Factors Influencing Access To Basic Education: A Case Of Lokori Division Turkana County

This study was undertaken to investigate factors influencing access to basic education in Lokori division of Turkana County in North Western Kenya. The purpose of the study was to assess the factors influencing access to basic education in lokori division, Turkana county. This study is important because it will give direction to address the specific problems affecting access to basic education in Lokori division. The study targeted a total of 38,756 community members who formed the information providers and users. This included, 620 households principle caregivers, community structures such as 2 Area Advisory Council (AAC), 6 SMCs, 2 PTAs, 3 NGOs officials and 1 Ministry of education district and 2 division officials. Data was collected using quantitative data collection tools (HH questionnaire), focus Group Discussions (FGD), key Informant Interviews and through observation. The reliability of the instruments was established by use of pre-test method. The researcher has used the validity of the instruments by securing expert judgment from the supervisors and other education officials. Data was collected using questionnaires on the target population. The chiefs and village elders participated in the study through focus group discussions. The data from the interview and focus group discussions was carefully read and coded and responses were analyzed deductively through SPSS computer program. The study, paradoxically, revealed that household economic status played a significant role in school access, learning environment. whereas cultural factors such as nomadism, cattle rustling, parental negligence and ignorance of their roles in education provision, poverty among the majority of parents and insecurity played a major role in hindering access to basic education in the area. This study recommends that more boarding schools be established in the area of study to enable children at risk of negative cultural practices, and those staying far from schools to stay in school. The study also recommends that a sensitization programme be undertaken by education stakeholders in the area to improve understanding of the parents roles and responsibilities in the provision of education opportunities to learners.