INFLUENCE OF HOUSEHOLD CHARACTERISTICS ON PUPILS' COMPLETION RATES IN PUBLIC SCHOOLS IN LAIKIPIA WEST SUB-COUNTY, KENYA

Simon Waigwa Kanoi

A Research project Submitted to the Department of Educational Administration and Planning in Partial Fulfillment of the Requirements for the Award of Degree of Master of Education in Educational Planning

University of Nairobi

2017

DECLARATION

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

_____

Simon Waigwa Kanoi

E55/69846/2013

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

_____

Dr. Ibrahim Khatete

Senior Lecturer,

Department of Educational Administration and Planning

University of Nairobi

_____

Dr. Andrew Riechi

Senior Lecturer,

Department of Educational Administration and Planning

University of Nairobi

ii

Dedication

This project is in memory of my late beloved wife Jecinta Wanjiku, my father Mr. Michael Kanoi, my mother Mrs. Rosemary Kanoi, and my children Michael Evanson Kanoi and Felisters Muthoni.

ACKNOWLEDGEMENT

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

REVIEW OF RELATED LITERATURE

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

REFERENCES

List of tables

List of figures

LIST OF ACRONYMS AND ABBREVIATIONS

EFA   Education for All

FPE   Free primary Education

HIV   Human Immunodeficiency Virus

KCPE   Kenya Certificate of Primary Education

KIPPRA   Kenya Institute for Public Policy Research and Analysis

SDG   Sustainable Development Goals

MoEST   Ministry of Education, Science and Technology

NCES   National Center for Education Statistics

OECD   Organization for Economic Co-operation and Development

SPSS   Statistical Package for Social Sciences

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNICEF   United Nations Children's Fund

USAID   United States Agency for International Development

ABSTRACT

Education has many benefits to both individuals and societies at large. The problem however is when one does not complete a designated cycle or level that can enable one to be literally functional. Therefore, the purpose of this study was to investigate the influence of household characteristics on pupils' completion rates in public primary schools in Laikipia West Sub-County, Kenya. Four research objectives were formulated to guide the study; to determine the influence of parental level of education, household incomes, household size and child labour on pupils` completion rate in public schools in Laikipia West Sub-County. The study adapted the descriptive survey design. The sample size was 25 head teachers, 70 class teachers and 265 pupils. Data was collected by use of questionnaires and interview guide and analyzed by use of descriptive statistics. Findings revealed that parental level of education affected pupils` completion rate Head teachers agreed that parents with low level of education did not value the importance of education of their children. They therefore did not motivate their children in school to enhance their completion thus leading to some dropping out. Class teachers strongly agreed that children from households with high earnings completed primary schooling than those from low income households. Findings on the influence of pupils' household size on completion rate among primary school pupils revealed that household size contributed to pupils` completion rates. Head teachers indicated that in big households, parents strain to care for their children and some pupils leave school to work in order to support their siblings. Findings revealed that child labour influenced pupils` completion rates. Based on the findings of the study, it was concluded that the parental level of education affected pupils' completion rates in public schools. Pupils whose parents have low level of education lack role models and result to low completion rates. In addition, it was also concluded that households` size influences pupils` completion in public schools. The researcher further concluded that child labour influences pupils' completion rates in public schools. Based on the findings of the study it was recommended that the government should look for ways to eradicate poverty. The government should enforce adherence of laid down policies and procedures such as repetition and the compulsory free primary education. The government should boost and streamline adult education to help improve on the literacy level among parents. The researcher suggested that a comparative study can be conducted in other sub-counties to assess how the household characteristics are influencing pupils` completion rates in those sub-counties. There is need to carry out a study and establish how other factors influence pupils` completion rates.

;

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education brings numerous paybacks to both individuals and societies at large. Basically, education is used to expand opportunities in order to improve people`s lives and raise their voice (UNESCO, 2005). In recognition of these obvious facts the Incheon Declaration for Education of 2030 has been contributory for shaping the Sustainable Development Goal (SDG) on Education (UNESCO 2015). The SDG Goal 4 targets to `ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (UNESCO, 2015).

Non-completion of primary schooling continues has raise a lot of concern to both policy makers and practitioners worldwide (Gray & Mark, 2009). The EFA Global Monitoring report projected that 34 million of these would leave school too early (UNESCO, 2015). This amounts to a waste of the limited resources that countries may be willing to expend for the provision of primary education.

In India, under the country's large-scale programme to universalize access in primary education the country enrolment improved greatly (UNESCO, 2016). However, not more than 65 per cent of pupils complete Grade 5 (UNESCO, 2016). Ersado (2005) observed in India that parental level of education was the main determinant of a child's education. Besides, higher parental education was associated with increased enrolment, regular attendances rates and higher completion rates (Ainsworth, Beegle & Koda, 2005). A case in study in rural Pakistan there was a completion rate of 61 per cent in 2009-2014 (UNESCO, 2016).

Noteworthy is that pupils whose parent had any form of formal education were more likely to complete primary education (Lloyd, Mete and Grant, 2009).

Apart from parental level of education, household income determines pupils' completion rates. Bangladesh, for instance, has a five grades education system. Yet, merely 50 per cent of pupils completed primary school (Ahmed, 2012). A study by Shafiqul (2013) on Effect of Community Factors on Primary School Learners' Achievement in Rural Bangladesh (ECFPSLA), indicated that economic crises of households lead to withdrawal of pupils from school mainly because of lack of text books, pencils, writing materials, school uniform, and an inabilities to pay school levies. In Nigeria, Croft (2002), viewed that family income was a key factor in determining pupils` participation in education. In tandem with Croft, Nigeria had a completion rate of 72 per cent in 2009-2014 (UNESCO, 2016), since educating a child invites some probable costs such as school fees, uniforms, and the mid-day lunch. Despite geographical shift, this agrees with Glick and Sahn (2000) research in Guinea which indicated that an improvement in household income leads to more investment in child`s education. Renzulli and Park (2000), in Tanzania indicated that the main hurdle to all family in enrolling their children to school was mainly monetary and their inabilities to pay school levies especially those from lower income households. Comparatively, in 2009-2014 Guinea primary completion rate was as low as 42 per cent while in Tanzania it was 71 per cent.

In addition, family size greatly influences child`s schooling cycle. In a study in Australia, Boyle (2004) indicated that the number of children within a household was a significant determinant of access to education. Enyegue (2000) was cited in

a study in India by Chugh (2011). Enyegue (2000) stated that contrast to pupils with fewer siblings, pupils with more siblings were likely to enter school late, repeat classes more frequently and leave school earlier. In addition, Enyegue (2000) stated that larger households were faced with economic challenges. Therefore pupils were more likely to go to school irregularly and often drop out. If the family size is greater (and in particular the number of children) and parents do not have sufficient family monthly income to sustain children in school, then there is a likelihood of pupils dropping out of school.

Finally, the phenomenon of Child Labor is arguably the tall challenge as it impacts directly on school enrolment, attendance, and completion rates. According to the Nigerian Child Labor Survey (NCLS) of 2012/2013, nationally 32.2 per cent of pupils who were involved in child labour missed school for one day only, while 24.0 per cent and 21.9 percent of pupils indicated that they missed school between two and three days respectively in a week. This erratic school attendance and regular school absence likely leads to drop out hence low completion rates.

According to Annual Learning Assessment (ALA) Report by Uwezo Kenya (2015), the net enrolment rate for Kenya was 89 per cent. This is an indication that the vast majority of school-aged children in Kenya are attending school. However, in 2009-2014 the primary school completion rate was 91 per cent in (GEM Report; 2016). Out of 1.2219 million pupils who joined class one in 2008 only 927789 sat for KCPE in 2015 which translates to a wastage of 24.1per cent (RoK, 2016).

Laikipia West Sub-County has experienced high school enrolment rates in primary schools. However the dropout rate is also high at 30 percent in these schools

regardless of tuition free primary education in all public schools (Ministry of Labour, 2008). The trend for low completion rates for the years 2014-2016 is as shown in Table 1.1

Table 1. 1 Public primary schools completion by the year 2012-2016 in Laikipia West Sub-County.

Year in class 1	No. of pupils enrolled	Year in class 8	No. of pupils registered for K.C.P.E	National completion rates	Sub-county Completion rate (%)
2006	3021	2013	1875	66.1	62.1
2007	3341	2014	2139	67.3	64.0
2008	3277	2015	2301	72.7	70.2
2009	3429	2016	2392	76.9	69.8

Source; Sub-County Director of Education Annual Report (2017)

The Table 1.1 shows that primary school completion rates for the years 2013, 2014, 2015 and 2016 cohort increased slightly from 62.1, 64.0, 70.2 and 69.8 respectively. This indicates that more than 30 percent of the children who join class one are likely drop out from school before reaching class eight. This problem of low completion rates reflects inefficiency in an education system. It is against this background that the researcher seeks to investigate the influence of household characteristics on pupils' graduation rates from public schools.

4

1.2 Statement of the Problem

The 2003 free primary education (FPE) program basically intended to make primary education accessible to all children, mainly for previously excluded and underprivileged groups. This is consistent with the Sustainable Development Goal 4 (SDG 4) that calls for countries to `ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO 2015), where all children who have attained school-age are not only admitted in primary schools but also complete a full course of primary education.

Education being a basic human right entitlement to all children, the Kenyan government had made enormous efforts to boost primary school education. This included introduction of FPE, employment of more teachers yearly, grants and scholarships to poor students, provision of mid-day meal to children, increased support to low cost boarding schools and more opportunities in the national schools for well performing students from public primary schools (GoK, 2012). Yet, primary school completion rates in Laikipia West Sub-County have remained low. Records available at the sub-county director of education office indicate that 32 per cent of school going-age pupils did not complete primary school education (Sub-County Director of Education Laikipia West, 2016). Hence, this study sought to investigate the effect of household characteristics on pupils' completion rates in Laikipia West Sub-County, Kenya

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of household characteristics on pupils' completion rates in public schools in Laikipia West Sub-County, Kenya.

1.4 Objectives of the Study

The objectives that guided the study were:

i.   To determine the effects of parental level of education on pupils' completion rates in public schools

ii. To examine the influence of household income on pupils' completion rates in public schools

iii. To determine the influence of household size on pupils' completion rates in public schools

iv. To establish the influence of child labour on pupils` completion rate in public schools

1.5 Research Questions

The study was guided by the following research questions:

i.   How does parental level of education affect pupils' completion rates in public schools?

ii. To what extent does household income influences pupils' completion rates in public schools?

iii. To what extent does household size determines pupils' completion rates in public schools?

iv. To what extent does child labour influences pupils' completion rates in public schools?

1.6 Significance of the Study

The research findings obtained from this study may offer useful information to educational planners in the Ministry of Education and other stakeholders on the importance of retention and completion of the primary school cycle. The findings of the study may assist education planners to design more effective strategies or interventions to address the problem of completion in schools. Teachers may also, from the findings of the study, acquire adeptness on low completion rates in schools, which might assist them to guide and timely counsel their pupils hence ensuring retention in school up to completion. Parents/guardians might be assisted in knowing their roles in ensuring internal efficiency in primary schools is achieved so that students attend school regularly till completion. Finally the study may form the basis for further inquiry by scholars in education so as to come up with more findings that would help retain the learners in schools till completion.

1.7 Limitations of the Study

The main limitation to this study was on how to obtain information from pupils who drop out after enrolling school were unable to complete their studies which could give more reliable information. To overcome the limitation the class teachers were used to give their opinions since they have more information on dropouts.

1.8 Delimitations of the Study

Despite the fact that many factors may affect pupils` completion rates in public schools this study focused on only one category, that of household characteristics. In addition, the study restricted its scope to public primary schools in Laikipia West Sub-County.

1.9 Basic Assumption of the Study

This study premised on the listed below assumptions;

    i.   The study assumed that the information from sample schools reflected the household characteristics influencing completion rates in public schools in Laikipia west sub-county.

    ii.   The study assumed that there was a significance relationship between household characteristics and completion rates in the provision of education in public schools

    iii.   The study also assumed that the transfer of pupils from and into the sub-county was minimal because parents are settled in their farms and are unlikely to move from time to time.

1.10 Definition of Significant Terms

Child labour are all kinds of work done by pupils under the age set in ILO standards

Completion rate is estimated by taking the enrollment of standard eight pupils as a percentage of the enrollment of standard one pupils for each cohort.

Household refers to individuals or groups of people living together under one roof.

Household's income refers to the level or measure of the combined incomes of both parents in a particular household.

Parental level of education refers to the academic achievement of pupil`s parents or guardians.

Household size refers to the number of siblings in the same household as school going children.

1.11 Organization of the Study

This study is organized into five chapters. Chapter one presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and the organization of the study. Chapter two deals with the literature review which was organized into sub-themes and have a theoretical framework of the study and conceptual framework of the study. Chapter three presents the research methodology. This describes the research design, the target population, sampling techniques and sample size, research instruments, instruments' validity, data collection procedure and data analysis techniques. Chapter four presents the data obtained from the field, its analysis and interpretations and Chapter five contains the summary of findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter is divided into the following sub headings: primary education, household characteristics (parental level of education, household`s income, household size and child labour) influencing completion rates in primary education, summary of the literature review, theoretical framework, and conceptual framework.

2.2 Importance of Completing Primary Education

Primary education is the underpinning for building on subsequent levels of higher education. Basic education is the minimum requirement for a meaningful and valuable life both at individual and society levels. Without it, there is a high risk of poverty and vulnerability. Lockheed and Verspoor (1991) argued that completing primary education helps to alleviate poverty and advance in economic development.

In Ethiopia, six years of schooling rises by 20 per cent the likelihood that a farmer would use techniques such as soil conservation, varied planting dates and changes in crop varieties (Deressa et al., 2009). In Uganda, the chance that a household would grow drought-resistant crop varieties rises when the farmer has basic education (Hisali et al., 2011).

2.3 Household Characteristics and Completion Rates.

Many household characteristics have been identified as influencing completion rates of pupils in primary school education. Factors such as household income (household poverty), parental level of education (poor motivation), child Labor, and household size are notable contributory factors to high dropout and low completion rates after an initial high enrollment rate.

2.3.1 Parental Level of Education and Pupil`s Completion Rates

Parental level of education is a pivotal factor in the education achievement of their children. A study by Brown and Park`s, (2002) in China indicated that for each extra year of a fathers` education, the chance of his child leaving school falls by 12-14 percent. China has made a steady progress in improving primary completion rates. The gross completion rates rose from 54 per cent to 94 per cent in 2009-2014 (UNESCO, 2016). A study in rural India by Leclercq (2011), suggested that, parents who were educated were conscious of the possible returns to their children`s primary education.

According to GEM report, Tanzania has registered a high enrolment rate, relatively low drop out, 71 per cent completion rate in primary schools (UNESCO, 2016). In Tanzania, Al Samarrai and Peasgood (1998) oppose that education of the parent increases the chance of their children completing school. They argue that the basic literacy of the parent does increase completion likelihoods of their children. This could be accredited to the fact that well-educated parents are concerned about the academic development of their children. Thus, they are likely to devote more time assisting their children academically. However, the 2014 Uwezo Assessment in

Tanzania found that almost 2 out of 10 children (19.2%) aged 7-16 years were out of school. Of the children found to be out-of-school 28.3 per cent had dropped out.

2.3.2 Household Income and Pupils` Completion Rates

Household income is a measure of pooled incomes of both parents a particular household. It may include all forms of income for example, salaries and wages, and also investment gains. Household income is found to be an important factor in determining sustained access to education.

Brazil has primary completion rate of 80 per cent, which is less than the target of 100 per cent to be attained by 2015. UNESCO EFA (1998) indicated that although public education is free in Brazil, there are other hidden costs attendant to schooling such as buying text books and school uniforms. This act as significant deterrents for low-income children to school completion (UNESCO EFA, 1998). In addition, Brown and Park (2002) found that in rural China, households' inability to pay school levies was the major reason for 47 per cent and 33 per cent of girls and boys leaving primary schools respectively

Sibanda (2008) in South Africa found that living in wealthier households considerably decreases the chance of pupils` leaving school. A study by Ananga (2011) in Ghana indicated that the household income affect whether a child will be admitted in school or not, regularity of school attendance and the chance of leaving school permanently. In 2009-2014 Ghana had a primary completion rate of 65 per cent (UNESCO, 2016). This indicated that Ghana was far from achieving universal primary education.

Report by Ministry of Education (2011), indicated that 58 per cent of the Kenyan population were living below poverty line. This subsequently led to inability of the poor to meet education costs of their children. Under the FPE program, parents and local community continue to meet some educational expenses. These include building cost, uniform, transport and food KPPRS (2011). Financial constraints are the main causes of children not completing school especially in ASAL and hardship areas. Children whose parents cannot afford educational expenses go to school erratically and in the long run may fail to complete schooling (Abagi and Odipo, 1997). This study attempts to determine the extent to which household income contributes to pupils` completion rates.

2.3.3 Household Size and Pupils` Completion Rates

The household size may influence child`s education attainment. In comparison to pupils from small household, pupils from big households tend to enroll in school later. These children more often repeat grades and dropout of school earlier. Consequently, with larger family size, the financial burden is greater. Thus children from big households are likely to attend school erratically and are more likely to leave school before the last grade (Enyegue, Parfait and Eloundou, 2000). For example in a study in India, Chugh (2011) found that having a large household, pupils were associated with a 36 percent increase in the chances of leaving school, in comparison to the chances for smaller household.

Lloyd and Blanc's (1996), assessment of pupil's schooling in sub-Saharan Africa finds the possible effect of other children's presence in the family on schooling likelihoods of any given child. They noted that the presence of young siblings in

the family rises the instances of childcare, a duty often shared among parents and older children.

In a study on household size and educational achievement in Kenya, Gomes (1984) stated that big households significantly rises pupil's schooling. Thus, it is possible that in most African families, older children and other adults in the family contribute to intra-household resources that are then used to fund children's education thereby reducing the chance of school dropout. Research indicates that the household size is significant factor is influential whether pupils complete school, but there is less research on how this may attribute to pupils` completion.

2.3.4 Child Labour and Pupils' Completion Rates

Child Labor impacts negatively on the achievement of basic education. It leads to high dropout rates. Child labour create pressure on a child`s time. Some children are constrained by household pressure to combine work with schooling.

The Probe team (1999) in India found that the period for agricultural activities as clashes with school times and because such activities take place in rural areas and are seasonal, they lead to seasonal withdrawals of pupils from school. Research indicates that erratic attendance and short-term withdrawals can both be signs of dropping out (Grant & Hallman, 2006). This could be the reason why India has registered low school completion rate of 62.3 per cent in 2008-2014. Jha and Jhingran (2010) results taken from research in rural India offered some similar findings. The findings indicated that since engagement in agricultural activities proves uneconomical for household with small land holdings, family labour is utilized.

14

Similarly according to Uganda National planning Authority (2015), significant associations between child labour and participation in primary school were established. UNPA (2015) indicated that in Uganda nonattendance, dropout and repetition were central problems in primary schools. High pupil nonattendance was associated with domestic duties, market days, school lateness and removal to participate in agricultural activities (particularly planting and harvest seasons) (Uganda National planning Authority, 2015). Pupil absence is therefore, in the control of parents/households. In areas like Karamoja sub-region, which regularly experience periodic droughts leading to rampant food shortages, have one of the lowest enrolment and attendance rates in the country.

In some rare instances in Ghana, schools have allowed pupils to take some days off during a harvest season and offered separate tuition for them upon their return (Ananga, 2010).. Other schools have organized teachers to visit truant pupils and their parents and encouraged these children to attend school (Ananga, 2010).

2.4. **Summary of Review of Related Literature**

Literature was reviewed on the various household characteristics influencing completion rates of pupils. Among the factors identified in the literature include household`s income, parental level of education, household`s sizes and child labour. Studies by Ogeto (2008), Koech (2008), Wamahiu (1994), Obura (1991) among others focused on issues affecting the education of the girl child. Kashu (2006) did a study on access and retention of boys in Kajiando District, Kiarie (2010) did a study on influence of school based factors on participation of the boy child in Mirangaine District, the only study that is close to the current study is

Mutua (2014) who researched on the household factors influencing students' dropout in public secondary schools in Kitui central district, A gap in literature has however been noted, it is against this background that this study embarks on establishing the influence of household characteristics on pupils' primary school education completion rates in public schools in Laikipia West Sub-County, Kenya

2.5 Theoretical Framework.

This study was guided by Mace`s theory of 1979, that is the Education Production Function Theory (EPT). From the production Function Theory, education process was viewed as a situation where inputs are resources that a firm make use of in its` production process for the purpose of producing a good or a service. Education being a kind of industry, individuals enter as raw materials and come out as final products. The need to improve retention in education at all levels is important in education sector as it increases the completion rates. The variables are pupils` parent level of education, household income, household size, and child labour which are some of the household characteristics influencing pupils` completion rates in the provision of education.

In equation form, production function can be represented as,

$A=f(E, S, I, H)$ where A=achievement, E=parental level of education, S=household size, I=household income, H=child labour.

Based on this theory, this study sought to investigate the influence of household characteristics on pupils` completion rates in public primary schools in Laikipia West Sub-County.

This theory guided this study because it provided basis of since household characteristics may encourage pupils. If household characteristics are controlled, they will lead to an increase in pupils` completion rates.

2.6 Conceptual Framework.

Parental level of education • Education • Not educated	Household income • School levies • Parental income	Household size • Large • Small	Child labour • Farming • Household related duties

Teaching/learning process

Increased Completion rates

Reduced Dropout rates

Improved Grade-to-grade transition rate

Improved Academic attainments
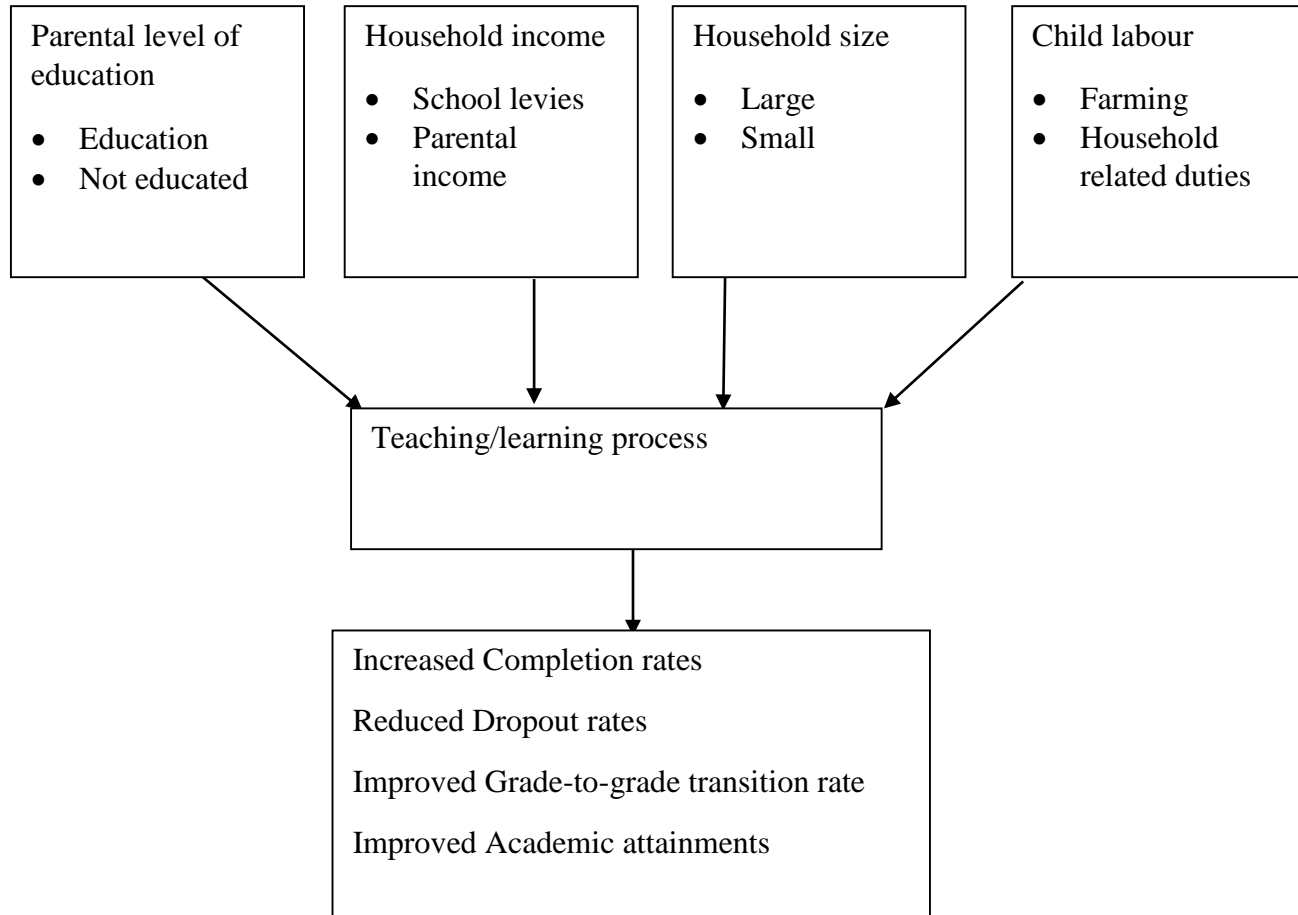
Figure 2. 1 Household characteristics influencing pupils` completion rates.

The above conceptual framework was developed from the reviewed of related literature and associated theories. The independent variables are the household characteristics and the dependent variable is pupils` completion rates. Factors like parental level of education, household income, household size, and child labour

leads to non-school attendance, class repetition, disinterest, dismal academic performance, and finally non-completion as indicated in the literature review. Pupils` completion is the presumed result. However, the intervening variables like introduction of FPE, employment of more teachers yearly, grants and scholarships to poor students, provision of mid-day meal to children, and increased support to low cost boarding schools come in between the household characteristics and pupils` completion rates. The interaction of these independent variables through teaching/learning process serves to determine if the pupils` retention or drops out of school. The independent variables influence the interactions both at the school and classroom level and the output of this interaction, depending on the strength of the various inputs and processes reduce or encourage pupils` completion in school. The study shows the relationship between these variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research methodology that was used in the study in terms of research design, target population, sample size, sampling procedures, research instruments, validity and reliability of the instruments, data collection procedure and data analysis techniques.

3.2 Research Design

This study takes on descriptive survey design. Borg and Gall (1989) stated that a descriptive survey research can be used to yield statistical data on the aspects of education that interest policymakers and educators. The study intended to collect data on household characteristics affecting completion rates as they were without any manipulation hence the design was deemed appropriate.

3.3 Target Population

Best and Kahn (2005), defined a population as any group of persons who have one or more characteristics in common that are of concern to the researcher. The target population for this study comprised of all 81 primary schools in the sub-county, 81 head teachers, 234 class teachers, and 2641 standard 8 pupils (statistical primary schools returns 2017, sub-county director of Education Office, Laikipia west).

3.4 Sampling Procedure and Sample Size

Mugenda and Mugenda (1999) indicated that for descriptive survey 10 percent was enough sample to be used. Standard 8 pupils were purposively sampled to participate in the study because they have been in the school long enough to observe trends and patterns of dropout .The number of class eight pupils was 2641. The researcher used 265 pupils and 30 per cent of 234 class teachers. The sample size for head teachers was therefore 70. According to Gall and Borg (2003) 30 percent of a sample is representative and therefore the researcher uses 30 percent of 81 head teachers, giving a sample size of 25. In total, the sample size was 360. Table 2.1 shows the summary of the sample of the respondents.

Table 3. 1 Summary of the Sample Size

Respondents	Population	Sample Size	Percentage (%)
Head teacher	81	25	30
Class Teachers	234	70	30
Class eight pupils	2641	265	10
Total	2956	360	12.2

3.5 Research Instruments

This study adopted questionnaires to gather information from teachers and pupils, and interview guide for head teachers. According to Fraenkel and Warren (2000) questionnaires were ideal for the study since it was easy to collect data from a large number of respondents and the items are uniform to all the respondents. Both questionnaires have 5 sections. Section A was on demographic data of the head

teachers, section B focuses on relationship between pupils' parental level of education and completion rates among primary school pupils; section C has items on the influence of pupils' households` size on completion rates among primary school pupils; section D have items on relationship between pupils households` income and completion rates among primary school pupils while section E focuses on the influence of child labour on completion rates among primary school pupils.

3.6 Validity of the Instruments

According to Best and Kahn (2003) validity refers to the quality of data gathering instruments, that is, it is the extent to which the instruments measure what they are intended to measure. To enhance validity, the research instruments were presented to research experts who are the project supervisors from the Department of Educational Administration and planning in the University of Nairobi. To assess whether the instruments captured all areas under investigation. Adjustment and modification were made to increase the instruments` validity.

3.7 Instruments Reliability

Kombo and Tromp (2006) defined reliability as a measure of how consistent results from a test are. Test re-test technique involved administering the same research instruments twice to a group of head teachers, class teachers and pupils. This was done after a week. Pearson`s product-moment correlation was computed to determine the two tests correlation. The formula for determining the correlation is given below;

$$r = \frac{n\sum(xy) - (\sum x)(\sum y)}{\sqrt{[(n(\sum x^2) - (\sum x)^2)(n(\sum y^2) - (\sum y)^2)]}}$$

Where, $\sum x = 37$, $\sum y = 38$, r = correlation coefficient, and n = 20. The scores were substituted to get;

$$r = \frac{20(86) - (37)(38)}{\sqrt{[20(87) - (37)^2)][(20(96) - (38)^2]}}$$

On calculation, a correlation coefficient of 0.75 was obtained from the correlation of the pilot results. The instrument was thus adopted for use in the study since according to Kothari (2004), any coefficient (r) which is 0.7 and above is accepted as reliable.

3.8 Data Collection Procedures

The researcher got research permit from the National Commission for Science, Technology and innovation (NACOSTI). The researcher visited the sampled schools for introduction, administering the questionnaires and conducting the interviews.

3.9 Data Analysis Technique

Data analysis refers to the examining of what has been collected in a survey or experiment in making deductions and inferences, that is, data analysis involves inspecting the data collected, through cleaning of the data, transforming, and finally modeling data with the aim of learning useful information, suggesting viable conclusions, and supporting decision making (Kombo & Tromp, 2006). The researcher tallied, coded, schemed the data then used code sheet to analyze the data

obtained from the respondents. The data analysis was facilitated by the use of Statistical Package of Social Science (SPSS). Frequency distribution and percentages were calculated. Presentation of data was in form of descriptive statistics.

3.10 Ethical considerations

The response from the respondent was confidential. The researcher respected people's opinions on the study. The researcher did not interfere with interviewer's time and did not disturb their privacy. The researcher assured respondents that the name of the school and the identity of the respondent remained confidential. This was done by telling the respondents not to indicate their names or name of the school.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The purpose of this chapter is to provide the result of data analysis of the research study. This chapter has various sections. It includes demographic information collected from the head teachers, class teachers, and pupils, then household characteristics influencing pupils` completion in public schools in Laikipia West Sub-County, Kenya. The responses were compiled into frequencies, percentages calculated, and presented in cross tabulation and pie charts.

4.2 Questionnaires response rate

In this study, all the 25 head teachers sampled were interviewed. In addition, 100 per cent of the questionnaires from 70 class teachers and 265 pupils were returned. The return rates were all 100 per cent hence deemed adequate for data analysis. The researcher made physical visits to schools to remind the head teachers, class teachers and pupils to fill-in and return the questionnaires. This led to reasonable responses rate.

4.3 Demographic data of respondents

This section presents the demographic information of the head teachers, class teachers and. It provides a summary concerning gender of the respondents, their ages, professional qualification and teaching experience.

4.3.1 Gender

The class teachers and pupils were asked to indicate their gender while the researcher was to record the gender of the head teachers interviewed. The Figure 4.1 shows the distribution of the respondents by gender.

Figure 4. 1 Distribution of head teachers, teachers and pupils by gender
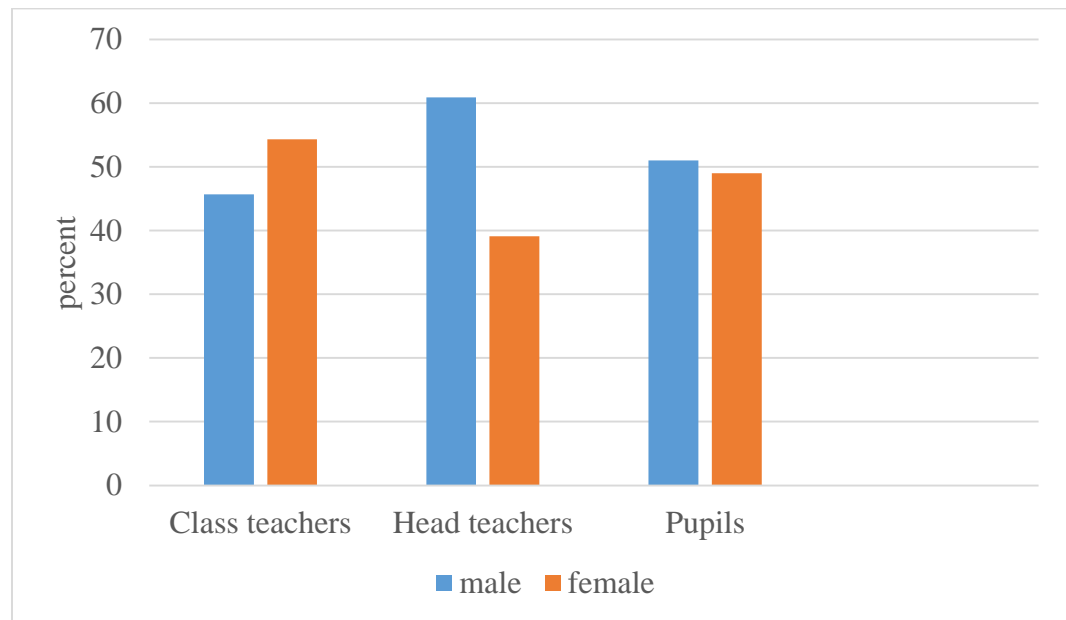
Figure 4.1, shows that 60 per cent of the class teachers respondents were female (54.3%). On the other hand, the majority of the head teachers were male (60.9%).This shows that either gender was fairly represented in the class teachers` and head teachers` sample and therefore was thought to give balanced views for the study. The pupils respondents were 51.0 per cent male and 49.0 percent were female. This means that each gender was almost equally represented.

25

4.3.2 AGE

The researcher categorized the age of the pupils, class teachers and head teachers.

Table 4.1 shows the results.

Table 4. 1 Distribution of class teachers and head teachers by age

	Class Teachers		Head teachers	
Age	Frequency	Percent	Frequency	Percent
30 years and below	2	2.9	_	_
31-40	18	25.7	3	8.0
41-50	42	60.0	9	36.0
51-60	8	11.4	13	52.0
Total	70	100	25	100

From the Table 4.1, the majority of the class teachers (60.0%) were aged between 41-50 years. However, the 52.0 per cent of the head teacher were between 51 to 60 years. This indicated that both the head teachers and the class teachers who were used to give information were old enough to have seen trends of pupils` completion. Table 4.2 shows the results for pupils` age

Table 4. 2 Distribution of pupils by age

Years	Frequency	Percentage
17	5	1.9
16	29	10.9
14	131	49.5
13	97	36.6
12	3	1.1
Total	265	100.0

Table 4.2 on the distribution of pupils by age indicated that there were differences in the ages of class eight pupils. Some of them were over age. These findings imply that the over age pupils were either enrolled in school late or they had repeated classes.

4.3.3 Academic qualification

Both the class teachers and the head teachers were asked to state their highest level of education. Figure 4.2 below shows the results.

Figure 4. 2 Distribution of teachers and head teachers by academic qualifications
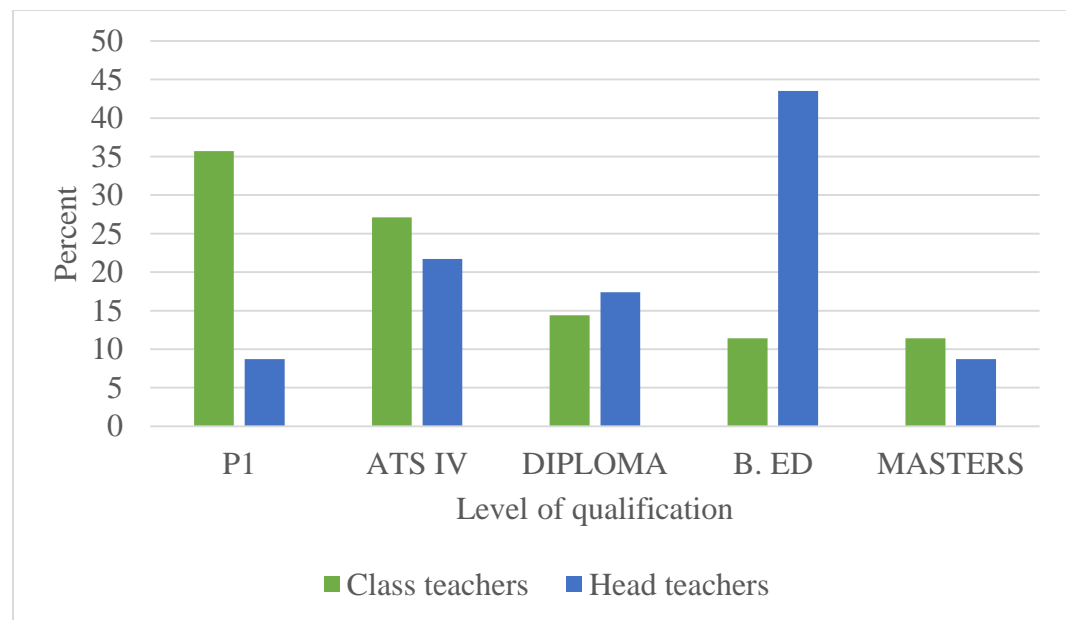
Data in figure 4.2 shows that 43.5 per cent of head teachers had Bachelors in Education degree. This is an indication that most of the head teachers have advanced themselves to higher qualifications. This makes them better placed in

matters of education including how household characteristics including household income, child labour, household size, and parental level of education influence pupils' completion rates at primary schools.

4.3.4 Professional experience

Further the researcher requested the class teachers and the head teachers to indicate their professional experience. Figure 4.3 shows the results.

Figure 4. 3 Distribution of teachers and head teachers by professional experience
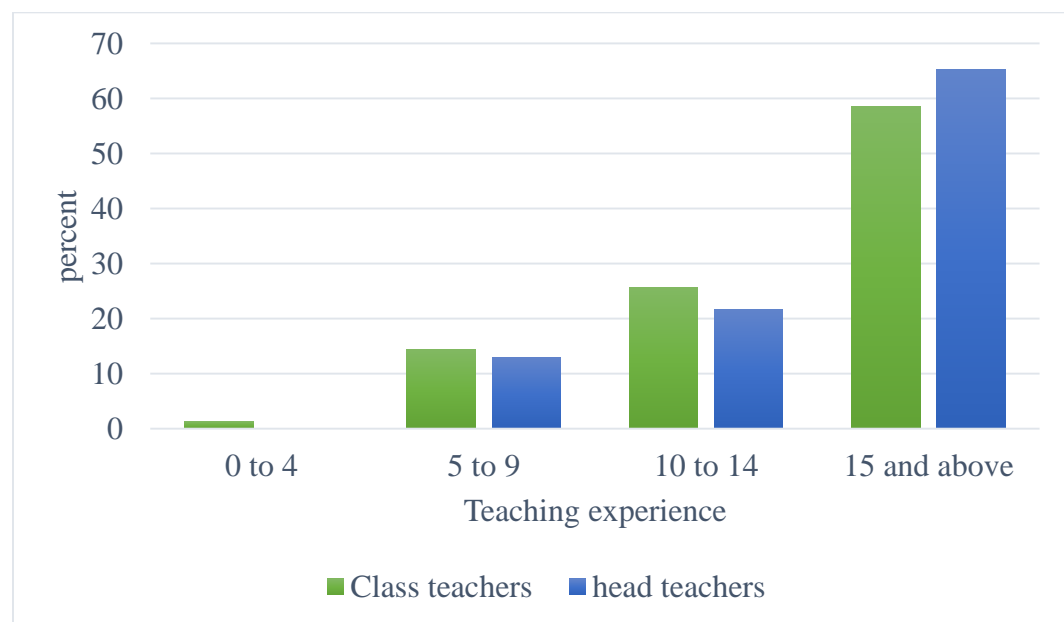
Figure 4.3 shows that, the majority of the class teacher (58.6 %) had professional experience of 15 years and above similarly the majority of the head teachers (65.3%) had experience of 15 years and above. This indicated that they gave accurate and reliable information because they had long enough observed completion trends in the schools.

The researcher was also interested in establishing whether the schools had any dropout of pupils. Table 4.3 shows class teachers' responses

Table 4. 3 Class teachers' responses on whether the schools had any dropout of pupils.

Responses	F	%
Yes	62	88.6
No	8	11.4
Total	70	100.0

As indicated in table 4.3, the majority of class teachers (88.6%) indicated that they had dropouts of pupils in their school. The class teachers attributed the dropouts to parents lack of resources to pay school levies, and pupils frustration at being made to repeat hence opting to drop out. The finding agrees with Becker (1993) in Colombia, who found that the level of family income has a strong influence on demand for education. Class teachers added that poor parents tend to give priority to basic needs such as food and shelter with education being given the least priority.

The study further sought to establish the number of pupils completed class 8 for the last 5 years. Table 4.4 below tabulates the findings

Table 4. 4 Number of pupils completed class 8 for the last 5 years from schools studied

Year in class 1	No. enrolled in class 1	Year in class 8	No. Completed class 8	% completion
2008	815	2016	494	60.6
2007	773	2015	495	64.0
2006	781	2014	526	67.3
2005	744	2013	712	65.7
2004	725	2012	492	67.9

Table 4.4 indicates that from the year 2012 to 2016 the completion rate dropped by 7.3 percent. The data shows that there has been dropout of pupils' hence low retention in the schools. During the interview with the head teachers it was established the reducing completion rates between 2012 and 2016 was because of lack of resources to pay school levies and pupils frustration due to lack of role model and disinterested parents on their schooling hence opting to drop out. This is due to the inability of the parents to provide the necessary requirements for their children's school needs among them school levies such as exam fees, school bag, uniform, school feeding program among others. Jones, (1999) argues that in many countries, financial handicap is responsible for dropout and repetition in schools which hence educational wastage.

4.4 Presentation and analysis of the research questions

The data analysis on the household characteristics influencing pupils` completion rates at public schools in Laikipia West Sub-County is presented in this section.

4.4.1 The influence of parental level of education on pupils` completion

The first objective of the study was to establish how parental level of education influences pupils` completion rates. The head teachers were asked on how the parents' level of education affected their pupils' completion rates. The findings are tabulated in figure 4.4

Figure 4. 4 Head teacher' responses on effects of parental level of education on pupils` completion
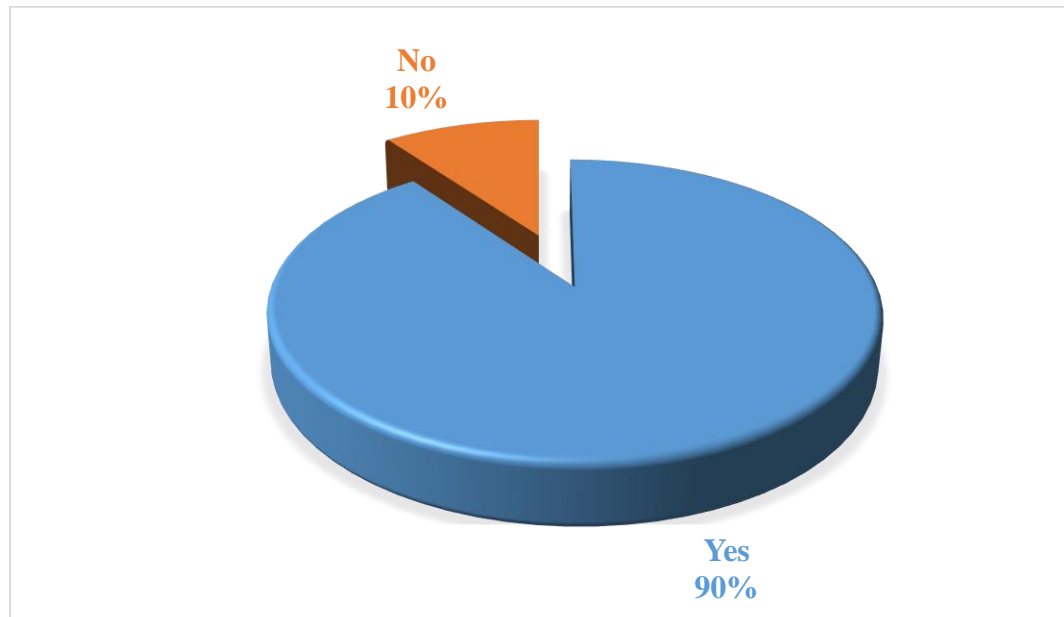
The findings in Figure 4.4 indicated that the majority of the head teachers (90%) strongly agreed that parental level of education contributed to pupils` completion rate.

The researcher also asked the head teachers to give the reasons why they felt that the parental level of education affected pupils` completion rate in schools. The majority of the head teachers (60%) responded that parents with low level of education did not seem to understand the importance of educating their children. In

31

other areas as indicated by some head teachers, a lot of occasional night activities such as dances and initiation ceremonies contributed to nonattendance to school. They indicated that some children would spend the whole night out with little intervention from the parents. This indicated that there was lack of parental control and inspiration towards school. This result agrees with Kiroto (2012) who found that parents with low level of education attach little importance to education which leads to pupils' high drop out from school.

Class teachers were asked to respond on whether parental level of education influenced pupils` completion rates in schools. The figure 4.5 shows the results.

Figure 4. 5 Class teachers' responses
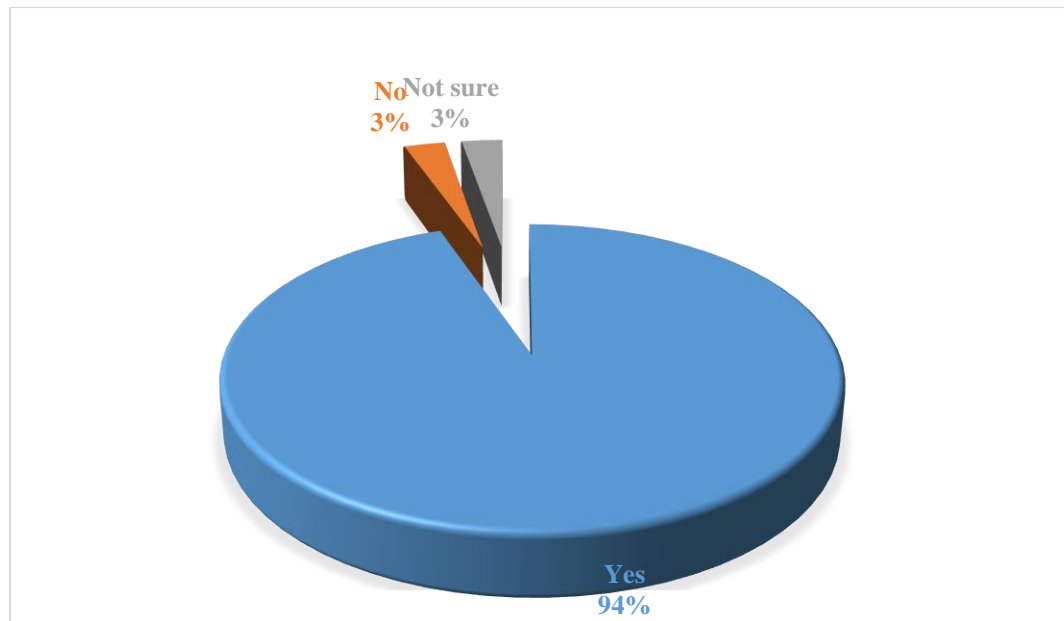
Figure 4.5 shows that the majority of class teachers (94.0 per cent) indicated that there was a relationship between parent's education level and the pupils` schools completion rate.

Asked to indicate the relationship, the class teachers noted that in Laikipia west sub-county the most of the parents particularly the mothers had not completed basic formal education. This was seen by class teachers as a challenge because the parents themselves had little vision on what benefits can be ensued from education. The class teacher indicated that lack of foresight on the value of education contributes greatly to the inability of parents not to encourage their children to complete schooling. In any case, whatever little encouragement they may have given was not powerful enough to enable the retaining of pupils in primary schools till completion. This finding on parental level of education affirms Checchi and Salvi (2010) that class repeater and school dropouts were more likely to come from households with low income and their attendant variables such as parental level of education.

The researcher required the class teachers to indicate whether pupils whose parents have low level of education lack role models and result to low completion rates. The Table 4.5 shows the results.

Table 4. 5 Pupils drop out of school due to lack of role models from parents

	Class Teachers	
Response	Frequency	Percentage
Strongly agree	23	32.9
Agree	47	67.1
Total	70	100

According to table 4.5, the majority of the class teachers (67.1%) agreed that indeed pupils were not in school because of lack of role models from parents which due to low parental education.

The researcher further asked class teachers to respond on whether parents with low level of education do not understand how to motivate their children in school to enhance their completion.

Table 4. 6 Effect of low parental level of education on motivation of children

	Class Teachers	
Response	Frequency	Percent
Strongly agree	22	31.4
Agree	46	65.7
Disagree	2	2.9
Total	70	100

In table 4.6, the majority of the class teachers (65.7%) agreed that parents with low level of education were unable to enhance completion rates for their children, thus leading to some significant drop out.

The class teachers were also requested to respond on whether uneducated parents are not able to guide their children academically hence more pupils end up failing to complete schooling.

Table 4.7 Uneducated parents are not able to guide their children academically

	Class Teachers	
Response	Frequency	Percent
Strongly agree	19	27.1
Agree	51	72.9
Total	70	100

Referring to table 4.7, the majority of the class teachers (72.9%) agreed that uneducated parents are not able to guide their children academically hence more pupils end up not completing schooling. This finding also confirms the work of Watson (1986) that parents who do not go beyond elementary or secondary schools are not able to give proper help to their children in the educational problems. This concurs with Pryor and Ampiah (2003) in a study Understandings of Education in an African Village. Pryor and Ampiah (2003) indicated that illiterate parents cannot provide the needed support and guidance to their children.

When asked to respond on whether educated parents promotes pupils` completion by showing interest in their children's academic performances class teachers responded as shown below

Table 4. 8 Parents promotes pupils` completion by showing interest in their children's academic performances

	Class Teacher	
Response	Frequency	Percent
Strongly agree	51	72.9
Agree	19	27.1
Total	70	100

According to table 4.8, the majority of the class teachers (72.9%) indicated that educated parents promote pupils` completion by showing interest in their children's academic performances. Such parents have the capacity to guide their children academically. Unlike uneducated parents whose children do not have role models to encourage them to work hard. They therefore, perform poorly in examination. These children will end up dropping out of school hence fail to complete schooling.

The class teachers were required to rate the extent to which parental level of education influences pupils` completion rates. The table 4.9 shows the results.

Table 4. 9 Rating on influence of parental level of education on pupils` completion rates

	class teachers	
Response	Frequency	Percentage
To a greater extent	63	90
To some extent	7	10
Total	70	100

Making reference to Table 4.9 shows that the majority class teachers (90%) indicated that parental level of education influenced pupils` completion to a greater extent.

The class eight pupils were requested to indicate the education attainment of both parents. The results were as shown in Table 4.10

Table 4. 10 Parents Level of education according to pupils

Education level	Father	%	Mothers	%
No formal education at all	53	20.0	82	31.0
Primary level	92	34.7	109	41.0
Secondary	102	38.5	52	19.7
Tertiary college	17	6.4	20	7.7
University	1	0.4	2	0.6
Total	265	100.0	265	100.0

The findings in Table 4.10 indicated that only 38.5 per cent of pupil's fathers had secondary education compared with 19.7 per cent of their mothers, further 41 per cent of the pupils' mothers had primary level of education compared to their fathers 34.7 per cent. This is an indication that most of the parents may not encourage their children to complete the various educational levels since they are illiterate and unaware of the benefits of education as stated by Kotwal and Rani (2009).

The researcher also sought from the pupil to determine whether parents with low educational level lack understanding of educational needs of pupils leading to low completion

Table 4. 11 Influence of low level of education of parents on understanding of educational needs of pupils

	Pupils	
Responses	Frequency	Percentage
Strongly agree	137	51.7
Agree	84	31.7
Disagree	31	11.7
Undecided	13	4.9
Total	265	100

Table 4.10 indicates that the majority of the pupils (51.7%) strongly agreed that, parents with low educational level lack understanding of educational needs of pupils leading to some of their children failing to complete school. The findings imply that, parents who have low education are not able to comprehend what is required in school and as a result their children are likely to withdraw from school if their educational needs are not met.

The researcher required the pupils to indicate whether parents with low level of education do not understand the benefits of education and hence do not care whether their children are in school or not hence lowering their chances of completing. The Table 4.12 gives the responses.

Table 4. 7 Influence of low level of education of parents on understanding of benefits of education

Responses	Pupils	
	Frequency	Percent
Strongly agree	122	46.0
Agree	98	37.0
Disagree	33	12.5
Undecided	12	4.5
Total	265	100

Table 4.12 indicated that most of the pupils (46.0%) strongly agreed that parents with low level of education do not understand the benefits of education and as a result do not care whether their children are in school or not hence lowering their chances of completing. The results agreed with Leclercq (2011) in a study in rural India, who suggested that, educated parents were more conscious of the possible benefits of their children`s education.

The pupils were asked to respond on whether parents with low level of education lack understanding of school work and are not able to guide pupils in their academic work leading to low completion. The Table 4.13 gives the responses.

Table 4. 8 Effect of low level of education of parents on understanding of school work and inability to guide pupils academically

| | Pupils | |
Response	Frequency	Percent
Strongly agree	130	49.1
Agree	110	41.5
Disagree	8	3.0
Undecided	17	6.4
Total	265	100

Table 4.12 above indicates that most of the pupils (49.1%) strongly agreed that parents with low level of education lack understanding of school work and are not able to guide pupils in their academic work leading to dropping out of school.

4.4.2 Household income and pupils` completion rate

The second objective of the study was to what extent does household income influence pupils' completion rates in public schools. The researcher sought to establish whether household` income influences pupils` completion rates. The figure 4.6 below gives the responses.

Figure 4. 6 Head teachers` response on household' income influences on completion
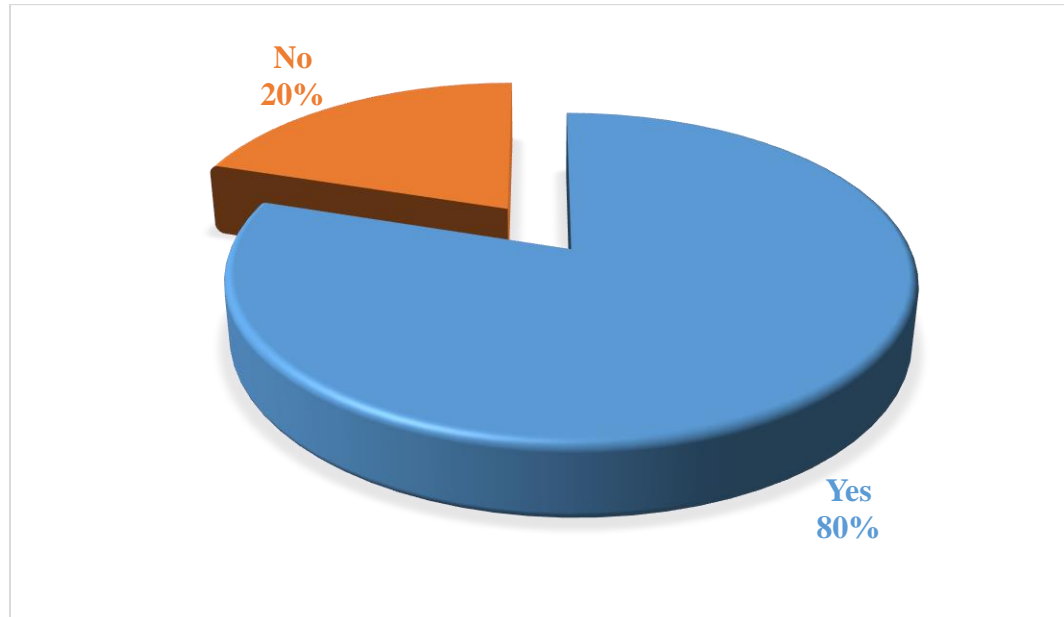
Figure 4.6, indicated that 80 per cent of the head teachers indicated that the level of household income influences pupils` completion rates. The head teachers were asked to give reasons as to why the household income affects pupils` completion rates. The majority (80 per cent) of the head teachers said that the economic background of majority of the parents in the sub-county were poor. They added that, even with all the provisions for class rooms, exercise books, lunch programme, teachers and all other T/L materials made by the government, parents would not enroll their children in school. This agrees with Malawi's drive towards income generating activities (Chilimampunga, 1997), which resulted in much nonattendance. The head teacher further said that in their everyday life, most parents were striving basically to survive. The problem was lack of food in the households mainly in the rural areas. This supports Cardoso and Verner (2007) in

Brazil, who noted that low household income is the primary and responsible factor behind pupils` drop out of school.

Class teachers were asked to respond on whether there was a connection between household income and pupils` completion rates of pupils in schools. The figure 4.7 shows the results.

Figure 4. 7 Class teachers` relationship between household income and pupils` completion rates
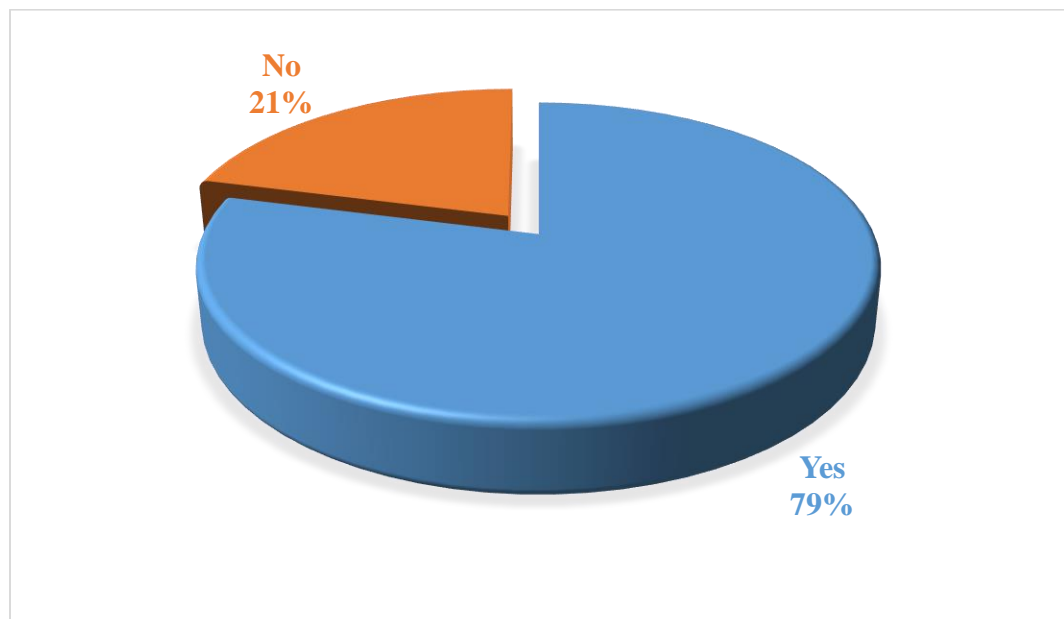
Figure 4.7 shows that the majority of class teachers (79 per cent) indicated that there was unalienable association between household income and the schools completion rate. Asked to indicate the relationship, the class teachers indicated that in Laikipia west sub-county the majority of the parents were poor. Most class teachers indicated that due to the inability of the parents to provide the necessary

requirements for their children's school needs among them school levies such as exam fees, learning materials, uniform, school feeding program among others.

The study further sought to establish from the class teachers the levies that the pupils were required to pay in school. Table 4.14 tabulates the findings

Table 4. 9 Class teachers' responses on the levies that the pupils were required to pay in school

Levies	F	%
Examination Fee	41	58.6
P.T.A Teachers Monies	18	25.7
Lunch Programme monies	11	15.7
Total	70	100.0

The findings in Table 4.14 shows that 58.6 per cent of class teachers indicated that the pupils were supposed to pay examination fee. Asked whether all parents were able to provide for their children levies, they responded as in Table 4.15

Table 4. 10 Class teachers' responses on whether parents were able to provide for school levies

Response	F	%
Always	6	8.6
Sometimes	61	87.1
Never	3	4.3
Total	70	100.0

Data in Table 4.15 shows that majority (87.1 per cent) of class teachers indicated that parents were sometimes able to provide for their children levies. The class teachers further indicated that all parents were not able to pay for the levies. In American Coombs and Cooley (1986) pointed that family income levels as a factor, has more than any other factor influence on children non-completion. Some class teachers indicated that due to poverty, some parents were not able to retain their children in school because of lack of funds to pay school levies. Some also pull their children from school and utilize their service to supplement earnings.

The researcher posed these questions meant to investigate from the class teachers the extent that they agreed about the influence of household income on pupils` completion rates. The results are shown in Table 4.16.

Table 4. 11 Class teachers' responses on the relationship between pupils`
household income and completion rate among primary school pupils

Statements	SA		A		U	
	F	%	F	%	F	%
Children from parents with high earnings are likely to complete schooling than those from low income	40	57.1	30	42.9	0	0.0
Parental level of income is a determinant of pupils school completion	18	25.7	40	57.1	12	17.1
There are reported cases where pupils miss out school because of lack of basic needs at home	40	57.1	21	30.0	9	12.9
Pupils' learning is hampered by parental low income	37	61.4	27	30.0	6	8.6
Most of the parents of the pupils who have dropped out of school are generally poor	31	44.3	27	38.6	12	17.1
Parents in this school are not economically empowered to provide resources for pupils	43	61.4	27	38.6	0	0.0

The data from table 4.16 shows that the majority of class teachers (57.1 per cent)

strongly agreed that children from parents with high earnings are likely to complete

schooling than those from low income and pupils' learning is hampered by parental

low income. The majority of class teachers (56.5 per cent) agreed that parent level

of income is a determinant of pupil's school completion while 44.3 per cent of class

teachers strongly agreed that most of the parents of the pupils who have dropped

out of school are generally poor and parents in the school were not economically

empowered to provide resources for pupils. These findings agree with UNESCO

(2014), how much a child learns is strongly influenced by family wealth. The

findings further agree with a study by Ananga (2011) in Ghana. He indicated that the characteristics of the household income influence whether a child will enroll in school or not, frequency of attendance and the likelihood of completing schooling.

The study sought to find out the household's main source of income. The responses from the pupils are shown in figure 4.8

Figure 4. 8 Pupils` responses on household's main source of income.
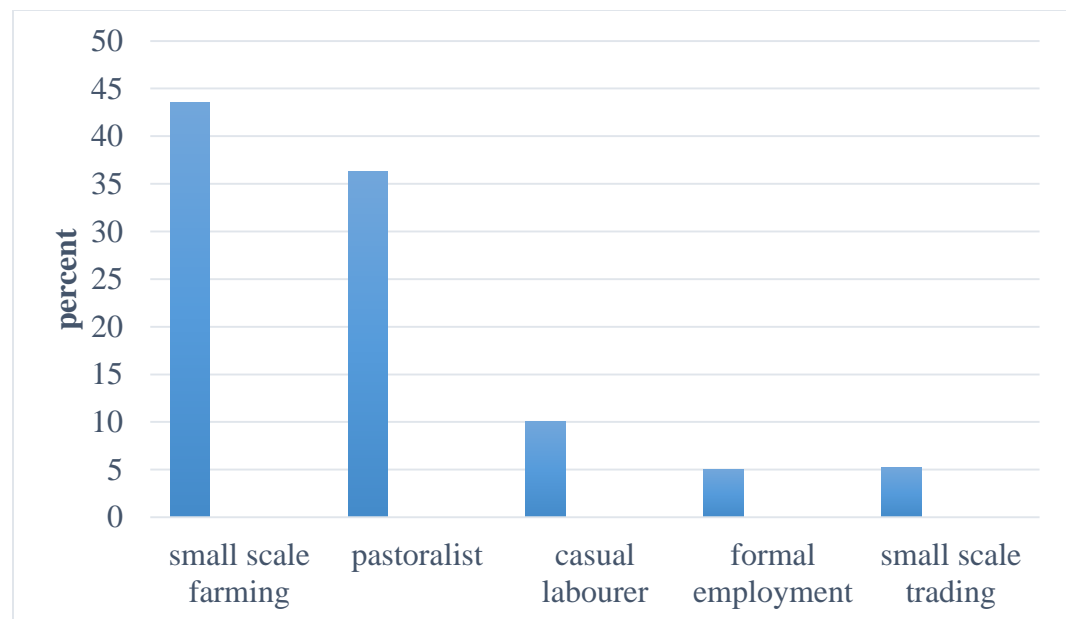
According to the responses given by the pupils as shown in figure 4.8, 43.5 per cent indicated that their parents were peasant farmers, 36.3 per cent of the respondents indicated that their parents were casual laborers. It is evident that the most of the households depend of farming for their livelihood. This means that when there is inadequate rainfall in the area or prolonged drought, the parents may face a lot of challenges in raising school levies. This implies pupils` parents may not afford

educational expenses hence pupils attend school erratically and in the long run fail to complete schooling (Abagi & Odipo, 1997).

The questionnaire for pupils required them to indicate the person in-charge of paying their school fees. The results are shown in figure 4.9.

Figure 4. 9 Person in-charge of paying school fees
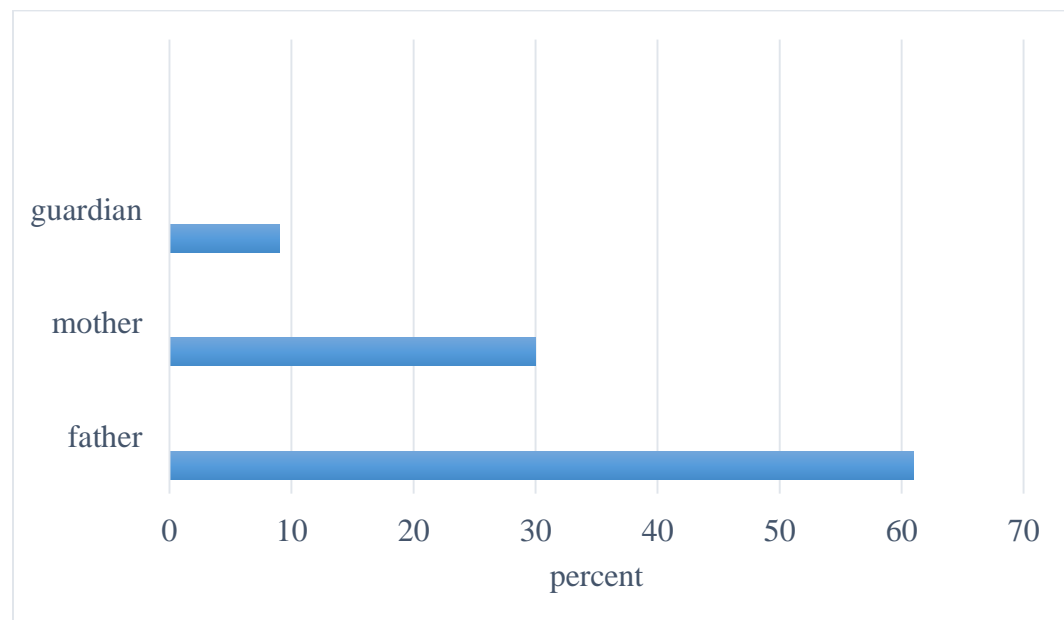
The findings in Figure 4.9 showed that out of 265 pupils, 61 per cent indicated that their school fees was being paid by the father, 30 per cent indicated that their school fees was being paid by their mothers while 9 per cent of the pupils indicated that their school fees was being paid by their guardian. These findings show that majority of the pupils depend on their parents particularly fathers to pay their school fees. This indicates that if the parents are low income earners, the chance of not completing schooling is increased.

4.4.3 Influence of household size on pupils` completion

To establish the influence of pupils' household size on completion rate among primary school pupils, head teachers, class teachers and pupils were posed with items that sought information on the same. The head teachers were asked whether there was relationship between pupils' household size and the schools completion rate. Figure 4.10 tabulates the findings

Figure 4. 10 Head teachers' responses on whether there was relationship between household size and the schools completion rate
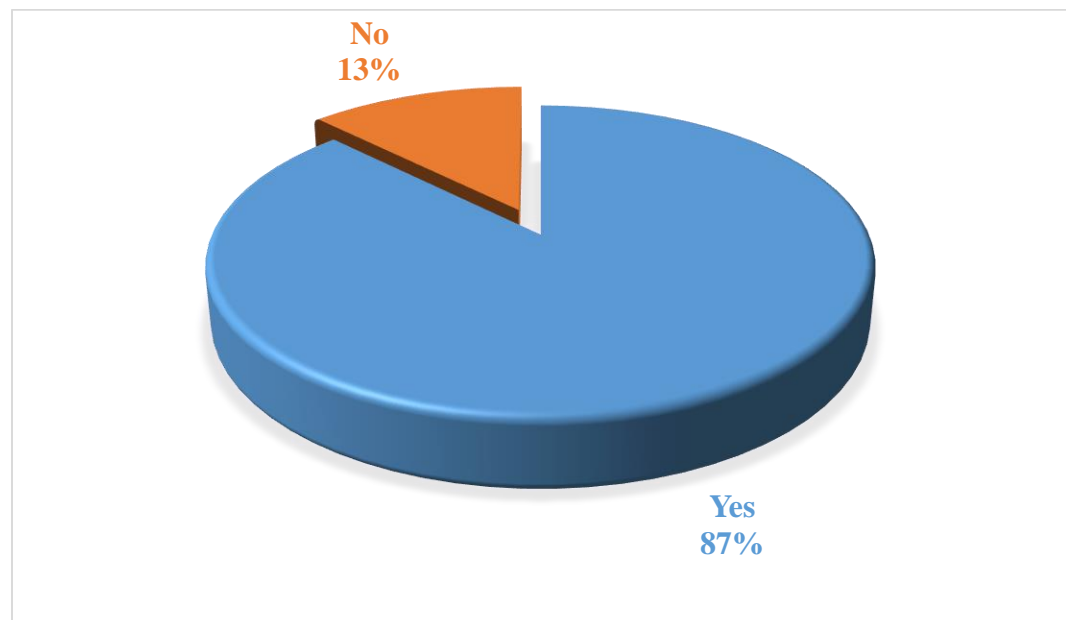
The findings in Figure 4.10 indicated that the majority of head teachers (87 per cent) indicated that there was a relationship between pupils' household size and the schools completion rate. Asked to indicate the relationship, the majority (62.6 per cent) of head teachers indicated that in big household, parents strain to care for their children and some pupils leave school to work in order to support their siblings.

The researcher requested class teachers to indicate their opinion on whether households` size influences the pupils` completion rates. The results are tabulated in figure 4.11.

Figure 4. 11 Class teachers opinion on Influence of household size on pupils` completion rates
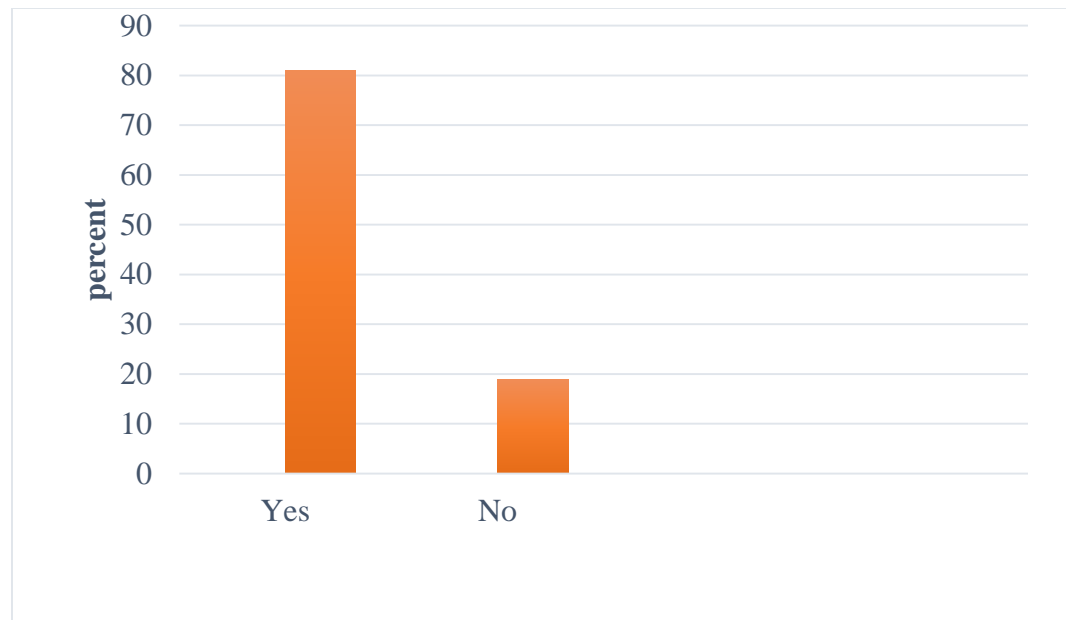
The findings in Figure 4.11 indicated that 81.1 per cent of the class teachers agreed that households` size have effect on pupils` completion rates in schools. Most of the class teachers said that the higher the household size, the higher the likelihood of children from such households dropping out of the school and hence fail to completion schooling. Class teachers explained this by indicating that big household lower parental involvement in the education of each child in the family. Thus leads to low participation of the child in school activities and may eventually lead non-completion. This is in agreement with Boyle (2004) who notes that the

number of children within a household is a 'significant determinant" of access to education

Class teachers were requested to rate the extent households` size (no. of siblings in a family) influences on pupils` completion rates.

Table 4. 12 Rating of households' size influence on pupils` completion

Response	Class teachers	
	Frequency	Percent
To a greater extent	37	52.9
To some extent	27	38.6
Not sure	6	8.5
Total	70	100

The results in Table 4.17 indicated that 52.9 per cent of the class teachers rated households` size as a factor that influences pupils` completion rates to a greater extent.

These questions were meant to investigate from the class teachers the extent that they agreed about the household size on completion rate. The results are pressented in Table 4.18.

Table 4. 13 Teachers` responses on the issues related to pupils' household size

on completion rate among primary school pupils

Statement	SA		A		U	
	F	%	F	%	F	%
Large families face challenges in educating their children	0	0	39	55.7	31	44.3
Parents with large families have less time to spend individually with each child	39	55.7	22	35.7	9	8.6
Presence of other siblings in the household increases the time needed for childcare	18	25.7	48	68.6	4	5.7
Children from families with small number of children are likely to complete schooling than those large in families	22	31.4	39	55.7	9	12.9

The findings on table 4.18 indicated that 55.7 percent of the study sample agreed that large household face challenges in educating their children, and children from families with small number of children are likely to complete schoolings than those from large families. The majority (68.6%) of class teachers agreed that children drop out because of lack of school levies. The findings imply parents with large family size have income to allocate to the education of their children, and those with fewer children can invest more per child.

The researcher further was to find out how many siblings did the pupil have. Data on number of siblings is presented in figure 4.12.

Figure 4. 12 Pupils' response to the number of children in their household
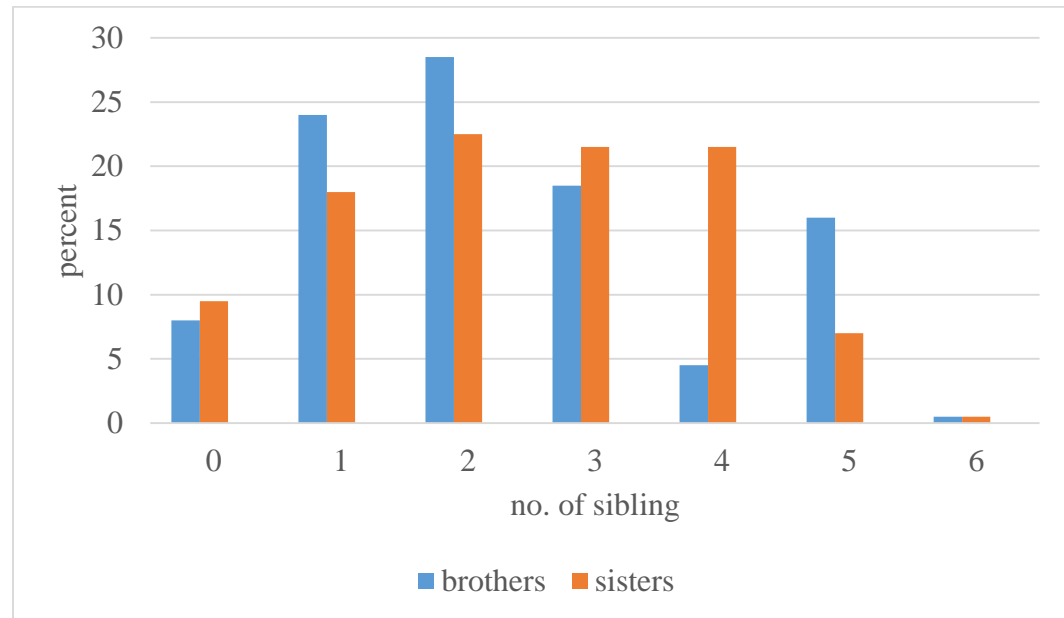
Data in Figure 4.12 shows that 28.5 per cent of pupils had 2 brothers and that 22.5 per cent of pupils had 2 sisters. These imply that most of the pupils have 4 siblings. This could be a contributing factor to their dropout in schools. This is because when the number of children in a family is large, parents may not be in a position to fend them and providing school requirements hence they are likely leave school early. Household size is one of the household characteristic influencing pupils` completions. A study by Black (1995) in Geneva made similar findings. It is asserted that the more the siblings in a household, the higher the chances of a child engaging in child labour (Black, 1995). If the parent is not stable financially,

therefore, the children could easily drop out of school which in turn leads to low completion rates.

The researcher further sought to establish from pupils, whether all the siblings were in school. Table 4.19 shows pupils responses.

Table 4. 14 Pupils` responses on whether all the siblings were in school

Response	F	%
Yes	125	47.2
No	140	52.8
Total	265	100.0

The findings in Table 4.18 indicated that majority of pupils (52.8 per cent) indicated that some of their siblings were not in school. Asked why they were not in school they explained that some were married, others had not attained school age, others were herding animals, and others taking care of their sibling as parents went to look for pasture during dry seasons. Woodhall (1997) explains that large households are challenged when it comes to educating their children and as such they opt to have some of the children stay at home. Woodhall (1997) further explained that as a household gets larger, parents were less likely to spend more time with each child and as a result, the amount of time spent underpinning the importance of education and assisting in the learning activities may decreases. Woodhall (1997) argued that income may also drop as income is shared among more siblings.

The researcher went further to find out whether any of the pupils' siblings have completed school and up to what level. The findings were presented in Table 4.20

Table 4. 15 Number of siblings in a family and their level of education they have completed

Level of education	Pupils	%
Never completed primary school	80	30.2
Primary school	96	36.2
Secondary school	68	25.7
College and university	21	7.9
Total	265	100.0

From Table 4.19, the results clearly indicates that some of the pupils (30.2%) stated that their brothers and sisters never completed primary school. Most of the pupils stated that their brothers and sisters completed secondary schooling (36.0%). Very few indicated that their sisters and brothers had completed tertiary college and university (8.0%). This is clear indicator that parents could be financially challenged. Pupils could have dropped out of school at an early age to fend themselves and their siblings. The data shows majority of the children were reported to have completed primary school. It implies that these children are not able to be role models to other pupils in the family and hence it may appear as a norm that reaching primary school level is fine.

4.4.4 Child Labour and Pupils' Completion Rates

The head teachers were asked whether there was any relationship between child labour and the pupils` completion rates. Table 4.21 tabulates the findings

Table 4. 16 Head teachers' responses on the relationship between child labour and the pupils` completion rates

	Head teachers	
Response	Frequency	Percentage
Yes	21	84.0
No	4	16.0
Total	25	100

The results in Table 4.20 indicated that the majority of the head teachers (84%) strongly agreed that child labour contributed to pupils` completion. The researcher asked the head teachers to give the reasons why they felt that the child labour affect pupils` completion rate. Some of the head teachers indicated that conditions at home were not conducive for pupils to do their studies at home. In addition, some pupils miss out school due to participation in household duties.

The researcher requested class teachers to indicate whether they agreed that household duties affects attendance of pupils in their school. Table 4.22 tabulates the findings

Table 4. 17 Teachers' responses on household duties effect on attendance of pupils

Responses	Class teachers	%
Yes	53	75.7
No	17	24.3
Total	70	100

The findings in Table 4.21 indicated that majority of class teachers (75.5%) agreed that household duties affected the school attendance of pupils.

The researcher also asked the class teachers the possible reasons why they felt that the child labour affects pupils` completion rate. Some class teachers indicated that pupils were overworked and sometimes come to school late, tired and sleepy. According to UNESCO (2009), about one-quarter of 5-14 year-olds in sub-Saharan Africa were involved in child labor in 2004. Parents feel it's a waste of time for their children to attend school because doing so leads to loss of income from potential earning opportunities.

These questions meant to investigate from the class teachers the extent to which they agreed with effects of child labour. The findings are presented in Table 4.23.

Table 4. 18 Effects of child labour on pupils` completion rates

Effects	Always		Frequently		Occasionally		Seldom		Never	
	F	%	F.	%	F	%	F	%	F.	%
Dropping out of school	18	25.7	19	27.1	18	25.7	11	15.7	4	5.7
Absenteeism	22	31.4	14	20	23	32.9	11	15.7	0	0
Sneaking out of school	11	15.7	14	20	19	27.1	22	31.4	4	5.7
Coming to school late	22	31.4	24	34.3	9	12.9	14	20	1	1.4
Learner being tired	21	30	14	20	14	20	11	15.7	10	14.3

The data in Table 4.22 shows that coming to school late was a serious effect of child labour. This happened always as indicated by 31.4 per cent of the class

teachers studied. Another 34.3 per cent of the class teacher respondents said it frequently occurred. According to teachers, absenteeism was the most common effect of child labour. These findings agreed with Kamwaria (2001) in a case study of the Embu community. He says that working both early in the morning before school hours and after school left children exhausted. Before a child leaves for school, he/she does some work either in the house or in the farm. This work made the child to be late to school.

On the issue of the most common kind of work done by pupils, the following questions were meant to investigate from the class teachers the extent to which pupils were engaged in any kind of work. The results were presented in table 4.24 below.

Table 4. 19 Teachers' responses on the kind of work pupils are engaged in at home

Child labour	Always		Frequently		Occasionally		Seldom	
	F.	%	F.	%	F.	%	F.	%
Childcare	15	21.4	49	70	3	4.3	3	4.3
Cultivating	5	7.1	29	41.4	30	42.9	6	8.6
Fetching water firewood	15	21.4	40	57.1	3	4.3	12	17.1
Herding animals	10	14.3	31	44.3	15	21.4	14	20
Family business	9	12.9	22	31.4	15	21.4	24	34.3

The data in Table 4.23 indicated that majority of (70%) class teachers indicated that most of the pupils did childcare frequently. These findings agreed with Male (1984), Nieuwehys (1994) and UNESCO (2004) who indicated that household

57

duties were the main users of child-labour. A 42.9 percent of the class teachers studied indicated that cultivating was commonly done at occasionally.

The researcher requested pupils to indicate whether they were assigned duties at home by their parent/guardian. The finding were as in table 4.24 below

Table 4. 20 Pupils` responses whether they were assigned duties at home

Responses	Pupils	Percent
Yes	175	66.0
No	90	34.0
Total	265	100

In Table 4.24, the pupils indicated agreed that they did some form of work, but few disagreed. This indicated that most pupils were engaged in child labour which they were given by their parents. Similarly, pupils were asked to indicate the type of work they did at home. Responses are shown in table 4.25

Table 4. 215 Pupils' responses on the type of work they engage in at home

Reasons	Frequency	Percentage
Farming	85	32.1
Child rearing	61	23.0
Family business	20	7.5
Fetching water and firewood	57	21.5
Rearing livestock	42	15.8
Total	265	100

The findings on Table 4.25 indicated that of the 265 pupils 32.1 percent reported that they were engaged in farming, 23.0 percent in childcare, while another 21.5 percent involved in fetching water and firewood

The study sought to find out how often pupils did any kind of work at home according to pupils. Pupils` responses are as represented in figure 4.13.

Figure 4. 13 Responses on how often pupils did any work at home
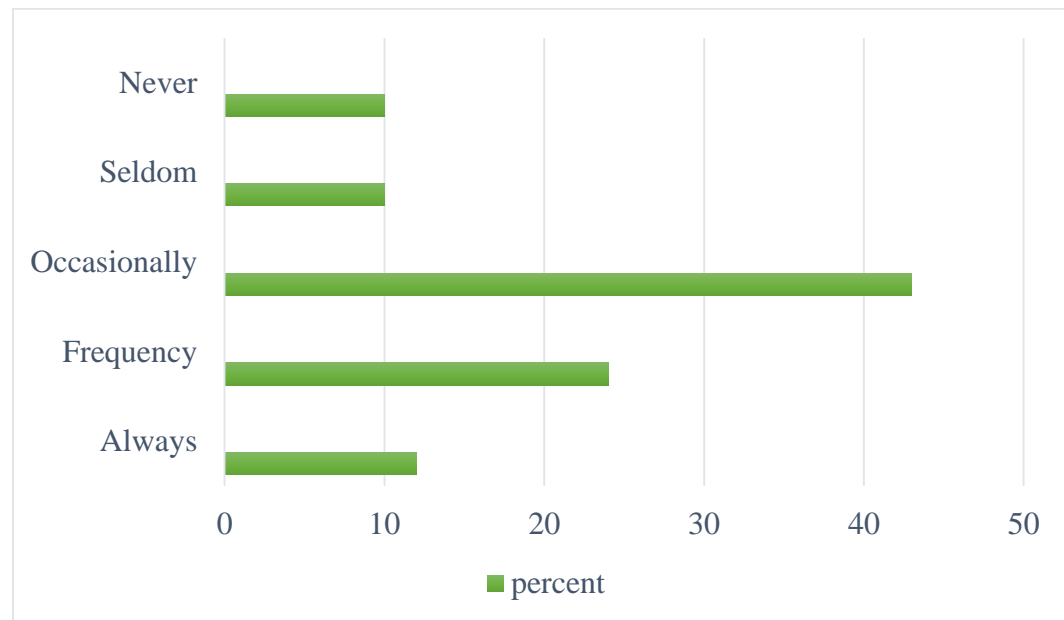
The findings on Figure 4.13 indicated that 24 percent and 43 percent of the pupils studied were frequently and occasionally give work by their parents to do respectively

In line with this pupils were asked to specify the period of time when they carried out their duties. Responses are presented in table 4.26

Table 4. 22 Period of time respondents perform their duties at home

Period of time	Frequency	Percentage
After school	94	35.5
Before school	48	18.1
Weekends	88	33.2
Holidays	35	13.2
Total	265	100

The data in Table 4.22 indicated that 35.5 per cent of the pupils reported that they performed their duties after school, 33.0 percent performed theirs during weekends. Another 18.1 per cent performed their before going to school, while 13.2 per cent performed their duty during holidays. This implies that pupils were engaged in work. This could also oblige them to leave school prematurely in order to attend to their duties. This result is in agreement with the findings of UNICEF (2004) which said that pupils were being hired as child labour, bearing the main burden of household duties and childcare, has impacted on pupils' completion. Such habit normally denies pupils the opportunity to complete their primary education. Pupils` labour is seen to be imperative for the family survival.

The researcher sought to know how often pupils got to school late and the reason for getting to school late. Their responses are represented in figure 4.14

Figure 4. 14 How often pupils got to school late according to pupils
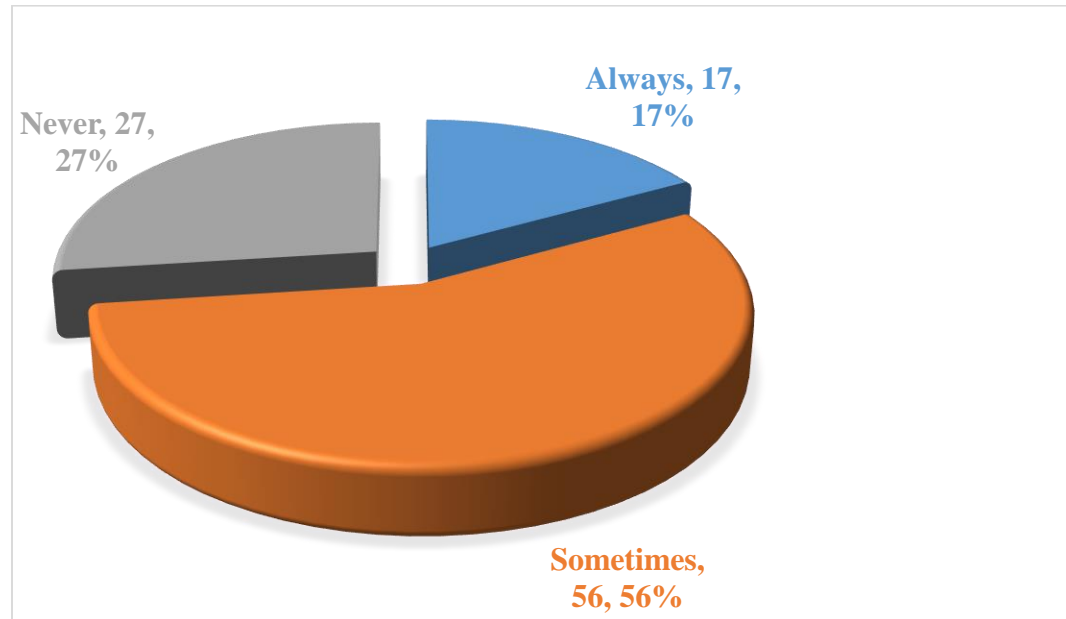
The findings on Figure 4.14 indicated that 56 per cent of respondents indicated that sometimes they go to school late. Many pupils (17%) said that they were always late to go to school, but 27 per cent said they were never late to go to school. Asked to give the reason. Most pupils indicated that parents involved them in domestic work like washing clothes, cooking, and looking after their younger siblings. Some pupils also get to school late as a result of having to complete the household duties first. This findings is in agreement with Croft (2002) in South Africa who said that children who combine work and school can have irregular school attendance, truancy or higher instances of school lateness (Golarcello at al. 2005).

Pupils were also required to indicate how household duties effected school attendance. The responses are shown in figure 4.28 below.

Table 4. 23 Pupils not attending school due to child-Labour

Responses	Pupils	Percent
Yes	175	66.0
No	90	34.0
Total	265	100

The findings on table 4.28 indicated that 66.0 per cent of the pupils agreed that they were absent from school because of child labour. Pupils were further asked to state the reasons that made them absent. The causes for non-school attendance are tabulated in Table 4.29

Table 4. 24 Reasons for pupils' absenteeism

Reasons for absenteeism	Pupils	%
Helping in the shamba	61	23.0
Illness of self	27	10.0
childcare	137	52.0
Doing household chores	8	3.0
Late to school	19	7.0
Herding animals	13	5.0
Total	265	100.0

From the table 4.28 it is evident that there were several reasons leading to pupils' absenteeism in primary schools in Laikipia West Sub-County. Some of the mainly cited reasons by pupils (52.0 %) were caring for siblings and helping in the shamba. The data shows that pupils were likely to leave school to help parents or take care of their young ones as parents go for casual labour. From the reasons that were given for truancy, it was clear that the most parents did not encourage regular school attendance as they were liable for initiating that nonattendance. Pupils`

nonattendance was mainly began by the household demand for their assistance in doing household chore. This is in agreement with UNPA (2015) which indicated that in Uganda absenteeism was attributed to domestic work and withdrawal to participate in agricultural activities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a synthesis of the entire research project. The chapter provides the summary of the study, conclusions and recommendations of the study. The researcher also give suggestions for areas that can be studied further.

5.2 Summary of the study

The central purpose of this study was to investigate the influence of household characteristics on pupils` completion rates in public schools in Laikipia West Sub-County, Kenya. To achieve this, the researcher had four objectives. All the four objectives were met. Primary data was collected from head teachers, class teachers and pupils.

Regarding how parental level of education influences pupils` completion rates, findings revealed that there was a significant relationship between parent's education level and the pupils` completion rate. The majority of respondents indicated that parents with low level of education had little foresight on the benefits of education for their children but that parents who were better educated ably motivated their children to complete schooling.

Other factors that influenced pupils` completion rate as far as level of education of parents is concerned according to class teachers were pupils lack of role models, parents inabilities to motivate their children, and inability by the parents to guide their children academically. Similarly the class eight pupils indicated that pupils

fail to complete schooling due to lack of understanding of benefits of education by parents due to low level of education, parents lack the understanding of school work due to low level of education hence not able to guide pupils in their academic work. Majority of the class teachers indicated that educated parents promoted pupils` completion by showing interest in their children's academic performances.

Concerning the households` income, the majority of the head teachers indicated that the level of household income influenced pupils` completion rates. The head teachers gave reasons as to why the household income affects pupils` completion rates. Majority of the head teachers said that the economic background of majority of the parents in the sub-county were economically poor. In addition, class teachers indicated that the pupils were supposed to pay examination fee, PTA teacher monies and lunch programme. The class teachers further indicated that not all parents were able to pay for school levies. A good number of class teachers strongly agreed that children from parents with high earnings are likely to complete schooling than those from low income and pupils' learning was hampered by parental low income. Further, most of class teachers agreed that parent level of income was a determinant of pupil's completion.

Concerning households` size on the influence on pupils' completion rate the study revealed that the majority of head teachers indicated that there was a significant relationship between pupils' household size and the pupils` completion rate. Majority of head teachers indicated that in households with large number of siblings, parents strain to take care of their children and some pupils leave school to work in order to support their siblings. Majority of class teachers agreed that

large families face challenges in educating their children, but children from families with small number of children were likely to complete schooling than those from large families. In addition, most of pupils concurred with the fact that children from large household size were mostly absent from school to assist parents take care of their young siblings so that the parents could go and look for jobs and work. In addition most of pupils strongly agreed that large households have problems in paying fees especially examination fees. This is because each child had to pay exam fees.

Findings on the influence of child labour pupils on pupils` completion rate revealed that 84.0 percent of the head teachers strongly agreed that child labour contributed to pupils` completion rate in public schools. Some of the head teachers indicated that conditions at home were not conducive for pupils to do their studies at home. Coming to school late was a serious effect of child-labour, the study revealed. This happened always as indicated by some of the class teachers studied. Most pupils indicated that sometimes they go to school late. Some pupils said that they were always late to go to school due to child labour. Pupils gave the reasons why they go to school late. Reasons given by pupil were that parents involved them in domestic work like washing clothes, cooking, and looking after their younger siblings. Some pupils also missed school or got to school late as a result of having to complete household duties first.

5.3 Conclusion of the study

The following conclusions were made from the findings of this study

➢ The parental level of education affects pupils' completion rates in public schools. The specific items that lead to low completion rates were; pupils lack of role models, parents` inabilities to motivate their children, inability to guide pupils academically by parents, and parents' failure to understand educational needs of pupils. Therefore, pupils whose parents have low level of education lack role models and result to low completion rates.

➢ The households` income does influence pupils` completion rates at public schools. The attachment to low household income is compounded by involvement of pupils in income generating activities, inability to afford basic needs at home, household chores engagement and inability to pay school levies. These children will end up dropping out of school hence fail to complete schooling.

➢ The households` size influences pupils` completion in public schools. Large households experience a majority of the dropouts due to lack of fees, lack of basic needs at home and lack of educational support needed from parents. This leads to low completion rates.

➢ The child labour influences pupils' completion rates in public schools. The most common type of work that children did was household chores. Other type of work done by pupils was cultivating, herding animals, collecting tree seeds for sale and fetching water/firewood. Pupils are likely to drop out of school to assist parents or take care of their siblings as parents go for casual labour. This leads to low completion rates.

5.4 Recommendations of the study

From the study findings it is evident that if these household characteristics are not controlled, pupils` completion rates would continue to remain low. Hence the researcher recommended the following;

i.   The government should enhance and restructure adult education to improve on the literacy level among parents. This might enable parents in some way appreciate the value for educating their children

ii. The government should look for ways to eradicate poverty. Parents can also form self-help groups to improve their household incomes.

iii. The government should take off the total burden of school levies from the parents so that pupils do not drop out of school due to lack of school fees.

iv. The government needs to strengthen the campaigns against child-labour even in the rural areas.

5.5. Suggested areas for further study

The researcher proposes further study in areas like:

i.   A comparative study should be carried out in other sub-counties to investigate how household characteristics are influencing the pupils` completion rates in those sub-counties.

ii. Similar study should be undertaken in secondary schools in the sub-county in order to compare results.

iii. A study needs to be done to examine school based factors influencing pupils` completion rates in the sub-county.

REFERENCES

Abagi, J. O. (1997). *Status of Education in Kenya: Indicators and Planning and Policy Formulation.* Nairobi: IPAR Special Report.

Becker, G. (1993). *Human Capital: A Theoretical and Empirical Analysis, with.* New York: Colombia University Press.

Black, M. (1995). *In the Twilight Zone: Child Workers in the Hotel, Tourism and Catering Industry.* Geneva: International Labour Office.

Borg, R. W., and Gall, M. D. (1989). *Educational Research: An Introduction.* Newyork: Longhorn.

Bridge, J., Dilulio, J., and Morison, K. ,. (2006). *The Silent Epidemic: Perspective of high school Dropouts.* http:/www.civicenterprises.net/pdfs/thesilentepidemic3-06- pdf.

Brown, P., and A, P. (2002). *Education and poverty in rural China. Economics of Education Review.* 21(6): 523-541.

Cardoso, A., and Verner, D. (2007). *School drop-out and push-out factors in Brazil:The role of early parenthood, child labor, and poverty.* Bonn: Institute for the Study of Labour.

Chugh, S. (2011). *Dropout in secondary education: a study of children living in slums of Delhi. National University of Educational Planning and Administration.* Retrieved from http://www.nuepa.org/Download/Publications/Occasional Paper No. 37.pdf on 16/05/2014.

69

Colclough, C., Rose, P., and Tembon, M. (2000). Gender inequalities in primary schooling: The role of poverty and adverse cultural practice. *International Journal of Educational Development*, 20:5-27.

Coombs, J., and Cooley.W. (1986). "Dropouts in High School and After High School.". *American Education Research Journal*, 5, 343-364.

Croft, A. (2002). *Pedagogy in School Context: An intercultural study of the quality of learning, teaching and teacher education in lower primary classes in Southern Malawi.* Brighton: University of Sussex: Unpublished.

Ersado, L. (2005). Child labour and schooling decisions in urban and rural areas: comparative evidence from Nepal, Peru,and Zimbabwe. *World Development*, 33(3):455-480.

Franklin, S., and Smith, J. (2011). *Strategies to Help Solve Our Scool Dropout Problem.* West Larchmont, NY: Eye on Education.

Glick, P., and Sahn, D. (2000). Schooling of girls and boys in a West African country: the effects of parental education, income, and household structure. *Economics of Education Review*, 19: 63–87.

GoK. (2012). *The citizens Constituency Development Fund Report Card for Eldoret North Constituency.* Nairobi: Uasin Gishu County.

IIEP. (1998). *Reducing repetition: Issues and strategies.* Paris: International, Institute for Educational Planning.

Kamwaria, A. (2001). *Socio Religious Implications of Child Labour. A Case Study of the Embu Community.* Nairobi: Unpublished Master‟s ThesisKenyatta University.

Kashu.P. (2006). *Analysis of factors influencing the access and retention of boys in Kajiando District Primary Schools.* Unpublished thesis,Kenyatta University.

kenya, R. O. (2016). *Economic survey.* Nairobi: Goverment Printer.

Kiarie, G. (2010). *Influence of school based factors on participation of boy child in Public Primary Schools in Mirangine District, Kenya.* Unpublished thesis, University of Nairobi.

Koech, D. K. (2000). *Totally Integrated Quality Education and Training [TIQET]: report of the commussion of inquiry into the education system of Kenya.* Nairobi: Retrieved from http://maktaba.ku.ac.ke/cgi-bin/koha/opac-detail.pl?biblionumber=479755 on 28/05/2014.

Kombo, D. K., and Tromp, D. L. (2006). *Proposal and Thesis Writing.* Nairobi: Pauline`s publications .

Kotwal, N., and Rani, S. (2009). *Causes of School Dropouts among Rural Girls in Kathua District.* Unpublished.

Krejcie, R., and Morgan. (1970). *Determining Sample Size for Research Activities, Journal of Educational and Psychological Measurement, Vol. 30, No 3. Quoted in Mulusa, I. (1988). Evaluating Education and Community*

Development Programmes. Nairobi: Deutsche Stiftung for Internationale Entwicklung and College of Adult and Distance Education, University of Nairobi.

Male, K. D. (1984). *Children at work in Kenya.* Nairobi: Oxford University Press.

Manda, D. K., Kimalu, P. K., Nafula, N. N., Kimani, D. N., and Nyaga, R. K. (n.d.). *Costs and Benefits of Eliminating Child Labour in Kenya. Working Paper Series W/10/2003.* Nairobi: Kenya Institute for Public Policy Research and Analysis.

Mugenda, and Mugenda. (1999). *Research Methods; Quantitative and Qualitative Approache.* Nairobi, Kenya: ACTS Press.

Nieuwenhuys, O. (1994). *Children's Life Worlds.* London: Routledge.

Pryor, J., and Ampiah, J. (2003). *Understandings of Education in an African Village: The Impact of Information and Communication Technologies.* London: DFID.

The PROBE Team. (1999). *Public Report on Basic Education in India. The PROBE Team.* New Delhi: Oxford University Press.

UNDP. (2013). *Millennium Development Goals Progress Report.* Lusaka Zambia: Unite Nation.

UNESCO. (2004). *Gender and Education for All; The Lead to Equality, A Summary Report.* Washington DC: UNESCO.

UNESCO. (2005). *World Education Forum EFA Assessment.* Paris: UNESCO.

UNESCO. (2015). *Education 2030 Incheon Declaration and Framework for Action; Towards Inclusive and Equitable Quality Education And Lifelong Learning for All.* Paris: UNESCO.

UNESCO. (2016). *The Global Education Monitoring Report.* Paris: UNESCO.

Uwezo. (2015). *Are our Children Learning? The state of Education in Kenya 2015 and Beyond.* Nairobi: Twaweza East Africa.

West, S. C. (2016). *Primary School Returns.* Unpublished.

Appendix I: Letter of Introduction

Simon Waigwa Kanoi

P.O. Box 350-20320

Kinamba

Dear Sir / Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a master of education student at The University of Nairobi carrying out a study on **Influence of household characteristics on pupils' completion rates in public schools in Laikipia West Sub-County, Kenya.** Your school has been selected to be part of my study sample. I kindly request you to allow me to collect information from your school. The information you will give will be used only for the purpose of this study. In order to ensure outmost confidentiality, respondents should not write their name anywhere in this questionnaire. Your co-operation will be greatly appreciated. Thanks in advance.

Yours sincerely,

Simon Waigwa Kanoi

E55/69846/2013

APPENDIX II INTERVIEW GUIDE FOR HEAD TEACHERS

1. Respondents` gender

   Female (   )   Male (   )

2. What is your age bracket?

   30 years and below [ ] 31 – 40 years [ ]

   41-50 [ ] 51 – 60 years [ ]

3. What is your highest academic qualification?

   M. ed [ ]   B. Ed [ ]

    Diploma [ ]   P1 [ ]

    Others (specify) _____

4. Indicate your professional experience in years (tick one)

    1 – 4 years [   ]   5 – 9 years [ ]

   10 – 14 years [ ]   15 years and above [ ]

5. To what extent does parental level of education affects pupils` completion

   rate public primary schools

    ....

6. What is the influence of household income on pupils` completion rates in

   public schools ……………………………………………………………

7. How does household size influences on pupils` completion in provision of primary education.

   ……………………………………………………………………………………

8. To what extent does child labour influences on pupils' completion in your school………………………………………………..

9. Number of pupils who completed class 8 in the following years

Year in class 1	No. enrolled in class 1	Year in class 8	No. Completed class 8	% completion
2008		2016		
2007		2015		
2006		2014		
2005		2013		
2004		2012		

Thank you for your cooperation

APPENDIX III QUESTIONNAIRE FOR THE CLASS TEACHERS

The purpose of this questionnaire is to gather information on the influence of household characteristics on pupils' completion rate in public primary schools education in Laikipia West Sub-County, Kenya. Please kindly participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge. Do not write your name in any part of this questionnaire. Thank you in advance for your participation.

Section A: Demographic data

1. Indicate your gender

   Female (   )   Male (   )

2. What is your age bracket?

   20- 30 years ( ) 31 – 40 years ( )

   41 – 50 years ( ) 51 and above ( )

3. What is your highest education level?

   M. ed [ ]   B. Ed [ ]

   Diploma [ ]   P1 [   ]

   Others (specify) _____

4. Indicate your professional experience in years (tick one)

   1 – 4 years [   ]   5 – 9 years [ ]

   10 – 14 years [ ]   15 years and above [ ]

5. In the course of your stay in this school, have there been pupils who have

   dropped out of school   Yes [ ]   No [ ]

   If yes, what could be the reasons…………………………………………

Section B; The influence of parental level of education on completion of pupils

in primary schools

6. In your own opinion is there a relationship between parent's education level

   and the pupils` completion rate?

   a) Yes [ ]   b) No [ ]   c) Not sure [ ]

   Explain……………………………………………………………………

7. Which of the following statements in relation to the parental level of

   education influences dropout of pupils in your school. Indicate whether you

   Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D) or Strongly

   Disagree (SD).Tick appropriately.

Statement	SA	A	U	D	SD
Low parental education can result in low pupils` completion of school because of lack of role models from the parents					
Parents with low level of education do not understand how to motivate children in school to enhance their completion					
Uneducated parents are not able to guide their children academically hence more pupils finally fail to complete					
Educated parents promotes pupils` completion by showing interest in their children's academic performances					

8. To what extent does the parental level of education factor influence pupils` completion in your school?

   a) To a greater extent [ ]   b) To some extent [ ]

   c) Not at all [ ]   d) Not sure [ ]

Section C: Relationship between pupils' household income and completion rate among primary school pupils

9. In your own opinion is there a relationship between household income and the schools completion rate?

   a) Yes [ ]   b) No [ ]

   Please explain………………………..

10. What levies are pupils required to pay in school?

Examination fee [ ]   Activity fees [ ]   P.T.A   Teachers

monies [ ]   Lunch Programme fee ( )

Other (Specify)……………………..

11. Are parents able to provide for their children levies?

Always [ ] Sometimes [ ] Never [ ]

Explain…………………………………………………………………

12. Statements below are related to pupils' household income. Please tick
    appropriately.

Key; SA = Strongly Agree A= Agree U= Undecided D = Disagree

SD = Strongly Disagree

Statement	SA	A	U	D	SD
Children from parents with high earnings are likely to complete schooling than those from low income					
Parental level of income is a determinant of pupils school completion					
There are reported cases where pupils miss out school because of lack of basic needs at home					
Pupils' learning is hampered by parental low income					
Most of the parents of the pupils who have dropped out of school are generally poor					
Parents in this school are not economically empowered to provide resources for pupils					

Section D; The households' size influence on pupil's completion rate

13. Do you think the households` size has any effect on pupil's completion in your school?

   a) Yes [ ]   b) No [ ]   c) Not sure [ ]

   Explain…………………………………………………………………

14. To what extent do you think the households` size factor influences the completion rates in your school?

   a) To a greater extent [ ]   b) To some extent [ ]

   c) Not at all [ ]   d) Not sure [ ]

15. Indicate your response on the following statements in regard to how households` size influence the dropout of pupils in your school Please tick appropriately.

   Key SA = Strongly Agree A= Agree U= Undecided D = Disagree

   SD = Strongly Disagree

Statement	SA	A	U	D	SD
Large families find challenges in educating their children					

Parents with large families have less time to spend individually with each child				
Presence of young children in the household increases the time needed for childcare				
Children from families with small number of children are likely to complete schoolings than those from large families				

Section E: Influence of child labour on completion rate among primary school pupils

16. Do you agree that work affects attendance of pupils in your school?

    Yes   ( )   No   ( )

    If yes, explain……………………………………………………………….

17. The following are some of the effects of child labour on pupils in school. How often are these effects felt in your school? Use the following key to answer the questions where applicable by ticking (√) as appropriate.

    5 – Always (A), 4 – Frequently (F), 3 – Occasionally (O), 2 – Seldom (S), 1 – Never (N)

Effects in schools	A	F	O	S	N
Dropping out school	5	4	3	2	1
Absenteeism	5	4	3	2	1

Sneaking out of school	5	4	3	2	1
Coming to school late	5	4	3	2	1
Learners come to school tired	5	4	3	2	1

18. Listed below is some common type of work. How often do pupils do each of them? Use the following key to answer the questions where applicable by ticking (√) as appropriate.

5 – Always (A), 4 – Frequently (F), 3 – Occasionally (O), 2 – Seldom (S), 1 – Never (N)

Type of work	A	F	O	S	N
Childcare	5	4	3	2	1
Cultivating	5	4	3	2	1
Fetching water/ firewood	5	4	3	2	1
Herding animals	5	4	3	2	1
Family business	5	4	3	2	1
Other specify	5	4	3	2	1

Thank you for your cooperation

APPENDIX IV QUESTIONNAIRE FOR THE PUPILS

The purpose of this questionnaire is to gather information on the influence of household characteristics on pupils' completion rates in public schools in Laikipia West Sub-County, Kenya. You are requested to participate in this study by filling

in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge. Please answer all the questions in the spaces provided after each question or by placing a tick ( ) in the appropriate box for a given response. Information provided will be treated with confidentiality and is only meant for this study.

1. Are you a boy or a girl?   Boy [   ] Girl [   ]

2. How old are you? _____

Section A: Relationship between parental level of education and pupils` completion rates.

3. What is the education level of your parent?

level of education	father	mother
No formal education at all		
Primary level		
Secondary level		
College		
University		
Other specify		

4. Which of the following statements in relation to the parental level of education influences pupils` completion rates in your school? Do you agree or disagree with?

Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

Statement	SA	A	U	D	SD

84

Parents with low educational level lack understanding of education needs of pupils leading to low completion				
Parents with low level of education do not understand the benefits of education and hence do not care whether their children are in school or not hence lowering their chances of completing				
Parents with low level of education lack understanding of school work and are not able to guide pupils in their academic work leading to low completion				

Section B: Relationship between pupils` household income and completion rate

5. What is your household's main source of income?

Occupation	Tick one
Small scale farmer	
Pastoralist farming	
Casual labourer	
Formal employment	
Business	
Other specify	

6. Who pays for your school levies? _____

    Father [ ]

    Mother [ ]

    Guardian [ ]

Section C: Influence of pupils' household size on completion rate among primary school pupils

7. How many siblings do you have? Brothers' _____ Sisters _____

85

8. Are all your siblings in school? Yes [ ] No [ ]

   b) If no, why?

   _____

9. Have any of your sisters or brothers completed any of the following levels
   of education.

   a) Never completed primary school…………………..

   b) Primary school ………………………………………

   c) Secondary school…………………………………….

   d) College and university……………………………….

**Section D: Influence of child labour on completion rate among primary school
pupils**

10. Are you assigned duties at home by your parent/guardian?

    Yes ( )   No ( )

    If yes which duties are you assigned

    …………………………………………………………………..

11. How often do you do any kind of work at home?

    Always ( ), Frequently ( ), Occasionally ( ), Seldom ( ), Never ( )

12. Please indicate the period of time when you perform the assigned duties at home.

Period of time	Tick one
Before school	
After school	
Weekends	
Holidays	

13. How often are you late in getting to school? (Tick one appropriate box).

   a) Always( )   b) Sometimes ( )   C) Never( )

   If you were late to get to school what were the reasons for this?

   a) _____

   b) _____

14. Does household duties effect school attendance?

   Yes ( )   No. ( )

   If yes, what were the reasons for this? (You can tick more than one reason)

   a) Helping in the shamba ( )

   b) Herding animals ( )

   c) Sickness ( )

   d) Childcare ( )

   e) Family business ( )

f) Others specify _____

Thank you for your cooperation

THIS IS TO CERTIFY THAT:
MR. SIMON WAIGWA KANOI
of UNIVERSITY OF NAIROBI, 350-20320
Kinamba,has been permitted to conduct
research in *Laikipia   County*

on the topic: *INFLUENCE OF*
HOUSEHOLD CHARACTERISTICS ON
PUPILS` COMPLETION RATES IN PUBLIC
SCHOOLS IN LAIKIPIA WEST
SUC-COUNTY

for the period ending:
6th July,2018

....
Applicant's
Signature

Permit No : NACOSTI/P/17/45515/17965
Date Of Issue : 6th July,2017
Fee Recieved :Ksh 1000

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

CONDITIONS

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

REPUBLIC OF KENYA

NACOSTI

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A 14743

CONDITIONS: see back page

NATIONAL COMMISSION FORSCIENCE,
TECHNOLOGY ANDINNOVATION

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

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

Ref: No. **NACOSTI/P/17/45515/17965**

Date: **6th July, 2017**

Simon Waigwa Kanoi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of household characteristics on pupils completion rates in public schools in Laikipia West Sub County,"* I am pleased to inform you that you have been authorized to undertake research in **Laikipia County** for the period ending **6th July, 2018.**

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

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

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

Copy to:

The County Commissioner
Laikipia County.

The County Director of Education
Laikipia County.

National Commission for Science, Technology and Innovation isISO9001:2008 Certified

90