STRATEGIES OF PROMOTING ENROLMENT IN SECONDARY SCHOOLS IN KAMWANGI DIVISION- GATUNDU NORTH KIAMBU COUNTY

BY

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A PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (M.E.D PLANNING)

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Kuria Lawrence Wanjau
Strategies of promoting enrolment
DECLARATION

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

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To my wife Njeri and our children Gathoni and Kuria. Your encouragement and moral support has been a major source of inspiration to me.
ACKNOWLEDGEMENT

It was with the assistance of others that I was able to write this research project. I would like to appreciate all those who gave me moral and material support as well as encouragement during the time of writing this project.

I am particularly indebted to my supervisor Dr. Andrew Riechi and Dr. Merioth Githogori for their guidance and steadfast support throughout the writing of this project. I am also grateful to the members of staff of the department of educational administration, policy and curriculum studies, Kenyatta University for taking me through the course.

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May God bless you all.
ABSTRACT

The introduction and successful implementation of the Free Primary Education (FPE) in 2003 saw an unexpected influx of pupils into primary schools which stretched the available resources beyond limits. Policy makers thought that this will translate to high enrolments in secondary schools, which was not the case. Secondary schools continued to register low enrolment rates as before. Bearing in mind the importance of Education in facilitating economic growth, poverty reduction and development of scientific technologies, something has to be done to reverse this trend. This study intended to identify strategies to promote enrolment rates in secondary schools in Kamwangi Division. The objectives of the study were to establish the causes of low enrolment in secondary schools in Kamwangi Division, and to find out the efforts being made by education stakeholders to address the low enrolment rates in the division and to establish the views of key stakeholders on appropriate strategies of promoting enrolment at the secondary level of education. The study adopted a descriptive survey design to collect information for the study. The locale of the study was Kamwangi Division, Gatundu North District. The target population was 52 primary schools head teachers, their deputies and education officers and 27 secondary school principals, their deputies and education officers working in the division. The study sample was 10 primary schools and 10 secondary schools. Simple random and stratified sampling was used. Data collection instruments were questionnaires for head teachers while interview schedules were administered to Education officers, provincial administration officers. Piloting was done; the data collected was edited, coded and entered into various analysis tools by use of statistical package for social science (SPSS). The data recorded was analyzed and presented in frequency tables and descriptive statistics. The study established that the major causes of low student enrolment in secondary schools in Kamwangi division was due to dropping out and forced repetition, high poverty levels, child labour, ignorance by parents and drug abuse among the students. The community preferred educating boys more than girls but boys were more affected by child labour in coffee farms. The Kenya government and the community have put efforts to promote enrolment rates in secondary schools but more needs to be done especially to discourage child labour and change the attitude of parents towards education. The key stakeholders identified strategies of promoting enrolment in secondary school such as: provision of bursaries to needy students, disbursement of free secondary education fund on time to benefit newly admitted student, establishing more day schools to reduce the cost of secondary education, implementing the policy of re-entry of girls who drop out of school due to pregnancy, stiff penalties for those who engage children in child labour and sensitizing the parent on the importance of secondary education.
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CHAPTER ONE

INTRODUCTION

This chapter presents the background to the problem, statement of the problem, purpose of the study, basic assumptions, and scope of the study, theoretical and conceptual framework.

1.1 BACKGROUND TO THE PROBLEM

Education is widely viewed as a vital ingredient of the development process. Education is the seed and flower of development (Wolfson World Bank, 2003). Bruns and Mingat (2005) underscore the fact that it is a powerful instrument for reducing poverty disease and gives greater voice to society. It lays the foundation for sustainable economic growth (Bruns and Mingat, 2005). The girl – child education has led to reduction in birth rates and improved maternal health and child health care (UNESCO 2000). The role of the formal school system in the process of social change cannot be overemphasized. Stakeholders recognize that education has a special role to play in the development of a country. According to Simons (1980) the experience of U.S.A, Japan and Korea shows that investment in formal education is critical to high and sustained economic growth. Eshiwani (1993) concurs that education has an overriding influence on health, malnutrition, fertility and production. The significance of education is further underscored by its contribution to the quality of the labour force and giving qualified workers the skill and knowledge required for a modern economy (Simon 1980).

According to the United Nations development report (2001) Kenya needs to pay due attention to the development of human resource if the country hopes to achieve the
desired developmental goals. The Kenya government acknowledges that education provides the capacity to spur economic growth, enhances production of labour force and contribute to social economic development (Republic of Kenya, 2003) Convinced of the importance of education in promoting and accelerating economic and social development the government of Kenya has given education priority and allocates the largest budgetary expenditure to the sector (R.o.K.report, 2001)

The Kenyan governments’ national investment in education constitutes a significant proportion of the gross national product in an effort to supply education. Kenya’s budgetary allocation to the education sector in the financial year 2006/2009 was 42 percent of the total budget (MoE report, 2010). While education is considered to be a basic right the delivery of secondary school education in Kenya has been sluggish due to several bottle necks including, declining access and participation rates as indicated by declining gross enrollment rates (GER), different trends in access and participation, with low participation of the poor and vulnerable groups and widening gender and regional disparities particularly in ASAL, amidst concerns over equity promotion, poor performance in sciences, mathematics and languages, high wastage, declining completion rates, low survival levels from primary schools to university and low female enrolment in science and technical courses (IPAR, 2003).

The growth of secondary education depends greatly on the primary to secondary level transition rates. In developing countries Kenya included, the transition rate remains low. According to GoK (2005) report the transition from primary to secondary school in Kenya has remained below 50 percent. In 2002 a total of 650,000 students sat for KCPE out of which only 231,592 students were enrolled in form one, representing a transition
rate of 46 percent. In 2005 out of 672,550 students who sat for KCPE again only 395,377 enrolled in secondary schools representing 59.3 percent transition rates (ROK, 2007).

UNESCO (2001) concurs that the secondary education is important as it gives space to life skills and education values. Participation in secondary education can be a lever for breaking out of poverty, contribute to smaller families, better health and greater earning potentials (Ngugi, 2007). In 2006 there were 4247 secondary schools with enrolment of 1,030,080 student compared to 20,229 primary schools with enrolment of 7,632,113 student in the same period. Available data indicates that in the years 2002-2007, primary to secondary transition rates were also low (MoE, 2009).

The transition rate to secondary schools was 43.6 percent between 2002 - 2006 and only increased to 50.5 percent in 2007 (MoE, 2009). Areas which are well endowed economically register higher secondary school enrolment rates than Arid and semi Arid lands (ASAL). According to Chege and Sifuna (2006), Central province is one of the richest provinces in the country and according to their findings, is expected to have high enrolment in secondary schools. This is not true as the area has been lagging behind educationally and has been registering low enrollments. For example, in 2008 the average enrollment rate for both boys and girls in Kirinyaga District was 42 percent, Nyeri District was 45 percent, Muranga district was 41 percent, Thika District was 43 percent, Kiambu District was 42 percent and Nyandarwa District was 41 percent (P.D.E. Central Province, 2008).

Kamwangi Division which is divided into three educational zones namely Mangu, Githobokoni and Chania zones has a total of 52 public and 32 private primary schools and 27 public and 2 private secondary schools (A.E.O Kamwangi Division, 2011). This
implies that the available secondary schools cannot accommodate the entire primary school leavers. This may be a contributing factor to low enrollment in secondary schools. In Kamwangi Division the primary to secondary transition rate is even worse than the provincial rates. For example, in 2006 the average rate for the division was 42.25 percent, in 2007 it was 43.85 percent and in 2008 it was 44.65 percent (P.D.E. Central Province, 2008).

This paints grim picture of primary to secondary level transition rate which call for thorough investigation into the causes so that mitigation measures can be put in place. Enrolment level in secondary schools can be attributed to such factors as the inability of the parents and guardians to pay tuition and other user charges owing to extreme poverty, cultural practices which include marrying of teenage girls after undergoing some rites of passage that elevate them to the status of adults, effects of many cases of HIV and Aids pandemic and limited places in secondary schools (RoK, 2007)

1.2 Statement of the problem

Secondary education is a key component of the Government of Kenya’s approach to the provision of education for all (EFA). The Kenya government spends approximately 38 percent of her recurrent expenditure on education (MoEST, 2003). The intention of the huge government expenditure in the education sector is to use education to alleviate poverty and bring about economic growth and development (MoEST, 2003). However, nationally the subsector has been characterized by low enrolments. Chege and Sifuna (2006) put the number of primary school leavers nationally progressing to secondary school at about 50 percent.
The enrolment rates in secondary schools in Kamwangi Division are even lower, for example, in 2007 out of the 1,946 candidates who presented themselves for KCPE only 43.85 percent (862 students) enrolled in secondary schools. In 2008 out of 2,421 students who sat for K.C.P.E again only 1,089 students (45 percent) enrolled in secondary schools. The purpose of this study was therefore to investigate the causes of low enrolment rates in this division and suggest mitigation measures to promoting enrolment in secondary schools in Kamwangi Division.

1.3 Purpose of the study

The purpose of the study was to investigate causes of low enrolment and suggest possible strategies for addressing the low enrollment rates at the secondary school level in Kamwangi Division.

1.4 Objectives of the study

The specific objective of the study was:

(i) To investigate the causes of low enrolment rates in secondary school in Kamwangi division.

(ii) To investigate strategies being undertaken by the education stakeholders to address the low enrolment rates.

(iii) To investigate perception of key stakeholders on appropriate strategies of promoting enrolment at the secondary level of education.

1.5. Research questions

The study was guided by the following questions
i. What economic, cultural and social factors determine whether students will progress to secondary schools after completing their primary course?

ii. What has been done to promote enrolment at the secondary level in the division?

iii. Which strategies can be put in place to ensure that enrolment rate is improved in Kamwangi Division?

1.6 Significance of the study

Education for all (EFA) initiative calls for concerted efforts at all levels of schooling particularly at the secondary school level which has proved to have high rates of return on investment. Establishing strategies of promoting enrolment at this level will go along way in helping meet not only EFA goals but the millennium development goals (MDG’S). Considering the low enrolment rates in secondary school in the division the study will form a basis by which MoE officials can be guided to put policies and programmes in place to address the low enrolment rates. It will also be of use to head teachers, teachers and parents, NGOs and all other stakeholders as the study will provide research based evidence on strategies of promoting enrolment at the secondary school level not only in Kamwangi Division but nationally.

1.7 Assumptions of the study

This study assumed that:

i. all standard eight leavers should and are capable of progressing to secondary school under normal circumstances.

ii. secondary education plays a key role in enhancing the social-economic and political development of a country hence the need to focus on the sub sector.
iii. the stakeholders in the education sector (parent, student, teachers, education officers) will provide true and accurate information to enable the researcher arrive at the correct conclusion.

1.8 Scope of the study

The study concentrated on the key stakeholders in the education sector namely parents, head teachers, provincial administration and education officers in Kamwangi Division.

1.9 Limitation of the study

i. Infrastructure: Due to poor road network and the topography of the area some of the intended population was not reached.

ii. Some head teachers were uncooperative and unwilling to give permission to collect data or unwilling to participate in the study.

iii. Uncooperative respondents not willing to give the right information.

1.10 Delimitation

The study was confined to data collected from primary and secondary schools. The study focused on public schools because private schools have different management modes.

1.11 Theoretical framework

The theoretical basis of this study was based on classical liberal theory advanced by Dewey (1916). He asserts that each person is born with an enormous amount of capacity which to a large extent is inherited and with a great potential for development. Thus educational systems should be designed so as to remove barriers of any nature (economic,
gender, geographic) that prevent capable students from lower economic backgrounds from taking advantage of inborn talents which accelerate them to social promotion (Sherman & Wood, 1982).

The theory further states that social mobility will be promoted by equal opportunities of education (Boneth et al, 1981). It demands that opportunities be available for individuals to go through the education system and this progression should be based on individuals Merit and not social backgrounds (Marsh et al, 1996). It was thought that by removing economic barriers and making more places available in upper primary and secondary education and by increasing the length of attendance in school, ideal conditions would be created to implement the vision of equal opportunity, where everybody has access to the kind and amount of education that suits his or her inherited capacity (Marsh et al, 1996).

The root of this theory can be traced to writers such as Rousseau (1712-1718) who claimed that the 'natural' state were born equal and personal qualities should not Jeopardize social equity so long as society rewards people according to their status. It follows that social institution such as education should in some sense attempt to treat people equally. There are innumerable examples of people from poor families who have taken advantage of education opportunities and proceeded to obtain better jobs and higher incomes than they would have otherwise done. If the state did not provide education without charge these individual would have been denied the opportunity for advancement. Classical theory of equal opportunities is relevant to the study in that educational systems should be designed in a manner that removes barriers that may hinder students from diverse races and low economic backgrounds from taking advantage of their inborn talents which could lead to social promotion. The study sought to identify factors that contribute to low enrolments in secondary school in the division
1.12 Conceptual Framework

A conceptual framework is a model of presentation whereby the researcher conceptualizes or represents the relationship between variables in the study graphically or diagrammatically (Orodho, 2004)

Source: Researchers own

Figure 1: Conceptual framework
1.13 Definition of Significant Terms

Access- Refers to availability of learning opportunities for pupils who are eligible and meet the criteria of joining Secondary schools

Drop out - Refers to the pupils who leave school before completing the full course of study, based on pupils own personal problems

Enrolment- the process of enrolling at a school or other institution or someone who has enrolled at a school or other institution

Gross enrollment rate – Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in given school-year

Measurement- the process or the result of determining the ratio of a physical quantity, such as a length, time, temperature etc., to a unit of measurement, such as the metre, second or degree Celsius. It can also be referred to as Dimensions, quantity, or capacity as ascertained by comparison with a standard.

Net enrollment rate- Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population

Stake holders - Implies the people who are directly involved in secondary school Management

Strategies - Means the methods of promoting enrolment in secondary schools

Transition- passage from one state, stage, subject, or place to another
CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter contains a review of literature related to the study. The areas discussed include the rationale for investing in secondary education, economic factors affecting secondary school enrolment, social-cultural and school based factors in the education system.

2.1 Rationale for investing in secondary Education

A number of authorities have put forward persuasive cases to justify investment in secondary education especially in developing countries. Among the reasons given is need for poverty reduction, promoting socio-economic equity and the direct benefits that accrue from accessing schooling at the secondary level. Secondary Education has been shown to contribute to individual earning and economic growth (World Bank, 2004). Ayot and Briggs (1992), It is associated with improved health equity and improved social conditions. Secondary Education is further associated with strengthening democratic institutions and leading to civic participation. Labour is the main asset of the poor (World Bank report) therefore making it more productive is the best way to reduce poverty. This requires enhancing the opportunities to earn money and developing the human capital to take advantage of those opportunities. According to Koech (1999) education and training remain the foremost tools for accelerating social and economic development for industrialization in the 21st century.

Kenya’s need for continued investment in education is stimulated by the commitment of the country to achieve the goals for basic education for all (BEFA) (Koech report, 1999).
This is motivated by the recognition of education as a basic human right. For a developing country like Kenya the achievement of BEFA is the most beneficial in social and economic development. It is the spring board to all other levels of education. Investment in secondary education can be further justified in that children who have attained secondary schooling have the possibility of higher earning in future and investments in their schooling can thereafter influence their future per capita income. Investment in education can assist the country attain the millennium development goals (MDG’s). Increasing the secondary school enrolment can boost completion rates in primary education. If the student has a realistic opportunity to continue with the studies in secondary school it can be a motivation to successfully complete primary school. An analysis of global education trends by UNESCO (2005) in World Bank report (2005) shows that developing countries need some critical mass secondary participation in order to meet the goals of universal primary education (UEP). This view is further supported by Clemens (2004) who observes that “no country has achieved over 90 percent primary net enrolment without having at least 35 percent secondary enrolment.

Eshiwani (1993) avers that the enrolment in secondary education in Kenya is among the best in Africa but is still low considering the large group which does not join form one and yet another large group of illegible group is out of school. This is confirmed by Obondoh (2001) who says that many pupils between 15-18years are still out of school. Stabler (1969) says that in contrast almost all European children who complete primary school proceed to secondary schools. A study carried out in Ghana found that improving access to secondary education not only improved enrolment at the secondary level but also served as an incentive for primary school completion (World Bank, 2005).
Access to secondary education has the importance return of its positive impact on personal health (World Bank, 2005). Studies by cave (2001) and Mahy (2003) have shown that in both developing and developed countries a strong relationship exist between schooling and good health. A stronger case for secondary education is presented by OECD (2001) which showed that education has an effect on health independent of income race or social background.

Education has been proven to provide protection against HIV/AIDS infection (World Bank, 1999). Moreover there is convincing evidence from Africa that young people who complete basic education are at reduced risk of HIV/AIDS and this affects is even stronger for those who complete secondary education (World Bank, 2005). In a longitudinal study carried out by de Walque, (2004) in Uganda, there was a marked decline in HIV/AIDS prevalence rate in people in the age bracket of 18-29 with secondary to higher level education but much smaller decrease among those with lower educational levels.

The UNESCO report (1991) indicates that the transition rate from primary to secondary level in developed countries is very high and almost all children from the primary level progress to secondary school level. If further says that in African countries and other third world countries the transition rate is low because secondary school attendance is not compulsory as in developed countries where secondary education is open. Lynn (1988) observes that in Japan children automatically move from primary schools to the neighbouring junior secondary school. Fuhr (1979) say that in Germany there are no examination or selection procedures for those wishing to join the second level of education.
In Japan the percentages of students of relevant age who entered upper secondary school rose from 40-50 percent in the mid 1950’s to 70 percent in mid 1960’s and to over 90 percent in the mid 1970’s. In the fiscal year 1994 the percentage stood at 95.5 (MoESC Japan, 1994). In underscoring the importance of primary to secondary transition, Obwocha (2006) says that almost half the uneducated teenagers (46 percent) begin child bearing compared to only 10 percent with no such education. The failure of many pupils to progress to secondary school, poses many problems, observes Bogonko (1992). According to Bogonko such problems include exerting pressure on social facilities and are an economic burden.

The education of the girl is very crucial in breaking inter-generation transmission of poverty and leads to small families, more investment better health education and greater earning potential (Ngugi, 2006). He further argues that children born to women with some form of secondary education experience infant mortality of only 44 deaths per 1000 life births compared to 97 deaths per 1000 life births for those who did not complete primary schooling. Prolonged education therefore provides immense benefits in terms of contribution to development and healthy families.

The master plan on education and training (MPET, 19980) says that secondary education plays an important role in creating the country’s human resource base at higher level than primary education. The MPET (1998) further observes that the 14 years primary school leaving age is too low for entry into Jobs, which requires full maturity and observes that access to higher education is seen as an opening to well paid Jobs. Finally according to Morrison (1976) African countries have low secondary school enrolment due to the low primary to secondary transition rates.
2.2 Economic factors affecting secondary school enrolment

According to the education sector review report (2003) the cost of secondary education has continually been on the rise. The cost of education in public boarding secondary schools currently stands at about Kshs 22,900 and Kshs 9,400 for public day secondary schools (Republic of Kenya, 2003). This is beyond the reach of many parents. According to government statistics, almost 56 percent of Kenyans live below the poverty line (Mwai, 2006 National poverty eradication strategy paper (NPESP) 1998). Children from families affected by poverty are increasingly dropping out of school.

According to the NPESP (1999) the low levels of secondary enrolment among the bottom 40% of the population is partly a function of failure to complete primary school and partly because costs increase markedly at the secondary school level. Levine and Havighurst (1957) observe that among the main factors that determine how far students progress in school is the ability of parents to pay school fees. Psacharopoulos and Woodhall (1985) contend that the cost of education inhibits access to education for poor families. According to KESSP (2003) the primary to secondary level transition rate is low because of high costs of secondary education.

Njeru and Odundo (2003) concur with this view and observe that the cost of education has been on the rise in Kenya over the years making it difficult for poor household, to invest in their children's education at all levels. The cost sharing policy has had great negative impact particularly among the poor (Republic of Kenya, 2003). The ESR report (2003) observes that most secondary schools charge above the stipulated fees guidelines. When faced by such a situation poor households may respond by enrolling few of the eligible children in school or withdrawing them from school altogether.
Where money is scarce many parents in parts of Kenya invest in boy’s education where they feel there are greater economic returns (Chege and Sifuna, 2006). The progression of girls’ in education is curtailed due to the economic considerations by parents and thus most girls will be found engaging in child labour like baby seating. According to studies carried out by Chege and Sifuna (2006) on pastoralists in arid and semi-arid regions the economic factors limit the participation of children there in school at all levels.

Among the issues raised by Daranja Civic Forum Working under the auspices of Elimu Yetu Education during a one day stake holder’s forum on issues of transition and cost of secondary education in Kenya the following. First the need to establish the unit cost of education to provide a benchmark for establishing fees guidelines outlining the cost for tuition, textbook, uniform, curriculum activities and personal emoluments among others. Secondly the education Ministry should come up with a policy allowing schools to take in fees in terms of goods and food stuffs rather than insisting on cash. To this end parents could be allowed to bring in bags of maize or beans to underwrite their children’s fees. Thirdly the disbursement of bursaries should be reviewed so that it can benefit the needy. It was noted that under the current framework money is disbursed through constituency development committees which are prone to abuse leaving out many needy children. At this point the public should monitor the disbursement and use of various funds being channeled through CDF bursaries, and grants for roads and other projects (EFA, 2006).

2.3 Social cultural factors affecting enrolment in secondary schools

Traditional beliefs and attitudes greatly influence the enrolment of girls and equally influence the decision to withdraw them from schools (Nkinyangi, 1980). Njau and
Wamahiu (1994) avers that girls who had undergone initiation (FGM) find it difficult to return to school and therefore fail to progress on to secondary school education. Their next aspiration is to get married. Chege and Sifuna (2006) observe that parents fear investing a lot of money on girls who may become pregnant or get married before completing school. They further say that the vulnerability of girl child education is evident from practice where the parents take boys to school when resources are scarce and for anticipated greater economic gains.

The girls’ problem is aggravated by the fact that motherhood and marriage are accorded high status in most communities (Cammish and Brock, 1994). Studies carried out by GCN (2003) found that parents in Islamic religion refuse to enroll their girls in formal schools fearing that they will get into contact with foreigners. According to Chege and Sifuna (2006) parents in Islamic religions prefer to enroll their daughters in religious schools or Madarasa arguing that formal schools are for Christians.

Platt (1970) observes that early socialization and pattern of cultures play a major role in education wastage. Otite (1994) observes that children are socialized into sex roles. This implies that girls are destined to be married but not advance in education like boy’s. Due to such cultures preferences is given to boy’s education over girls, particularly when there are economic constraints (Eshiwani, 1993).

2.4 School-based Factors that Affect Enrolment in Secondary Schools

There are a number of school based factors which hinder progression to further education. They include examinations, wastage in primary schools, and school environment among others.
The Kenyan education system is structured into interdependent levels, that is primary, secondary and tertiary levels. Many studies indicate that Kenya has an examination oriented education system and to move from one level to the next students have to take highly competitive national exams.

Chege and Sifuna (2006) states that in order to proceed to secondary school standard eight pupils must not only complete standard eight but also obtain good scores in the K.C.P.E. Those students who intended to go for higher education after completing secondary school must also obtain high grades in the K.C.S.E.

The education system has a much larger primary base relative to the upper levels therefore opportunities for mobility becomes less and less as the cohort moves up the education ladder. As a result many pupils are weeded out of the education system if they don’t excel (Kamonge Report, 1998). Studies based on Kenya system indicated that the KCPE eliminates more girls than boys from the education system (Chege and Sifuna, 2006). A study by GCN (2003) indicates that the boys in Kenya perform better than girls in KCPE which account for the normal higher transition rates by boys than girls from primary to secondary school.

Due to this exam oriented system of education repetition of classes is highly encouraged by both teachers and parents so that pupils can perform well in exams and therefore gain admission to quality schools. Krystalls (1993) says that when a pupil failed to obtain good marks to enable them secure secondary school places they are encouraged to repeat emphasis being on boys. This leads to boys obtaining higher marks and thus their chance of progressing in education is higher.
The Education for All Report (2001) observes that the primary level education in Kenya is characterized by high wastage in terms of repetition and dropout. The NPEP (1999) observes that grade repetition and failure to complete primary school are serious problems that affect low-income groups and girls. According to RoK (1989) the high wastage rate are the major constraints to achieving universal literacy in Kenya since majority of children drop out before completing primary education.

The causes of high dropout rate among the pastoralist children centres on cultural aspects, poverty, early marriages, negative attitude to education and nomadic pastoralist GCN (2003). Quoting a ministry of education survey Chege and Sifuna (2006) says that out of a sample of 8000 primary school dropout rate was estimated at 54 percent. Chege and Sifuna (2006) also observed that the estimated wastage rate ranges between 30-47 percent.

Adhiambo and Heneveld (1997) argue that a harsh school environment determine whether girls will progress with their education. This view is collaborated by FAWEK report (1999) which revealed sexual violence on girls to be a major factor undermining their participation in education. The main offenders in sexual abuse includes teachers, workers in boarding schools and peers which often leads to withdrawal from school, unwanted pregnancies and even death (Chege & Sifuna, 2006). According to GCN (2003) conditions in school such as poor sanitation play a major role in determining the participation of girls in education particularly when sanitation does not accommodate their Biological needs.

The Kenyan secondary school sub sector currently has 4,600 schools with an enrolment of 850,000 students (KESSP, 2005). Though this is a remarkable growth the sector has
not kept pace with the population growth and demand for secondary education and as a result only 46 percent of secondary school age group proceeds to secondary schools from primary school. According to this report the number of secondary schools has not matched the growth of primary school which currently stands at over 19,000 schools. NCCK (2006) reiterated the low numbers of secondary schools has being attributed to a number of factors. First the conditionality given by the MoE to one aspiring to start a secondary school is quite prohibitive. Secondly the reliance on boarding rather than day schooling has made secondary education cost up to 5 times more than primary education. According to Education Insight report (2005: 14) the government should enhance educational facilities investing more on day schools as boarding schools facilities are more costly making secondary education out of reach of many children.

2.5 Summary

The review of literature presented in this chapter emphasizes on the importance of education in secondary level. It dwells on the causes of low enrolment in secondary school which include lack of adequate secondary schools, social- cultural practices, home based factors, and school based factors economic factors among others.

In Kamwangi division there is near gender parity in the student progressing to secondary school as in other parts of central province. However a lot need to be done and strategies laid down to promote enrolment as only a small fraction of those who sit for KCPE annually proceed to secondary schools . This study intends to identify the appropriate strategies of promoting enrolment at the secondary level in Kamwangi division.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides details on how the research was conducted. The chapter focuses on seven sections namely research design, study locale, target population, sample and sampling technique, data collection procedures, reliability and validity of instruments and method of data analysis.

3.1 Research design

The study used descriptive survey design. According to Borg and Menedick (1998) a substantial proportion of the research in the field of education involves surveys. It is a logical and valuable way of looking at the world. Orodho (2003) defines research design as the scheme outline or plan that is used to generate answers to research problems. Kerlinger (1993) avers that descriptive survey method is used to widely obtain data useful in evaluating present practices and in providing basis for discussion. According to Gay (1981) descriptive survey is used on preliminary and exploratory studies to allow the researcher to gather, summarize present and interpret information for the purpose of clarification. Wiersma (1985) concurs that the survey design is concerned with gathering facts and obtaining pertinent and precise information concerning the current status of phenomenon and where possible draw conclusions from the facts discovered. This design is therefore appropriate for gathering information on low enrolment in secondary school in Kamwangi division of Gatundu North District.
3.2. Study locale

Kamwangi division is currently the only division of the recently created Gatundu north district. It is divided into three administrative locations namely Mangu, Chania and Githobokoni locations. It borders Gatanga division to the north, Thika West to the East, Lari division of Kiambu District to the west and Gatundu division to the south. Politically Kamwangi division is in Gatundu north constituency.

It is a division with medium potential with a large proportion of its population engaging in small scale farming of coffee, tea, pineapples and subsistence crops like maize, beans and vegetables. It is well networked to Thika town and the Rift valley by Thika Naivasha highway. The coffee plantations around Thika get the cheap labour from people of the division. This has led to child labour with most pupils dropping out of school to earn a living in the coffee plantations.

3.3 Target population

Borg and Gall (1989) define the target population as all the members of a real or hypothetical set of people, event or objects to which a researcher wishes to generalize the results of the study.

The target population consisted of all the 27 public secondary schools, all the 52 public primary schools, all the secondary school and primary school head teachers, area education officers, parents and provincial administration officers. These groups comprised the population of the study. It was necessary to include primary school head teachers because this will indicate whether the causes of dropout at secondary school can
actually be predicted at primary school level. All the people who made up the study population are people who make decisions or whose actions can affect student schooling.

3.4 Sample and sampling techniques

Peter (1994) defines a sample as a representative part of the population. Mugenda and Mugenda (1999) define a sample as a small group obtained from the accessible population thus by studying the sample we can get the necessary information about the population.

The researcher sampled 10 out of the 52 public primary schools and 10 out of 27 public secondary schools in the division which translates to 18 percent for primary and 37 percent for secondary, which is large enough to yield data that is representative. To obtain the sample schools the researcher used stratified sampling. According to Wiersman (1995) stratified sampling involves dividing, the population into sub-population and is most suitable when the population is not homogeneous. Simple random technique was used in the selection of pupils to participate in the interview. As observed by Otite (1994) this is the best method that ensures a non-subjective selection of sample since it guarantees the inclusion of each element in the selection procedure. The head teachers of the ten sampled secondary school were of great help in shedding light on the enrolment trends and issues that hinder participation in secondary education. In total the sample comprised of 10 primary schools and 10 secondary schools head teachers, 20 parents (two per primary school) 6 area education officers and 4 provincial administration officers (one D.O. and 3 area chiefs).
3.5 Research Instruments

The researcher employed the use of questionnaires and interview schedules. Questionnaires were used on both secondary and primary school head teachers. The questionnaires were developed by the researcher. They were structured such that one section consisted of items with multiple choices for the respondents to select the correct response from the choices provided while on the other part they provided short answers. Interview schedules were also constructed by the researcher and were suitable for area education officers, provincial administration officers and parents, who were used to provide more inside to the items.

Questionnaires provide considerable advantage because in administration, it presents an even stimulus in large numbers of people simultaneously and provides the researcher with an easy accumulation of data (Kless and Bloomquist, 1985). The questionnaires also give the respondent the freedom to express their views, opinions and make suggestions. On the other hand interview schedules are appropriate with a small sample since the researcher is able to obtain sample information from respondent which wouldn’t be possible using questionnaires (Kless and Bloomquist, 1985).

3.6 Validity and reliability of research instrument

Borg and Gall, 1989 states that validity is the degree to which an instrument measures what it purports to measure. Gay (1992) says that validity is established by expert judgment. According to Vernon (1974) the validity of behaviour measure is an index of the degree to which an instrument consistently measures the same attribute and is related to the precision of a measuring instrument. To ensure validity, culturally appropriate language was used and a limiting recall period was applied. In case of any bias and flaws,
the interview schedules and questionnaires were modified for clarity and accuracy. Each item in the questionnaire was moderated such that it addressed a specific issue. Questions which gathered varying data were restructured and or deleted.

Nkapa (1997) say that reliability is the degree of internal consistency of a measuring instrument. To determine reliability, the questionnaires and interview schedules were discussed by the researcher with the supervisor. This helped in identifying the problems encountered in responding to the questionnaires and interview schedules and thus helped the researcher in constructing clearer instruments for data collection.

3.6.1 Piloting of research instrument

The main aim of piloting is to help identify misunderstandings, ambiguities, useless and inadequate items in the instruments. Wiersma (1985) says that piloting is necessary as a way of finalizing the research instrument. Piloting was carried out in one primary and one secondary school in Kamwangi division. This exercise helped the researcher to acquaint himself with the administration of the instruments.

3.7 Data collection

Data collection procedures involved the administration of questionnaires to head teachers and interview schedules to area education officers, provincial administration officers and parents. Before the data collection, the researcher obtained permission from relevant authorities. The appointments were made so that the researcher visited the schools when it was most appropriate and school functions could not be disrupted. The researcher administered the questionnaires by visiting all the sampled schools and requested the head
teachers to complete one on the spot or it was collected the following day by the researcher. The parents’ questionnaires were also delivered by the researcher and completed while the researcher waited or collected the following day.

3.8 Data Analysis

The data obtained from the field was coded and entered into SPSS (Statistical Package for Social Scientists) Version 17, which is a programme for data processing. The data was quantitatively analyzed and the results of the data were presented in frequency table, percentages and means. Gay (1992) says that frequency tables communicate results and findings easily to majority of readers.
CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 INTRODUCTION

The purpose of this study was to investigate the causes of low enrolment in secondary school in Kamwangi Division, Gatundu North District. This chapter presents the results of the study. The chapter is divided into three sections. The first covers causes of low transition rate from primary to secondary schools, the second section looks at measures being undertaken or efforts made by education stakeholders to address the low enrolment rates and the extent to which they have succeeded, while the third section looks at views of key stakeholders on appropriate strategies of promoting enrolment in secondary schools in the Division.

Data for the study was collected from 10 primary schools and 10 secondary school headteachers, 20 parents, area education officers, and the provincial administration officers (D.O. and area chiefs). The study was guided by the following objectives: to establish the causes of low enrolment rates in secondary schools in the division; to find out the measures being undertaken by education stakeholders to address the low enrolment rates and the extent to which these measures have succeeded, and; to establish the views of key stakeholders on appropriate strategies of promoting enrolment in secondary schools in the division.

In this study the researcher was guided by the following questions: One, what economic, cultural and social factors determine whether student will progress to secondary schools
after completing their primary course? This is very important question because it guides the researcher in his quest to delve into the problem of secondary school dropout; Two, What has been done to promote enrolment at secondary level in the division?; Three Why has the problem of low enrolment in secondary schools persisted despite the efforts in (2) above?; Lastly, Which strategies can be put in place to ensure that 100% enrolment rate is achieved in Kamwangi Division?

4.1 Causes of low transition rates from primary to secondary school level

The researcher identified adverse poverty, school dropout, child labour, parents’ ignorance, drugs and illegal groups, failure to report to secondary schools after admission and HIV pandemic as the major causes of low enrolment rates in secondary schools.

4.1.1 Adverse Poverty

This was identified as the major cause of low enrolment in secondary schools in the division. Those interviewed were of the opinion that cost of education in the country was beyond the reach of many parents. This was attributed to the parents’ low income (see table 4.1).
Table 4.1: Parents Income

<table>
<thead>
<tr>
<th>Level of income per month</th>
<th>No of parent</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2000</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>2001-4000</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4001-6000</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Over 6000</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 indicates that out of the 20 parents interviewed only 10 percent earn over kshs 6000 per month, the other 10 percent earn between ksh 4001-6000 while 20 percent earn between kshs 2001-4000. Majority of the parents 60 percent earn below ksh 2000 per month (see also figure 2).

Figure 2: Parents Income

Majority of the parents (60 percent) were peasant farmers who depend on their farm produce for example milk, bananas and pineapples which are bought at very low prices by middlemen. The researcher gathered that most of these peasant farmers were dependent on the coffee industry which collapsed in the early eighties.
4.1.2 Child Labour

The area under study is situated on the Thika –Naivasha highway. It is also near the coffee plantations around Thika. The highway enables the plantation owners to pick the young children early in the morning to go pick coffee. Parents interviewed averred to the fact that they at times send their children to the coffee plantations to supplement their income due to the high cost of living. The district officer (DO) accepted that this is a problem they have been trying to fight, but due the parents support of the practice they have achieved very little. Head teachers of primary schools also acknowledged that the poor results posted by their schools is as result of the chronic absenteeism of pupils during the coffee peak season which comes around October when the KCPE is just around the corner.

Between 2005 and 2008 the researcher gathered from the ten Head Teachers that a total of 216 pupils had terminated their schooling and were employed in the coffee plantations. It was also established through the provincial administration questionnaires that a large number of students are employed in the coffee firms each year (see table 4.2, figure 2).

Table 4.2: Average number of pupils employed permanently in the coffee farms

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of student employed permanently in coffee farm in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>48</td>
</tr>
<tr>
<td>2006</td>
<td>61</td>
</tr>
<tr>
<td>2007</td>
<td>55</td>
</tr>
<tr>
<td>2008</td>
<td>52</td>
</tr>
</tbody>
</table>

Table 4.2 and figure 3 illustrates clearly the high numbers of pupils employed in coffee farms. This calls for urgent measures to curb the practice.
4.1.3 Parent Ignorance

The parent's poor attitude towards education was identified as a major contributing factor to low enrollment in secondary schools (see table 4.3).

Table 4.3: Level of education of parents

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>No of Parent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without KCB/CPE</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>KCPE/CPE</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>K.C.S.E certificate</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Professional training</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4 indicates that only 5 percent of the parents had professional training (an Agricultural officer) while only 10 percent had attained K.C.S.E /KCE certificate. The results also indicate that 15 percent of the sampled parents had KCPE/CPE certificate education while the majority 70 percent had no formal education at all. Those interviewed
concurred that most of the student who do not enroll in secondary schools came from illiterate households.

4.1.4 Drugs and Illegal Groups

The researcher found that the area is “Mungiki” zones who from time to time recruit school pupils. It was found that out of every 10 boys who dropped out of schools 4 joined the group. However due to the continued government intervention the group has gone underground and is no longer active.

Young boys are introduced to smoking bhang at very early age leading to their dropping out of school. Due to the high level of poverty, ‘changaa’ brewing is considered a major source of income. It emerged that 72.5 percent of students of parents practicing this trade, were involved in its preparation, transportation and marketing. It was also established that 64.3 percent of the students whose parents practicing this trade actually dropped out eventually. The head teachers also indicated that out of the total number of students who dropped out 45 percent were due to taking of hard drugs.

4.1.5 Causes of Primary School Drop Out

The researcher found out that the number of student who dropped out of school before completing their primary course was alarming. Between 2005 and 2008 a total of 627 pupils had dropped out of school sampled primary schools. Out of this 397 were girls while 230 were boys. Table 4.4 and Figure 4 show the number of students dropping out of school per year.
### Table 4.4: Primary School Drop Out 2006-2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>88</td>
<td>76</td>
<td>164</td>
<td>26</td>
</tr>
<tr>
<td>2007</td>
<td>47</td>
<td>122</td>
<td>169</td>
<td>27</td>
</tr>
<tr>
<td>2008</td>
<td>35</td>
<td>101</td>
<td>136</td>
<td>22</td>
</tr>
<tr>
<td>2009</td>
<td>60</td>
<td>98</td>
<td>158</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>230</td>
<td>397</td>
<td>627</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Figure 4: School dropouts between 2006-2009

The high dropout rate among girls was attributed to teenage pregnancies, early marriages, child labour (house help), HIV pandemic where girls’ dropout of school to take care of the ailing parents or their siblings when their parents pass on, forced repetition and cultural practices such as circumcision. The reason given for boys dropping out of school include child labour (picking coffee), forced repetition, drugs and local brews and parents attitude towards education.
4.1.6 Failure to report to secondary schools after admission

The researcher found out that there are primary school graduates who are admitted to certain secondary schools and fail to report for varied reasons. Among the reasons given by the head teachers include fees problems at 67 percent, negative attitude toward education at 24 percent and the perceived poor performance and lack of facilities in the school at 9 percent. Out of the 39 pupils who were admitted to secondary schools from the ten sampled schools 18 did not report to their respective schools in the year 2008. And also 30 percent of the interviewed parents admitted that they did not enroll their child in form one after admission. The study established that 70 percent of these parents are very poor since they earn 1-2000 Kenyan shillings per month.

4.1.7 HIV Pandemic

The AIDS scourge has taken its toll in the division. Many children are orphaned and therefore lack the parental support in their education. Out of the total interviewed District education officers 60 percent indicated that many qualified pupils could not enroll in secondary schools since they were orphans and could not raise the necessary fees. This fact also came out clearly at an interview with the District officer. They argued that the number of needy students kept rising and the constituency development fund and the local education bursary fund were not adequate. Out of the 10 sampled primary schools 15 pupils could not proceed to secondary schools between 2006-2009 since they were orphans and lacked school fees let alone money for food and upkeep.
4.2 Efforts made to promote enrolment in secondary Schools in kamwangi division

The second objective was to find out the measures being undertaken or the effort made by Education stakeholders to promote enrolment in secondary schools in the division. The questionnaires and interview guides sought to find out from head teachers, education officers, parent and provincial administrators, the initiatives that had been put in place to promote enrolment in secondary schools.

4.2.1 Primary school head teachers views on efforts made to promote enrolment in secondary schools

The questionnaires sought to find out the primary school head teachers views on effort made to promote enrolment in secondary schools in the division.

**Table 4.5: Primary school head teachers views on efforts made to promote enrolment in secondary schools**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partial waivers of tuition fees by the government</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Bursaries to poor and bright students</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Establishment of new day secondary schools</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Strengthening the departments of guidance and counseling</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Re-entry policy for girls due to pregnancies dropout</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 4.5 above shows that 100 percent of the primary school head teachers believed that partial waivers of tuition fees had promoted enrolment in secondary schools. Concerning bursary, 80 percent of the head teachers indicated that provision of bursaries to poor and
bright students had ensured that most of the pupils who qualified to join secondary school actually enrolled. Other efforts which had been put in place include re-entry policy of girls who drop-out of school due to pregnancy at 50 percent, establishment of new day secondary schools was suggested by 100 percent and strengthening the departments of guidance and counseling in schools by 100 percent.

4.2.2 Secondary school head teacher’s views on effort made to promote enrollment in secondary schools

The questionnaires sought to find out the views of secondary school head teachers on efforts made to promote enrolment in secondary schools in the division

Table 4.6: Secondary school head teachers views on effort made to promote enrollment in secondary schools

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidized tuition fees in secondary schools</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Provision of bursaries to the needy student</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Provision of teaching/learning materials/equipment to schools</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Expansion of existing secondary schools</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Establishment of new secondary schools</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Parent and community support in providing inputs to schools</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Strengthening guidance and counseling in schools</td>
<td>8</td>
<td>80</td>
</tr>
</tbody>
</table>

Table 4.6 shows that both subsidized tuition fees and provision of bursaries to the needy student was supported by 100 percent. This indicates that the secondary school head teachers believed that tuition fee was a major barrier to enrollment of students in
secondary schools. The expansion of existing secondary school and the establishment of new ones had promoted enrolment was applauded by 60 percent of the head teachers while 80 percent felt that the provision of teaching and learning materials and strengthening of the departments of guidance and counseling had gone a long way in promoting enrollment. Only 50 percent indicated that parents and community support in providing inputs to schools had helped promote enrolment in secondary schools.

4.2.3 Education officer views on measures being undertaken to promote enrolment in secondary school in Kamwangi division

The study sought information from the six education officers on the initiatives that have been made to promote enrolment in secondary school in the division (see table 4.7).

Table 4.7: Education officers views on measures being undertaken to promote enrolment in secondary schools in Kamwangi division

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balancing of teachers in the division</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Establishment of new secondary schools</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Expansion of existing secondary schools</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Increasing the pupil teacher-ratio</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Subsidized tuition fee by government in secondary schools</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Provision of bursaries to needy students</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Implementation of re-entry policy girls pregnancy drop out</td>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>Provision of teaching/learning materials/equipment to schools</td>
<td>6</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 4.7 shows that all the education officers in the division supported balancing of teachers in the division. This they claimed ensured that all schools were well staffed and would offer quality education and therefore attract pupils. Establishment of new
secondary school was also seen to have promoted enrolment in a big way and therefore was supported by all the 100 percent. The respondents saw expansion of existing secondary schools as way that had promoted enrolment was supported by 50 percent. The rest felt that this had led to congestion as most schools did not have idle land for expansion. About 50 percent indicated that increasing the pupil-teachers ratio had promoted enrolment. The rest felt that this had led to overcrowding in classes and the teachers were unable to give individual attention to the pupils.

The subsidized tuition fees, provision of bursaries to the needy students and provision of teaching and learning materials and equipment to schools were seen to have promoted secondary school enrolment immensely and were therefore supported by 100 percent education officers. Only 67 percent indicated that the re-entry policy of girls who dropped-out of school due to pregnancy promoted enrolment. The other felt that this was a way of encouraging immorality among school girls since they would still be re-admitted whatever happened. Regular school inspections were seen to have promoted enrolment by only 67 percent of the respondents. Though it goes a long way in uplifting the standards and quality of education offered, the rest felt that teachers perceived the exercise as harassment.

4.2.4 Parents views on efforts made to promote enrolment in secondary school in the division

The interview schedules sought information from parents on the initiatives that have been made in promoting enrolment in secondary schools in the Division. The findings are as shown in table 4.8
According to table 4.9 all the sampled parents, 20 (100%) were of the views that partial waiver of tuition fees by the government in secondary schools had helped promote enrolment in secondary schools. The establishment of day schools had also promoted enrolment since it did not charge boarding fees and the government funds were enough to run the schools. The other views include re-entry of girls who drop-out of school due to pregnancies, elimination of child labour and parental and community support in providing inputs to secondary schools which were supported by 10 (50%) of the respondents.

4.2.5 Provincial administration view on efforts made to promote enrolment in the division (D.O. and the chiefs)

The interview schedules sought to find out the provincial administration views on efforts made to promote enrolment in Kamwangi division (see table 4.9).
Table 4.9: Provincial Administration views on measures being undertaken to promote enrolment in secondary schools in Kamwangi Division

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishment of day secondary schools</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Expansion of existing secondary schools through CDF</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Strengthening the department of guidance &amp; counseling</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Re-entry of girls who drop-out of school due to pregnancy</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Provision of bursaries to poor &amp; bright student</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Eliminate negative social cultural practices</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Sensitize parents on important of education</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.9 shows that the provincial administration felt that guidance and counseling had helped promote enrolment in secondary schools 100 percent. They also felt that the provision of bursaries had also helped increase enrolment in secondary schools. About 75 percent of the respondents supported the idea of establishing day secondary schools and expanding the existing ones while only 50 percent felt that allowing re-entry of girls who drop-out of school due to pregnancy had actually promoted enrolment.

4.3 Why has the problem of low enrolment in secondary schools persisted despite the effort which has been made?

Though efforts have been made to promote enrolment in secondary schools in Kamwangi division, the problem still persisted. From the information given by those interviewed it was established that the following were the factors hindering enrolment in secondary schools in Kamwangi division.
One of the factors responsible for the persistent low enrolment rates is poverty of households leading to unavailability of school fees. However although the removal of user charges at secondary schools could have compensated for these problem, its disbursement to schools was delayed due to lack of funds. As a result, students from poor households did not benefit from free secondary education immediately they reported for first term since for a pupil to benefit he/she must enroll first in a secondary school. The negative effects of HIV and Aids was mentioned by 42 percent of all those who participated in the study as a factor responsible for the persistent low enrolment in secondary schools. Many pupils dropped out of primary schools when their parents die due to HIV and AIDS. Those pupils have nobody to take care of them hence they drop out of school to earn a living.

A teenage pregnancy among girls consistently came up in 32 percent of all those interviewed as another problem hindering enrolment in secondary schools among girls. They claimed that though the policy of re-entry of girls who drop-out of school due to pregnancy had been put in place, very few girls who get pregnant go back to school after child delivery. The respondents said that the girls were stigmatized and felt out of place and therefore opted to get married or seek employment. Negative social cultural practices like female genital mutilation (FGM) and early marriages continue to prevail despite public education. Thus many girls drop-out of school due to these factors.

All the secondary schools sampled continued to impose unnecessary levies despite a ban on the same by the government. This made some of these schools exclusively for the rich. The efforts to curb child labour are not entirely successful because the children help supplement family incomes and thus parents support the vice. For example, 79 families who were receiving cash for school so that their children could go to school 21 had
withdrawn them from school and taken them to work in various firms. This fact is emphasized when the local chief had had about five parents prosecuted in court for having engaged their children in child labour.

The education officers felt that the persistent low enrolment could be attributed to lack of effective legal policy that compel parents to educate their children up to secondary level. They felt that some parents were capable but had no commitment to education. Though a lot of effort had been put to fight drugs and substance abuse by the authorities, it was still rampant among the youth. This led to a lot of wastage for those who qualify for secondary education but never enroll due to this vice.

The provincial administration and the education officers had prioritized sensitization of parents on importance of education, however they averred that very few 'barazas' had been held on the same. The researcher gathered that very few parents had been sensitized on the importance of education. This could be the reason why most parents interviewed preferred boys education to that of girls, a practice long abandoned by other communities.

Corruption and nepotism is a problem in the allocation of bursaries and disbursement of CDF. The researcher was able to gather that in most cases the bursaries never assisted the poor and bright pupils but went to the "correct" individuals. Likewise the CDF went to schools which had their own people in the CDF committee. The few day secondary schools which had been started are in areas which had their own in the committee. This translated to needy areas being left out while the well endowed areas continued to receive more.
4.4 Appropriate strategies of promoting enrolment in secondary schools in Kamwangi division

The researcher sought to gather views from primary school head teachers, secondary school head teacher, education officers and the provincial administration on strategies to promote enrolment in secondary schools in Kamwangi division. The findings are presented below.

4.4.1 Primary school head teachers views on strategies of promoting enrolment in secondary schools in the division

The questionnaires sought to find out from primary school head teachers the appropriate strategies of promoting enrolment in secondary schools in the division.

Table 4.10: Strategies of promoting enrolment in secondary schools in the division.

<table>
<thead>
<tr>
<th>Primary school head teachers views</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stiff penalties for those who engage their children in child labour</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Enforcing re-entry police for girls who drop-out due to pregnancy</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Eradicate corruption and nepotism in the provision of bursaries</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Identifying sponsors for the bright and needy pupils</td>
<td>7</td>
<td>70</td>
</tr>
</tbody>
</table>

Table 4.10 shows that 100 percent of primary schools head teachers support stiff penalties for those parents who engage their children in child labour and the eradication of corruption and nepotism in the provision of bursaries to students as strategies that can
highly promote enrolment in secondary schools. Other strategies suggested include enforcing the policy of re-entry of girls who drop-out of school due to pregnancy and identifying sponsors for the bright and needy students.

4.4.2 Strategies of promoting enrolment in secondary schools in Kamwangi division-

Secondary school head teachers views

The questionnaires sought to find out from secondary school headteachers the appropriate strategies of promoting enrolment in secondary schools in the division.

All the secondary schools head teachers interviewed were of the view that the government should allocate more funds for free secondary education, 70 percent suggested that schools should strengthen departments of guidance and counseling to ensure that students are guided on the importance of education and the disbursement of education funds should be done on time to cater for the newly admitted students, 70 percent were also of the opinion that initiating income generating projects to supplement school fees from parents and the government would promote enrolment in secondary schools.

4.4.3 Views of education officers on the strategies of promoting enrolment in secondary schools in Kamwangi Division.

The interview schedule administered to education officers sought strategies of promoting enrolment at the secondary level of education.
All the Education Officers who were interviewed were of the opinion that sensitizing parents on the importance of education, and also sensitizing parents and the community to provide equal opportunities for both boys and girls in secondary education would promote enrolment in secondary schools, while 83 percent supported streamlining provision of bursaries and the disbursement of CDF. Other views include encouraging girls who get pregnant to resume school after delivery supported at 67 percent and the establishment of more day schools locally to cater for the poor pupils also at 67 percent.

### 4.4.4 Views of parents on strategies of promoting enrolment in secondary schools in Kamwangi

The interview schedules sought from parents the appropriate strategies of promoting enrolment in secondary schools in the division. The findings are as in table 4.11 below.

**Table 4.11: Strategies of promoting enrolment in secondary schools- Parents views**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase bursary allocation to cater for more needy student</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>The government should assist parents in establishing local day secondary schools</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>The government should increase allocation for free secondary education to give learning opportunities to more children</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Eradicate the practice of forced repetition to avoid pupils overgrowing the primary school going age</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Parents to guide/counsel their children on the importance of secondary education</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Family chores that inhibit proper learning of children should be avoided</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Schools should allocate bursaries in a transparent manner to the poor and bright students only</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.11 shows the parents' responses on strategies to promote enrolment in secondary schools in Kamwangi division. It indicates that 100 percent of the parents were of the view that increasing bursary allocation to cater for more needy students, increasing allocation for free secondary education to give learning opportunities to more children and the transparent allocation of bursaries to the poor and bright students would promote enrolment in secondary schools. Also 90 percent felt that the government should assist parents in establishing local day schools and schools should allow pregnant girls to go back to school after giving birth, while 75 percent were of the view that forced repetition should be eradicated to avoid pupils overgrowing the primary school going age and that parents should take charge in guiding and counseling their children on the importance of secondary education. Only 50 percent were of the view that family chores that inhibit proper learning of children should be avoided.

4.4.5 Provincial administration views on strategies of promoting enrolment in Kamwangi Division

The interview guides sought to know from the district officer (DO) and the local chiefs the appropriate strategies to promote enrolment in secondary schools in the division. The findings are shown in table 4.12.
Table 4.12: strategies of promoting enrolment in secondary schools in Kamwangi Division - Provincial administration views

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stiff penalties for those who engage children in child labour</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Government should allocate more funds for the free secondary education to relieve the parents of the burdens</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Head teachers in primary schools should ensure discipline is improved and maintained</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Pupils who ran away from school should be arrested and taken to rehabilitation</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Parents should ensure that their children are in school or face the wrath of the provincial administration</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.12 shows that the provincial administrations were unanimous in the view, 100 percent of them were of the view that stiff penalties should be meted for those parents who engaged their children in child labour, that the government should allocate more funds for the free secondary education to relieve parents of the burden, that headteachers in primary schools should instill and maintain discipline in the school and parents should ensure that their children are in school at all times or face the wrath of the D.O and his Chiefs. However only 50 percent were of the view that pupils should be taken to rehabilitation centers for character correction.
4.5 Discussions of the findings

This section relates and interprets findings of the study in the light of literature reviewed concerning strategies of promoting enrolment in secondary schools in Kamwangi Division.

The study came up with a number of significant findings related to the topic. The study findings indicated that adverse poverty, forced repetition and drop-out were the major factors that led to low enrolment rates in secondary schools in Kamwangi Division. Schools drop-out translates to wastage of resources because while many pupils enroll, only a few complete schooling. The ministry of education (MoEST, 2003) observed that barely 47 percent of pupils complete the first primary schooling, and that of pupils entering class one, only 55 percent of boys and 35 percent of girls enter standard eight. Other factors leading to low enrolment rates in secondary schools were child labour in coffee farms, parent ignorance, drug and illegal groups, failure to report to secondary schools after admission, and HIV pandemic.

These finding are in line with studies carried out in the past especially the contribution of child labour, circumcision and negative social-cultural practices on transition rates (Chege and Sifuna, 2006; GCN, 2003; FAWK, 1999). Government statistics suggest that almost 56 percent of Kenyan live below the poverty line (National poverty strategy Paper (NPESP), 1998.) The high levels of poverty hinder effective participation in secondary education for student among many households. According to Psacharopolous and Woodhall (1985), the effects of poverty on education are direct in that poor families find it difficult to pay fees while free education imposes a substantial financial burden through earnings forgone and out of pocket expenses for clothes, travel and books.
The Kamwangi community preferred to educate boys more than girls, arguing that boys bring more benefits to the home. In Africa and other developing countries social cultural attitudes and practices have been found to have a big influence on education. According to Mushi (2002) African communities largely have a male preferences attitude. Drop-out due to early marriages and teenage pregnancies are a common feature. The study established that the government had attempted to address the problem of low enrolment rate in secondary schools by offering the secondary schools education bursary funds (SEBF), the constituency development fund (CDF) and free secondary education. According to the Kenya Institute of Public Policy research and analysis (KIPPRA, 2007) the government of Kenya established the SEBF in 1993/4 in an effort to reduce the financial burden of poor families in financing secondary education. One of the identified shortfalls of the bursary scheme and the FSE as noted by Njeru and Orodho (2003) lies in the operation principle, in the sense that by focusing on students already enrolled in secondary schools it leaves out the fresh cases qualifying for secondary education but unable to raise the initial fees. This observation is critical, given that the initial schools levies for form one students are usually very high as they include various costs some of which are chargeable only once upon registration.

According to headteachers other initiatives of promoting enrolment in secondary schools include, enhancement of the re-entry of girls who drop-out of school due to pregnancies and early marriages, establishment of new secondary schools where population is dense, expansion of the existing secondary school by building more classrooms and strengthening of the department of guidance and counseling in the schools to guide students on the importance of accessing secondary education. The views of the
headteachers were supported by the education officers, parent and the provincial administration.

Despite the efforts made by the government and stakeholders in promoting enrolment in secondary schools in the division, the study found out that the problem still persisted. From the findings education officers indicated that one of the greatest impediments of student transiting to secondary schools in Kamwangi division is the problem of HIV/AIDS scourge. According to majority of headteachers, students are affected by infection, illness and death of their parents and relatives, forcing them to assume premature responsibility of their younger siblings. This affects their education adversely. In Asia alone 7.2 million people are living with HIV/AIDS infection 40 percent of whom are school going children (Hollup, 2004). In Kenya of the 2.2 million people living with HIV/AIDS over 45 percent are children of school going age (Oyugi, 2002). It is estimated that upto 20 percent of pupils in Kenya between the ages of 14-17 years are infected with HIV/AIDS, the majority of whom are girls. Parents are affected and infected by the HIV/AIDS pandemic leaving behind orphaned children who drop-out of school. Often, the older children take up the responsibilities of heads of households. For the orphaned, their participation in school becomes irregular and ineffective, and in many cases they pull out of school (Tuju, 1986). The arguments of Tuju, Oyugi and Hollup confirm what the study found out.
CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter gives a summary of the study findings, conclusion and recommendations drawn from the findings in connection with strategies of promoting enrolment in secondary schools in Kamwangi Division.

5.1 Summary of the research findings

The purpose of the study was to investigate strategies of promoting enrolment in secondary schools in Kamwangi division, Gatundu North district. The study used descriptive survey design. The target population comprised the 52 public primary schools and the 27 public secondary schools. The sample comprised of 10 primary school headteachers, 10 secondary school headteachers, 20 parents (two per primary school) all the six education officers in the division and four provincial administration officers, 1 district officer (DO) and the 3 area chiefs.

The study established that adverse poverty was the major cause of low enrolment in secondary schools. It was established that the parents' earnings were very low compared to the cost of education. Out of the 20 sampled parents 60 percent earn between Ksh 1-2000, 20 percent earn between Ksh 4001-6000 and only 10 percent earn over Ksh 6000 per month. Due to their low income, the majority of parents (60 percent) can hardly raise the required levies in secondary schools.
Child labour was identified as a major issue affecting enrollment in secondary school. The study established that due to the poverty in the area, parents engaged their children in activities that earn money to supplements their income. Despite the efforts put by the provincial administration to eradicate child labour the practice persisted since it had had the blessings of the parents. This practice of child labour led to another major problem causing low enrolment in secondary school that of school dropouts. It was established that between 2006-2009, 626 pupils (397 girls and 230 boys) had dropped out of school from the ten sampled primary schools.

Parents' ignorance was identified as another issue causing low enrolment in secondary school. It was established that only 15 percent of the parents had professional training (Agricultural officer), 10 percent of the parents had completed O-level education, 15 percent had completed primary school and 70 percent had no certificate thus they were illiterate. These led to the parent having a negative attitude towards education and therefore were not committed to educating their children. It was found out that not all students admitted in form one in their schools turned up. The major reasons for failure of students to turn up in secondary schools include lack of fees, negative attitude towards education, poor performance by the secondary schools and lack of facilities in the schools.

Forced repetition was identified as a major cause of pupils dropping out of school leading to low enrolment in secondary schools. It was established that out of the 10 sampled primary schools 70 percent of the schools each had between 20-30 pupils repeating a grade 20 percent of the schools each had above 30 pupils repeating a grade while 10 percent of the schools had below 20 pupils repeating a grade in 2008. The other factors
identified as hindering enrolment in secondary schools in the division include drugs and illegal groups and HIV/AIDS pandemic.

On identifying the problem of low enrolment rates in secondary schools in the division the government and education stakeholders had come up with initiatives to promote enrolment in secondary schools. The efforts made include partial waivers of tuition fees through the introduction of FSE by the government, provision of bursaries to poor and bright students, re-entry policy of girls who drop-out of school due to pregnancy, establishment of more day schools in the area, expansion of existing secondary school by building more classrooms with the help of CDF, strengthening the departments of guidance and counseling in schools, provision of teaching and learning materials to schools, balancing of teachers in the division in order to offer quality education, and sensitizing parents on the importance of education.

5.2 Conclusions

This study has established conclusively that, despite the efforts made by the education stakeholders, the problem of low enrolment still persisted. The study established that the factors hindering enrolment in secondary schools include, adverse poverty, negative effects of HIV/AIDS pandemic, negative social cultural practices for example early marriages and female genital mutilation (FGM), child labour, drugs and substance abuse, preference of boys education to that of girls, and corruption and nepotism in the allocation of bursaries and disbursement of CDF.

The study established that the education stakeholders had come up with strategies to promote enrolment in the division. They include stiff penalties for those who engage their
children in child labour, enforcing the policy of re-entry of girls who drop-out of schools due to pregnancy, eradication of corruption and nepotism in the provision of bursaries, identifying sponsors for bright and needy pupils, allocation of more funds for free secondary education by the government, disbursement of free secondary education funds on time, strengthening departments of guidance and counseling, school should initiate income generating projects to supplement school fees from parents, sensitize parents and the community to provide equal opportunities for both boys and girls in secondary education, establish more day schools and expand the existing secondary schools, sensitize parents on the importance of secondary education and ensuring discipline is approved and maintained in primary schools.

From the findings of this study the researcher concludes that the major causes of low enrolment rates in secondary schools in Kamwangi Division are high poverty levels, child labour, and ignorance by parents, HIV/AIDS pandemic and forced repetition. While the community preferred educating boys than girls, boys were affected more due to child labour on coffee farms.

5.3 Recommendations

Whereas the government and the community have put substantial efforts to promote enrolment it still remains low. More need to be done especially to improve enrolment especially in secondary schools where the rate of return is considerably higher.

i. The government has made great strides in implementing intervention to promote enrolment at the secondary school level. Such endeavors include the introduction of free secondary education. However, the money meant to finance free secondary education is not enough. To promote enrolment the researcher recommends that tuition funds for free secondary education should be increased
ii. The provincial administration should use all the resources at its disposal to stump out the practice of child labour.

iii. Disbursement of free secondary education funds be done on time so as to benefit the newly enrolled pupils in form one.

iv. The policy of re-entry of girls who drop-out of school due to pregnancy should be enforced

v. Bursaries and constituency development fund (CDF) should be disbursed transparently in order to achieve their objective of assisting the needy.

5.4 Areas for further research

From this study, the factors militating against high enrolment have been established. It's also clear that the concerned authorities have done substantially well to forestall low enrollment, which unfortunately continues to remain dismal. It will therefore be necessary to find out what processes are involved in students dropping out from school. Identifying the factors which interplay to push children out of school may go a long way in augmenting the measures already in place.
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Dear sir/Madam

RE: RESEARCH VISIT TO YOUR SCHOOL

I am a post graduate student from Kenyatta University. I am currently carrying out a study on strategies to promote enrolment in secondary schools in Kamwangi Division – Gatundu North district. I have identified your school to participate in this study and wish to request that you allow the administration of a questionnaire to you. The information gathered will be treated with a lot of confidentiality.

Your assistance will be highly appreciated

Thank you for your cooperation

Yours faithfully

Kuria L Wanjau
Research student
Appendix B: Letter to Headteachers of secondary schools

Lawrence W. Kuria
Kenyatta University
Department of Ed.
Management, Policy &
Curr.Studies
P.O. BOX 438441
Nairobi.

Dear sir/Madam

RE: RESEARCH VISIT TO YOUR SCHOOL

I am a post graduate student from Kenyatta University. I am currently carrying out a study on strategies to promote enrolment in secondary schools in Kamwangi Division – Gatundu North district. I have identified your school to participate in this study and wish to request that you allow the administration of a questionnaire to you. The information gathered will be treated with a lot of confidentiality.

Your assistance will be highly appreciated

Thank you for your cooperation

Yours faithfully

Kuria L Wanjau
Research student
Appendix C: Questionnaire for primary school Headteachers

This questionnaire seeks to identify the reasons that hinder transition from primary to secondary schools in Kamwangi division of Gatundu North district. This will help the researcher deduce the causes of low enrolment rates in secondary schools in the division. These findings will in-turn assist in identifying solutions and recommend interventions to this problem in the region. Please answer the questions honestly as per the instruction.

1 (a) Name of the school.........................................................

(b) Type of school............................................................... 

(c) Province...........................................................................

(d) District.............................................................................

(e) Division............................................................................

(f) Zone.................................................................................. 

2 (a) Gender male [ ] female [ ]

(b) Professional qualification

[ ] PI [ ] ATS [ ] DIPLOMA

[ ] degree [ ] M.ED [ ] PHD

(c) Teaching subject(s) ...........................................................

(d) Teaching experience.........................................................years

(e) Period of service as a Head teacher .........................years

(f) Period of services as a teacher in the current schools..................
3. Complete the table below

**School enrolment**

<table>
<thead>
<tr>
<th>CLASS</th>
<th>NO. OF STREAMS</th>
<th>NO. OF GIRLS</th>
<th>NO. OF BOYS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THREE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THREE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOUR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIVE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIX</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEVEN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EIGHT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. In the table below indicate the number of candidate who sat for K.C.P.E in the years indicated, those who were admitted to secondary schools, and those who actually reported to secondary school:

<table>
<thead>
<tr>
<th>Year</th>
<th>No that sat For KCPE</th>
<th>No admitted to secondary school</th>
<th>No that actually reported to secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boy</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>20008</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>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5 Are the sanitation facilities gender friendly?  
[ ] yes  [ ] No

6 (a) Is child labour practiced in the region?  [ ] yes  [ ] No

(b) If yes, how has it affected the participation of pupils in the school?

7. What as the rate of income for majority of the parent in the school

[ ] low  [ ] moderate  [ ] high  [ ] very high

8. What in your opinion are the factors that bar pupils from progressing to secondary schools

9. Do the parents of this region discriminate who to educate?  [ ] yes  [ ] no

(b) If yes, whom do they prefer to educate  [ ] boys  [ ] girls

10 In your opinion how can the transition rate from primary to secondary school be enhanced

Thanks for your cooperation
Appendix D: questionnaire for secondary schools headteachers

This questionnaire seeks to identify the factors that lead to low enrolment rates in secondary schools in Kamwangi division of Gatundu north district. The findings of the study will be useful in recommending solutions and interventions to the perennial problem of low enrolment rates in secondary schools. The information you give shall be treated with a lot of confidentiality. Please answer the questions as honestly as possible.

Background information

(a) Name of the school

(b) Province

(c) District

(d) Division

(e) Zone

2 Category of school - [ ] National [ ] Provincial [ ] District

3. Type of school

[ ] mixed day [ ] mixed boarding

[ ] mixed day and boarding

[ ] girls boarding

[ ] boys day

[ ] boys boarding

4. Sponsor of the school

5. Teaching experience years

6. Professional qualifications

[ ] P1 [ ] ATS [ ] Diploma [ ] Degree [ ] MED

7. School enrolment
8. What is your school's current capacity

9. Are the available facilities able to accommodate the students comfortably

[ ] yes [ ] No

10. Can the available facilities accommodate more students?

[ ] yes [ ] No

11. What is your school's cut off mark during admissions for form one students?

12. Do all the students admitted to form one turn up? [ ] Yes [ ] No

13 (a) Is your school well staffed? [ ] Yes [ ] No

(b) What is the average professional qualification of the members of the staff?

[ ] Diploma [ ] Degree [ ] M.ED [ ] PHD

14. What is the fees structure of the different levels per year?

Form One ksh--------------------------per year

Form Two ksh--------------------------per year

Form Three ksh------------------------per year

Form Four ksh------------------------per year

15. Are all your parents able to pay the fees

[ ] Yes [ ] No.

16. What are the other options for those who are unable to raise the fees………

---------------------------------------------------------------------
17. How can the enrolment rate of the school be promoted?
Appendix E. Interview schedule for education officers

1. Background information

Province ___________ District _________________
Division _______________ Designation______________
Name of officer ___________ ______________________
gender – [ ] male [ ] Female
Date ____________________________

2. How many primary schools and secondary schools are there in the division?

3. What is the total enrolment of students in secondary schools by gender

4. Comment on the progression of students from primary school to secondary schools

5. What are the main economic activities of parents in this area?

6. What is the average cost of education in public secondary school per year

7. Do the secondary school adhere to the fees guidelines formulated by the ministry of education?

8. How do you handle cases of the very poor students who cannot afford to pay secondary school fees.

9. How many pupils will sit for the KCPE this year (2011)

10. How many of them do you expect will progress to secondary schools
Appendix F: Interview schedule for Provincial administration officer (Area D.O and chiefs)

Background information

Province _______________ District _______________

Division _______________ Gender [ ] female

[ ] male

Name of the officer __________________________

Designation _________________________________

1. What are the factors that lead to low enrolment in secondary schools

2. (a) Is there child labour in the division?
   (b) If yes what kind of labour are children involved in?
   (c) What measures have you taken to curb this situation?

3. What is the average or general income of the area people?

4. Are there some social cultural practices in the community which hinder the participation of pupils in secondary schools?

5. What activities are carried out by those pupils who fail to progress to secondary schools?

6. Comment on the cost of secondary education in the division

7. What strategies are being laid down to promote enrolment in secondary schools?

8. Are there enough teachers in the division?

9. Are there plans to increase the number of secondary schools in the area?
Appendix G: Interview schedule for parents

Background information

Province _______ District ________________

Division _______ Gender Male [ ]

[ ] Female

Name of parent ........................................

Name of secondary school ..........................

1. What do you do for a living?

2. What is your approximate annual income?

3. How many children do you have in school?
   (a) Primary
   (b) Secondary
   (c) Colleges
   (d) University

4. Which is the most difficult level of education to take a child through?

5. Comment about the cost of secondary education

6. In your opinion what are the factors that determine whether a pupil will progress to secondary school or not?

7. What does your family do to supplement your income?

8. (a) Do your children help you in earning your livelihood
       (b) If so, in which way

9. What has the government done to assist needy secondary school pupils?

10. Are the government efforts sufficient?

11. What are the parents in Kamwangi division doing to ensure all pupils who sit for KCPE progress to secondary schools?

12. In your opinion what can be done to promote secondary school enrolment in the division?
## Appendix H. Time Frame

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<th>ACTIVITIES</th>
<th>START</th>
<th>FINISH</th>
<th>DURATION (days)</th>
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<td>1(^{st}) Jan 2011</td>
<td>20(^{th}) March 2011</td>
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<td>3. Questionnaire Pretest</td>
<td>1(^{st}) June 2011</td>
<td>12(^{th}) June 2011</td>
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<td>4. Questionnaire correction</td>
<td>13(^{th}) June 2011</td>
<td>15(^{th}) June 2011</td>
<td>3</td>
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<td>5. Questionnaire Delivery</td>
<td>17(^{th}) June 2011</td>
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<td>1</td>
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<td>6. Questionnaire collection</td>
<td>22(^{nd}) June 2011</td>
<td>25(^{th}) June 2011</td>
<td>4</td>
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<tr>
<td>7. Administration of interview schedules</td>
<td>26(^{th}) June 2011</td>
<td>1(^{st}) July 2011</td>
<td>6</td>
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<tr>
<td>8. Data analysis and interpretation</td>
<td>2(^{nd}) July 2011</td>
<td>10(^{th}) July 2011</td>
<td>9</td>
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<tr>
<td>11. Presentation of report</td>
<td>25(^{th}) July 2011</td>
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<td>Total duration</td>
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## Appendix I

### BUDGET

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<td><strong>Proposal writing</strong></td>
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<td>Materials</td>
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<tr>
<td>Printing</td>
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<td>Photocopying/downloading</td>
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<td>Collection</td>
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</table>
Lawrence Wanjau Kuria  
Kenyatta University  
P. O. Box 43844  
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on  
"Strategies of promoting enrolment in secondary schools in Kamwangi Division, Gatundu North District" I am pleased to inform you that you have been authorized to undertake research in Gatundu North District for a period ending 30th April, 2012.

You are advised to report to the District Commissioner & the District Education Officer, Gatundu North District before embarking on the research project.

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

P. N. NYAKUNDI  
FOR: SECRETARY/CEO

Copy to:

The District Commissioner  
Gatundu North District

The District Education Officer  
Gatundu North District
THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution
Lawrence Wanjau Kuria
of (Address) Kenyatta University
P.O. Box 43844, Nairobi
has been permitted to conduct research in

Gatundu North
Central
Location
District
Province

on the topic: Strategies of promoting enrolment in secondary schools in Kamwaghi Division, Gatundu North District.

for a period ending 30th April 2012

Research Permit No. NCST/RR1/12/1/SS01
Date of issue 27th July 2011
Fee received KSHS. 1000

Applicant's Signature

Secretary
National Council for Science and Technology

KENYATTA UNIVERSITY LIBRARY