

# Quota Admission Policy and Its Impact on Equitable Access to Quality Secondary School Education in Kakamega County, Kenya

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## Abstract

Through its secondary school quota admission policy, the Ministry of Education in Kenya endeavors to ensure equitable access to quality secondary school education opportunities by placing students into various categories of secondary schools based on sub county quotas as well as public-private primary schools quotas. The quota admission policy is intended to ensure that students from lower socioeconomic status are given opportunities to attend national and extra county secondary schools. However, every year after the initial placement of students into various categories of secondary schools about 23.01% of students fail to join secondary schools of initial placement but seek transfer to join other schools through a replacement process. In this regard, the aim of this study was to examine the impact of quota admission policy on equitable access to quality secondary school education in Kakamega County in Kenya. The specific objectives of this study were; (i) to determine the impact of students' type of primary school attended on equitable access to quality secondary school education opportunities, (ii) to determine the impact of students' sub county of residence on equitable access to quality secondary school education opportunities, (iii) to determine the impact of students' socioeconomic status on equitable access to quality secondary school education opportunities. Stratified sampling, proportional sampling and simple random sampling techniques were used to arrive at a sample of 280 students from 2 National schools, 480 from 6 Extra County schools, 500 from 7 County schools, and 960 from 30 Sub County secondary schools. The sample also included 45 principals. Descriptive research design was adopted for the study. Questionnaires were used to collect data and descriptive statistics used to analyze the collected data. The study findings indicated a higher representation of students who attended private primary schools in the national (63.1%) and extra county (56.5%) secondary schools compared to students who attended public primary schools. The results further indicated that students from upper (57.3%) and middle (50.8%) socioeconomic status were highly represented in the national and extra county secondary schools compared to students from lower socioeconomic status. The study recommends that the government should address factors that impede students who attend public primary schools especially those from lower socioeconomic status to join national and extra county secondary schools.

**Keywords:** quota selection admission policy, equitable access, quality secondary education, socioeconomic status, initial placement, replacement.

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## 1. Introduction

Over the past two decades, much attention in education provision in most countries has been focused on addressing issues related to universal access to education. However, more recently, the focus has shifted towards addressing issues related to equity and access to quality education. This is evident in the global trends in education and training where the global Sustainable Development Goals (SDGs) have prioritized quality education as the main channel for socioeconomic development as well as the avenue for socioeconomic mobility (UN 2015). In line with the global commitment on equity in access to quality education, the comprehensive and impartial quality education as stipulated in the Sustainable Development Goal 4, emphasizes not only gender parity in learning but also equitable access to quality educational learning opportunities for children from disadvantaged backgrounds who are at risk of exclusion from access to quality education (OECD 2012; UNESCO 2017). Therefore, a study on equity in access to quality secondary school education in the highly selective and competitive secondary school system in Kenya is relevant to education stakeholders.

The secondary school education system in Kenya is highly competitive and stratified (Zipporah 2018; Onderi 2014). This is evident by the hierarchical secondary schools' system where the schools are stratified into four tiers: national schools, extra county schools, county schools and sub-county schools (School Net Kenya Consultation 2014). According to MOE (2015) national secondary schools are classified as the national centers of quality secondary education intended to promote social cohesion and a sense of promoting national unity; they have students' intake from all parts of the country. The next tier which is the extra-county secondary schools has an aspect of integrating the regional level in admission of students and supplement national secondary schools in

providing quality secondary education. The county schools comprise of boarding schools whose catchment is within the county while the sub county schools are mostly day schools or newly established mixed day boarding schools whose catchment is within the host sub county. One of the recent concerns of the Ministry of Education regarding equity in secondary school education in Kenya has been how to ensure fairness in sharing the limited admission space in the National and Extra County schools because of their national and regional status.

In attempt to address the widening gap in access to quality schools by students admitted from public and private primary schools, the Ministry of Education introduced the quota admission policy by adopting the Form One Selection and Admission Guidelines of 2015 which provides for quota placement system based on the ratio of candidates between public and private primary schools. This quota system was aimed at providing opportunities to students from public primary schools whose majority are from lower socioeconomic backgrounds to access National and Extra County schools (MOE 2015). However, despite the reservation of admission slots for students to be selected from public primary schools, a significant number of students (23.01%) on average fail to join secondary schools of initial placement but instead seek transfers to join other secondary schools during replacement window (Kakamega County Education Office 2020). Furthermore the implementation of the quota admission policy has been contested by some stakeholders from private schools sector who have argued that the policy may be discriminative against students who attend private primary schools (Mwangi 2015). Against this background there is limited empirical studies to indicate the extent to which the use of quota admission policy impacts on equitable access to quality secondary school education opportunities in Kakamega county and Kenya in general.

## **2. State -of-the -Art Review**

The study was guided by the social justice theory upon which the concept of equity was founded. The concept of equity encompasses equal chances to all individuals in the society. This is linked to the morals constructed in the society but may vary from one society to another (Chiuri and Karimi 2005). The social justice theory is relatively new to the field of educational administration. The theory got to be a major concern for education researchers and specialists at the starting of the 21<sup>st</sup> century and was driven by the increasing socioeconomic gaps of the underserved populaces and the pressure for accountability (Furman Grunewald 2004). In recognition of the increasing concern educators needed to create a modern social arrange that could address a longstanding education system that had advantaged certain students whereas dismissing others (Allen, 2006). The findings brought forth by Goldfarb and Grinberg (2002) characterizes Social Equity as the work of modifying organization and organizational courses of action by effectively looking into recovering and progressing characteristic human rights of value, balance and decency in social, financial, education and individual dimensional. According to Musset (2012) Social equity runs from recognizing laws for a person's rights in an exertion to achieve impartial access to education as well as the need for school administrators to respond to such issues by avoiding exclusionary practices.

The work done by John Rawls (2001) helped define social equity for this specific study. In the twentieth century, John Rawls (1921–2002) was an American logician who is greatly credited with creating one of the foremost persuasive works on social equity hypothesis. Rawls contends for a liberal egalitarian view of justice concluded that, everyone has equal chance and opportunity to have the same level of basic amenities in life. In order to decrease disparities Rawls contends for an egalitarian idea of equity. His work further reveals that all people ought to have an even chance of getting all the points of interest of being a specialist confers; a classic illustration for this is that, everybody ought to be able to have access to the education which can lead to the capabilities that would empower one to stand up and take a given course, so the opportunity for anybody to train to become a specialist in a preferred profession should be present. Therefore, when it comes to education, various aspects of equity have to be brought into play including access to quality secondary school education (Zipporah 2018, OECD 2007, and Tarun G & Renuga 2018).

Secondary schools in Kenya are categorized into four main levels; National, Extra county, County and Sub county schools. National and extra county secondary schools enjoy high status and draws students across the country. Studies have shown that because of their perceived status most parents together with the students highly value graduating from National and Extra-County secondary schools thus making their admission highly competitive (MOE 2015; Onderi 2014). Given that only less than 10% of the candidates who sit for the secondary school entrance examination are offered admission chances in the prestigious National and Extra-County Schools (Advance Africa 2016). This study considered quality secondary education provided by National and Extra-County secondary schools as a fundamental service required by all individuals of the society so that they can elevate their socioeconomic mobility

### **2.1 The Quota Admission Policy and Equitable Access to Quality Education**

The quota admission policy is among policy interventions being employed by many countries across the world including; Brazil, India, Nigeria and Kenya as a measure to promote equitable access to quality education

opportunities. Under the quota policy, students are classified into groups basing on gender, geographical location or family socioeconomic backgrounds. The available admission chances are then proportionately distributed among the target groups using a set number of candidates to be selected from each group so as to ensure that students from disadvantaged groups are considered (Adeyemi, K. 2001; Kinyanjui 2014; Sandikonda 2013). However the application and the impact of the quota admission policy may differ from one country to another depending on the level of education at which is used.

A study by Weisskopf (2004) underscores the adoption of quota admission policies in placement of students into universities in India which attracted a significant number of disadvantaged groups who would not otherwise have accessed university education. A study by Marquez (2013) who analyzed the impact of quota admission policy on enrolment of students into universities in Brazil revealed that most poor black Brazilian citizens with low levels of education were less likely to reach a high social status hence the study concluded that the quota system admission policy was indeed inevitable as it enables students from poor families and the blacks to access quality education. In another study on the effects of the quota selection policy in the national University of Brasilia; it was indicated that quota admission policy significantly increased the proportion of students from lower socioeconomic status who were enrolled into universities. It is further indicated that the quota admission policy significantly narrowed the admission disparity existing among the poor and rich in Brazil (Queiroz 2016; Francis & Tannuri-Pianto 2012). In India a study by Cassan (2019) established that the quota admission policy increased educational attainment for the disadvantaged. Nevertheless Tarun & Renuga (2018) in their study on the impact of quota system on access to educational opportunities observed that although the quota policy promoted access to higher education by students from lower socioeconomic status, it also benefited un-deserving candidates who took advantage of quota policy to secure enrolment into universities.

In Nigerian, a study by Abati (2017) on the impact of quota admission policy indicated that despite the implementation of the quota policies which sets for admission of students at 35 % for catchment area and 20 % for educationally less developed states; some states still had more candidates admitted into universities than their given quotas, while others did not have enough candidates as per the stipulated quotas. This was attributed to manipulation of the admission process.

The quota admission policy in Kenya is guided by legal and policy provisions anchored on Article 56(b) which provides for special chances to be reserved for the less privileged individuals in the community to access quality secondary school education (Republic of Kenya, 2010). The policy is directed towards promoting equity in access to quality secondary education by placing students into secondary schools on the basis of the type of primary school attended (public or primary school) as well as the sub county in which the student reside with the aim of enabling students from lower socioeconomic backgrounds who mostly attend public primary schools and those from less developed sub counties to secure admission into national and extra county secondary schools (MOE 2015). During students' placement process, the sub county quota is first established by considering the number of candidates from every sub county divided by the national primary schools' candidature and then multiplied by the available admission space. Then the number of students selected to join national and extra county secondary schools is determined basing the ratio of students who attended public primary to those who attended private primary schools. The Ministry of Education affirms that the quota policy is aimed at promoting equity in school placement by undertaking a fair share of individuals selected from either a private or a public primary school (MOE 2015).

Nevertheless, the implementation of the quota admission policy has not been smooth. This is evident in a significant number of students who fail to join secondary schools in which they are assigned during initial placement. This may alter the enrolment pattern against the initial intention of the quota admission policy hence the relevance of this study to examine the impact of the quota admission policy on equitable access to quality secondary school education.

## 2.2 Literature Review Summary and Research Gaps

In line with the reviewed literature, studies advanced on the impact of quota admission system on access to quality education opportunities in different countries have shown both negative and positive results depending on the purpose of its application and the intended outcome. The quota admission policies in other countries has been majorly applied during placement of students into universities and tertiary colleges however the quota admission policy in Kenya which is the focus in this study is applicable during placement of students to various categories of public secondary schools.

The intention for adopting quota admission policy in placement of students into the various categories of public secondary schools was to ensure fair representation of students by the type of primary schools, students' sub county of residence and students' socioeconomic status. Therefore this study sought to examine the extent to which the available admission opportunities in the national and extra county secondary schools are being equitably accessed by both students from public primary schools and those from private primary schools. Furthermore the study sought to establish whether there was a fair representation of students by their Sub County

of residence and socioeconomic status. The finding of this study may provide statistical data useful to the Ministry of Education, and other stakeholders in education when making decisions during students' placement. This may help in addressing factors which hinder students from lower socioeconomic status fail to gain admission into national and extra county secondary schools instead of being replaced whenever they are unable to take up the reserved admission chances.

### **3. Statement of the Problem**

The Sustainable Development Goal No.4 envisions a world with equitable access to quality education at all levels and a world free from poverty by the year 2030. However, despite the progress made by increasing enrollment of students in secondary schools, equity in access to quality secondary education remains an issue of concern in Kenya. To promote equity in admission of students to the national and extra county secondary schools, the government introduced the quota admission policy which seeks to ensure equitable placement of students basing on where one schooled at primary school level and his or her sub county of residence with aim of enabling students who attend public primary schools and especially those from low socio-economic status are enabled to gain admission into national and extra county secondary school levels. However, after the initial placement of students into various categories of secondary schools in Kakamega County, a significant number of students (23.01%) on average seek transfers to join different categories of secondary schools. This is likely to alter the enrolment pattern of students in the various categories of secondary schools as intended in the quota admission policy. Nevertheless there are no empirical studies on the extent of equity in access to quality secondary school education under the application of the quota admission policy in Kenya. In this regard, this study was conceptualized to examine the impact of quota admission policy on equitable access to quality secondary school education in Kakamega County in Kenya in general

## **4. Methodology**

### **4.1. Research Design**

This study used the descriptive research design. The design involves the collection of quantifiable data that can be used for statistical analysis of research problems and can be used to compare different variables (Orodho 2002) hence the research design was appropriate for examining the relationship between the independent and the dependent variables in this study. The design also enabled the researcher to collect information by administering questionnaires to a large sample of students within a short period of time.

### **4.2. Target Population and Sample Size**

The sampling frame for this study was the public secondary schools in Kakamega County with focus on form one students enrolled in the various categories of Public Secondary Schools. Therefore, this study targeted 22,220 form one student of the 2020 cohort and 344 principals in Kakamega County. From the target population 2220 students and 45 secondary schools principals were sampled using stratified, proportionate and simple random sampling techniques. Stratified sampling technique was used to ensure the four clusters of secondary schools are represented in the sample.

### **4.3. Instruments**

The questionnaire was the main study instrument that was selected based on the audience, time and study objectives. Questionnaires are appropriate when handling a large sample of respondents and when collecting data that requires confidentiality, hence preferred for this study (Orodho 2002). There were two different questionnaires which were administered – one to students and the other one to school principals. To get more specific answers, the questionnaires had closed-ended items. The students' questionnaire had two sections. The first section required students to fill in personal information about their socioeconomic status; the information sought included; gender, parents' education level, occupation and income of the family. The second section, sought data on the category of primary school attended, sub county of residence, category of secondary school admitted into, the type of admission either by initial placement or through the replacement process, and reasons for failing to join school of initial placement.

The principals' questionnaire required the respondents to provide information about; the name and category of their schools, the number of students selected on the initial selection list to their schools, the number of students who joined their schools from the selection list, and the number of students admitted through replacement process.

### **4.4. Data Analysis**

Data cleaning and coding was done prior to analysis. Analysis of data was then done using SPSS version 22 to obtain percentages and frequency distribution for reporting on the impact of quota admission policy on equitable access to quality secondary school education opportunities. Conclusions and recommendations were made

basing on the results of data analysis in line with research objectives. The data collected and analyzed for the first objective was used to examine extent to which type of primary school attended impacted on students' chances of joining various categories of secondary schools. The independent variable during the analysis was categorized into public or private primary schools being an ordinal scale. The dependent variable was measured by counts for the proportion of students who were enrolled into various categories of secondary schools and was also measured at ordinal scale.

The data collected and analyzed for objective two was used to examine the extent to which students' sub county of residence impacted on students' chances of joining various categories of secondary schools. The independent variable was categorized into students who enrolled from sub counties within Kakamega county or students enrolled from sub counties outside Kakamega County and was measured on a nominal scale. The dependent variable was measured by counts for the proportion of students who were enrolled into various categories of secondary education in Kakamega county and was measured at ordinal scale.

The data collected and analyzed for objective three was used to establish the extent to which students' socioeconomic status impacted on their access to quality secondary education opportunities. The independent variable (students' socioeconomic status) was categorized into USES, MSES and LSES and was measured at ordinal scale. The Socioeconomic Status was generated using scores on income, parents' level of education, occupation, and place of residence. Socioeconomic scores were between 5 and 45. The students' socioeconomic status was then stated as either Lower Socioeconomic Status (LSES) scores 5-19, Middle socioeconomic status (MSES) scores 20-32 and Higher Socioeconomic Status (HSES) scores 33-45. The dependent variable (equitable access to quality secondary school education) was indicated by counts for the proportion of students from USES, MSES, and LSES who were enrolled into various categories of secondary schools in Kakamega County, Kenya and was measured at ordinal scale.

#### 4.4.1 Description of the variables used in the data analysis

The first independent variable (type of primary school attended) was coded as 1=private primary school and 2=public primary school and was determined on an ordinal scale. The second independent variable (students' sub county of residence) was coded as 1=sub counties from within Kakamega County and 2=sub counties from outside Kakamega County and determined on a nominal scale. The third independent variable (students' socioeconomic Status) was coded as; 1=HSES, 2=MSES and 3=LSES and measured on an ordinal scale. The dependent variable (counts for proportion of students' enrolled into various categories of secondary school) was coded as 1=national, 2=extra-county, 3=county and 4=sub-county. The data collected on the independent and dependent variables was used in the analysis of research objectives.

## 5.0 Findings and Discussions

### 5.1 Type of primary school attended and equitable access to quality secondary school education

The first objective of this study was to examine the impact of students' type of primary school attended on equitable access to quality secondary school education opportunities in Kakamega County in Kenya. The objective called for counts for proportion of students from public and private primary schools enrolled into various categories of secondary schools. This data was important in assessing the level of equity in access to quality secondary school education opportunities by comparing the proportion of students admitted from public and private primary schools into various categories of secondary schools. The results are shown in Table 1

Table 1: Distribution of students across the four school categories by type of primary school attended

Category of Secondary School	Type of primary school attended				Total
	Private primary	%	Public primary	%	
National	152	63.1%	89	36.9%	241
Extra County	249	56.5%	192	43.5%	441
County	35	7.5%	430	92.5%	465
Sub-county	20	2.9%	674	97.1%	694
<b>Total</b>	<b>456</b>	<b>24.8%</b>	<b>1385</b>	<b>75.2%</b>	<b>1841</b>

The descriptive statistics in Table 1 indicated that, out of the 1841 students respondents, majority of students 1385 (75.2%) attended public primary schools compared to 456 (34.76%) of those who attended private schools. However, the minority of students that attended private primary schools were highly represented in national secondary schools 152 (63.1%) and extra county secondary schools 249 (56.5%), while majority of those who attended public primary schools were mostly admitted into the County and sub county Secondary Schools at 430 (92.5%) and 674 (97.1%) respectively. The results indicate that only 89 (36.9%) and 192 (43.5%) from public primary schools secured enrolment into national and extra-county secondary schools respectively. The results are indicative that those students who can afford to attend private primary schools have more chances of being enrolled into the national and extra-county public secondary schools in Kakamega County.

### 5.2 Students' sub county of residence and equitable access to quality secondary school education

The second objective of this study was to examine the impact of students' sub county of residence on equitable access to quality secondary school education opportunities in Kakamega County, Kenya. This study objective called for counts for proportion of students from sub-counties within Kakamega County and from sub counties outside Kakamega County who were enrolled in the various categories of secondary schools – national, extra country, county and sub-county. This data was important in assessing the impact of quota admission policy on equitable access to quality secondary school education opportunities by comparing the proportion of students admitted into various categories of public secondary schools from sub counties in Kakamega County and those from other sub counties outside Kakamega County. The results of the analysis of the distribution of students in the various categories of secondary schools by students' sub county of residence were as presented in Table 2 below.

**Table 2: Distribution of students across the four school categories by sub county of residence**

Category of Secondary School	Sub county of residence				Total
	Within Kakamega	%	Outside Kakamega	%	
National	127	52.7%	114	47.3%	241
Extra County	258	58.5%	183	41.5%	441
County	352	75.7%	113	24.3%	465
Sub-county	582	83.9%	112	16.1%	694
<b>Total</b>	<b>1,353</b>	<b>73.5%</b>	<b>488</b>	<b>26.5%</b>	<b>1841</b>

The descriptive statistics in Table 2 indicate that 127(52.7%) of students admitted in national secondary schools and 258(58.5%) admitted in extra county were from sub counties within Kakamega county while 114(47.3%) of students in national schools and 183(41.5%) of students in extra county secondary schools were from sub counties outside of Kakamega County. The findings further indicated that majority of students enrolled into County secondary schools (352 (75.7%)) and sub county secondary Schools (582 (83.9%)) were from sub counties within Kakamega County.

### 5.3. Students' socioeconomic status and equitable access to quality secondary school education

The third objective of this study was to examine the impact of students' socioeconomic status on equitable access to quality secondary school education opportunities in Kakamega County, Kenya. This study objective sought to examine the proportion of students enrolled into the four categories of secondary schools by socioeconomic status. This data was important in assessing the level of equity in access to quality secondary school education opportunities by comparing the proportion of students admitted into various categories of secondary schools from Lower, Middle and upper socioeconomic backgrounds as presented in table 3.

**Table 3: Distribution of students by socioeconomic status in the various categories of public secondary schools**

Category of Secondary School	Number of students by Socio-economic groups						
	No of students in USES	%	No of students in MSES	%	No of students in LSES	%	Total
National	138	57.3%	87	36.1%	16	6.6%	241
Ex-County	175	39.7%	224	50.8%	42	9.5%	441
County	80	17.2%	124	26.7%	261	56.1%	465
Sub county	31	4.5%	96	13.8%	567	81.7%	694
<b>Total</b>	<b>424</b>	<b>23.0%</b>	<b>531</b>	<b>28.8%</b>	<b>886</b>	<b>48.1%</b>	<b>1841</b>

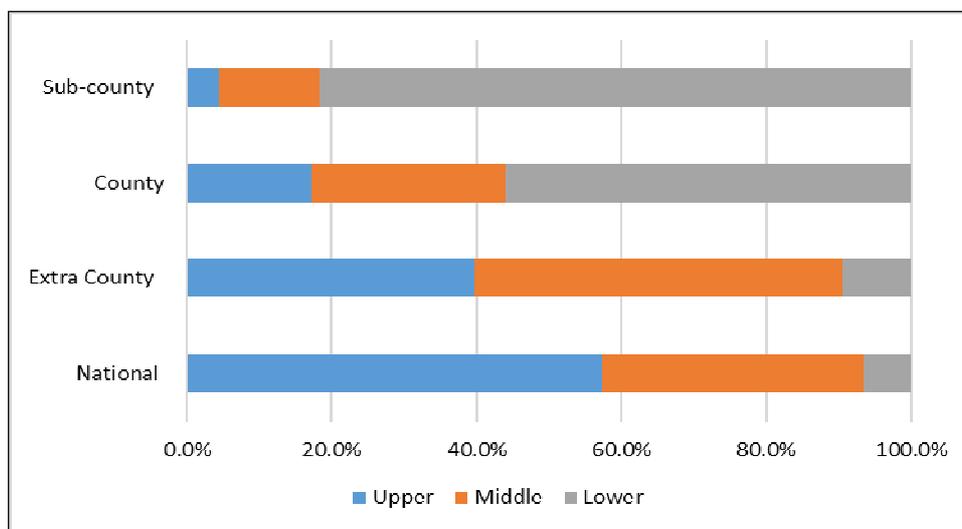
From the study findings in Table 3, the distribution of students by socioeconomic status indicated that students admitted in national secondary schools 138(57.3%) and those in extra county secondary schools 175(39.7%) were from USES. The results further indicated that students from MSES were 87(36.1%) in national secondary schools and 224(50.8%) in extra county secondary schools. Only 16(6.6%) of students enrolled in national and 42(9.5%) in extra county secondary schools were from LSES. Students from LSES status were the majority in county secondary schools 261(56.1%) and in Sub County secondary schools 267(81.7%) respectively. The study findings indicated that, those who came from backgrounds with higher socioeconomic, had relatively higher and better chances of enrolling into national and extra county secondary schools while the lower the socioeconomic status students' had less chances of joining national and extra county secondary schools

The Chi square test results for the relationship between students' socioeconomic status and chances of enrolling into various categories of Public Secondary Schools based on the study findings indicated a strong

statistical significance ( $Pr=0.0237$ ) between the socioeconomic status and the category of school that the students were enrolled in as shown in table 4 and figure 1.

**Table 4: Distribution of socioeconomic Groups across the Schools**

Category of secondary School	Socioeconomic groups				Pearson chi2 (4)	Pr
	Upper	Middle	Lower	Total		
National	57.3%	36.1%	6.6%	241	4.0136	0.0237
Extra County	39.7%	50.8%	9.5%	441		
County	17.2%	26.7%	56.1%	465		
Sub-county	4.5%	13.8%	81.7%	694		
<b>Total</b>	<b>23.0%</b>	<b>28.8%</b>	<b>48.1%</b>	<b>1841</b>		



**Figure 1: Comparative representation of socioeconomic Groups across the Schools**

Based on the influence of students' socioeconomic status on equitable access to quality secondary school education opportunities the researcher turned attention to the proportion of students admitted into the various categories of secondary schools through replacements. The results on the proportion of students by socioeconomic status is shown in Table 5

**Table 5: Distribution of students admitted through replacement process across the various categories of schools by socioeconomic status**

Category of Secondary School	Socio-economic status						Total
	Upper	%	Middle	%	Lower	%	
National	38	65.9%	24	41.4%	0	0.0%	58
E/County	91	49.5%	89	48.4%	4	2.2%	184
County	37	19.1%	27	13.9%	130	67.0%	194
S/county	0	0.0%	28	7.4%	352	92.6%	380
<b>Total</b>	<b>172</b>	<b>21.1%</b>	<b>158</b>	<b>19.4%</b>	<b>486</b>	<b>59.6%</b>	<b>816</b>

The results in Table 5 indicate that students from USES 38(65.9%) and MSES 24(41.4%) took all the replacement vacancies in the national secondary schools while majority of the replacement places in County and sub county secondary schools were taken by students from LSES 130 (67.0% and 352(92.6%) respectively. This is an indication that students from LSES are less likely to benefit from the admission vacancies at national and extra county secondary schools during replacement process.

## 6.0 Summary of Key findings

The study results on the first objective in Table1 revealed that students who attended private primary schools were highly represented in the national and extra county secondary schools enrolment compared to those who attended public primary schools. The results further indicated that majority of students who attended Public Primary Schools joined county schools and sub county schools. It therefore follows that the type of primary school attended explains variations in access to various categories of secondary schools in Kakamega County.

The study results on the second objective in Table 2 indicated a fair representation of students by Sub County of residence in the national and extra county secondary schools. The results further revealed that the

majority of the students enrolled into the county and sub county secondary schools were from sub counties within Kakamega County.

The study results on the third objective presented in Table 3 showed that majority of students from USES and MSES were enrolled into national and extra county secondary schools compared to students from LSES who dominated admission at county and sub county secondary schools. The study results indicated a strong statistical relationship with a significance ( $Pr=0.0237$ ) between the socioeconomic status and the category of secondary school in which students are admitted.

## 7.0 Conclusions and Recommendations

The research findings on the impact of students' type of primary school attended on equitable access to quality secondary school education in Kakamega County indicated that students who attend private primary schools are more likely to join national and extra county secondary school schools compared to their counterparts from public primary schools. Therefore, despite the adoption of the quota admission policy in Kenya, the intended goal of ensuring equitable access to quality secondary schools based on whether the students attended public or private primary schools is not being realized in Kakamega County. It is therefore recommended that; the Ministry of Education should enhance the quality of education provided in public primary schools by increasing the teaching- learning resources to enable students who attend public schools perform well in the secondary schools' entrance examinations so that they can compete favorably for the limited admission opportunities in the highly competitive schools of national and regional status.

The research findings on students' sub county of residence and access to quality secondary school education indicated a fair representation of students enrolled in national and extra county secondary schools from sub counties within Kakamega County as well as from sub counties outside the County. The results further indicated that majority of students enrolled in the county and sub county secondary schools were from within Kakamega County. Therefore the intended goal of promoting equitable access to quality secondary school education among students from various sub counties in the country is fairly being realized. It is recommended that the Ministry of Education should improve the quality of education provided in the county and sub county secondary schools by providing adequate resources to match those in national and extra county secondary schools so that such schools become attractive to parents hence promoting equitable access to quality secondary school education.

The study results on the proportion of students from different socioeconomic status enrolled into various categories of secondary schools indicated a strong statistical significance ( $Pr=0.0237$ ) between the socioeconomic status and the category of secondary school in which students are admitted. The results showed that students from HSES were more likely to be enrolled into national and extra county secondary schools while those from LSES were less likely to enroll into these highly selective status secondary school categories. Therefore, despite the implementation of quota admission policy, the intended purpose of ensuring equitable access to quality secondary school education by students from various socioeconomic backgrounds remains unrealized in Kakamega County. It is recommended that the Ministry of Education should closely monitor the implementation of quota admission policy and address challenges preventing students from LSES to join schools of initial placement instead of replacing them whenever they fail to take up the assigned admission slots under the quota admission policy.

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