INFLUENCE OF SCHOOL ENVIRONMENT ON PUPILS' ENROLMENT IN PUBLIC PRIMARY SCHOOLS IN KENYA; A CASE OF HAMISI SUB-COUNTY

BY

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DECLARATION

This research project is my original work and has never been presented to any university for an award.

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DEDICATION

I dedicate this work to my dear parents. My father Mr. Benard Kaburu and my mother Mrs. Fridah Kaburu for their tireless effort in my upbringing , support and blessings during the time of writing this research project .

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ABBREVIATIONS AND ACRONYMS

EFA: Education For All

FPE Free Primary Education

GER: Gross Enrolment Rate

NARC: National Alliance of Rainbow Coalition

MOES: Ministry Of Education And Sports

MOEST: Ministry of Education Science and Technology

MDG: Millennium Development Goals

NER: Net Enrolment Rate

PTR: Pupil Teacher Ratio

UPE: Universal Primary Education

UNESCO: United Nations Education Science and Cultural Organization

UNICEF United Nations International children Education Fund.

TLR Teaching Learning Resources.

ABSTRACT

The purpose of this study was to examine how school environment influence pupils' enrolment in public primary schools in Hamisi Sub-County .The objectives of the study were to investigate how the adequacy of teaching / learning resources influence pupils' enrolment in public primary schools ,to determine how adequacy of physical facilities influence pupils' enrolment in public primary schools, to establish how pupil teacher ratio influences pupils enrolment in public primary schools and to examine the influence of indiscipline cases on pupils' enrolment in public primary schools in Hamisi Sub- County . The research design for this study was descriptive survey design. The target population comprised of primary school head teachers and class seven pupils in Hamisi Sub-County. The sample size for headteachers was 21 and standard seven pupils at 945 .The sampling procedure used in the study involved proportional allocation of respondents to various educational zones, then applied systematic random sampling to choose the schools and purposive sampling for head teachers and stratified random sampling for class seven pupils who participated in the study. The questionnaire was the main tool for data collection. Descriptive statistics was used to analyze data using statistical package for social sciences (SPSS 17.0) This is where tables, mean, frequencies and percentages were generated.. The study found out that a combination of factors contributed to low enrolment of pupils in public primary schools. The findings of the research show that inadequacy of physical facilities like classrooms, latrines and libraries at 43 % and high pupil teacher ratio at 38 % as the main factors influencing pupils' enrolment while 14% noted insufficient teaching /learning resources and indiscipline cases at 5% as the least factor that influence pupils enrolment in Hamisi Sub-County. The study recommends that the parents should be sensitized on need to enroll children in school and support in providing teaching /learning resources while T.S.C needs to employ more teachers so that the high teacher pupil ratio is reduced to enhance quality and access of primary education. Moreover all schools should be funded adequately to enable them build more classrooms and latrines for pupils .The Government should increase funding to cater for the essential school necessities at the same time reinforce children's right for education especially on parents who don't enroll their children in school . It was suggested that since the study was limited to Hamisi Sub- County there was need to replicate it to other counties in Kenya. For further research the study suggests that an evaluation study should be done to determine retention of pupils in public Primary schools in Kenya. Another study should be done to find out factors leading to decrease in boy child enrolment in public primary schools in Hamisi Sub-County. A study should be carried out on factors influencing pupils' ability to read and write at lower primary level.

CHAPTER ONE

INTRODUCTION

1.1Background of the study

World Bank (1995) asserts that education is the cornerstone of economic growth and social development. It is the principal means of improving the welfare of individuals and primary school education is the foundation. Education can be defined as the means with which to train an individual for production, research and education (ENESCO, 1981). Expansion and success of education relies on infrastructure which affects education access, contributes to quality learning environment and student achievement (Crampton, 2003). Universal Primary Education (UPE) was emphasized at the World Education forum at Jomtien in Thailand in (1990) which advocated for Education For All (EFA).The Dakar Framework for action in Senegal in (2000), reiterated this commitment .Moreover , UPE was also emphasized in Montrey consensus of (2002) and Paris declaration on alignment and harmonization agreed in (2005).

United Nations International Children Education Fund (UNICEF) (1990) stated that remarkable accomplishments have been made towards primary schools enrolment. The most significant increase in education enrolment in Sub- Saharan Africa and south Asia has been in the primary Education. Despite the efforts of UN Charter and world education conferences, there still exists a gap in school enrolments.

However the strive towards Universal Primary Education has tried to speed up enrolment but they hardly complete .The majority of these children are in the sub- Saharan region of Africa. According to UNICEF (1987), Millenium Development Goals (MDGs) was specifically set to achieve UPE. The target was to ensure that by 2015, children all over the world girls and boys alike were to complete a full course of primary schooling but unfortunately in less

industrialized countries like Kenya some children still do not get opportunity to access primary education due to limiting school environmental factors . Africa is still noted to lag behind in primary school enrolment World Bank report (2008).

In USA student and teacher comfort are regarded as the most important aspect of the school environment .If students are comfortable then learning becomes much easier where being comfortable involves adequate usable space ,noise control, lighting ,temperature and sanitation. The classroom is the most important area of the school because it is the area where the students and teachers spend most of their time and where most of the learning process take place .Importance of ventilation in educational establishment continues to be emphasized (Kimmel 2001).

In Nigeria, studies done by Farrant (1991) and Farombi (1998) defines school environment as facilities that are available to facilitate student learning. It includes books, audio visuals, software and hardware of educational technology ,size of classroom ,sitting position and arrangement, availability of tables ,chairs , chalkboards, shelves in where instruments for practicals are arranged .Akande (1985) asserts that learning can occur through ones interaction with the environment .According to Oni (1992), facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extend enrolment in public primary schools .Olutulo (1982), noted that the availability of the school buildings and other plans contribute to good academic performance as they enhance teaching and learning activities. Other studies done in Botswana and New Guinea concur that pupils enrolment is attributed to a number of school factors which include provision of physical facilities ,classroom size , effective school discipline policies , administrative support and effective leadership (Muli, 2005).

Uganda has made tremendous progress in increasing access to primary education in enrolment rates. It increased from16% in 1996 to 73% in 1997 and have increased at a rate of 5% every year since then (MOES, 2008).Nevertheless this has not been matched by proportionate increase in education inputs in terms of pupils' teacher ratio, pupil classroom ratio and pupil text book ratio which are still below the set target by the Government. This could partly explain the declining quality in education outcomes and the slow rates of enrolment. Grimmitt (2000) defines the concept of pedagogical principles and school resources as substantive hypothesis for facilitation of teaching and learning of the pupils. Deininger (2003) Uganda's UPE policy was a successful program in bringing a massive influence of new, predominantly poorer students into government schools.

Abagi (1997) noted that primary school education is very important to the well being of the entire society. Educating a child is a commitment in empowering the learner in different social background which is the bedrock of our economic development at the grassroots. This means that the enrolment of children should increase in all institutions if we have to achieve the aforementioned. Free primary education (FPE) in the world is to ensure that children from poor families complete a full course of primary school education. Provision of quality education and training has been a critical issue in Kenya since independence .This can be attributed to increasing demand for more educational opportunities by the growing population which causes a constraint on existing resources.

In Kenya Studies done by Cheserek & Mugalavai, (2012) asserts that for the country to be internationally competitive and economically viable , it requires an education system that will produce citizens who will be able to engage in life long learning ,learn new skills quickly ,perform more non routine tasks ,capable of more complex problem solving , take more decisions , understand more about what they are working on , require less supervision , assume more responsibility , have more vital tools , better reading culture , quantitative analysis , reasoning and expository skills .

World Bank (1988) recommended that there is need for parents to cost share financing of education There Government of Kenya introduced cost sharing in the provision of primary school education .The Cost Sharing Financing Strategy led to dropout of pupils from low income households, therefore reversing the earlier enrolment gains made in the primary sub-sector of education. To address this challenge the Government re-introduced the Free Primary Education (FPE) programme in 2003. This initiative pushed up enrolment from 5.9 million pupils to 7.6 million, representing 29% enrolment increase between 2002 and 2003 (UNESCO, 2005). By 2011, enrolment had shot up to 9.6 million pupils representing 63% increase in 9 years (Republic of Kenya, 2011).

United Nations (1993) and Children's Act (2001) recognize that education is a basic human right that every child must enjoy. Kenya is a signatory to this and other international convention that stipulates education shall be free at least in the primary stages and declares that primary education should be compulsory but still there exist school age children who are not in school.

According to universal declaration of Human Rights Article 28 of 1979, education should be free at least at the elementary level and accessible to all on basis of merit at higher levels. In order to

realize these aspirations, the United Nations introduced the Education for All (EFA) as an international initiative first launched in Jomtien, Thailand in 1990 to bring the benefits of education to every citizen in every society (EFA Global monitoring Report UNESCO, 2009). Education is a major catalyst for human development hence its accessibility is very important. Access to schooling in developing countries has improved since 1990 some 47 out of 163 countries have achieved universal primary education (MDG 2) and an additional 20 countries are estimated to be on track to achieve this goal by 2015

In January 2003, newly elected Kenyan president Mwai Kibaki announced the abolition of all school fees in public primary schools. The promise that no child would be chased away from public primary school had been key campaign pledge of National Rainbow Coalition (NARC) (2003).The NARC Government established Free Primary Education FPE to satisfy the pledge it had made during the 2002 general election in order to provide educational opportunities to disadvantaged children . Under the new FPE policy, public primary schools which were previously responsible for raising funds locally to pay for classroom maintenance , desks, books and other non -salary expenditures were prohibited from collecting revenue. Instead each school would receive a central Government grant twice a year deposited directly into the school bank account to be administered by a committee of teachers and parents. This project was a great success in terms of increased enrolment (Makori, 2003).However the country was not yet prepared to accommodate such a large increase as can be seen by the drastic consequences, the few classrooms that were available were overcrowded with few teachers to accommodate them. Schools lost revenue for lack of tuition fee.

According to Glennester & Kremer (2011) although primary school tuition fee was abolished , several factors continue to impede access to education in Kenya .Many parents still could not

afford to pay for school uniforms , textbooks , transport and meals without which students cannot attend school .These fees are especially difficult for marginalized children especially those from rural and financially underprivileged families .Primary School education is the first phase of the 8-4-4 education system and serves mostly students between the ages of 6-14. Primary education is universal and free but not necessarily compulsory.

Despite free primary education policy, a substantial number of children who should benefit from it are still out of school even though some gains have been made between 1998 and 2009.According to Kenya Demographic and Healthy Surveys among children aged 6 to 13, enrolment improved from 87% to 96% between 1998 and 2009. Family backgrounds along with gender are strong determinants of whether a Kenyan child is in or out of school as per the survey (Republic of Kenya, 1998, 2009)

In Kenya FPE was introduced to make education accessible to all children. However, very many children still don't have access to primary Education for instance, places like Tana River, Isiolo, Samburu, Turkana, West Pokot, Marsabit and Narok due to cattle rustling,pastrolism, cultural practices and tribal clashes (MOE, 2003) .FPE in Kenya resulted in a significant increase in enrollment from 5.9 to 7.2 million pupils (Mukudi, 2004). The study is based on the understanding that school environment play a vital role towards enrollment and consequently in achieving the goals of education especially UPE .Unlike Nanyonjos study (2007) that focused on primary school outcomes and inputs, the current study is based on influence of school environment on pupils enrolment because a lot of emphasis has been on outcomes with minimal regard to provision of adequate facilities .

1.2 Statement of the Problem

Though the Government is providing direct grants to primary schools under FPE programme, some areas in the recent past are experiencing decreasing enrolment of pupils .According to Hamisi sub-county Education Office records , enrolment in public primary schools has been decreasing as from 47843 (2012), 46634(2013) and 44120(2014). Pupils enrolled in its 105 public primary schools. This shows decline in pupils enrolment a condition if not checked in long term will lead to a society that is illiterate whose consequences will be increased poverty rates and underdevelopment, thus a gap has been identified that need to be filled through this study . This trend has persisted in the recent past and has been raising concern of educationists. There could be a host of factors that are responsible for this decrease. It was therefore in the interest of this study to establish the factors that influence pupils' enrolment in public primary schools in Hamisi sub-county.

The major goal of primary education is to prepare an individual for self –expression, self-discipline and self- reliance while at the same time providing a rounded educational experience (UNESCO, 2003) . Primary education has been taken as a fundamental base for literacy and means of acquiring basic skills and positive attitudes to enable individual fit in society. For this reason Kenya has heavily invested in primary education since introduction of F.P.E in 2003.More over a lot of awareness has been done on the need to enroll children in primary schools through village *barazas* , churches and non-government organizations through sponsorship of needy children. Despite all this concerted effort to address the issue of enrolment, there are still children who are not in school in Hamisi Sub-County which is the main reason for doing this study.

1.3 The Purpose of the Study

The purpose of the study was to investigate the influence of school environment on pupils' enrolment in public primary schools in Hamisi sub-county .

1.4 Objectives of the Research

The following objectives were used in the study;

1 To investigate how the adequacy of teaching / learning resources available influence pupils' enrolment in public primary schools in Hamisi Sub-County

2 To determine how the adequacy of physical facilities available influence pupils' enrolment in public primary schools in Hamisi Sub-County.

3 To establish the influence of pupil teacher ratio on pupils' enrolment in public primary schools in Hamisi Sub-County

4 To examine how indiscipline cases influence pupils enrolment in public primary schools in Hamisi Sub-County.

1.5 Research Questions

The research questions were;

1. How does the adequacy of teaching / learning resources available influence pupils' enrolment in public primary schools in Hamisi sub-county?
2. How does the adequacy of physical facilities available influence pupils' enrolment in public primary schools in Hamisi Sub-County?
3. How does pupil teacher ratio influence pupils' enrolment in public primary schools in Hamisi Sub-County?

4. How do school indiscipline cases influence pupils' enrolment in public primary schools in Hamisi Sub-County?

1.6 Significance of the Study

It is hoped that the study findings will assist the Ministry of Education and Kenya as a whole in recognition that school environment has a critical role to play which has a direct influence on pupils enrolment in public primary schools. It is important to note that after this study, the Ministry of Education now has a way out in dealing with school environment issues which can increase in enrolment of children in tandem with the available resources in public primary schools.

The findings of the study will assist different stakeholders like **parents, teachers unions, Non-Governmental Organizations, politician and sponsors** to realize the importance of school environment and the need for fast tracking enrolment rates. Therefore the research will help in renewing effort and interest in addressing physical facilities and resources towards enhancing enrolment. This study intends to help policy makers and educational planners to prepare better in order to achieve UPE goals. It is also hoped that this study will be of an immense benefit as an aid and guide to future research on school and pupils' enrolment.

1.7 Delimitation of the Study

The study was delimited to Hamisi Sub-County, Vihiga County in Kenya. The study was delimited to public primary schools in Hamisi Sub-County where only the head teachers and class seven pupils were involved in the study .The research objectives were delimited to adequacy of teaching /learning resources, adequacy of physical facilities, pupil teacher ratio and school discipline.

1.8 Limitations of the study

A limitation is an aspect of study that the researcher knows may adversely affect the results but has no direct control over (Orodho, 2004). The study was constrained by respondents' failure to return the questionnaires on time for analysis. This was mitigated by the researcher having to collect the questionnaires personally from them.

Another constraint is that some of the head teachers in some of the schools were not willing to give information because they thought the researcher was on a fact finding mission .This was rectified by the researcher being very friendly and objective , creating a rapport with them in the approach and assured them on confidentiality in addition to showing them a letter of transmittal before the questionnaires are administered .

Accessibility in some schools was a problem especially on rainy days .The researcher used motorcycles that were able to move through the rough terrain of Hamisi Sub-County. Moreover the researcher was able to travel easily because of familiarity with the geography of the area.

1.9 Basic Assumption of the Study.

The researcher assumed that findings from Hamisi Sub-County can be generalized to larger Vihiga county and other counties in Kenya. The study also assumed that all the participants will be willing and honest in their responses and that the school environment is a reliable yardstick for pupil's enrolment.

1.10 Definition of Significance Terms as used in the study.

Enrolment: It's the number of pupils that were registered in public primary schools

Public primary school: Government learning institution that enrolls day school pupils

both girls and boys mostly aged between 6-14 years in Standard one to eight.

Physical facilities: Refers to buildings, furniture and structures that facilitate Learning in schools

Teaching /learning resources: Refers to text books, charts and other materials used to enhance effective learning

Indiscipline: Ignorance of school rules and regulations, time management and the administration of punishment.

Pupil Teacher Ratio: Number of learners enrolled in a given level of education divided by the number of teachers in the system

1.11 Organization of the study

The study was organized in five chapters. **Chapter One** dealt with the background of the study, statement of the problem, purpose of the study and objectives of the study. It also dealt with research questions, significance of the study, delimitation of the study, limitation of the study, basic assumptions of the study and definition of the significant terms. **Chapter Two** consisted of literature review related to the influence of school environment on pupils' enrolment whose independent variables were teaching /learning resources, adequacy of physical facilities, pupil teacher ratio and school discipline. It also had theoretical and conceptual framework of the study. **Chapter Three** included research methodology that encompasses research design, target population, sample size, sampling technique, reliability and validity of the research instruments and procedures for data collection and analysis techniques.**Chapter Four** dealt with data analysis, presentation, interpretation and discussions. **Chapter Five** provided a Summary of Findings, Conclusions and Recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter relevant literature was reviewed with the view to assemble supportive material on the research study topic .Focus was on areas that will provide insight into the influence of the school environment on pupil's enrolment. Specifically on school environment the literature reviewed was on adequacy of teaching / learning resources, physical facilities, and pupil teacher ratio and indiscipline cases. The facts collected were both globally and locally which was used to form the conceptual framework to guide the study.

2.2 Adequacy of Teaching /Learning Resources and Pupils' Enrolment.

Maicibi (2003) asserts that when the right quantity and quality of human resources are brought together, they can manipulate other resources towards realizing institutional goals and objectives. Yadar (2007) and UNESCO (2008) postulate that object well handled practically impresses itself more firmly in the mind than the object merely seen from a distance. Pupil –teacher ratio refers to the number of learners enrolled in a given level of education divided by the number of teachers in the system (Williams, 1979). Mutai (2006) states that learning is strengthened when there are enough reference materials such as textbooks and teaching aids which can positively change teachers and learners attitudes.

Compassion (2011) states that school sponsors provide educational support to primary school pupils' mainly in the form of textbooks, school uniform, school bags and hurricane lamps that help them to do private studies at home. This is aimed at ensuring that these children will be retained at school and will not be sent home because of lack of required textbooks or school uniform or schoolbag.

Wachira (2008), in her study on influence of educational resources on pupils outcomes, defines educational resources or teaching–learning resources as all materials and equipment used to enhance effective learning .Her major concern is that there is notable shortage of teaching materials and equipment in the schools today .This is a problem which needs careful consideration for solution to be reached .She laments at a situation whereby a teacher wants to teach reading in the absence of reading books ,while at times ,a teacher wants to write something on the chalkboard and there is no chalk. She strongly urges the school administrators to start exploring ways and means of how they can solve this problem, because if it is left unsolved, the schools will go deeper and deeper into many problems which impact negatively on school achievements.

According to African Education in Focus journal (2010), reading textbooks is not the only problems that face schools on the side of teaching materials and equipment .There is inadequate supply of many things in schools, just to mention a few like desks, tables, maps, picture and posters. The journal arrives at the conclusion that the success of any lesson depends on how well the teacher prepares his lesson, what type of equipment he uses and the use of teaching aids. This means that the availability of adequate education resources can not be downplayed in the journey to excelling academically. To reduce these problems teaching resource centers would be helpful for teachers at which teachers can borrow items such as radio from the broad casting lessons, tape recorders for teaching or all language lessons, cassette players, projectors and many other teaching equipment and materials (World Bank, 2008).

The findings of Yadar (2001) and the report by UNESCO (2008) have shown that classrooms, teaching aids and stationeries influence pupils' enrolment. Further they argue that learning is strengthened when there are enough reference materials such as textbooks and class rooms.

2.3 Physical Facilities and Pupils' Enrolment

A school's physical environment includes the school building and the surrounding grounds, such as noise, temperature, and lighting as well as physical, biological, or chemical agents. The number of classes, availability of libraries, ratio of toilets verses students .Hyde (1989), defines an ideal environment as one in which girls and boys feel safe and able to achieve their full intellectual , physical and emotional potential in whatever that respects differences in gender . Ohen (1970) defines school as an institution with specialized personnel apparatus, formal and stereo typed means of instructions , a curriculum and rational defined manifesto objective.

Kwesiga (2002) noted that school facilities determined the quality of the school which in turn influences the achievements and enrolment rates of its pupils. Recent studies showed that lack of privacy for girls such as the absence or poor toilet facilities contribute to periodic truancy and ultimately lead to some girls dropping out of schools. The findings of Yadar (2001) and the report by UNESCO (2008) have shown that classrooms, teaching aids, and stationeries influence pupils' enrolment.

According to Mills (1974), the physical conditions under which a teacher is working affect the children's moral and their degree of motivation. Mills (1974) emphasized that a pupil's is not well motivated if he or she is squatting on an uncomfortable stool. Most rural schools are characterized by dilapidated buildings, missing or broken desks and chairs, lack of good ventilation and sanitation facilities had the net effect of discouraging school enrolment and attendance (World Bank, 1988).According to Mutai (2006) provision of conducive classrooms

and laboratories can make the subject very interesting and exciting to the learners hence encourage more pupils to join the school.

Students achievement at any point is accumulative function of inputs such as laboratories, textbooks, school buildings and libraries among others (Dahir & Faize ,2011). Provision of stationeries and teaching aids is also critical to pupil's enrolment.

2.4 Pupil Teacher Ratio and Pupils' Enrolment (PTR)

Pupil teacher ratio (P.T.R) refers to the number of learners enrolled in a given level of education divided by the number of teachers in the system (Williams, 1979). .According to Katunzi & Ndalichako (2004) teacher student ratio is a significant measure of quality in education because learners' progress through the curriculum may be hindered, a factor that may lead to dismal performance hence affecting pupils' enrolment.

PTR is a significant measure of pupils' enrolment in the school. The re-introduction of free primary education (FPE) in Kenya in 2003 led to increased enrolment at this level of education from 5.9 million pupils to 7.6 million. By 2011 enrolment stood at 63% increase rate in nine years. This enrolment growth increased pupil teacher ratio (P.T.R) a factor that has been associated with the decreasing rate of pupils' enrolment. At independence in 1963, Kenya was faced with challenges relating to the supply of trained human resources and access to educational opportunities at all levels of education. The Ominde commission of 1964 recommended that Primary education in the country should be made free (Republic of Kenya 1964).

The Cost Sharing Financing Strategy led to drop out of pupils from low income households. Inspite of the increased enrolment gains, the F.P.E programme has been experiencing several

challenges. The challenges resolve around the financing and supply of teachers, for instance it has been observed that the annual allocation per pupil (Ksh 1020) has not only been low but the same has been disbursed erratically by the government (Muindi , 2012) continue to impact negatively on enrolment.

Although the issues surrounding the free education fund can not be underrated, the high pupil teacher ratio has been cited as the greatest obstacle towards full realization of the goals envisaged in the FPE initiative. The government acknowledged that high P.T.R, particularly in the densely populated areas was undermining the FPE undertaking (Republic of Kenya 2005).

The move by the government to recruit 5,682 primary school teachers in 2012 reflects the magnitude of the shortfall in teachers supply in the countries primary schools (Siringi, 2012). Kumba (2011) has buttressed this observation that majority of F.P.E pupils are unable to finish school due to high P.T.R

Kenya and many other developing countries are making rapid progress toward the Millennium Development Goal of universal primary education by 2015, in part due to the elimination of school fees. Between 1999 and 2004 the number of new entrants to primary school in sub-Saharan Africa increased by more than 30 percent (UNESCO, 2007). In Kenya alone, enrollment in primary schools rose from 5.9 million to 7.6 million between 2002 and 2005, an increase of nearly 30 percent, (UNESCO, 2006).Yet this progress creates its own new challenges. First, the influx of new students has raised pupil-teacher ratios. Free primary education was put in place in 2003, and by 2005 in the area we examine in Kenya, the average class size in first grade was 83, the median was 74, and 28 percent of first grade classes had more than 100 students.

To accommodate the increase in the number of pupils without a proportionate increase in teacher salary budgets, many countries, from Togo to India, have arranged for the local hiring of teachers on short-term contracts (De Laat & Vegas, 2003). Although the hiring of contract teachers is widespread, there is limited evidence to suggest what impact this practice has on student achievement or how contract teachers can best be used to accommodate the influx of relatively unprepared students.

Historically, most teachers in Kenya have been hired centrally through the Teachers Service Commission (TSC). Teachers hired through the TSC have civil service protection and receive wages and benefits that are considerably above levels that would clear the market, and there is considerable queuing for these positions. For teachers in these positions, promotions, transfers, and disciplinary actions are decided through TSC rather than by more local bodies such as the school committees associated with every Kenyan school, which are primarily composed of elected representatives of parents.

Some school committees hire teachers locally using parent contributions to supplement the teachers hired by the TSC. In the area of study, we observed that these locally hired teachers, called PTA (Parent-Teacher Association) teachers, received compensation in the range of 4000 Kenyan shillings, or US$ 30 per month. In comparison, the average civil service teacher receives around 13,000 shillings (US$ 140) per month plus generous benefits including housing allowances, provisions for retirement, and medical coverage (Glewwe et al., 2003). New graduates of teacher training colleges often work for several years as PTA teachers who in most cases are underpaid without any privileges.

Since the introduction of free primary education, parents can no longer be required to pay fees for their children to attend school, and thus school committees are generally unable to raise the funds necessary to hire PTA teachers. Free primary education has thus raised the pupil teacher ratio both by increasing the number of pupils and by reducing the number of teachers. It also led to a large influx of students who had little or no previous schooling resulting into high PTR.

2.5 Indiscipline Cases and Pupils' Enrolment

Okumbe (1998), defines discipline as the action by management to enforce organizational standards .Cotton(2000) define school discipline as an appropriate measure taken for regulation of children behavior and maintenance of order in the school . However in this study, discipline is defined as the observance of school rules and regulations, time management, administration of punishment and its influence on pupils' enrolment.

According to Adams (2003), schools rules and regulation are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behavior and obedience to school authority (Adams, 2003). Also on admission schools especially at secondary level, students are given prospectuses, which spell out some of the expectations (Adams, 2003). These rules and regulations specify in most cases what school members should do and what they should not do. Despite this expectation, in most primary schools , pupils break these rules and regulations with wide spread indiscipline acts such as escaping from schools, taking of alcoholic drinks, participating in frequent strikes with closure of schools and suspension of students that affect students academic performance.

According to Matsoga (2003), in his study on discipline in schools in Botswana, he discovered the wide spread violence and misbehavior that existed in many schools. This lack of discipline, interfered with the teaching and learning process, manifested itself in various ways including

bullying, vandalism, alcohol consumption and substance abuse, truancy, inability or unwillingness to do class work at home. Theft was also identified as a common activity among pupils. An example was cited in 2003 where students of one of the primary school in Botswana, broke into a lab to steal ethanol (Banda, 2004). Some of these students lost their lives, and others lost their sight. In another primary school, a 19-year-old boy committed suicide after fighting with another student over a borrowed plate (Maleke, 2003). These were due to students disrespecting the formulated school rules and regulations that could assist them guide their behaviors at school. Many parents will not want their children to join this type of schools given the option.

However Salzer-Morling (2000), concurs with Cotton (2000), and believes that, responsiveness to rules can become a consequence of how managers view them. Harris (2005) carried out a study on discipline among learners in a state funded school in Oxford, United Kingdom and established that, the collapse of discipline in the classroom order and classroom hooligans was an indication of pupils' disrespecting classroom rules and regulations. Also Harris, (2005) though he did concentrate on indiscipline cases and established that it was declining among students, he did not focus on how indiscipline cases influences pupils' enrolment hence the need for this current study.

The Elton Committee (1989) carried out research on the standards of discipline in Scotland and Wals and reported that pupils' were cited with violence that involved verbal and physical aggression to teachers. Adeyemo (1985), carried out a study on the level of indiscipline cases in primary schools in Nigeria, established that, there was wide spread violation of 18 school rules and regulations which was capable of obstructing the smooth and orderly functioning of the school system. This argument was also supported by Mukharjee (1985), who carried out a study

on the standards of discipline in primary schools in Mexico and noted that certain changes signaling maturity in the course of growth and development of students in secondary schools tend to make students misbehave by faulting school rules and regulations. Large class size affects class management by teachers in terms of maintaining discipline .It is difficult to maintain discipline in class as many children are unruly and noisy , Alubisa (2005) . Lupton & Jones (2002) also concurs with Okumbe (1998) that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. The school rules and regulations therefore prescribe the standard of behavior expected of the teachers and the pupils thus there was need to carry out this study to find out the influence of indiscipline cases on pupils enrolment in Hamisi Sub-County

2.6 Theoretical Framework

The study was based on the theoretical model of learning by Chinapah Viyagum (1984). The model emphasizes equal rights to education irrespective of age, sex, ethnicity, socio-economic and regional origins and equal access to different types and levels of education. The theory argues that children have equal treatment in school in terms of teacher behavior as well as teacher- learner relationship and interactions. School input such as teacher education, training and stability, class size, pupil-teacher ratio, school facilities, teaching learning materials and resources as well as school administration are identified by the model as vital factors in access and retention of pupils in schools. The model further argued that the interaction between the school environment influenced pupils enrolment .The school based factors predetermine the parents' belief and practices, as well as attitudes towards children's education.

These are the stereotypes that exist which will predetermine the fears of the parents and the child's ambition of enrolling in a school. School characteristics such as school type, greatly

influence the access and retention of pupils in primary education. Teacher quality, class size and teacher salaries determine the morale and interest in teaching, the quality of teaching and learning in schools. The schools processes are intertwined; hence play co-current roles in the process of pupils learning.

2.7 Conceptual Framework

In this study, the conceptual framework was guided by the research objectives. First, the study aimed at investigating how the adequacy of teaching / learning resources influences pupils' enrolment in public primary schools in Hamisi Sub- County. Secondly, it sought to determine how adequacy of physical facilities influences pupils' enrolment in public primary schools Hamisi Sub- County. Thirdly, to establish how pupil teacher ratio influences pupils' enrolment in public primary schools. Lastly, to examine how indiscipline cases influences on pupils' enrolment in public primary schools in Hamisi Sub- County. The independent variables are Teaching/Learming resources, Physcical facilities, pupil teacher ratio, and indiscipline cases. The dependent variable is pupils' enrolment in public primary schools.

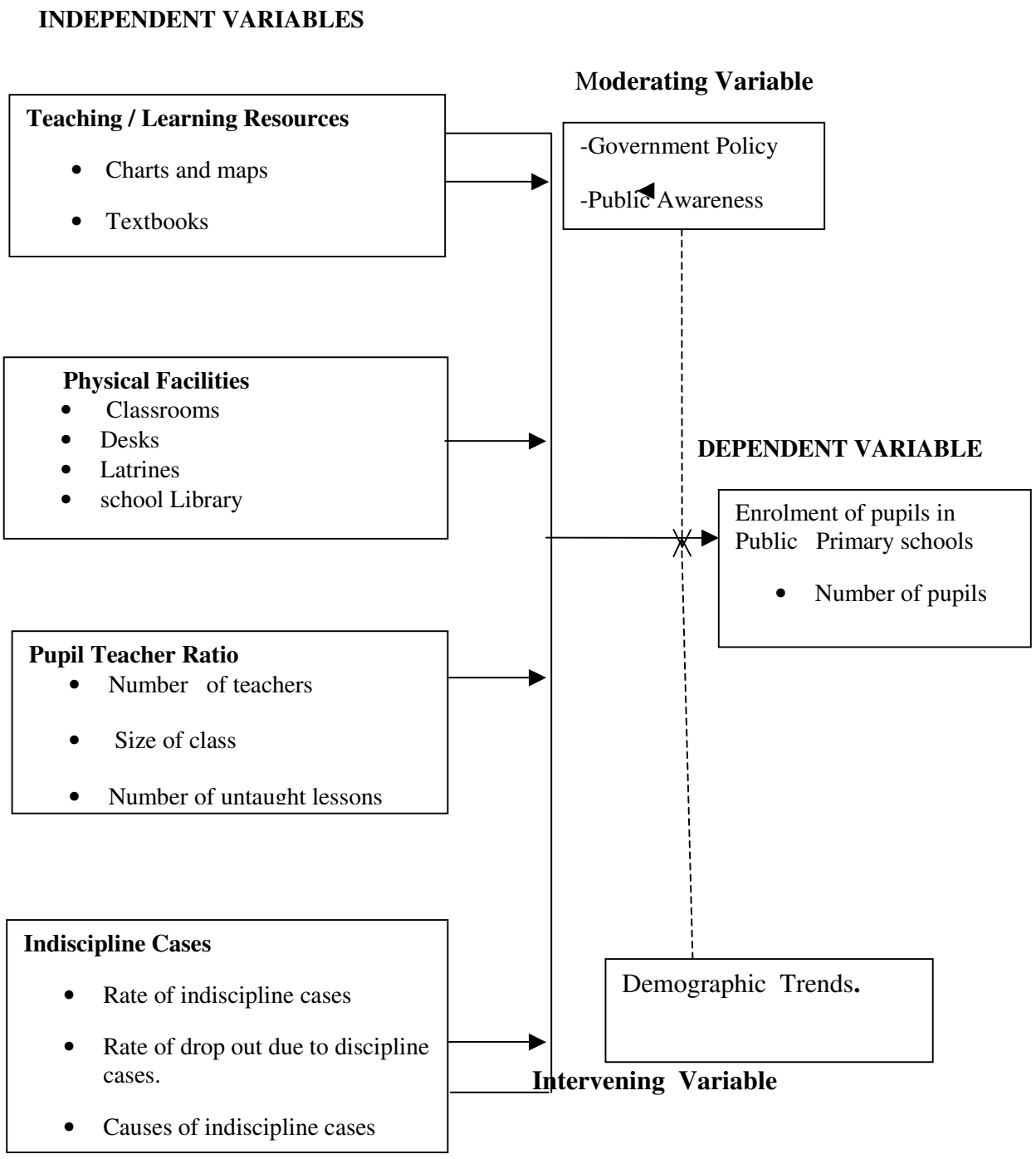

Figure 1 Conceptual Framework

Figure 1 shows the conceptual model which encompasses the major variables and their possible patterns of influence on each other and eventually how they influence the enrolment of pupils in public primary schools. The conceptual framework in figure 1 identifies the independent variables in this case adequacy of teaching/ learning resources ,adequacy of physical facilities , pupil teacher ratio and indiscipline cases .Teaching /learning resources inform of charts , maps and text books have an influence on number of pupils enrolled in a school. Similarly, physical facilities are also an area of concern .The adequacy of classrooms, latrines and libraries are likely to influence pupils' enrolment. It also identified the dependent variable as enrolment of pupils in public primary schools. Government intervention is likely to influence pupils' enrolment for instance through enforcement of law that require all school age children should be in school. Also demographic trends if they move in or out of the area are likely to change the rate of pupils' enrolment in public primary schools.

2.8 Summary

The above literature review clearly points out that the school environment influences pupil's enrolment in public Primary schools. The review shows the importance of each of the school environment factors on pupils enrolment in public primary schools . Its evident that though there is overwhelming enrolment of pupils across the nations literature reviewed shows that many children still have been locked out of school thus curtailing their potential and subsequent contribution to development of the Nation. This study therefore addresses many gaps that still exists despite the many studies that have been done.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of the research methodology which included the research design , the area of study ,the target population, the sampling procedures, sampling technique , research instruments, validity and reliability of research instruments, data collection procedures and data analysis.

3.2 Research Design

According to Kothari (2004), a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to contribute relevance to the research .The aim of this research was to investigate factors influencing pupils' enrolment in public primary schools. The study adopted descriptive research survey design. Best and Khan (2004) define descriptive research design as where variables that exist have already occurred with the non intervention of the researcher. The researcher used descriptive research survey design because it is concerned with describing the characteristics of a particular group and can't manipulate the independent variables with the view to determine their effect on dependent variables thus there relationship is determined retrospectively .

3.3 Target Population

According to Borg and Gall (1989) a target population is defined as all members of the real set of people, events or objects to which a research wishes to generalize the results of the study. The study targeted 105 schools with 4725 class seven pupils and 105 head teachers giving a total of 4830

3.4 Sample Size and Sampling Procedures.

According to Mugenda & Mugenda (1999) a sample is a group of persons or items selected from the population that will be subjected to the study and is usually a representative of the entire population.

3.4.1 Sample Size

Mugenda & Mugenda (2003) suggests that 10 percent or more of the population is ideal for descriptive survey research .The study relied on this suggestion and took 20% of the target population. Therefore the sample size was 21 schools with 945 class seven pupils, 21 head teachers giving a total of 966.

3.4.2 Sampling Procedures

Sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). Systematic random sampling refers to arranging the sample size in certain order and then picking the items at certain intervals (Mugenda & Mugenda, 1999) .The study used systematic random sampling to pick 21 schools from 105 that participated in the study. Systematic random sampling from the list of schools it involved picking every fifth school in the list thus giving every school a chance to be selected. Purposive sampling was used to pick 21 head teachers since they were few and there was need for all of them to participate in the study due to descriptive research design chosen for this study and 945 class seven pupils for the study. Among 945 pupils, stratified random sampling was used to enhance gender. According to Kothari (2004) stratified sampling is where the population is divided into several sub-populations that are individually more homogeneous than the total population (the different sub-populations are called ‘strata’) and then we select items from each

stratum to constitute a sample. This is where using the class register we had two strata for females and males then choose randomly from each as respondents.

3.5 Data Collection Instruments

According to Design (2005), data collection instruments are tools that assist the researcher in the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypothesis and evaluate outcomes. The data for this research was collected from both primary and secondary sources. The secondary sources included records, past research and documents. Documents that were analyzed included nominal rolls, class registers, and teaching / learning resources/ records. The primary sources are the subjects of the study who gave actual data as it is in the field. The instruments that were administered for collection of data were questionnaires which were administered to class seven pupils, class teachers and head teachers. The questionnaire used was both closed and open ended .Questionnaires were used because the population was literate hence able to read and comprehend the questions (Mugenda & Mugenda ,1999).

3.5.1 Pilot study

The research instruments were piloted in order to standardize them before the actual study. The pilot study was done in three schools which did not participate in actual research. This was done to help identify problems the respondents would encounter and determine if the items in the research instrument would yield the required data for the study.

3.5.2 Validity of Research Instruments

Instrument validity refers to accuracy , meaningfulness and technical soundness of the research instrument (Mugenda & Mugenda 1999). According to Best & Khan (2003) an instrument is valid when it measures what it intends to measure .It's the degree to which a

test measurers what it intends to measure. To this effect questionnaire or interview guide are said to be valid when they actually measure the intended parameters (Borg & Gall 1989). This was accomplished in three ways. First, extensive literature review on the influence of school environment on pupils' enrolment. This made it possible to identify the relevant content areas to be captured during the itemization stage of the instrument. Secondly, items in the instrument were prepared in line with the objectives of the study. Thirdly, the instruments were piloted the questionnaires were appraised by the supervisor to evaluate the applicability and appropriateness of the content clarity and adequacy of the construction of the instruments from a research perspective. A field test was conducted with a pilot of three schools that were not part of study.

3.5.3 Reliability of Research Instruments.

Reliability refers to extend to which instruments yield measurements that are consistent each time if it is administered to same people. Worthen et al (1993), notes that reliability can be seen as a measure of how stable, dependable, trustworthy and consistent a test is in measuring the same thing each time. Kombo & Tromp (2009) adds that reliability is a measure of how consistent the results from a given test are .Donald (2006) asserts that research instruments are expected to yield the same results with repeated trials under similar conditions .These definitions imply that for a researcher to make authentic conclusions over a research, the reliability of research instruments must be tested. The researcher used Test-retest technique in order to test the reliability of the instruments. The instruments was given to similar subjects for the study but not used in the final study. The same instruments were administered to the same group of subjects after two weeks. A comparison between the responses obtained in the two tests was made using Pearson's correlation co-efficient formulae (r) as indicated below.

$r = N\Sigma XY - \Sigma X \Sigma Y)$

$\sqrt{[N\Sigma X2 - (\Sigma X)2][N\Sigma Y2 - (\Sigma Y)2]}1/2$

Where Σxy= sum of the gross product of the values of each variables

(ΣX) (Σy)=product of the sum of x and the sum of y and N= total number of items.

If the reliability of the instrument is above 0.5, it is considered to have a very good reliability. The pilot study obtained a Coefficient Correlation of 0.75. This means that the research instruments were reliable for the study. The three schools for pretesting were not used in the final study. In this case, the pilot study results showed a Correlation Coefficient of 0.75 making the questionnaire a reliable tool for data collection for the study.

3.6 Data Collection Procedures

According to Madhu (2005), data collection procedure is the plan for activities that are involved in a given study. For this study the researcher followed the necessary procedure in obtaining the relevant documents for the study. Data collection means recording preparing data for the purpose of obtaining information, making decision and passing the information to others.

A plan was developed to enable successful collection of data .This enabled the researcher to be clear on what to do, duration, how to do it and the resources required. The plan had chronology of events showing what precedes what or succeeds what. Data collection took 30 days, before that clearance was sought from University of Nairobi, National Council of Science, Technology and Innovation (NCSTI) seeking permission to carry out research. Permission was also sought from the county Director of Education - Vihiga County to allow the study to take place within his/her jurisdiction.

3.7 Data Analysis Techniques

Data analysis refers to the process in which raw data is ordered and organized to make it useful information (Mugenda & Mugenda, 1999). Quantitative and qualitative data processing and analysis began with editing questionnaires to minimize errors then coding for the open ended data, analysis and then interpretation. The Statistical Package for Social Sciences (SPSS) was used to make a descriptive analysis to give percentages and frequency distribution which will display data automatically for reporting on influence of school environment on pupils' enrolment. Conclusions and recommendations were based on patterns that arise from the analysis of data. In interpreting the results, the frequency with which the idea appeared was interpreted as a measure of importance , attention or emphasis using tables, percentages and frequencies. Words were also used to describe and explain the meaning of data and make conclusions.

3.8 Ethical Considerations

Ethical considerations are principles which should bind the researcher in conducting the research (Schulze, 2002). The researcher observed confidentiality; this means information from the respondents was remained confidential. The names and any form of identification that could be associated with the respondents were not sought because such information will not be included in the report. Moreover prior to volunteering information, the respondents were given enough information regarding the study and the participation of respondents was voluntary. The researcher sought permission from relevant authorities before embarking on research. This included permission from the University Of Nairobi, the Kenya National Council of Science, Technology and Innovation and Hamisi Sub-County Director of Education.

3.9 Operational Definition of variables

There are two variables that were considered in this study, independent and dependent variables. The independent variables are adequacy of teaching/learning resources, adequacy of physical facilities, pupil teacher ratio and school discipline.

Table 3.2 Operational Definition of Variables

OBJECTIVES	VARIABLES	INDICATORS	MEASUREMENT SCALE	STATISTICAL ANALYSIS
To investigate how the adequacy of teaching / learning resources influence pupils' enrolment	**Independent variable** Teaching /learning resources **Dependent variable** Pupils enrolment	Number of textbooks available Presence of a library Issuance of textbooks list.	Ordinal Ratio Nominal	Descriptive
To determine how the adequacy of physical facilities influence pupils' enrolment	**Independent variable** Adequacy of physical facilities **Dependent variable** Pupils enrolment	Number of classrooms Classroom size Number of toilets	Interval scale Ratio Nominal	Descriptive
To establish the influence of pupil teacher ratio on pupils' enrolment	**Independent variable** Pupil teacher ratio **Dependent variable** Pupils enrolment	Adequacy of teachers Class size Qualification of teachers	Interval Nominal	Descriptive
To examine the influence of indiscipline cases on pupils' enrolment	**Independent variable** School discipline **Dependent variable** Pupils enrolment	Causes of indiscipline cases Number of discipline cases Drop out rates	Nominal Interval	Descriptive

3.10 Summary

This chapter consisted of the research methodology which included the research design , the area of study ,the target population, the sampling procedures, sampling technique , research instruments, validity and reliability of research instruments, data collection procedures and data analysis.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

The purpose of this chapter was to report and interpret the finding of the research on Factors influencing pupils' enrolment in Kenya, a case of Hamisi Sub-County . The main sub headings include, instrument return rate, demographic characteristics of the respondents, adequacy of teaching and learning resources, physical facilities, pupil teacher ratio, school indiscipline cases and home based factors and their influence on pupils enrolment .

4.2 Questionnaire Return Rate

The researcher issued questionnaires to 945 class seven pupils and 21 head teachers of the sampled public primary schools. All were mixed primary schools, gender ratio was considered. Questions on the questionnaires guide were categorized to elicit responses relevant to achievements of the research objectives. The first category of questions aimed at eliciting general information and rapport building with respondents. The researcher targeted public primary schools in Hamisi sub-county. This was important to determine whether the research findings would be valid and reliable to be generalized to the entire county. The questionnaires were returned as shown.

Table 4.1 Questionnaire return rate.

Target Category	Sample Size	Number Responded	Return Rate (%)
Class Seven Pupils	945	800	84.65
Headteachers	21	21	100
Total	**966**	**821**	**84.98**

Out of 945 questionnaires administered to the pupils 800 were filled and returned representing a return rate of 84.65%. For the head teachers there was 100 % return rate. On average there was a return rate of 84.98 which implies that the data provided was reliable and valid to be a true representation of the entire population.

4.3 General Profile of Respondents

In this part general information of respondents was collected with the aim of establishing the background of the respondents that participated in the study. The data collected was mainly on educational zone, gender and age.

4.3 .1 Area zones

The item was included in the questionnaire for proportional allocation of schools to various educational zones as obtained from Hamisi Sub-County education officer. The findings are shown in table 4.2

Table 4.2 Area zones

Zone	No of schools	No of schools sampled
Banja	17	4
Gisambai	16	3
Jepkoyayi	13	3
Tambua	17	3
Shaviringa	26	5
Shamakhokho	16	3
Total	**105**	**21**

Source: Hamisi Sub-County education office , 2014

Table 4.2 shows that the number of schools sampled was 21 using systematic random sampling. In this study the researcher used 20% of the schools. Hamisi sub-county is divided into six educational zones for the purpose of easy administration of educational matters since it is vast and in rural set up which pauses transportation challenges. Each zone has an area educational officer. The educational zones are fairly distributed save for Shaviringa zone which is quite big hence the high number of schools.

4.3.2 General profile for Class Seven Pupils Respondents

The researcher wanted to know the gender of all respondents who participated in the study . It was important because the researcher wanted to cater for gender balance in the research.

Table 4.3 Gender for Class Seven Pupils

Gender	Frequency	Percentage
Male	379	47
Female	421	53
Total	**800**	**100**

Table 4.3 shows that 47% were males against females at 53%. The findings of the study show that most of the pupils in Hamisi Sub –County are females. It was also found out that the ratio of boys to girls is almost 50:50, the gap is narrowing because of change in societal norms and increased awareness on educating the girl child

Age brackets for class seven pupils

The study sought to find out the range of age for class seven pupils. The findings are shown in table 4.5

Table 4.4 Ages brackets for Class Seven Pupils

Age	Frequency	Percentage
5-10	66	8
15-20	598	75
16-20	136	17
Total	**800**	**100**

Table 4.4, shows that class seven pupils aged between 5-10 years are at 8%, between 11-15, are at 75% and 16-20 are at 17% The study revealed that majority of the students are aged between 11-15 years. The implication is that majority of the pupils finish primary school while they are very young .This may be due to Government Policy whereby any child going to public primary school must be six years of age. It was also evident that we had very few pupils between the age of 5-10 years and 16-20 years. The implication is that with the introduction of FPE most of the pupils remain in school even if they grow old as seen in Table 4.4 we still have pupils aged 16-20 whom ideally should have finished primary education. This may also imply that there may be slow learners and they have to be accommodated until they do their final exams.

Table 4.5 Number of siblings

Number of siblings	Frequency	Percentage
2	34	4
3	54	7
4	137	17
5	126	16
6	157	20
more than 6	292	37
Total	**800**	**100**

Table 4.5 , shows the number of siblings per family 2 at 4%, 3 at 7%,4 at 17% ,5 at 16%, 6 at 20% and more than 6 at 37%. The findings of the study show that majority of the pupils families have more than 6 children. The implication of this is that majority of the families are large on average.

4.3.3 General profile for head teachers

This section sought to find out the background of the school head on gender, age and length of service in the school.

Table 4.6 Gender for head teachers

Gender	Frequency	Percentage
Male	15	71
Female	6	29
Total	**21**	**100**

Table 4.6, shows a total of 21 head teachers who participated in the study in Hamisi sub-county 71% were male and 29% were female .The study revealed that gender distribution among head teachers was not in line with the Government policy of at least a third of either gender in public offices (Gok,2010) .The implication is that female head teachers were less represented in Public Primary Schools in Hamisi sub county thus didn't meet the one third as envisaged in the Kenyan constitution . The small number of women head teachers could be explained that female faced obstacles to access education at higher levels which include household labour , increase likelihood of pregnancy , preparation for early marriages and more responsibilities of family care.

Age brackets for Head Teachers

The research also sought to estimate the range of age for head teachers. The findings are shown in table 4.7

Table 4.7 Age brackets for head teachers

Age	Frequency	Percentage
30-35	2	10
36-40	5	24
41-45	8	37
46-50	4	19
51-55	1	5
56-60	1	5
Total	**21**	**100**

Table 4.7 shows age for head teachers that 10% for 30-35, 24% for 36-40, 37% for 41-45, 19% for 46-50, 5% for 51-55 and 5% for 56-60. The findings of the study reveal that most of the head teachers are aged between 41-45 at 37% and above. This implied that they had enough management experience. This indicated that they would ensure that they utilize available resources at hand to deliver quality education at the same time increase pupil's enrolment. Very few head teachers were between 31-40 years of age which implied that for one to qualify to be a head teacher one must have enough teaching experience.

4.3.4 Length of service at the respective schools.

The item was included to gauge the length of service the head teachers have been in school. The findings are shown in table 4.8

Table 4.8 Length of service at the respective schools.

Response	Frequency	Percentage
3-4	1	5
5-6	4	19
7-8	9	43
9-10	4	19
more than 10 years	3	14
Total	**21**	**100**

Table 4.8 shows the length of service in years for the head teachers in the respective schools where 43% had stayed in the school for 7-8, 19% 9-10 and more than 10 years 14%. The finding of the research shows that majority of the head teachers have been in their respective schools for

more than five years. The implication is that they are familiar with most of the challenges the schools face when it comes to enrolment and possible solutions for the same.

4.4 Teaching / Learning Resources and Pupils Enrolment

The first objective was to investigate how teaching /learning resources influence pupils' enrolment in Hamisi sub-county. The section attempts to look at the extent to which teaching/ learning resources influence pupils' enrolment .The question items were geared towards eliciting responses that would indicate how teaching and learning resources influence pupils' enrolment.

4.4.1. Use of charts and maps

The section sought to find out from pupils how often teachers come to class with charts and maps for demonstration during the lesson. The findings are shown in table 4.9.

Table 4.9 Use of charts and maps.

Use of charts and maps	Frequency	Percentage
Very often	130	16
Often	210	26
Not often	350	44
Do not know	110	14
Total	**800**	**100**

Table 4.9 ,shows that 16.25% very often ,26.25 % often , 43.75% not often and 13.75% do not know that teachers come to class with charts and maps for demonstration. This implied that most of the schools at 43.75% in Hamisi Sub County do not have enough charts and maps for

use thus not often do teachers go to class with them. Some of the pupils noted that most of the subjects do not have enough teaching /learning resources which is against the views of Yadar (2007) and UNESCO (2008) postulates that object well handled practically impresses itself more firmly in the mind than the object merely seen from a distance which shows the importance of teaching / learning resources as noted in this current study.

4.4.2 Adequacy of textbooks in the school

Adequacy of textbooks was also investigated. This was necessary in finding out the influence of textbooks on pupils' enrolment. Class seven pupils were asked to state to what extend they agreed that the school had enough textbooks.

Table 4.10: The school has enough textbooks.

Textbooks are enough in the school	Frequency	Percentage
Strongly disagree	449	56
Disagree	202	25
Agree	123	15
Strongly agree	26	3
Total	**800**	**100**

Table 4.10, 56% strongly disagreed that the school had enough textbooks , 25 % disagreed , 15% agreed and only 3 % strongly agreed .The findings indicated that majority of the pupils at 56% felt that the schools did not have enough textbooks since most of them were put in groups of more than 10 in sharing one textbook .This implies that fewer the number of textbooks the

schools have the lower the number of pupils enrolled in the school which could be the possible reason for decreased enrolment in Hamisi Sub-County.

Table 4.11 Head teachers' responses on ratio of textbooks to pupils.

Ratio of textbooks to pupils	Frequency	Percentage
1:1	1	5
1:2	2	10
1:3	2	10
1:4	2	10
more than 1:5	14	67
Total	**21**	**100**

Table 4.11 shows that the ratio of textbooks to pupils is more than 1:5 in most of the schools at 67%. According to MOE it was expected that the ratio of textbooks to pupils was to improve to 1:1 by 2012 (GOK ,2007) due to grants that were disbursed to cater for stationeries and teaching aids for the pupils which has not been achieved in most of the schools since findings in table 4.11 , show that only 5% of the schools had a textbook ratio of 1:1.

4.4.3 The school has enough charts, maps and textbooks.

The section sought to find out from head teachers to what extend they agreed that the school had enough teaching /learning materials. The findings are shown in table 4.12

Table 4.12 The school has enough charts, maps and textbooks

Response	Frequency	Percentage
To great extend	3	14
To some extend	7	33

Not at all	11	52
Total	**21**	**100**

Table 4.12 shows the level of agreement that the schools had enough teaching /learning materials. To great extend 14%, to some extend 33% and not at all 52%. The findings reveal that most of the schools at 52% did not have enough teaching/learning resources. This implies that most of the pupils, more than five share one textbook which makes it difficult for learners especially in English and Kiswahili subjects to do reading. Mutai (2006) states that learning is strengthened when there are enough reference materials such as textbooks, teaching aids can positively change teachers and learners attitudes yet the findings of this study shows that most of the schools don't have adequate textbooks at 52 %.. The study notes that there is need for more teaching / learning materials to match the number of pupils in the school which will equally increase pupil's enrolment.

Some of the school heads noted that due to inadequate funding for teaching /learning resources they seek sponsors to support them which is in agreement with Compassion (2011) who asserts that school sponsors provide educational support to primary school pupils .This is in the form of textbooks, school uniform, school bags and hurricane lamps that help them to do private studies at home. This is aimed at ensuring that these children will be retained at school and will not be sent home because of lack of required textbooks or school uniform or schoolbag.

The research found out that the number of textbooks is a key ingredient in determining the number of pupils to be enrolled in the school. It is evident that decrease in number of textbooks leads to decrease in enrolment rates while increase in ratio of textbooks will improve pupil's enrolment rates. The study revealed that enrolment of pupils in Primary schools was

reducing due to many factors one of them being adequacy of teaching / learning resources . Majority of the public schools under study showed inadequacy of teaching/ learning resources based on the views of the respondents in the study.

4.4.4 Suggestions to Improve on Adequacy of Teaching/Learning Materials

The section gives suggestions given by class seven pupils and head teachers on what can be done to solve the issue of inadequate teaching/ learning resources. The findings are shown in table 4.13.

Table 4.13 Solutions To Inadequate Teaching/Learning Resources.

Solutions	Frequency	Percentage	Frequency	Percentage
Increase funding from government	354	44	12	57
Parents to buy textbooks	403	50	6	29
Don't know	43	6	3	14
Total	**800**	**100**	**21**	**100**

Table 4.13, 44% class seven pupils noted that government has to increase funding for teaching/learning resources ,50% of class seven pupils considered that parents should take the responsibility of providing textbooks while 6% don't know what can be done to curb inadequacy of teaching /learning resources. Table 4.13 also shows that 57 % of school heads suggested that the government should increase the funding for stationery while 29 % suggested that parents should buy them but only 14% noted don't know. Some of the pupils suggested that the government should provide T/L resources because as per the FPE program the government provides for everything. Those who suggested that parents should buy textbooks noted

government funds are delayed and is never enough to cater for all school needs. The findings of the research also revealed that as much as majority of school heads wanted government to increase funding for stationery majority of pupils were for parents.

4.5 Physical facilities and Pupils' Enrolment.

The second objective was to determine how the adequacy of physical facilities influences pupils' enrolment. Class seven pupils and school heads were asked about adequacy of classes, latrines, desks and availability of school library in the school.

4.5.1 Adequacy of classrooms

The item was included in the questionnaire to solicit information on adequacy of classes in public primary schools in Hamisi sub-county. The findings are shown in table 4.14

Table 4.14 Adequacy of classrooms.

Adequacy of Classes	Frequency	Percentage
Very Adequate	87	11
Adequate	213	27
Fairly Adequate	234	29
Inadequate	266	33
Total	**800**	**100**

Table 4.14 shows that 11% very adequate, 27% adequate, 29% fairly adequate and 33 % inadequate classes. Most of the pupils 33 % noted that they are overcrowded in classes. The findings imply that most of the schools had inadequate classes thus could be a contributing factor on pupil's enrolment in the sub county. The implication is that increase in number of classes will

lead to increase in pupils' enrolment while decrease in number of classrooms means low enrolment rates .This item was important because pupils will enroll in schools where they are guaranteed of shelter which offers good learning environment. According to Mutai (2006) provision of conducive classrooms can make the subject very interesting and exciting to the learners hence encourage more pupils to join the school which is contrary to the findings of this study where by most of the schools had inadequate classrooms as noted by the school heads at 62%.

4.5.2 Adequacy of desks.

The section presents the adequacy of desks in the school. The findings are as shown in table 4.15.

Table 4.15 Adequacy of desks

Adequacy of desks	Frequency	Percentage
Very adequate	50	6
Adequate	100	13
Fairly adequate	250	31
Inadequate	400	50
Total	**800**	100

Table 4.15 shows very adequate desks at 6.25%, adequate desks at 12.50% , fairly adequate ,adequate desks at 31.25% and inadequate desks at 50.00% .The findings of this research is that most of the schools have inadequate desks for use since most of the respondents noted that they had inadequate desks at 50%. The implication of this is that if inadequate it shows that the school can not enroll more pupils in the school as required. Desks are vital facilities in the school since

they are used by pupils while in class and make them more comfortable during the lesson. Mills (1974) emphasized that a student is not well motivated if he or she is squatting on an uncomfortable stool yet the findings of this research shows that due to inadequate desks some pupils squat in class. Most rural schools are characterized by dilapidated buildings, missing or broken desks and chairs, lack of good ventilation and sanitation facilities had the net effect of discouraging school enrolment and attendance (World Bank, 1988) this is in agreement in with the study since most pupils noted that they did not have enough desks thus some were to sit in turns or squat while in class since findings in Table4.9 indicate that most schools at 50% had inadequate desks.

4.5.3 Adequacy of latrines

The item in the questionnaire sought to find out the adequacy of latrines in public primary schools in Hamisi Sub County .The findings are as shown table 4.16.

Table 4.16 Adequacy of latrines

Pupils queue at the latrine for a long time.	**Frequency**	**Percentage**
Strongly disagree	100	13
Disagree	120	15
Agree	200	25
Strongly agree	380	48
Total	**800**	**100**

As for adequacy of latrines, Table 4.17 shows that strongly disagree 12.50%, disagree at 15.00%, agree at 25.00% and strongly agree at 47.50% that they queue at the latrine for a long time .Those who strongly disagreed at 12.5% noted that they don't queue at the latrine and both girls and boys had separate utilities for use. It is worth noting that most of the schools at 47.50% had

inadequate number of latrines for its pupils since most of the pupils strongly agreed that they queue for a long time at the latrine and most of the latrines were in poor condition .This implies that inadequate number of latrines in the schools which is a vital facility makes head teachers not to enroll more pupils to avoid straining the existing ones. It was also observed that some of the school s had been closed temporarily due to poor conditions of latrines. According to Oni (1992), facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extend enrolment in public primary schools. Olutulo (1982), noted that the availability of the school latrines and other structures contribute to good academic performance as they enhance teaching and learning activities.

4.5.4 Does the school have a library?

The section sought to find out if the school had a library. The findings are shown in table 4.17

Table 4.17 If School has a library

Does the school have library	Frequency	Percentage
Yes	380	47.5
No	420	52.5
Total	**800**	100

Table 4.17 shows that 52.50% of schools had a library while 47.50% noted they had no library. The findings in table 4.17 reveal that most of the schools do not have a school library which is an important facility for proper filing of documents, textbooks and place where pupils can do their private studies. Those who did not have school library noted that they do their studies at times under a tree or in the open field. Pupils' achievement at any point is accumulative function of

inputs such as laboratories, textbooks, school buildings and libraries among others (Dahir & Faize, 2011).

Table 4.18 School library is well stocked

School library is well stocked	Frequency	Percentage
To great extend	5	24
To some extend	7	33
Not at all	9	43
Total	**21**	**100**

The findings in table 4.18 shows 24% to great extend libraries are well stocked, 33% to some extend while 43% not at all. Findings of the study show that most of the schools do not have libraries thus most of the textbooks and other vital teaching and learning resources get lost which finally affects enrolment rates since pupils need textbooks for use . It is vital for the school management and the government to ensure that all schools have libraries because this is an important facility that is able to retain most of the learners in school. Well stocked libraries will attract pupils from far places in their endeavor to get knowledge thus increasing enrolment rates. Schools without libraries experience low enrolment rates since pupils have no place where they can do their own private studies.

Table 4.19 The school has enough classes, desks, latrines, libraries and sports ground

Response	Frequency	Percentage
To great extend	2	10
To some extend	6	29
Not at all	13	62
Total	**21**	**100**

Table 4.19 shows that only 10% agree to great extend they have enough facilities while 29% to some extend but most of them noted that not at all 62% do they agree that they have enough physical facilities .They also noted that most of the classes were in bad condition and inadequate as reason for not enrolling more pupils .The findings in table 4.9 shows that most of the schools at 62% did not have enough physical facilities yet Kwesiga (2002) noted that school facilities determined the quality of the school which in turn influences the achievements and enrolment rates of its pupils therefore most schools in in Hamisi Sub County are unable to enroll more pupils due to inadequate physical facilities.

4.6 Pupil Teacher Ratio and Pupils' Enrolment

The third objective was to determine how pupil teacher ratio influences pupils' enrolment in Hamisi sub-county. The study sought to find out how pupil teacher ratio influences pupils enrolment. The factors included size of class, staffing in schools, pupil teacher ratio and adequacy of teachers.

4.6.1 Number of Pupils per Class

The item was included in class seven pupil's questionnaire. It sought to find out the number of pupils per class. This is vital because it helps determine if the classrooms are overcrowded or not. It also indicates the number of pupils taught by one teacher per lesson. The findings are as shown in table 4.20

Table 4.20 Number of pupils in class

Number of pupils in class	Frequency	Percentage
20-30	68	9
31-40	156	20
41-50	139	17
51-60	278	35
more than 60	159	20
Total	**800**	**100**

Table 4.20 shows class size where by 20-30 at 9%, 31-40 at 20%, 41-50 at 17% , 51-60 at 35% and more than 60 at 20%. The findings of the study show that most schools have more than 40 pupils per class. The implication is that it is difficult for one teacher to control search a big class thus some parents opt to take their children to private ones thus reducing on enrolment in public primary schools in the area. Although the issues surrounding the free education fund can not be underrated, the high pupil teacher ratio has been cited as the greatest obstacle towards full realization of the goals envisaged in the FPE initiative more so the pupil's enrolment. The government acknowledged that high P.T.R, particularly in the densely populated areas was undermining the FPE undertaking (Republic of Kenya 2005).

4.6.2 Some lessons are untaught due to unavailability of teachers

The researcher also sought to find out to what extend class seven pupils agreed that some lessons go untaught due to unavailability of teachers. This was important because it would help know the adequacy of teachers in the school. The findings are as shown in table 4.21

Table 4.21 Some lessons are untaught due to unavailability of teachers

Response	Frequency	Percentage
Strongly disagree	112	14
Disagree	105	13
Agree	227	28
Strongly Agree	356	45
Total	**800**	**100**

Table 4.21 shows that 14 % strongly disagree, 13% disagree, 28% agree and 45% strongly agree that some lessons go untaught due to unavailability of teachers was noted. The study revealed that most of the schools were understaffed. Inadequate teachers imply that very few pupils will be enrolled in the school thus leading to decrease in pupil's enrolment. The few teachers who are available are unable to manage large classes thus limiting the number of pupils who can enroll in the school so as not to compromise with the quality of education. Most of the school heads observed that the few teachers they had are given many subjects to teach and at times fail to teach all of them. Maicibi (2003) asserts that when the right quantity and quality of human resources is brought together, one can manipulate other resources towards realizing institutional goals and objectives. This contrary with this study because most of the schools are understaffed thus the objective of enrolling more children can't be realized.

4.6.3 Adequacy of teachers in the school

The item was included in the questionnaire for head teachers to determine the adequacy of teachers in public primary schools in Hamisi Sub County. The findings are shown in table 4.22.

Table 4.22 Adequacy of Teachers

Response	Frequency	Percentage
Very Adequate	1	5
Adequate	3	14
Fairly Adequate	4	19
Inadequate	13	62
Total	**21**	**100**

Table 4.22 shows that 5% very adequate teachers ,14% Adequate teachers and 19% fairly adequate and 62 % inadequate teachers was noted .The study revealed that most of the schools were understaffed. Inadequate teachers imply that very few pupils will be enrolled in the school thus leading to decrease in pupil's enrolment. The few teachers who are available are unable to manage large classes thus limiting the number of pupils who can enroll in the school so as not to compromise with the quality of education. Kumba (2011) observed that majority of F.P.E pupils are unable to finish school due to inadequate teachers. When asked on what can be done most school heads suggested that the teachers service commission ought to employ more teachers to enable them enroll more pupils in the school.

4.6.4 Pupil Teacher Ratio

The section provides responses on pupil teacher ratio in Hamisi sub-county .The item were included in the head teacher's questionnaire. The findings are as shown in table 4.23

Table 4.23 Pupil Teacher Ratio

Pupil Teacher Ratio	Frequency	Percentage
1:40	6	28
more than 1:40	13	62
don't know	2	10
Total	**21**	**100**

Table 4.23 illustrates that 28% of the schools in Hamisi sub-county had the teacher ratio of 1:40 , 62 % had above 1:40 while 10 % didn't know the ratio . The findings of the study shows that 62% of the schools in Hamisi Sub-County had teacher pupil ratio of above 1:40 this is against the MOE recommendation of 1:40.This could be the possible reason for low pupil enrolment in the area. According to Katunzi & Ndalichako (2004) teacher student ratio is a significant measure of quality in education because learners' progress through the curriculum may be hindered , a factor that may lead to dismal performance hence affecting pupils enrolment which is an area of concern because the study reveals that most of the schools have inadequate teachers.

4.6.5 Pupils who have been unable to join the school due to high PTR

The section sought to find out from head teachers how many pupils had not been able to join the school due to high PTR. This was important because it helped identify the extent to which it

influenced pupils' enrolment in public primary schools in Hamisi Sub-County. The findings are as shown in table 4.24.

Table 4.24 Number of pupils who have not joined the school due to high PTR

Response	Frequency	Percentage
Very Few	8	38
Few	6	29
Many	7	33
Total	**21**	**100**

Table 4.24 shows that 38 % very few pupils, few pupils at 29% and many pupils at 33% have not joined the school due to high PTR .The findings show that very few schools had turned away pupils due to high PTR at 38% but also a good number of pupils were not able to join some schools due to high PTR at 33%. The implication is that schools with inadequate teachers lock out pupils who are willing to enroll in the school. This in the long term leads to decrease in pupil's enrolment a phenomenon that denies children access to primary education. Muindi (2012) observes that inadequate teachers continue to impact negatively on pupils enrolment which is in agreement with this study that there still exists few school age pupils who are not in school due to in high PTR.

4.6.6 Suggestions on how to Improve PTR.

School heads were asked to suggest on what can be done to improve on PTR.The findings are as shown in table 4.25

Table 4.25 Suggestions on how to Improve PTR

Response	Frequency	Percentage
Government to employ more teachers	18	86
PTA teachers	2	10
Don't know	1	5
Total	**21**	**100**

Table 4.25, shows that 86 % suggested that the government ought to employ more teachers to improve on the ratio, 10% noted that parents have to intervene while 5% noted that they don't know what can be done .The implication of this finding is that the government still remains to be solely responsible for inadequate teachers in public primary schools in Kenya.

4.7 Indiscipline Cases and Pupil's Enrolment

The fourth objective was to determine the influence of indiscipline cases on pupils' enrolment. Class seven pupils and school heads were to respond to whether pupils come to school late, expelled from school due to indiscipline cases, pupils bully each other and rate of drop out due to indiscipline cases.

4.7.1 The extend to which pupils come to school late

Class seven pupils were asked to what extend they agreed if they come to school late. The findings are as shown in table 4.26.

Table 4.26 Pupils come to School Late.

Response	Frequency	Percentage
Strongly disagree	134	17
Disagree	141	18
Agree	138	17
Strongly agree	387	48
Total	**800**	**100**

Table 4.26 shows that 17 % strongly disagree, 18% disagree, 17% agree and 48% strongly agree that pupils come to school late. The findings of the research show that most of the time pupils go to school late. Most pupils noted that at home they do house chores before going to school as the main reason why they go to school late. Those that go to school late are punished mainly told to clean the compound or kneel at the staffroom. The implication is that schools that have harsh punishment for indiscipline cases will deter pupils from enrolling in the school thus reducing on enrolment.

4.7.2 Number of indiscipline cases in the school.

The item was included in the questionnaire to solicit responses on number of indiscipline cases .The findings are shown in table 4.27.

Table 4.27 Pupils Bully each other

Pupils bully each other	Frequency	Percentage
Many cases	4	19
Few cases	14	67
No cases	3	14
Total	**21**	**100**

Table 4.27 shows that 19% of head teachers observed many cases of bullying in their schools while 67% observed few cases and only 14% noted that there are no cases of bullying in the school. The research findings show that there are very few cases of bullying in primary schools. The implication is that reduced bullying; many pupils enroll in the school because parents are assured their children will not be bullied. The findings of the study reveal that there are still few pupils still bully each other in school which is against school rules and regulations. According to Adams (2003), schools rules and regulation are among the strategies designed to instill good

conduct of students. This implies self-control, orderliness, good behavior and obedience to school authority (Adams, 2003). These rules and regulations specify in most cases what school members should do and what they should not do. Despite this expectation, in most primary schools , pupils break these rules and regulations with wide spread indiscipline acts such as escaping from schools, taking of alcoholic drinks, participating in frequent strikes with closure of schools and suspension of students that affect students academic performance.

4.7.3 Rate of drop out due to indiscipline cases

The section sought to find out rate of pupil drop out due to discipline cases. The findings are shown in table 4.28

Table 4.28 Rate of drop out due to indiscipline cases

Responses	Frequency	Percentage
High	3	14
Low	14	67
Do not know	4	19
Total	**21**	**100**

Table 4.28 shows that only 14% of head teachers noted high drop out while 67 % observed low drop out and 19% depicted don't know response. Most of the schools exhibited low cases of drop out due to indiscipline cases because most of the cases were resolved by school management and pupils retained in the school. Therefore it doesn't really affect pupils enrolment since very low drop out cases were observed. Harris (2005), carried out a study on discipline among learners in a state funded primary school in Oxford, United Kingdom and established that, the

collapse of discipline in the classroom order, classroom hooligans was an indication of students disrespecting classroom rules and regulations due to large class size.

4.7.4 Main causes of indiscipline in the school.

The researcher sought to find out from school heads on main causes for indiscipline cases in the school. This was important to help identify some of the factors that make pupils engage in indiscipline cases. The findings are as shown in table 4.29.

Table 29 Main causes of indiscipline in the school

Aspect	Frequency	Percentage
Lack of guidance and counseling	9	43
Peer pressure	5	24
Laxity in school rules	7	33
Total	**21**	**100**

Table 4.29 indicates that most cases of indiscipline in the school are caused by lack of guidance and counseling at 43% while peer pressure was at 24% and laxity in school rules and regulations at 33%.Most of the schools were understaffed hence did not have a specific teacher to undergo training in guidance and counseling and be assigned the role of guiding pupils. It was also noted that given schools have many pupils from different backgrounds and upbringing, some with bad morals easily influence each other to engage in indiscipline issues. It was also evident that some

schools only had rules and regulations guiding pupils on paper and were never implemented in full. Maleke, (2003) most of the indiscipline cases were due to students disrespecting the formulated school rules and regulations that could assist them guide their behaviors at school

4.7.5 Strategies to reduce indiscipline cases in schools

The study sought to establish measures that can be taken to discourage indiscipline cases in schools Hamisi Sub-County. This was an important aspect for it would help guide educational stakeholders to know the measures that can be taken to reduce on indiscipline cases thereby improving pupils' enrolment.

Table 4.30 Strategies to reduce indiscipline cases in schools

Response	Frequency	Percentage
Establish guidance and counseling	13	62
Dialogue	3	14
Referral to parent	5	24
Total	**21**	**100**

Table 4.30 shows that 62% of head teachers suggested that every school should have well trained teacher for guidance and counseling while 14% noted dialogue as a better option and 24% referral to parent would help curb indiscipline cases in the school which concurs with Matsoga (2003), during his study on discipline in schools of Botswana, he discovered the wide spread violence and misbehavior that existed in many schools was due to lack of guidance and counseling teacher.

4.7.6 Challenges schools faces when it comes to enrolment

The item sought to find out from head teachers the main challenges the school faces regarding pupils enrolment. The findings are as shown in table 4.31.

Table 4.31 Main challenges facing pupils' enrolment in public primary school.

Aspect	Frequency	Percentage
Insufficient textbooks , charts and maps	3	14
Inadequate classrooms and latrines	9	43
Inadequate teachers	8	38
Indiscipline cases	1	5
Total	**21**	**100**

Table 4.31 shows that number of classes 43 % and number of teachers 38 % as the main factors influencing pupils enrolment while 14% noted insufficient teaching /learning resources and indiscipline cases at 5% as the least factor that influence pupils' enrolment.

4.7.7 Measures to be taken to Improve Pupils' Enrolment

The study attempted to establish the measures to be taken in order to improve pupils' enrolment in public primary schools in Hamisi Sub-County. This was an important aspect as it would help guide educational stakeholders to know the measures that can be taken to help improve pupils' enrolment in public primary schools.

Table 4.32 Measures to be taken to Improve Pupils' Enrolment

Aspect	Frequency	Percentage
Enforcement of laws	3	14
Sensitize parents on value of education	1	5

Improve physical facilities in schools	8	38
Government to employ more teachers	7	33
Dedicated guiding and counseling teacher	2	10
Total	**21**	**100**

Based on the findings in table 4.32 from the head teachers questionnaire, 14% observed that that the government should enforce laws pertaining to FPE so that more pupils can enroll in the schools while 5 % of the respondents asserted that parents need to be sensitized on the need to enroll their children to school. Moreover, most of the respondents noted that physical facilities in schools need to be improved to accommodate more pupils . Also 33 % prefer government to employ more teachers in their schools to enable them enroll more pupils while 10 % of the respondents expressed that dedicated guidance and counseling teacher is needed to reduce on indiscipline cases that can lead to expulsion of pupils .

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers summary of the study findings, conclusions as well as recommendations and suggestions for further research. The purpose of this study was to establish the factors influencing pupils enrollment in public primary schools in Hamisi sub-county, Vihiga county.The research was guided by the following objectives: To investigate how the adequacy of teaching / learning resources influence pupils' enrolment , to determine how the adequacy of physical facilities influence pupils' enrolment ,to establish the influence pupil teacher ratio on pupils enrolment and to examine how home based factors influence pupils enrolment in public primary schools in Hamisi sub-county.

5.2 Summary of Findings

The study sought to examine factors influencing pupil's enrolment in Hamisi sub-county. From the demographic information it was clear that at least gender balance existed among pupils where

52.17 % are girls and 47.83% are boys which was a good demonstration of gender balance in the society though some awareness need to be done on the need to educate the boy child. Gender balance did not exist at the professional level because most head teachers 78 % were male.

In the first objective the researcher sought to find out the extent to which teaching / learning Resources influence pupils enrolment in public primary schools in Hamisi sub-county. The ratio of textbooks to pupils has a significant influence on pupils' enrolment. Table 4.9, shows that 43.75% not often do teachers come to class with charts and maps for demonstration. This implied that most of the schools at 43.75% in Hamisi Sub County do not have enough charts and maps for use thus not often do teachers go to class with them. Table 4.10, 56% strongly disagreed that the school had enough textbooks which means majority of the schools did not have enough textbooks. Table 4.12 shows that 14% noted to great extend had enough teaching/learning resources while 33% to some extend and majority 52% noted that they did not have enough teaching/learning resources. Table 4.11 shows that the ratio of textbooks to pupils is more than 1:5 in most of the schools at 67%.

The second objective sought to find out the influence of physical facilities on pupils enrolment. Table 4.14 shows that only 11% had very adequate classes while majority at 33 % had inadequate classrooms . Most of the pupils 33 % noted that they are overcrowded in classes. Table 4.15 shows only few schools had very adequate desks at 6.25%, but majority had inadequate desks at 50% .As for adequacy of latrines, Table 4.16 shows strongly agree at 47.50% that they queue at the latrine for a long time which means that most of the schools in Hamisi Sub-County did not have enough latrines Those who strongly disagreed at 12.5% noted that they don't queue at the latrine and both girls and boys had separate utilities for use. Table 4.17

shows that 52.50% of schools had a library while 47.50% noted they had no library. The findings in table 4.18 shows 24% to great extend libraries are well stocked, 33% to some extend while 43% not at all. Table 4.19 shows that only 10% agree to great extend they have enough facilities while 29% to some extend but most of them noted that not at all 62% do they agree that they have enough physical facilities.

The third objective was to investigate how pupil teacher ratio influences Pupils Enrolment. Table 4.10 shows class size is mostly 51-60 at 35% and more than 60 at 20%. Table 4.21 shows that most of the pupils at 45% strongly agreed that some lessons go untaught due to unavailability of teachers. Table 4.22, shows that most of the schools are understaffed at 57 % while 43% noted that they had adequate teachers as per the head teacher views. Table 4.23 illustrates that 28% of the schools in Hamisi sub-county had teacher ratio of 1:40, 62 % had above 1:40 while 10 % didn't know the ratio. Table 4.24 shows that there still exists many pupils who are not in school due to high PTR at 33% .Table 4.25 , shows that 86 % suggested that the government ought to employ more teachers to improve on the ratio, 10% noted that parents have to intervene.

The fourth objective was to examine the influence of indiscipline on pupils enrolment in Hamisi sub county Table 4.26 shows that 17 % strongly disagree , 18% disagree , 17% agree and 48% strongly agree that pupils come to school late. Table 4.27 shows that 57 % strongly disagree , 37% disagree , 4% agree and 2% strongly agree that pupils are expelled when they engage in indiscipline cases. Table 4.28 shows that 19% of head teachers observed many cases of bullying in their schools while 67% observed few cases and only 14% noted that there are no cases of bullying in the school. Table 4.29 shows that only 14% of head teachers noted high drop

out while 67 % observed low drop out and 19% depicted don't know response. Table 4.30 indicates that most cases of indiscipline in the school are caused by lack of guidance and counseling at 43% while peer pressure was at 24% and laxity in school rules and regulations at 33%.Table 4.31 shows that 62% of headteachers suggested that every school should have well trained teacher for guidance and counseling while 14% noted dialogue as a better option and 24% referral to parent would help curb indiscipline cases in the school.

Table 4.32 shows that number of classes 43 % and number of teachers 38 % as the main factors influencing pupils enrolment while 14% noted insufficient teaching /learning resources and indiscipline cases at 5% as the least factor that influence pupils enrolment .Findings in table 4.32 from the head teachers questionnaire, 14% observed that that the government should enforce laws pertaining to FPE so that more pupils can enroll in the schools while 5 % of the respondents asserted that parents need to be sensitized on the need to enroll their children to school. Also 33 % prefer government to employ more teachers in their schools to enable them enroll more pupils while 10 % of the respondents expressed that dedicated guidance and counseling teacher is needed to reduce on indiscipline cases that can lead to expulsion of pupils.

5.3 Conclusions

On Teaching / Learning Resources the findings of the research showed that most of the schools in Hamisi Sub County do not have enough charts and maps for use thus not often do teachers come with them to class for use. On the ratio of textbooks to pupils it was strongly agreed that most schools did not have enough..This implies that little the number of textbooks the schools have could be the reason why some schools were enrolling few children which could be the possible reason for decreased enrolment in the sub county. Inadequate teaching / learning

resources issue since one of the respondents said they share up to ten pupil's one textbook. Some teachers conditioned pupils to buy textbooks yet they did not have funds.

For physical facilities the findings showed that most of the schools had fairly adequate classes thus could be a contributing factor on pupil's enrolment in the sub county. It was also noted that most of the schools had inadequate desks for use. The research revealed that most of the schools had inadequate number of latrines. It was also evident that majority of the schools don't have school libraries and in most of the schools textbooks are kept in the staffroom. The study realized that some of the schools lacked enough facilities like toilets, congested classrooms whereby children in some school shared one pit latrine almost 45 instead of 25 maximum. The small congested classrooms is also the reason some head teachers were unable to enroll more pupils.

The research findings also revealed that most of the schools were understaffed. Inadequate teachers imply that very few pupils will be enrolled in the school thus leading to decrease in pupil's enrolment. The research also discovered that very few indiscipline cases led to expulsion of pupils. It is therefore clear that the influence of indiscipline cases on pupil's enrolment is very minimal.

The findings of the research show that that the government did not prepare well for the large turn of pupils in terms of expansion of the number of schools, teaching /learning resources, classrooms and number of teachers thus there still exist children who are not in school due to the aforementioned which are now strained which implies decline in enrolment rates.

5.4 Recommendations

The following recommendations have been suggested:

1. On provision of teaching/ learning resources and physical facilities both the parents and the government should do proper planning on financing of schools to ensure that all school are adequately equipped because they are necessary ingredients to improve pupils enrolment.

2. The Teachers Service Commission needs to employ more teachers to curb shortage of teachers in Primary schools. This will avoid compromising on the quality of education at the same time enhancing pupil's enrolment.

3. School feeding program need to be sponsored fully because most families are unable to feed their children due to poverty .Therefore the programme will alleviate hunger while supporting education at the same time it will act as an incentive for more children to enroll in public primary schools

4. The government should increase the funding to schools so as to cater for the essential teaching/ learning resources and construction of more classrooms in the existing schools .Moreover it should also sensitize stakeholders to support the schools within the community knowing that the children will still give back to the community at the same time creating a generation that is well educated.

5. Based on the findings of the study, the study recommends that, the school administration should make the final discipline decision in collaboration with the School Management Committee. There is need for teachers, parents and pupils to collaborate and identify children who cause problems to others with a view to subjecting them to a comprehensive guidance and counseling program, there is a need to make guidance and counseling more regular and specific teacher should carry out counseling sessions by meeting pupils once

a month with a view to helping the deteriorating indiscipline cases of pupils. Peer counseling should also be introduced in schools.

5.5 Suggestions for further Research

1. An evaluation study should be done to determine retention of pupils in public Primary schools in Kenya

2. A study should be done to find out factors leading to decrease in boy child enrolment in public primary schools in Kenya.

3. A study should be carried out on factors influencing pupils' ability to read and write at lower primary level in Kenya.

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APPENDIX I: LETTER OF TRANSMITTAL

Victor Asuga Kaburu

P.O.BOX 116,

Gisambai

2nd March, 2014

Dear respondent,

REF :FILLING OF QUESTIONNAIRE

I am a postgraduate student at the University of Nairobi, school of continuing and distance education, currently undertaking masters of Arts in Project Planning and Management degree. You have been identified as a respondent to this questionnaire. Find the attached questionnaire which is designed to gather information on Influence of school environment on pupils' enrolment. All answers are confidential and will only be used for academic purposes.

The research will be carried out in partial fulfillment of the requirements for the award of degree of Master of Arts in Project Planning and Management of the University Of Nairobi.

I will be glad if you fill and return the completed questionnaire at your earliest convenience

Yours faithfully,

Victor Asuga

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHER

You have been identified as a potential respondent in this research. The information you provide is expected to determine the influence of school environment on pupils' enrolment in public primary schools in Hamisi Sub-County, Vihiga County. The information you give will be treated as confidential. Kindly provide the information that is well known to you. **DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE.** Your support and co-operation is very important and will be highly appreciated.

Thank you.

PART A: DEMOGRAPHIC INFORMATION

[Please tick (√) where appropriate]

1. Educational zone ……...

2. Gender

Male ☐ Female ☐

3. Age

18 – 20 ☐ 20 – 30 ☐ 30 – 40 ☐ 40 – 50 ☐ 50 – 60 ☐

Above 60 ☐

Section B: Adequacy of Teaching /Learning Resources and Pupils' Enrolment

[Please tick (√) where appropriate]

4..Identify the various teaching and learning resources that are available in school for use by teachers and pupils .

……

…….

5. To what extend do you agree that the school has enough teaching/learning resources in all subjects.

To great extend ☐ To small extend ☐ Not at all ☐

6.why do you think the teaching /learning resources are not adequate in all subjects ?

……

7..Suggest possible ways in which teaching / learning resources can be availed in schools ?

……

……

……

Section C: Physical Facilities and Its Influence On Pupils Enrolment

[Please tick (√) where appropriate]

8.Which of the following physical facilities does your school have?

classrooms ☐ Playing ground ☐

latrines ☐ Staffroom ☐

9 . How would you rate the adequacy of the physical facilities in your school?

	classes	desks	latrines	sports ground
very adequate				
adequate				
fairly adequate				
not adequate				

13.If physical facilities are inadequate in your school , give reasons why ?

……

……

……..

Section D: Pupil Teacher Ratio and Pupils Enrolment

10 .How do you rate the adequacy of teachers in your school

Quite adequate ☐ Adequate ☐ Inadequate ☐

11.Does PTR influence pupils enrolment in your school?

☐ ☐

Yes No

12. If YES in number 24, briefly expain?

……

13.what is the ratio of teachers to pupils in the school

☐ ☐

1;40 Above 1:40 ☐ Don't know

14.In your opinion , how many pupils have not been able to be enrolled in the school due to high PTR .

Very Few ☐ Few ☐ Many ☐ Very Many ☐

15. Suggest ways in which PTR can be improved .

……

……

Section D: School Discipline And Its Influence On Pupils' Enrolment

16.How many cases of bullying are reported in the school your school?

☐ ☐ ☐

Few cases many cases no cases

17.How do you rate the number of pupils who have left the school due to indiscipline cases?

high ☐ low ☐ I don't know ☐

18. What are the main causes of indiscipline cases in the school

a) ……

b) ……

c) ……

19. Does school discipline influence pupils' enrolment?

Yes ☐ No ☐

20.List strategies that can be used to curb indiscipline cases in schools

a) ……

b) ……

c) ……

d) ……

Section F : The Challenges The School Faces When It Comes To Enrolment .

21.What are main the main challenges facing pupils enrolment in your school ?

.....

.....

.....

.....

.....

22.Suggest possible solutions to these challenges?

……

……

……

……

Thank you

APPENDIX III: QUESTIONNAIRE FOR CLASS SEVEN PUPILS

You have been identified as a potential respondent in this research. The information you provide is expected to determine the influence of school environment on pupils' enrolment in public primary schools in Kenya; a case of Hamisi Sub-County, Vihiga County. The information you give will be treated as confidential. Kindly provide the information that is well known to you. **DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE.** Your support and co-operation is very important and will be highly appreciated.

Thank you.

PART A: DEMOGRAPHIC INFORMATION.

[Please tick (√) where appropriate]

1. **Educational zone ……**

2. **Gender**

Male ☐ Female ☐

3. Age

1-5 ☐ 6-10 ☐

11-15 ☐ 15 – 20 ☐

4. How long have you been in this school?

1-3 years ☐ 3-6 years ☐

6-10 years ☐ More than 10 years ☐

Section B: Adequacy Of Teaching /Learning Resources And Its Influence On Pupils' Enrolment

5. Which of the following teaching/learning materials do you use at school?

☐

Text books ☐ Black boards

☐

Charts ☐ Maps

☐ ☐

Radio Projectors

6. How often teachers come to class with charts and maps

☐

Very often

Often

Not often

Do not know

7. To what extend do you agree with the following

" The school has enough textbooks"

Strongly disagree

Disagree

Agree

Strongly agree

8. Give reasons for your response in number 6 ?

……

……

……....

Section C: Physical Facilities And Pupils Enrolment

9. Do you find yourself overcrowded in a class?

Yes ☐ No ☐

10. Has the availability of physical facilities contributed to your coming to school?

Yes ☐ No ☐

In which way?.....

11. How comfortable are you with the following?

a)Classes very adequate ☐ Adequate ☐

Fairly adequate ☐ Not adequate ☐

b) Desks very adequate ☐ Adequate ☐

Fairly adequate ☐ Not adequate ☐

☐ ☐

c)Latrines very adequate ☐ Adequate ☐

Fairly adequate ☐ Not adequate ☐

d)Playground very adequate ☐ Adequate ☐

Fairly adequate ☐ Not adequate ☐

12. Can a teacher access all the students in a class?

Yes ☐ No ☐

13. Is the number of classes enough for all of you in the school?

Yes ☐ No ☐

14. If No, where do the rest of you study from?

School hall ☐ Dinning hall ☐

Under a tree ☐

Other (specify)……

15. What is the condition of the physical facilities of your school?

Poor ☐ Fair ☐

Good ☐ I don't know ☐

16.In your opinion, what needs to be done on the physical facilities in your school?

……

……

……

17. To what extend do you agree with the following statement.

Pupils normally queue at the latrine for a long time.

Strongly disagree ☐

☐

Disagree

☐

Agree

☐

Strongly agree

Section D: pupil teacher ratio And Its Influence On Pupils Enrolment

18. What is the number of pupils in your class?

……..

19. Since you joined the school, how has been the number of the students who have dropped out to join other schools because of inadequate teachers?

Very few ☐ Few ☐

Many ☐ Very many ☐

20. Do you have siblings who are not in school

Yes ☐ No ☐

21. If no, explain ……

Section E: School discipline And Pupils' Enrolment

22.Do you normally come to school late

Yes ☐ No ☐

23. What happens when you come to school late

……

……

……

24 In your opinion what measures can be taken to curb low enrolment of pupils in hamisi sub county .

A. ……

B. ……

C. ……..

Thank you