

**HOME BASED FACTORS INFLUENCING PUPILS'  
PARTICIPATION IN PRIMARY SCHOOL EDUCATION IN  
ATHI RIVER DISTRICT, KENYA**

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## **DECLARATION**

This research project is my original work and has not been presented for a degree in any other University

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This research project has been submitted for examination with our approval as University Supervisors

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## **DEDICATION**

The study is dedicated to my Mum Rhoda Mutono, my husband Steve Kyalo, my daughter Natasha Mwende, my niece Christine Mutono and Nephew Erick Nzioka, my sisters, Pauline Nduku and Mary Mwikali.

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## **LIST OF ABBREVIATION**

<b>DEO</b>	District Education Officer
<b>EFA</b>	Education for All
<b>GOK</b>	Government of Kenya
<b>MOE</b>	Ministry of Education
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations International Children Fund

## **ABSTRACT**

The purpose of this study was to determine the extent of influence of home based factors on learner participation in primary school education in Athi river District. Four research objectives were formulated to guide the study namely; to determine the extent to which parental level of education affects participation of pupils in primary schools in Athi river district; to establish the influence of household size on participation of pupils in primary schools in Athi river district; to assess the extent to which home environment affects participation of pupils in primary schools in Athi river district and to explore possible intervention measures that need to be put in place to curb low participation of pupils in primary schools by the school management in Athi river district. Four Research questions guided the study namely; to what extent does parental level of education affect participation of pupils in public primary schools; how does the household size affect participation of pupils in public primary schools; to what extent does home environment affect participation of pupils in public primary schools and what are possible intervention measures towards reducing low participation of pupils in public primary schools.

The study adopted the descriptive survey research design to find out home-based factors influencing pupils' participation in primary education in Athi river district. The sample comprised of 280 pupils and 32 teachers. Data collected by use of questionnaires. Data was analyzed by use of qualitative and quantitative techniques. Findings revealed that parental level of education affected participation of pupils in primary schools.

The findings indicate that there were a relatively large number of pupils whose parents had primary level of education. Majority (80.0%) of teachers indicated that parental level of education affects pupils' participation in primary schools. Findings further revealed that household size affected participation of pupils in primary schools in Athi river district. Pupils indicated there were cases where parents educate the firstborns. There were also cases where families had large number of pupils. The study revealed that home environment affected pupils' participation in primary schools. Pupils could also miss out school to help their parents in domestic chores. There is need to empower parents on the knowledge of importance of education so that they can play an important role in the education of their children.

There is need to educate families on the importance of having a manageable number of children that they are able to support so as children have a right to education and are not left out of school. There is need for the government to empower power families so as the can let their children attend schools without having to leave or miss out school to participate in funding for the family. The study suggested that a study on the influence of economic status of the family on pupils' participation in schools be conducted. It was also suggested that a study on the influence of pupils' characteristics on their participation in schools and a study on the influence of free primary education on pupils' access to education should be conducted.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Education is a fundamental right of every person, a key to other human rights, the heart of all developments the pre-requisite for equity, diversity and lasting peace (World Education Forum; Education for All; All for Education; A Framework for Action, Dakar, April 2000). Education occupies a central place in human rights and is essential and indispensable for the exercise of all other human rights and for development.

Education has been recognized as a central element in social and economic development. According to weeks (1963), education is a form of investment in human capital which yields economic benefits by increasing the productivity of its people. Education investment can help foster economic growth, enhance productivity and contribute to national and social development, and reduce social inequality (Counsel of African Ministers of Education, 2000). In line with this, education was in 1948 declared a basic human right globally as recognized by article 26 of the Universal Declaration of Human Rights.

According to education for all (EFA) Global Monitoring Report (2009), there has been much progress in the implementation of the declaration in many countries all over the world. However, the report states that millions of children, youth and adults still lack access to good quality education and the

benefits it brings. The Gross Enrolment Rate (GER) for development countries is close to 100% while those for developing economies especially in Africa is lower than 50%. In 2002/ 2003, for instance, the GER for Europe and South America was 100%. Africa recorded the lowest participation of less than 45%. The situation is even worse in individual developing countries (UNESCO, 2005). Kenya for instance, recorded a low of 29.5% (G.O.K, 2005a). The government of Kenya has mapped out strategies of expansion in order to improve participation.

The international community's commitment to universal education was first set down in the 1948 universal declaration on human rights and later reiterated in the 1989 convention on the rights of the child. At the 1990 world summit for children, world leaders not only reaffirmed their commitment that girls and boys alike should have a quality basic education but also pledged to place their emphasis on reducing the disparities that existed between rates of school enrolment for decades (Ballamy, 2004).

Despite the achievement in high enrolments, cases of dropouts are still experienced worldwide. The United States National center for education statistic (NCES) reports annual dropout rate ranged between 4 to 6.7 percent among high school students. Among other factors the dropout is associated with factors such as ethnic minority status, low self esteem, substance abuse, pregnancy and family characteristics. Failure of students to find positive social relationship in school and the lack of a climate of caring and the support also appear to be related to increase dropout (NCES, 2001).



According to studies by Holloway (1990) in Japan and America, the learners' home environment is a factor contributing to failure of success in education undertakings. He states that family practices related to later school achievement vary from within different social classes. After controlling for social level indicators of family social class in Japan and the United States of America, Holloway showed how the perceived legitimacy and importance of school institution held by parents and their parenting practices in the home strongly predicated school performance in a child's first five years of schooling.

Since independence' the Kenyan government has been committed to the provision of quality education and training at all levels. In Sessional Paper No. 10 of 1965 the government of Kenya (GOK) committed itself to eradicating ignorance, poverty and diseases. The paper was based on two long standing concepts; that every Kenyan child irrespective of gender, religion and ethnicity has the inalienable right to access basic welfare provision including education and that the government has an obligation to provide opportunity to all citizens to fully participate in social-economic and political development of the country and also to empower the people to improve their welfare (Republic of Kenya, 1965). In 2003, the government policy was to achieve Universal primary education (UPE) by 2005. This was a key strategy towards attaining the overall goal of EFA by 2015. The UPE programme was meant to ensure that all Kenyan children eligible for schooling had opportunity to enroll and

remain in school, learn and acquire quality basic education and skill as stated in sessional paper number 1 of 2005.

In Kenya, the government has continued to show much commitment to education sector by allocating more of its national resources to education every year with an aim of increasing participation rates. According to the economic survey Report 2007, the total allocation to the ministry of Education increased by 71.3 percent from ksh. 64.1 billion in 2002/03 ksh. 109.8 billions in 2006/07 G.O.K (2007). The current education budget for the 2013/14 is 130 billion. Despite the realization of increased enrolments every year cases of dropout still negatively affect participation. Maku (2005) observes that home characteristics such as the size of the household, income of parents, education level of parents and type and level of interaction between parents and children with regard to school work affect participation. He states that children whose families support their education are likely to complete education and get better grade than those with less support from home.

A study by Bredie (1989) found that learners from poor backgrounds form a greater percentage of learners in public day schools. Such children may not complete favorably with those in other forms of schools. UNESCO (2003) further states that children from poor backgrounds lack appropriate shelter and clothing ample time to study at home and also other inputs to education such as uniforms and textbooks. Such children may lag behind their peers from non poor families in academic achievement due to interruption in their learning.

Ideally every individual who joins the school system ought to complete the entire cycle for which they enrolled within the prescribed length and time. Completion will then enable the individual to fully participate in social and economic development of the society. Failure to complete the education cycle results in wastage.

The government of Kenya is committed to achieving Universal Primary Education which is a key strategy towards attaining the overall goal of Education For All (EFA) by 2015 as contained in sessional paper No.1 of 2005. The document sought to address the challenges of dropout to improve access, quality and completion rates. It was in reference to this background that the research sought to find out the extent of the influence of home based factors on participation in primary schools in Athiriver.

The government of Kenya in its further efforts to increase access to primary education has continued to fund for free primary education. It has further allocated more funds for primary schools. According to area education office in Athi River district, 6 new schools have been established between 2010-2012. Despite this, out of about 5000 children of the primary school going age (6-17), only 61 percent get access to education and 15 percent drop out before completion (Area Education Office-Athi River: statistics section). It is in reference to this background that this research wished to find out the home based factors influencing participation of learners in public primary school in Athi River.

## **1.2 Statement of the Problem**

The Kenyan educational policy embraces the Jomtien Declaration of 1990, which officially pronounced EFA irrespective of Sex, Religion, Ethnic, Social or Economic status' Global Campaign for Education GCE, (2005). The Ministry of Education (MOE) endeavors to ensure that all children access education. While the primary school educational opportunities have continued to expand, a large percentage of pupils do not enroll into primary education and in some cases those who enroll do not complete the cycle as the case of Athiriver district.

According to MOE (2009), Kenya's gross enrollment rate 109.8 percent in 2009 was said to be one of the highest among developing countries. Despite the government's effort in providing FPE, the country experienced low completion rates (79.5%) and low transition rates from primary to secondary (64.1%). The introduction of FPE in 2003 was seen as a solution to improving enrollment retention and completion rates. But even with the FPE in place, the problem of low participation is evident in Athi River district.

The study sought to evaluate the relative effects of home based factors on participation in Athiriver. This is prompted by lack of information about the learning resources in the homes and the inability of parents to reinforce school learning. There was also scant evidence to guide policy makers and educators in their efforts to enhance participation in public day schools (DOE's Office, Athi-river district, 2013). It was important then to establish the reasons for

absenteeism, dropout and poor performance in exams in day schools with a view to improving participation. The study therefore tested the proposition that home based factors have an impact on participation.

The rate of wastage reflected here is an indication that there are factors that are influencing participation of public primary schools in Athi River district and therefore this study sought to establish salient factors contributing to this high drop out in public primary schools in the district. The district was also preferred for the study because of the researcher's familiarness and interest in the district. According to Singletor (1993), the ideal setting for any study is one that is directly related to researcher's interest.

### **1.3 Purpose of the study**

The purpose of this study was to determine the extent of influence of home environment on learner participation in primary education in Athiriver district.

### **1.4 Objectives of the study**

The study was guided by the following objectives:

- i) To determine the extent to which parental level of education affects participation of pupils in primary schools in Athi river district.
- ii) To establish the influence of household size on participation of pupils in primary schools in Athi river district.

- iii) To assess the extent to which home environment affects participation of pupils in primary schools in Athi river district.
- iv) Explore possible intervention measures that need to be put in place to curb low participation of pupils in primary schools by the school management in Athi river district.

### **1.5 Research Questions**

The study was guided by the following research questions:

- i. To what extent does parental level of education affect participation of pupils in public primary schools?
- ii. How does the household size affect participation of pupils in public primary schools?
- iii. To what extent does home environment affect participation of pupils in public primary schools?
- iv. What are possible intervention measures towards reducing low participation of pupils in public primary schools?

### **1.6 Significance of the study**

The study sought to generate useful data on the challenges that face educational planners and other stakeholders on how to address participation rates in primary schools in Athi river district. The findings from the study may have opened up the true picture of the effects of home based factors on

primary education hence enable; headteachers and teachers plan ways to mitigate the same. Parents may use the findings to deal with the factors that influence participation of their children in schools. The Ministry of Education may use the findings to formulate policies that may minimize the dropout rates consequently stabilizing the completion rates. The outcome of this study may help future researchers, who may wish to carry out a further study in the field.

### **1.7 Limitations of the study**

According to the Best and Kahn (1998), limitations are conditions beyond the control of, the researcher that may place restrictions on the conclusions of the study and their application to other situations. Low literacy level of pupils could have inhibited the ability to understand, fill and respond to questionnaires. To overcome this obstacle, the pupils were assisted in understanding the questions.

### **1.8 Delimitation of the study**

Delimitation is a process of reducing the study population and areas to be surveyed to manageable size Mulusa, (1988). This study is limited to class teachers and pupils. The study confined itself to pupils and class teachers in public primary schools in Athiriver district. The district has 2 divisions (Athi River and Lukenya). Other stake holders like parents and education officers will not be included in the study. The study confined itself to those factors that

influence participation within the home environment. Factors outside the home environment were not considered.

### **1.9 Basic assumptions**

The study was conducted with the following assumptions:

- (i) The respondents will cooperate and give honest answers to the questionnaire items.
- (ii) Students will be able to assess the home based factors that could influence their academic performance
- (iii) All teachers were trained to teach the subject with competency and to teach the students equally.

### **1.10 Definition of significant terms**

**Access** refers to the availability of opportunity for primary school and other educational institutions to admit school age children and the willingness of these children to take up the opportunity and get enrolled.

**Attendance** refers to state of being present in school for learning purpose.

**Cohort** refers to a group of pupils entering a particular level of education at the same time, same grade or stage between initial and final grade.

**Drop out** refers to those students who leave school before the completion cycle in which they enrolled.



**Dropout rate** refers to the rate of students withdrawing from primary school education level before sitting for National examinations.

**Enrolment rates** refer to the total school population registered annually in the country or a specific region.

**Gender disparities** refer to differences in male and female students' access and participation in education often institutionalized through the acts of discrimination.

**Home environment** refers to factors related to learners home that have an impact on learning such as the location of residence, education background and income of parents.

**House hold residence** refers to the house where the day school learner lives when the school is in session.

**House hold size** refers to the total number of people living in the home.

**Participation refers** to students enrolling in schools and completing the education cycle.

**Public primary school** refers to primary schools that are taught by Government employed teachers and are run by school management committee.

**Pupils' participation** refers to the chance an individual has to enroll and fully get involved in learning activities within a primary school with an emphasis on the completion of the eight year cycle.

**Repetition** refers to a situation where a learner remains in the same grade he/she was the previous year.

**Retention** refer to act of pupil spending or remaining in the same grade for one or more years before progressing or getting promoted to the next grade.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one consists of general introduction of study which includes the background of the study, the statement of the problem, purpose of the study, the objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, definition of terms and the organization of the study. Chapter two focuses on literature review in connection to the research topic. It generally discusses causes of lack of participation as well as the home based factors affecting participation. It ends with theoretical and conceptual framework of the study. Chapter three describes the research methodology to be used in the study. This includes research design, target population, sample and sampling procedures, research instruments, validity of the instrument, reliability of the instrument, data collection procedure and data analysis technique. Chapter four outlines data presentation, analysis and discussion of

research findings. Chapter five presents, the summary of research findings, discussion, conclusion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter contains literature review in connection to the research topic. The study will relate participation in public primary education to home based factors that seem to constrain the enhancement of participation in primary education such as parental level of education, household size, parental marital status. Theoretical and conceptual frame works are presented.

#### **2.2 Nature and general causes of low pupil participation in school**

According to UNESCO (2008) reasons for dropping out of school are multiple and complex and may depend on a countries level of development. In Latin America this is mainly attributed to the most distinctive features such as financial constrains and other factors which are attributed to the social contexts, historical and political factors which usually contributes to the regional inequalities of opportunities of education, UNESCO (2005). Children living in the least developed countries, the poorest communities, the most improverished households, those with disabilities among others are less likely to be enrolled in, or be able to regularly attend school UNICEF (2006).

Children are affected academically if they lack parental support especially with regard to education. In the evening, they study in very unfavorable conditions in a single crowded noisy room with no lightning.

In addition, not all schools provide mid-day meals. Thus pupils, who cannot afford packed lunch or can't afford to buy lunch, wear off the day quietly! Hence there will be no concentration by the child in the after-noon classes.

According to Kalter (1989), home environment conditions can positively or negatively influence a child's participation in school. He asserts that children whose parents are divorced presented high occurrences of poor grades or grades below ability and at times exhibit psychological problems such as withdrawal. This may result to dropping out of school.

Kanyingi (1997) as cited by Mutwol (2009) in his survey of dropout in Nyeri district found out that children of well educated parents often leave school prematurely. Some domestic or family conditions expose children to varied behavioral experiences which may make them vulnerable to the dynamic trends of the society. Researchers have revealed that children from single parent families, large families, poorly housed and low family income grow up holding lower aspirations for further education; Essen (1992). Studies also point out that children from home characterized by parental conflicts, psychiatric illness or family disturbances coupled with traumatic events such as divorce, bereavement or violence are potentially harmful to educational performance which would lead to withdrawal from school.

Psacharopoulos (1985) identified three principle factors that have influenced social selection on participation in all levels of education. He found that approximately one-third of all countries furthers' education level; occupation

and income level determine children's access to education. This therefore calls for the identification of the home-based factors that may be constraining the enhancement of participation in public primary schools in Athi river district.

### **2.3 Home-based factors on pupils' participation in primary education**

#### **2.3.1 Parental level of education and participation**

The parental level of education plays a significant role to enhancement of participation in education; Kibera and Kimokoti (2007). The parental education and social of the family can positively and negatively influence a child's retention in school. Children especially girls from poor families and whose parents are not educated enough have no enough time to read at home because of duties expected of her for the family survival, such as taking care of the home and younger siblings.

Esewo (1983) writing about the roles of a family in education argued that family's role may be supportive or antagonistic to school education. Educated families tend to support education while uneducated discourage schooling of their children which contribute to the discriminating of students in educational programmes.

Educated parents with high incomes are able to provide their children with a conducive home environment provide all necessary requirements of school and pay extra tuition. This positively affects participation. A report of UNICEF (2004) from research carried out in 55 countries reveals that if an

educated girl becomes a mother, she is likely to send her children to school, thereby passing on and multiplying benefits both for themselves and society in a positive integrated manner. Studies by Burrow (1984) found out that there is a strong relationship between learners occupation aspirations and parents level of education. In the sense that if a parent is an engineer, nurse, judge the children will work towards these professions. Those parents in business are likely to make their children assist in running of the business from an early age. Thus posing a negative impact on participation through absenteeism. Wang, Wildman, & Calhoun (1996) indicated that parents' education and encouragement are strongly related to improved student achievement. Phillips (1998) also found that parental education and social economic status have an impact on student achievement. Students with parents who were both college-educated tended to achieve at the highest levels.

Moreover, children of young, uneducated mothers are less likely to have a good start to their education, do well in class or continue beyond the minimum schooling. Their daughters especially are likely to dropout, marrying young and the cycle begins again because they lack role models right from their homes (Rena, 2006). These to some extent that influences participation in public primary education either negatively or positively (Burrow, 1984). Girls draw role models from the immediate role experience in the home and local community. These contrast their male counterparts whose role models are drawn from many national leaders (UNICEF, 2003). The current study therefore was inclined to investigate whether parental level of education has

significant impact on participation in public primary schools in Athi River district.

### **2.3.2 Size of the Household and participation**

A study by Schiefelbein and Wolff (1992), in America and Europe found that large families are prevalent among low-socio-economic groups, whereas small families occur in high socio-economic groups. They reported that the family size was correlated to test score performance among school leavers.

A study by Murai (2008), in Gatundu district revealed that parental non involvement in learners, learning is a factor which may be determined by family size, parent-child relationship and parent-teacher relationship. And that parental co-operation has a lot to account for academic outcome. Education opportunities for girls have tended to be lower than boys at every level of education. Many parents believe that it pays to educate boys than girls. Gender disparities in education are associated with the parents' discrimination and cultural factors on opportunity cost of educating a daughter as compared to a son. G.O.K (2005a) shows gender parity index of 0.97, with a female transition rate of 48.6%. This shows that most household prefer to take the boy child for further education compared to the girl child given household budget constraints.

These disparities begin early with parents ascribing lower aspirations and expectations to the girl child than the boy child. Male supremacy is advocated



in many cultures in terms of inheritance of homestead, property, and control of family resources (FAWE, 2004). A girl child is given a lower ranking than a boy child and is usually denied opportunities for higher achievement in leadership and for control over productive resources. Early domestic responsibilities among young girls conflict with their pursuit for education. Girls are pulled out of schools to carry out domestic chores such as taking care of young siblings, fetching water, and firewood. These biased gender roles overburden girls reducing their self-esteem while bestowing rights to boys. This gendered division of labour within household makes a girl child to attend school irregularly (Hassan, 2009).

Njoroge (2004) argued that one's position in the family determines his or her chance of completing school in respect to financial constraints. In most cases depending on the size of the family, the first born stands a higher chance of completing school. This is because family burden increases with increase in family members. The first-borns use all family resources hence making it difficult for other siblings to complete the education cycle enrolled.

Income and family size were modestly related to achievement (Ferguson, 1991). Peng and Wright's, (1994) carried out analysis of academic achievement, home environment (including family income) and educational activities and concluded that home environment explained the greatest amount of variance in performance. In conclusion, denying the role of the impact of a student's home circumstances will not help to endow teachers and schools

with the capacity to reduce achievement gaps (Hammer, 2003). With this in mind, it was necessary to investigate the influence of the size and position of a learner in the family on participation in public primary schools in Athiriver district.

### **2.3.3 Home environment and pupils' participation in school**

The family is the primary social system for children. Rollins and Thomas, (1979) found that high parental control were associated with high achievement. Cassidy and Lynn (1991) included a specific factor of the family's socio-economic status, crowding, as an indicator of how being disadvantaged affects educational attainment. They found that a less physically crowded environment, along with motivation and parental support, were associated with higher educational levels of children. Religiosity as an aspect of the family environment is another independent variable possibly influencing academic achievement (Bahr, Hawks & Wang, 1993).

Burrow [1984], observes that emotional and psychological problems found in fatherless homes are complicated by the loss of his economic support and this has many implications for children's schooling. Studies by Chimombo (2005), in Malawi on basic education in developing countries reveals that it is necessity for children to engage in tasks that support household survival limits school participation. For instance girls are more likely than boys to be pulled out of school to go and fetch water or firewood or even take care of their siblings where the mother figure is not available either through death or

divorce. This is especially in rural and urban squatter groups. Further, even where schools are accessible and affordable, households have to realize a net benefit to them. And that apart from the domestic activities, school age children at times engage in economic activities thus breaking the education cycle.

According to Hammer, (2003), the home environment is as important as what goes on in the school. Important factors include parental involvement in their children's education, how much parents read to young children, how much TV children are allowed to watch and how often students change schools. Achievement is not only about what goes on once students get into the classroom. It is also about what happens to them before and after school. Parents and teachers have a crucial role to play to make sure that every child becomes a high achiever.

#### **2.4 Summary of Literature Review**

This study solely focused on home-based factors influencing pupils' participation in Primary education. This study related participation in primary education to home-based factors that may constrain the enhancement such as parental level of education, parental occupation, household level of income, home environment. All the done studies did not focus on the home-based factors influencing pupils' participation in primary education in Athi river district hence called for the researchers' intervention.

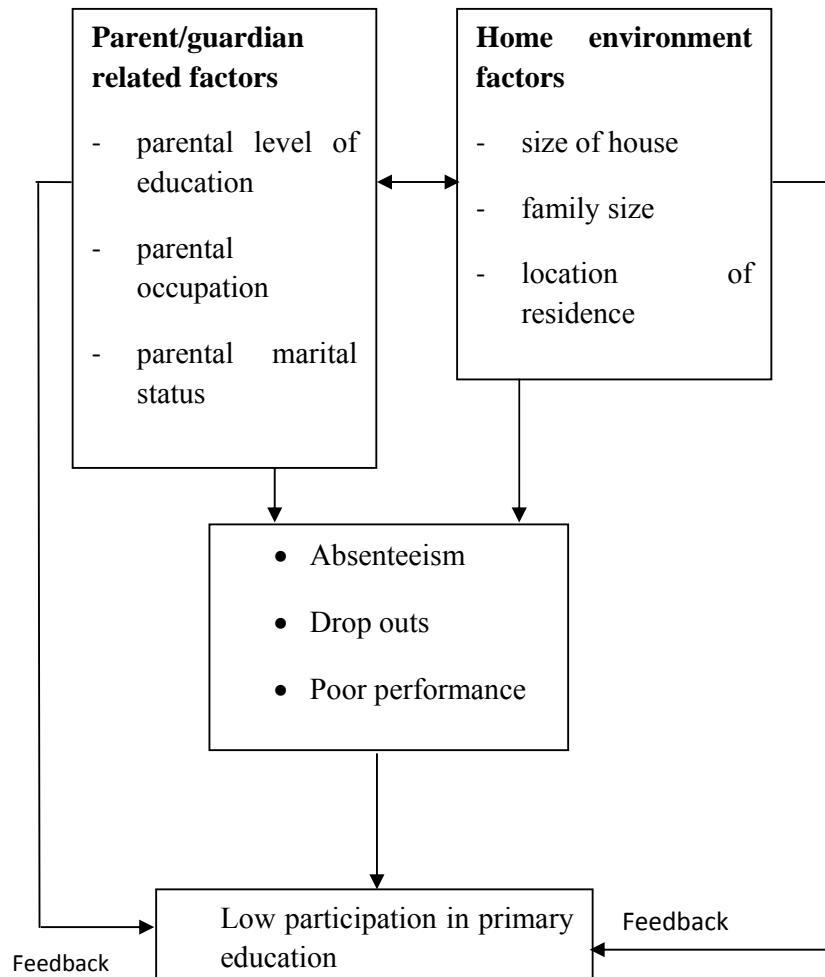
## **2.5 Theoretical Framework**

The study sought to investigate the extent of the influence of home environment on learner participation in primary education. It adopted its theoretical framework from the classical liberal theory of equal opportunities advanced by Horace Mann as cited in Cremin (1959). Mann felt that a common school would be the “great equalizer”. He found “social harmony” to be his primary goal of the school he advocates a school that would be available and equal for all to be part of the birth-right of every American child to be for rich and poor alike.

Classical liberal theory of equal opportunity asserts that each person is born with a given amount of capacity which to a larger extent is inherited and cannot be substantially changed. The theory sought for further going through the education system whose participation was determined on the basis of individual merits and not socio-economic background, gender, geographical barriers and policies. This theory was found relevant for this study because by removing negative home based factors that constrain the enhancement of participation in public primary schools, ideal conditions can be created to implement the vision of equal opportunity where everybody has access to the kind and amount of education that was suitable for his/her inherited capacity. This in return reduced the incidents of poor performance, dropouts and absenteeism which impacts negatively on education.

**Figure 2.1 Conceptual framework**

The conceptual framework on the influence of home environment on learner participation in public primary education.



**Source: Adapted from Abagi and Odipo (1997)**

The conceptual framework illustrates how some factors under study will relate with and influence others. There are various variables which do interact and constrain learners' participation in primary education. The variables identified as constraining the enhancement of participation rates in public primary education are summarized in the conceptual framework. The framework shows that a pupil's home background may have a negative influence on his/her participation in education. Students whose parents have low income, low levels of education and are not in high status employment may not get parental support for their primary schooling. Such families may reside in small crowded houses in the slums. Such family characteristics and home environment may not be conducive for the learner. This will lead to poor performance, high dropout rate and absenteeism.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presented a description of research methodology which was adopted during the study. It dealt with research design, target population, sample size and sampling procedures, research instruments, instruments validity, instrument reliability, data collection procedures and data analysis techniques.

#### **3.2 Research design**

The study adopted the descriptive survey research design to find out home-based factors influencing pupils' participation in primary education in Athiriver district. Gay (2006) notes that descriptive research design determines and reports the way things are. It involves collecting numerical data to test hypothesis or answer questions about the current status of the subject of study.

According to Gay (1981) descriptive survey design is used on preliminary and exploratory studies to allow the researcher to gather information, summarize, present and interpret for the purpose of clarification. The purpose of the design is to study the relationships that exists, practices that prevail, beliefs and attitudes held, processes that are going on, effect being felt or trends that are developing. (Best and Khan, 2001). The design is felt ideal for this study because the topic of the study is educational and will seek to establish the

relationship between the dependent variable (participation) and the independent variables (home environment) without any manipulations. The design will allow respondents to provide their experiences and opinions regarding the variables under study. (Luck and Ruben, 1992, descriptive survey design are used in preliminary and exploratory studies to allow researchers to gather information, summarise, present and interpret for the purpose of clarification (Orodho, 2002). Borg and Gall (1989:5) note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

### **3.3 Target Population**

Borg and Gall (1989) defines population as all the members of a real or hypothetical set of people, event or objects to which a researcher wishes to generalize the results of the study. Population is defined as any group of people or observation or test in which we happen to be interested in (Nisbet and Entwistle 1967). The target population consisted 160 class teachers and 7200 pupils in the 20 public primary schools in Athi river district. 160 class teachers and 7200 pupils from the schools in the district were therefore targeted.

### **3.4 Sample size and sampling procedures**

A sample is a small proportion of target population selected for analysis, (Best, 1977). Sampling is a research technique used for selecting a given number of subjects from a target population (Borg, 1987). According to



Fraenkel and Wallen (2003) a sample with a minimum number of one hundred respondents is essential for studies aimed at making generalizations.

According to Kombo and Tromp (2005), in random sampling all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample size. From the 20 Public Schools, simple random sampling of 20 schools will be used to select 6 schools to be included in the study. All were mixed Primary schools. The recommended class size is 45 by the Ministry of Education. The average streams in public day schools being two; the total number of pupils in class 5 to class 8 in the six (6) schools will be approximately 2160. 10% percent from this population will then be selected for the study. A total of 216 pupils were used to give information on how home environment affects their schooling. A total of 32 class teachers were used. For each of the 6 schools, two class teachers of the selected streams were used in the study. Class teachers are in charge of pupils' record as concerns personal details and daily attendance. Explanation is given to class teachers for the pupils who fail to attend school. Thus class teachers will be in a good position to give information on the extent to which home related factors affect the learners.

**Table 3.1 Sample Size**

<b>Category</b>	<b>Target</b>	<b>Sample size</b>	<b>Percentage</b>
Class teachers	160	32	20
Pupils	2160	280	13
Schools	20	6	30

### **3.5 Research Instrument**

Questionnaires were used as the main research instrument. Mugenda and Mugenda (2003), note that questionnaires are commonly used to obtain important information about population. According to Cohen and Manion (1980), a questionnaire is the best in carrying out an educational inquiry. It also respondents' ideal time to give well thought out answers. Each item in the questionnaire was developed to address a specific research question of the study. The questions were self administered to pupils and class teachers. The pupils' questionnaire consisted of 2 sections. Section one contained questions on background information and questions about who the learner lives with, education level of the parent or guardian and the income of the guardian or parent were asked. In section two of the questionnaire, the questions were on the extent to which the identified factors affect the learners. Respondents were required to give their opinion on what can be done to improve participation.

The questionnaire to the class teachers consisted of two sections. Section (A) will contain questions seeking background information. Questions about factors affecting participation were asked. In section (B), the respondents required to rate the extent to which the identified factors affect participation and will give their opinion on how to improve participation.

### **3.5.1 Validity of Instruments**

Validity according to Mugenda (1999) refers to the accuracy and meaningfulness of inferences based on research results. It is the extent to which an assessment instrument measures what it purports to measure. The validity of the data collected using the instruments will be ensured by adopting the following strategies. First, care was taken when designing to avoid ambiguity to ensure that all respondents understand the questions and respond in accuracy. All variables as contained in the study objectives and research questions will be adequately covered by the instruments by actually using them to guide the design of the instruments. A pilot study was carried out prior to the actual study. The supervisors from the department of education and Administration and planning, University of Nairobi examined the tools and provide feedback to the researcher.

### 3.5.2 Instrument Reliability

Reliability refers to the consistency of the scores obtained; that is how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkel, 2000). The reliability of the research instruments were ascertained by a test and a re-test exercise on the pilot study sample. The instruments were presented to the class teachers and pupils of the selected school. The answered questions in the first test were scored. The same instruments were administered to the same group of respondents after two weeks. The answered questions were again scored. In order to establish the extent to which the degree of content of questions in the two subsequent tests were consistent in eliciting the same responses every time the instrument was administered the Pearson's product moment correlation co-efficient formula was used to compute co-relation co-efficiency.

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

Where n is the number of respondents

X is the score of a respondent on one variable

Y is the score of a respondent on the other variable

When the correlation is found to be closer to 1, then the instrument is considerable reliable. Mugenda and Mugenda (1993) assert that a co-efficient

of 0.80 or more implies that there is a high degree of reliability of data. Therefore, the co-efficient of class teachers questionnaire was 0.99 while those of the pupils was at 0.8. Hence the tools were reliable.

### **3.6 Data Collection Procedures**

The authorization to carry out research was sought from the National Council of Science and Technology before distributing the questionnaires. A copy of the permit and an introductory letter will be presented to the D.E.O Athiriver District. To collect data, the researcher sent letters of introduction and copies of research authorization to the selected schools before hand. The researcher then visited schools and after being granted permission, distributed questionnaires to the selected students and the class teachers.

### **3.7 Data Analysis Techniques**

Before the actual data analysis, the gathered data was validated, edited and then coded. The instruments were checked for completeness. Editing of the instruments was done to scrutinize and check for errors and omissions. Data analysis was performed using both quantitative and qualitative techniques. Quantitative analysis was done where the raw scores were keyed into a computer and percentages computed. Descriptive statistics were used to analyse qualitative data for example the use of percentages and frequencies. Findings were presented using frequency tables. Data was processed using the statistical package for social sciences (SPSS) and was interpreted according to the objectives of the study.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

Presented in this chapter are data analysis, interpretation and discussion of finding. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions have been presented and analyzed together. The analysis of data is presented in both narrative and tabular forms.

#### **4.2 Response rate**

Questionnaire return is the proportion of the questionnaires returned after they were issued to the respondents. Out of the 32 teachers and 280 pupils sampled during the study, 30 teachers and 252 pupils filled and returned the questionnaires. The return rates were above 80 percent for each category hence the returned instruments were deemed adequate for data analysis.

#### **4.3 Demographic data of the class teachers**

This section presents the demographic data of class teachers that were sampled. The demographic data of the teachers was based on their gender, duration they had been in the current school, type of the school that they were teaching, and the class that they were reading. The rationale behind inclusion of these attributes in the analysis is that they help to shed some light on the impact of home-based factors on pupils rate of dropout in public primary

schools. To establish the gender of the teachers, they were asked to indicate their gender. Table 4.1 tabulates their gender.

**Table 4.1 Distribution of teachers according to gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	7	23.3
Female	23	76.7
<b>Total</b>	<b>30</b>	<b>100.0</b>

Data on the gender of the teachers indicated that most of the teachers were female at a percentage of 76.7. This could have been caused by unwillingness of male teachers to teach in schools away from rural areas.

The teachers were asked to state or indicate the duration that they had been in the current school. The result is shown in table 4.2.

**Table 4.2 Duration of the teachers had been the current school**

<b>Years</b>	<b>Frequency</b>	<b>Percentage</b>
Below 1 Year	9	30.0
2 -4 years	6	20.0
4- 6 years	6	20.0
More than 6 years	9	30.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

Data shows that 30.0 percent of teachers had been in the current school for less than 1 year, the same number for teachers for more than 6 years. The class teachers were further asked to indicate the number of pupils that they had in their classes. The data is presented in Table 4.3.

**Table 4.3 Distribution of teachers according total number of pupils**

<b>Pupils</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 20	3	10.0
40 -60	9	30.0
More than 60	18	60.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

Data presented in table 4.3 shows that the majority 60.0 percent of class teachers had more than 60 pupils. The data shows that some classes had number beyond the required 40 pupils per class. This could be attributed to increase in enrollment especially as a result of Free Primary Education. After presenting the demographic data of the teachers, attention was later focused on the demographic data of the pupils. The demographic data of the pupils is presented in the following section.

#### **4.4 Demographic data of the pupils**

This section presents the demographic data pupils that were sampled. The demographic data of the pupils was based on their gender, class, the person they lived with and the education of their parents.



To establish the gender of the pupils, they were asked to indicate their gender. The majority 53.6 percent of pupils were female. The data shows there is relatively equal number of pupils in the primary schools. The pupils were further asked to indicate the classes that they were in. The findings are presented in Table 4.4.

**Table 4.4 Distribution of pupils according to class**

<b>Class</b>	<b>Frequency</b>	<b>Percentage</b>
Class 6	27	10.7
Class 7	95	37.7
Class 8	130	51.6
<b>Total</b>	<b>252</b>	<b>100.0</b>

Data revealed that the majority 51.6 percent of the pupils were from class eight. This implies that these pupils were in the schools for a relatively long time hence was able to provide information on the factors that influence pupils' participation in school.

The researcher wanted to know the person who lives with the pupil at home. The researcher asked the pupils to indicate. Table 4.5 shows the pupils responses.

**Table 4.5 Pupils responses on the person they lived with**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Mother and Father	188	74.6
Mother only	28	11.1
Father only	17	6.7
A relative / guardian	13	5.2
Alone in a rented house	6	2.4
<b>Total</b>	<b>252</b>	<b>100.0</b>

Data shows that the majority (74.6%) of pupils lived with both their father and mother while 11.1 percent of pupils indicated that they lived with their mother only. The data shows that although majority lives with both parents, there were cases of children leaving with one parent or even living alone. Children living with one parent or living alone have a higher risk of not attending school. Data further shows that there were cases pupils in the school who had dropped out of school before completing the course as indicated by teachers.

The teachers were also asked to rate the extent of drop out in their schools. The majority 60.0 percent of teachers indicated that the drop out in their school was often. The teachers further said that their school was experiencing the problem of student absenteeism very often. The data shows children had a high likelihood of dropping out of schools. The study also focused on the

factors affecting participation of pupils at home. This is described in the following section.

#### **4.5 Factors Affecting Participation**

##### **4.5.1 To determine the extent to which parental level of education affects participation of pupils in primary schools in Athi river district.**

The parental level of education plays a significant role to enhancement of participation in education; Kibera and Kimokoti (2007). The parental education and social of the family can positively and negatively influence a child's retention in school. Hence the researcher wanted to determine the extent at which reason for absenteeism and dropping out of school affected participation. Table 4.6 shows teachers responses on the extent at which reason for absenteeism and dropping out of school.

**Table 4.6 Teachers responses on the extent at which reason for absenteeism and dropping of school**

Reason	Most often		Often		Rarely		Never	
	F	%	F	%	F	%	F	%
Take up temporary labour to supplement household income	6	20.0	18	60.0	6	20.0	0	0
Help parents in domestic chores	18	60.0	12	40.0	0	0	0	0
Take up jobs such as "matatu" touts/house helps	0	0	0	0	21	70.0	9	30.0
Persistently attaining poor grades	3	10.0	6	20.0	21	70.0	0	0

NB: F= Frequency      %= Percent

The majority (70.0%) of teachers indicated that rarely pupils take up jobs such as "matatu" touts and working as house-helps and being discouraged by attaining poor grades may have resulted to school dropout. Data also shows that the majority (60.0%) of teachers indicated that oftenly pupils take up temporary labour to supplement their household income. This caused absenteeism and dropping out of school, the same number indicated that the pupils most oftenly helped parents in domestic chores resulting to absenteeism and consequently dropping out of school. The data shows that there were

various causes of pupils drop out from school. Studies by Burrow (1984) found out that there is a strong relationship between learners occupation aspirations and parents level of education. In the sense that if a parent is an engineer, nurse, judge the children will work towards these professions.

The study sought to establish how parental level of education affected pupils' participation in school. To determine the extent to which parental level of education affects participation of pupils in primary schools, the pupils were asked to indicate the education level of their parents. Data is tabulated in Table 4.7

**Table 4.7 Pupils responses on the parents/ guardian education level**

<b>Parent</b>	<b>Primary</b>		<b>Secondary</b>		<b>College</b>	
	<b>Class Eight</b>		<b>Form 4</b>		<b>CPE</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Father	82	32.5	141	56.0	29	11.5
Mother	151	59.9	78	31.0	23	9.1
Guardian	94	37.3	53	21.0	105	41.7

Data revealed that the majority (56.0%) of pupils indicated that their fathers had secondary education whereas the majority 59.9 percent of them indicated that their mothers had primary education. Pupils whose parents are not well educated are unlikely to be serious with their own education and hence have a

higher chance of dropping out of school. The results were echoed by a report by UNICEF (2004) who carried out a research in 55 countries revealing that if an educated girl becomes a mother, she is likely to send her children to school, thereby passing on and multiplying benefits both for themselves and society in a positive integrated manner.

The teachers were further asked to indicate the level of education of the parents of the children in the school. The data is presented in Table 4.8.

**Table 4.8 Teachers rate on the level of education of the parents of children in their school**

<b>Rate on level of education</b>	<b>Frequency</b>	<b>Percentage</b>
Highly educated	6	20.0
Average educated	14	46.7
Not educated at all	10	33.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

Data shows that 46.7 percent of teachers indicated that the parents in their school were average educated while 33.3 percent of teachers said that they were not educated at all. The data confirms that of the pupils where majority of the parents were not educated could affect the education of their own children.

The teachers were further asked to indicate their responses on whether the parental level of education affects pupils' participation in primary schools. The majority (80.0%) of teachers indicated that parental level of education affects pupils' participation in primary schools. These results are also supported by research carried out Rena (2006) who noted the children of young, uneducated mothers are less likely to have a good start to their education, do well in class or continue beyond the minimum schooling. The daughters especially are likely to dropout, marry young and cycle begins again because they lack role models right from their homes. Asked how the parents value the education of their children in their area, they responded as Table 4.9.

**Table 4.9 Teachers' responses on how the parents value the education of their children in their area**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Very highly	4	13.3
Highly	2	6.7
Low	12	40.0
Very low	12	40.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

Data shows that 40.0 percent of teachers indicated that the parents in their area value of education was low while the same number of teachers said it was very low. The data shows that teachers were of the opinion that parents value of

education on their children affected their children's' education. These findings agree with those of UNICEF (2003) who noted that girls draw role models from the immediate role experience in the home and local community while as their male counterparts draw their role models from many national leaders. Asked whether parental level of education influence their sending children to school, it was revealed that the majority (76.7%) of teachers indicated that parental level of education influence their sending children to school. Table shows teachers responses on the extent at which parental level of education influence parents to send their children to school. Pupils were further asked to indicate whether their parents encouraged them to attend school. Table 4.10 presents the pupils responses on whether parents encouraged them to attend school.

**Table 4.10 Pupils responses on whether parents encouraged them to attend school**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	178	70.6
No	74	29.4
<b>Total</b>	<b>252</b>	<b>100.0</b>

Data revealed that the majority (70.6%) of pupils indicated that their parents encouraged them to attend school. The data from the pupils confirmed to the teachers that parents were not interested in the education of their children.



According to Calhoun, Light and Keller (1998), most parents want their children educated and would like to be involved. However, low levels of education in some parents thus feeling incapable; perceiving that they belong to a lower social rank compared to the teachers, unavailability because of schedule conflicts and school resistance to complete parental inclusion are barriers to the involvement of parents in the classroom.

Asked whether they had a role model at home, the majority 81.7 percent of pupils indicated that they lacked a role model at home. Lack of role models may lead to pupils disinterest in education which may lead to pupils dropping out of school. The pupils were also asked to indicate whether their parents /guardian were a role model. The majority (79.0%) of pupils revealed that parent/guardian were not their role model. Asked whether their parent had high level of education, and if they would want to achieve such level, the majority 55.6 percent of pupils indicated that they would like to achieve higher education level than that of their parents. Data implies that the majority of the pupils did not have their parents as role models. This could affect pupils' education since they may not have their parents encouraging them to learn.

Teachers were also asked to indicate on the extent at which parental level of education influence parents to send their children to school. Their responses are presented in Table 4.11.

**Table 4.11 Teachers responses on the extent at which parental level of education influence parents to send their children to school.**

<b>Extent</b>	<b>Frequency</b>	<b>Percentage</b>
Large extent	14	46.7
Little extent	11	36.7
Least extent	5	16.7
<b>Total</b>	<b>30</b>	<b>100.0</b>

Data shows that 46.7 percent of teachers indicated that parental level of education influence parents to send their children to school to a large extent while 36.7 percent of teachers indicated to a little extent. The data shows that parental level of education influence parents to send their children to school to a large extent. The data implies that majority of the parents in the study had low level of education which then affected pupils negatively.

Teachers were further asked to indicate whether parents who were educated were willing to send their children to school. Their responses are presented in table 4.12.

**Table 4.12 Teachers responses on whether parents who were educated were willing to send their children to school**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	5	16.7
Agree	19	63.3
Disagree	5	16.7
Strongly disagree	1	3.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 4.12 shows that the majority 63.3 percent of teachers agreed that parents who were educated were willing to send their children to school while 16.7 percent of teachers strongly agreed with the statement. Asked whether parents who were educated would discriminate which children to take to school and who not to take, the teachers responded as indicated in table 4.13.

**Table 4.13 Teachers responses on whether parents who are educated will not discriminate which children to take to school**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	12	40.0
Agree	15	50.0
Disagree	3	10.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

Data revealed that the majority 50.0 percent of teachers agreed that those who are educated will not discriminate which children to take to school while 40.0 percent of teachers strongly agreed with the statement. The above findings therefore showed that parental level of education had an effect on pupils' participation in school.

#### **4.5.2 To establish the influence of household size on participation of pupils in primary schools in Athi river district.**

Kalter (1989) noted that home environment conditions can positively or negatively influence a child's participation in school. He asserts that children whose parents are divorced presented high occurrences of poor grades or grades below ability and at times exhibit psychological problems such as withdrawal. This may result to dropping out of school. To establish the influence of household size on participation of pupils in primary schools, the pupils were asked to indicate the number of children in their family. Data is presented in Table 4.14

**Table 4.14 Pupils responses on the number of children in the family**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 3 children	85	33.7
Between 3 – 5 children	143	56.7
Between 6 – 8 children	24	9.5
<b>Total</b>	<b>252</b>	<b>100.0</b>

The majority (56.7%) of pupils said that they had between 3 and 5 children while 33.7 percent of pupils had less than 3 children. Data shows that there were cases where families had large number of pupils. When a family has a large number of children it may be challenging to provide for all their educational needs hence leading to pupils not participating in school. These findings agree with Njoroge (2004) who argued that one's position in the family determines his or her chance of completing school in respect to financial constraints. In most cases depending on the size of the family, the first born stands a higher chance of completing school. This is because family burden increases with increase in family members. The first-borns use all family resources hence making it difficult for other siblings to complete the education cycle enrolled.

The pupils were also asked whether their parents / guardians prefer educating some children and not others. The majority (55.2%) of pupils revealed that their parents / guardians prefer educating some children and not others. The

data shows family size was a factor to pupils participation in school. Teachers were further asked to indicate whether parents in their school preferred educating some children and not others. The majority 80.0 percent of teachers indicated that parents in their school preferred education some children and not others. These findings concur with the pupils finding that parents at times preferred educating some children and not others. Asked whether there were parents who preferred to educate boys and not girls, they responded as Table 4.15

**Table 4.15 Teachers’ responses on whether there were parents who preferred to educate boys and not girls**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	28	93.3
No	2	6.7
<b>Total</b>	<b>30</b>	<b>100.0</b>

Findings indicate that the majority (93.3%) of teachers said that there were parents who preferred to educate boys and not girls. The data shows that parents would prefer to educate other pupils and not others due to financial constraints and due to large number children. This therefore affects pupils participation in school.

Teachers were further asked to indicate whether there were cases where the first born were taken to school at the expense of other children. The majority 73.3% of teachers indicated that there were cases where the first born were

taken to school at the expense of other children. The data shows that family preference of education of firstborns was a factor to pupils' participation in school.

Asked whether they had cases where parents withdraw some children from school so as other children can learn, the teachers responded as indicated in table 4.16.

**Table 4.16 Teachers' responses on whether they had cases where parents withdraw some children from school so as other children can learn**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	19	63.3
No	11	36.7
<b>Total</b>	<b>30</b>	<b>100.0</b>

Data revealed that the majority (63.3%) of teachers said that they had cases where parents withdraw some children from school so as other children can learn. The data shows that due to family size, parents withdraw some children from school so as to educate others. This therefore affected pupils' participation in school.

When pupils were asked whether their parents/guardians preferred educating the first born children, the majority (61.1%) of pupils indicated that their parents did not prefer educating the first born children. When teachers were

asked whether parents in their school preferred educating some children and not others, they responded as Table 4.17

**Table 4.17 Teachers’ responses on whether parents in their school preferred educating some children and not others**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	16	53.3
Agree	10	33.3
Strongly disagree	4	13.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

The majority 53.3 percent of teachers strongly agreed that parents in their school preferred educating some children and not others while 33.3 percent of teachers agreed with the statement. When pupils were asked to respond to the same item, the majority (76.2%) of pupils indicated there were cases where parents have preferred educating the firstborns.

#### **4.5.3 To assess the extent to which home environment affects**

##### **participation of pupils in primary schools in Athi river district.**

The family is the primary social system for children. Rollins and Thomas, (1979) found that high parental control were associated with high achievement. Cassidy and Lynn (1991) included a specific factor of the family’s socio-economic status, crowding, as an indicator of how being disadvantaged affects educational attainment. They found that a less physically crowded environment, along with motivation and parental support,



were associated with higher educational levels of children. Hence this study wished to establish how home environment influenced pupils participation in schools, Pupils were for example asked to indicate the influence of home environment on attendance of school. The data is presented in table 4.18.

**Table 4.18 Pupils’ responses on the influence of home environment on attendance of school**

Statement	Always		Frequently		Occasion ally		Seldom		Never	
	F	%	F	%	F	%	F	%	F	%
Lack of bus fare	3	1.2	21	8.3	7	2.8	21	8.3	200	79.4
Lack of Uniform			27	10.7	7	2.8	57	22.6	161	63.9
Lack of books	4	1.6	124	49.2	42	16.	6	2.4	76	30.2
Help parents in domestic chores					7					
Domestic quarrels	15	6.0	139	55.2	7	2.8	8	3.2	83	32.9
School fees / Levies not paid	90	35.7	39	15.5	22	8.7	8	3.2	93	36.9
Take up a temporary Job to Supplement family income	8	3.2	113	44.8			17	6.7	114	45.2
	10	4.0	45	17.9	3	1.2	25	9.9	169	67.1

Data shows that the majority (79.4%) of pupils indicated that lack of bus fare never contributed to attendance of school. The majority (63.9%) of pupils

indicated that lack of uniform never contributed to school attendance. The majority (49.2%) of pupils said that lack of books frequently influenced attendance of school. Data further shows that the majority (55.2%) of pupils indicated that helping their parents in domestic chores frequently contributed to school attendance while the majority (67.1%) of pupils indicated that take up of temporary job to supplement family income never contributed to school attendance. This finding agrees with a study by Hassan (2009) who noted that poverty may also impact negatively on girls than boys. The majority of the pupils may fail to attend school from poor households are girls. Parents from poor households may choose not to send their children to school because the direct cost which they have to meet may be too great for them. Such costs still exist even with the universal free primary education (UPE). Parents incur expenditure on school uniforms, stationery, transport and lunches. They also have to contribute towards construction or maintenance and repair of school buildings. Poor households depend upon the labour of their children in order to supplement household income by children undertaking household tasks which liberate adults for other remunerated work.

Class teachers were asked to indicate the extent at which family conflicts e.g. divorce of parents caused absenteeism and dropping of school. The majority (60.0%) of the teachers indicated that family conflicts e.g. divorce of parents most often caused absenteeism and dropping of school. These results agree with Chimombo (2005), in Malawi on basic education in developing countries

reveals that it is necessity for children to engage in tasks that support household survival limits school participation. For instance girls are more likely than boys to be pulled out of school to go and fetch water or firewood or even take care of their siblings where the mother figure is not available either through death or divorce. Asked whether lack of bus fare caused absenteeism and dropping of school, they said that it rarely contributed. Table 4.19 shows pupils responses on the influence home environment influence on participation.

Table 4.19 presents teachers responses on the influence of home environment on attendance of school.

**Table 4.19 Teachers responses on the influence of home environment on attendance of school**

Statement	Most Often		Often		Rarely		Never	
	F	%	F	%	F	%	F	%
Parent/Guardians failure to pay school levies	3	10.0	18	60.0	3	10.0	6	20.0
Girls opting to get married instead of continuing with education			3	10.0	18	60.0	9	30.0
Help in family business	3	10.0	12	40.0	12	40.0	3	10.0
Teenage pregnancies	6	20.0	9	30.0	12	40.0	3	10.0

The majority (60.0%) of teachers indicated that parent/guardians failure to pay school levies often influenced home environment on attendance of school, the

same number of teachers indicated that girls opting to get married instead of continuing with education rarely influenced while 40.0 percent of teachers indicated that pupils helping in the family and teenage pregnancies rarely influenced home environment on attendance of school. The result agrees with Burrow (1984) who noted that those parents in business are likely to make their children assist in running of the business from an early age thus posing a negative impact on participation in education through absenteeism. They also agree with Hassan (2009) who also noted that some religious and cultural beliefs in Kenya hinder girls from attending schools while some communities marry off their girls at a very early age especially at the time when they are supposed to join form one. UNESCO (2003) also noted that this is the time when girls start maturing at the age of 12 – 14 years. As girls become adolescents, teenage pregnancy becomes a major factor in secondary school drop outs. Pregnancy before marriage is considered stigmatizing in societies. To avoid embarrassment, parents in rural areas marry their daughters off as soon as they reach puberty.

Teachers were asked to indicate the other home based factors that constrain participation of pupils in public primary schools. The table 4.20 presents teachers response on the other home based factors.

**Table 4.20 Teachers’ responses on other home based factors that constrain participation of pupils in public primary schools**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Pupils being affected by HIV and poverty due to unemployment of pupils’ parents	6	20.0
Distance from home to school	6	20.0
Family chores and violence in the family	3	10.0
Parent divorce and child labour	6	20.0
Lack of basic needs and motivation	9	30.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

About 30 percent of the teachers noted that lack of basic needs and motivation was some of the constraints that barred pupils from participation in public primary schools. Data also shows that 20.0 percent of teachers indicated that pupils were affected by HIV and poverty due to unemployment of pupils’ parents and the distance from home to school constrained participation of pupils in public primary schools.

Pupils were asked to indicate the extent at which they were affected as day school learners. The data is presented in Table 4.21.

**Table 4.21 Pupils responses on the extent at they were affected as a day school learners**

Statement	Very Much		Much		Not Much		Never	
	F	%	F	%	F	%	F	%
Get late to school and is punished/locked out for the day	54	21.4	71	28.2	47	18.7	80	31.7
Fail to study at home because you arrive late	118	46.8	14	5.6	41	16.3	79	31.3
Fail to study at home because of noise/other interference from neighbours	159	63.1	14	5.6	29	11.5	50	19.8
Fail to study at home because parents/guardians do not care whether you study or not	73	29.0	20	7.9	30	11.9	129	51.2
No space/room to study in	98	38.9	35	13.9	24	9.5	95	37.7

Data shows that 31.7 percent of the pupils indicated that getting late to school and is punished/locked out for the day never affected them as a day school learners, 46.8 percent of pupils indicated that failure to study at home because they arrived late affected them very much. Data further shows that the majority 63.1 percent of pupils indicated that failure to study at home because

of noise/other interference from neighbours affected them very much while 38.9 percent of pupils indicated that lack of space/room to study in affected them very much as a day school learners.

#### **4.5.4 Explore possible intervention measures that need to be put in place to curb low participation of pupils in primary schools by the school management in Athi River district.**

The study also sought to possible intervention measures that need to be put in place to curb low participation of pupils in primary schools by the school management in Athi river district. Teachers were asked to indicate what could be done to solve the problems, they indicated that the pupils should change their behavior, parent to support them, installation of electricity in every home and educate parents on importance of education. To further explore possible intervention measures that need to be put in place to curb low participation of pupils in primary schools by the school management, teachers were asked to indicate the measures to enhance participation in public primary schools; their responses were where as in Table 4.22.

**Table 4.22 Teachers responses on measures to enhance participation in public primary schools**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Encourage pupils, guidance and counsel	6	20.0
Provide free and fair education to all pupils	6	20.0
Provide feeding programme and well-wishers to help parents	6	20.0
Talk to parents over problems facing the pupils	6	20.0
Educate community on importance of education	3	10.0
Parents to motivate pupils on matters concerning education	3	10.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

Data shows that 20.0 percent of teachers suggested that pupils should be encouraged, guided and counseled by parents and teachers; provided with free and fair education, provide feeding programme by the government; well-wishers to help parents and talk to parents over problems facing the pupils. When students were asked to indicate other problems related to their home that affected their learning as a day school pupil, they said that there was lack of electricity, social influence, lack of parents understanding, domestic violence. Pupils further revealed that there was an inadequate primary need,



un-conducive environment for studies, insecurity in the area and a lot of chores at home.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter focuses on the summary, conclusions, recommendations and suggestions for further research.

#### **5.2 Summary of the study**

The purpose of this study was to determine the extent of influence of home environment on learner participation in primary education in Athi River District. Five questions guided the study. Research question one sought to determine the extent to which parental level of education affects participation of pupils in primary schools in Athi river district. Research question two sought to establish the influence of household size on participation of pupils in primary schools in Athi river district. Research question three aimed at assessing the extent to which home environment affects participation of pupils in primary schools in Athi river district while research question four sought to explore possible intervention measures that need to be put in place to curb low participation of pupils in primary schools by the school management in Athi river district.

The study adopted the descriptive survey research design to find out home-based factors influencing pupils' participation in primary education in Athi River district. The sample comprises of 280 pupils and 32 teachers. Data were collected by use of questionnaires and were analysed by use of qualitative and quantitative techniques.

### **5.3 Summary of the study findings**

Findings revealed that parental level of education affected participation of pupils in primary schools in Athi River District. The findings revealed that majority of the pupils' fathers had secondary education. The findings revealed that the majority of the mothers had primary education while 41.7 percent of their guardian had college level of education. The findings indicate that there was relatively large number of pupils whose parents had primary level of education. The findings revealed that parental level of education influenced parents sending their children to school. The majority of the pupils indicated that their parents encouraged them to attend school.

The finding revealed that 81.7 percent of pupils lacked a role model at home and that most pupils' parent/guardian were not their role model. The findings further revealed that most teachers agreed that parents who were educated were willing to send their children to school.

Findings further revealed that household size affected participation of pupils in primary schools in Athi River District. The findings revealed that most households had between 3 and 5 children. The findings revealed that parents/guardians prefer educating some children and not others as revealed by the teachers and children. Findings revealed that there were parents who preferred to educate boys and not girls; and there were cases where parents have preferred educating the firstborns.

The findings further revealed home environment affected participation of pupils in primary school. The finding revealed that take up of temporary labour to supplement household income by pupils never caused absenteeism and dropping of school while going to help parents in domestic chores contributed. The findings revealed lack of learning materials like books, pencils frequently influenced participation. The findings also revealed that family conflicts e.g. divorce of parents most often caused absenteeism and dropping of school.

There were intervention measures that need to be put in place to curb low participation of pupils in primary schools by the school management in Athi River district. For example, respondents indicated that the pupils should change behavior, parent to support them, installation of electricity in every home and educate parents on importance of education.

Teachers suggested that pupils should be encouraged, guided and counseled, provided with free and fair education, provide feeding programme and well wishers to help parents and talk to parents over problems facing the pupils. While pupils revealed that there was lack of electricity, social influence, lack of parents understanding and domestic violence. Pupils further revealed that there was an inadequate primary need, un-conducive environment for studies, insecurity in the area and a lot of chores at home.

#### **5.4 Conclusion**

Based on the findings, the study concludes that parental level of education affects participation of pupils in primary schools in Athi river district. There is a relatively large number of pupils whose parents had primary level of education so not willing to send their children to school. Pupils whose parents are not well educated are unlikely to be serious with their own education and hence have a higher chance of dropping out of school. Pupils did not have role models. Lack of role models may lead to pupils disinterest in education which may lead to pupils dropping out of school. Pupils did not have their parents as role models. This could affect pupils' participation since they may not have their parents encouraging them to learn.

The study further concluded that household size affected participation of pupils in primary schools in Athi river district. For example, there were cases

where families had large number of pupils which may be challenging to provide for all their educational needs hence leading to pupils not participating in schools. Parents would prefer to educate other pupils and not others due to financial constraints and due to large number of children which may affect pupils' participation in school. The study also concluded that home environment affected pupils' participation in school. Pupils said that lack of books frequently influenced. Pupils could also miss out school to help their parents in domestic chores. Parent/Guardians failure to pay school levies often influenced home environment on attendance of school.

## **5.5 Recommendations**

The following are the recommendations for the study.

- a) Parents and communities should be sensitized on the need for their children to acquire education.
- b) There is need to educate families on the importance of having a manageable number of children that they are able to support so as children who have a right to education are not left out of school.
- c) There is need for the government to empower families so as they can let their children attend schools without having to leave or miss out school to participate in funding for the family.

## **5.6 Suggestions for further research**

The following are areas of further research

- i. Influence of economic status of the family on pupils participation in schools.
- ii. Influence of pupils characteristics on their participation in schools.
- iii. Influence of free primary education on pupils access to education.

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**APPENDICES**  
**APPENDIX I: LETTER OF INTRODUCTION**

University of Nairobi  
Department of Educational Administration and Planning  
P.O. Box 92  
Kikuyu

Date: .....

The Headteacher,  
..... Primary School  
Athiriver

Dear Sir/Madam,

**RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOL**

I am a post graduate student at the University of Nairobi undertaking a Master of Education course in Educational Planning and Administration. I am carrying out a research in Athi river district as a requirement to complete the course.

Your school has been randomly selected for this study. Please allow me to carry out research in the school among class teachers and pupils.

This research is purely for academic purpose and therefore be assured that the information collected will be treated with utmost confidentiality and will not be used anywhere else beyond the study.

Thanking you in advance

Yours faithfully,

**Lucia N. Mbondo**

## APPENDIX II

### QUESTIONNAIRE FOR CLASS TEACHERS

Dear Respondent,

The information you will give will be of benefit to the researcher in accomplishing her academic goal. Please respond to the items honestly. The information you give will be held in total confidence and used only for the purpose of the study. Kindly answer the questions honestly and accurately by ticking the appropriate choices given.

Thank you.

#### Section A: Background information

1. What is your gender?

Male

Female

2. What is the type of your school?

Boys Day

Girls Day

Mixed Day

Others Please specify \_\_\_\_\_

3. For how long have you been a teacher in this station?

---

4. In which class are you a class teacher?

\_\_\_\_\_

5. What is the total number of students in your class?

\_\_\_\_\_

6. Are there cases of students in your class who have dropped out of school before completing the course? Yes  No

7. If your answer to question 6 above is Yes, how would you rate the extent?

Often  Rarely

8. Is your school experiencing the problem of student absenteeism?

Yes  No

9. If your answer to question 8 above is Yes, how would you rate the extent?

Often  Rarely

### **Section B: Factors Affecting Participation**

The following are some of the factors affecting pupils' participation in primary education.

Please give your opinion by ticking the appropriate column.

No.	Reason for Absenteeism/Dropping out of school	Most Often	Often	Rarely	Never
1	Take up temporary labour to supplement household income				
2	Help parents in domestic chores				
3	Take up Jobs such as "matatu" touts/house helps				
4	Discouraged by persistently attaining poor grades				
5	Family conflicts eg. Divorce of parents				
6	Lack of money for busfare				
7	Parent/Guardians failure to pay school levies				
8	Girls opting to get married instead of continuing with education				
9	Help in family business				
10	Teenage pregnancies				

11 Briefly state other home based factors that constrain participation of pupils in public schools.

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12 What can be done to enhance participation in public primary schools?

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**Thank you for your cooperation**

**APPENDIX III**  
**QUESTIONNAIRE FOR PUPILS**

Dear respondent

The purpose of this questionnaire is to enable the researcher to obtain information about factors that affect your education especially as a learner in a public school. Kindly answer the questions honestly and accurately. Use a tick or write a brief comment in the spaces as appropriate. Confidentiality is guaranteed.

Thank you.

**Section A: Background Information**

1. What is your gender?

Male

Female

2. What is the type of your school?

Boys Day

Girls Day

Mixed Day

Others Please specify \_\_\_\_\_

3. In which class are you?

Class 5

Class 6

Class 7

Class 8



4. Who do you live with when school is in session?

Mother and Father	
Mother only	
Father only	
Relative / guardian	
Rented house	

5. What is the highest level of education of the parent / guardian you live with when school is in session?

	No Education	Primary Education	Secondary Education	College Training
Mother				
Father				
Guardian				

6. How many school going brothers and sisters do you have?

\_\_\_\_\_

7. How many people live in the home where you reside in during school days? \_\_\_\_\_

**Section B: Home Environment Influence on Participation**

Please tick the appropriate column according to your rating.

8. To what extent do the following contribute to your failure to attend school at times?

	<b>Reason</b>	<b>Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>Never</b>
a	Lack of busfare					
b	Lack of Uniform					
c	Lack of books					
d	Help parents in domestic chores					
e	Domestic quarrels					
f	School fees / Levies not paid					
g	Take up a temporary Job to Supplement family income					

9. To what extent do the following affect you as a day school learner?

	<b>Reason</b>	<b>Very Much</b>	<b>Much</b>	<b>Not Much</b>	<b>Never</b>
A	Get late to school and is punished/locked out for the day				
B	Fail to study at home because you arrive late				
c	Fail to study at home because of noise/other interference from neighbours				
D	Fail to study at home because parents/guardians do not care whether you study or not				
E	No space/room to study in				

Any other

---

10. Briefly state other problems related to your home that affect your learning as a day school pupil.

---



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11. Briefly state what can be done to solve problems mentioned above.

---

**Thank you for your cooperation.**

## APPENDIX: IV: LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/986**

Date: **10<sup>th</sup> June 2013**

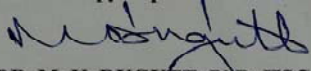
Lucia Ndungwa Mbondo  
University of Nairobi  
P.O Box 92-0902  
Kikuyu.

#### RE: RESEARCH AUTHORIZATION

Following your application dated 3<sup>rd</sup> June, 2013 for authority to carry out research on "*Home based factors influencing pupils' participation in primary education in Athi River District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Athi River District for a period ending 31<sup>st</sup> August, 2013.

You are advised to report to the **District Commissioner and District Education Officer, Athi River District** before embarking on the research project.

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


  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The District Commissioner  
The District Education Officer  
Athi River District.

**APPENDIX IV  
RESEARCH PERMIT**

**PAGE 2** **PAGE 3**  
**Research Permit No. NCST/RCD/14/013/986**  
**Date of issue 16<sup>th</sup> June, 2013**  
**Fee received KSH. 1000**

**THIS IS TO CERTIFY THAT**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Lucia Ndungwa Mbondo**  
**of (Address) University of Nairobi**  
**P. O Box 92-0902, Kikuyu**  
**has been permitted to conduct research in**  
**Location**  
**Athi River District**  
**Eastern Province**  
**on the topic: Home based factors influencing**  
**pupils' participation in primary**  
**education in Athi River District,**  
**Kenya.**



**Applicant's Signature** *Lucia Ndungwa Mbondo*  
**For Secretary**  
**National Council for**

**CONDITIONS**

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

**REPUBLIC OF KENYA**  
**RESEARCH CLEARANCE PERMIT**

