DETERMINANTS OF LOW ACCESS AND RETENTION IN PRIMARY SCHOOLS; A CASE OF MATHIOYA DISTRICT, KENYA

BY

MACHARIA FRASHIAH WAIRIMU

E55/CE/11727/07

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION FOR THE AWARD OF MASTER OF EDUCATION DEGREE OF KENYATTA UNIVERSITY

NOVEMBER 2011
DECLARATION

This is my original work and has not been submitted for any other study programmes in any other university.

Signature: ……………………………….. Date:……………………………..

Macharia Frashiah Wairimu

E55/CE/11727/07

This project has been submitted for examination with our approval as university supervisors.

Signature:……………………………….. Date:………………………………

Prof. J. G Okech
Professor of Education.
Department of Educational Management,
Policy and Curriculum Studies

Signature:……………………………….. Date:………………………………

Dr. W Itolondo
Lecturer of Education
Department of Educational Management,
Policy and Curriculum Studies
DEDICATION

This work is sincerely dedicated to my late father Edward Macharia and my mother Mama Moche whose undying love, encouragements and selfless determination enabled me to attain education and be what I am today.
ACKNOWLEDGEMENTS

With deep and immeasurable appreciation, I wish to acknowledge those without whom the completion of this work would have stagnated at a dream level. Sincere thanks to my supervisors Prof. Jack G. Okech and Dr. W. Itorodo (Sir) for their useful pieces of advice coupled by immense encouragements.

Appreciation is also expressed to Mathioya district education office, head teachers and teachers who were involved in the study for providing me with the required information.

Much thanks also goes to my friends. Miss Kinyua Kiria-ini girls and Samuel Githaiga J. M Kairo (MED). I owe you a lot of respect for your support

My heartfelt gratitude and thanks are due to my husband and kids Sheila and Ian for the period they endured during my study and preparation of this project. I will honour them to understand that this project is as much theirs as it is mine.
ABSTRACT

The major concern of this study is that despite the Kenya government re-introducing free primary education, some school age children are still locked out of school whereas dropout and repetition continue to be pervasive.

The purpose of this study was to investigate the factors contributing to low access and retention of pupils in public primary schools of Mathioya District. The objectives of the study were to establish pupil’s enrolment and retention rates in Mathioya District primary schools in the period 2004 – 2008, to determine the school-based and pupil characteristics, socio-economic factors and socio-cultural factors contributing to low access and retention of pupils. The study also sought to establish measures that could be taken to improve access and retention in public primary education in Mathioya District. The research was guided by the classical liberal theory of equal opportunity.

A descriptive survey technique was used to collect data from 10 head teachers, 53 Teachers, 300 pupils, 15 Parents, the area chief, DEO, the zonal quality and assurance office (ZQASO) and the districts children’s office (DCO). The study used questionnaire for head teachers and teachers, interviews were conducted for parents/guardians and the key informants. Focus group discussion was used to collect information from students.

Schools, teachers and parents were sampled using stratified random technique. The key informants were purposively sampled. The pupils sample size was determined using Mugenda and Mugenda research methodology. Individual students were randomly selected from class seven and eight. Test-retest technique was used to test for reliability.

Data was analyzed using the Statistical Package for Social Sciences (SPSS) windows. It was then presented using frequency tables, and bar graphs.

The study found that enrolment rate in public primary schools in Mathioya district declined and dropout ratio was low. The problem of dropout affects girls more than boys. The most prominent causes of declining rates of access and retention of pupils in public primary schools in the district are negative attitude towards education, teenage pregnancy, indiscipline and lack of responsibility among parents. There is also the preference to transfer pupils from one public primary school to another and also to private academies. The findings showed that there are social-economic, socio-cultural, and school based factors that pose a threat to achievement of UPE in the district. The study recommends that the government should enforce adherence of the laid down policies and procedures such as corporal punishment, repetition and extra tuition. The government should through the church conduct aggressive campaigns to sensitize the community on the need of education. Adult education should be introduced to raise the level of literacy and sense of responsibility among parents. Most important, the government should ban illicit brews like chang’aa.
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<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency syndrome</td>
</tr>
<tr>
<td>ASAL’s</td>
<td>Arid and Semi Arid Areas</td>
</tr>
<tr>
<td>DCO</td>
<td>District children’s Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All.</td>
</tr>
<tr>
<td>FAWE</td>
<td>Forum for African Women Educationalist</td>
</tr>
<tr>
<td>FGD</td>
<td>Focus Group Discussion</td>
</tr>
<tr>
<td>FGM</td>
<td>Female Genital Mutilation</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immune Deficiency Virus</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>NARC</td>
<td>National Alliance Rainbow Coalition</td>
</tr>
<tr>
<td>PTRs</td>
<td>Pupil Teacher Ratios</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Education Fund</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
</tbody>
</table>
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The Universal Declaration of Human Rights, adopted in 1948, declared that “everyone has a right to education.” The World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education especially with its so-called vision and renewed commitment. The Amman Mid-Decade Review of Education for All (1996) reaffirmed the commitment to the Jomtien resolutions. It observed that the provision of basic education, especially for girls, has remained elusive in many less industrialised countries. This was said to be particularly so in Africa, where ethnic tensions and conflicts have displaced many households, thus denying children opportunities of going to school. The Dakar Conference of 2000 reviewed developments in achieving UPE in the African continent. It set as one of the EFA goals “Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015” This was further endorsed by the so-called Millennium Development Goals (MDG). Among other things they set targets “to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.”

Over the past decade several countries in sub Saharan Africa have abolished primary tuition fees and introduced FPE. In Malawi free primary Education was introduced in 1994 by the newly elected multi-party government. There was no overall policy framework and an analysis of the resources implications of FPE. (Kadzamira and Rose 2004).Uganda introduced UPE in 1997. Education was seen as an important foundation of the poverty eradication Action plan. In Tanzania FPE was introduced in 2001 largely as part of the PRSP process, having been incorporated into the Education Sector Development programme. This led to a rise in gross enrolment ratios. There was severe shortage of classrooms, desks, instructional materials as well as teachers.
THE STATE OF PRIMARY EDUCATION IN KENYA

After the introduction of FPE in 1974, enrolment in standard one rose by a million above the estimated figure of about 400,000. The total enrolment figure for standards one to six increased from 1.8 million in 1973 to nearly 2.8 million in January 1974. The teaching force stood at 56,000 teachers, out of whom 12,600 were professionally unqualified. In 1974, an additional 25,000 teachers were needed for the new classes. By 1975, the number of unqualified teachers stood at 40,000, out of a teaching force of 90,000 teachers.

Before the NARC pronouncement the number of primary schools in the country had increased steadily from 14,864 in 1990 to 18,901 in 2001/2 representing a 4037 (27.2%) increase. Enrolment had also gone up from 5,392,319 to 6,314,726, being a 922,407(17.1%) rise over the same period. The percentage of girls’ enrolment also increased in the same period to 49.3%, implying that gender parity in enrolment in primary schools at the national level had nearly been achieved. Primary school net Enrolment Ratios (NERs), however, showed a very discouraging picture in the North Eastern Province mainly inhabited by pastoralist communities where boys constituted 16.5% and girls 9.8%, with an average of 13.4% for the province. After the 2003 FPE the Gross Enrolment increased from 5.9M (92%) in 2002 to 7.2 M (104%) in 2003 of the school age population. In 2003(When the free primary education was being implemented), the total enrolment rose by 1077.1 thousand (17.6%) from 6131.0 thousand to 7,208.1 thousand in 2003. The enrolment of girls rose by 506.5(17.3%) from 2998.8 thousand in 2002 to 3,505.3 thousand in 2003; While the enrolment of boys rose by 559.7 (17.8%) from 3143.1 thousand in 2002 to 3702.8 thousand in 2003. (G Muhoho).

Introduction of Free Primary Education in Kenya

In the 1963 elections, when the Kenya African National Union (KANU) became the ruling party, published a manifesto entitled, What a KANU Government offers you. This manifesto committed the party to offering a minimum of seven years of free primary education. In the 1969 election manifesto the party again re-echoed its commitment to providing seven years of free primary education. In the more sparsely populated areas, the government pledged to continue its programme of building primary and secondary schools so that every child in those districts which had a low-average enrolment would get an opportunity to attend school. The government fees remission programme was to be continued in favour of these areas. In 1971, a Presidential Decree abolished tuition fees for the districts with unfavourable
geographical conditions since these were said to make the populations in these areas poor. These included such areas as North-Eastern Province, the districts of Marsabit, Isiolo and Samburu in Rift Valley Province; Turkana, West Pokot, Baringo, Narok, Elgeyo-Marakwet and Olkejuado in Rift Valley Province, as well as Tana River and Lamu in Coast Province.

A second presidential decree on 12 December 1973 during the celebration of the so-called “Ten Great Years of Independence”, claimed to have brought the country close to achieving the long awaited “universal free primary education.” The decree provided free education for children in standards I-IV in all districts of the country. It went further and provided a uniform fee of Kshs.60/ per child per year for those in standards V-VII in the whole country. Subsequent decrees went further and abolished school fees in primary education. (DN Sifuna)

The aim of free primary education programme was to provide more school opportunities, especially for the poor communities. The argument was that the payment of school fees tended to prevent a large proportion of the children from attending school. The financial implications as well as the various methods for its introduction were not subjected to close scrutiny. In Kenya, January 1974, the Ministry of Education had to rethink its priorities in order to cope with the staggering rise of pupil enrolment. Enrolment in standard one rose by a million above the estimated figure of about 400,000. The total enrolment figure for standards one to six increased from 1.8 million in 1973 to nearly 2.8 million in January 1974. (O Abagi)

At the time of the abolition of school fees no counter measures were announced about how to replace the lost revenue. Initially, primary schools were at a loss as to what they could do about this lost revenue, and after failing to get clear directives from the government, school management committees resorted to raising school revenue under the guise of a “building levy.” Ostensibly this was aimed at putting up new facilities. With the enlarged enrolment, a country-wide building programme had to be launched to cope with extra classes. Many schools were not aware of the new places needed. In some schools as many as five extra streams came into being. The building levy varied from one district to another, but in most cases, it turned out to be higher than the school fees charged prior to the decree. This frustrated many parents who had little alternative but to withdraw their children. (Nkinyangi, 1980)
The high drops out rates were a response, not only to the very high levies, but also to the quality of education that was being offered following the government intervention. As a result of high enrolments, there was overcrowding in classes and the supply of teaching and learning materials underwent a severe strain. Since the early 1970s distribution of the teaching and learning materials had been centralized through the Kenya Equipment Scheme; it became difficult to dispatch the necessary materials and equipment to most of the primary schools. Consequently, many of the schools went without basic teaching and learning materials for a greater part of 1974. (Nkinyangi, 1980)

According to the teaching force, at the time of the pronouncement, the country was already short of properly trained teachers. In 1973, the teaching force stood at 56,000 teachers, out of whom 12,600 were professionally unqualified. In 1974, an additional 25,000 teachers were needed for the new classes. By 1975, the number of unqualified teachers stood at 40,000, out of a teaching force of 90,000 teachers. (Republic of Kenya).

As perceived from the mentioned teaching environment, high drop out rates in primary education became inevitable. The newly instituted building fund, which was meant to be a purely spontaneous reaction to an emergency, became a permanent feature in primary Education. Beyond the recruitment of more unqualified teachers, the government of Kenya played a minor role in the implementation of “free primary education.” The government of Kenya was quite satisfied that school committees had successfully implemented the program of Free Primary Education with minimal cost on its part. Overall, the effect of government intervention in primary education and the implications arising out of it made primary education much more expensive than before the introduction of FPE. During the 2002 general elections in Kenya, the National Rainbow Coalition (NARC) made the provision of free primary education part of its election manifesto.(KANU Manifesto 2002). Following its victory, on January 6, 2003 the Minister for Education, Science and Technology (MoEST) launched the Free Primary Education (FPE) to fulfill NARC’s election pledge. Fees and levies for tuition in primary education were abolished as the Kenya government and development partners were to meet the cost of basic teaching and learning materials as well as wages for crucial non-teaching staff and co-curricular activities. The Kenya government and development partners were to pay Kshs. 1,020 for each primary child the year 2003. The FPE did not require parents and communities to build new schools, but
they were to refurbish and use existing facilities such as community and religious buildings. (Republic of Kenya)

Free Primary Education is characterized by high drop out rates of pupils in public primary schools, just as it was the case in 1974 free primary education intervention. The inflow of pupils in primary education in the second year of FPE implementation went down, districts that registered over 20% increase in enrolment in 2003, hardly recorded more than 5% of standard one enrolment in 2004. (UNESCO)

**Table 1.1: Primary Schools Enrolment by Gender and District, (2003 – 2007)**

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Nyandarua</td>
<td>71,504</td>
<td>69,769</td>
<td>73,276</td>
<td>71409</td>
<td>72,970</td>
<td>70,401</td>
<td>74,530</td>
<td>71,869</td>
<td>75,648</td>
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<tr>
<td>73,556</td>
<td>78,282</td>
<td>76,762</td>
<td>77,590</td>
<td>76,235</td>
<td>79,628</td>
<td>77,458</td>
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<td>74,734</td>
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<td>Nyeri</td>
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<td>53,004</td>
<td>55,006</td>
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<td>51,071</td>
<td>49,962</td>
<td>49,640</td>
<td>49,411</td>
<td>51,772</td>
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<td>Kirinyaga</td>
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<td>57,539</td>
<td>56,137</td>
<td>55,429</td>
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<td>52,519</td>
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<td>Maragua</td>
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<td>72,477</td>
<td>75,229</td>
<td>73,489</td>
<td>78,754</td>
<td>72,628</td>
<td>75,539</td>
<td>72,141</td>
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<tr>
<td>72,384</td>
<td>7,768</td>
<td>7,497</td>
<td>8,238</td>
<td>8,241</td>
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<td>9,017</td>
<td>9,169</td>
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<td>64,041</td>
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<td>64,884</td>
<td>62,161</td>
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<tr>
<td>7,672</td>
<td>48,121</td>
<td>47,626</td>
<td>47,491</td>
<td>46,482</td>
<td>45,548</td>
<td>44,782</td>
<td>43,583</td>
<td>43,336</td>
<td>45,277</td>
<td></td>
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<tr>
<td>Thika</td>
<td>457,287</td>
<td>447,482</td>
<td>461,382</td>
<td>449,424</td>
<td>461,122</td>
<td>442,516</td>
<td>447,090</td>
<td>435,339</td>
<td>450,203</td>
<td></td>
</tr>
<tr>
<td>63,874 Murang'a</td>
<td>44,614</td>
<td>48,121</td>
<td>47,626</td>
<td>47,491</td>
<td>46,482</td>
<td>45,548</td>
<td>44,782</td>
<td>43,583</td>
<td>43,336</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>438,033</td>
<td>447,482</td>
<td>461,382</td>
<td>449,424</td>
<td>461,122</td>
<td>442,516</td>
<td>447,090</td>
<td>435,339</td>
<td>450,203</td>
<td></td>
</tr>
</tbody>
</table>

**Source: Education Management Information System (EMIS) Unit MoE(2010)**

There are disparities in enrolment across districts in central province. Murang’a District enrolment for boys reduced from 48,121 in 2003 to 45277 in 2003. Girls enrolment reduced from 47,626 in 2003 to 435339 in 2007. Nyandarua district for instance registered an increased enrolment from 71,504-boys and 69,769 girls in 2003 to 75648-boys and 73556 girls in 2007. Research has shown that even with introduction of Free Primary Education, primary education is characterized by declining enrolment and low completion rates in some districts. This is evident that there exist socio-economic and cultural determinants of low
access and retention of primary education in the larger Murang’a District where Mathioya District was curved.

Table 1.2: National Primary School Enrolments by gender (2003 – 2007)

<table>
<thead>
<tr>
<th>Provinces</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
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<tr>
<td>Coast</td>
<td>264,473</td>
<td>222,156</td>
<td>300,058</td>
<td>312,432</td>
<td>273,111</td>
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<tr>
<td>Central</td>
<td>457,287</td>
<td>447,482</td>
<td>461,382</td>
<td>449,424</td>
<td>461,122</td>
</tr>
<tr>
<td>Eastern</td>
<td>663,717</td>
<td>646,090</td>
<td>698,091</td>
<td>704,135</td>
<td>675,774</td>
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<tr>
<td>Nairobi</td>
<td>109,141</td>
<td>108,026</td>
<td>115,097</td>
<td>114,155</td>
<td>118,875</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>917,243</td>
<td>862,546</td>
<td>912,141</td>
<td>882,750</td>
<td>943,878</td>
</tr>
<tr>
<td>Western</td>
<td>532,248</td>
<td>552,446</td>
<td>562,911</td>
<td>540,531</td>
<td>574,739</td>
</tr>
<tr>
<td>Nyanza</td>
<td>685,647</td>
<td>654,247</td>
<td>685,331</td>
<td>639,569</td>
<td>682,982</td>
</tr>
<tr>
<td>N. Eastern</td>
<td>44,642</td>
<td>22,131</td>
<td>47,726</td>
<td>22,232</td>
<td>47,104</td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td><strong>3,674,398</strong></td>
<td><strong>3,485,124</strong></td>
<td><strong>3,821,837</strong></td>
<td><strong>3,575,209</strong></td>
<td><strong>3,908,855</strong></td>
</tr>
</tbody>
</table>

Source: Education Management Information System (EMIS) Unit MoE(2009)

The implementation of Free Primary Education program resulted to a significance increase in enrolment 1.2M (20%) in primary education, from 6.0 million in 2002 to 7.2 million pupils in 2003. Since 2003, the enrolment has further increased from 7.4 in 2004 to 8.6 as at 2008, an increase of 1.2(16.2%) -Republic of Kenya. The reported Net Enrolment Rate indicates that by 2009, 595,095 children were out of school (7.5 percent of primary school going age population) (Republic of Kenya). Enrolment in coast, Nairobi, and North Eastern provinces were much below compared with provinces such as Rift valley, Nyanza and Eastern. Enrolment in North Eastern province in 2004, just after the introduction of free primary education was boys 23.6 percent and girls 14.9 percent. With Free Primary Education, it was hoped that every Kenyan child would have access to basic education and that access and retention rates would improve. However, research has shown that even with introduction of Free Primary Education, primary education is characterized by declining enrolment and low completion rates.

Table 1.3 Public Primary schools: Enrolment in Mathioya District by Gender (2004 – 2008)
### Table 1.1: Enrolment of Boys and Girls in Different Zones in Mathioya District (2004-2008)

<table>
<thead>
<tr>
<th>Year</th>
<th>Zone</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>2004</td>
<td>3,052</td>
<td>2,838</td>
<td>2,941</td>
<td>2,777</td>
<td>2,649</td>
<td>2,690</td>
</tr>
<tr>
<td>2005</td>
<td>2,730</td>
<td>2,745</td>
<td>2,654</td>
<td>2,593</td>
<td>2,588</td>
<td>2,376</td>
</tr>
<tr>
<td>2007</td>
<td>3,739</td>
<td>3,604</td>
<td>3,545</td>
<td>3,318</td>
<td>3,203</td>
<td>3,255</td>
</tr>
<tr>
<td>2008</td>
<td>13,182</td>
<td>12,819</td>
<td>12,698</td>
<td>11,973</td>
<td>11,697</td>
<td>11,477</td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>13,182</td>
<td>12,819</td>
<td>12,698</td>
<td>11,973</td>
<td>11,697</td>
</tr>
</tbody>
</table>

Source: District Education Office; Mathioya Statistics Unit (2009)

The declining enrolment rates and low retention rates is today being witnessed in some public primary schools, a conclusion that would be expected to be minimal with free primary education. Mathioya district is one of the districts in central province with schools registering low retention rates and reduced access to education. All the four zones registered a gradual decline in enrolment for both boys and girls during the study period. It is due to this contradicting scenario that with the implementation of free primary education, access and retention rates in Mathioya District are low; the researcher found the determinants of low access and retention a case of Mathioya district.

### 1.2 Statement of the Problem

In an attempt to create access to Education For All (EFA) by the year 2015 as provided for in the Dakar Framework of April 2000, Kenya Government has come up with policies such as Free Primary Education (2000) and Free Secondary Education of (2008). High enrolment of children in schools (Table 1.2), has some questions about access and retention of primary school pupils in Mathioya District which remain unanswered.

Based on the background of this study it is evident that public primary schools enrolment in Mathioya District has been declining since 2004. (Table 1.3). Given that FPE is in place, one would expect high access rates, participation, retention and graduation. This trend contradicts the national initiatives where by enrolment has been gradually increasing.

Despite Mathioya District being a high economic potential region just like others in Central Province enrolment in Mathioya District primary schools has been a concern. The district
enrolment in 2006 stood as low as 86919 compared to Nyeri- 151,114, Kiambu 147,680 and Maragua -106,036 in 2004 Murang’a- 93,973, Nyeri-153,825, Kiambu-148718, and Maragua-113676. (Table 1.1-EMIS UNIT MOE 2010).

Though the decline in enrollment rate is of great concern in Mathioya district, there is no evidence that a systematic research study has so far been conducted in Mathioya district to analyze determinants of low access and retention of pupils in primary schools. The study therefore attempted to identify and analyze the determinants of low access and retention in primary schools, in Mathioya district for the purpose of sensitizing primary education stateholders on the causes and measures to curb the prevailing situation of low access and retention.

1.3 Purpose of the Study
The purpose of the study was to investigate determinants to low access and retention of pupils in public primary schools in Mathioya District. The study highlighted the socio-economic; socio-cultural and school based determinants to access and retention of pupils in public primary schools in the district. The study also established measures that could be taken by the Kenya Government and other players in education sector to improve access and retention of pupils in primary schools of Mathioya District.

1.4 Objectives of the Study
More specifically, the researcher hoped to:

i. Identify school based factors and pupils’ characteristics that determine low access and retention of pupils in primary schools in Mathioya District.

ii. Identify the socio-economic factors of low access and retention of pupils in Mathioya District.

iii. Assess the socio-cultural factors of low access and retention of pupils in Mathioya District primary schools.

1.5 Research Question
The following research questions guided the study:
i) What has been the enrolment and dropout rate of pupils in Mathioya District primary schools by gender from 2004-2008.

ii) What are the school based and students’ characteristics that determine low access and retention of pupils in the Mathioya District?

iii) What are the socio-economic factors that have led to low access and retention of pupils in the Mathioya District?

iv) What are the social cultural practices and beliefs that contribute to low access and retention of pupils in the Mathioya District?

v) What measures could be taken to improve access and retention of pupils in public primary schools.

1.6 Significance of the Study

Mathioya District is one of the districts registering a decline in access and low retention rates. (Table 1.2) The purpose of this study was to investigate the underling determinants that have led to low access and retention of pupils in public primary schools. This particular research is of importance as it studies socio-economic, socio-cultural, school based and pupil’s characteristics, and measures to improve access and retention of pupils in public primary schools.

The findings of the study have both theoretical and practical implications for the future of primary school education in Kenya. Theoretically, the findings of the study may contribute to the advancement of knowledge about the determinants of low access and retention in public primary schools, leading to the identification of determinants for enrolment and solving problems of low access and retention in Mathioya District.

Practically, the study may attempt to sensitize primary education stakeholders on the causes of low public primary school access and retention to seek possible remedial measures for curbing the situation. To raise awareness and concerns among parents, teachers and students and in partnership may solve the problem of dropout.

Finally the findings of the study may also be of help to the MOE to reduce education wastage, may suggest corrective measures which MOE can adopt. The findings may challenge policy makers, planners, and donors like the World Bank, UNESCO and UNICEF
in Kenya to give school access and retention more attention. The study may also act as a basis for further research in various dimensions such as access and retention in secondary schools considering that the FSE is in place.

1.7 Assumptions of the study
The study was guided by the following assumptions.

The respondents would provide accurate responses to questions since according to Moulley (1978) the validity of questionnaire data depends on ability and willingness to give the information requested.

The locale of the study would provide adequate information required by the researcher to determine the causes of low access and retention in Mathioya District.

That the headteachers, teachers, ZQASO, DEO DCO, Parents /guardians and pupils may be made aware of determinants of low access and retention in primary education to be able to solve problems of low access and retention in public primary schools.

Though the government declared primary education free, there could be other hidden costs in primary education such as food, uniform that pose a challenge to some parents.

1.8 Scope and Limitations of the Study
The study was conducted in Mathioya District in central Province Kenya. Primary education is provided by both the private sector and the Kenya Government. The study was limited to public education.

Free primary education has been in place for now eight years, from 2003-2010. The study was limited to only five years 2004 – 2008. Access and retention in public primary schools, is influenced by factors such as: political environment, socio-cultural, socio-economic, school-based characteristics and pupil characteristics. The study limited itself to only four variables; school based and learners’ characteristics socio-economic and socio-cultural factors.

There are many education stake holders who are versed with issues of access and retention the Provincial Director of Education District commissioner school management committee, but the study respondents included head teachers, teachers, pupils, parents/guardians and the District Children’s Officer, the Zonal Quality Assurance and Standards Officer, District
Education Officer and the area Chief. The students who were included were in class seven and eight at the time of this study.

1.9 Theoretical Framework
The study was guided by Charles Darwins (1982) Classical Liberal Theory of Equal Opportunity and Social Darwinism, The theory asserts that each person is born with a given amount of capacity, which to a large extent is inherent and cannot be substantially changed. Thus, educational system should be designed so as to remove barriers of any nature such as economic, gender, cultural and geographical barriers (Sherman and Wood, 1982). Orodho (2004) cites liberal activist such as Horance Mann (1852) who termed education as “the Great equalizer” instrument which would enhance life chances. The theory demands for further going through education at primary and secondary level to which access would be determined on the basis of individual’s merit and not on social backgrounds.

Social Darwinism argues that every citizen should be given, through education, the social status to which he/she entitles him to inherited aptitude (organization for Economic Cooperation and Development, 1975). The theory observes that provision of formal equity and access to education by putting everybody on the “scratch” guarantees that the ensuring run is just one.

The theory demands that opportunities be available for individuals to go through primary and secondary education and thus access should be based on individual’s merit and not social backgrounds. This way, education would at least provide equality of economic opportunity whereby all classes, races and sexes could benefit economically from excellent academic performance (Sharman and Wood, 1982).

The theory further states that social mobility can be promoted by equal opportunity of education. The roots of this theory can be traced to writers such as Rousseau (1712 – 1778) who claimed that “natural statesmen were born equal and personal equalities should not jeopardize social equity so long as society rewards people according to this status.” (Orodho, 2004).

The writer of American Declaration of Independence (1776) claimed that all people are created equal i.e. born with the same moral and political rights, thus education should in some sense attempt to treat people equally. According to Wainaina 2006, when evaluating inequalities of opportunities of education in Kenya education plays a significant role, since it
is an important determinant of individuals well being. He notes that there is considerable
evidence of inequalities of opportunities in education of the developing countries in ASALs,
areas of pocket of poverty and urban slums.

There are many people from poor families in Kenya who have taken advantage of education
opportunities and have proceeded to obtain better jobs and higher income than they would
have otherwise done without education thus education is an investment in human capital that
yields economic benefits. If the Kenyan Government had not provided Free Primary
Education, primary school pupils would have been denied the opportunity for advancement.
There is a widespread belief that by removing economic barriers and creating more places
available in primary education, the vision of equal opportunity would be implemented, where
every child would have access to the kind and amount of education that suits his/her inherited
capacity.

In developing countries where Inequalities of educational provision are severe, it may be
desirable on equality and efficiency grounds, to pursue the goal of equal distribution of
educational opportunities. Psacharopoulous and Woodhall (1985) notes that inequality of
participation means that the benefits of education are disproportionately enjoyed by the upper
income families whose children are far more likely to complete primary and secondary cycle
and enroll in higher education. The financial inability of many families leads to increased
dropouts, absenteeism and repetition which lead to low access and retention in many primary
schools.

In Kenya the NARC government has made primary education free and highly subsidized
secondary education to create opportunities for individuals to go through primary and
secondary education. Though access should be based on individuals merit and not social
backgrounds, the situation in Kenya is contrary to that. Access and retention in primary level
of education is influenced by such as socio-economics school based, socio-cultural factors
and pupils characteristics However, with the introduction of cost-sharing in education
against the background of high poverty levels in the country. Many parents may not be able
to enroll and sustain their children in primary schools given the hidden costs of education.
For equity considerations, unequal participation of the poor in education can worsen the
status of the poor and other vulnerable groups in the country.

Cultural practices of FGM and early marriages for young girls in some communities in Kenya
bar the girls from completing primary cycle of education. Performance in Kenya National
examination has rendered the education system examination oriented; this has resulted to repetitions which eventually led to pupils dropping out.

The classical liberal theory is relevant for the proposed study because education should be accessed by all regardless of their social, economic and cultural differences. It is against this background that this study focused on finding out factors underlying low access and retention in public primary schools in Mathioya District.

1.10 Conceptual Framework
The conceptual framework shows socio-economics, socio-cultural school based and pupils’ characteristics that influence access and retention of pupils in Mathioya District.

Figure 1.1: Conceptual Framework of Factors Influencing Access and Retention of Pupils in Primary Schools Mathioya District

Source: Researcher’s Own-(2009)

The study was based on a conceptual model developed by the researcher so as to help identify the answers in the study. The dependent variables for the study are, access and retention rates...
while the independent variables are, socio-economic, socio-cultural, school based and pupils characteristics.

Socio-economic, socio-cultural and school based factors influence an individual learner’s level of motivation to attend and progress smoothly through primary education. Repetition increases the chance of drop out hence low retention rate. Those pupils who drop out of school end up in activities like house chores, waged labour or end up idling. (Theuri 2004)

Socio –economic factors are aspects within a child’s Family that have an impact on schooling. Such as repetition, drop-out and poor performance, Socio economic factors include factors such as poverty, child labour, and income level of the parents.

School based factors are aspects within the school environment that relate to pupils’ engagement and well being. They include factors such as discipline of the pupil, characteristics of teachers; and facilities which influence attendance and participation of pupils in schools.

**Operational Definition of Central terms**

**Access:** Refers to the total school population at a given time.

**Child**

A child means any human being under the age of eighteen years.

**Determinants**

Refers to factors or conditions which influence participation or lack of it in primary school education.

**Dropout:**

A pupil who has withdrawn from school prematurely.

**Education:**

The knowledge acquired from time of birth till death.

**Enrolment rates**

Refers to the total school population registered annually in a country or a specific region.

**Environment**

Refers to variables of primary school that may have a direct input on the pupil’s access and retention.

**FPE:**

Is a situation where the government removes user charges.
**Government:** The government of the Republic of Kenya.

**Primary education** Formal primary education in Kenya is the first level in the formal education and caters the age group of 6-13 years within the school system.

**Poverty** It refers to the state of one who lacks a certain amount of material possessions or money

**Pupil:** A child who is in school to receive education.

**Retention:** Ability of pupils to remain and progress in school until they complete their primary education cycle.

**School based factors:** The conditions inherent to the school that either limit or enhance the involvement of pupils in primary education.

**Social-cultural:** A combination of social and cultural practices that either limit or enhance pupils’ access and retention in primary education.

**Social economic factors:** A combination of social and economic conditions which limit and enhance pupils’ access and retention in primary education.

CHAPTER TWO
LITERATURE REVIEW

2.9 Introduction

This chapter reviews pertinent literature in the area of access and retention in public primary schools. The chapter is organized into the following sections:

- School access and retention trends in Kenya.
- School based factor’s influencing access and retention.
- Socio-economic factors influencing access and retention.
- Socio-cultural factors influencing access and retention.
- Measures for improving access and retention in public primary schools.

2.10 School Access and Retention Trends in Kenya

Since independence 1963, like many other countries, the Kenya government sought to expand education; while the education opportunities continue to expand, internal efficiency problems in form of dropout and repetition continue to be pervasive. With the re-introduction of Free Primary Education there was an increase of over 7.2 million from 891,553 in 1963 (Theuri, 2004). At the secondary school level, enrolments rose form a more 30,121 in 1963 to 862,907 in 2003. The presence of high dropout and repetition rates are however, detrimental to these gains. While many pupils enroll only 47% complete the primary school level (Republic of Kenya, 1998, MOEST, 2003) and that of pupils entering class one, only 55% of boys and 35% of girls enter standard eight.

A recent report on the education sector review showed that dropout rates at the primary and secondary level differ with regions (MOEST, 2003). In the year 1999, the highest dropout at the first level was reported in Eastern Province at 6.1 percent and lowest in Nairobi at 1.5%.

Free Primary Education has not ensured total enrolment for all primary school age-going children. In Northern Eastern Province for example, where the highest index of poverty is recorded nationally, only one out of three children attends primary school (Achoka, Odebero, Maiyo and Mualuko, 2007). In some regions, primary schools are sparsely located. Young children have difficulties enrolling in such schools. Moreover, people who live in the ASALs have peculiar needs related to nomadic life style. Establishment of low-cost boarding schools has failed to alleviate the concern of low enrolment as either expansion and/or sustainability emerge as added concerns.
Participation of the girl-child continues to be a challenge in some communities in Kenya. In particular, the cultural practice of early marriage for young girls haunts many families as their young girls are withdrawn from school and married to comparatively old men. Achoka, et al (2007) conducted a survey on the inherent concerns of access to basic education in Kenya. They found that most disparities occurred in Nairobi and North Eastern provinces. Enrolment in Coast (83.6%), Nairobi (74.5%) and North Eastern provinces (23.0%) were below the mark of 100%. Gross enrolment in North Eastern Province was 69958 (23%). In spite of the fact that 18,453,583(51%) of the Kenyan population is female, the study established that girl-child access to primary school was less than that of the boy-child in most provinces except for Central and Western.

Table 1.2 shows that North Eastern Province recorded much lower enrolment compared to other provinces. The enrolment of girls in the province is halfway that of boys. Nairobi provinces have recorded in 2003 to 2007 more boys than girls. Nationally, primary school enrolment is on the increase though some areas are still recording low enrolment.

2.11 Socio-economic Determinants of School Access and Retention

Njeru and Orodho, (2003). The two writers’ consent that the critical factors that are responsible for the low access and poor participation in education is poverty.

High rates of poverty at household level have made poor households either not to enroll their children in primary schools or fail to sustain an uninterrupted participation of those who are enrolled due to inability to meet various requirements. This has resulted in adequate provision of learning facilities to the enrolled, poor quality education and high dropout rates among the poor.

Some retrogressive socio-economic and cultural traditions have been singled out as a critical factor causing low pupils enrolment and participation. Njeru and Orodho, 2003; Mbai, 2004).

Since higher poverty levels are experienced in ASAL areas, education access in these areas is lower than in high potential areas. The above statement is supported by the UNESCO background paper which poses that poverty cannot be overcome without specific, immediate and sustained attention to enhancing access to education (UNESCO, 2002). Poverty is thus addressed in two avenues. First, inability to meet indirect costs for schooling, such costs are school learning and teaching materials, uniforms, transport to and from school and food.
Several studies done in Malawi, Ghana, Zambia, Ethiopia and Tanzania have shown that children are hindered from effective participation in schooling due to inability to afford such costs (Kelly, 1999).

In conformity with this situation, Mingat (2002) established that the richest households, 76 percent of their children attend school compared to 40% of the poorest households. This means that children from poor households have much lower attendance than those from richer households. Pscharapoulos (1985) cited in Chepkenei, (2004) concur with Mingat (2002) that the level of the family income is one of the most powerful influences on primary school enrolments rates in the developing countries. (Onyango, 2000), showed that parental socio-economic background influences their children’s participation in education. This is especially so for the developing countries where children of the poor families are not provided with adequate educational materials and most are not apt to enroll in school. If enrolled, they are more likely to drop out of school than children who are from better-off families.

Briggs, (1980) cited in Mbai (2004) contends that poor families may contemplate bearing the cost of sending their children to school but might abandon the whole exercise when more exercises are demanded.

A report carried out in contemporary economic policy magazine in January 2001 entitled “Determinants of school enrolment on performance in Bulgaria,” revealed that the role of the income among the poor and the rich is a major determinant for school access. Those poor families are constrained in their investment in education and withdraw from school prematurely.

At home, the child might not have appropriate facilities and resources to enable them carry on with school work. In some homes of the poor, there might be no table and chairs that can be used for reading, which lighting for night studies is either of very poor quality or non existent (Carnoy, 1971, Johnson, et al., 1983). Thus the family environment is not conducive to learning. Eventually, the child becomes too frustrated to continue schooling under these hardships. The cost of living is rising rapidly for all families in Kenya; poor rural families that have always lived on the farm find it even more difficult to cope with the financial demands of the modern economy. It has therefore become necessary for such families to
diversify their economic base for the aged and illiterate parents, their children are a great asset.

**Child Labour**

According to Mutegi (2005) conversation of the rights of the child defined a child as anyone below the age of 18. Child labour is destroying a generation of children. Children who start working young never grow as they miss out on education.

The Koech Commission TIQET (1999) also found that child labour is a rampant practice that continues to keep children out of school, especially in the prevailing situation of poverty at the household level. Children in different parts of the country are involved in activities such as fishing, picking of coffee, tea, miraa, hawking and petty trading. In addition many school age girls are employed as house girls and child menders in urban and rural areas. This habit contravenes the children’s rights as stated below “every child shall be protected from economic exploitation and any work that is likely to be hazardous or to interfere with child’s education” (Children’s Bill, 2001 pg. 153).

According to Daily Nation, May 2006 pg. 11, growing rural poverty has pushed many more youngsters out of their homes and although the introduction of the universal education is 2003 offered a ray of hope to thousands of children who could not afford to pay fees, it is feared that poverty and desperation has kept many out of school.

TIQET (1999) thus concluded,

...All these forms of labour, whether paid, interfere with children’s participation in education, either denying them access or hindering their effective participation, by causing dropout and absenteeism.

**The Size of the Family**
According to West (1980) cited in Otunge (2004) large numbers of children in a family of limited income result in overcrowding in the home and this may in turn have a deleterious effect upon behaviour. West further adds that parents in overcrowded accommodation in poor tenements cannot protect or supervise their young children as they might wish. According to Ruther (1980) cited in Otunge (2004) large family size is quite strongly associated with socio-economic disadvantage. The large family size limits the parental involvement in the academic welfare of each child. Thus leads to low participation of the child in school activities and may eventually lead to dropout.

**Parent’s Education Level**

A study done by Ngau (1991) on grade repetition and school dropouts in Kenya’s primary schools reveals that parent’s level of education is important for children’s educational support. Peasant parents who are also poorly educated are doubly or even triply disadvantaged. While these parents try to provide the best education to their children, the priority family goal is “survival” as the family does not even have proper and adequate medical care, food and shelter.

According to Onyango (2000) better educated parents appreciate the value of education more than illiterate ones. In this case, educated parents are able to assist their children progress both materially and morally.

**2.12 School-Based Determinants**

Issues considered under the school portfolio are such as teaching/learning materials, physical environmental factors, the quality of teachers, and proximity to school, irrelevant, complex, rigid and congested curriculum, language and medium of instruction among others.

When children come to school they have their own imaginations and expectations about school. At the every least, they expect to get a desk to sit on and in a classroom (Nkinyangi, 1982). It is therefore a shock to these little ones when they come to school and find they have to sit on stone outside somewhere under a tree, with their teacher writing on a blackboard supported by stones against the tree trunk. The initial shock is made worse by the experience of bad weather-during the rainy season, within a short-time, school is no longer interesting and many children dropout (Waka, 1980).
According to a UNICEF study carried out in six focus districts (Nairobi, Baringo, Mombasa, Garissa, Kwale and Kisumu) in 1998, the proximity and access to primary school is a predetermining factor to enrolment and retention. In ASALs areas, distance between schools and homes is far and the educational delivery systems are often incompatible with the lifestyle of nomadic people. Limited number of schools and highly dispersed rural population, force children to traverse difficult terrain and lack of transport makes access to schools more difficult for primary pupils.

Language and medium of instruction is another factor that influences access and retention. Learning using a foreign language or another ethnic group language which one is not familiar with is not easy especially in the early years of schooling. It demands one to learn the language before learning the content. The double task discourages one from catching up with schooling. As such pupils either perform poorly or repeat classes a practice that usually leads to drop outs.

Poor supervision and indiscipline in schools has pushed many pupils to engaging in frustrating activities, such as smoking, drinking of chang’aa, miraa chewing among others. It has been observed that teachers pass time in the staffroom chatting, gossiping or simply whiling away their time while classes remained untaught and the syllabus remain uncovered (UNICEF, 1998). The low performance of students eventually means that education does not fetch enough benefits as an investment; parents get demoralized and see education as a waste of time and the resources that could be invested elsewhere.

Qualities of teachers affect access and retention of pupils in school. In most of the sub-Saharan African countries, a situation exists in which teachers are not adequately trained. In-servicing programmes are not well established, teachers also lack adequate motivation. As a result, they under perform. The current policy is that a primary school teacher should be able to teach all the seven subjects in the primary school curriculum. However, the two years of teacher training is not adequate for the teacher trainee to acquire mastery in subject content and skills of pedagogy in all the seven subjects (Sessional paper No. 2005).

Teachers are not innovative and creative, are not learner friendly and do not use gender responsive approaches in teaching, remedial lessons are hardly given. Teaches have no interest and do not motivate learners. They are harsh, dictatorial and self centered. Learners’ therefore runaway form school or just decide to life low. (FAWE, 2002).
Orodho (2005) in his study on access and participation in secondary education in Kenya found that physical facilities and instructional materials are quite crucial to students learning. FPE has stretched facilities to the limit, classrooms are congested, desks are inadequate and so are textbooks.

In most cases, books, charts, maps and other teaching/learning materials are not adequate. The quality of the available learning materials is low. In some cases the materials are not learner friendly as they are full of stereotyping and at times gender biased. This affects the quality of learning and at the same time discourages learning (Mbilinyi and Omari, 1998).

Toilets are lacking in schools and where they exist, they are inadequate and in poor condition. This has badly affected girls, the disabled and young children.

The function of a school is to educate, rehabilitate as well as to inculcate the right knowledge, skills and attitude, therefore if the teacher’s attitude towards the pupils are negative, for example if pupils are punished arbitrarily, scolded or even labeled, such pupils may develop negative attitude towards school or even absent themselves from the unfavourable school environment. Under such circumstances, the school personnel can be said to have failed in their function of provision of education.

This study will investigate whether the school dynamics discussed above could make pupils not to enroll in large numbers and their effects on those who are in school.

2.13 Socio-cultural determinants of low Access and Retention

Socio-cultural attitudes and practices have a big influence on education. It is the culture and attitudes that mould the society, and determines the way of life.

Orodho (2003) in a study on access and participation in secondary school education in Kenya found out that there exist deep and severe regional and gender disparities in access to and participation in secondary education provision. According to the UNICEF, EFA global monitoring report 2000, at the global level, there is general improvement in girls’ enrolment in developing countries, thus narrowing the gender parity. However, there is still a trend that favors boys’ access to education more than girls.

In the KCPE year 2005, Central Province, Nairobi and Eastern provinces achieved gender equity in the enrolment of candidates. However, cost, Nyanza and North Eastern provinces continued to enroll more boys than girls in the examination. Women are perceived as suitable
only for domestic chores and for marriage. Their power and security is linked to the ability to give birth and be mothers. On the other hand, males are resented as having a duty to protect and provide for their families (World Bank, 2002). This attitude consequently makes parents to opt to educate boys at the expense of girls. This is encouraged by the belief that the social roles for women in society do not require much of formal education. Circumcision is viewed as the gateway to adulthood. In some communities once one undergoes this, they are ready for marriage and bringing up a family. In some communities this rite has led to push-out students from school. According to Kenya Demographic and Health Survey of 2003, there is a strong relationship between educational level and circumcision status. Nearly out of every 10 women with no education, were reported to have been circumcised as compared to just 21 percent of women with at least secondary school education.

HIV/AIDS is slowing down the growth of the school aged population; this has lowered enrolment in primary schools. Dropout rates have been accelerated by effects originating from the deadly disease (Kasonde-Ngandu, 1999). Parents show discrimination to send children to school because little is occurring, teachers are frequently absent, few learning materials are available and employment prospects are slender. Parents also choose not to send their infected children to school urging that they will die young before they have been able to garner any economic returns for what was spent on their education UNESCO, (2002). Teenage pregnancy is another major factor influencing retention of girls in primary schools. When pupils get pregnant in school, they have to go and stay at home until they give birth. The return of such pupils will depend on family support and the ability to maintain both the child and their daughter. All things being equal, there are few poor families which are in a position to take on the double responsibility and so, the majority of the girls who get pregnant do not return to school (Ngau, 1991).

The government is not prepared to provide family planning services to those school girls. Teachers are expected to counsel teenagers about the dangers of premarital sex. Thus approach is not effective as teachers have no time outside their teaching schedules to counsel pupils. Second the teachers are not professionally trained to provide this service effectively. This study will try to investigate the extent to which the socio-cultural factors influence access and retention of pupils in the primary sector of education.

2.14 Pupils Characteristics determining low Access and Retention
UNESCO (1997) cites the following as some of the pupil characteristics determining low access and retention; academic failure, insufficient marks to advance to the next level of instruction, age inadequacy and absenteeism or due to lack of local educational opportunities. In Kenya where performance in national examination has rendered the education system examination oriented, repetitions especially at the primary school level are rampant. This prolongs the learner’s stay in school without necessarily increasing significantly the level of school achievement on the amount learnt by the repeaters (Theuri, 2004). Consequently, the ages of pupils in all classes is affected as was observed by Eshiwani (1984). In a study which noted that 58.3% of pupils in all classes surveyed had abnormal age due to repetition. Thus phenomenon has been linked to dropout (Theuri, 2004).

Again repetition according to researchers; Ngau (1991) and Theuri (2004) has negative psychological effects on pupils because it tends to lower pupil’s self-esteem and damage peer relations. Hence it has been cited as a major cause of school drop out. Refuting the views of its proponents who see it as an appropriate investment in pupil recovery since as it argued children do not all acquire knowledge and/ or altitudes at the same rate. The causes of low completions rates in the low potential districts have been cited as wastage. In form of dropouts, several reasons account for children dropping out of school.

According to the 1995, primary census MOEST (1998) the commonest reason for dropping out of school is lack of interest on the part of parents owing to their own illiteracy. They have a negative attitude towards education for they do not see the immediate benefit, The ASAL districts are occupied by Pastoralists whose livelihoods hinges on livestock’s as a result of drought cattle rustling and generally difficult ecological condition. An added dimension is that the nomadic way of life compels children to pull out of schools in order to accompany their parents in pursuit of pasture for their livestock.

Parkinson (1976) defined attitudes as either mental readiness or implicit predispositions that exert some general and consistent influence on a fairly large class of evaluative responses. Altitudes are reinforced by beliefs and often lead to particular forms of behaviour. Thus we can infer that our perceptions and our value system are shaped by our altitudes which start at a very early stage after birth. Dorothy (1947) suggested that at birth a child is exposed to the values and practices of the human group very early in life, and that one becomes a cultural being by learning the ways of his people.
Fobih (1987) in a study in Ghana found that peer group exerts considerable influence on the adolescent by setting a pattern of values and behaviours for the individuals. In the greater Accra region of Ghana, peer group was found to have influenced members to drop out of school to join such activities as going to the beach and lorry parks (i.e. bus or train stations) to work as carriers of baggage or packages during school hours. Fobin (1987) also found that having early sexual relations is a vital factor associated with drop out among adolescent situations. This study wishes to find out effects of pupils characteristics on access and retention in public primary schools in Mathioya district.

2.15 Measures for Improving Access and Retention in Primary schools
One of the most effective measures for improving access and retention in primary school is offering free primary education. In Kenya, the government re-introduced free primary education with a view of ensuring every school going child enroll in primary education. However making primary education free is not enough because as Achoka et al 2007) note parents, guardians and sponsors are still expected to provide the facilities, uniform, feeding, medical care and other statutory fees upon which many parents failure to provide financial requirements their children drop out of school despite the fact that this sector of education is “free”. It is also important for the government to ensure that all parents send their children to school, as some prefer to have their children helping at home or in the field. Njeru and Orodho (2003b) noted that in view of the growing levels of poverty, high mortality rates occasional by HIV and AIDS and unfavorable national policies, Many children are dropping out of school at all levels and unless appropriate interventions are urgently put in place the goal of attaining education for all (EFA) by 2015 as envisioned by the Dakar, Senegal 2000, World education Forum will be a Mirage.
Parents and community members should give full support to their children’s education. This requires a high level of awareness. However, parents in most cases lack such awareness as a result of not being exposed to education. Bruns et al (12002) argue children of mothers with formal education have an attendance rate of 71% compared to 47% for children whose mothers did not attend school. Kasonde - Ng’andu (1999) strongly support the argument that parental education and support have a very positive influence on the children participation in education. The community as a whole has the responsibility of giving support to school programs, including the provision of adequate space, time and opportunities for learning. In places whose involvement in education affairs has gained roots the results are quite encouraging for both boys and girls.
2.16 Summary

Literature reviewed in this section has shown that Free Primary Education has not ensured total enrolment for all primary school age-going children. Dropout rates at both primary secondary levels differ with regions with Eastern Province recording the highest percentage. Participation of the girl-child continues to be a challenge in most provinces except in Central and Western Province.

There are a number of factors that may affect school access and retention of pupils in primary schools; these factors may be grouped into socio-economic factors, school-based factors, socio-cultural factors and pupil’s characteristics factors. Socioeconomic factors are a combination of social and economic conditions which limit and enhance pupils’ access and retention in primary education; they include poverty at household level, the income level of the household, education level of parents, attitude of the parents towards education and child labour. The school-based factors are the conditions inherent to a school that either limit or enhance the involvement of pupils in education. They include; school environment, teaching and learning materials, quality of teachers and quality of teaching proximity to and from school rigid and congested curriculum language and medium of instruction among others. Socio-cultural factors are the condition which limit and enhance pupil’s access and retention in education. They include gender disparity effects of HIV & AIDS on education, early marriages and circumcision. The study found that there is general improvement in girl’s enrollment in the developing countries and that HIV and AIDS has lowered enrolment in primary schools. The pupil’s characteristics include academic failure insufficient marks o advance into the next level of instruction, age inadequacy, pupil’s attitude towards education, repetition, discipline and pear influence and lack of local educational opportunities. The most effective measure of improving access and retention reviewed is offering Free Primary Education by the government and support of education from all the education stakeholders. While the government invests heavily in offering free schooling at the primary level, access and retention rates in Mathioya District have been on the decline. The study determined the factors affecting access and retention in public primary schools in Mathioya district in the context of FPE.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the research methodology that will be used in the study. The chapter comprises of seven main areas: research design, location of the study, target population, study sample, sampling procedure, research instruments, validity and variability, data collection and data analysis plan.

3.2 Research Design
This study made use of the survey design utilizing both qualitative and quantitative approaches. Descriptive survey design is used in preliminary and exploratory studies (Luke and Ruben 1992) to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Orodho (2002), Borg and Gall (1985:5) descriptive survey research is intended to produce statistical information about aspects of education. Mugenda and Mugenda (2003),

The design has been chosen because the study involves a broad category of stakeholders in education. The researcher has no control of the independent variables which are socio-economic, socio-cultural and school based factors determinants of access and retention of pupils in public primary schools because they have already occurred and are not manipulable

The research design entailed drawing preliminary information through a pilot study followed by a systematic field survey. The field survey helped the researcher to find with primary data on issues affecting access and retention of pupils and measures that can be used by different education stakeholders to improve access to education. The data was summarized, analyzed and conclusion drawn.

3.3 Location of the Study
The study was carried out in Mathioya District of Central Province. The district has four education zones namely: Kamacharia, Kiru, Kiriti and Gitugi. Mathioya District neighbours Nyeri to the North West, Murang’a West to the South and Murang’ga North to South East. The main source of livelihood in the district is tea and coffee, daily farming. Food crops like maize, potatoes, beans and vegetables are grown for local consumption. The researcher carried out the research in the district as she is more familiar with the district.

3.4 Target Population

3.4.1 Schools
The target schools were all the 56 primary schools in Mathioya Districts. 18 in Kamacharia, fourteen (14) in Gitugi, Kiru, and 10 in Kiriti.

3.4.2 Study Subjects
The study subjects were primary schools head-teachers, teachers, parents, pupils of 56 primary schools, and administration officials of Mathioya District. These subjects were chosen because they are the stakeholders and are knowledgeable about access and retention in primary schools. The target population in the study is represented in the table.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>56</td>
</tr>
<tr>
<td>Teachers</td>
<td>529</td>
</tr>
<tr>
<td>Pupils</td>
<td>85816</td>
</tr>
<tr>
<td>Parents</td>
<td>85816</td>
</tr>
<tr>
<td>Key Informants</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>172,227</strong></td>
</tr>
</tbody>
</table>

The target population in the study location included the following:

- 56 Head teachers of the public primary school.
- 43523 boys, 42293 girls totaling to 85816 pupils.
- 529 teachers in the 56 primary school.
• The parents/guardians of the 85816 primary school pupils and those who have school aged children who are not enrolled in school.

• Administration and education officials in Mathioya district: DEO, CHIEF, DCO, ZQASO.

Table 3.2 Sampling matrix for study schools

<table>
<thead>
<tr>
<th>Zone</th>
<th>Population</th>
<th>Sample</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamacharia</td>
<td>18</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Gitugi</td>
<td>14</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Kiru</td>
<td>14</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Kiriti</td>
<td>10</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

3.5 Sampling Method

3.5.1 Schools

The researcher used all the education zones of Mathioya district i.e Kamacharia, Kiru Gitugi and Kiriti. Due to resources constraints, it was not be possible to study all the 56 public primary school in Mathioya district, a manageable sample of 10 public primary schools were selected using stratified random sampling to participate in the study. The sample of 10 schools represents 17.85% of the target population of 56 schools which is line with Gay’s (1992) recommendation of at least 10% sample size of educational research.

3.5.2 Subjects
All head teachers of the sampled schools took part in the study. They were involved in study as they are in charge of education administrative duties provision of resources discipline etc. They also oversee the implementation of official policies of education in the school.

Six teachers were randomly sampled from each of the 10 sampled schools. The senior teacher was purposefully sampled. Teachers have close relationship with the pupils which enable them to respond to the questionnaire.

Fifteen parents/guardians whose children are enrolled in primary school were conveniently sampled. Parents were selected for the study due to the fact that they are the parents of the pupils and are interested in the education of their children. They also have the obligation of educating their children. They are aware of the socio-economic and cultural factors that affect their children.

Key informants’; The DCO and the ZQASO, chief and DEO were purposively sampled. Purposive sampling is handpicking the cases to be included on the sample on the basis of one’s judgment of their typicality. Most of the education stakeholders in the District such as the members of the school committee, PTA may not be very versed with current issues in education, they are mainly concerned with the management of the school. The DCO, ZQASO, chief and DEO in the research were useful because they are in charge of education in the District and foresee education matters in the District, interact with members of the community on daily basis and are therefore in a position to give in-depth information on the social-cultural and social-economic factors influencing access and retention in the district.

The key informants approach required the identification of a select group of formal informal leaders, influential leaders or experts. It provided for structured contact with these informants, through direct interview.

To determine an unbiased and representative sample size of pupils (Mugenda and Mugenda (1999), Research methodology was used.

**Research methodology**

\[ n = \frac{Z^2 \cdot PQ}{D^2} \]

Where;

\[ n = \text{The desired sample size (if the target population is greater than 10,000)} \]
z = The standard normal deviate at the required confidence level

p = The proportion in the target population estimated to have the characteristics being measured.

q = 1 - p (optimum confidence limit – p)

d = The level of statistical significance set.

**Table 3.3 Sampling Grid**

<table>
<thead>
<tr>
<th>Respondents Zone</th>
<th>Head Teacher</th>
<th>Teachers</th>
<th>Parents</th>
<th>Pupils</th>
<th>Key Informants</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamacharia</td>
<td>4</td>
<td>24</td>
<td>-</td>
<td>130</td>
<td>1</td>
<td>159</td>
</tr>
<tr>
<td>Kiru</td>
<td>2</td>
<td>12</td>
<td>15</td>
<td>70</td>
<td>3</td>
<td>105</td>
</tr>
<tr>
<td>Gitugi</td>
<td>2</td>
<td>12</td>
<td>-</td>
<td>70</td>
<td>1</td>
<td>85</td>
</tr>
<tr>
<td>Kiriti</td>
<td>2</td>
<td>12</td>
<td>-</td>
<td>70</td>
<td>1</td>
<td>85</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>60</strong></td>
<td><strong>15</strong></td>
<td><strong>340</strong></td>
<td><strong>6</strong></td>
<td><strong>434</strong></td>
</tr>
</tbody>
</table>

The sample size comprised of a total of 10 head teachers. The 10 heads represented 10 (18%) of the target population. It also comprised of 60 teachers whose representation was 60 (11.3%). 15 parents and 340 pupils a representation of 340 (7.8%). This made a total of 431 subjects for the study. Table (3.3) summarizes the sample space.

**3.6 Research Instruments**

In social science research, the most commonly used instruments questionnaires, interview schedules, observational forms and standardized tests (Mugenda and Mugenda, 1999). Thus study being a social science research used questionnaire to gather information from teachers and headteachers. Interview schedules gathered information from parents/guardians and key informants. A focus group discussion (FGD) guide was used to gather information from class 7 and 8 pupils.

**3.6.1 Questionnaire for Head teachers and Teachers**
A questionnaire is an instrument used to gather data, which allows measurement for and against a particular view point. A questionnaire has the ability to collect a large amount of information in a reasonably quick space of time.

Two questionnaires were formulated and administered to the respondents selected for the study by the researcher. They were self made by the researcher and were tested and validated during pilot study. These were head teachers and teachers’ questionnaires. They had closed-ended and open-ended questions. The closed ended questions were used because they are easy to administer and analyze therefore they were economical in terms of time and money and allowed for collection of data from a large sample of 60 teachers. The open ended question; on the other hand, were easy to formulate and helped to collect a more in-depth response from the two subjects

The head teacher’s questionnaire (Appendix 1) had five sections; section a sought to find out information on enrolment and retention rates of the study schools .Section b solicited information regarding socio-economic factors influencing access and retention. Section c covered socio-cultural while d school based and pupils’ characteristics. Finally section e established measures of improving access and retention.

The teachers’ questionnaire likewise had five sections, section collected information on cases of drop out by gender and levels that are most prone to dropping out. Other sections gathered information on factors influencing access and retention.

3.6.2 Interview Schedule for Head Teachers, Parents and Key Informants

Interview schedule is among the best methods of collecting data in that it involves direct verbal interaction between individuals. It allows for greater depth than the case of other methods of data collection. The interview permits the researcher to obtain greater clarity of the information being sought. For instance questions can be modified if it appear that they are being misunderstood.(Gay,1992).

Interview was also preferred because it is a social encounter and respondents are more willing to respond in a socially acceptable or desirable way (Wiersma, 1985) and are more willing to talk than write (Best and Khan. 1993).

It is because of this background that the researcher interviewed the head teacher and the key informants of the study i.e. the DEO, DCO, ZQASO and the area chief.
The interview schedule is not restricted to a literate population, the language of the interview can be adapted to the ability or educational level of the person being interview and misinterpretations of questions can be avoided. It was preferred for the parents as some of them are illiterate and therefore not able to read and respond to questionnaire.

3.6.3 Focus Group Discussion Guide
Focus group discussion was a guided discussion for class seven and eight pupils. Each FGD comprised of six members. Teachers of the study schools assisted to convene the pupils for the discussion. The instrument had been chosen because it is appropriate for soliciting information in the shortest time possible (Mokkeleson, 1995). It is also best suited for obtaining data on group attitudes and perception in order to bring to the fore school based factors pupils encounter which may lead to drop out and suggest possible measures that can be undertaken to improve access and retention of pupils in schools. (Mwiria and Wamahi 1995).

3.7.1 Piloting
Before the actual study, the data collection instruments were pre-tested to determine their relevance. Two schools; Kaganjo primary school in Kamachari Zone and Kiria-ini primary school in Kiru Zone were randomly selected. The selected schools did not participate in the actual study. The purpose of the pilot study was to pre test the research instruments in order to validate and ascertain their reliability.

Table 3.4 Specifications for Pilot Study

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Kaganjo Primary</th>
<th>Kiria-ini Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Parents</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Pupils</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>16</td>
</tr>
</tbody>
</table>

3.7.2 Instruments Validity
This is the degree to which results obtained from analysis of the data actually represents the phenomenon under investigation (Orodho, 2004). To enhance content validity the open ended
questions in the instruments were validated using Education experts, principals teachers and pupils. Their comments such as ambiguous question, suggestions of questions that could have been forgotten and deficiencies in structuring of the questions were used to revise the instruments. The pilot study helped to reduce errors in the data collected. The researcher improved the quality of the instruments by replacing vague questions with more suitable ones.

3.7.3 Instruments Reliability

Reliability of an instrument is the consistency in producing reliable results. The researcher used the test re-test technique to test for reliability. The researcher administered the research instrument twice in the two piloted schools. Two weeks were allowed between the first test and the second one. After the pilot study, the researcher calculated the reliability of the Head teachers’ and Teachers questionnaire using Pearson’s Product-Moment Correlation Coefficient (r) formula. The Pearson’s Product-Moment Correlation Coefficient (r) formula used is:

\[ r = \frac{N\Sigma xy-(\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2-(\Sigma x)^2][N\Sigma y^2-(\Sigma y)^2]}} \]

The correlation coefficient (r) obtained after the calculation was 0.720 which tends to 1 and therefore shows that the headteachers questionnaire was considered reliable to collect data for this study. The correlation coefficient (r) for teachers’ questionnaire obtained after the calculation was 0.712 which tends to 1 and therefore shows that the teachers’ questionnaire was considered reliable to collect data for this study.

3.8 Data Collection Procedure

The researcher was introduced to the office of the president by the university and obtained permission in form of a research permit. She later obtained from the district Education officer introduction letters to head teachers in the district.

Appointment was made with the head and education officials.
The researcher administered questionnaire personally to the head teachers. Head teachers were allowed one week to fill and were requested to drop them at the DEO’S office to be collected by the researcher.

The researcher interviewed parents during school meetings. All the parents could not understand the questions and the researcher had to translate the items in order to solicit more information.

Focus group discussions were also held with pupils in class 7 and 8. They were put in groups of six pupil boys and girls separately. The researcher also interviewed the DEO, DCO, ZQSO, and the area chief. The study was exhausting due to lack of public transport, difficult terrain and long distance between schools. The researcher had to hire and fuel vehicles in order to reach the sampled primary schools. But all these problems were overcome due to the researcher’s commitment to carry out a genuine research.

3.9 Data Analysis
Data analysis in descriptive survey studies involves a variety of descriptive and inferential statistics. The SPSS programme for MS windows was used to analyze questionnaires. This package is known for its ability to handle large amount of data.

Qualitative data was presented using frequencies, percentages, tables and bar graphs. Frequencies and percentages was used as they easily communicate the research findings to majority of readers, Gay, 1992). Frequencies easily show the number of times a response occurred or the number of subjects in a given category. Percentage was used to compare the sub-groups that differ in proportion and size.

Data from the interviews and focus group discussions was read carefully paying particular attentions to comments, ideals and concerns from the participants. The field notes were edited, coded and written based on content and then analyzed deductively.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS
4.1. Introduction

The purpose of the study was to investigate factors contributing to low access and retention on pupils in public primary schools in Mathioya district the following research questions guided the study.

1. What has been the enrolment and dropout rate of pupils in Mathioya district primary schools by gender from 2004-2008?
2. What are the school-based and students characteristics factors that limit access and retention of pupils in the study district?
3. What are the socio-economic factors that have led to low access and retention of pupils in the study district?
4. What are the social cultural practices and beliefs that contribute to low access and retention of pupils in the study district?
5. What measures could be taken to improve access and retention of pupils in public primary schools.

Data was collected from 6 key informants, 10 head teachers, 60 teachers, 300 pupils and 15 parents. However 7 teachers did not fully complete their questionnaires and were thus eliminated from the analysis. Two key informants did not honour the appointment and hence they were not interviewed. This means that data analysis is based on responses from four key informants and 53 teachers.

The following are the major findings of the study.

The first research question to be answered was

“What has been the enrolment and dropout rate of pupils in Mathioya district primary schools by gender from 2004-2008?”

Head teachers of the 10 schools that participated in the study were asked to provide data on enrolment and dropout trends by gender for the period 2004-2008. Table 4.1 presents their responses.

Table 4.1. Enrolment trends in 10 study schools by gender (2004-2008)

<table>
<thead>
<tr>
<th>Years</th>
<th>School</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>G</td>
<td>S/TOTAL</td>
<td>B</td>
<td>G</td>
<td>S/TOTAL</td>
</tr>
<tr>
<td>A</td>
<td>387</td>
<td>319</td>
<td>706</td>
<td>343</td>
<td>328</td>
<td>671</td>
</tr>
<tr>
<td>B</td>
<td>218</td>
<td>210</td>
<td>428</td>
<td>215</td>
<td>220</td>
<td>435</td>
</tr>
<tr>
<td>C</td>
<td>449</td>
<td>393</td>
<td>842</td>
<td>456</td>
<td>372</td>
<td>828</td>
</tr>
<tr>
<td>D</td>
<td>229</td>
<td>201</td>
<td>430</td>
<td>215</td>
<td>192</td>
<td>407</td>
</tr>
<tr>
<td>E</td>
<td>106</td>
<td>115</td>
<td>221</td>
<td>111</td>
<td>113</td>
<td>224</td>
</tr>
<tr>
<td>F</td>
<td>69</td>
<td>79</td>
<td>148</td>
<td>79</td>
<td>89</td>
<td>168</td>
</tr>
<tr>
<td>G</td>
<td>130</td>
<td>104</td>
<td>234</td>
<td>124</td>
<td>97</td>
<td>221</td>
</tr>
<tr>
<td>H</td>
<td>173</td>
<td>182</td>
<td>355</td>
<td>169</td>
<td>180</td>
<td>349</td>
</tr>
<tr>
<td>I</td>
<td>360</td>
<td>342</td>
<td>702</td>
<td>352</td>
<td>340</td>
<td>692</td>
</tr>
<tr>
<td>J</td>
<td>365</td>
<td>347</td>
<td>712</td>
<td>340</td>
<td>313</td>
<td>653</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2486</td>
<td>2292</td>
<td>4778</td>
<td>2204</td>
<td>2244</td>
<td>4648</td>
</tr>
</tbody>
</table>
The table 4.1. Shows that generally, the 10 study schools registered a decline in enrolment for the period 2004-2008. This decline applies for both girls and boys.

**Figure 4.1. Shows the total number of pupils enrolled in the 10 study schools by gender for the period 2004-2008.**

![Pupils Enrolled by Gender](image)

From the figure above it is evident out that the number of pupils enrolled in the 10 study schools declined gradually from 4778 (2486 boys and 2292 girls) in 2004 to 4175 (213 boys and 2042 girls) in 2008. This was a decline of 12.6% (14.2% for boys and 10.9% for girls) in 2008. This shows that enrolment in Mathioya district primary schools has been on the decline, with boys being more affected than girls.

Table 4.2. Shows the number of pupils who dropped out of each of the 10 schools by gender in the period 2004-2008. From this table, it emerges that in the year 2004, 20 pupils (10 boys and 10 girls) dropped out of the 10 schools, which is an average of 2 pupils per school. In the year 2008, 22 pupils (8 boys and 14 girls) dropped out of the 10 schools. It is again evident from the table that there are schools with high dropout
in comparison to others e.g. school C, A and D. These schools happen to be in Gitugi and Kiriti zone. The least cases of dropouts are registered in E and I. the two are in the same zone-kamacharia.
Table 4.2 Number of dropouts in the 10 study schools by Gender

Table 4.2 Number of Dropouts in the 10 Study Schools by Gender (N=108)

<table>
<thead>
<tr>
<th>School</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>G</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>G</td>
</tr>
<tr>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>G</td>
</tr>
<tr>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>G</td>
</tr>
<tr>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>G</td>
</tr>
<tr>
<td>F</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>G</td>
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<tr>
<td>G</td>
<td>B</td>
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<tr>
<td></td>
<td>G</td>
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<td>H</td>
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<td>I</td>
<td>B</td>
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<td>J</td>
<td>B</td>
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<td></td>
<td>G</td>
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<tr>
<td>TOTAL</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>G</td>
</tr>
</tbody>
</table>

Key

B-Boy

G-Girl
Bar Graph Showing the Average Number of Dropouts per School by Gender (N=108)

Figure 4.2. Average number of drop outs per school by gender (2004-2008).

The figure above shows that the average number of dropouts per school rose steadily from 2 drop outs in 2004 to an average of 3 Dropouts in 2007 and 2008. More girls dropped out than boys. All the dropout cases were reported to be from upper primary.

88.6% of teachers from the 10 schools that participated in the 10 schools that participated in the study revealed that they knew pupils who had dropped out of school. 53.3% girls in upper primary.
Focus group discussion held with pupils revealed that 100% knew of friends and neighbours who had dropped out of school, about 51.0% were girls. None had a brother or sister who had dropped out.

The key informants reported that dropout continues to be pervasive even with the waiver of user charges in primary education.

100% of parents involved in the study knew of pupils who had dropped out of school.

4.3. School Based factors influencing access and retention

The second research question to be answered was

“what are the school based and pupils characteristics factors that limit access and retention of pupils in the study district?”

The head teachers and teachers were presented with school based factor and pupils characteristics that could influence access to and retention in public primary schools in the study district. They were to indicate their level of agreement on the factors.

Table 4.3. Presents their responses.
Table 4.3 School-Based and Pupil Characteristics Factors Influencing Access and Retention by (%)

<table>
<thead>
<tr>
<th>School based and pupils characteristics</th>
<th>HEADTEACHERS</th>
<th></th>
<th></th>
<th></th>
<th>TEACHERS</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>1 School punishments</td>
<td>30</td>
<td>30</td>
<td>20</td>
<td>20</td>
<td>1.9</td>
<td>40.4</td>
<td>30.8</td>
<td>26.9</td>
</tr>
<tr>
<td>2 Grade repetition</td>
<td>40</td>
<td>40</td>
<td>10</td>
<td>10</td>
<td>11.9</td>
<td>44.2</td>
<td>28.8</td>
<td>15.4</td>
</tr>
<tr>
<td>3 Quality of education</td>
<td>00</td>
<td>50</td>
<td>00</td>
<td>50</td>
<td>26.9</td>
<td>25</td>
<td>25</td>
<td>23.1</td>
</tr>
<tr>
<td>4 Shortage of teachers</td>
<td>70</td>
<td>30</td>
<td>00</td>
<td>00</td>
<td>38.5</td>
<td>25</td>
<td>13.1</td>
<td>13.4</td>
</tr>
<tr>
<td>5 Inadequate physical Facilities</td>
<td>10</td>
<td>70</td>
<td>10</td>
<td>10</td>
<td>15.4</td>
<td>23.1</td>
<td>32.7</td>
<td>28.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6 Indiscipline</td>
<td>20</td>
<td>80</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7 Teenage pregnancy</td>
<td>12.5</td>
<td>75.0</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8 Learning resources</td>
<td>30</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>e.g. textbooks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9 Poor sanitation</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10 Poor academic performance</td>
<td>10</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11 Negative attitude</td>
<td>00</td>
<td>80</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>of teachers</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12 Corporal punishment</td>
<td>10</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13 Our crowding</td>
<td>00</td>
<td>00</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14 Drug abuse</td>
<td>20</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 Distance to and from school</td>
<td>20</td>
<td>40</td>
<td>30</td>
</tr>
</tbody>
</table>

Key SA—strongly agree A—Agree D—Disagree SD—Strongly disagree
From the table above it is evident that the following factors influences access and retention according to head teachers in the study district: shortage of teachers 7 (70%) strongly agreed while 3 (30%) agreed a total of 10 (100%) drugs abuse among pupils 8 (80%) agreed, (20%) strongly agreed again a total of 100 (100%). Grade repetition 4 (40%) strongly agreed and 4 (40%) agreed.

On the other hand teachers presented the following factors that could have influenced access and retention in Mathioya district. Shortage of teachers, 23 (38.5%) strongly agreed while 15 (25%) agreed a total of 38 (63.5%). poor academic performance 22 (42.4%) agreed while 8 (15.4%) strongly disagreed.

However teachers and head teachers strongly disagreed on the following factors having an influence on access and retention in the study district (50%) quality of education, 80% overcrowding 48% and corporal punishment (48%).

Other school-based factors and pupils-characteristics identified by head teachers as influencing access and retention were transfers to academies or to other public primary schools. Teacher pupil distance and truancy,

Similarly teachers identified other school-based factors and pupil characteristic factors that influence primary access and retention as negative attitude towards learning and low self esteem

9 (90%) head teachers and 49 (92.5%) teachers reported that there were cases of pupils. Transferring to private academies from public primary schools. Asked what necessitates such transfers, they said that parents belief that in academies there is high quality learning. Public primary schools have inadequate learning facilities and that there is no competition and the child will not pass well. Also cited was the economic status of the parent and the desire to provide their children with better education than what themselves got.

The parents who were interviewed identified a number of school-based and pupils related factors that lead to school dropout. These are peer influence, indiscipline poor performance, and distance to and from schools. Truancy, grade repetition, harsh teachers.
Parents reported that they faced numerous challenges in relation to free primary education. Decline in pupils discipline now that teachers are overloaded and cannot be able to control the pupils fully. Decline in the quality of education due to inadequate teachers and overcrowding. Hidden costs of primary education and high cost of living. Others include

- Delay in disbursement of FPE funds.
- Inadequate FPE funds
- Inadequate learning materials
- Lack of intensified supervision by the ministry of education officials.

### School Based Table 4.4 Responses of Pupils Factors identified by Pupils

<table>
<thead>
<tr>
<th>School Based Factors</th>
<th>Frequency</th>
<th>C.F</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer influence</td>
<td>12</td>
<td>12</td>
<td>80</td>
</tr>
<tr>
<td>Indiscipline</td>
<td>15</td>
<td>27</td>
<td>100</td>
</tr>
<tr>
<td>Poor Performance</td>
<td>15</td>
<td>42</td>
<td>100</td>
</tr>
<tr>
<td>Distance to and from School</td>
<td>2</td>
<td>44</td>
<td>13</td>
</tr>
<tr>
<td>Truancy</td>
<td>5</td>
<td>49</td>
<td>33</td>
</tr>
<tr>
<td>Grade repetition</td>
<td>6</td>
<td>55</td>
<td>40</td>
</tr>
<tr>
<td>Harsh Teachers</td>
<td>1</td>
<td>56</td>
<td>6</td>
</tr>
</tbody>
</table>

### Table 4.5 Responses of Challenges Parents Face in Relation to Free Primary Education

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>C.f</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decline in pupils’ discipline</td>
<td>15</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>Decline in Quality of education</td>
<td>14</td>
<td>29</td>
<td>93</td>
</tr>
<tr>
<td>Hidden Costs of Primary education</td>
<td>10</td>
<td>39</td>
<td>66</td>
</tr>
<tr>
<td>High cost of living</td>
<td>15</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

The key informants indentified the following school-based factors and pupils characteristics that influence access and retention.
Table 4.6 Responses of key-informants on school based factors affecting access and retention

<table>
<thead>
<tr>
<th>School Based Factors</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of education</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Poor leadership</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Inadequate teachers</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Inadequate school facilities</td>
<td>2</td>
<td>50</td>
</tr>
</tbody>
</table>

✓ **Quality of education**: It has been low thus not motivating pupils to continue with education. It also demotivates the parent thus not finding the need for education.

✓ **Poor leadership**: When conflict arises between the headteacher, school management committee and teachers, learning in school is disrupted. Teachers relax and the school management committee and also parents do not provide the necessary requirements. As a result pupils drop out and others are transferred to private academies.

✓ **Inadequate teachers**: This compromises the quality of education offered and increases the cost of education as parents are charged PTA’s teachers fee.

✓ **Inadequate school facilities** such as textbooks, lack of computers etc.

The pupils who participated in the study identified a number of reasons why pupils dropped out of school. These included: teenage pregnancy, lack of teachers and poor individual pupil performance. Repetition which results to over age. Discipline problems, lack of adequate teachers and harsh teachers. Corporal punishments and poor teacher-pupil relationship. Orphanage and irresponsible parents who are not able to meet the schools financial obligation such as paying remedial teaching fee. Also mentioned was long distance to and from school and lack of learning materials.
There arose a case of pupils transferring from public primary schools to private academies. Asked why the pupils responded that the quality of education in academies is high and pupils are provided for with adequate facilities and pass the examination well.

4.4. Socio-Economic factors influencing Access and Retention

The third question to be answered was.

“What are the socio-economic factors that have led to low access and retention of pupils in the study district”.

Head teachers and teachers were presented with socio-economic factors that influence primary school access and retention. They were to indicate whether the factors affected access and retention by ticking either yes or no. Table 4.7 Shows the statements that headteachers and teachers agreed with.
Table 4. 7 Headteachers and Teachers Responses on Socio-Economic Factors Influencing access and Retention

<table>
<thead>
<tr>
<th>Social Economic factors</th>
<th>Head teacher</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children from poor families drop-out of school than children who are from better families.</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Children often drop out of school for wage labour in order to supplement the family income</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>The family size has an impact to primary school access and retention.</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Parents with high level of education send their children to school than those with low level of education.</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>With the introduction of FPE, financial status of households does not influence access and retention of pupils in public schools</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Though the user changes have been abused in primary schools; there are other “hidden costs” hindering access to education in public primary school.</td>
<td>9</td>
<td>90</td>
</tr>
</tbody>
</table>
As shown in the table above, the following emerged from head teachers as the most prominent socio-economic factors influencing primary school access and retention.

✓ Parents with high level of education send their children to school than uneducated parents 10 (100%).
✓ There are still many “hidden costs” that make FPE inaccessible to some children in Mathioya district 9 (90%)
✓ Children from poor families dropout of school most 8( 80% )
✓ Family size has an impact on primary school access and retention 7(70%).

Consequently the following emerged from teachers as the most common socio-economic factors influencing primary school access and retention.

✓ Parents with high level of education send their children to school than those with low level of education 51(96%)
✓ Most children who dropped out of school are from poor families 44 (83%)
✓ Family size has an impact on primary school access and retention 43(81%)
✓ There are still many hidden costs that make FPE inaccessible to some parents in Mathioya District 34 (64%)

Teachers strongly disagreed that children often drop out of school for labour in order to supplement the family income 42 (66%)

- In addition to the above presented factors head teachers identified the following socio-economic factors. Sense of irresponsibility, young uneducated parents, drugs addiction and immorality.

Other socio-economic factors reported by teachers to have influenced access and retention were divorce, separation and family feuds, irresponsible parents especially fathers who indulge themselves in drug abuse like illicit brews. Some parents are not able to provide their children with basic needs like food to carry to school and school uniform. Death of parents due to HIV and subsequently lack of parental care.
Table 4.8 Responses of Parents on Socio-Economic Factors

<table>
<thead>
<tr>
<th>Socio-economic factors</th>
<th>frequency c.f</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single parenthood</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>High cost of living</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>Migration necessitated by search for employment</td>
<td>5</td>
<td>32</td>
</tr>
<tr>
<td>Orphanage as a result of HIV/AIDS</td>
<td>10</td>
<td>42</td>
</tr>
<tr>
<td>Young parents who lack control over their children</td>
<td>14</td>
<td>56</td>
</tr>
</tbody>
</table>

The fifteen parents interviewed reported that they knew of parents whose children dropped out of school, they gave the following socio-economic factors:

- Lack of money to pay for levies imposed by the school such as “teachers fee” and exam fees.
- Single parenthood coupled with the high cost of living
- Migration necessitated by search for employment
- Orphanage as a result of HIV/AIDS
- Ignorance and negative attitudes towards education
- Young parents who lack control over their children

The key informants’ identified the following as the socio-economic factors that lead to low access and retention of pupils in Mathioya District:

**Marital Status**

Single parenthood is a common feature in today’s families. Around 20% of parents in the district are separated or divorced. Parents especially fathers have become irresponsible neglecting their children. Some fathers are drunkards and abuse drugs; this normally results to conflict in the family forcing the mother to move away with the children. Those children might not be enrolled back to school. Their attendance to school also become inconsistent and may eventually drop out of school. Again such parents may not be able to provide basic needs to their children.
Education level of the parents.
Since most of the parents are illiterate their contribution towards education of their children is minimal. They are not concerned about the performance or discipline of their children. They leave everything to the teacher and the government.

Economic Activities in the District
The level of poverty in the district is low, the district is well endowed with resources but irresponsible and uneducated parents are not able to exploit them. Children and especially boys are involved in tea picking to meet their own personal needs e.g. Attend video shows and buy themselves fashionable petty items like belts.

4.5 socio-cultural factors influencing access and retention
The fourth question to be answered was
“What are the socio cultural practices and beliefs?
That contributes to low access and retention of pupils in the study district?”

The head teachers and teachers were presented with statements about socio-cultural factors that could influence access and retention in the study district. They were to indicate the level of influence of the factors Table 4.5 shows their responses
Table 4.9 Socio-Cultural Factors Influencing Access and Retention

<table>
<thead>
<tr>
<th>Socio-Cultural Factors</th>
<th>Head teachers</th>
<th>Level of influence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VH</td>
<td>H</td>
</tr>
<tr>
<td>Negative attitude towards education by parents</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>Early marriages</td>
<td>00</td>
<td>10</td>
</tr>
<tr>
<td>Teenage pregnancies</td>
<td>00</td>
<td>20</td>
</tr>
<tr>
<td>Mungiki sect</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>Child labour</td>
<td>10</td>
<td>00</td>
</tr>
<tr>
<td>Circumcision</td>
<td>00</td>
<td>10</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>11.1</td>
<td>44.4</td>
</tr>
</tbody>
</table>

Key: VH- Very High, H- High, L- Low, NI- No Influence

Head teachers as shown in the table above reported the following socio-cultural factors as having high influence on primary schools access and retention:

- Negative attitude towards education by parents 8 (80%)
- HIV/AIDS scourge 6(55%)
- Prescribed act e.g. mungiki 5 (50%)

Circumcision and child labour had the lowest level of influence on access and retention in Mathioya district each 10%. Other socio cultural factors reported by head teachers to have influenced retention and access in the study district were separation, divorce and irresponsible parents. Consequently the following emerged from teachers as the most prominent socio-cultural.

Factors influencing access and retention in public primary schools:

- Negative attitude towards education by parents was rated very high 29(39%) and high 20(33%).
• Mungiki sect was rated very high 13.5% and high 33%
• HIV/AIDS was rated high 13(21.6%).

Table 4.10 Social Cultural Factors with no major Influence on Access and Retention by %

<table>
<thead>
<tr>
<th>Social-cultural factors</th>
<th>No influence</th>
<th>Low influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circumcision</td>
<td>61.3</td>
<td>34.7</td>
</tr>
<tr>
<td>Early marriages</td>
<td>28.3</td>
<td>60.4</td>
</tr>
<tr>
<td>Child labour</td>
<td>26.9</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Other socio-cultural factors presented did not have major influence on access and retention in the study district. These include:

• Circumcision - no influence 36 (61.3%) and low 20(34.7%)
• Early marriages -no influence 17(28.3%) and low 36(60.4%)
• Child labour- no influence 16(26.9) and low 34(57.7%)

Other socio-cultural factors reported by teachers to have influenced access and retention in the study district were:

• Local media stations.
• Gutter press e.g. Mathioya times
• Sexual immorality affecting mostly girls in upper classes
• Irresponsible male parents
• Family migration
• Uncooperative parents
• Inheritance
• Lack of motivation by parents
Table 4.11 Other Social-cultural Factors Reported by Teachers to have Influenced Access and Retention

<table>
<thead>
<tr>
<th>Socio-cultural factors</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local media stations</td>
<td>50</td>
<td>94</td>
</tr>
<tr>
<td>Gutter press e.g Mathioya times</td>
<td>52</td>
<td>98</td>
</tr>
<tr>
<td>Sexual immorality affecting girls in upper classes</td>
<td>48</td>
<td>91</td>
</tr>
<tr>
<td>Irresponsible male parents</td>
<td>50</td>
<td>94</td>
</tr>
<tr>
<td>Uncooperative parents</td>
<td>48</td>
<td>91</td>
</tr>
<tr>
<td>Inheritance</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Lack of motivation by parents</td>
<td>10</td>
<td>19</td>
</tr>
</tbody>
</table>

As asked whether parents are biased in education of their children 55.6% responded that parents do not show gender preferences in education of their children. Similarity, 35 (68.6%) teachers responded the same.

The parents who were interviewed gave the following socio-cultural factors that could have led to pupils dropping out of school.

- Mungiki sect they said boys in upper classes are the main victims
- Teenage pregnancy
- Child labour
- Divorce and separation
- Negative attitude towards education by especially young uneducated parents.

The three hundred pupils who had a discussion with the researcher on why pupils drop out of school cited the following socio-cultural factors

- Unwanted pregnancy
- Orphanage due to HIV/AIDS
- Drunkards parents

The key informants identified the following socio-economic factors that lead to low access and retention in the district. Cultural practices. Proscribed sects like mungiki which normally recruit boys in primary schools who consequently drop out of school. Teenage pregnancies, girls are cheated by young men who come to work as casuals in the neighbouring tea factory.
HIV/AIDS the orphans lack parental love and proper guidance from their aged grandparents such pupils tend to rebel and always complain of unmet needs

Birth rates

Records from the chief showed that the birth rate is on the decline. Cited this as the major factors that have led to low access in primary schools in the district.

Religious sects

There is mushrooming of religious sects. This has led to large families which parents are not able to manage.

4.6 Measures that could be taken to improve access and retention.

The fifth question to be answered was

“What measures could be taken to improve access retention in public primary education in Mathioya district.”

Head teachers and teachers suggested that the government should employ more teachers to reduce teachers’ pupils’ ratio, continue with FPE but increase funds and distribute it in good time. Should introduce feeding program and supply adequate learning resources. They also underscored lifting of the ban on corporal punishment and ensuring through the local government that all children attend school. Should also improve the primary school teacher’s salary to make it interndem with the services they offer. Provide bursary to be disadvantaged and enhance audit of FPE funds.

They emphasized on the need of parents providing basic needs for their children, and having a positive attitude towards education. They should also have close supervision of their children’s academic performance and discipline. They should also motivate teachers and pupils accordingly.

Head teachers and teachers suggested the following as measures they themselves could take to improve on access and retention in primary schools.

- Effective management of the school
- Complete the syllabus in time
- Be good role models
- Embrace teamwork
- Provide a child friendly school and good working environment
- Ensure adherence to school rules and regulations
- Involve stakeholders in decision making and sensitize the community to get involved in education
- Supervise the curriculum delivery at all levels

The head teachers and teachers suggested that the community needed to participate in instilling discipline to pupils. Embrace education as the key to success in individual life. Fight against poverty and HIV/AIDS mobilize all school age children to go to school. Support administration by taking part in the development of the school. Support school based programs/projects, should have positive attitude towards education

Asked what pupils they could do to improve on access and retention, the head teachers and teachers responded that the pupils should adhere to school rules and regulations, work hard and have a positive attitude towards education. Use the available resources more intensively for self-development and fulfillment. Embrace peer teaching and counseling and avoid immorality.

Consequently parents/guardians suggested that the government should provide adequate FPE funds and supply textbooks in good time should also enhance audit of school funds. They further stressed the need for the government to employ more teachers. Enhance supervision for quality education.

Asked what parents themselves could do to improve on access and retention the parents responded that:

- They should have a positive attitude towards education of their children
- Support the school in areas where the government has not e.g. by employing teachers
- Provide their children with basic needs
- Ensure children go to school
- Be good role models
- Provide guidance to children
- Motivate their children to work hard.
Parents reported that the community needed to own the school and support the school administration and avoid petty politics in education. Campaign for education and motivate pupils and teachers. Support disadvantaged families and HIV/AIDS orphans reporting to the relevant authorities’ errant pupils so as to provide the necessary assistance.

Asked what the government could do to improve on access and retention, the key informants responded that.

- Enforce the already laid down policies and procedures e.g. corporal punishment, extra, tuition, repetition, other hidden charges such as motivation fee and free primary education
- Improve infrastructure like roads and electricity some public are not accessible, making pupils walk for every long distance
- Peacification
- Employment of adequate teachers
- Provision of adequate instructional materials
- Increase FPE funds

Asked on what parents could do to improve access and retention, the key informants responded that

- Parents should ensure that children go to school
- Provide pupils with personal needs
- Provide good learning environment at home
- Participate actively in school activities
- Meet school financial obligations where the government has not
- Support the school in maintenance of discipline

Similarity the head teachers should implement government

- Policies on education
- Should strictly adhere to government policies on education which emphasizes on increased access, retention and completion of basic education.
- Solicit support on improvement of the school from well wishers
- Offer good leadership and have good public relation
- Provide conducive learning environment for both learners and teachers
- Enhance discipline
- Be reflective teachers
- They also reported following measures that teachers could do to improve access and retention
- Be role models
- Teach affectively
- Enhance discipline
- Deal with the students professionally
- Adherence to the government policies
- Guide and counsel pupils

The key informants reported that the community should market the school and provide facilities, should protect the school from eternal aggression. Associate itself with the school e.g. by using school facilities.

Finally pupils should be obedient and have self discipline should encourage each other through peer counseling adhere to school rules and regulations, be eager to learn, build self motivation and work very hard.

4.7 Discussion of findings
4.7.1 Non enrollment in Public Primary Schools
In terms of non enrolment it was found that the enrolment in the ten study school declined gradually from 4778 in 2004 to 4175 in 2008. The study found that the enrollment of boys in the ten study schools during the study period was 11,355 against 10,848 girls. This study contradicts with a previous study by Orodho(2003) on access and participation in secondary school education in Kenya which found that there is a deep and severe gender disparities in access to education.

Dropout cases were rampant in Gitugi and Kiriti Zones. This was mainly caused by negative attitude towards education by pupils, irresponsible parents, transfers to academies and other public primary schools and indiscipline. findings that girls dropout more than boys is consistent with the findings by world bank (2002) teenage pregnancy contributing to over 90% girls dropout.
4.7.2 School Based factors and pupils characteristics

The study found that inadequacy of teachers and school facilities compromised the quality of education in the District. This has resulted to transfers to academies and public schools in neighbouring Othaya District which parents believe to be performing well academically. Distances to and from school are very long, some pupils close two rivers from their homes to school. The study concurs with a study done by UNICEF (1998) which showed that proximity and access to primary school is a predetermining factor to enrolment and attention. The findings presented above are consistent with previous studies which have shown that instructional materials are quite crucial to pupils learning Orodho (2003a) Mbilinyi and Omari (1998). The study is consistent with a previous study by Kasonde-N’gandu (1999) who found that in countries like Cameroon, Burundi and Ethiopia drop out rates have been accelerated by effects originating from the deadly disease.

4.7.3 Social Economic Factors

The general observation was that; parents influenced education of their children. Majority of male parents were reported to be irresponsible as a result of indulging in illicit brews. There existed single parents who are not able to provide their children with basic needs. Children lacked parental love as a result of death of their parents due to HIV/AIDS. The income and education level of parents influenced greatly education of their children. The study collaborates with Ruther (1980) cited in Otunge (2004) large family size is quite strongly associated with socio-economic disadvantage. The large family size limits the parental involvement in the academic welfare of each child. Thus leads to low participation of the child in school activities and may eventually lead to dropout. The findings presented above are consistent with previous study findings. Bruns et al (2002) established that of; the richest household, 76% of their children attend school compared to 40% of the poorest households.

4.7.4 Social Cultural determinants

The enrollment of girls in the study schools during the study period compared favourably with that of boys; 11,355 against 10,848 girls The study concurs with the
UNICEF, EFA global monitoring report 2000 on improvement in girls enrolment in developing countries thus reducing gender parity. The study found that parents do not show preferences in education of their children as the rate of poverty is not very high in the District. Factors such as circumcision, child labour, and early marriages were found to have no influence on access and retention in the Mathioya District. The study found that boys who are recruited into the Munguki sect eventually drop out of school.

4.7.5 Measures that could be taken to improve access and retention
The study concurs with Achoka et al (2007) who found that making free primary education free is not enough; parents’ guardians and sponsors are still expected to prove facilities such as uniform, feeding, medical care and other statutory fees upon which some fail to provide for their children.

While the Kenya government offers FPE there may be other factors that pose a challenge to poor parents in Mathioya District. Socio-economic status of both the parent and the government may determine the ability of both to offer quality education. These unfavourable school conditions make pupils lose interest in learning and eventually drop out of school, these factors also make parents give up in supporting their children’s in education. Socio-cultural factors are aspects from the society and include and cultural beliefs, practices and family size. Practices such as mungiki sect affect pupils as some drop from school to join the sect.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION.

5.1 Introduction

This chapter presents the summary of the study findings, conclusion and recommendations. Also presented in this chapter are suggestions for studies that could be carried out by future researchers.

5.2 Summary of the study

The purpose of the study was to investigate the factors that contribute to access and retention of pupils in public primary schools in Mathioya district. Data of the study was collected from 10 head teacher, 53 teachers, 300 pupils, 15 parents and 4 key informants presented below are the major findings.

The number of pupils enrolled in the study schools declined steady from 4778 (2486 boys and 2292 girls) in 2004 to 4175(2133 boys and 2042 girls) in 2008. There was a decline of 12.6% (14.2% for boys and 10.9% for girls). This shows that access rate in public primary schools in Mathioya district has been on the decline with boys being more affected than girls.

On the other hand dropout cases were rampant with girls than boys, all from upper primary, whose major cause was teenage pregnancy.

A number of socio-economic factors were identified to have led to pupils dropping out of school including separation/divorce and family conflict, irresponsible parents and drug abuse such as illicit brew. Hidden cost of education and family level of education and size.

The following school-related and pupil’s characters factors were cited by most of the respondents. Shortage of teachers, grade repetition, drugs abuse, Mungiki sect. Low quality education and overcrowding, negative attitude towards education by pupils, indiscipline corporal punishment and harsh teachers. Poor leadership by the head teacher and school management committees and transfers.
The socio-cultural factors identified as having influenced access and retention were prescribed Mungiki set and HIV/AIDS scourge, negative attitudes of education by parents. Teenage pregnancy. Single parenthood, drugs abuse among parents family migration.

5.3 Conclusion
From the findings the study concludes that access rates in public primary schools in Mathioya district declined and the number of dropouts was minimal affecting mostly girls in upper primary school. The most prominent causes of dropouts in the district are negative attitude towards education, teenage pregnancy, indiscipline and the family level of education and size , sense of responsibility among parents. There is also the preference to transfer children from one public school to another and also to private academies. There also exists a major shortage of teachers. This shows that there are social economic, social cultural and school-based factors that pose a threat to achievement of UPE in the district, which calls for attention from all stakeholders.

5.4 Recommendations

Based on the findings of the study the researcher recommends the following.

1. The government should enforce adherence of laid down policies and procedures such as corporal punishment, repetition and the compulsory free primary education
2. The government through ministry of education, provincial administration, the church and other NGOs should conduct aggressive campaigns to sensitize the community on the need of education for their children. Parents and the entire community should be guided on parental hood and the cons of drugs abuse
3. The government through provincial administration should unsparingly deal with the Mungiki group
4. The government should boost and streamline adult education to help improve on the literacy level among parents. This might make parents in a way appreciate the value for education
5. The government through the ministry of basic education should introduce sex education in primary schools in order to enlighten pupils especially girls the consequences of sex abuse.

6. Head teachers and teachers be put in performance contract so that they can improve on their performance and produce all round students who might turn up to be responsible parents

7. The government should ban illicit brews so that fathers may become more responsible and be able to monitor their children closely.

5.5 Suggestions for further studies

1. This study was carried out to investigate factors influencing access and retention in public primary schools in Mathioya district. A study can be carried out in the same district to investigate what necessitates transfers from one public primary school to another or to academies

2. A study can be carried out to investigate the extent to which birth rates have affected primary schools access level

3. A comparative study can be conducted in other districts to assess how the pupil characteristics factors, social economic and cultural factors are influencing the access and retention of pupils in those districts.
REFERENCES


APPENDICES

APPENDIX 1

HEAD TEACHERS QUESTIONNAIRE

This questionnaire is aimed at collecting data on the determinants of low access and retention rates in primary schools. The researcher would like to assure you that the information you provide will be treated in utmost confidence and only for academic purposes. The questionnaire is divided into two sections A and B. please respond to all items as honestly and precisely as possible.

SECTION A: ENROLMENT AND RETENTION RATES

1. Indicate in the table below enrolment of pupil’s in your school

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Indicate the number of pupils who dropped out of your school in the years shown in the table below

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
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<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Please indicate by ticking in the appropriate box the level in which the problem of dropout is much pronounced.

   - Lower primary [ ]
   - Upper primary [ ]
   - Same for both lower and upper [ ]

SECTION B: SOCIO-ECONOMIC FACTORS

The table below presents statements about socioeconomic determinants that could influence primary school access and retention. Based on your experience as a head teacher, indicate whether you agree with each statement by ticking (✓) Yes or No on the appropriate column.
### Socioeconomic determinants

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Children from poor families drop-out of school than children who are from better-off familiar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Children often drop out of school for wage labour in order to supplement the family income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The family size has an impact to primary school access and retention.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Parents with high level of education send their children to schools than those with low level of education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. With the introduction of FPE, financial status of households does not influence access and retention of pupils in public school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Though the user charges have been abolished in primary schools, there are other “hidden costs” hindering access to education in public primary school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Which are the other socio-economic determinants of low school access and retention in Mathioya district.

   ……………………………………………………………………………………………………………………
   ……………………………………………………………………………………………………………………
SECTION C: SOCIO-CULTURAL DETERMINANTS

1. The table below represents statements about socio cultural determinants of low primary school access and retention. Based on your experience as a head teacher. Indicate to what extent they lead to low access and retention in Mathioya district.

<table>
<thead>
<tr>
<th>Socio cultural determinants</th>
<th>Level of influence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very high</td>
</tr>
<tr>
<td>i) Negative attitude towards education by parents</td>
<td></td>
</tr>
<tr>
<td>ii) Early marriages</td>
<td></td>
</tr>
<tr>
<td>iii) Teenage pregnancies</td>
<td></td>
</tr>
<tr>
<td>iv) Mungiki sect</td>
<td></td>
</tr>
<tr>
<td>v) Child labour</td>
<td></td>
</tr>
<tr>
<td>vi) Circumcision</td>
<td></td>
</tr>
<tr>
<td>vii) HIV/AIDS</td>
<td></td>
</tr>
</tbody>
</table>

2. a) Are parents in Mathioya District biased in education of their children?

Yes [   ]  No [   ]

b) Which gender normally misses school to attend to family issues?

Boys [   ]

Girls [   ]

Same for both [   ]
c) Which gender do parents prefer to send to school more?

Boys [ ]

Girls [ ]

Same for both [ ]

3. Which are the other socio-cultural determinants to low primary access and retention in Mathioya

..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
SECTION D: SCHOOL Based and pupils characteristics that determinant to low access and retention in primary schools

1. The table below presents some school-based factors that could influence primary school access and retention. Based on your experience as a head teacher, indicate the extent to which each of the factors influenced access and retention in Mathioya district.

| School based and pupil characteristics determinants of low access and retention in primary schools in Mathioya. | Level of agreement |
|---|---|---|---|
| | Strongly agree | Agree | Disagree | Strongly disagree |
| 1. School punishments |  |  |  |  |
| 2. Grade repetition |  |  |  |  |
| 3. Quality of education |  |  |  |  |
| 4. Shortage of teachers |  |  |  |  |
| 5. Inadequate physical facilities such as classrooms |  |  |  |  |
| 6. Indiscipline |  |  |  |  |
| 7. Teenage pregnancies |  |  |  |  |
| 8. Learning of learning resources e.g. text books. |  |  |  |  |
| 9. Poor sanitation |  |  |  |  |
| 10. Poor academic performance |  |  |  |  |
| 11. Negative attitude of teachers |  |  |  |  |
| 12. Corporal punishment |  |  |  |  |
| 13. Overcrowding |  |  |  |  |
| 14. Drug abuse |  |  |  |  |
| 15. Distance to and from school |  |  |  |  |

2. Which other school-based and pupil characteristics teacher do you find influencing primary school access and retention in Mathioya district?

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75
3. a) Have you had cases of pupils being transferred from your school to academies?

   Yes [ ]  No [ ]

b) If yes, which level are the transfers more pronounced?

   Lower primary [ ]

   Upper primary [ ]

   Same for both lower and upper [ ]

c) If yes, what necessitates such transfers?

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

   ........................................................................................................................................
SECTION E: MEASURES IF IMPROVING ACCESS AND RETENTION.

What in your opinion do you think the following stakeholders in education can do to improve participation and completion in primary education?

1. Government
   
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

2. Parents
   
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

3. School head teachers
   
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

4. Teachers
   
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

5. Community
   
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

6. Pupils themselves
   
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

Thank you for your co-operation
APPENDIX 2

QUESTIONNAIRE FOR TEACHERS

This questionnaire is aimed at correcting data on the determinants of low access and retention rates in primary schools of Mathioya district. The researcher would like to assure you that the information you provide will be treated in utmost confidence and will only be used for academic purposes. Please respond to all items as honestly and precisely as possible.

SECTION A: ENROLMENT AND RETENTION RATE

1. In the course of your stay in this school, have there been pupils who have dropped out of school? Yes [ ] No [ ]

2. Which gender has been dropping out more? Boys [ ] Girls [ ]

3. Please indicate by ticking in the appropriate box, the level in which the problem of dropout is much pronounced.
   
   Lower primary [ ]
   Upper primary [ ]
   Same for both lower and upper primary [ ]
SECTION B: SOCIO-ECONOMIC DETERMINANTS

1. The table below presents statements about socio-economic determinants of low primary school access and retention. Based on your experience as a teacher, indicate whether you agree or disagree with each statement by ticking (√) Yes or No on the appropriate column.

<table>
<thead>
<tr>
<th>Socioeconomic determinants</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Children from poor families drop-out of school than children who are from better-off familiar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Children often drop out of school for wage labour in order to supplement the family income.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The family size has an impact to primary school access and retention.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Parents with high level of education send their children to schools with high education than those with low level of education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. With the introduction of FPE, financial status of households does not influence access and retention of pupils in public school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Though the user charges have been abolished in primary schools, there are other “hidden costs” hindering access to education in public primary school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Which other socio-economic factors determine low primary school access and retention in Mathioya District.
SECTION C: SOCIO-CULTURAL DETERMINANTS

1. The table below represents statements about socio-cultural factors that could determine low primary school access and retention in Mathioya district. Based on your experience as a teacher, indicate to what extent each of the factors determine low access and retention in Mathioya District.

<table>
<thead>
<tr>
<th>Socio cultural determinants</th>
<th>Level of influence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very high</td>
</tr>
<tr>
<td>1. Negative attitude towards education by parents</td>
<td></td>
</tr>
<tr>
<td>2. Early marriages</td>
<td></td>
</tr>
<tr>
<td>3. Teenage pregnancies</td>
<td></td>
</tr>
<tr>
<td>4. Mungiki sect</td>
<td></td>
</tr>
<tr>
<td>5. Child labour</td>
<td></td>
</tr>
<tr>
<td>6. Circumcision</td>
<td></td>
</tr>
<tr>
<td>7. HIV/AIDS</td>
<td></td>
</tr>
</tbody>
</table>

2. Which other socio-cultural factors determine low primary access and retention in Mathioya District?

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

3. (a) Are parents in Mathioya District gender biased in education of their children?
    Yes [ ]     No [ ]

(b) Do pupils miss school to attend to family issues?
    Yes [ ]     No [ ]
(c) If yes, which gender is mostly affected?

Male [    ]  Female [    ]  Both [    ]

(d) Which gender do parents prefer to send to school more?

Boys [    ]

Girls [    ]

Same for both [    ]
SECTION D: SCHOOL BASED AND PUPILS CHARACTERISTICS DETERMINANTS OF LOW ACCESS AND RETENTION IN PRIMARY SCHOOLS OF MATHIOYA DISTRICT.

1. The table below presents some school-based factors and pupils’ characteristics that would determine low primary school-access and retention. Based on your experience as a teacher, indicate the extent to which each of the factors influences access and retention in Mathioya District.

<table>
<thead>
<tr>
<th>School based and pupil characteristics factor determinants.</th>
<th>Level of agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly agree</td>
</tr>
<tr>
<td>1. School punishments</td>
<td></td>
</tr>
<tr>
<td>2. Grade repetition</td>
<td></td>
</tr>
<tr>
<td>3. Quality of education</td>
<td></td>
</tr>
<tr>
<td>4. Shortage of teachers</td>
<td></td>
</tr>
<tr>
<td>5. Inadequate physical facilities such as classrooms</td>
<td></td>
</tr>
<tr>
<td>6. Indiscipline</td>
<td></td>
</tr>
<tr>
<td>7. Teenage pregnancies</td>
<td></td>
</tr>
<tr>
<td>8. Learning of learning resources e.g. text books.</td>
<td></td>
</tr>
<tr>
<td>9. Poor sanitation</td>
<td></td>
</tr>
<tr>
<td>10. Poor academic performance</td>
<td></td>
</tr>
<tr>
<td>11. Negative attitude of teachers</td>
<td></td>
</tr>
<tr>
<td>12. Corporal punishment</td>
<td></td>
</tr>
<tr>
<td>13. Overcrowding</td>
<td></td>
</tr>
<tr>
<td>14. Drug abuse</td>
<td></td>
</tr>
<tr>
<td>15. Distance to and from school</td>
<td></td>
</tr>
</tbody>
</table>

2. Which other school-based and pupil characteristics factors do you find determining low primary school access and retention in Mathioya District?

………………………………………………………………………………………
………………………………………………………………………………………

82
3. Have you had cases of pupils being transferred from your school to private academies?

Yes [ ]

No [ ]

4. If yes, what necessitates such transfers?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

SECTION E: MEASURES FOR IMPROVING ACCESS AND RETENTION.

What in your opinion do you think the following stakeholders in education can do to improve participation and completion in primary education?

1. Government

…………………………………………………………………………………………
…………………………………………………………………………………………

2. Parents

…………………………………………………………………………………………
…………………………………………………………………………………………

3. School headteachers

…………………………………………………………………………………………
…………………………………………………………………………………………

4. Teachers

…………………………………………………………………………………………
…………………………………………………………………………………………

5. Community

…………………………………………………………………………………………
…………………………………………………………………………………………

6. Pupils themselves

…………………………………………………………………………………………
…………………………………………………………………………………………

Thank you for your co-operation
APPENDIX 3

PUPILS FOCUS GROUP DISCUSSION GUIDE

1. Pupils will identify their peers who have dropped out of school.

2. Identify various reasons why pupils drop out of school.

3. Pupils will state whether they know any of their brothers, sisters, relatives or friends/neighbours at home who never enrolled in school.

4. Identify the reasons why parents fail to enroll their children in school.

5. Pupils will identify school-based factors that may lead to dropout or transfer to other schools.

Thank you for your co-operation
APPENDIX 4

INTERVIEW SCHEDULE FOR PARENTS/GUARDIANS

1. Gender  Male [    ]  Female [    ]
2. Age ………… years.
3. What is your level of education?
4. What is your occupation?
5. How many sons and daughters do you have?
6. How many are in school?
7. Do you know of any parents whose children have dropped out of school?
8. What are the causes of school dropout in relation to the following:
   (a) Socio-economic factors
   (b) Socio-cultural factors
   (c) School-based factors
   (d) Pupil characteristics
9. What challenges do you face in relation to Free Primary Education?
10. What do you suggest the following could do to improve access and retention of pupils in primary schools?
    (a) Government
    (b) Parents
    (c) The schools
    (d) The community
11. What comments would you like to make in general in relation to the situation of primary dropout in Kenya?
APPENDIX 5

INTERVIEW SCHEDULE FOR KEY INFORMANTS (D+EO, ZQASO, CHIEF, DCO).

1. What is your assessment of the enrolment and dropout rate of pupils in Mathioya district public primary schools by gender since the inception of FPE?

2. Identify the socio-economic determinants of low level access and retention of pupils in Mathioya District.
   (a) Economic status of households
   (b) Education level of parents
   (c) Marital status of parents
   (d) Economic activities in the district.

3. What are the socio-cultural factors and beliefs that determine low access and retention of pupils in Mathioya District?
   (a) Parental attitudes towards education
   (b) Community support for education
   (c) Role models in the district
   (d) Cultural practices e.g. early marriages, proscribed and religious sects like Mungiki, circumcision etc.

4. Which are the school-based factors and pupils’ characteristics which determine the low access and retention of learners in Mathioya District?
   (a) School facilities
   (b) Teacher shortages
   (c) Overcrowding
   (d) Quality of education
   (e) Sanitation factors
   (f) Grade repetitions
5. What measures could be taken by the following to improve access and retention of pupils in public primary schools.

(a) Government

(b) Parents

(c) School headteachers

(d) Teachers

(e) Community

(f) Pupils themselves
## APPENDIX 6

### ESTIMATED RESEARCH BUDGET

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit price (Kshs.)</th>
<th>Total cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Typing expenses</td>
<td>3 drafts</td>
<td>500</td>
<td>1,500</td>
</tr>
<tr>
<td>2. Printing and editing final proposal</td>
<td>4 copies</td>
<td>400</td>
<td>1,600</td>
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<tr>
<td>3. Field notebooks</td>
<td>6 pieces</td>
<td>100</td>
<td>600</td>
</tr>
<tr>
<td>4. Foolscaps</td>
<td>2 realms</td>
<td>250</td>
<td>500</td>
</tr>
<tr>
<td>5. Photocopying papers</td>
<td>2 realms</td>
<td>400</td>
<td>800</td>
</tr>
<tr>
<td>6. Pivoting expenses</td>
<td>5 days</td>
<td>1,000</td>
<td>5,000</td>
</tr>
<tr>
<td>7. Data collection expenses</td>
<td>20 days</td>
<td>500</td>
<td>10,000</td>
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<tr>
<td>8. Data processing and analysis</td>
<td>14 days</td>
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<tr>
<td>9. Draft reports</td>
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<td>10. Final research reports</td>
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<td>14,000</td>
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<tr>
<td>11. Miscellaneous</td>
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<td>12. Contingency</td>
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<td><strong>Grand total</strong></td>
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<td><strong>61,600</strong></td>
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## APPENDIX 7

### RESEARCH WORK PLAN

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<tr>
<th>Time (Months)</th>
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<th>2010</th>
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<tbody>
<tr>
<td></td>
<td>Nov</td>
<td>Dec</td>
</tr>
<tr>
<td>Choice of research topic and research design</td>
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<tr>
<td>Review of related literature</td>
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<tr>
<td>Production of first draft proposal and discussion with supervisor</td>
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<tr>
<td>Production and discussion of 2nd draft proposal</td>
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<tr>
<td>Proposal of final research proposal and piloting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data collection</td>
<td></td>
<td></td>
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<tr>
<td>Data analysis and report writing</td>
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<td></td>
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<tr>
<td>Discussion of project report and inclusion of suggestions and corrections</td>
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<td></td>
</tr>
<tr>
<td>Production of the final research report and submission</td>
<td></td>
<td></td>
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</table>