GENDER DISPARITIES IN THE FLOW OF STUDENTS IN PRIMARY SCHOOLS IN KINANGOP DIVISION, KINANGOP DISTRICT

BY

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DECLARATION

This proposal is my original work and has not been presented for a degree in any other university.

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ACKNOWLEDGEMENT

This project would not be what it is, without a lot of effort of my wife Ann, for proof reading it and relaxation moments from my dear daughter Cherry. My supervisors and all those who have assisted me to write the proposal. May all the glory and honour be to God without whose salvation we would never have a message to write about.
LIST OF ABBREVIATIONS

AIDS – Acquired Immune Deficiency Syndrome

BEFA – Basic Education for All

BD – Boys day

CCF – Christian Children’s Fund

DEO – District Education Officer

FAWE – Federation of African Women Educationist

FGD – Focus Group Discussion

GOK – Government of Kenya

GER – Gross Enrollment Ration

HIV – Human Immune Virus

IPAR – Institute of Policy Analysis Research

MD – Mixed Day

NEFA – National Education for All

SAP – Structural Adjustable Programme

UNDP – United National Development Programme

UNESCO – United Nations Educational Scientific and Cultural Organizational

UNICEF – United Nation Children Education Fund

UPE – Universal Primary Education

WCEFA – World Conference on Education for All
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ABSTRACT
Globally basic primary education is recognized as a fundamental human right. There is evidence that all nations throughout the world are making efforts to attain universal primary education (WCEFA 1990), and this has resulted to increased enrollment in primary education. This is because education is seen as cornerstone of economic development. It improves the population, health and nutrition. Education also improves on the value of efficiency of the labour. Education is also an effective vehicle for national development, hence policy makers and civil society have emphasized on need to invest more on education and ensure that systems of education are efficiently managed and that cost-recovery measures are adopted. The central problem, of the study was that although the government is providing direct grants to primary schools under the free primary (F.P.E) financing scheme, internal efficiency challenges inform of dropouts and repetition continue to be pervasive. The purpose of the study was to investigate the factors contributing to gender disparities in the flow of the pupils in public primary education in Kinangop division of Kinangop district. The study also addressed low enrollment and dropout of girls at primary level of education. Comparing gender enrollment in 1999 and 2000 cohorts would do this. The problem of the study arises from the fact that there are considerable non-enrollment and drop out in public primary schools in Kinangop division (divisional education office). The study used descriptive survey design and employ questionnaire interview guides and discussion groups for data collection. The study sample was made up of 20 primary schools, 100 parent’s representatives, and 200 pupils by gender. The data collected was edited and analyzed and tabulated using descriptive statistics including frequencies and percentages. The tables used show the flow of pupils from one level to the next. Different tables for female and male pupils were used. The study revealed that majority of the parents had no formal education therefore were not in a position to assist and motivate their children to progress in schooling. The implication is that women, who are key players in development in the society, would continue to be disadvantaged in leadership position, starting from root level, hence, the level of poverty would also continue increasing as years go by instead of reducing with time. This affects socio-cultural, economic and political lifestyles of the people. In addition with low levels of education there is likely to be high population growth, spread of HIV/AIDS pandemic and other diseases and high crime rate in Kinangop division. To increase girls participation in education the following strategies need to be used: boosting the quality of teachers through short term courses and seminars, improving the learning materials in the first year of school to avoid formation of negative attitudes, identifying pupils with learning difficulties and providing special support for them. A further diagnostic study of the program involving the experienced boys and girls who did not enroll or who dropped out of schools. Their experience would give a more comprehensive understanding of the current problem. There is need to focus on more division to determine precisely the flow of pupils in public primary schools in Kinangop district.
CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Globally basic primary education is a fundamental human right and all the nations throughout the world are striving to attain universal primary education (WCEFA 1990). Education is cornerstone of economic and social development. It improves the production capacity of society. It helps to reduce poverty by mitigating it’s effects on population, health, and nutrition. It also increases the value and efficiency of the labour force. As technology advances, new methods of production depend on well trained and intellectually flexible labour force. This transforms economies and education becomes even more significant worldwide (Lockheed, Verspoor, 1991).

Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development (Abagi and Odipo, 1997). Government, policy makers, and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed, that limited funds allocated to the sector have maximum impact, and that cost recovery measures are adopted (Abagi and Odipo, Ibid).

Many governments in developing countries allocated much of their resources to education after independence (UNESCO, 2000). This resulted in considerable growth of education activities world over. To date, education is one of the largest sectors in most countries (UNESCO). Kenya is no exceptional to this trend of increasing allocation of resources towards education. For example, since 2000, when NARC government took over, heavy investments have been made in the education sector. In addition, other
stakeholders such as parents have increased their investment in education too (Ng’ethe, 2004). In 2003, the newly elected government of Mwai Kibaki enacted a dramatic policy that enabled millions of children to attend school; it abolished school fees. The implementations of Free Primary Education (FPE)- which had been a central campaign promise of the incoming administration-was heralded by poor Kenyan parents and international development policy makers alike.

Despite the heavy investment in this sector, and the resultant quantitative expansion of education, the country faces a number of challenges. These include the escalating cost of education and training, whereby the government spends significant percentage of GNP on education. This rose even higher when the government introduced free primary education, which led to the government calling for assistance from the donor community (Ng’ethe, 2004). Another challenge is that of inequality in access. Always and Schech (2004), in a study to investigate ethnic inequalities in education in Kenya, established that educational inequalities exist among different ethnic groups indicated by variations in gross enrolment ratios (GER), the number of schools and the number of qualified teachers (Always and Schech, Ibid). The Kenya’s 9th National Development Plan (Republic of Kenya, 1999) highlighted the wastage rates associating it with dropout in schools, low transition rates between sub sectors, centralized school curriculum and unduly lengthy completion periods in higher education. This renders the education system inefficient and translates to wastage of resources.

Many studies have been carried out on access and retention of students in primary school level. Most of these studies gave results that address gender, whereby girls are the most affected (Kagunye, 2004; Theuri, 2004 and UNESCO, 2000)
Table 1.1 Comparison of gender enrollment in South Kinangop

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENROLMENT</th>
<th>SURVIVOR’S TO CLASS 8</th>
<th>GRADUATES</th>
<th>CRUDE</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>11,327</td>
<td>2,548</td>
<td>1,911</td>
<td>0.775</td>
<td>0.784</td>
</tr>
<tr>
<td>2001</td>
<td>8,740</td>
<td>2,786</td>
<td>2,129</td>
<td>0.681</td>
<td>0.728</td>
</tr>
</tbody>
</table>

The analysis in table 1.1 above clearly shows, lot of wastage in terms of dropout or repetition. This is because in year 2000 total enrollment was 11,327 pupils but only 1,911 (16.2%) graduated, while in year 2001 total enrolment was 8,740 but only 2,129 (24.3%) graduated.

Table 1.2 Enrolment by gender

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENROLLMENT BOYS</th>
<th>SURVIVORS BOYS (CLASS 8)</th>
<th>GRADUATES BOYS</th>
<th>WASTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GIRLS</td>
<td></td>
<td></td>
<td>CRUDE</td>
</tr>
<tr>
<td></td>
<td>BOYS</td>
<td>GIRLS</td>
<td>BOYS</td>
<td>GIRLS</td>
</tr>
<tr>
<td>2000</td>
<td>5,464</td>
<td>5,863</td>
<td>1,638</td>
<td>910</td>
</tr>
<tr>
<td>2001</td>
<td>4,218</td>
<td>7,399</td>
<td>1,762</td>
<td>1,024</td>
</tr>
</tbody>
</table>

Based on gender table 1.2 above shows that more girls drop out of school than boys in Kinangop Division.

A number of factors that affect school access and retention have been identified. According to UNESCO (2000), poverty keeps many children from gaining access to education, while, at the same time; education is the cornerstone for overcoming poverty and inequity. The above statement is supported by the UNESCO background paper which
posses that “poverty cannot be overcome without specific, immediate and sustained attention to enhancing access to education”. As a result of poverty, children are presented domestic obligations that cost them time, such as caring for their siblings while parents go out to work for the family income, taking care of the sick and attending traditional rituals and funeral and other celebrations. The high demand of children at home contributes to their low enrolment, poor participation, and performance in many cases, dropout before completion.

Socio-cultural attitudes and practices have been found to have a big influence on education. According to Mush (2002), Africa communities largely have a male preference attitude. Males are expected to be able to do wonders in the world of knowledge and technology while a woman’s place is at home, keeping up with the livelihood of the family. Dropouts due to early marriage and teenage pregnancies are a commons feature. Mblinyi (2003) noted that the school factors such as school curriculum, physical facilities, teachers and teaching/learning materials affect retention. The most affected are the girls. Girls perform various roles and tasks in the society. Education helps and prepares them for these tasks. In sub-saharan Africa, over 26million girls most of them who reside in rural areas are out of school either due to non-enrolment or drop-out and the figure was expected to rise to 36million or more by the year 2000 (UNICEF 1997). Due to this, third world countries are yet to attain UPE whose benefits include reduced infant mortality rate, fall in fertility, increased productivity and higher lifetime earnings as noted in the UNICEF report (1997;pg 47)

Gender discrimination and vulnerability are major reasons for low participation of girls in schools. In developing countries far more boys are educated than girls. Choose a desk in
a primary school in developing country today and the chances are that a male will occupy it. Yet study has shown that education of girls is one of the best investments available to a developing country.

The girl child is a neglected species due to cultural, political and social factors, and these factors deny girls the benefits that accrue from education. These benefits are

- Improved quality of life
- Improved productivity
- Salaried employment
- Full participation in both social and political fields etc

Despite the many efforts made by Government of Kenya to salvage the girl child and enable them pursue primary education much has not been achieved. This is evidenced by the fact that there was a lot of waster in most primary schools in Kinangop division as reflected in the data given on page 3. The efforts made by the government of Kenya include

- Abolition of primary school fees in the mid 1970’s
- Introduction of school milk programmes
- Construction of boarding facilities
- Increasing funds to finance poor pupils especially girls
- Re-entry of teenage mothers to school after delivery.

This study was to find out the factors affecting access and retention of girls in Kinangop Division in Kinangop District.
1.2 Statement of the problem

As has been revealed in the background of the study, the girl child was disadvantaged academically in Kinangop Division. Primary schools had consistently registered a higher boy’s enrolment, retention and completion than that of girls. The problem to be addressed by this study, therefore, was that of low enrolment, dropout and low completion for girls at primary school level. When most of the young people in the community fail to complete primary schooling, they miss the benefits of education.

The problem of the study arises from the fact that there was considerable non-enrolment and dropout in public primary schools in Kinangop Division, Kinangop District (Divisional Education office). Although in the division, the levels of poverty are high affecting access to and ability of the students to be in school most of the time, some parents in the division continued keeping their children at home despite free primary education introduced by the government of Kenya in January 2003.

This study was aimed at determining the extent to which girls drop out of primary schools in Kinangop Division of Kinangop District. Retention, completion and promotion on the girl child had been negatively affected hence there was need to improve access, retention and completion in the division. To do there was need to first find out the factors affecting access and completion of girls in primary schools in the division which was the major goal of this study.

1.3 Purpose of the study

The purpose of the study was to determine gender disparities in 1999 and 2000 cohorts with the regard to survival rate, repeater rate, and drop out rate. The two cohorts enabled the researcher to be able to get data on drop out by comparing enrollment in base year
(1999) and survivors in the subsequent year (2000). Factors affecting pupils flow in public primary schools in Kinangop Division was implied.

1.4 Research objectives

The study was guided by the following objectives

(i) To determine enrollment of girls in public primary schools in Kinangop Division.

(ii) To determine the enrollment of boys in public primary schools in Kinangop Division.

(iii) To identify causes of gender disparities in enrolment in public primary schools in Kinangop Division, Kinangop District.

(iv) To identify strategies schools are trying to use to ensure gender parity.

(v) To determine challenges facing schools in trying to enhance gender parity.

1.5 Research questions

The following research questions guided the study,

(i) How many girls proceed from standard one to another in 1999 and 2000 cohort?

(ii) How many boys proceed from standard one to another in 1999 and 2000 cohort?

(iii) What was the graduation rate in year, 2000, 2001, 2002, 2003 and 2004?

(iv) What home-based, school-based, and other factors influence the flow of pupils by gender in the primary level of Education in Kinangop Division, Kinangop District?

(v) What strategies the schools were trying to use to enhance gender parity?

(vi) Can parents awareness on the benefits of education reduce non-enrolment, drop out and gender disparities in schooling in Kinangop Division in Kinangop Division?
1.6 Significance of the study

Findings of this study would help policy makers, teachers, and parents to understand the factors that influence education access, retention and completion and come up with ways of curbing this problem of low access. This would help to improve the internal efficiency of Kenya primary schools as measured by school access, retention and completion rates. The ministry of education would benefit from the study as the findings would indicate the factors that led to education wastage and suggest ways of dealing with this, which the ministry can take up and implement. Headteachers would also benefit in that the study would suggest ways through which access and retention could be maximized.

The findings may help policy makers, planners, and donors in Kenya to primary access and completion for girls more attention.

1.7 Limitations of the study

The study was carried in 20 out of 34 public schools of Kinangop Division. Generalization of the findings of this study was not applicable to all the areas of the country. Due to limited knowledge of the respondents on research issues, the researcher was not able to gather the most relevant information. The headteachers were unwilling to provide information on repeaters in their respective schools fearing victimization.

1.8 Theoretical framework

The study was guided on the theory of human capital, (Shultz, 1961) and developed further by (Becker, 1964). The theory was basically concerned with comparing costs and benefits of educational investment. The study was guided by the relationships between gender in the society, where each gender has its roles defined.
White (1984) defines gender role as a culturally and socially determined set of behaviour and personality characteristics expected of a person based on sex. These roles are imparted through family socialization and further reinforced in avenues such as the school, churches and community centers among others. Under this theory, gender forms the most single criteria governing production and distribution of resources in education.

1.9 Conceptual framework

In the study both socio-cultural and socio-economic factors combine to put girls participation at a disadvantage, hence parents prefer educating boys.

**Figure 1.1 Factors influencing pupil’s participation and drop out**

- **Policy/Legal Factors**
  - Lack of awareness
  - Lack of gender responsive laws

- **School Based Factors**
  - Rules, regulations, attitudes
  - Curriculum, teachers, security
  - Physical facilities
  - Management practices, class dynamic

- **Home Based Factors**
  - Poverty
  - Gender biases
  - Domestic chores
  - Cultural beliefs
  - Early pregnancies

- **Effects**
  - Low enrollment
  - High drop-out rates
  - Poor performance

Both social-cultural and socio-economic considerations combine to put girls participation at a disadvantage hence parents prefer educating boys. In this case they do not cater for girls educational needs. Only a few girls progress up the educational ladder. In some cases, girls were forced by their parents to get married so that they could get a bride price to be able to educate their sons. Hence equal progress and retention of both boys and girls in school was not possible. In cases where girls had chance to attend school, they were exposed to many dangers of the factors such as domestic chores, cultural beliefs and practices, early pregnancies, poverty and gender biases. School based factors reinforced gender differentiation and girls disadvantaged position altogether. These included gender insensitive learning environment and teaching resources, sexual harassment by male teachers and peers (Wamahiu and Njau 1995). These created difficulties in learning while boys were favoured as the future family breadwinners.

The researcher used horizontal flow method proposed by both Chesswass (1968) and Gravenier (1985:5-7), so as to illustrate the pupil cohorts flow by gender in 1999 and 2000 and determine the repeater rate, survival rate, drop out rate and graduation rate in Kinangop Division and Kinangop District.

The horizontal flow was linked to gender role when deciding on who should go to school. The vertical arrow represents the number of children who enrolled and repeaters in a given grade in a particular period. Horizontal arrow represents children who enrolled in one standard and proceeded to another standard in a particular period of schooling as shown in the table 1.3.
1.10  Operational definition of terms

**Basic education:** Minimum quantity of knowledge, skills and attitudes necessary for a person to live a productive life.

**Drop out:** A student who has withdrawn from school prematurely.

**Enrollment:** The number of pupils admitted in school as measured by the total number of pupils at school irrespective of their age.

**Flow:** Flow of pupil from one particular level of entry to the next level.

**Gender:** A social construction or representation of a person being either a male or a female. It constitutes a set of determined behaviour and personality expected of a person based on sex.

**Gender equity:** Equality of opportunity to attend primary school to completion. Although at 50:50 ratio may not be realistic, equality expected is where the percentage of pupils from a given gender is a fair proportion within the same gender.

**House Head:** A person or a group of persons living together under one roof or within the same compound and sharing the community resource.

**Participation** Pupils enrollment behaviour and the chance that they will survive to completion of a given education cycle as indicated by available data on enrollment and dropout.

**Survival rate:** The proportion of students enrolled in a particular grade in a given year, which is promoted to the next grade in the subsequent year.

**Access:** Opportunities available for children to join a given level of education such as form one.
Retention: Ability to retain students in school until the completion of a cycle
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Equal participation has continued to be a critical issue confronting education system in most developing countries. In Kenya, while a national attention is evident, disparities, participation and drop-out remain unresolved in some parts of the country.

The literature review will focus on two areas.

i. Pupils participation, specifically to factors that influence their participation in primary education by gender.

ii. Completion and repetition with regard to gender.

2.2 Trends in participation in primary education by gender.

Educational participation is associated with significant improvement in the family welfare, health of children and their education, lower fertility rate, increases opportunities for formal and self employment and it remains a powerful tool for development (FAWE 1996). In comparison, sustained impact of female education on economic growth is higher than of males (Hertz 1991, King and Hill 1993).

UNICEF (1996) statistics indicate that 50% of primary school girls are out of school compared to 44% of boys in sub-Saharan Africa. In most of the parts of the country girls drop out rate is higher as they proceed up the education ladder (Government of Kenya, 1996). In addition FAWE (1996) confirms that while there has been great improvement in girl’s enrollment at primary level, the problem is that many drop out before and only the fortunate few continue to study.
In the same report, 1200 girls drop out of Kenyan school due to pregnancy alone besides other numerous factors (Wamahiu, 1995: FAWE, 1996). Implications of high drop out rates are far reaching in the education system. Time, money and other resources invested in education are wasted. If their cost were to be calculated they would be much higher than for girls than boys (Abagi and Adipo, 1997).

Literature reveals a great number of factors that influence pupils participation and drop out. These operate within the home, the society and the school system, (Odaga and Heneveld, 1995). Most developing countries are confronted with the problem of low female participation. Little has been done partly due to lack of in-depth understanding of how diverse operate to influence of pupils participation (Kanse, 1996)

2.3 Factors behind survival rate in primary education

The analysis of the current situation in relation to gender equity in education reveals significant existence of gender disparity in access, retention and achievements in the provision of education. (Mbilinyi, 2003). This problem calls for a serious and immediate action in order to improve education in African Sub-Saharan community and thereby attain BEFA goal in accordance with Dakar Framework of Action.

Before 1995, gender focused research in education was non-existent for most developing countries (KANE, 1995). Nevertheless, today gender receives much more attention due to the increasing public realization of the benefits of female education against their disadvantaged position. The change is due to the socio-economic and socio-cultural factors operating within the home and the society and factors found within the school environment (FAWE, 1996). In order to address the gaps effectively it is logical to look into the root causes for the situation. This will stem from studies and experiences already
practiced of the ground. The major question in this section is what are the causes of the existing gender imbalance in the participation in education? The following were some of the factors that have been thought to contribute to the existing gender disparities in education.

2.3.1 Family Socio- Economic Conditions

Poverty keeps many children away from accessing education, while at the same time; education is the spring board for overcoming poverty and inequity. UNESCO background paper in support of the above statement says “poverty” cannot be overcome without specific, immediate and sustained attention to enhancing access to education” (UNESCO, 2002).

Education has direct costs and indirect cost. The inability to meet the direct costs for school such as fees, materials, uniforms, transport to and from school and food keep many girls out of school, it also contributes high drop out, child labour and low performance due to irregular attendance. The demands for education are governed by a number of socio economic factors within the family. It is wide acknowledged that better educated parents are able to assist their children progress in education both materially and morally (Wamahiu, 1995).

Appleton (1995) found that parental education enhanced their contribution towards their children’s progress in school equally for both sons and daughters. Further parent s from areas that are agriculturally productive have high income and provide better facilities for their children. In conformity with this situation, Mingat (2002) reports his findings that “of the richest (20%) household (76% of their children attend school compared to the 40% of the poorest 20% households. This means that children from poor households have
much lower attendance than those from richer households. It is in those poor families that girls have a higher risk of not attending school. Mingat (ibid) urges further those countries with low attendance rate overall tend to have high gender, regional and wealth disparities.

These direct and indirect costs give birth to opportunity cost for children. This as studies have shown affects the girl-child. The high demand for girls’ services at home parents become reluctant to send them to school or just give them enough time for school activities. As study done confirms that “Girls in Africa and infact, almost in every region work at home than boys, regardless of whether they are going to school….” (World Bank 2002). The high demand of children at home results to their low enrolment, retention and completion.

2.3.2 Household attitudes to education of boys and girls

Education involves direct costs and ability to meet such costs. In Kenya, education and in other sectors placed a heavy financial burden on parents (Kinyanjui, 1995). This advent of cost sharing makes education less attractive to the poor. The parents have to make painful decisions on allocation between education and other activities within the household. Such decision put girls at a disadvantage while favoring boys.

According to Spertz (1995:28)

“Girls are expected to move to their husbands’ household when married while boys remain in their parents household and take responsibility of the extended family’s welfare. Therefore , investment in boys’s education when the financial resources are limited become more preferable from the perspective of the household economy compared to the investment in girls education.
2.3.3 Socio- Cultural and other factors

Socio-cultural attitudes and practices have big influences often education. It is culture that determines the way life. Some cultural beliefs and ways of life are so much out dated in many sub Saharan African countries that they call for drastic change. The main agent to this change is education for all boys and girls.

According to Abagi (19960, our social image of the difference between women and men is a project of cultural milliner in which we live. This is self fulfilling prophecy. In addition, formal education of girls is even viewed with suspicion as threat to their morality. Thus, parents fear losing honour, prestige and bride price due to effects of schooling daughters. In some cases, incidences of teenage pregnancies make parents become reluctant to support daughter’s education.

Social cultural beliefs, attitudes and practices dominant in our society have gender – differentiated effects on boys and girls education. In most cases more prejudice is placed on girls while boys are favored in all aspects of life. Studies of girls show that their disadvantaged positions and discrimination emanate from the parental and patriarchal societal attitudes, which stress the value of sons against daughters (Abagi, 1995)

As a result, girl’s education is given little or no attention while that of boys being very important since they are expected to be breadwinners, heirs, professional persons and leaders of society (Wamahiу, 1995).

2.3.4 School based factor

Under school, factors such as school curriculum, physical and environmental factors, teachers, teaching and learning materials, irrelevant, complex , rigid and overloaded curriculum normally puts girls off. The school environment is another factor that causes
gender inequity in education. Poor environmental factors affect all learners. However, girls have special needs more so during puberty period, which if not provided for, affects their attendance.

Teachers have a very big role to play in the teaching – learning process. They are the chief facilitator for learning to take place. In adequacy of teachers in school causes idleness, boredom to the learners and wastage of time. Overload for the few teachers results into a low delivery rate. The shortage of teachers contributes to low performance and drop out (Mblinyi, 2003). Quality of teachers is another factor in the African region, the teachers are not adequately trained and as a result they under perform. Teachers are not friendly to the learners and do not use gender responsive approaches in teaching. Teachers have no interest and do not motivate learners; they are harsh, dictatorial and self-centered. Learners therefore run away from school or just decide to lie low, with minimum learning (FAWE, 2002).

Pupils ability to learn is heavily influenced by the school environment. Learning occurs more easily when order prevails, facilities are clean and in good repair and the material are adequate for all apart from the availability of enough teachers (Wamahiu, 1995).

Research evidence shows that factors such as availability of places, proximity of school to home, in appropriateness of the physical facilities like toilets, lack of female teachers, school climate among others influence girls participation (Odaga and Heneveld 1995).

Gender bias within the school occurs in the official curriculum and more so the hidden curriculum that is, in the learning that happens outside the formal programme. The government of Kenya, households and private sector collectively endeavored to enhance the development and training in Kenya was an aftermath of the sessional paper no 10 of
1962 on Africa socialism and its application to planning in Kenya. (Republic of Kenya, 1965) which emphasized combating ignorance, disease and poverty. It is based on two outstanding concerns: that

i. Every Kenyan child irrespective of gender religion and ethnicity has inalienable right to access basic welfare provision, including education.

ii. The government has an obligation to provide opportunity to all citizens to fully participate in socio-economic and political developments of the country and also empower the people to improve their welfare (IPAR, 2003).

In order to improve access, retention and completion rates the government has come up with some interventions programs - introduction of free primary education to enhance access to ensure completion for all Kenyans. School feeding programme to ensure children attend and remain in school, unconditional readmission of pregnant girls.

The Education Policy and Data Center (EPDC 2005) estimated Kenyan education access trends from 1940 to 2020 and came up with the statistics shown in the figure 1.2 below. The graph shows historical trends of primary school attainment, as well as project trends to 2050. The data from 1940-1980 are from 10- year age groups, resulting in smooth line, whereas the data after 1990 are based on single year data that show random fluctuations caused by small sample sizes (EPDC 2005).
The trends shown in the graph suggest that more boys than girls attend primary school in Kenya.

2.4 Summary of the literature review

The literature review explores household, socio-cultural, socio-economic and school factors that affect girls negatively in education. These factors among others outweigh the net advantage of keeping girls in school against keeping them at home. This leads to making painful decision by the parents. On the other hand, school based factors reinforce gender differentiation leading to girls disadvantage. This confirms that while girls grow together with boys at home and in the community, some conditions force girls to grow up differently. In the height of these hindrances, more investment in girls primary education is justified. The study therefore intended to find out the factors affecting girl child access, retention, dropout and completion in primary school in Kinangop Division, Kinangop District.
CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

According to Kothari (1991; 1-2) research methodology gives details regarding procedures used in conducting the study. This chapter provided a description of the procedures that were to be followed in conducting the study focusing on; research design, sample and sampling procedures, piloting the research instruments, data collection and methods of data analysis.

3.1 Research design

The research used a cross sectional descriptive survey design. Best and Kahn (1993) and Abagi (1996), describe a cross sectional descriptive survey design as a form of design that presents existing conditions, practices, beliefs, attitudes, opinions held, processes going on and trends for developing interpretation of meaning. It is an umbrella term for family methods having in common the decision to focus around an instance (Mikkalson, 1995).

In this study, the cross sectional descriptive survey design was helpful in determining the flow of pupils in public primary schools by gender from one grade to the other in Kinangop Division. Other advantages are;

- It is an effective way of gathering information from a large number of sources and in a relatively short time.
- Provides basis of making predictions using other methods of research (Best and Kahn 1993, Abagi 1996).
3.2 Location of the study

The study focused on public primary schools in the division. In this study 15 out of 34 primary schools were to be selected by random sampling. This was adequate to constitute a sample and in line with the interests of the researcher (Gay, 1992).

3.3 Target population

Schools

Kinangop division had 34 public primary schools, 20 out of 34 public primary schools comprised the study population and therefore the researcher selected 20 schools to be the study population. This would give a clear generalization.

Headteachers

All the heads from the 20 public schools were involved in the study. This is because the researcher wanted a conclusive data and 20 heads would give the required information.

Pupils

The 1999-2000; cohort comprised the study population in all the schools. The cohort had a total of 8,541 pupils who enrolled in standard one. This would help the researcher analyse the flow of pupils.

Parents

The study focused on 100 parents of 1999-2000; cohort.

3.4 Sampling design

Schools

A total of 10 schools were sampled

Headteachers

10 head teachers from the sampled schools were involved in sampling
Pupils

20 pupils per level in the sampled 10 schools comprised the sample. It is believed that the pupils would represent the opinion of the others were making a solid conclusion.

5 parents from each school were to be sampled.

A sample is a small portion of the target population. Sampling means selecting a given number of subjects from a defined population as representative of the population. Any statements made about the sample should also be true of the population (Orodho, 2003). The selection of a small number of parents (20) is in consideration of the fact that qualitative approach typically focuses in depth on a relatively small but information rich cases (Patton, 1990, Best and Kahn, 1995).

3.5 Research instruments

Research instruments are the tools used by the researcher to collect data for a given study. According to Kombo and Tromp (2006), research instruments include questionnaires, interview schedules, observation checklists and focus group discussions.

The researcher utilized five instruments;

(i) Pupils questionnaire
(ii) Head teachers interview guide
(iii) Focus group discussion guide

3.5.1 Pupils questionnaire

This would help gather information on a pupil’s background and level of participation in schooling.
3.5.2 Headteachers interview guide

This would seek information on enrollment, flow of the pupil cohort, repetitions and drop out from school.

3.5.3 Focus group discussion and interview guides

They helped gather information on socio-economic status and participation of children in school. All the items were adapted from different researchers such as Cheswass (1968), White (1984), Gravenir (1985) and were modified to suit the environment and the respondents of the study.

3.6 Instruments reliability and validity

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. It is necessary that the research instruments are piloted as way of finalizing them (Wiersma, 1985). This is vital as it enables the reliability of the instrument to be determined. When a measurement is prone to random error, it lacks reliability.

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999). It is the degree to which results obtained from the analysis of the data actually represents the issue under study. Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure.

3.7 Piloting of the research instruments

The researcher constructed the instruments after considering the objectives of the study. They were open to scrutiny by supervisors and colleagues for validity. The instruments
were tried in two primary schools, which were not included in the study a month before the study was conducted. This was to help ascertain their validity and modifications of the instruments accordingly.

3.8 Data collection procedures

The researcher sought permission from the Ministry of Education Office and the head teachers of the schools in the study. The dates would be agreed upon and the researcher shall give each pupil a questionnaire to fill in during the arranged time to avoid causing inconveniences.

3.9 Data analysis

The researcher analyzed data that was derived from the questionnaires and other instruments qualitatively and quantitatively. The data was edited before analyzing and tabulated using descriptive statistics including frequencies and percentages. This helped in drawing up conclusions and recommendations. Information on repeaters, survivors, dropouts, and graduates was analyzed using the formulae below

**KEY**

C – Class

Y – Year

N – Number of pupils enrolled

R – Repeaters

G – Graduates

S – Survivors

D – Drop outs
Repeater rate (R.R)

\[ R. R = \frac{R_{k+1}}{N_{k+1}} \]

(Proportion of repeaters in the subsequent class in the subsequent year divided by the number of pupils enrolled in the previous year).

Survival rate (S.R.)

\[ S.R. = \frac{N_{k+1} - R_{k+1}}{N_k} \]

(Proportion of pupils enrolled in the subsequent class in the subsequent year minus repeaters in the subsequent class in the subsequent year divided by the number of pupils enrolled in the previous class in the previous year).

Dropout rate (D.R)

\[ D.R. = \frac{N_t - \left[ N_{k+1} - R_{k+1} + R_{k+2} \right]}{N_k} \]

(Proportion of pupils enrolled in the previous class and year (net survivors) minus pupils enrolled in the subsequent class in the subsequent year, plus repeaters in the subsequent class in the previous year, divided by the number of pupils enrolled in the previous year).

Graduation rate (G.R)

\[ G.R = \frac{G_{k+7}}{N_{k+7}} \]

(Proportion of pupils enrolled in the subsequent class in the subsequent year divided by the number of pupils enrolled in the previous class in the previous year). The researcher used a scientific calculator to work out the rates by applying the above explained formulae. The data that was collected was then analyzed, discussed and findings presented.
CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The purpose of the study was to determine the flow of pupils in selected Cohorts in the years (1999, and 2000) in public primary schools and investigate the factors that inhibit the flow of pupils by gender in public primary schools in Kinangop Division, Kinangop District and determine annual attrition rates by gender. This chapter presents the findings of the study based on the quantitative and qualitative data collected. Some of the factors that were influencing the flow of pupils from one standard to another as the study revealed are discussed below.

- Flow of pupils from one standard to another
- Factor influencing the flow of pupils
  - i. Parental level of education
  - ii. Socio-cultural norms and practices
  - iii. Household altitudes to education of boys and girls.
  - iv. School based factors and other factors.

4.2 Flow of pupils from standard 1 to standard 8

In this area the researcher intends to know how the pupils proceeded from standard one to standard eight in 1999 and 2000 cohorts. The research questions highlighted below guided the researcher.

i. How many girls proceeded from standard one to another in 1999 and 2000 Cohort
ii. How many boys proceeded from standard one to another in 1999 and 2000 Cohort?

iii. What were the graduation rates in 1999 and 2000 cohorts?
   - By gender
   - Both boys and girls

iv. What home based, school based and other factors that influence the flow of pupils by gender in the public primary school in Kinangop Division?

The tables are used to illustrate flow of pupils from class 1 to class 8 another as shown in bold in Tables 4.1, 4.5 and 4.9 etc.
Table 4.1 1999 and 2000 flow (M/F) source D.E.O.S office Kinangop.

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td></td>
<td>4,320</td>
<td>4211</td>
<td>4250</td>
<td>3450</td>
<td>3440</td>
<td>2220</td>
<td>2100</td>
<td>1881</td>
<td>1,800</td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td>4221</td>
<td>3271</td>
<td>2624</td>
<td>2941</td>
<td>2801</td>
<td>2900</td>
<td>2247</td>
<td>2014</td>
<td>1,801</td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td>4090</td>
<td>3802</td>
<td>3000</td>
<td>3602</td>
<td>3501</td>
<td>3527</td>
<td>2409</td>
<td>2100</td>
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<td>2002</td>
<td></td>
<td>4224</td>
<td>3990</td>
<td>3701</td>
<td>2970</td>
<td>3100</td>
<td>2891</td>
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<td>2003</td>
<td></td>
<td>3241</td>
<td>3140</td>
<td>3080</td>
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<td>2893</td>
<td>2700</td>
<td>2694</td>
<td>2890</td>
<td>2,221</td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td>4227</td>
<td>3927</td>
<td>4021</td>
<td>3824</td>
<td>3010</td>
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<td>2,400</td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td>4302</td>
<td>3927</td>
<td>3820</td>
<td>3703</td>
<td>4021</td>
<td>2920</td>
<td>2627</td>
<td>3826</td>
<td>2,500</td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td>3988</td>
<td>3950</td>
<td>2701</td>
<td>2649</td>
<td>2902</td>
<td>2761</td>
<td>2520</td>
<td></td>
<td>2,300</td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td>4227</td>
<td>4120</td>
<td>3924</td>
<td>3872</td>
<td>4021</td>
<td>3922</td>
<td>3823</td>
<td></td>
<td>2134</td>
</tr>
</tbody>
</table>
a.) General Cohort flow (M/F)

The table 4.1 shows enrolment and flow of students from one level to the other. The researcher focused 1999 and 2000 cohorts only hence bolded. In the study it was revealed that the number of children who proceeded from one class to another in both 1999 and 2000 cohorts was less than the number initially enrolled. In 1999 Cohort, 4,320 children (Boys and girls) enrolled in class 1 and 110 of them were repeaters shown in the lower part of box. After eight (8) years 2,520 including 130 repeaters survived up to class 8 but only 2,300 registered for the Kenya and Certificate of Primary Education.

In 2000 Cohort, the trend continued to be more or less the same. In 2000, 4,221 children enrolled in class 1 including 120 repeaters. In the year (2007) 2,580 including 121 repeaters survived up to class 8 but only 2,134 registered for Kenya Certificate of Primary Education (K.C.P.E) in Kinangop division as indicated in Table 4.1.

In general, in 1999 the wastage rate was

- Crude 0.375
- Actual 0.1458

In 2000, the wastage rate was

- Crude ; 0.494
- Actual. 0.1031
Table 4.2 1999-2000 Survival rate (M/F)

<table>
<thead>
<tr>
<th>Grade Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>4,320</td>
<td>110</td>
<td>0.716</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2000</td>
<td>4,221</td>
<td>120</td>
<td>3271</td>
<td>180</td>
<td>0.872</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>3802</td>
<td>120</td>
<td>3000</td>
<td>100</td>
<td>0.887</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>3701</td>
<td>100</td>
<td>2970</td>
<td>171</td>
<td>0.947</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>3410</td>
<td>120</td>
<td>2893</td>
<td>160</td>
<td>0.933</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>3010</td>
<td>110</td>
<td>2700</td>
<td>154</td>
<td>0.920</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>2920</td>
<td>120</td>
<td>2627</td>
<td>111</td>
<td>0.853</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>3010</td>
<td>110</td>
<td>2700</td>
<td>154</td>
<td>0.880</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>0.932</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cohort flow
Table 4.2 shows the flow of pupils from one class to the next and also the repeaters. The table clearly indicates the number of pupils who proceeded from one class to the next hence showing internal efficiency or inefficiency of the school in 1999 and 2000 cohorts. It also shows the number of students who graduated. From the data given in table 4.2 then one can be able to calculate the survival rates i.e. how many pupils flow from one class to the next.

The survival rates were high in both lower primary classes and upper classes in the two Cohorts. For example, in 1999 and 2000 Cohorts, class 1-2 the survival rate was 0.716 and 0.872; class 2-3 was 0.887 and 0.920; class 3-4 was 0.853; class 5-6 was 0.880 and 0.930; class 6-7 was 0.932; class 7-8 was 0.910 and 0.873 as indicated in Table 4.2. This was encouraging.
TABLE 4.3 1999 & 2000 Repeater rates (M/F)

<table>
<thead>
<tr>
<th>Grade Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>4,320</td>
<td>110</td>
<td>4.221</td>
<td>120</td>
<td>3,271</td>
<td>180</td>
<td>0.042</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.028</td>
<td></td>
<td>0.031</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>3,802</td>
<td>120</td>
<td>3,000</td>
<td>100</td>
<td>2,970</td>
<td>171</td>
<td>0.057</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.026</td>
<td></td>
<td>0.041</td>
<td></td>
<td>0.054</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>3,701</td>
<td>100</td>
<td>2,970</td>
<td>171</td>
<td>2,893</td>
<td>160</td>
<td>0.057</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.029</td>
<td></td>
<td>0.040</td>
<td></td>
<td>0.053</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>3,410</td>
<td>120</td>
<td>2,970</td>
<td>171</td>
<td>3,010</td>
<td>110</td>
<td>0.040</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>0.029</td>
<td></td>
<td>0.041</td>
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<td>0.041</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>2,700</td>
<td>154</td>
<td>2,900</td>
<td>120</td>
<td>2,627</td>
<td>111</td>
<td>0.044</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.044</td>
<td></td>
<td>0.049</td>
<td></td>
<td>0.049</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>2,920</td>
<td>120</td>
<td>2,627</td>
<td>111</td>
<td>2,530</td>
<td>121</td>
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<td></td>
<td>0.043</td>
<td></td>
<td>0.049</td>
<td></td>
<td>0.044</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>2,520</td>
<td>130</td>
<td>2,530</td>
<td>121</td>
<td>2,300</td>
<td></td>
<td>0.049</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.049</td>
<td></td>
<td>0.044</td>
<td></td>
<td>0.044</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>2,300</td>
<td></td>
<td>2,300</td>
<td></td>
<td>2,134</td>
<td></td>
<td>0.044</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.044</td>
<td></td>
<td>0.044</td>
<td></td>
<td>0.044</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>2,134</td>
<td></td>
<td>2,134</td>
<td></td>
<td>2,134</td>
<td></td>
<td>0.044</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>0.044</td>
<td></td>
<td>0.044</td>
<td></td>
<td>0.044</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.3 shows the repeater rates i.e. the rate at which pupils repeats the same class they were in the previous year. It is an indication of internal efficiency if the rates are low and internal inefficiency if the repeater rates are high. Repeater rate indicates wastage of resources since the resources consumed by the repeater ought to facilitate education of another pupil at the same level.

As the table indicates, the repeaters increased as children go to the upper primary level especially from class 5-8, which had an average of 139 in 1999 and 117 in 2000 repeaters as reflected in Table 4.3. This means there was a lot of wastage of resources in catering for these repeaters.
Table 4.4 1999 & 2000 Dropout rates (M/F)

<table>
<thead>
<tr>
<th>Grade Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>4,320</td>
<td>110</td>
<td>0.120</td>
<td>0.01</td>
<td>0.024</td>
<td>0.048</td>
<td>0.027</td>
<td>0.068</td>
</tr>
<tr>
<td>2000</td>
<td>4,221</td>
<td>120</td>
<td>0.01</td>
<td>0.024</td>
<td>0.048</td>
<td>0.027</td>
<td>0.068</td>
<td>0.045</td>
</tr>
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<td>2001</td>
<td>3802</td>
<td>120</td>
<td>0.048</td>
<td>0.027</td>
<td>0.045</td>
<td>0.068</td>
<td>0.102</td>
<td>0.102</td>
</tr>
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Table 4.4 shows the drop out rates of year 1999 and 2000 cohorts’. Drop out rates indicate internal inefficiency. Similarly the drop-out rate was low in the lower primary classes and increased in the upper primary classes especially from class 5 to class 8 in 1999 Cohort. For example, it was noted that drop-out started increasing from class 4 onwards in 1999 and from lower primary in 2000 Cohort as indicated in Table 4.4 above.

Table 4.5 1999 & 2000 Flow (M) Source A.E.O Office Kinangop Division

<table>
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</table>
b. Flow by gender

Table 4.5 shows the flow of boys from class 1 to class 8 for 1999 and 2000 cohorts. It clearly indicates that a boy proceeded from one class to another, the number reduced meaning there was repetition and drop out cases. This was more noted in the upper classes where the number reduced significantly. Going by gender, 1687 out of 2340 boys managed to survive up to class 8 but only 1523 graduated in 1999 Cohort. In 2000 Cohort 1700 out of 2310 boys managed to survive up to class 8 but only 1600 graduated as indicated in Table 4.5.
TABLE 4.6 1999 & 2000 Survival rate (M)

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</table>

Cohort flow

- 1999: 2340 (60)
- 2000: 2310 (40), 2289 (20)
- 2001: 2281 (61), 2240 (60)
- 2002: 2219 (51), 1928 (64)
- 2003: 2122 (70), 1827 (42)
- 2004: 2100 (70), 1819 (60)
- 2005: 1997 (60), 1792 (70)
- 2006: 1821 (90), 1687 (23)
- 2007: 1700 (80), 1600
- Graduate: 1523
Table 4.6 shows the survival rates of boys as they proceeded from one class to the other. Survival rate is the number of students who move into subsequent grade in a subsequent year excluding repeaters compared to the number of students in the previous grade in previous year. It shows how efficient or inefficient a system is. The survival rates were low in the upper classes as compared to the lower classes. Generally, the survival rate was above 0.0697 from class 1-8 in both Cohorts, but this was not a guarantee that there were no wastages amongst the boys as shown in Table 4.6. The population of survivors was high but repeaters and drop-outs also existed.
Table 4.7 1999 & 2000 Repeater rates (M)

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Cohort Flow

Grade Year

1999
2000
2001
2002
2003
2004
2005
2006
2007
Table 4.7 shows the repeater rates for boys as they proceeded from one class to the other. It compares the number of repeaters of the same grade in a subsequent year with the total number of students in the previous year. The repeater rates are high at the lower levels of primary schools studied. It is an indication of internal inefficiency of an education system.

It was noted that the repeaters recorded below 0.929 from class 3-8 in the 1999 Cohort except class 1-2 that reflected 0.7; while in the 2000 Cohort class1-2 again reflected a rate of 0.961 as shown in Table 4.7.
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Drop out rate shows the number of pupils who fail to complete a certain education cycle. It is the percentage of pupils dropping out from a given grade in school in a certain year. The table clearly shows that drop out rate were high in the upper classes than in the lower classes. This is an indication of wastage in education system. The drop-out for boys was low from class 1-6 but was high in class 7-8 as indicated in Table 4.8
Table 4.9 1999 & 2000 Flow (F) Source kinangop division

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### TABLE 4.10 1999& 2000 SURVIVAL RATES (F)

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<tr>
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<td>1534</td>
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</table>
Table 4.10 clearly shows the survival rates for the girls as they proceeded from one class to another. In 1999 Cohort 1733 girls survived up to class 8 out of 2980 girls who had enrolled in class 1. However, 1700 girls graduated in 1999 Cohort. From the 2000 Cohort, 2000 out of 2911 girls managed to survive up to class 8 but 1534 graduated. It was further revealed that most children who enrolled in class 1 did not complete the education cycle.

The survival rate in 1999 from class 1-7 between 0.634 - 0.956. It was noted that class 5 had low survival rate of 0.904. This means that many girls either dropped out of school or repeated other classes in either different schools or at the same school as indicated in Table 4.10.
Table 4.11 1999 & 2000 Repeater rates (F)
Table 4.11 shows the repeater rates for girls in year 1999 and 2000 cohorts. The repeater rates were high from class 3 to class 6 but were low in classes 7 and 8. This shows that most of the girls repeated in upper classes than in the lower classes. The repeater rate was noted to be less than 0.062 in both Cohorts in all the classes.
Table 4.12 1999& 2000 dropout rates (F)

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</tr>
<tr>
<td>2002</td>
<td>2488</td>
<td>0.081</td>
<td>1866</td>
<td>0.159</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>2410</td>
<td>0.185</td>
<td>1791</td>
<td>0.102</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>2061</td>
<td>0.073</td>
<td>1735</td>
<td>0.086</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>2010</td>
<td>0.044</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>2000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>1534</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cohort Flow
The drop-out rate was increasing as pupils progressed from class 1 to class 8 as indicated in table 4.12.

In 1999 the crude wastage rate was 0.349 for the male children, compared to 0.430 for the female children. The actual wastage rates were 0.289 and 0.454 respectively. Similarly in 2000 cohort the actual wastage rate for male compared to the female children was 0.299 and 0.327 respectively. Both Division education office and Head teachers did not volunteer to give out information on repeaters because they feared victimization by the Ministry of Education on this issue. It is purposely done to raise their mean in the Kenya Certificate of Primary Education (K.C.P.E) thereby safeguard their positions. The reasons given by the head teachers are that:

i) Parents could not manage to raise examination registration fees.

ii) Children are screened through vigorous evaluation tests by respective schools to attain a higher mean score required in the final examination. Many children who fail to attain a minimum total of between 250 and 310 marks are either forced to repeat class 7 or learn in class 8 but do not register for the examination in the same school. Instead they seek registration in other schools willing to accept them.

iii) Children easily drop out of school due to harassment and frustration from the teachers and the head teachers who fear to be victimized by the district education staff for poor results in their subjects and the whole school in general.

iv) Parents have negative attitude towards education and its value due to lack of tangible rewards from education at primary level and even higher levels of
education. This situation is created by our poor national economic growth, stunted national development and lack of labour markets for the graduates from different levels of education.

v) Early pregnancies and early marriages are prevalent forcing some girls to drop out of school.

vi) Children lose interest in schooling due to lack of job opportunities after school. They live with some of their brothers, sisters and relatives who have either completed form four or colleges or university education but do not have any employment.

Going by gender, the problem of drop out was noted mostly among the girls. The major concern of this study is to determine the survival rates, repeater rate, and drop out rate and wastage rates in public primary schools in Kinangop division.

In conclusion therefore, two key messages run through the findings of this study.

i) The survival rate of children was much low compared to the initial children enrolled in a particular class

ii) More girls than boys drop out of school yearly.

4.2 Factors influencing the flow of pupils

The socio-economic characteristics of the parents form the major determinants of whether children from the various households are to participate fully or not. The number of dimensions pertaining to these socio-economic factors is important in gauging the parental ability to meet the basic household needs, education included. The indicators
such as the parental level of schooling, occupation, income and family size among others, count a lot in the socio-economic status of a family.

i) Parental level of education

In the present study, pupils were asked as part of the background information to state the highest level of education attained by their parent(s) both mother and father.

Table 4.13 Parental level of education (Father and Mother)

<table>
<thead>
<tr>
<th>Parental Level of Education</th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Not attended any level</td>
<td>52</td>
<td>41.9</td>
</tr>
<tr>
<td>Primary level</td>
<td>40</td>
<td>32.3</td>
</tr>
<tr>
<td>Secondary level</td>
<td>30</td>
<td>24.2</td>
</tr>
<tr>
<td>University level</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 1; Fathers level of education

Figure 2; Mothers level of education
This has contributed to a high rate of poverty and outbreak of diseases such as cholera and dysentery, population pressure and high crime rate.

The parental socio-economic background was directly linked to children’s drop out in schools. This is supported by studies conducted by Gitau (1985) and Githuri (1990)

In the division 71.4% of the mothers did not attend school and 41.9% of the fathers did not attend school. 18.9% of the mothers attended primary education as compared to 32.3% of the fathers who attended primary education. At secondary level of education 9.10% of the mothers attended while 24.2% of the fathers also attended. Among those who attended university education 0.6% were mothers against 1.6% fathers. The situation in the division was that 29.38% accounted for fathers against 70.62% of the mothers who had not attended any level of education. It was further revealed that 54.79% of the fathers compared to 45.20% of the mothers had primary education.

Among these with secondary education, 65.22% accounted for fathers against 34.78% of the mothers. While only 2 of the fathers representing 66.67% and 1 of the mothers representing 33.33% had university education. The figures therefore indicate that mothers in the division were worse off in terms of participation in formal education. The data gathered revealed that most of the parents had little or no formal education as indicated in the Table 4.13
Table 4.4 children’s participation in education by gender. (Boys and Girls)

<table>
<thead>
<tr>
<th>Participation in education</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enrolled</td>
<td>1120</td>
<td>1137</td>
</tr>
<tr>
<td>Drop out</td>
<td>160</td>
<td>170</td>
</tr>
<tr>
<td>Primary level</td>
<td>10,075</td>
<td>10,065</td>
</tr>
<tr>
<td>Secondary level</td>
<td>4072</td>
<td>2060</td>
</tr>
<tr>
<td>University level</td>
<td>110</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15,537</strong></td>
<td><strong>13,476</strong></td>
</tr>
</tbody>
</table>

Figure 3; Boys participation in different levels of education in Kinangop Division
In the division 1120 boys representing 7.21% had not enrolled in school against 1137 girls representing 8.44%. Drop out of schools shows that 160 boys (0.01%) against 170 girls (1.26%) dropped out of school in the division.

The number of children reported to be learning in primary schools by gender was not impressive. 10,075(72.08%) boys against 10,065(74.68%) girls accounted for children learning in the division.

The number of children attending school reduces respectively from one level to another. This situation is in secondary, university and other tertiary institutions. In this case 4072(26.21%) boys as compared to 2060(15.29%) girls attended secondary education in the division.
At the university level 110(0.01%) boys as compared to 44(0.003%) girls were in university level of education. All in all, there was low participation of children in education and this affected lifestyles of people in Kinangop division. From the above figures parental level of education has implications on children’s education. It can be concluded that parental participation in education positively relates to children full participation in education as well. As implied, parents who have no formal education as found in the study were not in position to assist and motivate their children to progress in education. This regards giving guidance and assistance in homework, monitoring children’s progress and providing educational materials. In particular mothers’ participation is crucial and especially in the case of girls, it is a great motivator. The foregoing evidence shows that female participation in education has roots in cultural biases and male dominance, which have existed for many years. Illiteracy especially among female parents in the division influence their children participation in education and more so in the case of girls. With no formal education, few parents are able to inspire and motivate both their sons and daughters to pursue formal education successfully. Educated parents and mostly those with secondary and university education were not only able to provide the necessary requirements at school but also emphasized the importance of education equally for their sons and daughters, with the hope that their children will emulate or even go beyond their own(parents) level of education. Illiterate parents do not appreciate the value of education and therefore invest less in it. Further the same parents have less interest to girls education. As revealed, some illiterate parents discriminate most against girls when it comes to investing in their children education. In addition the interviews revealed that the mothers level of education had an
influence on the children’s education and particularly that of girls this is because mothers are largely responsible for the children learning at home and they make much effort to guide their children in their early stages. This implies that if the mothers level of education is low then it will impact negatively on the child’s participation in school. Parents echoed this during the interview.

“My role is to provide some school requirements. At home, it is the duty of their mother to see to it that children eat well and do their homework. I can only guide the sons but the mother has to blame for the girls failure because its her business to guide them morally, socially and in school work and not to occupy her with domestic chores” (male parent).

On the same issue, all head teachers admitted that mothers take more time with the children as compared to the fathers. They pointed out that fathers particularly along the trading centers are tied with drinking illicit beer. They only reappear in their compounds late in the night. In this case, it is the mother who is left to care for the children, guide and provide food, clothes and learning needs. The mothers role remain crucial in the childrens upbringing. This implies that if the mothers are illiterate, as it is the case in the current study, then they are not able to provide to their children as expected of them by their spouses.

ii) Parental occupation

In one way or another, ones occupation plays a major role in expected standard of life. More often, it refers to economic activity which a person devotes more of his or her working time. Parental occupation is linked to their educational attainment.
since access to rewarding formal sector employment is based on level of education. One the other hand, low and disadvantaged employment accompanied by low salaries is associated with little or no education at all (UNICEF /GOK ,1992). In the current study, pupils were asked to indicate their parental occupation or economic activities.

As indicated on Table 4.15 majority of the parents i.e 364(50.6%) were peasant out of this 284(53.8%) were fathers while 80(41.5%) were mothers. In addition 44(6.1%) were either old or single parents and therefore were not engaging in major economic activity to help them raise a family income. The casual laborers were 144(17.2%) out of which 93(17.65%) were fathers and 31(16.1%) were mothers.

In every economic empowerment positions such as employment, mothers were less than fathers. The parents who are professionals are learned, have resources and show strong commitment to their children education regardless of gender. The peasants and casual laborers reflect a low socio-economic status consequently, these parents have low financial support to their children education. A large number of parents are in this category and mothers were advantage most. They had limited financial capacity to support their children’s education. Parental occupation further affected children’s education as found in the study.
Table 4.5 Parental economic activity /occupation.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Father</th>
<th></th>
<th>Mother</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Percentage</td>
<td>No</td>
<td>Percentage</td>
<td>No</td>
<td>Percentage</td>
</tr>
<tr>
<td>Orphan</td>
<td>1</td>
<td>0.19</td>
<td>1</td>
<td>0.5</td>
<td>2</td>
<td>0.3</td>
</tr>
<tr>
<td>Old/single</td>
<td>19</td>
<td>3.6</td>
<td>25</td>
<td>13</td>
<td>44</td>
<td>6.1</td>
</tr>
<tr>
<td>Peasants</td>
<td>284</td>
<td>53.89</td>
<td>80</td>
<td>41.5</td>
<td>364</td>
<td>50.6</td>
</tr>
<tr>
<td>Casual laborer's</td>
<td>93</td>
<td>97.65</td>
<td>31</td>
<td>16.6</td>
<td>124</td>
<td>17.2</td>
</tr>
<tr>
<td>Business</td>
<td>84</td>
<td>15.94</td>
<td>37</td>
<td>19.1</td>
<td>121</td>
<td>16.8</td>
</tr>
<tr>
<td>Salaried Employment</td>
<td>46</td>
<td>8.73</td>
<td>19</td>
<td>9.8</td>
<td>65</td>
<td>9.0</td>
</tr>
<tr>
<td>Total</td>
<td>527</td>
<td>100</td>
<td>193</td>
<td>100</td>
<td>720</td>
<td>100</td>
</tr>
</tbody>
</table>

Besides parents having some resources and are willing to educate their children, fathers traditionally manage household matters including education of their children. From the interview with the head teachers and parents, the prevailing belief among the community studied suggested that fathers were largely responsible for educational expenditure. Although mothers often took partial responsibility on expenses peculiar to girls i.e dressing and personal needs.

Further 75% of the children supported the same patriarchal belief that women and men are not treated equally. In the same questionnaire, 85% of the children had their fathers prefer boys education while 5% stated that parents treated them equally. Only 10% of the children stated that their parents prefer girls education directly.
This is a pointer of men dominance over women in the house holds. Fathers solely decide on family matters especially on who should go to school. It has had a negative bearing on children’s education especially in Kinangop division. In many cases girls are disadvantaged. Fathers often prioritize boys education rather than that of girls. A male head teacher admitted that

“in Kinangop division, women are only to be seen and not to be heard. Some women although illiterate, are more positive towards education of their children than their husbands, such mothers work hard but what they get goes to the pockets of their husbands because women have no say. On investment in education, a husband unquestionably decides on who should go to school.”

This explains that men’s authority is absolute since women do not own or control resources. The homestead belongs to a man who is by virtue of this ownership bestowed by the patriarchal society to be the more stronger and powerful partner. Mothers socially, culturally, economically and politically are not empowered and as a result, they have limited control on who should attend school in the face of economic difficulties.

iii) Family Size

Most families (80%) had between 4 & 8 children. On average there were 6 children per family. There were 3 reasons most parents offered for this situation.

i) Having many children’s was a sign of wealth. This is especially where there is a higher number of daughters and are married. The parents expected to receive substantial dowry that raises the family status in a traditional set up.

ii) May children meant increased labour force and security especially boys.
iii) The influence of modern education had made the young generation rebel against the cherished cultural norms which condemn bearing of children outside marriage

From the study, large families had a high number of dependants. In particular, polygamous families had more needs to satisfy besides education. This includes food, shelter and clothing which took more priority than education. Furthermore such families had several children attending school at various levels. A number of children from the same family were in the same class. House hold heads of such families remained much strained in meeting the cost of educating the large number of children.

Similarly, most parents (91%) talked of lack of financial resources against a large number of children schooling as a major hindrance in education in the area studied. Some families not only lacked finances but also food and in such cases girls could not continue schooling. In conclusion, the findings support the previous research findings done by Abagi (1995), Gichuï(1995) and Ambayo (1997). They concluded that the larger the number of children in a family with limited resources, the less investment in their education. In the process children stayed at home doing household chores or engaging in some income generating activities to supplement their family’s earnings. In some cases, girls are married in order to bring dowry for the support of their families and education of their brothers.

iv) Cost of education

From the foregoing revelation, most parents were not able to meet the costs educating their children under cost sharing policy in education. According to the policy, the
government pays teacher’s salaries and allowances, research, curriculum development, production of learning materials and general administration. On the other hand parents, communities and non-governmental organizations were to provide the bulk of other costs such as construction and maintenance of schools, buildings facilities, equipments and materials. These include classrooms, offices, libraries, workshops, toilets, uniforms, stationeries, textbooks and pay for internal and national examinations. Majority of the parents (91%) complained that there was scarcity of financial resources as the main problem in the face of escalating cost of education, hence the prohibition cost of schooling featured as the major reason offered by parents for not enrolling or removing their children from school. The main expenses mentioned by parents included uniforms, buying of text books, paying board of governors employed teachers etc

In the questionnaires pupils were asked to state household/ home-based problems that affected their education. Majority of the pupils (78%) pointed out that lack of money to meet school expenses as the major problem. Many parents earned a meagre income of between Kshs1,500 -5,500 from the sale of season crop such as potatoes. As a result, most found it difficult to meet the education expenses. Other reasons cited included single parenthood, being born out of wedlock or being an orphan because of death of one or both parent. Among the girls the reasons listed included too much work as house helps, helping their parents to raise income for the family and early pregnancies. However, not all parents held a negative altitude towards education. Some are motivated but genuinely lack financial ability to meet the cost of education.
On overall, parents view the cost of education critically before deciding who goes to school and for how long. When head teachers sent children away from school for various requirements, girls stayed longer at home than the boys. They take care of their young siblings and do all kinds of domestic chores. When a family gets little money, boys go to school first while the girls toil and wait at home. In most cases, girls are frustrated, leave school for good and get married. It was parental decision to invest in education of their children as stated by a male parent.

“Girls demanded many things, which are unnecessary. They like looking smart and this means that they must be bought two or more uniforms so that they can change regularly. In addition, they must have under clothes and their private requirements. Nevertheless boys do not demand all these. They will not mind going to school without some items. They can then survive out of school without putting other demands. Therefore you can judge who is costly to take to school.”

When these demands are considered, it becomes clear that parents spend more on girls as compared to boys. More so, expenses increases as girls grow up the education ladder. It is easier to maintain boys rather the girls at school, according to most parents (81%) interviewed, however, some female parents commented that their expenses are justified naturally and should not be seen as a burden as she admits that.

“It is true girls have more demands apart from educational ones, this is part of their nature and it is necessary to meet these demands if girls have to learn comfortably at school. Their bodies, demand all these items. If boys were created this way, they would also demand the same.”

Therefore, we should treat children honestly according to their individual needs.
An economic interpretation from these views is that girl’s education takes more resources than the boys education. It is anticipated by parents that it is the son who will remain to cater for the welfare of their house holds and for them at their old age. Consequently, they feel that there is a reason to invest in boys whose demands are fewer as opposed to girls, whose demands are many but returns are high on their husband’s families.

The head teacher complained of low level of awareness of the importance of education among parents. This was cited in lukewarm support to education of girls. It emerged that some parents had many resources, especially these of business activities but did not want to utilize them on the education of their children. Instead, they used the children in trade activities at expense of schooling. This phenomenon arises due to the parental negative altitude held towards education.

From the foregone findings, the socio-economic backgrounds weigh heavily on and influence children’s participation in education especially in the case of girls. As presented, most parents had little or no education, participated in very limited economic activities and were disadvantaged in the formal employment sector. As a result, most of them were low income earners who found it hard to cater for their large families. All these placed parents at a disadvantage as regards their ability to meet these educational expenses. A choice made in the force of financial constraints had the girl not enrolled in school or drop out from school. Further the introduction of cost sharing policy worsened the situation, poor parents found education increasingly being unattractive and girls were at a disadvantage. The condition support earlier
studies by Abagi(1997) Ambayo (1997) and UNICEF/GOK(1997) that highlight the forces behind girls low participation in education as compared to the boy’s education.

v) **Socio-cultural norms and practices**

Gender strongly interacts with socio-cultural factors to produce sex role stereotype and expectations which influence the participation of boys and girls at school, in different ways. Most of the norms found under their category were highly cherished by the communities studied.

Traditionally, communities assign roles to the male and female members in it. In this way gender forms the dominant criterion besides age. The community roles were imparted through family socialization and reinforced in other social avenues such as school and churches. Children in the society had to follow these roles with no option. These practices aimed at making children become responsible and independent in their life as they face the various societal challenges. In the present study, children were asked to indicate domestic duties they perform at home which affect their studies at school.

**Table 4.16 Domestic duties performed by males and females at home**

<table>
<thead>
<tr>
<th>Gender/duty</th>
<th>Male (%)</th>
<th>Female (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen and laundry work</td>
<td>2.7</td>
<td>97.3</td>
<td>100</td>
</tr>
<tr>
<td>Farm work</td>
<td>50.9</td>
<td>49.1</td>
<td>100</td>
</tr>
<tr>
<td>Cleaning &amp; fencing</td>
<td>100</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Grazing cattle</td>
<td>100</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>No work</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
As indicated in Table 4.16 it is evident that boys and girls perform specific jobs at home. From the figures girls dominate (97.3%) of the kitchen and laundry work which broadly includes cooking, fetching water, caring for young ones, washing utensils and collecting firewood. On the other hand, most boys (100%) mentioned to be engaged in grazing cattle. Farm work is almost equally shared between boys and girls. The information on division of labour was compared with that from the parents in which the majority of them (79.2%) accepted the existence of chores appropriately and specific for boys and girls respectively as stated by one parent.

“Girls are specialist in the kitchen, they cook, fetch water, collect firewood, wash clothes and utensils, take care of the young ones, sweep and prepare the houses and are sent to the market. For boys, the main activities include: grazing if any, fencing and prepare seed bed.”

However, one parent admitted that there are cases when the division of labour is not strictly maintained. Such situations included where there are young children or no children of a given gender in the family. For example boys cook in families with very young girls and vice-versa. In addition pupils were to indicate who does most of the domestic chores between boys and girls. The majority of the pupils (85%) admitted that girls do most of the domestic work. Also parents (90%) supported pupils views. Only 2 (0.083%) parents mentioned that boys and girls did equal work. The implication was that girls relatively active involvement in the domestic chores left them with less time and energy devoted to school.
As pointed out by parents, boys could afford to go for entertainment including chatting, playing and loitering with their friends in the market places. However the girls were kept busy by the domestic chores for most part of the day hence had no time to rest and relax. However both boys and girls stated that domestic work consumed their time meant for studies and homework. Parents (90%) held a common view that duties performed by children were appropriate and good for their future life. In this case, the duties prepared boys to be good fathers and girls trained to be good wives and mothers in future. Therefore gender roles are an aspect of cultural tradition which most parents would like to see being preserved.

**vi) Early marriages and early pregnancies**

From the study, early marriages were noted to be a common cause of girls drop out from school. In most cases, adolescent period overwhelmed girls and boys. This is due to the state of their body biological make up and changes taking place at this period. Other early marriages are arranged by the parents in order to get bride prices to educate a son in the family. At this stage, girls had no choice rather than obey their father’s decision. It is the father who decided who should go or remain at school and resources required at school must be looked for. The chances were that a girl had either to repeat a class or drop out of school or get married when needs exceed family resources to educate a brother.

The school is seen as an institution out to disrupt and uproot traditional marriage practice with Western values which are both incompatible and unacceptable among the communities.
With all their reasons among others, investment in girls education receives less attention than that of boys from many parents. It emerged that parents fear effect of schooling on their daughters' conduct. In their view, schooling inculcates bad influence on their daughters and this spoils chance of them getting married and bring bad reputation in the family.

vii) **Parental perception on the investment in boys and girls education.**

In this study, parents were asked to state their preference on who they would educate especially when faced with inadequate financial resources. The majority of the parents (60.7%) interviewed preferred boys education, while 20.85% of the parents preferred girls education and 12.5% of the preferred education of both boys and girls. They gave various reasons for their preferences. Those who preferred boys education commented that;

“Educating a girl is like educating somebody’s wife as all the benefits will go to her husband. So educating her is a waste of the family resources. Why get interested in girl’s education. It is a waste of time and money. A woman is always under a man.”

The view confirms some of the common perceptions that parents have an equal participation in schooling of boys and girls. Girls and women are taken to be of low status and therefore deserve less education. On the contrary, a man is highly placed by the patriarchal structures in all aspects of life. He is regarded as the provider and the prime decision maker in the family. Consequently sons are treated
highly because they are the future breadwinners’ heirs, professional sons and header of the society in which they live.

The boys activities especially education is taken to be important in preparation for their future roles. As such, the prevalence of the inheritance system thoroughly influences parental altitudes towards more investment in boys education as opposed to that of girls. Boys are favoured because there are somehow home permanent members of the households. Further boys are perceived to be hardworking while girls are seen as lazy and poor performers in most activities, education included. Parents view girls as persons catered for by their prospective husbands in the traditional setting. They are of greater financial gain upon successful completion of school to their husbands. Therefore such girls are married off by their parents and are likely to benefit a different family. In the event of scarcity of funds, they are the ones to be withdrawn from school first and confined within domestic sphere upon marriage. Due to this few parents (25%) think that girls deserve little education to fit them into domestic spheres upon whose roles and positions in the society are inferior.

However, the majority of the pupils (72%) supported the common statement that education of boys is more important than that of girls, while (80%) of them also agree that more girls than boys were not attending school in the division.

While education is widely perceived to be important in the division, high level of employment discouraged most of the parents. Parental perception on children
education very much reflects the social structure and division of labour. Parents are reluctant to invest fully in girls education due to the socio-cultural factors. These factors greatly shape parental preferences. Findings confirm summers (1992) statement that under investment in girls education is a result of the expectation that girls will grow to do nothing other than serve their husbands in marriage life.

viii) **School based factors**

In the study, specific questions put forward to the head teachers, parents and pupils aimed at establishing the factors that influence pupils participation. From the above, a number of factors that had differential impact on children emerged.

a. **Location of schools**

Location of the school featured as a problem especially in the areas where schools were hard to reach due to poor infrastructure. The location forced pupils and teachers to come to school late or absent themselves most of the days. In such areas, parents withdraw their children from school especially girls.

b. **Leaning Environment**

A good environment cater for the needs of pupils. This implies that the school environment should or ought to be as good as home and if possible better than home. However, various factors within the schools in the division had
gender -differentiated impact on the pupils. These were noticed in several aspects of learning. For example, despite a few schools getting assistance from some NGOs most schools lacked facilities such as classrooms, toilets, furniture and textbooks among others. This led to increased repetition and drop-out among pupils in various classes. As a result most parents often get discouraged to the point of withdrawing their children from school whatever class they are in and girls are always the first victims of withdrawal as stated by a head teacher.

“Some of poor performance is what parent hate very much. Much scarce resources used at the expenses of the child to study, but children perform poorly. In the long run, the parents get discouraged. They see that education does not make any difference and do not think that there is no reason for a child to remain in school wasting time and money. In most cases girls are the first ones to be withdrawn to care and assist their mothers while awaiting marriage”

In mixed schools, all the head teachers (90%) noted that boys were more active and aggressive than girls. They concur that, in the lower primary classes, girls are more active than boys but in the upper primary classes girls tended to be more passive than boys for various reasons among them:

i. Girls are more disturbed when they reach adolescence. They become shy and give up easily when defeated in class work by boys.
ii. Girls become so conscious of their roles and internalize the common beliefs about women in the society and hence create a low–self perception.

iii. Girls become pre-occupied with many things at adolescence stage like involving in relationships with opposite sex thus lose interest in school work and learning.

c. Staffing by gender

In this study, gender imbalance in staffing was more noticeable in the schools found in the interior parts of the division. Those in remote areas are far from the major market centre’s, implying that they are located far from the necessary social amenities such as rental houses, health centre’s, hotels shops among others. In most cases male teachers are posted to such schools since female teachers ignore such postings.

Going by grade and by gender, there was only 74 teachers of approved teachers status (ATS) out 722. In the grade 48 of them are male teachers compared to 26 female teachers. The number of teachers in the grade of S1 Diploma was 14, five (5) male teachers against nine (9) female teachers to act as role models in schools. Even those who were there still regard themselves as of low status.

It evident that socialization processes schools normalize gender differentiations perpetuated by societal gender inequalities that put girls at disadvantage. Hosts
of factors within the school hinder the flow and full participation of pupils especially the girls in the primary level of education. In addition, when the government and schools fail to address needs of the girls as an entity in education, then parents become more inclined to invest less in girls education. All these factors sent implied messages regarding gender role stereotypes, which affected female pupils more adversely in Kinangop division.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the findings, conclusions and recommendations and suggestions for future research.

5.2 Summary of the Findings
The purpose of the study was to determine the flow of pupils in 1999 and 2000 cohorts in public primary schools by gender and investigate various factors hampering pupils flow in school in Kinangop division. To this end, the researcher formulated the following questions.

i. How many girls proceed from standard one to another in 1999 and 2000 cohort?

ii. How many boys proceed from standard one to another in 1999 and 2000 cohort?

iii. What will be the graduation rate in year 2000, 2001, 2002, 2003 and 2004?


v. What are the strategies schools are trying to use to enhance gender parity

5.2.1 Male /Female pupils flow.
In order to find solutions to the above questions, various methods were used to gather both qualitative and quantitative data. These included questionnaires,
interviews and discussions. The researcher was in the field between April and May 2011. From the analysis of the data, the following information emerged.

i) **Flow of pupils in 1999 cohort**

3,420 out of 5,320 children managed to survive up to class 8 but 3,223 children registered for the Kenya Certificate of primary education.

ii) **Flow of pupils in 2000 cohort**

3,907 out of 5,221 managed to survive up to class 8 but only 3,134 children registered for Kenya Certificate of Primary Education. The wastages were as follows: Crude wastage rate in 1999 is 0.394 and actual wastage rate is 0.551. Crude wastage rate in 2000 is 0.400 and actual wastage rate is 0.539.

### 5.2.2. Flow by Gender in 1999 and 2000 cohorts

**Boys 1999:** 1687 out of 2340 managed to survive up to class 8 but 1523 graduated in 2006.

**2000:** 1700 out of 2310 boys who had enrolled in class 1 managed to survive up to class 8 but only 1600 graduated.

**Girls 1999:** 1733 out of 2980 girls who had enrolled in class 1 managed to survive up to class 8 but only 1700 graduated.

**2000:** 2000 out of 2911 girls who had enrolled in class 1 managed to survive up to class 8 but only 1534 graduated.

The wastages were as follows...
Crude wastage rate for boys in 1999 was 0.349 and in year 2000 it was 0.307. Actual wastage rate for boys in 1999 was 0.289 and in year 2000 it was 0.299. Crude wastage rate for girls in 1999 was 0.454 and in year 200 it was 0.327

5.2.3 Factors influencing participation of pupils in education as discussed in this research include home based factors, school based factors, social economic factors. All these factors are affecting girls from fully participating in education in Kinangop division.

5.2.4 Strategies being used by schools to enhance gender parity

Most schools are adopting policies that include boosting the quality of teachers through short term courses and seminars, improving the learning materials in the first years of schooling to avoid formation of negative attitude towards school by pupils. Identifying pupils with learning difficulties and providing special support for them.

5.3 CONCLUSUION

From the findings of this study less than 1700 girls graduated in a given cohort. The implication is that women, who are key players in development in the society, will continue to be disadvantaged in leaderships position, starting from grass root levels. Hence, the level of poverty will also continue increasing as years go by instead of reducing with time. This affects socio-cultural, economic and political lifestyles of the people. In addition with low levels of education there is likely to be high population growth, spread of HIV/AIDS pandemic and other diseases and high crime rate in Kinangop division. Majority of the parents had no formal education and therefore are not in a position to assist and motivate their children to progress in schooling.
5.4 Recommendations

It would be valuable to undertake similar research, sampling the experienced boys and girls who did not enroll or who dropped out of school. Their experience would give a more comprehensive understanding of the current problem.

There is need to focus on more divisions to determine precisely the flow of pupils in public primary school in Kinangop District.

Studies related to learning outcomes and academic performances need to be conducted in Kinangop district.
REFERENCES


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RESEARCH INSTRUMENTS

INTRODUCTION

The purpose of the study is to determine gender disparities in 1999 and 2000 cohorts in public primary school in Kinangop division.

The study further investigated the factors hampering the flow of pupils by gender. The researcher used data collected for study purpose only and was treated confidential.

Answer the following questions appropriately as possible.

APPENDIX PUPILS QUESTIONNAIRES

Tick or fill blank spaces where appropriate

A. RESPONDENT BACKGROUND

1. what is the highest level of education attained by your
   A. Mother primary [ ] Secondary [ ] University [ ]
   B. Father primary [ ] Secondary [ ] University [ ]

2. What is your parents main occupation or work?
   a. Mother [ ]
   b. Father [ ]

3. Do you parents have any piece of land? Yes [ ] No [ ]
   a. If yes what cash do they grow

       Potatoes [ ] cabbages [ ] both [ ]

4. Do your parents keep livestock?
   a. If yes, what livestock do they keep cattle [ ] goats [ ] sheep [ ]
   b. Do you have any other source of income? Yes [ ] No [ ]
   c. If yes, state source; business [ ] salaried employment [ ]
5. How many are you in the family? Boys [ ] Girls [ ]

B. SCHOOL PARTICIPATION

1. How many brothers and sisters are presently in school?
   a. Primary boys [ ] girls [ ]
   b. Secondary boys [ ] girls [ ]
   c. College/ university boys [ ] girls

2. How many of your brothers and sisters never went to school?
   a. Boys [ ] girls [ ]

3. What are some of the domestic duties you perform at home?

   Digging [ ] cooking [ ] grazing [ ]
   Fetching water [ ] collecting firewood [ ]
   Other specify__________________________________________________________

4. Between you and your sisters or brother, who perform much of the domestic work?
   a. Brother (s) Sister (s)

5. What things do you think affect your studies negatively within the school

   (Write them in order starting with the most serious)
   a. _________________________________
   b. _________________________________
   c. _________________________________
   d. _________________________________
6. What things do you think affect your studies negatively at home?
   a. ________________________________________
   b. ________________________________________
   c. ________________________________________
   d. ________________________________________

7. What is your opinion about the following statements on ?
   a. ________________________________________
   b. ________________________________________
   c. ________________________________________
   d. ________________________________________

8. What is your opinion about the following statements on girls education?
   a. More girls than boys are not attending school in the division
      Agree [ ]    Undecided [ ]    disagree [ ]
   b. Education of boys is more important than of girls
      Agree [ ]    Undecided [ ]    disagree [ ]
APPENDIX 2: HEAD TEACHERS INTERVIEW GUIDE

The purpose of the study is to determine disparities in 1997 and in 1998 cohorts in public primary school in kinangop division.

The study will further investigate the factors hampering the flow of pupils by gender. The researcher will use data collected from study purpose only and will be treated confidential.

Answer the following questions appropriately as possible.

(Tick fill in the blank space where applicable)

Male [ ] Female [ ] School [ ]

1. Are there cases of irregular attendance of pupils in your school? Yes No

If yes, give reason

i) __________________________

ii) __________________________

iii) __________________________

iv) __________________________

2. Which gender commonly drops out of school in your school?

Boys [ ] Girls [ ]

3. What are the reasons for this situation?

i) __________________________

ii) __________________________

iii) __________________________

iv) __________________________

v) __________________________
4. What are home based factors that influence girls active participation in education and completion as compared to boys?
   i) __________________________
   ii) __________________________
   iii) __________________________
   iv) __________________________
   v) __________________________

5. What could be possible strategies to improve the situation of girls in primary education?
   i) __________________________
   ii) __________________________
   iii) __________________________
   iv) __________________________
   v) __________________________
APPENDIX 4: PARENTS FOCUS DISCUSSION GROUPS

The purpose of the study is to determine gender disparities in 1999 and 2000 cohorts in public primary schools in Kinangop Division.

The study will further investigate the factors hampering the flow of pupils by gender. The researcher will use data collected for study purposes only and only will be treated confidential.

Answer the following question appropriately as possible.

Tick here appropriate

Male [ ] Female [ ] Location [ ]

Answer the following questions appropriately as possible

Tick where appropriately

Male [ ] Female [ ] Location [ ] Occupation [ ]

Marital status: Single [ ] Married [ ] Divorced [ ] Widow [ ]

A. SOCIO-ECONOMIC BACKGROUND

1. Did you attend school? Yes [ ] No [ ]

If yes, what level?

Primary [ ] Secondary [ ] College [ ] University [ ]

2. What is your husbands’/wife’s income?

Formal employment salary [ ] farming [ ] business [ ]

3. Do you own any piece of land? Yes [ ] No [ ]

If yes, what cash crop do you grow?

4. Do you keep livestock Yes [ ] No [ ].
5. Do you have any other source of income? Yes [ ] No [ ]

If yes specify __________________________________________

B. Children’s participation in education

1. How many of your children are in school?

   Primary: Sons [ ] Daughters [ ]
   Secondary: Sons [ ] Daughters [ ]
   College: Sons [ ] Daughters [ ]
   University: Sons [ ] Daughters [ ]

2. How many of your children never went to school at all?

   Sons [ ] Daughters [ ]

3. How many of your children never went to school but dropped out? Sons [ ]

   Daughters [ ]

   Why this case
   i) ______________________
   ii) ______________________
   iii) ______________________
   iv) ______________________

4. What domestic duty do your children perform when they are not in school?

   Digging [ ] Cooking [ ] Fetching [ ]
   Collecting firewood [ ] Other specify [ ]

5. In your family, who spends more time doing these duties between boys and girls?

   Boys [ ] Girls [ ]
6. In your opinion, which of the children would you prefer to educate between a boy and a girl? Boys [  ] Girls[  ] Explain your reason why

i) __________________________

ii) __________________________