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FACTORS AFFECTING ENROLLMENT IN PUBLIC PRIMARY SCHOOLS: A CASE OF GATURI LOCATION IN MURANG'A EAST SUB-COUNTY, KENYA.

IRUNGU RACHEL C. WANGUI

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NOVEMBER 2012

Wangui Rachel C
*Factors affecting
enrollment in public*

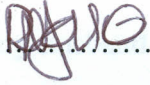


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DECLARATION

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



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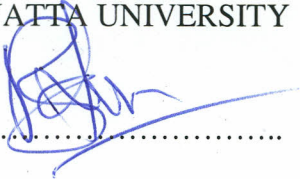
This research project has been submitted with our approval as the university supervisors.



3.12.2012

DATE

DR. JACKLINE K.A. NYERERE
LECTURER
DEPARTMENT OF EDUCATIONAL
MANAGEMENT POLICY AND
CURRICULUM STUDIES,
KENYATTA UNIVERSITY



3.12.2012

DATE

MR. GATIMU KIRANGA
LECTURER
DEPARTMENT OF EDUCATIONAL
MANAGEMENT POLICY AND
CURRICULUM STUDIES,
KENYATTA UNIVERSITY

DEDICATION

To the almighty God who gave me the physical and mental strength to undertake and accomplish this project.

To my husband Stanley, daughters Faith and Peris and son Joseph for the support and encouragement during the entire period of my study.

ACKNOWLEDGEMENT

I wish to acknowledge the people who greatly contributed to the accomplishment of this research project. Sincere thanks to my supervisors, Dr. J. A. Nyerere and Mr. Gatimu Kiranga. I enjoyed a lot of support and contributions from them. I am indebted to them for offering me the best advice while undertaking the course.

I appreciate all the head teachers of the primary schools I conducted the research, the teachers and their pupils in Gaturi location.

I also wish to thank all my family members who gave the support and particularly my husband Stanley, daughters Faith, Peris and son Joseph and my brother Simon.

Finally I thank all the people who assisted me in one way or the other towards the successful completion of my study.

ABSTRACT

The central problem of this study is that although the government is providing direct grants to primary schools under free primary education F.P.E, some areas still experience decreasing enrolment. The purpose of this study was to investigate the factors contributing to enrolment in public primary schools in Gatari location in Murang'a East sub-county. The objectives of this study were to establish pupils' enrolment in the period 2004-2011, to determine the social, economic and cultural factors, the school based factors and pupils' characteristics and the state of physical facilities contributing to enrolment and to establish measures that could improve enrolment in the public primary schools in Gatari location in Murang'a East sub-county. A descriptive survey design was used to collect data from 8 head teachers, 40 teachers and 160 pupils and key informants like the DEO and the parents. The study used questionnaires for head teachers, teachers and pupils. General interviews were conducted with the key informants. Observation of the facilities in the schools was carried out by the researcher. Quantitative data were analyzed descriptively using frequency counts and percentages and presented using tables and bar graphs. Qualitative data were analyzed by arranging responses according to the research questions and objectives. The study found that enrolment rates in public primary schools in Gatari location in Murang'a East sub-county declined. The problem of enrolment affected boys more than girls. The most prominent causes of declining enrolment of pupils are poverty, transfer of pupils to private academies, poor performance, shortage of teachers, and alcohol abuse by parents reducing birth rates, negative attitude towards education, indiscipline and domestic conflicts. This shows that there are social-economic and cultural factors, based factors and pupil characteristics that pose a challenge to the FPE in this location which calls for attention of all stake holders. The government through the Ministry of Education should increase funding per child through the FPE, provide more benefits to pupils in public primary schools and sensitize the community to enroll school age going children, both boys and girls, introduce school feeding programmes and employ more teachers. The community through the county administration should be educated on the dangers of local brews and the prescribed sects. Alternative source of income should be introduced in the area to reduce poverty school alumni should be used to as role models to give the student in these schools hope.

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ACRONYMS

AIDS	–	Acquired Immune Deficiency Syndrome
EFA	–	Education for All
ERS	–	Economic Recovery Strategy
FAWE	–	Forum for African Women Educationist
FPE	–	Free Primary Education
GER	-	Gross Enrolment Ratio
HIV	-	Human Immune Deficiency Virus
IMF	–	International Monetary Fund
KESSP	–	Kenya Education Sector Support Programme
MDG	–	Millennium Development Goals
NER	–	Net Enrolment Ratio
SPSS	–	Statistical Package for Social Sciences
UNESCO	–	United Nations Educational, Scientific and Cultural Organization
UPE	–	Universal Primary Education

CHAPTER ONE

1.0 INTRODUCTION

The chapter gives the background of the study statement of the study the main objective of the study, limitations and delimitations.

It also gives the theoretical and conceptual framework of the study and definitions of central terms.

1.1 Background of the study

Wood Hall (1970) defines education as an investment in human capital that yields economic benefit by increasing the productive capacity of people. Education is essential for social – economic development. Schultz (1961) and Damson (1962) both recognized that education contributes directly to the growth of national income as it improve the manipulative skills and intellect of the people.

Since independence, Kenya recognized that education was a basic tool that would help produce the human capital hence development. After independence, there was urgent need for education where people agitated for free primary education. The sessional paper No. 10 (1965) indicated the importance of education to eliminate poverty, ignorance and disease.

In 1974 primary education was free up to standard four. Although schools fees had been abolished no counter measures were put in place to replace lost revenue and consequently primary schools resulted to the use of a “building levy” which is most cases turned out to

be higher than the school fees charged previously. Enrolment initially doubled in most districts but fell back to their original levels following the introduction of the building levy” (Muthwii, 2004)

The Gachathi report of 1976 and Ominde report of 1988 emphasized on cost sharing in the education sector. Cost sharing introduced in 1988 indicated parents had to meet the cost of textbooks instructional materials, uniform, food and other levies which varied from one school to another.

The education system was characterized by high dropout rates, grade repetition and low competition and poor transition rates. There was need for education affordability and equity. According to Kenya education sector support programme (2008) reforms in the education sector have been undertaken in order to address the overall goals of the national economic recovery strategy paper (ERS) as well as millennium development goals and education for all and deliver policies as sessional paper No. 1 of 2005.

The government since independence committed itself to providing universal education to all primary school going age. This took the form of free primary education (FPE) which was providing in the second decade after independence. Having existed for more than 10 years free primary education was later abolished under the structural adjustment programme (SAPS). This meant that parents had to contribute more towards the education of their children through the cost sharing programme in form of uniforms, textbooks and other instructional material. The cost sharing system introduced to ease the

financial burden on the public education system in 1988 somewhat led to the decline in the gross enrolment rate (GER) and school attendance Bedi et al(2002) and Kimalu et al (2001). The GRE dropped from 115% in 1987 to 95% in 1990 and further to 91% in 2001 World Bank (2003).

The need for education affordability and equitable access was felt and the government enacted 2001 students acts that states that “the government should provide free and compulsory education. Kenya elected a new government and in accordance with the new government policies free primary education was introduced in 2003. The public response to FPE was overwhelming and created “access shock”. A total of 1.5 million new students showed up to enroll in schools drastically increasing classroom size Schmidt (2006). This led to overcrowded classrooms, shortages of equipment, teachers, textbooks and other materials.

The first major initiative of these reforms was the launch and implementation of the free primary education FPE in January 2003. Through FPE, school fees and levies were abolished and this significantly lessened the burden on households in financing primary education. This increased primary school enrolment putting additional pressure on existing school infrastructure, leading to poor conditions and overcrowding that are un-conducive to good learning environment.

The report further indicates that despite free education primary education still continue to experience many challenges relating to access and equity. The report also indicates that

continued poor economic performance has undermined the ability of households to generate sufficient incomes to support education and training of their children. Low incomes have had negative impact on key education indicators of access, quality, retention and completion. There are various parental charges like lunch, transport, activity fee, development fee and opportunity cost of children going to school.

UNESCO (2005) carried out an assessment of the free primary Education programme in Kenya. The assessment found out that some of the major challenges attending to free primary education were increase number of pupils, shortage of teachers, over stretched resources such as classrooms and furniture, lack of clear guidelines on admission, lack of consultation with teachers and parents delay in disbursement of funds and expanded roles for head teachers. The challenges have a negative impact on quality of education.

1.2 Statement of the Problem

Enrolment of pupils in public primary schools in Kenya has steadily increased since independence. Enrolment at primary level increased by 23.3% between 1964 and 1968, in 1983 – 93% of school age pupils were enrolled up from less than 60% in 1963. In 1983 enrolment stood at 4.3 million pupils (Bogonko 1992:25 Buchman 2001).

The country re – introduced free primary education in 2003 with a view to establishing universal primary education to meet the EFA and MDG target of universal access by 2015. An interim target of net enrolment rate of 85 % was established for 2005 (Vos et al

2004). Despite the above achievement primary education still face many challenges that relate to wastage in education.

Public primary schools have to contend with over stretched facilities, overcrowding in schools especially in urban slums, high pupil teacher ratio in densely populated areas, gender and regional disparities, increased number of orphans due to HIV/AIDS. With the above factors it is clear that cost was not the only factor hindering access to primary education.

1.3 Purpose of the Study

The purpose of the study was to investigate the factors affecting enrolment in public primary schools in Gatari Location in Murang'a East Sub-County.

1.4 Objectives of the Study

1. To analyze the pupils enrolment in the public primary schools in Gatari location of Murang'a East Sub-County in the period 2004 – 2010.
2. To critically determine the social economic factors that influence access of pupils in Murang'a East Sub- County.
3. To assess the social – cultural factors that lead to enrolment of pupils in Murang'a East Sub – County.
4. To analyze the school based factors affecting enrolment.
5. To assess the pupils characteristics contributing to enrolment in the public primary schools in the sub-county

6. To establish measures that could be taken to improve enrolment in public primary schools in Murang'a East Sub – County.

1.5 Research Questions

1. What has been the enrolment of pupils in public primary schools in Murang'a East Sub-County by gender from 2003 – 2010.
2. What is the current status of the physical facilities like classes, furniture books, sanitary facilities and other instructional materials?
3. What are the social – economic factors affecting enrolment of pupils in the study sub – county.
4. What are the social – cultural practices affecting enrolment of pupils in the sub – county.
5. What are the pupils characteristics affecting access in the area.
6. What measures could be taken to improve enrolment of pupils in public primary schools?

1.6 Significance of the Study

The findings of the proposed study will have practical implications for the future of public primary schools. The study is expected to contribute to the improvement of knowledge in enrolment in public primary schools. The study could help policy makers' teachers and parents to understand the different factors affecting enrolment. It will also

enlighten the government and other stakeholders on the different factors prevailing in different situations despite similar allocation of funds to all the pupils.

The study will also help the stake holders in the education sector to realize that there are ancillary costs of primary education such as school uniforms, meals, transport and good health of the pupils.

High enrolment could be realized by reducing indirect costs of schooling targeting the poor like free school uniforms, providing alternative source of income, school feeding programs among others.

The study could raise awareness that there are still groups among whom enrolment remains an issue even with free primary education. The findings may challenge the planners to provide quality education in public primary schools.

1.7 Assumptions of the Study

The study was based on the following assumptions:

1. All respondents will be co-operative and provide reliable responses.
2. All schools in area receive free primary school funds.
3. The schools share almost similar social – economic status as the area is a coffee growing area.
4. The locale of the study will provide adequate information required by the researcher.

5. There are other costs in education like food, uniform and travel expenses.

1.8 Limitations and Delimitation of the Study

The study was carried out in Gaturi area in Murang'a East Sub –County. This is a coffee growing area where more land was committed to coffee farming. Data will be collected from selected primary schools in Gaturi within Muranga Sub – County. The study limited itself to factors that influence public primary school enrolment. Private primary schools were not considered. For more conclusive result all the schools in the sub – county should have been studied.

1.9 Theoretical Framework

The study based its argument on classical liberal theory of equal opportunities that asserts each person is born with a given amount of capacity and abilities which education unlocks.

According to Shermon and Wood (1982), the educational systems should be designed with a view to removing barriers in nature (economic, gender, social or geographic) that hinders children from lower economic background from taking advantage of urban talent which could accelerate social promotion. The roots of this theory can be traced to writers such as Rousseau, 1712-1778, who claimed that the natural statesman were born equal and personal qualities should not jeopardize social equity so long as the society rewards the people according to their status.

The writer of the American Declaration of Independence claimed that all people were created equal with the same moral and political rights.

American educator Horace Mann, 1796-1889, could call education the great equalizer. Evidence in favor of this mainly in the form of case studies where people from poor families who have taken advantage of education opportunities and proceed to obtain better jobs and higher incomes.

According to Wainaina (2006) when evaluating in equalities of opportunities education plays a significant role, since it is an important determinant of individuals well being. He notes that there is considerable evidence of inequalities of opportunities in education of the developing countries in ASALS, areas of pockets of poverty and urban slums.

In Kenya the NARC government has made primary education free raising the total primary school enrolment from 5.8 million to about 7.1 million children. Before the introduction of the UPE excessive fees, high user charges, and other school related costs had locked many school – going age out of primary schools.

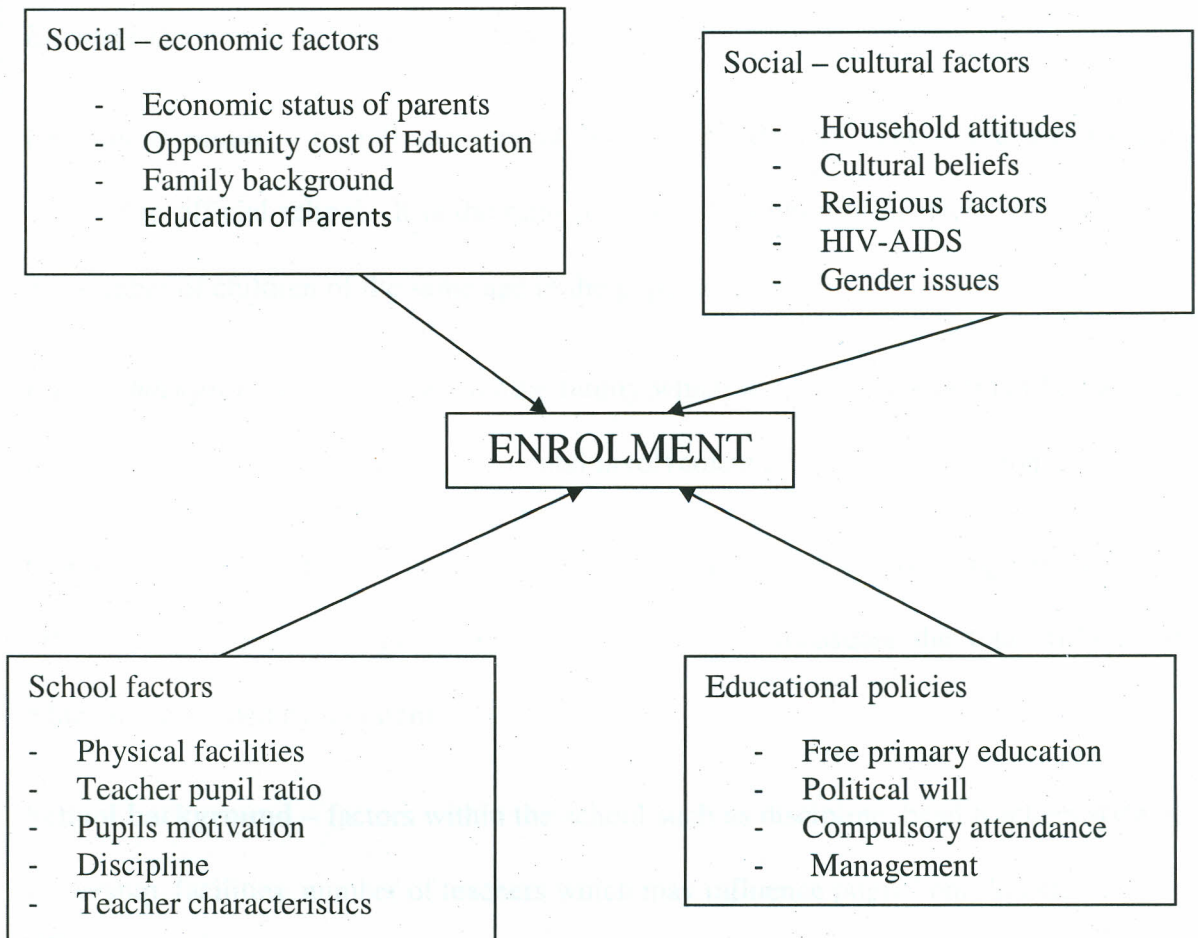
Njeru and Orodho (2003) note that making primary education free and secondary education available to all children regardless of their social status it is hoped that the handicaps that are inherited in being poor have been removed. On the level of education policy, the problem is mainly seen as of providing grants for the poor and able pupils especially at secondary school level in Kenya.

This theory was found relevant for the study because there are many factors affecting enrolment apart from the fees. This discriminates some children who are affected by social, economic and other factors from enrolling in schools and these impacts negatively in some areas.

1.10 Conceptual Framework

Conceptual framework is a model presentation where a researcher represents the relationships between variables in the study and shows the relationship graphically or diagrammatically (Orodho 2003). From the conceptual framework there are several factors influencing enrolment of pupils in public primary schools.

Figure 1.1 Conceptual Framework



Source: Researcher

1.11 Definition of Central Terms

Enrolment - number of students admitted in a school

Enrolment ration – overall measure of whether children of school age are actually enrolled to official school. It is the ratio of enrolled children of officials' school age to the number of children of the same age in the population.

Family background – factors within the family which may influence pupils like parental level of education, family size, and parental involvement in a child's education.

Gross enrolment ratio – ratio of total enrolment regardless of age to the age group of the official respondents to a given level of education. It measures the total volume of education provided by a system.

School background – factors within the school such as discipline, head teachers style of leadership, facilities, number of teachers which may influence pupils' enrolment.

Opportunity cost – the cost foregone for an item.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION

The chapter will analyze the literature that exists concerning factors that influence enrolment in public primary schools.

2.2 DEVELOPMENT OF EDUCATION AND ENROLMENT TRENDS IN KENYA

UPE is traceable to the 1961 conference of African states on the development of education in Africa held in Addis Ababa in Ethiopia. The main purpose of the conference was to provide a forum for African states gaining independence “to decide on the priority educational needs for the promotion of economic and social development in Africa. In the light of these to establish a first tentative short term and long term for educational development in the continent, embodying the priorities they had decided upon for the economic growth of the region (UNESCO 1961.V).

KANU campaign in 1960s and its manifesto included the provision of universal primary education upon attainment of independence (Bogonko 1992).

Since independence the government implemented several policies on UPE. This has led to an increase in enrolment up to the present day period. There was abolition of the racial school system which existed under the colonial government and the scrapping of standard

four exams that made it difficult for Africans to progress beyond four years of school during colonial period.

In 1974 there was elimination of school fees in semi – arid areas and other needy areas. This was the first policy provision of free primary education for the first four years. (Bogonko 1992:25). In 1978 a national policy of seven years of free primary education was announced leading to increase enrolment by 23.3%. By 1983 93% of school age children had been enrolled in primary schools. Between 1975 and 1978 (Bogonko 1992: 26 notes that charging of fees for standard five and seven decreased enrolment.

In 1988 the IMF imposed structural adjust programmes where cost sharing was introduced in the education sector. The parents had purchase books, equipments and pay for development in the schools. This move made it difficult for parents and communities to support education adequately; consequently education was beyond the reach of many households Abagi, 1997b, World Bank/ MOE studies, 1995).

The NARC government, in January 2003, introduced free primary education to accelerate the speed of meeting one of the goals of EFA; of free and compulsory education affirmed at Domitian Thailand 1990 in Dakar Senegal 2000. An interim target of not enrolment rate of 85% was established for 2005 (Vos et al 2004).

Following the implementation of FPE in 2003 the net enrolment ration in the country grew by 22%. The data on primary school enrolment in 2010 economic survey shows

that there is improvement in GER and NER. GER for 2009 was 110% from 109.8% in 2008. The NER rose from 92.5% to 92.9% in 2008 and 2009.

Table 2.2 Education outcomes in Kenya before and after introduction of FPE

	2002	2003
No. of pupils	6,314,600	6,917,553
No. of teachers	197,331	178,037
Pupil – teacher ratio	32	38.9
No. of classrooms	186,000	191,088
Pupils to classroom ratio	34	36
Share of national budget	35%	39%
To education budget	54.4%	56.7%

Source (Avenstrup et al 2004)

Introduction of free primary education has been impressive pro- poor policy. Poorer districts have seen larger increases in enrolment compared with richer districts as students who could previously not afford schooling enter the education system – Emis, and KNEC data.

2.3 School Based Factors Influencing Enrolment

The issues considered under the school related factors are school curriculum, physical environment factors, teachers and teaching learning materials. Dr. Kinyanjui in the Daily Nation on 15th September 2011 indicates that today we are reaping the benefits of an overloaded 8-4-4 curriculum that de – emphasized con-scientization of the student to the ethos of responsibility.

He also indicates that the quality of school infrastructure and curriculum affects the enrolment of students. Primary education still continues to experience many challenges

relating to access and equity. The government encourages all schools age children to enroll in formal primary schools but due to various challenges such as overcrowded informal urban settlement, HIV/AIDS pandemic, child labour, nomadic livelihoods and harmful cultural practices not all children are able to enroll in formal schools (Kessp 2005 – 2010 pg 54). Poor environmental factors affect all learners.

The overloaded 8-4-4 curriculum is one of the factors which affect pupil's participation in school negatively (Brock and Commission, 1991 Kinyanjui 1987; World Bank, teachers attitude towards their work and pupils, their classroom management and their interaction with pupils have a great impact on the retention in school of the pupils, particularly girls. There are observations that there are cases where teachers negative attitudes push pupils especially girls out of school.

Reports by the forum for African women educationist (FAWE) indicate that more than 12,000 girls drop out of school yearly due to pregnancy. Such a hostile environment discourages parents from sending their daughters to or pulling them out of school and pupils lose interest in education.

The availability of qualified teachers and the direct costs of education are the most significant determinants of demand and they calculate elasticities which describe the responsiveness of primary enrolment to changes in costs and levels of qualified teachers by house hold quantities Bedi et al (2002).

FPE has succeeded increasing quantity of children enrolled in school. There is widespread concern that quality has suffered particularly in subject districts.

This may be due to (i) Failure of school budgets and staffing levels to keep pace with enrolment in some areas. (ii) Loss of local accountability as school management and funding has become centralized in the ministry of education. Bold et al 2009.

Bold et al (2009) pupil teacher ratios have increased from 30:1 in 2001 to 44: 1 in 2008. Class sizes have increased more in poorer districts where enrolment has been high. Higher classes for those taking KCPE exams are associated with lower performance.

Bold et al (2009) composition of students entering education has changed since introduction of FPE. In particular the age profile of students has been affected by the introduction of FPE with older students entering or returning to school. The proportion of students who are at least one year older than the regular age in grade 8 has increased from 28% to 48% from 2002 and 2004 and there is anecdotal evidence from teachers that this leads to disciplinary problems.

According to EFA (2005) there were large numbers of pupils who drop out of schools because of cost of schooling. Many poor families could not afford paying all the required necessities and thus pupils were prematurely withdrawn from school. Unfriendly environment in the classroom by peers and teachers also enhance pupils drop outs from schools.

The school environment has been found to cause gender inequity in learning Bruns et al (2002). Poor environmental factors affect all learners. However girls have special needs especially during puberty period which if not provided the girls' attendance will be poor. Such facilities include toilets with enough privacy water and proper desks which are considered essential for girls' comfortable stay in school and learning.

2.4 Social – Economic and Cultural Factors

A special report by Lilian Awang in the standard 1st May 2010 indicates that keeping children in school goes beyond paying school fees poverty has been the major cause of pushing children into the labour market.

As the level of poverty rises, child labour has become crucial for family survival. Child labour is increasingly employed in domestic activities, agriculture and in trade. This leads to low enrolment in the schools. The daily nation commentary on pedagogy by Dr. Kinyanjui indicates that studies have shown that a parent's characteristics and altitude impact heavily on overall performance in education. Parents who enroll their children in public schools are limited in that they are not able to access resources to invest in extra books.

Vos et al (2004) argue that given financial constraints Kenya faces meeting EFA targets will require a more efficient resource allocation within the education sector. Rapid expansion in access to primary education in Kenya has been beset by problems of resourcing and overcrowding which threaten educational quality. Despite the abolition of

school fees there remain other obstacles to enrolment among the poor including the need for children to be employed and poor perceptions of the equality and utility of education to offer. Wambugu (2002) established that having well – educated parents is associated with greater educational attainment. The model on intergenerational transmission of poverty by Becker Lewis 1973 and Becker 1991 suggest that the decision on whether a child is enrolled depends on child characteristic, parental characteristics, household demographic and economic characteristics, costs of schooling, school quality, wage and employment opportunities for children and region.

According to Kenya education sector support programme 2005 – 2010 the government encourages all school children to enroll in primary schools but due to various challenges such as overcrowded informal urban settlement, HIV/AIDS pandemic, child labour, nomadic livelihoods and harmful cultural practices not all children are able to enroll in formal schools. The report also indicates that low enrolment in special education which is part of school enrolment influenced by taboos and beliefs associated with disability.

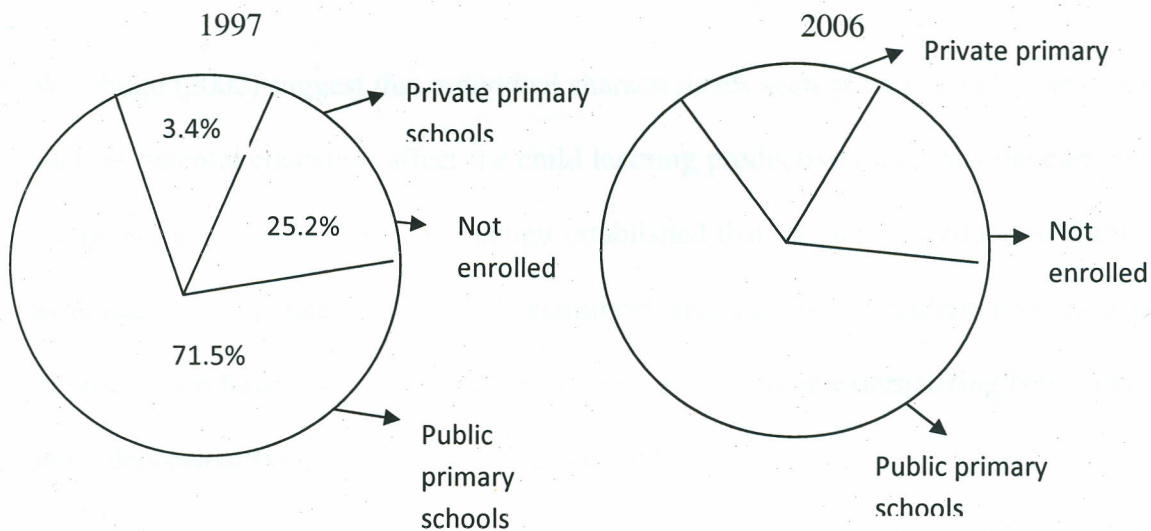
The report on HIV/AIDS indicates that children infected with HIV/AIDS at birth do not live to enroll in school and the orphans without appropriate intervention drop out of school or never enroll in school.

Njeru and Orodho (2003a) showed that major gender and regional inequalities persist through the gender gaps. African communities largely have a male preference attitude. Males are expected to be able to do wonders in the world of knowledge and technology

while women's place is at home, keeping with the livelihood of the family (Mushi, 2002 World Bank, (2002).

Sandefur et al (2009) find that the introduction of FPE has led wealthier parents to move their children into the private sector. The size of the private sector has tripled with a concomitant doubling of the price of private education. If these parents who previously give a lot of external support to schools – which is certainly plausible given that their decision to move to the pricier private sector reveals a strong preference for their children's education then the introduction of FPE may have drained schools of parental support and supervision.

Fig 2.3 Share of children enrolled by school type: percentage of children 6-13 years



Source: Bold et al (2009) free primary education in Kenya: enrolment achievement and local accountability.

Wainaina (2005) hold that inequalities in education opportunities exists with respect to : geographical location of the head of the family (rural and urban), illiteracy levels are higher in rural areas compared to urban areas, and also sex of the head of the households. Female headed households are poorer than their male counterparts. Children from such households have limited access to education, income levels of the family and wealth of the households. The higher the income the more educated the children and higher the education level of the parents. Educated parents send their children to more than those without education and finally the quality of infrastructure will also affects access to education.

Evidence exists indicating that parents education is positively associated with greater child education Strauss and Thomas (1995) and Shultz (1988).

Wambugu (2002) suggest that individual characteristics such as ability and family factors such as parental education affect the child learning productivity and thus the earnings of the potential child. In Kenya Wambugu established that having well educated parents is associated with greater educational attainment and earnings. Children born into poor families often have poor educational outcomes; exhibit more externalizing behaviors and more depressive symptoms Cross and Lewis (1998).

Parental poverty is one of the main reasons for escalating rates of schools drop outs as pupils goes to school on empty stomachs and dressed in tatters making it difficult for them to concentrate on their lessons or participate in school activities.

2.5 Educational Policies Affecting Enrolment

Several policies have been undertaken by the government affecting education in primary schools. KANU campaign in 1960's and its manifesto included the provision of universal primary education upon attainment of independence Bogonko (1992). There was abolition of racial school system which had existed under the colonial government.

Since independence in 1963 a number of commissions have been set up to review Kenya's Education system. The first commission after independence was in 1964 by Professor Ominde and aimed to review the education system. Ndegwa 1971, Gachathi 1976, Mackay 1981, Kariithi 1983 and Presidential working party on Education and man power training for the next decade and beyond in 1988. The commissions have influenced the education policies and practices in Kenya. The reviews have been necessitated by the quest to address the pertinent issues of access relevance and quality and efficiency of education systems in the country. The government has participated in the Jomtien Conference in 1990 and endorsed the EFA declaration. The world declaration on Education for all states that every person – child youth and adult be able to benefit from educational opportunities designed to meet their basic learning needs. One of the goals of EFA was to raise enrolment rates for both boys and girls from 35% in 1990 to 50% by the 2000. Within the primary schools EFA goals was to achieve UPE for both girls and boys in the year 2000, increase internal efficiency, improve quality and relevance, improve management and enhance gender equity.

There was policy provision of free primary education for the first four years from Jan 1974 (Bogonko 1992:25). In 1978 there was a national policy of seven years free education leading to increased enrolment by 23.3%. In 1973 the three Eastern African countries had an uninterrupted seven years of primary education. This had a significant impact in promoting access and for many of their citizens (Bogonko 1992: 25). The sessional paper of 2005 major target was to attain universal primary education by 2015.

Successful education systems go through a sequence of policy choices in South Korea compulsory primary education was introduced in 1954. It was financed by education tax act of 1958 and foreign aid. This led to a sustained increase in enrolment of over 95%. In 2002-03 the net enrolment was 88% (Ngware, Onsomu, Muthaka and Marida 2006). The world declaration on education for all in 1990 pushed many African countries to increase access to primary education.

The cost sharing policy introduced in 1988 shifted the burden of financing education to parents. This move made it difficult for parents and communities to support education adequately. Education is now beyond the reach of many households. (Abagi 1997b, World Bank/MOE studies 1995).

King (2005) notes that despite targeting the achievement of UPE as many as 1.5 million Kenyan children remain out of school. There are difficulties in monitoring what has happened as little data is available. He further indicates that issues of rising numbers and falling quality in the state system may be that wealthier parents prefer the fee paying

private sector. Kenya reintroduced free primary education in 2003, with a view to establishing universal primary education and meeting the EFA and MDGs target of universal access by 2015.

An interim target of net enrolment rate of 85% was established for 2005 (Vos et al 2004). Muthwii (2004) FPE initiative was pursued as a matter of political expediency. It was not adequately planned and resourced and thus had the consequences of increased drop out and falling education quality.

2.6 Summary

Literature reviewed in this section has shown that there are a number of factors that may affect enrolment in primary schools. The factors may be grouped into social economic factors, school factors, social cultural factors and education policies in a country. From the literature review elimination of fees at the primary level can have dramatic results.

Low enrolment may reflect a lack of supply of schooling, the opportunity costs of attending school, the perceived low returns from schooling in the labour market or other factors such as distance to school and for girls, the existence of female teachers and separate toilets. Major determinants of enrolment include household income, schooling cost, presence of schools, community involvement, transportation, education quality and relevance (Raja and Burnett, 2004).

Making primary education free is not enough because as Achoka et al 2007 note, parents or guardians are still expected to provide for facilities like uniform, feeding, medical care

and other non – statutory fees. The study intends to determine the factors affecting enrolment in public primary schools in Gaturi Location in the context of FPE.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used in the study. The chapter highlights the following; the design, the locale, target population, study sample, sampling procedures, research instruments, validity and reliability, data collection and data analysis.

3.2 Research Design

The study used the descriptive survey design to investigate the factors influencing enrollment in Gatari location in Murang'a East sub-county. Orodho J.A (2009) notes that survey is the most frequently used method for collecting information about people's attitudes, opinions, habits or issues in education or social issues. The survey was conducted on pupils, teachers and the head teachers in the schools selected, to determine the factors influencing enrollment in public primary schools.

Borg and Gall (1989) descriptive research survey is intended to produce statistical information about aspects of education that interest policy makers and educators. It's the most appropriate method.

3.3 Study Locale

The study was carried out in Gatari location in Kiharu Division in Murang'a East sub-county of Central Province.

3.4 Target Population

The target population is defined as the members of a real or hypothetical set of people, events or objects the researcher wishes to generalize the results of the research, Borg and Gall (1989). The target population of this study is 11,737 pupils and their parents, teachers and head teachers from the 20 public primary schools in Gatari location.

3.5 Sample and Sampling Procedure

A sample is the items selected from the target population Orodho J.A. (2009). It is not possible to include all the 20 public primary schools in Gatari Location in the study a manageable sample was selected. From this location eight public primary schools will be selected representing 40% of the target population of 20 schools which was in line with (Gay's 1992) recommendation of at least 10% sample size for education research.

The population will be divided into students, teachers and head teachers stratified sampling will be used. Orodho J.A. (2009) stratified sampling is appropriate if the population from which a sample is drawn constitute a homogenous group.

From each stratum of teachers and students simple random technique will be used to select those to give information. The headteachers from the sampled schools will all give information.

Table 3.1 Sampling Matrix

Schools in the location	Number of schools	Sample size (40%)
Upper zone	13	5
Lower zone	8	3
Total	21	8

Source: researcher

All the head teachers of the 8 sample schools took part in the study. Five teachers from the sample schools were included in the sample. Stratified sampling was employed to select 20 pupils per school, 10 each from standards 7 and 8 to answer the questionnaires.

Key informants were purposively selected for the study. These included the DEO and some parents who played a key role in the community. The use of the informants in this research was useful as they interacted with members of the community on daily basis and therefore in a position to give more information on social-economic and cultural factors influencing enrollment in the location. As such the sample study comprised of 8 head teachers, 40 teachers, 160 pupils and 3 key informants.

3.6.1 Research Instrument

According to Mugenda and Mugenda (1999), questionnaires are commonly used to obtain important information about the population and each item in the questionnaire is developed to address a specific objective or research question of the study. In order to address the research objectives and research questions data was collected by use of questionnaires. Questionnaires were used to gather data from head teachers, teachers and pupils. However the pupils were guided by the teachers on how to answer the questionnaires.

The questionnaires for the pupils were different and simple language was used to obtain information from them. However pupils in classes seven and eight were used as it was easy for them to get instructions. Interview schedule was used for the key informants as it was easy for them to give direct information needed.

3.6.2 Validity of the Instrument

Validity according to Orodho (2009) is the degree to which empirical measure or several measures of the concept, accurately measure the concept. The research instrument was validated through application of content validity procedures. Content validity is established and improved by expert judgment where university supervisors are resourceful.

The researcher with guidance from the supervisors estimated the degree of validity.

3.6.3 Reliability of Instrument

It's the measure to which a research instrument yields consistent results after repeated trials. It's verified by consistency of the observation of the outcome. The test retest technique will be used to assess the reliability of research instrument.

The spearman's rank order correlation will be employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaire will be consistent.

$$\text{Rho } (r_s) = 1 - \frac{6\sum di^2}{n(n^2 - 1)}$$

3.7 Data Collection Procedure

The researcher obtained a letter from Kenyatta University to introduce her formally to the National Council for Science and Technology from which a permit to conduct research was obtained. Thereafter the researcher sought to carry out the study from the Murang'a East sub-county Education officer. The researcher personally administered the questionnaires directly to the head teachers and teachers. The pupils were guided by teachers to answer their questionnaires. The researcher used interview schedules to get views from parents and the District Education Officer.

3.8 Data Analysis and Presentation

On completion of data collection and before embarking on analysis, the researcher checked for completeness of the questionnaires. The data was analyzed by use of statistical package for social sciences.

Appropriate statistical methods such as simple descriptive statistics, frequencies and percentages were used in the analysis. The output is presented in tables and graphs. Interpretations and inferences were based on this output.

3.9 Logistical and Ethical Issues

The researcher personally did the work. Respondents were made aware of the voluntary participation and information made confidential and only used for research purpose. A letter of introduction accompanied the research instruments and clarification was given.

CHAPTER FOUR

4.0 Data Analysis, Presentation and Discussion

4.1 Introduction

This chapter represents the results of the study findings. The purpose of the study was to investigate the factors influencing enrollment of the pupils in public primary schools in Gaturi location of Murang'a East sub-county

The study had six research questions:

1. To analyze the enrollment of pupils in public primary schools by gender in the period 2004-2011.
2. To analyze the current status of the physical facilities in the schools
3. To determine the social- economic factors affecting the enrollment of pupils in Murang'a East sub –county.
4. To determine the social- cultural practices affecting enrollment of pupils in the sub-county.
5. To assess the pupil's characteristics and school based factors affecting enrollment in the area.
6. To establish measures that could be taken to improve enrollment of the pupils in *public primary schools in Murang'a East sub-county.*

Each of the study research questions are discussed in this chapter.

Data for the study was collected from 8 head teachers, 40 teachers and 160 pupils and four key informants.

However 5 teachers and 10 pupils did not fully complete their questionnaire and were excluded from the analysis, meaning that data analysis is based on responses from 8 head teachers, 35 teachers and 150 pupils.

For the head teachers 87.5% were male and 12.5% female, indicating a poor representation of females. It was also noted that most of the head teachers had a long teaching experience. More than 50% of the head teachers had taught for more than 20 years.

For the teachers male teacher's respondents were 28.6% and female teacher's respondents 71.4%, showing a poor representation of the male teachers.

4.2 Enrollment of Pupils from 2004-2011

The first objective of the study was concerned about analyzing pupils enrollment in Gatari location of Murang'a east sub-county by gender from 2004-2011. The head teachers from the eight schools that participated in the study were asked to provide data on enrollment for the period 2004-2011.

Table 4.1 shows the enrollment trends in the eight schools by gender for period of 2004-2011.

Table 4.2 Enrollment trends in the eight study schools by gender 2004-2011

School	2004			2005			2006			2007			2008			2009			2010			2011		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
A	77	92	17	100	85	185	95	88	183	183	179	362	159	175	334	156	173	329	152	152	304	119	135	254
B	209	197	40	205	193	398	185	184	369	193	185	378	180	181	361	161	176	337	158	165	323	134	156	290
C	245	228	47	215	230	445	198	215	413	202	203	405	188	195	383	172	180	352	172	169	341	149	157	306
D	265	272	53	280	243	523	232	217	449	203	205	408	191	208	399	185	200	385	178	170	348	155	161	316
E	320	299	61	293	276	569	263	218	481	266	218	484	197	213	410	198	204	402	213	177	390	186	186	372
F	324	328	65	311	334	645	285	246	531	266	220	486	261	212	473	247	214	461	224	182	406	227	189	416
G							56	83	139	89	93	182	50	80	150	47	84	131	47	88	135	50	90	140
H										52	73	125	89	95	184	79	90	169	83	90	173	84	97	181
I	144	1426	28	140	136	276	131	125	256	145	137	283	132	135	269	124	132	256	122	119	242	110	117	227
	0		66	4	1	5	4	1	5	4	6	0	6	9	4	5	1	6	7	3	0	4	1	5

It was noted that majority of the schools are church sponsored that is 75% and 25% by the DEB.

From the table 4.2 two schools studied had not been established by the year 2004. School G was established in year 2006 and school H in the year 2007.

Despite the increase in the two schools from table 4.2, enrollment declined from 2866 to 2830 between the year 2004 and the year 2007. The general decline applied for both girl and boys.

Table 4.2 Enrolment trends in the eight study schools 2004-2011.



Figure 4.2 shows the total number of pupils enrolled in the eight schools for the period 2004-2011

From table 4.2 it is clear that that the number of pupils enrolled in the 8 study schools declined from the 2866(1440boys and 1426girls) in 2004 to 2275 (1104boys and 1171girls in 2011.

This was a decline of 20.6 %(boys 23.3% and girls 17.3%)

This shows the enrollment rate in public primary schools in Gatari location in Murang'a East sub-county has been on the decline with boys more affected than girls.

According to the teachers questionnaire 51.4% of the teachers indicated lower primary has more pupils and 37.2%indicated upper primary had more and 11.4%, it was same for both upper and lower primary.

According to the teacher's questionnaire, there is also the presence of pupils in the community who are not enrolled in the schools. 34.3% of the teachers indicated that there are students out in the community not enrolled in schools. The teachers also indicated that the girls have high enrollment compared to the boys. 14.3% of the teachers indicated boys had high enrollment while 85.7%of the teachers indicated girls have high enrollment.

4.3 Physical Facilities and School Based Factors Influencing Enrollment.

The second objective of the study was to analyze the current status of the physical facilities in the schools. Other school-based factors were also considered influencing enrollment.

Table 4.3 Head teachers and teacher's responses on school based factors influencing enrollment

School based factors	Level of influence					
	HEAD TEACHERS			TEACHERS		
	H	L	NI	H	L	NI
	%	%	%	%	%	%
1)Lack of adequate classrooms	12.5	12.5	75	12.1	33.3	54.5
2)Shortage of teachers	75	12.5	12.5	61.8	29.4	8.8
3)Poor sanitation facilities	25	62.5	12.5	36.4	48.5	15.2
4)Poor academic performance	62.5	25	12.5	46.9	46.9	6.3
5)Teenage pregnancies	0	37.5	62.5	0	45.5	54.5
6)Overcrowded classrooms	25	25	50	31.3	50	18.7

From the above table, the following factors were rated by head teachers as having high level of influence on enrollment, shortage of teachers 75%, poor academic performance 62.5%, poor sanitation 25%, and overcrowded classrooms 25%.

The teachers also rated shortage of teachers 61.8%, poor academic performance 46.9%, and poor sanitation facilities 25% having a high influence on enrollment.

Table 4.4 Social-economic and cultural factors influencing enrollment

Social-economic and cultural factors	Head teachers		Teachers	
	True	False	True	False
	%	%	%	%
1) Most children are from low income families	87.5	12.5	94.3	5.7
2) There still many other costs that make free education inaccessible	87.5	12.5	91.4	8.6
3) High income families send their children to private schools	87.5	12.5	91.4	8.6
4) Child labour is to blame for low enrollment	14.3	85.7	20.6	79.4
5) Influence of prescribed sects contribute to low enrollment	12.5	87.5	20.6	79.4
6) Influence of alcohol abuse by parents affect enrollment				

	87.5	12.5	79.4	20.6
7) Poor community attitude lead to low enrollment in Gaturi location	37.5	62.5	55.9	44.1
8) Married parents are more likely to send children to school than single parents	37.5	62.5	32.4	67.6

From the above table the following factors were rated highly as true by the head teachers most children in public primary schools in Gaturi location are from low-income families 87.5%, there are still many other cost that make free education inaccessible 87.5%, high income families send their children to private schools 87.5% and influence of alcohol abuse by parents influence enrollment 87.5%.

On the other hand the teachers rated highly true the following statements most children in Gaturi location in public primary schools are from low income families, there are still many other cost that make free education inaccessible 91.4%, influence of alcohol abuse by parents affects enrollment 79.4%, poor community attitude leads to low enrollment in Gaturi location 55.9% and high income families send their children to private schools 91.4%.

Other social economic and cultural factors influencing enrollment cited by the head teachers were, lack of constant source of income, poor attitude towards education by parents, use of family planning methods reducing birth rates, alcohol abuse by young men who are addicted to local brews and have no families. There are also domestic conflicts resulting in to family breakups and poverty where most people depend on small-scale farming. 62.5% of the head teachers also indicated that parents do not show gender preferences in education of their children.

The teachers cited the following other social economic and cultural factors influencing enrollment: HIV/Aids affecting families, presence of illegal sects wooing young boys, lack of role models for the students. The local administration is failing to ensure all children have to be enrolled in schools. Poverty is also a major concern. 88.6% of the teachers indicated that parents do not show gender preferences in education of their children

4.5 Pupil Characteristics Influencing Enrollment in Public Primary Schools

The fifth objective was to assess the pupil's characteristics influencing enrollment in public primary schools in Gaturi location. The data for the pupil was collected from 150 pupils, 48% of the pupils were male, and 52% were female pupils. The pupils questionnaire indicated the following:

49.7% of the pupils indicated presence of all the children in the village who are not enrolled in schools

74.7% of the pupils indicated that there are pupils who have transferred from their classes to private schools.

The following characteristics were found favorable within the school. 98.7% of the pupils indicated there were separate toilet facilities for boys and girls, the presence of enough textbooks for all subjects 72% and enough desks 93.3%.

However, it was noted that the pupils are not offered lunch in the schools and 96.7% agreed to it and there are pupils who have dropped out in their classes due to various reasons 38.7%.

The following social- economic and cultural factors also affect pupils enrollment: 99.3% indicated they do not use any means of transport to school, 96.7% help in family work after school, 78.7% of the pupils indicated that their parents are farmers and depend on coffee farming and only 17.3% of the parents are in any form of employment.

The pupils also indicated that there is still presence of pupils who have dropped from school to join social groups in the area and 15% indicated this.

15% of pupils agreed that there are girls who drop out because of pregnancy.

The findings presented above are consistent with previous study findings which have shown that school environment is an important determinant of enrollment. Mbilinyi (2003) found out that shortage of teachers contribute to low performance and high rate of school drop outs.

Bedi et al's (2002) study of demand for education; vos et al find that the availability of the qualified teachers and the direct costs of education are the most significant determinants of

demand and they calculate elasticities which describe the responsiveness of primary enrollment to changes in costs and levels of qualified teachers by household income group.

King (2005) notes that despite targeting the achievements of UPE by 2005 as many as 1.5 million Kenyan children remain out of school. Considerable challenges exist in schooling as these out-of-school children who may prove the most expensive to reach.

King also notes that rising numbers and falling quality in the state system may be that wealthier parents prefer the fee-paying private sector.

Raja and Burnet (2004) major determinants of enrollment include household income, schooling cost, presence of schools, community involvement, transportation, education quality and relevance.

While free primary education (FPE) program has increased access to primary education especially cost of primary education (Such as School uniforms) continue to hinder the educational attainment of many children. In addition the provision of quality education remains a challenge. This was highlighted by recent study by Uwezo (2010) which found disappointing levels of learning among primary school children.

The continued and consistent dominance of private schools in the KCPE has further raised concerns about the rising disparity in quality between public and private schools. As students from richer households increasing enroll in private primary schools designing policies that address the achievement of gaps in public primary schools will overwhelmingly benefit students from poor households that are unable to access private schools.

4.6 Measures that could be taken to Increase Enrollment in Public Primary Schools

The sixth objective of the study established measures that could be taken to improve enrollment in public schools. The head teachers and the teachers indicated the following measures could be taken by these groups.

4.6.1 Government

The government should employ more teachers, improve infrastructure in schools, provide free feeding programme, increase FPE funding per child.

It should introduce refresher courses and seminars for teachers, increase community awareness on importance of education, increase teachers' salaries.

Distributing vouchers for school uniforms is an effective and reasonably cost effective way to increase access. Distribution of school uniforms has been shown to reduce dropout rates (Evans, Kremer and Ngatia (2008).

School meal programs have been shown to increase attendance at pre-schools especially the poorest children. (Kremer and Vermearch (2004)

Conditional cash transfer have been shown to reduce child labor and increase school enrolment and attendance approximately 29 countries have implemented the programs (World Bank (2009)

4.6.2 Parents

Parents also had a role to play and are expected to do the following: guide and counsel their children on education and life matters, support all projects in the schools, co-operate with teachers in school activities, increase birthrate as most parents have small families .They

should have a sense of ownership in the school and improve children's health standards make them comfortable in school by maintaining cleanliness. They should encourage children to have a positive attitude towards education.

Recent work in France examined a program that encouraged parents to participate more in their child's school and found very positive results. Avvisate et al (2010).

4.6.3 Community

The communities where the pupils are from also have a role to play in increasing enrollment of pupils: to be role models and avoid drug trafficking in schools, support infrastructure development, mobilize parents to educate their children, have positive attitude towards education, provide financial support to schools and motivate pupils to do well.

4.6.4 Teachers

Teachers are part of the school system and therefore play a crucial role in improving enrollment by: be dedicated to duty and guide the learners to achieve their objectives, more commitment and proper time management, take teaching as a noble profession, maintain the core value of education and improve performance, syllabus completion to give students confidence, motivate pupils and be disciplined and be role models

4.6.5 School committee

School committee help in the management of schools and therefore should do the following: networking with stakeholders, positively drive the parents towards the desired goals, provide

leadership skills to parents and undertake school development, setting school standards and community sensitization

4.6.6 Pupils

The pupils also have a role to play to ensure they learn properly and stay in the schools. They should be disciplined and be ready to work hard, be motivated to learn, have peer learning, have a positive attitude towards learning, be actively involved in day today learning activities.

4.7 Discussion of findings

Public primary schools enrolment is affected by many factors which vary from one area to another. Even with free education there are some pockets of poverty, urban slums and Asals areas where enrolment may be low.

The research findings attributed this low enrolment to Poverty: some parents do not have any source of income therefore they are not able to provide for the basic needs of their children like schools uniform meals, writing materials for their children. In the study schools only 17.3% of the parents are in any form of employment.

Most parents depend on farming and the pieces of land are small .voth et al;.(2000) High schooling gap or foregone schooling opportunities are seen as a process by which poor parents transmit poverty and disadvantage to their children. Missed schooling opportunity is taken as irreversible disinvestments. Alcohol abuse within the area has contributed to low birth rates and this has been transmitted to low enrolment in the primary schools. The local brews have worked on most men who have no families and those with families have few

children. The local brew abusers have no time for their families if at all they have any. High income families send their children to private schools. This is because of the consistent dominance of private schools in the KCPE results. The public primary schools are seen as of low quality. King, (2005), notes that rising numbers and falling quality in the state system may be that wealthier parents prefer the free paying private sector.

Lack of role models in the area; most students in the public primary schools have lost hope. The educated and successful people in the area have moved to urban areas. They see themselves as unfortunate since the lucky students are in the private school.

The community and other state holders in the schools should come up with ways of motivating the pupil's shortage of teachers in the public school. The head teachers rated shortage of teachers as one of the factors affecting enrolment of pupils. This has contributed to poor academic performance in the schools

Mbilinyi (2003) found out that shortage of teachers contributed to low performance and high rate of school dropout.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Introduction

The chapter gives a summary of the study findings, conclusions, and recommendations. Also presented in this chapter are suggestion for the studies that could be carried out for further research. The data was analyzed by use of SPSS package to produce the descriptive statistics frequency tables were used to describe the data and draw conclusion findings.

5.2 summary of the study

The purpose of the study was to investigate the factors influencing enrollment in public primary schools in Gatari location of Murang'a East sub –county

Data for the study was collected from 8 head teachers, 35 teachers and 150 pupils presented below are the major study findings.

The number of pupils enrolled in the 8 study schools declined from 2866 (1440 boys and 1426 girls) in 2004 to 2275 (1104 boys and 1171 girls) in 2011. There was decline of 20.6 % (boys 23.3% and girls 17.3%). This shows the enrollment rate in public primary schools in Gatari location in Murang'a East sub- County has been on the decline with the boys more affected than girls.

It was noted that there are enough physical facilities in terms of classes, desks, textbooks, and separate toilets for boys and girls.

However, the shortages of teachers persist in the schools and poor academic performance in the schools. This has made pupils from high-income families to transfer to private schools to seek for better performance.

The social- economic and cultural factors influencing enrollment were noted to be: poverty, influence of alcohol abuse by parents, influence of prescribed sects poor community attitude, domestic conflicts, lack of constant source of income for the parents and HIV/Aids affecting many families and children left as orphans.

The pupils' characteristics influencing enrollment were noted by the head teachers and teachers as poor academic performance, lack of guidance and counseling, shortage of teachers, drug abuse, lack of role models, lack of motivation to learn, indiscipline, poor self-esteem and lack of adequate funds.

There were pupils who were transferring to private academies making them feel inadequate.

They also needed feeding programmes to keep them in the schools

5.3 Conclusion

From the findings, the study concludes that enrollment rates in public primary schools in Gaturi location of Murang'a East sub county declined

Enrollment for the boys declined by a bigger percentage than that of girls. The most prominent causes of declining rates of enrollment of pupils in public primary schools in the location are poverty, negative attitude towards education, transfer of pupils to private academies, poor performance, and influence of alcohol abuse. This shows that there are

social -economic and cultural factors and school based factors that pose a threat to enrollment in the area. This calls for attention of all stakeholders in the area.

5.4 Recommendation

Based on the findings of the study, the research recommends the following:

- 1) Incentives such as a school feeding programme should be extended to more schools so as to attract more pupils.
- 2) As a priority, more teachers should be deployed to schools to improve quality of education.
- 3) Role models (both male and female should be used to make visitations to give encouragement to learners. This should be especially done by the alumni of the school
- 4) Alternative sources of income should be introduced in the area to reduce poverty.
- 5) The government should conduct aggressive campaigns to sensitize the community to enroll school age going children. They should also educate on the community on the danger of young children joining the prescribed sects.
- 6) The community should be educated through the county administration on the dangers of local brews. Those selling the brews should be dealt with to increase the birthrates.
- 7) The ministry of education should provide more benefits to pupils in public primary schools to make them feel encouraged.

8) The government should encourage increase funding per child through the FPE to make it possible to have enough facilities

5.4.1 Suggestions for further studies

1. The study was carried out only in one location. Future researchers should extend the study to cover the whole Murang'a county for the purpose of comparison
2. A similar study be carried out in other parts of the country for the purpose of comparison

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APPENDIX I: INTRODUCTORY LETTER

P.O BOX 14-01020,

KENOL – MAKUYU,

CELL: 0721 840 086

Dear sir / madam,

REF: RESEARCH PROJECT

I am a secondary school teacher pursuing a master of education degree at Kenyatta University. I am undertaking a research project on factors affecting enrolment in public primary schools in Gaturi location in Muranga East Sub County.

The information gathered will be treated confidentially and strictly used for academic purpose only. Please provide honest and correct information according to your own views objectively in the questionnaire provided.

Thank you.

Yours Faithfully,

IRUNGU RACHEL C. WANGUI

APPENDIX 2: HEADTEACHER'S QUESTIONNAIRE

The purpose of this questionnaire is to gather information on factors influencing enrolment of pupils in Gatari location in Muranga East Sub County.

The information given will be confidential and will only be used for research purpose.

School

i. Gender (a) Male Female

ii. For how long have you been a teacher?years.

iii. How long have you been a headteacher?years.

A. School – based factors

1. (a) What is the current teacher establishment in your school?

Male Female..... Total.....

2. Please give the total enrolment for the periods indicated in the table below.

Year	Girls	Boys	Total
2004			3.
2005			i) Ch
2006			
2007			
2008			
2009			
2010			
2011			

3. Whose is the school sponsor?

i) Church

ii) DEB

iii) NGO

iv) Other (Specify)

B. School based factors

1. Have you had cases of pupils being transferred from your school to private academies?
2. If yes, for what reasons do such transfers arise?
3. The table below indicates some school based factors that could influence school enrolment based on your experience as a headteacher indicate the extent to which they influence school based factors.

Level of influence

	High	Low	No influence
Lack of adequate classrooms Shortage of teachers. Poor sanitation facilities Poor academic performance Teenage pregnancies Overcrowded classrooms			

C. Social – Economic factors and cultural factors

1. The table below indicates social economic and cultural factors influencing school enrolment. Indicate whether you agree or disagree with each statement by ticking true or false in the appropriate column.

Social – economic and cultural factors	True	False
Most children are from low – income families		
There are still many other costs that make free primary education inaccessible		
High income families send their children to private schools.		
Child labour is to blame for low enrolment		
Influence of prescribed sects contribute to low enrolment		
Influence of alcohol abuse by parents affect enrolment		
Poor community attitude lead to low enrolment in Gaturi		
Married parents are more likely to send children to school that single parents		

2. Which other social – economic and cultural factors influence enrolment in Gaturi Location?.....

3. Do parents in Gaturi location show gender preferences in education of their children?
 Yes No

D. Measures of improving enrolment.

1. What in your opinion do you think the following can improve enrolment in public primary schools?

a) Government

b) Parents

c) Community

d) Teachers

e) School committee

f) Pupils themselves

Thank you for your co-operation.

APPENDIX 3: QUESTIONNAIRE FOR TEACHERS

This questionnaire is aimed at collecting data on the factors influencing enrolment in public primary schools in Gatari Location. The information you provide will be treated in utmost confidence and only academic purposes.

Please respond to all items as honestly as possible.

School.....

Gender Male

Female

A. Enrolment

1. In the course of your stay in the school, have the pupils been increasing since introduction of free primary education?

Yes

No

2. Which level has more pupils?

Lower primary (1-4)

Upper primary (5-8)

Same for both lower and upper primary

3. Are there children of school going age within the community who are not enrolled in schools?

Yes

No

4. Which gender has high enrolment?

Boys

Girls

B. School – based factors

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

Yes No

2. If yes, for what reasons do such transfers arise?

.....
.....

3. The table below indicates some school based factors that could influence school enrolment.

Based on your experience as a teacher indicates the extent to which they influence in Gaturi location.

School based factors	Level of influence		
	High	Low	No. Influence
Lack of adequate classrooms			
Shortage of teachers			
Poor sanitation facilities			
Poor academic performance			
Teenage pregnancies			
Overcrowded classrooms			

C. Social – economic and cultural factors

1. The table below indicates social economic and cultural factors influencing school enrolment.

Indicate whether you agree or disagree with each statement by ticking true or false in the appropriate column.

Social – economic and cultural factors	True	False
Most children are from low – income families		
There are still many other costs that make free primary school inaccessible.		
High income families send their children to private schools.		
Child labour is to blame for low enrolment		
Influence of prescribed sects contribute to low enrolment		
Influence of alcohol abuse by parents affects enrolment.		
Poor community attitude led to low enrolment in Gaturi location.		
Married parents are more likely to send children to school than single parent.		

2. Which other social economic and cultural factors influence enrolment in Gaturi Location.....

.....

3. Do parents in Gaturi Location show gender preferences in education of their children.

Yes

No

D. Measures of improving enrolment. What in your opinion do you think the following can improve enrolment in public schools?

a) Government

b) Parents

c) Community

d) Teachers

e) School committee

f) Pupils themselves

Thank you for your co-operation

1. Which class do you attend

2. How many pupils are you in class?

How many are girls boys

Yes

No

School based factors

Are there some pupils who are

in school to provide

APPENDIX 4: QUESTIONNAIRE FOR PUPILS

The questionnaire is aimed at collecting data on the factors influencing enrolment in public primary schools in Gatari location

The information you provide will be treated in utmost confident and only for purposes

Do not write your name on this paper.

School

Gender Male

Female

A ENROLMENT

1. Which class do you attend

2. How many pupils are you in class?

3. How many are girlsboys

Yes

No

School based factors

1. Are there some pupils who have transferred from your school to private school to private schools?

Yes

No

2. Does the offers you lunch?

Yes

No

3. Are there pupils in your class who have dropped out of school?

Yes

No

4. Are separate toilets for girls and boys?

Yes

No

5. Do you have text books for all subjects?

Yes

No

6. Do you have enough desks in your class?

Yes

No

SOCIAL ECONOMIC FACTORS

1. Do you help in family work after school?

Yes

No

2. Do you use means of transport to school like school bus?

Yes

No

3. What economical activities do your parents engage in?

Yes

No

Which cash crop do you grow in your own

area?.....

4. Are there pupils who have dropped out of school to join any social groups?

Yes

No

5. Are girls who have dropped out of school because of pregnancy or early marriages?

Yes

No

APPENDIX 5: Time Schedule

Activity	Time in months					
	March April 2011	Sep 2011 May	October Jan 2011	Feb 2012	Mar May 2012	June August 2012
Concept paper	↔					
Proposal Writing		↔				
Approval of proposal			↔			
Piloting instruments				↔		
Data collection					↔	
Report writing						↔

APPENDIX 6: BUDGET FOR THE STUDY

DESCRIPTION	COST
PERMIT FROM NCST	1000
TYPE SETTING PROPOSAL DRAFT AND PRINTING	15000
INTERNET ACCESS AND TELEPHONE SERVICES	10000
PHOTOCOPY OF RESEARCH INSTRUMENTS	5000
DATA COLLECTION AND TRAVELLING	10000
SPSS ANALYSIS	10000
FINAL REPORT TYPING AND PRINTING	20000
MISCELLANEOUS EXPENCES	10000
TOTAL	81000

APPENDIX 7: List of public schools

- 1) Gathukeini
- 2) Gaitheri
- 3) Gakurwe
- 4) Nyakihai
- 5) Kaigwa
- 6) Gaturi
- 7) Gatitu
- 8) Kiambuigi



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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When replying please quote

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NAIROBI-KENYA

Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/012/363

Date:

23rd April 2012

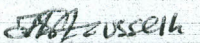
Racheal Wangui Irungu
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors affecting enrolment in public primary schools, a case of Gaturi location in Murang'a East sub-county,*" I am pleased to inform you that you have been authorized to undertake research in **Murang'a East District** for a period ending **31st May, 2012.**

You are advised to report to **The District Commissioner and the District Education Officer, Murang'a East District** before embarking on the research project.

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Murang'a East District.

KENYATTA UNIVERSITY LIBRARY

Other factors cited by the head teachers affecting enrollment are: transfer of pupils to private schools, lack of facilities, urban- rural migration, and orphans sponsored in a private school for orphans. 75% of head teachers and 65.7% of the teachers indicated that there were cases of the pupils transferring to private schools. The teachers indicated that parents were looking for better education for their children as they believed private schools performed better than public schools.

4.4 Social -Economic and Cultural Factors Influencing Enrollment

The third and fourth objective were considered together as it was felt that the two were inter- related that is the social- economic factors and social -cultural factors influencing enrollment of pupils in public primary schools in Gatari location in Murang'a East sub-county. The head teachers and teachers were presented with statements about social economic and cultural factors that could influence enrollment of pupils in public primary schools.

They were to indicate whether they agreed or disagreed with each of the statements.