

Abstract

This study sought to determine the influence of home-school distance on students' participation in public day secondary schools in Makueni County, Kenya. Concurrent research design of mixed methods methodology was used. The study targeted 250 principals, 380 Form 4 class teachers, 250 PA chair persons and 108 area chiefs. The sample size included 50 principals, 76 class teachers, 50 PA chairpersons and 20 chiefs, making a total of 196 participants. Questionnaires, interview schedules and document analysis were used to collect data. Quantitative data was analyzed using descriptive and inferential analysis. The quantitative data was presented using frequency tables and graphs while qualitative data was analyzed thematically and presented using narratives and appropriate verbatim quotes. Descriptive statistics used were mainly mean and standard deviation while inferential statistics used were both correlation and regression analyses. Pearson's correlation coefficient was used to determine association /correlation between home-school distance and students' participation in public day secondary schools. Bivariate regression analysis was used to show the influence of home-school distance on the students' participation in public day secondary schools. The study established that home-school distance had an inverse significant influence on students' participation in these schools. The study called for construction of more public day secondary schools in strategic areas near communities and expansion of boarding facilities. The study recommended that school administrators should collaborate with local administrators to ensure safety of students to and from school among other recommendation.