

Provision of Basic Needs and Learner Retention in Free Day Secondary Education in Busia County, Kenya

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Abstract- In an effort to ensure that the populations in Kenya especially children from very poor households access education and better the quality of their lives, the Kenya government developed and operationalized the free day secondary education in enhancing learners' retention. The purpose of this study was to determine the effect of provision of basic needs by parents on learner retention in secondary schools. A questionnaire and an interview schedule were used for data collection. Data was analyzed using; frequencies, percentages, means, standard deviation Spearman's correlation and linear regression statistics. The study concluded that provision of basic needs by parents has statistically significant effect on learner retention.

Index Terms- Basic Needs, Learner, Provision, Retention,

I. INTRODUCTION

It is possible to use family income to pay for structured after-school events, access elite educational opportunities or create useful social networks (Lareau 2011). Children from deprived families are limited by the financial resources they possess along with their relatives (Crosnoe and Cooper 2010). As such, economic opportunity dictates to what degree parents are willing to provide financial assistance to the academic interests of children. These may result into educational inequality, which may occur in multiple forms.

In relation to the current study, Kapinga (2014) assessed the impact of family socio-economic status on students' academic performance in secondary schools in Tanzania. A sample of 60 informants was drawn from teachers, students and parents using purposive sampling. Interviews and focused group discussions were used to gather information. Data were analysed qualitatively. The study findings indicated that majority of the students were from low family socio-economic background. The study therefore, concluded that there exists a positive relationship between parental socio-economic status and student academic performance. However, the researcher was skeptical on generalizability of the findings due to the differences in education systems of Tanzania and Kenya. The current study therefore sought to address the gap.

Dobrotić et al. (2016) opines that parents with a lower socioeconomic status are exposed to exhibit higher levels of stress caused by problems in providing for their family's basic needs, the child's problems at school and lack of support in the family and community. They further state those financial challenges such as, unfavorable living and housing conditions and conflicts between children because of confined space, make it difficult to cope with the school curriculum, and parents do not know how to help their children to do homework and study for school. They further indicate that children from lower socioeconomic status families are discriminated against by teachers and other children leading to the child becoming withdrawn, uncommunicative and refuse to go to school trips. Whereas this study on the role parents in provision for their children in difficult circumstances was done abroad and indicated a relationship between the variables, the current study will be done locally and will endeavor to differentiate the role of the effect of parental participation on subsidized secondary education and learner retention in secondary schools in Busia County Kenya.

Suleman et al. (2012) examined the impact of socioeconomic parental status on secondary school student academic achievement in Karak District, Khyber Pakhtunkhwa, Pakistan. The analysis was delimited

to the high schools in Karak District with only sixty government students. The research was delimited further to 10th Grade candidates. 1500 secondary school students were selected via simple random sampling technique to show adequate representation of the population. The research was form of survey, and thus a self-developed standardized questionnaire was used for data collection. For statistical analysis of the data chi-square and percentage were used. The study established that parental income level affect the academic achievement of secondary school students. However, the generalization of the findings was limited to Pakistan secondary schools since they operate under different environments from Kenyan public day schools. The present study therefore aimed at filling the gap.

Van de Wefhorst and Mijs (2010) addressed their presence in a similar analysis through the disparity of educational opportunity in terms of the impact of socio-economic status on the test scores of the learners. According to the authors, these two features of inequality are conceptually different in that an educational system may have equality in terms of dispersal (or variance) in educational achievement but inequality in terms of opportunities; but, in general, communities that are equal in terms of dispersal are often more equal in terms of opportunities. Family socio-economic status has thus become increasingly significant in deciding the achievement of personal education, which has not been dampened by the expansion of schools (Cheadle, 2008). However, the research methodology to Van de Wefhorst and Mijs (2010) study was not clear, limiting the generalizability of the findings to other population. The current study employed ex-post facto research design to fill the gap.

Similarly, at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia, Gemechu (2018) examined the impact of family socio-economic status on the academic achievement of students. Descriptive research architecture for the survey was hired. Students from the College of Education and Behavioral Sciences were the main population. Via stratified random sampling 172 students were taken from the target population. The researcher used descriptive statistical techniques (frequencies, percentages, means, and standard deviation) to describe the dispersion or variation of the respondents to make the interpretation of the results descriptively simpler. For data analysis, bivariate correlation, one-way ANOVA, and step by step multiple regression) were used. The level of meaning was taken to be $\alpha = 0.05$. The findings showed us that the family income has added nothing new to the academic success of the students. However, Gemechu (2018) focused on a single University in Ethiopia which limited generalizability of the findings to other populations in different geographical settings like public day secondary schools in Kenya.

Human beings are motivated by goal achievement. They meet their individual wants and needs by accomplishing their goals. The brain prioritizes the needs in order of importance. Less instant needs have to be accomplished before more significant ones. Sometimes, students have other contemplations in their minds like hobbies, Personal lives, physical distractions like tiredness and hunger. When abstracted by the aforementioned they tend rank their own education accomplishment bellow the more immediate needs (Education Library, 2021).

Koskei, et al. (2020) sought to address the influence of parental support on the retention of boys in public primary schools in West Pokot County. The study employed a mixed methods approach to collect both qualitative and quantitative data. The study targeted 663 head teachers, 790 class-teachers and 6861 class eight boys in all the 663 public primary schools in West Pokot Count and 5 sub-county quality assurance officers who were purposively selected. Quantitative data was analyzed using descriptive statistics and regression analysis while qualitative data was analyzed using thematic content analysis and narrations. The study found out that inadequate provision of learning materials was a major impediment to boys' retention. The regression model showed that the influence of provision of learning materials was statistically significant at $\alpha = 0.000$ ($p < 0.05$). However, the generalizability of these findings was to be done with a lot caution as Koskei, et al. (2020) focused on boys' retention. The current study sought to address the gap.

Muya (2013) investigated the influence of provision of basic needs such as or example water, health services, food and uniform on students' participation in secondary school education in Turkana County, Kenya. The study was conducted using descriptive survey research design with a target population of 28 public secondary schools in Turkana County. Principals, teachers, students and DEOs were the respondents targeted by the study. Simple random technique was used to select 132 teachers and 2736 students and then purposive sampling to select 28 principals and 7 DEOs. Questionnaires, interview schedules and checklists were used as the main tools for collecting data and were designed basing on the objectives of the study. The study established that Lack of clean water has serious effects on students' academic performance and attendance rates. Majority of schools in Turkana County had access to piped water and boreholes as their main sources of water; however, it was not clean. Many health services were found to influence students' attendance and participation in secondary school education. Results from respondents indicated that a

majority of secondary schools (64.3%) in Turkana County had health services but without qualified personnel or none and right drugs put in place. In most cases principals were complaining of their learners missing lesson because of waterborne diseases. Findings indicate that parents (63.0%) play a great role of buying uniform to students while most parents buy only single pair of school uniform instead of two pairs of uniform. Wagaba (2017) investigated the relationship between parents 'provision of school needs and students' retention in Universal Secondary Education schools in Mbale district, Eastern Uganda. A cross sectional survey was used; adopting quantitative and qualitative approaches. Data from a sample of 196 respondents was obtained using questionnaires and interview guides which were analyzed descriptively and inferentially. The results of the study showed that parents' provision of school needs had a positive and significant relationship with students' retention ($r=0.967^{**}$, $Sig=0.007$); Student leave schools because parents are not able to provide for them the required school needs in terms of scholastic materials and personal effects. Although Wagaba supports the present study findings, generalizability of the results was limited since Wagaba focused on schools in Uganda where learning environment is different from Kenya. Therefore, the need for the current study to fill the gap.

According to Maluleke (2014) parents should be the first to provide for their child's needs, such as food, shelter and uniforms, and should support the school with regular and timely donations in the form of money, so that this will not affect their children's education. On Target Family Involvement (2000) explains that research on K-12 schools has linked parental involvement to learners' outcomes, including increased achievement in test results, decrease in dropout rate, improved attendance, improved learner behavior, improved teacher-parent relations, greater commitment to school work, and improved attitudes towards school.

Babirye (2006) noted that parents can participate by enhancing the implementation of the school curriculum in a way of contributing towards scholastic materials. Being a serious need for students' good academic performance, it was cited in the monitor publication (Daily monitor, 2014) that the LC5 Secretary for Education for Mbale District said that strict measures shall be taken against those parents who shy away from their responsibilities by not feeding and providing basic scholastic requirements for their children at school. This is an indication that parents' role of providing school needs to their children is very minimal.

Mwihia & Ongek (2019) investigated the factors that influence boy-child dropout from public secondary schools in Kinangop sub-county, Nyandarua County. The objectives of the study were to find out how socio-economic, socio-cultural and learner characteristics influence the drop out of the boy-child. The study adopted descriptive survey research design in which simple random sampling was used to select 148 respondents comprising of 16 principals and 132 class teachers. The findings indicated that the socio-economic, socio-cultural and learner characteristics influence boy-child drop out from public secondary schools. Low-income parents were found to have had difficulties in providing basic items to learners who became unmotivated and quit school to look for petty jobs.

Koskei et al (2020) sought to establish the influence of parental support on the retention of boys in public primary schools in West Pokot County. The study employed a mixed methods approach to collect both qualitative and quantitative data. The study targeted 663 head teachers, 790 class-teachers and 6861 class eight boys in all the 663 public primary schools in West Pokot Count and 5 sub-county quality assurance officers who were purposively selected. The study found out that lack of parental support in terms of parental involvement in boys' schooling, engagement in child labour, negative parental attitude, parental illiteracy and inadequate provision of learning materials was a major impediment to boys' retention. The regression model showed that the influence of parental support was statistically significant at $\alpha= 0.000$ ($p< 0.05$). This led to the conclusion that parental support influenced boys' retention in school.

II. METHODOLOGY

2.1 Research Design

The study adopted a descriptive survey research design, which has enough provision for protection from bias and maximizes reliability (Kothari, 2016). In addition, the design was appropriate for this study because it is flexible and allows the researcher to get clarity of information given the diversity of quantitative and qualitative methods of data collection (Orodho, 2013).

2.2 Sample Size and Sampling Technique

Table 1: Sampling frame

Population Category	Target Population	Sample Proportion (%)	Sampling Technique	Sample Size
Schools	161	30	Simple Random	48
Principals	161	30	Purposive	48
Students Representatives	959	15.6	Simple Random	150
Class Teachers	220	50	Simple Random	110
Total	1340			308

III. RESULTS AND DISCUSSION

3.1. Effect of Provision of basic needs by parents on learner retention in Busia County

The second objective sought to determine the effect of provision of basic needs by parents on learner retention in Busia County. Data was collected through questionnaires from the class teachers and students' representatives, closed interview schedule for principals.

3.2. Response from Students Representatives on effect of Provision of basic needs on learner retention

The students' representatives were asked to indicate the degree to which they agreed or disagreed with various statements on Provision of basic needs by parents and learner retention in Secondary schools in Busia County. In this study the score of 1 was assigned to strongly disagree, 2 to disagree, 3 to not sure, 4 to agree and 5 to strongly agree. The findings are summarized in Table 2.

Table 2: Student responses on Parental provision of basic needs and learner retention

Attributes of basic needs	SD		D		UD		A		SA		Mean	Std.
	n	%	n	%	n	%	n	%	n	%		
My friends / classmates who are well equipped with basic items like uniform and transport are more likely to be retained in school	11	9%	17	13%	6	4%	66	49%	35	26%	3.72	.568
My friends / classmates who are facilitated with enough pocket money are likely to concentrate in their studies and remain in school	25	19%	35	26%	9	6%	32	24%	35	26%	3.14	.856
My friends / classmates whose parents provide extra scholastic materials like set books, revision materials like set books, revision materials, transport are likely to be retained in school.	55	40%	46	34%	9	6%	9	6%	14	11%	2.06	.325
My friends / classmates who are provided with sufficient personal effects like sanitary towels for girls are more likely to be retained in school.	9	6%	17	13%	6	4%	55	40%	49	36%	3.90	.152
Valid N (list wise)	135											

KEY: 5- Strongly Agree, 4 -Agree, 3-Undecided, 2- Disagree, 1-. Strongly disagree

Source: Field Data 2022

Table 2 sought to determine the various aspects of provision of basic needs by parents on learner retention in Secondary schools in Busia County. The students’ representatives agreed that classmates who are well equipped with basic items like uniform and transport are more likely to be retained in school (Mean = 3.70, SD = 0.568). The student representatives who strongly agreed were 35(26%) while 66 (49%) of them agreed. Only 6(4%) students’ representatives were undecided but 17 (13%) disagreed and a total of 11 (9%) students strongly disagreed.

The respondents agreed that classmates who are facilitated with enough pocket money are likely to concentrate in their studies and remain in school (Mean = 3.14, SD = 0.856). 25 (19%) respondents strongly agree, 35(26 %) respondents agree, 9 (6%) respondents were undecided, 32 (24%) respondents disagreed and 35 (26%) respondents strongly disagreed.

The students’ representatives generally disagreed that classmates whose parents provide extra scholastic materials like set books, revision materials like set books, revision materials and transport are likely to be retained in school (Mean = 2.06, SD = 0.325). students’ representatives who strongly agreed were 14(11%) while those who agreed were 9(6%) and those who were undecided were 9 (6%). A total of 46 (34%) disagreed and 55(40%) of students’ representatives strongly disagreed.

Further, the students’ representatives generally agreed that classmates who are provided with sufficient personal effects like sanitary towels for girls are more likely to be retained in school. (Mean = 3.90, SD = 0.152). The respondents who strongly Agreed were 49(36%) while 55(40%) students’ representatives agreed. Only 6(4%) of the respondents were undecided but a larger proportion of 17(13%) students’ representatives disagreed and 9(6%) of the students’ representatives strongly disagreed.

3.3. Response from class teachers on Provision of basic needs

The class teachers were asked to indicate the degree to which they agreed or disagreed with various statements on provision of basic needs by parents on learner retention in secondary schools in Busia County. In this study the

score of 1 was assigned to strongly disagree, 2 to disagree, 3 to not sure, 4 to agree and 5 to strongly agree. The findings are summarized in Table 3.

Table 3: Class teachers’ responses on parental provision of basic needs and learner retention

Attributes of Provision of basic needs	SD		D		UD		A		SA		Mean	Std.
	n	%	n	%	n	%	n	%	n	%		
Students who are well equipped with basic items like uniform are more likely to retain in school.	4	4%	20	20%	6	5%	48	48%	24	24%	3.67	.562
Students who are facilitated with enough pocket money are more likely concentrate in their studies	11	11%	46	45%	5	5%	21	20%	19	19%	2.89	.965
Students with adequate basic items always complete schooling.	12	12%	29	28%	5	4%	38	38%	19	19%	3.24	.562
Adequate provision of basic items by parents retains learners in schools	20	19%	60	58%	4	3%	15	14%	3	3%	2.25	.865
Learners whose parents provide extra scholastic materials like set books: revision materials contribute to their retention	4	4%	20	20%	6	6%	51	50%	20	20%	3.58	.741
Valid N (list wise)	102											

KEY: 5- Strongly Agree, 2 -Agree, 3-Undecided, 2- Disagree, 1-. Strongly disagree

Source: Field Data 2022

Research results in Table 3 revealed that a larger proportion of Students who are well equipped with basic items like uniform are more likely to be retained in school. (Mean = 3.67, SD = 0.562). Teachers who strongly Agreed were 24(24%) respondents strongly agreed while 48 (48%) respondents agreed, only 6(5%) were undecided while a larger proportion of 20(20%) disagreed and 4 (4%) strongly disagreed.

The respondents disagreed that students who are facilitated with enough pocket money are more likely concentrate in their studies (Mean = 2.89, SD = 0.965). The respondents that strongly agreed were 19 (19%) while those who agreed were 21(20%). Those who were undecided were only 5 (5%) but majority of the respondents represented by 46 (45%) disagreed with the statement and 11 (11%) of the respondents strongly disagreed.

The class teachers agreed that Students with adequate basic items always complete schooling. (Mean = 3.24, SD = 0.562). Class teachers who strongly agreed were 19(19%) while the majority of the class teachers represented by 38(38%) agreed. The class teachers that were undecided were 5(4%). Those that disagreed were 29 (28%) while 12 (12%) of the class teachers strongly disagreed.

Research results also showed that the class teachers disagreed that adequate provision of basic items by parents retain learners in schools (Mean = 2.25, SD = 0.865). A small proportion of 3 (3%) of class teachers strongly agreed but 15(14%) class teachers agree, 4(3%) class teachers were undecided, 60(58%) class teachers disagreed and 20(19%) of the class teachers strongly disagreed.

In terms of provide extra scholastic the teachers agreed that Learners whose parents provide extra scholastic materials like set books contribute to their retention (Mean = 3.58, SD = 0.741). The class teachers who strongly agreed were 20 (20%) Strongly agreed while those who agreed were 51(50%). A proportion of 6(6%) were undecided while the largest proportion of 20(20%) disagreed that Learners whose parents provide extra scholastic materials like set books contribute to their retention in school and 4(4%) strongly disagreed.

3.4. Hypothesis testing

The null hypothesis, H02 ‘There is no significant effects of parental provision of basic need on learner retention in Secondary schools in Busia County

In order to establish the effect of parental funding on learner retention the study the study used the multiple regression analysis inferential technique. The analysis consisted of a correlation matrix, the Model summary and coefficients of multiple regression.

The general form of the regression model was of the form:

$$Y = \alpha_0 + \alpha_1J_1 + \alpha_2J_2 + \alpha_3J_3 + \alpha_4J_4 + \alpha_5J_5 + \epsilon.$$

where

Y = Learner retention

J1= Better equipped with items

J2= Enough pocket money

J3= Adequate basic items

J4= Extra Scholastic materials

α = Coefficient of variation

ϵ_1 = the error term.

3.5 Correlation matrix

The study computed the Pearson’s correlation analysis in order to find out the nature and strength of relationships among the variable in the model. The findings are as shown in Table 4

Table 4: Pearson’s correlation between Correlation between basic needs by parents and learner retention in Busia County

Basic needs by parents and learner retention (Pearson’s Correlation)		Y	J1	J2	J3	J4
1	Y	Sig. 1				
2	J ₁	.754**	1			
3	J ₂	Sig. 0.624	.524**	1		
4	J ₃	Sig. .006	.127		1	
5	J ₄	Sig. .625**	.238	-.215		1
		Sig. .000	.425	.965		
		Sig. .452**	-.310	.126	.458**	
		Sig. .034	.65	.083	.064	

****.** Correlation is significant at the 0.05 level (2-tailed)

Source: Field Data 2021

Based on this correlation matrix in table 4, there exists a correlation between the most of the variables defining the provision of basic needs by parents and learner retention. All of the factors defining provision of basic needs correlated with learner retention. There was a high and positive significant correlation between variable J₁ and Y (r= +0.754, p<0.05); between J₂ and Y (r=+0.624, p<0.05); J₃ and Y (r = +0.625, p<0.05); and between J₄ and Y (r = +0.452, p<0.05).

Hence, the independent variables J₁, J₃, J₄ and J₅ were considered adequate for analysis in the regression model. The correlation matrix further reveals no significant relationships among the independent variables hence there was limited multicollinearity.

3.6 Model summary and ANOVA

The second part of the regression analysis consisted of the model summary. In this study, regression model was used where the model summary, variance (ANOVA) and standardized coefficients were applied. The findings were summarized in Table 5.

Table 5: Model Summary for provision of basic needs by parents on learner retention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.398a	.325	.272	.12586

Table 5 presents the model summary of regression statistics of parental funding on learner retention. The findings in Table 5 show that correlation coefficient ($r = 0.398$) for the regression analysis. This represents a moderate and positive relationship between the independent variables of parental provision of basic needs and learner retention.

Table 5 also presents the coefficient of determination given by R- square of 0.325 which show the proportion of variation in learner retention in secondary schools in Busia County that could be attributed to provision of basic needs by parents. R^2 of 0.325 implies 32.5% of variation in learner retention in secondary schools in Busia County is attributed to provision of basic needs by the parents.

The study sought to test the significance of the regression model. To achieve that, the F test for ANOVA was performed and results were presented in Table 6.

Table 6: ANOVA for Provision of basic needs on learner retention

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	8.256	2	2.562	35.236	.000 ^b
Residual	78.265	235	.365		
Total	86.521	237			

a. **Dependent Variable:** learner retention

b. **Predictors:** (Constant), J₁, J₂, J₃, J₄

Table 6, demonstrates that there was a significant regression equation for the dependent variable Learner retention and the independent variables defining provision of basic needs by parents, $F_{(2,235)} = 35.236$, $p < 0.05$).

3.7 Regression Coefficients

In order to assess the significance of the coefficients for variables of provision of basic needs, the t-test for regression coefficients and standardized beta values was conducted. The unstandardized coefficients, the standardized beta coefficients and the t-test values were presented in table 7

Table 7: Coefficients for provision of basic needs and learner retention

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.125	.101		30.256	.000
J ₁	.204	.125	.196	3.256	.000
J ₂	.132	.070	.125	2.537	.035
J ₃	.074	.025	.064	3.425	.007
J ₄	.112	.086	.078	4.592	.026

a. Dependent Variable: learner retention

Source: Field Data 2022

Table 7 Reveals the coefficients for the constant, J₁, J₂, J₃ and J₄ were found to be significant at the 0.05 level of significance with $t_{(235)} = 3.256$, $p < 0.05$, $t_{(235)} = 2.537$, $p < 0.05$, $t_{(235)} = 3.425$, $p < 0.05$ and $t_{(235)} = 4.592$, $p < 0.05$) respectively.

Based on the unstandardized coefficients in Table 7, the regression model predicting Learner retention based on provision of basic needs by parents was outlined as below:

$$Y = 3.125 + 0.204J_1 + 0.132J_2 + 0.074J_3 + 0.112J_4 + e$$

The study rejected the null hypothesis stating that there is no significant effect of provision of basic needs on learner retention. A multiple regression model computed to predict learner retention basing on provision of basic needs by parents found a significant effect ($F_{(2,235)} = 35.236, p < 0.05$).

The multiple regression model indicates that 7.8% of changes in learner retention can be attributed to students being better equipped with items like uniform (J_1), 2.5% can be attributed to provision of adequate pocket money (J_2), 13.6% of the change to provision of adequate basic items (J_3) while 10.6% of the change could be attributed to provision of extra scholastic materials.

The study therefore determined that where parents provide basic needs such as pocket money, school uniform and toiletries, the learners are more likely to be retained in school while the absence of such basic needs contributes to learner drop out hence reduces learner retention.

Interviews with the principals over basic needs by parents and learner retention supported the findings. The principals were asked to explain parents' role in provision of basic needs of the student and learner retention. Majority of the principals noted that learners whose parents catered for their basic needs are likely to remain in school

One principal noted;

"Learners who are well catered for mostly remain in school because they enjoy being in school and have no stress. The learners do not have divided attention/responsibility which would otherwise make them find means of making money."

Another principal noted

"Well provided for learners stay in school and complete. Those lacking necessities get married or look for jobs and leave school"

Another principal noted

"Poor provision of basic needs makes a number student drop out to engage in odd jobs to get the basics, this leads to absenteeism and eventual drop out"

These findings agree with Dobrotić *et al.* (2016) who established that learners with parents from lower socioeconomic status are exposed to higher levels of stress caused by problems in providing for their family's basic needs hence the child's faces problems at school because of lack of support in the family and community.

The findings also support Muya (2013) who established that lack of clean water and school uniform had very serious effect on students' academic performance and attendance rates in Turkana County. In the study, principals were complaining of their learners' missing lessons because of waterborne diseases and though most parents (63.0%) played a great role of buying uniform to students while most parents buy only single pair of school uniform instead of two pairs of uniform which negatively affected learner attendance.

The findings also support the study of Koskei *et al.* (2020) in a study in West Pokot County which found out that lack of parental support in terms of parental involvement in boys' schooling, engagement in child labour, negative parental attitude, parental illiteracy and inadequate provision of learning materials was a major impediment to boys' retention. The study concluded that parental support influenced boys' retention in school.

Hence the conclusion of this study that parental provision of basic needs to learners significantly affects learner retention is supported by many studies. The failure of parents to provide school uniform, pocket money and toiletries significantly lowers the rates of retention of learners in secondary schools. Despite the existence of a government subsidy that has considerably lowered the costs of education borne by parents, learners in secondary school still fail to graduate from the secondary school cycle because of parents' failure to afford certain basic necessities needed to sustain learners in school. As a result, the intended objective of the government of Kenya to achieve Free Basic Education for all has not been fully achieved.

IV. CONCLUSIONS

The study concludes that provision of basic needs by parents has statistically significant effects on learner retention in free day secondary education in Busia County.

V. RECOMMENDATIONS

The study recommended that the government should consider supporting needy students with basic needs in order to enhance retention in secondary schools.

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