FACTORS INFLUENCING ACCESS AND PARTICIPATION IN PRIMARY SCHOOL EDUCATION AMONG URBAN SLUMS COMMUNITIES IN THIKA MUNICIPALITY

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DECLARATION

This research project is my original work and has not been presented for award of degree in any other university or any other award.

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This study is dedicated to my parents Micheal Waweru and Margaret Wanjeri, My Husband Alex Muriu, My Son George and Daughter Abigael.
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I acknowledge the power of God, the maker, and the provider of knowledge for enabling me to complete my two years in the right spirit.

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ABSTRACT

Literacy among slum families in Kenya is low and is seen to be another possible dimension contributing to the low participation in education. The purpose of this study was to examine factors influencing pupil’s access and participation in primary school education among Thika municipality urban slums communities. It was justified by the fact that educational situation in Kenya for slum children is poor as has been documented by researchers and the Kenyan government. The objectives were to analyze the influence parental involvement, instructional practices, community resources and self efficacy/attitude in pupils’ access and participation in Primary School. It was based on need hierarchy theory. The study adopted descriptive survey design on a population of teachers and pupils from schools in Thika slums. There are currently 23 public primary schools in Thika Municipality. Of interest in this study were only 7 schools out of these as they serve the named slum; that is Gichagi, Matharau, Kiang’ombe, Kisiwa and Kiandutu. The study adopted purposive sampling technique for teachers and head teachers and simple random technique to identify pupils in class seven and eight pupils as the respondents. A structured questionnaire was used on the head teachers as well as slum pupils for the collection of data. Prior to the main research, the researcher pre-tested the instrument to enhance its content validity and reliability. Descriptive statistics were used to analyze the data from the questionnaires. The responses to open-ended questions were re-examined, read and re-read in order to identify emerging themes. The themes were coded differently and fed into SPSS again as new variables to establish the number of times each theme was mentioned. From the findings, parent involvement was found as one of the key components in determining access and participation of pupil’s in primary school education as indicated by 100% response on agreement from both the teachers and head teachers. In addition head teachers and teachers in these schools agreed that children educated in slums are taught in a way that prepares them for academia, but not for jobs dealing with manual labor. Community resources were stated to have a great influence on pupils’ access and participation in primary school education, through secure and safe environment as indicated by 71.4% response by teachers and head teachers. On impact of self efficacy or attitude, the study found that education will make children successful in life, majority put extra effort in education apart from the class work as indicated by 90% response by teachers and head teachers. The study concluded that parent involvement, instructional practices, community resources, and pupils’ self efficacy or attitude greatly influences pupils’ access and participation in Primary School education. The study recommended that Parents should acquire sufficient education as it influences their involvement in children education to a very great extent. In addition proper guidelines in teaching and assignment provision, and safe environment should be intensified to enhance more participation of children in slums.
# Table of Contents

DECLARATION .................................................................................................................. ii
DEDICATION ..................................................................................................................... iii
ACKNOWLEDGEMENT ....................................................................................................... iv
ABSTRACT .......................................................................................................................... v
LIST OF TABLES .................................................................................................................. x
LIST OF FIGURES ............................................................................................................... xi
LIST OF ABBREVIATION .................................................................................................... xii
CHAPTER ONE ..................................................................................................................... 1
INTRODUCTION .................................................................................................................. 1
1.1 Background of the study ............................................................................................... 1
   1.1.1 Free Primary Education in Kenya and Pupils Participation ......................... 3
1.2 Statement of the Problem ............................................................................................. 6
   1.2.1 Purpose of the Study ......................................................................................... 8
1.3 Objectives ..................................................................................................................... 9
1.4 Research Questions ..................................................................................................... 9
1.5 Significance of the Study ............................................................................................ 10
1.6 Limitations of the Study ............................................................................................. 11
1.7 Delimitation of the Study ........................................................................................... 11
1.8 Assumptions of the Study .......................................................................................... 11
1.9 Theoretical Framework ............................................................................................. 12
   1.9.1 Need Hierarchy Theory .................................................................................. 12
1.10 Conceptual Framework ............................................................................................ 13
3.6.2 Reliability ........................................................................................................ 36
3.6 Data Collection.................................................................................................... 38
3.7 Data Analysis ..................................................................................................... 39
CHAPTER FOUR ...................................................................................................... 40
RESEARCH FINDINGS AND DISCUSSION .............................................................. 40
4.1 Introduction ........................................................................................................ 40
4.2 Demographic Information ................................................................................ 40
  4.2.1 Respondent’s designation ............................................................................. 40
  4.2.2 Gender ......................................................................................................... 41
  4.2.3 Academic qualification ............................................................................... 42
  4.2.4 Age bracket ................................................................................................. 43
  4.2.5 Total Enrolment .......................................................................................... 43
4.3 Parental involvement ....................................................................................... 44
  4.3.2 Agreement on the factors which relate to influence of parental involvement in pupils' access and participation in Primary School education .......................................................................................................................... 47
4.4 Instructional practices ..................................................................................... 48
  4.4.1 Agreement on factors, effecting of instructional practices in pupils' education.. 49
4.5 Community and Resources ............................................................................ 52
  4.5.1 Provision of facilities .................................................................................. 53
  4.5.2 Agreement on the community factors, which influence pupils’ access and participation in Primary School .......................................................................................................................... 54
4.6 Impact of self efficacy/attitude ........................................................................ 56
CHAPTER FIVE ......................................................................................................... 61
LIST OF TABLES

Table 3.1: Sampling Matrix Table ................................................................. 34
Table 4.2 Respondent’s designation............................................................... 41
Table 4.3 Academic qualification ................................................................. 42
Table 4.4 Total School enrolment ................................................................. 44
Table 4.5 Pupils’ response on who encouraged Pupils to go to school........... 45
Table 4.6 Pupils Responses on Children/ Parent Interaction ......................... 46
Table 4.7 Teachers and Head Teachers view on factors which relate to influence of parental involvement in pupils’ access and participation in Primary School education........ 47
Table 4.8 Teachers’ and head teachers’ agreement on factors effecting of instructional practices in pupils’ education.......................................................... 49
Table 4.9 Pupil’s response on instruction practices in school........................... 50
Table 4.10 Community factors, which influence pupils’ access and participation in Primary School ......................................................................................... 55
Table 4.11 Pupils response on their self efficacy/attitude.................................. 56
Table 4.12 Impact of self efficacy/attitude in pupils’ access and participation in Primary School education ................................................................. 59
LIST OF FIGURES

Figure 1: Conceptual framework................................................................. 13
Figure 2 Gender.......................................................................................... 41
Figure 3: Age bracket.................................................................................... 43
Figure 4 Class teachers and Head teachers' response on Extent of parent's education influence on their parent involvement children education........................................... 45
Figure 5: Head teachers' and teachers' agreement on children Teaching........................................ 51
Figure 6: Pupil's response on harassment by strangers in slums.......................... 52
Figure 7: Head teachers and teacher's response on the influence community resources..... 53
Figure 8: Head teachers and teachers' response on self-efficacy.............................. 57
Figure 9: Head teachers and teacher's response on extent to which pupils master difficult subjects rather than avoiding................................................................. 58
LIST OF ABBREVIATION

EFA: Education for All

ECCE: Early Childhood Care and Education

ECD: Early Childhood Development

FPE: Free Primary Education

GoK: Government of Kenya

MOEST: Ministry of Education Science and Technology

NGO: Non Governmental Organizations

SPSS: Statistical Package for Social Science

UNCEF: United Nations Childs Education Funds

UPE: Universal Primary Education

UNESCO: United Nations Educational, Scientific and Cultural Organization
CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Since 1990, the government has renewed its commitment to developing education. Priorities include: providing universal access to basic education, increasing retention and progression rates throughout the education system, improving the relevance and quality of education, and responding to the demand for good governance and efficient management. The provision of education and training to all Kenyans is fundamental to the government's overall development strategy (UNESCO 2009).

Kenya's human resource is central to the country attaining its goal of industrial development and technological advancement. Universal access to basic education and training ensures equity for all children to enroll in schools including the disadvantaged and vulnerable groups. Education also plays a key role in the protection of democratic institutions and human rights through well-informed citizens. The government has thus introduced major reforms and innovations in education with a view to addressing these broad national goals. Progress has been witnessed through the expansion of early childhood development (ECD), the reduction of adult illiteracy rates, the development of non-formal education, and the reduced number of untrained primary and ECD teachers (MOEST, 2005).
The government has also initiated programmes to strengthen partnerships among key education partners and to improve the efficiency and effectiveness of education. These programmes have focused on girls, health and nutrition, and capacity building for efficient school management, curriculum reviews, and policy-oriented educational research. However, despite these improvements, recent studies indicate that the education sector is facing many difficulties and constraints. There are several factors that have had severe impacts on education and which still pose major challenges to achieving Education for All (EFA) by 2015. The government has invested in ECD, enlisting the help of NGOs, donor agencies and the local communities. Nonetheless, enrolment in Early Childhood Care and Education (ECCE) remains extremely low in urban slums, as well as in districts in Arid and Semi-Arid Lands (ASAL), which are sparsely populated by nomadic communities. Since the provision of ECCE is largely in the hands of a wide variety of private providers, the quality and relevance of learning also vary. The well-established pre-schools charge high fees, attract qualified teachers, have established facilities and possess adequate learning materials. But the rest of the ECCE institutions still do not have adequate facilities; most of their teachers are untrained and learning resources are in short supply. However, due to heavy investment in teacher education, 96.6% of primary education teachers had been trained by 2007 (MOEST 2009).

Highlights of the new policy on ECD (2007) are: principle of partnership between the parents, communities, NGOs, donors, private sector and the government; provision of integrated services that meet the social, emotional, cognitive, health, nutrition and care
needs of all children zero to eight years, especially those from disadvantaged groups; communities and family empowerment to meet the holistic needs of their children.

1.1.1 Free Primary Education in Kenya and Pupils Participation

Education is considered a key social sector by most governments. Indeed the success of development of these countries is directly or indirectly linked to the development of this sector. It is therefore ranked highly in resource allocation by most governments (Loyal, 2003). This scenario is more pronounced in developing countries such as Kenya. Over the past decades the Kenya government’s financial allocation to the education sector has varied from 17.8% to 21.3% of the total government expenditure. This result underscores the importance the government attaches on the development of this sector. In Kenya the report on the “Presidential working party on Education and Manpower Training for the next Decade and beyond” of 1988 focused on education financing. One of the recommendations of the report that was adopted was the introduction of cost sharing policy between the Government, parents and communities. However, in the year 2003, there was yet another policy shift, when primary education was made free for all children who had attained school going age (GoK 2003).

The Free Primary Education (FPE) programme introduced by the government of Kenya in 2003 raised the primary school enrollment from 5.8 million to about 7.2 million by May 2003 recording a gross enrollment ratio of 104%. Before the introduction of the FPE scheme, excessive tuition fee, exorbitant user-charges and other school related costs had locked out of formal primary school system over 3.2 million children of school going age. Most of those who got to enroll dropped out before completing grade eight. The attrition
rate had increased reaching an all time high of 53 percent of the children who enrolled in standard 1 in 1994 (Ayieke 2005).

Although FPE has brought the number of children in primary schools to approximately 7.2 million, this level is below the targeted 9.0 million. That 1.8 million children could not access school owing to the unaddressed differential needs that characterize their living conditions is a grim picture if the international development target of Universal Primary Education (UPE) is to be achieved in Kenya by the end of 2015. The increasing level of poverty evidenced by 52% of the Kenyan population subsisting below the poverty line is one of the major impediments in the attainment of UPE goals in the country (Nyamute 2006).

In urban areas, the emergence and unprecedented growth of non-formal schools in the informal urban settlement points to the glaring needs of many pupils whose education is dictated by a number of factors. These non-formal schools come into play as alternatives that will provide a flexible operational environment that takes into account the plight of many slum dwellers the majority of who are orphans, poor, street children and working children (MOEST 2004).

According to a recent ACT Policy Report (2004), there are several factors, both academic and nonacademic, which contribute to pupil's participation. These factors work together to assist in pupil's success. One specific factor, student involvement, seems to affect student participation and when combined with other factors; i.e., not necessarily on its own (Roman, 2007; Thomas, 2005). A positive relationship between attitude and participation has been
found in previous research, yet student involvement does not always equal engagement (Kayatin, 2005). For example, a student may be involved in a group that requires too much time commitment or one that does not support the overall mission of the school (Upcraft, Gardner, & Barefoot, 2005). The student is involved, but he or she is not engaged with the school. The collaborative effort to improve activity involvement will create an experience much like an internship in life (Kayatin, 2005). Pupil satisfaction also improves with involvement in life functions (Astin, 2001).

Pupils who feel connected to school appear to feel better about their experience and, in turn, stay through completion (Astin, 2001). Research has provided some insight into the relation between pupil’s participation and retention rates, but is unclear if an adverse effect to involvement exists (Pascarella & Terenzini, 1991). Pascarella and Terenzini discussed their findings on the impact community has on pupils. Such information provides a guide to better understand what students gain from community above and beyond what is learned in the classroom. Students need to get adapted to community, no matter what they may be interested in doing professionally (Holland & Andre, 1987). Involvement teaches communication skills, professional development issues, and group dynamics (Trevas, 1996). Community create the environment necessary for students to learn as well as get involved, which in turn will enable a student to reach his or her individual potential (Papanikolaou, 2003). School leadership needs to understand the importance of balancing pupil participation and education to improve retention (Hutley, 2004). Once administrators, both academic and pupil affairs, understand the significance and impact of student involvement,
they will be more supportive (physically, mentally, emotionally, and financially) of lessons and will pay more attention to the time spent on these activities (Geocaris & Goad, 2004).

An involved pupil is a retained pupil because involvement increases a student’s desire to stay in school and ultimately complete, as long as he or she does not over-involve himself or herself in extracurricular activities (Ravitch, 2003). Administrators must continue to understand that some students take their involvement too far and need help remembering that school is about education first (Johnson & Renwick, 1983). A holistic student is, primarily, a student.

Understanding the point at which students participate too much is crucial; thereby, efforts to minimize programming and maximize results could be obtained (Evans, Forney, & Guido-DiBrito, 1998). Parents have the responsibility to assist pupils in their overall growth (McGrath, 2002). McGrath explained that if a child does not attend classes or pass his/her exams, then the parent has failed. A holistic pupil is one who is both involved and academically educated (Hutley, 2004). To achieve this type of pupil, parents must learn how to motivate children in their learning (Evans, Forney, & Guido-DiBrito, 1998). This information will improve parental effectiveness and efficiency when it relates to student programming and encouraged student participation.

1.2 Statement of the Problem

Children constitute a particularly vulnerable group in developing countries. The risk of poverty among children is high and children are the majority of the poor. They account for a large share of the population in developing countries like Kenya and if the risk of poverty is applied evenly across age groups, they would be expected to account for a large share of the
Poverty and vulnerability in slum areas have an impact not only on the quality of children's lives, but also on the quantity of life. Developing countries show significantly higher infant mortality rates, which are a direct consequence of poverty (Heyneman 2004). To experience poverty early in life predisposes the individual to the probability of less schooling or to achieving lower levels of education and it has health and nutritional side effects which raises the risk for high(er) infant mortality. This often leads to intergenerational transmission of poverty as the effects stay with them into the future and are then passed on to their children.

The determination by the Kenyan government to increase access to education inspired the development of policies in the form of approaches and programmes such as free primary education, boarding schools, school-feeding programmes, bursary funds for bright but poor students and recently tuition free secondary education. However, the performances of these programmes among in slum areas have been very discouraging. The educational situation in Kenya for slum children is poor as has been documented by researchers and the Kenyan government (Achoka et al., 2007; MOEST, 2001; MOEST, 2004; Oxfam, 2005; Sifuna, 2005). Low literacy another among slum families in Kenya is seen as another possible dimension contributing to the low participation in education. Closely linked to the low level of literacy is high unemployment in the slum regions of Kenya (SID, 2004) and lack of transition to higher education which are a backdrop to the deliberate avoidance of education by some parents for their children (Krätli, 2001). Thus the need for this study in Urban slums communities in Thika. The educational slogans of FPE such as 'Every child in school' (MOEST, 2003), free and compulsory basic education for all children (UNESCO,
2000; MOEST, 2005a) and the absence of strategies for successful implementation of these policies point to the inadequacies of mere policies alone.

'Parents influence their children’s academic achievement directly by their impact on the schools their children attendance (Lareau’s (2003). According to Bowles and Gintis (1996), instructional practices are part of the major contributors of pupils participation and education completion. In addition, Epstein (1995) emphasizes the importance of instructors creating a partnership with the pupils’ community. According to Epstein, community is defined as “all who are interested in and affected by the quality of education not only the neighborhoods where pupils’ homes and schools are located but also any neighborhoods that influence their learning and development.’ Self-efficacy as defined by Bandura (1994), is one’s belief in their ability to succeed in specific situations. According to Pajares and Usher (2006), pupils form their self-efficacy beliefs as they interpret information from four principal sources: mastery experience, modeling/vicarious experience, social persuasions, and emotional/physiological indexes. The study thus aimed at determining the factors that influence pupils’ access and participation in Primary School education among Thika Municipality urban slums communities.

1.2.1 Purpose of the Study

The purpose of the study was to determine the factors influencing pupils’ access and participation in Primary School education among Thika Municipality urban slums communities.
1.3 Objectives

The study specifically aimed to;

i. Analyze the influence of parental involvement on pupils’ access and participation in Primary School education among Thika Municipality urban slums communities.

ii. Examine the effect of instructional practices on pupils’ access and participation in Primary School education among Thika Municipality urban slums communities.

iii. Explore the influence of community resources on pupils’ access and participation in Primary School education among Thika Municipality urban slums communities.

iv. Investigate the impact of self efficacy/attitude on pupils’ access and participation in Primary School education among Thika Municipality urban slums communities.

1.4 Research Questions

The study sought to answer the following research questions;

i. How does parental involvement influence pupils’ access and participation in Primary School education among Thika Municipality urban slums communities?

ii. What is the influence of instructional practices on pupils’ access and participation in Primary School education among Thika Municipality urban slums communities?

iii. What is the influence of community resources on pupils’ access and participation in Primary School education among Thika Municipality urban slums communities?

iv. What is the impact of self efficacy/attitude on pupils’ access and participation in Primary School education among Thika Municipality urban slums communities?
1.5 Significance of the Study

Teachers: Most of the schools in slum areas have classrooms with dusty floors and poorly ventilated. This environment easily transmits communicable diseases. Children crowd on benches and desks and as a result contaminate each other with colds, coughs, and skin and eye infections. This shows that pupils in these schools in informal settlements learn poorly under unsanitary and unsafe conditions. The study will enable the teachers to understand these environments and hence offer social support to enable the pupil’s performance.

Pupils: Pupils experience many problems while in a poorly social set condition as exhibited by the slum area. The study will therefore offer recommendations on various ways in which these pupils can enhance their performance despite the challenging social background.

The overall rationale to enhancing public awareness and influencing policy formulation about their importance and the strategies that would make them more effective and attractive as a system of education for urban children in informal settlements as well as other disadvantaged groups like children of pastoralists.

The government: It is apparent that primary schools in slums survive in a hostile environment and are fraught with multifarious and intertwined problems which threaten their existence. Since there is almost no evidence to show planning for human and social development, the Kenyan government will find the study useful in understanding the day-to-day problems faced by slum dwellers.

Ministry of education: The government through ministry of education is the chief free primary education policy implementer. The study thus will help it find solutions to the various problems affecting the children who do not attend school.
1.6 Limitations of the Study

One of the limiting factors that the research will involve data analysis, which may lead to errors in the analysis and hence deduction may not be satisfactory which may be caused by some of the respondents who would not want to give the information required as they regarded it confidential. Some of the respondent may not return the questionnaires therefore, resulting to lesser the targeted sample. It is also worth noting that this study will be limited to slums in Thika Municipality. Thus, the information obtained in relation to factors influencing pupils’ access and participation in Primary School education might not be the same for the other areas in Kenya not studied. Illiteracy is, one of the factors that may limit the findings of the study. This may be manifested through lack of understanding of the questions addressed in the questionnaires and focus group schedules.

1.7 Delimitation of the Study

The study obtained information from teachers and pupils. The parents were not involved in the study in a view that their opinions were obtained from the pupils. Other administrators such as the Chief and Education Officer in the area were not included in the study as their views on the factors influencing pupils’ access and participation in Primary in urban slums were provided by teachers and head teachers.

1.8 Assumptions of the Study

i) The opinions of the respondents accurately reflected the actual status of the slums and the factors to be analyzed

ii) Slum children attend only slum schools
1.9 Theoretical Framework

A theoretical framework is a collection of interrelated concepts, like a theory but not necessarily so well worked-out. A theoretical framework guides your research, determining what things you will measure, and what statistical relationships you will look for (Mugenda, 2008). The study was guided by the following theories.

1.9.1 Need Hierarchy Theory

The main line of argument here is that participation depends on the extent to which a person has been able to meet a range of primary and secondary needs (after Maslow 1954) and the influence of positive and negative forces see, also, 'force-field analysis below. Higher needs are activated, and the balance between negative and positive forces shifts. As a result people are more prepared to take part in educational activities (Miller 1967). Congruence model: In this model it is suggested that people are more likely to participate in educational activities where there is some congruence between their perception of themselves (their self concept) and the nature of the education programmed/environment.

One of the key findings in the North American literature which has driven this is the correlation between the number of years spent at school and college, and the likelihood of taking part in education programmes after that (Boshier 1973). Force-field theory: This approach draws heavily on the work of Lewin (1947; 1952). Miller (1967), in particular, sought to draw together Maslow's and Lewin's theories to explain why socio-economic status (class) is linked to participation in adult education. He charts positive forces and negative forces and their relative strengths. This is then taken a step further by Rubenson
(1977). He argues that education, like work, is an achievement-orientated activity, 'meaning that people who want to get ahead will put effort into personal achievement' (Cross 1981). Rubenson suggested that motivation emerges from the interaction of two factors: expectancy and valence.

1.10 Conceptual Framework

The study was guided by the following conceptual framework.

![Conceptual Framework Diagram]

**Figure 1: Conceptual framework**

Independent variables are those variables which are systematically varied by the researcher. On the other hand, dependent variables are those variables whose values are presumed to depend on the effects of the independent variables (Mugenda, 2008). The moderating variable is one that has a strong contingent effect on the independent variable and dependent variable relationship. That is the presence of a third variable modifies the original
relationship between the independent and the dependent variables. The relationship between these variables is presented graphically in the conceptual framework shown above.

The following variables form the basis of the research conceptual framework for the study that is; parent involvement; instructional practices; accessing community resources to supporting education, self-efficacy as independent variables. On the other hand the dependent variable is pupil’s access and participation in primary school education while the moderating variable is the slum.

1.11 Definition of Terms

Participation: In this study participation refers to retention and completion, i.e. retention of pupils in school and their completion of primary school education;

Access: Refers to the ability, right, or admittance for satisfaction

Pupil: Refers to a person, usually young, who is learning under the close supervision of a teacher at school.

Instructional Practices: Refers to analysis of the student’s preparation for assessments.

Community resources: Is a group of services and/or assistance programs that are provided to the members of a community for free or at an affordable price. Each resource is made available to community members to help them become self-reliant and maintain their human rights and well being.

Self-Efficacy: Is an attitude that one is capable of performing in a certain manner to attain certain goals.
Primary School: A school usually including the first three grades of elementary school but sometimes also including kindergarten. In a Kenya primary schools are composed of day primary schools, boarding schools, and arid zone primary schools which takes a pupil eight years to complete.

Slum: A densely populated usually urban area marked by crowding, dirty run-down housing, poverty, and social disorganization.

Teacher: A person who teaches or instructs, especially as a profession.

Education: The wealth of knowledge acquired by an individual after studying particular subject.

Classroom: A room or place especially in a school in which classes for pupils/ students are conducted.

Parent: A person who begets or brings forth offspring.

Head teacher: Someone who is in charge of a school.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The World Bank (2004) elaborates the concept of Participation in Learning Projects and Programmes. As will now be apparent, the motives for engagement in learning projects are often mixed and can operate at a number of levels. McGivney (1990) has provided a useful summary of some of the better known theories which she divides into single strand and composite (involve a number of strands). The chapter highlights some important theories of participation, education structure in Kenya and also the factors influencing access to education.

2.2 Classroom Management

Education Encyclopedia (2008) describes that Classroom management is the orchestration of the learning environment of a group of individuals within a classroom setting. In the early 1970s classroom management was seen as separate from classroom instruction. Teachers' management decisions were viewed as precursors to instruction, and were treated in the literature as if they were content-free. The image was of a teacher first attending to classroom management, and then beginning instruction without further reference to management decisions (Karani eta 1995). Research in the 1980s however, demonstrated that management and instruction are not separate, but are inextricably interwoven and complex (Fuller, 1985).
2.2.1 Creating a Learning Environment

Creating and implementing a learning environment means careful planning for the start of the school year. The learning environment must be envisioned in both a physical space and a cognitive space. The physical space of the classroom is managed as the teacher prepares the classroom for the students. Is the space warm and inviting? Does the room arrangement match the teacher’s philosophy of learning? Do the students have access to necessary materials? Are the distracting features of a room eliminated? Attending to these and similar questions aids a teacher in managing the physical space of the classroom.

2.3 Factors affecting Pupils’ Participation in Education

Socioeconomic factors have also been in the forefront of educational research. A focus on socioeconomic factors is crucial because it contributes to the access to educational resources, level of parent involvement, as well as the quality of education a student receives. For example, the single mother who has to work long hours to provide for her family may not be able to be involved in her child’s school activities (World Bank 1984). Another example would be an inner city school that does not have enough monetary funds to provide educational materials for students to use in the classroom. Socioeconomic factors interconnect with race and gender to shape the academic experience of students (Jimenez et al 1999).

2.3.1 Parent Involvement

Parent involvement is one of the key components in determining the success of pupils in the field of academia. Collins (2000) states, “women have long realized that ignorance doomed people to powerless…many mothers continue to take their roles as educators seriously” (pp.
Though parents have the intention to provide the best for their child, in actuality for some parents it has become increasingly difficult to make their intentions a reality. Collins (2000) adds, “Women’s support for education illustrates the important dimension of women’s political activism” (p. 210). The value of women as educators is increasingly important because there is an increase within the African community of women who are head of single-parent households. Economic factors such as employment and availability of monetary funds to support the family have shifted parents’ focus from the child as an individual to focusing on the needs of the whole family. For example, parents living in poverty commonly have less time to spend at a child’s school due to the arduous process of seeking employment or working hours that limit their availability to be present at school events. Such parents may have limited time to help cultivate their child’s interest in education.

According to Lareau’s (2003) study of parents at two schools, middle-class and low-income, cultivation of a child outside of the school setting through organized activity can be equally beneficial to the activities experienced in school. Lareau states, “Teachers want parent involvement in schooling, especially parental supervision of homework...teachers interpret a failure to show up for a parent-teacher conference as a sign that parents do not value schooling” (p. 26). Though parents are not present at a school event that does not mean that they do not value their child’s education. According to Slaughter and Epps (1987), “Parents influence their children’s academic achievement directly by their impact on the schools their children attend. Low SES and Black families often lack the human and material resources needed for a positive academic environment in the house” (p. 19).
Another factor influencing parent involvement is the level of education attained by the parent. Guadalupe Valdes (1996) author of Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools conducted a study in which she evaluated how culture affects the perception of the role of education in the household. In her study, she found that the Mexican-American parents in the study expressed the desire for their children to surpass the often low educational level attained by them. Valdes states, “Parents expressed very positive views of education. Parents in Valdes’ study felt that education was important and that it was their duty as parents to send their children to school” (p. 153).

Lack of confidence in their own education forces parents to feel a sense of helplessness when trying to contribute to their children’s education. Parents that have not attained a post secondary education may shy away from interacting with school faculty because they feel they lack the qualifications to determine what is best academically for their child. The lack of confidence in one’s own education makes parents feel irrelevant in the process of developing an educational plan for their child. There can also be cultural barriers in understanding academic expectations of the education system and the family’s role in the educational process. For example, the education system in the United States may differ dramatically in comparison to that of Japan and India. According to Valdes, lack of familiarity with the educational system can lead immigrant parents to view involvement differently from parents in the dominant culture. In discussing how Mexican immigrant parents viewed American schooling, Valdes states, “In spite of their good intentions, there was much that the families did not understand about American schools” (p. 155). Some cultures believe that it is the teacher’s job to educate the students, while the parents raise the child to become a contributing member of society.
By respecting cultural differences of the students and their families, teachers can come closer to closing the cultural barrier between student’s family and their academic setting. In order for parents from different cultures to become involved with their child’s education, the school must provide an element of multicultural material reflective of the various cultures within the classroom. Multicultural material can consist of more representation of people of color or other groups that are underrepresented. According to Sonia Nieto (2003), author of Affirming Diversity: Sociopolitical Context of Multicultural Education, the curriculum must be redeveloped to fit multicultural needs. Nieto states, “Teacher education programs for example, need to be re-conceptualized to include awareness of the influence of culture and language on the learning… and instructional and curricular strategies that encourage learning among a wide variety of pupils” (p. 315). Lack of education, race and cultural differences, and parent occupations all affect parent interaction and involvement in the cultivation of a child’s academic journey.

2.3.2 Instructional Practices

As much of this review demonstrates, pedagogical practices affect the learning environment within the classroom. The types of responses used to engage student inquiry, as well as the different classroom structures, can all affect how a student perceives their role in the education process. Pedagogical practices have been studied to determine how instructional methods can further perpetuate the social structure and social classes within society. For example, according to Jean Anyon (1997), author of “Social Class and the Hidden Curriculum of Work,” schools in wealthier areas prepare their students for more desirable jobs in comparison to schools in poor communities.
An essential part of organizing the classroom involves developing a climate in which teachers encourage students to do their best and to be excited about what they are learning. There are two factors that are critical in creating such a motivational climate: value and effort. To be motivated, students must see the worth of the work that they are doing and the work others do (CESA Team 1994). A teacher's demonstration of value shows students how their work is worthwhile and is connected to things that are important for them, including other learning and interests. Effort ties the time, energy, and creativity a student uses to develop the "work," to the value that the work holds. One way that teachers encourage effort is through specific praise, telling students specifically what it is that they are doing that is worthwhile and good. In combination an understanding of the value of academic tasks and the effort necessary to complete these tasks motivate students to learn.

A teacher's classroom management decisions do not stop after the planning and establishment that is crucial to beginning the school year. As the school year progresses, classroom management involve maintaining the learning environment through conscientious decision-making concerning students and the classroom. Teachers in a classroom teach groups of children. Maintaining the learning environment, therefore, requires teachers to focus on group processes. Jacob Kounin's landmark findings from the late 1960s on the management of classroom groups identified that the means by which teachers prevent problems from occurring in the first place differentiated them as more effective managers. Kounin, whose work was reaffirmed by Paul Gump, a noted ecological psychologist in Kansas in the 1980s, identified several strategies that teachers use to elicit high levels of work involvement and low levels of misbehavior. These strategies are: 1 with-it-ness 21
(communicating awareness of student behavior), (2) overlapping (doing more than one thing at once), (3) smoothness and momentum (moving in and out of activities smoothly, with appropriately paced and sequenced instruction), and (4) group alerting (keeping all students attentive in a whole-group focus). These tools help teachers to maintain the flow of instruction. A significant stumbling block to the flow of instruction is in attention to transitions between activities, lessons, subjects, or class periods. It is here those teachers are likely to feel that they are less effective in maintaining the flow of instruction.

Monetary funds are not the biggest contributing factor to differences between schools in poor and wealthy communities, but rather the instructional methods employed to engage the student within the classroom. For instance, in poor communities, schools do not have the basic essential materials needed to conduct science experiments and find solutions to math problems. Children educated in slums are taught in a way that does not prepare them for academia, but rather for jobs dealing with manual labor. In the 20th century, continuing industrialization fostered a change in the workforce and education began to be viewed as essential to upward mobility in the social classes. According to Bowles and Gintis (1996), "The role of education in capitalist expansion and the integration of new workers into the wage-labor system came to dominate the potential role of schooling as the equalizer and the instrument of full human development" (p. 181). The correlation of society’s class system and the type of educational settings depending on income is evident when comparing wealthier neighborhood schools with schools located in poverty/urban areas. Schools that lack educational resources tend to track children into occupational roles similar to blue collar/manual labor jobs.
Another characteristic of slum education is the nature of oppressive pedagogy that takes place within working class and lower income schools. Paulo Freire's, author of *Pedagogy of the Oppressed* (1968), addresses the issue of students being passive participants in the classroom by stating, “a careful analysis of the teacher-student relationship at any level inside or outside the school, reveals its fundamentally narrative character… this relationship involves a narrating subject (the teacher) and patient, listening objects (the students)” (p. 52). Similar to hooks (1999), Freire opposed an educational environment in which the students absorbed info, rather than being able to critically evaluate the narrative provided by the instructor. The narrative described by Freire is similar to the type of education discussed by Anyon (1997) in her description of the “working-class schools.” Anyon’s research focuses on the correlation of the different type of curriculums and the various social classes. Anyon describes the “working-class school” as classrooms filled with activities consisting of: Work following the steps of a procedure...usually mechanical, involving remote behavior and very little decision making or choice. The teacher rarely explains why the work is being assigned, how it might connect to other assignments, or what the idea lies behind the procedure or gives it coherence and perhaps meaning or significance. (p. 48)

For African pupils, the theme of compliance and mechanical thinking contribute to the oppressive nature they experience in the classroom. In what Anyon calls the “elite executive school,” the work and instructional style prepare students to be the elite leaders of society. Anyon explains, “In the executive elite school, work is developing one’s analytical intellectual powers. Children are continually asked to reason through a problem, to produce intellectual products that are both logically sound...schoolwork helps one to achieve, to excel, to prepare for life” (p. 56). Though all students receive an education, what sets them
apart is the quality and type of education they receive as well as what the education exposed to them is preparing them for.

2.3.3 Limitations to Accessing Community Resources to Supporting Education

Communities that are lacking in material resources may find the task of providing pupils with the essential educational tools quite difficult. For example, poor slum educational settings may not be able to afford text books, schoolbags, school uniform, exercise books or other material for basic learning. Joyce Epstein (1995), author of “School/Family/Community Partnerships: Caring for the Children We Share,” emphasizes the importance of instructors creating a partnership with the pupils’ community. According to Epstein, community is defined as “all who are interested in and affected by the quality of education...not only the neighborhoods where pupils’ homes and schools are located but also any neighborhoods that influence their learning and development” (p. 178). Instructors can collaborate with the community by providing the pupils and their families with information on cultural and social supports. By doing so, the instructor not only exemplifies that they are invested in the pupil’s education, but the instructor also engages the family in the education process. Due to the inflexible schedule of parents, school staff must make an effort to engage all within the students’ community in order to create a thriving learning environment in the home. Parents would like to be more active in their child’s education, but have a limited amount of time outside of the home. By teachers making a conscious effort to collaborate with parents and provide them with the materials needed to create an additional learning environment, parents will feel as if they are active participants in their child’s education.

24
One problem the schools have with involving the community is that the school administration wants to hold the local community accountable for the passing/failing of students rather than working collaboratively with school and local communities. Some communities foster a hope to provide a quality education to students, but lack the monetary funds to do so. Communities may rely heavily on school administrators to utilize and allocate monetary resources to the educational programs that will improve the education of children. Noguera (2003) provides readers with examples of how race and class are correlated with education by stating: In most cases, poor communities lack the resources necessary to monitor the quality of education provided to students...concentrated poverty and racial segregation limit the ability of parents to exert control over the schools that serve their children, and educational leaders in such communities often lack the resources to take on the task themselves. (p. 83).

The people who are suffering the most in the war of accountability are the pupils who are subjected to these harsh educational learning environments. Pupils attending schools in impoverished areas are segregated from those that are attending school in affluent areas. This segregation is evident in the quality and access to education. Collins and Williams (1999) found: Segregation affects socioeconomic mobility in multiple ways. First, because residence determines access to schools, residing in undesirable neighborhoods translates into access to schools of inferior quality. Compared to whites, blacks have higher dropout rates; those who do complete high school are exposed to a less demanding curriculum, lower teacher expectations, and lower levels of skills and knowledge compared to their white peers. (p. 498)
As previously addressed, race, class, gender, and other socioeconomic factors interconnect to affect the educational experience of pupils. If the educational environment is not tailored to the slum children demographic, over time the level of perceived self-efficacy of pupils’ decreases, diminishing their desire to learn, thus promoting a sense of helplessness regarding their academic journey. In an age when education is viewed as the essential key to a successful and fulfilling life, it is necessary to study the obstacles faced by a group that is often marginalized in society.

2.3.4 Self-Efficacy

There are many factors within a pupil’s social structure that can affect the academic success of a pupil. At the macro-level, socioeconomics structure and forces that include parental occupation or the socioeconomic status of the neighborhood a pupil lives can determine access to educational resources. Within the meso-level, which includes the education institution can affect the pupil through pedagogical practices, pupil-teacher interaction and academic curriculum. The micro-level, which encompasses the individual and cultural identity, can influence the pupil through their relationships with others and other individuals that they may meet. All three of these social structures have elements that affect the level of self-efficacy of a pupil.

In both elementary and secondary classrooms, the start of the school year is crucial to effective management. A significant aspect of this beginning is the teacher’s establishment of expectations for student behavior, which are expressed through rules and procedures. Rules indicate the expectations for behavior in the classroom, and for how one interacts with
one's peers and the teacher. Procedures have to do with how things get done. Rules can be, and frequently are, developed with the students' help, which increases the likelihood of compliance (Karugu eta al 1999).

**Self-Efficacy Defined**

According to Albert Bandura (1994), self-efficacy is one’s belief in their ability to succeed in specific situations. Bandura theorized that if someone believes that he or she will succeed in a specific area, the level of belief would determine how the individual would approach various goals and situations throughout life. The higher an individual’s self-efficacy, the more likely he/she will attempt to master difficult tasks rather than avoiding them. Individuals with low levels of self-efficacy, tend to avoid situations in fear that their attempts will produce an undesired outcome. According to Pajares (1996), “Efficacy beliefs help determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will prove in the face of adverse situations” (p. 544). When studying self-efficacy in education the most common sources studied were mastery experience, vicarious experience and social persuasion. According to Pajares and Usher (2006), pupils form their self-efficacy beliefs as they interpret information from four principal sources: mastery experience, modeling/vicarious experience, social persuasions, and emotional/physiological indexes (pp. 7-8).

**Self-Efficacy and the slum pupil**

When evaluating self-efficacy in an educational context for slum pupil, factors such as class and gender all have an impact on efficacious behavior in an academic setting. For example, vicarious experience has been of great importance when developing the self-efficacy of slum students. Pajares (2006) states, “pupils are most likely to alter their beliefs following a
model's success or failure to the degree that they feel similar to the model in the area of question" (p. 7). As previously stated by Ogbu (1992), involuntary minorities are skeptics of education being a tool of upward mobility. This skepticism can be passed down from generation to generation, which will in turn decrease adequate models of slum pupils in educational institutions. Lack of representation in higher education makes them seem invisible in academia to future generations. Vicarious experience can take place through a slum pupil seeing another one succeed, having mentors, and other images of elder personality engaging in efficacious behavior.

Social Persuasion is another important aspect of self-efficacy beliefs. Social persuasion refers to the messages received by external sources such as teachers, peers and other factors in a pupil's community. Slum children receive messages regarding their class gender and socioeconomic status in the educational system on an everyday basis. From early education, slum girls are socialized in the educational environment that being assertive is not desirable, and that their male counterpart's education is a primary focus to instructors. The message that slum female pupils receive regarding her class is that because she is down, that the instructor's perception of her as a pupil is determined prior to knowing her capabilities. The message conveyed regarding socioeconomic status is that depending on a pupil's class level and access to economic resource will determine the likelihood of attending college. According to Pajares (2006), "positive invitations convey the message that people are able, valuable, responsible, and forgiving; negative invitations suggest that people are not valued and that they are incapable of participating positively in their own development" (p. 8).
2.4 Summary

The chapter has reviewed relevant literature for the study. It has provided a detail of pertinent theories the applicability and significance of each in pupil's participation in primary school education.

Parent involvement is one of the key components in determining the success of pupils in the field of academia. Economic factors such as employment and availability of monetary funds to support the family have shifted parents' focus from the child as an individual to focusing on the needs of the whole family. For example, parents living in poverty commonly have less time to spend at a child's school due to the arduous process of seeking employment or working hours that limit their availability to be present at school events. Such parents may have limited time to help cultivate their child's interest in education.

Pedagogical practices also affect the learning environment within the classroom. Pedagogical practices have been studied to determine how instructional methods can further perpetuate the social structure and social classes within society. For example, according to Jean Anyon (1997), author of "Social Class and the Hidden Curriculum of Work," schools in wealthier areas prepare their students for more desirable jobs in comparison to schools in poor communities. According to Epstein, community is defined as "all who are interested in and affected by the quality of education...not only the neighborhoods where pupils' homes and schools are located but also any neighborhoods that influence their learning and development" (p. 178). Instructors can collaborate with the community by providing the pupils and their families with information on cultural and social supports. By doing so, the
instructor not only exemplifies that they are invested in the pupil’s education, but the instructor also engages the family in the education process.

According to Albert Bandura (1994), self-efficacy is one’s belief in their ability to succeed in specific situations. Bandura theorized that if someone believes that he or she will succeed in a specific area, the level of belief would determine how the individual would approach various goals and situations throughout life. When studying self-efficacy in education the most common sources studied were mastery experience, vicarious experience and social persuasion. According to Pajares and Usher (2006), pupils form their self-efficacy beliefs as they interpret information from four principal sources: mastery experience, modeling/vicarious experience, social persuasions, and emotional/physiological indexes (pp. 7-8).

According to Katrina (2006), very little is known about the efficiency with which various schools raise pupils’ learning and/or achievement. Thirdly, as poverty increases and the level of investment in education declines, policy makers and planners are looking for innovative and viable strategies for improving the operation of the education system and making education promote national development. It is in this regard that the study aims at determining the factors influencing pupils’ access and participation in Primary School education among Thika Municipality urban slums communities.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The section explores the actual procedures of conducting the research by discussing the methodology, methods of data collection, the sample and sampling procedures and data analysis. The validity of the research instruments and ethical issues of the research are also discussed.

3.1 The research design

In this research, the design integrates the main research question to research aims, objectives, the literature, methodology, methods and techniques and the setting of the study as is recommended by Robson (2002). It is from the main research topic that the specific research questions and the subsequent data collecting instruments have been developed. This study was conducted using a descriptive survey design. The survey is a non-experimental, descriptive research method. It is the collection of information from a group through interviews or the application of questionnaires to a representative sample of that group. This design was preferred because very large samples are feasible, making the results statistically significant even when analyzing multiple variables. Surveys are useful in describing the characteristics of a large population. Additionally, high reliability is easy to obtain by presenting all subjects with a standardized stimulus which ensures that observer subjectivity is greatly eliminated (Mugenda and Mugenda, 1999).
In this study, two different subsamples: teachers and pupils acted as cases with their different needs, education and lifestyle backgrounds. These two sub-samples have different perceptions and views regarding education helping in research to collect diverse data to deal with the study from varied perspectives.

3.1.1 Variables

In this study parent involvement; instructional practices; accessing community resources to supporting education, self-efficacy are the independent variables. On the other hand the dependent variable is pupil’s access and participation in primary school education while the moderating variable is the slum.

3.2 Location of the Study

Thika District is one of the seven districts in Central Province. The district covers an area of 1,960.2 sq Km². It borders Nairobi City to the south, Kiambu District to the west, Maragua District to the north and Machakos District to the east. The district lies between latitudes 3°53’ and 1° 45’ south of Equator and longitudes 36° 35’ and 37° 25’ east. The district is divided into 6 divisions namely Ruiru, Gatundu South, Thika Municipality, Kakuzi, Gatanga, and Kamwangi (Gatundu North), 20 locations and 89 sub-locations.

The emergence of slums in Thika date back to the early 1950s when. Most of these slums were established in the low-lying areas of the city as basic make-do with residential zones. They (slums) provided temporal shelter for low-level factory workers, retirees, single families, poor people and young men looking for employment. While initially slums were neglected by the authorities in Kenya, support has been forthcoming in the later days albeit
with little success as the high population has outstripped the various inputs by different interested parties seeking to improve the slum dwellers lives. The number of the current slums in Thika is five; these are Gachagi, Matharau, Kiang’ombe, Kisiwa and Kiandutu. The location of the study was schools located in Gachagi, Matharau, Kiang’ombe, Kisiwa and Kiandutu slums of Thika Town. The location was chosen based on the accessibility in data collection and due to the fact that there are a notable large number of children who do not attend school despite the introduction of Free Primary Education by the government.

3.3 Target Population

Population is the aggregate of all that conforms to a given specification (Mugenda & Mugenda 2003). In other words, population refers to an entire group of individual’s, events or objects having a common observable characteristic. The population for this study was teachers, head teachers and pupils from schools Thika slums. The choice on target population was based on the fact that they would provide details on how parental involvement, instructional practices, pupils’ attitude and community resources influence pupils’ access and participation in primary school education.

3.4 Sample and Sampling

According to Breakwell (2006), sampling is the process of selecting a number of individuals for a study in such a way that the individual represents a larger group from which they are selected. Sampling procedures provide a valid alternative to a census where it is impossible to survey the whole population. The study adopted purposive sampling technique to identify the respondents (head teachers, teachers and pupils). Purposive sampling technique targets a particular group of people and does not produce a sample that is representative of a larger
population, but it can be exactly what is needed in some cases. - study of organization, community, or some other clearly defined and relatively limited group (Patton, 1990). There are currently 23 public primary schools in Thika Municipality. Of interest in this study were only 7 schools out of these as they serve the named slum; that is Gichagi, Matharau, Kiang’ombe, Kisiwa and Kiandutu.

All the head teachers or their deputies in the 7 schools were targeted to participate in the study. In addition one class teacher from each school’s class seven and eight was purposively selected. The study also considered class seven and eight pupils to participate in the study. This representation and the total sample size is presented in the table 3.1 below

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Target population</th>
<th>Sample size</th>
<th>Percentage</th>
<th>Sampling technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>7</td>
<td>7</td>
<td>100%</td>
<td>purposive</td>
</tr>
<tr>
<td>Teachers</td>
<td>14</td>
<td>14</td>
<td>100%</td>
<td>purposive</td>
</tr>
<tr>
<td>Pupils</td>
<td>690</td>
<td>207</td>
<td>30%</td>
<td>Simple random sampling</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>228</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.5 Data Collection Instruments

#### 3.5.1 Questionnaire

This instrument was designed for self-completion by the teachers and the head teachers, and pupils.
Head teachers Questionnaire

This had both closed and open-ended questions. It aimed at obtaining head teachers' views on the effect of parental involvement, instructional practices, community resources and impact of self efficacy/attitude on pupils' access and participation in Primary School education especially under slums life. The responses were gathered in a standardized way, so questionnaires are more objective, certainly more so than interviews.

Teachers’ Questionnaire

This also had both closed and open-ended questions. The questionnaire were geared towards finding teachers’ outlooks on the effect of parental involvement, instructional practices, community resources and impact of self efficacy/attitude on pupils' access and participation in Primary School education especially under slums life. In this case it was hoped that it would be relatively quick to collect information using a questionnaire.

Pupil’s questionnaire

As is the case with head teacher’s and class teachers’ questionnaire, this had both closed and open-ended questions. The questions were in simplified form using a simple grammar and aimed at asking the pupils to provide information based on their experience in slums as well as the influence of their parent’s involvement, instructional practices, community and resources (e.g. books and pens) on their participation in primary school education.

The preference for a questionnaire for them was based on the fact that they are able to complete it without help, anonymously, and it is cheaper and quicker than other methods while reaching out to larger sample (Bryman, 2008; Cohen et al., 2007). A request to answer all questions was made then completed questionnaires collected immediately.
3.6 Pilot Study

Prior to the main research, the researcher pre-tested the instrument to enhance its validity and reliability. A relatively small sample was chosen from the population. In this research 7 teachers and 7 pupils were chosen from one school which was not included in the sample chosen for the study. This was meant to increase the validity and reliability of the instruments where necessary corrections of the instrument were made before the actual research.

3.6.1 Validity

The study adopted content validity which indicated whether the test items represented the content that the test was designed to measure. The pilot study assisted in determining accuracy, clarity and suitability of the instruments. It helped to identify inadequate and ambiguous items such that those that failed to measure the variables they were intended were be modified or disregarded completely and new item added. Gall et all (1996) points out that content experts help determine content validity. To ensure validity, the instruments used in the study were examined by the supervisor and other academic experts in the department.

3.6.2 Reliability

Reliability is a measure of degree to which a particular measuring procedure provides consistent results or data after a repeated trial (Gay 1992). To gauge test-retest reliability, the test was administered twice at two different points in time (In this case a difference of two weeks was allowed to pass before the treatment was applied to the same respondents). This kind of reliability is used to assess the consistency of a test across time. This type of
reliability assumes that there would be no change in the quality or construct being measured. Spearman rank order correlation (r) was used to compute the correlation coefficient to establish the degree to which there is consistency in eliciting similar response every time the instrument is administered.

**Formula for calculating Spearman’s correlation coefficient**

The following formula was used to calculate the coefficient:

\[ r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)} \]

Where;

- \( \sum d^2 \) is the sum of the squared differences between the pairs of ranks, and \( n \) is the number of pairs.
- \( n \) is the number of pairs of observations.

The advantages of this coefficient are that, if calculation is to be done by hand, it is easier to calculate, and can be used for any data that can be ranked - which includes quantitative data. The Spearman rank correlation coefficient was 0.783 and 0.81 for teachers/ head teachers’, and pupil’s questionnaire respectively. This is within the acceptable range of reliability (0.6-0.9). These results indicated that the questionnaires used were reliable and thus the instruments yielded fairly reliable data for this research.
3.6 Data Collection

The researcher personally visited the respondents and explained the purpose of the questionnaire. This was meant to assure the respondents of the confidentiality of their responses. With the help of five trained (on methods of data collection) research assistants, the researcher and the assistants distributed the questionnaires to the respondents. This was done during class time while the pupils were in their classes. The respondents were required to respond to them for a period not exceeding one hour. Assistance was sought to facilitate the exercise from the concerned class teachers. By such an administration of the instrument, the researcher hoped to explain or clarify any ambiguities. The researcher also tried to avoid loopholes of respondents referring to books or to their friends for information if allowed to go out with questionnaire for some time. This also assured that there were high chances of return rate of the questionnaires as well as treatment of respondents' information in strict confidence.

Ethical consideration for this study revolves around issues such as voluntarily participation, informed consent, confidentiality and truthfulness. A range of measures were taken to ensure the rights of the participants in regard to anonymity were observed. In logistical issues, the researcher sought permission to carry out this study from the National council for Education, Science and Technology as required presenting an introductory letter from Kenyatta University. A preliminary visit was made to the targeted schools to inform the Head Teachers of the intended research. A date to administer the questionnaire was arranged during these visits.
3.7 Data Analysis

Data collected contained both open and closed questions derived from the research objectives with predetermined themes. The simultaneous use of open and closed ended questions helped to cross-validate the data. For example, the two subsamples were asked the challenges faced by slum children in accessing education with the aim of eliciting varied response from people with different views and needs for the same item.

Descriptive statistics technique was used to analyze the quantitative data. Coding was done in SPSS, analyzed and the output was interpreted in frequencies, percentages, mean scores and standard deviation. Thematic technique was applied in analysis of qualitative data. The responses to open-ended questions were re-examined, read and re-read in order to identify emerging themes. The transcribed responses were categorized into thematic patterns and used to provide further explanation for both the identified themes from all the three schedules. All the questions and schedules for the two methods were designed to cover similar areas so that they could cross-validate each other.
CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents analysis and findings of the study which aimed at examination of factors influencing pupil’s access and participation in primary school education among Thika Municipality slums communities. The study targeted 14 teachers, 7 head teachers or deputy head teachers and 207 pupils. Out of these, all teachers, and head teachers responded while only 180 pupils responded and returned their questionnaires contributing to the response rates of 86.9%. The response rate was excellent and representative and conforms to Mugenda and Mugenda (2003) stipulation that a response rate of 50% is adequate for analysis and reporting. The chapter covers finding and analysis on personal information, parental involvement, instructional practices, community resources and impact of self efficacy/attitude.

4.2 Demographic Information

4.2.1 Respondent’s designation

The study sought to establish the respondent’s (Teachers and Head teachers) designation. Data was analyzed using frequencies and percentage. The findings are presented in the table below.
From the findings, all the teachers (100%) were involved in the study. The study also targeted either the head teacher or deputy head teachers in the 7 sampled schools. From the findings, all head teachers (100%) were involved in the study. The high response rate of both head teachers and teachers illustrates that both the head teachers and teachers are committed to their carrier and thus, the information they provided on factors influencing pupil’s access and participation in primary school education among Thika slums communities was very reliable.

4.2.2 Gender

The study sought to establish the teachers’ and head teachers’ gender. Findings are presented in the figure below. Data was analyzed using frequencies and percentage and findings presented in the figure below.

Figure 2 Gender
From the findings, the majority of class teachers in schools in Thika slums were males as shown by 64.3% while 35.7% were females. In addition 71.4% of the head teachers were males while 28.6 were females. From the findings, the study established that the majority of the head teachers and class teachers in school in Thika slums are males.

4.2.3 Academic qualification

The study also sought to determine that academic qualification of the head teachers and teachers involved in the study. Data was analyzed using frequencies and percentage. The findings are presented in the table below.

**Table 3 Academic Qualification**

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>Head teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>College certificate</td>
<td>12</td>
<td>85.7</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>University degree</td>
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<td>14.3</td>
<td>2</td>
<td>28.5</td>
</tr>
<tr>
<td>Post graduate</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>14.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
<td>100</td>
<td>7</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table 85.7% of the class teachers have college certificate while 14.3 % have university degree. In addition, 57.1% of the head teachers indicated that they had college certificate, 28.5% University degree while only 1 (14.2%) had Post graduate studies. The findings therefore indicate that majority of the class teachers and head teachers in primary schools in Thika municipality slums have the required college level training while a few have acquired University degree and Post graduate studies.
4.2.4 Age bracket

The Head teachers and teachers were also asked to state their age bracket. Data was analyzed using frequencies and percentage. Findings are presented in the figure below.

![Age bracket graph]

On the age of the teachers, the study found that the majority of the respondents (57.1%) were between 31-35 years, 21% were aged between 25-30 years, 14.3% were aged between 36-40 years while a small proportion as indicated by 7.1% above 40 years old. The study found that the majority of the head teachers (57.1%) were between 36-40 years, 28.6% were above 40 years while 28.6% were aged between 31-35 years. Therefore majority of the teachers and head teachers in primary schools in Thika municipality slums are aged between 31-35 years and 36-40 years respectively.

4.2.5 Total Enrolment

The study also aimed at establishing the enrolment rate in terms of the number of boys and girls in all the sampled primary schools in Thika municipality slums. Data was analyzed using frequencies and percentage. The findings are presented in the table below.
Table 4.4 Total School Enrolment

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>2315</td>
<td>51.7</td>
</tr>
</tbody>
</table>

From the table, 51.7% of the total students in the sampled schools are boys while 48.3% were girls. These findings indicate that the majority of the pupils in primary schools in Thika municipality slums are boys.

4.3 Parental involvement

The study in this area asked all the respondents (teachers, head teachers and pupils) to indicate their views on parental involvement in pupils’ primary school education. From the findings all the head teachers and teachers agreed that parent involvement is one of the key components in determining access and participation of pupil’s primary school education. This was indicated by 100% response on agreement from both the teachers and head teachers. Their involvement can be based on the fact that they lay foundation for their children is major stakeholders in education, are mentors, the pay fees, have parental role of care for their children as well as provision of basic facilities needed during the school life. The findings concurs with Lareau, (2003) who states that ‘teachers want parent involvement in schooling, especially parental supervision of homework and teachers interpret a failure to show up for a parent-teacher meeting as a sign that parents do not value schooling.'
Table 4.5 Pupils’ response on who encouraged Pupils to go to school

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>180</td>
<td>100.0</td>
</tr>
<tr>
<td>Aunt/ Uncle</td>
<td>90</td>
<td>50.0</td>
</tr>
<tr>
<td>My brothers/sisters</td>
<td>100</td>
<td>56</td>
</tr>
<tr>
<td>Other children</td>
<td>67</td>
<td>37</td>
</tr>
</tbody>
</table>

The study asked the pupils to indicate who encouraged them to go to school. Data was analyzed using frequencies and percentage. From the findings, all the pupils (100%) indicated parent, 50% stated an aunt or an uncle, 56% indicated brothers or sisters while 37% stated other children. From these findings, it is clear that most of the parents in primary schools in Thika municipality slums play an important role of encouraging the pupils to go to school. According to Slaughter and Epps (1987) parents influence their children’s academic achievement directly by their impact on the schools their children attend.

Figure 4: Class teachers and Head teachers’ response on parent involvement on children education

The study sought to investigate the extent to the level of education of a parent influence parent involvement children education. Data was analyzed using frequencies and percentage.
Seventy six percent (76.19) % of all teachers and head teachers indicated a very great extent, 19.05% indicated great extent while only 4.76% of the respondents indicated that a moderate extent. Therefore, according to teachers and head teachers in primary schools in Thika municipality slums, the level of education of a parent influence their involvement in children education to a very great extent. The findings are in line with Guadalupe (1996) who established that parents desire for their children to surpass the often low educational level attained by them.

Table 4.6 Pupils Responses on Children/ Parent Interaction

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist in your home work assignment</td>
<td>130</td>
<td>72.2</td>
</tr>
<tr>
<td>Spending time with parent after school</td>
<td>150</td>
<td>83.3</td>
</tr>
<tr>
<td>Spend most of their time with their mother after school</td>
<td>135</td>
<td>75%</td>
</tr>
</tbody>
</table>

The study also aimed at establishing the children/ parent interaction, in home work assignment and spending after school. Data was analyzed using frequencies and percentage. From the findings, a large 83.3%, of the pupils stated that they spend time with parent after school, while 72.2% stated that parents assist in home work assignment. The findings thus indicate that most of the parents with pupils in primary schools in Thika municipality slums spend time with children after school, and also assist them in home work assignment. In addition, 75% of the pupils stated that they spend most of their time with their mother after school. This finding contradicts Guadalupe (1996) who established that lack of confidence of parents in their own education forces parents to feel a sense of helplessness when trying to contribute to their children’s education.
4.3.2 Agreement on the factors which relate to influence of parental involvement in pupils’ access and participation in Primary School education.

The responses in this part of the study were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree 3 - moderate 4 - Agree and 5 - Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in table below.

Table 4.7 Teachers and Head Teachers view on factors which relate to influence of parental involvement in pupils’ access and participation in Primary School education

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Though parents have the intention to provide the best for their child, in actuality for some parents it has become increasingly difficult to make their intentions a reality.</td>
<td>4.393</td>
<td>0.8751</td>
</tr>
<tr>
<td>Parents living in poverty commonly have less time to spend at a child’s school due to the arduous process of seeking employment or working hours that limit their availability to be present at school events.</td>
<td>4.036</td>
<td>0.9222</td>
</tr>
<tr>
<td>Teachers want parent involvement in schooling, especially parental supervision of homework…teachers interpret a failure to show up for a parent-teacher conference as a sign that parents do not value schooling.</td>
<td>3.907</td>
<td>0.2274</td>
</tr>
<tr>
<td>Lack of confidence in their own education forces parents to feel a sense of helplessness when trying to contribute to their children’s education or significance.</td>
<td>4.129</td>
<td>0.7902</td>
</tr>
<tr>
<td>By respecting cultural differences of the students and their families, teachers can come closer to closing the cultural barrier between student’s family and their academic setting.</td>
<td>4.043</td>
<td>0.8483</td>
</tr>
<tr>
<td>Parental neglect leads to poor school completion rate of the children.</td>
<td>4.264</td>
<td>0.8812</td>
</tr>
</tbody>
</table>

The statements with mean close to 1 were rated as strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree. From the study findings in table above, teachers and head
teachers agreed that though parents have the intention to provide the best for their child, in actuality for some parents it has become increasingly difficult to make their intentions a reality, (M=4.393); Parental neglect leads to poor school completion rate of the children (M=4.264); lack of confidence in their own education forces parents to feel a sense of helplessness when trying to contribute to their children’s education or significance (M=4.129); Parents living in poverty commonly have less time to spend at a child’s school due to the arduous process of seeking employment or working hours that limit their availability to be present at school events (4.036). However the respondents were neutral that teachers interpret a failure to show up for a parent-teacher conference as a sign that parents do not value schooling (3.907)

From these findings it can be noted that it is difficult for parents to fully be involved in their pupil’s education; parental neglect leads to poor school completion rate of the children; lack of confidence in their own education forces parents to feel a sense of helplessness when trying to contribute to their children’s education or significance and parents living in poverty commonly have less time to spend at a child’s school due to the arduous process of seeking employment or working hours that limit their availability to be present at school events. The findings are in line with the findings of Collins (2000) that though parents have the intention to provide the best for their child, in actuality for some parents it has become increasingly difficult to make their intentions a reality.

4.4 Instructional practices

In this area of the study all the respondents (teachers, head teachers and pupils) were asked questions relating to influence of instructional practices on pupils’ primary school education.
4.4.1 Agreement on factors, effecting of instructional practices in pupils’ education

The responses in this part of the study were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree 3 - moderate 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in table below.

**Table 4.8 Teachers’ and head teachers’ agreement on factors effecting of instructional practices in pupils’ education**

<table>
<thead>
<tr>
<th>Teachers’ and head teachers’ agreement on factors effecting of instructional practices in pupils’ education</th>
<th>Std. Mean</th>
<th>Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools in wealthier areas prepare their students for more desirable jobs in comparison to schools in poor communities.</td>
<td>1.234</td>
<td>0.1245</td>
</tr>
<tr>
<td>our educational environment is which the students absorbed info, rather than being able to critically evaluate the narrative provided by the teacher</td>
<td>1.981</td>
<td>0.5641</td>
</tr>
<tr>
<td>The teacher explain why the work is being assigned, how it might connect to other assignments, or what the idea lies behind the procedure or gives it coherence and perhaps meaning or significance</td>
<td>4.054</td>
<td>0.9893</td>
</tr>
<tr>
<td>Children are continually asked to reason through a problem, to produce intellectual products that are both logically sound…schoolwork helps</td>
<td>4.269</td>
<td>0.7138</td>
</tr>
<tr>
<td>Pupil in our school are compliant and have a mechanical way of thinking</td>
<td>4.012</td>
<td>0.6458</td>
</tr>
<tr>
<td>Monetary funds are not the biggest contributing factor to differences between schools in poor and wealthy communities, but rather the instructional methods employed to engage the student within the classroom</td>
<td>4.146</td>
<td>0.9652</td>
</tr>
</tbody>
</table>

Majority of the teachers and head teachers agreed that children are continually asked to reason through a problem, to produce intellectual products that are both logically sound,
schoolwork helps one to achieve, to excel, to prepare for life (M=4.269), teachers explain why the work is being assigned, how it might connect to other assignments, or what the idea lies behind the procedure or gives it coherence and perhaps meaning or significance (M=4.054), Pupil in our school are compliant and have a mechanical way of thinking (M=4.012). However the respondents strongly disagreed to the statements that our educational environment is which the students absorbed information, rather than being able to critically evaluate the narrative provided by the teacher (M=1.981) and Schools in wealthier areas prepare their students for more desirable jobs in comparison to schools in poor communities. (M=1.234). According to Jean (1997), schools in wealthier areas prepare their students for more desirable jobs in comparison to schools in poor communities. The findings confirm Anyon (1997) findings that for African pupils, the theme of compliance and mechanical thinking contribute to the oppressive nature they experience in the classroom.

**Table 4.9 Pupil’s response on instruction practices in school**

<table>
<thead>
<tr>
<th>Does your teacher explain why the work is being assigned, how it might connect to other assignments, or what the idea lays behind the procedure?</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your teacher explain why the work is being assigned, how it might connect to other assignments, or what the idea lays behind the procedure?</td>
<td>130</td>
<td>72.2</td>
</tr>
<tr>
<td>Do you ask your teachers question on topic or issues that you do not understand?</td>
<td>140</td>
<td>77.8</td>
</tr>
<tr>
<td>Does you teacher give you home work assignments?</td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Data in this part was analyzed using frequencies and percentage. From the table, all the pupils (100%) agreed that teachers give them homework assignments. 77.8% stated that they ask teachers questions on topics or issues that were not understood, while 72.2% indicated that teachers explain why the work is being assigned, how it might connect to other assignments, or what the idea lies behind the procedure. These findings thus indicate that in primary schools in Thika municipality slums, teachers give pupils homework assignments, some explain why the work is being assigned while some pupils ask questions on topics or issues that were not understood.

![Figure 5: Head teachers’ and teachers’ agreement on children teaching](image)

The study asked the Head teachers and teachers to indicate their extent of agreement with a statement that children educated in slums are taught in a way that does not prepare them for academia, but rather for jobs dealing with manual labor. Data was analyzed using frequencies and percentage. From the figure, 71% indicated no extent, 24% indicated less extent while 5% indicated moderate extent. These findings indicate that head teacher’s and teachers in primary schools in Thika municipality slums, disagree that children educated in slums are taught in a way that does not prepare them for academia, but rather for jobs.
dealing with manual labor. The findings are contrary to the findings of Bowles and Gintis (1996) that children educated in slums are taught in a way that does not prepare them for academia, but rather for jobs dealing with manual labor.

4.5 Community and Resources

In this part of the study all the respondents (teachers, head teachers and pupils) were asked questions relating to influence of community and resources on pupils’ primary school education. Data was analyzed using frequencies and percentage.

**Figure 4.6: Pupil’s response on harassment by strangers in slums**

From the figure 75% of pupils stated that they had never been harassed by strangers in slums, while 25% agreed. Forms of harassments ranged from, mugging, insults, attempted rape and beating.

In addition only 40% of the pupils indicated that they have access to library. However those who access library services do so weekly. On the other hand, 90% of the pupils stated that in school and homes are taught how to live with others in the community.
4.5.1 Provision of facilities

From the findings all the pupils (100%) indicated that their parents have provided them with school bag, school uniform, exercise books, text books pen/pencil. Further, 85% of the pupils also indicated that they don't have a geometric set. These findings indicate that majority of the pupils in Thika municipality slums have access to basic items for use in school. According to Joyce Epstein (1995), poor slum educational settings may not be able to afford text books, schoolbags, school uniform, exercise books or other material for basic learning.

![Figure 4.7: Head teachers and teacher's response on the influence community resources](image)

The study sought to examine the extent to which community resources influence pupils' access and participation in Primary School education. Data was analyzed using frequencies and percentage. From the findings, 71.4% of all teachers and head teachers indicated a very great extent, 19.05% indicated great extent while only 9.52% of the respondents indicated that a moderate extent. Therefore, according to teachers and head teachers in primary
schools in Thika municipality slums, community resources influence pupils’ access and participation in Primary School education to a very great extent. From their responses provision of secure and safe environment, community libraries, peace, community’s respect for education, society moral teachings on values and behavior would positively influence pupil’s school life. The findings are collaborated by the findings of Collins and Williams (1999) who found that segregation affects socioeconomic mobility in multiple ways. First, because residence determines access to schools, residing in undesirable neighborhoods translates into access to schools of inferior quality.

4.5.2 Agreement on the community factors, which influence pupils’ access and participation in Primary School

The responses in this element of the study were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree 3 - moderate 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in table below.
Table 4.10 Community factors, which influence pupils’ access and participation in Primary School

<table>
<thead>
<tr>
<th>Community factors, which influence pupils’ access and participation in Primary School</th>
<th>Mean</th>
<th>Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communities that are lacking in material resources may find the task of providing pupils with the essential educational tools quite difficult</td>
<td>4.233</td>
<td>0.2104</td>
</tr>
<tr>
<td>School administration wants to hold the local community accountable for the passing/failing of students rather than working collaboratively with school and local communities.</td>
<td>1.029</td>
<td>0.8624</td>
</tr>
<tr>
<td>Poor communities lack the resources necessary to monitor the quality of education provided to students</td>
<td>3.868</td>
<td>0.3021</td>
</tr>
<tr>
<td>Pupils attending schools in impoverished areas are segregated from those that are attending school in affluent areas.</td>
<td>2.232</td>
<td>0.9254</td>
</tr>
</tbody>
</table>

Majority of the respondents agreed that communities that are lacking in material resources may find the task of providing pupils with the essential educational tools quite difficult (M=4.233). Majority moderately agreed that poor communities lack the resources necessary to monitor the quality of education provided to students (M=3.868). However they disagreed that pupils attending schools in impoverished areas are segregated from those that are attending school in affluent areas (M=2.232) while they strongly disagreed that school administration wants to hold the local community accountable for the passing/failing of students rather than working collaboratively with school and local communities (M=1.029).
The findings thus indicated that communities lack material resources for efficient educational provision and that poor communities lack the resources necessary to monitor the quality of education provided to students. In addition, pupils attending schools in impoverished areas are not segregated from those that are attending school in affluent areas. The research findings are in agreement with Noguera (2003) who established that in most cases, poor communities lack the resources necessary to monitor the quality of education provided to students, concentrated poverty and racial segregation limit the ability of parents to exert control over the schools that serve their children, and educational leaders in such communities often lack the resources to take on the task themselves Noguera (2003).

4.6 Impact of self efficacy/attitude

In this area of the study all the respondents (teachers, head teachers and pupils) were asked questions relating to influence of self self-efficacy on participation in Primary School education. Data was analyzed using frequencies and percentage.

<table>
<thead>
<tr>
<th>Table 4.11 Pupils response on their self efficacy/attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>frequency (Agreeing)</td>
</tr>
<tr>
<td>Do you try to master difficult subjects rather than avoiding them?</td>
</tr>
<tr>
<td>Do you put extra effort in your education apart from the class work; e.g. by reading on your own, concentrating on your studies etc?</td>
</tr>
<tr>
<td>Do you think education will make you successful in your</td>
</tr>
</tbody>
</table>
From the table, all the pupils agreed that education will make them successful in life as indicated by 100% response. 94.4% of them put extra effort in education apart from the class work; e.g. by reading on their own and concentrating on studies while 83.3% stated that they try to master difficult subjects rather than avoiding them. Bandura (1994) had earlier established that the higher an individual’s self-efficacy, the more likely he/she will attempt to master difficult tasks rather than avoiding them.

![Figure 4.8 Head teachers and teachers' response on self-efficacy](image)

The study asked the head teachers and teachers to indicate whether self-efficacy influence pupils’ access and participation in Primary School education. Data was analyzed using frequencies and percentage. From the findings, 90% agreed while 10% disagreed. Those who agreed argued that self-efficacy, enhance mastering of hard subjects, boost pupil’s morale, builds resilient, enhances personality, and creates responsible children as well as enhancing socialization.
To a very great extent
To a great extent
To a moderate extent
To a little extent

4.9
29.4
56.9
8.8

Figure 4.9: Head teachers and teacher’s response on extent to which pupils master difficult subjects rather than avoiding

The study asked the head teachers and teacher’s to indicate the extent to which pupils master difficult subjects rather than avoiding. Data was analyzed using percentages. From the findings, 56.9% of the respondents indicated a moderate extent, 29.4% of the respondents indicated a great extent, 8.8% of the respondents indicated a little extent, while 4.9% of the respondents indicated that a very great extent. From these findings, pupils in primary schools in Thika municipality slums master difficult subjects rather than avoiding to a moderate extent. The findings are in line with Pajares (1996), who established that efficacy beliefs among the students help determine how much effort people will expand on an activity, how long they will persevere when confronting obstacles, and how resilient they will prove in the face of adverse situations Pajares (1996).
4.6.1 Level of agreement on impact of self efficacy/attitude in pupils' access and participation in Primary School education

The responses in this aspect of the study were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree  3 - moderate 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in table below.

Table 4.12 Impact of self efficacy/attitude in pupils' access and participation in Primary School education

<table>
<thead>
<tr>
<th></th>
<th>Std.</th>
<th>Mean</th>
<th>Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils are resilient in the face of adverse situations in their academic work</td>
<td></td>
<td>4.093</td>
<td>0.5231</td>
</tr>
<tr>
<td>Pupils in my school are skeptic of education being a tool of upward mobility.</td>
<td></td>
<td>2.391</td>
<td>0.5037</td>
</tr>
<tr>
<td>Majority of pupils in my school have mentors</td>
<td></td>
<td>4.057</td>
<td>0.5163</td>
</tr>
<tr>
<td>In our school we advocate for positive social advice</td>
<td></td>
<td>4.193</td>
<td>0.6124</td>
</tr>
<tr>
<td>In our school pupils are highly valued</td>
<td></td>
<td>4.536</td>
<td>0.5964</td>
</tr>
</tbody>
</table>

Majority of the respondents strongly agreed school pupils are highly valued (M=4.536), social advice is highly advocated (M=4.193), majority of pupils have mentors (M=4.057), and pupils are resilient in the face of adverse situations in their academic work (M=4.093). However the respondents disagreed pupils are skeptic of education being a tool of upward mobility (2.391). The findings indicated that in primary schools in Thika municipality slums, school pupils are highly valued, social advice is highly advocated, majority of pupils
have mentors, and pupils are resilient in the face of adverse situations in their academic work.

On the roles that the participants can play in improving access to quality education for slum children in Thika, the study identified, addition of teachers by the government, schools should intensify learners motivation, guiding and counseling and increase provision of learning resources. The parents should ensure that their children remain in school by motivating them, providing basic necessities, as well as monitoring their performance in school. The aforementioned findings are collaborated by the Pajares (2006), who indicated that positive invitations to the slum pupils convey the message that people are able, valuable, responsible, and forgiving. On the other hand, negative invitations suggest that people are not valued and that they are incapable of participating positively in their own development (Pajares 2006).
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter sum up key findings and draw conclusions relevant to the research. The objective was to examine factors influencing pupil’s access and participation in primary school education among Thika Municipality slums communities. From the analysis on data collected, the following discussions, conclusions and recommendations were made.

5.2 Summary of findings

From the findings, majority of the class teachers and head teachers in primary schools in Thika municipality slums have College level training while very few have acquired University degree and Post graduate studies. In addition majority of the pupils in primary schools in Thika municipality slums are boys.

5.2.1 Parental Involvement on pupils’ access and participation in Primary School education

On parental involvement, the head teachers and teachers in primary schools in Thika municipality slums agreed that parent involvement is one of the key components in determining access and participation of pupil’s primary school education. This was indicated by 100% response. Their involvement is based on the fact that they lay foundation for their children is major stakeholders in education, are mentors, the pay fees, have parental role of care for their children as well as provision of basic facilities needed during the school life. In addition, most of the parents (100% pupil’s response) in primary schools in the
slums play an important role of encouraging the pupils to go to school. The findings also indicated that the level of education of a parent influence their involvement in children education to a very great extent.

The findings also indicated that most of the parents with pupils in primary schools in Thika municipality slums spend time with children after school, and also assist them in home work assignment; as indicated by 83.3% and 75% respectively. However, most children spend their time with their mother after school. From the findings it is difficult for parents to fully be involved in their pupil’s education; parental neglect leads to poor school completion rate of the children; lack of confidence in their own education forces parents to feel a sense of helplessness when trying to contribute to their children’s education or significance and parents living in poverty commonly have less time to spend at a child’s school due to the arduous process of seeking employment or working hours that limit their availability to be present at school events.

5.2.2 Instructional Practices on Pupils’ access and Participation in Primary School education

On instructional practices, teachers in primary schools in Thika municipality slums give pupils home work assignments, some explain why the work is being assigned while some pupils ask questions on topic or issues that not understood. In addition head teacher’s and teachers in these schools agree that children educated in slums are taught in a way that prepares them for academia, but not for jobs dealing with manual labor. Also the study found that children are continually asked to reason through a problem; to produce intellectual products that are both logically sound...schoolwork helps one to achieve, to
excel, to prepare for life. The teacher explains why the work is being assigned, how it might connect to other assignments, or what the idea lies behind the procedure or gives it coherence and perhaps meaning or significance, while pupils in the school are compliant and have a mechanical way of thinking.

5.2.3 Community Resources on Pupils’ Access and Participation in Primary School education

On community and resources, majority of the children in the slum have never been harassed by strangers, are taught how to live with others in the community, while majority have no access to library. In addition, parents provide pupils with facilities such as school bag, school uniform, exercise books, text books, pen/pencil indicating that the majority of the pupils in Thika municipality slums have access to basic items for use in school. According to teachers and head teachers in these schools, community resources influence pupils’ access and participation in primary school education to a very great extent. From their responses provision of secure and safe environment, community libraries, peace, community’s respect for education, society moral teachings on values and behavior would positively influence pupil’s school life.

The findings also indicated that communities lack material resources for efficient educational provision and that poor communities lack the resources necessary to monitor the quality of education provided to students. In addition, pupils attending schools in impoverished areas are not segregated from those that are attending school in affluent areas.
5.2.3 Self efficacy/attitude on Pupils’ Access and Participation in Primary School education

On impact of self efficacy or attitude, the study found that education will make them successful in life, majority put extra effort in education apart from the class work; e.g. by reading on their own and concentrating on studies as well as mastering difficult subjects rather than avoiding them. The head teachers and teachers indicated that, self-efficacy, influences pupil’s access and participation in primary school education. This is through enhancing mastering of hard subjects, boosts pupil’s morale, builds resilience, enhances personality, creates responsible children as well as enhancing socialization.

The findings lastly indicated that in primary schools in Thika municipality slums, school pupils are highly valued, social advice is highly advocated, majority of pupils have mentors, and pupils are resilient in the face of adverse situations in their academic work.

5.3 Conclusion

From the findings, the study concluded that parent involvement is one of the key components in determining access and participation of pupil’s primary school education. This is through laying foundation for their children, mentoring, paying fees, encouraging the pupils to go to school as well as provision of basic facilities needed during the school life. In addition they spend time with children after school, and also assist them in home work assignment.

The findings concurs with Lareau, (2003) who states that ‘teachers want parent involvement in schooling, especially parental supervision of homework and teachers interpret a failure to show up for a parent-teacher meeting as a sign that parents do not value schooling. In conclusion, it parental neglect leads to poor school completion rate of the children; lack of
confidence in their own education forces parents to feel a sense of helplessness when trying to contribute to their children’s education or significance and parents living in poverty commonly have less time to spend at a child’s school due to the arduous process of seeking employment or working hours that limit their availability to be present at school events. According to Slaughter and Epps (1987) parents influence their children’s academic achievement directly by their impact on the schools their children attend.

In conclusion, teachers give pupils home work assignments while some pupils ask questions on topic or issues that not understood. Also children are continually asked to reason through a problem; to produce intellectual products that are both logically sound, while pupils in the school are compliant and have a mechanical way of thinking.

Lastly, majority of the children in the slum have never been harassed by strangers, are taught how to live with others in the community. Resources greatly influence pupils’ access and participation in primary school education. This is provision of secure and safe environment, community libraries, peace, community’s respect for education, society moral teachings on values and behavior would positively influence pupil’s school life.

In conclusion, self-efficacy influences pupils’ access and participation in Primary School education. This is through enhancing mastering of hard subjects, boosts pupils morale, builds resilient, enhances personality, and creates responsible children as well as enhancing socialization.
5.4 Recommendations

From the conclusions the study recommended addition of teachers by the government to facilitate teaching especially in slum areas. The schools in Thika slums should intensify learner’s motivation, guiding and counseling and increase provision of learning resources. Parents should acquire sufficient education as it influence their involvement in children education to a very great extent. This will go along enhancing better jobs, to avoid poverty which negatively affects child’s school life. There is also the need for male parents to be involved in pupil’s participation in education, for instance helping them with homework as well as social care.

The study recommended proper guidelines in teaching and assignment provision by the teachers to pupils. This will enhance pupils grasping of the concepts on topic or issues that are not well understood by the pupil.

The study recommended that all the primary schools in Thika slums should built school libraries with sufficient facilities. This will enhance proper participation of children in education. The community should facilitate provision of secure and safe environment, peace, respect for education, society moral teachings on values and behavior that would positively influence pupil’s school life.

The study also recommends proper motivation to pupils, which will greatly contribute to development of self efficacy or attitude, thus enabling pupils in mastering of hard subjects, boosting their morale, building resilience as well as positive personality.
5.5 Recommendations for further research

Having examined factors influencing pupil’s access and participation in primary school education among Thika Municipality slums communities, the study recommend a similar survey in other slums to examine the validity of the findings. The study also recommend a similar study which statistically tests significance of each of the variables (parental involvement, instructional practices, community and resources and self efficacy or attitude) on participation of pupils in primary education. The results will indicate the factor that has the greatest influence on participation.
REFERENCES


Anyon (1997) Macedo (eds), Social Class where he extensively deals with the rote style of learning.


69


McGivney (1990), *Reference Group Theory.* Randomized evaluations of Educational Programs in Developing Countries; Some lessons. In: American Economic Review,


APPENDIX 1: QUESTIONNAIRE FOR HEADMASTERS AND TEACHERS

SECTION A: PERSONAL INFORMATION

1. Name of the Respondent………………………………………

2. Please indicate your designation

   a) Head teacher [ ]

   c) Deputy Head teacher [ ]

   b) Class teacher [ ]

3. Indicate Your Gender

   Male [ ] Female [ ]

4. What is your highest academic qualification?

   College certificate [ ] university degree [ ] post graduate [ ]

5. Which is your age bracket?

   18-24 years [ ] 25-30 years [ ] 31-35 years [ ] 36-40 years [ ] above 40 years [ ]

6. What is your school enrolment in terms of the number of boys and girls

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

74
SECTION B: Parental involvement

7. (a) Do you agree that Parent involvement is one of the key components in determining access and participation of pupils primary school education?
   Yes [ ]
   No [ ]

(b) Kindly explain your answer
..............................................................................................................................................
..............................................................................................................................................

8. To what extent does the level of education of a parent influence parent involvement children education?
   To very great extent [ ]
   To great extent [ ]
   To moderately extent [ ]
   To less extent [ ]
   To no extent [ ]

9. Indicate your level of agreement on the following factors, which relate to influence of parental involvement in pupils’ access and participation in Primary School education. Use a scale of 1 to 5 where 1 is strongly disagree, 2 disagree, 3 moderate, 4 agree and 5 is strongly agree.
Though parents have the intention to provide the best for their child, in actuality for some parents it has become increasingly difficult to make their intentions a reality.

Parents living in poverty commonly have less time to spend at a child’s school due to the arduous process of seeking employment or working hours that limit their availability to be present at school events.

Teachers want parent involvement in schooling, especially parental supervision of homework...teachers interpret a failure to show up for a parent-teacher conference as a sign that parents do not value schooling

Lack of confidence in their own education forces parents to feel a sense of helplessness when trying to contribute to their children’s education or significance

By respecting cultural differences of the students and their families, teachers can come closer to closing the cultural barrier between student’s family and their academic setting.

Parental neglect leads to poor school completion rate of the children
SECTION C: Instructional practices

10. To what extent do you agree that children educated in slums are taught in a way that does not prepare them for academia, but rather for jobs dealing with manual labor

- To very great extent [ ]
- To great extent [ ]
- To moderately extent [ ]
- To less extent [ ]
- To no extent [ ]

11. Indicate your level of agreement on the following factors, which relate to the effect of instructional practices in pupils’ access and participation in Primary School education.

Use a scale of 1 to 5 where 1 is strongly disagree, 2 disagree, 3 moderate, 4 agree and 5 is strongly agree.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools in wealthier areas prepare their students for more desirable jobs in comparison to schools in poor communities.</td>
<td></td>
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<tr>
<td>our educational environment is which the students absorbed info, rather than being able to critically evaluate the narrative provided by the teacher.</td>
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<tr>
<td>Children are continually asked to reason through a problem, to produce intellectual products that are both logically sound...schoolwork helps one to achieve, to excel, to prepare for life.</td>
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</table>

77
The teacher rarely explains why the work is being assigned, how it might connect to other assignments, or what the idea lies behind the procedure or gives it coherence and perhaps meaning or significance.

Pupil in our school are compliant and have a mechanical way of thinking.

Monetary funds are not the biggest contributing factor to differences between schools in poor and wealthy communities, but rather the instructional methods employed to engage the student within the classroom.

**SECTION D: Community resources**

12. (a) To what extent do you agree that community resources influence pupils’ access and participation in Primary School education?

<table>
<thead>
<tr>
<th>Option</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To very great extent</td>
<td>[ ]</td>
</tr>
<tr>
<td>To great extent</td>
<td>[ ]</td>
</tr>
<tr>
<td>To moderately extent</td>
<td>[ ]</td>
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<tr>
<td>To less extent</td>
<td>[ ]</td>
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<tr>
<td>To no extent</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

(b) Kindly explain your answer
Indicate your level of agreement on the following factors, which relate influence of community resources in pupils’ access and participation in Primary School education. Use a scale of 1 to 5 where 1 is strongly disagree, 2 disagree, 3 moderate, 4 agree and 5 is strongly agree.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
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<tbody>
<tr>
<td>Communities that are lacking in material resources may find the task of providing pupils with the essential educational tools quite difficult.</td>
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<tr>
<td>School administration wants to hold the local community accountable for the passing/failing of students rather than working collaboratively with school and local communities.</td>
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<tr>
<td>Poor communities lack the resources necessary to monitor the quality of education provided to students.</td>
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<td>Pupils attending schools in impoverished areas are segregated from those that are attending school in affluent areas.</td>
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</table>
SECTION E: Impact of self efficacy/attitude

1. Does self self-efficacy influence pupils' access and participation in Primary School education

Yes [ ]

No [ ]

(b) Kindly explain your answer

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

2. To what extent do children in your school try to master difficult subjects rather than avoiding?

To very great extent [ ]

To great extent [ ]

To moderately extent [ ]

To less extent [ ]

To no extent [ ]

13. Indicate your level of agreement on the following factors, which relate to impact of self efficacy/attitude in pupils' access and participation in Primary School education in this area. Use a scale of 1 to 5 where 1 is strongly disagree, 2 disagree, 3 moderate, 4 agree and 5 is strongly agree.
Pupils are resilient in the face of adverse situations in their academic work.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Pupils are resilient in the face of adverse situations in their academic work.</td>
<td></td>
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<tr>
<td>Pupils in my school are skeptic of education being a tool of upward mobility.</td>
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<tr>
<td>Majority of pupils in my school have mentors</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>In our school we advocate for positive social advice</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>In our school pupils are highly valued</td>
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<td></td>
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<tr>
<td>There is general pupils involvement in academic work</td>
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</tbody>
</table>

3. What roles can the participants play in improving access to quality education for slum children in Thika?
APPENDIX 11: QUESTIONNAIRE FOR THE PUPILS

1. Who encouraged you to come to school?
   - Parent [ ]
   - Aunt/Uncle [ ]
   - My bothers/sisters [ ]
   - Other children [ ]

2. What do you think encouraged your parents to bring you to school?

3. Does your parent assist you in your home work assignment?
   - Yes [ ]
   - No [ ]

4. Do you spend time with your parent after school?
   - Yes [ ]
   - No [ ]

5. Between dad and mum, whom do you spend most of the time with after school?

Parental involvement

6. Does your teacher explain why the work is being assigned, how it might connect to other assignments, or what the idea lays behind the procedure?
   - Yes [ ]
   - No [ ]

7. Do you ask your teachers question on topic or issues that you do not understand?
8. a) Does your teacher give you homework assignments?
   Yes [ ] No [ ]

   b) How frequent are the assignments

   Community and Resources

9. a) Have you ever been harassed by strangers in slums?
   Yes [ ] No [ ]

   b) What was the form of harassment?

10. Do you have access to library? How frequent do you visit the Library

11. In your school and homes, are you taught how to live with others in the community?
   Yes [ ] No [ ]

12. Do you have the following items

   a) Geometric set [ ]
   b) School bag [ ]
   c) School uniform [ ]
   d) Exercise books [ ]
   e) Textbooks [ ]
   f) Pen/pencil [ ]
Impact of self efficacy/attitude

13. Do you try to master difficult subjects rather than avoiding them?
   Yes [ ] No [ ]

14. Do you put extra effort in your education apart from the class work; e.g. by reading on your own, concentrating on your studies etc? Yes [ ] No [ ]

15. Do you think education will make you successful in your life? Yes [ ] No [ ]

16. What challenges do you face in pursuing your education and how do you overcome them?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

16. Do you know of any slum children who do not go to school? Yes..... No......

   Why are they not in schools? Please write all the reasons
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

17. How can our slum children who are currently not in schools be encouraged to go?
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Proposal writing</td>
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<tr>
<td>Questionnaires/ Schedules</td>
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<td>construction</td>
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<tr>
<td>Data collection</td>
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<tr>
<td>Data analysis and report writing</td>
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</tbody>
</table>
## APPENDIX IV: ESTIMATED BUDGET

<table>
<thead>
<tr>
<th>ITEM</th>
<th>QUANTITY</th>
<th>TOTAL COST (KSH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>20 trips</td>
<td>15000</td>
</tr>
<tr>
<td>Air time</td>
<td></td>
<td>5000</td>
</tr>
<tr>
<td>Snacks/meals</td>
<td>20 days</td>
<td>8000</td>
</tr>
<tr>
<td>Typing of instruments</td>
<td>20 days</td>
<td>2000</td>
</tr>
<tr>
<td>Print copies/ Brailed copies</td>
<td>63 copies</td>
<td>8000</td>
</tr>
<tr>
<td>Proposal typing</td>
<td>50 pages</td>
<td>7500</td>
</tr>
<tr>
<td>Photocopying of proposal</td>
<td>50 pages</td>
<td>800</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>46,300</strong></td>
</tr>
</tbody>
</table>
APPENDIX V: LETTER OF AUTHORIZATION

REPUBLIC OF KENYA
NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY
Telephone: 254-020-2213471, 2241345
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
treasury@ncst.go.ke
P.O. Box 30623-00100
NAIROBI·KENYA
Website: www.ncst.go.ke

Our Ref:
NCST/RCD/14/012/383

17th April 2012

Date:

SECRETARY

Mary Muthoni Waweru
Kenyatta University
P.O.Box 43844-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on
"Factors influencing pupils access and participation in primary school
education among Thika Municipality, Urban Slums Communities," I
am pleased to inform you that you have been authorized to undertake
research in Thika District for a period ending 31st May, 2012.

You are advised to report to The District Commissioner and the
District Education Officer, Thika District before embarking on the
research project.

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

DR. M. K. RUGUTT, PhD, HSc.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Thika District.