SOCIO-ECONOMIC AND INSTITUTIONAL DETERMINANTS OF ACCESS AND PARTICIPATION TO ALTERNATIVE PRIMARY SCHOOLS IN MATHARE CONSTITUENCY, NAIROBI COUNTY, KENYA

GATWIRI WINNIEJOY NKONGE

E55/20310/2012

A Research Thesis Submitted in Partial/Fulfilment of the Degree of Master of Education in the Department of Educational Management, Policy and Curriculum Studies, School of Education Kenyatta University

November, 2015
DECLARATION

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

........................................... ...........................................
GATWIRI WINNIEJOY NKONGE
E55/20310/2012

Supervisors: This thesis has been submitted for appraisal with our approval as University Supervisors.

........................................... ...........................................
DR. MUKIRAE NJIHIA
Department of Educational Management, Policy and Curriculum studies

........................................... ...........................................
DR. JOHN NDERITU
Department of Educational Management, Policy and Curriculum Studies
DEDICATION

To my dear loving and caring parents, Mr. Linus Nkonge Kobia and Mrs. Cecilia Kagendo Nkonge who laid my educational foundation and from whom the inspiration to do this work is drawn. To my siblings: Royford Mwenda, Nelly Muthoni, Sharon Kathambi and Winnie Karimi. Without their love, support and unfailing encouragement, completion of this work would not have been possible.
ACKNOWLEDGEMENT

My deepest gratitude goes to God Almighty for giving me all that I needed for this work to come to a completion. I thank God for making Dr. Mukirae Njihia and Dr. John Nderitu my supervisors. To them I am heavily indebted. I thank them most sincerely for their invaluable time and prudent guidance in the development and production of this work.

My gratitude goes to Mr. Antony Eojana and Mrs Sitati who edited this work. It also extends to Dr. Onesmus Thuo, Dr. Rugar and Dr. Nyerere who read my scripts and made valuable suggestions.

To my fellow classmates and friends in particular Beatrice, Marrietah and Esther I say thank you for the discussions we had and encouragement you offered me. May God bless you mightily.
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>i</td>
</tr>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>iv</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>v</td>
</tr>
<tr>
<td>List of Figures</td>
<td>viii</td>
</tr>
<tr>
<td>List of Tables</td>
<td>ix</td>
</tr>
<tr>
<td>Abbreviations and Acronyms</td>
<td>x</td>
</tr>
<tr>
<td>Abstract</td>
<td>xi</td>
</tr>
<tr>
<td><strong>CHAPTER ONE: INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Background to the Study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the Problem</td>
<td>6</td>
</tr>
<tr>
<td>1.3 Purpose of the Study</td>
<td>7</td>
</tr>
<tr>
<td>1.4 Objectives of the Study</td>
<td>8</td>
</tr>
<tr>
<td>1.5 Research Questions</td>
<td>8</td>
</tr>
<tr>
<td>1.6 Significance of the Study</td>
<td>9</td>
</tr>
<tr>
<td>1.7 Assumptions</td>
<td>9</td>
</tr>
<tr>
<td>1.8 Limitations of the Study</td>
<td>9</td>
</tr>
<tr>
<td>1.9 Delimitations of the Study</td>
<td>10</td>
</tr>
<tr>
<td>1.10 Theoretical Framework</td>
<td>10</td>
</tr>
<tr>
<td>1.11 Conceptual Framework</td>
<td>12</td>
</tr>
<tr>
<td>1.12 Operational definition of Key Terms</td>
<td>14</td>
</tr>
<tr>
<td><strong>CHAPTER TWO: REVIEW OF RELATED LITERATURE</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>15</td>
</tr>
<tr>
<td>2.2 School based Factors Influence on Pupils Enrolment</td>
<td>15</td>
</tr>
<tr>
<td>2.3 Home background characteristics Influence on Pupils enrolment</td>
<td>18</td>
</tr>
<tr>
<td>2.4 School based Factors Influence on Pupils School attendance</td>
<td>20</td>
</tr>
<tr>
<td>2.5 Home background characteristics Influence on Pupils School attendance</td>
<td>22</td>
</tr>
</tbody>
</table>
2.6 Summary of the Literature Review and Gap Identification

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

3.2 Research Design

3.3 Study Locale

3.4 Study Population

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

3.5.2 Sample Size

3.6 Research Instruments

3.6.1 Questionnaires

3.6.2 Observation Schedules

3.7 Pilot Study

3.7.1 Validity

3.7.2 Reliability

3.8 Data Collection Techniques

3.9 Methods of data Analysis

3.10 Logical and Ethical Considerations

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

4.2 General and Demographic Information

4.2.1 Respondent Rates

4.2.2 Headteachers Demographic Details

4.2.3 Teachers Demographic Details

4.2.4 Pupils Demographic Details

4.3 Influence of School based factors on Enrolment

4.3.1 School Feeding Programme (SFP)

4.3.2 Alternative Primary School Environment

4.3.3 School hours, teacher qualifications, physical facilities, and Fees
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction .................................................................75
5.2 Summary of Research Findings .......................................75
   5.2.1 General and Demographic Information ......................75
   5.2.2 Influence of school based factors on Enrolment ............76
   5.2.3 Influence of home background characteristics on pupils' Enrolment.77
   5.2.4 Influence of school based factors on pupils' school attendance.77
   5.2.5 Influence of home background characteristics on school attendance.78
5.3 Conclusions .................................................................79
5.4 Recommendations .........................................................81
5.5 Recommendations for Further Research ............................81

REFERENCES .................................................................82

APPENDIX I: Headteachers Questionnaire ...............................89
APPENDIX II: Teachers Questionnaire ....................................97
APPENDIX III: Pupils Questionnaire ....................................106
APPENDIX IV: Observation Schedule .................................113
APPENDIX V: Research Permit .............................................114
APPENDIX VI: Graduate School Research Authorization ............116
APPENDIX VII: NACOSTI Authorization Letter .............117
LIST OF FIGURES

Figure 1.1: Conceptual Framework .................................................................12
Figure 4.1: Qualifications Required to Teach in Alternative primary Schools........43
Figure 4.2: Teachers Motivation........................................................................45
Figure 4.3: Enrolled in Public Formal Primary Before Alternative primary Schools.49
Figure 4.4: Pupils Response on Whether They Liked Their Teachers...............51
Figure 4.5: SFP in Alternative primary Schools...............................................53
**LIST OF TABLES**

Table 3.1: Summary of Study Sample Size .............................................28
Table 4.1: Response Rate ........................................................................34
Table 4.2: Headteachers’ Academic Qualification by Gender ...................36
Table 4.3: Headteachers’ Teaching Experience by Gender .......................38
Table 4.4: Teachers’ Academic Qualification .........................................40
Table 4.5: Headteachers Response on Teachers’ Qualification ..................41
Table 4.6: Teachers’ Teaching Experience by Gender ...............................44
Table 4.7: Pupil’s Age Range by Gender ................................................47
Table 4.8: Pearson Correlation Coefficient on SFP and Enrolment ...........54
Table 4.9: Regression Model Summary SFP and Enrolment ......................55
Table 4.10: Building Materials Used in Alternative primary Schools ..........56
Table 4.11: Spearman’s rho Coefficient for Flexibility of school hours ......59
Table 4.12: Regression model summary on Flexibility of school hours ......61
Table 4.13: Spearman’s rho coefficient for Enrolment and Basic needs ......63
Table 4.14: Regression model Summary on Enrolment and Basic needs ......64
Table 4.15: Pearson Correlation Coefficient on Family size and Enrolment ..65
Table 4.16: Regression model Summary on Enrolment and Family size ......66
Table 4.17: Spearman’s rho coefficient for School factors and School attendance ......67
Table 4.18: Regression model Summary on School factors and School attendance ......70
Table 4.19: Spearman’s rho coefficient for Basic needs and School attendance ......71
Table 4.20: Regression model Summary on Basic needs and School attendance ......72
Table 4.21: Spearman’s rho coefficient for Family size and School attendance ......73
Table 4.22: Regression model Summary on Family size and School attendance ......74
## ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEC(s)</td>
<td>Alternative Education Centre(s)</td>
</tr>
<tr>
<td>APBE</td>
<td>Alternative Provision of Basic Education</td>
</tr>
<tr>
<td>APBE&amp;T</td>
<td>Alternative Provision of Basic Education and Training</td>
</tr>
<tr>
<td>APS(s)</td>
<td>Alternative Primary School(s)</td>
</tr>
<tr>
<td>ASALs</td>
<td>Arid and Semi Arid Lands</td>
</tr>
<tr>
<td>CBOs</td>
<td>Community Based Organizations</td>
</tr>
<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>EMIS</td>
<td>Educational Management Information System</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NFE</td>
<td>Non Formal Education</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non Governmental Organizations</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic Cooperation and Development</td>
</tr>
<tr>
<td>SFP</td>
<td>School Feeding Programme</td>
</tr>
<tr>
<td>SID</td>
<td>Society for International Development</td>
</tr>
<tr>
<td>UBEP</td>
<td>Undugu Basic Education Programme</td>
</tr>
<tr>
<td>UIS</td>
<td>UNESCO Institute for Statistics</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
</tbody>
</table>
ABSTRACT

Despite introduction of Free Primary Education in Kenya to aid access to primary education, studies reveal that majority of children from poor backgrounds are out of school. Consequently, Alternative primary schools have emerged as alternative institutions of providing primary education to those who cannot access formal primary schools. The study sought to find out why more than 50% of the out of school children of primary school age in Mathare Constituency are not enrolled in Alternative primary schools. The purpose of the study was to establish socio-economic and institutional based determinants of access in Alternative primary schools in Mathare Constituency. Key objectives for the study were to establish influence of school based factors on enrolment of pupils, determine influence of home background characteristics on pupil’s enrolment, find out influence of school based factors on pupil’s school attendance and establish influence of home background characteristics on pupil’s school attendance. The study adopted Classical Liberal theory. Literature was reviewed along the following themes: School based factors influence on pupils’ enrolment; home background characteristics influence on pupils enrolment; school based factors influence on pupils school attendance and home background characteristics influence on pupils school attendance. Correlational research design was used in this research. The key variables for the study included independent variable (social-economic and institutional based determinants of access and participation) and dependent variable (access and participation). The locale of the study was Mathare Constituency, Nairobi County. Study population was 18,000 pupils, 58 headteachers and 604 teachers. The sample size for head teachers and teachers comprised 20% (12) and 10% (60) respectively. Further, tables for determining sample sizes for a given population were used to obtain 317 pupils as the sample size. Data collection instruments included questionnaires and observation schedules. Data were analyzed through descriptive statistics where the Correlation and Regression analyses were used. The findings of the study are presented in tables of frequency distributions, percentages and pie charts. The study established a strong negative and statistically significant correlation between school fees required and enrolment of pupils ($r = -.924, p = .029$) at alpha 0.05 level of statistical significance. A strong positive and statistically significant correlation between availability of basic needs such as food, shelter and clothing and enrolment of pupils ($r = .728, p = .017$) at alpha 0.05 level of statistical significance was established by the study. Based on these findings, the study concludes that school fees charged in Alternative primary schools in Mathare Constituency relates to low enrolment. Further, availability of basic needs such as food, shelter and clothing are better indicators of enrolment in Alternative primary schools in Mathare Constituency. It therefore recommends that the Alternative primary school managers in Mathare Constituency to ensure flexibility of school hours, leverage resources for running their school from other sources other than school fees, employ qualified teachers and provide sufficient school physical facilities.
CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

This chapter presents background to the study; statement of the problem; purpose of the study; objectives of the study; research questions; significance of the study; limitation and delimitation of the study; assumptions of the study; theoretical and conceptual framework; and operational definition of terms used in the study respectively.

1.1 Background to the Study

According to UNESCO (2002), Education For All (EFA) goals were adopted in April 2000 at the World Education Forum in Dakar. Adoption of the EFA goals was consequent to commitment of governments, non-governmental organizations, multilateral and national development assistance agencies to inclusive system of quality education for all. Five months after the Dakar conference and establishment of Education for All (EFA) goals; Millennium Development Goals (MDGs) were coined by the United Nations Assembly during a Millennium Summit at the United Nations headquarters in New York City (UNESCO, 2002).

According to UNESCO (2002), Millennium Development Goals (MDGs) are derived from the international development targets and they are directly linked to EFA goals. The EFA goal 2 and MDG 2 seek to attain universal primary education. EFA goal 2 is to have all children particularly girls in difficult circumstances and those belonging to ethnic minorities have access to, and complete free and compulsory primary education.
of good quality by year 2015. MDG 2 is to have children everywhere; boys and girls alike complete a full course of primary schooling by year 2015.

Education is characterized by numerous benefits such as national development, individual prosperity, social and health stability among others (UNESCO, 2010). In addition, it plays a key role in determining how an individual lives his or her adult life. It is for this reason that it gains recognition in the international development targets. UNESCO (2012) and United Nations (2013) note progress towards attainment of various EFA goals and MDGs. UIS (2013) notes there were 57 million out of school children of primary school age in year 2011 globally falling from 105 million in year 1990. In line with UNESCO Institute for Statistics (UIS), (2012), in Sub-Saharan Africa, nearly all of the progress in reducing number of out of school primary school aged children; 40.6 million, reduced by 7.8 million between 2000 and 2005 after the inception of EFA and MDG goals. The progress in reducing the number of out of school children has slowed down considerably. The number of out of school children 32.8 million in 2005 reduced by 3 million in year 2011 in Sub-Saharan Africa (UIS, 2012). In addition, UIS (2013) indicates 23% of primary school age children in Sub-Saharan Africa have either never attended school or left school without completing primary education. Further, UNESCO (2012a) notes that half of the world out of school children are from Sub-Saharan Africa.

Global Initiative on Out Of School Children Initiative (OOSCI) was launched in 2009 by UNICEF and UIS (UNESCO, 2012b). UNESCO (2012b) further indicates that OOSCI was designed to provide data required to inform policies aimed at reducing
the number of out of school children. According to (Lewin, 2011), in Latin America and Caribbean, OOSCI focuses on children between ages 5 and 17 who are out of school and those who are at risk of being out of school with an aim to overcome educational barring. Achievement of MDGs and EFA goals depends much on the access, participation, retention and successful completion of basic education. Socio-economic and institutional based factors that hinder children from accessing primary education need to be eradicated to ensure education for all children is attained. Adoption of EFA and MDG goals in year 2000 resulted to countries embracing Free Primary Education (FPE) policy to aid access to primary education through eradicating education cost. The FPE grants by governments endeavour to purchase instructional materials and other support services at the institutional level. This was consequent to the realization that educational costs incurred by households promoted educational exclusion (Keith, 2007).

Out-of-school children in Sub-Saharan Africa are from disadvantaged groups (UIS, 2013). These disadvantaged groups include populations living in Arid and Semi-Arid Lands (ASALs) also referred to as the marginalized areas and the urban poor people living in informal settlements commonly referred to as slum areas (SID, 2011). To ensure attainment of EFA and MDG goals on UPE, diverse pathways of providing basic education have been necessary. Yasunaga (2014) argue Non-formal education is one such pathway. Non-formal education institutions are characterized by a high degree of flexibility and openness to change (Yasunaga, 2014). In Nigeria, institutions offering Non-formal education, provide basic education to drop outs and never enrolled children into schools (Akyeampong, Sebates, Hunt, & Anthony, 2009).
However, owing to difficulties in drawing a line between what is formal institution and what is non-formal institution providing basic education, various countries have preferred to refer to non-formal institutions as alternative programmes offering basic education (Hoppers, 2006).

The constitution of Kenya and Basic Education Act 2013 provide legal mechanisms of ensuring that every Kenyan citizen gets access to basic education (Republic of Kenya, 2010a). The Ministry of Education Science and Technology (MoEST) in Kenya began supporting alternative programmes offering basic education through an investment programme included in the Kenya Education Sector Support Programme 2005-2010 (Republic of Kenya, 2009). Alternative Provision of Basic Education and Training (APBET) policy was established in 2009. The policy aimed to support alternative programmes offering basic education such as Alternative Primary Schools (APS) and Alternative Education Centres (AEC). Alternative Primary Schools (APS) and Alternative Education Centres (AEC) address educational needs of children and some adults who are unable to access formal primary education institutions (Republic of Kenya, 2009). In addition, Republic of Kenya (2009b) highlights that Alternative Primary Schools (APS) target primary school age children and the formal curriculum is used while Alternative Education Centres (AEC) target school age children and youth, below 18 years and use various alternative curricular, including the department of education (Non Formal Education) NFE curriculum.

The APSs and AECs are found primarily in two types of locations; low income areas in urban centres and in remote-rural areas, mainly in ASALs (Thompson, 2001). In
Kenya, Nairobi County has 640 APBET institutions which is the highest number compared to other counties (Republic of Kenya, 2009). Besides, United Nations Human Settlements Program (2005) notes that Nairobi’s informal settlements (slums) are estimated to be home to over 50% of the city’s population and are largely served by low-cost private, community and non-formal schools managed by individual entrepreneurs, communities and non-governmental organizations.

Statistics show that 9,509,500 children were enrolled in formal primary schools in 2009 (Republic of Kenya, 2010). UIS (2013) indicates that the number of children out of school in Kenya is 1,010,000 and the number of children enrolled in APBET institutions is 163,340 children (Republic of Kenya, 2012). This shows that 83% (846,660) of the out of school children are neither in the formal primary schools nor in APBET institutions. Alternative Primary Schools (APS) target school age children who for a range of reasons have been unable to join the formal primary schools (Republic of Kenya, 2014). The question that comes to mind is ‘what hinders 846,660 children from enrolling in the established Alternative Primary Schools APSs?’

Despite the fact that Alternative Primary Schools (APSs) are established in the various informal settlements in Nairobi County, this study focused on APSs in Mathare Constituency of Nairobi County. There are 70,000 primary school age children in Mathare Constituency (Republic of Kenya, 2012). According to Wildish (2011), Mathare is the second largest slum in Kenya and has 58 registered APSs in the MoEST and only two public primary schools. The two formal primary schools in Mathare Constituency are located at the periphery of the constituency serving most
primary school age children from the neighbouring Constituencies (Dignatas, 2008). Owing to limited number of formal primary schools in Mathare, APSs are key in providing basic education to primary school age children. Wildish (2011) notes 3,000 children are enrolled in the two public primary schools and 18,000 children in the 58 registered APSs. Examining the given statistics of the population of primary school age children in Mathare Constituency which is 70,000 and the population of children that is enrolled in both formal primary schools and APSs, it emerges that 49,000 children 70% are not enrolled in either APSs or in formal primary schools. It is against this background that the study sought to establish socio-economic and institutional determinants of access and participation in the alternative primary schools established in Mathare Constituency.

1.2 Statement of the Problem

Non attainment of universal primary education goal has been of concern to educational planners and governments of Sub-Saharan Africa countries. More than the half population of out of school children in the world live in Sub-Saharan Africa countries. In Kenya, one of the Sub-Saharan Africa countries, 1,010,000 children of primary school age are still out of school. FPE was reintroduced in 2003 in Kenya with an aim of enhancing equitable access to primary education. However, non schooling gap was not reduced in ASALs and informal settlement since children remained not enrolled in formal primary schools. Further, Kenya government implemented APBET policy in 2009 to support Alternative primary schools which emerged in ASALs and informal settlement areas to provide primary education to children not enrolled in formal primary schools.
Mathare, an informal settlement in Nairobi, Kenya has 70,000 school age children population served by only two formal public primary schools located at the periphery of the informal settlement. Most school aged children in Mathare Constituency are not able to access formal primary schools. Alternative primary schools are instituted in Mathare Constituency to provide primary education to children who cannot access formal primary schools. However, statistics reveal that 70% of the children population of primary school age in Mathare Constituency is neither enrolled in formal public primary schools nor in the alternative primary schools.

Further, given that 18,000 children are enrolled in the 58 alternative primary schools in Mathare, the average capacity of each school is approximately 310 pupils and 40 pupils per class. This raises the question 'do alternative primary schools in Mathare have capacity to carry more pupils?' Why are 70% of the children of primary school age not enrolled in alternative primary schools in Mathare Constituency? The study sought to find out the socio-economic and institutional based determinants of access and participation to alternative primary schools in Mathare Constituency.

1.3 Purpose of the Study

The purpose of the study was to establish socio-economic and institutional based determinants of access and participation to alternative primary schools in Mathare Constituency.
1.4 Objectives of the Study

The specific objectives of this study were to:

i. Establish influence of school based factors on enrolment of pupils in Alternative primary schools in Mathare Constituency.

ii. Determine influence of home background characteristics on pupils’ enrolment to Alternative primary schools in Mathare Constituency.

iii. Find out influence of school based factors on pupils’ school attendance in Alternative primary schools in Mathare Constituency.

iv. Establish influence of home background characteristics on pupils’ school attendance to Alternative primary schools in Mathare Constituency.

1.5 Research Questions

The study was guided by the following research questions:

i. How do school based factors influence enrolment of pupils in Alternative primary schools in Mathare Constituency?

ii. What is the influence of home background characteristics on enrolment of pupils in Alternative primary schools in Mathare Constituency?

iii. How do school based factors influence pupil’s school attendance in Alternative primary schools in Mathare Constituency?

iv. What is the influence of home background characteristics on pupil’s school attendance to Alternative primary schools in Mathare Constituency?
1.6 Significance of the Study

The study has the following significance:

i. Benefits policy-makers in planning for the Alternative primary schools in Mathare Constituency through advancement of their knowledge on school based factors and home background characteristics influence on pupil’s school enrolment and attendance in Alternative primary schools.

ii. Benefits alternative primary schools administrators in their administrative activities through advancement of their knowledge on school based factors and home background characteristics influence on pupil’s school attendance and enrolment in Alternative primary schools.

1.7 Assumptions of the Study

The study was based on the following assumptions:

i. Respondents gave accurate and credible information.

ii. The respondents of the research questions were cooperative.

1.8 Limitations of the Study

The study had the following limitations:

i. The Alternative primary schools sampled for the study in Mathare Constituency were distanced from each other thus accessing them required guidance.

ii. The study was not able to benefit from the opinions of parents of Alternative primary schools in Mathare Constituency, pupils responded to household questions.
1.9 Delimitation of the Study

The study had the following delimitation:

i. The study was limited to Alternative primary schools only in Mathare Constituency and did not investigate Alternative primary schools in other Constituencies in Kenya.

ii. The study was limited to Alternative primary schools only and did not investigate Alternative education centres in Mathare Constituency.

1.10 Theoretical framework

The study was guided by the Classical Liberal Theory of equal opportunity. Classical liberalism is a broad school of thought that includes Adam Smith, David Hume, F.A. Hayek and libertarians such as Robert Nozick (Brennan & Tomasi, 2011). The theory, asserts that each person is born with a given amount of capacity, which to a large extent, was inherited and could not substantially be changed. Classical Liberal Theory deems education as the great equalizer which facilitates equality (Sherman & Wood, 1982). This is because education enhances life chances of those who are born into humble circumstances since it documents on who deserves wealth as a result of his or her achievements which are determined by inherited capabilities and his or her will to use them and not by one's economic status.

Classical liberals of equal opportunity theory argue that civil liberties such as right to education enhance civilians economic liberty (Brennan & Tomasi, 2011). However, according to Gaus, (1999) economic liberty is a result of civil liberties such as right to education and most classical liberals emphasize that private economic liberties are
conducive to overall happiness. Classical Liberal Theory of equal opportunity asserts that all people should be treated equally, not burdened by non-natural obstacles (Sherman & Wood, 1982). As a result, education institutions should be designed without barriers. Thus, help learners in marginalized areas and urban poor households to take advantage of their inborn talents.

APSs were put in place to offer inclusion of children excluded from the formal primary schools. The education offered to children out of school accelerates them to social promotion since education enhances life chances. This is in support of the Classical Liberal Theory which states that social mobility will be promoted by equal opportunity of education. The roots of this theory can also be traced to writers such as Rousseau who claimed that the “natural” statesmen were born equal and personal qualities should not jeopardize social equity so long as society rewards people according to their statii (Sherman & Wood, 1982).

Formal primary schools have failed to incorporate children of diverse backgrounds and needs in their system rendering some out of school; thus excluding them from access and participation of basic education. Alternative primary schools bridge the gap of children excluded from accessing primary education through formal primary schools. In pursuit of attaining the educational goals highlighted in the international educational frameworks of 2000 (EFA goals and MDGs), Alternative primary schools play a key factor in enhancing access to primary education. The Classical Liberal Theory was found relevant for this study since it affirms that all children should go through education hence be given a chance to progress from where they are.
1.11 Conceptual Framework

INDEPENDENT VARIABLES

- Institutional based determinants
  - School Feeding Programme (SFP)
  - School physical facilities
  - Teacher qualification
  - Flexibility of school hours
  - School Costs/Fees

- Socio-economic determinants
  - Home background Characteristics
    - Availability of basic needs such as food, shelter and clothing
    - Family Size

DEPENDENT VARIABLE

Access and Participation to
(Primary education in Alternative primary schools in Mathare Constituency)

- Enrolment of pupils to Alternative primary schools in Mathare Constituency
- School Attendance of pupils to Alternative primary schools in Mathare Constituency

Source: Researcher (2014)

Figure 1.1: Conceptual Framework showing Independent and dependent variables

The above model encompasses the major variables, Independent and Dependent. It also illustrates the possible pattern of influence on each other. The independent variable; institutional based determinants School Feeding Programme (SFP), teacher qualifications; flexibility of school hours and school physical facilities determine
pupil enrolment and attendance of Alternative primary schools. In addition, independent variable; socio-economic factors such as availability of basic needs such as food, clothing and shelter and family size determine pupil enrolment and attendance of Alternative primary schools. Both institutional and socio-economic factors determine access and participation of pupils to primary education in Alternative primary schools. Access and participation of pupils to primary education is indicated by pupils’ enrolment and school attendance in school. Attainment of UPE cannot be realized in a country where children are out of school since such children do not attain primary education.

Factors that influence access and participation in a learning institution ascertains right of entry of every child to that institution and progressive involvement of the child in learning activities. The arrow is therefore pointing downwards from Independent variables (Institutional based and Socio-economic determinants) to Dependent variables (Access and Participation) to indicate that access of children to primary education in Alternative primary schools in Mathare Constituency is dependent to the Socio-economic determinants and Institutional based.
1.12 Operational Definition of Terms

Access- Enrolment of pupils in a learning institution

Alternative Primary School(s)- Systematic and organized learning institutions that provide primary education outside the formal primary schools.

Determinant- Refers to a feature and or aspect of influence.

Enrolment- Pupil admission in Class I in year 2013

Formal Primary Schools- Refer to institutions characterized by conventional curriculum, inflexible programmes and chronologically ordered levels offering regular education in this case primary education.

Home background characteristics- refers to availability of basic needs such as food, shelter and clothing and the family size in terms of number of siblings in a household

Institutional /School based determinant(s) - Organizational feature(s) or aspect(s).

Participation- refers to pupils’ school attendance

School Attendance – Pupil presence at school

Socio-economic determinant- Pupil’s features of home background characteristics.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction
In this chapter, literature related to the area of study was reviewed under the following sub-headings school based factors influence on pupils enrolment; home background characteristics influence on pupils enrolment; school based factors influence on pupils school attendance; home background characteristics influence on school attendance and summary of the literature review and gap identification respectively.

2.2 School based factors Influence on Pupils Enrolment
A study by Adeyemi (2012) in Ogun State primary schools of Nigeria, aimed at assessing the influence of Universal Basic Education (UBE) facilities on pupil enrolment, teacher population and their classroom ratio in the teaching and learning process. The study found that there was significant positive influence of UBE facilities on pupil enrolment but an insignificant level of influence of UBE facilities on teacher population and teacher-pupil ratio. Adeyemi (2012) study recommended that Ogun state government should identify the areas of needs of primary schools through State Universal Basic Education (SUBEB). While the study by Adeyemi (2012) focused on assessing the influence of Universal Basic Education (UBE) facilities on pupil enrolment, teacher population and their classroom ratio in the teaching and learning process in Ogun State primary schools of Nigeria; the present study focused on the influence of school physical facilities on pupil enrolment in Alternative primary schools in Mathare Constituency Nairobi County, Kenya.
The study by Akyeampong et al. (2009) in Nigeria aimed to establish access to education, quality of education, teacher quality and teacher education, and community participation in education. The study established that there has been progress in reducing the number of out of school children in the five studied states of Nigeria, however, teachers were lacking in essential competence areas and communities aspirations and expectations of schools were lacking (Akyeampong et al., 2009). The study therefore recommended that an investigation on community participation in education to examine socio-economic and political factors which are responsible for shaping patterns of relationships within communities and how this influences communication and meaningful engagement with schools to improve service delivery (Akyeampong et al., 2009). The present study endeavoured to fill in the gap identified by the reviewed study of establishing the socio-economic factor; in this case, Family size influence on pupils' enrolment in Alternative primary schools in Mathare Constituency Nairobi County, Kenya.

In a study of Sub-Saharan Africa and South Asia on access to education by Keith (2011), the main research objective was to establish why so many millions of children in Sub-Saharan Africa and South Asia fail to complete a full basic education. The research established that the main reason as to why children were out of school was because of the high poverty levels in the studied areas and failure of governments to fully implement the alternative measures for offering basic education to children who were out of school. The research advocated for reforms to provide policy and practices in enhancing inclusion in education in pursuit of achievement of the internationally agreed goals of education for all. The present study sought to find out
the socio-economic and institutional determinants influence of access and participation to the established alternative programmes of acquiring basic education to children out of school, a task that the reviewed study did not endeavour to carry out.

A research on exploring formal and non-formal education practices for integrated and diverse learning environments was carried in Uganda (Ngaka, Mazur, and Openjuru, 2012). The study aimed at establishing opportunities for integrating formal and non-formal education in Uganda. It revealed that NFSs were mainly found in areas where households were poor and that there were ways in which NFE could be integrated in the formal education. Therefore, researchers of the study recommended the idea of integrating non-formal education in the formal education system. They argued that integration of non-formal education and formal education would be facilitated by involvement of learners in curriculum design. However, the study did not examine why out of school children who could not access formal primary schools failed to enrol in the established alternative institutions of learning, a task that the present study sought to perform. The present study was also done in Kenya but not in Uganda as reviewed study.

Investigation by Andrew L. and Orodho (2014) on Socio-economic factors influencing pupil's access to education in informal settlements: A case of Kibera, Nairobi County, Kenya aimed at analyzing selected critical socio-economic factors influencing pupil's access to education. It found that the physical and other critical instructional resources were grossly inadequate and in pathetic condition, not conducive to education provision. The study by Andrew L. and Orodho (2014)
recommended that the government should strengthen the collaboration between key education development partners to mobilize physical teaching and learning resources and strengthen education in the Kibera informal settlements. The reviewed study of Andrew L. and Orodho (2014) focused on socio-economic factors influencing pupils' access to education in informal settlements of Kibera while the present study aimed to establish socio-economic and institutional based factors influence of pupils' access and participation in Alternative primary schools in Mathare Constituency Nairobi County, Kenya.

2.3 **Home background characteristics Influence on Pupils Enrolment**

Slums are identified as the pockets of poverty not only in developing countries but also in developed countries. Where poverty characterizes individuals, all that is crucial for them is scarce; education included. Research by Cameron (2010) in September 2010 in slums of Dhaka, Bangladesh aimed at analyzing factors that are involved in gaining and losing access to education. This study found that; the alternative education policy initiated by the Bangladesh government in ensuring inclusive education to children in rural areas, who could not access formal education, had not been extended in the same scale to the urban poor households. Therefore, Cameron (2010) in his research recommended that the government of Bangladesh had an obligation to deliver its promise of universalizing access to basic education. The study by Cameron on access to and exclusion from primary education was done in the slums of Dhaka, Bangladesh (Cameron, 2010) while the present study was done in Mathare Constituency in Kenya. In addition, the reviewed study of Cameron focused on factors that contributed to gaining and losing access to education in slums of
Dhaka, Bangladesh while the present study focused on establishing socio-economic and institutional factors influence on access and participation to alternative primary schools in Mathare Constituency, Nairobi County Kenya.

Research by Kainuwa and Yusuf (2013) on influence of socio-economic and educational background of parents on their children’s education in Nigeria; aimed at establishing how socio-economic status and education background of the parents affects the education of a child. The study by Kainuwa and Yusuf (2013) established that socio-economic background and parents’ education influenced education of their children. The study recommended that government and society needed to focus on how to alleviate ignorance among illiterate parents and poverty in families. The reviewed study did not establish the extent to which home background characteristics influenced pupils’ enrolment in alternative primary schools. Present study endeavoured to fill in this gap of the reviewed study. In addition, while the reviewed study was carried out in Nigeria the present study was carried out in Kenya.

A study by Muthara (2012) on effect of free primary education on pupils’ enrolment in lower primary schools in Ngewa Zone, Kiambu County intended to establish the effect of school fees abolition on pupils’ enrolment in primary schools. The study by Muthara (2012) established that abolition of school fees enhanced enrolment of pupils in Ngewa Zone. The study recommended that the public primary schools to be availed with free primary grants in good time to ensure that more pupils were enrolled. The reviewed study did not establish the influence of availability of funds in pupil’s home on the pupil’s enrolment a task the present study endeavoured to perform.
2.4 School based factors Influence on Pupils School attendance

A study by Kidane (2012) was conducted in Jigjiga Zone, Somali National Regional State of Ethiopia aimed at establishing impact of school feeding program on pupils enrolment, school attendance and drop out. The study established that school feeding programme had a positive correlation on pupils enrolment, school attendance and drop out (Kidane, 2012). The study recommended that schools in Jigjiga Zone, Somali National Regional State of Ethiopia needed to provide school feeding programme and schools that lacked the school feeding programme; poor families whose children attended such schools needed to be provided with food stuffs to ensure such children attended school regularly (Kidane, 2012). Investigation by Kidane (2012) focused on impact of school feeding programme on pupils’ enrolment, school attendance, and drop out. Present study focused on the influence of variety of institutional based factors; school feeding program inclusive and socio-economic factors on pupils’ enrolment and school attendance in Alternative primary schools in Mathare Constituency Nairobi County, Kenya.

Government support for ‘private schools for the poor,’ a case study done by Wildish (2011) in Mathare informal settlement in Kenya sought to establish whether the government of Kenya support to NFS influences the educational experience of the poor to their advantage. The research observed that there was greater financial stability in supported NFSs and access to national examination. However, the research noted increase in dropout rates in NFSs following increase of government support of NFSs since children in these schools were required to cater for educational costs such as examination costs, school uniforms like children enrolled in formal schools.
Wildish recommended that the government support to NFSs should ensure that equity is enhanced amongst children growing up in the disadvantaged areas. The present study aimed at establishing influence of socio-economic and institutional based factors on access and participation to Alternative primary schools in Mathare Constituency, Nairobi County Kenya.

An investigation by Waiyai (2011) in Kiambu County sought to establish challenges to implementation of curriculum in the NF secondary schools. The study found that NF secondary schools in Kiambu County did not have adequate teaching and learning resources. Also, teaching staff in these schools was inadequate and poorly motivated. The researcher recommended that the government of Kenya should provide NF secondary schools in Kiambu County with adequate teaching and learning resources as well as employ teachers for these schools. However, this study did not investigate the conditions of participation in Alternative primary schools, a gap that the present study sought to fill by establishing influence of socio-economic and institutional factors on access and participation to Alternative primary schools in Mathare Constituency, Nairobi County Kenya.

Attainment of UPE in any country is dependent on the inclusivity and equitability of the basic education system in the country. Investigation on inclusive and equitable basic education system: Kenya’s experience, seeking to find out how the interventions of ensuring inclusive and equitable primary education are implemented, monitored and evaluated was done (Njoka, E., Riechi, A., Obiero, C., Kemunto, E., Muraya, D., Ongoto, J. and Amenya, D., 2012). This study found that despite interventions in
enhancing enrolment in formal primary schools since 2003, schools in ASALs and urban informal settlements witnessed absenteeism, repetition and increasing dropout rates. In addition, the study noted that some of the alternative programmes put in place to enhance inclusive and equitable basic education were not effective. It recommended that factors negatively influencing inclusive basic education needed to be investigated. The present study sought to fill this gap. It investigated influence of socio-economic and institutional based determinants of access and participation in Alternative primary schools.

2.5 Home background characteristics Influence on School attendance

Kipng’etich, Boit, and Bome (2013) conducted a study on factors influencing household decisions on access to primary school education in Kenya: Case study of Uasin Gishu West District. The study aimed to establish factors that influence household decisions on pupils’ school attendance to primary school education in Kenya. It established that household related factors can deter many households not to have their children attend school regularly. The study by Kipng’etich et al. (2013) recommended that the government should develop policies geared towards poverty eradication to enable households ensure regular school attendance of their children. The reviewed study did not establish the extent to which home background characteristics influenced pupils schools attendance a task performed by the present task.

Auma, Migosi, and Ombuki (2013) performed a study on factors affecting access to universal primary education by nomadic pastoralists: A case of Sankuri Division
Garissa District Kenya. The study aimed to examine factors affecting access to universal primary education by Kenya's nomadic pastoralists. The study by Auma et al. (2013) established that household characteristics that identified household income and distance affected nomadic pastoralist pupils regular school attendance. The study recommended open distance learning involvement of private sector in nomadic education and abolition of all school levies as measures to increase pupils' regular school attendance. However, the reviewed study did not establish extent to which home background characteristics influenced pupils' school attendance in Mathare Constituency alternative primary schools; a task the present study endeavoured to accomplish.

Further, Huisman, Rani and Smits (2010) performed a study on school characteristics, socio-economic status and culture as determinants of primary school enrolment in India. The study aimed to establish role of socio-economic and cultural factors and of characteristics of the educational infrastructure on primary school enrolment in India. The study found that socio-economic and cultural factors and characteristics of the educational infrastructure played an important role on pupils' enrolment. It recommended that the studied factors to be enhanced by government of India to promote pupils enrolment in primary schools. The reviewed study however, did not establish influence of home background characteristics on pupils' school attendance, a gap the present study sought to fill.
2.6 Summary of the Literature Review and Gap Identification

Adeyemi (2012) study on influence of Universal Basic Education (UBE) facilities on pupil enrolment in Ogun State primary schools of Nigeria, found that there was significant positive influence of UBE facilities on pupil enrolment. In a Kenyan study, case of Kibera, Nairobi County; physical and other critical instructional resources in primary schools were grossly inadequate and in pathetic condition, not conducive to education provision (Andrew L. and Orodho, 2014). A study by Kainuwa and Yusuf (2013) established that socio-economic background and parents’ education influenced education of their children. According to Kidane (2012) school feeding programme influenced pupils’ enrolment, school attendance and drop out in school in Jigjiga Zone, Somali National Regional State of Ethiopia. Moreover, a study by Kipng’etich, Boit and Bome (2013) established that household related factors can deter many households not to have their children attend school regularly.

Reviewed studies revealed that school and home background characteristics influenced pupils’ enrolment and school attendance. However, studies reviewed did not establish the extent to which school characteristics and home background characteristics influenced pupils’ enrolment and school attendance in Alternative primary schools in Mathare Constituency Nairobi County, Kenya. The present study sought to establish the extent to which school characteristics and home background characteristics influenced pupils’ enrolment and school attendance in Alternative primary schools in Mathare Constituency Nairobi County, Kenya.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter presents research design; study locale; study population; sample size and sampling techniques; research instruments; pilot study; data collection techniques; methods of data analysis and logical and ethical considerations respectively.

3.2 Research Design
The study adopted a correlational research design. Correlational research design is a measurement of two or more factors to determine the extent to which the values for the factors change in an identifiable pattern (Brook, 2013). The design was appropriate for this study since it helps in assessing the degree of relationship between two or more variables when it is difficult to control for other possible factors that could be causing change (Orodho, 2009). The present study sought to establish influence of Socio-economic and Institutional determinants of Access and Participation to Access and Participation of pupils in Alternative primary schools in Mathare Constituency. The independent variables of the study were socio-economic and institutional determinants while dependent variables were access and participation. Since it is difficult to control possible factors that influence access and participation of pupils in Alternative primary schools in Mathare Constituency, correlational research design was used to determine the extent to which socio-economic and institutional determinants are related.
3.3 Study Locale

The study took place in Mathare Constituency, Nairobi County. Mathare is one of the largest informal settlements (slums) in East Africa and the oldest in Nairobi (United Nations Human Settlements Program, 2005). It is located 5 kilometres Northeast from Nairobi city centre, enclosed by Pangani on the West, Thika road on the North and Juja road on the South. It covers an area of approximately 17 hectares and according to the last official census conducted in 2009 by the Kenyan government, Mathare had a population of 87,097 people living in 31,426 households (Republic of Kenya, 2010b). Corburn, J., Ngau, P., Karanja, I. and Makau, J. (2012), notes that there are 70,000 primary school age children in Mathare. Wildish (2011) highlights that 3,000 of the children in Mathare are enrolled in two public formal primary schools and 18,000 of the primary school age children in Mathare are enrolled in the non-formal primary schools. According to Republic of Kenya (2011), majority of people who live in Mathare Constituency have low levels of income.

3.4 Study Population

According to Ministry of Education, Statistics Section 2011, there are 58 Alternative primary schools in Mathare Constituency. The study population comprised of 58 headteachers, 604 teachers and 18,000 pupils. The study targeted headteachers and teachers as they were the school managers and have immense experience and knowledge on various issues in the school. In addition, the study targeted classes 5, 6, 7 and 8 pupils since they are viewed to have vast knowledge of their school compared to other pupils hence, contribute significantly to the study.
3.5 Sampling Techniques and Sample Size.

3.5.1 Sampling Techniques

According to Gay (1992), a population comprising 100 subjects and below is a small population and a sample size of 20% is a good representation. Further, (Gay, 1992) highlights that a large population is that which has more than 100 subjects and a sample size of 10% is a good representation. Systematic random sampling was used to obtain actual teachers and pupils who participated in the study. Since some Alternative primary schools in Mathare Constituency do not have children in classes 5, 6, 7 and 8, purposive sampling was used to identify the actual schools to be involved in the study.

3.5.2 Sample Size

The study used 20% of the number of Alternative primary schools and headteachers population in Mathare, since it is a small population of 58, which is equal to a sample size of 12 (Gay, 1992). In obtaining the sample size of the teachers, the study used 10% of the teachers population, since it is a large population of 604, which is equal to a sample size of 60 (Gay, 1992). The sample size of the pupils was obtained from the table for determining sample size from a given population, hence population of 18,000 pupils gave a sample size of 317 (Krejcie & Morgan, 1970). Table 3.1 gives a summary of schools, headteachers, teachers and pupils sample size for this study.
Table 3.1: Summary of Schools, Headteachers, Teachers and Pupils Study
Sample Size in Mathare Constituency.

<table>
<thead>
<tr>
<th></th>
<th>Number of Alternative primary schools</th>
<th>Number of Headteachers</th>
<th>Number of Teachers</th>
<th>Number of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>58</td>
<td>58</td>
<td>604</td>
<td>18,000</td>
</tr>
<tr>
<td>Sample size</td>
<td>12</td>
<td>12</td>
<td>60</td>
<td>317</td>
</tr>
<tr>
<td>Proportion of sample size</td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Source: Data obtained from MoE database 2011

3.6 Research Instruments

The study collected data through questionnaires and observation schedules.

3.6.1 Questionnaires

The study used questionnaires since they have ability to collect a large amount of data in a reasonably small space and time. Also, questionnaires allow anonymity thus enhance confidentiality of the respondents (Orodho, 2009). The study employed three sets of questionnaires; headteachers questionnaires, teachers questionnaires, and pupils questionnaires.

Head Teachers Questionnaire

The headteachers questionnaire had three parts. Part one was on demographic data, part two on; non-formal primary school characteristics and part three; on general pupils characteristics. The questionnaire used structured (close-ended), unstructured (open-ended), contingency and matrix questions. Likert scale and rank order methods were also used in some items in the questionnaire.
Teachers Questionnaire

The teachers’ questionnaire had three parts. Part one was on demographic data, part two on non-formal primary school characteristics and part three; on specific pupils characteristics. The questionnaire used structured (close-ended), unstructured (open-ended), contingency and matrix questions. Likert scale and rank order methods were also used in some items in the questionnaire.

Pupils Questionnaire

The pupils questionnaire was also divided into three parts. Part one was on demographic data, part two on; non-formal primary school characteristics (pupils personal experience in the school) and part three on; home characteristics. This questionnaire used structured (close-ended), unstructured (open-ended), contingency and matrix questions. Likert scale and rank order methods were also used in some items in the questionnaire.

3.6.2 Observation Schedules

The researcher used observation schedules to collect data on non-formal primary school environment, both inside and outside the classroom. Unstructured observation was conducted since the researcher aimed at identifying unknown aspects of challenges encountered in the Alternative primary schools.

3.7 Pilot Study

Piloting is done to establish whether the instruments are clear thus suitable to be used for the study (Orodho, 2009). The developed questionnaires were administered in 2 Alternative primary schools to 2 headteachers, one from each school, 2 teachers from each school and 5 pupils from each non-formal primary school. Purposive sampling
was used to identify non-formal primary schools, headteachers, teachers and pupils to participate in the pilot study. The non-formal primary schools and subjects selected for piloting were in Mathare Constituency; they however, were not selected for the sample in the actual study.

3.7.1 Validity

Validity is the degree to which the instrument used for research reflects adequacy or appropriateness with regard to what it purports to measure (Barrow & Milburn, 1986; Orodho, 2009). At the design stage, content validity of the research tool was initiated. The researcher used advice, suggestions and comments from the supervisors and both departmental and school defence boards to enhance validity of the instruments. Face and content validation of the research instruments was validated by experts in the area of planning in education.

3.7.2 Reliability

Reliability of an instrument is the degree to which empirical indicators are consistent across two or more attempts to measure a theoretical concept thus producing a reliable result (Orodho, 2009). Kerlinger (1973) states that a reliability index of 0.7 and above is satisfactory for any research instrument. The researcher used the test-retest method to determine the reliability of the questionnaire. The developed questionnaires were administered to 2 headteachers, 4 teachers and 10 pupils who were selected purposively in non-formal primary schools twice at an interval of one week. The scores of each administration were recorded separately. The researcher used the Pearson’s Product Moment Correlation Coefficient (PPMCC) Formula to calculate the correlation coefficient between the tests. The formula for calculating Pearson’s Product Moment Correlation Coefficient (PPMCC) Formula is
\[ r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}} \]

Where \( r \) = Pearson’s Product Moment Correlation Coefficient.

\( N \) = The number of respondents completing the questionnaire.

\( X \) = The scores of the first administration.

\( Y \) = The scores of the second administration after one week.

The calculated coefficient (\( r \)) for the headteachers questionnaire was 0.86, for teachers questionnaire was 0.79 and for the pupils questionnaire was 0.82. Since the correlation coefficients in these instruments was 0.7 and above they were considered reliable for the study as noted by Kerlinger (1973).

3.8 Data Collection Techniques

After obtaining consent from the authority to conduct research, the researcher personally visited the sampled schools to administer the questionnaire to the head teachers, teachers and pupils and fill in the observation schedules. The research assistants were not required for this study. To ensure efficiency, the researcher responded to any difficulty the respondents of the questionnaires encountered and filled in the observation schedules personally. This took place during the second term of the school calendar in the month of July 2014. The researcher took two weeks to collect the required data for the study.
3.9 Methods of Data Analysis

The study generated quantitative data. Quantitative data were collected using structured close-ended, partly closed contingency and matrix questions. Correlation and regression analysis was used to establish the relationship and predictability of the relationship between independent (Socio-economic and Institutional determinants) and dependent variables (Access and Participation). The findings of the study were presented in tables of frequency distributions, percentages, pie charts and graphs.

3.10 Logistical and Ethical Considerations

The researcher observed the pre-fieldwork logistics by obtaining the research permit in time, observing the drawn work plan and research budget and ensuring that the layout of the research instruments was in order before going to the field. The researcher observed the field logistics by ensuring that the research instruments were used appropriately as intended and ensured that respondents had clarity on what was expected of them when filling in the questionnaire. In observing the post-fieldwork logistics, the researcher ensured that all the questionnaires had been obtained from the respondents and observation schedules from each school studied were in order. The researcher ensured that the completed instruments were numbered appropriately in readiness for coding and analysis.

To uphold ethical principles; participation of the respondents was on voluntary basis and consent was obtained from the headteacher and teachers before having the pupils fill in the questionnaire. The study did not indicate the names of the schools visited and of respondents to enhance anonymity and confidentiality.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.1 Introduction

This chapter presents an evaluation of the findings of the study on socio-economic and institutional based determinants of access and participation to alternative primary schools in Mathare Constituency. The chapter is subdivided into two main sections. The first section is on general and demographic information; it gives an analysis of the descriptive results on the surveyed Alternative primary school characteristics and the general characteristics of respondents. Section two is on findings of each objective and research questions. It involves a discussion on various socio-economic and institutional based determinants of access and participation in non-formal primary schools.

Data presentation, analysis, research findings and discussions were guided by the following objectives:

i. Establish influence of school based factors on enrolment of pupils in Alternative primary schools in Mathare Constituency.

ii. Determine influence of home background characteristics on pupil’s enrolment to Alternative primary schools in Mathare Constituency.

iii. Find out influence of school based factors on pupil’s school attendance in Alternative primary schools in Mathare Constituency.

iv. Establish influence of home background characteristics on pupil’s school attendance to Alternative primary schools in Mathare Constituency.
4.2 General and Demographic Information

4.2.1 Respondents

It is important to give critical analysis of the respondents used in the study as it makes the study comprehensive. The study had the headteachers, teachers and pupils as respondents to the questionnaires. The headteachers, teachers and pupils gave information leading to responding to the objectives related to the key socio-economic and institutional based determinants of access and participation in Alternative primary schools in Mathare Constituency. As such, it is crucial to give an analysis of response rate of the respondents. Table 4.1 illustrates response rate of each respondent in the study.

Table 4.1: Response rate

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (f)</td>
<td>N (f)</td>
<td>N (f)</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Headteachers</td>
<td>7 (58.3)</td>
<td>5 (41.7)</td>
<td>12 (100)</td>
</tr>
<tr>
<td>Teachers</td>
<td>38 (63.3)</td>
<td>22 (36.7)</td>
<td>60 (100)</td>
</tr>
<tr>
<td>Pupils</td>
<td>155 (48.9)</td>
<td>162 (51.1)</td>
<td>317 (100)</td>
</tr>
</tbody>
</table>

Source: Study questionnaires

Table 4.1 shows that for the headteachers, there were more 7 (58.3%) male respondents than 5 (41.7%) of the female respondents. In addition, the table illustrates that for the teachers, there were more male respondents 38 (63.3%) than female respondents who were 22 (36.7%). This implies gender imbalance in the population of male and female among headteachers and teachers in the Alternative primary schools.
in Mathare Constituency. Table 4.1 further illustrates that for the pupils, there were more female respondents 162 (51.1%) than the male 155 (48.9%) respondents. This further implies existence of a greater population of the female pupils in the Alternative primary schools than the male pupils. These findings relate to the findings by Njoka et al., (2012) which established that alternative institutions attracted children from all genders particularly female pupils. In all the categories of respondents, there was 100% response rate. This could be attributed to the researcher’s constant visits to the schools to ensure that the sample size of each category of the respondents was attained.

4.2.2 Headteachers Demographic Details

a) Headteachers Residence and Age

The study sought to find out residence of headteachers in Alternative primary schools in Mathare Constituency. The study found that 11 (91.7%) of headteachers lived in informal settlements. Among headteachers living in informal settlement, 7 (63.6%) were males and 4 (36.4%) were females. However, 1 (8.3%) of headteachers who lived in urban/ city was a female teacher. This implies that all the male and female headteachers in Alternative primary schools studied except one female headteacher lived in informal settlements hence were able to identify with pupils in informal settlement. The age range of head teachers in Alternative primary schools in Mathare Constituency was established to be 28 - 46 years. The study further found that a great proportion, 4 (57.1%) of male head teachers were aged within the age range of 28-30 years while all 100% of female head teachers were aged within the age range of 33-39 years. This implies that there are more young male headteachers than female headteachers in Alternative primary schools in Mathare Constituency. These findings
support findings in a study by Cameron (2010) which established gender imbalance in regard to numbers and age in management of learning institutions in informal settlements.

b) Headteachers academic qualification

Headteachers background characteristics such as academic qualification influence learning achievement of learners which interferes with their access and participation in education (UNESCO, 2012a). This study sought to establish highest academic qualification of headteachers in Alternative primary schools in Mathare Constituency. Table 4.2 illustrates headteachers academic qualification by gender.

Table 4.2: Headteachers academic qualification

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (f)</td>
<td>%</td>
<td>N (f)</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>1 8.3</td>
<td>0 0</td>
<td>1 8.3</td>
</tr>
<tr>
<td>Diploma in Education</td>
<td>2 16.7</td>
<td>1 8.3</td>
<td>3 25.0</td>
</tr>
<tr>
<td>KCSE</td>
<td>4 33.3</td>
<td>4 33.3</td>
<td>8 66.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7 58.3</td>
<td>5 41.6</td>
<td>12 99.9</td>
</tr>
</tbody>
</table>

Source: Headteacher questionnaire (N=12)

Table 4.2 reveals that 4 (33.3%) of headteachers had received teacher training. However, 3 (25%) of headteachers who had received teacher occupation training were male while 1 (8.3%) of head teachers was female. This clearly shows that more male
headteachers than female headteachers had received teacher occupation training hence, the aspirations of female pupils rising to levels of management are limited. Rachel and Takavarasha, (2010) note that exposing adolescent girls to women in positions of leadership and power changes their attitudes in relation to desired education, desired fertility and desired occupation. This study established that all 12 (100%) headteachers in the surveyed Alternative primary schools in Mathare Constituency attended public formal primary schools. However, Table 4.2 also illustrates 8 (66.6%) of headteachers had no teacher occupation training. Among the head teachers who had no teacher occupation training, 4 (33.3%) of them were male and 4 (33.3%) were female. This finding implies that there was gender balance of headteachers without teacher occupation training as at the time of study. Further, this finding implies that 8 (66.6%) of headteachers highest level of education was form four.

In addition, 8 (66.6%) of headteachers without teacher occupation training signify that more than half of surveyed Alternative primary schools in Mathare Constituency are run by headteachers with no teacher occupation training. Holding other factors constant, this implies poor school management skills in most of Alternative primary schools in Mathare Constituency. These findings differ with a study by Njoka et al. (2012) on inclusive and equitable basic education in formal primary schools. Njoka et al. (2012) observe that all headteachers had qualifications in diploma of education. However, the present study in Alternative primary schools in Mathare Constituency established that only 4 (33.3%) of headteachers had received training and 8 (66.6%) of headteachers highest level of education was form four and had no training.
c) Headteachers teaching experience

Work experience is incredibly important in any workplace and many employees value work experience as the main source of their competence. Headteachers teaching experience impact on the pupils quality education access (Republic of Kenya, 2009b). It is in this regard that this study sought to establish the headteachers’ teaching experience in Mathare Constituency. Table 4.3 illustrates headteachers’ teaching experience.

Table 4.3: Headteachers’ teaching experience

<table>
<thead>
<tr>
<th>EXPERIENCE</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (f)</td>
<td>%</td>
<td>N (f)</td>
</tr>
<tr>
<td>Below 5 years</td>
<td>4</td>
<td>33.3</td>
<td>1</td>
</tr>
<tr>
<td>5-9 years</td>
<td>1</td>
<td>8.3</td>
<td>2</td>
</tr>
<tr>
<td>10-14 years</td>
<td>1</td>
<td>8.3</td>
<td>1</td>
</tr>
<tr>
<td>15 and above years</td>
<td>1</td>
<td>8.3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>58.2</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Headteacher questionnaire (N=12)

Table 4.3 reveals 4 (57.1%) of male headteachers had less than 5 years experience while 1 (20%) of female headteachers had less than 5 years experience in surveyed schools. Thus, more male headteachers than female headteachers had a teaching experience of less than 5 years. Further analysis of Table 4.3 shows that 7 (58.3%) of headteachers had teaching experience of 5 years and above. This implies that more than half of headteachers in Alternative primary schools had a teaching experience of
more than five years. Holding all other factors constant, this would consequently enhance management of more than half of Alternative primary schools in Mathare Constituency.

4.2.3 Teachers Demographic Details

a) Teachers Age and Residence

When asked to indicate age, the youngest teacher was 18 years while the oldest was 45 years both of the teachers, youngest and oldest, were male teachers. Further analysis of teachers age revealed that 31 (51.7%) of teachers in Alternative primary schools in Mathare Constituency were within the age range of 18-25 years while 29 (48.3%) of teachers were within the age range of 26-45 years. Thus, teaching staff in Alternative primary schools in Mathare Constituency is relatively young. Majority of teachers 36 (60%) indicated that they lived in slums while 24 (40%) indicated that they lived in suburbs of the city. Besides, 46 (76.7%) teachers indicated that they had attained their primary education in public formal primary school although 14 (23.3%) teachers indicated they had attained their primary education in Alternative primary schools.

b) Teachers' academic qualification

Teachers academic qualification level has impact on pupils performance and motivation to remain in school (Keith, 2007). Keith (2007) further remarks that the success of any educational enterprise depends largely on the availability of trained teachers since trained teachers have been taught the technical knowhow for effective learning which contributes to learners' retention in school. The present study investigated teachers in Alternative primary schools in Mathare Constituency
academic qualification to establish if their academic qualification determines access and participation of pupils. Table 4.4 gives a summary of teacher qualification.

Table 4.4: Teachers academic qualification

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (f)</td>
<td>%</td>
<td>N (f)</td>
</tr>
<tr>
<td>Bachelors degree</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>10</td>
<td>16.7</td>
<td>1</td>
</tr>
<tr>
<td>ECD</td>
<td>11</td>
<td>18.3</td>
<td>5</td>
</tr>
<tr>
<td>KCSE</td>
<td>14</td>
<td>23.3</td>
<td>16</td>
</tr>
<tr>
<td>KCPE</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>63.3</td>
<td>22</td>
</tr>
</tbody>
</table>

Source: Teachers questionnaire (N=60)

Table 4.4 depicts that none of the teachers in Alternative primary schools in Mathare Constituency had a bachelor's degree. Thus, there was no teacher either male or female in Alternative primary schools in Mathare Constituency who had a bachelor's degree. This impact on pupils aspirations in achieving education in the highest institution of learning since there are no teachers to act as role models to the pupils in Alternative primary schools in Mathare Constituency. An additional analysis of Table 4.4 reveals that 27 (45%) of teachers in Alternative primary schools in Mathare Constituency had received training. They included 21 (55.3%) of male teachers and 6 (27.3%) of female teachers. However, 33 (55%) of teachers had not acquired any training at the time of the study. Seventeen (28.3%) of the teachers with no training
were male teachers and 16 (26.7%) were female teachers. Also, it was noted that 17 (44.7%) of the male teachers had not received any training as well as 16 (72.7%) of the female teachers. The finding denotes that a significant proportion of teaching force of Alternative primary schools in Mathare Constituency was untrained. Table 4.5 illustrates teacher qualifications according to the head teachers.

Table 4.5: Headteachers' response on teacher qualification

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (f)</td>
<td>%</td>
<td>N (f)</td>
</tr>
<tr>
<td>Diploma</td>
<td>12</td>
<td>9.1</td>
<td>6</td>
</tr>
<tr>
<td>ECD</td>
<td>29</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>KCSE</td>
<td>12</td>
<td>9.1</td>
<td>20</td>
</tr>
<tr>
<td>KCPE</td>
<td>15</td>
<td>11.3</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>51.5</td>
<td>64</td>
</tr>
</tbody>
</table>

Source: Headteacher questionnaire (N=12)

Further analysis in Table 4.5 depicts that 75 (56.8%) teachers in Alternative primary schools, Mathare Constituency had received training while 57 (43.1%) teachers had not received any training. This finding differs from finding in further analysis of Table 4.4 which depicts that 27 (45%) of teachers in Alternative primary schools had received training while 33 (55%) of teachers had not received training. Thus, while head teachers claimed more than half of teachers in their schools had received training, teachers themselves indicated that less than half of them had received
training. Furthermore, the finding on further analysis in Table 4.4 which illustrates that 33 (55%) of teachers indicated that they had no training.

The finding in analysis of Table 4.5 and 4.4 on qualification of teachers in the Alternative primary schools further reveals a whole collection of academic levels ranging from primary to diploma certificates. These findings are similar to findings made by Njoka et al., (2012) which established that Alternative primary schools put in place to enhance inclusive and equitable basic education are not effective since majority of teachers in them were not trained. In addition, a study by Cameron (2010) in slums of Dhaka, Bangladesh established that low academic qualification of teachers facilitated pupils' losing access to education. The study sought to find out the required qualifications for one to teach in Alternative primary schools from headteachers in Alternative primary schools in Mathare Constituency. Figure 4.1 illustrates qualifications required for one to teach in Alternative primary schools in Mathare Constituency.
Figure 4.1: Qualifications required for one to teach in Alternative primary schools

Figure 4.1 depicts that majority 7 (58.3%) of headteachers indicated P1 certificate was the required qualification for one to teach in Alternative primary schools in Mathare Constituency while 4 (33.3%) indicated that form 4 certificate qualified one to teach in Alternative primary schools in Mathare Constituency. Only 1 (8.3%) of headteachers indicated that a diploma certificate was required to qualify one as a teacher in Alternative primary schools in Mathare Constituency. The teacher resource is a significant input in attaining the objectives of education sector (Republic of Kenya, 2011). Thus, the essence of having reasonable academic qualifications is very important. The figure above illustrates that teacher training is not a significant requirement for one to teach in Alternative primary schools in Mathare constituency as indicated by 4 (33.3%) of headteachers.
c) Teachers’ teaching experience by gender

Teachers’ teaching experience in this study refers to the number of years teachers have spent in their teaching practice. According to UNESCO (2005), the longer the time of teaching experience of a teacher, the more the teacher becomes oriented with different kinds of pupils in school. Therefore, such a teacher can deal with different kinds of pupils in best way possible enhancing their participation in education irrespective of their background. This study also established teachers’ teaching experience by gender in Mathare Constituency. Table 4.6 illustrates the summary of the teachers’ teaching experience by gender.

Table 4.6: Teachers’ teaching experience by gender

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (f)</td>
<td>%</td>
<td>N (f)</td>
</tr>
<tr>
<td>Below 5 years</td>
<td>29</td>
<td>48.3</td>
<td>16</td>
</tr>
<tr>
<td>5 – 9 years</td>
<td>7</td>
<td>11.7</td>
<td>6</td>
</tr>
<tr>
<td>10 – 14 years</td>
<td>2</td>
<td>3.3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>38</td>
<td>63.3</td>
<td>22</td>
</tr>
</tbody>
</table>

Source: Teachers questionnaire

Table 4.6 illustrates that 15 (25%) of teachers in Alternative primary schools in Mathare Constituency have a teaching experience of 5 years and above. Further analysis of Table 4.6 also depicts that among male teachers, 9 (23.7%) have a teaching experience of 5 years and above and among female teachers 6 (27.3%) have
a teaching experience of 5 years and above. Table 4.6 shows that 45 (75%) teachers in Alternative primary schools in Mathare Constituency have a teaching experience of below 5 years. Twenty-nine (48.3%) of teachers with a teaching experience of below 5 years are male and 16 (26.7%) are female. Nevertheless, among male teachers, 29 (76.3%) have an experience of below 5 years and among female teachers, 16 (72.7%) have a teaching experience of below 5 years. Five years was taken as a base since most employers consider it as a period after which expertise of an individual develops in a workplace. This, therefore, implies that 45 (75%) of the teachers in Alternative primary schools in Mathare Constituency have not developed expertise in their teaching practice. These findings concur with the findings of Levin, (2003) which established existence of inexperienced teachers in learning institutions.

d) Teachers motivation

More so, this study tried to find out the motivation of teachers in Alternative primary schools in Mathare Constituency. Figure 4.2 illustrates an analysis of teachers' motivation in Alternative primary schools in Mathare Constituency.

![Figure 4.2: Teachers' Motivation](image)

Source: Teacher questionnaire  
(N=60)

Figure 4.2: Teachers' Motivation
Figure 4.2 portrays that 42 (70.0%) of teachers in Alternative primary schools in Mathare Constituency indicated that they were motivated to teach in schools they were teaching at the time of study. Nevertheless, 18 (30.0%) of teachers indicated that they were not motivated to teach in schools they were teaching at the time of study. This implies that more than half of teachers in Alternative primary schools in Mathare Constituency are motivated to teach. Holding other factors constant, this enhances access and participation of pupils in Alternative primary schools in Mathare Constituency. A study by Ngaka, Mazur, and Openjuru (2012) on exploring formal and non-formal education practices for integrated and diverse learning environments; established that expertise and motivation of teachers in their teaching practice was of great significance in enhancing participation of all learners in education.

4.2.4 Pupils’ Information

a) Pupils’ age range by gender

A pupil age is a significant determinant of pupil completion of education cycle. Thus a pupil age also determines pupil access and participation in education since a child who enter into first grade of primary school late is more likely to drop out before completing the cycle (UNESCO, 2012a). The study analyzed pupils’ age range in relation to their gender in Mathare Constituency. Table 4.7 illustrates the pupil’s age range by gender.
Table 4.7: Pupils’ age range by gender

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th></th>
<th>FEMALE</th>
<th></th>
<th>TOTAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (f)</td>
<td>%</td>
<td>N (f)</td>
<td>%</td>
<td>N (f)</td>
<td>%</td>
</tr>
<tr>
<td><strong>10 – 13 years</strong></td>
<td>108</td>
<td>34.1</td>
<td>127</td>
<td>40.1</td>
<td>235</td>
<td>74.1</td>
</tr>
<tr>
<td><strong>14 and above</strong></td>
<td>47</td>
<td>14.8</td>
<td>35</td>
<td>11.0</td>
<td>82</td>
<td>25.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>155</td>
<td>48.9</td>
<td>162</td>
<td>51.1</td>
<td>317</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Pupils’ questionnaire (N=317)

Table 4.7 depicts that 235 (74.1%) pupils in Alternative primary schools in Mathare Constituency were within age range of 10-13 years. Among pupils within age range of 10 – 13 years were 108 (69.7%) of male pupils and 127 (78.4%) of female pupils. This shows that more female pupils compared to male pupils are within the appropriate age range of being in primary school. This implies that most female pupils are enrolled in first grade of school at the right age and do not repeat classes.

On the other hand, Table 4.7 illustrates that 82 (25.9%) pupils in Alternative primary schools in Mathare Constituency were within age range of 14 and above years. Among the pupils within age range of 14 and above years were 47 (30.3%) of male pupils and 35 (21.6%) of female pupils. This shows that more male pupils than female pupils were overage in Alternative primary schools in Mathare Constituency. It also implies more male pupils than female pupils were enrolled in their first grade in school at an advanced age or they often repeat classes. According to Levin (2003), overage children have a greater chance of dropping out of school compared to those on schedule. Dropping out and repetition of pupils in school account to pupil-years...
wastage which undermines internal efficiency of the education system. This study further established that majority 235 (74.1%) of the pupils enrolled in the Alternative primary schools in Mathare Constituency were within the legal primary school age in Kenya of 6-13 years. Thus, if proper conditions of learning are provided to such children, they are likely to complete primary school and transit to secondary schools.

b) Proportion of pupils who left formal primary to join Alternative primary school

The policy goal of the Kenya government as stipulated in the constitution is to provide every child in Kenya with basic education (Republic of Kenya, 2012). The introduction of FPE in January 2003 led to significant achievements. However, due to the increased demand than supply of primary education continued existence and emergence of alternative institutions offering basic education commonly referred to as Alternative primary schools were inevitable. Alternative primary schools are characterized by flexibility of school hours and other flexibilities which are absent in formal primary schools. The study sought to establish proportion of pupils who had been excluded from public formal primary schools in Mathare Constituency before being enrolled in non-formal primary schools. Figure 4.3 illustrates proportion of pupils enrolled in public formal primary schools before enrolling in Alternative primary schools and proportion of pupils who have never enrolled in public formal primary schools.
Figure 4.3: Proportion of pupils' enrolled in public formal primary schools before being enrolled in present Alternative primary school

Figure 4.3 reveals that 201 (63.4%) of pupils in Alternative primary schools in Mathare Constituency had never been enrolled in public formal primary schools. However, Figure 4.3 shows that 116 (36.6%) of pupils in Alternative primary schools in Mathare Constituency had been enrolled in public formal primary schools. Thus, 116 (36.6%) pupils enrolled in the Alternative primary schools in Mathare Constituency had been enrolled in public formal primary schools before being enrolled in the present Alternative primary schools. Further analysis of Figure 4.3 revealed that 32 (28%) of 116 pupils who had enrolled in public formal primary schools before being enrolled in present Alternative primary school were overage pupils as they were 14 years and above which is above the Kenyan legal age of 10-13 years for a pupil. However, 84 (72%) of 116 who had enrolled in public formal primary schools before being enrolled in present Alternative primary schools were of
the Kenyan legal age of 10-13 years of class 5, 6, 7 and 8 pupil. These findings imply that 32 (28%) of 116 pupils who had enrolled in Alternative primary schools from public formal primary schools are at a risk of dropping out of school since they are overage. These findings relate to findings of Cameron (2010) which indicate that public formal primary schools do not offer inclusive education as evidenced by exclusions in them. A study conducted by Cameron (2010) established that inclusive education in formal primary schools was challenged due to exclusions of some pupils in established public formal primary schools. Holding other factors constant, exclusion of pupils from public formal primary schools in Mathare Constituency contributes to enrolment of pupils in Alternative primary schools in Mathare Constituency.

c) Pupils’ response on whether they liked their teachers

Teachers play a key significant role in ensuring learning takes place in learning institutions. They contribute to access and participation in education. A Pupil’s dislike of a teacher would contribute to the pupil dropping out of school (Mukhtar & Iqbal, 2004). The study, therefore, sought to establish whether pupils in NF primary schools in Mathare Constituency liked their teachers. This finding is significant in establishing determinants of access and participation in NF primary schools in Mathare Constituency. Figure 4.4 illustrates the summary of the pupils’ response.
Figure 4.4 illustrates that majority 308 (97.2%) of pupils in NF primary schools in Mathare Constituency liked their teachers. Probably, this could be one of the reasons why pupils enrolled in NF primary schools in Mathare Constituency. Pupils who indicated that they liked their teachers, further indicated that they liked their teachers because their teachers listened to them, taught them well until they understood, they were friendly and allowed them in class without school fees. Conversely, Figure 4.4 additionally reveals that 3 (0.9%) of pupils indicated that they did not like their teachers because they caned them most of the time. Also, 6 (1.9%) of pupils indicated that they could not tell whether they liked their teachers or not.

The study in addition, sought to establish whether pupils felt that their teachers treated them the same way; 273 (86.1%) of the pupils indicated that teachers treated them
equally with those students who committed similar mistakes. When a pupil was not able to get school fees and explained it to the teacher, the pupil was allowed in class; they helped pupils equally and they gave assignments to all pupils. However, 13 (4.1%) and 31 (9.8%) of pupils indicated that they felt that their teachers did not treat them same wise and could not tell respectively. This finding implies that teachers in NF primary schools in Mathare Constituency are liked by majority of pupils in their schools because of the kind of treatment they give to them. As observed, teachers play a significant role in enhancing participation of pupils in NF primary schools in Mathare Constituency. These findings relate to findings of a study by Ngaka, Mazur, & Openjuru, (2012) on exploring formal and non-formal education practices for integrated and diverse learning environments. Ngaka et al., (2012) established that teachers’ way of dealing with pupils from diverse backgrounds would enhance the possibility of integrating non-formal education in the formal education system.

4.3 Influence of school based factors on enrolment

The first objective of this study was to establish influence of school based factors on enrolment of pupils in Alternative primary schools in Mathare Constituency. Several school based factors were studied as discussed in the following sections.

4.3.1 School Feeding Programme (SFP)

The school feeding programme has a long-term objective to promote universal basic education of socio-economically disadvantaged children (UNESCO, 2012a). Alternative primary schools registered in the Ministry of Education are eligible for school feeding programme (SFP) sponsored by the government in collaboration with
World Food Programme (WFP) ((Republic of Kenya, 2009). Figure 4.5 depicts the proportion of schools with a School Feeding Programme (SFP).

Figure 4.5: SFP in Alternative primary schools in Mathare Constituency

Figure 4.5 demonstrates that 3 (25%) of Alternative primary schools in Mathare Constituency had a SFP while 9 (75%) did not have SFP. The deduction made from this analysis is that many Alternative primary schools in Mathare Constituency do not have SFP. To find out whether presence of SFP in Alternative primary schools in Mathare Constituency had influence on enrolment of pupils in year 2013, the two numerical indices (SFP and enrolment 2013) were correlated using Pearson’s Moment Correlation Coefficient as illustrated in Table 4.8 below.
Table 4.8: Pearson’s Correlation Coefficient for Presence of School Feeding Programme (SFP) and Enrolment in 2013

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Enrolment 2013</th>
<th>School Feeding Programme (SFP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrolment 2013</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.275</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.388</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>Presence of School Feeding Programme (SFP)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.275</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.388</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

**. Correlation is not significant at the 0.05 level (2-tailed).**

Source: Head teacher questionnaire (N = 12)

Table 4.8 above illustrates that change in presence of school feeding programme (SFP) changes enrolment of pupils in alternative primary schools in Mathare Constituency in the same direction. However, there is a non-significant correlation between presence of school feeding programme (SFP) and enrolment of pupils in alternative primary schools in Mathare Constituency (r = .275, p = .388) at alpha 0.05 level of statistical significance. Further, the study used regression analysis to establish the percentage of the variation in enrolment of pupils in Alternative primary schools in Mathare Constituency from the relationship between SFP and Enrolment. Table 4.9 reveals the finding.
Table 4.9: Regression Model Summary on Enrolment 2013 and Presence of school feeding programme (SFP) in Mathare Constituency

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.275 (^a)</td>
<td>.075</td>
<td>-.017</td>
<td>34.685</td>
</tr>
</tbody>
</table>

- a. Predictors: (Constant), Presence of School Feeding Programme (SFP)

Table 4.9 above illustrates that R Square is .075. Therefore, 7.5% of the variation in pupils’ enrolment in alternative primary schools in Mathare Constituency can be predicted from the relationship between SFP and Enrolment. This finding is in agreement with the finding of Kidane (2012) study which established that SFP programme increased enrolment among schools that had the programme in Ethiopia on average by 193 as compared to schools that did not have the programme. The present study revealed that more pupils were enrolled in Alternative primary schools in Mathare Constituency with SFP programme. This observation corresponds to finding made by Keith, (2011) on making rights realities. Keith, (2011) found that enrolment rates were on average 28% higher in schools that offered school meals without a fee on them than those that did not. It further found that school meals had a positive effect on attendance rates of pupils.

4.3.2 Alternative primary School physical Environment

The physical school environment of buildings and grounds determine overall health and safety of pupils, staff and school visitors. Therefore, school buildings and grounds must be designed and maintained to be free of health and safety hazards and to promote learning. The significance of investigating Alternative primary school environment in this study was to establish the status of Alternative primary school
environment in Mathare Constituency. The study employed the observation schedules to collect data on non-formal primary school environment. Table 4.10 gives a summary of the building materials used in the surveyed schools.

Table 4.10: Building materials used in Alternative primary schools

<table>
<thead>
<tr>
<th>MATERIALS USED</th>
<th>WALLS</th>
<th>ROOF</th>
<th>FLOOR</th>
<th>WINDOWS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Iron sheets</td>
<td>6</td>
<td>50</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Tin</td>
<td>3</td>
<td>25</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Concrete</td>
<td>2</td>
<td>16.7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mud</td>
<td>1</td>
<td>8.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cemented</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Earthen</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Wooden</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Metal</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Wire mesh</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Observation Schedule 2014 (N= 12)

Table 4.10 illustrates that only 2 (16.7%) of Alternative primary schools in Mathare Constituency had buildings made of concrete walls. The remaining 10 (83.3%) of Alternative primary schools in Mathare Constituency had buildings whose walls were made of iron sheets, tins or mud. Further, of the 12 Alternative primary schools in Mathare Constituency, only 7 (58.3%) had cemented floor, the other 5 (41.7%) had...
earthen floors. Consistent with the (Republic of Kenya, 2012), Ministry of Public Works building norms, classroom walls are supposed to be made of building stones while the floor should be made of concrete. It was also observed that only 3 (25%) of Alternative primary schools in Mathare Constituency had classroom space recommended by the Ministry of Education suitable for the estimated standard capacity of 45 pupils per class. The 9 (75%) of Alternative primary schools in Mathare Constituency had classrooms measuring 4m by 3.5m with an average of 30 pupils in one class. According to Republic of Kenya (2012), Ministry of Education recommends, 7.5m by 6.0m as the measurements for a standard classroom; this translates to 45 square metres, 1 square metre per pupil thus 45 pupils per classroom. Thus, each pupil in Alternative primary schools in Mathare Constituency occupied approximately 0.5 square metres resulting to limited amount of space to work on, overcrowding and stuffiness in the classroom.

Narrow wooden desks which formed a combined table and bench each seated four pupils furnished the classrooms of the surveyed schools. In 12 (100%) Alternative primary schools surveyed, 3 to 4 pupils were observed to share one textbook. In addition, teachers were observed to interact freely with the pupils in classrooms and outside the classroom. All 12 (100%) Alternative primary schools observed had a blackboard in every class. At the time of study, each school had a head teacher’s office and the teachers’ preparation room. However, only one of the surveyed schools had a secretary. Among the schools that were surveyed, only 3 (25%) had a perimeter fence while 9 (75%) had no fence at all, thus posing the risk of security in the schools. The study further observed that 10 (83.3%) of Alternative primary schools in Mathare
Constituency had dilapidated infrastructure. All the 12 (100%) surveyed Alternative primary schools had a seemingly small area outside classrooms which was regarded as playground for pupils. Moreover, the study identified overcrowding, leaking roofs, poor ventilation characterized by stuffy classrooms and poor lighting as some of the major constraints faced in these schools. In addition, correlation of school physical facilities and enrolment of pupils in alternative primary schools in Mathare Constituency in year 2013 revealed a strong positive and statistically significant correlation between \( r = .728, p = .037 \) at alpha 0.05 level of statistical significance. This signifies that the more the school physical facilities the more the enrolment in Alternative primary schools in Mathare Constituency. These findings relate to Waiyai (2011) in a study in non formal secondary schools in Kenya, Kiambu County. Waiyai (2011) study established that presence of few physical facilities limited enrolment since presence of school physical facilities. The study by Waiyai (2011) explained inadequate and poor quality school infrastructure, not meeting Ministry of Public Works building norms and Ministry of Education infrastructure standards, as one of the challenges encountered by non formal secondary schools in Kiambu County.

4.3.3 Flexibility of school hours, teacher qualification and school fees requirement in Alternative Primary Schools

The study sought to establish influence of flexibility of school hours, teacher qualification and school fees requirement on enrolment of pupils in Alternative primary schools in Mathare Constituency. Table 4.11 below shows a summary of Spearman’s rho Co-efficient.
Table 4.11: Spearman’s rho Co-efficient for Flexibility of school hours, Teacher qualification and Fees, and Enrolment 2013

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Enrolment in 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman’s rho</td>
<td></td>
</tr>
<tr>
<td>Enrolment in 2013</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>60</td>
</tr>
<tr>
<td>Flexibility of school hours</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>60</td>
</tr>
<tr>
<td>Teacher Qualifications</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>60</td>
</tr>
<tr>
<td>School fees required</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>60</td>
</tr>
</tbody>
</table>

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

Source: Teacher questionnaire (N = 60)

Analysis in Table 4.11 illustrates a weak positive and statistically significant correlation between flexibility of school hours and enrolment of pupils in alternative primary schools in Mathare Constituency in year 2013 (r = .279, p = .031) at alpha 0.05 level of statistical significance. This implies that flexibility of school hours in Alternative primary schools in Mathare Constituency contributes to enrolment of more pupils. This finding relates to findings of Yasunaga (2014) which indicate that many children enrolled in the established non formal education institutions because of the institution’s flexibility in school hours and programmes.

Also, Table 4.11 illustrates that there is a strong positive and statistically significant correlation between teacher qualifications and enrolment of pupils in alternative primary schools in Mathare Constituency in year 2013 (r = .686, p = .020) at alpha 0.05 level of statistical significance. This implies that the higher the teacher
qualifications the higher the enrolment. This finding concurs with the findings of a study by Akyeampong et al. (2009) in Nigeria which established that low enrolments in alternative schools were contributed by teachers who lacked qualifications to promote effective learning.

Table 4.11 also illustrates that there is a strong negative and statistically significant correlation between school fees required and enrolment of pupils in alternative primary schools in Mathare Constituency in year 2013 \( r = -0.924, p = .029 \) at alpha 0.05 level of statistical significance. This explains that the higher the school fees the less the enrolment in Alternative primary schools in Mathare Constituency.

Further, the study sought the percentage at which enrolment 2013 can be predicted from the relationship between Flexibility of school hours, Teacher Qualifications, School physical facilities, School fees required and Enrolment 2013 in Alternative primary schools in Mathare Constituency. The finding is illustrated in Table 4.12 below.
Table 4.12: Regression Model Summary on Flexibility of school hours, Teacher qualification, Physical facilities, and Fees, and Enrolment 2013

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.957a</td>
<td>.915</td>
<td>.909</td>
<td>12.605</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), School fees required, Flexibility of school hours, Teacher Qualifications, School physical facilities

Source: Teacher questionnaire (N = 60)

Table 4.12 above illustrates that R Square is .915. Therefore, 91.5% of the variation in enrolment in alternative primary schools in Mathare Constituency can be predicted from the relationship between Flexibility of school hours, Teacher Qualifications, School physical facilities, School fees required and Enrolment 2013. These findings relate to findings by Wildish (2011) which established that cost of education was a leading factor that propelled low access rates in Alternative primary schools.

In all Alternative primary schools in Mathare Constituency, text-books were used in learning process but they were usually shared among pupils as indicated by 12 (100%) and 60 (100%) of headteachers and teachers respectively. However, 215 (67.8%) of pupils revealed that textbooks were always used by teachers when teaching but 102 (32.2%) of pupils indicated textbooks were sometimes used by teachers when they were teaching in Alternative primary schools, meaning there were times textbooks were not used by teachers when teaching in Alternative primary schools. The findings of a study on inclusivity and equitability of the basic education system in Kenya by Ngaka, Mazur and Openjuru, (2012) relate to these findings. The
study by (Ngaka et al., 2012) established that some of the alternative programmes put in place to enhance inclusive and equitable basic education were not effective since teachers did not always use teaching resources such as textbooks.

Further, 240 (75.7%) of pupils indicated that they had at least a personal copy of textbook while 77 (24.3%) indicated no possession of any textbook. Additionally, 6 (50%) and 30 (50%) of headteachers and teachers respectively indicated that one textbook was shared between 2-3 pupils. Four (33.3%) and 10 (16.7%) of headteachers and teachers respectively indicated that one textbook was shared among 4-5 pupils. Two (16.7%) and 20 (33.3%) of head teachers and teachers respectively indicated that textbooks were shared among 6-7 pupils. Pupils in the Alternative primary schools; 14 (4.4%) of pupils indicated that they did not share textbooks, 60 (18.9%) indicated that they shared one textbook between 2 pupils, 136 (42.9%) indicated that they shared one textbook among more than 2 pupils while 107 (33.8%) of pupils in Alternative primary schools gave no response. An investigation by Waiyai (2011) on NF secondary schools in Kiambu County established similar findings of inadequate learning resources such as textbooks.

These findings imply that textbooks in Alternative primary schools in Mathare Constituency are available but they are inadequate since they are shared among pupils. Generally, one textbook in Alternative primary schools in Mathare Constituency is shared among three or more pupils in upper primary. In accordance with Republic of Kenya (2012), government policy on pupil-textbook ratio stipulates that lower primary (class 1 - 4) should have a ratio of at most 3:1, while upper
primary should have a ratio of at most 2:1 in all main subjects. Textbooks are an important learning input that provides the learner with different learning experience compared to content delivered by the teacher in class. They therefore, enhance participation of pupils in school.

4.4 Influence of home background characteristics on pupils' enrolment

The second objective of the study sought to establish the influence of home background characteristics on pupils’ enrolment in alternative primary schools in Mathare Constituency. Pupils’ home background characteristics differ. The differences in home background characteristics influence pupils’ enrolment in learning institutions. The findings are illustrated in Table 4.13.

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Enrolment 2013</th>
<th>Availability of basic needs such as food shelter and clothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman's rho</td>
<td>Enrolment 2013</td>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>N = 317</td>
<td>.017</td>
</tr>
<tr>
<td>Availability of basic needs such as food shelter and clothing</td>
<td>Correlation Coefficient</td>
<td>.728**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>N = 317</td>
<td>.017</td>
</tr>
<tr>
<td>N = 317</td>
<td>317</td>
<td></td>
</tr>
</tbody>
</table>

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

Source: Pupil questionnaire (N = 317)
Table 4.13 above depicts a strong positive and statistically significant correlation between availability of basic needs such as food, shelter and clothing and enrolment of pupils in alternative primary schools in Mathare Constituency ($r = .728$, $p = .017$) at alpha 0.05 level of statistical significance. These findings reveal that an increase in availability of basic needs such as food, shelter and clothing in households in Mathare Constituency results to increased enrolment of pupils in alternative primary schools. Further, the study sought the proportion at which variation in Alternative primary schools enrolment in Mathare Constituency could be predicted from the relationship between availability of basic needs such as food, shelter and clothing in households and Enrolment 2013. Table 4.14 below illustrates the finding.

Table 4.14: Regression Model Summary on Enrolment 2013 and Availability of basic needs in a household in Mathare Constituency

<table>
<thead>
<tr>
<th>Model Summary</th>
<th></th>
<th></th>
<th></th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>$R$</td>
<td>$R$ Square</td>
<td>Adjusted $R$ Square</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>.682</td>
<td>.464</td>
<td>.463</td>
<td>25.458</td>
</tr>
<tr>
<td>a. Predictors: (Constant), Availability of basic needs such as food shelter and clothing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Pupil questionnaire

Table 4.14 above illustrates that $R$ Square is .464. Therefore, 46.4% of the enrolment of pupils in alternative primary schools in Mathare Constituency can be predicted from the relationship between availability of basic needs such as food, shelter and clothing and Enrolment of pupils’ in Alternative primary schools in Mathare Constituency. These findings relate to the findings of a study by Cameron...
which established that families provided with food stuffs enrolled children in schools.

The present study further sought presence of a relationship between Alternative primary schools enrolment and family size in Mathare Constituency year 2013. Table 4.15 below illustrates the findings.

**Table 4.15 Pearson’s Correlation Co-efficient for Enrolment 2013 and Family Size**

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Enrolment 2013</th>
<th>Family Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment 2013 Pearson Correlation</td>
<td>1</td>
<td>-.709**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.023</td>
</tr>
<tr>
<td>N</td>
<td>317</td>
<td>317</td>
</tr>
<tr>
<td>Family Size Pearson Correlation</td>
<td>-.709**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.023</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>317</td>
<td>317</td>
</tr>
</tbody>
</table>

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

Source: Pupil questionnaire

(N = 317)

Findings in Table 4.15 above indicate that there is a strong negative and statistically significant correlation between family size and enrolment of pupils in alternative primary schools in Mathare Constituency ($r = -.709$, $p = .023$) at alpha 0.05 level of confidence. This finding shows that there is an inverse relationship between the family size and pupils’ enrolment in alternative primary schools in Mathare Constituency. Therefore, the bigger the family size the lower the enrolment of pupils in the alternative primary schools in Mathare Constituency. The present study also sought the proportion at which variation in Alternative primary schools enrolment in
Mathare Constituency could be predicted from the relationship between Family Size and Enrolment 2013. Table 4.16 below illustrates the finding.

Table 4.16: Regression Model Summary on Enrolment 2013 and Family size in Mathare Constituency

<table>
<thead>
<tr>
<th>Model Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Family Size

Source: Pupil questionnaire (N = 317)

Table 4.16 above illustrates that R Square is .502. Therefore, 50.2% of pupils’ enrolment in alternative primary schools in Mathare Constituency can be predicted from the relationship between Family size and Enrolment. These findings relate to the findings of Kainuwa and Yusuf (2013) in Nigeria which established that big families had most children not enrolled in learning institutions.

4.5 Influence of school based factors on pupils’ school attendance

The third objective of the study sought to establish the influence of school based factors, on pupils’ school attendance in alternative primary schools in Mathare Constituency. The findings are exemplified in Table 4.17 below.
Table 4.17: Spearman’s rho Co-efficient for school based factors and School attendance

<table>
<thead>
<tr>
<th>Correlation</th>
<th>School attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman’s rho</td>
<td></td>
</tr>
<tr>
<td>School attendance</td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>1.000</td>
</tr>
<tr>
<td>Coefficient</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>60</td>
</tr>
<tr>
<td>Presence of School Feeding Programme (SFP)</td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>.780**</td>
</tr>
<tr>
<td>Coefficient</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.013</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
</tr>
<tr>
<td>Flexibility of school hours</td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>.689**</td>
</tr>
<tr>
<td>Coefficient</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.021</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
</tr>
<tr>
<td>Teacher Qualifications</td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>.627**</td>
</tr>
<tr>
<td>Coefficient</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.032</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
</tr>
<tr>
<td>School physical facilities</td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>.822**</td>
</tr>
<tr>
<td>Coefficient</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.026</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
</tr>
<tr>
<td>School fees required</td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>-.812**</td>
</tr>
<tr>
<td>Coefficient</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.022</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
</tr>
</tbody>
</table>

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

Source: Teacher questionnaire (N = 60)

Table 4.17 above illustrates that there is a strong positive and statistically significant correlation between presence of school feeding programme (SFP) and school attendance of pupils in alternative primary schools in Mathare Constituency (r = .780, p = .013) at alpha 0.05 level of statistical significance. This means that the more the presence of SFP in Alternative primary schools in Mathare Constituency the more the
school attendance of pupils. This finding relates to the findings by Kidane (2012) which established that children school attendance was low in the studied schools since the schools did not provide a feeding programme. Also, Keith, (2011) found that school meals had a positive effect on attendance rates of pupils.

Moreover, Table 4.17 illustrates that there is a strong positive and statistically significant correlation between flexibility of school hours and school attendance of pupils in alternative primary schools in Mathare Constituency ($r = .689$, $p = .021$) at alpha 0.05 level of statistical significance. This finding implies that the more flexible school hours are the more pupils attend Alternative primary schools in Mathare Constituency. This finding relate to findings of Yasunaga (2014) which established that most children in informal settlements attended Alternative primary schools regularly because of their flexibility in hours and programmes.

Table 4.17 also illustrates that there is a strong positive and statistically significant correlation between teacher qualifications and school attendance of pupils in alternative primary schools in Mathare Constituency ($r = .627$, $p = .032$) at alpha 0.05 level of statistical significance. Thus, the more qualified teachers are in Alternative primary schools in Mathare Constituency the more pupils attend school. This finding relate to findings of a study in Nigeria which established that primary school teachers required more than academic qualifications to maintain a regular school attendance of their pupils (Akyeampong et al., 2009). Akyeampong et al. (2009) found that teachers required pedagogical skills to teach initial literacy to pupils through their own language to enhance pupil’s regular school attendance.
Table 4.17 depicts that there is a strong positive and statistically significant correlation between school physical facilities and enrolment of pupils in alternative primary schools in Mathare Constituency \((r = .822, p = .026)\) at alpha 0.05 level of statistical significance. These findings imply that the more school facilities in Alternative primary schools in Mathare Constituency the more pupils’ school attendance. This finding concur with the findings of Adeyemi (2012) which established that presence of physical facilities such as classrooms, furniture and immediate surroundings of the buildings in the studied schools had impact on pupils’ school attendance.

Table 4.17 indicates that the correlation between school fees required and school attendance of pupils in alternative primary schools in Mathare Constituency is strongly negative and statistically significant \((r = -.812, p = .022)\) at alpha 0.05 level of statistical significance. The finding implies that the higher the school fees required by the Alternative primary schools in Mathare Constituency the lower the school attendance of the pupils. In addition, the study sought to establish the proportion at which variation in Alternative primary schools attendance in Mathare Constituency could be predicted from the relationship between School based factors and School attendance. Findings are presented in Table 4.18.
Table 4.18: Regression Model Summary on School based factors and School attendance

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.942&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.887</td>
<td>.877</td>
<td>.167</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), School fees required, Flexibility of school hours, Teacher Qualifications, Presence of School Feeding Programme (SFP), School physical facilities

Source: Teacher questionnaire (N = 60)

Table 4.18 above illustrates that R Square is .887. Therefore, 88.7% of the variation in pupils' school attendance in alternative primary schools in Mathare Constituency can be predicted from the relationship between Schools based factors and School attendance. These findings relate to findings of a study by Andrew L. & Orodho (2014) in Kibera informal settlement. The study established that most pupils had irregular school attendance since they had to leave school and go home to collect school fees (Andrew L. & Orodho, 2014).

4.6 Influence of home background characteristics on pupils' school attendance

The fourth objective of the study sought to establish the influence of home background characteristics/ household characteristics on pupils’ school attendance in alternative primary schools in Mathare Constituency. The study sought to establish the influence of basic needs on school attendance. The findings are illustrated in Table 4.19 below.
Table 4.19: Spearman’s rho Co-efficient for School attendance and Availability of basic needs

<table>
<thead>
<tr>
<th></th>
<th>School attendance</th>
<th>Availability of basic needs such as food shelter and clothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman's rho</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>1.000</td>
<td>.935**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.012</td>
</tr>
<tr>
<td>N</td>
<td>317</td>
<td>317</td>
</tr>
<tr>
<td>Availability of basic needs such as food shelter and clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>.935**</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.012</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>317</td>
<td>317</td>
</tr>
</tbody>
</table>

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

Source: Pupil questionnaire

Table 4.19 illustrates that there is a strong positive and statistically significant correlation between availability of basic needs such as food, shelter and clothing and school attendance of pupils in alternative primary schools in Mathare Constituency (r = .935, p = .012) at alpha 0.05 level of statistical significance. These findings reveal that increase in availability of basic needs such as food, shelter and clothing in households in Mathare Constituency results to increased school attendance of pupils in alternative primary schools. Further, the study sought percentage at which variation in school attendance in Alternative primary schools in Mathare Constituency could be predicted from the relationship between availability of basic needs such as food shelter and clothing and school attendance. Table 4.20 illustrates the findings.
Table 4.20: Regression Model Summary on School Attendance and Availability of basic needs in a household in Mathare Constituency

<table>
<thead>
<tr>
<th>Model Summary</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.689^a</td>
<td>.474</td>
<td>.473</td>
<td>1.169</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Availability of basic needs such as food, shelter, and clothing

Source: Pupil questionnaire

(N = 317)

Table 4.20 above illustrates that R Square is .474. Therefore, 47.4% of the variation in school attendance of pupils in alternative primary schools in Mathare Constituency can be predicted from relationship between availability of basic needs such as food, shelter, and clothing and school attendance. These findings concur with the findings of Huisman, Rani and Smits (2010) study which established a regular school attendance of children from poor families provided with food stuffs since the schools attended by the children had no school feeding programme.

The study also sought to establish family Size influence on school attendance. The results are given in Table 4.21 below.
Findings in Table 4.21 above indicate that there is a strong negative and statistically significant correlation between family size and school attendance of pupils in alternative primary schools in Mathare Constituency ($r = -0.662$, $p = 0.033$) at alpha 0.05 level of confidence. This finding shows that there is an inverse relationship between the family size and pupils' school attendance in alternative primary schools in Mathare Constituency. Thus, the bigger the family size the lower the pupils' school attendance in Mathare Constituency alternative primary schools. Further, the study sought percentage at which variation in school attendance in Alternative primary schools in Mathare Constituency could be predicted from the relationship between family size and school attendance. The findings are illustrated in Table 4.22 below.
Table 4.22: Regression Model Summary on School Attendance and Family size in Mathare Constituency

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.525</td>
<td>.276</td>
<td>.274</td>
<td>1.372</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Family Size

Source: Pupil questionnaire (N = 317)

Table 4.22 above shows that R Square is .276. Therefore, 27.6% of the variation in pupils’ school attendance in Alternative primary schools in Mathare Constituency can be predicted from the relationship between Family size and School attendance. These findings relate to findings of a study by Kipng’etich, Boit, and Bome (2013) which established that children with many siblings in poor families attended school irregularly.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings, conclusions and recommendations respectively.

5.2 Summary of Research Findings

5.2.1 General and Demographic Information

The headteachers proportion was 7 (58.3%) male and 5 (41.7%) female respondents while teachers were 38 (63.3%) male and 22 (36.7%) female respondents. However, the gender imbalance among pupil-respondents was inclined to female gender since 162 (51.1%) comprised female respondents and 155 (48.9%) comprised male respondents.

Among the headteachers sampled for the study, 4 (33.3%) of head teachers had received training and 8 (66.6%) of headteachers had no training. The study found that none of the teachers in Alternative primary schools in Mathare Constituency had a bachelor’s degree. However, 27 (45%) of teachers in Alternative primary schools in Mathare Constituency had received training while 33 (55%) of teachers had not acquired any training at the time of the study. Among pupils enrolled in primary schools in Mathare Constituency, 235 (74.1%) pupils in NF were within the age range of 10-13 years. However, 82 (25.9%) pupils were aged 14 years and above.
5.2.2 Influence of school based factors on enrolment

Twenty-five percent of Alternative primary schools in Mathare Constituency had a SFP while 9 (75%) did not have SFP. There is a weak positive and non-significant correlation between presence of school feeding programme (SFP) and enrolment of pupils in alternative primary schools in Mathare Constituency ($r = .275, p = .388$) at alpha 0.05 level of statistical significance. Only 7.5% of the variation in pupils’ enrolment in alternative primary schools in Mathare Constituency can be predicted from the relationship between SFP and Enrolment.

The study established a strong positive and statistically significant correlation between teacher qualifications and enrolment of pupils in alternative primary schools in Mathare Constituency ($r = .686, p = .020$) at alpha 0.05 level of statistical significance. There is a strong positive and statistically significant correlation between school physical facilities and enrolment of pupils in alternative primary schools in Mathare Constituency ($r = .728, p = .037$) at alpha 0.05 level of statistical significance. There is a strong negative and statistically significant correlation between school fees required and enrolment of pupils in alternative primary schools in Mathare Constituency in year 2013 ($r = -.924, p = .029$) at alpha 0.05 level of statistical significance. The study established that 91.5% of the variation in enrolment in alternative primary schools in Mathare Constituency can be predicted from the relationship between Flexibility of school hours, Teacher Qualifications, School physical facilities, School fees required and Enrolment.
5.2.3 **Influence of home background characteristics on pupils' enrolment**

The study established that there is a strong positive and statistically significant correlation between availability of basic needs such as food, shelter and clothing and enrolment of pupils in alternative primary schools in Mathare Constituency \( (r = .728, p = .017) \) at alpha 0.05 level of statistical significance. At least 46.4% of the enrolment of pupils in alternative primary schools in Mathare Constituency can be predicted from the relationship between availability of basic needs such as food, shelter and clothing and Enrolment of pupils' in Alternative primary schools in Mathare Constituency.

Further the study established that there is a strong negative and statistically significant correlation between family size and enrolment of pupils in alternative primary schools in Mathare Constituency \( (r = -.709, p = .023) \) at alpha 0.05 level of statistical significance. The study also found that 50.2% of pupils' enrolment in alternative primary schools in Mathare Constituency can be predicted from the relationship between Family size and Enrolment.

5.2.4 **Influence of school based factors on pupils' school attendance**

The study found that there is a strong positive and statistically significant correlation between presence of school feeding programme (SFP) and school attendance of pupils in alternative primary schools in Mathare Constituency \( (r = .780, p = .013) \) at alpha 0.05 level of statistical significance. The study also found that there is a strong positive and statistically significant correlation between flexibility of school hours and school attendance of pupils in alternative primary schools in Mathare Constituency \( (r = .689, p = .021) \) at alpha 0.05 level of statistical significance. The study established
that there is a strong positive and statistically significant correlation between teacher qualifications and school attendance of pupils in alternative primary schools in Mathare Constituency \((r = .627, p = .032)\) at alpha 0.05 level of statistical significance. The present study established that the correlation between school fees required and school attendance of pupils in alternative primary schools in Mathare Constituency is strongly negative and statistically significant \((r = -.812, p = .022)\) at alpha 0.05 level of statistical significance.

The study found that 88.7% of the variation in pupils’ school attendance in alternative primary schools in Mathare Constituency can be predicted from the relationship between Schools based factors and School attendance.

5.2.5 Influence of home background characteristics on pupils' school attendance

The study found that there is a strong positive and statistically significant correlation between availability of basic needs such as food, shelter and clothing and school attendance of pupils in alternative primary schools in Mathare Constituency \((r = .935, p = .012)\) at alpha 0.05 level of statistical significance. It also established that 47.4% of the variation in school attendance of pupils in alternative primary schools in Mathare Constituency can be predicted from relationship between availability of basic needs such as food shelter and clothing and school attendance.

The study further established that there is a strong negative and statistically significant correlation between family size and school attendance of pupils in alternative primary schools in Mathare Constituency \((r = -.662, p = .033)\) at alpha 0.05 level of
confidence. It found out that 27.6% of the variation in pupils' school attendance in Alternative primary schools in Mathare Constituency can be predicted from the relationship between Family size and School attendance.

5.3 Conclusion.

Based on the findings, the following conclusions were made:

In first objective: To establish influence of school based factors on enrolment of pupils in Alternative primary schools in Mathare Constituency.

i. School fee required in Alternative primary schools in Mathare Constituency had significant influence on Enrolment of pupils.

ii. Presence of school feeding programme in Alternative primary schools in Mathare Constituency did not influence enrolment of pupils.

iii. Relationship between flexibility of school hours, teacher qualifications, school physical facilities and school fees and enrolment; can be used to predict more than ninety percent of the variation in enrolment of pupils in Alternative primary schools in Mathare Constituency.

In second objective: To determine influence of home background characteristics on pupil's enrolment to Alternative primary schools in Mathare Constituency.

i. Availability of basic needs such as food, shelter and clothing in Mathare constituency significantly influences pupils' enrolment in Alternative primary schools.

ii. The larger the family sizes in Mathare constituency the more likely children from such families are not to be enrolled in the Alternative primary schools.
iv. Relationship of both availability of basic needs such as food, shelter and clothing and family size of households in Mathare Constituency and enrolment; can be used to predict more than forty percent of the variation in enrolment of pupils in Alternative primary schools in Mathare Constituency.

In third objective: To find out influence of school based factors on pupil’s school attendance in Alternative primary schools in Mathare Constituency.

i. School physical facilities have significant influence of pupils’ school attendance in Alternative primary schools in Mathare Constituency.

ii. Teacher qualifications have least influence of pupils’ school attendance in Alternative primary schools in Mathare Constituency compared to other school based factors studied.

iii. Relationship between school feeding programme (SFP), flexibility of school hours, teacher qualifications, school physical facilities and school fees and school attendance; can be used to predict more than eighty percent of the variation in school attendance of pupils in Alternative primary schools in Mathare Constituency.

In fourth objective: To establish influence of home background characteristics on pupil’s school attendance to Alternative primary schools in Mathare Constituency.

i. Availability of basic needs such as food, shelter and clothing in households of Mathare constituency has significant influence on pupils’ school attendance in Alternative primary schools.

ii. The larger the family sizes in Mathare constituency the more likely children from such families are not to attend Alternative primary schools.
iii. Relationship between Availability of basic needs such as food, shelter and clothing and school attendance; can be used to predict a greater proportion of the variation in school attendance of pupils in Alternative primary schools in Mathare Constituency than a relationship between family size and school attendance.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made:

i. Alternative primary school managers in Mathare Constituency to ensure flexibility of school hours, leverage resources for running their school from other sources other than school fees, employ qualified teachers and provide sufficient school physical facilities.

ii. County government of Nairobi, non-governmental organizations, multilateral and national development assistance agencies working in Mathare Constituency to ensure availability of basic needs such as food, shelter and clothing to residents of Mathare Constituency.

5.5 Recommendations for Further Research

Based on the findings of the study, another study should be carried out to investigate transition rates of pupils in Alternative primary schools in Mathare Constituency, from year 2009 to the latest year when pupils sit for their national examination. This study would be significant in shedding light on the transition rate trends in Alternative primary schools in Mathare Constituency since the adoption of Policy for Alternative Provision of Basic Education and Training in 2009.
REFERENCES


Cameron, S. (2010). Access to and Exclusion from Primary Education in Slums of Dhaka, Bangladesh. CREATE, 45, Bangladesh.


Internet Sources


UNICEF. (2012). *Finishing school*. UNESCO. Retrieved from

Appendix i

Head Teachers Questionnaire

Hello, I am a postgraduate student from Kenyatta University. I am currently undertaking a research in your school. You have been selected to be part of this research. The title of this research is 'Determinants of access and participation in non-formal Primary Schools'. You are kindly requested to complete all parts of this questionnaire. The researcher would like to assure you that the information given will strictly be confidential and only meant for this research purposes. No reference will be made to individuals or schools. Kindly omit your name and of your school. Thank you.

Winniejoy Gatwiri Nkonge
Department of Educational Management,
Policy and Curriculum studies.
Kenyatta University.

PART 1: DEMOGRAPHIC DATA.

Tick where appropriate [✓]

1. a) Gender Male [ ] Female [ ]
   b) Age-
   c) Which of the following categories describe where you live?
      i. Urban/City [ ]
      ii. Suburb of the city [ ]
      iii. Slum [ ]
      iv. Other, specify

   d) Your highest academic qualifications.
      i. Bachelors of Education [ ]
      ii. Diploma in Education [ ]
      iii. KCSE [ ]
2. What type of primary school did you go through?
   i. Public formal primary school [ ]
   ii. Non-formal primary school [ ]
   iii. Other, explain

3. How long have you been a head teacher?
   i. Below 5 years [ ]
   ii. 5-9 years [ ]
   iii. 10-14 years [ ]
   iv. 15 and above years [ ]

4. How long have you been head teacher in this school?
   i. Below 5 years [ ]
   ii. 5-9 years [ ]
   iii. 10-14 years [ ]
   iv. 15 and above years [ ]

PART 2: SCHOOL CHARACTERISTICS.

Tick where appropriate [✔]

5. Is this a boarding or day school?
   i. Boarding school [ ]
   ii. Day school [ ]
   iii. Both day and boarding school [ ]
6. a) Does your school receive government funding?  
   Yes [ ] No [ ]

b) If yes, is it enough?  
   Yes [ ] No [ ]

c) If no, where does the school receive its funding from?  
   i. Donations Yes [ ] No [ ]
   ii. Fees levied to pupils Yes [ ] No [ ]

7. Does your school provide a school feeding programme?  
   Yes [ ] No [ ]

8. Please indicate your school’s enrollment in the past three years.

<table>
<thead>
<tr>
<th>ENROLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
</tr>
<tr>
<td>Class 1</td>
</tr>
<tr>
<td>Class 2</td>
</tr>
<tr>
<td>Class 3</td>
</tr>
<tr>
<td>Class 4</td>
</tr>
<tr>
<td>Class 5</td>
</tr>
<tr>
<td>Class 6</td>
</tr>
<tr>
<td>Class 7</td>
</tr>
<tr>
<td>Class 8</td>
</tr>
</tbody>
</table>
9. How many teachers does your school have?

10. How many teachers work at this school on full time basis? (40 or more hours a week)

11. How many teachers work at this school on part-time basis? (less than 40 hours a week)

12. What is the average number of lessons taught by a teacher in a week?

13. How many days in a week is the school on session?

14. What is the average number of pupils taught by each teacher in school?

15. On average, how many days per week do teachers miss school?
   i. None [ ]
   ii. Once [ ]
   iii. Twice [ ]
   iv. Thrice [ ]
   v. All days [ ]
   Other, specify- 

16. What qualification is required for one to teach in this school?
   i. Bachelors Degree [ ]
   ii. Diploma [ ]
   iii. P1 Certificate [ ]
iv. Form 4 Certificate

17. In the table below fill in the number of teachers in your school with the following qualifications as top most qualifications they have.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Education (PI)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O-Level/ECD Certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-Level/K.C.S.E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.C.P.E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Briefly comment on curriculum of your school. Tick where applicable.

i. Curriculum Development involves the teachers, pupils and community.

Yes [ ] No [ ]

Other (Specify)

ii. Curriculum is Relevant to learners

Yes [ ] No [ ]

Other (Specify)
iii. a) What facilitates learning in your school? Tick appropriately.

<table>
<thead>
<tr>
<th></th>
<th>Most</th>
<th>A little</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility of school hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility of school requirements such as school uniform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility of school facilities such as classrooms sizes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. Tick appropriately. Does the following factors greatly influence enrollment in your school?

<table>
<thead>
<tr>
<th></th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NEUTRAL</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School routines and timing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher qualifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Physical facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs required</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil’s Home background</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
20. a) Is there a source of clean drinking water in your school?
   Yes [ ] No [ ]
   b) Are the toilets for boys and girls separate in your school?
   Yes [ ] No [ ]

21. Do you use textbooks in your school? Yes [ ] No [ ]

22. If textbooks are used, are they usually shared?
   i. Usually shared [ ]
   ii. Each pupil uses their own [ ]
   iii. Do not know [ ]

23. If textbooks are shared, how many children usually share a textbook?

PART 3: PUPILS' CHARACTERISTICS

Tick where appropriate [✔]

24. a) Does a pupil's age influence the pupil's participation in your school?
   Yes [ ] No [ ]
   b) Please indicate pupil's age in the various classes in your school. Indicate total number of pupils of respective age in respective classes.
<table>
<thead>
<tr>
<th>Class</th>
<th>5 and below</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU
Appendix ii

Teachers Questionnaire

Hello, I am a postgraduate student from Kenyatta University. I am currently undertaking a research in your school. You have been selected to be part of this research. The title of this research is 'Determinants of access and participation in non-formal primary schools'. You are kindly requested to complete all parts of this questionnaire. The researcher would like to assure you that the information given will strictly be confidential and only meant for this research purposes. No reference will be made to individuals or schools. Kindly omit your name and of your school. Thank you.

Winniejoy Gatwiri Nkonge
Department of Educational Management,
Policy and Curriculum studies.
Kenyatta University.

PART 1: DEMOGRAPHIC DATA

Tick where appropriate [✔]

1. a) Gender Male [ ] Female [ ]

b) Age-

c) Which of the following categories describe where you live?

i. Urban/City [ ]

ii. Suburb of the city [ ]

iii. Slum [ ]

Other, specify

2. Your highest academic qualifications.

i. Bachelors Degree [ ]

ii. Diploma [ ]

iii. ECD [ ]

iv. K.C.S.E [ ]
3. What type of primary school did you go through?
   i. Public formal primary school [ ]
   ii. Non formal primary school [ ]
   Other, explain [ ]

4. How long have you been a teacher?
   i. Below 5 years [ ]
   ii. 5-9 years [ ]
   iii. 10-14 years [ ]
   iv. 15 and above years [ ]

5. How long have you been a teacher in this school?
   i. Below 5 years [ ]
   ii. 5-9 years [ ]
   iii. 10-14 years [ ]
   iv. 15 and above years [ ]

6. Are you motivated to teach in this school? Yes [ ] No [ ]
PART 2: SCHOOL CHARACTERISTICS

Tick where appropriate [✓]

7. What difficulties have you experienced as a teacher in this school? Tick all that apply.

i. Poor school facilities

ii. Inadequate instruction materials (textbooks & chalkboards)

iii. Inadequate Classrooms

iv. Insufficient Knowledge in dealing with some issues in school

v. High number of pupils dropping out of school

vi. Insufficient toilets

vii. Curriculum that does not relate to pupils needs

viii. Inflexible school routines and timing

Others (Specify)

8. Tick difficulties listed below that have influence on children enrolment in your school.

i. Poor school facilities

ii. Inadequate instruction materials (textbooks & chalkboards)

iii. Inadequate Classrooms

iv. Insufficient Knowledge in dealing with some issues in school

v. High number of pupils dropping out of school

vi. Insufficient toilets

vii. Curriculum that does not relate to pupils needs

viii. Inflexible school routines and timing
9. a) How many children do you teach in a day?

b) What is the average number of lessons do you teach in a week?

c) How many days in a week is the school on session?

d) On average, how many days per week do you miss school?
   i. None [  ]
   ii. Once [  ]
   iii. Twice [  ]
   iv. Thrice [  ]
   v. All days [  ]
   Other, specify-

10. Briefly comment on curriculum of your school. Tick where applicable.
   i. Curriculum Development involves the teachers, pupils and community.
      Yes [  ] No [  ]
      Other (Specify)
iii. If No, briefly explain below.


iv. Curriculum is Relevant to learners

Yes [ ] No [ ]

Other (Specify)


v. If Yes, briefly explain below.


vi. If No, briefly explain below.


11. a) Which of the following MOST facilitate learning in your school? Tick all that apply.

i. Flexibility of school hours [ ]

ii. Flexibility of school requirement such as school uniform [ ]

iii. Flexibility of school facilities [ ]

Other (Specify)


101
b) In your own opinion, to what extent does each of the following factors influence pupils' participation in your school? Tick where appropriate.

<table>
<thead>
<tr>
<th></th>
<th>Most</th>
<th>A little</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School routines and timing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher qualifications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School physical facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupils Home background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost required</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other, specify

12. a) Do you use textbooks in your school? Yes [ ] No [ ]

b) If textbooks are used, are they usually shared?
   i. Usually shared [ ]
   ii. Each pupil uses their own [ ]
   iii. Do not know [ ]

c) If textbooks are shared, how many children usually share a textbook _______

PART 3: PUPILS CHARACTERISTICS

Tick where appropriate [✔]

13. Comment briefly on the characteristics of learners in your school in terms of their: (Tick where applicable)
i. Home background
   a) All Able to meet basic needs [ ]
   b) Some Able to meet basic needs [ ]
   c) All Unable to meet basic needs [ ]
   d) Some Unable to meet basic needs [ ]

   Others (specify)

ii. Are children enrolled in your class of the required age for that class?
   a) All Yes [ ]
   b) Some Yes [ ]
   c) All No [ ]
   d) Some No [ ]

   Others (specify)

iii. Do pupils in your class have eagerness/passion for learning?
   a) All Yes [ ]
   b) Some Yes [ ]
   c) All No [ ]
   d) Some No [ ]

   Others (specify)
iv. If answer for 14. iii above is not (a) All Yes, in your opinion, what affects eagerness/participation of pupils in your class? Tick all that apply.
   a) Their Home background [  ]
   b) Their Age [  ]
   c) Both (Home background and Age) [  ]

Others (specify)

14. a) How would you describe class attendance of the pupils in your class? Tick where applicable.
   i. Regular [  ]
   ii. Irregular [  ]

b) If the answer in question 12. is Irregular, what are some of the reasons in your own opinion that cause Irregular class attendance of pupils in your class? Tick all that apply.
   i. Their Home background [  ]
   ii. Their Age [  ]
   iii. Both (Home background and Age) [  ]

iv.

Others (specify)

15. Do the following factors of participation influence enrolment trends in your school? Tick all that apply.
   i. Affordability (less costs incurred) Yes [  ] No [  ]
ii. Flexibility (adjusts programmes to fit pupils needs) Yes [ ] No [ ]

iii. Availability (easy to locate since they are many) Yes [ ] No [ ]

Others (specify)

THANK YOU.
Appendix iii

Pupils Questionnaire

Hello, I am a postgraduate student from Kenyatta University. I am currently undertaking a research in your school. You have been selected to be part of this research. The title of this research is ‘Determinants of access and participation in non-formal primary schools’. You are kindly requested to complete all parts of this questionnaire. The researcher would like to assure you that the information given will strictly be confidential and only meant for this research purposes. No reference will be made to individuals or schools. Kindly omit your name and of your school. Thank you.

Winniejoy Gatwiri Nkonge
Department of Educational Management,
Policy and Curriculum studies.
Kenyatta University.

PART 1: PERSONAL INFORMATION

Tick where appropriate [✔]

1. a) Your gender:  Male [ ]  Female [ ]

   b) What is your age? Tick where applicable.

      i. 10-13 years  [ ]

      ii. 14 and above years  [ ]

2. a) Had you enrolled in the public primary school before enrolling in this school?

      Tick where applicable  Yes ( )  No ( )

   b) If answer in 3a) above is yes, why did you leave the public primary school to join this school?

      i. Affordability (less costs incurred) Yes  [ ]  No  [ ]

      ii. Flexibility (adjusts programmes to fit pupils needs) Yes  [ ]  No  [ ]

      iii. Availability (easy to locate since they are many) Yes  [ ]  No  [ ]
3. How did you know about this school? Tick where applicable.
   i. Through Friends          [  ]
   ii. Through Parents/Guardians [  ]
   iii. Through relatives       [  ]
   iv. Its nearest school from home [  ]

**PART 2: SCHOOL CHARACTERISTICS**

Tick where appropriate [✓]

4. a) Do you like your teachers?
   i. Yes                          [  ]
   ii. No                          [  ]
   iii. I cannot tell             [  ]

   b) If Yes, why?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   c) If No, why?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. a) Do you feel your teachers treat you the same way they treat other pupils?
   i. Yes                          [  ]
   ii. No                          [  ]
   iii. I cannot tell             [  ]
6. a) Do you like your school? Tick where applicable.
   i. Yes [ ]
   ii. No [ ]
   iii. I cannot tell [ ]

b) If Yes, why?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

c) If No, why?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

7. What do you like most about your school? Tick all that apply.
   i. Flexible school hours [ ]
   ii. Less school requirements [ ]
   iii. Friendly Teachers [ ]
   iv. Nearness to home [ ]
   v. Less amount of school fees required [ ]

Other (Specify)
8. a) Do you like what you are taught in school?
   i. Some things Yes [ ]   ii. Some things No [ ]   iii. Everything Yes [ ]
   iv. Everything No [ ]

d) Do you find what you are taught in school applicable in your life away from school? Yes [ ] No [ ]

9. a) Have you ever missed school?
   Yes [ ] No [ ]

   b) Tick appropriately the period of time you have ever missed school?
      i. Three days in one week [ ]
      ii. One week [ ]
      iii. Two weeks [ ]
      iv. Three weeks [ ]
      v. MORE than Three Weeks [ ]

c) What made you miss school? Tick where applicable.
      i. I was sick [ ]
      ii. Had no school fees [ ]
      iii. I was working [ ]
      iv. Did not feel like being in school [ ]

   Other, specify

   _______________________________________________________
   _______________________________________________________

10. a) Do your teachers miss school? Tick where applicable.
    Yes [ ] No [ ]

    b) On average how many days in one week does your teacher miss school?
   i. Always [ ] ii. Sometimes [ ] iii. Never [ ]

12. a) Do you have any textbook? Tick where applicable.
   Yes [ ] No [ ]
   b) If answer for question 12a) above is No. Do you share textbooks in class?
   i. Do not share [ ] ii. Share between 2 [ ] iii. Share MORE than 2 [ ]

13. a) Have you ever repeated any class? Tick where applicable.
   Yes [ ] No [ ]
   b) If your answer in question 13a) above is yes, why did you repeat? Tick appropriately.
   i. Poor performance [ ]
   ii. Lack of school fees for next class [ ]
   Other (Briefly explain below)
14. Tick appropriately. Below are some of the problems you may be going through while in school.

<table>
<thead>
<tr>
<th>Lack of basic needs such as food, shelter and clothing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing classes often as a result of inadequate school fees</td>
</tr>
<tr>
<td>Not enough instructional materials such as class text book</td>
</tr>
<tr>
<td>Long distance to school</td>
</tr>
<tr>
<td>Missing classes often to take care of young brothers and sisters</td>
</tr>
<tr>
<td>Caned, slapped, bitten or hit</td>
</tr>
</tbody>
</table>

Other challenges include; please explain.

_________________________________________________________________________
_________________________________________________________________________

15. What reasons do they give for being out of school? Tick where applicable.

i. Do not like school [ ]

ii. No money [ ]

iii. Employed [ ]

iv. In business [ ]

Other (specify) ________________________________________________________

PART 3: HOME CHARACTERISTICS

Tick where appropriate [✔]

16. a) Do you have brothers or sisters in your family?

Yes [ ] No [ ]
b) How many sisters do you have- ________________________
c) How many brothers do you have- ________________________
d) Who pays your school fees? Tick where applicable.
   i. Parents [ ]
   ii. Guardians [ ]
   iii. Brother/Sister [ ]
   iv. Sponsored [ ]

17. Do your parents or guardians support you with everything you need in school?
   Yes [ ] No [ ]

18. Do you work outside home to earn yourself money?
   Yes [ ] No [ ]

19. a) Do you miss school at times for you to work for money?
   Yes [ ] No [ ]
   b) If your answer in question 19 a) above is Yes, how often do you miss school working for money? Tick appropriately.
      i. One week [ ]
      ii. Two weeks [ ]
      iii. Three weeks [ ]
      iv. MORE than Three Weeks [ ]

THANK YOU
### Observation Schedule

**School code:**

<table>
<thead>
<tr>
<th>OBSERVED ISSUES</th>
<th>QUANTITY</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Ventilation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Lighting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class seating arrangement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching aids, Chalkboards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:**
Description of School compound

Description of Teacher-Pupil interactions

General Observation
Appendix v

Research Permit

THIS IS TO CERTIFY THAT MISS. GATWIRI WINNIE JOY N'KONGE OF KENYATTA UNIVERSITY, O-0 CHOGGORIA has been permitted to conduct research in Nairobi County on the topic: DETERMINANTS OF ACCESS AND PARTICIPATION IN NON-FORMAL PRIMARY SCHOOLS IN MATARHE CONSTITUENCY.

Permit No. 1 NACOSTI/P/18/6282/161

Date of Issue: 27th June, 2014

Fee Realized: KSh 1,000

Kenyatta University

Kenya Commission for Science, Technology and Innovation

Applicant's Signature: ________________________________

Secretary: ________________________________

National Commission for Science, Technology & Innovation
CONCLUSIONS
1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that 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 by the relevant Government Ministries.

4. Excavation, felling 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.

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

RESEARCH CLEARANCE
PERMIT

Serial No. A2059

CONDITIONS: see back page
Internal Memo

Our Ref: E55/CE/20310/2012 Date: 26th May, 2014

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR GATWIRI WINNIEJOY NKONGE
REG. E55/CE/20310/2012

I write to introduce Ms. Gatwiri Winniejoy N. who is a Postgraduate Student of this University. He is registered for a M.ED degree programme in the Department of Educational Management, Policy and Curriculum Studies.

Ms. Nkonge intends to conduct research for a M.ED proposal entitled, “Determinants of Access and Participation in Non Formal Primary Schools in Mathare Constituency, Nairobi County, Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,

[Signature]

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
Appendix vi

National Commission for Science Technology and Innovation Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No.

Date: 27th June, 2014

NACOSTI/P/14/8282/2161

Gatwiri Winniejoy Nkonge
Kenyatta University
P.O.Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Determinants of access and participation in Non formal primary schools in Mathare Constituency," I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 31st October, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi 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
Nairobi County.