DETERMINANTS OF PUPILS' ENROLLMENT IN LOWER PRIMARY SCHOOLS IN KIRINYAGA COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been presented in any other University for consideration of any certification. The project has been complemented by referenced sources duly acknowledged Where text, data, graphics pictures or tables have been borrowed from other sources are specifically accredited, and references cited using current APA system and by anti-plagiarism regulations.

Signature ……. Date ……..

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Supervisor

I confirm that the work presented in this research project was carried out by the candidate under my supervision.

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DEDICATION

This research is dedicated to the Almighty God for giving me the ability to complete this work and my family for standing by me throughout the entire project.

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ABBREVIATIONS AND ACRONYMS

AIDS	**:**	Acquired Immunodeficiency Syndrome
ECDE	**:**	Early Childhood Development Education
ERS	**:**	Economic Recovery Strategy Paper
FPE	**:**	Free Primary Education
GER	**:**	Gross Enrollment Ratio
HIV	**:**	Human Immunodeficiency Virus
MDG	**:**	Millennium Development Goal
MoE	**:**	Ministry of Education
NER	**:**	Net Enrollment Rate
SAPs	**:**	Structural Adjustment Programmes
UPE	**:**	Universal Primary Education

ABSTRACT

Enrolment of pupils at primary school level in Kenya has constantly increased since independence. Following the launch of Free Primary Education (FPE) enrolment has considerably increased in lower primary schools. This has been eventually boosted through the introduction of free primary education. Despite this effort by the government, there are still many challenges related to wastage in education. There are still low enrollment rates among primary schools in Kenya. This study aimed at investigating the determinants of pupils' enrollment in lower primary school in Kirinyaga East Sub-County, Kirinyaga County. The specific objectives of the study were to; establish whether alcoholism determines enrollment trends, find out whether family structure determines enrollment trends, and establish whether parents' level of education determines the enrollment trends in lower primary schools in Kirinyaga County. This study was based on the ecological systems theory of child development by Bronfenbrenner in 1968. Descriptive survey design was adopted. Random sampling technique was used to select 26 public primary schools an equivalent of 10% of the target population. Purposive sampling was used to select 26 school head teachers. Random sampling was used to select 77 lower primary school teachers and 152 parents. Data was collected using questionnaires and interview guides. A pilot study was conducted in two schools within the County before the main study to evaluate and improve the study instruments appropriately. Raw data obtained from the respondents were sorted, cleaned and scrutinized for errors. The study used descriptive statistics such as frequencies, percentages, mean and standard deviation to describe the data obtained from the field. Cross tabulations were used to establish the relationship between the independent variables and dependent variables. Findings indicated that majority of parents who were engaged in alcohol had the highest number of children who were not enrolled in ECDE centres implying that abuse of alcohol adversely affected the enrollment of children in Kirinyaga County. There was a significant influence of family structure on the trends of children's enrolment. More so, this situation was worsened when the living style of parents was coupled with alcohol abuse. The study concludes that alcoholism, family structure, educational level and employment status of the parents all contribute to the enrollment trend in schools. Based on the findings of the study, it was recommended that the key stakeholders including headteachers should commence programmes which facilitate sensitization of parents and the community, as a whole, on the importance of education to their children.

CHAPTER ONE

INTRODUCTION AND COTEXT OF THE STUDY

1.0 Introduction

This chapter outlines the background to the study, problem statement, purpose of the study, study objectives, research questions, assumptions of the study, limitations and delimitations of the study and significance of the study. The chapter also presents theoretical, conceptual framework and definition of operational terms.

1.1 Background to the Study

It is fundamental for a parent to enroll his/her child in school to provide the essential foundation of the child. Enrollment is the process of initiating attendance to school by recruiting of otherwise non-school going children into the education systems of a country (UNESCO, 2007). Education is considered an essential tool that would help produce the human capital required since independence. Hence, enrolling children in schools enables the young populace to acquire education which would open doors and empower for them. Quality education opens up a world of opportunities, reduces the burden of diseases and poverty and gives the voice in society. For nations, education opens doors to economic and social prosperity spurred by a dynamic workforce and well informed citizenry able to compete and cooperate in the global arena (World Bank, 2000).

According to Muthwii (2004), the Kenyan primary education was free even though it was confined to some classes (Standard one to four). As a result, enrolment rate increased in most parts of the country but eventually began to go down due to higher costs

encountered. This was followed by slight increase in the rates of repetition, low completion rates and low transition rates among primary schools. In response to this situation, Sessional Paper No. 1 of 2005 was drafted, and in the document to address the millennium development goals, Education For All (EFA) policies and the general goals pertaining the national economic recovery (Government of Kenya, 2005).

Since independence, the Government of Kenya has been determined in providing universal education in primary level which undertook the form of Free Primary Education (FPE). This was later abolished under the Structural Adjustment Programme (SAP) which implemented and enforced parental contribution towards education based on cost sharing in terms of uniforms, textbooks, and other instructional material. The cost sharing system was introduced to adjust on the financial burden encountered by the government in 1988 which somewhat led to the decline in the gross enrollment rate (GER) and school attendance (Bedi, Kimalu, Manda & Nafula, 2004). Enrolment of pupils in schools represents the largest component of human capital investment in the society (Schultz, 2004).

Human capital investment has been largely presented by the enrolment of pupils in schools (Schultz, 2004). Even though it is perceived as long term, education is significant in economic growth and development as it facilitates acquisition of applicable skills, knowledge, attitudes and acceptable norms among the recipients (Aliu, 2001). Thus primary school is the foundation of the school system as it establishes the basis and becomes the pillar to the human capital development (Lassibille & Tan, 2003; Rome,

1990). Endogenous growth theory holds that investment in human capital significantly contributes to long-run economic growth.

Investing in education generates monetary and nonmonetary benefits to a country's economic development process. The monetary benefits include greater productivity, higher earnings to the educated and economic growth (Riddell, 2005). The non-monetary benefits, on the other hand, include improvements in health care, reduction in income inequality, poverty reduction as well as crime reduction (Glick & Sahn, 2000). These potential benefits of education to national development motivate policy makers especially in developing countries to design policies targeted at expansion of access to education. Although importance of primary education to the economy is widely recognized, the poor economic performance of the African countries makes it difficult to achieve universal primary enrollment (Glick & Sahn, 2005).

A goal that every child is entitled to basic primary education in every country was set by the World Conference conducted in Jontien in 1990 (UNESCO, 2005). This was however not achieved leading to an extension of proposals set by the World Education Forum in Dakar in 2002. During this period, countries were supported to build a high quality primary education system that is accessible to all children. Policies related to basic and universal primary education and MDGs were also addressed (UNESCO, 2005). Gross enrolment in primary education rose from 71% in 1999 to 89% in 2008 in developing countries. Over the same period gross enrollment increased by 18% in USA, and by 8% and 11% in North Africa and Southern Asia respectively (UNESCO, 2011). This pace

was however, not sufficient to ensure 100% enrollment rates of both girls and boys in primary education by the years 2017.

The second goal outlined in Millennium Development Goals (MDGs) was to achieve Universal Primary Education (United Nations, 2015). According to the report by the United Nations, countries in Asia, Latin America and in the Caribbean have achieved high enrolment in both boys and girls. However, the report advocates that there are still low enrollment in both Sub-Saharan and Eastern Africa. For instance, Gross Enrollment Rates (GERs) in Africa range from 160 for Madagascar to 33 for Somalia.

According to a report by the United Nations (2014), the fourth objective was to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Nevertheless, in sub-Saharan Africa, only 23 per cent of poor rural girls finish primary school. Gender gaps widen significantly in many countries in secondary and tertiary schools. The highest GER for girls was in Madagascar (158), and the lowest was in Somalia (23). The gap between boys' enrollments rate and girls' enrollment rate was largest in Chad (31), and lowest are in Ghana, Lesotho, Morocco, Uganda, and Zambia (1). Some African countries have very low enrollment rates, these include Somalia at the bottom with GER of 33 followed by Eritrea at (48). Others are Djibouti (54), Niger (62), Cote d'Ivore and Sudan and South Sudan both at (74) and Burkina Faso (78).

Katana (2007) carried out a study on School Enrolment, Performance and Access to Education in Tanzania. The study found that Inadequate teaching staff and high pupils

enrolment, poor syllabus coverage, poor time management, poor standards of discipline in the school, poor teacher, pupil and parent relationship, lack of motivation for both teachers and pupils and inadequate teaching and learning materials. In another study by Joubish and Khurram (2011) on determining the factors influencing enrolment and dropout in government primary schools of Karachi, it was found that illiteracy, poverty, low level of motivation, lack of understanding, child labor, corporal punishment, teacher behavior and the school environment are such factors that contributing to the enrolment and dropout at primary level.

Nidhi, Neelima and Sheetal (2007) on causes of School Dropouts and enrolment among Rural girls in Kathua District also found the same reason as were stated by the other researchers. Parent's economic status and their education play a vital role in the education of their children. On the other hand if they are not educated and their economic status is poor, their children will be more exposed to dropout and there will be a greater chance of gender discrimination.

Jamil, Atta, Baloch, Younish, and Siddiq (2010) on 'Parents' and Teachers' Comprehension on Determinants of Early School enrolment and Dropouts, indicated that poverty is one of the main factors for the drop out of students at primary level in rural areas. Jamil et al., (2010) described other factors for enrolment of students including distance of schools, bulky families, overcrowded classrooms, corporal punishment and grade retention. According to the findings, 10 percent of the total enrolled girls are promoted to high school during an academic year. Such low sustention of girls is a

serious challenge for the authorities working for the increased level of girl's literacy and the decision makers. Girls' enrollment is very low and the phenomenon of drop out is further deteriorating the literacy rate of girls.

As in the study of Christle Jolivette and Nelson (2007) on School Characteristics Related to High School Dropout Rates: Remedial and Special Education found that students' ethnical background, minimum opportunities after education, climate of schools and parents perception towards education are also influencing the enrollment and drop out of children from schools. Sawamura and Sifuna (2008) estimated that following the NARC intervention in January 2003 the net enrolment rate (NER) rose from around 6,314,726 to 7,614,326 by the end of the year, representing a 22.3% increase nationally. He also estimated that another 3 million children were still not enrolled in school. However, this study majorly focused primary and secondary school levels.

Enrolment level between majorities of local people still hold to the belief priority in matters of development (UNESCO, 2010). Last statistics from the Ministry of Education also show declining Gross Enrolment Rate (GER) from 94% in 2016 to 86% in 2017 (Republic of Kenya 2012). This means that despite Free Primary Education (FPE), the education sector still faces many challenges relating to access. However the factors influencing GER have not been provided, therefore this calls for a study to be conducted to find out determinants of enrollment rates in Kenya. It was therefore necessary to establish the determinants of pupils' enrolment in lower primary school in Kirinyaga County, Kenya.

1.2 Statement of the Problem

The government of Kenya aimed at improving enrolment of children in primary schools by implementing Millennium Development Goals (MDGs) and Vision 2030 through free primary education. Despite these efforts, there are many challenges that relate to wastage in education. There are still low enrollment rates among primary schools in Kenya. Kirinyaga County has been known for drug and substance abuse where parents especially the fathers are involved in alcohol and Mirraa consumption.

According to report by Education Policy and Data Center (2017), the current Gross Enrolment Rate (GER) in primary school is 89.23% which is less than the GER nationally which stands at 109.43%. The low enrollment in Kirinyaga County raises a lot of questions that need urgent attention. However, this data gives a general view of GER in primary education which includes both lower and upper primary school. Also, few studies have been done to ascertain the low enrolment of pupils in specifically lower primary schools in Kirinyaga County. Questions such as what factors influence pupils enrollment to lower primary education cannot therefore be ignored. The current study attempted to establish the factors of enrolment in lower primary schools in Kirinyaga County, Kenya with respect to alcoholism, family structure and educational levels among parents.

1.3 Purpose of the Study

This study aimed at establishing the determinants of pupils' enrollment trends in lower primary schools in Kirinyaga County. The study further established how alcoholism,

family structure and employment status of parents influenced enrolment in lower primary schools.

1.4 Objectives of the Study

i) To determine the pupils enrolment trends in lower primary schools.

ii) To assess whether alcoholism influences pupils' enrollment in lower primary schools.

iii) To establish whether family structure determines pupils' enrollment in lower primary schools.

iv) To find out whether parents level of education determines the pupils' enrollment in lower primary schools.

v) To assess the influence of parents' employment status on the pupils' enrollment in lower primary schools.

1.5 Research Questions

i) What is the current enrolment in lower primary in Kirinyaga County?

ii) How does parental alcoholism determine pupils' enrollment in lower primary schools?

iii) In what way does family structure determine pupils' enrollment in lower primary schools?

iv) To what extent does parents level of education determine the pupils' enrollment in lower primary schools?

v) To what extent does employment status of the parent influence pupils' enrollment in lower primary schools?

1.6 Significance of the Study

The findings of the study may help teachers and other stakeholders to be more sensitive to pre-school children‘s enrollment rates in ECDE centers within their jurisdictions. The study findings may provide information to teachers, parents, local leaders and the government to come up with positive solutions to poor enrolment of children in schools. More important possibly, the study may attract government interest to put in place important strategies for limitation of drug abuse in Kirinyaga County. Also other stakeholders such Ministry of Education, Science and Technology and parents stand to benefit since they could employ targeted interventions to address problems in education arising from drug abuse.

1.7 Limitations and Delimitations of the Study

1.7.1 Limitations of the Study

The researcher encountered some limitations while conducting the research: Unpredictable weather changes delayed data collection but the researcher was armed with appropriate gears. It was not possible to cover the opinions of many parents, education officers and other sampled stakeholders in the study as tracing all of them required significant time, finances and other logistics. The researcher addressed this by recruiting a trained research assistant.

1.7.2 Delimitations of the Study

The study focused on schools that are located within Kirinyaga County. The target groups from which information was sought included head teachers, preschool teachers and parents. Questionnaires and interview schedules were relied on for data collection. Lastly,

due to the hostility and aggression factors, only friendly and approachable people were included in the study. This greatly reduced; wastage, insults and bad rapport between the locals and the researchers. Otherwise, such would eventually render the report useless.

Despite that there could be many factors determining enrolment of pupils in primary schools in Kirinyaga County, this study was delimited to alcoholism, family structure, parent's level of education and employment status. Such factors as cultural beliefs and community involvement in education were left out.

1.8 Assumptions of the Study

The study was based on the following assumptions:

That abuse of alcohol was prevalent in Kirinyaga County.

That participants willing gave accurate information during the study.

That parents were aware of the primary education programme.

1.9 Theoretical and Conceptual Framework

1.9.1 Theoretical Framework

This study was anchored on the ecological systems theory of child development developed by Bronfenbrenner (1968). The theory states that the development of a child depends on its environment. This is described with respect to four levels of environment as highlighted below:

Micro-systems-these entail the small and immediated environment in the life of the child. In includes the suurounding in which a hild cinteracts with their immediate ralationships such as family, caregivers and school community. The kind of how the child relates with the invironment dictates on how the child grows and developes in consequence. A child's parents may influence his beliefs and behaviour through interactions and involvement in the child's education. Based on the context of this study, the parent's behaviour such being an alcohol addict forms the immediate enronment and as a result, a child is likely to get the necessary education support by such parent. This is attributed to the fact that an alcoholic parent in most cases does not prioritize provision of support to the children and rather prefer to escape from their responsibities by consuming alcohol and consequently fail to enrol the child to school. The curret study embraced the influence of micro-systems by establisng how the level of education and status of employment influenced the pupils enrolment in lower primary schools.

Meso-system-this provides the connection between the structures of the child's microsystem such as connection between the child's teachers and his parents. With regards to the current study, meso-system is revealed in activities related to educational policies which bridge the gap between; parent factors i; and enrolment of the children in pre-schools. Meso-system was demonstrated in the current study by linking the itermediate environment of children i.e alcoholism status and roles played by parent in child's education with the extent of enrolment ie whether the parent enrol the child or not with regards to status of alcoholism.

Exo-system-Is defined by the larger social system in which the child does not act directly which include work place of parents and community-based resources. The child may not be directly involved but there is a direct force involved that can either be positive or negative. The current study incorporated ecxo-system by establishing the structure of the family in terms of polygamy or monogamy, and marriage status and how they influenced enrolment in lower primary schools.

Macro-system-this is the outermost layer comprised of customs and cultural values. In intercation, it is through the belief of the culture that parents may be willing to raise their children and this influence the attitude and relationship between the parent and the child. The curret study inveterate macro-system by establishig the parent's choice on enrolling his or her child in school keeping other factors such as alcoholism, family structure, level of education and status of employment constant.

According to Bronfenbrenner, people behave in certain ways as a result of reinforcement, observation, and evaluation of one's action and achievements. According to this theory, parents and guardians should provide a good role model to their children to imitate; Reinforcement and punishment regulate children's behavior, as children copy behaviors they see in the environment. This should also provide an atmosphere that allows children to feel accepted and encouraged to achieve (Nieto, 2004).

The ecological systems theory was applicable to this study because it acknowledges that if the relationships in the immediate microsystems, that is the parent as based on the

context of this study, the child would not have the tools to explore other parts of his environment. For a child to access schools, it is essential for parents to provide stable and long-tern relationships that are considerate. If the parents and teachers fail to support the primary relationship and to create a welcoming environment, the child is likely to drop out of school. For this reason therefore, parental alcoholism, level of education and employment status of parents form the intermediate environment of the child which determine the probability of the child to be enrolled in school. Family structure represents the larger social system in which the child does not act directly but determines the probability of the child to be enrolment and the time for enrolment. For instance, it is presumed that a child in a household characterized by polygamy is more unlikely to be admitted to school than the one living in a household where a parent is monogamous.

1..9.2 Conceptual Framework

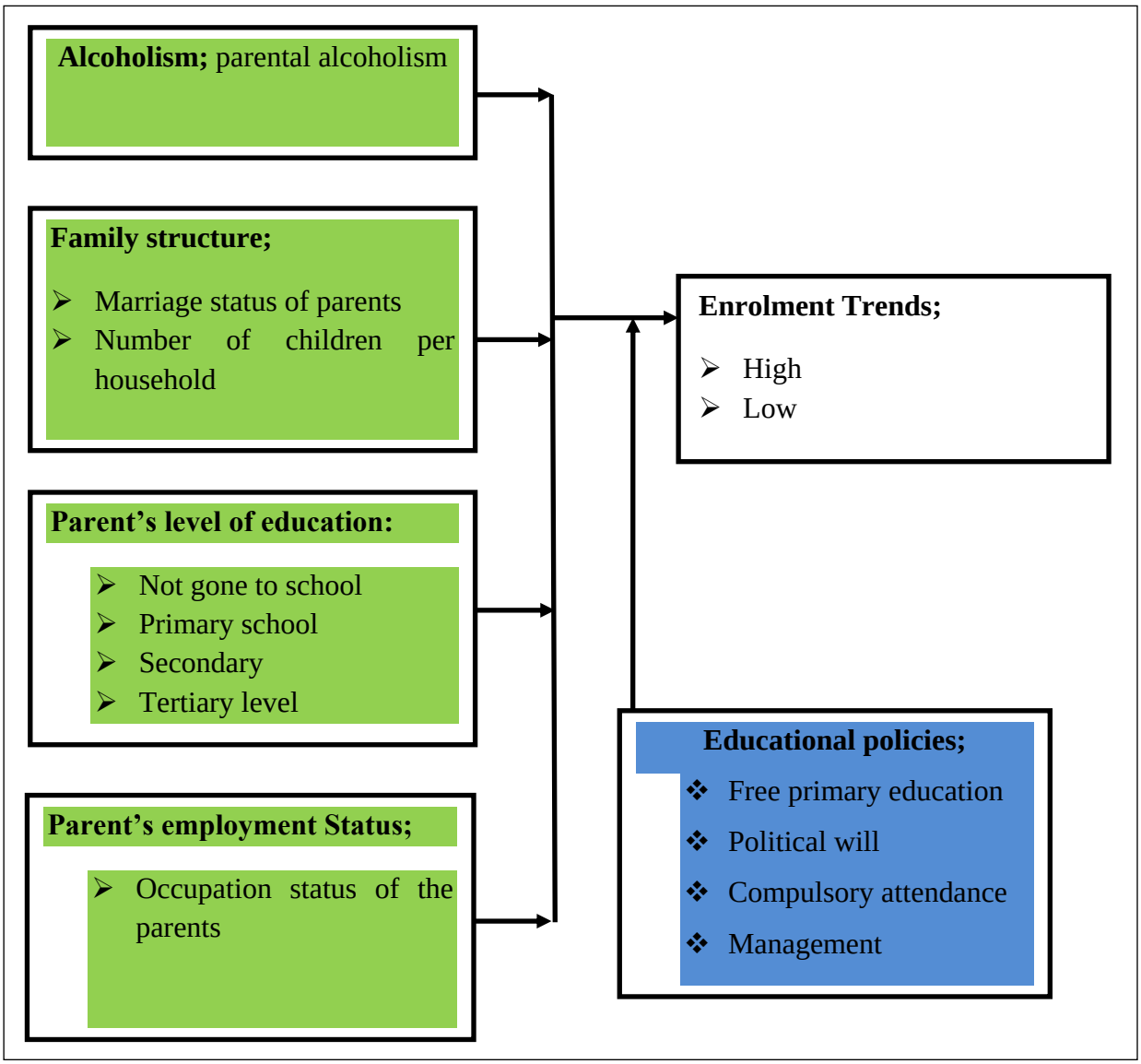

Figure 1.1: Conceptual Framework Showing Determinants of Enrollment in Lower Primary Schools

Key

- **Independent variables**
- **Intervening variable**
- **Dependent variable**

Figure 1.1 demonstrates how alcoholism, family structure educational level and parental status of parents influence enrolment trends of pupils in lower primary schools. In this relationship, parental alcoholism, exposure to polygamous family structure and size of the family, level of education attained by a parent and employment position were independent variables while the extent of pupils' enrolment i.e. whether high or low formed the dependent variable.

1.10 Operational Definitions of Terms

Alcoholism: Refers to the misuse of liquor among parents with children of school-going age.

Employment Status: The activity (s) a parent engages to earn an income in terms of either salaries or wages.

Enrollment: Refers to the number of pupils admitted to attend primary education.

Family Size: Refers to the number of children receiving parental support in a household.

Level of Education: Refers to the highest level of academic achievement attained by parents.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents the review of literature of studies relevant to the topic of the current study. This chapter reviews the literature of studies related to the topic of the current study. This chapter also appraises the literature based on such relevant topics as, global and regional enrolment trends, relationship between alcoholism and enrollment, effect of family structure on enrolment, influence of parental education level on school enrolment. This chapter also identifies the gaps of the empirical studies which the study sought to fill.

2.1 Concept and Global Overview of Enrollment Trends

Gross Enrollment Ratio (GER) or Net Enrollment Rate are terms used to describe the number of children in school. Gross Enrollment Rate refers to the number of children admitted in a level, regardless of age divided by the population of the age group that officially corresponds to the same level. Net enrollment Rate (NER) is understood as the ratio of children of the same age group admitted in primary schools to the total population of children in school (Baluch & Shahid, 2008)

An increase in primary enrollment has always been a priority for every successive government (UNESCO, 2011). The relative importance of school supply versus households demand factors remains controversial, with serious implication of education policy. The impact of school characteristics on household's schooling decision was measured via a reduced form demand equation for children's schooling. The independent

variables of this equation included individual-related characteristics such as age, sex of the head, literacy status and the vector of school infrastructure.

Aakyik, Salvanes and Vaage (2005) have analyzed the effect of aspects of family background such as family income and parental education on the educational attainment of persons born from 1967 to 1972 in Norway. In a regression analysis, independent variable was set as family income, family education and mother's labour supply while the dependent variable was the enrollment rate of children. The study revealed that individual and household characteristics are clearly very important determinants of school enrollment, particularly for girls. That is, a child's probability of enrollment is increasing in parental education, with mothers' education being relatively important in encouraging girls' enrollment.

Southern Asia has one of the most alarming education statistics in the world in that millions have never set foot in school (Orazen & Victoria, 2004). However, over 188 million children are enrolled in primary education in South Asia today, from 155 million in 1999 and nearly half or 48% are girls (World Bak, 2017). In India, one-third of all children, that is, 59 million children aged 6-14 years do not attend school (Dostie & Jayaraman, 2006) and an estimated 7 million do not attend school in Pakistan and about 50% of the population has never attended school (Government of Pakistan, 2005) . With so many children and adults out of school it is not perplexing that South Asian adult literacy rate (56%) has slipped behind both Sub-Saharan Africa (62%) and Arab States (61%). The school enrollment and primary school completion statistics also paint a bad disappointing picture.

In Bangladesh, while about 60% of poor children complete grade 1, only 36% complete grade 5. Pakistan is even worse off with only one third of primary school pupils aged 5-9 years completing grade 5 (Baluch & Shahid, 2008). In India, while 62% enrolled pupils aged 6-9 years complete grade 5, less than 30% adults complete eight years of schooling. Similarly, only 43% females enroll in primary schools compared to 63% males (Dostie & Jayaraman, 2006. The gender gap increases substantially at higher levels with only 22% females and 62% males. There are no easy answers to explain the millions that never attend school, the low enrollment rates and the high dropout rates as early as grade 5 and huge gender inequality.

Both demand and supply side factors are required to explain the stylized facts n education. The general finding in developing countries is that the decision to go to school is intimately related to the decision to work. Nevertheless, a number of other factors such as parents' education, their employment and health as well as the child's age and the number of siblings and their age composition and the relative level of poverty of household poverty are significant demand side factors influencing the decision to go to school or drop out.

Like other developing countries, Pakistan is facing challenges in improving the quality of education. However, the country has been facing low enrollment and high drop out of students at primary level (Malik, 2004) which is directly related with the literacy rate in the country. According to the report of Holmes (2014) 20.5 million children are not going to schools in Pakistan which is significant volume of population. Primary education is the

basic education in Pakistan and students cannot go to higher level education without completing their primary education. Therefore, high enrollment in primary level may contribute for increasing literacy rate in the country. However, it is found the one boy out of 3 enrolled complete their primary education. Whereas one girl out of 5 enrolled girls complete their primary education in Pakistan (Malik, 2002). According to the USAID (2009) report 45 % enrolled students dropped out at their primary level. Thus, 33 percent boys and 20 percent of girls complete their primary education. This showed that 77 percent boys and 80 enrolled girls drop out before completing their primary education in Pakistan. This study also attempted to establish the trends of enrolment of pupils in lower primary schools with respect to gender.

In Africa, school enrolment has been low compared to other parts of the world such as European countries and South East Asia, For instance, United Kingdom, United Arab Emirate, Malaysia, Israel, Indonesia and China have primary school gross enrollment rate of 106, 105, 95, 111, 121 and 113 respectively (UNESCO, 2010). On the other hand, GER in Africa range from 160 for Madagascar to 33 for Somalia. Based on gender enrolment, the highest enrollment rate for boys was in Madagascar (162) and the lowest was in Somalia with (42). Girls' enrolments rates were lower than boys' enrollment rates. The highest GER for girls was in Madagascar (158) and the lowest was in Somalia (23). The gap between boys' enrollments rate and girls' enrollment rate was largest in Chad (31) and lowest in Ghana, Lesotho, Morocco, Uganda and Zambia (1). Some African countries have very low enrollment rates. These include Somalia in the last row with

GER of 33 followed by Eritrea at (48). Others are Djibouti (54), Niger 962), Cote d'Ivore, Sudan and South Sudan both at (74) and Burkina Faso (78).

In East African countries, the demand for education has been increasing due to the increase in enrolment of pupils in primary schools. This high demand led to the expansion of secondary schools up to local level to meet the demand. Nandi South Sub-County is a typical representative of a Kenyan rural sample opportunity in this region, a number of challenges have been noted. There is a low enrolment of girls, low transition rate, high dropout rate and understaffing in schools (Hannum & Buchmann, 2011).The public resources are limited and governments have traditionally relied on private educational sector particularly at the post basic levels to meet the excess demand. Consequently, it has resulted to constraints on the provision of quality of both primary and secondary education in the region (Wedgwood, 2006). Kenya not being an exceptional, the current study sought to establish the determinants of enrollment trends in lower primary schools in Krinyaga County, County.

The initiative Universal Primary Education (UPE) can be traced back in 1961 proposed by a World Conference held in Ethiopia by African states whose main agenda was to offer a forum for independent Africans states in which the states were to forward suggestions and make decisions with respect to the priorities of educational needs which formed the pillars of economic and social development in Africa (UNESCO, 1961). According to Bogonko (1992), KANU included in their manifesto the provision of

universal primary education upon attaining independence which was viewed to enlighten the economic growth in 1960.

The government has implemented several policies on UPE since independence which has led to increase in enrollment up to the present day. Therefore, the colonial education system which discriminated Africans from further education were abolished (Bogonko, 1992). There was also elimination of school levies in semi-arid and arid areas which was set as the first policy of FPE for the first four years of the policy implementation. Eventually, FPE package for seven years was announced in 1978 which led to an increase in enrollment by 23.3% and at least 93% of school age children had been enrolled by 1983. Conversely, Bogonko (1992) notes that charging of fees for standard five and seven led to a decline in the enrolment contrary to the early admission in lower primary where education cost was catered for.

In 1988 the IMF imposed structural adjust programmes where cost sharing was introduced in the education sector. The parents had purchase books, equipment and paid for development in the schools. This step imposed difficulties to parents and community members to sufficiently support education and thus education appeared to be beyond the reach of the household (Abagi, 1997; World Bank, 1995). The NARC government, in January 2003, introduced free primary education to accelerate the speed of achieving EFA's goals whose target was to increase the enrollment by 85% (Angelucci, & National Bureau of Economic Research, 2000).

When the implementation of FPE was put in place in 2003, there was a 22% increase in the Net Enrollment Rate. The national enrollment rates for Kenya in 2007 stood at 5.0% for the male and 3.0% for the female (MOE, 2009). The national enrollment rate for the year 2016 stood at 7.46% for boys and 5.48% for girls giving an overall dropout rate of 6.47%. Even though enrolment rates have been on the rise over the years, the rate of rise has been unstable as seen by the fluctuations in the table above. This picture indicates that enrolment is still a problem in Kenya, specifically in Kirinyaga County and needed to be tackled.

2.2 Alcoholism and Enrollment Trends in Lower Primary Schools

Various empirical studies have shown a correlation between alcoholism and enrollment. To exemplify, a study by Streissguth (1999, as quoted in Wanjiru, 2010) in America on attention, distraction and impulsive behaviour problems in 475 young school age children whose mother drank moderate amounts of alcohol. The study used sensitive neurological test measures called Continuous Performance Tasks (CPT) to determine endurance, persistence, organization, distractibility and impulsivity in this large group of 7-year old children. The results showed that greater alcohol exposure resulted in a far more errors on tasks given to the children. There was an 8% distraction rate for the 0-3 drink exposure children, 14% distraction rate for the 3-4 drink exposure children and a 46% distraction rate for the children whose mothers drank more than 4 drinks per day. Average reaction times were about twice as slow for the more than 3 drink exposure children.

In another study of development observations of children and adolescents exposed to alcohol, a variety of neurological and school problems were detected among 500 children examined at numerous points in time, including day 1 and 2 of life, at 8 and 18 months and then again at 4, 7 and 14 years (Rawat, 2007). Mothers were primarily middle class, well educated, married women at low risk for adverse pregnancy outcomes. Approximately 80% were drinking and the findings revealed prenatal alcohol-related difficulties in classroom behaviour, enrolment, academic performance and information processing. At 14 years, continued prenatal alcohol effects on measures of attention and memory were observed, as well as on measures of phonological processing and numerical processing. However, Rawat's (2007) work was specifically empirical and did not focus on direct influence of parental alcoholism on enrolment. This filled this gap by establishing whether exposure of children to alcohol led to delayed enrollment among children in the rural setting of Kirinyaga County.

In another study, scientists from three California research Universities including San Diego State University (Allen, Litten, Fertig & Barbor, 2003). In that study, researchers investigated two 16-year-old children who did not have FAS but whose mothers were considered "alcoholic" and drank heavily during pregnancy. Both children also had a history of behavior problems and cognitive impairments. Their IQ scores were 64 and 69. In one way or the other, Mattson, Schoenfield and Riley (2001) backed this information by arguing that low IQ scores delay the time at which a child is ready to enroll in school.

According to a report by NACADA (2004) on the influence of drug and substance abuse on children's enrolment and dropout, it is estimated that 200,000 children have dropped out of school while a significant number are not enrolled in schools due to alcoholism. In Nyeri, for instance, more than 50% of women complain that their children still stay at home despite their school-going ages due to abuse of alcohol by the husbands who seem to be irresponsible (NACADA newsletter Feb Edition, 2010). According to Miruka (2006), alcohol abuse among parents does not only affect children emotionally and physically through violence but also distract them from the motive of being enrolled in schools like other children attending school. They perceive education as of no value when they are exposed to parental alcoholism environment.

A study by Wanjiru (2010) on the impact of parental alcohol abuse on enrolment of pre-scholars in early childhood development education centres in Murang'a County revealed that there was education wastage through poor enrolment of pre-schoolars in the County. Wanjiru further established that parental alcohol abuse was one of the major factors responsible for poor enrolment apart from parental ignorance and increased poverty. It is evident that very few studies have concentrated on effects of alcohol on schooling and enrolment. Hence this study attempted to assess whether alcoholism influences enrollment trends in lower primary schools in Kirinyaga County.

2.3 Family Structure and School Enrollment of Pupils in Schools

A number of factors influence enrollment including individual, household and community characteristics have been identified by various studies (Glewwe & Jacoby,

1994; Gertler & Glewwe, 1990; Khandker, Lavy & Filmer, 1994). Moyi (2012a and 2012b) found that the probability of children from wealthier households to be enrolled in school is high. A study in South Africa by Case and Deaton (1999) found that household income has significant positive effect in school enrollment among the black pupils and no significant effect on enrollment among the white children. In support to these findings Glick and Sahn (2000) also found that there was a positive influence of household income on children education in Guinea. The main reasoning behind this is that households considered poor cannot afford to meet direct and indirect costs associated with schooling. Therefore, children from poor families are exposed to risk of being sent from school and suspended due to lack of basic learning materials.

Another study in Pakistan and Peru shows that low household income is major reason leading to withdrawal of many children from schools (Ray, 2000). Glick and Sahn (2000) also found that children from those households with easier access to credit had more probability to be retained in school and less likely absent from schools. Household size is also another significant determinant of school enrollment. Al-Samarrai and Reilly (2000) in Tanzania concluded in their study that higher number of children imposed less time spent at production activity hence most time in schools. This is in contrast with the results of research by Gertler and Glewwe (1990) in Peru. However, these studies did not focus on enrolment of children in schools. The current study therefore sought to establish the influence number of children in a household on enrollment trends in lower primary schools.

Various studies in both developing and developed nations show an inverse relationship between number of siblings and the enrollment (Downey, 1995, cited in Ray, 200). Ability to finance investment and consumption of education entirely depends on the available labour resources. However, single-headed households may face tighter labour constraints, necessitating use of child labour at the expense of schooling (Huisaman & Smits, 2009). Amin et al (2006, cited in Moyi, 2012) point out that female-headed households are disadvantaged in terms of finance stability and social security. For instance, a report by Government of Malawi & World Bank (2006) advocates that households who were headed by female were poorer than those headed by male both rural and urban areas. As a result, binding labour constraints are found to induce more use of child labour among female-headed households than male-headed households and which may deter school enrolment and attendance (Nankhuni & Findeis; 2004; Takane, 2008). The current study attempted to find out the status of family in relation to marriage and how it influenced enrolment of children in schools.

Basing on household size, it provides both resources and sets constraints, and the effects on school participation are unexpected. Various studies have a conception that larger family sizes have a negative effect on investment in children's education (Patrinons & Psachropoulos, 1997, quoted in Baluch & Shahid, 2008). Specialization of children sometimes occur whereby household heads in larger households may be forced to choose whom to send to school, thereby not reducing the probability of all children attending school. Nevertheless, certain trends may come up within the group of siblings. Presence of older siblings or adult females is perceived to reduce the opportunity cost of sending

girls to school since they undertake responsibility for household chores (Glick & Sahn, 2000).

On the other hand, presence of younger siblings and elderly aggravates the work load, and studies have revealed that this burden is felt by girls (Levison & More, 1998, quoted in Kainuwa & Najeemah, 2013). The presence of older extended family members may also reduce children's domestic responsibilities and motivate to continued education. In a similar case, probability of delayed school admission is also found to be inversely related to number of children under age five, although without a clear explanation (Moyi, 2010).

Studies in Kenya indicated that education quality as evaluated by pupil-teacher ratio did not significantly influence primary school enrollment in Kenya (Bedi et al., 2004; Mariara & Mwabu, 2007). Similarly, Glick and Sahn (2005) also found that pupil teacher ratio (schooling quality) did not have a significant effect on primary school enrollment for rural households in Madagascar.

2.4 Parental Education Level and Pupils School Enrolment in Schools

The other significant determinant of school enrollment is parental education. Educational background may be the number of schools attended and the type of certificates obtained right from primary to tertiary level. Educational attainment by household heads is argued for as important in affecting the school enrollment. Better educated parents may assign greater value to education and thereby extend children's presence in school (Amin et al., 2006, cited in Moyi, 2012). Others pinpoint the positive side-effects of higher parental educational level on enrollment and job contacts (Brown & Park, 2002). Studies have

repeatedly focused on the positive impacts that additional school years by female heads generate based on school progress and completion rates (Schultz, 2004). Research in Malawi shows that pupils from families where parents have less education tend to systematically perform worse in schools than pupils whose parents have more education (Shimamura & Lastarria-Cornhiel, 2010).

Furthermore, studies have shown that parents' education is a significant determinant of child schooling (Handa, 1996, cited in Ningoma, 2013). Like household income, parental education is positively related to child schooling. This is because educated parents are more able to assist in child learning, as they are more likely to recognize the value of their children's education and resist the temptation of pulling them out of school even when they have low income. In addition, the consumption benefits of child schooling for educated parents are high. In Morocco, Khandker et al. (1994 as quoted in Dostie and Jayaraman, 2006) find that the rate of ever attending school for children from households where the heads have no education is 62% for rural boys, 29% for rural girls, 94% for urban boys and 84% for urban girls. The percentages in households where the head has an education of secondary level are 82%, 62%, 100% and 94% respectively.

According to Ersado (2005), educational level of household members is influential particularly on children and it determines their access to schooling. The notion is widely accepted as the most consistent determinant of child education. Also higher parental or household head level of education is associated with increased access to education (Ersado, 2005; Grant & Hallman, 2006). Parental education and retention in school has

been linked together by putting forward many reasons and opinions of scholars. It has been observed that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling. However, few studies have been locally conducted to ascertain the influence of parental education level on enrolment as most studies are internationally based. The current study was therefore necessary to add more knowledge in the existing literature by determining the influence of education level of parents on enrolment in schools in local setup of Kirinyaga County.

According to Al-Samarrai and Peasgood, (1998, cited in Grant & Hallman, 2006), the probability of girls enrolling in primary school can be increased by 9.7% and secondary by 17.6% by an educated mother with no significant effect on the enrolment of boys. In order to bolster sustained access to education for many children, Ersado (2005) suggests the provision of adult education programmers to counter the educational deficit facing many households. Yet, this might not be enough, this study also attempted to find out the influence of parents' role in children's school enrolment in relation to their education level.

According to Nannyonjo (2007) students from the educated parents who attended and finished senior four or senior 6 or university performed considerably better than the students with parents who did not finish primary or just finished primary school. Students whose fathers had university degree may likely expect to have the highest increase in test score. Similarly Okumu et al (2008, cited in Onzima, 2010) in a study of socioeconomic Determinants of Primary School Dropout found that high academic attainment of the

parents significantly reduces chances of primary school drop out for both boys and female children in rural and urban areas. Also educated parents are more concerned and more effective in helping their children in academic work. In doing so, they are also able to supervise and monitor their children's academic progress. This can in no small measure contribute to the academic progress of children. But parents with low educational attainment mostly do not care to supervise their children. The current study sought to ascertain this claim by finding out whether parents' level of education determine the enrollment trends in lower primary schools.

Studies by Mariara and Mwabu (2007) found similar results in rural Peru and Kenya respectively; that father's level of education significantly highly determines enrollment of a child in school as compared to the mother's level of education. However, the impact may be felt in terms of the position and status of human capital rather than the resources available (Al-Samarrai & Reilly, 2000; Nielsen, 2001). Gertler and Glewwe, (1990) further found that education of the parent was positively correlated to the school enrollment decision for children.

In Rwanda, a study by Walque (2005) compared the weight of the influence of the level of education on schooling of adopted child with that child with biological father-child relationship. The findings revealed that education of the most educated adult male in the adopting households had smaller significant positive effect on adopted child's schooling as compared to the one in a biological father-child relationship. Moreover, mother's education matters in all ways more for girls due to difference in inner attitudes connected

feminine and masculine parents (Walque, 2005). Similarly, Rahji (2005) found in South west Nigeria that father's education significant for boys in primary school enrollment while that of the mother for girls' primary school enrollment. The current study sought to find out whether parents level of education determines the enrollment trends in lower primary schools in Kirinyaga County.

2.5 Employment Status and Pupils Enrolment in Schools

In determining access to education by children, household income is found to be a significant factor since there are many costs associated with school and educational process ranging from school fees, uniform, PTA fees and the opportunity costs of sending a female child to school. According to Glewwe and Chang (2010), household income is linked to a range of factors: when children commence school, how often they attend, whether they have to temporarily withdraw and also when and if they drop. Various studies agreed that children's enrollment can be seriously affected by the low socio-economic status of parents (UNICEF, 2005; Birdsall et al, 2005; Bruneforth, 2006; Cardoso & Verner, 2007; Guo & Zhang 2008; Zhao & Glewwe, 2010; Wang 2010).

Nature of employment by household head and spouse may influence the school enrollment. For instance, self-employment in agriculture or informal work increases the opportunity costs related to school attendance since child labour is a substitute to hiring in (Arunatilake, 2006). According to Huisman and Smits (2009), employment in formal work may contribute to greater understanding of the value of education and also provide greater financial security. Conversely, parents' employment strategies may affect

children differently. Nankhuni and Findeis (2004) note that when adult females are engaged in out-of house activities the younger girls are forced to act as substitutes. Similarly, credit program participation by adult females is found to reduce girls' school attendance in Malawi suggesting closer substitution effects in terms of same gender. Thus parental employment statuses can positively influence and constraint the school participation (Shimamura & Lastarria-Cornhiel, 2010). The current study sought to establish the types of employment engaged by parents and how each type influence enrolment of children in school.

In his study, Akele (2007) found that parental income as a strong factor upon which the enrollment and academic success of lower primary school learners lie. According to his study, parental employment status cannot be reliable enough to sustain the academic and personal life of the student in sub-rural school areas. Poor employment status affects the psychological balance or homeostatic balance in the classroom which may lead to withdrawal syndrome among children. Hence, a child may be found to perform poorly in his school work or even drop out school, when he is deprived of essential needs.

In a similar study, Bugembe, Hannum and Buchmann (2005) suggested that child welfare at school is a determinant of child retention and also incorporates the rights of children to adequate living standards that are vital for child growth and development. In urban settlement, most poor families can hardly afford the cost of water, talk less of education of their children, and this can no doubt lead to poor attendance, low academic performance and high dropout rate (Bugembe et al., 2005).

According to Nejema (1993) low socio-economic status which include poverty and the fiscal crises which force families to cover shortfalls have a devastating effect on household and the education system as far as children's education is concerned. Child labour is Indispensable to the survival of many rural households in Sub-Sahara Africa: agricultural work, domestic work (cooking, collecting fuel. fetching water) marketing as well as child care services are required from children. The need for domestic labor has gown also with the rapid growth of urban areas. Poor rural parents responded by sending their children into domestic labour market in exchange for regular cash income (Kotwal & Rani, 2007).

The relationship between certain household characteristics, poverty and school enrollment has been empirical evidence from other countries is rich and the main findings seem to be in agreement with a prior expectation of a close link between poverty and female students' poor attendance. World Bank (2004) links between children's educational attainment, enrollments, retention completion and household characteristics and poverty which is defined by the employment status.

Lam and Schoeni (1993, cited in Harry, 2007) found that the employment status of parents and their schooling achievements increases their children's years of schooling. However, mixed results have been obtained for whether a mother's or a father's schooling is more important in explaining school enrolment and completion by children. Joyachanran (2002) in his study concluded that higher levels of work force participation by women could lead to some children, particularly girls to state at home tending to

household chores and taking care of younger siblings. On the other hand, higher rates of work force participation by women can be expected to positively affect children's enrollment. The positive connection between employment, household income and schooling of children is confirmed in various studies (Rahji, 2005; Riddel, 2004).

The relationship between household income and schooling is usually argued to be positive (Glick and Sahn, 2000). This is due to the reason that poor households may be unable to afford the direct and indirect costs of schooling and may be constrained in their ability to borrow to cover the costs. Ray (2002) argues that low level of incomes of parents is one of the main reasons why many children withdraw from schools. Thus a household would not send its children to school if it falls into poverty. While Ray (2000) argues that child labour prevents children from benefiting fully from school by increasing the opportunity cost of education and reducing child schooling, Partings and Psachapulos (1997, cited in Baluch & Shahid, 2008) note that in some countries working actually makes it possible for the children to go to school, especially when parents do not have enough funds to keep their children in enrolment.

A research based in Sokoto State in Nigeria by Garba and Sanda (2007) collected data from 600 rural households related to employment status and enrollment. The findings confirmed significant gender disparity in educational attainment, enrollment and school attendance, with female children at s serious disadvantage. Based on the study, it could be evidently agreed that the socio-economic status and financial welfare of the family greatly affects the participation of children in schooling in Nigeria. Poor families tend to

either not enroll their children or withdraw them early from primary schools. According to Jayachandran (2002), poverty has a negative and significant effect on child schooling. Similarly, Schultz (2004) revealed that poverty has a negative and significant effect on children's schooling. These studies give support to explain why the economic contribution of children encourages parents to have more children and discourage investment in their schooling.

Children from better off families are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. A research conducted in rural China by Glewe & Kreme (2006) noticed that poor and credit constrained children are three times more likely than other children to drop out of primary school. The links between wealth and school retention has been described in more detail by Colclough (2000, cited in Kainuwa & Yusuf, 2013) where he stated that "amongst those out-of-school, the mean wealth index for school drop-outs was generally higher than for those who had never enrolled.

In African traditional societies including the study area, several studies indicated that the children's schooling has been found to have links with socio-economic factors. According to Barrera-Osorio et al, (2008, cited in Kainuwa & Yusuf, 2013) the most important of these factors include direct and opportunity costs of schooling, limited employment opportunities, socio-economic status, parental and family investment behavior, the economic value of girls, rural and urban residence, and the level of parental education.

It has been mentioned earlier that in Nigeria, about 7.3 million children are out of school and 62% of the total population is female children mostly due to poverty of their households (UNICEF, 2004). In general, several studies suggest that the direct costs or financial constraints affected children and lead to their low participation in schools. Fizbe & Shady (2009) observed that the opportunity costs of schooling are associated with labour shortage, resources and services lost due to sending children to school. Nidhi et al. (2007) in their study on causes of School dropouts and enrolment among Rural girls in Kathua District also found that parents economic status and their education play a vital role in the education of their children while on the other hand if they are not educated and their economic status is poor, their children will be more exposed to dropout and there will be a greater chance of gender discrimination. Jamil et al. (2010) on 'Parents' and Teachers' Comprehension on Determinants of Early School enrolment and Dropouts, indicated that poverty is one of the main factors for the drop out of students at primary level in rural areas.

Due to unbearable financial constraints in Kenya, achieving EFA will be otherwise a mileage since more efficient resource allocation is required within the education sector (Angelucci & National Bureau of Economic Research, 2009). Expansion of enrollment in primary schools in Kenya was facilitated through FPE. However, there are still obstacles to enrollment among the poor and the needy children in various parts of the nation. According to Wambugu (2002), 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.

Even though the government makes an effort in encouraging children to enroll in primary schools, the Kenya education support programme (2005-2010) reports that the step is still not considered effective and the enrolment targets is far behind due to such challenges as poor living conditions in informal urban settlement, burden in managing HIV/AID, child labour, nomadism kind of life and traditional cultural practices and beliefs. Children infected with HIV/AIDS at birth rarely survive and therefore fail to enroll in schools. Njeru and Orodho (2003a) showed that major gender and regional inequalities persist through the gender gaps. According to study by Mushi (2002) and reports by World Bank, it is opted that male children are more able to perform impressively in the world of knowledge and technology than their female counterparts. According to Wainaina (2005), enrolment is severely affected by income status of parents and these also determine selection of schools.

Evidence exists indicating that parents education is positively associated with greater child education Strauss and Thomas (1995) and Shultz (1988). Wambugu (2002) notes that having a well-educated parent is related to greater educational achievement and earnings. For instance, children born in households with low incomes have poor educational achievement, more likely to develop behavioural disorders and more depressed (Cross & Lewis, 1998). Therefore poverty tends to lower children's

confidence and concentration in their studies at school leading to poor performance both academically and individual development.

2.6 Summary of Literature Reviewed

Most studies in the literature specifically empirical and did not focus on direct influence of parental alcoholism on enrolment. This filled this gap by establishing whether exposure of children to alcohol led to delayed enrollment among children in the rural setting of Kirinyaga County.

A number of studies have shown that low household income is major reason leading to low enrollment of children in schools (Ray, 2000; Glick & Sahn, 2000; Al-Samarrai & Reilly, 2000; Gertler & Glewwe, 1990). However, these studies did not focus on enrolment of children in schools. The current study therefore sought to establish the influence number of children in a household on enrollment trends in lower primary schools.

A number of studies have linked education level and access to schooling (Ersado, 2005; Grant & Hallman, 2006). However, few studies have been locally conducted to ascertain the influence of parental education level on enrolment as most studies are internationally based. The current study was therefore necessary to add more knowledge in the existing literature by determining the influence of education level of parents on enrolment in schools in local setup of Kirinyaga County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the methods that were used during the study. It highlights the research design, study locale, target population, sampling techniques and sample size, research instruments, pilot study and data collection procedure. Methods of data analysis and ethical considerations are also described.

3.1 Research Design

For the purpose of this study, descriptive research design was used. The use of descriptive research design was appropriate because it enabled the researcher to obtain precise and concise information by directly describing the objects under study. The method also provided an opportunity for the researcher to describe the characteristics of parents in relation to enrolment of children in school without any manipulation (Kothari, 2005).

3.1.1 Variables

a) Dependent Variables

There was only one dependent variable namely, children enrollment in lower primary school. Enrollment rate was measured by computing the difference between the number of pupils who were currently in school and the number admitted in the preceding academic year.

b) Independent Variables

The independent variables were parent's alcoholism, family structure and parents' level of education. These variables took ordinal measurement whereby the researcher grouped the study respondents into groups such as alcoholism; one parent or both parents, level of education; not gone to school, primary school dropout, secondary school and tertiary.

i) **Alcoholism:** This was established by finding out whether parents are alcohol abusers and its influence on enrollment trends. This was measured through analyzing the variations between school enrolments of children with alcoholic parents with that of non-alcoholic parents.

ii) **Parents' education level:** This was established by finding out whether parents' level of education determines enrollment trends among lower primary schools in Kirinyaga County. This was measured through analysis of the relationship between parent's education level and children enrolment trends.

iii) **Family structure:** This was to establish whether family structure such as polygamy, single parenthood, divorce, and separation determines enrollment trends among lower primary schools in Kirinyaga County. This was measured through determining the variations of children enrolments across different family structures.

3.2 Location of Study

This study was carried out in Kirinyaga County, Kenya. This is because Kirinyaga County has recorded low children enrollment in lower primary schools among public primary schools and has been known for drug abuse involving alcohol and Miraa use. The county has a total of 392 primary schools with a population of 14,850 pupils. The selection of the area of the study was ideal since there has been a problem of low enrollment in lower primary schools and few cases have been reported to relate with household structure (Kirinyaga County Education report, 2015). However, no study has been conducted to ascertain this claim in Kirinyaga County.

3.3 Target Population

This study targeted a total of 2544 respondents (1523 parents, 765 teachers and 256 head teachers in 256 primary schools) in Kirinyaga County.

3.4 Sampling Techniques and Sample Size

Sampling techniques and sample size have been discussed under the following sub sections.

3.4.1 Sampling Techniques

Stratified sampling method was used to select respondents from among the population. Kothari (2003) noted that stratified sampling allows the researcher to draw a sample from a population which does not consist of homogenous groups. This study further employed stratified simple random sampling where the population was first stratified and then the

expected sample randomly picked by rotery. Random sampling technique was used to select 26 (10%) public primary schools and 26 school head teachers, 77 (10%) lower primary school teachers and 152 parents/guardians of lower primary school. This is equivalent to 30% of the target population. Gay (1992) recommends a minimum of 10% sample size.

3.4.2 Sample Size

A total sample size of 255 respondents (26 head teachers, 77 lower primary school teachers, 22 county education officials and 152 parents) were selected for the purpose of this study. Each sample in specific category represents 10% of the target. Gerald (2001) considers a sample size of 10-30% as sufficient enough for generalization of the results. Cohen *et al.,* (2000) note that large sample increases variability and strength of the revealed information and reliability of test's results. The sample was drawn from a population as shown in Table 3.1.

Table 3.1: Sampling Table

Respondents	**Population (*N*)**	**10% Sample (*n*)**
Head teachers	256	26
Lower primary school teachers	765	77
Lower primary school parents/guardians	1523	152
Total	**2544**	**255**

Gerard (2001) emphasizes that a sample percentage of between 10-30% of the total population in the descriptive study is suitable. Consequently, 26 schools were selected for this research from a whole of 256 schools which represents 10% of the schools in the County.

3.5 Research Instruments

This study utilized both questionnaires and interview schedules to obtain data from the respondents of Kirinyaga County.

3.5.1 Questionnaire for Teachers

Structured questionnaires were used on teachers which consisted of both open-ended and close-ended items. Questionnaire for teachers consisted of four sections: section one gathered data related to demographic information; section two collected data based on the influence alcoholism on the enrollment; the third section collected data on the effect of family structure on enrollment and the fourth section collected information related to the relationship between parents level of education and the enrollment trends in lower primary schools in Kirinyaga County. The use of questionnaires was appropriate because it saved on time and cost for a large population. This is in concurrence with Cooper and Schindler (2003) who opine that the use of questionnaires in research make it less costly and time friendly.

3.5.2 Questionnaire for Parents

The structured consisted of both open-ended and close-ended items. Questionnaire for teachers consisted of four sections: section one gathered data related to demographic

information; section two collected data based on the influence alcoholism on the enrollment; the third section collected data on the effect of family structure on enrollment and the fourth section collected information related to the relationship between parents level of education and the enrollment trends in lower primary schools in Kirinyaga County.

3.5.3 Interview schedules for Head Teachers

An interview schedule for head teachers was developed to seek their views on determinants of enrollment trends in lower primary school in Kirinyaga County. This was because the head teachers were mainly concerned with enrollment records in schools in the county. The use of interview guides was appropriate because it assisted the researcher to gather in-depth data which could not be possibly collected through the use of questionnaires.

3.6 Pilot of Study Instruments

Prior to the main study, a pilot study was carried out in two schools within the county which were not included in the main study. Questionnaires were administered to two head teachers, four teachers and ten pupils in upper classes. After one week, the same instruments were administered to the same respondents in the same schools. Pre-testing of the tools was useful in checking the clarity of the research tools. Questionnaires were then adjusted and enhanced appropriately with respect to the objectives that the study sought to meet.

3.6.1 Validity of the Instruments

This refers to the extent at which results obtained from analysis of the data actually represent the situation under the study. Validity is defined as the extent to which an instrument yields what it is supposed to yield in an analysis. The content validity of the instruments was obtained by the researcher by discussing the items in the instruments with University supervisors, other lecturers in the department of Early Childhood Studies, Kenyatta University, and collogues. The feedback was used to adjust and modify items in the research instruments. Ambiguous items were edited and simplified in relation to the research questions while irrelevant items were discarded.

3.6.2 Reliability of the Instrument

Reliability is a measure of accuracy of the test procedure which ensures the degree of precision of the outcomes. Test-retest method was used to improve the instrument reliability whereby the same instrument was administered to the same group of the sampled teachers, head teachers and pupils after a period of one week. The correlation between the two scores of the instrument was then computed using Cronbach's alpha which display the estimates of how much variation in scores of different variables based on probability (Reid, 2006). For the purpose of the current study, the values: 0.74 and 0.71 were obtained for the questionnaires and interview schedule respectively and hence was considered good and accepted (Mugenda, 2008).

3.7 Data Collection Procedures

Data collection took place based on the following procedures:

Administration of Questionnaires to Teachers

Upon obtaining the permissions, the sampled schools were visited to establish good rapport with the respondents. The purpose of the study was explained to the respondents. Consent forms were given to the respondents to sign to establish their willingness in participation. Questionnaires were then self-administered to the teachers to fill. Questionnaires were later collected on the same day.

Administration of the Interview Guides

Interviews which took approximately 15-20 minutes were conducted with the head teachers and parents. Notes were taken and information recorded using tape-recorder. The above procedures were repeated for the reaming schools.

Administration of Questionnaires to Parents

With the help of class teachers, parents were located through phone calls. Questionnaires were then self-administered to the parents. Questionnaires were later collected on the same day. Completed questionnaires were collected and stored for analysis. The exercise approximately took a time frame of three weeks.

3.8 Data Analysis

After data collection, research instruments were checked for completeness and accuracy. The content was organized and edited as per the research objectives. Quantitative data were coded, entered into a computer and analyzed using Statistical Package for Social Science (SPSS). The analyzed data was presented using bar-graphs, pie-charts and tables.

Descriptive statistics such as frequency and percentage were calculated and used to present the data. Qualitative data obtained from the interview schedules were organized, presented using relevant themes and discussed as per the research objectives.

3.9 Logistical and Ethical Considerations

3.9.1 Logistical Considerations

Prior to the main study, the researcher obtained an introduction letter from Graduate School, Kenyatta University. The introductory letter was used to obtain research authorization permits from the National Council for Science and Technology (NACOSTI) and Sub-County Education Officer. The researcher sought authorization from the management of the different schools that were involved in the study and any other relevant authority.

3.9.2 Ethical Considerations

Good rapport was established with all the respondents to ensure that they are assured that all information is treated with confidentiality. For the purpose, an informed consent was sought from the participants by the researcher before carrying out the study. This helped to give the participants freedom to choose whether to participate or not. The respondents were asked not to write their names on the questionnaires. The researcher took care by not asking private and sensitive questions during the study. This ensured that the respondents were not harmed in terms of embarrassment, irritation, sleep deprivation, negative labeling invasion of privacy and damage to personal self-worth. The collected data were safely stored and protected with a password.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This study aimed at establishing the determinants of enrollment trends in lower primary schools in Kirinyaga County, County. This chapter presents data analysis, presentation and discussions. The data were presented in the form of frequencies and percentages using pie-charts, bar-graphs and tables. The data have been analyzed and presented as per the following objectives of the study.

i) To assess the enrolment trends in lower primary with respect to gender.

ii) To assess whether alcoholism influences enrollment trends in lower primary schools in Kirinyaga County.

iii) To establish whether family structure determines enrollment trends in lower primary schools in Kirinyaga County.

iv) To find out whether parents level of education determines the enrollment trends in lower primary schools in Kirinyaga County.

v) To assess the influence of parents' employment status on the enrollment trends in lower primary schools in Kirinyaga County.

4.2 Response Rate

It was necessary to examine the adequacy of data through establishing the response rate. The results are presented in Table 4.1.

Table 4.1: Response Rate

Respondents	Targeted Sample	Final Sample
Head teachers	26	26
Lower primary school teachers	77	70
Lower primary school parents/guardians	152	100
Total	**255**	**196**

Results in Table 4.1 show that out of 70 questionnaires for teachers that were administered, 70 questionnaires were returned giving a response rate of 90.9%. On the other hand, out of 152 questionnaires administered to parents, a total of 100 questionnaires were returned giving a response rate of 65.8% for the questionnaire. All head teachers were interviewed giving a response rate of 100%. These percentages were good to conclude and make recommendations for the study as it concurs with Mugenda and Mugenda (2003) who argue that a response rate of more than 60% is adequate.

4.3 Demographic Information

Demographic information of the respondents was established in terms of gender and age.

4.3.1 Distribution of the Respondents by Gender

To obtain the demographic characteristics, parents were asked to indicate their gender. Their responses are as presented in Figure 4.1.

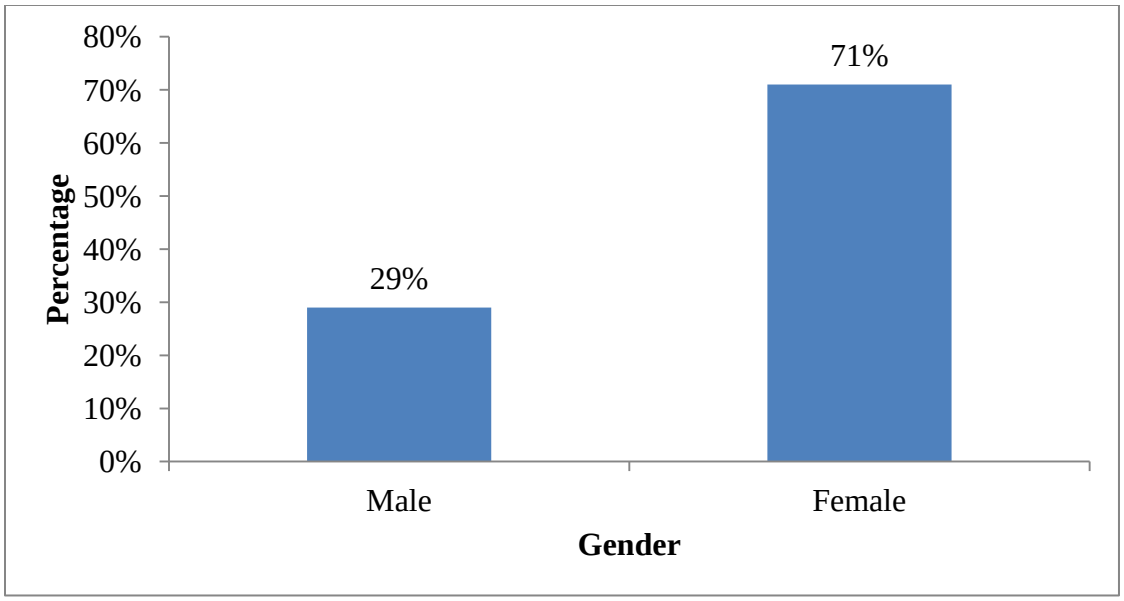

Figure 4.1: Distribution of Parents by Gender

Results in Figure 4.1 show that majority 71(71%) of the parents in Kirinyaga County constituted of females, while the proportion of males was 29(29%). This implies that majority of people who enrolled their children in lower primary schools were females.

4.3.2 Distribution of the Respondents by age

The parents were asked to state their ages. A total of 100 parents participated in the study and their responses are as presented in Figure 4.2.

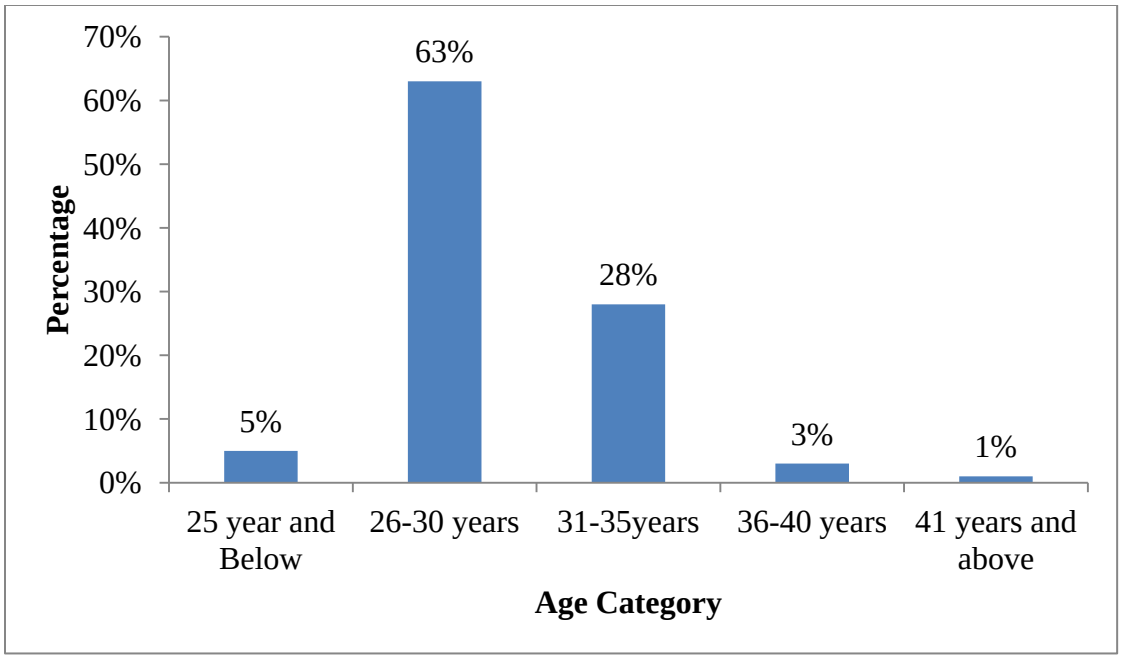

Figure 4.2: Distribution of Parents by Age

The study found out that majority 63(63%) of the parents were aged between 26-30 years, 28(28%) aged between 31-35 years and 5(%) were aged 25 years and below. However, 3(3%) and 1(1%) of the parents were aged between 36-40 years, and above 41years respective. With most of the parents aged between 26-30 years, it reveals that the parents were young and thus should know the importance of education in their children's lives and be able to guide their children throughout their life in school.

4.4 Enrolment Trends in Lower Primary Schools

The first objective of the study sought to assess the enrolment trends in lower primary with respect to gender. It was important to assess the enrolment trends in 26 sampled schools at lower primary schools and to achieve this, head teachers were asked to indicate the total number of pupils enrolled in lower primary schools (Standard one to three) from

the year 2013-2017. Findings were presented in terms of the number of female and male pupils as shown in Table 4.2.

Table 4.2: Enrolment of the Pupils in Relation to Gender

Year		Enrollment			
		Male	**Female**	**Sub-Total**	**Total**
2013	Class 1	784	1100	1884	4961
	Class 2	733	890	1623	
	Class 3	743	711	1454	
2014	Class 1	1302	934	2236	5789
	Class 2	1105	923	2028	
	Class 3	627	903	1530	
2015	Class 1	1817	977	2794	7020
	Class 2	1203	962	2165	
	Class 3	1114	947	2061	
2016	Class 1	890	1190	2080	4142
	Class 2	867	1177	2044	
	Class 3	852	1166	2018	
2017	Class 1	1175	1241	2416	6696
	Class 2	1107	1139	2246	
	Class 3	995	1039	2034	

Findings in Table 4.2 reveal that there was an increase in enrollment from the year 2013 up to the year 2015 after which it declined from a total enrolment of 7020 pupils in 2015 to 6142 in 2016. However, the number slightly increased to 6696 in 2017 which did not get back to the highest peak. This implies that there was unstable trend of pupils' enrollment in lower primary schools.

4.5. Parents' Alcoholism and Pupils' Enrolment in Lower Primary Schools

The second objective of the study sought to assess whether parents' alcoholism influences pupil's enrollment trends in lower primary schools in Kirinyaga County.

Parents were asked to show their agreement level on the influence of parents' alcoholism on pupils' enrolment in schools. Figure 4.3 presents the results.

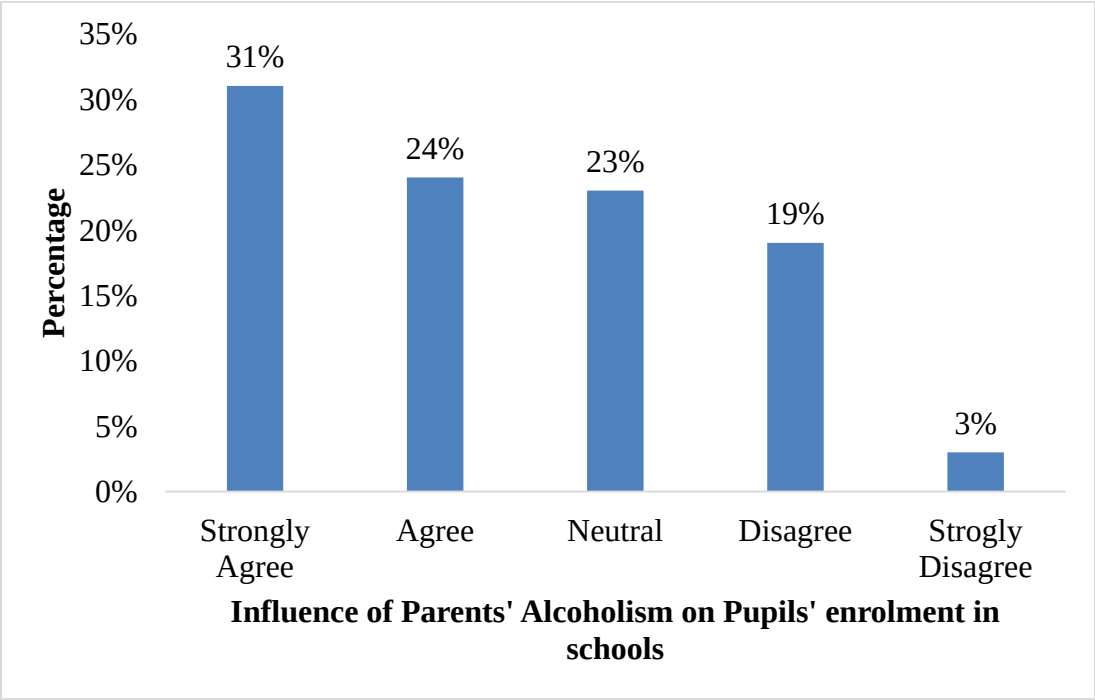

Figure 4.3: Influence of Parents' Alcoholism on Pupils' Enrolment in Schools

As it can be seen in Figure 4.3, majority 31(31%) of the parents strongly agreed that parents' alcoholism influenced enrollment. However, 19(19%) of the parents disagreed and 3(3%) disagreed with the speculation of alcoholism on enrollment. Interestingly, 23(23%) of the parents did not know whether alcoholism had any effect on enrollment or not. This implies that alcoholism among parents, in many ways, both directly and indirectly influenced the enrolment of children in lower primary schools in Kirinyaga County. These findings are in line with those Rawat (2007) that in households where at least a parent abused drug, there was late admission of children. However, in case these

children were enrolled, they developed complex difficulties in attention and memory, and low information processing leading to withdrawal from the pre-schools.

In agreement to these findings, Allen, Litten, Fertig and Barbor (2003) in their study also revealed that children whose mothers were abusing drugs had a history of behavior problems and cognitive impairments and hence were unlikely to be enrolled at lower primary schools at the regular time. In support to this notion, Mattson et al (2001) also argued that low IQ scores, as a result of the influence of parental alcoholism, leads to delay in time at which a child is ready to enroll in schools. The findings are also supported by Wanjiru (2010) who noted that there was education wastage through poor enrolment of pre-scholars in Murang'a County which was as a result of parental alcohol abuse.

The study further attempted to establish the association between alcoholism and enrollment. Cross tabulation was conducted between alcohol abuse and enrolment which was based on the number who were alcohol-abusers and non-abusers against the number of those who enrolled their children in school and those who did not. The results were summarized as shown in Table 4.3.

Table 4.3: Alcohol Abuse in Relation to Enrollment

Gender	**Alcohol status and Enrollment status**					
	Abused			**Abstained**		
	Number abused	Number enrolled	Number not enrolled	Number abstained	Number enrolled	Number not enrolled
Male	17	12	5	12	11	1
Female	20	11	9	51	48	2
Total	**37**	**23**	**14**	**63**	**59**	**3**

Data analysis revealed that of the male parents, 58.6% engaged in alcohol abuse while 13.8% did not engage in alcohol abuse. Of the female parents, 28.2% engaged in alcohol abuse while 71.8% did not engage in alcohol abuse. Of male parents who engaged in alcohol abuse, 12(70.6%) enrolled their children in schools while 5(29.4%) did not enroll. On the other hand, out of the 20 female parents who abused alcohol, 11(55%) enrolled their children in schools while 9(45%) did not enroll their children. This is a clear indication that abuse of alcohol adversely affected the enrollment of children in Kirinyaga County.

In an interview, all head teachers agreed that drug abuse affect enrollment in ECDE centres. The head teachers were further asked to identify the challenges they face in providing ECDE services to children. Majority of the respondents identified financial constraints, food shortage, alcoholism, divorce, lack of facilities, family conflict and migration as the challenges facing enrolment in ECDE centres. Many head teachers

reported financial constraints as the major issue facing ECDE centres which may lead to stress which push parents towards alcoholism. Therefore, alcoholism then becomes a case and a consequence of this financial problem.

These findings concur with Streissguth (1999, cited in Wanjiru, 2010) that greater alcohol exposure results in a far more errors on tasks given to the children and distraction from school. Average reaction times were about twice as slow for the more than 3 drink exposure children. In support to this notion, Rawat (2007) revealed prenatal alcohol-related difficulties in classroom behaviour, enrolment, academic performance and information processing implying that exposure of children to alcohol leads to delayed enrollment among the children.

The findings also agree with the empirical results by Allen et al (2003) that children whose mothers were alcoholic and drank heavily had lower IQ scores as compared to their counterparts whose parents were non-abusers. According to Mattson, Schoenfield and Riley (2001), low IQ scores delay the time at which a child is ready to enroll in school.

The findings of this study are also in agreement with Miruka (2006) that apart from interfering with normal growth, alcohol abuse is harmful to children. In this perspective, alcohol abuse is associated with violence and criminal behaviours which distract children from schools (Miruka, 2006). In relation to this, Wanjiru (2010) in her study also

established that parental alcohol abuse was one of the major factors responsible for poor enrolment apart from parental ignorance and increased poverty.

4.6 Family Structure and Pupils' Enrollment Trends

The third objective of the study sought establishes whether family structure determines enrollment trends in lower primary schools in Kirinyaga County. This was achieved by assessing the family size and the marital status of the parents.

4.6.1 Family Size and Pupils' Enrollment in Schools

Parents were asked to state the number of children that they have to establish the number of children per family. Number of children per household was cross tabulated with the number of children out of school. Findings were presented in Table 4.4.

Table 4.4: Influence of Family Size on Pupils' Enrolment in Schools

Number of Children			Number of children in school and out of school	
			Number of Children enrolled	**Number of children not enrolled**
1-3 Children	F	18	18	0
	%	18	18	0
4-6 Children	F	15	10	5
	%	15	10	5
7 and above Children	F	67	48	19
	%	67	48	19

n=100

Table 4.4 shows the findings on the relationship between family size and pupils' enrolment in schools. Findings revealed that 19(19%) of the parents with more than six

children did not enroll their children in school. Conversely, all 18(18%) parents who had between one to three children in their family said that all their children were enrolled in school. The findings imply that the higher the number of children in the household the lower the chances of a children to be enrolled in school. Family size, as measured by the number of siblings, has often been found to be negatively related to the schooling acquired by children and hence enrolment rate.

In an interview with parents, parents were asked to confirm if all their children were in school. The researcher wanted to establish the reasons that would make siblings not to go to school while the rest are in school. Identification of these reasons may also back up the fact that the number of children that one has influences the capability to take them all to school. Results showed that 26% of the parents confirmed that not all their children were enrolled in school. One parent being interviewed stated that not all the children were enrolled in school.

The findings are supported by Downey (1995, cited in Ray, 2000) who demonstrated an inverse relationship between number of siblings and the enrollment. The number of children in the household determines the ability to finance investment and consumption of education. Therefore, families with more than 4 children and is headed by a single mother may face tighter labour constraints, necessitating use of child labour at the expense of schooling (Huisaman & Smits, 2009). According to Baluch and Shahid (2008), larger family sizes have a negative effect on investment in children's education.

4.6.2 Marital Status of Parents

To achieve this, parents were asked to state their marital status. Their responses are as presented in Figure 4.5.

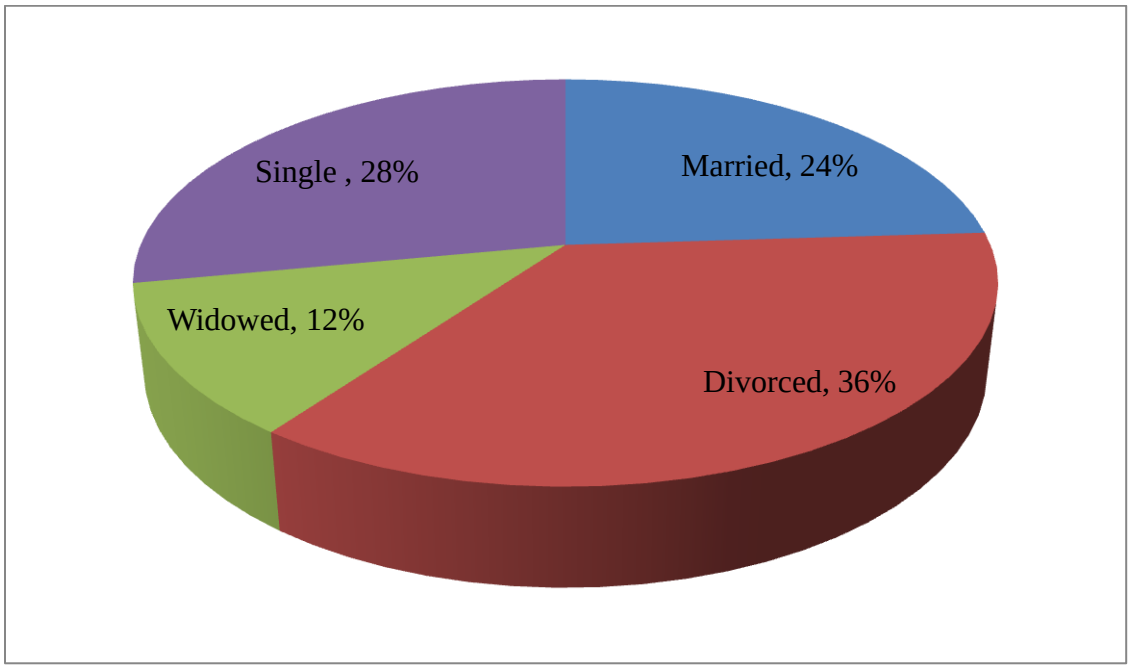

Figure 4.4: Marital Status of the Parents

Results in Figure 4.4 indicate that majority 36(36%) were divorced, 28(28%) were single mothers, 24(24%) were married and 12(12%) were widows. This is an indication that most families had irregular structure which could further lead to unstable-nature of the families.

To establish the effect of family structure on enrolment, marital status was cross tabulated against the enrollment of the children. The results are as presented in Table 4.5.

Table 4.5: Marital Status and Children's Enrolment

Marital Status	Enrollment status					
	Number abused	**Number enrolled**	**Number not enrolled**	**Number abstained**	**Number enrolled**	**Number not enrolled**
Married	13	11	2	11	11	0
Divorced	11	6	5	25	24	1
Widowed	4	2	2	8	7	1
Single	9	3	6	19	17	2
Total	**37**	**22**	**15**	**63**	**59**	**3**

The analysis of the sampled respondents revealed that all of the 11 married parents who abstained from alcohol enrolled all their children in school. The findings further showed that out of the 25 divorced parents who did not engage in alcohol, only 1 did not enroll her child; of the 8 widowed parents, only one did not enroll her child; and out of the 18 single parents who did not abuse alcohol, 2 did enroll their children. On the other hand, the findings revealed that out of 13 married parents who abused drugs, 2 did not enroll their children in school. As well, of the 11 divorced parents who engaged in alcohol abuse, 5 did not enroll their children; of the 4 widowed parents, 2 did not enroll their children; and finally of the 9 single parents who abused alcohol, 6 did not enroll their children. The result imply that children living with divorced and single parents were more likely not to be admitted in school than those living with two parents where both psychological and financial support are provided to the children

It can be noted that even though issues in family structure significantly influence enrolment, the effect becomes worse when the living style is coupled with alcohol abuse and single-headed. According to Huisman and Smits (2009), single-headed households may face tighter labour constraints, necessitating use of child labour at the expense of schooling. Female-headed households are disadvantaged in terms of finance stability and social security.

These findings are in agreement with Moyi (2012a and 2012b) that the probability of children from households with many siblings to be enrolled in school is low due to high pressure of available resources. In support to these findings Glick and Sahn (2000) also found that there was a negative influence of high number of children, especially in polygamies, on children education in Guinea. The main reasoning behind this is that households with many children in an unstable environment accompanied by divorce are considered poor and cannot afford to meet direct and indirect costs associated with schooling. Therefore, children from such unstable families are exposed to risk of being sent from school and suspended due to lack of basic learning materials.

In connection to the study findings, Takane (2008)) also found that household size provides both resources and sets constraints, and the effects on school participation are unexpected. Various studies have a conception that larger family sizes have a negative effect on investment in children's education. However, these findings disagree with Kainuwa and Yusuf (2013) that the gross enrollment and family size are independent of each other and there is no relationship between the family size and enrollment.

4.7 Parents Level of Education and Pupils' Enrollment in Lower Primary Schools

The fourth objective of the study sought to find out whether parents level of education determines the pupils' enrollment in lower primary schools in Kirinyaga County. The educational attainment of a child's parents can be a good predictor of children's enrollment in schools. Parents were asked to indicate their level of education. Their responses are as shown in Figure 4.6.

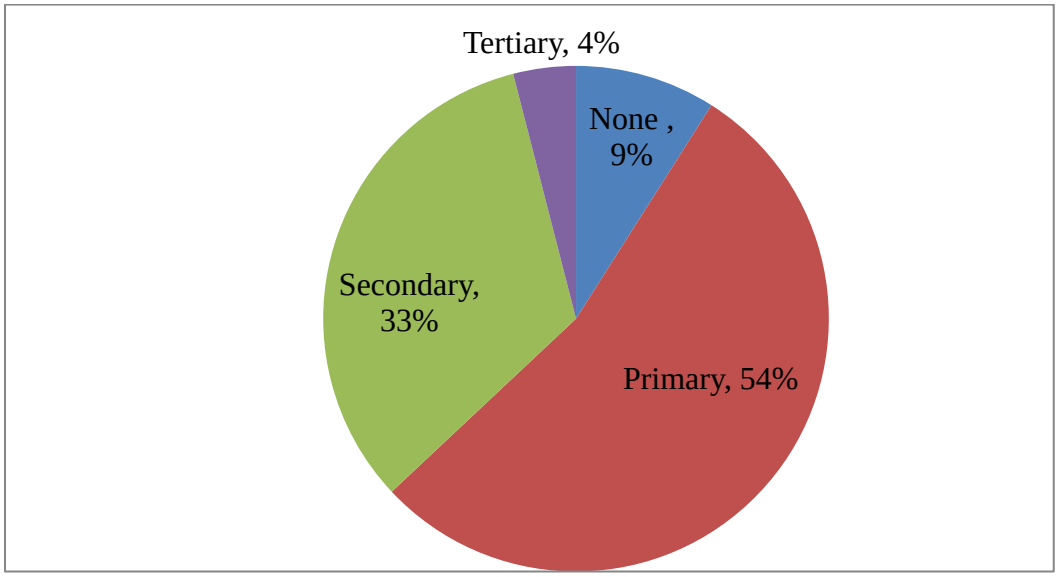

Figure 4.5: Education Level of Parents

The research findings in Table 4.5 revealed that majority 54(54%) of the parents had primary school education. The findings further showed that 33(33%) had secondary school education, 9(9%) had no formal education and 4(4%) had tertiary education.

To establish the relationship between education level of parents and enrollment trends among children in the ECDE centres, a cross tabulation was done and the findings are as presented in Table 4.6.

Table 4.6: Education Level and Children's Enrolment in Schools

Educational level	Enrollment status				
	Total Number (N=100)	Number enrolled (n=83)		Number not enrolled (n=17)	
		Freq	%	Freq	%
None	9	1	11.1	8	47.1
Primary	54	11	20.4	6	35.3
Secondary	34	31	91.1	3	17.6
Tertiary	4	4	100	0	0
Total	**100**	**83**	**100**	**17**	**100**

It can be seen in Table 4.6 that the number of children not enrolled in school by parents, decreases down the educational level, from none to tertiary. The enrollment rate increases with increase in the level of education as observed in increasing percentage from 11.1% for those who had no formal education to 100% for those parents with tertiary level of education. This implies that having most of the parents not well educated and some not education at all can affect the education of their children. These parents may not see the need of educating their children to a higher level than themselves. The children also would not be motivated to go to school as they see even their parents are not educated. Some children can even aspire to be like their parents who are uneducated. However, parents who are, for instance, college educated could be better equipped to help children with their homework and the understanding of concepts than those with less than a high school education, other things being constant. The parents even though not educated or

some not educated to high levels ought to be made to comprehend the significance of education in their children's lives.

When a key informant of the head teachers was interviewed, they mentioned that;

> *"The issue children refusing to go to school have been challenge affecting education. Having uneducated parents means the children don't have any one to sensitize to them to go to school and some of the children will even aspire to be like their uneducated parents."*

These findings are in agreement with the findings of Palmer (2005) that educational level usually creates differences between people in terms of access to information and the level of proficiency in benefiting from new knowledge, whereas income creates differences in access to scarce material goods. According to Cooter (2006), in families where parents happen to experience difficulties in reading and writing continuously, there is a danger that low literacy is passed on to the next generation. Lynch (2009) put forward that the importance of literacy development stretches far beyond children's school achievements. Well-developed literacy ability is an important condition for children's development in other intellectual and social areas and vice-versa (Patall et al., 2008).

These findings are in line with Mariara and Mwabu (2007) that father's level of education significantly highly determines enrollment of a child in school as compared to the mother's level of education. Gertler and Glewwe, (1990) further found that education of the parent was positively correlated to the school enrollment decision for children.

The findings also concur with Walque (2005) that education of the most educated adult male in the adopting households have smaller significant positive effect on adopted child's schooling as compared to the one in a biological father-child relationship. In relation to the same findings, Rahji (2005) found in South west Nigeria that father's education significant for boys in primary school enrollment while that of the mother for girls' primary school enrollment. Studies by Mariara and Mwabu (2007) found similar results that high level of education of both parents highly determines enrollment of a child in school as compared to a family where only one parent, either mother or father, has attained high level of education.

These findings are agreement with Ersado (2005) that higher parental or household head level of education is correlated with increased access to education. Nannyonjo (2007) argues that children whose father had university degree may likely expect to have the highest increase in test score. In a similar finding, Amin et al (2006, quoted in Moyi, 2012) on educational attainment on school enrollment reveled that better educated parents may assign greater value to education and thereby extend children's presence in school. Brown and Park (2002) pointed out that higher parental educational level positively influences enrollment and job contacts.

The findings are also in parallel with Shimamura & Lastarria-Cornhiel (2010) that pupils from families where parents have less education tend to systematically perform worse in schools than pupils whose parents have more education due to late admissions and distractions from studies due to psychological stress (Shimamura & Lastarria-Cornhiel, 2010).

Findings of the current study further agree with Handa (1996, cited in Ningoma, 2013) that parents' education is a significant determinant of child schooling (Handa, 1996, cited in Ningoma, 2013). That is, educated parents are more able to assist in child learning, as they are more likely to recognize the value of their children's education and resist the temptation of pulling them out of school even when they have low income.

In support to the findings of this study, Okumu et al (2008, cited in Onzima (2010) found out that an educated parent is more concerned with children's admission to school and more effective in helping in academic work. However, parents with low educational attainment mostly do not care to supervise their children and neither do they contribute to the academic process of their children.

The findings of the study are also supported by Wambugu (2002) who notes that having a well-educated parent is related to greater educational achievement and earnings. For instance, children born in households with low incomes have poor educational achievement, more likely to develop behavioural disorders and more depressed.

4.8 Parents' Employment Status and Pupils' Enrollment in Lower Primary Schools

The fourth objective of the study sought to assess the influence of parents' employment status on the enrollment trends in lower primary schools in Kirinyaga County The study sought to assess the monthly income of the family which was a significant factor to the parental involvement in children's education. This was achieved by asking the parents to indicate their employment status. Their responses are as presented in Figure 4.6.

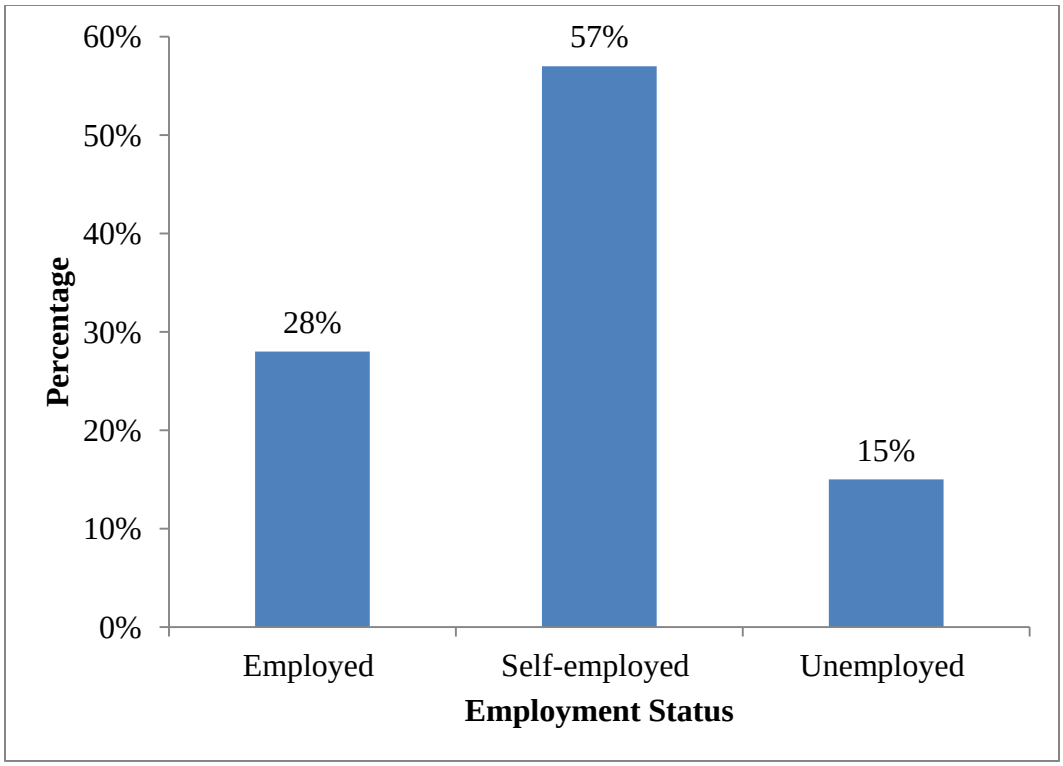

Figure 4.6: Parents' Response on Employment Status

The study revealed that majority 57(57%) of the parents were self-employed, 28(28%) were employed and 15(15%) were not employed.

Cross tabulation was further conducted to show the influence of employment status on children's enrollment. The findings have been summarized in Table 4.7.

Table 4.7: Employment Status and Children's Enrolment

Employment Status	Enrollment status				
	Total Number (N=100)	**Number enrolled (n=83)**		**Number not enrolled (n=17)**	
		Freq	%	Freq	%
Employed	28	28	100	0	0
Self-Employed	57	54	65.1	3	17.6
Unemployed	15	1	1.2	14	82.4
Total	**100**	**83**	**100**	**17**	**100**

Findings in Table 4.7 indicate that out of 15 parents without employment, majority 14(82.4%) did not enroll their children in ECDE centres. The findings further showed that of the 57 parents who were self-employed, 3(17.6%) did not enroll their children while all the 28 parents who were employed enrolled their children. This is an indication that employment status of the parents controls their financial stability which henceforth negatively influences their decision to enroll their children.

Head teachers were interviewed on the involvement of their secondary school children in helping them generate family income. The findings indicated that majority of pupils did not regularly attend schools due to lack of concentration, as they were forced to spare some time to generate income for their family. These findings imply that some children

are deprived their right to be cared for by their parents in the society and engaged in jobs rather than focusing on their education.

The findings of the current study concur with findings of various studies which advocated that children's enrollment is seriously affected by the low socio-economic status (UNICEF, 2005; Bruneforth, 2006; Cardoso & Venner, 2007; Wang, 2010). In support to this notion, children from better off families are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled (Coclough, 2000).

The findings are also in agreement with the UNICEF (2004) report that about 7.3 million children are out of school in Nigeria due to poverty in their households. According to Wainaina (2005), enrolment is severely affected by income status of parents and these also determine selection of schools. In his work, Arunatilake (2006) revealed that self-employment in agriculture or informal work increases the opportunity costs related to school attendance since child labour is a substitute to hiring in. Thus employment in formal work may contribute to greater understanding of the value of education and also provide greater financial security. Conversely, parents' employment strategies may affect children differently.

In line with the findings of the current study, Akele (2007) mentioned parental income as a strong factor upon which the enrollment and academic success of lower primary school

learners lie. According to his study, parental employment status cannot be reliable enough to sustain the academic and personal life of the student in sub-rural school areas.

It was noted in the current study that a bigger portion of parents who said that their children were not enrolled were employed. This can be attributed to the emotional stress of the parent that consequently passed to the children. Poor employment status affects the psychological balance or homeostatic balance in the classroom, which leads to low concentration, low perception, frustration, sickness and emotional disability in school attendance and academic performance of the pupils and can also lead to dropping out or withdrawal. In most cases children's welfare at school is not well taken care of by most parents. Bugembe et al (2005) noted that most poor families can hardly afford the cost of education of their children and this can no doubt lead to poor attendance, low academic performance and high dropout rate.

In a similar finding in a study by Lam and Schoeni (1993, cited in Harry, 2007), it was also revealed that employment status of parents determines school enrolment and completion by children. The relationship between household income and schooling is usually argued to be positive due to the reason that poor households may be unable to afford the direct and indirect costs of schooling and may be constrained in their ability to borrow to cover the costs (Glick and Sahn, 2000).

A research based in Sokoto State in Nigeria by Garba and Sanda (2007) collected data from 600 rural households related to employment status and enrollment. The findings confirmed significant gender disparity in educational attainment, enrollment and school

attendance, with female children at s serious disadvantage. Based on the study, it could be evidently agreed that the socio-economic status and financial welfare of the family greatly affects the participation of children in schooling in Nigeria. Poor families tend to either not enroll their children or withdraw them early from primary schools. According to Jayachandran (2002), poverty has a negative and significant effect on child schooling. Similarly, Schultz (2004) revealed that poverty has a negative and significant effect on children's schooling. These studies give support to explain why the economic contribution of children encourages parents to have more children and discourage investment in their schooling.

Upon being interviewed, a key informant head teacher stated that;

> *"Parents do not know the importance of education thus they will not insist on taking their children to school. In case whereby the child refuses to go to school they will not do anything about it".*

In another statement from another head teacher during the interview, it was reported;

> *"The informant head teacher suggested that the parents should be sensitized and education on the importance of education for their children. The parents should be made to understand the importance of education for their children. The parents should be made to understand the importance of education first and the importance of education in their children's lives. Any parent found whose child is not in school should be arrested."*

Teachers also added that: children should be motivated to want to go to school in terms of having role models in the community that the children can look up to and aspire to be like them; the whole community should assist in the sensitization of the importance of education and the importance of its completion; the community leaders and members should be on the lookout for those not enrolled and those who drop out so as to know why they are dropping out and help address these issues.

It is clear that most of the parents whose children are not in school may not fully understand the importance of education in life. With proper sensitization, the importance of education will be clear to most of the parents, thus they will be motivated to take their children to school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the main findings of the research including the main conclusions and recommendations derived from the findings of the study. This study aimed at establishing the determinants of enrollment trends in lower primary schools in Kirinyaga County. Findings have been summarized as per the objectives of the study.

5.2 Summary of Findings

5.2.1 Parents' Alcoholism and Enrollment Trends in Lower Primary Schools

Results indicated that majority of parents who participated in the study did engage in alcohol abuse with male parents leading in proportion as compared to female parents. Majority of those who engage in alcohol abuse had the highest number of children who were not enrolled in ECDE centres implying that abuse of alcohol adversely affected the enrollment of children in Kirinyaga County.

5.2.2 Family Structure and Pupils' Enrollment in Lower Primary Schools

Family structure in relation to enrollment was analyzed based on the family size and marital status of the parents. The findings indicated that majority of parents had children in the range of 7 and above which was a bigger number to support in terms of educational needs. Majority of parents were divorced indicating unfriendly environment for children with regards to their educational progress. The findings of the study revealed that the large size of family negatively influenced children's enrolment.

5.2.3 Parents' Level of Education and Pupils' Enrollment in Lower Primary Schools

The finding of the study showed that majority of the parents who took part in the study had attained primary education as the highest level of education. Enrollment rate increases with increase in the level of education as observed in increasing percentage from 11.1% for those who had no formal education to 100% for those parents with tertiary level of education. This shows that education level of parents influenced the enrollment of children in lower primary schools.

5.2.4 Parents' Level of Income and Pupils' Enrollment in Lower Primary Schools

The study revealed that majority 57(57%) of the parents were self-employed, 28(28%) were employed and 15(15%) were not employed. Out of 15 parents without employment, majority 14(82.4%) did not enroll their children in ECDE centres; of the 57 parents who were self-employed, 3(17.6%) did not enroll their children; while all the 28 parents who were employed enrolled their children. This implied that employment status of the parents controls their financial stability which henceforth negatively influences their decision to enroll their children.

5.3 Conclusions

The study concludes that pupils enrolment trends in lower primary schools is not stable due to instability of family related factors which are inevitable and occur at unpredicted time. Basing on the influence of parents' alcoholism o pupils' enrollment in lower primary schools, the study concludes that the main factor affecting enrollment of children in lower primary schools in Kirinyaga County despite the introduction of Free Primary

Education is alcoholism. Some of the parents in Kirinyaga County do not value education while some take their children to school.

The study concludes that there is low enrollment of children living with either divorced or single parents. Children are not likely to be admitted in schools in facilities with high number children in which each child struggle for scarce resources.

The study concluded that parents with higher level of education are more informed on the importance of education in children than those with lower or no formal education. Children from families where both parents are highly educated are more likely to be enrolled as compared to those whose parents have no formal education.

The study revealed that all those in formal employment whether they abuse alcohol or not tend to enroll their children in ECDE centres. This can be attributed to economic empowerment of those in formal employment. The biggest contributor to alcohol abuse and failure to enroll in ECDE centres is unemployment. Hence, combination of unemployment and alcohol abuse almost automatically leads to children not being enrolled in schools.

5.4 Recommendations of the Study

The following recommendations have been made as per the findings of the study.

5.4.1 Recommendations to Head Teachers

Majority of parents had primary level of education while some had no formal education. It is therefore, recommended that head teachers should commence programmes which facilitate sensitization of the parents and the community, as a whole, on the importance of education to their children. Once the community understands and internalizes the importance of education, other problems like, late enrolment of children, truancy, deviancy and lack of monitoring would be tacked.

5.4.2 Recommendations to Parents

The findings of the study revealed that some parents were not concerned on their children's education due to alcohol abuse. It is recommended that parents should frequently visit their children in schools in regards to monitoring the progress of the children.

5.4.3 Recommendations to the Non-Governmental Organizations

It is evident in the study that children whose parents are not employed and abuse alcohol face many challenges in access to education based on both financial and psychological support. The study therefore recommends that Non-Government Organizations need to establish programmes that would improve and ensure all children are in school regardless of the employment status of the parents.

5.4.4 Recommendations to the County Government

The study revealed that children living with either single or divorced parents are vulnerable in terms of access to education. The Ministry of Education, through the County government therefore need to identify and provide support to children who are isolated as a result of unstable family.

5.5 Suggestions for Further Study

i) Despite limitations that this study has, the data obtained from it shows that there is a need to establish a comprehensive health education programme where information about effects of alcohol and organizations like alcohol anonymous would be encouraged.

ii) This study could not adequately capture all the variables that lead to decreased enrollment in ECDE centres because it was limited to Kirinyaga County. Further research should be done in neighbouring counties to compare and contrast cases of enrolment in ECDE centres in those other counties.

iii) Other variables such as religion should be further investigated in relation to its effects on alcohol abuse and enrollment in ECDE centres.

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APPENDICES

Appendix I: Questionnaire for Teachers

Dear Respondent

The purpose of this questionnaire is to establish the influence of teachers' self- efficacy on primary school pupils' academic achievement in selected primary schools. Responses will be used for the study only and information will be treated with a lot of confidentiality. You are kindly requested to answer the following questions honestly.

Instructions to the Respondent

Please indicate the best option as honestly as possible by putting a tick (☑) against one of the options.

Section A: Trend of Pupils' Enrolment

1. Indicate the enrolment rate to ECDE centres

   Very good ☐

   Good ☐

   Average ☐

   Poor ☐

   Very poor ☐

2. What are the main reasons for non-attendance by learners to ECDE centres?

   i. _____

   ii. _____

   iii. _____

   iv. _____

Section B: Influence of Parents' Alcoholism on Pupils' Enrolment

3. Does drug abuse affect enrollment to ECDE centres?

   Yes ☐

   No ☐

4. If yes how?

   _____

   _____

Section C: Size of Family and Pupils' Enrolment in Schools

5. Does the number of siblings per household affect pupils' enrollment schools?

   Yes ☐

   No ☐

6. If yes how?

   _____

   _____

Section D: Parents' Level of Education and Pupils' Enrolment in Schools

7. Does parents' level of education affect pupils' enrollment schools?

   Yes ☐

   No ☐

8. If yes how?

   _____

   _____

Section E: Parents' Employment and Pupils' Enrolment in Schools

9. Does parents' employment status affect pupils' enrollment schools?

   Yes ☐

   No ☐

10. If yes how?

    _____

    _____

11. In your own opinion, what can be done to improve enrollment of children in lower primary chool.

    _____

    _____

    _____

Thank you

Appendix II: Questionnaire for Parents

Dear Respondent

The purpose of this questionnaire is to establish the influence of teachers' self- efficacy on primary school pupils' academic achievement in selected primary schools. Responses will be used for the study only and information will be treated with a lot of confidentiality. You are kindly requested to answer the following questions honestly.

Instructions to the Respondent

Please indicate the best option as honestly as possible by putting a tick (☑) against one of the options.

Section A: Demographic Information

1. Indicate your gender

   Male ☐

   Female ☐

2. Indicate age bracket

   Over 41 year's ☐

   36 – 40 years ☐

   31 – 35 years ☐

   26- 30 years ☐

   Below 25 years ☐

3. Indicate your level of Education

   Primary ☐

   Tertiary ☐

   Secondary ☐

University ☐

Section D: Parents' Alcoholism and Pupils' Enrollment

4. Do you use drugs?

   No ☐

   Yes ☐

5. Does drug abuse affect the enrollment in schools?

   Yes ☐

   No ☐

Section C: Family Structure and Pupils' Enrollment

6. Marital status

   Married ☐

   Divorced ☐

   Widow/widower ☐

   Single ☐

7. How many children do you have?

   1-2 ☐

   2-4 ☐

   4-6 ☐

   Over 7 ☐

8. Are they enrolled in ECDE centres?

   No ☐

   Yes ☐

Section D: Education Level

9. What is your level of education?

   None ☐

   Primary ☐

   Secondary ☐

   Tertiary ☐

   University ☐

   Other (Specify)……

10. Do you value early childhood education?

    Yes ☐

    No ☐

11. If yes, note down the benefits of ECDE

    i. _____

    ii. _____

Section E: Parents' Employment Status and Pupils' Enrollment

12. What is your occupation?

    Employed ☐

    Self employed ☐

    Unemployed ☐

13. In your own opinion, what can be done to improve enrollment of ECDE children in preschool

    _____

Thank you

Appendix III: Head Teachers Interview Guide

Dear Respondent

The purpose of this questionnaire is to establish the influence of teachers' self- efficacy on primary school pupils' academic achievement in selected primary schools. Responses will be used for the study only and information will be treated with a lot of confidentiality. You are kindly requested to answer the following questions honestly.

Instructions to the Respondent

Please indicate the best option as honestly as possible by putting a tick (☑) against one of the options.

12. How many preschool classes are there in your school _____

13. State the number of boys

    Numbers of boys

    Numbers of girls

14. What are the main reasons for non-attendance by learners to ECDE centres?

    i) _____

    ii) _____

    iii) _____

15. What main challenges face early childhood Education

    _____

    _____

16. Does the community value ECDE?

    Yes ( ) No ( )

17. If yes list the benefits of ECDE to the community

_____

_____

18. Does drug abuse affect enrollment to ECDE centres?

Yes ☐

No ☐

19. If yes how?

_____

_____

20. Does your school have feeding programme?

Yes ☐

No ☐

21. If yes who sponsor the feeding programme

_____

_____

14. In your own opinion, what can be done to improve enrollment of ECDE children in preschool.

_____

_____

Thank you

Appendix IV: Research Authorization From Graduate School

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/33007/2014

DATE: 28th June, 2017

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MARTIN MACHINE MUGO – REG. NO. E55/CE/33007/2014

I write to introduce Mr. Martin Machine Mugo who is a Postgraduate Student of this University. He is registered for M.E.D degree programme in the Department of Early Childhood Studies.

Mr. Mugo intends to conduct research for a M.E.D Project Proposal entitled, "Determinants of Children's Enrollment in Lower Primary Schools in Kirinyaga County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

GK/awn

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 28th June, 2017

TO: Martin Machine Mugo
C/o Early Childhood Studies Dept.

REF: E55/CE/33007/2014

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 21st June, 2017 approved your Research Project Proposal for the M.E.D Degree Entitled, **"Determinants of Children's Enrolment in Lower Primary Schools in Kirinyaga County, Kenya".**

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

GIDEON KAIMENYI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Early Childhood Studies Department.

Supervisor: Dr. Ong'ang'a H.M. Ouko
C/o Department of Early Childhood Studies
Kenyatta University

GK/awn

Appendix V: Research Authorization From NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/13802/18226**

Date: **18th July, 2017**

Martin Mugoh Machine
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Determinants of children's enrollment in lower primary schools in Kirinyaga County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kirinyaga County** for the period ending **18th July, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kirinyaga County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kirinyaga County.

The County Director of Education
Kirinyaga County.

Appendix VI: Research Permit (NACOSTI)

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 15009

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. MARTIN MUGOH MACHINE
of KENYATTA UNIVERSITY, 43844-100 NAIROBI,has been permitted to conduct research in *Kirinyaga County*

on the topic: *DETERMINANTS OF CHILDREN'S ENROLLMENT IN LOWER PRIMARY SCHOOLS IN KIRINYAGA COUNTY, KENYA*

for the period ending:
18th July,2018

Permit No : NACOSTI/P/17/13802/18226
Date Of Issue : 18th July,2017
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation