INFLUENCE OF SELECTED FACTORS ON PUPILS' ACCESS TO PRIMARY EDUCATION IN MASBMBA DIVISION, KISII COUNTY, KENYA.

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DECLARATION AND RECOMMENDATIONS

Declaration

This thesis is my original work and to my knowledge has not been presented for a degree or an award in this or in any other university.

Signature …… Date ……

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Recommendations

This thesis has been submitted for examination with our approval as University Supervisors.

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DEDICATION

This thesis is being dedicated to my parents, wife, brothers and children.

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ABSTRACT

One of the Millennium Development Goals (MDG) of education is to ensure that by the year 2015, children everywhere that is boys and girls alike, will be able to complete their primary education. However, with an estimated net primary school enrollment rate (NER) of 92.5%, completion rate of 79.5% and drop-out rate of 3.5%, Kenya has not yet achieved full access to Universal Primary Education (UPE) for school going-age children. This study sought to establish the influence of pupils' parental economic background, pupils' community culture and pupils' parental level of education on access to Primary Education (PE) in Masimba Division, Masaba South District Kisii County of Kenya. The study adopted the descriptive survey design. The target population was 405 teachers and 16059 pupils in all public primary schools in Masimba Division. Stratified random sampling was used to select the subjects for the study who comprised of 150 teachers and 361 pupils from 36 selected public primary schools. Two instruments namely; Teacher's Questionnaire (TQ) and pupil's Questionnaire (PQ) developed by the researcher were used to collect data. The research instruments were pilot tested in two randomly selected public primary schools. Pre-testing the instruments was meant to validate and estimate their reliability in collecting the anticipated data. The questionnaires were further validated through review by four lecturers in the department of curriculum and instruction, Egerton University. The reliability indices for the instruments, these are teachers' and pupils' questionnaires were 0.81 and 0.76 respectively. The data collected was analyzed using descriptive statistics which include frequencies, Percentages and Means. The findings of the study indicated that pupil's economic background, pupils' community culture and pupil's parental level of education influence access to primary education. The study has recommended that the FPE policy need to be backed by clear details on key points such as 'what free entails', this has left a vacuum that is interpreted differently in different primary schools. Parents should also be sensitized during class conferences and annual general meetings on the value of education and discourage cultural practices that hinder pupil's access to primary education. Adult literacy programme need also to be attached to every primary school in the division with the aim of getting parents aware of their role in pupil's access to PE.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	-Acquired Immune Deficiency Syndrome
ANPCAN	-Africa Network for Prevention against Child Abuse and Neglect

BOG	-Board of Governors
EFA	-Education for All
PE	-Free Primary education
GOK	-Government of Kenya
GNP	-Gross National Product
HIV	-Human Immune-Deficiency Virus
KCPE	-Kenya Certificate of Primary Education
KIPPRA	-Kenya Institute for Public Policy Research and Analysis
MDG	-Millennium Development Goals
MOEST	-Ministry of Education Science and Technology
PE	-Primary Education
NARC	-National Alliance Rainbow Coalition
SPSS	-Statistical Package for Social Sciences
UPE	-Universal Primary Education
UNDP	-United Nations Development Programme
UNESCO	-United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The Government of Kenya (GOK, 2001) asserts that before the Emergency of the 1950s, nationalist leaders were pressing the colonial administration to make primary education compulsory for African children as it already was for children of European and Asian origin. Additionally, at Independence in 1963, the Government of Kenya affirmed its commitment to free, universal primary education in several policy documents, but did not set a timetable for achieving it. Further, the first Free Primary Education (FPE) initiative came after a decade of Independence, when, in 1974, formal school fees for the first four standards were abolished. The report indicates that" the response was immediate and dramatic: in a single year, from 1973 to 1974, the Standard 1 intake shot up by more than 150%. Increased enrolments placed enormous strains on school resources: trained teachers, classrooms, textbooks and other learning materials were all in short supply, so quality suffered. In response the schools began imposing levies, to cover in particular the heavy costs of constructing new classrooms.

Ministry of Education Science and Technology (MOES&T, 2004) highlights that Universal Primary Education (UPE) is an international development goal which all countries are expected to achieve by the year 2015. The World Conference on Education For All (EFA) held in 1990 is the basis of current discussions on UPE. During the conference, the importance of primary education was recognized and a new concept of 'basic learning needs' for people, not limited to schooling, was proposed. Article I of the World Declaration on EFA adopted at the conference clearly states that every person (child, youth and adult) shall be able to benefit from educational opportunities designed to meet their basic learning needs, focusing on value, significance, and effects of education for individuals. The Dakar Framework for Action of 2000 set the goal with the statement that by 2015 all children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality. This was further reflected in the Millennium

Development Goals (MDGs). Kenya has been trying to achieve UPE as a national goal since its independence. Reintroduction of free primary education in 2003 dramatically increased the number of children attending school.

United Nations Educational, Scientific and Cultural Organization (UNESCO,2010) indicates that the major milestone in primary education was abolition of fees in 2003 and subsequent introduction of free primary education, which increased the number of children enrolled in schools from 5.9 million in 2002 to 7.6 million in 2006 and 8.6 million in 2008. The report further highlights that Net Enrolment Rate (NER) was 77.3 percent in 2002, rising to 92.5% in 2008 implying that about 7.5% of the primary school going-age pupils are not in school. There was also growth in the number of Kenya Certificate of Primary Education (KCPE) candidates, from 540,069 in 2002 to 704,520 in 2007, followed by a slight decline to 695,701 in 2008. Table 1 shows Net enrolment trends in Kenya by sex in primary schools between 2002 and 2008.

Table 1:
Primary Net **Enrolment Rate by sex and Province, 2002-08**

Province		Coast	Central	Eastern	Nairobi	Rift Valley	Western	Nyanza	North Eastern	Total	G. Total
2002	M	58.2	83.5	87.7	25.5	81.1	95.4	88.9	19.6	76.5	77.3
	F	53.2	87.8	91.6	29.5	81.5	91.7	89.6	14.1	78.0	
2003	M	66.9	83.6	90.4	35.5	84.1	97.5	96.2	26.1	80.0	80.4
	F	60.1	84.2	90.3	40.3	82.0	93.2	95.4	16.2	82.2	
2004	M	72.8	81.4	91.4	35.9	87.8	99.3	96.9	23.6	82.2	82.1
	F	67.7	81.8	91.5	41.1	85.4	97.2	96.2	14.9	80.0	
2005	M	75.1	87.9	94.9	39.2	87.9	99.1	98.4	26.6	83.8	83.2
	F	73.3	87.0	93.8	40.9	85.3	94.6	97.2	18.8	82.6	
2006	M	72.3	83.0	96.9	38.8	91.8	99.1	98.4	25.9	86.5	86.5
	F	71.2	83.0	95.8	41.6	89.8	94.6	97.2	18.8	86.5	
2007	M	84.6	84.4	98.7	49.5	98.3	99.1	98.4	33.1	94.1	91.6
	F	77.0	80.7	97.8	51.8	94.0	98.9	98.2	20.8	98.0	
2008	M	85.7	85.6	98.9	61.8	98.9	99.5	98.7	39.3	94.6	92.5
	F	79.2	81.5	97.9	59.7	97.2	99.1	98.4	24.5	90.5	

Source: Education Facts and Figures, MoE (2002-2008)

The report above on NER in 2008 indicates that 595 095 number of children are out of school. This represents 7.5 percent of primary school going-age population.

Table 2 shows primary schools completion rate by sex in Kenya between the year 2002 and 2008.

Table 2:

Distribution of Primary Schools Completion Rate by sex, **2002-2008**

Province		Coast	Centr Nyanza al	Eastern	Nairobi	R. Valley	Wester n	N. caster n	Total Total	G.
2002	M	54.4	78.7	65.8	37.4	69.1	65.3	73.6	28.5	65.5	62.8
	F	36.6	80.0	65.2	40.1	64.0	60.3	59.3	11.3	60.1	
2003	M	59.5	82.5	73.2	39.3	75.1	72.2	80.2	32.7	71.3	68.2
	F	40.2	84.4	71.3	42.4	69.8	66.9	63.7	14.2	65.2	
2004	M	69.2	91.5	83.5	43.3	84.1	84.5	88.0	39.0	80.3	76.2
	F	47.3	92.1	79.1	46.6	76.6	75.5	69.8	14.8	72.1	
2005	M	73.7	91.0	85.4	46.4	88.0	85.9	89.3	39.1	82.4	77.6
	F	50.0	89.8	78.5	50.8	79.8	74.9	69.7	15.4	72.8	
2006	M	80.2	85.8	83.2	48.5	88.1	85.7	86.7	42.7	81.6	76.3
	F	53.2	82.3	75.9	52.4	78.1	75.0	68.0	15.7	71.1	
2007	M	88.0	87.3	88.3	53.7	93.2	92.9	89.9	49.1	86.5	81.0
	F	58.8	85.1	80.0	57.2	83.2	81.6	72.0	21.7	75.7	
2008	M	87.9	87.3	88.1	53.1	93.5	92.8	89.4	50.1	85.1	79.5
	F	58.4	85.3	80.2	56.4	83.4	81.5	72.1	22.5	75.3	

Source: Education Facts and Figures, MOE (2002-2008)

The results in Table 2 indicates that there has been progress in retention rate with the primary school completion rate increasing from 62.8 percent in the year 2002 to 81.0 percent in the year 2007 and marginally dropping to 79.5 percent in 2008. In the year 2008, there were fewer standard 8 graduates as compared to 2007. Nairobi and north Eastern provinces had the lowest primary completion rate recording 55.4 percent and 36.5 percent respectively. The report further shows that the primary school completion rate has improved significantly since 2001 from 52.5 percent in 2001 to 81.0 percent in 2007, with a slight decline to 79.5 percent in 2008 that is attributed to a decrease in the number of Standard 8 candidates. Additionally the overall data indicate commendable progress in achieving the desired 100 percent completion rate. Additionally, the report indicates that the challenge now is to tackle obstacles that force children to drop out before completing primary school cycle.

Table 3 reveals the primary school dropout rate by sex and their respective totals by province in Kenya.

Table 3:

Distribution of Primary Schools Dropout Rate by sex and Province, 2004-2008

Province		Coast	Central	Eastern	Nairobi	R. Valley	Western	Nyanza	N. Eastern	National
2004	M	1.9	1.0	1.0	1.9	2.3	2.4	2.8	2.3	2.1
	F	1.8	0.8	0.8	1.4	2.2	2.4	3.1	3.1	2.0
	T	1.8	0.9	0.9	1.6	2.2	2.4	2.9	2.6	2.0
2005	M	5.6	5.2	5.2	5.7	6.5	6.6	6.5	12.2	6.1
	F	8.5	3.9	3.9	5.6	7.2	7.8	9.2	21.4	6.9
	T	6.9	4.5	4.5	5.6	6.9	7.2	7.8	15.3	6.5
2006	M	7.7	3.5	3.5	6.3	4.7	5.6	3.9	6.4	5.0
	F	6.7	3.2	3.2	6.7	4.3	4.4	5.3	8.1	4.9
	T	7.3	3.4	3.4	6.5	4.5	5.0	4.6	7.0	4.9
2007	M	7.3	4.9	4.6	7.5	6.0	9.9	6.4	8.7	6.8
	F	8.5	2.2	2.2	5.6	5.2	9.6	5.7	15.9	5.9
	T	7.9	3.4	3.4	6.6	5.6	9.7	6.1	11.1	6.4
2008	M	5.4	2.2	2.2	4.2	3.5	1.1	2.3	4.0	3.2
	F	5.9	1.6	1.6	4.0	3.6	2.2	4.4	6.1	3.7
	T	5.6	1.9	1.9	4.1	3.6	1.6	3.5	4.7	3.5

Source: Education Facts and Figures, MOE (2007-2008)

In the year 2003, primary schools registered a dropout rate of 2.0 percent rising to 6.5 percent in 2004. However the trend changed from 4.9 percent in the year 2005 to 3.5 percent in 2007. In the year 2008, 3.7 percent of the girls dropped out as compared to 3.2 percent for boys. The results in table 3 reveal that some pupils drop out of school every year. Kenya is a signatory to numerous international commitments on the provision of education for all such as the Universal Declaration of Human Rights adopted in 1948, World Declaration on Education for all adopted in 1990 and the Dakar Conference of 2000. Despite these commitments, access to education for all children in Kenya remains a problem. It is therefore indicative that education stakeholders' efforts since independence including the recent introduction of the free primary

education programme, have not sufficiently addressed the key issues of primary access to education.

Table 4 shows primary school percentage dropout rate by gender in Masimba Division between the years 2005 and 2008.

Table 4:

Primary School Percentage Dropout Rate by Sexl in Masimba Division, 2005-2008

2005	**2006**		**2007**		**2008**			
Zone	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls (%
Masimba	11.5	12.8	12.4	11.6	12.1	14.1	13.3	14.3
Gesusu	12.7	13.6	12.8	14.2	14.3	15.3	15.5	15.0
Nyamasibi	8.6	11.2	11.8	12.3	12.5	13.2	13.9	13.6
Ramasha	10.5	12.2	13.5	14.2	13.8	14.3	14.2	14.6
Totals	10.83	12.85	12.63	13.08	13.18	14.23	14.23	14.38

Source: Ministry of Education, Statistical Office, Masaba South District (2009)

The results in Table 4 reveal that from the year 2005 to 2008 there has been an increase in percentage dropout rate among boys and girls within the Division. This indicates that some pupils do not have access to PE. The percentage in dropout rate for girls is higher than that of boys for all the years. This shows that fewer girls than boys are in access to PE within the Division.

Table 5 below shows primary school completion rates by sex in Masimba Division between the years 2004 and 2008.

Table 5:

Primary School Completion Rates by Sex in Masimba Division, 2004-2008

YRS in STD *I*	YRS in STD 8	Enrol, in STD *I*			Enrol, in STD 8			% completing STD 8		
		Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1997	2004	201	248	449	159	197	356	79.2	80.4	79.3
1998	2005	212	272	484	159	222	381	75.4	81.6	78.8
1999	2006	210	259	467	164	231	395	78.1	89.2	84.5
2000	2007	238	285	523	161	241	402	67.6	84.6	76.8
2001	2008	221	257	478	158	258	416	71.5	76.1	87.1

Source: Ministry of Education, Statistical Office, Masaba South District (2009)

Results in Table 5 shows that from the year 2004 to 2008, there is a decline in primary school completion rate within the division. According to Ministry of Education, Statistical Office, Masaba South District (2009), completion rate for the years 2004,2005, 2006,2007 and 2008 cohort decreased by 20.7%, 21.2%, 15.5%, 23.2% and 12.9% respectively. This trend shows that out of a total number enrolling in standard one, some drop along the way. From the results in table 5, the gender difference in all the years in dropout is significance where a higher percentage of girls are unable to complete than boys. As Kenya seeks to increase education participation, in addition to higher enrolments it also seeks to ensure pupils progress through the education system smoothly and that they achieve higher levels of education rather than repeating classes or dropping out of school. Progression from one class to another at the set years of schooling at each class reflects the internal efficiency of the system, graduating from that level often signifies that students have met a certain set of standards, whether stated formally or held as a general belief in the minds of people.

In pursuit of attaining UPE by 2010 and Education for All (EFA) by 2015, the Government introduced Free Primary Education (FPE) in January 2003. The programme is prioritized in the Kenya Education Sector Support Programme (KESSP), 2005-2010 and 2010-2015 through which the GoK and development partners, principally the Joint Financing Agreement

partners operationalized the sector budget. Further, Sessional Paper No 1 of 2005 on Policy for Education, Training and Research regards the implementation of primary education as the perfect vehicle for attainment of UPE and EFA. Kenya Education Sector Programme (GoK,2005b) highlights that despite this achievement of FPE, primary education continues to experience a problem of diminished community support following their misconstrued role vis-a-vis that of the Government in the implementation of the PE.

1.2 Statement of the Problem

The overall policy goal for the government is to achieve EFA in order to give every Kenyan the right to education and training no matter his or her socio-economic status. This will be achieved through the provision of an all-inclusive quality education that is accessible and relevant to all Kenyans. Recent policy initiatives have focused on the attainment of EFA and UPE. The key concerns of the Ministry of Education (MOE) include equity, quality, efficiency, relevance and access. Despite the government's efforts to enhance access to free primary education among school-going pupils, it is apparent that some children of school going- age in Marimba Division do not have access to PE. Records available at the DEO's office indicate that 14.23 percent and 14.37 percent of school going-age boys and girls respectively do not have access to PE. Primary education seems to be experiencing challenges relating to access such as pupil's parental economic background, pupil's community culture and pupil's parental level of education. Additionally, most parents are under the impression that it is the government's exclusive responsibility to provide all the necessary resources to support the primary education sub-sector. This study, therefore, sought to investigate the influence of pupils' parental economic background, pupil's community culture and pupil's parental level of education on access to Primary Education (PE) among pupils in Masimba Division.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of pupil's parental economic background, pupil's community culture and pupil's parental level of education on access to PE in Masimba Division, Masaba District, Kisii County of Kenya.

1.4 Objectives of the study

The study attempted to achieve the following specific objectives:

i. To establish the influence of pupil's parental economic background on access to PE. ii. To establish the influence of cultural background on access to PE. iii. To determine the influence of pupil's parental level of education on access to PE.

1.5 Research Questions

The study attempted to answer the following research questions:

i. What is the influence of pupil's parental economic background on access to PE? ii. What is the influence of cultural background on pupils' access to PE? iii. What is the influence of pupil's parental level of education on access to PE?

1.6 Significance of the Study

The findings of the study may help Education Officers, parents and teachers in evaluating the extent to which the selected factors influence access to PE. The findings will inform the decision making process that would lead to improved access to PE. The findings of the study have also contributed to the pool of knowledge in educational management which is vital for the present and future educational management scholars.

1.7 Scope of the Study

The study was carried out in Marimba Division, Masaba South District, Kisii county of Kenya. The subjects of investigation were teachers and pupils in sampled public primary schools within the Division. The study sought to investigate the stakeholders' perceptions on the influence of selected factors on pupils' access to PE.

1.8 Assumptions of the Study

The research study was based on the following assumptions:

Teachers and pupils were honest and cooperative with the researcher in providing the required information. The responses provided reflected true and accurate information on the influence of the selected factors on access to PE.

1.9 Limitations of the Study

The research study was based on the following limitations:

The study was conducted in Masimba Division and so the findings were to be generalized with caution to other public primary schools which are not within the Division and elsewhere in Kenya. This is because of the characteristics unique to Masimba Division. Tracing other potential and interested respondents such as parents to provide useful inputs was not easy. Thus, the study made use of pupils and teachers only to supply the required data.

1.10 Operational Definition of Terms

The following terms were defined in relation to the research study:

Access This is availability of opportunities for primary schools to admit school age children and the ability of such children to take up the opportunity to get enrolled and complete primary education in Kenya. In this study it is assessed by the primary school pupils' dropout rate, completion rate and enrolment rate.

District An administrative unit in the central government under district officer. It is a unit of the larger province

Division In this study, a Division is an administrative sub-unit within a district.

Dropout Refers to any pupil who leaves school without completing the requirement of primary education

Enrolment Refers to the act or state of making someone an official member of a group, society or organization. In case of primary education, it means registration of pupils in primary schools.

Factors In this study, factors refer to pupils' economic background, community's cultural background and parental level of education.

Free primary education Refers to situations where access to education is without any fees or levies. Children have access to education without discrimination.

Primary Education In this study, it refers to the level of formal education that precedes secondary school education.

Public Primary School It is a primary school that is registered by MOEST as a public school and is founded by the government.

School climate These are physical and social conditions in a school that affect the behaviour and development of learners

Selected factors In this study, the factors include pupils' economic background, community's culture and parental level of education.

Zone Based on this study, a zone is an administrative sub-unit within a Division.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is divided into six sections. The first section deals with an overview of the benefits accruing from investment in education. The second section is a review on access to PE. The third section concerns itself with the review of literature on selected factors influencing access to PE. The fourth section highlights the theoretical framework of the study, while the fifth section deals with the conceptual framework of the study.

2.2 Primary Education

Ntarangwi (2003) indicates that the development and expansion of primary education has been a long standing objective of the government and the people of Kenya since independence in 1963. This has been in response to the desire to combat ignorance, diseases and poverty which are the root causes of restlessness throughout the world. Additionally, primary education contributes to greater participation in social development of an individual. Therefore, the provision of education and training to all children is fundamental to the success of the government's overall development strategy. Psacharopoulos and Woodhall (1985) argue that education as an investment in human capital can raise the income of the poor. He further asserts that the cost-benefit analysis of educational investment indicates that investment in education yields both social and private returns that are much higher in developing countries than the corresponding returns in more advanced countries. In view of this scenario, most developing countries including Kenya have invested heavily in education, especially the primary education sector. While issues of internal efficiency of education are important, the more critical issue is to make sure children enter the schooling system in the first place (Bedi, Vos, Kimalu, Manda, Nafula & Kimenyi, 2002). Abagi and Olweya (1998) assert that illiteracy manifests itself more among the poor particularly women who constitute 61% of the total population in Kenya. The 1999 population and housing census estimated that there were 4.2 million illiterate adults in Kenya (GOK, 2005). There is strong consensus among economists (I licks 1980, Psaeharopoulos & Woodhall 1985, Abagi & Olweya (1998)

that education is an important determinant of an individual's earnings as well as economic growth.

The government of Kenya is committed to achieving Universal Primary Education (UPE) and Education for All (EFA) in line with the provisions for the right to education for all Kenyans (GOK, 2005b). For the children of primary school age, this right is provided for in the Children's

Act, 2001. This is also in line with the Government's commitment to international declarations, protocols, and conventions as resolved in world conferences on EFA held in Jomitien-Thailand 1990, Dakar-Senegal 2000 and by the Millennium Development Goals (MDG) (ADEA, 2003; Bennel, 2004; Cox, 2004; GoK, 2003a.)

UNESCO (2010) indicates that primary education covers eight years and admits children aged between six and 13 years. The report further highlighted that at the end of standard eight pupils sit the Kenya Certificate of Primary Education (KCPE), which determines those proceeding to secondary level or to vocational training. After independence in 1963, the African post-independent government sought to rectify the anomalies created by the colonial education structure through increasing opportunities for the Kenyan African population. The structure of education in Kenya has changed several times in the last 80 years. Table 6 shows the structural changes in education since 1963.

Table 6:

Structural Changes in Education 1923-2003

Period	Number of Years for each Sector Primary	Intermediate	Secondary	Higher Secondary	University
1923-1948	6	2	4		-
1949-1964	4	4	4		-
1965-1984	7		4	2	3
1985-2003	8	4	4		4

Source: Report of Sector Review and Development (2003)

Abagi and Olweya (1998) revealed that countries with high literacy rates have lower fertility levels, low infant mortality rates, longer life expectancy and are politically mature for democratic governance. They further highlight that Primary education has higher social productivity than tertiary and university education. A world Bank Report (1995) states that primary education helps in reducing poverty by increasing productivity of the poor, improving health and by

equipping people with the skills they need to participate in socio-economic development of their society. Universally, education plays a crucial role in social, cultural, political and economic development. The report states that education contributes directly to the growth of the national income by improving skills and productive capacity of the labor force. It further asserts that primary education attainment of a country's population is a prerequisite for socio-economic development. Primary education is therefore considered a worthwhile investment.

Republic of Kenya (1992) highlights that the major objectives of primary school education are in agreement with Basic Education For All (BEFA) goals adopted in Jomtein, Thailand in March, 1990 and reiterated at Kenya National Conference on Education For All (EFA) in Kisumu in July, 1992. The government's declaration of FPE meant increased expenditure on education since the government had to open new primary schools, employ more teachers and equip the schools. Kenya has been ranked among the top United Nations member countries likely to achieve UPE goal by the year 2015. Kenya's MDG Progress Report attributes the success to the Government's decision to provide free primary education (UN, 2004). According to the Joint Donor Statement on Education (2005), Kenya is on track to meet UPE, but only if its new policies continue to be implemented effectively and high-level commitment is sustained.

d) highlights that the government of Kenya first expressed its intention to offer FPE almost three decades ago. Primary education was declared free for children in standard one to four in 1974 and for the entire primary school cycle in 1978. The report further assert that following the implementation of Structural Adjustment Programmes(SAPs) in the 1980's the government reneged the free education reforms, parts and communities were from thereon required to contribute to their children's schooling. Cost-sharing in education was introduced

in the mid 1980s. Parts continued paying tuition, buying books and desks because the government lacked adequate resources.

Sessional paper No.l of 2005 on A Policy Framework of Education, Training and Research (GoK, 2005a) reveals that education can reduce social and economic inequality. Further, Kenya is characterized by large inequalities with respect to income distribution and this has constrained economic growth. As such, investment in education is an important strategy to address such inequalities, and thus facilitate faster economic growth. Government involvement in education and training is therefore justified on the basis that human capital development has large social

returns. The paper recommends that for the country to achieve desired economic growth, targets and social developments, a high priority needs to be placed on the development of human capital through education. Not only will the growth of the education and training sector contribute to economic growth and social returns but also increase demand for more equitable education attainment, which is an important human welfare indicator by itself.

Psacharopoulos *et al* (1985) indicates that by increasing human capital, workers enhance their productivity and that of other factors of production. They pointed to the US consensus Bureau in its current population reports collected data, on the earnings of all workers pursuing educational attainment and found out that much of the returns are attributed to education. They also noted that participation in education decreases the probability of unemployment and reduces job turn over. Psacharopoulos, *et al* further highlight that according to the US Bureau of Labor Projections, high skilled jobs account for 3 out of every 5 jobs created between 1994 and 2005. Thus, education is becoming increasingly important in our new knowledge based economy. Psacharopoulus (1982) highlighted that education affects not only employment but also the quality of one's employment as well. This implies that educated workers are better placed than less educated workers. He highlights that educated workers have three advantages compared to less educated workers: They earn higher wages, have greater employment stability and have greater upward mobility. He further argues that recognition of increased importance of education has caused states to evaluate the quality of their educational systems to ensure that all students benefit. Securing quality education for children from disadvantaged backgrounds is the primary goal of any education policy. Importance of providing quality

education that will enable all children to succeed is becoming increasingly apparent. Bedi, *et al*, (2001) report shows that college graduates have 23% chance of remaining in the labor force over the high school graduates. Additionally he noted that education improves quality of life by enabling people to take protective measures against diseases. Psacharopoulos, *et al*, (1985) assert that education especially that of women improves returns more than that of men. It also improves family welfare through education and nutrition of children. Psacharopoulus (1981) highlights that apart from the private returns, education yields social returns. Key among them is the increase in human capital. Crane (1991) did extensive research on effects of education to economic growth and found out that 16% of output in non-residential business is attributed to

education. Further, education enables people to be better mothers, fathers, children, voters and citizens.

2.3 Access to Primary Education

World Bank (2006) estimates the proportion of Gross National Products (GNP) devoted to Education in developing countries rose on the average from 2.3 percent in 1960 to 4.5 percent in 1984. The proportion of national government expenditure rose from 11.7 percent in 1960 to 16.1 percent in 1984 (Psachalopoulos, *et al*, 1985). This increase in total expenditure on the education sector may be explained in terms of expanded enrollment in primary. Psacharopoulus (1985) indicates that the planned rate of increase in supply of school places has not been achieved in many countries because of financial constraints. He further indicates that despite political commitment to UPE, rising costs and the rapid increase in the primary school age population have delayed the achievement of that goal in many low income countries. A recent study of the UPE in Africa (Mukudi, 2004) has suggested that in many countries the goal could remain unrealized even by 2020 unless the current costs are reduced and a greater share of GNP is devoted to education. Additionally, he indicates that by one estimate, it will take 5 percent of GNP to achieve UPE in low-income countries. Psachalopoulus et al, further assert that even when the supply of school places is sufficient to provide the opportunity for UPE, shortfalls may occur since a wide variety of other factors also affect enrolments. These factors include geographical distribution of school places, private costs of schooling, and educational level of parents, pupil economic and cultural background.

GOK (2005b) reveals that before and after the introduction of free primary education, the Government has implemented a number of polices which have shown a positive impact on the provision of primary education. An example is the Economic Recovery Strategy for Wealth and Employment Creation which aims at achieving 100 percent net primary enrollment and reduce the disparity in access and quality of education (GOK, 2003). However, some educational matters like special needs education were not properly considered in the FPE programme. This is because children with special needs have no proper access to PE in the regular schools. Furthermore, the Government lacks data on children with special needs, tools and skills in identification and assessment are lacking. The integration of special education in regular

programmes is compounded by inappropriate infrastructure, inadequate facilities and lack of teaching and learning equipments, inadequate capacity among many teachers to handle children with learning disabilities.

UNDP (1990) indicated that development of human resources involves investing in people to develop and improve their skills and capacities. Investment in human development is both a basic requirement and means for creating conducive environment for people individually and collectively. This is meant to develop their full potentials and have a reasonable choice of living productive and creative lives. Expenditure on education can therefore, be viewed as both consumption and investment and any fiscal effects that reduce or cut them will adversely affect development potential of the economy at large. Beneort (1992) believes that no economy can be able to exploit its natural resources effectively and sustainably without development of its human capital that is achievable through investment in education. The rationale for the global quest for UPE is gender equity. In this regard, the Dakar Framework for Action of 2000, while reaffirming the broad vision of the 1990 Jomtien conference, resolving to ensure that all children particularly, children in difficult circumstances girls and those belonging to ethnic minorities, have access to and complete free and compulsory primary of good quality (UNESCO,2000). The attainment of EFA is a major goal and commitment of the government in line with the right to education for all Kenyans. For the children of primary school age, this right is provided for in law (Children's act, 2001) and in other official documents on education policies (GOK, 2001). This is also in line with the government's commitment to international declaration, protocols and conventions as resolved in world conferences in EFA (Jomtien- Thailand, 1990; & Dakar - Senegal, 2000) and by the MDGs. Oxfam & ANCEFA (2004) noted that in the implementation of FPE the Kenyan MOES&T established a system in which all 18,000 public primary schools can receive capitation grants straight from the Ministry through bank accounts. The annual amount is 1,020 Kenyan shillings (14 US dollars) per pupil, which is earmarked for purchasing educational materials as well as for the repairing of school facilities and to ensure quality assurance. The total grant amount is determined by the number of pupils enrolled, whereby, large-scale schools enjoy advantages over schools with fewer pupils. Along with abolishing school fees, the government strictly prohibited each school from collecting levies or any money from parents. In terms of funding, expenditure on education as a percentage of the total government expenditure rose from 16.5 percent in 2000/01 to 20.1 percent in 2003/04. Likewise

as a percentage of the GDP, education expenditures rose from 6.1 percent in 2000/01 to 7.1 percent in 2003/04. This was one of the highest allocations for education in Africa. Education also absorbed between 35-40 percent of the recurrent government budget of which the primary education sub-sector received 51 percent annually. Of the 79.4 billion shillings allocated to education in 2003/4, the government had disbursed about 5.6 billion shillings to all Kenyan primary schools by the end of 2003. By the end of 2004, a total of 16 billion shillings had been released. The government also allocated an additional 300 million shillings for the administration and monitoring of its progress. In the national budget for fiscal year 2005/06 (360,087 million shillings), expenditure for the MOS&T (94,927 million shillings) accounted for 26.4% of the total budget and much of it was provided by donor agencies (MOEST 2006b). The agencies were therefore becoming the primary funders for the education sector rather than supplementing government efforts. The government is fully aware of the high public expenditure on education and the support it receives from international partners. It is in this regard that serious consideration is being given to the need for the diversification of funding (World Bank 2006). In fact, KESSP comprises 23 investment programs, 18 of which are related to UPE, and also advocates for the provision of educational opportunities to all Kenyans at various levels (Ministry of Education, Science and Technology 2005b). Among the key KESSP goals, the first is to attain UPE by 2015 and the second is to achieve a transition rate of 70%, from primary to secondary school, by 2008. It is becoming clear that UPE will not be achieved using the Kenyan government's resources alone.

Mukudi (2004) points out that it is indispensable for parents to bear the burden of tuition fees in some form to attain UPE, considering the financial constrains of the government. Under the free primary education policy, each school was directed to keep two accounts to receive the capitation grants from the Ministry of Education. These accounts were to be managed by the School Management Committee (SMC). The first account entitled SIMBA (School Instructional Materials Bank Account) covers direct teaching and learning materials, and the second is a General Purpose Account (GPA) to be spent on various costs including wages for support staff, repairs, maintenance, quality assurance, water and electricity. By means of these two different bank accounts, each school receives grant payments twice a year. The government is supposed to provide 650 shillings (10 US dollars) for SIMBA and 370 shilling

It is therefore noted that the Government of Kenya has since independence committed itself to universal education to all primary school going-age children. As a means of achieving this, one of the first actions of National Rainbow Coalition (NARC) Government was to introduce FPE in January 2003 (GOK, 2005a). GOK, (2004) reveals that under the policy of FPE fees and levies for tuition in primary education were abolished. Further, to fill funding gaps this would leave at the school level the government with financial assistance along with development partners. Under the policy, if a school wishes to charge levies the head or committees must obtain permission from Ministry of Education. To enhance access to education primary schools are now expected to enroll all children of school-age without discrimination. The policy also identified an extensive role for parents. Parents are expected to facilitate every child's access to primary school without discrimination, ensure proper use of school funds and resources, build and maintain learning facilities, monitor children's progress and form school committees to support teachers to run schools (Kenya Participatory Impact Monitoring - KPIM, 2004).

Kenya, like other Sub-Saharan African countries is making progress towards the attainment of the MDG of UPE, it is still lagging behind on the targets of this goal (Eilor, 2003; Bennel, 2004; Cox, 2004; & UN, 2004). The targets include access, quality, efficiency and relevance. Attainment of the MDG is possible because Kenya's Vision 2030 aims at reducing illiteracy by 2012 by increasing access to education, improving the transition rate from primary to secondary schools and also raising the quality and relevance of education (GOK, 2003b). Sessional paper number 10 of 1965 affirmed the government's commitment towards universal primary education. Sessional paper No. 1 of 2005 (GOK, 2005a) highlights that in 1974, a presidential decree abolished payment of fees from class one to four in public primary schools as a move to UPE. It further noted that the government's policy on primary education is to achieve UPE by 2005, which is a key strategy towards attaining the overall education for all iT£FA) goals by 2015. It further asserts that attaining UPE will ensure that all Kenyan children eligible for primary schooling have opportunity to enroll and remain in school. United Nations Educational, Scientific and Cultural Organization (UNESCO, 2005) in its report indicates that despite many bold moves by the government that is direct and indirect costs of education to enhance access to primary education, some children remain out of school. The report further highlighted that this situation persisted despite the fact that FPE was introduced as a means of enhancing access to primary education.

2.4 Determinants of Access to Primary Education

The Kenya Institute for Public Policy Research and Analysis (KIPPRA) working paper series, 12001) outlines a number of indicators that have been used to determine educational access worldwide. These indicators include the following:

2.4.1 The Number of Primary Schools

The number of schools is an indicator of the supply of education in a given area. It determines the capacity of the educational system in a given area to provide for educational needs. Class size, defined as the total enrollment divided by the total number of classes is a good indicator of utilization of school facilities, that is, over-utilization or under-utilization of school facilities (Kimalu, *et al,* 2004).Therefore, the more the number of schools in the area, the more the accessibility of educational services.

2.4.2 Primary School Going-age Pupils

Demographic patterns in education determines the potential "client -base" since they reflect the number of people in the age groups that participate in education. The size of the youth.

Population in a given country shapes the potential for primary education. The higher the number of young people, the greater the potential demand for educational services (Kimalu, *et al,* 2001). Such countries therefore should allocate more of its resources in the provision of educational services so as to enhance accessibility. Allocation of resources within the education sector seems to be ineffective because of the increasing expenditure on education that goes to recurrent expenditure to pay teachers salaries (GoK, 2005b).

2.4.3 Pupils Enrollment

The gross enrollment indicates the capacity of the educational system and the rate of its utilization. Sometimes it could be more than 100 percent which is a reflection of the presence of repeaters and late starters. For example hi Kenya, as indicated in table 1 the primary school gross enrollment rates in the year 2002 before the introduction of FPE, was 88.2% but increased to 102.8% in 2003 and then 104.8% in 2004 when free primary education was introduced. During such times, over- age children and even adults who were unable to access primary education

were enrolled in various public primary schools in the country. In terms of gender, male pupils have higher gross enrollment rates than their female counterparts at the national level though there could be regional variations whereby in some provinces especially Nairobi and Central females have higher gross enrollment rates than the males.

The principal thrust in government policy on primary education is to accelerate the attainment of education for all. Therefore, to increase access and participation in primary education firstly, the government strategy is to raise the rate of enrollment in standard 1, increase the primary school completion rate and reduce grade repetition. Secondly, educational participation for handicapped children needs to be emphasized so as to bring it to the same level with that of normal children. Furthermore, institutions offering education outside the formal system should be given support. Also, there is need to improve the nutritional and health status of pupils with attention being given to the special needs of the handicapped (GoK, 1998). The large gap between gross and net enrollment may be explained by enrollment of tens of thousands 'over—age' children, including street children or those who dropped out of school to work and have joined school (GoK, 2005b). For instance, in the

Mukuru slum area of Nairobi, only about 500 out of 5,000 new student (10%) who enrolled in school since the beginning of the year were of 'normal' school going-age (IRIN, 2003).

2.4.4 Pupils Dropout Rate

Dropping out of school represents a waste of human and financial resources, unless pupils acquire basic skills during their time of study (Kimalu, *et al, 2001).* Dropout rates reflect the presence of certain hindrances that bars pupils from accessing education. Since the inception of the FPE in the year 2003, dropout rate decreased while completion rates improved nationally. However, in some areas like North Eastern Province, dropout rates were high for both boys and girls compared to other provinces, a situation which could be attributed to the nomadic way of life the school going-age children lead (GOK, 2005a). A recent survey (Oxfam, 2003) revealed that 37.3 percent of children in Kibera, in Nairobi, are still out of school and the majority of those in school (70 percent) are attending non-formal primary schools. This problem has been compounded by the fact that almost no new schools have been built in slum areas for the last fifteen years, although large population of the city live in the slum.

2.5 Factors influencing Access to **Primary Education**

A number of factors that have been identified to have an influence on access to free primary education include the pupil's economic background, cultural practices and parental level of education. These are highlighted below.

2.5.1 Pupil's Parental Economic Background

Access to education is influenced by its demand which in turn is influenced by the level of family income (Psacharopoulos and Woodhall 1985). Sifuna, *et al,* (1988) found out that with the abolition of school fees in the country in 1973, school committees imposed a building fund which makes schooling even more costly to the beneficiaries. It is therefore noted that, the level of family income influences pupils' access to PE where low income earners may not be able to access primary education. Tyler (1997) asserts that socio-economic background of pupils influence their schooling. Tyler maintains that students whose parents are educated tend to be provided with an enabling environment that promotes education. Ndegwa (1996) asserts that rising cases of cattle rustling in Turkana South, led to the closure of five schools and in Marakwet district led to relocation of five schools to safer regions. The abandoned schools have turned into grazing farms for animals. Abagi, *et al,* (1998) points out that, as the level of poverty rises, child labor has become crucial for family survival; more children are therefore increasingly employed in domestic activities, agriculture and petty trade in rural and urban Kenya. Therefore, poor households have to carefully analyze the opportunity cost of education.

Shapiro and Tambashe (2003) suggest that the economic efficiency of households in peasant societies increases with greater total work input from children. They further indicated that an equally powerful reason for keeping children at home is that poor families need the additional income that even young children may generate. This reinforces that the value of earnings forgone or unpaid work in the household, accounts in large part for lack of demand for education among the poor. They indicated that the number of people openly unemployed currently stands at over 2 Million or 14.6% of the labor force and that the number of working poor is staggering; comprising primary subsistence farmers, female-headed households and slum dwellers. The MOES&T (2001) affirms that with increased poverty levels, many parents and communities have not been able to meet education costs for their children. This has led to many pupils either not accessing education or dropping out of school. It also affected the quality of education offered and increased regional and gender disparities. More than one million school aged children either go to work for gains in agriculture or stay at home with their young siblings

because their parents cannot afford the various levies demanded by school administrations. The problem is so severe that it is estimated that unless practical efforts arc made to source funds for learning programs, the country will not realize meaningful gains in education due to the high poverty levels.

A research carried out in East Africa on child trafficking into domestic labor and commercial sex by Africa Network for Prevention against Child Abuse and Neglect (ANPCAN), (2006). It revealed that poverty led to most parents from poor households in rural and urban slum areas to give out their primary school going -age girls to serve as housemaids in urban areas, thus denying them a chance to access the PE. ANPCAN also found that between 2000 and 3000 children engage in sex tourism in Mombasa, Kilifi, Kwale and Malindi districts. Some of the parents who were found trading with their school going- age children said that they chose to do so because employing adults was too costly. Besides, they didn't have money to buy school uniforms and for bus fare. Some of the children who have joined the trade to raise money for uniforms, they never return to class. The report indicates that they are among the 700,000 children countrywide who are out of school because their parents arc too poor to afford food and uniform.

According to a 1999 research survey by the Central Bureau of Statistics (CBS), about 1.9 million out of 10.9 million (17.4%) of children aged between 5-17 years were reported to have worked within the 12 months preceding the survey. Most of the working children (43.6%) were in the age group 10-14 years followed by those in the age group 15-17 years (30.1%). Although there were more working boys than girls, the working girls were more in the age group 15-17 years, but disproportionately fewer in the age group 5-9 years. About 1.3 million working children were out of school while about 588,000 (8%) schooling children worked during the year. Poverty was cited as the major cause of child labour as the majority of working children came from lower income families. The long-term effect is that children from poor families who do not access education will end up raising poor families and the poverty cycle is bound to continue.

GOK (2004) reveals that FPE abolished fees and levies for tuition in primary education. However, like any other education level, it imposes a substantial financial burden especially for poor families through earnings forgone and out of pocket expenses for school uniforms, travel and other materials. Some parents, during a survey carried out by the Government on the perspective of the poor in urban areas, expressed that they felt cheated on the existence of free

primary education since they still paid for additional teachers hired by the Board of Governors, exam fees, report books besides buying the school uniform. However, those who could afford this sent their children to school freely and therefore accessed the educational services. Parents from poor households keep their children at home because they cannot afford to buy school uniforms and other related expenses. Parents play a crucial role in keeping young people in school. The degree and nature of family support arc determined by such factors as a stressful and unstable home life, socioeconomic status, minority membership, siblings' completion rates, single-parent households and poor education of parents (Horn, 1992). All these determine the decision made by the parents concerning their children's education.

2.5.2 Community's Culture

Early marriages and teenage pregnancies have affected the schooling of girls since they lead to dropouts. Studies carried out in various divisions in Kenya; reveal that forced marriage is a major determinant of dropouts among girls (Ndegwa, 1996; Onchangwa, 1997). According to Yusuf, (2001) educational statistics of Coast province, reported that rape and early marriage contributed to massive dropout of girls in both primary and secondary schools. He further indicates that about 100-200 girls aged 12-15 years were married off annually. Even though the Education Act (2001), gives the provision of readmission of girls back to school after delivery, most of the girls shy off and some parents are unwilling and thus they get married. This affects access to PE and other subsequent educational levels by these girls. Research carried out in Western Kenya by Otieno, (1997) suggested that brick making industry in the region, has contributed to dropout rates as children from poor families abandon school for work in the kilns. The presence of salt mines in Gongoni and Malindi Districts and soap stones in Kisii districts have also provided employment opportunities for school going age children and hence dropouts.

In terms of perceptions, gender differences (specifically in African Countries) between the decision maker (household head) and the adolescents play an important role in the family's investment in education. Evidence indicates that gender differences are also extended from the household to the school level, where boys disregard girls while in classroom situation (Mensch & Lloyd, 1998). In many developing countries (including Kenya), girls are expected to contribute to child care or home production at a much earlier age than boys. This guarantees boys more access to educational services more than the girls. Some communities like the Maasai;

regard the education of girls as a low priority than that of the boys and therefore giving more preference to boys than girls in educational matters. Ndegwa (1996) highlights the importance of keeping girls in school. It was found that a pilot project that is sponsored by Procter and Gamble and facilitated by the Girl Child Network (GCN), a non government organization, had distributed more than 3.2 million towels to over 15,000 in primary schools, Plans are underway to broaden the project due to its success.

Regional gender disparities are evident in enrolment, completion, repetition, transition and performance in K.C.P.E, GOK (2007) reveals that national completion rates for boys are higher than that of girls. The gender disparity increased from 2.9 percent in 1999 to 8.2 percent in 2004. Further, there are wide regional differences in primary completion rates where, for instance, in 2004, Nairobi has a rate of 3.3 percent in favor of girls. North Eastern province had 24.2 percent and coast province 21.9 percent in favor of boys. The report assert that repetition rate at primary level declined from 13.2 percent in 1999 to 9.8 percent in 2003 with more boys repeating than girls at 10.1 and 9.4 percent respectively in 2003. The dropout rate declined from 4.9 percent in 1999 to 2.0 percent in 2003. Regarding educational achievement, boys register better results than girls in the Kenya certificate of primary education (K.C.P.E.) examination with the exception of two papers in English and Kiswahili in which girls obtained better results between 2000 and 2004.

Pastoralism and Nomadism have also contributed to inaccessibility of free educational services by the primary school going-age children in those communities which practice it (GOK, 2004). This is evidenced by the low enrollment and completion rates and high dropout rates in regions like North Eastern province as compared to other provinces. In those communities which value wife inheritance, HIV/AIDS pandemic has impacted negatively on education. Orphaned children whose parents have succumbed to this pandemic have been left behind. GOK (2005a) reveals that without appropriate interventions, the orphans will most likely dropout of school and take care of younger siblings and also look for ways of generating family income and thus denying them a chance to access the free primary education.

Research has shown that millions of girls do not have access to school despite the concerted efforts to push the cause forward. Okeke, N/ewi & Njoku (2008) and Mwangi, (2004) assert that a combination of poverty, disease child labour, poverty and backward cultural practices continued to deny the girl-child her right to primary education. They further indicated that even

with the introduction of free primary education, access to education is still remaining a wide dream to many Kenyan children, Despite the introduction of free primary education, a size able number of children, especially girls, still find themselves out of school, The reasons are: demands for their labour in the homes such as assisting in looking after their young siblings; child marriage, doing house chores, death of mother, and looking after the sick member of the family. Some of the girls are given to marriage against their wish. The children are married at a tender age in quest of dowry from the husbands. Mwangi, (2004) indicates that some parents justify the denial of girls of their right to education to prevent them from bringing shame to the family through early pregnancy. Yet others believe that women who are at the same level of education as the men are a disgrace to the community because more often than not, they will not get married and if they do, it will be to a foreigner. For such parents, early marriage is the best way to prevent this and at the same time preserve traditions. According to World Bank (2003), more than 350 million people, over half Africa's population, live below the poverty line of one dollar a day. This implies that poverty, too, excludes children, including the girl-child, from school. The report further indicates that in West Africa, they are recruited from poor rural families to work as domestic servants in coastal cities or even neighbouring countries. In Nigeria it is very difficult to find a house help today. This is because there is awareness of the values of education, and so parents do not give out their children any more as house helps.

2.5.3 Parental Level of Education

Kimalu; Nafula; Mwaba and Mwangi (2001) assert that education level of parents and the prevailing fashion in the society are likely to influence the demand for education. There is therefore, a strong likelihood that parents will educate their children beyond the level they attained. This may partly account for the increased demand for primary and secondary education in Kenya today. Safilios and Constatina 1990 highlight that higher educational attainment for a household head significantly reduces the likelihood of being poor. They further indicate that a comparison of illiteracy rates in some selected African countries shows that Kenya's illiteracy rate of 22.7 percent in 1995 was below the sub-Saharart Africa and Africa averages 45.2 and 45.6 percent respectively. In the oldest age group (55-64 years) whose members were of school age between 40 and 60 years ago, fewer women than men have upper secondary education in all countries represented in World Education Indicators. Likewise, the education level of mothers significantly affects the health status of the entire family (GOK, 2003b). Psachalopoiilos (1981)

indicates that education is regarded as a critical factor in alleviation of individual ignorance, fear, and servility in helping countries.

GOK (2005a) highlights that illiteracy manifests itself more dramatically among the poor, particularly women who constitute 61 percent of the total illiterate population. Further, regional disparity also exists in literacy levels among adults, with women in the Coast and North Eastern provinces showing literacy levels of 37.7 percent. Additionally, enrolment in adult literacy performance has been characterized by declining rates. There is adequate evidence that educating women is beneficial at the national, community, family and individual levels (GOK, 2007). Psachalopoulos and Woodhall (1985) reveal that with even basic education, individual women effectively engage in economic activities and thus contribute to greater productivity. The report further asserts that at the family level, educated women have reduced fertility rates, bring up healthier children and reduce infant mortality rates. Further, at the society or community level, educated women participate more in development activities as well as in political and economic decision making process. Clark (1987), Rumberger and Thomas (2000) indicate that educated women enter the labor market and earn income through engaging in productive economic activities. This enables them attain financial independence, reduce poverty and enhance gender equity and equality. Educated women are in a better position to protect themselves and their families against HIV/AIDS and other infections.

Crane (1993) stated that social origins such as parental level of education, attitudes and values of a society are powerful determinants of the private demand for education. There is at least some empirical evidence that differences in neighborhoods characteristics can help explain differences in enrollment, dropout and completion rates among communities apart from the influence of families (Clark & Vesta, 1987; & Crane, 1991). Community residence may also influence parenting practices over and above parental education and income (Safilios & Constatina, 1990). Besides, pupils living in poor communities may be more likely to have dropouts as friends, which increase the likelihood of dropping out of school. Illiterate parents can influence dropout rates by providing employment opportunities both during and after school.

GOK (2004) asserts that FPE has experienced a diminished support from the communities. This is because most parents are under the impression that it is the Government's exclusive responsibility to provide all the necessary resources to support the primary education sub-sector. However, some parents especially in urban areas, because of higher teacher-pupil ratios, have

hired teachers to reduce understating in schools. Most communities in Kenya value education of their children because there are certain economic aspects attached to it. Having education is also seen as a means of getting a job or establishing a business. This has influenced positively the access to free primary education. Research has consistently found that socio-economic status, most commonly measured by parental education and income, is a powerful predictor of school achievement and dropout trend (Bryk & Thum, 1989; Ekstrom *et a*\., 1986; McNcat, 1999; Rumberger, 5983; Rumbcrgcr, 1995; Rumbergcr & Larson, 1998; Click & Sahh, 2000). Fathers education, which may be a proxy for his perception, is found to have a significant impact on the schooling of boys and girls; the mother's perception influences only the girl's schooling (Click and Sahn, 2000; Shapiro and Tarnbashe, 2002).ln addition, mother's lack of education increases the risk of early withdrawal of girls than boys (Lloyd, *et al,* 2000).

2.6 Theoretical Framework

Modem theories of economic growth have focused on developing human capital as an endogenous factor that could accelerate technological progress towards economic growth. This is made *on* that basis that the behavior of people responsible for accumulation of factors of production and knowledge can be modified by policy through education. UNDP (1996) assert that a rise in levels of education causes a rise in all factors of production. This means that educated people are more likely to innovate and spread the benefits of education to their co-workers who learn from them and also become more productive. Classical Liberal theory asserts that social mobility will be promoted by equal opportunity for education. The roots of this theory can be traced to Rousseau, (1712 -1778) who claimed that the natural statesmen were born equal and personal qualities showed nor jeopardized Social equality. Thus, society rewards people according to their educational achievement. Social Darwinism theory observes the provision of access to education by putting everybody in the "scratch"'. Thus, achievements are determined by inherited capabilities and his or her will to use and not by arbitrary condition like Socio-economic status. The criteria of scholastic promotion should be 'ability and will. Therefore, the System of financing education is expected to set in motion intensive social mobility by facilitating an open competition where the able would get access to careers that they deserve.

The study was guided by Classical Theory of Equal Opportunity. The theory focuses on the provision of EFA regardless of pupil's socio-economic status. The Classical Theory of equal oppottunity (Horance, 1948) and Social Darwinism (Gerald, Chandran & Gaus, 2004), assert that

each person is bom with a given amount of intellectual capacity. Intellectual capacity is to a large extent inherited and cannot be substantially changed. Thus, education system should be designed so as to remove barriers of any nature including economic, gender and geographic. These barriers may prevent bright students from different backgrounds from taking advantages of inborn talents. The inborn talents in most cases may accelerate them to social promotion. A Liberal progress!vist, like Horance Mann (1796 -1889) termed education as 'The great equalizer', the main instrument which enhances life changes of those bom into humble circumstances. The theory demands for further going through education of Primary and Secondary level to which access would be determined on the basis of individual's merit and not social backgrounds. Social Darwinism emphasizes that every school-going child should be given through education, social status which he or she is entitled to in regard to the inherited aptitude (Morrison, 2002).

The writer of American Declaration of Independence claimed that once people are created equal, that is, born with same moral and political rights; it follows from this that social institution such as education should in some sense attempt to treat people equally (Psacharapoulos, *ei al,* 1985). American educator Horace Mann, (1796 -1889) could call education the great equalizer. This is supported by the Human Capital theory, which states that investment in education enables one to climb the social-economic ladder through enhanced income capacity. The theories highlight that education systems should be designed in away that all learners, especially at primary and secondary level are in access to schooling. Providing education for all at these levels, a country attains higher social rate of returns as compared to university education. The above theories were found to be relevant to the proposed study because socio-economic factors owing to high poverty prevalence among most households, traditions, geographical locations and parental level of education have influenced PE a trend that can be reversed.

2.7 The Conceptual Framework of the Study

According to Orodho, (2004) a conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationship between variables and shows the relationships graphically or diagrammatically. The selected factors in figure 1 include pupil's parental economic background; community's culture and pupil's parental level of education. The factors are seen as barriers to access to primary education while access to primary education are seen as outcome indicator. The intervening variables are the government policies, institutional support and citizens' support.

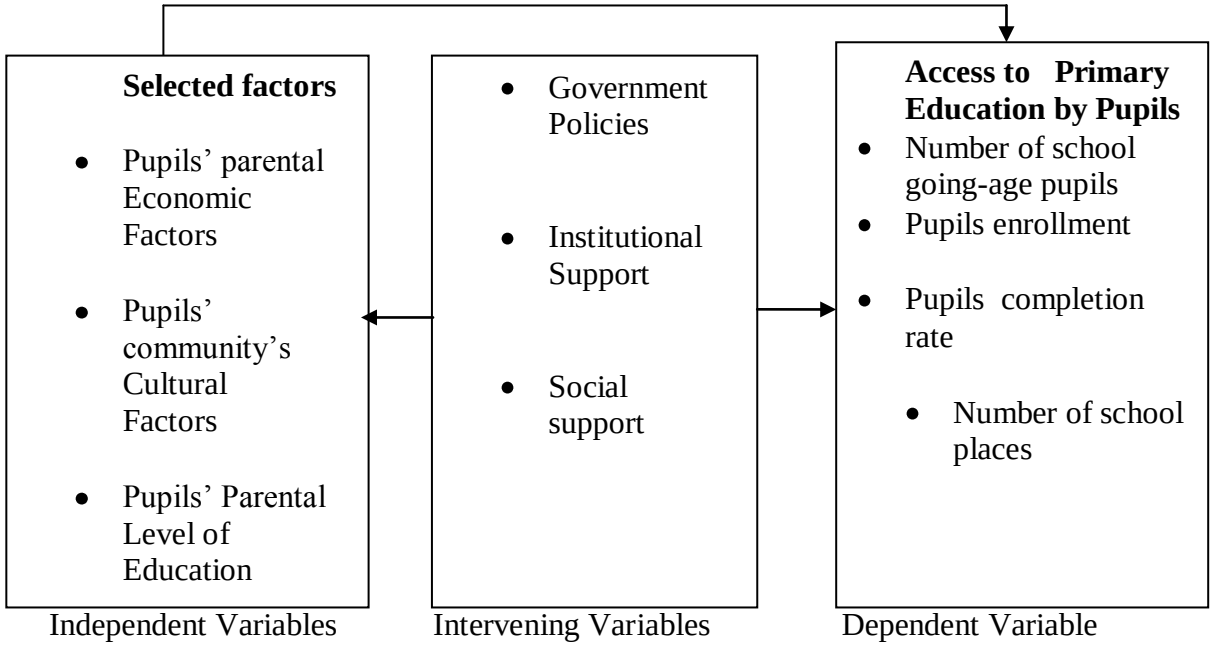

Figure 1: Diagrammatic Representation of Interrelationships between Variables

Referring to figure 1, the independent variable (the selected factors) has a direct influence on the dependent variable (access to PE by pupils). Access to PE by pupils is measured by the number of school places, pupils' completion rate, enrolment rate and the number of schools going pupils. The independent variables' effect to dependent variable will further be influenced by intervening variables. Intervening variables include government policies, school climate and social support. Government has deliberate policies of providing PE so as to raise the literacy level of citizens. The school climate are the institutional policies such as double shifts programme and school feeding programme, formulated and implemented at school level These have an influence on access to PE. Social support is given by parents to enhance access to PE. This include allocation and use of school funds, monitoring learning facilities, monitoring children's progress and discipline through regular class conferences. Due to higher teacher-pupil ratios most parents have hired teachers to reduce understaffing in schools and this has helped to improve access to primary education. Understanding the interrelationships of this valuables give an insight, direction and guidance into curbing the problem of pupils' access to PE. Intervening variables arc controlled since the schools arc public which receive government funding and the community's socio-economic activities are similar.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a description of the research design, location of the study, target population, sample size and sampling techniques. The chapter also highlighted the research instruments and their validity, procedure for data collection, data presentation and analysis.

3.2 Research Design

The study adopted descriptive survey design which involved collecting data from selected individuals at one point in time. Coopers and Emory (1995) highly recommend this type of design where several respondents give answers to specific questions at a one point in time. This study was concerned with assessing opinions of teachers and pupils on the influence of the selected factors on pupils' access on PE. Mugenda and Mugenda (1999) point out that descriptive survey research design is the most appropriate when the purpose of the study is to create a detailed description of an issue. Henning (2004) explains this research study design as one that aims at studying the quality of certain phenomenon but not quantities. In this study qualitative approach was used to give an insight into how the selected factors influence pupils* access to PE, The information obtained was descriptive in nature. This design helped penetrate the subjects and the environment under which they operate.

3.3 Location of the Study

The study was conducted in Masimba Division, Masaba South District, Kisii County, The target population is pupils and teachers in the division. The Division has 44 public primary schools. It has four zones namely Masimba, Gesusu, Nyamasibi and Ramasha.

3.4 Study Population

Mugenda and Mugenda (1999), Gall, Borg and Gall, (1996) define population as that group of individuals to which the researcher wants to generalize the results of the study. The target population for this study was 405 primary school teachers and 16059 pupils in all public primary schools in Masimba Division, Kisii County of Kenya. Accessible population was 361 class teachers and 6021 pupils of standard six to eight within the Division. Table 6 shows the study population.

Table 7

Distribution of Population of Teachers and Pupils by Zones .

Zone	No. of Schs.	No. of class Tchers (Class 6-8)	No. of pupils (Class 6- 8)
Masimba	13	43	1592
Gesusu	9	34	1509
Nyamasibi	10	32	1339
Ramasha	12	41	1581
Total	44	150	6021

Source: District Education Office, Masaba, 2008

3.5 Sampling Procedure and Sample Size

Kathuri and Pals (1993) assert that it is not possible to test the whole population during a research. However, one can get accurate findings when a reasonably representative sample is used. They indicate that larger sample sizes are necessary when groups must be broken into sub-groups as it is in this study. Mugenda and Mugenda (1999) assert that in descriptive research design, it is common to sample 10 to 20 percent of the accessible population; although this range change with the size of the population studied in which case the principle

will be applied. Krescie and Morgan's formula shown below was used to obtain the sample for research study.

$$S = \frac{X^2NP(l-P)}{d^2(N-l) + X^2P(1-P)}$$ Where

S=required sample size N=the given population size

P^population proportion that yields maximum possible sample size required (assumed to be 0.5)

d= the degree of accuracy as reflected by amount of error that can be tolerated (taken as 0.05)

X^2=1able value of chi-square equal to one degree of freedom relative to the desired level of confidence which is 3.841 for the 0.95.

There are 44 public primary schools in Masimba division. They were sub-divided into strata of zones. Each stratum represents a specific population characteristic which when put together representative of the population. This way it was hoped that the final sample which was obtained contained the important characteristics of the parent population in the right proportion. The sub-groups refer to teachers and pupils in the selected schools. The summary of the population and sample size is as shown in table 8.

Table8:

Distribution of Sample Size by Zones

Zone	NO. of Schools.	No. of Class Teachers	No. of Pupils (class 6-8)
	S	S	S
Masimba	10	43	94
Gesusu	8	34	87
Nyamasibi	8	32	89
Ramasha	10	41	91
Total	36	150	361

3.6 Research Instruments

The purpose of this study was to investigate the influence of selected factors on pupils' access to PL. Most techniques for measuring attitudes rely heavily on verbal information which can be generated by interviews and questions (Gay 2003). Data was collected using two questionnaires developed by the researcher, that is, teachers and pupil's questionnaire. Each questionnaire was divided into pail A and B. Pan A of each questionnaire had five items based on the background information of the respondents. Teachers' and pupils' questionnaires contained 29 closed-ended items drawn from the three selected factors. The items elicited data on the influence of pupil's parental economic background, cornmuniiy's culture and pupil's parental level of education on access to PH. The closed-ended test items in the two questionnaires were measured on a -1-point Liken Scale. For questions with a positive stem Strongly Agree (SA) scored highest (4) while Strongly Disagree (SD) scored lowest (1). For those questions with a negative stem Strongly Agree (SA) scored lowest (1) while Strongly Disagree (SD) scored highest (4). The test item with mean score of between 2.5 and 4.0 indicates the respondents agree with the perception. The test item with mean score of between 1.0 and 2.4 indicates that the respondents disagree with the

perception. Details about teachers'' and pupils' questionnaire are shown in Appendix A and Appendix B respectively.

3.6.1 Piloting the Instruments

The research instruments were pilot tested in two randomly selected public primary schools in Gesusu and Ramasha zone with similar characteristics as the sampled schools. The two schools were excluded from the actual study. Pre-testing the instruments was meant to validate and estimate their reliability in collecting the anticipated data. The instruments were also checked ibr content and construct validity by four experts as recommended by Gay and Afrasian (2003).The experts were from the department of Curriculum, Instruction and Educational Management, Egerton University. The recommendations and suggestions of the experts were incorporated in the questionnaires. Technique used in test for reliability was internal consistency that was determined from scores obtained from a single item administered to a sample of subjects. The score was then correlated with scores obtained from other items in the instrument. The reliability coefficients of instruments of this study were estimated using Cronbach's Alpha coefficient. An alpha value of 0.81 was obtained for teachers' questionnaire while alpha value for pupils' questionnaire was to be 0.76. The instruments were therefore deemed reliable to collect the anticipated data. This is because the Alpha values are above what Frankel and Wallen, (2000) recommend, which is 0.7 and above. The Cronbach's Alpha coefficient was calculated using the formula

$$a = \frac{n*(f)}{\{1+(n-1)*ṙ\}}$$

Where (r) would be calculated from averaging n*(f) -5- {1 + (n-1)* f as correlation coefficients.

3.7 Data Collection Procedure

The researcher sought permit from the National Council for Science and Technology (NCST) through the Director of Graduate School, Egerton University. Permission to conduct research in Masimba Division, Masaba South District, Kisii County was sought from the Ministry of Education Science and Technology through Egerton University. Once permission was granted,

schools were informed via the District Education Officer (DEO). The targeted schools and respondents were formally contacted and informed of the purpose of the study. Their consent to participate in the study was sought. Thereafter, the dates for administering the questionnaires were set. The questionnaires were administered as scheduled. The respondents filled in the questionnaires on the appointed dates without the assistance of the researcher. The completed questionnaires were then collected awaiting analysis.

3.8 Data Analysis

Data was analyzed quantitatively. Data sheet was prepared. Data collected was entered into the code sheet. Analysis was done using descriptive statistics that is frequencies, percentages, means and standard deviation for the data from teachers' and pupils' questionnaires for analysis. Frequencies and Percentages were used for analyzing students' and teachers' background information. Frequencies, means and standard deviation were used to analyze data based on the objectives. The mean score and standard deviation of each test item was determined. This depended on the cumulative responses of each respondent for each of the test items in the Likert scale provided. The mean score summarized the responses of the respondents and enabled data comparison. Since the mean is unduly affected by the extreme items, standard deviation was used to show the dispersion. The smaller the value of standard deviation the greater the uniformity in the population, while the larger the standard deviation the further that individual values of the random valuables tends to be the mean on average. The mean of means in every table indicted the population of respondent, its means and standard deviation.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The results of the study are presented in this chapter. The sequence in which the results are presented is the sequence in which objectives are given in chapter one. The results are presented under the following theme; characteristics of the respondents, objectives one, two, three, four, five and six. The results are then discussed and related to findings of past studies in the same area.

The findings of the study were based on the following research questions.

i. What is the influence of pupils parental economic background on access to PE?
ii. What is the influence of pupils community culture on access to PE?
iii. What is the influence of pupils parental level of education on access to PE?

4.2 Characteristics of Class Teachers

The Questionnaire was administered to class teachers in the sampled public primary schools. They were asked to indicate their socio-demographic basic information. Their responses are shown in the tables 9-11 below.

4.2.1 Sex of the Class Teachers

In this study, the class teachers were categorized in terms of gender as shown in table 9 below.

From the data, it is shown that majority of class teachers (69.3%) are male. It appears that male teachers are more in the profession in public primary schools as compared to only 30% females. These results can be attributed to the fact that females are not given equal access to education opportunities.

4.2.2 Age of Class Teachers

Similarly, the class teachers are classified in terms of age as shown in table 10. **Table 10: Distribution of Class Teachers by Age**

Class Teachers by Age	Frequency	Percent	Valid Percent	Cumulative Percent
25 years and below	19	12.7	12.9	12.9
26 - 35 years	48	32.0	32.7	45.6
36 - 45 years	64	42.7	43.5	89.1
46 years and above	16	10.7	10.9	100.0
Total	147	98.0	100.0	

The results of the study indicate that high percentage (42.7%) of class teachers arc in the age 36-45 bracket. This reveals that class teacliers are elderly enough to understand the influence of the selected factors on pupils' access to PE.

4.2.3 Length of Stay in the School

The class teachers' length of stay in their stations was ranged between 0-3 years, 4-7 years, 8-11 years and 12 years and above. Table 11 shows their distribution by length of stay in their respective stations.

Table 11:

Distribution of Class Teachers by Length of Stay **in the** School

	Frequency	Percent	Valid Percent	Cumulative Percent
0-3 years	20	13.3	13.5	13.5
4 — 7 years	79	52.7	53.4	66.9
8 - 1 1 years	28	18.7	18.9	85.8
12 years and above	21	14.0	14.2	100.0
Total	148	98.7	100.0	

The data shows that majority of class teachers (52.7%) had stayed in their stations for between 4-7 years. This length of stay that could be long enough to enable them to give perceptions on the influence of the selected factors in the study on pupils' access to PE with understanding

4.2.4 Highest Level of Education

The study was concerned in determining about the class teachers' academic qualification. Table 12 highlights the results.

Table 12:

Distribution of Class Teachers by Academic Qualification

Class Teachers by Academic Qiifliifiratinn	Frequency	Percent	Valid Percent	Cumulative Percent
Pt	106	70.7	72.1	72.1
Diploma	26	17.3	17.7	89.8
Bachelor	15	10.0	10.2	100.0
Total	147	98.0	100.0	

The results of the study revealed that majority (70.7%) of the class teachers were PI certificate holders. Qualification of teachers through training may help to understand and interpret the government's policy on pupils' access to PE. Trained teachers may know how curb a problem of dropping out of school. This will ultimately lead to increased pupils' access to PE.

4.3 Characteristics of Pupils

The Questionnaire was administered to pupiis in the sampled public primary schools. They were asked to indicate their socio-demographie basic information. Their responses are shown in the Tables 13-16.

4.3.1 Age of Pupils

The pupils are ranged into three categories by age as 0 -11 years, 12-13 years and 14 years and above. Table 13 reveals results of the study on pupils' age in classes between 6-8. **Table 13: Distribution of Pupiis by Age**

Pupils by Age	-	Frequenc y	Percent	Valid Percent	Cumulative Percent
O-ll years	115	31.9	32.0		32.0
12-13 years	130	36.0	36.2		68.2
14 years and above	114	31.6	31.8		100.0
Total	359	99.4	100.0		

The results in the Table 13 indicate that 31.9% of the pupils are between 0-11 years of age, 36.0% are between 12-13 years while 31.6% are at the age of 14 years and above. The findings of the study shows that there are underage and overage pupils in classes between 6-8. The results suggest that there are factors that influence pupils' access to primary education at the right age.

4.3.2 Sex of the Pupils

Similarly, the pupils from class 6-8 were categorized by sex as shown in Table 14.

Table 14:

Distribution of Pupils by Sex

Pupils by Sex				
	Frequency	Percent	Valid Percent	Cumulative Percent
male	201	55.7	55.7	55.7
female	160	44.3	44.3	100.0
Total	361	100,0	100.0	

From the data in Table 14 it is revealed that 55.7% of the pupils are boys while 44.3% are girls. This indicates that there is no gender parity, in that more boys than girls access PE.

4*33* Pupils' Class

The pupils' bio-data captured information on the number of pupils in class 6, 7 and 8. The information is contained in Table 15.

Table 15:

Distribution of Number of Pupils by Classes (6-8)

number of pupils by classes (6-8)	Frequency	Percent	Valid Percent	Cumulative Percent
Six	140	38.8	38.9	38.9
Seven	122	33.8	33.9	72,8
Eight	98	27.1	27.2	100.0
Total	360	99.7	100.0	

The results of the study revealed that 38.8% of the pupils are in class 6, 33,8% are in class 7 while 27.1% are in class 8. This indicates that pupils from all the classes are involved in the research study. The distribution of pupils in the table above revealed that the population decreases from class 6 to 8, indicating that not all pupils proceed to the next class.

4.3.4 Pupils' Parental Status

From the data in table 16, pupils' parental status was determined as follows: those with both parents (mother and father), father alone, mother alone and those under the care of a rdian(s). Table 16 shows the distribution of pupils' parental status.

Table 16:

Distribution of Pupils' Parental Status

Pupils' Parental Status frequency			Percent	Valid Percent	Cumulative „ percent
both parents	191	52.9	53.4	53.4	
father only	44	12.2	12.3	65.6	
mother only	92	25.5	25.7	91.3	
I am under the care fa guardian	31	8.6	8.7	100.0	
Total	358	99.2	100.0		

THE table revealed that 52.9% of the pupils had both their parents (mother and father), 12.2% id father only, and 25.5% had mothers only while 8.6% were under the care of a guardian, this indicated that there is poor parenting of pupils at their homes thus hindering them from access to PE.

4.4 The Influence of Pupil's Parental Economic Background OB Access to PE.

The study sought to establish the influence of pupil's parental economic background on access o PE. Their views were as shown in Table 17.

Phe data in Table 17 shows that the teachers concur with the perception that the high number)f primary schools in the division can be attributed to ability of parents to contribute financially towards their construction. This is because they unanimously (3.7230) agreed that Ihe high number of primary schools is due to the financial ability of the parents to construct them. They also attributed the high enrolment of pupils in primary schools to the ability of parents to invest in education (3.4527). Teachers (2.560) observed that parents in high income bracket tend to have more school going children than their counterparts in the low income bracket. Many teachers observed that some school-age children are out of school because their parents cannot afford school uniforms and other levies charged (3.2600) supported the idea.

The teachers farther observed that the division has low dropout rates because parents are abie to meet the cost of maintaining their children in school (3.12670) of them reported positive!) on this fact. They disagreed that the high enrolment in schools is due to the economic returns associated with education as 2.5705 were in acceptance.

Table 17:

Responses from Class Teachers on the Influence of Pupil's Parental Economic Background on Access to **PE**

Statement on Pupil's Parental Economic Background	N	Mean	Std. Deviation
The high number of primary schools in the division can be attributed to ability of parents to contribute financially towards their construction	148	3.7230	.90216
High enrolment of pupils in primary schools is due to the ability of parents to invest in education	148	3.4527	1.10862
Parents in the low income bracket tend to have more school going children than their counterparts in the high income bracket	148	2.5608	1.15013
Some school age children are out of school because their parents cannot afford school uniforms and other levies charged	150	3.2600	1.35820
The division has low dropout rates because parents are able to meet the cost of maintaining their children in school.	150	3.1267	1.33762
The high enrolment in schools is due to the economic returns associated with education	149	2.5705	1.25340
Some school age children are out of school because they are forced by poverty to support their families by being employed as maids and house boys.	149	3.1275	1.32690
Inability of parents to afford extra expenses such as fare and stationary make some pupils to drop out of school	148	3.9392	1.39106
Pupils from well-off families progress to upper classes faster	149	3.8725	1.38178
Mean of means	**148**	**3.2925**	**.50966**

Teachers in this study also reported that some school -age children are out of school due to poverty so as to support their families by being employed as house helps (3.1275) confessed this situation. Majority (3.9392) of the teachers unanimously agreed that inability of parents to afford extra expenses such as bus fare and stationery make some pupils to drop out of school. Many teachers (3.875) concurred that pupils from well of families progress to upper classes faster. The standard deviation for each of the test items was between 0.9021 and 1.3910. that the items are spread away from the average of the standard deviation values were above 1.0 which implied that the items are spread a\va\ from the average. The standard deviation for the mean of means was 0.5097 which means that the items are clustered around the average.

4.5 The Influence of Cultural Background on Pupils' Access to PE

The study sought to establish the influence of cultural background on pupils' access to PE. Their views were as in Table 18.

The results in Table 18 indicate that many teachers (2.6376) did not agree that the division does not have enough number of schools because the local communities believe it is the work of the government. Majority of the teachers (3.7568) attributed the big number of school-age children in the Division to the traditional practice by local communities of having as many children as possible. They also admitted that the division has recorded high enrolment rates because of the value attached to education by local communities. This was supported by 3.2973 of the teachers involved in the study. The results in the table also revealed that families prefer investing in the education of male children because they are expected to assist their parents in old age unlike their female counterparts who get married elsewhere, as 3.8600 of the teachers agreed.

The mean score of 3.2467 indicated that teachers agreed unanimously that the cultural practice *if* marrying off teenage girls after they have undergone circumcision or when they get pregnant is a major cause of high school dropout rates. Teachers were in support of the perception that traditional practices of children participating in generation of family income interfere with their school attendance. This fact recorded a mean score of 3.3423 from the teachers' responses. Majority (4.2365) of the teachers revealed that many cases of absenteeism and low completion rates among female pupils is due to allocation of more domestic responsibilities in a typical family setting. However, teachers differed on the assertion that most parents support their children throughout the 8 years primary school cycle because they have discarded the tradition of assisting their teenage children get married once hey are circumcised. This is shown by a mean score of 2.360 in the study.

Table 18:

Responses of Class Teachers on the Influence of Pupil's Community's Culture on Access to PE

Statement on Community's Culture	N	Mean	Std. Deviation
The division does not have enough number of schools because the local communities believe it is the work of the government	149	2.6376	1.19805

There is a high number of school age children in the division because of the traditional practice by local communities of having as many children as possible	148	3.7568	.88542
The division has recorded high enrolment rates because of the value attached to education by local communities	148	3.2973	1.07196
Families prefer investing in education of male children because they are expected to assist their parents in old age unlike their female counterparts who get married elsewhere	150	3.8600	1.46104
The cultural practice of marrying of teenage girls after they have undergone circumcision or when they get pregnant is a major cause of high school dropout rates	150	3.2467	1.30016
The traditional practice of children participating in generation of family income interfere with their school attendance	149	3.3423	1.18989
Many cases of absenteeism and low completion rates among girl pupils is due to allocation of more domestic responsibilities in a typical family setting	148	4.2365	1.34195
Most parents support their children throughout the 8 years primary school cycle because they have discarded the tradition of assisting their teenage children get married once they are circumcised	149	2.3960	1.26180
Mean of means	**149**	**3.3467**	**.61441**

The standard deviation for each of the test items was between 0.8854 and 1.4610. Most of these values were above 1.0 which implied that the items are spread away from the average. The standard deviation for the mean of means was 0.6144, which means that the items are clustered around the average.

4.6 The Influence of Pupil's Parental Level of Education on Access to PE.

Finally the study attempted to determine the influence of pupil's parental level of education on pupils' access to PE, Their views were as in Table 19.

Table 19:

Responses of Class Teachers on the Influence of PnpiFs Parental Level of Education on access to PE.

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Statement on Parental Level of Education	N	Mean	Std. Deviation

Parents who are educated are more willing to participate in construction of schools	149	3.4161	1.2525
The concentration of schools in this division is higher in zones with educated parents Well educated families tend to have fewer school age children	150 149	2.6667 2.7517	1.3593 7 1.2782 3
Well educated parents give their male and female children equal chance to attend school	150	3.8600	1.4610
Well educated families always enroll all their school age children	150	3.2800	1.2644
The level of education of a pupils parent docs not in any way affect his/her participation in education completion rates are higher among children from educated families	149 150	3.235 3.2267	1.2860 1.2646
Parents with a low level of education arc more likely to encourage their children to drop out of school and seek employment	147	3.9116	1.4186
Mean of means	149	3.2935	.4492

The data in fable 19 indicate that majority (3.4161) of the teachers accepted that parents *who* are educated are more willing to participate in construction of schools. Teachers 7.6667) agreed that most schools in this division are found in zones with educated parents, they also denied (2.7517) that well educated families tend to have fewer school- age children. Majority (3.8600) of the teachers accepted the fact that well educated parents give their male and female children equal chance to attend school. They further agreed (3.2800) that well educated families always enroll all their school- age children. The level of education of a pupil's parent does not in any way affect his or her participation in education. This was revealed in the results of the findings of the study with a mean score of 3.235. Many teachers (3.2267) accepted that completion rates are higher among children from educated families. A significantly larger proportion of teachers (3.9116) felt that parents who have a low level of education are more likely to encourage their children to drop out of school and seek employment. The standard deviation for each of the test items was between 1.2644 and 1.4610. These values were above 1.0 which implied that that the items are spread away from the average. The standard deviation for the mean of means was 0.4492 which means that the items are clustered around the average.

4.7 The Influence of Pupil's Parental Economic Background on Access to PE.

The study attempted to determine the influence of pupil's parental level of education on pupils' access to PE. Their views were as in Table 20.

The results shown in table 20 indicated that majority (3.5686) of pupils felt that the high number of primary schools in the division can be attributed to ability of parents to contribute financially towards their construction. However, pupils (2.8073) accepted that high enrolment of pupils in primary schools is due to the ability of parents to invest in education. Majority (2.3894) of the pupils also disagreed that parents in the low income bracket tend to have more school going children than their counterparts in the high income bracket. They admitted (3.1302) that some school- age children are out of school because their parents cannot afford school uniforms and other levies charged. Many of the Pupils (3.2299) supported the fact that the division has low dropout rates because parents are able to meet the cost of maintaining their children in school. However, 2.4819 of the pupils disagreed with the view that the high enrolment in schools is due to the economic returns associated with education. Majority of the pupils (3.3175) admitted that some school- age children are out of school because they are driven by poverty to support their families by being employed as house helps. A large proportion of the pupils (3.7151) felt that inability of parents to afford extra expenses such as fare and stationery make some pupils drop out of school. Majority of the pupils (2.2941) denied the opinion that those pupils from well-off families progress to upper classes faster than those from poor families. Standard deviation for each of the test items was between 0.9956 and 1.3590, Most of these values were above 1,0 which implied that the items are spread away from the average. The standard deviation for the mean of means was 0.5072 which means that the items are clustered around the average.

Table 20:

Responses of Pupils on the Influence of Pupil's Parental Economic Background 01 Access to PE

Statement on Parental Economic Background	N	Mean	Std. Deviation
The high number of primary schools in the division can be attributed to ability of parents to contribute financially towards their construction	357	3.5686	.99658
High enrolment of pupils in primary schools is due to the ability of parents to invest in education	358	2.8073	1.32176
Parents in the low income bracket tend to have more school going children than their counterparts in the high income bracket	357	2.3894	1.14764

Some school age children are out of school because their parents cannot afford school uniforms and other levies charged	361	3.1302	1.35900
The division has low dropout rates because parents are able to meet the cost of maintaining their children in school.	361	3.2299	1.29520
The high enrolment in schools is due to the economic returns associated with education	359	2.4819	1.20013
Some school age children are out of school because they are forced by poverty to support their families by being employed as maids and house boys.	359	3.3175	1.30084
Inability of parents to afford extra expenses such as fare and stationary make some pupils drop out of school	358	3.7151	1.40521
Pupils from well-off families progress to upper classes faster	357	2.2941	1.22258
Mean of means	**358**	**3.2173**	**.5072**

4.8 The Influence of Pupil's Cultural Background on Pupils' Access to PE.

The study attempted to establish the influence of pupil's community's culture on pupils' access to PE. Their views were as shown in Table 21.

Table 21:

Responses of Pupils on the Influence of Cultural Background on pupils' Access to PE

Statement on Community's Culture	N	Mean	Std. Deviation
The division does not have enough number of schools because the local communities believe its the work of the government	361	2.5042	1.15979
The are a high number of school age children in the division because of the traditional practice by local communities of having as many children as possible	359	2.1811	1.28944
The division has recorded high enrolment rates because of the value attached to education by local communities	358	2.9302	1.25831
Families prefer investing in education of male children because they are expected to assist their parents in old age unlike their female counterparts who get married elsewhere	361	1.9169	1.09228

The cultural practice of marrying off teenage girls after they have undergone circumcision or when they get pregnant is a major cause of high school dropout rates	361	3.3269	1.26209
The traditional practice of children participating in generation of family income interfere with their school attendance	359	3.2953	1.19204
Many cases of absenteeism and low transition rates among girl pupils is due to allocation of more domestic responsibilities in a typical family setting	358	3.1453	1.58463
Most parents support their children throughout the 8 years primary school cycle because they have discarded the tradition of assisting their teenage children get married once they are circumcised	357	2.3417	1.26570
Mean of means	**357**	**2.7052**	**.5408**

The data tabulated in Table 21 indicate that pupils denied (2.5042) that the division does not nave enough number of schools because the local communities believe it is the work of the government to construct schools. They also disagreed (2.1811) that there is high number of school age children in the division because of the traditional practice by local communities of having as many children as possible. The results of the study showed that pupils (2.9302) accepted the view that the division has recorded high enrolment rates because of the value attached to education by local communities. Majority of the pupils (1,9169) denied that families prefer investing in education of male children because they are expected to assist Lheir parents in old age unlike their female counterparts who get married elsewhere. However, majority of the pupils (3.3269) acknowledged that the cultural practice of marrying off teenage girls after they have undergone circumcision or when they get pregnant is a major cause of high school dropout rates. The results of the study indicated a mean score of 3.2953 implying that the traditional practice of children participating in generation of family income interfere with their school attendance. The pupils(3.1453) felt that many cases of absenteeism and low completion rates among girl pupils is due to allocation of more domestic responsibilities in a typical family setting. Pupils (2.3417) denied that most parents support their children throughout the 8 years primary school cycle because they have discarded the tradition of assisting their teenage children get married once they are circumcised. Standard deviation for each of the test items was between 1.1597 and 1.5846. These values were above 1.0 which implied that the items are spread away from the average. Standard deviation for the mean of means was 0.540 which means that the items are clustered around the average.

4.9 The Influence of Pupil's Parental Level of Education on Access to PE.

The study finally attempted to determine the influence of pupil's parental level of education on access to PE. Their views were as in Table 22.

From the results in Table 22, a larger proportion of pupils (3.0693) agreed that parents who are educated are more willing to participate in construction of schools. The pupils (2.6233) refuted that the concentration of schools in this division is higher in zones with educated parents. Further, the pupils (2.2228) denied that well educated families tend to have fewer school age children. However, majority of the pupils (3.4598) felt that well educated parents give their male and female children equal chance to attend school. They also agreed (3.3186) that well educated families always enroll all their school age children. The pupils (2.5125) objected the fact that the level of education of a pupil's parent does not in any way affect his/her participation in education.

A large number of pupils (1.8333) disagreed that completion rates are higher among children from educated families. They were also of the negative opinion (1.7039) that parents with a low level of education are more likely to encourage their children to drop out of school and seek employment. Standard deviation for each of the test items was between 1.1184 and 1.5381. Most of these values were above 1.0 which implied that the items are spread away from the average. The standard deviation for the mean of means was 0,6564 which means that the items are clustered around the average.

Table 22:

Responses of Pupils on the Influence of Pupil's Parental Level of Education on Access to **PE**

Statement on Parental Level of Education	N	Mean	Std. Deviation
Parents who are educated are more willing to participate in development of schools	361	3.0693	1.36144
The concentration of schools in this division is higher in zones with educated parents	361	2.6233	1.29825
Well educated families tend to have fewer school age children	359	2.2228	1.19142
Well educated parents give their male and female children equal chance to attend school	361	3.4598	1.53810
Well educated families always enroll all their school age children	361	3.3186	1.21148
The level of education does not in any way affect his/her participation in education	359	2.5125	1.35335

Transition rates are higher among children from educated families	360	1.8333	1.15631
Parents with a low level of education are more likely to encourage their children to drop out of school and seek employment	358	1.7039	1.11849
Mean of means	**359**	**2.5929**	**.6564**

4.10 Discussion of Results

The trends established from teachers and pupils on the study revealed the following;

4.10.1 Responses of Teachers and Pupils OB the Influence of Pupils' Parental Economic Background on Access to PE

The findings of the study indicated that both teachers and pupils are of the perception that pupils' parental economic background is a factor that influences access to PE. This was indicated by majority of the teachers and pupils with mean score of 3.2925 and 3.173 respectively. The findings of this study are in agreement with others (Aduta, 2007: Elimu

Yetu Coalition, 2003; Republic of Kenya, 2005 who indicate that with absolute povem standing at 56% education progress has been adversely affected because of the increasing number of children who are kept out of school because families can not afford fees. A report on the status of children by UNICEF (2010) slates that income inequalities among households within the same country have raised in the past decade. Therefore, there are very high levels of poverty in some homes. In effect, they can barely afford enough and proper meals for their children. Guamer (1984) established that children who are not fed properly each day can not absorb expected levels of information and develop understanding to maintain expected levels of achievement standards. Furthermore, parents struggle, some unsuccessfully, to pay school fees. Most of them pay fees in installments and many pupils are frequently sent home to collect fees, thereby wasting valuable learning time. Most of such students never complete school. According to IJN1CEF (2003), many child abuse cases are linked to deeply entrenched material deprivation, ft further noted that the ways in which material poverty facilitates exploitation and abuse is through child labour which creates economic needs that can force vulnerable children often not to access PE as they try to help their parents make ends meet.

Psacharopoulos and Woodhall (1985) assert that even free education imposes a substantial financial burden through earnings foregone and out of pocket expenses, expenses for clothes, travel, books and other materials. Moreover, poor families on the average tend to have more children who do not access education compared to high income families. They further indicate that in developing countries where inequalities of educational provision are severe, it may be desirable on equity and efficiency grounds to pursue the goal of equal distribution of educational opportunities. Inequality of participation means that benefits of education are disproportionately enjoyed by upper income families whose children are far more likely to complete primary and secondary school cycle or enroll in higher education (Psacharopoulos. *et al,* 1985). For many regions and groups, socio-economic background and regional origin are disproportionately important in determining access to educational opportunity (Rumberger & Thomas, 2000). Psacharopoulos (1981) reveals that the level of family income influences the demand for primary.

Ahmed and Carron (1989) indicate that a problem in the provision of basic education has been to reach deprived groups. They further argued that measures to increase the physical

accessibility to primary schools and to improve their quality will have to be supplemented b> other types of action aimed at stimulating the demand for education while at the same time adapting educational services to the specific needs of deprived local communities. Burney and Nyan/i (2001) pointed out that male and female differentials in literacy and school enrolment cannot be attributed to the availability of the schools. This is because enrolment differentials are also influenced by the parental characteristics and socio-economic status of the household. When educational policies are generally devised to affect the total education system, evidence in Anderson (1988) indicated that certain groups in virtually all societies are disadvantaged in terms of both access to education and opportunity to complete the various levels of education. In some cases, disadvantage is due to insufficient resources and in others, differential impact is as a result of educational policies that are embedded in the social, economic, political relationship and interactions in the society. Lloyd and Blanc (19%) pointed out that efforts to achieve universal access to education have not yet overcome the advantage of those children who live in relatively well-off households. Burney and Irfan (1991) in their regression analysis of the determinants of child school enrolments highlighted the influence of the household status both economic and social on the propensity to invest in child schooling.

Russel, (2001); Bickcl and Pagaiannis, (1988); Clark, (1992); and Rumberger, (1983) demonstrate that communities can influence dropout rates by providing employment opportunities during school. While some researchers have found out that work can contribute to a student dropping out, others have showed that student employment begins to correlate with dropping out when the student regularly works over 14 hours per week (Mann 1986, 1989). Nyanzi (2001) put forward that marriage, pregnancy and sickness arc major causes of drop out among girl children while amongst the boys, they include; jobs, lack of interest dismissal and fees.

4.10.2 Responses of Teachers and Pupils on the Influence of Cultural Background on Pupil's Access to PE

The findings of the study indicate that teachers perceived that community's culture influences pupils' access to FPE. The findings of the study indicate a mean of 3.3467. Some of the cultural problems, which affect education, include; Forced or early marriages, female Genital Mutilation, parents' negative attitude towards education and gender division of labour. The findings of the study indicated that early marriages are common in a number of Kenyan communities, which attach high value to cattle for bride wealth. This problem is compounded some time by the issues of unwanted pregnancies. Female circumcision among girls also leads to loss of interest in school afterwards since the girls are then classified as adult women ready for marriage. After circumcision the girls are expected to behave like adults and therefore engage in sex as they wish. Further, medical complications and pregnancies lead to girls dropping out of schools. Though there is a legislation outlawing FGM in Kenya, the practice is still very common. Parents and local community members still view education with less prestige. In particular education of girls is seen as less important. This affects parents' commitment and support to education of their children. The work load for girls at home and for boys in the field is cited as key factors which negatively affect education. Domestic chores for girls are enormous and very demanding and may not give them ample time to study. The findings further indicated that some parents keep their children off school during market days and planting/weeding seasons among other key events.

The findings of the study are in agreement with Ngunjiri (2009) whose study reveals that Central Province, the academic giant of the 90s. has been in a slumber for a number of years. It has been performing poorly. He highlights reasons behind this as indiscipline, child labour in the province

targeting to recruit primary school bo\s. This makes the province the only one in Kenya where the boy child is an endangered species in academics. This finding was similar to those reported in Government documents that identified negative attitude towards education, repugnant cultural practices and high poverty and illiteracy levels as threats to attainment of Education for All (Republic of Kenya. 2002; 2003a; 2005). Any effort by parents to broaden their support to children's learning is likely to improve performance. Pupils (2.7052) felt that community's culture is a factor that influences pupils' access to PE. Cultural preferences in the community discriminate against girl children result in low enrolment. In case of poverty at home, parents tend to withdraw their daughters from school to either marry them off or let them stay at home. There is need to have the parents sensitized to give equal opportunities to both bovs and girls. The parents and the provincial administration need to enforce the rights of the girl-child as stipulated in the Children's Act.

Ndambuki & Mutie (1999) indicate that gender disparities, social and cultural biases are widespread in many African societies. They further assert that Social and cultural practices at home discourage children from joining schools at the right age. Government efforts to provide equal educational opportunities for boys and girls are frustrated by some parents' choice to pay more attention to boys who are regarded a more formidable asset to the family than the girls. GOK (2004) indicates that more boys than girls access PE creating gender disparity in spite of the fact that statistically Kenya's female to male population ratios are 51 to 49 per cent. It further highlights that gender differences between the decision maker (household head) and child play an important role in the family's investment in education. Mensch & Lloyd (1998) noted that gender differences are extended from the household to the school level, where boys disregard girls while in classroom situation. They further noted that in many developing countries, girls are expected to contribute to child care or home production at a much earlier age than boys. This guarantees boys more access to educational services more than the girls. According to GOk (2004), some communities like the Kalenjin, Kisii and Maasai; regard the education of girls as a low priority than that of the boys and therefore giving more preference to boys than girls in educational matters. International reports, such as EFA, Global Monitoring Report (UNESCO, 2003) indicate that at national level, Kenya has virtually attained gender parity in enrolment at primary education level. However, the report further, under close scrutiny reveals that serious

gender disparities in enrolment exist among regions in favor of boys in regard to access, completion and transition.

Colclough and Lewin (1993) showed that the ratio of female to male primary enrolments was significantly lower in countries with low GER than in other countries. The World Bank (2006) also noted that the gender gap in school enrolment is of course not just a matter of access. In addition to lack of school places for girls, in many countries, parents' demand for education of their daughters is low reflecting both cultural norms and girls' work in and around the home. Further, literate parents are more likely than illiterate ones to enroll their daughters in school, and the regions with the highest proportions of illiterate adults are therefore those with the widest gender gaps. Overcoming the gender gap will therefore require not only providing more school places for girls but also overcoming many parents' ignorance of the gains that will result from enrolling their female children. In an attempt to conceptualize the problems associated with female education, Wamachiu and Njau (1995) noted that the survival or non-survival of girls in the education systems is influenced by a complex interplay between macro-level policy and micro-level practices, beliefs and attitudes. Anderson (1988) observed that since education is often thought to be most useful in the formal sector and because girls often have less access to this sector than boys, parents decide that schooling is not relevant for the economic roles of their female children. In addition to low expectations about future employment, Lockheed, Jamison et al. (1980) argued that in many cultures, parents decide that education is not worthwhile for their daughters who will move into their husbands' families when they marry and that gains in productivity or income due to education will accrue to the families of their sons-in-law rather than to them. The low value attached to female education is said to be linked with some rooted features of gender relations. Davison and Kanyuka (1990) noted that in Malawi, gender division of labour combined with patrilineal property rights, the norms of paralegal residence and village exogamy tend to reduce the perceived benefits of female education. It seems that culture defines the economic worth of educating a girl child vis-a-vis boys.

Summers (1992) asserts that, under-investment in girls is an economic problem that results from a vicious cycle caused by distorted incentives. The speculation that girls will grow to do other than serve their husbands reduces the parents' incentives to invest in their daughters as human capital. Colclough (1994) however urged that there is little systematic evidence to show that private returns to education of girls are, in general, lower than those for boys. Further, he noted

that what goes on in the classroom affects female access to education. These include teaching methods, curriculum content, classroom and other facilities. Malewezi (1990), in her study on why girls fail to continue with their education, observed that teachers treated girls differently from boys both in terms of academic expectations and gender-specific forms of discipline. Gender differences are particularly acute when desegregated by urban-rural residence. UNICEF, (2005) indicates that the urban-rural distinction, parental income. sex differences and demographic characteristics of the households were related to levels of participation. Ashby (1985) found indicated that the presence of other siblings influences who is and who is not sent to school and for girls it was particularly important whether or not they had brothers.

4.10. Responses of Teachers and Pupils on the Influence of Pupils' Parental Level of Education on Access to PE

The findings of the study portrayed that teachers (3.2935) perceived that pupils' parental level of education has an influence on pupil's access to PE. Pupils' perception (2.5929) on the other hand, had it that pupils' parental level of education has a significant influence on pupil's access to PE. Parents with a low level of education have a negative attitude towards education for they do not see the immediate benefits. Further, the findings indicate that this negative attitude is reinforced where there is lack of incentives from education system such as employment. In the same census, poverty is cited as important factor where food availability is erratic and scarce; and when available, it is of low nutritive value. These parents are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education. Is it is therefore noted that academic attainment of parents enhances positive attitudinal change towards children's education.

Me Conkey, (1985) indicates that there is insufficient parental involvement in preparing children daily for school. GOK, (1998) indicated that the commonest reason for dropping out of primary school (19% of the cases) is lack of interest on part of parent owing to their own illiteracy. According to Zanden and Wilfrid (1990), parental education is a factor that has the greatest influence on a man's educational and occupational attainment both early and later in life. They further assert that highly educated parents encourage their children to attend school. These parents provide an enriched environment and resources that benefit the development of their children's academic skills. UNICEF, (2005) noted that girls are more likely to dropout of school

than boys and that pupils whose mother's have not attained any level of education will most likely dropout of school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, major findings of the study were listed. Conclusions drawn from the findings were presented and their implications discussed. Lastly recommendations for teachers, educators and future research are given.

5.2 Summary of Major Findings

The study established the influence of the selected factors on pupils' access to PE. The selected factors include; pupil's parental economic background, community's culture and pupil's parental level of education. On the basis of the findings of the study, the following conclusions which were related to the objectives and research questions of the study and generalized to pupils are made.

i. Teachers indicated that pupil's parental economic background influences access to PE.

ii. Teachers indicated that pupil's community's culture has an influence on access to PE.

iii. Teachers also indicated that pupil's parental level of education influences access to PE.

iv. Pupils indicated that pupil's parental economic background influences access to PE. v. Pupils indicated that pupil's community's culture influences access to PE. vi. Pupils indicated that pupil's parental level of education has an influence on access to PE

5.3 Conclusion

The findings of the study could be summarized that; pupils' parental economic background, pupils' parental level of education and community's culture influence pupils' access to PE. The findings of this study are in consistent with the findings of other studies which have shown that

pupil's parental economic background, community's culture and pupil's parental level of education have impacted negatively on access to PE. The findings of the study

indicate that despite the government's commitment to provide UPE and EFA to all primary school-going age children, the combination of factors including persistence of poverty, cultural practices and parental illiteracy constrain the education opportunities available to Kenyans. Kenyan parents place a high premium on quality education as this is seen as the only opportunity to break away from poverty. This has further been reinforced by the governments adoption of the FPE policy aimed at the provision of education and training for all Kenyan children as fundamental to the success of the government overall development strategy. While a lot has been written by the government on the success of the PE in Kenya, implementation problems continue to be experienced at the grassroots level.

5.4 Recommendations of the Study

Based on the above conclusions the following are the study recommendations to all education Stakeholders:

a) The government must ensure that the free primary education programme becomes compulsory in reality. This is done through enacting supplementary policies and putting extra emphasis in certain regions is one way to achieve this. The introduction of free primary education has not alleviated much of the costs of primary education since schools have instituted many levies going by various names such as activity fees and building funds. The FPE policy need to be backed by clear details on key points such as 'what free entails', this has left a vacuum that is interpreted differently in different primary schools in the country.

b) The current FPE policy should take into cognizance that not all children are out of school due to poverty; some communities have become indifferent to education for various reasons especially in areas where those who have gone to school have become non-productive in their communities FPE policy should be re-examined to take care of school facilities, uniforms, feeding programs and not just limit itself to school fees.

c) The government should incorporate guidance and counseling services in adult education literacy in an effort to enhance parental involvement and participation in general children's

access to PE. Parents should be sensitized during class conferences and parents' annual general meetings on the value of education and discourage cultural practices that hinder

pupil's access to primary education. Adult literacy programme to be attached to every primary school in the division with the aim of getting parents aware of their role in pupil's access to PE.

d) There is need to engender the national education policy to ensure that the impediments of girls' access is improved by recourse to practical strategies. Affirmative action strategies to increase girl child enrollment and completion must be adopted by the government. The strategy must aim at established progressive targets and then worked backwards.

e) Recommendations for Further Research.

Based on the study conclusions and recommendations the following areas have been suggested for further research:-

i. Influence of internal efficiency of school system on pupil's access to PE.

ii. Influence of parental involvement on child's access to PE.

iii Stakeholders' perceptions on the factors that affect pupils' access to PE.

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APPENDIX A

TEACHER'S QUESTIONNAIRE (TQ)

Dear respondent,

I am a student at Egerton University currently pursuing the Master of Education course as part of the course work; I am conducting a research entitled Stakeholders' Perceptions on the Influence of Selected Factors on Pupils Access to Primary Education in Masimba Division, Kisii County, Kenya. Due to your position as a teacher in the division, you have been chosen to participate in this study. Please kindly provide the required information by completing this questionnaire. Rest assured that any information given shall be treated with utmost confidentiality and it shall not be used for any other purpose other than this academic exercise.

Section A: Respondent bio-data

(Please tick where appropriate).

1. Gender: Male ( ) Female ( )
2. Age: 25 years and below ( ) 26-35 years ( ) 36-45 years ( )

46 years and above ( )

3 Highest level of education: PI ( ) Diploma ( ) Bachelor ( )

4 Number of years as a teacher in this school: 3 years and below ( )

4-7 years ( ) 8 - 11 ( ) 12 years and above ( )

Section B. Perceptions

The following statements are about Stakeholders' perceptions on Influence of Selected Factors on Pupils' Access to Primary Education. Please indicate the extent to which you agree with each statement by placing a tick in the appropriate cell. Use the key given below **Key:** SA- Strongly Agree: A- Agree: D- Disagree SD- Strongly Disagree

No.	Item	Response			
		SA	A	D	SD
	Pupil's Economic Background				
5	The high number of primary schools in the division can be attributed to ability of parents to contribute financially towards their construction				
6	High enrolment of pupils in primary schools is due to the ability of parents to invest in education				
7	Parents in the low income bracket tend to have more school going children than their counterparts in the high income bracket				

8	Some school age children are out of school because their parents cannot afford school uniforms and other levies charged				
9	The division has low dropout rates because parents are able to meet the cost of maintaining their children in school.				
10	The high enrolment in schools is due to the economic returns associated with education				
11	Some school age children are out of school because they are forced by poverty to support their families by being employed as maids and house boys.				
12	Inability of parents to afford extra expenses such as fare and stationary make some pupils drop out of school				
13	Pupils from well-off families progress to upper classes faster				
	Pupil's Community" Culture				
14	The division does not have enough number of schools because the local communities believe its the work of				
	the government				
15	There are a high number of school age children in the division because of the traditional practice by local communities of ha\ ing as many children as possible				
16	The division has recorded high enrolment rates because of the value attached to education by local communities				
17	Families prefer investing in education of male children because they are expected to assist their parents in old age unlike their female counterparts who get married elsewhere				

18	The cultural practice of marrying off teenage girls after they have undergone circumcision or when they get pregnant is a major cause of high school dropout rates				
19	The traditional practice of children participating in generation of family income interfere with their school attendance				
20	Many cases of absenteeism and low transition rates among girl pupils is due to allocation of more domestic responsibilities in a typical family setting				
21	Most parents support their children through the 8 years primary school cycle because they have discarded the tradition of assisting their teenage children get married once they are circumcised				
	Pupil's Parental Level of Education				
22	Parents who are educated are more willing to participate in construction of schools				
23	The concentration of schools in this division is higher in zones with educated parents				
24	Well educated families tend to have fewer school age children				
25	Well educated parents give their male and female				
	children equal chance to attend school				
26	Well educated families always enroll all their school age children				
17	The level of education does not in any way affect his/her participation in education				
28	Transition rates are higher among children from educated families				
29	Parents with a low level of education are more likely to encourage their children to drop out of school and seek employment				

Thank you

APPENDIX B

PUPIL'S QUESTIONNAIRE (PQ)

Dear Pupil,

I am a student at Egerton University currently pursuing the Master of Education course. As part of the course work, I am conducting a research entitled Perceptions of Teachers and Pupils of the Influence of Selected Factors on Pupils Access to Primary Education in Masimba Division. Due to your position as a pupil in the division, you have been chosen to participate in this study. Please kindly provide the required information by completing this questionnaire. Rest assured

that any information given shall be treated with utmost confidentiality and it shall not be used for any other purpose other than this academic exercise.

Section A: Respondent bio-data

(Please tick where appropriate).

1. Age: 11 years and below ( ) 12-13 years ( ) 14 years and above ( )
2. Gender: Male ( ) Female ( )
3. Class: Class 6 ( ) Class 7 ( ) Class 8 ( )
4. Which of the listed parents do you have? Both father and mother ( ) Father only () Mother only ( ) I am under the care of a guardian ( )

Section B. Perceptions

The following statements are about stakeholders' perceptions on the Influence of Selected Factors on Pupils" Access to primary Education. Please indicate the extent to which you agree with each statement by placing a tick in the appropriate cell. Use the key given below **Key: SA-** Strongly Agree: A- Agree; D- Disagree; SD- Strongly Disagree

No.	Item	Response			
		SA	A	D	SD
	Pupil's Economk Background				
5	The high number of primary schools in the division can be attributed to ability of parents to contribute financially towards their construction				
6	High enrolment of pupils in primary schools is due to the ability of parents to invest in education				

7	Parents in the low income bracket tend to have more school going children than their counterparts in the high income bracket				
8	Some school age children are out of school because their parents cannot afford school uniforms and other levies charged				
9	The division has low dropout rates because parents are able to meet the cost of maintaining their children in school.				
10	The high enrolment in schools is due to the economic returns associated with education				
11	Some school age children are out of school because they are forced by poverty to support their families by being employed as maids and house boys.				
12	Inability of parents to afford extra expenses such as fare and stationary make some pupils drop out of school				
13	Pupils from well-off families progress to upper classes faster				
	Pupil's Commmiity Culture				
14	The division does not have enough number of schools because the local communities believe it is the work of				
	the government				
15	There is a high number of school age children in the division because or" the traditional practice by local communities of having as many children as possible				
16	The division has recorded high enrolment rates because of the value attached to education by local communities				

17	Families prefer investing in education of male children because they are expected to assist their parents in old age unlike their female counterparts who get married elsewhere				
18	The cultural practice of marrying off teenage girls after they have undergone circumcision or when they get pregnant is a major cause of high school dropout rates				
19	The traditional practice of children participating in generation of family income interfere with their school attendance				
20	Many cases of absenteeism and low transition rates among girl pupils is due to allocation of more domestic responsibilities in a typical family setting				
21	Most parents support their children through the 8 years primary school cycle because they have discarded the tradition of assisting their teenage children get married once they are circumcised				
	Pupil's Parental Level of Education				
22	Parents who are educated are more willing to participate in construction of schools				
23	The concentration of schools in this division is higher in zones with educated parents				
24	Well educated families tend to have fewer school age children				
25	Well educated parents give their male and female				
	children equal chance to attend school				
26	V, e educated families always enroll all their school aee children				
17	The level of education does not in any way affect his/her participation in education				

28	Transition rates are higher among children from educated families				
29	Parents with a low level of education are more likely to encourage their children to drop out of school and seek employment				