further limiting their educational opportunities (Nwankwo & Adebayo, 2023).

Additionally, many African public schools face chronic underfunding, which leads to overcrowded classrooms and a shortage of teaching resources, reducing the effectiveness of education and participation (Afolabi & Omotayo, 2022). While government initiatives, international aid, and NGOs provide scholarships, free educational programs, and critical resources to address these financial barriers, such efforts are essential for increasing student involvement, particularly among low-income students (Ogunleye & Afolabi, 2021). Research in Nigeria shows that, similar to other countries, parents' financial situations directly affect the educational resources available to their children, highlighting the need for policies aimed at reducing economic disparities in education (Okeke & Isu, 2022). However, existing studies often overlook the role of school culture in shaping student participation. This area warrants further exploration to better understand the factors influencing student engagement in these environments.

The cost of education influences student participation in Kenya, especially in rural and low-income communities. The government provides free elementary and subsidized secondary education, but many families might find uniforms, study materials, transportation, and exam fees unaffordable (Ngugi & Wambui, 2021). These financial burdens often result in irregular attendance, reduced engagement in class, or even students dropping out entirely. For higher education, tuition fees and living expenses further restrict participation, with many students from low-income backgrounds struggling to afford university or college (Karanja & Mwenda, 2022). Scholarships, bursaries, and financial aid programs help to mitigate these challenges; however, demand often exceeds availability. NGOs and government initiatives play a crucial role in reducing financial barriers, enhancing access to quality education, and promoting active participation, particularly for students from disadvantaged backgrounds. The studies overlook the influence of socio-cultural factors, such as parental education and community attitudes, on student participation.

2.5 Employment Expectations and Student Participation in Schools

Employment expectations can significantly influence student participation in both classroom and co-curricular activities. In regions or communities where there is a strong connection between educational achievement and employment opportunities,

students are more likely to engage actively in their learning, viewing education as an investment in their future careers (Schmidt & Müller, 2022). In these contexts, students tend to prioritise the development of practical skills, networking, and academic excellence to improve their employability. On the other hand, in areas with high unemployment or where the link between education and job prospects is weak, students may feel demotivated, which can lead to a decrease in participation in educational activities. These students often perceive less value in education, as they struggle to see its direct influence on their future job opportunities. This highlights the importance of aligning education systems with labour market needs to ensure that students remain motivated and actively engaged in their learning.

Europe, particularly Germany and Switzerland, emphasises vocational training and apprenticeship programs to bridge the gap between education and employment. Dual education allows students to balance classroom instruction with work experience. This strategy enhances student engagement, as they can see the career benefits of their education (Schmidt & Müller, 2022). Students in these programs have excellent employment rates, which motivates them to pursue their studies. U.K. research indicates that students seeking employment opportunities related to their study subjects are more engaged (Jones & Smith, 2023). Many university students choose degrees based on employability and job prospects. Universities are giving internships, work experiences, and employability modules to meet these expectations. Student enthusiasm and involvement can diminish in saturated job markets due to job competition and post-graduation career uncertainty (Brown & Taylor, 2021). Employment expectations, especially in STEM disciplines, also affect U.S. student involvement. The promise of job security and good earnings after graduation attracts students to these degrees. In sectors with less stable job markets, like the liberal arts, participants may be less motivated. The rising cost of education and the burden of student debt also play crucial roles, leading some students to question the return on investment of their degrees (Williams & Garcia, 2022). While these studies highlight the relationship between employment expectations and student engagement in Europe and the U.S., employment opportunities may differ significantly in developing countries like Kenya.

Across African countries, a strong link exists between student participation and employment prospects. In South Africa, there is a strong emphasis on vocational education and training (VET) programs that directly connect education with employment opportunities. The government has implemented initiatives to promote the development of students' skills and job readiness. For instance, the National Skills Development Strategy aims to align education with the labour market's needs (Mokgothu & Dlamini, 2022). Students enrolled in these programs often demonstrate higher levels of participation as they recognise the direct benefits of practical training in securing jobs after graduation. However, challenges such as high unemployment rates among graduates can sometimes dampen motivation. Education is crucial to employment in Nigeria. Engineering and IT courses are popular among students for boosting their employability. The National Youth Service Corps (NYSC) offers internships and practical experience to graduates, encouraging community development (Adebayo & Nwoko, 2023). However, high unemployment, especially among graduates, can demotivate students. Ghana promotes Technical and Vocational Education and Training (TVET) to close the education-employment gap. The government is improving the quality and reputation of TVET programs to prepare students for the labour market. The Ghana TVET Service links education to industry skills, boosting curriculum relevance and student participation (Mensah & Osei, 2023). Ethiopian officials emphasise the importance of linking education to development goals. TVET teaches students job-relevant skills. These programs provide a clear path to careers in agriculture, construction, and manufacturing, thereby increasing student engagement (Tesfaye & Abebe, 2023). While these studies highlight the connection between employment prospects and student participation in various African countries, they fail to address how informal labour markets in rural or marginalised areas are affected.

Employment expectations influence the school engagement of Kenyan students. Students are more motivated to study market-relevant skills as skills development and employability become more critical. Secondary school students, particularly in rural areas, often face financial constraints that limit their participation in co-curricular activities such as sports, music, drama, and academic clubs. Engineering, IT, and healthcare are popular among students due to the numerous job opportunities they offer.

Universities' enrolment in these programs has increased due to their expected employment benefits (Ochieng & Mwangi, 2022). V.E.T. programs are popular because they teach practical skills that boost students' employability. TVET promotes student participation in career-preparation programs to bridge the gap between education and the labour market (Karanja & Gitonga, 2023). Institutions also partner with industry to offer internships and apprenticeships, encouraging students to pursue studies and gain valuable experience. However, high unemployment, especially among graduates, can demotivate and disillusion. Many students feel pressure to find work immediately after graduation, which can reduce their academic engagement if they believe their efforts may be unsuccessful (Njeri & Otieno, 2023). Moreover, the rising cost of education and the burden of student debt may further exacerbate concerns about the return on investment in their degrees, prompting some students to question the value of their educational pursuits. Although the studies highlight the influence of employment expectations and vocational programs on student participation, they primarily focus on higher education, leaving a gap in understanding how these factors affect student engagement at the secondary school level in Kenya.

2.6 Theoretical Framework

Human Capital Theory and Expectancy-Value Theory guided this study.

2.6.1 Human Capital Theory

Human Capital Theory, developed by Gary Becker (1993), posits that education and training are crucial investments that enhance an individual's productivity and earning potential. Human capital theory assumes that investment in education is necessary to acquire skills and training, which, in turn, will increase individual capital (Blundell et al., 1999). This approach emphasizes that people learn skills and information to create financial value. The assumption is that investing in education, like buildings or machinery, yields significant returns over time: better income, job prospects, and greater economic stability for individuals and their families. According to Human Capital Theory, family disposable income and the cost of education influence student involvement and educational investments. Tutoring, co-curriculars, school supplies, and tuition cost more for wealthy households (Psacharopoulos & Patrinos, 2018). This focus improves education and student participation. However, low-income homes may

struggle to offer educational materials, reducing child participation. This difference shows how social background affects student learning and prospects (Bowles & Gintis, 1975).

Human Capital Theory explains how family disposable income and educational investments influence student participation, with wealthier families being able to provide resources that enhance involvement in both academic and extracurricular activities, while low-income families face barriers that limit their engagement. This also links educational participation to employment expectations. Students are motivated to learn when they believe their education will lead to good jobs and higher lifetime wages (Hanushek & Woessmann, 2011). This expectation provides students with a goal and influences their attitudes toward schooling, motivating them to attend school events. Human Capital Theory explains how individual objectives, parental support, and economic considerations influence student involvement in school, particularly in individualised education settings with varying demands. Human Capital Theory explains student participation by emphasising education as an investment that enhances skills, productivity, and future earning potential. Students engage more when they perceive education as a pathway to better job opportunities and higher wages. Family disposable income significantly influences participation, as wealthier households can afford tutoring, co-curricular activities, and educational materials, fostering greater involvement. In contrast, low-income families may struggle to provide these resources, limiting student engagement. This economic disparity also affects individual demand for education, as families with higher income levels are more willing to invest in schooling, expecting long-term financial returns.

2.6.2 Expectancy-Value Theory

Psychology experts, such as Eccles et al. (1983) and Eccles and Wigfield (2002), posit that a person's motivation to engage in an activity depends on their expectations of success and the value they attribute to it. According to this hypothesis, students are more inclined to actively learn when they believe they may succeed and that their efforts will matter to their personal and career aspirations. This simultaneous emphasis on expectation and value affects student interest and participation in different educational contexts. Student motivation and engagement depend on self-image.

Students with high achievement expectations participate more in class discussions, group projects, and challenging assignments (Bandura, 1997). Disengagement, less effort, and poor involvement might result from low expectations. Students who believe their academic performance will enhance their chances of getting into college or securing a better job are more likely to study. Self-efficacy and confidence must be encouraged to promote student participation in learning.

Expectancy-Value Theory explains how students' expectations of success and the perceived value of education influence their motivation and participation, with higher expectations and perceived relevance to future aspirations leading to greater engagement in both academic and co-curricular activities. In the value component of the Expectancy-Value Theory, students' perceptions of the relevance and importance of education influence their involvement. Finding the subject matter relevant to their future aspirations motivates students to participate fully in their education (Eccles & Wigfield, 2002). Programs that connect learning to real-world applications or careers can raise students' engagement and value. The Expectancy-Value Theory offers a comprehensive perspective on student involvement, highlighting the relationship between expectancies, perceived value, and active participation in education.

The Expectancy-Value Theory explains student participation by linking their expectations of success and the perceived value of education. Students engage more when they believe they can succeed and see education as beneficial to their future. High expectations foster active participation, while low expectations lead to disengagement. The value component influences motivation, with real-world applications increasing involvement. This theory also affects individual demand for education, as families invest more when they believe education leads to better career opportunities. Strengthening students' confidence and demonstrating the long-term benefits of education enhances participation and encourages greater financial commitment to education.

2.7 Conceptual Framework

The conceptual framework illustrates the relationship between individual demand for education, student participation, and school culture (Figure 1). Individual demand for

education, which serves as the independent variable, is influenced by factors such as parents' disposable income, the cost of education, and employment expectations.

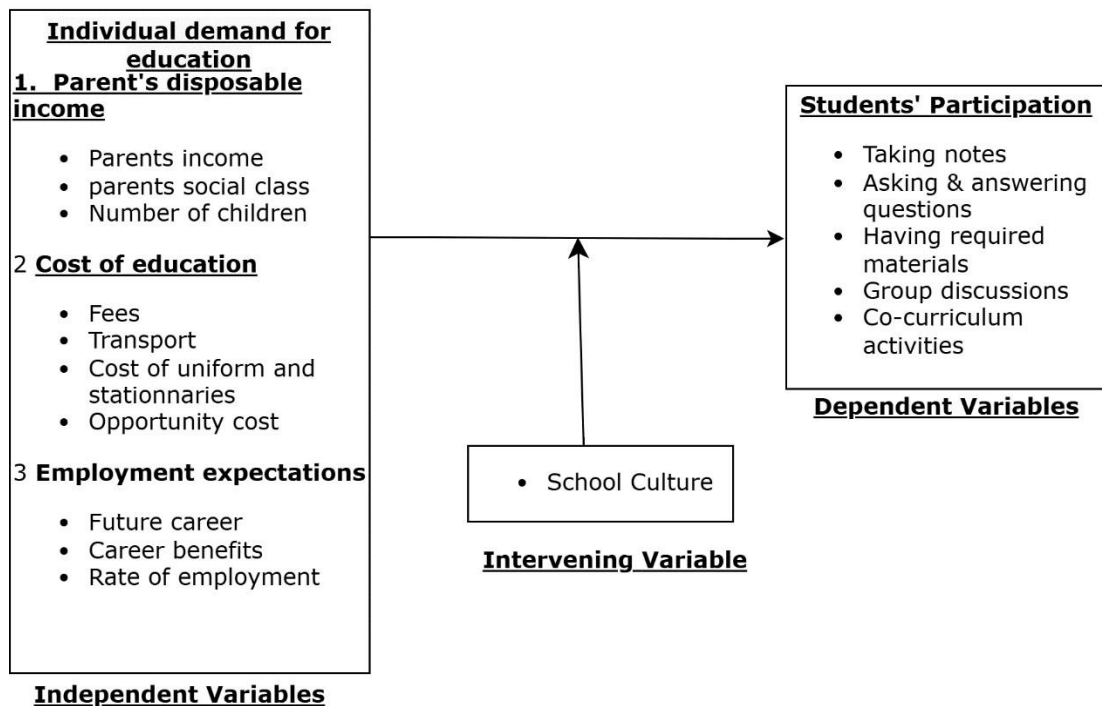


Figure 1: Conceptual Framework linking selected determinants of individual demand for education and students' participation in schools

Student engagement, the dependent variable, is measured by active participation in both classroom and co-curricular activities. It encompasses taking notes, asking questions, actively listening, having the required materials, answering questions, participating in group discussions, completing assignments, helping other students, and engaging in cocurricular activities. The degree to which students exhibit these behaviours depends on the level of support and motivation their learning environment provides. School culture acts as an intervening variable in this relationship. It represents the school's norms, values, beliefs, and practices that influence how students interact with the learning process. A positive school culture can enhance student engagement by fostering a supportive and motivating environment. In contrast, a negative school culture may hinder participation and limit the influence of individual demand for education. In this framework, individual demand for education influences student engagement positively or negatively, depending on parents' disposable income, cost of education, and future employment expectations. However, school culture plays a

crucial role in shaping this relationship by reinforcing or moderating the effects of the independent variable on the dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Study Location

The study was conducted in public day secondary schools in Mwala sub-county, Machakos County, Kenya. Mwala sub-county borders Yatta, Matungulu, Kangundo, Kathiani sub-counties, and Makueni County. There are eight educational zones in the Mwala sub-county: Masii, Kathama, Mwala, Yathui, Kibauni, Muthetheni, Mbiuni, and Wamunyu. The sub-county has 39 public day secondary schools (PDSSs). Mwala SubCounty is an ideal location for this study because it represents rural communities, offering insights into how disposable income, education costs, and employment expectations influence student participation in public day secondary schools in rural settings.

3.2 Research Design

This study employed a descriptive survey research design, which is suitable for assessing variables in a population at a specific point in time. The design was particularly suitable for exploring the relationship between individual demand for education, operationalised through parents' disposable income, cost of education, and employment expectations, and students' participation in both classroom and cocurricular activities. As noted by Curtis et al. (2016), descriptive surveys are effective for identifying trends, opinions, and conditions within a defined population. This approach enabled the researcher to systematically gather quantitative and qualitative data from a broad sample, allowing for the analysis of existing patterns without manipulating any variables. In the context of Mwala Sub-County, where socioeconomic disparities are known to affect education, the design helped capture insights into how these factors influenced student participation. Ultimately, the descriptive survey design supported the study's aim of generating evidence-based findings that reflected the educational experiences of students in public day secondary schools within the subcounty.

3.3 Target Population

The target population for this study consisted of students from all 39 public day secondary schools in Mwala Sub-County, with a specific focus on Form Three students.

The population included 1,879 Form Three students in Mwala Sub-County. Additionally, the study targeted 39 principals and 117 class teachers to provide a comprehensive view of the factors influencing student participation in secondary education.

3.4 Sample Size and Sampling Procedure

The study employed a simple random sampling to ensure a representative selection of respondents. According to Mugenda and Mugenda (2008), a sample of 30% of the population is recommended. Therefore, 30% of the 39 public day secondary schools (PDSS) in Mwala Sub-County were selected, resulting in a sample of 12 PDSS. Simple random sampling was used to select the schools. For data collection, a simple random sampling was employed, with data gathered from 36 class teachers (3 per school) and all 12 principals in the selected schools. The total population of Form Three students was 1,879. Using a finite sample size calculation, 320 students were randomly selected from this population for the study. The sample size was determined based on the finite population correction formula (Cochran, 1977).

Table 1: Sample size distribution

Target population	Population	Sample	Sampling method
Principals	39	12	Simple random method
Class teachers for form three	117	36	Simple random method
Form three students	1,879	320	Proportionate to size and Simple random method

$$n = \frac{NZ^2p(1-p)}{(N-1)e + Z^2p(1-p)} \quad (1)$$

Where n = Sample size, N = Population size (1,879), Z = Z-score (based on confidence level, e.g., 1.96 for 95% confidence), p = Estimated proportion of the population with the characteristic of interest (default is 0.5 if unknown) and e = Margin of error (e.g., 0.05 for 5% error). Substituting the values, the sample size for the study is 320 respondents.

3.5 Instruments of the Study

The study used a questionnaire and interview guide for data collection.

3.5.1 Questionnaire

A questionnaire was an appropriate tool for collecting data over a larger sample size within a short period (Jenn, 2006). Semi-structured questionnaires were used for both class teachers and students (see Appendices II and III). The questionnaire consisted of six sections: (A) Background Information, which collected demographic data; (B) Parents' Disposable Income, which assessed how family disposable income influenced access to education; (C) Cost of Education, which examined the financial burden of schooling; (D) Employment Expectations, which explored students' perceptions of the job market and motivation for education; and (E) Student Participation, which evaluated participation in classroom and co-curricular activities. The questionnaire was effective because it could be dropped off at the school or issued to the class teacher to complete at a convenient time, and then distributed to the students. Later, the questionnaires were collected at the agreed time. Additionally, the questionnaire promoted privacy among respondents and proved more effective as it did not interfere with classwork or other school activities.

3.5.2 Interview Guide

An interview with the principal was conducted (Appendix IV). The interview schedule included the following sections: (A) Background Information, which covered the principal's tenure, education, and experience; (B) Parents' Disposable Income and Cost of Education, which examined financial challenges and support programs; (C) Employment Expectations, which assessed students' career aspirations and the guidance provided; (D) Students participation in classroom and Co-curricular activities; and (E)

Recommendations, which sought suggestions on ways to improve education outcomes.

3.6 Pilot Study

A pilot study was conducted before the main data collection to assess the clarity, feasibility and reliability of the instrument. The pilot involved 30 Form Three students, 3 class teachers, and three principals selected from public day secondary schools in Yatta Sub-County, a region with characteristics similar to those of Mwala Sub-County. This pilot sample represented approximately 10% of the main sample size of 320 students, in accordance with Connelly's (2008) guideline that 10% of the intended

sample is sufficient for piloting in educational research. The purpose of the pilot was to identify any ambiguities or weaknesses in the questionnaires and interview guides, and to make necessary adjustments before implementing them on a full scale.

3.7 Validity of Research Instruments

This study focused on face, content, and construct validity to ensure validity. Face validity was ensured by having supervisors and experts from the Department of Education at Chuka University review the research instruments to confirm that they were relevant and appropriately designed. Content validity was addressed by developing a table of specifications to align the instrument's items with the study's objectives, ensuring that key variables were adequately covered and minimising the inclusion of irrelevant content. The review by my supervisors and subject matter experts ensured that the research items were aligned with the study's objectives and accurately reflected the key focus areas under investigation. Validity refers to a research instrument's ability to accurately measure what it was intended to measure (Ramadani et al., 2017). Construct validity was achieved by grounding the instruments in established theoretical frameworks related to individual demand for education and student participation. The questionnaire and interview items reflected key constructs, including parents' disposable income, the cost of education, employment expectations, and student participation.

3.8 Reliability of Research Instruments

Reliability is the consistency of results when the instrument is repeated (Fitzner, 2007). It assesses the ability of the research instruments to collect the required information consistently. The researcher evaluated reliability using Cronbach's alpha coefficient. According to Christmann and Van Aelst (2006), a Cronbach's alpha coefficient of 0.7 or above indicates that the items are reliable. The reliability results are presented in Table 2.

Table 2: Reliability results for the students and class teachers questionnaire

Variable	Number of items	Cronbach's alpha		Comment
		Students'	Teachers'	
Parents' disposable income	8	0.925	0.874	Reliable
Cost of Education	8	0.905	0.856	Reliable

Students' Employment Expectations	8	0.917	0.768	Reliable
Students' participation in classroom and co-curricular activities	8	0.889	0.979	Reliable

The reliability of the research instruments was assessed using Cronbach's alpha coefficient for both student and teacher questionnaires. Parents' disposable income, comprising eight items, yielded Cronbach's alpha values of 0.925 for students and 0.874 for teachers. The Cost of Education, with eight items, yielded alpha coefficients of 0.905 (students) and 0.856 (teachers). Students' Employment Expectations had reliability coefficients of 0.917 for students and 0.768 for teachers. Students' Participation in Classroom and Co-Curricular Activities showed alpha values of 0.889 (students) and 0.979 (teachers). All coefficients exceeded the 0.7 threshold recommended by Cronbach (1951), indicating acceptable internal consistency. These results confirmed that the instruments were reliable for collecting consistent data from students and teachers.

3.9 Data Collection Procedures

The researcher obtained ethical clearance from the Chuka University Ethics and Research Committee and presented an official letter of introduction from the Graduate School to the National Commission for Science, Technology and Innovation (NACOSTI) to acquire a research permit. Permission to conduct the study in Machakos County was secured from the County Director of Education. Before data collection, the researcher visited schools to introduce the study and schedule appointments. Principals were informed about the study's objectives and procedures during these visits. All respondents were assured of the confidentiality of their responses, and the data collected was to be used strictly for academic purposes. The drop-and-pick method was used to distribute and collect questionnaires to minimize class disruption. Face-to-face interviews with principals were conducted on scheduled dates.

3.10 Data Analysis

The data were cleaned, coded, and checked for consistency using Microsoft Excel. Data analysis was conducted using SPSS version 30 software. Descriptive statistics, including frequencies and percentages, were calculated for the study variables, which

comprised demographic information, cost of education, parents' disposable income, and employment expectations. Descriptive statistics were also used to summarize data on learners' participation in classroom and co-curricular activities. The Pearson correlation was implemented to explore the relationships between individual demand for education factors and student participation. Since the study's dependent variable involved participation, Ordinal logistic regression was employed to assess the likelihood of participation based on the individual demand for education. The qualitative data collected from interviewed principals were analyzed thematically.

Table 3: Summary of data analysis method

Hypotheses	Independent Variable	Dependent Variable	Test statistics/ statistical measures
H ₀₁ : There is no significant influence of parents' disposable income on student participation in classroom and co-curricular activities in public day secondary school students in Mwala subcounty, Machakos County, Kenya.	Parents' disposable income factor	Participation	Descriptive (frequencies, percentages) Pearson correlation Ordinal logistic regression Thematic analysis
H ₀₂ : There is no significant influence of the cost of education on student participation in classroom and co-curricular activities in public day secondary school students in Mwala subcounty, Machakos County, Kenya.	Cost of education factor	Participation	Descriptive (frequencies, percentages) Pearson correlation Ordinal logistic regression Thematic analysis
H ₀₃ : There is no significant influence of employment expectations on student participation in classroom and cocurricular activities in public day secondary school students in Mwala sub-county, Machakos County, Kenya.	Employment expectations factor	Participation	Descriptive (frequencies, percentages) Pearson correlation Ordinal logistic regression Thematic analysis

3.11 Ethical Considerations

The researcher obtained an ethical clearance letter from the Chuka University Ethics Committee (Appendix VI) and applied for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) (Appendix VII). After obtaining the research permit, the researcher sought an authorisation letter from the County Director of Education (CDE) in Machakos County (Appendix VIII). The researcher obtained informed consent from all participants, ensuring their voluntary participation in the study. Formal consent was obtained from each individual at the

beginning of each session. Respondents were assured of the confidentiality of their responses and were encouraged to answer the questions honestly and confidently. The researcher kept all participants' personal information confidential to maintain anonymity, making it impossible for anyone else to identify them based on the shared information. Participants were assured that no private information would be shared with anyone else and that no identifying information would be published or disclosed. They were informed about the study's purpose, the nature of their involvement, and the steps involved in the data collection process, enabling them to make an informed decision about whether or not to participate. They were also informed of their right to withdraw from the study at any time without consequences. All data collected was stored securely and used solely for academic purposes.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 General Information

This chapter presents the analysis and findings from the study, drawing conclusions based on data gathered from students, teachers, and principals. The findings are primarily presented in terms of frequency and percentages for clarity and organization. In addition to these descriptive statistics, Pearson correlation and ordinal logistic regression analyses were utilized to explore the relationships between factors such as parents' disposable income, the cost of education, students' employment expectations, and their influence on student participation in classroom and co-curricular activities.

4.2 Demographic Characteristics

The study reported a 100% response rate. The respondents' demographic characteristics were sought based on their gender, the number of students in their class, the person responsible for paying school fees, the number of siblings, the highest level of education attained, and the years of relevant experience. The demographic characteristics of the respondents are presented in Table 4.

Table 4: Demographic characteristics of the sampled respondents

Variable	Category	Students	Teachers	Principals
		(n=320)	(n=36)	(n=12)
		Frequency (%)	Frequency (%)	Frequency (%)
Gender	Male	156 (51.3)	21 (58.3)	
	Female	164 (48.7)	15 (41.7)	
	Total	320 (100)	36 (100)	
Fee payment responsibility	Parents	281 (87.8)		
	Sponsor	14 (4.4)		
	Guardian	25 (7.8)		
	Total	320 (100)		
Education level	Diploma		1 (2.8%)	
	Degree		33 (91.7)	10 (83.3)
	Master		-	1 (8.3)
	PhD		-	1 (8.3)
	Prefer not to say		2 (5.5)	
	Total		36 (100%)	12 (100)
Number of siblings	1 and below	179 (56.3)		

	2 to 5	130 (40.6)	
	Above 5	11 (3.4)	
	Total	320 (100)	
Age (years)	18-35		25 (69.4)
	36-45		7 (19.4)
	Above 45		4 (11.1)
	Total		36 (100)
Experience (class teacher)	Below 5		16 (44.4)
	5-10		14 (38.9)
	11-15		3 (8.3)
	16-20		1 (2.8)
	Above 20		2 (5.6)
	Total		36 (100)
Number of boys in class	Below 10		8 (22.2)
	10-20		13 (36.1)
	20-30		10 (27.8)
	Above 30		5 (13.9)
	Total		36 (100)
Number of girls in class	Below 10		6 (16.7)
	10-20		16 (44.4)
	20-30		9 (25)
	Above 30		5 (13.9)
	Total		36 (100)
Experience (principal)	Below 25		2 (16.7)
	25-30		8 (66.7)
	Above 30		2 (16.7)
	Total		12 (100)
Years served as principal in the current school	Below 5		10 (83.3)
	5-10		2 (16.7)
	Above 10		0 (0)
	Total		12 (100)
Overall, years served as principal.	Below 5		8 (66.7)
	5-10		2 (16.7)
	Above 10		2 (16.7)
	Total		12 (100)

%, percentage; n, number of respondents

The respondents were asked to indicate their gender as presented in Table 4. Among the 320 students, 51.3% were girls and 48.8% were boys, showing a reasonably balanced gender representation and minimal disparity. The gender distribution of teachers shows that 41.7% of the 36 teachers were female and 58.3% were male, as presented in Table 4. This data reflects a male-dominated teaching staff, where male

teachers outnumber female teachers. The gender imbalance may indicate potential areas for improving gender diversity in the teaching profession, particularly in promoting greater representation of female educators. A more gender-balanced teaching staff may promote equality and provide students with role models. According to Panda et al. (2024), gender equality fosters teamwork and creates an enabling work environment, further emphasising the need for balanced gender representation in educational institutions.

The students were asked to indicate who was responsible for paying the fees. Information on fee payment responsibility suggests that the majority of students (87.8%) had their fees paid by their parents, compared to those whose fees were paid by a sponsor (4.4%) or a guardian (7.8%). This reflects the common expectation that parents are primarily responsible for financially supporting their children's education. The data further suggest that the responsibility for fee payment lies predominantly with families, while a smaller proportion relies on external sources, such as sponsors or guardians, for financial assistance. These results align with findings by Muller (2018), who argues that parents' financial investment in education significantly influences students' access to resources and overall participation.

Class teachers and principals were asked to indicate their education level. Regarding the class teachers' educational level, the data show that the majority, 91.7%, held a degree, while a small proportion, 2.8%, had a diploma, and 5.5% preferred not to disclose their level of education. This indicates that most class teachers hold a bachelor's degree.

Regarding principals' education level, the results reveal that most principals, 83.3%, had a degree, with a smaller number holding Master's degrees, 8.3%, or PhDs, 8.3%. This indicates that while most principals possess a solid academic foundation with a degree, a small proportion hold advanced degrees, suggesting varying academic qualifications among school leaders. This variation in academic qualifications is essential because it reflects the differing levels of professional expertise and leadership capabilities. According to Nneke and Nina (2015), highly qualified teachers are more likely to implement the curriculum more effectively. This argument also extends to

principals, as Frankel (2010) suggests that highly qualified educators, including both teachers and principals, are better equipped to apply effective teaching and leadership strategies.

The students were asked to indicate the number of siblings they had who were in school. The findings revealed that the majority of students, 56.3%, had one or fewer siblings, while 40.6% had between two and five siblings, and only 3.4% had more than five siblings. Smaller families may provide students with more focused parental attention, which can potentially enhance their participation in both classroom and extracurricular activities. According to Xiong et al. (2020), children from smaller families often face fewer financial constraints in education, as fewer children are vying for limited family resources, which could positively influence their academic and extracurricular involvement.

The class teachers were asked to indicate their age, years of teaching experience, and the number of students in their class. The findings revealed that 69.4% of the 36 teachers were aged 18 to 35, with 19.4% in the 36 to 45 age range and 11.1% above the age of 45. The average age of the class teachers was 30.31 years, suggesting that the teaching staff is relatively young, with most teachers being in their early 30s. A younger teaching force can bring enthusiasm and adaptability to the classroom and co-curricular activities, which may positively influence student participation. However, the variation in age also indicates a mix of teachers at different stages of their careers, potentially bringing a combination of fresh ideas and experienced teaching methods to the schools. This mix can foster a dynamic learning environment where both innovative and established teaching practices contribute to student growth.

The distribution of experience among the teachers indicates that 44.4% of the teachers have less than 5 years of teaching experience, while 38.9% have between 5 and 10 years of experience. A smaller proportion, 8.3%, have 11 to 15 years of experience, 2.8% have 16 to 20 years, and 5.6% have more than 20 years of teaching experience. This suggests that while most teachers have moderate experience, the variation in teaching experience indicates that some teachers are relatively new to the profession. In contrast, others have accumulated several years of experience. This variation in expertise can

contribute to diverse teaching styles and classroom management strategies, which may enhance students' participation and create a dynamic learning environment. According to Nneke and Nina (2015), teachers with more experience are better equipped to navigate curriculum challenges, suggesting that a blend of new and experienced teachers may provide a well-rounded teaching environment that benefits both students and the school community.

Teachers reported the gender distribution of students in their classes. For boys, 22.2% of teachers had fewer than 10 boys, 36.1% had between 10 and 20 boys, 27.8% had 20 to 30 boys, and 13.9% had more than 30 boys. For girls, 16.7% of teachers had fewer than 10 girls, 44.4% had between 10 and 20 girls, 25% had 20 to 30 girls, and 13.9% had more than 30 girls. The data indicate a relatively balanced distribution of boys and girls across classrooms, with a slight tendency for more girls to be present in many classrooms. These variations in gender distribution may influence classroom dynamics, group work, and individualised attention, as teachers adjust their strategies to meet the specific needs of both genders.

The principals were asked to indicate the number of years they have served under the Teachers Service Commission (TSC). The findings show that 16.7% of principals have less than 25 years of experience, 66.7% have between 25 and 30 years, and 16.7% have more than 30 years of experience under TSC. This long tenure within the TSC enhances their leadership capabilities, providing them with a solid foundation in the broader educational system. The combination of recent leadership experience in their current roles and extensive exposure to the education system positions principals to navigate the challenges of their role with a seasoned perspective. According to Khaleel et al. (2021), principals with extensive service in the education system are better equipped to manage schools effectively, drawing from both their recent leadership roles and longterm understanding of educational policies.

The principals were asked to indicate the number of years they have served as principals in their current school and their overall years of experience as principals. The findings reveal that 83.3% of the principals have served as principals in their current school for less than 5 years, with 16.7% having between 5 and 10 years of service in the current

school, and none have been in their current position for more than 10 years. This suggests that most principals are relatively new to their current schools, which could bring fresh perspectives, but also indicates the need for more time to establish deeper leadership within the institution.

In terms of their overall years of service as principals, 66.7% of principals have been in the role for less than 5 years, 16.7% have 5 to 10 years of experience, and 16.7% have served as principals for more than 10 years. This distribution suggests that while the principals are relatively new to their current positions, many have a significant amount of overall experience in leadership roles, which could bring a balance of fresh leadership and seasoned experience to the schools they manage.

4.3 Student participation in classroom and co-curricular activities

The respondents were asked to indicate their participation in various classroom and cocurricular activities, as shown in Table 5.

Table 5: Students' participation in classroom and co-curricular activities

<u>Category</u>	<u>Activity</u>	<u>Frequency</u>	<u>Per cent (%)</u>
Classroom	Taking notes	240	75.0
	Asking questions	223	69.7
	Actively listening	233	72.8
	Answering questions	232	72.5
	Group discussions	188	58.8
	Completing assignments	221	69.1
	Helping other students	198	61.9
	Seeking clarifications	149	46.6
Co-curricular	Sports	238	74.4
	Creative activities	167	52.2
	Clubs or societies	165	51.6
	School field trips	161	50.3
	Academic competitions	123	38.4

The findings show that the majority of students actively participate in different classroom activities. Seventy-five per cent of students reported taking notes during lessons, making it the most common classroom activity. Other common classroom activities include asking questions (69.7%) and actively listening (72.8%), with 72.5%

of students also participating in answering questions during class discussions. Sixty-nine point one percent of students reported completing assignments regularly, while sixty-one point nine percent helped other students, demonstrating strong peer interaction. However, 46.6% of students reported seeking clarification, indicating that some students may feel less confident in approaching teachers for additional support.

Regarding co-curricular activities, the results reveal that 74.4% of students participate in sports, making it the most popular co-curricular activity among them. Additionally, 52.2% of students are involved in creative activities, such as arts or music, while 51.6% participate in clubs or societies. Fifty percent of students participate in school field trips, thereby engaging in experiential learning outside the classroom. However, 38.4% of students participate in academic competitions, indicating that fewer students are involved in more academically competitive activities. The results suggest that students exhibit strong participation in both classroom and co-curricular activities, with sports and note-taking being particularly prevalent. However, there is room for improvement in academic competitions and seeking clarifications, which could be targeted areas to enhance student participation (Othoo & Omondi, 2022).

The students were asked to indicate their level of agreement with various statements regarding their participation in school and co-curricular activities as presented in Table 6.

Table 6: Students’ perceptions on participation in classroom and co-curricular activities

<u>Statement</u>	<u>SD</u>	<u>D</u>	<u>N</u>	<u>A</u>	<u>SA</u>
I take notes during lessons to help understand the material better.	8.1	5.9	8.4	34.1	43.4
I actively contribute to group discussions and ask questions when I do not understand something.	4.7	6.9	12.5	33.8	42.2
I complete my assignments on time and to the best of my ability.	5.9	5.6	12.8	35.9	39.7
I participate in class activities or exercises to enhance my learning experience.	5.3	5.3	12.8	31.6	45
I participate in sports activities, such as football, basketball, or athletics.	13.8	5.6	10.6	25.9	44.1
I regularly participate in creative activities like music, drama, or dance.	14.4	10	14.7	26.9	34.1

I take part in academic clubs or societies (e.g., debate club, science club, arts club).	15.6	8.1	15.6	30	30.6
I attend and actively participate in school events or field trips.	9.4	6.6	11.6	32.2	40.3
<u>Average</u>	<u>9.7</u>	<u>6.8</u>	<u>12.4</u>	<u>31.3</u>	<u>39.9</u>

The values represented are per cent (%); n = 320; SD, strongly disagree; D, disagree; N, neutral; A, agree; SA, strongly agree

The majority, 43.4%, strongly agreed that they take notes during lessons to enhance their understanding of the material. This reflects the importance of note-taking as a key strategy for academic success. Furthermore, 42.2% of students reported that they actively contribute to group discussions and ask questions when they do not understand something, indicating that students are actively participating in classroom interactions. Similarly, 39.7% of students agreed that they complete assignments on time and to the best of their ability, demonstrating students' commitment to fulfilling their academic responsibilities.

Regarding co-curricular activities, most students, 44.1%, participate in sports activities such as football, basketball, or athletics. This suggests that sports remain a highly valued activity among students. On the other hand, 34.1% of students participate in creative activities, such as music, drama, or dance, and 30.6% participate in academic clubs or societies, including debate or science clubs. The relatively lower participation in academic clubs and creative activities compared to sports may be due to limited access or a lack of awareness about the benefits of such activities in enhancing students' academic and personal development. Moreover, 40.3% of students reported attending and actively participating in school events or field trips, reflecting students' interest in experiential learning outside the classroom. This further emphasizes the importance of activities beyond traditional classroom settings in promoting student participation and holistic development.

Though there is a high level of participation in class activities and sports, the findings indicate that there is room for improvement in terms of participation in academic clubs and creative activities. Schools could consider promoting these activities more actively, highlighting their importance for skill development and career preparation, to increase overall student participation in a variety of activities that contribute to their personal

growth and employability. Recent studies have highlighted that participation in extracurricular activities, particularly academic and creative clubs, plays a critical role in developing transferable skills such as critical thinking, communication, and creativity, all of which are vital for career success (Wu & Fernando, 2023; DiasOliveira et al., 2024). These activities not only enhance students' academic performance but also foster personal growth, which is essential for employability in the modern workforce.

The study also sought the views of class teachers on the items related to participation in classroom and co-curricular activities. The respondents were asked to indicate their level of agreement with various statements regarding students' participation in school and co-curricular activities, as shown in Table 7.

Table 7: Teachers' perceptions on participation in classroom and co-curricular activities

<u>Statement</u>	<u>SD</u>	<u>D</u>	<u>N</u>	<u>A</u>	<u>SA</u>
Most students take notes during lessons to aid their understanding of the material.	0.0	2.8	11.1	58.3	27.8
Students frequently ask questions when they do not understand the subject matter, and also answer questions.	5.6	13.9	19.4	47.2	13.9
Group work encourages students to participate more deeply with the material and each other.	0.0	0.0	11.1	47.2	41.7
Students consistently come prepared with the required materials for class.	8.3	33.3	22.2	25.0	11.1
Students actively participate in sports and physical activities (e.g., football, athletics).	2.8	2.8	16.7	50.0	27.8
Students regularly participate in creative activities such as drama, music, or dance.	2.8	22.2	36.1	36.1	2.8
Students take part in academic clubs or societies (e.g., debate, science club).	2.8	11.1	25.0	50.0	11.1
Students participate in school events and field trips organized.	0.0	5.6	8.3	55.6	30.6
<u>Average</u>	<u>2.8</u>	<u>11.5</u>	<u>18.7</u>	<u>46.2</u>	<u>20.9</u>

The values represented are per cent (%); n = 36; SD, strongly disagree; D, disagree; N, neutral; A, agree; SA, strongly agree

Information on teachers' perceptions reveals that the majority of teachers (58.3%) agreed that most students take notes during lessons to aid their understanding. 47.2% of teachers agreed that group work encourages students to participate more deeply with

the material and each other. Further, 47.2% of teachers also agreed that students frequently ask questions when they do not understand the subject matter and actively answer questions. On preparation, 33.3% of teachers disagreed with the statement that students consistently come prepared with the required materials for class.

In terms of co-curricular participation, 50.0% of teachers agreed that students actively participate in sports and physical activities, such as football or athletics. However, 36.1% of teachers disagreed that students regularly participate in creative activities such as drama, music, or dance. Teachers also reported moderate participation in academic clubs or societies, such as debate or science clubs, with 50.0% agreeing. Regarding school events, 55.6% of teachers agreed that students participate in school events and field trips. The findings indicate that teachers perceive moderate to high participation from students in both classroom and co-curricular activities, with notable participation in group work, sports, and school events. However, there is room for improvement in student preparation and participation in creative activities. As suggested by a study by Kakungulu (2024), integrating creative activities into students' routines not only enhances their cognitive abilities but also promotes well-rounded personal development, which is vital for preparing them for the challenges of the future.

The categories for student participation were based on the perceptions of both students and class teachers, with participation levels classified into three categories: Low (average ≤ 2.5), Moderate (2.6 to 3.5), and High (average ≥ 3.6) as presented in Table 8. These categories were used to assess how actively students were involved in both classroom and co-curricular activities. According to the students' perceptions, the majority (75.0%) reported high participation, reflecting active participation in school activities. A smaller proportion, 16.3%, perceived their participation as moderate, while 8.8% felt their participation was low. These results suggest that most students perceive themselves as highly participatory in their classroom and co-curricular activities.

Table 8: The level of participation in classroom and co-curricular activities

Participation Level	Students	Class teachers
Low	8.8%	2.80%
Moderate	16.3%	25.00%

Class teachers also shared their perceptions of student participation, categorized similarly into low, moderate, and high levels as presented in Table 8. The teachers' perceptions revealed that 72.2% believed students had high participation in both classroom and co-curricular activities. A further 25.0% of teachers considered students' participation to be moderate, while only 2.8% viewed it as low. These perceptions align with students' self-reports, indicating a consensus that students are actively participating in school activities. These findings highlight the positive perceptions of both students and teachers regarding the level of participation, underscoring the importance of fostering an environment where students are encouraged to participate in both academic and co-curricular activities actively.

When principals were asked about student participation in classroom and co-curricular activities, they revealed a variety of responses from the principals, reflecting different levels of participation and factors influencing participation. One principal (P1) observed:

“Students are more active in co-curricular activities than in class, likely because they feel these activities align more with their personal interests.” Another principal (P4) noted:

“Student participation in class is average due to their low entry levels.

However, with enhanced class time, some students could perform better.” A

third principal (P6) mentioned:

“Classroom participation is average, but in co-curricular activities, students are very active based on their potential and abilities. It’s evident when they compete in both field and indoor games.”

These responses indicate that while students participate actively in co-curricular activities, their classroom participation varies, with factors such as entry levels and self-motivation influencing their involvement.

Based on the principals' perspectives, the study revealed that a myriad of factors influence students' participation in classroom and co-curricular activities. One principal (P3) noted:

“Family, social, and economic backgrounds are major influences. Students from disadvantaged backgrounds often face challenges in engaging fully in both academic and extracurricular activities.” Another principal (P7) observed:

“Personal interests of students are a key factor. When students are passionate about a subject or activity, they tend to be more involved. Additionally, the support from those in authority, such as teachers and school leaders, plays a vital role in encouraging participation.” A third principal (P9) added:

“Teacher guidance and role models in society are also crucial. Motivated students, who are guided properly by their teachers and inspired by role models, are more likely to participate in both classroom and co-curricular activities.”

These responses indicate that family background, personal interests, teacher support, and role models all play critical roles in shaping students' participation in school activities.

Principals emphasised the need for timely and complete financial support, suggesting that the government should assume a larger role in funding education, rather than relying on inadequate capitation. Additionally, parental involvement was deemed crucial, with recommendations for stabilising fee payment patterns and promoting close collaboration among schools, parents, and sponsors. Career guidance, capacity building for teachers, and motivational programs were also suggested to enhance students' participation. One principal (P2) stated:

“The government should provide free basic education and ensure that teacher counsellors are available in schools. This support will make a huge difference in student participation and well-being.”

Another principal (P4) added:

“Timely payment of school fees by parents and involvement in school activities will enable students to stay in school and participate more actively in both academic and extracurricular activities.”

These recommendations underscore the importance of financial support, parental involvement, and structured guidance in enhancing student participation across all aspects of education.

4.4 Parents' disposable income and students' participation in schools

The respondents were asked to indicate their level of agreement with various statements regarding the influence of their parents' disposable income on participation in classroom and co-curricular activities, as presented in Table 9.

Table

9: Students' perceptions on parents' disposable income and students' participation in classroom and curriculum activities

Statement	SD	D	N	A	SA
My family's financial situation affects my ability to fully participate in classroom activities, such as completing assignments or engaging in discussions.	31.3	19.4	14.7	25.0	9.7
I sometimes feel unable to buy the required learning materials (e.g., books, stationery) due to financial constraints, which affects my classroom participation.	20.0	16.6	13.4	20.6	29.4
I am often unable to attend extra lessons or remedial classes because my family cannot afford the additional costs.	33.1	15.9	7.5	25.0	18.4
Financial challenges at home prevent me from participating in group activities or projects that require additional resources.	30.9	21.6	10.6	19.4	17.5
I am unable to participate in co-curricular activities (e.g., sports, music, drama) because my family cannot afford the associated costs.	37.5	18.1	9.7	20.6	14.1
My participation in clubs, trips, and other cocurricular activities is limited by the financial constraints of my family.	23.1	20.9	12.8	22.2	20.9
I sometimes miss out on school events (e.g., field trips, sports day) because my family cannot afford the participation fees.	28.4	20.0	11.6	21.3	18.8
My family's financial situation affects my ability to buy uniforms or equipment needed for sports or other co-curricular activities.	27.5	19.4	11.3	19.4	22.5
<u>Average</u>	<u>29.0</u>	<u>19.0</u>	<u>11.5</u>	<u>21.7</u>	<u>18.9</u>

The values represented are per cent (%); n = 320; SD, strongly disagree; D, disagree; N, neutral; A, agree; SA, strongly agree

Information on students' perceptions illustrates that students feel that their family's financial situation affects their ability to fully participate in classroom activities, such as completing assignments or engaging in discussions, with 31.3% of students strongly disagreeing, suggesting that many students acknowledge the financial limitations they face when participating in school activities, such as completing assignments or participating in discussions.

Students also feel unable to purchase the necessary learning materials due to financial constraints, which affects their participation in the classroom. 29.4% of students

strongly agreed with this statement. Similarly, many students reported being unable to attend extra lessons or remedial classes due to financial limitations, with 33.1% strongly disagreeing. Additionally, 30.9% of students felt that financial challenges prevented them from participating in group activities or projects.

Regarding co-curricular activities, 37.5% of students strongly disagreed with the statement that they were unable to participate in activities like sports, music, or drama due to their family’s inability to afford the associated costs. Financial constraints also influenced students’ participation in clubs, trips, and other activities. Moreover, most students mentioned missing out on school events, such as field trips or sports days, due to financial limitations. The financial situation of students’ families also affected their ability to buy uniforms or sports equipment. This demonstrates that while students may be able to participate in classroom activities, they are often limited when it comes to co-curricular events and opportunities that require additional financial commitment. These findings highlight the important role that parents' disposable income plays in students' overall educational experiences. These findings underscore the important role that parents' disposable income plays in shaping students’ educational experiences. The influence of financial constraints on students' overall school participation is consistent with the work of Davis et al. (2020), who highlighted the critical role of parental financial support in ensuring that students have access to learning resources and opportunities, which ultimately affects their participation in school activities.

The study also sought to gather class teachers’ views on the influence of parents’ disposable income on student participation in schools, as presented in Table 10.

	SD				
Students from families with lower disposable income are less likely to participate actively in classroom activities.	2.8	16.7	30.6	27.8	22.2
Financial difficulties at home often prevent students from having the necessary learning materials, which affects their classroom participation.	2.8	2.8	8.3	30.6	55.6

Table

Students from families with less financial resources tend to be less participate in co-curricular activities (e.g., sports, clubs, drama).	13.9	27.8	22.2	30.6	5.6
When students' parents have lower disposable income, they are less likely to participate in school-related activities such as field trips.	2.8	11.1	13.9	44.4	27.8
Financial strain within a student's family leads to absenteeism, negatively affecting their participation in classroom and co-curricular activities.	0.0	0.0	11.1	30.6	58.3
Students from low-income families often cannot attend co-curricular events or after-school programs due to a lack of funds.	2.8	13.9	27.8	36.1	19.4
Parental support for school activities is lower in families with less disposable income.	0.0	5.6	16.7	36.1	41.7
A student's household's lack of sufficient disposable income limits their access resources (e.g., textbooks, uniforms), affecting their school participation.	2.8	11.1	2.8	44.4	38.9
<u>Average</u>	<u>3.5</u>	<u>11.1</u>	<u>16.7</u>	<u>35.1</u>	<u>35.1</u>
Statement		D	N	A	SA

10: Teachers' perceptions on parents' disposable income and students' participation in classroom and curriculum activities

The values represented are per cent (%); n = 36; SD, strongly disagree; D, disagree; N, neutral; A, agree; SA, strongly agree

The respondents were asked to indicate their level of agreement with various statements regarding the influence of students' family financial situations on participation in classroom and co-curricular activities, as presented in Table 6. Information on teachers' perceptions indicates that 22.2% of teachers strongly agree that students from families with lower disposable incomes are less likely to participate actively in classroom activities. Additionally, 55.6% of teachers strongly agreed that financial difficulties at home prevent students from having the necessary learning materials, which affects their classroom participation. This suggests that financial constraints play a critical role in limiting students' participation, particularly in activities such as completing assignments and engaging in class discussions.

Regarding co-curricular activities, teachers perceived that students from families with fewer resources tend to participate less in activities such as sports, clubs, and drama.

Additionally, 44.4% of teachers agreed that when students' parents have lower disposable income, they are less likely to participate in school-related activities such as

field trips. Teachers also believed that financial strain within a student’s family leads to increased absenteeism, which negatively affects their participation in both classroom and co-curricular activities.

Furthermore, 36.1% of teachers agreed that students from low-income families are often unable to attend co-curricular events or after-school programs due to a lack of funds. 41.7% of teachers agreed that parental support for school activities is generally lower in families with less disposable income. Additionally, 38.9% of teachers strongly agreed that a lack of disposable income limits students’ access to educational resources, such as textbooks and uniforms. These results suggest that financial barriers not only limit classroom participation but also hinder students' involvement in broader school activities that enhance their learning experiences and personal development. This finding underscores the importance of addressing financial barriers to ensure more equitable participation in educational activities. These findings are supported by Chevalier et al. (2013), who argue that students from families with higher disposable income tend to be more involved in both classroom activities and co-curricular programs. This participation is often facilitated by better access to educational resources, including learning materials, reduced school fees, and opportunities to attend field trips. The study’s findings underscore the need for increased parental participation and support in the educational process, especially in low-income households.

The first null hypothesis, which states that there is no significant influence of parents' disposable income on student participation in classroom and co-curricular activities in public day secondary school students in Mwala sub-county, Machakos County, Kenya, was tested using Pearson correlation and ordinal logistic regression, and the findings are presented in Tables 11 and 12.

11: Pearson correlation between parents' disposable income and students' participation in classroom and co-curricular activities

Variable	Students	Class Teachers
	Disposable income	Disposable income
Student participation	0.215** (0.000)	0.531*** (0.001)

** . Correlation is significant at the 0.01 level (2-tailed), N = 320 for students and N = 36 for class teachers, parentheses are the p-values

Table

The findings reveal a significant positive correlation between parents' disposable income and student participation ($r = 0.215$, $p = 0.000$), indicating that students from families with lower disposable income are less likely to participate in both academic and co-curricular activities. A strong positive correlation ($r = 0.531$, $p = 0.001$) was observed for class teachers, indicating that teachers also perceive a direct relationship between the disposable income of students' families and their level of participation in school activities. These findings align with those of Hjalmarsson and Mood (2015), who found that students from lower-income households tend to have fewer opportunities for active participation in educational activities, possibly due to financial constraints. The results underscore the role of economic resources in shaping students' ability to participate in school activities, highlighting that students from lower-income backgrounds face significant barriers in accessing academic resources and co-curricular opportunities. These barriers, including the inability to afford learning materials, cocurricular fees, and school-related events, restrict their participation in classroom and co-curricular domains, emphasizing the critical role of financial support in ensuring equitable access to education.

The study further sought to assess the influence of parents' disposable income on students' participation using ordinal logistic regression as presented in Table 12.

Table 12: Ordinal logistic results showing the influence of parents' disposable income on student participation in classroom and co-curricular activities

Variable	Students			Class teachers		
	β	SE	p	β	SE	p
Parents disposable income	0.339***	0.128	0.008	2.702***	0.890	0.002
Summary						
LR chi2(1)	7.340			12.17		
Prob > chi2	0.007			0.000		
Pseudo R2	0.016			0.154		
Log likelihood	-228.08			-33.46		
Observations	320			36		

B, coefficient, SE; standard error of the mean; ***, significant at 0.01; p, level of significance.

The ordinal logistic model results indicate that the overall model is statistically significant for students and class teachers (Table 12). The probability chi-square values are less than 0.001, suggesting that the explanatory variables included in the model effectively explain variations in participation in classroom and co-curricular activities. As indicated by the pseudo R^2 values, the model's explanatory power is moderate: 0.016 for students and 0.154 for class teachers. These results show that while the model accounts for a portion of the variation in participation, other unobserved factors may also influence student involvement in these activities.

The ordinal logistic regression results reveal a significant positive influence of individual demand for education, measured as parents' disposable income, on student participation in classroom and co-curricular activities for Students ($\beta = 0.339$, $p = 0.008$) and class teachers ($\beta = 2.702$, $p = 0.002$) show a positive association. This suggests that students from families with lower disposable incomes are less likely to participate actively in school activities. These findings align with Human Capital Theory (Becker, 1993), which posits that wealthier families can invest more in their children's education, thus promoting greater participation. The results support the notion that financial resources, such as the ability to afford learning materials and extracurricular programs, are crucial in facilitating student involvement (Blake & Mestry, 2021; Mwirigi, 2023). Class teachers also perceive a stronger connection between income and participation, recognising that lower disposable income limits students' opportunities for involvement. While financial resources are a key factor, the

findings suggest that other elements, such as intrinsic motivation and career aspirations, likely play a role in student participation. These results underscore the critical importance of addressing the financial barriers that students from lower-income backgrounds face, ensuring greater participation in both academic and co-curricular activities.

The principals were asked to explain how parents' disposable income influences students' participation in classroom and co-curricular activities. The findings indicate that financial constraints are a major barrier to student participation in school activities. Many principals noted that when parents have insufficient disposable income, it negatively affects students' ability to attend school regularly, purchase required learning materials, and participate in co-curricular activities that require additional financial commitments.

One principal (P3) noted,

"When parents have limited disposable income, students are unable to consistently attend school, which means they miss out on both academic and cocurricular activities. The financial strain makes it difficult for students to participate in school life fully."

Another principal (P7) explained,

"Many students from lower-income households are unable to participate in cocurricular activities such as sports or field trips because their families cannot afford the associated costs, like uniforms or transport fees."

A third principal (P5) highlighted,

"The lack of financial support from parents means students often miss school due to unpaid fees, leading to gaps in learning and missed opportunities for involvement in both academic lessons and extracurricular events."

4.5 Cost of education and students' participation in schools

The study sought to explore the influence of the cost of education on students' participation in both classroom and co-curricular activities, as shown in Table 13.

Table 13: Students' perceptions on the cost of education and students' participation in classroom and co-curricular activities

Statement	D	N	A	SA	
SD					
I sometimes miss school because my family cannot afford the school fees.	20.3	17.5	10.6	34.4	17.2
The cost of school uniforms places a burden on my family.	27.5	20.9	14.7	19.1	17.8
Because of the costs, I cannot participate in co-curricular activities (sports, clubs, or field trips).	27.8	22.8	13.1	20.3	15.9
I often feel stressed because of the financial pressure my education puts on my family.	27.2	21.6	10.9	20	20.3
Financial difficulties prevent me from participating in school-related co-curricular activities, such as clubs and trips.	26.9	15.9	13.8	25.3	18.1
I often stay at home to help my family with income-generating work due to the high cost of education.	36.9	20.6	8.4	15.3	18.8
I sometimes skip meals at school because my family cannot afford both food and education-related costs.	45.6	17.2	6.9	15.3	15
I lack basic stationery, such as pens and exercise books, due to financial constraints.	31.9	20	11.6	18.1	18.4
<u>Average</u>	<u>30.5</u>	<u>19.6</u>	<u>11.3</u>	<u>21.0</u>	<u>17.7</u>

The values represented are per cent (%); n = 320; SD, strongly disagree; D, disagree; N, neutral; A, agree; SA, strongly agree

The findings reveal that 34.4% of students agreed that they sometimes miss school because their family cannot afford the school fees. This indicates that financial constraints affect students' attendance and participation in school activities. The inability to pay school fees can lead to school absenteeism, which ultimately hampers academic progress and limits students' full participation in classroom activities.

Regarding school uniforms, 27.5% of students strongly disagreed that the cost of uniforms places a burden on their families. This suggests that while a portion of students feel financial constraints, uniform costs are not widely seen as a major barrier. However, 29.4% of students strongly agreed that they were unable to purchase the necessary learning materials, such as books and stationery, which shows that many

students face diverse challenges in accessing essential educational resources. This financial strain affects their classroom participation, as they may be limited in their academic participation in lessons or struggle to complete assignments without the necessary materials.

In terms of co-curricular activities, 27.8% of students strongly disagreed with the statement that financial constraints prevent them from participating in activities like sports, clubs, or field trips. However, 26.9% of students agreed that financial difficulties hinder their participation in school-related activities such as clubs and trips. This suggests that while some students can participate in co-curricular activities, many still face financial barriers that prevent them from fully participating. Moreover, 20.3% of students strongly agreed that financial stress negatively affects their well-being, further indicating that financial pressures affect students' mental and emotional health, which in turn affects their participation in school activities.

The study also found that 36.9% of students agreed that they sometimes stay home to help their family with income-generating work due to the high cost of education. This reflects the difficult choices some families must make, balancing educational responsibilities with the need to support their families financially. However, 45.6% of students strongly disagreed with the statement that they skipped meals at school due to financial constraints. This suggests that while many students are affected by financial difficulties, not all students face extreme shortages in basic necessities, such as food. Additionally, 31.9% of students strongly disagreed that they lacked stationery due to financial constraints, indicating that while financial limitations influence students' ability to acquire school materials, most still manage to access the necessary tools for learning. The findings highlight that financial barriers affect students' participation with both classroom activities and co-curricular activities, pointing to the need for financial support systems to alleviate these challenges and enhance educational participation. As Pennell and West (2005) also noted, the cost of education, including tuition and additional fees, can prevent lower-income students from fully participating in the educational process, further emphasizing the need for targeted financial support to ensure more equitable participation.

While students highlighted personal struggles with costs, teachers provided a broader perspective on how financial burdens affect classroom engagement and co-curricular involvement, as illustrated in Table 14.

Table 14: Teachers’ perceptions on the cost of education and students' participation in classroom and co-curricular activities

Statement	SD	D	N	A	SA
The high cost of education (e.g., tuition fees, exam fees) limits students’ ability to participate in classroom activities fully.	5.6	11.1	11.1	47.2	25.0
Students from lower-income families often miss out on co-curricular activities due to the additional costs associated with these programs.	0.0	30.6	5.6	41.7	22.2
The cost of school-related materials (e.g., textbooks, stationery) often prevents students from fully engaging in classroom activities.	2.8	8.3	13.9	61.1	13.9
Financial barriers related to education costs (e.g., tuition, school fees) lead to higher absenteeism and reduced participation in school activities.	0.0	0.0	8.3	47.2	44.4
Students who cannot afford the cost of school activities, such as sports and field trips, are less likely to be motivated to participate in these events.	0.0	13.9	8.3	58.3	19.4
The cost of uniforms, learning materials, and cocurricular activities affects the participation levels of students from low-income households.	0.0	16.7	11.1	52.8	19.4
The cost of education, including additional costs for co-curricular activities, is a major barrier to student participation in co-curricular activities.	0.0	0.0	19.4	47.2	33.3
The lack of financial assistance or scholarships to cover education-related costs prevents many students from engaging in classroom activities.	0.0	11.1	5.6	47.2	36.1
<u>Average</u>	<u>1.1</u>	<u>11.5</u>	<u>10.4</u>	<u>50.3</u>	<u>26.7</u>

The values represented are per cent (%); n = 36; SD, strongly disagree; D, disagree; N, neutral; A, agree; SA, strongly agree

The results reveal that 47.2% of teachers agreed that the high cost of education, including tuition fees, limits students' ability to participate in classroom activities fully. This suggests that the financial burdens placed on students, such as fees, restrict their involvement in school activities. Moreover, 41.7% of teachers agreed that students from lower-income families often miss out on co-curricular activities such as sports, clubs, or field trips due to the associated costs. This highlights the financial barriers that

prevent many students from participating in enriching school experiences beyond the classroom. Such limitations can restrict students' opportunities for personal development and can contribute to disparities in educational experiences. Additionally, 61.1% of teachers agreed that the cost of school-related materials, such as textbooks and stationery, prevents students from fully engaging in classroom activities. This indicates that many students are unable to access essential learning materials, which directly hinders their ability to participate in academic tasks and complete assignments. The lack of adequate learning resources contributes to educational inequality, as students from wealthier families often have better access to the tools necessary for success.

Teachers also strongly agreed that financial difficulties related to education costs, including tuition and school fees, lead to higher absenteeism and reduced participation in school activities, with 44.4% of teachers strongly agreeing with this statement. This highlights the connection between financial strain and students' school attendance, which in turn affects their overall academic performance and participation in cocurricular activities. The inability to attend school regularly due to financial constraints results in missed learning opportunities, which can affect students' long-term academic outcomes.

Furthermore, 58.3% of teachers agreed that students who cannot afford the cost of activities, such as sports and field trips, are less motivated to participate in these activities. This aligns with Pennell and West (2005) and Zainuddin et al. (2020), who observed that increased fees in education limit students' participation, leading to lower levels of participation in classroom and co-curricular activities. The study highlights the vital role of financial support in encouraging students to participate in both classroom and extracurricular activities, which are essential for their overall development.

The findings also suggest that parents' financial constraints affect their ability to support their children's education, with 52.8% of teachers agreeing that the cost of uniforms, learning materials, and co-curricular activities influences student participation. This further reinforces the idea that financial support systems are essential to alleviating the

barriers posed by education costs and ensuring that all students have equal access to educational opportunities.

Also, 36.1% of teachers agreed that the lack of financial assistance or scholarships prevents students from engaging in both classroom and co-curricular activities. This finding underscores the importance of establishing financial aid systems that enable low-income students to overcome the financial challenges they face in fully participating in their education. Such systems are crucial in ensuring that all students have equal opportunities to succeed academically and participate in school life. These findings highlight the pressing need for support mechanisms, such as financial aid and scholarships, to address these challenges and ensure that all students have equal opportunities to participate in various aspects of school life. This aligns with the findings of Neves and Hillman (2023), who reported that 76% of students felt the cost-of-living crisis had affected their studies, underscoring the substantial influence of financial barriers on student participation.

The second null hypothesis, which states that there was no significant influence of the cost of education on student participation in classroom and co-curricular activities in public day secondary school students in Mwala sub-county, Machakos County, Kenya, was tested using Pearson correlation and ordinal logistic regression. The findings are presented in Tables 15 and 16.

Table 15: Pearson correlation between the cost of education and students' participation in classroom and co-curricular activities

Variable	Students	Class Teachers
	Cost of education	Cost of education
Student participation	0.415** (0.000)	0.790*** (0.000)

** . Correlation is significant at the 0.01 level (2-tailed), N = 320 for students and N = 36 for class teachers, parentheses are the p-values

The correlation results show moderate ($r = 0.415$) and strong ($r = 0.790$) positive associations between education cost and participation from the perspectives of students and teachers, respectively. For students, the financial burden of education, including tuition fees, learning materials, and other associated costs, is a significant barrier to

participation. The correlation is particularly strong for class teachers, indicating that they perceive a clear relationship between the cost of education and student participation. These findings suggest that financial commitments to education may prevent students from fully engaging in school activities, as many students from lower-income families struggle to afford the costs. This aligns with previous studies, which have shown that higher educational expenses often lead to reduced participation, as students prioritise financial stability or face barriers that hinder their active engagement in academic and extracurricular opportunities. Thus, the cost of education emerges as a significant limiting factor for students' ability to maximize their educational opportunities.

The study further examined the influence of the cost of education on student participation using ordinal logistic regression, as presented in Table 16.

Table 16: Ordinal logistic results showing the influence of the cost of education on student participation in classroom and co-curricular activities

Variable	Students		p	Class teachers		
	β	SE		β	SE	p
Cost of education	0.357***	0.120	0.003	5.950***	1.583	0.000
Summary						
LR chi2(1)	9.430			33.37		
Prob > chi2	0.002			0.000		
Pseudo R2	0.020			0.422		
Log likelihood	-227.03			-22.87		
Observations	320			36		

The ordinal logistic model results indicate that the overall model is statistically significant for both students and class teachers, as presented in Table 16, with probability chi-square values of less than 0.001. This suggests that the explanatory variables included in the model effectively explain variations in participation in classroom and co-curricular activities. The model's explanatory power, as indicated by the pseudo R² values, is moderate for students (0.020) and strong for class teachers (0.422), suggesting that while the cost of education plays a significant role, other unobserved factors may also influence student participation.

The ordinal logistic regression results reveal a significant positive influence of the individual demand for education, measured as the cost of education on student participation in both classroom and co-curricular activities, with students ($\beta = 0.357$, $p = 0.003$) and class teachers ($\beta = 5.950$, $p < 0.001$) showing a positive association. These findings suggest that students from families with lower financial resources are less likely to participate in academic and extracurricular activities due to the financial barriers created by the high cost of education. However, for students from lower income families, this investment may not be as accessible, limiting their ability to participate fully. The strong perception of class teachers further underscores the role of financial concerns in shaping student participation, as teachers recognise the direct impact of financial limitations on students' engagement. This supports the findings of Blake and Mestry (2021), who emphasised that financial resources influence not only access to education but also the level of participation in academic and co-curricular activities. Additionally, Expectancy-Value Theory (Eccles & Wigfield, 2002) suggests that students' motivation to participate in activities is driven by the perceived value and expected return on their efforts. Therefore, when education costs are high, students are more likely to participate in activities that promise significant future educational and career benefits, provided that financial constraints do not prevent them from participating in the first place.

Principals identified the cost of education as a major barrier to student participation in both classroom and co-curricular activities. Principals noted that financial constraints lead to absenteeism, limited academic participation, and limited participation in cocurricular activities. One principal (P1) stated:

“Due to the high cost of education, students are unable to compete beyond the sub-county level in co-curricular games, limiting their exposure and growth in these activities.”

Another principal (P3) explained:

“Students miss out on crucial learning time when they are not in school because they cannot afford school fees, which results in gaps in syllabus coverage and lower performance.”

A third principal (P6) added:

“The inability to pay school fees forces students to stay home, missing lessons and co-curricular activities, which negatively affects their overall academic and personal development.”

These responses underscore how financial limitations impede student participation in both academic and extracurricular activities, ultimately affecting their overall educational experience.

The principals were asked whether there are any financial support programs available to students, and their responses highlighted a range of bursaries and sponsorships aimed at assisting students financially. One principal (P2) mentioned:

“Students get bursaries from the Constituencies Development Fund (CDF) and individual sponsors.”

Another principal (P4) noted:

“Yes, quite a few students are sponsored through CDF and private sponsors, which helps them cover their school fees.” A third principal (P7) explained:

“Yes, the county and national government grant student bursaries to pay for their fees, which greatly assists many of our students.”

However, not all principals reported widespread financial support. One principal (P1) stated:

“No. Only individual people from the society offer support when requested.”

These responses underscore the reliance on government-funded bursaries and individual sponsors, while also highlighting a lack of consistent or widespread financial support programs in some areas.

4.6 Students' Employment expectations and students' participation in schools The study aimed to investigate the impact of students' employment expectations on their participation in both classroom and extracurricular activities, as shown in Table 17.

Table 17: Students' perceptions on the employment expectations and students' participation in classroom and co-curricular activities

<u>Statement</u>	<u>SD</u>	<u>D</u>	<u>N</u>	<u>A</u>	<u>SA</u>
I participate more actively in classroom discussions because I believe good academic performance will improve my future job prospects.	11.6	5.0	4.4	28.8	50.3
I believe that my career path will offer long-term job security.	11.9	7.2	8.4	28.8	43.8
I expect that my career will provide opportunities for promotion and professional growth.	7.8	9.1	12.5	27.8	42.8
The idea of better job prospects motivates me to complete my assignments and participate in class discussions.	10.6	7.2	10.3	27.5	42.8
I am hopeful that my future job will improve my living standards and those of my family.	9.1	4.7	5.9	27.5	44.4
I see value in participating in co-curricular activities because they may help me develop skills relevant to future job opportunities.	10.9	5.3	13.1	28.4	42.2
I believe that participating in co-curricular activities can enhance my future job prospects.	9.7	7.2	12.2	33.4	37.5
I believe that co-curricular activities help me develop skills such as teamwork, leadership, and communication that will be useful in my future career.	7.5	5.9	9.1	27.2	50.3
<u>Average</u>	<u>9.9</u>	<u>6.5</u>	<u>9.5</u>	<u>28.7</u>	<u>44.3</u>

The values represented are per cent (%); n = 320; SD, strongly disagree; D, disagree; N, neutral; A, agree; SA, strongly agree

The results revealed that 50.3% of students strongly agreed that they participate more actively in classroom discussions because they believe good academic performance will improve their future job prospects. This highlights the motivating influence of career expectations on students' participation. When students see a direct link between their academic efforts and future job opportunities, they are more likely to invest time and energy into their studies. These findings support Nyaboke and Kavindah (2018), who found that Kenyan students' academic participation is primarily driven by the

desire for better job prospects, with many students seeking to enhance their career opportunities through educational excellence.

Additionally, 43.8% of students agreed that they believe their career path will offer long-term job security. This sense of job security motivates students to stay focused on their studies, as they perceive education as a route to stable, long-term employment. Similarly, 42.8% of students agreed that they expect their careers to provide opportunities for promotion and professional growth. The expectation of upward mobility encourages students to perform well in their education, as they view it as a stepping stone to better professional opportunities.

Moreover, 42.8% of students agreed that the idea of better job prospects motivates them to complete assignments and participate in class discussions. This suggests that career aspirations are the main factor in driving students to participate more fully in academic tasks, reinforcing the link between career expectations and student motivation. 44.4% of students also expressed hope that their future job would improve their living standards and those of their families. This further demonstrates that students' career expectations are not only about personal gain but also about improving their socioeconomic status and supporting their families.

Regarding co-curricular activities, 42.2% of students agreed that they see value in participating in these activities because they help develop skills relevant to future job opportunities. Furthermore, 50.3% of students strongly agreed that co-curricular activities help them build essential skills such as teamwork, leadership, and communication. This highlights the value students place on co-curricular involvement as an avenue for developing competencies that are seen as crucial for career advancement. These findings align with Nyaboke and Kavindah (2018), who found that career expectations play a significant role in motivating students to participate in academic and extracurricular activities, viewing these experiences as essential for enhancing their knowledge and skills, which are crucial for securing future job opportunities. By actively participating in these activities, students perceive themselves as better prepared for their future careers, highlighting the connection between career aspirations and educational engagement.

The study aimed to investigate teachers' perceptions of how students' employment expectations impact their participation in both classroom and extracurricular activities, as presented in Table 18.

Table 18: Teachers' perceptions on the employment expectations and students' participation in classroom and co-curricular activities

<u>Statement</u>	<u>SD</u>	<u>D</u>	<u>N</u>	<u>A</u>	<u>SA</u>
Students who expect better job opportunities in the future are more likely to actively participate in classroom activities.	0.0	5.6	13.9	33.3	47.2
Students' belief that education will lead to future employment motivates them to participate more in school-related activities.	0.0	0.0	13.9	47.5	38.9
Students with strong career aspirations are more likely to participate in co-curricular activities to gain skills relevant to their future employment.	0.0	5.6	5.6	41.7	47.5
When students expect their education to lead to better job prospects, they tend to put more effort into their academic work and school activities.	0.0	2.8	2.8	52.8	41.7
Career goals or expectations about future employment influence students' participation in cocurricular activities, such as sports or clubs.	2.8	5.6	13.9	55.6	22.2
Students who see a direct link between their academic performance and future job opportunities are more likely to participate in classroom discussions and assignments.	0.0	0.0	8.3	41.7	50.0
The anticipation of securing a good job after graduation motivates students to participate in both academic and non-academic school activities.	0.0	0.0	8.3	36.1	55.6
Students who are unsure about their career options are motivated to participate in school activities to discover new interests and skills for their future.	2.8	8.3	27.8	33.3	27.8
<u>Average</u>	<u>0.7</u>	<u>3.5</u>	<u>11.8</u>	<u>42.8</u>	<u>41.4</u>

The values represented are per cent (%); n = 36; SD, strongly disagree; D, disagree; N, neutral; A, agree; SA, strongly agree

The results revealed that 47.2% of teachers strongly agreed that students who expect better job opportunities in the future are more likely to participate in classroom activities actively. This finding suggests that students' career aspirations serve as a main motivational factor for their participation. Teachers perceive that when students are motivated by the prospect of securing a good job, they tend to invest more in their

education, actively engaging in classroom discussions and assignments. Similarly, 47.5% of teachers strongly agreed that students' belief that education leads to future employment motivates them to participate more in school-related activities. This finding highlights the strong connection between career expectations and academic engagement. The belief that education leads to career opportunities drives students to commit to their studies, underscoring the importance of fostering career awareness and aligning educational goals with future professional opportunities.

Regarding co-curricular activities, 47.5% of teachers strongly agreed that students with strong career aspirations are more likely to participate in co-curricular activities to gain relevant skills for their future employment. This suggests that students recognise the value of extracurricular involvement as a means of developing transferable skills, such as teamwork, leadership, and communication, which are crucial for future career success. These findings are consistent with research by Amunga, Were, and Ashioya (2020), who highlighted that co-curricular activities enhance students' employability by fostering skills that employers highly value.

Furthermore, 52.8% of teachers agreed that when students expect their education to lead to better job prospects, they tend to put more effort into their academic work and school activities. This reflects the idea that career expectations fuel students' motivation to excel not only in their academic work but also in other school-related activities, ensuring they are well-rounded and equipped for future careers. In line with Nyaboke and Kavindah (2018), who emphasised the role of career development in students' educational participation, these results further underscore the importance of aligning students' academic pursuits with their long-term career goals.

Regarding uncertainty about career options, 27.8% of teachers agreed that students who are unsure about their career options are motivated to participate in school activities to discover new interests and skills. This finding suggests that students who are uncertain about their future career paths may turn to co-curricular activities as a means of exploring potential career interests and developing skills that could lead to new professional opportunities. This underscores the role of career motivation in driving students' classroom and co-curricular participation. By participating in these activities,

students view them as essential steps toward securing future employment, which motivates their active involvement in their educational journey and ultimately enhances their overall learning experience. Jackson and Dean (2022) argue that students' participation in classroom and co-curricular activities is deeply influenced by their career aspirations, as they perceive these activities as crucial for improving their employability and professional skills.

The third null hypothesis, which states that there was no significant influence of employment expectations on student participation in classroom and co-curricular activities in public day secondary school students in Mwala sub-county, Machakos County, Kenya, was tested using Pearson correlation and ordinal logistic regression. The findings are presented in Tables 19 and 20.

Table 19: Pearson correlation between student employment expectations and participation in classroom and co-curricular activities

Variable	Students	Class Teachers
	Employment expectations	Employment expectations
Student participation	0.689** (0.000)	0.842*** (0.000)

** . Correlation is significant at the 0.01 level (2-tailed), N = 320 for students and N = 36 for class teachers, parentheses are the p-values

The analysis reveals a strong positive correlation between students' employment expectations and their participation, as well as that of class teachers, for both students ($r = 0.689$, $p = 0.000$) and class teachers ($r = 0.842$, $p = 0.000$). These results suggest that students with higher employment expectations are more likely to participate actively in academic and co-curricular activities. The stronger correlation for class teachers indicates that teachers perceive a clear link between students' career aspirations and their level of participation in school activities. This finding supports the work of Schmidt and Müller (2022), who suggested that students with higher career expectations are more likely to participate in educational activities to develop the skills and qualifications necessary for future employment. Teachers' recognition of this link

further emphasises the importance of career expectations in motivating student participation.

The study also assessed the influence of students' employment expectations on participation using ordinal logistic regression, as presented in Table 20.

Table 20: Ordinal logistic results showing the influence of the students' employment expectation on participation in classroom and co-curricular activities

Variable	Students		p	Class teachers		
	β	SE		β	SE	p
<u>Employment expectations</u>	1.614***	0.169	0.000	8.112***	2.222	0.000
Summary						
LR chi2(1)	126.34			44.04		
Prob > chi2	0.000			0.000		
Pseudo R2	0.273			0.557		
Log likelihood	-168.57			-27.529		
Observations	320			36		

B, coefficient, SE; standard error of the mean; ***, significant at 0.01; p, significance level.

The ordinal logistic model results indicate that the overall model is statistically significant for students and class teachers, with probability chi-square values less than 0.001. This suggests that the explanatory variables included in the model effectively explain variations in participation in classroom and co-curricular activities. As indicated by the pseudo R² values, the model's explanatory power is moderate for students (0.273) and high for class teachers (0.557), suggesting that employment expectations significantly predict student participation.

The ordinal logistic regression results reveal a strong positive influence of individual demand for education, as measured by students' employment expectations, on student participation in both classroom and co-curricular activities. For students, the coefficient ($\beta = 1.614$, $p = 0.000$) suggests that higher career expectations are associated with greater participation in school activities. For class teachers, the influence is even stronger ($\beta = 8.112$, $p = 0.000$), indicating that teachers strongly associate career expectations with student participation. This finding suggests that students who have strong expectations of securing employment in the future are more likely to participate

actively in activities that enhance their skills and employability. This aligns with Schmidt and Müller (2022), who found that career aspirations significantly influence student participation, as students perceive school activities as a means to gain relevant skills for future employment. Furthermore, this result supports the Expectancy-Value Theory, which posits that students are more likely to participate in activities they believe will help them achieve their career goals. The strong career motivations observed in this study underscore the importance of aligning educational activities with future job prospects, thereby fostering greater student participation in both academic and co-curricular domains.

The study sought to gather principals' views on how students' career expectations influence their participation in both classroom and extracurricular activities. Several principals noted that students' career aspirations drive their participation in school activities. One principal (P2) shared:

“Students love the subjects that seem to be inclined towards their career choices, and they select subjects based on their relevance to their preferred careers.”

Another principal (P4) added:

“After students identify their area of expertise, they are in a position to work harder in their areas of specialisation.”

However, some principals highlighted challenges posed by the lack of career opportunities. As one principal (P7) remarked:

“The lack of career opportunities in the job market reduces participation, as students realise the gap between education and employment prospects.” These responses demonstrate that while career expectations motivate students, limited job opportunities may hinder their overall participation.

When asked if the school provides career guidance, the study revealed that many principals acknowledged the availability of career guidance programs, although the effectiveness of these programs varied. One principal (P3) stated:

“Yes, students are guided in selecting their subjects based on their preferred career choices, helping them focus on their future aspirations.” Another principal (P6) added:

“We offer career guidance, but it’s not very effective, as many students don’t take it seriously.”

However, a third principal (P8) pointed out:

“Career guidance is provided, but it’s often not enough to address the larger issue of limited career opportunities, which affects students’ enthusiasm and participation in both academic and co-curricular activities.”

These responses highlight that while career guidance is offered, its effectiveness is hindered by students' lack of participation and the gap between educational goals and real-world job prospects.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The study sought to examine the influence of parents' disposable income, the cost of education, and employment expectations on student participation in both classroom and co-curricular activities in public day secondary schools in Mwala sub-county, Machakos County. Data were collected from a sample of 320 students, 36 class teachers, and 12 school principals, all selected from 12 randomly chosen schools. Structured questionnaires were used for the students and class teachers, while interview guides were employed for the principals. A pilot study was conducted to assess the feasibility of the study. Validity was ensured through consultation with experts from the Department of Education. Reliability was assessed using Cronbach's alpha. Data analysis was performed using descriptive statistics, Pearson correlation, and ordinal logistic regression with SPSS version 30. Qualitative data from interviews were analyzed thematically.

The study showed that most students actively participated in classroom activities, with the majority reporting that they take notes during lessons, ask questions, and actively listen. Students also participate in answering questions during class discussions and complete assignments regularly. In co-curricular activities, most students participated in sports, while others participated in creative activities such as arts or music. Also, most students are involved in clubs or societies and take part in school field trips. However, participation in academic competitions was low. Teachers also showed a high positive perception of students' participation in classroom activities, particularly group work and school events. The findings suggest that while students are generally active in class and sports, there is room for improvement in encouraging participation in academic clubs and creative activities, which are essential for holistic development.

The objective findings showed that parents' disposable income significantly influenced student participation in classroom and co-curricular activities. Participation in cocurricular activities, such as sports and music, was also influenced by financial limitations. Teachers confirmed these findings, indicating that students from lower income families are less likely to participate in classroom activities. These results

highlight the role financial constraints play in limiting student participation. The findings of parents' disposable income revealed a significant positive correlation with student participation in classroom and co-curricular activities. It was found that students from families with lower disposable income are less likely to participate in school activities. The ordinal logistic regression results further confirmed this relationship, suggesting that students from families with lower disposable income are less likely to engage in both academic and co-curricular activities. These findings emphasise the importance of economic resources in promoting student participation and highlight how financial support can enhance opportunities for engagement, particularly for students from wealthier backgrounds.

The second objective revealed that the cost of education influenced student participation in classroom and co-curricular activities. Financial difficulties also hindered their participation in co-curricular activities, and some students indicated they had to stay home to help with income-generating work due to education costs. Teachers corroborated these findings, agreeing that the high cost of education limits students' ability to participate in classroom activities. These results underscore the need for financial support systems to alleviate these barriers and encourage full student participation. The study also explored the influence of the cost of education on student participation. The findings revealed a significant positive correlation between the cost of education and student participation, suggesting that the cost of education limits students' participation in both classroom and co-curricular activities. Financial constraints, such as tuition fees and additional educational costs, restrict students' ability to engage in academic and co-curricular activities fully. The regression analysis further confirmed these results, reinforcing that higher education costs serve as a barrier to student participation. Students from lower-income families are particularly affected by these costs, limiting their opportunities to engage in educational activities to their full potential.

The third objective revealed that employment expectations motivated student participation in classroom and co-curricular activities. Most students reported that they participated more actively in classroom discussions because they believed academic

success would enhance their future job prospects. Also, students expressed that they expect long-term job security and career growth opportunities. Career expectations influenced participation in co-curricular activities, with students recognising the value of these activities for career preparation. Additionally, students believed that participating in co-curricular activities helped them develop essential skills such as teamwork and leadership. These findings highlight the critical role of career aspirations in motivating students to engage more fully in their education. The findings on students' employment expectations revealed a strong positive correlation with student participation in both classroom and co-curricular activities. It was suggested that students with higher employment expectations are more likely to engage in school activities. The regression analysis further supported this finding, indicating that students with strong career aspirations are more likely to participate in both academic and extracurricular activities actively. These results align with Expectancy-Value Theory, which suggests that students are more motivated to engage in activities they believe will help them achieve their career goals, emphasising the role of career aspirations in fostering greater student participation.

5.2 Conclusion

The first hypothesis posited that parents' disposable income does not influence student participation in classroom and co-curricular activities. However, the findings showed that parental income positively influenced student engagement. Both students and class teachers observed that higher-income families had students who participated more actively in academic and extracurricular activities. Ordinal logistic regression further confirmed this positive relationship. These findings imply that students from lower-income families face financial constraints that limit their participation. Therefore, the null hypothesis (H_{01}) is rejected, and it can be concluded that parental disposable income significantly impacts student involvement, highlighting the need to address economic barriers for equitable participation.

The second hypothesis stated that the cost of education does not influence student participation in classroom and co-curricular activities. However, the findings revealed that education costs are a significant factor affecting participation. Positive correlations between the cost of education and student engagement were observed for both students

and class teachers, indicating that financial burdens limit participation. Ordinal logistic regression confirmed these results, showing significant coefficients that highlight the impact of education costs. Specifically, students from lower-income backgrounds face barriers such as tuition fees, learning materials, and extracurricular costs, restricting their full involvement. Therefore, the null hypothesis (H_{02}) is rejected, confirming that education costs significantly limit student participation, emphasising the need for financial support to promote engagement.

The third hypothesis stated that employment expectations do not influence student participation in classroom and co-curricular activities. However, the findings revealed a strong positive relationship between employment expectations and student engagement. Students with higher career aspirations were more likely to actively participate in both academic and co-curricular activities, showing a clear connection between career goals and motivation. Regression analysis confirmed significant coefficients for both students and class teachers, highlighting the role of career expectations in shaping student participation. These results suggest that when students perceive a link between their academic efforts and future employment, they are more motivated to engage in activities that enhance their skills and employability. Therefore, the null hypothesis (H_{03}) is rejected, confirming that employment expectations are a key determinant of student participation.

5.3 Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance student participation in both academic and co-curricular activities:

- i. Parents should seek bursaries, scholarships, or sponsorships to reduce the financial burden on their children, ensuring they can participate fully in both classroom learning and co-curricular activities.
- ii. Principals and policymakers should collaborate to implement financial aid programs and reduce additional education costs, such as fees for extracurricular activities and learning materials, to enhance student participation, especially for those from lower-income households.
- iii. Schools should strengthen career guidance programs to help students understand the link between academic performance, co-curricular activities, and

future career opportunities, motivating them to engage more actively in both classroom and extracurricular activities.

5.4 Suggestions for Further Study

The following areas are suggested for further research;

- i. Investigate the influence of teacher motivation on student participation in academic and co-curricular activities.
- ii. Explore the relationship between socio-economic status and student engagement in co-curricular activities across different educational settings.
- iii. Examine the role of parental involvement in enhancing student participation in school activities.

REFERENCES

- Abdullah, M., Bakar, N. & Mahbob, M. (2012). Student's participation in classroom: What motivates them to speak up? *Procedia-Social and Behavioral Sciences*, 51, 516-522.
- Adebayo, K. & Nwoko, P. (2023). Education and employment in Nigeria: Challenges and opportunities for youth. *Nigerian Journal of Educational Research*, 12(2), 88-102.
- Adeleke, A., & Adebayo, A. (2021). Enhancing student engagement in urban Nigeria: The role of active learning strategies. *Nigerian Journal of Educational Studies*, 15(3), 45-62.
- Adzido, R, Dzogbede, O, Ahiave, E, & Dorkpah, O. (2016). Assessment of family income on academic performance of tertiary students: The case of Ho Polytechnic, Ghana. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 6(3), 154-169.
- Afolabi, M. & Omotayo, O. (2022). Public education in Africa: The impact of funding on student engagement. *African Journal of Educational Research*, 11(2), 77-90.
- Aguillon, S., Siegmund, G., Petipas, R., Drake, A., Cotner, S. & Ballen, C. (2020). Gender differences in student participation in an active-learning classroom. *CBE—Life Sciences Education*, 19(2), ar12.
- Akinsola, I. (2025). Resource-Person-Mediated Instruction and Secondary Students' Learning Outcomes in Yorùbá Orature: A Culturally Responsive Education. *Education Sciences*, 15(6), 661.
- Al-Amin, M., Al Zubayer, A., Deb, B. & Hasan, M. (2021). Status of tertiary level online class in Bangladesh: students' response on preparedness, participation and classroom activities. *Heliyon*, 7(1).
- Al-Shuaibi, A. (2014). The importance of education. *Salalah College of Technology*.
- Amunga, J., Were, D., & Ashioya, I. (2020). The Teacher-Parent Nexus in the Competency Based Curriculum Success Equation in Kenya. *International Journal of Educational Administration and Policy Studies*, 12(1), 60–76.
- Aziz, F., Quraishi, U., & Kazi, A. S. (2018). Factors behind Classroom Participation of Secondary School Students (A Gender-Based Analysis). *Universal Journal of Educational Research*, 6(2), 211-217.

- Bandura, A. (1997). Self-efficacy: The exercise of control. *W.H. Freeman*.
- Becker, G. (1993). *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. University of Chicago Press.
- Blake, B. & Mestry, R. (2021). The influence of parental demographics on school choice decision-making in Western Gauteng, South Africa. *South African Journal of Education*, 41(3), 1-10.
- Blundell, R., Dearden, L., Meghir, C. & Sianesi, B. (1999). Human capital investment: the returns from education and training to the individual, the firm and the economy. *Fiscal studies*, 20(1), 1-23.
- Bowles, S., & Gintis, H. (1975). *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. Basic Books.
- Brown, C., & Taylor, S. (2021). Job competition and student motivation: Understanding the dynamics in UK higher education. *International Journal of Educational Studies*, 14(3), 198-210.
- Chevalier, A. Harmon, C. O'Sullivan, V. & Walker, I. (2013). The impact of parental income and education on the schooling of their children. *IZA Journal of Labor Economics*, 2(1), 8.
- Christmann, A. & Van Aelst, S. (2006). Robust estimation of Cronbach's alpha. *Journal of Multivariate Analysis*, 97(7), 1660-1674.
- Cochran, W. (1977). *Sampling Techniques* (3rd ed.). John Wiley & Sons.
- Collins, A. & Halverson, R. (2018). *Rethinking education in the age of technology: The digital revolution and schooling in America*. Teachers College Press.
- Connelly, L. (2008). Pilot studies. *Medsurg nursing*, 17(6), 411.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297–334. <https://doi.org/10.1007/BF02310555>
- Crosthwaite, P., Bailey, D. & Meeker, A. (2015). Assessing in-class participation for EFL: considerations of effectiveness and fairness for different learning styles. *Language Testing in Asia*, 5, 1-19.
- Curtis, E., Comiskey, C. & Dempsey, O. (2016). Importance and use of correlational research. *Nurse researcher*, 23(6).
- Davis, R. Lin, S., & Lai, J. (2020). Parental financial support and students' motivation in learning. *International Journal of Humanities and Social Sciences*, 8(1), 1–12.

- Dias-Oliveira, E. Pasion, R. da Cunha, V. & Coelho, L. (2024). The development of critical thinking, team working, and communication skills in a business school— A project-based learning approach. *Thinking Skills and Creativity*, 54, 101680.
- Eccles, J. & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53(1), 109-132.
- Eccles, J. (1983). Expectancies, values, and academic behaviors. In J. T. Spence (Ed.), *Achievement and achievement motives: Psychological and sociological approaches* (pp. 75-146). San Francisco, CA: W. H. Freeman.
- Fitzner, K. (2007). *Reliability and validity: A quick review*. *The Diabetes Educator*, 33(5), 775–780.
- Frankel, A. (2010). The impact of teacher qualifications on student performance: A review of the literature. *Educational Leadership Review*, 22(3), 45-58.
- Gasson, N., Pratt, K., Smith, J., & Calder, J. (2017). The impact of cost on children's participation in school-based experiences: Parents' perceptions. *New Zealand Journal of Educational Studies*, 52, 123-142.
- Glazewski, K. & Ertmer, P. (2020). Fostering complex problem solving for diverse learners: Engaging an ethos of intentionality toward equitable access. *Educational Technology Research and Development*, 68(2), 679-702.
- Gölpek, F. (2012). Price of higher education and individual demand. *Procedia-Social and Behavioral Sciences*, 41, 349-356.
- Hanushek, E. & Woessmann, L. (2011). The economic impact of educational quality. *World Bank Policy Research Working Paper*, No. 4122.
- Harrison, R., & Hara, K. (2010). *Understanding the politics of heritage*. Manchester University Press.
- Kakungulu, S. (2024). *The legacy of Semei Kakungulu*. Mbale University Press.
- Hjalmarsson, S. & Mood, C. (2015). Do poorer youth have fewer friends? The role of household and child economic resources in adolescent school-class friendships. *Children and Youth Services Review*, 57, 201-211.
- Hjalmarsson, S. & Mood, C. (2015). Do poorer youth have fewer friends? The role of household and child economic resources in adolescent school-class friendships. *Children and Youth Services Review*, 57, 201-211.

- Jackson, D. & Dean, B. A. (2022). Employability-related activities beyond the curriculum: how participation and impact vary across diverse student cohorts. *Higher Education*, 86(6), 1151-1172
- Jenn, N. (2006). Designing a questionnaire. *Malaysian family physician: the official journal of the Academy of Family Physicians of Malaysia*, 1(1), 32.
- Johnson, R. & Lee, A. (2021). The impact of financial constraints on student engagement in higher education. *Journal of College Student Development*, 62(4), 453-467.
- Jones, A. & Smith, L. (2023). Employment prospects and student engagement in higher education: A UK perspective. *Journal of Higher Education Policy and Management*, 45(2), 115-130.
- Kakungulu, J. (2024). The impact of creative arts on student engagement and learning. *Research in Education*, 111(1), 1-15.
- Kanel, K. (2007). *Introduction to research in education*. Sage Publications.
- Karanja, J. & Gitonga, M. (2023). Bridging the skills gap: The role of vocational education and training in Kenya. *Kenyan Journal of Vocational Studies*, 11(2), 112-125.
- Karanja, J. & Mwenda, F. (2022). Financial resources and educational outcomes: A study of parental contributions in urban and rural settings. *International Journal of Educational Research*, 45(3), 112-129.
- Khaleel, N. Alhosani, M. & Duyar, I. (2021). The role of school principals in promoting inclusive schools: A teachers' perspective. In *frontiers in education* (Vol. 6, p. 603241). Frontiers Media SA.
- Khan, A., Egbue, O., Palkie, B. & Madden, J. (2017). Active learning: Engaging students to maximize learning in an online course. *Electronic Journal of elearning*, 15(2), pp107-115.
- Kibera, J. & Njuguna, M. (2023). Enhancing student participation in Kenya: The role of government and NGO initiatives. *Journal of Educational Policy and Practice*, 7(3), 40-58.
- Kisache, F. N. (2019). *The Effects of Parental Socio-economic Status on Pupils' Academic Performance in Public Primary Schools in Kiminini Sub-county, Trans Nzoia County, Kenya* (Doctoral dissertation, University of Nairobi).

- Lin, T. & Lv, H. (2017). The effects of family income on children's education: An empirical analysis of CHNS data. *Research on Modern Higher Education*, 4(02002).
- Mensah, J. & Osei, A. (2023). Enhancing technical and vocational education in Ghana: Strategies for success. *Ghanaian Journal of Technical Education*, 9(3), 54-71.
- Mezzanotte, C. (2022). The social and economic rationale of inclusive education: An overview of the outcomes in education for diverse groups of students.
- Ministry of Education (2019). Sessional Paper No. 1 of 2019 on a Policy Framework for Reforming Education and Training for Sustainable Development in Kenya.
- Mokgothu, R. & Dlamini, S. (2022). Vocational education and training in South Africa: Bridging the skills gap. *South African Journal of Education*, 42(1), 15-28.
- Morales, E. & Trotman, F. (2004). *Promoting academic resilience in multicultural America: Factors affecting student success* (Vol. 29). Peter Lang.
- Mugisha, F. (2019). Private schooling and education inequality in Kenya: Examining access and quality disparities. *Journal of African Educational Studies*, 12(3), 45-62.
- Muller, C. (2018). Parent involvement and academic achievement: An analysis of family resources available to the child. In *Parents, their children, and schools* (pp. 77-114). Routledge.
- Muturi, P. & Karanja, E. (2020). Urban versus rural education in Kenya: A comparative analysis of student engagement. *East African Journal of Educational Research*, 5(1), 50-65.
- Mwirigi, F. (2023). *Educational reforms in Kenya: A critical analysis*. Nairobi University Press.
- Nelson, L. (2013). Collaborative problem solving. In *Instructional-design theories and models* (pp. 241-267). Routledge.
- Neves, J. & Hillman, N. (2023). Students' improving academic experience overshadowed by cost-of-living crisis: HEPI/Advance HE 2023 Student Academic Experience Survey. Higher Education Policy Institute (HEPI).
- Ngugi, P. & Wambui, A. (2021). The impact of disposable income on educational participation in Kenya. *African Journal of Education Economics*, 16(1), 34-50.

- Njeri, K. & Otieno, P. (2023). The impact of unemployment on student motivation and participation in Kenya. *East African Journal of Educational Research*, 14(3), 78-92.
- Nneke, A. & Nina, T. (2015). The role of teacher qualifications in curriculum implementation: A case study of Nigerian teachers. *Journal of Educational Development*, 10(4), 89-102.
- Nwankwo, C. & Adebayo, K. (2023). Economic challenges and educational participation in Nigeria: A critical analysis. *Journal of Educational Studies*, 14(1), 20-35.
- Nyaboke, S. G. & Kavindah, L. (2018). Determinants of starting employment and career growth expectations of final year undergraduate students in Nairobi, Kenya. *International Academic Journal of Human Resource and Business Administration*, 3(2), 176-210.
- Ochieng, R. & Mwangi, J. (2021). Implementing the competency-based curriculum in Kenya: Challenges and opportunities. *Kenyan Journal of Education Studies*, 10(2), 15-30.
- Ochieng, R. & Mwangi, J. (2022). Employment expectations and student engagement in Kenyan higher education. *Journal of Education and Development in Africa*, 8(1), 34-50.
- Odhiambo, G. (2022). Barriers to student participation in rural Kenyan schools: A focus on teacher-centered approaches. *International Journal of Education and Development*, 29(4), 110-125.
- Ogunleye, O. & Afolabi, J. (2021). The role of NGOs in improving educational access in low-income communities. *International Journal of Education and Development*, 34(3), 89-101.
- Ogunyemi, B. & Akindele, M. (2020). Challenges of student participation in rural schools: A case study from Nigeria. *Journal of Rural Education*, 12(2), 78-89.
- Okeke, P. & Isu, H. (2022). Family financial status and educational quality in Nigeria: Implications for policy. *East African Journal of Education and Social Sciences*, 8(2), 45-60.
- Okioga, C. K. (2013). *The impact of students' socio-economic background on academic performance in universities in Kenya*. *Journal of Education and Practice*, 4(16), 223–230

- Orodho, J. A. (2013). *Progress towards attainment of education for all (EFA) among nomadic pastoralists: How do we dismantle the gender differential juggernaut in education?* *International Journal of Current Research*, 5(2), 48–53.
- O'Sullivan, C. (2020). Educational innovations in urban Africa: A focus on studentcentered learning. *Educational Studies*, 46(2), 134-152.
- Othoo, A. & Omondi, K. (2022). Impact of Students' Involvement in Co-Curricular Activities on Academic Performance in Gem Sub County, Siaya County, Kenya.
- Panda, P. Rath, C. Rao, J., & Rao, S. (2024). Enhancing organizational ecosystems through gender equity: Addressing challenges and embracing opportunities. In *Effective technology for gender equity in business and organizations* (pp. 195-226). IGI Global.
- Patrinós, H. & Psacharopoulos, G. (2018). Strong link between education and earnings. *World Bank*. <https://blogs.worldbank.org/en/education/strong-link-betweeneducation-and-earnings>.
- Pennell, H. & West, A. (2005). The impact of increased fees on participation in higher education in England. *Higher Education Quarterly*, 59(2), 127–137.
- Psacharopoulos, G. & Patrinos, H. (2018). Returns to investment in education: A decennial review of the global literature. *Education Economics*, 26(5), 496-516.
- Ramadani, M., Supahar, S., & Rosana, D. (2017). Validity of evaluation instrument on the implementation of performance assessment to measure science process skills. *Jurnal Inovasi Pendidikan IPA*, 3(2), 180-188.
- Rowan, B. (2004). *Teachers matter: Evidence from value-added assessments*. *Educational Researcher*, 33(8), 16–20.
- Saifi, S., & Mehmood, T. (2011). *Effects of socioeconomic status on students' achievement*. *International Journal of Social Sciences and Education*, 1(2), 119–128.
- Schmidt, T. & Müller, R. (2022). The impact of vocational training on student engagement in Germany and Switzerland. *European Journal of Vocational Education Research*, 9(1), 34-50.
- Smith, L. & Johnson, M. (2020). The role of parental involvement in children's education: A socioeconomic perspective. *Journal of Educational Psychology*, 112(2), 225-240.

- Smith, T. & Garcia, M. (2022). Barriers to educational participation: A study of low-income college students in the United States. *Educational Research Review*, 17(3), 225-240.
- Somerset, A. (2009). Universalizing primary education in Kenya: The elusive goal. *Comparative Education*, 45(2), 233-250.
- Tagulwa, E., Owino, P., Muwonge, F. & Kaahwa, M. (2023). Students' and Employers' Perceptions of Employability Skills in Uganda. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(6), 2038-2044.
- Tesfaye, Y. & Abebe, S. (2023). Aligning education with national development goals in Ethiopia: The role of TVET. *Ethiopian Journal of Education and Development*, 11(4), 199-210.
- U.S. Department of Education. (2001). *The condition of education 2001*. Washington, DC: U.S. Government Printing Office.
- UNESCO. (2024). The right to education: Every human being has the right to quality education and lifelong learning opportunities https://www.unesco.org/sites/default/files/styles/banner_desktop/public/2022-04/right%20to%20education%20-c-Riccardo%20Mayer-Shutterstock_0.jpg.webp?itok=B8IgklUH
- Wambui, A. & Ngugi, P. (2021). Aligning education with job opportunities: The role of vocational training in enhancing student participation. *African Journal of Vocational Education and Training*, 5(2), 45-60.
- Williams, K. & Garcia, M. (2022). The influence of student debt on educational participation in the United States. *Journal of Educational Economics*, 10(4), 299-315.
- World Bank. (2022). *Education in Africa: Challenges and Opportunities*. World Bank Publications.
- Wu, Y. & Fernando, Y. (2023). Development of Student's Innovation Skills through Extracurricular Activities. *Journal of E-business and Management Science*, 1(2), 170-180.
- Xiong, F. Zang, L. Zhou, L., & Liu, F. (2020). The effect of number of siblings and birth order on educational attainment: Empirical Evidence from Chinese General Social Survey. *International Journal of Educational Development*, 78, 102270.

- Yakubu, I. & Afolabi, M. (2020). Impact of private cost of education on students' participation in public secondary schools in Kaduna South Local Government, Kaduna State. *International Journal of Family and Consumer Sciences*, 9, 32-41.
- Yusoff, M. (2019). ABC of content validation and content validity index calculation. *Education in Medicine Journal*, 11(2), 49-54.
- Zainuddin, N., Azmi, N., Yusoff, R., Shariff, S., & Hassan, W. (2020). Enhancing classroom engagement through Padlet as a learning tool: A case study. *International Journal of Innovative Computing*, 10(1), 45-58

APPENDICES

Appendix I: Consent Form

I am a student at Chuka University, pursuing a master's degree in Educational Management, which is a requirement for the completion of the Master's Degree.

Title: Evaluating the influence of Individual *Demand for Education on Students' Participation in Classroom and co-curricular activities in Public Day Secondary School in Mwala Sub-County, Machakos County.*

Introduction

You are invited to participate in a research study on the *individual Demand for Education and Students' Participation in classroom and co-curricular activities among public day secondary school students in Mwala Sub-County, Machakos County.*

Risks and Benefits

There is NO risk associated with this study. Nevertheless, sharing your awareness of the individual Demand for Education and Students' Participation in classroom and cocurricular activities among public day secondary school students in Mwala SubCounty, Machakos County, contributes to a better understanding of the research topic and adds value to this study.

Confidentiality

Information provided will be treated with confidentiality and used for academic purposes only.

Voluntary Participation

Participation in this study is voluntary. You have the right to withdraw at your pleasure.

Consent: I have understood the confirmation outlined in this consent form. I therefore freely agree to participate in this study.

Participant's Signature: Date.....

Signature Date.....

Annabel Wanza Mbithi
(Researcher)

Appendix II: Students' Questionnaire

Please provide your responses in brackets and spaces by ticking [] or writing. As your responses shall be treated confidentially, please DO NOT write your Name or contact information anywhere on this questionnaire. The study is intended solely for academic purposes.

Section A: Background Information of the Respondents

1. What is your gender? Boy Girl
2. How many of your siblings (brothers and sisters) are in school?
3. Who pays for your school fees?
Parents Guardian Sponsor

Section B: Parents' Disposable Income

Please tick the (√) mark under your response. SD-Strongly Disagree, D-Disagree, N - neutral, A-Agree, and SA-Strongly Agree.

4. What is your opinion on the following statements?

S No	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
i.	My family’s financial situation affects my ability to fully participate in classroom activities, such as completing assignments or engaging in discussions.					
ii.	I sometimes feel unable to buy the required learning materials (e.g., books, stationery) due to financial constraints, which affects my classroom participation.					
iii.	I am often unable to attend extra lessons or remedial classes because my family cannot afford the additional costs.					
iv.	Financial challenges at home prevent me from participating in group activities or projects that require additional resources.					
v.	I am unable to participate in co-curricular activities (e.g., sports, music, drama) because my family cannot afford the associated costs.					
vi.	My participation in clubs, trips, and other cocurricular activities is limited by the financial constraints of my family.					
vii.	I sometimes miss out on school events (e.g., field trips, sports day) because my family cannot afford the participation fees.					
viii.	My family’s financial situation affects my ability to buy uniforms or equipment needed for sports or other co-curricular activities.					

Section C: Cost of Education

Please tick the (√) mark under your response. SD-Strongly Disagree, D-Disagree, N - neutral, A-Agree, and SA-Strongly Agree.

5. What is your opinion on the following statements?

	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
i.	I sometimes miss school because my family cannot afford the school fees.					
ii.	Cost of school uniforms places a burden on my family.					
iii.	Because of the costs, I cannot participate in cocurricular activities (sports, clubs, or field trips).					
iv.	I often feel stressed because of the financial pressure my education puts on my family.					
v.	Financial difficulties prevent me from participating in school-related co-curricular activities, such as clubs and trips.					
vi.	I often stay at home to help my family with incomegenerating work due to the high cost of education.					
vii.	I sometimes skip meals at school because my family cannot afford both food and educationrelated costs.					
Viii.	I lack basic stationery, such as pens and exercise books, due to financial constraints.					

Section D: Employment Expectations

Please tick the (√) mark under your response. SD-Strongly Disagree, D-Disagree, N - neutral, A-Agree, and SA-Strongly Agree.

6.What is your opinion on the following statements?

	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
i.	I participate more actively in classroom discussions because I believe good academic performance will improve my future job prospects.					
ii.	I believe that my career path will offer long-term job security.					
iii.	I expect that my career will provide opportunities for promotion and professional growth.					
iv.	The idea of better job prospects motivates me to complete my assignments and participate in class discussions.					
v.	I am hopeful that my future job will improve my living standards and those of my family.					
vi.	I see value in participating in co-curricular activities because they may help me develop skills relevant to future job opportunities.					

vii.	I believe that participating in co-curricular activities can enhance my chances of finding a job in the future.					
viii.	I feel that co-curricular activities help me build skills such as teamwork, leadership, or communication that could be useful in my future career.					

Section E: Student Participation

Please tick the (✓) mark under your response. SD-Strongly Disagree, D-Disagree, N - neutral, A-Agree, and SA-Strongly Agree. 7.What is your opinion on the following statements?

S No	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
i.	I take notes during lessons to help understand the material better.					
ii.	I actively contribute to group discussions and ask questions when I do not understand something.					
iii.	I complete my assignments on time and to the best of my ability.					
iv.	I participate in class activities or exercises to enhance my learning experience.					
v.	I participate in sports activities, such as football, basketball, or athletics.					
vi.	I regularly engage in creative activities like music, drama, or dance.					
vii.	I take part in academic clubs or societies (e.g., debate club, science club, arts club).					
viii.	I attend and actively participate in school events or field trips.					

8. Tick the classroom and co-curricular activities you have participated in:

Classroom

1. Taking notes 2. Asking questions 3. Actively listening 4. Answering questions 5. Group discussions 6. Completing assignments 7. Helping other students 8. Seeking clarification

Co-curricular

1. Sports (e.g., football, basketball, athletics) 2. Creative activities (e.g., music, drama, dance) 3. Clubs or societies (e.g., debate, science club) 4. School field trips 5. Academic competitions (e.g., Mathematics contest, science fair)

Thank you

Appendix III: Class Teachers' Questionnaire

This questionnaire assesses the selected determinants of individual demand for education and students' participation in classroom and co-curricular activities.

Section A: Background information of the respondents

1. What is your gender?
Male Female
2. What is your age? (years)
3. What is your highest level of education?
4. What is your teaching experience? (years)
5. How many students are in your class? Girls and boys separately
Girls =
Boys =

Section B: Parents' disposable income

Please tick the (√) mark under your response. SD-Strongly Disagree, D-Disagree, N - neutral, A-Agree, and SA-Strongly Agree.

6. What is your opinion on the following statements?

S No	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
i.	Students from families with lower disposable income are less likely to participate actively in classroom activities.					
ii.	Financial difficulties at home often prevent students from having the necessary learning materials, which affects their classroom participation.					
iii.	Students from families with less financial resources tend to be less engaged in co-curricular activities (e.g., sports, clubs, drama).					
iv.	When students' parents have lower disposable income, they are less likely to participate in school-related activities such as field trips or special school events.					
v.	Financial strain within a student's family often leads to their absenteeism from school, which negatively affects their participation in both classroom and cocurricular activities.					
vi.	Students from low-income families are often unable to attend co-curricular events or after-school programs due to a lack of funds.					
vii.	Parental support for school activities is lower in families with less disposable income.					
viii.	The lack of sufficient disposable income in a student's household often limits their access to educational resources (e.g., textbooks, uniforms), affecting their school participation.					

Section C: Cost of Education

Please tick the (√) mark under your response. SD-Strongly Disagree, D-Disagree, N - neutral, A-Agree, and SA-Strongly Agree.

7. What is your opinion on the following statements?

S No	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
i.	The high cost of education (e.g., tuition fees, exam fees) limits students' ability to participate in classroom activities fully.					
ii.	Students from lower-income families often miss out on co-curricular activities due to the additional costs associated with these programs (e.g., uniforms, travel fees).					
iii.	The cost of school-related materials (e.g., textbooks, stationery) often prevents students from fully engaging in classroom activities.					
iv.	Financial barriers related to education costs (e.g., tuition, school fees) lead to higher absenteeism and reduced engagement in school activities.					
v.	Students who cannot afford the cost of school activities, such as sports and field trips, are less likely to be motivated to participate in these events.					
vi.	The cost of uniforms, learning materials, and cocurricular activities (e.g., sports, clubs) significantly affects the participation levels of students from lowincome households.					
vii.	The overall cost of education, including additional costs for extracurricular activities, is a major barrier to student participation in both academic and cocurricular activities.					
viii.	The lack of financial assistance or scholarships to cover education-related costs prevents many students from engaging in both classroom and cocurricular activities.					

Section D: Employment Expectations

Please tick the (√) mark under your response. SD-Strongly Disagree, D-Disagree, N - neutral, A-Agree, and SA-Strongly Agree.

8. What is your opinion on the following statements?

S No	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
------	-----------	--------	-------	-------	-------	--------

i.	Students who expect better job opportunities in the future are more likely to actively participate in classroom activities.					
ii.	Students' belief that education will lead to future employment motivates them to engage more in school-related activities.					
iii.	Students with strong career aspirations are more likely to participate in co-curricular activities to gain skills relevant to their future employment.					
iv.	When students expect their education to lead to better job prospects, they tend to put more effort into their academic work and school activities.					
v.	Career goals or expectations about future employment influence students' participation in cocurricular activities, such as sports or clubs.					
vi.	Students who see a direct link between their academic performance and future job opportunities are more likely to engage in classroom discussions and assignments.					
vii.	The anticipation of securing a good job after graduation motivates students to participate in both academic and non-academic school activities.					
viii.	Students who are unsure about their career options are motivated to participate in school activities to discover new interests and skills for their future.					

Section E Student Participation

Please tick the (√) mark under your response. SD-Strongly Disagree, D-Disagree, N - neutral, A-Agree, and SA-Strongly Agree.

9. What is your opinion on the following statements?

S No	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)
i.	Most students take notes during lessons to aid their understanding of the material.					
ii.	Students frequently ask questions when they do not understand the subject matter and also answer questions.					
iii.	Group work encourages students to engage more deeply with the material and each other.					
iv.	Students consistently come prepared with the required materials for class.					
v.	Students actively participate in sports and physical activities (e.g., football, athletics).					
vi.	Students regularly engage in creative activities such as drama, music, or dance.					

vii.	Students take part in academic clubs or societies (e.g., debate, science club).					
viii.	Students participate in school events and field trips organised.					

Thank you

Appendix

IV: Principals' Interview Schedule

Thank you for your time. This interview aims to assess the factors influencing individual demand for education and student participation in classroom and extracurricular activities.

Background Information

- 1. How long have you served as the principal of this school?.....
- 2. Highest level of education?.....
- 3. When did you become the principal?
- 4. How many years have you served under TSC?.....

Parents' Disposable Income & Cost of Education

6. How does parents' disposable income affect student participation in classroom and co-curricular activities? (Explain)

.....
.....
.....

7. How does the cost of education affect student participation in classroom and cocurricular activities? (Explain)

.....
.....
.....

8. Are there any financial support programs available for students? (If yes, explain)

.....
.....
.....

Employment Expectations and Participation in Schools

9. How do students' career expectations influence their participation in classroom and co-curricular activities?

.....
.....
.....

10. Does the school provide career guidance, and how effective is it?

.....
.....
.....

11. How would you assess student participation in classroom and co-curricular activities? Explain

.....
.....
.....

12. What factors influence student participation in both classroom and co-curricular activities?

.....
.....
.....

Recommendations

11. What can be done to improve student participation and overall educational outcomes?

.....
.....
.....

Appendix

.....
.....

Thank you

V: Public Day Secondary Schools in Mwala Sub-County

S No	School Name
1	Aic Kiuanzukini
2	Aic Kwamutula
3	Embui Sec
4	Kabaa Mixed
5	Kaloleni Sec. – Mwala
6	Kavumbu Sec
7	Kawaa Sec
8	Kikaso Sec
9	Kimuuni Sec
10	Kiuukuni Mixed
11	Kwandoo Sec
12	Kyamatula
13	Kyanganga S.A
14	Makaalu Sec
15	Matulani Sec
16	Maweli Sec
17	Miondoni Mixed
18	Miseleni Sec
19	Mithanga Aic
20	Mukuyuni Sec
21	Muthei Sec
22	Muthetheni Mixed
23	Muthwani Sa
24	Mwaasua Sec
25	Ngamba Mixed
26	Ngumbau Sec
27	Nyaani Sec
28	St Anthony Makiliva
29	St Augustine Mumbuni
30	St Mark's Kundu
31	St Martin Utithini
32	St Pius -Kaitha
33	St Stephen Musaalani
34	St Stephen Sec-Masii
35	Ukalani Mixed
36	Wakaela Sec

Appendix

- 37 Mbaikini Girls
- 38 Mutula Day
- 39 Kibau Day

Source: Mwala sub-County director 2025

VI: Ethical Review Approval

Appendix

CHUKA



UNIVERSITY

Knowledge is Wealth (*Sapientia divitia est*) Akili ni Mali

CHUKA UNIVERSITY INSTITUTIONAL ETHICS REVIEW COMMITTEE

Telephones: 020-2310512/18

P. O. Box 109-60400, Chuka

Direct Line: 0772894438

Email: info@chuka.ac.ke

Website: www.chuka.ac.ke

11th July, 2025

REF: CUIERC/ NACOSTI/817

TO: Annabel Wanza Mbithi

RE: Selected Determinants of Individual Demand for Education and Student Participation in Public Day Secondary Schools, Mwala Sub-County, Kenya

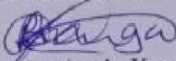
This is to inform you that *Chuka University IERC* has reviewed and approved your above research proposal. Your application approval number is *NACOSTI/NBC/AC-0812*. The approval period is 11th July, 2025 – 11th July, 2026.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by *Chuka University IERC*.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to *Chuka University IERC* within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *Chuka University IERC* within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to *Chuka University IERC*.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely


Dr. Benjamin Kanga
SECRETARY



Appendix

VII: NACOSTI Research Permit


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **793033** Date of Issue: **23/July/2025**

RESEARCH LICENSE



This is to Certify that Ms. Annabel Wanza Mbithi of Chuka University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Machakos on the topic: SELECTED DETERMINANTS OF INDIVIDUAL DEMAND FOR EDUCATION AND STUDENT PARTICIPATION IN PUBLIC DAY SECONDARY SCHOOLS, MWALA SUB-COUNTY, KENYA for the period ending : 23/July/2026.

License No: **NACOSTI/P/25/4177321**


Ag. Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Applicant Identification Number
793033


Verification QR Code


**NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.**

See overleaf for conditions

Appendix

VIII: County Director Research Authorization


REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department for Basic Education

Telegrams: "SCHOOLING" Machakos
Telephone: Machakos
Fax: Machakos
Email - cdemachakos@yahoo.com
When replying please quote

OFFICE OF THE
COUNTY DIRECTOR OF EDUCATION
P. O. BOX 2666 – 90100
MACHAKOS


MKS/ED/CDE/R/4/VOL.5/ 21 **Date: 24th July, 2025**

Annabel Wanza Mbithi
CHUKA UNIVERSITY

RE: RESEARCH AUTHORIZATION.

Reference is made to the letter from National Commission for Science, Technology and Innovation Ref: **NACOSTI/P/25/4177321** dated **23rd July, 2025**.

You are hereby authorized to carry out your research on: Selected Determinants of Individual Demand for Education and Participation in Public Day Secondary Schools, Mwala Sub- County, Machakos County, KENYA. For a period ending: **23rd July, 2026**.


FOR COUNTY DIRECTOR OF EDUCATION - MACHAKOS
Date:
MINISTRY OF EDUCATION
machakos@yahoo.com

DR. SAMUEL BENGI
FOR: COUNTY DIRECTOR OF EDUCATION
MACHAKOS

