

**DETERMINANTS OF ACCESS AND PARTICIPATION IN NON
FORMAL PRIMARY SCHOOLS IN MATHARE
CONSTITUENCY, NAIROBI COUNTY, KENYA**

GATWIRI WINNIEJOY NKONGE

E55/20310/2012

**A RESEARCH PROPOSAL SUBMITTED TO DEPARTMENT OF
EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM
STUDIES IN SCHOOL OF EDUCATION
KENYATTA UNIVERSITY**



FEBRUARY 2014

DECLARATION

I declare that this proposal is my original work and has not been presented in any other university/institution for consideration. This research proposal has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words) or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.



.....

DATE 21/02/2014.....

GATWIRI WINNIEJOY NKONGE

E55/20310/2012

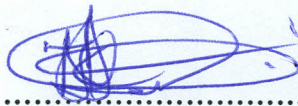
Supervisors: This proposal has been submitted for appraisal with our approval as University Supervisors.


.....

DATE 24/02/2014.....

DR. MUKIRAE NJIHIA

**Department of Educational Management,
Policy and Curriculum studies.**


.....

DATE 12/02/2014.....

DR. JOHN NDERITU

**Department of Educational management,
Policy and Curriculum studies.**

ABSTRACT

Despite introduction of Free Primary Education in Kenya to aid access to primary education, studies reveal that majority of children from poor backgrounds and marginalized areas are out of school. Consequently, Non Formal Primary Schools have emerged as alternative institutions of providing primary education to those who cannot access formal primary schools. This study seeks to find out why more than 50% of primary school age children in Mathare remain not enrolled in Non Formal primary schools through establishing the determinants of access and participation in Non Formal primary schools in Mathare constituency. Key objectives for the study are: analyze access trends in Non Formal primary schools; identify factors influencing participation in Non Formal primary schools; establish factors that influence dropout rates in Non Formal primary schools and find out factors influencing promotion and repetition rates in Non Formal primary schools. This study adopts the Classical Liberal theory and Social Darwinism theory. Literature has been reviewed along the following themes; examination of equity in education, inequity in access to formal primary education, access to education in slums, and inclusive and equitable primary education. Descriptive survey design will be used in the research. The key variables for the study include independent and dependent variables. The locale of the study will be Mathare Constituency in Nairobi County. Study population is Non Formal primary schools head teachers (58), teachers (604) and pupils (18,000). Sample size will comprise head teachers (12) and teachers (60). Further, Tables for determining sample sizes for a given population will be used to obtain (317) pupils as the sample size. Data collection instruments include questionnaires and observation schedules. Questionnaires will collect data from head teachers, teachers and pupils. Observation schedules will be used to collect data on status of Non Formal primary schools environment. The face and content validity of research instruments will be determined by experts in the area of planning education while the reliability of research instruments will be determined through Test-retest method. The researcher will personally administer the questionnaires to the study respondents and fill in the observation schedules. Data will be analyzed through thematic and descriptive statistics where the Statistical Package for Social Sciences (SPSS) will be used. The findings of the study will be presented in tables of frequency distributions, percentages, pie charts and graphs.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction
2.1 Education
2.2 Access to Formal Primary Education
2.3 Non-Formal Primary Education
2.4 Free Primary Education