IMPACT OF URBANIZATION ON ACCESS TO EDUCATION IN
PUBLIC PRIMARY SCHOOLS IN HOMABAY MUNICIPALITY
OF HOMA-BAY COUNTY

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DEGREE OF MASTER OF EDUCATION IN THE SCHOOL OF
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DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration. This research project has been completed by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

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DEDICATION

This study is dedicated to my wife Jackline Oyugi and my children Stacy Gloria, Condoleezza Akinyi, William Oyugi and Dickens Otieno for their love and for enduring many hours of a parent’s absence during my studies. To my dear mother, Eunice Oyugi, who inculcated in me the value of hard work and my late father, Mr. William Oyugi Oure, who toiled to raise me but did not live to enjoy the fruits of his labour.
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First I would like to thank the Almighty God for enabling me to overcome the many obstacles that stood on my way as I undertook this study.

I am deeply indebted to my supervisors for their support and commitment. I must thank Dr. Thaddaeus Rugar for his patience, devotion, support and encouragement throughout the research and the process of writing this project. I am equally grateful to my other supervisor Dr. Samuel Njihia who always created time to read my drafts within the shortest time possible. His valuable comments, and professional advice went a long way in shaping and eventual completion of this study.

Many thanks go to my colleagues in Economic of Education class, Pascal Obinga Onani, Macharia Kuru, Annette Wambua, Onesmas Nyamu, William Muma and Njau for their unfailing support and encouragement when I appeared not to make any progress and wanted to give up.

Many people and institutions contributed immensely towards the completion of this work. Since it is not possible to mention each one of them by name, let me conclude by thanking everybody who assisted me in whichever way.
ABSTRACT

The government of Kenya is committed to the goal of Education for All. However, the problem of access to Primary school education undermines this achievement. Any factor that interferes with the learning not only undermines the education goal but also hampers the growth and development of children. For this reason, there is a need to identify the factors that contribute to low enrolment in Primary schools in Kenya. The purpose of this study was to find out the impact of urbanization on access to education in Public Primary Schools in Homa-bay Municipality. It was justified by the fact that educational situation in Kenya for slum children is poor as has been documented in several studies and the Kenyan government. The independent variable for the study was urbanization and was measured by cultural diversity, income disparity and high population density. The dependent variable of the study was access measured by enrolment and retention. The objectives of the study were to find out ways in which income disparity affects school enrolment, determine how cultural diversity affects enrolment in primary schools, to determine how population density affects pupils’ enrolment and to determine ways through which enrolment in public primary schools can be improved in order to minimize the negative impact on education development.

The target population comprised seventeen Head teachers, 289 teachers and 10,429 pupils. The study employed the descriptive survey design from which a total of 390 pupils, fifteen Head teachers, and sixty teachers were randomly sampled to participate in the study. The study used questionnaires for Data collection. A pilot study was carried in one school in order to identify ambiguities and ensure equal participation of the respondents in the development of final questionnaire. Questionnaires were administered to the pupils, teachers and head teachers. Data was analyzed using quantitative and qualitative techniques. Quantitative technique involved the use of descriptive statistics such as frequencies, modes, means and percentages. Qualitative data was analyzed by organizing them in similar themes and tallying the number of similar responses after which the data was reported thematically in line with the objective of the study. The results of the study indicated that a combination of intertwined factors such as economic disparity, cultural diversity and population density closely contributed to enrollment and retention in public primary schools. It also revealed that there were measures to increase access in the schools within the municipality and this included the Girl mentorship group. Based on the findings it was recommended that the government should partner with parents and the school community in developing school infrastructure to meet the needs of the ever growing number of pupils in public schools. Guidance and counseling services should be initiated in schools; government should employ more teachers to cater for the increasing demand for primary education. The study suggested that a study on other categories of schools in different municipalities in the country in a comparative manner should be done. It was also suggested that a study on other divisions in the county be done to find out if similar factors affect enrollment in primary schools.
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# ABBREVIATION AND ACRONYMS

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<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>APHRC</td>
<td>African Population Health Research Centre</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>DEB:</td>
<td>District Education Board</td>
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<tr>
<td>EFA</td>
<td>Education for all</td>
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<tr>
<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
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<tr>
<td>GER</td>
<td>Gross Enrolment Rate</td>
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<tr>
<td>GOK</td>
<td>Government of Kenya</td>
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<tr>
<td>IPAR</td>
<td>Institute of policy Analysis and Research</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
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<tr>
<td>MDG’s</td>
<td>Millennium Development Goals</td>
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<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>ROK</td>
<td>Republic of Kenya</td>
</tr>
<tr>
<td>SSA</td>
<td>Sub Saharan Africa</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nation Children’s Education Fund</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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CHAPTER ONE
INTRODUCTION

1.1 Introduction
This chapter highlights the background and context of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope, limitations and delimitations of the study, assumptions of the study, theoretical and conceptual framework and definition of significant terms used in the study.

1.2 Background to the Study
Education is a basic human right and an important prerequisite to all forms of human development. World economies are investing so much of their resources in educational development. This is because education is the key to all forms of development in a country. The Republic of Kenya (2005) states that, the goal for industrialization in the 21 century calls for intensified and deliberate measures to increase access and participation in education while at the same time reduce wastage and improve on relevance, equity and quality of education at all levels of education and training.

The universal declaration of human rights adopted by the United Nation on 10th December 1948 asserted that everyone has a right to education. Article 26 states “everyone has a right to education. Education shall ideally be free, at least in the elementary and fundamental stages. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of a basic human right”(UNESCO,2005). Subsequently international
conferences and normative texts have affirmed this goal and sought to promote education for all.

The worlds conference on education for all was convened during the international literacy year in Jomtein, Thailand in 1990, to address concerns about the adequate provision of basic education especially in the developing countries. Achieving the goal embraced at Jomtein requires not only that children be admitted to school when they are of age, but that they complete the entire primary cycle and equally important, actually learn at appropriate level (UNESCO 1998).

Africa has experienced positive progress towards realizing the goal of universal primary education (U.P.E) where the net enrolment increased from 54% in 1990 to over 77% in 2010 (UNESCO, 2010). This followed the recommendation of education forum that was held in Dakar Senegal in April (2000) which reaffirmed the expanded vision of education for life that was first agreed upon at the world conference of education for all in Jomtein, Thailand. The expanded vision provided for education that starts at birth and continues throughout life and for all people lifelong education. The goals were to be achieved by 2015.

At both Jomtein and Dakar the International committee set goals and targets for realizing life – long education. The Dakar forum went on to provide time for achieving goals set by 2015. Six goals were set which all the countries, development agencies and civil society committed themselves to achieve (UNESCO, 2005).
In September 2000, (189) world leaders Kenya included came together at United Nation Conference in New York for a historic millennium summit. They signed the millennium declaration in which they pledged to free their fellow human beings from the “object and dehumanize conditions of extreme poverty” by making the right to development a reality to everyone. The member countries agreed to fight together against poverty, hunger, gender inequality, environmental degradation and HIV/AIDS, while improving access to education, health care and clean water by 2015 (ROK, 2005). These were referred to as Millennium Development Goals (MDGs).

National Governments, International organizations, particularly the United Nation and the World Bank and non – governmental organizations have made significant efforts to focus attention and initiatives on achieving the objectives of basic education for all. According to ROK (2005) Kenya is working toward the Millennium Development Goals (MDG’s) on education to ensure that, by 2015 children everywhere will be able to complete a full course of primary schooling (UNESCO,2000). Access to education in Kenya is seen both as a fundamental human right and an essential element in the National development strategy to promote growth and ensure adult life (Lewin, 2009).

The Government in a 1999 report stresses that education and training remains the foremost tools of accelerating social and economic development in the 21 century as projected in the report on Totally Integrated Quality Education and Training (TIQET).The government is committed to the provision of education and training as a human right for all Kenyans in accordance with the Kenyan law and the international
conventions such as EFA goal and the millennium development Goals (MDGs). The need for education affordability and equitable access was felt and the government enacted children acts 2001 that states that “the government should provide free and compulsory education. The first major initiative of this act was the launch and implementation of the free primary education (FPE) in January 2003. It was intended to keep children from poor socio-economic background from failing to participate in primary education or dropping out from school due to inability to pay school levies or buy learning materials (UNESCO, 2005).

The Kenya vision 2030 encourages for the formation of national policies on education. In its development blueprint, the government of Kenya recognizes that education and training of all Kenyans is fundamental for the success of the vision 2030 to be realized. Kenya’s vision 2030 blueprint envisages having Kenya as a middle level industrializing nation by the year 2030 with education as one of the flagships in the attainment of the vision on social pillar goals. The vision further aims at addressing the education access and standards of regions that lag behind in enrolment and quality and to bring them all at par with other areas.

Despite the government effort to improve access and quality in primary education, the challenge of enrolment, retention and performance still exist. The National Gross Enrolment Ratio (GER) at primary level increased from 91.2% in 1999 to 109.8% in 2010. The Net Enrolment Rate (NER) increased from 68.8% in 1999 to 92.9% in 2009. However in 2010 the (NER) dropped slightly to 91.4%. (ROK, 2012). This is in line with data on table 1.
Table 1.1: National Enrolment Statistics (2004 - 2010)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
<td>GER (%)</td>
<td>108.0</td>
<td>107.6</td>
<td>103.8</td>
<td>108.9</td>
<td>109.8</td>
<td>110.0</td>
<td>109.8</td>
</tr>
<tr>
<td>NER (%)</td>
<td>84.5</td>
<td>82.8</td>
<td>83.5</td>
<td>91.6</td>
<td>92.5</td>
<td>92.9</td>
<td>91.4</td>
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Source: Ministry of education EM/S and economic survey

However while some of the issues such as relevance, quality and gender parity among others still remains, a greater challenge has emerged as a result of rapid urbanization (ROK, 2005).

The world is undergoing the largest wave of urban growth in history. In 2008 for the first time in history, more than a half of the world’s population lived in town and cities. By 2030 this number will swell to almost 5 billion, with urban growth concentrated in Africa (APHRC, 2002). For many years there has been a focus on rural versus urban divide in educational access and while this is still a valid paradigm of educational debate, rapid urbanization has led to great urban inequality that the national educational statistic seems to mask (APHRC, 2002). For example a significant proportion of the resident in urban areas live in the slums where access to public services is either in very deplorable quality or non existing. As urban areas become centre of economic development, and likely to be more densely populated in the years ahead, understanding challenges of urbanization and educational access is necessary. (UN-HABITAT, 2003).
Kenya’s urban population continues to grow and is projected to reach 7.2% in 2015. For example, the population of Nairobi has expanded from a mere 315,000 in the early 1960’s to 3.1 million in 2009 (APHRC, 2002). This rise has not been matched by a similar increase in social services in urban areas (UNESCO, 2005). A large number of urban migrants end up living in the slums that have inadequate social services such as clean water, sanitation, health and education services. The high prevalence of HIV/AIDS in the urban slums has compounded the problem of young children living in these areas as many of them are orphans left without care and economic provisions (UNESCO, 2005).

Despite the government effort to improve access and retention in Kenya, Rapid urbanization has continued to have impact on education (UNESCO, 2005). It has led to unemployment, poverty and a poor education outcome among the most disadvantaged of the urban residents (APHRC, 2002). Urban has experienced rapid population growth, which the urban services, either for lack of better planning or other reasons, have been unable to adequately cope (UNESCO, 2006). While rural-urban differences in household characteristics are still a significant determinant of differences in school participation patterns, there is now a growing urban–urban divide following rapid urbanization (APHRC, 2012).

One major problem for the Homa-Bay municipality Education has long been access and retention measured in terms of enrolment and completion rates. A significant part of the achievement variance can be explained by performance differences between the municipality and other municipalities in Kenya. In addition to this being a persistent trend, the gap has kept increasing over time. According to District Education Officer
Homa – Bay District, schools in the municipality have been recording low access, enrolment and retention rates. The enrolment rates have been declining. In 2009 enrolment rate stood at 71% then dropped to 68% in 2010, then 65% in 2011, 64% in 2012. The cause of the declining access and retention to education in the municipality has however not been established and this study therefore sought to establish whether there is linkage between the urbanization and educational access. This study therefore sought to find out the extent to which urbanization has influenced educational access in public primary schools in Homa Bay municipality.

1.3 Statement of the Problem

Primary school is a key component of the government of Kenya’s approach to the provision of education for all (EFA). However, nationally the sub-sector has been characterized by low enrollment (MoEST, 2010). The Republic of Kenya (2006), has documented enrolment and completion rates as major challenges affecting primary education. Even with the introduction of free primary education in the year 2003, Education Sector in Homa - Bay municipality still faces the problem of access and retention in public primary schools.

There is no evidence that an investigation has been undertaken on impact of urbanization on education access in Homa-Bay municipality. The study therefore sought to investigate the impact of urbanization on education access in public primary schools in Homa - Bay municipality.
1.4 **Purpose of the Study**

The purpose of this study was to determine the impact of urbanization on education access in public primary schools in Homa-Bay municipality.

1.5 **Objective of the Study**

The specific objectives of the study were to:

i. Find out the extent by which income disparity affects school enrollment in public primary schools in Homa Bay municipality.

ii. Determine how cultural diversity affects enrollment in public primary schools in Homa Bay municipality.

iii. Determine how population density affect pupils enrollment in public primary school in Homa Bay municipality.

iv. Determine strategies through which enrolment in public primary school can be increased in order to minimize negative impact on education development.

1.6 **Research Questions**

The study was guided by the following research questions:

i). What is the relationship between income level of parents and children’s access to primary Education?

ii). How does cultural diversity affect enrolment of pupils in public primary schools?

iii). What are the cultural factors that either limit or enhance enrolment in public primary schools?

iv). How does population density affect the pupil’s enrolment in public primary schools in Homa-bay municipality?
v). What are the strategies through which enrolment of pupils in primary schools can be improved in order to minimize the negative impacts in Education development?

1.7 Significance of the Study

The findings and the recommendations of the study would have important implications for the future of primary school education in the country. The research findings would help to add knowledge of the urbanization and education access that currently has limited literature. The study would help to identify the impacts of urbanization on access in public primary schools and form a base for education stakeholders to come up with measures that would help to arrest the situation.

1.8 Assumptions of the Study

For the purpose of the study, the following assumptions were made:-

i). That the participant learner would participate freely without fear or other undesirable biases.

ii). That all teachers involved in the study would give truthful answers out of their eagerness to help their learners.

iii). That the data that would be provided by the participants through the research instruments would be true.
1.9 Limitations of the Study
i). The study concentrated on the impact of urbanization on access to education in primary schools in Homa-Bay municipality. The study was only done in public primary schools in Homa-Bay municipality in Homa-Bay County.

ii). Teachers and pupils who do not live in the municipality were not interviewed due to the difficulty in finding them.

1.10 Delimitations of the study
i). This study was only confined to public primary schools in Homa - Bay Municipality and not the private schools.

ii). The teachers and pupils involved in the study were those in session.

1.11 Theoretical Framework
This study was based on the classical liberal theory of equal opportunity as advanced by Horace Mann (Coombs, 1988). The theory asserts that each person is born with a given amount of capacity which to a large extent is inherited and cannot be substantially changed. According to Sherman and Wood (1982) educational system should be designed so as to remove barriers of any nature such as economic, gender, cultural, and geographical barrier. The theory demands that children should go through education at primary and secondary level to which access would be determined based on individual’s merit and not background.
Social Darwinism argues that every citizen, should be given, through education the social status to which she/he entitles him to inherited aptitude organization for economic cooperation and Development (1975). Rousseau (1712 – 1778), quoted by Orodho, (2008) claims that the “natural” statesmen were born equal and personal qualities should not jeopardize social equality so long as society rewards people according to their status. Wainaina (2006), noted that there is evidence of inequalities of opportunities in education of developing countries in (ASALS), areas of pocket of poverty and urban slums.

Psacharopoulus and Woodhall (1985), noted that inequality of participation means that the benefits of education are disproportionately enjoyed by the upper income families whose children are far more likely to complete primary and secondary cycle and enroll in higher education. It is widely believed that by removing barriers and making more places available in primary and secondary education the vision of equal opportunities would be implemented and every child would have access to education that suits his/her inherited capacity and quality performance.

The classical liberal theory was relevant to the study since education is a basic human right which should be made accessible to all children regardless of their social, economic and cultural differences. The independent variable for the study was urbanization and the dependent variables, on the other hand was pupils access and measured by enrolment rate.
1.12 Conceptual Framework

Urbanization still remains a factor influencing both education access and quality. This is as a result of challenges which includes, social, economic, and cultural. To overcome these challenges, mechanisms and strategies should be put in place which requires policies from the government, counties, partnership with stakeholders such as parents, teachers, non-governmental organization and cooperate organizations. If these strategies are adopted, it would result to the following outcome; high enrolment in primary schools and high retention. If however there are no strategies and mechanisms put in place to overcome the challenges, the following would be the outcome: Low enrolment and low retention.

![Diagram](image)

Figure 1.1: Conceptual presentation of Urbanization and education access
Source: Researcher (2014)
1.13 Operational Definition of terms

**Access:** Enrolment in a public primary school

**Cost sharing:** This is a policy which requires the partnership of the government and parents in financial responsibility of education where parents meet the direct cost of education.

**Disparities:** Differences in distribution of Natural Resources that is, a difference in quality and size.

**Enrolment:** Official entrance into a school

**Equity:** Fair Distribution of Resources to all

**Gross enrolment ratio** – refers to the total enrolment in a specific level of education, regardless of age, as a percentage of the eligible official school – age population to the same level of education in a given school year.

**Household:** These are families including all the people living in a house.

**Net enrolment ratio** – refers to the enrolment of the official age – group for a given level of education expressed as a percentage of the corresponding population.

**Public school:** A type of school that is developed and maintained by public funds obtained from the government, parents and community.

**Pupil:** A person enrolled in a primary school who is expected to undertake the whole education course offered in that school.

**Social Service:** Welfare services provided by the government that may include hospitals, provision of clean water, sewerage system and even education.

**Socio-economic status** – Combination of a person’s income or wealth, occupation and education. It gives the position of a person in society.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter contains a brief review of literature on the subject proposed for study and is organized under the following sub-topics; Effects of income diversity on enrolment in primary schools, Cultural diversity and enrolment in public primary schools, Effects of population Density on enrolment in public primary schools and ways in which enrolment can be improved and finally, summary of the literature.

2.2 Effects of income disparity on enrolment in primary schools

In almost all developed countries, education access and low retention rate has been a subject of interest to academics, researchers, and policy maker for a long time. According to the status Report (PRS, 2005) the phenomenon of low school access and retention rate continues to pose a big challenge to the successful implementation of national policies, although the findings of various studies differ depending on the peculiar country. Specific situations, rural-urban divide, gender bias and distance to school appear to be the most common elements in all studies. Household characteristics are important determinants of schooling decisions and outcomes.

The household production function approach developed by Becker (1965) is often used by researchers in economics of education to show that household characteristics such as income and level of parental education determine whether a child enroll in school, stays in school, learn and make progress to higher level of education (Al-Samarrai & Peasgood, 1998). In Becker’s study that use the household production
function approach usually differential income disparities in urban households, Slum dwellers are often portrayed as disadvantaged in terms of having lower income and lower levels of education and therefore being associated with disadvantaged schooling decision and outcomes when compared to high class urban areas (Lion and Moock, 1991; Handa, Simler and Harrower, 2004; Johannes, 2005).

Class enrolment and retention for children from low-income and minority population in urban metropolitan schools has more negative effects (Golladay and Howerton, 1971). This result was in agreement with those of Natrielo, Mc Dill and pallas (1990). Natrielo and colleagues observed that because of low income, minority children were more likely to be retained, and more likely to experience transition difficulties after retention due to their lack of home and school resources, the effect of retention on them may be greater than for white middle class.

In the developing world, early studies yielded a more optimistic picture regarding the ability of the education to act as an egalitarian tool in assignment of roles and occupations in society than had been observed in the developed world. For instance in a study conducted in Thailand, Fuller Nyirongo and Lockheed (1988) found that family background of the student had little effects on achievements gain once entry level was controlled for. This observation seemed to indicate the lesser effects of economic variables on student’s enrollment and participation in developing countries than the developed world. The study also found that difference between urban and rural student enrolment could be attributed to their different perception of the usefulness of schooling. The suggestion from the result obtained was that the urban
students performed better in enrolment to school due to greater compatibility of schooling with their goals in an urban setting (ibid:15).

In a study conducted in Malawi, Fuller (1988) found that there was over-representation of the children of people involved in skilled, modern sector jobs in schools. This indicated that the developing countries were following the pattern of the developed countries in terms of social groups’ dominating in primary school. In contrast though, a study involving comparison of effect of primary school quality on achievement across twenty-nine high and low income countries, by Heyneman and Loxley (1983) found out that variables which had a major impact in rich countries such as the social background of the students were far less significant in poorer countries. Furthermore, the study found out that the lower the income of the country, the weaker the influence of pupils social status on access (ibid, p.1162). Duru Bellat (2004) reviewing the Research by Heyneman and Loxley(1988) suggested that one of the reasons for this observation was that the impact of these variable was overwhelmed by the influence of other factors such as availability of material inputs for education. Another explanation proposed for the weak link between access and social background of the first generation of pupils, was that the greater masonry of the parents were illiterate (Bellat, 2004).

In an extensive review of the primary and secondary education sector based on the 1994 welfare monitoring survey II data by Deolalikor (1999). The survey, carried out by the Kenya CBS collected a wide range of data on socio economic, demographic and consumption variables from over 10,000 households in both rural and urban areas. According to the study, school pupils were disproportionately drawn from the
upper income groups: 9 percent from the poorest quartile in comparison to 30 percent from the richest per capita expenditure quintile (ibid, p.30). The study also found that the gross enrolment rate in primary schools for the poorest quintile was 45.1% while that for the richest quintile was 86.5% in urban areas (ibid, 28). The report identified affordability as one of the influences on access to schooling on average. The poorest quintile spent 33% of the annual non food expenditure on education in comparison to 9% spent by the richest quintile (ibid, p62).

In analyzing the socio-economic determinants of repetition and early school withdrawal of primary school level, Nkinyangi (1977) found out that colonial policies pursued after independence enhanced socio-economic and educational disparity among regions. The study suggested that educational cost is one of the most significant variable determining accesses to and smooth progression through school. The study further revealed that majority of Kenyan pupils fails to enroll in school to take up their activities at home. Nkinyangi’s study sample was selected from among 47 schools of different types and quality (rural and urban) in Kisumu, Kiambu, Nairobi and Garissa. These findings concurred with Ambajo (1997) who attempted to highlight the causes of low enrolment in Migori District and the situation of the parents in regard to their ability to meet the educational requirement of their children. The study used a causal-comparative study and the target population included pupils, teachers, Head-teachers and parents. The study revealed that there is great need for the government to introduce pre-school education to be mainstream of primary school education to reduce some of the bottleneck for equal access to primary education. The study recommended that policy makers should increase awareness to the community
on the significance of education to their children. These studies did not however look at the effect of urbanization on the enrolment which the current study determined.

In a study on factors contributing to school enrolment and drop out in public school in Mukurueini Division, Nyeri District using the Ex post factors design to collect the data and target population including Head teachers, teachers and pupils (Wagathi, 2010) revealed among factors influencing dropout as most pupils being involved in coffee harvesting activities and failing to enroll and turn up in school. This result was in agreement with the study by (Kisanya, 2009 and Kirima, 2010). These two studies established that one of the factors behind low enrolment in primary schools was pupils being absent from the school to be involved in child labour. These two studies did not however examine ways in which urbanization influences access to school which was dealt with in the current study.

2.3 Cultural diversity and enrolment in public Primary schools

Household schooling decisions are explained by the interaction of social, cultural factors working through power relation within the households. Cross-county national studies on school participation shows that demand for schooling is an important factor in overall schooling outcomes (Al-Samaria and Peas good, 1998; Colclough et. al, 2003; mc mation, 2005). A study in Urban Peru found that mothers’ education has a bearing on their children’s school attendance, particularly in low – income household (Lion for mock, 1991).
In examining the decreasing role of the family in the socialization process, Undugu (1984) noted that urbanization resulted in an increase of westernization of Kenyan cultures accompanied by steady erosion of traditional moral and cultural values. For that matter, an increase in neglect of children by the poor folk and frequent family break ups also contribute to low enrolment and dropout. The study suggested that family problems, which include alcoholism lack of family support system, low aspiration and the new phenomena of female-headed families, were contributing to drop outs from school. Fathers’ absence is known to have definite negative effects on children (Shepherd, 2009). This concurs with studies by UNICEF (1992). Therefore whether children from such background will attend schooling depends on the extent to which they or their parents believe their education can be useful.

Kenya’s progress towards achieving gender parity in primary education has been outstanding (Deolalikah, 1999). In his study he observed that by age 16 years, male enrolment was about 15% greater than female enrolment; by the age of 18, the difference widened to 37%; and by age 20 to 43 percent. The largest gender disparity in primary education enrolment rates was observed in urban areas. According to this study the two strongest determinants of both boys and girls were the economic status of the family and the education attainment of the mother in addition; the study shows that the impact of these two variables was greater for primary school enrolment for girls than for boys but that this trend reversed in secondary school. The implication of this reversal, he proposed, was that economic development was likely to decrease disparities in enrolment between girls and boys in primary school but increase them in secondary school.
Peer influence may also lead to school pupils dropping out of school system. Malel (1997) noted that people with bad behavior influence others and because people like associating with their peers more than anybody else, Those who associate with the wrong company end up copying socially unacceptable behaviors like drug abuse, alcohol taking and attending overnight entertainment. This kind of behavior leads to indiscipline and absenteeism from school, which eventually may cause expulsion from school. This is in agreement with the findings of the K.I.E report 2005 that Drug abuse has serious consequences on the learners in terms of their health, participation in education, performance and completion levels.

According to UNESCO (2002), 1.3 million orphans are under 18 years of age. Most researchers agree that HIV & AIDS poses serious consequences on education due to the reduced capacity of foster families who struggle to ensure the orphans get education. As a result orphans education is not a priority due to the financial means and thus causes a drop in school attendance and often high dropout rate (Kelly, 1999). Wangalachi (2003) gives another major contributory factor to school absenteeism as morbidity where the already hungry and malnourished are further robbed of an opportunity to improve their future lives through acquisition of a basic education. Girls in particular may be required to stay out of school so as to care for younger siblings whose parents may have succumbed to HIV/AIDS scourge.

2.4 Effects of population density on enrolment in public primary schools

Urbanization characterized by an increased share of urban population as a proportion of national population; expanded urban economic activities, infrastructure, social services and public utilities is a global phenomenon, arguably irreversible (Lupala,
2002). In both developed and developing countries the demographic transition in the context of modernization and socio-economic development was closely associated with urbanization and the new environment it created for demographic processes (Kincheloe, 2010). The educational and training challenges highlighted are linked to rapid population growth and the structure of urban population pyramid (Ngware, 2012).

Although a growing population would demand more services, urban population in Kenya is reported to have grown too rapidly to allow the authorities’ planning for the habitant’s settlement and housing, sanitation, employment and education (ROK, 2008). Thus Kenya’s increasing urban population, though a ready market for food and industrial goods is a factor that the official provision of urban services cannot actually cope with (Lwasa and Nyakaana, 2004). Since urbanization is perceived as a necessary driver of high and sustainable rates of economic progress, one of its significant characteristics – the urban poor, who are the fastest growing population group-makes the attainment of MDG goals a critical challenge. (ROK, 2004).

The World Bank (2004) Report highlights that half of primary school children in urban experience problem of lack of books and school supplies. According to the report, children from rural areas are much more satisfied compared to those from urban areas, 51 percent against 32 percent respectively. The greatest part of urban development and densification process is taking place in congested unplanned settlement beyond the control of the informal cities (Lugalla, 1995), characterized by lack of basic infrastructure, urban basic services and utilities. The ever increasing poverty means that many residents in the informal cities do not have the ability to pay
the urban services and the capacity of the public sector to maintain basic infrastructure and services to such areas because rural to urban migrants are in official terms often regarded as temporary urban residents. (Tsujita, 2009).

The efforts by the government of Kenya meeting domestic and international targets of EFA and MDGs, in quantitative terms to say the least have been dramatic and impressive. Nevertheless, we can argue conversely, that investment in primary education in terms of the number of schools, classrooms, desks and teaching and learning resources has not been commensurate with the demands of an increasing urban population (Steele, 2010). With increased urbanization, there has been an increased demand for it, which has increased because of expanding population in urban areas. Consequently, urban primary education is facing a number of problems though they are not the same for all schools and are contextually defined (Stacey, 2010).

Some studies have shown that poor school condition increases the probability of dropping out. Nielsen and Westergard (1998) in a study in Zambia using school roofing as a predictor of school quality, found some aspects of school quality on student attendance. That study found that poor school condition in some cases increases the probability of a student dropping out and attendance by 15%.

Class size probably contributes to dropout through their effect on learners’ achievement. Using data from more than 800 districts, containing more than 2.4 million teachers, Ferguson (1991) found significant relationship between class size and learners enrolment. For grade one up to seven, using learner/teacher ratio as a
measure of class size, Ferguson found that district learner enrolment fell as the learners/teacher ratio increased for every learner above 18 to 1 ratios. She found even more profound impact when teacher quality was taken into account.

A number of urban schools existing infrastructure is in a poor state because of overuse and has deteriorated due to lack of maintenance. It is possible to argue that urban schools have not readily overcome their basic handicaps of lack of adequate and good facilities or buildings. Also, the majority of the schools in urban areas have limited recreational, games and sports facilities (Stacey, 2010). Lack of playgrounds causes the pupils to miss opportunity to develop other life skills, even more importantly, games and sports promote attendance and reduce truancy (Tsujita, 2009).

### 2.5 Strategies through which enrolment in public primary schools can be increased

Urbanization makes education problems more conspicuous and in most cases allow for contextually designed cost-effective ways of tackling some of the problems because of economies of agglomeration (Bhatt and Bourne et al, 1992). There is need to go beyond the findings of Al-Samarrai and Relly (2000) and Burke and Beegle (2004) on the determinants of attendance and identify additional factors influencing enrolment and retention of urban children in public primary schools particularly those coming from unplanned, under serviced and informal settlement.

Although the inability of some urban families to pay school dues is directly related to poverty, there is evidence that the supply of government-aided primary school is inadequate for the population of potential beneficiaries (Dachi, 2010a). Owing to this
inadequacy the available schools are overwhelmed by the pressure of need and to support those who enroll to meet the cost of amenities and services. If government provided more schools releasing the pressure on individual schools, there would be more places for the target beneficiaries who would then be better able to stay in school at lower costs (Beegle, 2004).

Besides increasing the number of schools, government should provide for expansion of classrooms and latrines in those schools which are known to be most heavily populated or to be located in the most heavily populated centers (Galabawa, 1994). The stipulated teacher Pupil ratio of 1: 45 could be used as a guide for the provision of classrooms to ensure enough classrooms in each school. Likewise, the stipulated sanitary facility, Pupil ratio should be observed in the provision of latrines.

Since Kenyan primary school are characterized by dropout rate; low attendance rate, low progression rate and very low retention rate both in school and out of school factors need to be addressed in order to remedy the situation (Digolo ,2003). He regretted that unless such factors are identified and dealt with squarely, no amount of political rhetoric, donor support or free waivers will enhance access in order to achieve (UPE) and (EFA), He goes on to say, there must be concrete action plan which indicate the number of new schools to be built and the number of new streams to be added in an existing school in order to expand existing places which shall be taken out by the reported children who are still out of school. The actual plan should also address the effect of community factors such as level of households’ income, health and nutrition, social-cultural attitude and values on access. In addition to access, the focus should also be on retention throughout each year and progression to the successive classes.
Alongside the supply of more schools, Government should make provisions for over age children in urban families and others who are excluded because of their stigma besides those who need to work. These groups should be supported to attend school by an alternative mode, such as accelerated or catch-up classes (Lewin, 2009). Such arrangements include afternoon sessions during which the groups should use the classrooms that are occupied by primary one and two in the morning. The classrooms are empty in the afternoon, rendering them an idle resource at that time considering how precious resources are becoming in UPE schools. The double session (shift) arrangement should be affected in the primary schools although it comes with administrative challenges of a shorter school day for each session; it allows more beneficiaries to attend.

2.6 Summary of the Literature Review

The literature reviewed in this chapter has endeavored to show the impact of Urbanization on education access. The literature has shown that household school decision and enrolment are explained by the interaction of economic and cultural factors in relation within Household. The literature has established that school enrolment is greatly influenced by child labour, peer group, HIV/AIDS. (Becker, 1965, Al-sammarai & Peasgood, 1988, Galladay, 1971 Deolaliker, 1999, Ngao, 1991). However Fuller (1988), and Heyneman & Loxley (1988) found out that family background of the student had little effects on enrolment. These studies indicated that there are lesser effects of income variables on students’ enrolment and participation in primary schools. Finally the population density was observed to lead to shortage of important facilities like classrooms, Toilet, Instructional materials thus had influence on enrolment and drop out. However the literature reviewed revealed two important
gaps. First various studies on Urbanization and education access have been done in countries like America, Asia and Sub-Saharan Africa. However, these studies were done in different environments in the world. There were limited studies conducted on the subject area in Kenya and specifically in Homa-bay municipality and this study aimed at filling this gap. Secondly, most of the study done concentrated on education access in secondary schools neglecting Primary schools which formed the basis of this study.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the research methodology that was used in the study. The chapter comprises eleven main areas namely: Research Design, Study Locale, Target Population, Study Sample, Sampling Procedures, Research Instruments, Validity and Reliability of the instruments, pilot study, Data collection procedures, data analysis methods and Logistical & Ethical considerations.

3.2 Research Design
The researcher employed the descriptive survey design. According to Kothari (1985), survey is concerned with describing, recording, analyzing and reporting conditions that exist or existed. Orodho (2002) agreed that descriptive survey research is intended to produce statistical information about aspects of education.

This design was considered appropriate because it enables the researcher to collect and analyze data from a wide range of respondents from public officers, pupils, school Head-teachers and Teachers. The design enabled the researcher to investigate urbanization and access to education in public primary schools.

3.3 Study Locale
This study was carried out in Homa-Bay Municipality of Homa-Bay County. Homa-Bay Municipality is located along the north-easter part of Lake Victoria. It borders the Homa-Bay, from which the town derived its name. In the north-east the Municipal
boundary is formed inside the lake, in the east by Kochia/Kanyada boundary, in the west by Kanyada Kanyamwa location boundary, and in the south by the line between kabunde airstrip and Oturbam. Homa-Bay Municipality is located 105 kilometers south of Kisumu city and 405 kilometers south-west of Nairobi the capital city of Kenya. The population in the municipality is 85,000 persons (1999 census) of which 51% are female and 49% male. The major socio-Economic activities taking place within the municipality are trade, Fishing, employment of skilled and unskilled workers and industrial business.

3.4 Study Population

This study was carried out in public primary schools in Homa-Bay Municipality. The respondents were Head-teachers, Teachers, and pupils. According to Ministry of Education, statistics sections, there are 17 public primary schools in Homa-Bay Municipality, 289 teachers of which 120 are male and 169 are female, further; there are 10,429 pupils in the Municipality and one quality assurance and standards officer. The study targeted Head-teachers, who are the school managers, Teachers who are believed to have vast experiences and knowledge on education access, and standard seven and eight pupils who are directly affected by urbanization.

3.5 Sample and Sampling Designs

Borg (1989) defines sampling as a research technique for selecting a given number of subjects from a target population as a representative of that population. Orodho (2009) explains sampling as a process of selecting a subject of cases in order to draw conclusions about the entire set and further he asserts that any statement made about a sample should be true for the entire population.
Gay (1992) postulated that for small populations, a sample size of at least 20% of the population is a good representation. Moreover, as the sample size approaches the population size, the more representative it is. Therefore, to get a representative sample for primary schools in Homa–Bay Municipality, 15 primary schools out of a total of 17 primary schools were purposively sampled which translated to 88 percent of the total primary schools in Homa-bay municipality. All Head-teachers of the sampled schools participated in the study. Four teachers were randomly selected from each school to participate in the study so as to give each one an equal chance to be selected to participate. This made a total of 60 teachers representing 20 percent of teachers. To selects the pupils the following formula was used to calculate a sample size (n), from a given finite population (p) such that the sample was within plus or minus 0.05 of the population proportion with a 95 percent level of confidence as given by Krejcie and Morgan (1970).

\[ n = \frac{Z^2 \times (P) \times (1 - P)}{C^2} \]

Where:

- n= Sample size
- z= z value (which is 1.96 for 95% confidence interval)
- p= percentage picking a choice, given as 0.05
- c= confidence interval, in this case 0.05

The correction for finite population was then computed as follows.

\[ S = \frac{n}{1 + \frac{n - 1}{p}} \]
Where:

\[ S = \text{the corrected sample size} \]
\[ P = \text{population, which in this case is 10,429} \]

This gave 370, meaning that from a population of 10,429 pupils; a sample size of at least 370 should be selected. Therefore, stratified random sampling was used to select 26 pupils per school, giving a total of 390 class seven and eight pupils from the 15 sampled schools. The researcher selected standard seven and eight because they were easier to handle and understands the questionnaire easily. From the school, thirteen boys and thirteen girls were selected to ensure gender balance.

**Table 3.1: Target population and the sample distribution**

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
<th>Sample size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher</td>
<td>17</td>
<td>15</td>
<td>88%</td>
</tr>
<tr>
<td>Teacher</td>
<td>289</td>
<td>60</td>
<td>20%</td>
</tr>
<tr>
<td>Pupils</td>
<td>10,429</td>
<td>390</td>
<td>3.7%</td>
</tr>
<tr>
<td>Total</td>
<td>10,736</td>
<td>466</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

*Source: District Education Office Homa-Bay*

### 3.6 Research Instruments

The researcher used two instruments to solicit data from the respondents who were Head- teachers, Teachers, and pupils. The instruments were developed by examining the research objectives. The data collection tool included the Questionnaire for Head teachers, teachers and pupils.
3.6.1 Head-Teacher’s Questionnaires

This questionnaire was divided into five parts. Part A dealt with the Head Teacher’s profile as well as general information about the school. Part B dealt with income disparity and enrollment, part C dealt with cultural diversity, part D dealt with population density and enrollment while part E dealt with strategies to improve enrolment in primary schools.

3.6.2 Teacher’s Questionnaires

The teacher’s questionnaire was divided into five parts. Part A dealt with teacher’s profile, part B gathered data on income disparity, part C dealt with cultural diversity and part D dealt with population density while part E gathered data on strategies to improve enrolment in primary schools.

3.6.3 Pupils Questionnaire

The pupil’s questionnaire was divided into five parts. Part A gathered pupil’s bio data. Section B gathered data on income disparity, part C dealt with cultural diversity and part D dealt with population density while part E gathered data on strategies to improve enrolment.

3.7 Validity

Borg and Gall, (1989) states that validity is the degree to which an instrument measures what it purport to measure. Gay (1992) says that validity is established by expert judgment. To ensure validity, the Questionnaire was reviewed by the researcher’s supervisors and other experts. This ensured content validity which according to Frankfort – Nachmias & Nachmias, (2006) constitute face and Sampling validity.
3.8 Reliability of the Instrument

Reliability of measurements concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials (Orodho, 2009: 182). The instrument was tested using test re-test technique. This involved administering the same instrument twice to the same group of respondents in a span of two weeks. From the two administrations, spearman rank order correlation of about 0.75 was considered. Orodho (ibid) states that a co-relation coefficient of about 0.75 should be considered high enough to judge the reliability of the instrument and the researcher adopted the recommendation.

3.9 Pilot Study

According to Murray (2003), piloting is important because it helps to identify ambiguities of the items and vague questions for improvement. A pilot study was conducted before the main study. This established quality assurance by identifying difficulty and ensured equal participation of the respondents in the development of the final questionnaire. For this purpose, one public primary school with similar characteristics to those under study but not included in the sample was selected. These included one Head-teacher, Teacher and five pupils from this school.

3.10 Data Collection Procedure

The researcher obtained an introductory letter from the Graduate School through the Department of Educational Management, policy and curriculum studies, Kenyatta University and took to the National commission for science, Technology and Innovation under the Ministry of Education for issue of research permit. After this, the researcher then reported to the County Commissioner and then to County Director
of Education, Homa-bay County. The researcher then booked an appointment with the sample schools through the Head-teachers to visit and administer the questionnaires. The researcher then visited each of the schools and administered the questionnaires himself. The respondents were given instructions and assured of confidentiality after which they were given enough time to fill the questionnaires; thereafter the researcher collected the filled-in questionnaires.

3.11 Data Analysis

The data collected was analyzed qualitatively and quantitatively. Data from interviews was analyzed by way of making inferences from the qualitative expressions and opinion of the respondents. It was thus presented thematically in narrative form. The numerical data generated from Questionnaires with key informants was analyzed quantitatively using frequency counts and percentages. The data was presented in form of frequencies tables, percentages, charts and graphs. Gay (1992) says that frequency tables communicate results and findings easily to majority of readers.

3.12 Logistical and Ethical considerations

The researcher ensured that instruments were pre-tested to avoid items being omitted during data collection. The researcher made a visit before data collection to create a rapport with the respondents as well as familiarize with the terrain and establish the most suitable means of transport during data collection. At the same time, during the visit, researcher ascertained the language which is most suitable for the respondents. The researcher followed the appropriate chain of command and decorum. Researcher also sought informed consent from participants and assured them of confidentiality and anonymity during and after study. Researcher sought permission from school administrator in cases of collection of data from pupils.
CHAPTER FOUR
PRESENTATION OF RESULTS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter provides the presentation of Results, interpretation and discussion of all the data collected from the area of study during the research period. The purpose of the study was to investigate Urbanization and access to education in public primary schools in Homa-bay municipality of Homa-bay County.

The quantitative data was analyzed using descriptive statistics and was presented in the form of tables. Results of the data analysis provided information that formed the basis for discussion, presentation and interpretation of the findings of the study. Statistical Package for the Social Science (SPSS) was extensively used by the researcher in statistical analysis. Descriptive statistics was attained through frequencies, and descriptive ratio statistics.

4.2 Demographic Characteristic

The researcher administered 465 questionnaires, 15 for school Head teachers, 60 for teachers and 390 for pupils. The researcher visited the 15 sampled schools and administered the questionnaires alone. Out of the 465 questionnaires administered, 15 head teachers’ questionnaires, 60 teachers’ questionnaires and 390 pupils’ questionnaires were received representing 100% response. This response was ensured because the researcher administered and collected the questionnaires alone.
4.2.1 Distribution of sample respondents according to gender

The continued quest for gender equality in political, social-cultural and economic spheres of life necessitated the need to assess the gender composition for both the Head-teachers, Teachers and pupils from the sampled schools. This could give some light on the gender distribution in the schools. An analysis for this is outlined in table 4.1

Table 4.1: Distribution according to Respondents’ Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Head teachers</th>
<th>Teachers</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>53.8</td>
<td>27</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>46.2</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>60</td>
</tr>
</tbody>
</table>

It is clear from table 4.1 that majority of head teachers’ respondents were male at 53.8 % while female accounted for 46.2 %. Female teachers’ respondents accounted for 55 % while their male counterparts represented 45 % of the respondents. Majority of the pupils’ respondents were male at 50.5 %. This shows that male teachers are underrepresented in the municipality as compared to the female colleagues. The number of male in the pupils’ population was found to be slightly greater than female thus there is a need to step up the girl child education at all levels.
From the finding; there was gender imbalance in the leadership positions within the school system as reflected in the high percentage of men who were Head teachers. It is imperative for female teachers to be encouraged to complete for leadership positions and in some cases affirmative action be applied as this would provide a platform for girl child related challenges to be addressed and for role modeling.

4.2.2 School Size

The researcher sought to find the size of schools in terms of the number of streams that each school had. The table below shows the findings.

<table>
<thead>
<tr>
<th>Size of School</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single streamed</td>
<td>6</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Two streamed</td>
<td>7</td>
<td>46.7</td>
<td>86.7</td>
</tr>
<tr>
<td>Three streamed</td>
<td>2</td>
<td>13.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.2 above shows that majority of schools in the municipality were two streamed schools at 46.7 % followed by single streamed schools at 40 %. Three streamed schools accounted for 13.3 %. The presence of schools with two streams and above is an indication of an increased enrollment in the municipality. This could be attributed to free primary education introduced by the NARC government in 2003.
4.2.3 Enrolment Trend

The study endeavored to establish the enrolment trend for the last five years starting from 2009 to 2013. The figure below shows the trend.

![Graph showing enrolment trend for the last 5 years in Homa-bay municipality](image)

**Figure 4.1: Enrolment trend for the last 5 years in Homa-bay municipality**

From figure 4.1 above, it is evident that male pupils had the highest enrolment as compared to their female counterparts for the past five years. It is worth noting that enrolment for both boys and girls had an increasing trend up to 2011. Thereafter the enrolment trend for both boys and girls tend to converge. The increase in enrolment between 2009-2011 could be attributed to parental awareness on the value of education and the decline could have been attributed to general election fear resulting to some pupils transferring to their rural villages. It also shows that enrolment of boys remained higher than that of girls throughout the period of the study. This could be an
indication that a lot of emphasis has been put on boys’ education than that of girls. The finding is contrary with a report by Kippra (2009), which stated that parents in central province were shifting priority from boys’ education to that of girls.

4.2.4 Mean Classroom Enrolment

The figure below shows the mean classroom enrolment in the sampled schools

![Figure 4.2: Mean classroom enrolment](image)

The rate of enrollment in primary schools was of significant to the study in order to understand the kind of parents’ involvement and availability of physical facilities. Figure 4.2 shows that the mean classroom enrollment of pupils in public primary schools in Homa-bay municipality is significant with male leading with classroom mean of (30) as compared with their female counterpart at (24). This finding agree with Qasem (1983), that boys are more enrolled compared to girls in Bangladesh.
4.3 Influence of family Income level on enrolment in public primary schools

The first objective of the study was to find out the extent by which income disparity affects school enrollment in public primary schools in Homa Bay municipality. To address this objective two items for the head teachers’ questionnaire were used. The items were corroborated with related questions in the teachers and pupils’ questionnaire. Both quantitative and qualitative data were collected to address the objective. The results were summarized and presented in tables 4.2, 4.3, 4.4, 4.5 and 4.6.

Table 4.3: Economic disparity as a component that determine enrolment of pupils in school education

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>73.3</td>
<td>73.3</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>26.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.3 above clearly shows that majority of Head teachers respondents affirmed that economic disparity is a components in determining enrolment of pupils in primary school education. It reveals that 73.3% of the Head-teacher affirmed that economic disparity determines enrolment while 26.7% indicated that there was no influence of economic disparity on enrollment. This means that pupils’ economic background plays a bigger role in enrollment and retention because it draws a line on who can afford education and what level.
This result is in line with Abagi (1997) who observed that because of poverty an increasing number of boys and girls in Eastern province are out of school to seek salaried jobs to supplement family income. Those families that live in poverty may have no money to spare for education, hence low enrollment and retention in poor families. This study also concurs with Ambajo (1997) who attempted to highlight the causes of low enrolment in Migori district and the situation of the parents in regards to their ability to meet the educational requirement of their children. The study revealed that there is great need of the government to introduce pre-school education to be mainstream of primary school to reduce some bottleneck for equal access to primary education.

This study, however contradict the earlier finding in Thailand by Fuller Nyirongo and Lockheed (1988) which found that family background of the students (measured by paternal and maternal formal educational attainment and occupation, age and number of siblings in a family) had little effects on achievement gain once entry level was controlled for. This observation seems to indicate the lesser effect of socioeconomic variables on students’ achievement in developing countries than the developed world. The study found that the difference between urban and rural student achievement could be attributed to their different perception of the usefulness of schooling.

The researcher sought to find out the views of teachers as appertains to how economic disparity influence enrolment and retention in primary school in Homa Bay municipality. The researcher measured the views of a true-false scale where 1= true and 2 = False. The following table shows the findings.


<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Children from poor families drop out or fail to join school more than those from well to do families</td>
<td>58</td>
<td>96.7%</td>
</tr>
<tr>
<td>Children fail to enroll in school because of wage labour to supplement family income</td>
<td>50</td>
<td>83.3%</td>
</tr>
<tr>
<td>There are still non-tuition costs that make FPE inaccessible to some children in Homabay Municipality</td>
<td>45</td>
<td>75%</td>
</tr>
<tr>
<td>Financial status of the family does not influence access and retention in primary school</td>
<td>10</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

Table 4.4 indicate that majority of teachers agreed that children from poor families drop out or fail to join school more than those from well to do families by 96.7% as opposed to 3.3% who observed that family income had no effects on enrollment. This finding is in consonance with Lewin (2007), whose analysis of DHS data showed that patterns of participation in primary schools were heavily skewed by household income in Sub-Saharan Africa where children from the richest 20 percent of the households had an average more than eleven times the chance of reaching form one than those from the poorest forty percent of households. Lewin further found that for Kenya, while enrollment for all income groups decreased sharply from primary to secondary school, participation rates between rich males and poor males differed by 0.35(35%). The present study confirmed that household income still greatly determined enrollment in public primary schools in Homa-bay municipality.
Again the study observed that children fail to enroll in school because of wage labour to supplement family income at 83.3%. It was revealed that there are still non-tuition costs that make FPE inaccessible to some children in Homa-bay municipality majority of teachers 75% affirming the same. However 83.3% of teachers felt that financial status of the family was a factor that influences access and retention in primary schools.

4.3.1 Other economic factors commonly cited as determinants of enrolment in primary schools

Three variables measured on a scale of 1-4 were used to identify common economic factors cited as determinant of enrolment in primary schools by the head teachers where 1=strongly agree, 2= Agree, 3= Disagree and 4= strongly disagree. Teachers were also asked to state other economic factors that are determinants of enrollment in primary schools in open ended question. The following table summarizes the findings.

| Table 4.5: Descriptive Statistics |
|-----------------------------------|---------------------------------|-----------------|----------------|
|                                   | Head teachers’ response         | Teachers response |
|                                   | Frequency | % | Frequency | percent |
| Family incomes                    | 6         | 38%| Child labor | 46 |
|                                   | 38%| | 77% | |
| Education of the parent           | 5         | 34%| Poverty    | 9 |
|                                   | 34%| | 15% | |
| Work availability                 | 4         | 28%| unemployment| 5 |
|                                   | 28%| | 8% | |
| Total                             | 15        | 100%| Total     | 60 |
|                                   | 100%| | 100% | |

From table 4.5 family incomes was cited as a strong factor in determining enrolment in primary schools with 38% followed by education of the parents and work availability at 34% and 28% respectively. The findings is in line with
Johnson (1996), who indicated that poverty of parents had elastic influence on their children’s education as they lacked enough resources, funds to sponsor their children education and good schools, good housing facilities, medical care and social welfare services.

The Head-teachers were also asked to indicate other economic factors determining enrollment in their respective schools. The respondents disclosed that poverty was the major factor at 67% and early marriage followed at 33%. This meant that most pupils from poor families fail to enroll in schools due to lack of some basic components of education. The result of the study concurred with a study by Deolalikor (1999) who observed that school pupils were disproportionately drawn from the upper income groups: 9 percent from the poorest quartile in comparison to 30 percent from the richest per capita expenditure quartile. The study also found that the gross enrolment rate in primary schools for the poorest quintile was 45.1% while that for the richest quintile was 85.5% in urban areas. The report identified affordability as one of the influence on access to schooling on average.

Majority of teachers 77% affirmed that child labour was a major factor determining enrollment in primary schools followed by poverty at 15% and last was unemployment which stood at 8%. This is a clear indication that child labour is a major contributor to pupils not getting enrolled in public primary schools in Homabay municipality. It is evident then that there is a link between children involved in labour and non-enrollment, dropout and absenteeism. This finding concurs with Republic of Kenya (2007) who observed that 1.9 million children aged between 5 years and 17 years are forced out of school to work in agricultural sector for family
gains hence discontinue with their education. World Bank (2006) affirms that an estimated 218 million children aged between 5-17 years are engaged in child labour and 216 million of these children are believed to be engaged in hazardous conditions like working in mines, working with chemicals and dangerous machineries.

### 4.3.2 Effects of funds and levies on enrollment and retention

In order to establish the effects of funds and levies on enrollment and retention, the researcher sought first to determine the existence of contributions of funds and levies by parents and its effects on enrollment and retention. The findings are shown in Table 4.6.

<table>
<thead>
<tr>
<th>Existence of funds and levies</th>
<th>Effects of funds and levies on enrollment and retention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Yes</td>
<td>12</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

According to Table 4.6 above, majority 80% of the respondents affirmed that there are funds and levies paid by parents in schools while 20% of the respondents indicated that there were no funds and levies paid in their schools. The respondents further indicated that school levies were in terms of District Education Funds and examination fees. This is an indication that most schools still charge funds to be paid by parents despite the establishment of free primary education.
It is clear from the table above that majority of Head-teachers 60% agreed that funds paid by parents have effects on enrollment and retention while 40% indicated that there were no effects on enrollment and retention. The finding is in agreement with Nkinyangi (1980) who observed that colonial policies pursued after independence enhanced social-economics and educational disparity among regions. The study suggested that educational cost is one of the most significant variable determining access to and smooth progression through school.

4.3.3 Who pays school levies and pupils’ absenteeism cross tabulation

To establish the extent of economic disparity on enrolment, the study further explored on payment of school levies and absenteeism of pupils respondents. The table below shows the findings.

<table>
<thead>
<tr>
<th>Do you sometimes absent yourself from school?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Residual</td>
<td>-1.5</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>-.1</td>
</tr>
<tr>
<td>Aunt/Uncle</td>
<td>Residual</td>
<td>2.6</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>.5</td>
</tr>
<tr>
<td>Brother or Sister</td>
<td>Residual</td>
<td>.7</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>.2</td>
</tr>
<tr>
<td>Well wisher</td>
<td>Residual</td>
<td>1.9</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Using a post-hoc test, it is clear from table 4.7 that respondents whose levies were paid by parents had low absenteeism with a negative standard residual of (-1) as compared to those pupils whose levies were paid by aunt/uncles, brothers/sisters and well-wishers. A standard residual of negative one (-1) indicates that among the survey respondents whose parents paid their school levies, there were few who said they absent themselves from school. The finding is in line with Bunyi and Kjersti (2000) who asserted that even when education is public and free, school attendance will entail outlays from family resources. The parental spending on education was hiked since the non-tuition fees like miscellaneous school charges, learning materials, examination and boarding fees were incurred by families which eventually led to students dropping or not enrolling in schools.

4.4 Effects of cultural diversity on primary school enrolment

In research objective two the researcher sought to determine how cultural diversity affects enrollment in public primary schools in Homa Bay municipality. To address this objective the researcher, sought views of Head-teachers and teachers of the sampled schools by using one quantitative and one qualitative item for the Head teachers’ questionnaire. The items were corroborated with related questions in the, teachers questionnaire. The quantitative items in the Head teachers’ questionnaire were measured on a two scale where 1= agree and 2= disagree. The following subheadings address the findings of the objective.
### 4.4.1 Cultural factors that influence primary school enrollment and retention

#### Table 4.8: Descriptive Statistics

<table>
<thead>
<tr>
<th>Factors</th>
<th>Head teachers’ response</th>
<th>Teachers’ response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value attached to education by the community play a major role in access and retention of the pupils in primary school</td>
<td>93.3% 6.7%</td>
<td></td>
</tr>
<tr>
<td>Gender roles assigned to pupils at home plays a major role in access and retention of the pupils in primary schools</td>
<td>53.3% 46.7%</td>
<td>Gender role 61.7% 38.3%</td>
</tr>
<tr>
<td>Most of the pupils drop out due to peer influence or drug and substance abuse</td>
<td>60% 40% HIV/AIDS 71.7% 28.3%</td>
<td>Peer group 68.3% 31.7%</td>
</tr>
<tr>
<td>HIV/AIDS scourge play a role in enrolment and retention to schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above Table 4.8 majority of Head-teachers 93.3% agreed that the value attached to education by the community play a major role in access and retention of the pupils in public primary schools, Nearly a half of the head-teachers 53.3% were of the opinion that gender roles assigned to pupils at home plays a major role in access and retention of the pupils in primary schools as opposed to 46.7% who indicated that
gender role had no influence on access and retention. This means that the magnitude of gender role on access is not very great.

Majority of Head-teachers 60% revealed that most of the pupils drop out of school due to peer influence or drug abuse as compared to 40% who disagreed. This finding is in line with Malel (1983) who noted that pupils with bad behavior influence others and because people like associating with their peers more than anybody else, those who associate with wrong company end up copying socially unacceptable behavior like drug abuse and alcohol taking. The study also confirms earlier finding by Gaku (2006) which revealed that drug abuse age level has gone down, targeting primary and secondary schools. Worse of all, is that drug trafficking is an illegal trade and they are using children and youth.

Majority of the Head-teachers 80% agreed that HIV/AIDS scourge play a role in enrollment and retention to schools. This study is in consonance with the study by UNESCO (2002), which revealed that 1.3 million orphans are under the age of 18 years. The study agrees that HIV and AIDS poses serious consequences on education due to the reduced capacity of foster families who struggle to ensure the orphans get education. As a result orphans education is not a priority due to the financial means and this cause a drop in school attendance and often high dropout.
4.5 Effects of population density on pupils enrolment in public primary schools

In research objective three the researcher sought to determine how population density affects pupils’ enrolment in public primary schools in Homa Bay municipality. The items were corroborated with related questions in the teachers and pupils’ questionnaire. The following subheadings address the findings of the objective.

4.5.1 Adequacy of facilities/resources compared to pupil population

The researcher endeavored to determine the adequacy of the school facilities as compared to pupil population. Three variables measured on a scale of 1-3 were used to identify the adequacy of facilities as compared to pupils’ population. The adequacy was rated as 1= adequate 2= inadequate 3= Not present. The following table shows the response from the Head teachers.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>15</td>
<td>20%</td>
<td>26.7%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Science laboratory</td>
<td>15</td>
<td>0.0%</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>School furniture</td>
<td>15</td>
<td>33.3%</td>
<td>66.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Classrooms</td>
<td>15</td>
<td>20%</td>
<td>80%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Toilets/latrines</td>
<td>15</td>
<td>33.5%</td>
<td>66.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Water</td>
<td>15</td>
<td>40%</td>
<td>60%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Play ground</td>
<td>15</td>
<td>66.7%</td>
<td>33.3%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
According to Table 4.9 above, play ground is the only infrastructure adequate in all the respondent schools at 66.7%. Key educational parameters such as library facilities, science laboratory, classrooms, toilets/latrines, school furniture and water are inadequate in schools in the municipality. Thus only 20% of the respondent schools had adequate library facilities as compared to 53.3% of the respondents which indicated that the library facilities were completely lacking in their respective schools, no school had adequacy in science laboratory instead 80% of the schools had no science laboratory.

Moreover, 80% of the respondents also indicated that classrooms were inadequate and 60% indicated that water services were inadequate. Concerning other facilities, 33.5% of the respondents stated that toilets/latrines were adequate as compared with 66.7% who said they were inadequate. This means that the pupils’ toilet ratio in these schools still remains high as opposed to the recommendations by ministry of education (2003), which states that sanitation facilities in primary schools should be in the following ratio: 1:30 for boys; 1:25 for girls; and at least a urinal pit for boys and at least one toilet for staff.

Physical facilities are vital components for the enrollment and retention in education sector and their inadequacy or absence affect the achievement of education goals. School buildings, facilities and equipments represent substantial, long term investment by the school community in partnership with other stakeholders. On the other hand, inadequate or inappropriate infrastructure can hinder the implementation of the best designed educational plans. Classrooms which are overcrowded, dilapidated, or fitted with obsolete equipments and learning materials, depress spirit
and make it difficult to teach and learn effectively. Infrastructure resources give schools the opportunity to provide effective learning programs thus promoting access. This is in agreement with Nielsen and Westergard (1998) who conducted a study in Zambia and found out that poor school condition increases the probability of dropping out.

The researcher further asked the pupils to indicate the pupils to book ratio in their respective classes. The findings are presented in table 4.9

**Table 4.10: Text book pupil ratio**

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two to one</td>
<td>46</td>
<td>11.8%</td>
</tr>
<tr>
<td>Three to one</td>
<td>53</td>
<td>13.6%</td>
</tr>
<tr>
<td>Four to one</td>
<td>106</td>
<td>27.2%</td>
</tr>
<tr>
<td>Five to one</td>
<td>185</td>
<td>47.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>390</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: pupils’ questionnaire*

Table 4.10 above indicates that majority of the pupils 185(47.4%) revealed that the most common textbooks ratio was 1:5 pupils followed by 106(27.2%) indicating that text book ratios was 1:4. 53(13.6%) of the respondents said that the textbooks ratios stood at 1:3 pupils while only 46(11.8%) affirmed that the textbook ratio was 1:2. This is an indication that despite the government effort to provide textbooks to public primary schools, the ever growing number of pupils in primary schools is still putting pressure on the available resources in schools. Pupils’ access to textbooks is an
important factor in what and how much they learn. In most developing states availability of textbooks and other reading materials is severely limited. UNESCO (2007) observes that while the student textbook ratio is a significant measure of education quality and access, many classrooms in developing countries especially in poor and rural areas possess only one textbook, typically possessed by the teacher.

4.6 Strategies through which enrolment in public primary schools can be increased

The fourth objective was to determine the strategies’ through which enrollment in public primary schools can be increased in order to minimize negative impact on education development. When asked the role of the government, parents, teachers, Head-teachers, school community and pupils would play to alleviate the problem, 465 respondents who comprised of 15 Head teachers, 60 teachers and 390 pupils gave various suggestions as follows:

Majority of Head-teachers 83% and Teachers 78% agreed that influence of school levies contributed to low access and low retention of pupils in public primary schools in Homa-bay municipality. In order to eradicate the problem 67% of Head-teachers and 74% of Teachers and 75% of the pupils were of the opinion that the government should provide adequate funds to primary schools without involving parents to pay some levies like district education board funds. The Free Primary Education should be made completely free without involvement of parents in the cost sharing. According to Kisirikoi et al (2008), the cost sharing makes many learners from poor families to terminate their education earlier without sufficient skills to meet challenges of the modern world.
Majority of the Teachers 56% and pupils 78% were of the opinion that the government should establish the Free lunch program to all public primary schools in the municipality to caution those pupils who would otherwise drop out due to malnutrition. Head-teachers suggested that school bursary awards should be introduced in primary schools and awarded to the needy children without corruption.

Majority of Head-teachers 84.5%, Teachers 75.3% and pupils 67% indicated that the government should improve the schools staffing situation in order to ensure quality teaching within the public primary schools. The findings confirmed a report by kippra (2009) which indicated that there was a serious shortage of teachers in Kenyan schools.

On the role of the parents in improving enrollment and retention, majority of the Head-teachers 63.3%, Teachers 58% were of the opinion that parents should provide basic needs to their pupils on education and life matters. This will ensure that their children enroll in schools and encourage them to have positive attitude towards education. Similarly, 57.4% of the pupils suggested that parents should provide conducive environment at home to enable pupils feel secure and have determination to learn. This is in line with the recent study in France which examined a program that encouraged parents to participate more in their children schooling and found very positive results (Avvisate, 2010). Moreover, many respondents 78.5% Head teachers and 71.3% pupils suggested that in order to improve access and retention of pupils, Teachers and Head-teachers should embrace guidance and counseling of the pupils in schools. The respondents felt that school Head-teachers should establish regular mentorship programmes where role models from the community within and without
the school to speak, motivate and encourage pupils to take education seriously. Majority of the respondents were of the opinion that the pupils should be disciplined and ready to work hard and have positive attitude towards learning, avoiding truancy and be actively involved in learning activities.

4.6.1 Role played by gender activist on education access

The Head-teachers were asked to comment on the roles played by gender activists on the improvement of educational access in Homa-bay municipality. Majority of the Head-teachers 68.3% posited that they were ware of the existences of gender activists addressing issues of educational access in Homa-bay municipality, while only 31.7% of the respondents indicated that they were not aware of the existence of gender activists. Girl mentorship was known to be dealing with girl child education providing school fees, distributing sanitary towels and school uniforms.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains four sections, summary of the main findings of the study, conclusions and recommendation. This was made under the general themes in the presentation of results in chapter four. Suggestion for further research was also made.

5.2 Summary of Results

5.2.1 Influence of family income on enrollment in public schools

In the research objective one the study sought to find out the extent to which economic disparity affects school enrollment in public primary schools in Homa-bay municipality. Data analysis and interpretation of questionnaires revealed the following findings;

The research revealed that 73.3% of the Head-teachers agreed that economic disparity is a component that determines enrollment of pupils in public primary schools as opposed to 26.7% who said economic disparity is not a determinant of primary school enrollment. Similarly the study also revealed that 96.7% of Head teachers indicated as true the statement that children from poor families drop out or fail to join school more than those from well to do families. Moreover, 83.3% of the respondents were of the opinion that children fail to enroll in school because of wage labour to supplement family income. 83.8% of the respondents indicated as false the statement that financial status of the family does not influence access and retention in primary schools. Pupil’s economic background plays a bigger role in their school enrollment.
and retention, because it draws the line on who can afford education and what level. It was revealed that pupils from well-heeled background have naturally more opportunity to education access than their counterparts who come from underprivileged backgrounds.

The study findings indicated that other economic factors that affect primary school enrollment and retention include the work availability at 28%, family income at 38% and education level of the parents 34%. Majority of Teachers revealed that child labour 77% and poverty 15% are the main economic factors influencing enrollment and retention.

According to the finding of the study, 80% of the respondents agreed that there exists school levies to be paid by parents while only 20% said that there do not exist school levies. The study again revealed that 60% of Head-teacher agreed that funds paid by parents have effects on enrollment and retention while 40% indicated that there were no effects on enrollment and retention. The study further revealed that the respondents whose levies were paid by parents had low absenteeism with standard residual of negative one (-1) as compared to pupils whose levies were paid by aunts/uncles (0.5), brothers/sisters (0.2) and well-wishers at standard residual of one (1.0).

It is therefore evident from the research that economic disparity highly affects primary school enrollment. Pupils’ economic background plays a bigger role in their school enrollment because it draws the line on who can afford education and what level.
5.2.2 Effects of cultural diversity on primary school enrollment

In the research objective two the researcher sought to establish how cultural diversity affects enrollment in public primary schools in Homa-bay municipality.

The study revealed that 93.3% of the Head-teachers agreed that value attached to education by the community plays a major role in primary school access and retention as opposed to 6.7% who disagreed. The study observed that most respondents 60% were of the opinion that pupils drop out from primary schools due to peer group influence and drug abuse contrary to 40% who disagreed that most of the pupils drop out of school due to peer influence or drug and substance abuse. 80% of the Head teachers agreed that HIV/AIDS scourge play a role in enrollment and retention to schools.

The research similarly revealed that teachers were of the opinion that cultural factors influencing enrollment in primary schools were; family decision at 75%, HIV/AIDS at 71.7%, gender role at 61.7% and peer group at 68.3%. HIV/AIDS poses serious consequences on education due to the reduced capacity of families who struggle to ensure the orphans get education. As a result orphans education is not a priority due to the financial means and thus causes a drop in school attendance and often drop out.

5.2.3 Effects of population density on pupils enrollment in public primary schools

The objective set out to determine how population density affects pupils’ enrollment in public primary schools in Homa-bay municipality.
The study observed that most schools in Homa-bay municipality had inadequate physical facilities. It was observed that only 33.3% of the school had adequate school furniture as compared to 66.7% with inadequate school furniture. 20% of the respondent affirmed that there were adequate classrooms while 80% had inadequate classrooms.

Water and toilets/latrines were inadequate in schools only 40% and 33.5% respondents indicated that there was adequate water and toilet/latrine. There was complete lack of science laboratories in all schools while only 20% had adequate library. The only adequate physical facility in most schools was play ground at 67.7%. This means that Investment in primary education in terms of number of schools, desks and teaching and learning resources has not been commensurate with the demand of an increasing urban population. It is possible to argue that Homabay municipality has not readily overcome their basic handicaps of lack of adequate and good facilities. This is true as inadequate number of classroom, congestion within the class alongside essential facilities like toilets/latrines limit the number of pupils in schools.

Textbooks ratio in sampled schools were analyzed and the results indicated that majority of the respondents 47.4% revealed that the most common textbooks ratio was 1:5 pupils followed by 27.2% each indicating that textbooks ratios were 1:4 pupils, 13.6% indicated that textbooks ratio was 1:3 and other respondents indicated that textbooks ratio was 1:2.
5.2.4 Strategies through which enrollment in public primary schools can be increased

In the research objective four the researcher sought to establish strategies through which enrollment in public primary schools can be increased in order to minimize negative impacts on education. The result of the study indicated the following findings:

Majority of Head-teachers 83%, and Teachers 78% indicated that the existence of school levies contributed to low access and low retention in public primary schools in Homa-bay municipality. In order to eliminate this 67% of Head-teachers, 74% of Teachers and 75% of pupils were of the opinion that the government should allocate adequate funds to schools to caution parents against paying school levies.

On measures to increase enrollment and retention in schools 56% of teachers and 78% of pupils indicated that the government should introduce Free Lunch programmes to public primary schools in the municipality. 84.5% of Head teachers, 78.3% of Teachers and 67% of pupils posited that the government should improve staffing to schools. Moreover 63.3% of head-teachers and 58% of teachers suggested that parents should provide basic needs to pupils in order to enable them attend school regularly. Guidance and counseling was revealed by majority of Head-teachers 78.5% and Teachers 71.3% to be a factor that should be introduced in schools to increase access and retention.

The study further revealed that 68.3% of the respondents were a wear of the existence of gender activists in the municipality as opposed to 31.7% who were not a wear. The
study similarly revealed that the gender activist’s name was Girl mentorship and was formed to ensure girl child gain access to both primary and secondary education.

5.3 Conclusions

On the first objective which looked at the influence of family income level on enrollment, based on the findings of the study, it was concluded that economic disparity is a factor affecting enrollment in Homa-bay municipality. Majority of pupils came from disadvantaged families with lack of sufficient income enough to cater for the pupils educational needs in schools hence affecting pupil’s enrollment and retention. The study further concluded that work availability, family income, education and child labour were some of the economic factors affecting enrollment in Homa-bay municipality. The major causes of pupils absenteeism was identified as lack of money to pay school charged levies and it was revealed that pupils whose levies were paid by parent were often not greatly affected by absenteeism as compared with those whose levies were paid by either brothers/sisters, aunt/uncle or well wishers. These findings appear to indicate that education in the municipality is not much different from that in developed countries as far as economic determinants of access are concerned. It appears that as a country develops, the tendency is indeed towards greater inequality in the absence of suitable interventions.

The second objective was to determine how cultural diversity affects enrollment in public primary schools. The study revealed that there was significant relationship between enrollment in public primary schools and cultural factors. Value attached to education by the community, peer group and HIV/AIDS were found to be major factors influencing enrollment in primary schools in the municipality. Other cultural
factors found to affect enrollment in public primary schools were; family decision, and gender role.

The third objective was to determine how population density affects pupils’ enrollment in public primary schools in Homa-bay municipality. The study revealed that most schools in Homa-bay municipality had inadequate or complete lack of physical facilities and thus contributed to low enrollment and retention within the schools. The only facility found to be adequate in most schools was the play ground. Classrooms, school furniture, toilets/latrines and water facilities were found to be inadequate in most schools. Large number of pupils against scarce physical facilities stretched such facilities too much. For example finding on Laboratory and Library availability indicated a general deficiency of what is needed in the sampled schools.

The final objective of the study was to determine strategies through which enrollment in public primary schools can be increased in order to minimize negative impact on educational development. The study revealed that gender activist group named Girl mentorship exist in the municipality and is charged with a responsibility of sensitizing parents about the need to take girl child education seriously. Measures to increase enrollment was revealed to be existing in most schools in the municipality. The measures to be initiated by schools to improve enrollment and retention included; improvement of physical facilities in schools, the government establishing a totally complete free primary education, the government to improve the staffing situation in schools, guidance and counseling programmes to be initiated in schools and lastly schools to initiate free lunch programmes. If access to primary education is to be enhanced, then all the stakeholders namely Head-teachers, Teachers, school
community and the government need to play a pro-active role in order to realize the goals for EFA.

5.4 Recommendation

In the light of the findings and conclusions of the study, there is a need to make some recommendations which may work towards increasing enrollment in primary schools. These recommendations are:

i. Since education is a joint effort between the government, parents and the community, there should be a concerted venture to mobilize resources for improvement of school physical facilities. The government should provide funds specifically for school infrastructure. This can be used to improve the condition of the already existing facilities as well as putting up new ones.

ii. A policy of strengthening guidance and counseling services in primary schools can be very useful. This can be done through engaging qualified counselors to guide and counsel pupils on matters like peer group influence, HIV/AIDS and educational challenges affecting pupils.

iii. The government should improve staffing of the public primary schools by recruiting more teachers. It should also ensure equitable distribution of staff throughout the country in order to improve on quality.

iv. The government should introduce free school feeding programmes and ensure that they are maintained throughout the term so that pupils do not drop out due to their inconveniences.
5.5 **Suggestion for further study**

Taking the limitations and the delimitations of the study into consideration, the researcher makes the following suggestion for further study:

i). Further research is required to study more categories of schools in different municipalities in the country in a comparative manner. This would shed more light on whether there are differences in the municipalities.

ii). The study was limited to Homa-bay municipality. Further research is recommended for other divisions in Homa-bay County to find out if similar factors affect enrollment in primary schools.
REFERENCES


Galabawa, J. (1994). *State and non state financing of primary schools in Tanzania* (REP No 15 pp 35-50)


UNESCO (2009) *Education Wastage in developed countries*.


APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Kenyatta University
Department of Educational Administration & Curriculum Development
P.O BOX 43844
NAIROBI.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: PERMISSION FOR RESEARCH

I am a post-graduate student at K.U currently conducting a study on urbanization and access to education in Public Primary Schools in Homa- Bay District.

This is to request you to spare some of your precious time to allow an interview schedule and complete the attached questionnaire, which can be done at your convenience.

The information you give is confidential and will be only used for the purpose of this study. The findings will assist in making recommendations aimed at improving access & retention in primary schools. Your cooperation will be highly appreciated.

Thanks In Advance.

Yours Faithfully,

Geoffrey Oyugi N. Oure
Kenyatta University
APPENDIX 2: QUESTIONNAIRE FOR THE HEADTEACHER

Introduction

The purpose of this questionnaire is to seek information on urbanization and education access in public primary schools in Homa Bay Municipality in Kenya. The information which you give in this questionnaire will strictly be confidential and will be used for research purposes only. Please respond to the questionnaire by ticking in the appropriate boxes or filling in the required information. Upon completion of this research, I promise to share the findings with you so that altogether, we can do our level best in promoting access. Please feel free to respond to the following questions as openly as possible. Your cooperation is highly appreciated.

SEC: A: General Information

1. What is your gender? Please tick.
   Male [ ] Female [ ]

2. Number of years as a Head teacher in the current school

3. Size of the school
   1 Stream [ ] 4 streams [ ]
   2 Streams [ ] above 4 streams [ ]
   3 Streams [ ]

4. Type of school
   Boys only? [ ]
   Girls only? [ ]
   Mixed? [ ]
SECTION B: School Enrolment of Boys and Girls

5. What is the trend of enrolment by gender in your school in the last 5 years?

<table>
<thead>
<tr>
<th>YEAR</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Is economic disparity one of the components in determining enrolment of pupils in primary school education? If yes explain your answer.

Yes [ ] No [ ]

7. Does economic disparity have influence on retention of pupils in primary school education? If yes explain your answer.

Yes [ ] No [ ]

8. To what extent does the income disparity influence parent involvement in their children’s education.

To a very great extent [ ] To a great extent [ ]
To moderate extent [ ] To no extent [ ]
9. The following are economic factors commonly cited as determinants of access in primary schools. Mark where appropriately.

<table>
<thead>
<tr>
<th>Economic factors</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family size</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental decision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education of the parent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orphan children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work availability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Are there funds and levies that the schools expect the parents to contribute for its running and development?

   Yes [ ]    No [ ]

If yes, which are they and the amount involved

i). .................................................................

ii). .................................................................

iii). .................................................................

11. Do the funds above affect enrolment in primary school?

   Yes [ ]    No [ ]

12. Do the funds above have effect on completion of primary school?

   Yes [ ]    No [ ]
Section C: Cultural diversity and primary School Enrolment.

13. The table below shows some cultural factors that could influence primary school access and retention. Based on your experience indicate whether you agree or disagree with the following statements by marking in the appropriate column.

<table>
<thead>
<tr>
<th>Cultural factors</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value attached to education by the community play a major role in access and retention of the pupils in primary school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender roles assigned to pupils at home plays a major role in access and retention of the pupils in primary schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the pupils drop out of school due to peer influence or drug and substance abuse.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIV/AIDS scourge play a role in enrolment and retention to schools.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Indicate any other cultural factors that influence enrolment of students in primary school within the district.

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

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

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

15. Indicate any other cultural factors that influence retention of pupils in primary schools within the District.

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

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

...........................................................................................................................................................
SEC. D: Population Density and school enrolment and retention.

16. How do you generally rate the enrollment in your school for the last 5 years (2008-2013?)

   Excellent [ ]   Good [ ]   Average [ ]   Poor [ ]
   Very poor [ ]

17. Please indicate with a tick the adequacy of the following facilities/resources as compared to the pupil population.

<table>
<thead>
<tr>
<th>School facilities</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Very inadequate</th>
<th>Not present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets/latrines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play ground</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SEC.E: Strategies to increase enrolment in public primary schools.

18. Are there any gender activists that address issues of children education in Homa Bay Municipality you are aware?

   Yes [ ]   No [ ]
If yes identify them

19. What measures have the activists taken to improve enrolment and retention of pupils in primary schools within the Municipality?

20. In your own opinion which role would the following parties play to improve enrolment and retention of children in primary schools in the district?

   Government

   Parents

   Head teacher

   Teacher

   Community

   Pupils
APPENDIX 3: TEACHERS QUESTIONNAIRE

Introduction

The purpose of this questionnaire is to seek information on urbanization and education access in public primary schools in Homa Bay Municipality in Kenya. The information which you give in this questionnaire will strictly be confidential and will be used for research purposes only. Please respond to the questionnaire by ticking in the appropriate boxes or filling in the required information. Upon completion of this research, I promise to share the findings with you so that altogether, we can do our level best in promoting access. Please feel free to respond to the following questions as openly as possible. Your cooperation is highly appreciated.

SEC A: General Information

1. Sex Male [ ] Female [ ]

2. Class teacher standard

3. Zone

SEC B: Economic disparity and Enrolment in primary schools.

4. How many pupils by gender do you have in your class?

   Boys ___________________________   Girls ___________________________
5. The table below presents economic factors that could influence access and retention of pupils in primary school. From, your experience as a teacher, indicate whether it is true or false by marking in the appropriate column.

<table>
<thead>
<tr>
<th>Economic factors</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children from poor families drop out or fail to join school more than those from well to do families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children fail to enroll in school because of wage labour to supplement family income.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are still non-tuition costs that make FPE inaccessible to some children in Homabay Municipality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial status of the family does not influence access and retention in primary school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. State other economic factors influencing access in primary schools in Homa-bay Municipality

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

7. State other economic factors influencing retention in primary schools in Homa-bay Municipality

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
SEC C: Cultural diversity and school enrolment

8. Does cultural diversity determine enrolment of pupils in primary school education?
   Yes [ ] No [ ]
   Kindly explain your answer. 

9. Does cultural diversity determine retention of pupils in primary school education?
   Yes [ ] No [ ]
   Kindly explain your answer. 

10. To what extent does cultural diversity influence parents’ involvement in their children’s education?
    To a Very great extent [ ]
    To great extent [ ]
    To moderate extent [ ]
    To a less extent [ ]
    No extent [ ]
11. Here are some cultural factors that are commonly cited as determinants of primary school enrolment. Based on your experience indicate whether you strongly agree, agree, neutral, disagree or strongly disagree. Please mark in the appropriate cell.

<table>
<thead>
<tr>
<th>Cultural Factors</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family decision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender role</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orphan children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family size</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SEC D: Population Density and primary school enrolment and retention

12. How has high population density influenced enrollment in your school?

   Increase enrolment [  ]  Decreased enrolment [  ]

13. Please indicate with a tick the adequacy of the following facilities/resources in your class

<table>
<thead>
<tr>
<th>School facilities</th>
<th>Very Adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Very Inadequate</th>
<th>Not present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts and wall maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play ground</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. Comment on pupils’ enrolment in relation to school facilities.

<table>
<thead>
<tr>
<th>Over enrolled</th>
<th></th>
<th>Adequately enrolled</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under enrolled</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEC E: Strategies to increase primary school enrolment.**

15. Does your school have measures to improve enrolment? If yes what measures are they?

Yes [ ] No [ ]

16. Does your school have measures to improve retention; if yes what measures are they?

Yes [ ] No [ ]

17. What strategies should be put in place to improve enrollment in primary schools?

18. What strategies should be put in place to improve retention in primary schools?
APPENDIX 4: PUPILS’ QUESTIONNAIRE

Introduction

The purpose of this questionnaire is to seek information on urbanization and education access in public primary schools in Homa Bay Municipality in Kenya. The information which you give in this questionnaire will strictly be confidential and will be used for research purposes only. Please respond to the questionnaire by ticking in the appropriate boxes or filling in the required information. Upon completion of this research, I promise to share the findings with you so that altogether, we can do our level best in promoting access. Please feel free to respond to the following questions as openly as possible. Your cooperation is highly appreciated.

General Information

1. Sex  Male [ ]  Female [ ]

2. Class  ...................................................................................................................................................

3. What is the total number of pupils in your class ...................................................................................

4. In which class do you find prone to pupil dropout .................................................................................

SEC B: Economic disparity and School Enrolment

5. Are there some school levies you are expected to pay?
   Yes [ ]  No [ ]

   If yes who pay for you?
   Parents [ ]  Aunt/Uncle [ ]
   Brother or Sister [ ]  Well wisher [ ]
6. Do you sometimes absent yourself from school?

   Yes [ ]      No [ ]

   If yes state the reason

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

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

SEC C: Cultural disparity and school Enrolment

7. Here are some cultural factors that affect school enrolment and retention. Mark appropriately.

<table>
<thead>
<tr>
<th>Cultural factor</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family size</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender Role</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orphan children</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SEC D: Population density and primary school Enrolment.

8. Do you share textbooks in your class?

   Yes [ ]      No [ ]

   If yes how many pupils share one textbook?

   2 [ ]      3 [ ]      4 [ ]

   5 [ ]      above 5 [ ]

9. How many teachers do you have

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

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

   83
10. How many classrooms are there in your school?
   
   1 - 4   [   ]
   5 - 6   [   ]
   7 - 8   [   ]
   More than 8 [   ]

11. Are they enough for all pupils?
   
   Yes [   ] No [   ]

12. How many latrine/toilets do you have?
   
   1-4   [   ]  5-6   [   ]  7-10 [   ]  Above 10 [   ]

13. Are the above facilities enough for all pupils?
   
   Yes [   ] No [   ]

14. Are other facilities like playground and desks enough for the population in school? If no state why?
   
   Yes [   ] No [   ]

SEC E: Strategies to increase enrolment in primary schools.

15. What measures should be taken to improve enrolment in your school?...............

16. What measures should be taken to improve retention in your school?.............
## APPENDIX 5: RESEARCH BUDGET

<table>
<thead>
<tr>
<th>ITEM/ACTIVITY</th>
<th>UNIT COST/ QUANTITY</th>
<th>TOTAL COST KSH.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travelling Allowance for 40 days</td>
<td>800 per day</td>
<td>32,000</td>
</tr>
<tr>
<td>Subsistence and Accommodation</td>
<td>800 per day</td>
<td>32,000</td>
</tr>
<tr>
<td>Food (Breakfast, Lunch and Supper)</td>
<td>1000 per day</td>
<td>40,000</td>
</tr>
<tr>
<td>Accommodation 40 days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature Review (Computer Internet)</td>
<td></td>
<td>20,000</td>
</tr>
<tr>
<td>Stationery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field notebook</td>
<td>10@100</td>
<td>1000</td>
</tr>
<tr>
<td>Foolscaps (ruled)</td>
<td>6@500</td>
<td>3000</td>
</tr>
<tr>
<td>Document holders</td>
<td>10@100</td>
<td>1000</td>
</tr>
<tr>
<td>Typing papers</td>
<td>6@500</td>
<td>3000</td>
</tr>
<tr>
<td>Ball pens</td>
<td>10@25</td>
<td>250</td>
</tr>
<tr>
<td>Pencils</td>
<td>10@25</td>
<td>250</td>
</tr>
<tr>
<td>Geometrical set</td>
<td>1@400</td>
<td>400</td>
</tr>
<tr>
<td>Secretarial services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal typing (45 pages)</td>
<td>@ 60 per page</td>
<td>2700</td>
</tr>
<tr>
<td>Proposal photocopying</td>
<td>@ 450</td>
<td>2250</td>
</tr>
<tr>
<td>Project typing</td>
<td>@ 60 per page</td>
<td>12000</td>
</tr>
<tr>
<td>Project photocopying</td>
<td>@ 10 per page</td>
<td>2250</td>
</tr>
<tr>
<td>Binding 8 copies</td>
<td>800 per copy</td>
<td>6400</td>
</tr>
<tr>
<td>Computer time data processing</td>
<td></td>
<td>20000</td>
</tr>
<tr>
<td>Contingencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10% of total cost</td>
<td></td>
<td>17800</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td><strong>196,350</strong></td>
</tr>
</tbody>
</table>
APPENDIX 6: TIME PLAN

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Concept Paper</td>
<td>April 2013</td>
</tr>
<tr>
<td>Development of Proposal</td>
<td>August 2013</td>
</tr>
<tr>
<td>First Draft Submission of Proposal</td>
<td>November 2013</td>
</tr>
<tr>
<td>Final Draft Submission of Proposal</td>
<td>December 2013</td>
</tr>
<tr>
<td>Pilot Study</td>
<td>January 2014</td>
</tr>
<tr>
<td>Data Collection</td>
<td>January 2014</td>
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<tr>
<td>Data Analysis and Writing of Report</td>
<td>February 2014</td>
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<tr>
<td>Submission of First Draft to Supervisor</td>
<td>March 2014</td>
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<tr>
<td>Submission of Final Draft to Supervisor</td>
<td>March 2014</td>
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<tr>
<td>Graduation</td>
<td>June 2014</td>
</tr>
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APPENDIX 7: APPROVAL OF RESEARCH PROPOSAL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

FROM: Dean, Graduate School
DATE: 27th April, 2014

TO: Mr. Geoffrey Oyugi Nyagol Orue
C/o Educational Mgmt.
Kenyatta University

REF: E55/CE/26427/11

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that Graduate School Board at its meeting of 27th March, 2014 approved your Research Proposal for the M.Ed. Degree entitled “Urbanization and Access to Education in Public Primary Schools in Homa-Bay Municipality of Homa-Bay County”.

Thank you,

REUBIN MURIUKI
FOR: DEAN, GRADUATE SCHOOL


Supervisors:

1. Dr. Thaddaeus Ogola Rugar
KENYATTA UNIVERSITY

2. Dr. Mukirae Njihia
KENYATTA UNIVERSITY

Rb/cao

Committed to Creativity, Excellence & Self-Reliance
APPENDIX 8: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-3213471;
224/349, 310671, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref No.

NACOSTI/P/14/9785/1735

Geoffrey Oyugi Nyagol Oure
Kenyatta University
P.O.Box 43844-00100
NAIROBI.

Date:
3rd June, 2014

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Urbanization and access to education in public primary schools in Homabay Municipality of Homabay County,” I am pleased to inform you that you have been authorized to undertake research in Homabay County for a period ending 30th July, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Homabay County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Said Hussein
For: Secretary/CEO

Copy to:
The County Commissioner
The County Director of Education
Homabay County.
APPENDIX 9: RESEARCH PERMIT

CONDITIONS:

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do so may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.

The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

RESEARCH PERMIT

Serial No. A

This is to certify that Mr. Geoffrey Oyugi Nyagol Oudie of Kenyatta University, has been permitted to conduct research in Homabay County on the topic: \textit{Urbanization and Access to Education in Public Primary Schools in Homabay Municipality of Homabay County.} for the period ending 30th July, 2014.

Total Cost: \$1,200

Fee Receipted: \$200

Applicant's Signature

Copy

National Commission for Science, Technology and Innovation

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