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## Relationship between

Over the years, Kenya like many other nations of the world has struggled to provide its citizens with education and particularly basic education. Provision of basic education and achievement of Education for All by the year 2015 has been a global concern. The government of Kenya has committed substantial amount of resources and applied a number of strategies such as provision of FPE in 2003 and FSE in the year 2008. However, gender disparity in enrolment in secondary schools is still persistent. This study attempted to establish the relationship between home based factors and gender disparity in enrolment in mixed day secondary schools in Kericho County, Kenya. The objectives of this study were to determine the relationship home based factors and gender disparity in enrolment in public mixed day secondary schools in Kericho County. The study was guided by Social Demand Theory which perceives education as a social good rather than investment good and, therefore, all children have a right to education. The study adopted descriptive survey research design. The study targeted 124 mixed day secondary schools. The target population consisted of 124 principals and 9,418 students. Sampling techniques applied included purposive and systematic sampling techniques. Sample size of the principals was determined by applying Kerlinger 30% rule whereas for the students Cochran formula was used. The sample size consisted of 38 principals and 384 students. Data for the study was collected by use of questionnaires. The study revealed that there exists a statistically significant relationship between Home based factors and Gender Disparity ( $r=0.774$ ;  $p<0.05$ ). It was also found that child labour is related to gender disparity in enrollment. The findings of the study would help educational administrators and policy makers to eradicate gender disparity in enrolment in secondary schools, in Kericho County, Kenya. The researcher satisfied ethical considerations.

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