FACTORS INFLUENCING ACCESS TOBASIC EDUCATION;A CASE OF LOKORI DIVISION TURKANA COUNTY

BY

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DECLARATION

The undersigned declare that this project is my original work and has not been submitted in any other university for a degree award

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L50/71764/2008

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DEDICATION

This study work is dedicated to my wife Ruth Mukhisa ,sons Adiel Prosper and Ariel Praise.

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ABBREVIATIONS AND ACRONYMS

AAC : Area Advisory Council

FP&SE : Free Primary & Secondary Education

FPE : Free Primary Education

MDGs : Millennium Development Goals

NAEP : National Assessment of Educational Progress

NGO : Non-Governmental Organization

PTA : Parents Teachers Association

SMC : School Management Committee

UNESCO : United Nations Education and Social Organization

ABSTRACT

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.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The United Nations (UN) Bill of Rights guarantees the provision of education to everyone in the world at a very minimal or no cost (Article 26 of the Universal Declaration of Human Rights), based on which the UN has declared education as a basic human right for every person. At the Jomtien world conference on Education for All (EFA), (Unesco, 2000), the governments of the world committed themselves to provide children around the world with access to good quality basic education (Hunt, et al, 2011), following which education has been recognized as an indispensable weapon for human and national development that urged both national and international laws to declare it as a basic human right (World Education Report, 2000) Education to the general public not only improves their general standard of life but also they become capable of understanding and participating in the socio political discourses to makes their voice known in an increasingly congested environment of ideas and competing interests (Psacharopoulos and Woodhall,1985).

Issues related to access to basic have dominated the world forums and conferences (Unesco, 2000) on education due to the fact that education is considered a basic human right and everyone needs to be made available of. Education is considered the most effective way to reduce poverty, give people opportunity to improve their lives and raise their voice, improve their health, productivity and foster participation in civil society (Acemoglu, Daron, and Angrist, 2000; Preece, 2007). Education broadens employment opportunities; increases income levels, improves child and maternal health and helps to slowdown the transmission of major preventable diseases in the world including HIV/AIDS. The benefits of education extend beyond the family to the wider community and even the nation (Psacharopoulos and Woodhall, 1985).Increasing the number of pupils' who finish school leads to economic growth, social and political stability, decline in the

crime rate, improved social services, adoption of new agricultural innovations, improved family health (Foster and Rosenzweig, 1996; Schultz, 2002; Glewwe, 2002). Empirically, there is a strong negative correlation between educational attainment and various measures of crime (Freeman, 1996; Hjalmarsson, 2006).

While the need to provide education to all those eligible remains a fundamental requirement to communities and governments, it is reported as of 2006, more than 125 million children around the world lacked such fundamental human right and did not attend school or any type of educational institutions (UNESCO, 2006, Oxfam, 2005); These figures have continued to decrease over the years especially after the Education for all interventions (Unesco, 2011) majority of such children reside in low- and middle- income countries, especially in the Asian and sub Saharan African nations. These two regions still experience many hurdles in terms of access to education opportunities which is a result of, historical injustices, activities of early missionary activities, increasing urbanization and the existing political environment (Achoka et al, 2007) these conditions have continued to perpetuate inequity to education access at all levels. While these factors are formidable, the international community has the power to fulfill the promise of the Millennium Development Goals (MDGs) and guarantee every child access and participation in education by 2015 (UNESCO, 2000, 2003). The joint position paper for Oxfam GB and Action Aid (Education for All: A compact for Africa) declares the problem of primary education access and participation to be acute in sub-Saharan Africa. It states that Almost half of primary school ages going children in Africa – over 40 million children - are not in school and sixteen countries suffered a decline in enrolment rates in the first half of the 1990s. Kenya's enrolment rates showed this general declining Migosi et al. 309 trend in the quoted years and recorded a gross enrolment rate of 86.9% in the year 1999 down from an all time high GER of 95% in 1989 (Elimu Yetu Coalition, 2005). The government of Kenya recognized that both regional and gender disparities were evident in this poor enrolment show and this was more pronounced in the ASAL counties and pockets of poverty in the urban slums (MOEST, 2001: 25).

The Republic of Kenya report (1999), popularly known as Koech report observed the same about the ASAL areas. These regions of Kenya would require affirmative action in order to address the inequalities that had caused them to lag behind in accessing and participating in education. These report stated as follows concerning education access in ASAL areas: ASAL counties have specific problems which affect access seriously than those experienced by more economically productive counties. Such factors include a poor economic base, poor communication and infrastructure, lack of water, the nomadic way of life insecurity and socio-cultural practices (Republic of Kenya 1999: 80). This discouraging scenario can be addressed with the support of governments, development partners and communities with proper commitment. The declaration of the Free Primary Education (FPE) policy in January 2003 by Kenya government (Republic of Kenya, 2005) was a move in the right direction to try and address some of the concerns raised in the Koech report. However, this policy lacks the affirmative action component to make it more relevant to areas that have been underdeveloped over long periods of time (Crosby, 2003).

Despite the introduction of the FPE policy, Turkana county just like other ASAL counties in Kenya, has continued to lag behind in education access with little care from the stakeholders to address them (Achoka, 2007). It is in the interest of Kenya as a country that education access for the pastoralist children be given a fresh look and those factors that hinder pupils' access and participation in primary school education in Kenya be identified and tackled with haste so as to enhance the achievement ofthe EFA goal. One of the main factors that can explain low levels of participation in primary education in the county is the harsh climatic conditions and environment and the nomadic life style of the people. Another factor is the high poverty level index that is noted in the urban as well as rural areas of the county (Republic of Kenya TDDP, 2002-2008). Due to inadequate resources, there arise frequent conflicts between the Turkana pastoralists and their neighbours both in and outside Kenya which causes insecurity and lose of lives (Republic of Kenya TDDP, 2002-2008). It is against this background that this study was undertaken to have a closer look at the factors education access in Turkana County. Although there are factors

enhancing access and participation of pupils' in primary education such as the 310. Univers. J. Edu. Gen. Stud. introduction of FPE policy in 2003, the influencing factors are also overwhelming, requiring concerted efforts by education providers to address effectively (Deininger, 2003). Literature review of Turkana County reveals existence of disparities even within the different geographical areas of the county thereby creating inequity within an already marginalized and unequal region of Kenya (Republic of Kenya TDDP, 2002-2008).

Generally,in Lokori, there are special pit falls that pose challenges to enrolment and retention rate of school age going children who have continuously dropped out of school due to nomadic cultural life style that divert focus of children from educational issues to cultural lifestyle's.Even where the government has tried cost sharing, enrollment rates have remained low and school dropout rates have continued to be high. According to UNICEF report (2005) on Social Budgeting Initiative – A case of Turkana District, done in October 2005, net enrolment rates (NER) for primary schools in Kenya were at 65%. It is only after FPE was introduced that the NER increased from 69% in the year 2000 to 77% in 2003.

A world Vision Kenya Evaluation Report done in 2008 revealed that net enrolment rates were 56% .The balance is still unfavorable to girls reporting 51.2% as compared to boys at 59.3%. This is in comparison with the figures of 46.4% and 53.6% respectively for girls and boys between 5-18 years in the year 2004 report. Other inherent problems include low retention and transition rates. According to the evaluation report, the number of children failing to proceed to school has declined drastically. It is reported that 6.8% of the households reported failure by a child to proceed to secondary education due to parental neglect, limited access to educational facilities and opportunities because of inadequate fess occasioned by widespread poverty levels, migratory life styles affecting the concentration of children in schools, insecurity, child labour, early marriages for girls, and old age entrants due to FPE & FSE putting pressure to the school facilities.It is with this background that the focal problem influencingaccess to basic educationin Lokori Division has to be investigated.

1.2. Problem statement

Since independence, Kenya as a sovereign country has had challenges in the provision of basic education to her citizen race, ethnic group, religion and way of life notwithstanding due to financial constraints and perhaps due to lack of political will. The status of education in Lokori Division cannot be linked to the economic constraint of the country but due to lack of political will that has perpetrated political injustices. A survey carried out by World Vision Kenya in 2004 to assess the education status in Lokori Division, revealed that: enrolment rates stood at 53%, literacy level at 38%, and transitions at 46%. According to the survey adequacy of education facilities were still far much to be developed to acceptable standard.

Even with the introduction of the Free Primary Education (FPE) by the Government of Kenya in 2003, Turkana District generally and Lokori Division in particular still register low net enrolment rates (NER) for primary schools, standing at 53% compared to the national rate of 77% (KDHS 2009). According to the 2004 World Vision program evaluation report, education access in Lokori division is low which is portrayed by low enrollment rates, low retention and transition rates, and poor performance in national examinations at both primary and secondary school levels.

Globally, education remains a basic child right. The introduction of Free and Compulsory Primary Education in 2003 in Kenya enabled many children access primary education all over the country. Enrolment figures almost doubled from 5.9 million to 9.7 million children with the NER increasing from 77 percent in 2002 to nearly 84 percent in 2005.

Despite the FPE initiative declaration in 2003, there were 1.7 million who were not able to access education through the formal education system in 2004. These included children

mainly from pastoral communities1. The net enrolment rates stood at 83.2% in 2005, from 67.8% in 2000. In the larger Lokori Division, many children despite accessing primary education do not proceed to complete higher levels of education due to many factors among them cultural constraints, poverty and a low number of schools leading to longer walking distances by children.

The Republic of Kenya Report (1999), popularly known as the Koech Report also observed the same about the ASAL areas. These regions of Kenya require affirmative action to address the inequalities that caused them to lag behind in accessing and participating in education. The report depicted ASAL Counties as having specific problems which affect access than those experienced by more economically productive Counties. Such factors include a poor economic base, poor communication and infrastructure facilities, lack of water, the nomadic way of life, insecurity and socio-cultural practices (Republic of Kenya 1999: 80).

The declaration of the Free Primary Education (FPE) policy in January 2003 by Kenya government was a move in the right direction to try and address some of the concerns raised in the Koech report. However, this policy lacked the affirmative action component to tackle problems relating to the marginalized communities (Alubisia, 2005).

Despite the high rising value of education, both as a right and for good jobs both self and white collar employment field, education status in Turkana County keeps on detorariating.According to the Kenya National Bureau of Statistics (2009) Turkana County was ranked number 46 out of 47 counties with 18.1% population which can read and write compared to national standings of 66.4%. When this analysis is narrowed down to Lokori Division where cases of insecurity and moranism are high the education status could be alarming. According to KDHS (2009) about 70% of adults in Turkana County are unable to read or write in any language. Furthermore 40% of school going age children does not attend school (Diocese of Lodwar 2010). This study therefore aims at assessing, exploring

and document the root causes behind the deterioratingaccess to education in Lokori Division.

1.3. Purpose of the study

The purpose of the study was to assess the factors influencingaccess tobasic education in lokori division, Turkana county.

1.4. Objectives of the study

This study was guided by the following specific obectives;

1. To assess the influence of Household economy on access to basic education in Lokori division
2. To determine the influence of gender roles socializationon access to basic education in Lokori division
3. To establish the influence of learning environment on access to basic education in Lokori division
4. To assess the influence of normadism on access to basic education

1.5 Study Questions

1. How does household economy influence access to basic education in Lokori division?
2. What is the influence of gender roles socialization on access to basic education in Lokori division?
3. What is the influence of learning environment on access to basic education in Lokori division?

1.6. Significance of the Study

Thisstudy is important because it will give direction to address the specific problems affecting access toeducation in Lokori division. Accumulating amicable and all the possible

solutions hypothetically to those problems will provide direction to the following organization on how to improve the access to of education in the study area.

1) Government
2) Educational institutions
3) Nongovernmental organizations

There are so many actors in the study area addressing education problems, but as indicated in the background the status of access to education is still low. So this study will establish the reason why the status are still low and explore the root causes and provide information to the actors on how the problems can be addressed.

1.7. Delimitation of the Study

This studywas carried out in Lokori division focusing on factors influencing access tobasic education in Lokori division, in this study the factors influencingaccess tobasic education indicators and there possible causes as outlined in the objective section has been determined and measuredusing descriptive statistical methods. Specific Proven study and cites of all study sources and related literature was used. The studyobjectives wereachieved because all the independent variables and dependent variables were measurable. The methods that were used in this study were both explanatory and descriptive. Therefore it was easier to interpret, give arguments and validate the information that was collected. The timeframe provided for this study was also realistic for data collection, analysis and interpretation of the findings. The sample size was representative because it was done in such a way that the area is clustered and systematic sampling applied in picking the number of clusters then characteristics of the community in every cluster stratified and respondents in each cluster was randomly sampled.

1.8. Limitations of the Study

The factors that are likely going to present challenges in this study are the high insecurity cases in the study area due to frequent cattle rustling between the pokot and Turkana communities. However I am planning to overcome this by proper timing in such a way that data is collected during when key activities of NGOs. For examples NGOs like world vision usually give relief for a period lasting not less than 7 days every month. During that time security is usually beefed up by the sub county government.

Another challenge may be on respondents demanding payments before interviewed, because Lokori is an area with many NGOs and some of them give hand outs to the community members for them to be accepted to operate in the area. This challenge will be overcame by first of all meeting with the gatekeepers to explain the usefulness of the study findings to the promotion of education in the area who will then meet people in kraals to explain to them why theyshould not be paid to respond to the questions.

1.9. Assumptions of the Study

a). The sample size was representative of the populations of Lokori community.

b) Information on access to education indicators is available for literature review

c) Respondents were truthfully answer the questions

1.10. Definitions of Significant Terms

Basic Education– refers to the whole range of educational activities taking place in various settings (formal, non-formal and informal), that aim to meet basic learning needs. According to the International Standard Classification of Education (ISCED), basic education comprises primary education (first stage of basic education) and lower secondary education (second stage). In countries (developing countries in particular), Basic Education often includes also pre-primary education and/or adult literacy programs (UNESCO, 2012)

Literacy–The ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts.

Household economy– Refers to how particular family earn a living in terms of the tasks they do to survive and their overall disposable income

Learning environment- are typically constructivist in nature, engaging learners in "sense-making" or reasoning about extensive resource sets. Learning environments typically include four components: an enabling context, resources, a set of tools, and scaffolds (Hannafin, Land, & Oliver, 1999).

Gender roles socialization- is a set of social and behavioral norms that are generally considered appropriate for either a man or a woman in a social or interpersonal relationship

1.11. Organization of the study

Chapter one presented the background of the study expressing the need to establish the factors influencingaccess toeducation problems and why Lokori was chosen as a study area. The objectives and hypothesis of the study were also outlined; basically the objectives are drawn from the key indicators of access to education as dependent variables and the possible determinants of the status of the indicators as the independent variable. The chapter also gave the significance of the study to the government, education institutions

and NGOs. Delimitation of the study was also well illustrated in this chapter giving the scope and the factors that most likely may influence the success of the study. The chapter ends with stating the most likely challenges to the study and how the challenges may be overcame. Chapter two reviews literature of the study on access of basic education describes the theoretical basis, conceptual framework and summarizes the study gaps. Chapter three deals with study methodology describing the study design, population of the study, data collection tools and how data will be analyzed. Chapter dealt with data analysis, interpretation and presentation of the study findings and finally chapter five dealt with summary of the study findings, conclusions based on findings and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1: Introduction

This section deals with a review of literature on the various aspects related to the study. The major aspects covered are; the influence of learning Environment, household Economy, gender roles Socialization and teacher pupil ratio on the access to of education. The theoretical framework and the conceptual frameworkhave also been developed to govern the study.

2.2: Access to Basic Education in Arid and semi-arid areas (ASALs)

Although Kenya introduced Free Primary Education in 2003, many children are still unable to access education due to long distances between home and school and poor quality of learning environment and teaching methods, among other obstacles. Retention and completion rates need to be improved, especially for girls and vulnerable children such as orphans, children living in arid and semi-arid lands or urban informal settlements street children, child labourers/workers and children with special needs these are all children at heightened risk of dropping out of school (Unicef 2010).

Many districts Kenyan arid areas are amongst the poorest in the country, where up to 70-80 percent of household live below the poverty line. Often living beyond the reach of government services, weak village infrastructure and limited access to basic education. In addition, geographical and climatic characteristics leave them to cope with drought, dependent on degraded natural resources for survival. This has created living conditions that are particularly detrimental as the majority of residents are pastoralists who depend on animal products as their sole source of food and income. These factors have a great influence to accessing basic education (Aga Khan Development Network 2007.)

2.3. Influence of household economy on access to education

The responsibility of training a child always lies in the hand of the parents. This is congruent with the common assertion sociologist that education can be an instrument of cultural change which is being taught from home is relevant in this discuss. It is not out of place to imagine that parental socio–economic background can have possible effects on the academic achievement of children in school. Whatsoever affect the development environment of children would possibly affect their education or disposition to it. Parental status is one of such variables. When a woman's nutritional status improves, so too does the nutrition of her young childrenIn line with the above assertion, Hill et al. (2004) had also argued that socio–economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to compete well their counterparts from high socio – economic background under the same academic environment. Moreover, Smith, Fagan and Ulvund (2002) had asserted that significant predicator of intellectual performance at age of 8 years included parental socio economic status (SES). In the same vein, other studyers had posited that parental SES could affect school children as to bring about flexibility to adjustment to the different school schedules (Guerin et al., 2001). In a previous local finding in Nigeria, Oni (2007) and Omoegun (2007) had averred that there is significant difference between the rates of deviant behaviour among students from high and low socio–economic statuses.

The health status of the children which could also be traceable to parental socio – economic background can be another factor that can affect the academic performance of the students. Adewale (2002) had reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children academic performance is greatly hindered. This assertion is again hinged on nature of parental socio–economic background. Moreover, Eze (1996) had opined that when a child get proper nutrition, health care, stimulation during pre–school years, the ability to interact with take optimal advantage of the full complement of resources offered by any formal learning environment is enhanced.

2.4: Influence of gender roles socialization on access to education

A myriad of factors have been blamed for both girls' and boys' low access to basic education, especially in mixed day secondary schools in the developing countries. Some of the major factors include domestic chores, biased upbringings that portray boys as superior to girls in all aspects of maturation, poor schools environments and insensitive teaching methods that disregard the students' needs (FAWE, 2003b). Interestingly, a close scrutiny of these four factors reveals that socialization could be

playing an important role in their influence on students' academic achievement, especially with regard to the gender roles that a society assigns to its children. Further, a number of studies (Chepchieng and Kiboss, 2004; UNICEF, 2004; World Bank, 1989) point to the view that the engagement of children in domestic chores not only contributes to dismal performance but also leads to the gender differentials in academic achievement. A survey conducted by Strengthening Mathematics and Science in Secondary Education (SMASSE) implied that students' involvement in domestic chores is associated with low academic achievement in mixed day secondary schools in Mosocho Division (SMASSE, 2000). However, there was no systematic study that had been carried out to establish this.

Stakeholders in education had also kept citing domestic chores as contributing towards poor academic achievement in the Kenya Certificate of Secondary Education(KCSE) examination. Againstthis background, this paper sought to determine the effect of socialization with regard to the assignment of domestic chores on academic achievement among boys and girls in mixed day secondary schools in Mosocho Division of Kisii Central District. According to Republic of Kenya (2007), gender roles refer to those socially assigned duties and responsibilities as opposed to biologically determined functions. This definition was adopted in this study. In this paper, domestic chores are treated as part of the gender roles that children are assigned or involved in. According to the Global Monitoring Report (2002), the critically important locus for decision making as regards participation in schooling is the family, for this is where notions of gender relations are transmitted from generation to generation. Indeed, the family, education, culture, socio-economic status, religion and ethnicity all play an important role in socialization. All

societies have implicit conceptions of gender, or stereotypes, which they use to differentiate the treatment of girls and boys (Global Monitoring Report, 2002). Accordingly, while women in most societies take primary responsibility for caring for the family, men tend to be associated with the work outside the home.

Swainson (1995) notes that the assignment of roles and development of skills are defined socially and culturally on the basis of sex. From an early age, children develop behaviour that is appropriate to their sex roles by imitation of parents and other role models. Further, Ayoo (2002), Machyo (1995), Umbima (1993) and Young (1985) observe that learning among children occurs through modeling which is determined by relations in terms of sex as cherished by parents, teachers and fellow children. Swainson (1995) argues that girls, for example, in rural areas possibly experience some kind of alienation in view of the many overlapping relationship within as well as outside the family.

According to Eshiwani (1985) some preference persists for educating boys, reflecting traditional limitations on women's roles, customary patrilineal inheritance systems and perceptions that boys will have greater prospects for modern sector employment. Moreover, in rural areas, the opportunity cost to parents of educating girls seems higher. Consequently, the gender roles that a society assigns to its children will have a determining effect on their future such as schooling, labour force participation and status in relationships. However, in Ethiopia, household duties are a primary reason for keeping boys out of school (King and Hill, 1993) while a higher endowment of livestock showed negative effects on enrolment in Botswana (Chernichovsky, 1985). On the other hand, Walters and Briggs (1993) found a higher probability of school enrolment for children from households who owned land.

Ownership of livestock tended to reduce the probability of school attendance among younger boys because animal herding is regarded as being more important than crop production activities. As in other developing countries, children in Kenya are engaged in domestic chores, often to the detriment of their education (Kadenyi and Kamuyu, 2006; Chepchieng and Kiboss, 2004; FAWE, 2003a; Ayoo, 2002). In their study on the influence of family socio-economic status and gender on students' academic performance inBaringo

district secondary schools,Chepchieng and Kiboss (2004) found that lack of time for study among girls could be attributed to involvement in domestic chores. In contrast, boys were left with a lot of time to study thus were likely to have an edge over girls' school work. In view of this finding, this study was an attempt to establish whether there was any gender difference in the influence of domestic chores on students' academic achievement in mixed day secondary schools in Mosocho Division. The involvement of children in domestic work within the family setting is both an expected as well as an accepted practice in all African societies and therefore, is a common practice among the Abagusii community (Owiti, 2006). Accordingly, children are expected to help their parents and guardians in some work, as per their ability. This way, such children are expected to acquire skills to become useful in adulthood. However, the noble societal efforts to introduce children to work, thus enabling them to acquire skills for use in adulthood has changed as many parents and guardians now perceive children's work as an economic asset to the family (Owiti, 2006). Indeed, a survey carried out in 1998 by Kenyan and Japanese studyers in Kisii Central District, including Mosocho Division (SMASSE, 2000), revealed that boys were engaged in such domestic tasks as feeding and milking cows whereas the girls performed such tasks as cooking, collecting of firewood and water. Some students involved in the survey said that engagement in such domestic tasks made them to sleep late and wake up early.

Students also lamented that their participation in domestic tasks never left them with enough time for doing school assignments and also conducting private study. But since the survey did not provide empirical data to show the extent to which domestic chores influenced academic performance, this study make an effort to fill this knowledge gap among students in mixed day secondary schools in Mosocho Division.

2.5: Influence of school environment on access to education

Studyers have found evidence for associations among various aspects of the school environment and children's achievement scores (e.g., Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979; Centra & Potter, 1980; Glasman & Biniaminov, 1981; MacPhail-Wilcox & King, 1986; Purkey & Smith, 1983; Rutter, 1983; Spady, 1976; Stevenson, & Lee, 1990; Stockard & Mayberry, 1985). However, controversy remains over whether these associations reflect true causal relationships between school environment and achievement. Parents who send their children to schools with characteristics associated with high achievement may themselves be more supportive or intelligent (Jencks, 1972; Smith, 1972). Because parents and their children share genes for intelligence, an observed association between school environment and child achievement may occur because the school variable is correlated with parental IQ. Plomin, Loehlin, and DeFries (1985) referred to this type of indirect association as "genetic mediation" of the environment. The question of causality has been particularly important in the debate over the influence of private schools (Coleman & Hoffer, 1987; Hoffer, Greeley, & Coleman, 1985). Higher achievement scores of Catholic school students may result from more emphasis on academic subjects, more homework, or smaller schools, reasons that would reflect a causal effect of the school environment (Coleman & Hoffer, 1987). However, children in Catholic school also may come from a selected population of more intelligent parents. Parents willing to spend

the extra money to place their child in a private school may be more supportive and have higher academic expectations than parents with children in public schools. Coleman and Hoffer argued for a direct causal effect between Catholic school characteristics and achievement, citing results showing that children do not perform at uniformly higher levels across all subjects. They asserted that these children would have to be differentially more intelligent, or parents would have to be more supportive only in certain areas, if Catholic schools had no causal effects on children.

More direct evidence supporting or refuting these findings could be obtained by investigating the association between school environment and the achievement scores of adopted children. In adoptive families, an observed school achievement relationship cannot be "genetically mediated" in the absence of selective placement. Because adopted children and their adoptive parents are genetically unrelated, even if choice of school is correlated with parental genotypes for IQ (or other genetic factors that might influence achievement), the child will not share these genotypes.

Although data from adoptive families provide the most powerful test of direct environmental effects, adoption studies have focused primarily on the home environment (e.g., Coon, Fulker, DeFries, & Plomin, 1990; Horn, Loehlin, & Willerman, 1979; Plomin et al., 1985; Rice, Fulker, DeFries, & Plomin, 1988; Scarr & Weinberg, 1978), and aspects of the school envirronment have not been considered. In this analysis, we explore variables which may have influence on achievement using data from children in the Colorado Adoption Project (CAP) who have completed first grade. These variables fall into three broad categories identified in the school environment literature: (a) private versus public schools, aspects of the classroom environment, and (c) attitudes about academics. Most recent reviews agree that measures of the school resources, such asexpenditure per pupil, number of books in the library, and teacher-student ratio, have shown little association with achievement (Averch, Carroll, Donaldson, Kiesling, & Pincus, 1974; Centra & Potter, 1980; Coleman et al., 1966; Glasman & Biniaminov, 1981; Hanushek, 1986; Jencks et al., 1972; Mosteller & Moynihan, 1972; Purkey & Smith, 1983; Stockard & Mayberry, 1985). One possible explanation for these results is that, although specific school characteristics may influence children, each may have only a small effect. If this multifactorial model is correct, then one approach might be to analyze the single variable of private versus public school, which may serve as a composite for many such intercorrelated aspects of the school environment. Investigating this single aggregate measure may capture each of these small influences in one amplified, and therefore, detectable, effect. For example, consider the variable of student body composition (overall SES and achievement level), which has been shown to be associated with individual student achievement (Coleman et al., 1966; Jencks,

1972; Rutter, 1983). The strength of this association may be amplified for two reasons. First, student body composition probably serves as a correlate for many specific variables, such as peer tutoring, level of competition, academic standards, and expectations of a child's peer group, and even teacher job satisfaction. Each of these individual variables' associations with achievement adds weight to the overall association with the student body composition variable. Second, because student body composition is a schoolwide measure, it reflects the abilities of each individual student. This aggregation across individuals who are similar is also a process of combining many small effects, as though each student's achievement or SES were items making up a scale of student body composition.

Whereas an aggregated measure, such as student body characteristics or private versus public schools, may offer power to detect environmental influences, this assumes similarity within the aggregate level of analysis (in this case, schools), an assumption questioned by some studyers (e.g., Bronfenbrenner & Crouter, 1983). So, while investigating this variable aggregated across schools, we also explored more specific measures of classroom, environments. Findings from the literature suggest that variables describing characteristics of the classroom may have detectable environmental effects on school achievement. Studies of classroom variables more often use measures pertaining to individual teacher-student and student-student interactions and relationships, variables that are more directly associated with the social aspects of school environmentrather than physical resources. Indeed, several recent studies investigating variables relating to school social variables have found significant associations with achievement (Brookover et al., 1979; Rutter, Maughan, & Mortimore, Ouston, & Smith, 1979). Attempts to pinpoint these effects have revealed significant, consistent relationships with variables defining teacher performance (Brophy, 1979; Centra & Potter, 1980; Glasman & Biniaminov, 1981; Good, 1979; Purkey & Smith, 1983; Stockard & Mayberry, 1985). These important teacher characteristics include discipline methods and control, an emphasis on active instruction, an open and friendly atmosphere (particularly for younger children), welldefined goals, higher expectations for achievement, and an emphasis on overcoming feelings of futility and fatalism.

Children's sense of futility versus control over their environment, in addition to other attitudes about school, appears to be one of the most important predictors of achievement, and may provide a key to one of the mechanisms underlying associations found with variables aggregated at higher levels. Even the Coleman et al. (1966) report, with its abundance of negative findings, found an association between such student attitudes and achievement: "Of all the variables measured in the survey, including all measures of family background and all school variables, these attitudes showed the strongest relation to achievement" (p. 319).

Parental and teacher attitudes also appear to be important. Using a cross-culturaldesign, Stevenson and Lee (1990) investigated achievement differences in Japanese, Taiwanese, and American children and found evidence for several factors that explained these differences: (a) emphasis on group participation in the classroom, (b) realistic evaluation of children by both parents and teachers, strong emphasis on achievement in the home and classroom, and (d) the underlying assumption that effort rather than ability controls test scores. These results, though perhaps not replicable on a sample of only American children, suggest that parental, child, and teacher attitudes may all be important for achievement. Although the CAP was not designed specifically to investigate school environment, data are available to examine several of the preceding variables. By using the adoption design, we can begin to explore the nature of school-achievement associations.

2.6: Conceptual framework

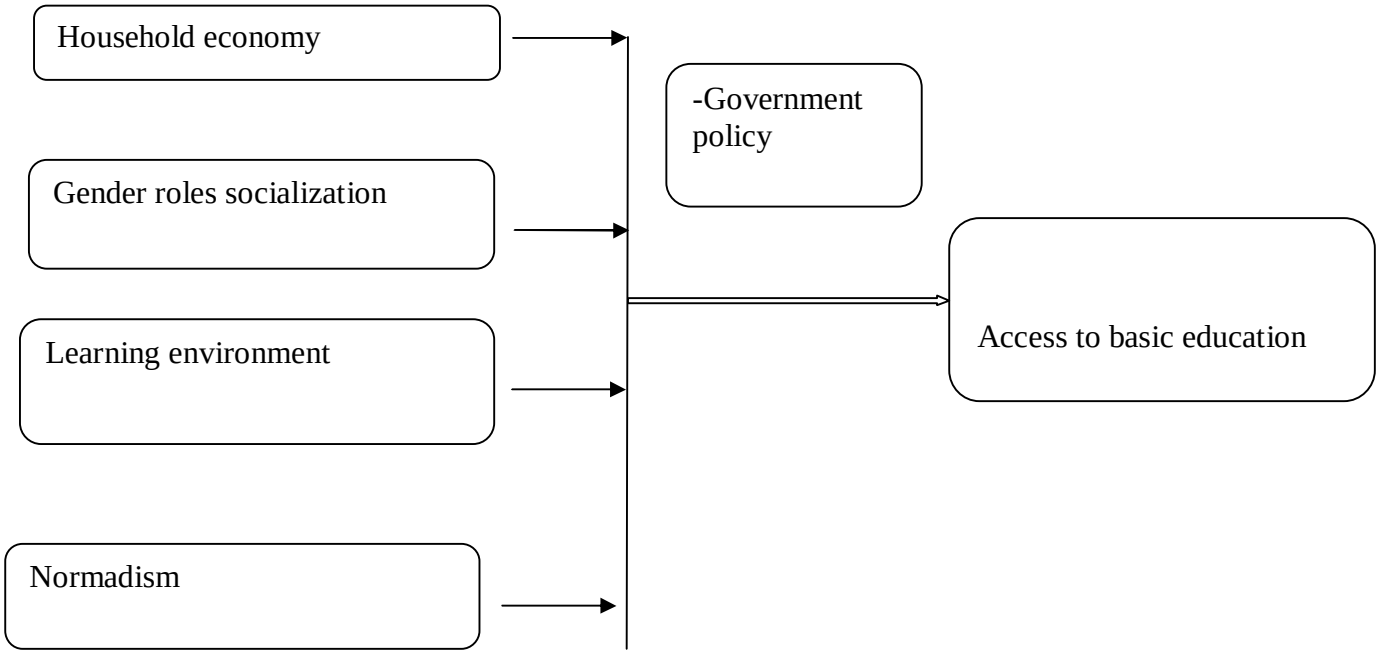
According to Nasibi (2005), Access to basic educationis influenced by both cultural, economic and social factors.

This study will use the evaluation criteria to evaluate the access to of education as shown:

Figure 2.1 Conceptual Framework

Moderating variables

Independent variables **Dependent variable**



From Figure 2.1 the studier presumes that access to basic education is influenced by gender roles socialization, household economy and learning environment. Moderating variable will be Government education policy

2.6: Gaps in the studies

In this section we look at gaps in research knowledge around educational access in Kenya. These have been identified in various sections and key ones summarized here. All the recommended research should as much as possible include gendered dimensions of access. There are very few studies on dropping out from school and factors which influence drop out. From the DHS secondary data analysis, it is clear that the problem of out of school children remains the biggest challenge in Kenya basic education, although the proportion of out of school children might appear to be reducing. There appears to be an urgent need to focus research on those groups that are least likely to have access or are more likely to drop out after initial access. For example, completion rates in the kenya particularly Lokori division is alarmingly low. Thus the research should look at both how access for particular groups can be increased, but also how schools ensure that initial access also translates into regular attendance and high completion. Although some research has looked at the access needs of nomadic and other marginalized groups, little is known about the school level processes, push and pull factors and socio-economic and cultural factors which enhances access for some and not others in these groups. This applies in particular to nomadic children. Research is also needed which identifies where communities and schools of different types are achieving gains in improving access and completion of basic schooling.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter presents the methodology that was used in the study. The study design, sampling procedure, data collection methods, validity, reliability and the data analysis technics tailored to this study are outlined and explained.

3.1: Study Design

The study adopted a descriptive survey. The study involved collecting data at a defined time on establishing the factors influencing access of basic education in Lokori division. The study utilized different opinions about the status of access to education and the root causes of the problems affecting access to of education.

According to Kendra Cherry (2008) this type of study utilizes different groups of people who differ in the variable of interest, but share other characteristics such as socioeconomic status, educational background, and ethnicity. The populations in Lokori share the same characteristics but may have differed in opinions and knowledge about the root causes and of the problems influencingaccess to of education.

Adescriptive survey design allows a studier to collect data at one point in time and can use both quantitative and qualitative methods of data collection to collect information that allows comparisons and correlations of various variables to establish the causes of certain status or changes. In this study the design has been adopted because a triangulation of methods will be used in data collection to cross-check and qualify correlations, descriptions and explanations of the findings (Winter, 2009)

The qualitative data collection methods involved in-depth Key informant interviews, FGDs observation and document reviews. The document to be reviewed includes NGOs sector strategic documents, line ministries development plans and NGOs reports. Thematic analysis was used in analyzing qualitative data generated during the survey. This involved identification of themes where concepts/ideas were summarized to bring meaning of the data collected in relation to the project indicators.

Quantitative methods involved the administration of closed ended questionnaires to a sampled household heads, children and youth. Quantitative data generated was analyzed using both inferential and descriptive statistics using a triangulation of statistical packages mainly Microsoft Excel and Statistical Package for Social Sciences (SPSS).

3.2. Target population

Lokori Division is located in the South-eastern region of Turkana South District, Rift Valley Province of Kenya. The Division is made up of seven locations: Lokichar, Kochodin, Katilia, Ng'ibilae, Napeitom, Lokori and Lomello (Turkana South District Development Plan 2008-2012).The Study targets a total of 38,756 community members who shall be information providers. This will include, households, community structures such as One Area Advisory Council (AAC), 2 SMCs, 2 PTA,3 NGO officials and Ministry of education district and division officials. The stakeholders in education shall play major role by providing secondary data, providing development strategic plans for their organization in the district for documentary review. The Studyer expects that the stakeholders shall collaborate throughout the period of the exercise so that collected data shall be the true picture of the community.

3.3. Sampling Design

3.3.1: Sample Size

Due to the homogeneity of the population, the study adopted Fisher's method sampling approach. Fisher's method sampling allows generalizability to a larger population with

statistically determinable margin of error and allows use of inferential statistics (Mugenda and Mugenda, 1999) hence regarded as a powerful technique.

The quantitative data was collected from household heads/caregivers and children aged between 12-18 years. The Fisher's method was used in determining the sample size, where CI = +5, design effect = 1.5 and Confidence level = 95%, and maximum prevalence =50%. This was calculated as follows

$N=Z^2 (pq)/d^2$

Where n=the desired sample size

Z = the standard normal deviation, set at 1.96 which corresponds to 95% confidence

d= design effect

p=prevalence rate set at 50%

Population>10, 000 résidence

$N=\underline{1.96^2 \text{ x}1.5\text{x}0.5}) = 576$ participants

0.05^2

Thus the sample size was 576.

Purposive sampling was used to select community groups including CBOs, caregivers, children and the youth to participate in the Focus Group Discussions (FGDs). Purposive samples of the relevant individuals will be selected to participate in key informant interviews. The selection was be based on project areas and relevant topics as well as beneficiary groups.

3.3.2: Sampling Frame

Lokori division covers a large geographical area; therefore cluster sampling was used to divide the areas into manageable units. Then systematic sampling was used to select the number of clusters or villages and thereafter use random sampling to select the household caregivers to be interviewed.

Table 3.1Sampling frame; Source (Turkana South District Development Plan 2008-2012)

Lokori Division							
Sub-locations	**HHs**	**%**	**Sampled HH**	**Cumulative**	**No Villages sampled**	**HH Sample**	**Name of villages sampled**
Lokori	953	8.9%	53.5	953	3	60	Ngakabuk A.P Line Apetet
Kangitit	791	7.4%	44.4	1744	2	40	Nawoyatiira Nadoto
Lokubae	2191	20.5%	123.0	3935	6	120	Namurtunga Namaaniko-Kariobangi Totitinyo Ngikiliok Kaereng Catholic Lokwii
Elelea	583	5.5%	32.7	4518	2	40	Nayanae Katoan Lokulbech
Katilia	1047	9.8%	58.8	5565	3	60	Emeyen Kanakipe Kangisaaja
Parkati	1157	10.8%	65.0	6722	3	60	Nakwachawae Kakurio Lopeduru
Lopii	347	3.2%	19.5	7069	1	20	Karuko
Lochakula	184	1.7%	10.3	7858	1	20	Lochakula Kakulit Lokwamusing
Napeitom	717	6.7%	40.3	8575	1	20	Napeitom
Lomelo	153	1.4%	8.6	8728	0	0	
Kapedo	172	1.6%	9.7	8900	2	40	Kapedo Ekipor

Lokori Division							
Sub-locations	**HHs**	**%**	**Sampled HH**	**Cumulative**	**No Villages sampled**	**HH Sample**	**Name of villages sampled**
Kamuge	568	5.3%	31.9	9468	2	40	Kamuge Ngilukia
Nadome	378	3.5%	21.2	10206	1	20	Nadome
Nakukulas		0.0%			1	20	Lokichada
Lokichar					3	60	Kapese Loperot Nalemsokon
	10685	100.0 %			31	620	

The fisher formula calculation with the suggested design effect and class interval gives a sample size of 576. To balance the sample in the villages and to further minimize the errors, the sample will be increased to 620 as indicated in the table above.

3.4 Data Collection Methods

Data in the social sciences are either formal or informal settings and involve (oral and written) or nonverbal acts or response. Consequently this study finds it advantageous to triangulate methods whenever feasible that is, they use more than one form of data collection to test the same study objectives. This study employed the following methods of data collection.

3.4.1. Data collection tools

The following toolwas used to collect quantitative data.

3.4.1.1: Household survey

Questions to be asked to the household head or caregiver of a child in the family,this tool was administered to the principal caregivers of 620 households. This tool was used to collect information on school attendance, performance, perceptions of the parents on school

learning environment and parental participation in supporting children to attend school uninterrupted

3.4.2: Focus Group Discussions (FGD) Guide

Focus group discussions were designed to collect qualitative data that was to triangulate data collected using other methods. Composition of the FGD participants will include child protection working group members such as the AAC, house hold heads/caregivers and local administration staff. The FGDs exercise was tailored on specific study objectives. The FGD sessions will be facilitated by trained facilitators and recorders using FGD guides. Each session was about 8 -15 participants. Each session was moderated by four facilitators using a guiding questions and recording sheets. The consultant was closely monitored the exercise to ensure access to.

3.4.3: Key Informant Interviews Guide

The Key persons in the study areawas Ministry of education officials at the District level, officials from development organizations were interviewed to give insights of the objectives of the study. The key informant interviews helped to gain more in depth understanding of the project components. Interview guides with open-ended questions was developed to guide the semi-structured interviews. The focus was on obtaining factual information that will validate other sources of data to ensure access to.

3.4.4: Observations

The survey employed observation as a method as a data correlating method of collecting data during the actual administration of the study questionnaire.

3.5: Reliability of Data Collecting Tools

The reliability of a study instrument concerns the extent to which the instrument yields the same results on repeated trials. Although unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a access to instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as reliability (Carmines & Zeller, 1979).

The test retests method in which the same test was given to the same people after a period of time. The reliability of the tool was estimated by examining the consistency of the responses between the two tests. If the two administrations of the instrument to different groups obtains the same results, then the reliability coefficient will be 1.00.

3.6 Validity Data Collecting Tools

According to Mason and Bramble (1989), validity can be defined as the degree to which a tool measures what it has designed to measure. The overall purpose and specific objectives formed the backdrop of the tool formation process. Furthermore, a validity test wasconducted to ensure that data collection instruments collect all the information that informs the purpose and specific objectives of the study.

Content validity approachwas applied to measure the degree to which the tools represent the information being sought in the study guided by the study objectives. The focus here was to establish whether the content of data collection instruments isrelated with the content represented in the objectives. In this study specific variables under eachobjectivewere identified with the indicators to be measured and clearly linked with the method of data collection.

3.7: Data Analysis

Quantitative data was entered into an SPSS version 16.0 computer software data template by qualified data clerks in the field during the process of data collection. Data cleaning was done in the field in the process of data collection to ascertain data access to.

The data and information from the survey was processed and analyzed using both qualitative and quantitative procedures. Analysis of data involved summarizing the mass of data collected and presenting the results in a way that communicates the most important features of the study.

The quantitative data obtained from the structured questionnaire and other relevant tools were first be coded then entered into computer for analysis. The Statistical Package for Social Sciences (SPSS) version 15.0 software was used for the analysis which involved summary, presentation (tabulation and charts) and analysis using descriptive statistics (means, standard deviations, coefficient of variations and frequencies) as well as appropriate bi-variate and multivariate analysis.

The responses from key informant interviews schedules were recorded appropriately for further processing. The qualitative data was transcribed fully in line with the study objectives. The process will be reliant on effective listening and recording of the intensity and feelings during the interview to capture core issues and lessons. The transcription was based on positive – negative continuum, certainty/uncertainty identification as well enthusiasm/reluctance expressed. This was augmented with constant comparative analysis with data collection and analysis taking place concurrently using the other data collection methods.

The qualitative data obtained from FGDs was coded by identifying and labeling (coding) items of data with similarities in themes, certainty according to objectives and emerging themes. This was done through Content analysis, procedure for the categorization of textual, verbal or behavioral data, for purposes of classification, summarization and tabulation. Relevant quotations were extracted from the transcripts of interviews, and FGDs to illustrate such features as: the strength of opinion or belief; similarities between respondents; differences between respondents; the breadth of ideas. Careful selection of quotations demonstrated the reliability and validity of the data analysis process. Some qualitative data were dealt with in quantitative ways. Any idea appearing in the data frequently was expressed as how often it appears and also quantitatively using tables and figures where feasible.

3.8: Operationalization of variables

The following Operationalization of variables were adopted to guide the study in measuring the relationship between dependent and independent variables and their indicators in measuring access of education in Lokori division.

Table 3.2 Operationalization of variables

Objective	**Variable**	**Measures**	**Scale**
To establish the influence learning environment on access to basic education	Independent Variable School Learning environment	Desk pupil ratio Class pupil ratio	Ratio
	Dependent Variable Access to basic education	Enrolment rates Attendance rates	Norminal
To assess the influence of Household economy on access to basic education	Independent Variable House Hold Economy	Ownership of assets Provision of food, shelter and clothing to the children. Source of income	Nominal Interval
To determine the influence of gender roles socialization on access to basic education	Independent Variable Gender roles socialization	Activities at the household level that hinder girls or boys from attending school uninterrupted	Nominal
To establish the relationship between learning environment on enrolment and school attendance	Independent Variable School Learning environment	Desk pupil ratio Class pupil ratio Book pupil ratio Playing materials pupil ratio	Ratio
To assess the effect of Household economy on transition, enrolment and completion of basic education	Independent Variable House Hold Economy	Ownership of assets Provision of food, shelter and clothing to the children. Source of income	Nominal Interval
To determine the relationship between gender roles socialization on enrolment, transition and completion	Independent Variable Gender roles socialization		Nominal

3.9 Ethical Considerations

Ethical issues arise from the kind of problems that social scientists investigate and the methods used to obtain valid and reliable data. Ethical considerations are pertinent to this study because of the nature of the problem, the methods of data collection and the kind of persons serving as study participants.

While carrying out this study, cognizance was taken of the fact that this study would be investigating very sensitive issues that are likely to elicit hostility, insecurity or concealment of the real data required from the participants. Participants were informed of the nature of the study and will be allowed to choose whether to participate or not. There is wide consensus among social scientists that study involving human participants should be performed with the informed consent of the participants (Nachmias and Nachmias, 1996). The studyer therefore ensured that participants know that their involvement is voluntary at all times. A thorough explanation was given in advance in relation to benefits, rights and dangers to be involved with their participation.

Right to privacy refers to freedom of the individual to pick and choose for him or herself the time and circumstances under which to participate in the study. It also involves the extent to which personal attitudes, beliefs, behavior and opinions are to be shared with or withheld from others during and after completion of the study. To safeguard the privacy of the participants, respondents will be kept in a private environment away from passersby or intruders.

Asking participants not to write their names on the questionnaires during the studywill help to ensure anonymity. A participant is considered anonymous when the studyer or other person cannot identify particular information with a particular participant. While preparing for data collection and analysis, the studyer will maintain anonymity by separating information such as code numbers from the data itself. During the study, participants will be requested not to write their names on the questionnaires.

Participants were informed and assured that the information they provide would be treated as confidential. In cases where the studyer was able to identify particular participant's information, she would not reveal it publicly. Statements on confidentiality was written on the questionnaires, and verbally communicated during interviews and questionnaire administration. For example, "these interviews/questionnaire results were summarized in group statistics so that no one could learn of their individual answers".

CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter has presented the results and findings obtained from field responses and data, broken into two parts. The first section deals with the background information of the respondents, while the other five sections present findings of the analysis, based on the objectives of the study where descriptive statistics have been employed in this analysis.

4.2 Response Rate

From the data collected, out of the 620 questionnaires administered, 612 were filled and returned. This represented a 96.18% response rate, which is considered satisfactory to make conclusions for the study. According to Mugenda and Mugenda (2003) a 50% response rate is adequate, 60% good and above 70% rated very good. This also collaborates Bailey (2000) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good. This implies that based on this assertion; the response rate in this case of 96.18% is very good.

This high response rate can be attributed to the data collection procedures, where the study pre-notified the potential participants of the intended survey, the questionnaire was self-administered the respondents completed them and these were picked shortly after.

Table 4.3 Response Rate

	Questionnaires administered	**Questionnaires filled & returned**	**Percentage**
Respondents	620	612	96.18

4.3 Gender distribution

A total of 612 household were sampled. Of these, 45.5% respondents were male while 54.5% were female. The findings were as indicated in table 4.2

Table 4.4 Respondents Gender Distribution

Gender	Frequency	Percentage
Male	278	45.5
Female	334	55.5
Total	**612**	**100**

4.4 Age distribution

The study also found it necessary to determine the age distribution of the respondents in order to establish if they range in productive age to provide to their school going children necessities e.g. school fees and other basic utilities. The findings were as indicated in table 4.3.

Table 4.5 Age composition of the study population

Age composition of the respondent	Frequency	Percentage
Below 20 years	31	5
21-30years	67	11
31-40years	245	40
41-50years	196	32
Over 50years	73	12
Total	**612**	**100**

The age distribution shows that majority 40% of the respondents/caregivers fall in the age category 31-40 years, while 32% were between 41-50 years. The Mean age of respondents is 39±11.82. This implies that the caregivers are in their productive age to provide for their school going children.

4.5 Influence of Householdeconomy on access to basic education

The study was in argument that household economy influences access to basic education. The study collected data on some key attributes of households namely: main household livelihood source and income and expenditures. These are discussed below.

4.5.1 Income and expenditure

Family income being the major determinant of education, the study found it important to determine the level of income and expenditure in order to determine its influence on access to basic education. The findings were as indicated in Figure 4.4.

Table 4.6 Main source of livelihoods income and expenditures

	Main activity	Frequency	Percentage
HOUSEHOLD SOURCE OF LIVELHOOD	Crop farming	250	40.6
	Agro-pastralism	12	2
	Pastoralism	184	30
	Small business	86	14
	Wages/ employment	31	5
	Others	49	8
	Total	**612**	**100**
FAMILY'S MAIN EXPENDITURE	Food	502	82
	Health	43	7
	Education	6	1
	Shelter /housing	12	2
	Others	6	1
	Total	**569**	**94**
MAIN SOURCE OF COOKING ENERGY	Wood fire /straw	557	91
	Charcoal	53	8.6
	Gas	1	0.2
	Others	1	0.2
	Total	**612**	**100**

From the study findings crop farming emerged as the currently dominant source of livelihood accounting for 40.6% of the respondents, followed closely by pastoralism at 30%. food remains the single most commodity on which majority (82%) of households spent their income. Expenditures on education and health seem to be of least concern to most households and therefore this implies that access to basic education by school going age is compromised.

The study further established how the respondents ensure that their children get basic education regardless of difficult times.Some of the household disposed assets in times of stress such as drought to buy food and pay school fees or other necessities. In the previous

three months, 35.3% had also borrowed money mainly to buy food (64.1%), pay for education (8.4%) and medical care/health services (2.3%).

4.5.2 Access to credit for children basic education

The study also found it necessary to determine whether respondents had taken any credit/loan from micro-credit institution to boost their household economy which may translate to raising funds for basic education needs. The study findings were as indicated in table 4.5.

Table 4.7 Respondent opinion on awareness on micro-credit finance

Knowledge on Micro-credit Finance	Frequency	Percentage
Totally lacking	318	52
Low	110	18
Average	153	25
High	25	4
Very high	6	1
Total	612	100

From the study findings only 8.1% had, while 91.7% had not. Asked to rate their assessment of their level of awareness of finance management with respect to micro finance, a majority 51.5% said awareness is totally lacking. On the rating of the impact of micro-credit services on accessibility of basic education, 2.0% rated it as very good, 13,5% good, 23.9% moderate, 8.8% poor, and 1.1% as nil. 50.7% were not aware of micro-credit institutions and their impacts on access to basic education.

4.6 Learningenvironment

Learning environment remains key to access to education. Key indicators assessed include status of enrolments, transitions and completion rates; evaluate capacity of community systems and structures in facilitating basic education and accessibility to learning facilities.

4.6.1 Learning environment aspects posing challenges to basic education

KIIs with head teachers indicate that learning environment affect schooling programmes in the area and lead to low access to basic education.Staffing among sampled schools ranged from a staff: student ratio of 1:37 to 1: 152 more than 41% of schools had a high pupil to teacher ration exceeding 100 pupils per teacher in primary school.

About 33.3% of sampled schools had permanent buildings made of iron sheets and concrete walls. On availability of desks, only 0.8% had desks at ECD level, while at primary school level, desks were fewer than required for 50% of the sampled schools.

The survey established that a cumulative 90.7% of households had ECD centres located within 2km, and a cumulative 79.5% had primary schools within the same distance. Thus except for secondary schools, the distance to ECDs and Primary schools does not seem to be allowing children to go to school. .

Table 4.8 Distance to school

		Distance			
		< 1km	**1-2km**	**2-4km**	**≥5 km**
	Nearest ECD centre where children from HH learn	56.4%	34.3%	8.3%	0.8%
	Nearest Primary school where children from HH learn	43.2%	36.3%	19.1%	1.0%
	Nearest Secondary school	11.5%	16.4%	17.4%	54.6%

The reasons for the above observations are partly rooted in perennial insecurity where schools in some areas are abandoned as populations move elsewhere. The nomadic lifestyle also associated to this movement disrupts the access to facilities.

Table 4.3 below shows enrolment and attendance in school for school going children.

Table 4.9 Enrolment to basic education

		Enrolled			Attended previous day		
		M	F	Total	M	F	Total (%)
School going children	Pre-school	126	103	229	121	97	218(95.2%)
	Primary School	317	279	596	273	234	507(85.1%)
	Secondary	101	50	151	48	37	85(56.3%)
	Total	**544**	**432**	**976**	**442**	**368**	**810(83.0%)**

Some schools recorded higher enrolments in the previous five years due to improved learning environment. Reasons varied but include:school-feeding programmes, frequent community sensitisation meetings (*barazas*) in some areas – on girl child education, etc, improved staffing, friendly environment for learning –improved facilities, sanitation, boarding facilities, free education policy and irrigation scheme settlement. In some schools, the whole pupil population was as low as 137. For this and others that reported low enrolment, reasons advanced include:Insecurity, lack of enough learning facilities e.g. desks, classrooms and teachers.

4.7 Gender socialization roles

The study further established the effect of gender socialization roles on access to basic education. The findings indicated that Male and female children 6-18 years enrolled but dropped out in the previous one year was 21.4% and 22.5% respectively. As indicated in Table.4.6, main reasons among boys were herding animals(42.6%) and lack of fees (19.1%), while for females, fees(22.1%) and assisting in household chores(18.4%) were the leading followed by pregnancy (17.2).

Table 4.10 Main reason for dropping out of school

Reasons for dropping out	Gender	Frequency	Percentage
Lack of fees	Male	186	19.1
	Female	216	22.1
Sickness / illness	Male	26	2.7
	Female	24	2.5
Pregnancy /married	Male	59	6
	Female	169	17.3
Herding	Male	416	42.6
	Female	107	11
Religious /cultural believes	Male	21	2.7
	Female	102	10.4
Caring for household	Male	22	2.2
	Female	180	18.4

Secondary data from various schools show the dropout rate varied between 12% to as high as 30% in some schools. Reasons for dropout as per head-teachers were not very different from those in the Table4.8. However, others given include poor parental attitude towards education, insecurity, migration due to nomadic lifestyle and diseases.

4.7.1 School enrolment and attendance

A total of 976 children from the sampled households were enrolled in school. This stands at 52.2% overall for the sampled households (49% female; 54.5% males). Further a total of 383 (43%) of children aged 12-18 years had completed at least six (6) years of basic education of which 29.3% are males and 13.7% are females.

It was further established that some children in 95.5% of households failed to continue to secondary school after completing primary school. Main reasons are as given in table4.6. This implies that access to basic education is still low in Lokori.

Table 4.11 Main reason for child failing to continue to secondary school

Reason for droping at primary level	Frequency	Percentage
Lack of fees	452	75.8
Employed	12	1.9
Lack of a place in form one	41	6.8
Married	46	7.8
Others	45	7.5
Total	**595**	**99.8**

According to table 4.8 majority (75.8%) of the children drop out school due to lack of fee followed by getting married and lack of form one place at 7.8% and 6.8% consectively.

4.8 Discussion of the findings

From the survey it is clear that household economy and livelihoods influence access to basic education, it is observed access to education in Lokori as defined by key livelihood indicators is generally still low, as revealed by the measures on the income per month and expenditures. This is confirmed by dire coping strategies in which majority sell both productive and consumptive assets just to buy food and meet other expenses with a low percentage spending on school fees for the school going children. Income levels are quite low. Therefore these situations on household economy have an impact on access to basic education

The proportion of households within 2km of ECD and primary schools has not had a positive change since basic education was made free. Enrolment was found to have slightly low in the previous years due to learning environment aspects like school feeding programmes, dormitories and community sensitization seemed to have positively influence enrolment and retention. Drop-out in the previous one year was high for males and females. Most schools were understaffed.

There is clear indication that there was high dropout rate of Male and female children 6-18 years,as the study looked at the situation in the previous one year citing main reasons among boys were herding animals and lack of fees, while for females, fees and assisting

in household chores were the leading followed by pregnancy. Secondary data from various schools showed that the dropout rate varied between 12% to as high as 30% in some schools. Reasons for dropout as per head-teachers were poor parental attitude towards education, insecurity, migration due to nomadic lifestyle and diseases. The study further established that children in most of households failed to continue to secondary school after completing primary school. Main reasons being lack of school fees, herding for boys and early marriages for girls.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a synthesis of the entire study, and contains summary of study findings, exposition of the findings, commensurate with the objectives, conclusions and recommendations based thereon.

5.2 Summary of Findings

5.2.1 Influence of household economy on access to basic education

The study was in argument that household economy influences access to basic education. The study collected data on some key attributes of households namely: main household livelihood source and income and expenditures. Family income being the major determinant of education, the study found it important to determine the level of income and expenditure in order to determine its influence on access to basic education.

From the study findings crop farming emerged as the currently dominant source of livelihood followed closely by pastoralism. Food remains the single most commodity on which majority of households spent their income. Expenditures on education and health seem to be of least concern to most households and therefore this implies that access to basic education by school going age is compromised.

On income, majority earned averagely Kshs 3,000/- with 86.1% indicating that the amount was not sufficient to meet their household needs and basic education needs for their school going children. Majority of the respondents sell some assets of which are productive, transport assets, and household items. Some of the household disposed assets in times of stress such as drought to buy food or pay school fees.

The study also found it necessary to determine whether respondents had taken any credit/loan from micro-credit institution in the previous 3 years to boost their household economy which may translate to raising funds for basic education needs. From the study findings only few had, while majority had not. Asked to rate their assessment their level of awareness of finance management with respect to micro finance, a majority said awareness is totally lacking. On the rating of the impact of micro-credit services on access to basic education, only few rated it as very good.

The study also found it necessary to determine household food security in order to ascertain its influence on school going children accessibility to basic education. This is because food is the major basic need and once the household gets enough food, other basic needs such as meeting basic education for their children comes in. It also emerged that over 47% of households did not have enough food to meet family's needs. Therefore this compromised access to basic education for their children.

5.2.2 Influence of learning environment on access to basic education

Learning environment remains key to access to education. Key indicators assessed include status of enrolments, transitions and completion rates; evaluate capacity of community systems and structures in facilitating basic education, accessibility to learning facilities.

KIIs with headteachers indicated that learning environment affect schooling programmes in the area and lead to poor performance. Staffing among sampled schools ranged from a staff: student ratio of 1:37 to 1: 152 more than 41% of schools had a high pupil to teacher ration exceeding 100 pupils per teacher in primary school.

Few of sampled schools had permanent buildings made of iron sheets and concrete walls. On availability of desks, only very few had desks at ECD level, while at primary school level, desks were fewer than required for majority of the sampled schools.

The survey established that a cumulative 90.7% of households had ECD centres located within 2km, and a cumulative 79.5% had primary schools within the same distance. Thus except for secondary schools, the distance to ECDs and Primary schools does not seem to have improved.

The reasons for the above observations are partly rooted in perennial insecurity where schools in some areas are abandoned as populations move elsewhere. The nomadic lifestyle also associated to this movement disrupts the access to facilities.

Enrolment and attendance in school for school going childrenshowed that majority of enrolled children were attending school in ECD while those attending primary and secondary school constituted fewer number. Reasons varied but include:school-feeding programmes, frequent community sensitisation meetings in some areas – on girl child education, etc, improved staffing , friendly environment for learning –improved facilities, sanitation-, boarding facilities, free education policy and irrigation scheme.

In some schools, the whole pupil population was as low as 137. For this and others that reported low enrolment, reasons advanced include: Insecurity, pastoralist lifestyle, failure to consider education a priority for children by some parents/community members and distance is far for majority of pupils.

5.2.3 Influence of gender socialization roles on access to basic education

The study further established the effect of gender socialization roles on access to basic education. The findings indicated that Male and female children 6-18 years enrolled but dropped out in the previous one year was 21.4% and 22.5% respectively citing main reasons among boys were herding animals and lack of fees (19.1%), while for females, fees and assisting in household chores were the leading followed by pregnancy.Secondary data from various schools show the dropout rate varied between 12% to as high as 30% in some schools. Reasons for dropout as per head-teachers were poor parental attitude towards education, insecurity, herding for boys and assisting in household chores.

It was further established that some children in 95.5% of households failed to continue to secondary school after completing primary school. Main reasons being lack of school fees, herding for boys and early marriages for girls. This implies that access to basic education is still low in Lokori.

5.3 Conclusions

Regarding household economy and livelihoods influence on access to basic education, the observed change in Access to of life in Lokori as defined by key livelihood indicators is generally still low, as revealed by the measures on the income per month and expenditures. This is confirmed by dire coping strategies in which majority sell both productive and consumptive assets just to buy food and meet other expenses like school fees for the school going children. Income levels are quite low. Therefore these situations on household economy have an impact on access to basic education

On learning environment, the proportion of households within 2km of ECD and primary schools has not had a positive change. Enrolment was found to have slightly dropped in the previous years due to learning environment aspects like school feeding programmes, dormitories and community sensitization seemed to have positively influence enrolment and retention. Drop-out in the previous one year was high for males and females. Most schools were understaffed.

On gender socialization roles the study concluded that Male and female children 6-18 years enrolled but dropped out in the previous one year was high citing main reasons among boys were herding animals and lack of fees, while for females, fees and assisting in household chores were the leading followed by pregnancy. Secondary data from various schools showed that the dropout rate varied between 12% to as high as 30% in some schools. Reasons for dropout as per head-teachers were poor parental attitude towards education, insecurity, migration due to nomadic lifestyle and diseases. It was further established that children in most of households failed to continue to secondary school after completing

primary school. Main reasons being lack of school fees, herding for boys and early marriages for girls.

5.4 Recommendations

The history of the area is such that the harsh climatic conditions, perennial drought and insecurity make it difficult to maintain positive access to basic education. There is need to address these issues simultaneously to achieve overall success in access to basic education in Lokori.

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APPENDICEI: LETTER OF INTRODUCTION

RE: REQUEST TO FILL QUESTIONNAIRES FOR STUDY PURPOSE

I am a post graduate student at the University of Nairobi pursuing a masters degree in project planning and management. I am carrying out a study on the factors influencing access to basic education in Lokori division, Turkana County. Please answer the questions as truthfully as possible.

Yours Faithfully,

Wafula Job Wanjala

APPENDICEII: CAREGIVER QUESTIONNAIRE

Demographics

DM

1. How many people currently live (eat and sleep) in this household?

2. How many people are in each of these age categories (including yourself):

*Put a **circle** around the age group and gender of caregiver responding to this survey*

*Put a **square** around the age group and gender of the household head*

	Total	M	F
# people 0-5 years	_____	_____	_____
# people 6-11 years	_____	_____	_____
# people 12-18 years	_____	_____	_____
TOTAL children 0-18 years = ____			

	Total	M	F
# people 19-49 years	_____	_____	_____
# people 50 years and over	_____	_____	_____

If the respondent is the household head or caregiver, indicate here ☐

3. What is the highest level of schooling you have completed?

0 = Never attended, 1 = Preschool, 2 = Primary/Basic, 3 = Secondary,

4 = Post Secondary, 88 = Don't know

If the respondent is also the household head, skip next question

4.	What is the highest level of schooling the head of the household has completed? 0 = Never attended, 1=Preschool, 2 = Primary/Basic, 3 = Secondary, 4 = Post Secondary, 88 = Don't know		
5.	How many children in your household, aged 0-18 years, have a disability of any kind? For example: difficulty moving any part of body, hearing, or seeing, epilepsy, intellectual disability (IQ lower than average) or mental illness. How many are girls? How many are boys?	M _____ _____	F
6.	How many children in your household, aged 0-18 years, are orphaned? How many are girls? How many are boys?	M _____ _____	F
7.	How many children in your household under 18 years old are married? How many are girls? How many are boys?	M _____ _____	F

Household Economy **HE**

w I would like to ask you a few questions about what things you or any member of the household own. *(Name each asset one at a time. Enter number owned, or approximate if the respondent is not sure. Enter zero if the asset is not owned so there is a response in every box)*

Livestock

1.	a. Chickens/Ducks	a.
	b. Pigs/Goats/sheep	b.
	c. Cows/Ox/	c.
	d. donkey	d.

	e. *(additional relevant livestock assets e.g. camel)*	e.
	Productive	
2.	a. Hoe/Axe/machete	a.
	b. Plough / fishing net	b.
	c. Sewing machine / tools / equipment for income generation	c.
	d. Land for farming (rented)	d.
	e. Land for farming (owned)	e.
	f. Tractor	f.
	g. *(additional relevant productive asset type can be added here)*	g.
	Transport	
3.	a. Animal drawn cart	a.
	b. Bicycle	b.
	c. Motorcycle	c.
	d. Car	d.
	e. *(additional relevant transport type can be added here)*	e.
	Household	
4.	a. Radio	a.
	b. Mobile Phone	b.
	c. TV	c.
	e. *(additional relevant asset e.g. wood/fuel efficient stove or kerosene lamp)*	e.
	Furniture	
5.	a. Bed	a.
	b. Chairs	b.
	c. Table	c.
	d. Cupboard/wardrobe	d.

6. Were any of these assets purchased in the last three months?
Yes = 1 No = 0 DK = 88

7. In the past three months did your household sell any assets?
Yes = 1 No = 0 DK = 88

If no, skip next two questions

8. Which types of assets did you sell? *Multiple answers are allowed.*

	Yes = 1 No = 0
a) Livestock	a.
b) Productive	b.
c) Transport	c.
d) Household	d.
e) Furniture	e.

9. What was the **main** reason for selling assets? *(Only one answer)*

1= No longer needed
2 – to purchase a new asset
3=Pay daily expenses
4=Buy food for household
5= Pay medical expense
6= Pay debt
7= Pay for social event
8= Pay funeral
9= Pay school
10= Other (specify) _____

10. What do you use for lighting at Night?
1. Kerosene lamp (Tin, Lantern)
2. Firewood
3. Solar energy or Electricity
4. Bio gas
5. others specify.

1 1 .	In the past three months, did you or any member of your household borrow money? Yes = 1 No = 0 DK = 88 *If no, skip next question.*		
1 2 .	What was the **main** reason for borrowing money? *(Only one answer)*		
	1 = buy food	5 = to buy agricultural input	10= to buy household asset
	for health care or medical services	6 = to buy other productive asset	11 = to buy furniture asset
	3 = pay for funeral	7 = to pay for education	12= Pay off another loan
	4 = pay for social event	8= to do small business	13 = Other (specify) _____
		9= to buy transport asset	
1 3 .	Has your household received in the last 3 months any of the following forms of economic support?		Yes = 1 No = 0
	a) Cash transfer (e.g. pensions, disability grant, child grant)		a.
	b) Assistance for school fees and other monetary levies		b.
	c) Material support for education (e.g. uniforms, school books etc)		c.
	d) Income generation support in cash or kind e.g. agricultural inputs		d.
	e) Food assistance		e.
	f) Material or financial support for shelter		f.
1 4 .	In the last two years, have any of the parents or caregivers of children in the household passed away? Yes = 1 No = 0 DK = 88		

1 Are any of the parents or caregivers in the household currently ill?

5 Yes = 1 No = 0 *(skip next question)* DK = 88 *(skip next*

. *question)*

1 Has this parent or caregiver been ill for more than three months?

6 Yes = 1 No = 0 DK = 88

Basic needs		**BN**
1.	In the past year, were you able to provide **two sets of clothes** for **all** the children (5-18 years) living in your household, without assistance from family, the government or NGO? *If the respondent is having difficulty, or responds too quickly, probe:* For the children, 6-11 years? For the older children, 12-18 years? *Check: does this include any orphans or disabled children in the household?* 1 = Yes (with no assistance) 2 = Yes (only with assistance) 3 = No unable to provide for all the children	

2. In the past year, were you able to provide **a blanket for sleeping** for **all** the children (5-18 years) living in your household, without assistance from family, the government or NGO?
If the respondent is having difficulty, or responds too quickly, probe.

1 = Yes (with no assistance)
2 = Yes (only with assistance)
3 = No unable to provide for all the children

3. In the past 12 months how did you meet your daily food needs?

12 months of daily food needs were met through purchase, own production and gifts

one month of the year daily food needs were met by using coping strategies*

as eating less often, eating less preferred foods, borrowing money to buy food, doing casual labour, reducing expenses for schooling, health, agriculture

3 = For two to three months of the year daily food needs were met by using coping strategies*

4 = For 4-6 months of the year daily food needs were met by using coping strategies*

5= For more than 6 months of the year, daily food needs were met by using coping strategies*

This section is only for households with children aged 6-18 years. If no children this age enter 99 in this box.

0 How many children in your household aged 12-18 years old completed six years of schooling? For example completed primary or basic school.
1 .
How many are boys? How many are girls?

M F

Total:

0 A. How many children in your household are enrolled and attended school the last day when the schools were session?
2 .
How many are boys? How many are girls?

	Enrolled			**Attended Yesterday**		
Type	M	F	Total	M	F	Total
Pre-school						
Primary School						
Secondary						

		M	F
3.		_	_
	Of the school-aged children, 6-18 years, enrolled in school, how many children have dropped out in the last year?	_	_
	How many were girls? How many were boys?	_	_
		_	_
		Total:	

4. *If any children dropped out, ask:*
What was the <u>main</u> reason for dropping out of school?
Record answer for each child separately using the space for M and F.

1 = To assist with household chores 2 = To assist with family business enterprise 3 = To care for younger siblings 4= To work for someone outside the household	5 = School fees too high (cost) 6 = Teaching or school access to was too low 7 = Child was not learning well (low learning ability)	8 = Pregnancy 9 = Too far/unsafe to walk to school 10 = Any kind of abuse by teachers 11 = Any kind of abuse by other pupils 12 = Other (specify) _____	M _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	F _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

7. How many children's reading books do you have in your home for school-age children between the ages of 6-18? *May include books or other literacy materials (magazine articles, comic books, school newspaper, etc.)that are either owned or borrowed from a school or community library.*

1 = less than 10 2 = 10 3 = More than 10

8. In the last three days, have you or anyone in your household over 12 years old done anything to encourage the school-age children to do well in school?

Do not read responses but give one or two examples.Circle responses given below.

0=nothing 1=ask child what they did at school today 2= check school books / homework 3=participate in school activities for parents e.g. parent committee	4=give verbal encouragement or rewards for doing well in school 5= took them to an after-school club 6= Other (specify) _____ 88= don't know	Two or more circled Yes ____ No ____ Only one circled Yes ____ No ____

9. Within the past month, have any of the children currently attending primary school participated in any reading activities outside of the school?

(*Read all possible responses. Circle all that apply.*)

	0=nothing 1= read with a friend or older student mentor 2 = attend reading camp	4 = create reading books with friends, family or community members 5 = other 88 = don't know	Two or more circled Yes ____ No ____ Only one circled Yes ____ No ____
1 0	Are you involved in any school activities in this area? If yes how? 1. =attend meetings 2. =member of Sch. Mgt committee, 3. =Other (Specify)……..		
1 1	Have you participated in any meeting discussing education issues (standard, service delivery) organised in this area? 1-Yes 2-NO		
1	If Yes who invited you/ who sponsored the meeting?		
2	----------		

APPENDICEIII: FOCUSS GROUP DISCUSSION

1. What is the nature of performance in KCPE and KCSE within Lokori division?
2. What factors contribute to performance in KCPE and KCSE within Lokori division?
3. What are the challenges affecting performance in KCPE and KSCE within Lokori division?
4. How is the nature of the learning environment in Lokori division?
5. Could we briefly discuss the factors that contribute to conducive learning in Lokori division?
6. What are some of the challenges affecting conducive learning in Lokori division?
7. Discuss the factors that have contributed to transition in Lokori division?
8. What are the causes of school dropout in Lokori division?
9. What has contributed to high enrolment in Lokori division?
10. Could you mention some of the challenges that have affected enrollment within Lokori division?
11. What is the nature of transition in Lokori division?
12. What do you think has affected transition especially from primary to secondary level?
13. Discuss the factors that have contributed to transition in Lokori division?
14. What are the causes of school dropout in Lokori division?