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**FACTORS AFFECTING THE ENROLLMENT OF PRIMARY SCHOOL PUPILS IN
THE ERA OF FREE PRIMARY EDUCATION SYSTEM: A CASE OF KILIFI COUNTY**

BY

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DECLARATION

I the under signed declare that this project paper is my original work and has not been submitted to any institution for award of academic credit.

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Date

This project paper has been submitted for examination with my approval as the University Supervisor

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Date

DEDICATION

This project paper is dedicated to all the school children and parents who took time to participate in this research. Thank you for your co operation and the information you shared.

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ABSTRACT

This research set to study why most children in Kilifi County are not enrolled in school and the education is free, by looking at the factors that affect and influence enrolment, attendance and retention. The study sought to answer the following questions; What are the trends in enrolment, retention and attendance in Kilifi County since 2002? What factors affect enrolment, attendance, retention of pupils in primary schools in Kilifi County? What opinions do the parents/caregivers in Kilifi County have on the factors affecting enrolment, attendance and retention?

The study was a survey research guided by Human capital theory and Robert Merton's goal means gap theory. The Target population of the study comprised of all school age children who are in school and those not in schools, the teachers in the schools, Parents and education officials.

A total of 4 schools were purposively selected comprising of 2 schools located in the urban areas and two schools located in the rural areas. The Class 8 and 5 students were purposively selected to participate in the study. A sample of class teachers of the respective classes was also selected. The head teachers for the respective schools were also selected to be interviewed. Purposive sampling was also used to select 2 education officials to participate in the research these officials were the District education officer and the Zonal education officer.

Snowballing technique was used to get parents whose children are not in schools and the children themselves. Proportionate random sampling was used to select 125 pupils from the selected schools. Proportionate random sampling was also used to select the number of students per class and the gender distribution. Structured interviews were used to collect data from the respondents. Key informant guides were used to collect data from the key informants.

The study established that the schools still charge other levies apart from the school fees and these levies are charged to the parents. From the interviews with the respondents it was established that the main factor affecting education in Kilifi County even with the introduction of FPE is the inability of the parents to afford the levies charged by the schools. This inability was confirmed by the respondents to be as a result of Poverty in the area.

The study also found out that factors like truancy, deviancy, lack of knowledge on importance of education and lack of monitoring are also major factors affecting education.

From the research findings it was concluded that the parents were not involved in the implementation of FPE in schools to a large extent. It was also concluded that the community hasn't internalized the importance of education. Recommendations were made to look into the levies charged and the sensitization on importance of education to the community.

CHAPTER ONE: INTRODUCTION

1.0 Education in Kenya

Education can be defined as the process through which knowledge; skills, attitudes and values are imparted for the purpose of integrating the individual in a given society, or changing the values and norms of a society. Education is considered a fundamental human right as well as a catalyst for economic growth and human development. In Kenya, as in any other country, this process is organized and managed through a coherent system put in place by the Government.

For one to attain education in Kenya one must be enrolled in a school. Enrolment can be defined as the process of initiating attendance to a school and entails the total number of students properly registered and/or attending classes at a school, attendance of the students and drop outs from schools by the students. In Kenya we have the 8-4-4 system of education divided into primary, secondary and university excluding the pre-school years.

Early Childhood Education is the first phase of education. Primary school is the next phase of the 8-4-4 education system and serves students between the ages of six and fourteen. Primary education is universal and free. A major goal of primary school education is to develop self-expression, self-discipline and self-reliance, while at the same time providing a rounded education experience. The primary school years are split into what they call Standard One through to Standard Eight. At the end of Standard Eight the students sit the Kenyan Certificate of Primary Education (KCPE), the results of which are used to determine placement at secondary school. Candidates are examined in five subjects: Kiswahili, English, Science and Agriculture, Mathematics and Social Studies.

Secondary school consists of four years after which the children then proceed to university or college.

1.1 Education policy reforms in Kenya

Since independence many reforms in the education sector have been undertaken in order to address the overall goals of the national Economic Recovery Strategy Paper (ERS), as well as international development commitments. One of these commitments are the Millennium Development Goals (MDGs), Education for All (EFA) and deliver the policies as set in the Sessional Paper No 1 of 2005 on policy framework for education, training and research. MOEST (2005).The major reform being the implementation of FPE policy.

Somerset, (2009) notes that Since Independence in 1963, Kenya has launched three Free Primary Education programmes: the first in 1974, the second in 1979 and the most recent in 2003. The first Free Primary Education (FPE 1) initiative abolished formal school fees for the first four grades. In the upper grades fees were retained, but as the intake cohort of 1974 worked its way through the system they were successively abolished, starting with Grade 5 in 1978. By 1980 the entire primary schooling sequence was fee free. The Grade 1 intake shot up from below 380,000 to more than 950,000 in a single year, from 1973 to 1974. This was a rise of more than 150 percent. Clearly the school fee had been a major barrier to access for many children from low income families.

Following the death of Kenya's first President Jomo Kenyatta, in 1978, one of the first acts of his successor, Daniel Arap Moi, was to launch a new FPE initiative. The direct imposition of building levies and other non fee charges on parents was prohibited; instead, schools were required to raise funds for construction and maintenance entirely through community based *harambee* activities. The extent to which the building levy had kept children away from school is evident from the response to its abolition. As with its predecessor, a high proportion of the young people attracted into school by the 1979 FPE initiative were overage, late recruits. In 1978, before the abolition of the building levy, school entrants aged eight years and over totalled 118,000 – about 19.5% of the total Grade 1 intake. In the following year their number jumped to 274,000, and they accounted for 28% of the much larger intake. (Somerset, 2009)

The third major initiative of these reforms was the launch and the implementation of the free primary education (FPE) in January 2003. During the 2002 general elections, the National

Rainbow Coalition (NARC) made the provision of free primary education part of its election manifesto. Following its victory, on January 6, 2003 the Minister for Education, Science and Technology (MoEST) launched the Free Primary Education (FPE) to fulfil NARC's election pledge.

The NARC (National Rainbow Coalition) government implemented the free primary education programme with the aim of providing more opportunities to the disadvantaged school age children. The programme created a positive outcome because it resulted in significant increase in enrolment in a majority of the schools (Otach, 2008).

The policy abolished school fees and other levies arguing that fees and levies posed a serious hindrance to children wanting to access education in schools (Okwach & George, 1997). In addition to the abolished fees, the government committed to meeting teachers' salaries, and to provide teaching and learning materials. A total of Kshs. 650 was to be disbursed for each pupil annually towards teaching and learning materials. Another Kshs. 370 per pupil is to cover operational and other maintenance functions. Saitoti (2004).

Sifuna (2004) estimated that following the NARC intervention in January 2003 the net enrolment rate (NER) rose from around 6,314,726 to 7,614,326 by the end of the year, representing a 22.3% increase nationally. He also estimated that another 3 million children were still not enrolled in school. He however stated that despite the various logistical problems that seem to be hindering a successful implementation of the FPE, the policy sounded commendable as it cushioned children from poor socio-economic backgrounds, especially girls from failing to participate in primary education or dropping out of school due to lack of fees and other school levies. Overall, the policy intervention could prove determinative in the efforts to achieve universal primary education (UPE) and education for all (EFA).

However, while free primary education increased participation, it at the same time created considerable problems. It intensified the problem of teaching and learning facilities. As a result of the high influx of new pupils, classrooms were congested. Many school management committees felt that they were seriously constrained to improve the state of learning facilities due to the government's ban on school levies. These problems contributed to high school drop out

rates. They also seriously affected the inflow of pupils in primary education in the second year of FPE implementation. Districts that registered over 20% increase in enrolment in 2003, hardly recorded more than 5% of standard one enrolment in 2004. Other logistical problems bedevilling the implementation of free primary education intervention, are lack of facilities and teachers, (Sifuna,2004)

1.2 Problem statement

One of the Millennium Development Goals (MDG) of education is to ensure that by 2015, children everywhere that is boys and girls alike will be able to complete their primary education. However according UNESCO Country Programming Document (2010) Kenya has not yet achieved full access to Universal Primary Education (UPE) for school going-age children. We still have an estimated net primary school enrolment rate (NER) of 92.5 percent, completion rate of 79.5 per cent and drop-out rate of 3.5 per cent.

The government of Kenya introduced the FPE in 2003 in a bid to promote economic growth and human development by universalizing access to primary education and increase educational attainment in the country (Oketch& Ngware, 2012). According to the UNESCO Country Programming Document (2010), following the introduction of free primary education by the Government of Kenya (GoK) in 2003, a 20 per cent increase in enrolment was registered in primary education, from 6.0 million in 2002 to 7.2 million pupils in 2003. Since 2003, the enrolment further increased to 8.6 million as at 2008, an increase of 23.3 per cent.

The FPE strategy enabled schools to procure teaching and learning materials through capitation grants resulting in an improved Textbook Pupil Ratio (1:2). The Gross Enrolment Rate (GER) increased significantly from 88.2 per cent in 2003 to 107.6 per cent in 2008. The Net Enrolment Rate (NER) substantially improved from 77.3 per cent in 2002 to 92.5 per cent in 2008. Although these were positive indicators on the level of progress towards meeting the Education for All (EFA) targets by 2015, the NER indicates that 7.5 per cent of school going age population is still out of school. Despite the increase, statistics available at the ministry of education indicate that more than one million children are still out of school in Kenya, and this can attributed to various socio-economic and cultural factors that are yet to be tackled Orodho(2013)

Ten years down the line after the introduction of FPE, a substantial number of children who should benefit from it are still out of school. According to Orodho (2013) this can be attributed to the enrolments being undermined by social, political and economic factors. It is also apparent that despite the government's efforts to enhance access to free primary education among school-going pupils, some children of school going- age in the country are not enrolled in schools.

The primary motivation of adopting the free primary education by the government was to give every child the right to education and training no matter his or her socio-economic status and to increase the participation of poorer children whose parents cannot afford schooling. Having children still not enrolled in schools even when the education is free is a problem.

A study by Education Policy and Data centre in 2008 on out of school children in Kenya of the population ages of 7-14, revealed that in 2008 the rate of out of school age children in Kenya was 8 percent.

The parity indices that they provided revealed that as at 2008,

- Fewer girls (7% or 274,681) are out of school than boys (8 percent or 322,949).
- Out of school rates for children from rural areas (8%) are higher than those for children from urban areas (4%). That is there are more children out of school in rural areas (554,779) than in urban areas (42,851).
- Out of school rates are highest for children in the poorest wealth quintile (20%).

The report also stated that with the official primary school entry age in Kenya being age 6. At this age, 36% of girls and 39% of boys are out of school, at age 15, 15% of girls and 8% of boys are out of school, and School participation is highest for girls at age 13 and for boys at age 12.

This research further confirms that we still have some school age children not enrolled in school despite the free education. Various challenges facing the Introduction of FPE have been put forward by different scholars that affect the enrolments of children in schools in the country despite the free education.

According to Okwach & George, (1997) serious challenges have bedeviled the implementation of the FPE policy, these include: limited physical facilities, congested

classrooms shortage of qualified teachers which negatively impacted on the quality of teaching and learning on one hand and contributed to indiscipline in schools on the other

A study by Daraja Civic Initiative (2007) reported that, since the introduction of FPE in 2003, the challenges to the availability and quality of free education have been compounded by lack of adequate physical facilities, learning equipment, overcrowding and insufficient teaching staff, among others. The report continues to assert that 2.4 million children have joined primary school, 23 %, or about 1.6 million children are not in schools. Of these children, some of the most vulnerable are those who live in Kenya's informal settlements where almost no public schools have been built for the past 15 years. Orodho (2013) states that provision and access to education in some Kenyan communities continues to be undermined by social, political and economic factors.

These challenges put forward can be said to be the reason why in 2008 according to Education Policy and Data centre a total of 50,000 school age children in coast province were not in school. Kilifi County is in coast province, thus out of these 50,000 children it can be said that a number of them are in Kilifi County. Hence despite the government's efforts to enhance access to free primary education among school-going pupils, it is apparent that some children of school going-age in Kilifi County do not have access to primary education. Those that do have access to primary school education are still not enrolled in schools.

The main aim of this research was to find out the factors or reasons why 100 per cent of the children in Kilifi County are not enrolling in schools yet education is free.

1.3 Research questions

The research questions that guided the study were;

1. What are the trends in enrolment, retention and attendance since 2002?
2. What factors affect enrolment, attendance, retention of pupils in primary schools?
3. What opinions do the parents in Kilifi County have on the factors affecting enrolment, attendance and drop outs?

1.4 Objectives

Main Objective

The main objective of this research was to find out why most children in Kilifi County are not enrolled in school and the education is free, by looking at the factors that affect and influence the three aspects of enrolment that is enrolment, attendance and dropouts.

Specific objectives

The specific objectives of the study were;

1. To identify the trends in enrolments, attendance and retention since 2002.
2. To identify analyse the factors that affect enrolment, attendance and retention of pupils in schools.
3. To examine the opinions of parents/caregivers in Kilifi county on the factors affecting enrolment and attendance

1.5 Scope and limitation of the study

This study was conducted in Kilifi County and mostly focused on the rural and urban areas of Kilifi County.

The study sought to find out the trends in enrolment in the schools, by looking at the trends before and after the introduction of FPE. The study also sought to identify the trends in attendance and retention in the county after the introduction of FPE

This study also sought to find out and establish why most children in in Kilifi county are not enrolled in school and the education is free by establishing the; economic, environmental, personal, health, household, political, community and demographic factors that affect the enrolment, attendance and those that lead to drop outs of pupils given free education.

Investigation of the constraints on enrolment in schools under the free primary education was also done, as making primary education free and compulsory was a step in the right direction, yet many challenges remain, that hinder enrolment of pupils in school.

Opinions of the parents on the factors affecting enrolment were identified, with particular emphasis on determining how the factors contribute to the poor enrolment and attendance of children in schools.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Education and Development

Education can be defined as a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is considered a solution to the various problems facing the society.

Education can play an integral role in development and economic growth internationally. Many studies have shown that an increase in education can result in higher productivity and earnings, as well as decreased crime and infant mortality.

According to Ozturk, (2001) Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and the world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition it plays a very crucial role in securing economic and social progress and improving income distribution.

Further on Ozturk tried to show the role of education in economic development and the effect of education on labour productivity, poverty, trade, technology, health, income distribution and family structure. He noted that Education provides a foundation for development, the groundwork on which much of our economic and social well being is built. It is the key to increasing economic efficiency and social consistency. By increasing the value and efficiency of their labour, it helps to raise the poor from poverty. It increases the overall productivity and intellectual flexibility of the labour force. It helps to ensure that a country is competitive in world markets now characterized by changing technologies and production methods. By increasing a

child's integration with dissimilar social or ethnic groups early in life, education contributes significantly to nation building and interpersonal tolerance.

Córdoba & Ripoll (2007) stated that the provision of education around the world has three salient features. First, public education is the predominant form of education. It accounts on average for 85percent and 78percent of primary and secondary enrolment respectively. Second, richer countries invest significantly more resources in education per pupil than poor countries. According to their sample, for example, the US invests 200 times more resources per pupil a year than the average of the 5 poorest countries .This investment rate differs substantially across countries and increases with income. The third feature is: schooling attainment also increases with income and differs substantially across countries.

2.1 Education in Africa

Kwapong (1988) stated that at the time of their independence, African nations inherited systems of education which were inadequate to meet their needs for self-governance and rapid economic growth. From this disadvantaged starting point, Africa achieved a remarkable progress in the development of its educational system. The impressive nature of this progress is particularly reflected in the quantitative expansion registered since the 1960s. Between 1960 and 1983, the number of students enrolled in African institutions at all levels quintupled to about 63 million students. Significantly Kwapong stated that enrolment increased about 9 per cent annually between 1970 and 1980, double the rate in Asia and triple that in Latin America. The substantial expansion of education after independence increased the participation of some groups who had had little or no access to formal education.

Education in Africa has not been able to escape the crisis afflicting the continent. The main challenge of education in Africa is developing human resources that will ensure accelerated development and modernization without compromising its cultural identity. Education must expand the knowledge base of Africans and allow Africa to undertake the socio-economic, cultural, and political transformation necessary to achieve development.

Education plays a fundamental role in African Development. It satisfies a basic human need for knowledge, provides a means of helping to meet other basic needs, and helps sustain and

accelerate overall development. It provides essential skilled manpower for both the formal and informal sectors of the economy, provides the means of developing the knowledge, skills, and productive capacities of the labour force, and acts as a catalyst in encouraging modern attitudes and aspirations. Another important aspect of education in development lies in the fact that education helps to determine not only the income of the present generation but also the future distribution of the income.

Education can be considered a strategic factor in development .The growth of any society is dependant on the capacity of its human resources. They must be able to confront challenges and find solutions that are useful and familiar to the society. The same can be said for the African society. For Africa to achieve any meaningful development over the next few years, individual countries must begin to develop well thought out policies that will ensure not just mass literacy but also a full utilization of the educated mass for economic and social growth.

Enrolment in primary education in the developing world has continued to rise, reaching 89 percent. However, this pace is insufficient to ensure that, by this year, all girls and boys in developing countries will complete a full course of primary schooling. Nonetheless, Africa has made tremendous strides toward achieving universal primary education, increasing its net enrolment rate from 65 percent in 1999 to 83 percent in 2008.

However despite the progress in education in Africa;

- Each country, to varying degrees, continues to struggle with issues of children out of school and illiterate youths and adults.
- The quality of learning and the capacity to define and monitor this quality is lacking in most developing countries.
- Inequities in educational opportunities, quality of educational services, and level of learning achievement continue to persist by gender, rural/urban locality, ethnic background, and socioeconomic status.
- The means and scope of education continue to be narrow and confined to historical models of delivery, and the use of other channels continues to be marginal.

- The increase in quantitative and qualitative demand for education is not matched by increase in resources.

There is no single solution to Africa's education challenges. There must be holistic reforms of the approach to education for the continent to realize its full potential and take advantage of its human and natural resource base for development. Such reforms must be tailored to suit the specific needs of individual countries. It must be recognized that not all African countries have the same educational challenges. For instance while some countries in Sub-Saharan Africa are still battling with school enrolment, others have achieved significantly high rates and are now more focused on improving the quality of education or addressing gender gaps in enrolment.

Educational opportunities in Africa could be improved further by making it easier for all children, particularly in rural areas, to attend school and by equalizing the enrolment ratios between rural and urban children, poor and wealthier children, and between sexes. These efforts are often hampered not only by limitations on financial and human resources but also by geographical and demographic conditions which make it difficult and costly to construct schools, supply learning materials, and provide qualified teachers. Some ways to improve access and equity include improving mechanisms to meet basic education needs, drawing on local resources, and building schools in areas where they are most needed.

Education is often viewed as one of the primary drivers of economic development. In conjunction with donors and non-governmental organizations, developing countries have invested heavily in efforts aimed at achieving the Millennium Development Goal of universal primary education by 2015. However School fees have often been found to be a major deterrent to educational access. School fees also have large negative effects on take-up of educational services in a variety of settings.

With this in mind governments have instituted policies that reduce or eliminate education fees in order to boost school enrolments. Many African countries have eliminated public education fees for all students. Since 1994, seventeen sub-Saharan African countries have implemented free primary education programs in their respective countries as a solution to one of the many problems facing the education system in Africa.

FPE was introduced in various (SSA) countries in a bid to achieve UPE .It was expected that if FPE would be effective and sustainable in many countries, it should be a program that in the long term is accessible to all beneficiaries and provides opportunities to all school-age children to gain access to quality education for a full cycle of basic education. In Malawi (1994), Uganda (1997), Tanzania and Lesotho (2000), and Burundi, Rwanda, Ghana, Cameroon, and Kenya (2003)

2.2 FPE in Africa

A report by IRIN (2010) stated that free primary school education got off to a rocky start in Swaziland five years after a new constitution mandated that the government foot the bill for the first few years of a child's education.

The roll-out of free primary education affected only grade one and two, with higher grades expected to be included in future. According to local media reports, hundreds of students in the capital, Mbabane, were sent home because of overcrowded classrooms, and the situation was repeated in rural and township areas. In one of the schools in Mbabane, 350 children registered for grade one, but the classrooms could only accommodate 180 pupils.

Despite the overcrowding, parents were overjoyed that free education was becoming a reality. This is because in the past, parents had either chosen which sibling would benefit from education, or adopted a rotation system where their children took turns to attend school each year to avoid paying more than one lot of fees.

A study by Ripple Africa (2003) revealed that, Primary school education in Malawi is provided by the government, and is free to all students in Malawi. Free primary school education was introduced to Malawi in 1994, and in the first year after the policy change, primary school enrolment in Malawi tripled from 1.6 million students, to over 3 million students. However, while primary school enrolment increased, there was a national shortage of classrooms and qualified teachers to deal with the huge increase in students.

Such rapid increase in enrolment challenged an already weak system that even before expansion had a pupil-teacher ratio of 70:1 with 13percent of teachers being unqualified and an average of 100 pupils crowding existing classrooms. The biggest challenges were pressure on classroom facilities, insufficient teachers and an inadequate supply of instructional materials, all areas to

which the development community responded, attempting to cater for shortfalls of the order of 38,000 new classrooms and at least 25,000 additional teachers.

Although more students now had access to education in Malawi, the quality of education had decreased. Most primary schools in Malawi were under-resourced, under-staffed, and under-funded, creating extremely challenging teaching and learning conditions for teachers and students alike.

Riddell (2003), on FPE in Zambia indicated that in the first year of FPE, 2002, primary enrolments grew by 7 percent compared with only 2 percent in the prior year. Gross enrolment increased to 81percent, whereas in prior years it had hovered between 78 and 79 percent. The net intake rate declined in this first year of FPE, and the net enrolment rate increased by 1 percent, indicating that the enrolment gains were likely to be of children outside the official school-going ages.

Lekhetho (2013) stated that in 2000, the Government of Lesotho resolutely introduced Free Primary Education (FPE). Due to financial constraints, FPE was introduced in a progressive manner starting from Standard 1, until the cohort reached Standard 7 in 2006. To respond to the challenge of large enrolments, the government built additional classrooms in church schools and several new government/ community primary schools in underserved communities, provided furniture to some schools and supplied textbooks and stationery to all schools. Additionally, in an effort to mitigate hunger and malnutrition among children, promote school attendance, and alleviate poverty, the government integrated school feeding into the FPE programme by engaging mostly unemployed women in the communities as caterers or cooks, on a short-term rotational basis. The net enrolment increased from 69percent in 2000 to 84percent in 2006, and it's estimated that this figure will increase further now that primary education is compulsory in terms of Education Act 2010.

Despite the positive efforts outlined above, many children, especially boys in the hard-to reach mountainous areas, did not attend school for various reasons. These include extreme poverty, cultural practices such as the initiation schools for boys and unfavourable in-school conditions. In order to meet the pressing family demands, some parents hired their boy children out or force them to look after their own livestock. UNICEF (2006) observed that “even though primary

education is now free for all primary school grades, over 30percent of orphans are out of school”. Moreover, a significant number of those who enrol in Standard 1 drop out before reaching Standard 7, while some take more than the official seven years required to complete their primary schooling.

Ghana gained independence in 1957. In 1961, primary school and middle school was made fee-free and compulsory.⁴ Grade 1 enrollment increased from 139,000 to 231,000 in the first year, and total primary school enrollment increased from 664,332 in 1960 to 1,413,517 in 1965, a staggering 113 percent increase in five years, or 16.2 percent per year. This resulted in an increase in the GER from 59 percent in 1960 to 106 percent in 1965. While this high GER resulted from the enrollment of many overage pupils, it could be argued that Ghana in 1965 already had an enrollment capacity to cater to all children of primary school age. However, as economic conditions worsened, enrollment stagnated between 1965 and 1970, resulting in a decline in the GER, which in 1975 was only 72 percent and remained below 80 percent until 2000. (World Bank, 2004)

Policy Brief (2006) on Universal Primary Education in Uganda stated that Universal Primary Education (UPE) is one of the Government of Uganda’s main policy tools for achieving poverty reduction and human development. UPE was introduced in January 1997, following a political commitment by President Museveni that the Government would meet the cost of primary education of four children per family. This commitment was soon extended to allow all people that wanted to access primary education to do so.

Under the UPE programme, the Government of Uganda abolished all tuition fees and Parents and Teachers Association charges for primary education. Following its introduction, gross enrolment in primary school increased from 3.1 million in 1996 to 7.6 million in 2003. This amounts to an increase of 145 percent (4.5 million children), compared to an increase of 39percent (0.9 million children) between 1986 and 1996. This is despite the fact that primary education was not made compulsory, nor entirely free, since parents were still expected to contribute pens, exercise books, clothing, and even bricks and labour for classroom construction.

The UPE programme in Uganda demonstrated that a poor country with a committed government and donor support can fight poverty through ensuring universal access to education for its citizens. The significant increase in primary school enrolment is also an indication that the payment of school fees was a big impediment to accessing education, especially for poor families.

2.3 FPE in Kenya

Vos, Bedi, Kimalu, Manda, Nafula, & Kimenyi, (2004), stated that The Kenyan government first expressed its intention to offer free primary education almost three decades ago. Education was declared free for children in standards one to four in 1974 and for the entire primary cycle in 1978. Following the implementation of Structural adjustment Programmes (SAPs) in the 1980s, the government defaulted on the reforms, requiring that parents and communities contribute to their children's schooling. Cost sharing in education was introduced in the mid- 1980s. Parents continued paying tuition, buying books and desks because the government didn't have adequate resources.

One of the NARC government's pre-election pledges in 2002 was the delivery of free and compulsory primary education. The government moved with speed to fulfil its election promise - provision of free primary education. The government policy on free primary education was in line with the Millennium Development Goals, Poverty Reduction Strategy Paper (PRSP) and the Economic Recovery Strategy (ERS) for Wealth and Employment Creation goal of achieving universal primary education by this year. Since the introduction of the programme an estimated 1.5 million children, who were previously out-of-school, have enrolled for primary education.

The Government with assistance of development partners availed resources to finance free primary education programme. During the 2003/2004 financial year, about Kshs. 9 billion additional resources were allocated to the programme. The additional resources catered for provision of textbooks, stationary, science kits and other instructional materials to primary schools. The allocation of funds was based on the total number of students in a school.

The new government's policy on free education is commendable they stated, however, its implementation was besieged with a multitude of challenges, which include the unavailability of physical facilities, school furniture, equipment and teachers among others. This resulted to

overcrowding in classes and overburdening of teachers and this may have a negative effect on the quality of education.

Although the introduction of the new policy resulted in about 1.5 million children joining primary school, there are still many school age children who are out of school. The gross primary enrolment rate was 104 per cent in 2003; the net primary enrolment rate was estimated at 77 per cent. The 1999 population projections (GOK, 2002), show that the primary school going age population was 7.02 million in 2004 and 7.09 in 2005. Therefore a national net enrolment rate of 77 per cent translates to 1.6 million children out of school.

The low enrolment rate may have been as a result of a combination of factors including poverty, social problems, child labour, displacement, and lack of schools and teachers. The large gap between gross and net enrolment may be explained by enrolment of tens of thousands of "over-age" children - including street children, or those who dropped out of school to work and have re-joined school. For instance in the Mukuru slum area of Nairobi, only about 500 of the 5,000 new students (10percent) who enrolled in schools since the beginning of the year, were of "normal" school-going age. (IRIN, 2003).

Muyanga, Olwande, Mueni, & Wambugu, (2010) stated that attempts to evaluate the impact of the free primary education programme in Kenya, are based on the premise that government intervention can lead to enhanced access to education especially by children from poor parental backgrounds.

The paper analysed the impact of the FPE programme using panel data. Results indicated primary school enrolment rate improved especially for children hailing from higher income categories; an indication that factors that prevent children from poor backgrounds from attending primary school go beyond the inability to pay school fees. Grade progression in primary schools slightly dwindled. The results also indicated that there still exist constraints hindering children from poorer households from transiting to secondary school. The free primary education programme was found to be progressive, with the relatively poorer households drawing more benefits from the subsidy.

A study by Daraja Civic Initiative (2007) reported that, since introduction of FPE in 2003, the challenges to the availability and quality of free education have been compounded by lack of

adequate physical facilities, learning equipment, overcrowding and insufficient teaching staff, among others. The report continues to assert that 2.4 million children joined primary school after the introduction of FPE, 23percent, or about 1.6 million children were not in schools.

2.4 Education statistics at the Coast province

The Coast province remains one of the lowest-literacy regions in the country. According to government statistics, both Kwale and Kilifi districts had the highest primary school enrolment rate between 2002 and 2004 in the province in the same period, Lamu and Taita Taveta districts' enrolment rates continued to lag behind the other districts, although there was a slight improvement in the latter. The low enrolment rate is attributed mainly to poor facilities and infrastructure, lack of trained teachers, and early marriage of girls, particularly in the rural areas. NEMA (2009)

IPSOSIS conducted a study at the Coast province in 2013 on Development, Marginalization, Security and Participation, and revealed that there is a significant contrast between Mombasa on the one hand, and the rural counties, on the other, with the partial exception of Taita-Taveta.

The study revealed that, In Mombasa 55 percent of the population have attained a level of education beyond the secondary level, in Kwale 20 percent, Tana River 21 percent and Lamu and Kilifi 25 percent each and Taita-Taveta 34 percent .The report also stated that, Mombasa's advantage may reflect not just the presence of more numerous educational institutions, but also the fact that over 40 percent of its population is of up-country origin, whose collective educational levels are higher.

Educational attainment may be also be viewed through the lens of gender, here taking only the figures for those whose level is that of at least a completed secondary education. While for the Coast as a whole, the proportion of males with this level of educational is about one-third higher than that of females 40 percent vs. 26 percent, there are several marked contrasts across the counties. These range from Tana River, where more than twice as many males possess such achievement as females 29 percent vs. 14percent to Taita-Taveta, where they are nearly at par 39 percent vs. 32 percent in large part a function of the impact of Christian missions during the colonial period (and after) who have played a major role in the education sector.

2.5 Education statistics in Kilifi County

The Education sector has been one of the lowest performing areas of the socio- economy in Kilifi County. The county has 160 Primary schools with an enrolment of 154,848. The secondary schools in the county are 23 with an enrolment of 61,112. There are 10 youth polytechnics. The county has a Medical Training College at Kilifi and a Public University called Pwani University.

The Kenya National Bureau of statistics and Society for international Development conducted a study in Exploring Kenyans inequality. The study revealed the education statistics in Kilifi County as at 2013, to be as below;

Secondary level: Only 13 percent of Kilifi County residents had a secondary level of education or above. Malindi constituency had the highest share of residents with a secondary level of education or above at 18 percent. Shimo la Tewa ward has the highest share of residents with a secondary level of education or above at 33 percent. This was eight times Bamba ward, which had the lowest share of residents with a secondary level of education or above. Shimo la Tewa ward is 20 percentage points above the county average.

Primary level: A total of 52 percent of Kilifi County residents had a primary level of education only. Kilifi North constituency had the highest share of residents with a primary level of education only at 54 percent. This was 5 percentage points above Kaloleni constituency, which had the lowest share of residents with a primary level of education only. Kilifi North constituency was 2 percentage points above the county average. Junju ward had the highest share of residents with a primary level of education only at 57 percent. This was 11 percentage points above Kayafungo ward, which had the lowest share of residents with a primary level of education only. Junju ward is 5 percentage points above the county average.

Non literate: Some 36 percent of Kilifi County residents had no formal education. Ganze constituency had the highest share of residents with no formal education at 45 percent. This was almost twice Malindi constituency, which had the lowest share of residents with no formal education. Ganze constituency was 9 percent points above the county average. Kayafungo ward has the highest percentage of residents with no formal education at 50percent. This is almost three times Shimo la Tewa ward, which has the lowest percentage of residents with no formal education. Kayafungo ward is 14 percentage points above the county average.

According to KNBS & SID in 2013, Kilifi county education profile could be summarized as below:

Education Levels in Male Headed Household in Kilifi County

Education level	Population (15-64)
NONE	95,502
PRIMARY	204,565
SECONDARY +	88,325
TOTAL	388,392

Source: KNBS&SID, 2013

Education Levels in Female Headed Household in Kilifi County

Education level	Population (15-64)
NONE	48,448
PRIMARY	77,094
SECONDARY +	30,409
TOTAL	155,951

Source: KNBS&SID, 2013

2.6 Theoretical framework

This study was based on Gary S. Becker Human capital theory and Robert Merton's Goal means gap theory.

2.6.1 Human capital theory

Human capital theory is Becker's classic study of how investment in an individual's education and training is similar to business investments in equipment. Becker treated human capital as the outcome of an investment process. According to him Because the acquisition of productive knowledge is costly rational actors will make such investments only if the expected stream of future benefits exceeds the short-term costs associated with acquiring the skills.

Economists regard education as both a consumer and capital good, because it offers utility (satisfaction) to a consumer and also serves as an input to develop the human resources necessary for economic and social transformation. The focus on education as a capital good can relate to the concept of human capital, which emphasizes that the development of skills is an important factor in production activities. It can be widely accepted that education creates improved citizens and helps to upgrade the general standard of living in a society.

Education is a strategic factor in development. The growth of any society is largely dependent on the capacity of its human resources to confront challenges and find solutions that are useful and familiar to the society.

The increased faith in education as an agent of change in many developing countries, has led to heavy investments in it. The pressure for higher education in many developing countries has undoubtedly been helped by public perception of financial reward from pursuing such education. There is belief that expanding educational opportunities and access promotes economic growth. Education is considered an engine of growth and key to development in every society, based on its quality and quantity. In order for education to make a significant contribution to economic development various states are connecting their educational systems much more closely to their various economic development strategies.

Human capital theory influence government's commitment to invest in education through establishment of learning institutions at all levels and financing of education. After the attainment of independence in 1963; the government since independence undertook to provide education as a way of creating a pool of human resource to promote economic growth. The setting up of education commissions and prioritizing education needs in the subsequent development plans; proves the government's effort to invest in her people. The declaration of Free Primary Education (FPE) in 2003 is a milestone in Kenya government's effort to invest in human capital.

Education is perceived as one of the principal motivating factors behind national economic development and it is one of the most effective ways in which individuals can ever hope to achieve better opportunities and a higher standard of living in Kenya. For these reasons Kenya has invested heavily into its education system over the past twenty years, however as much as investments have been made in the education sector like the introduction of FPE, studies show that some people are still not able to access this commodity, thus this causes a strain in society.

2.6.2 Robert Merton's goal means gap theory

Robert Merton's theory can be used to explain this strain in society, as he brought out the relationship between cultural goals and the legitimate means available for reaching them and the gap that exists in trying to achieve the goals with the set means, hence the Goal Means Gap theory.

Goal means gap theory refers to the discrepancies between culturally defined goals and the institutionalized means available to achieve these goals. Merton argued that people can turn to deviance in the pursuit of widely accepted social values and goals. Societies provide both culturally-valued goals and culturally-valued means. The goals are based on shared assumptions in a society about what people should strive i.e., what constitutes success. In Kenya, Everyone wants to have a good paying job, nice house, couple of kids, and new cars. The means are how you're supposed to obtain the goals. The known and accepted means for success in Kenya are hard work and education. Basically, it's believed that if you work hard, go to school, then you can become anything that you want.

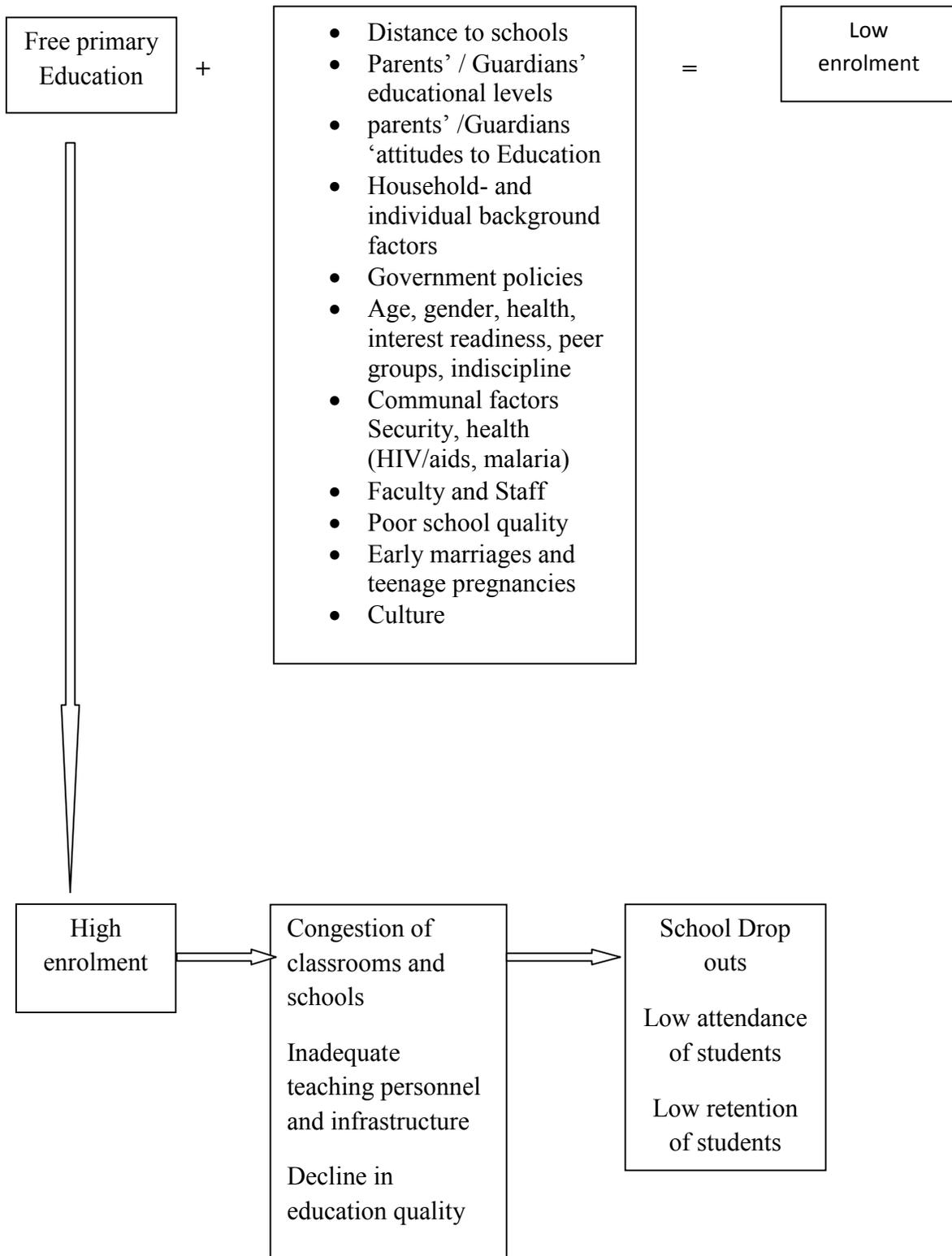
According to Merton, when there is an imbalance between the goals and the means. Specifically, when society doesn't provide the means to everyone to accomplish the goals it sets out for them. This means that there are some people in society who are aiming for something that they probably can't obtain. The result of this, according to Merton, is something called strain.

Education is meant for all, the Government went a step further to make the primary level free so that as many citizens as possible could access it however some are still not able to access it, and thus opt to stay out of school and find other means of developing themselves. This means may include doing small income generation activities, manual work some even turn to crime to try make a living as they can't access the commodity that was supposed to give them a good future. Today attainment of education is still dependent on one's economic status even now that the education is free not everyone is able to access it and access it equally.

Merton noted that there were a number of ways in which individuals may adapt to the "strains" brought on by the inability to secure pecuniary success, and not all of these adaptations are deviant. These adaptations are: innovation, in which the goals are pursued but legitimate means are eliminated and illegitimate means are used; ritualism, in which the goals are abandoned but the legitimate means are pursued; retreatism, in which the goals are abandoned as well as the means; and rebellion, in which the social structure – both goals and means – is rejected and a new structure is advocated. A fifth adaptation is conformity, in which the goals are accepted and pursued, along with the legitimate means.

In our Kenyan society the case is still the same, we have some people can't access education due to the societal constraints and since education is stated to be the key to success and that it will help one get ahead in life and be able to develop one self, most of the ones who can't access it resolve to using these innovations. These are people who still want to be successful and get ahead in life but since they can't access the education they result to other means like crimes, businesses, getting into deals that get them easy money. These people will do anything to be at the same place with those who are educated

2.7 Conceptual framework



When school fees were abolished school enrolment went up however the increase in enrolment posed as a negative factor to the schools as the increase in enrolment led to:

- Overcrowding of classes leading to congestion and shortage of class rooms
- Overburdening of teachers leading to shortage and insufficient teachers to handle the large influx of students
- Decline in the education quality

All these factors may eventually lead to Drop outs of students from schools, low attendance of students to the schools and low retention of the student's enrolled. Parents opted to enrol their children in private schools where they are required to pay tuition fees. The argument was public schools started performing poorly after the introduction of FPE was reiterated.

The main objective of Government of Kenya implementing FPE in January 2003 may have been to make primary education accessible to all children irrespective of their economic backgrounds. With the introduction of FPE the enrolment went up as the major obstacle of schooling was seen to be the lack of fees by most of the parents, so by abolishing fees it was automatic that the enrolment would go up, however ten years down the line after FPE was introduced we still have children not enrolled in schools and the education is free. This goes to show that there are other factors that affect enrolment of children in schools and not necessarily the lack of fees. Some of these factors include

Household- and individual background factors: The demand for girls' labour, Family size and composition, and female age at marriage. Most parents would prefer for the girl child to stay home doing house chores rather than taking them to school. The work load for girls at home and for boys in the field can be cited as key factors which negatively affect education. Domestic chores for girls may be enormous and very demanding and may not give them ample time to study. Some parents may keep their children off school during market days, planting/weeding seasons among other key events.

Parents' / Guardians' poverty levels: Most of the families in the rural areas may be poor, thus even with the education being free they still can't afford the basic resources that the children

need to go to school, this may include resources like uniform, books. It is therefore likely that, the level of family income influences pupils' access to primary education where low income,

Parents' / Guardians' educational levels: The education levels of most of the families in the may play a major role in determining whether the children will be enrolled in schools or not. If the parents have not been to school or may have just attained the minimum level of education, they don't see the need to educate their children more than themselves.

Parents' /Guardians 'attitudes towards Education: If the household observes that school cannot provide children with life basic skills they may decide that an investment in education is not worth the small return.

Government policies (i.e. Funding, employment teachers and provision of meals): Successful provision of these variables may lead to high levels of enrolment in primary schools under the free primary education. If these variables are not provided the enrolments may decrease despite the free primary education.

Age, gender, health, interest readiness, peer groups and indiscipline: Pupil personal characteristics/background may play a major role in determining their enrolment to school. The parents may enrol them but if they have no interest in school, or are not ready in terms of attitude they may not attend school. Their peers can also influence them negatively in making decisions on whether to attend school or not even though the education is free.

Communal factors Security, health (HIV/aids, malaria) other social services, may also affect the enrolment of children in school.

Location of the schools: the location of the school may have a significant impact on enrolment. School characteristic such as distance is also an important factor of school enrolment and completion. Distance to the nearest school from the homestead may negatively impact attendance and increase dropout rate, especially in rural areas

Faculty and Staff: faculty and staff is the primary connection that a family makes with the school. These educators will be the ones to teach and mentor students. When they deliver a high quality educational experience and personally connect with the students in a positive way, this experience may impact enrolment quality of school. These resources may be such as teachers' qualifications, availability of textbooks and classroom facilities are important factor because returns to schooling is dependent on child's acquisition of basic skills and knowledge

Poor school quality, schools considered to be of low quality by the community members may experience low enrolment rates: this may thus discourage households from sending their children to school. For children who are in school, parents may withdraw their children from school and involve them in income generating activities or household's domestic works.

Culture is generally defined as a set of shared attitudes, values, goals, and practices that characterize an institution, organization or group These various cultural aspects will determine who may access education or not. In some cultures girls may be left to take on domestic responsibilities, and boys often receive preference when parents have to choose who in gender terms enrolls and attends school.

Early marriages and teenage pregnancies, early marriages and teenage pregnancies can affected the schooling of pupils since they lead to dropouts.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter discusses the research design and research methods that were used in data collection, processing and analysis. It includes the Research design, sampling procedure, target population, methods of data collection, data collection procedure, data processing and analysis and the site description.

3.0 Research Design

The study was a survey research aimed at getting information on the factors affecting enrolment in Kilifi County under the free primary education. Data was collected by asking a set of pre formulated questions in a predetermined sequence in a structured questionnaire to a sample of individuals drawn to be representative of the defined population.

The research sought to gather information on the trends in enrolment, attendance and retention since 2002, factors that affect enrolment, attendance, retention of pupils, and what opinions the parents/caregivers in Kilifi County have towards the factors affecting enrolment, attendance and drop outs.

3.1 Site Description

Kilifi County is a county of Kenya, formerly known as Kilifi District, one of the seven districts that constitute the Coast Province. Its capital is Kilifi and its largest town is Malindi. The county has a population of 1,109,735. It covers an area of 12,245.90 km² (4,728.17 sq. mi). Kilifi District lies between Mombasa and Malindi along the Kenyan North Coast. Mombasa, the second biggest city in Kenya, and the coastal area in general are famous tourist destinations. Kilifi town is approximately 60Kms from the city of Mombasa. The area is predominantly inhabited by seven of the nine indigenous tribes of the coast referred to as “Mijikenda”.

Kilifi district is divided into seven administrative divisions namely: - Kaloleni, Bahari, Chonyi, Kikambala, Ganze, Vitengeni and Bamba. It has 36 locations and 108 sub locations. Politically the district is divided into three constituencies namely: Kaloleni (comprising of Kaloleni division), Ganze (comprising of Ganze, Vitengeni, and Bamba divisions) and Bahari (comprising

of Bahari, Kikambala and Chonyi divisions).It has three local authorities, Kilifi County Council with 26 wards, Kilifi Town Council with 8 wards and Mariakani Town Council with 7 wards.

3.2 Target Population.

The Target population of the study comprised of all school age children who are in school and those not in schools, the teachers in the schools, Parents and education officials.

3.3 Location of the Study.

The study was conducted in Kilifi County

3.4 Sampling Methods used

This research used both the probability and non-probability techniques of sampling.

The non probability technique that was used was purposive sampling, to select 4 schools comprising of 2 schools located in the urban areas and two schools located in the rural areas. A sample of class teachers of the respective classes was also purposively selected. The head teachers for the respective schools were also selected to be interviewed. Purposive sampling was also used to select 2 education officials to participate in the research these officials were the District education officer and the Zonal education officer.

Snowballing technique was used to get parents whose children are not in schools and the children themselves, this was initiated by asking one of the parents whose children are in school after they were interviewed to refer one parent whose children are not in school. Once we got to this one parent he/she acted as a starting point and was asked to recommend any other parents who meets the criteria of the research and who might be willing to participate in the project.

The probability technique used was proportionate random sampling to select 125 pupils from the selected schools. Once in the schools class 5 and class 8 students were selected to participate in the research. Class 5 students were selected as these were students already in upper primary and thus can provide adequate information about the school and community environment and how factors in these environments affect their education. They also illustrate the retention aspect of schooling that is the ability of the schools to retain students until they reach the upper primary. The class 8 students were selected as these are students who have gone through the 7 years of primary school and are now in their last year thus they have a good opinion about the factors that

affect their education. They also illustrate the completion aspect of schooling that is the ability of the students to complete their education successfully. Proportionate sampling was also used to select the number of students per class to be interviewed and the number of male and female to be interviewed per class. (Gender distribution).For each school child interviewed the specific parent was also interviewed.

3.5 Sources of Data

This research collected both primary and secondary data.

Primary data was collected from the parents, students, and teacher and education officials on information on the factors that affect enrollment, in terms of enrolment, attendance and drop outs.

Secondary data was collected from the County Education Office, to get information on enrolment trends in Kilifi County since 2002.

3.6 Methods of Data Collection

The method used to collect data from the respondents was Interviews.

3.7 Research Instruments

Data for this particular study was collected using an Interview Schedule and an Opinion scale

Interview schedules and Key informant guides were prepared with pre-coded questions and used on the selected respondents. The aim was to elicit information on the subject matter

This research used interviews to collect data from the education officials, head teachers and school teachers of the respective schools in the sample, parents and students. The interviews focused on gathering information on the factors affecting the enrolment in primary schools under the FPE system.

3.8 Data collection procedures

The researcher got an introductory letter from the university identifying her as a student and that the research was entirely for academic purposes. Then the researcher proceeded to the education office in Mariakani zone, a sub office for education in Kilifi County to get a recommendation

letter from the education official authorizing her to conduct the research. A date was set for the start of the interviews.

3.9 Data processing and analysis

Responses to specific questions were summarized, coded and categorized using common themes and phrases relevant to the research questions. The data collected was analysed and presented in graphs and tables.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISUSSION

4.0 Introduction

In this chapter findings from the respondents are presented, analysed and discussed. The main objective of the data presented in this chapter was to identify the factors that affect enrolment, attendance and retention of primary school children in Kilifi County.

The data analysed is organized into four sections namely;

- Demographic data
- Trends in enrolment in Kilifi county
- Factors affecting education in Kilifi county
- Opinion of Parents on factors affecting education

4.1 Demographic data

Data covered under demographic include age of the pupils, age of the parents, number of children per parent, and education level of the parents.

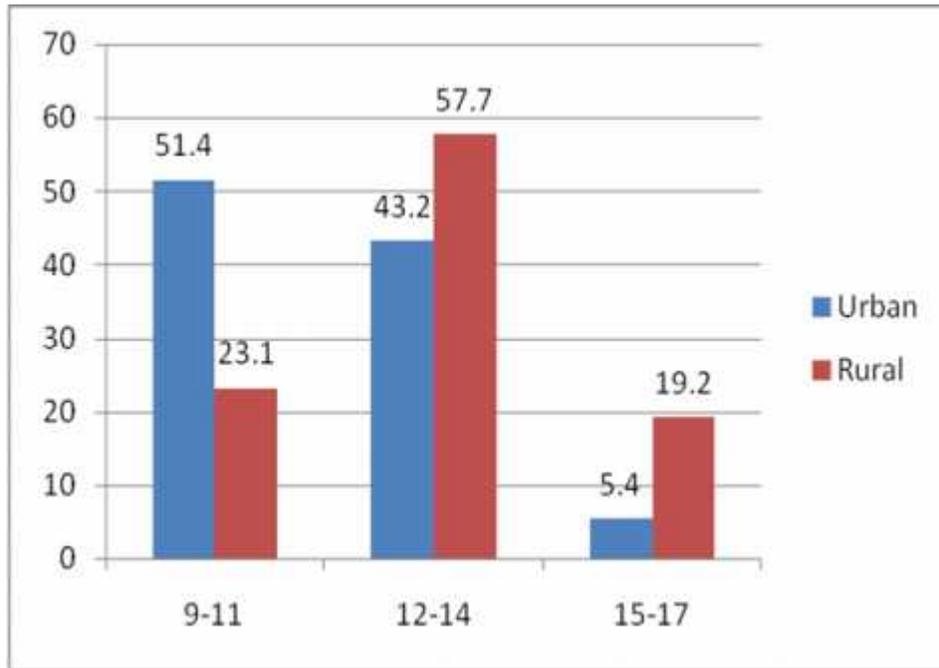
4.1.1 Age of the pupils

One of the Millennium Development Goals (MDG) of education is to ensure that by this year children everywhere that is boys and girls alike will be able to complete their primary education. With this in mind the government of Kenya introduced the FPE in 2003 in a bid to universalize access to primary education and increase educational attainment in the country. It is therefore expected that every school age child should go to school and at the right age. The research established the ages of the pupils interviewed.

4.1.1.1 Age of Class 5 pupils

The ideal age for one to join class one is either 6 or 7 years. With this being the ideal age for joining class one, the expected age for a standard 5 student is 10 or 11 years

Graph 1: Age of Class 5 pupils



A total of 51.4 percent of the class 5 pupils in the urban areas were aged between 9-11 years, 43.2 percent aged between 12-14 years and the remaining 5.4 percent aged between 15-17 years. A total of 23.1 percent of the class 5 pupils in the rural areas were aged between 9-11 years, 57.7 percent aged between 12-14 years and the remaining 19.2 percent aged between 15-17 years.

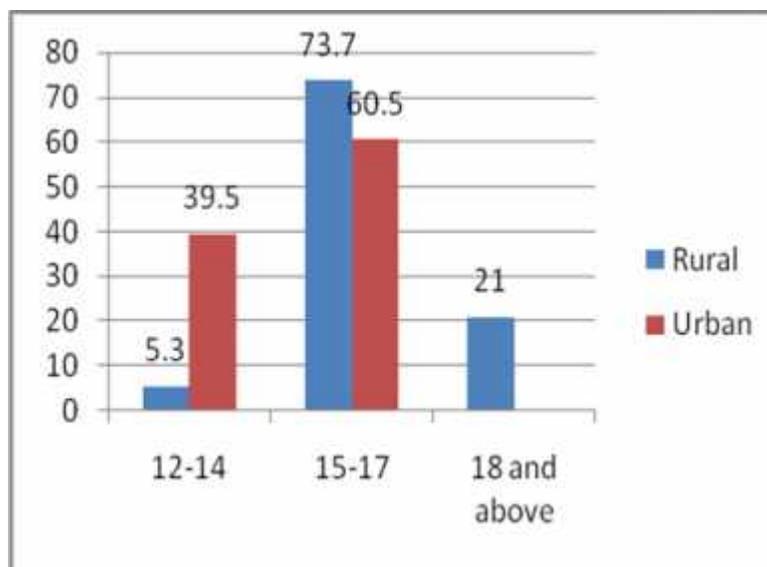
With the ideal age of class 5 pupils expected to be between 10 or 11 years, the research findings revealed that most of the pupils in the rural areas are aged between 12 to 17 years while in the urban areas most of them are aged between 9 to 14 years. This shows that most of the pupils in the urban areas go to the upper class at the right age while in the rural areas most go to the upper classes older than they should be. This shows that the school age children in the urban areas start school at the right age while those in the rural areas start school late.

This can affect their education as children who go to school late find themselves in lower classes at an older age. Some may feel uncomfortable being in a class with younger children, some are ridiculed and shy away from coming to class and may eventually drop out

4.1.1.2 Age of class 8 pupils

The expected age of class 8 pupils is 13 or 14 years. This will mean therefore that if this group had the opportunity to join university they will be expected to complete their first degree between the age of 20 and 21.

Graph 2: Age of Class 8 pupils



A total of 39.5 percent of the class 8 pupils in the urban areas were aged between 12-14 years, while the remaining 60.5 percent aged between 15-17 years. A total of 5.3 percent of the class 8 pupils in the rural areas were aged between 12-14 years, 73.7 percent aged between 15-17 years and the remaining 21.1 percent aged 18 years and above.

From this data it was established that most of the rural pupils in class 8 are aged between 15-17, whereas in the urban areas slightly half are aged between 15-17, with the others aged between 12-14. It was also established that 21 percent of the class 8 pupils in the rural areas are 18 years and above.

It can be concluded that in urban areas most of the class 8 pupils are of the right age while in the rural areas most of them are older than they should be in the respective classes. This can affect the completion of their education in that they may feel uncomfortable being in a class with younger children, some are ridiculed and eventually drop out.

Having a teenager in primary school can also affect the progress of their education. These are pupils who experience adolescence while still in primary school. These experiences may make some of them drop out and in some cases become class bullies.

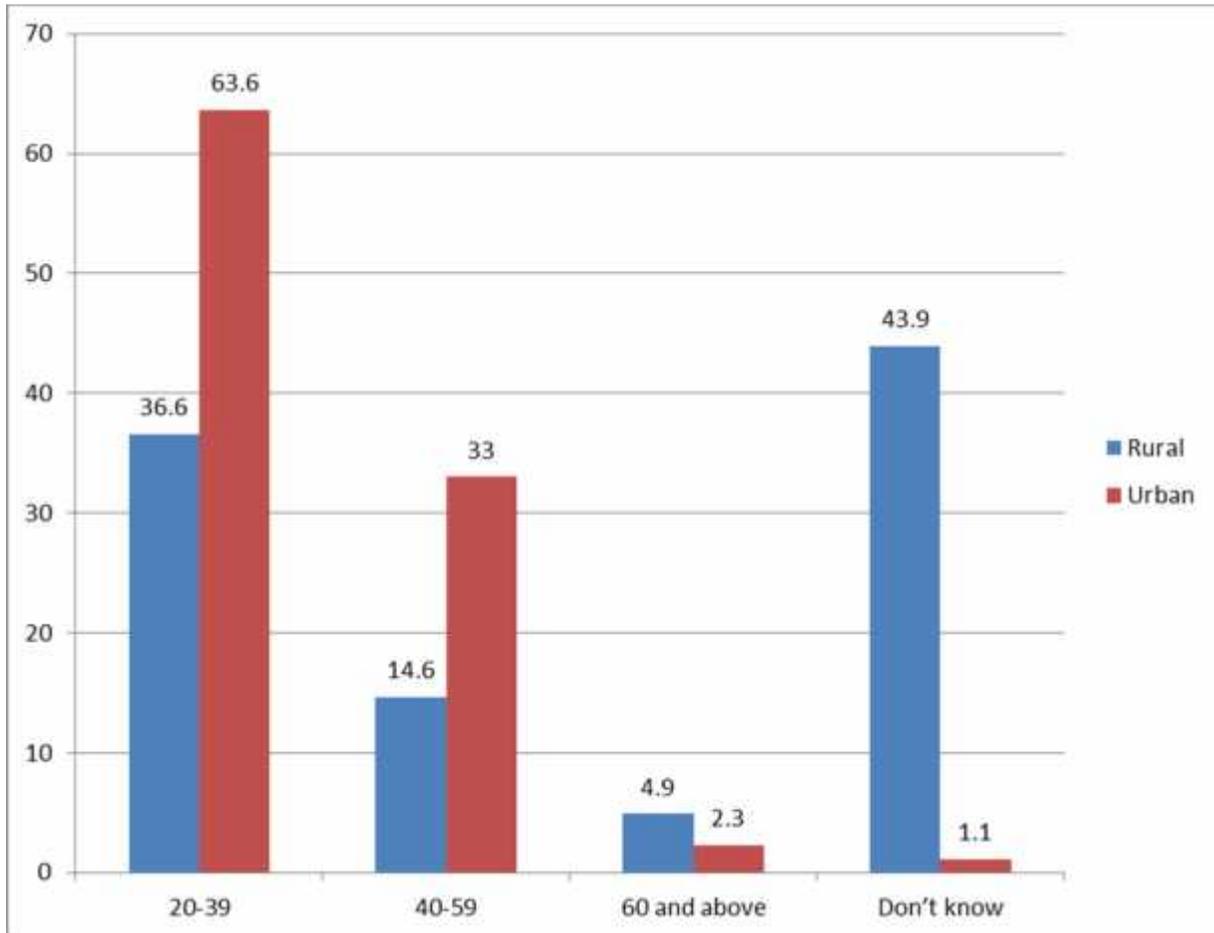
The data analysed from both the class 8 and 5 pupils revealed that the children in rural schools go to school late than those in urban schools. The delayed enrolment in Primary schools can affect their later stages of education. These are children expected to complete university between the age of 20 and 21. However for those aged 18 years in class 8, it means they will complete high school at the age of 22 or 23 years. Having a pupil complete high school at this age, can affect their plans to continue with education. A lady aged 24 years and has just finish high school may decide to get married than go to college whereas the boys might decide to look for early employment.

This delay in enrolment in the primary schools can be attributed to the inability of these children to access education at the right time. With the education being free these children are still not able to access it at the right time. This shows that there are other factors that are affecting their education and not necessarily the inability to afford fees.

4.1.2 Age of the parents

The parents were asked to state their ages. A total of 129 parents were interviewed their ages are as below in graph 3,

Graph 3: Age of the Parents



The study found out that in the urban areas 63.6 percent of the parents were aged between 20 to 39 years, 33 percent aged between 40 to 59 years and 1.1 percent didn't know their ages.

In the rural areas 36.6 percent of the parents were aged between 20 to 29 years, 14.6 percent aged between 40 to 59 years and 43.9 percent didn't know their ages.

Having a high number of the parents in the rural areas not knowing their age's shows that there is a high level of illiteracy in the rural areas as compared to the urban areas. The parents not knowing their ages may be as a result of their parents not keeping these records. This shows that

even their parents were illiterate. Thus illiteracy spills over to the future generations. The education of those in school now may also be affected as a result of their parents being illiterate. Having illiterate parents can affect the education of the children. These parents may not understand education and its importance. Therefore it is highly unlikely that these parents will take the initiative to take their children to school.

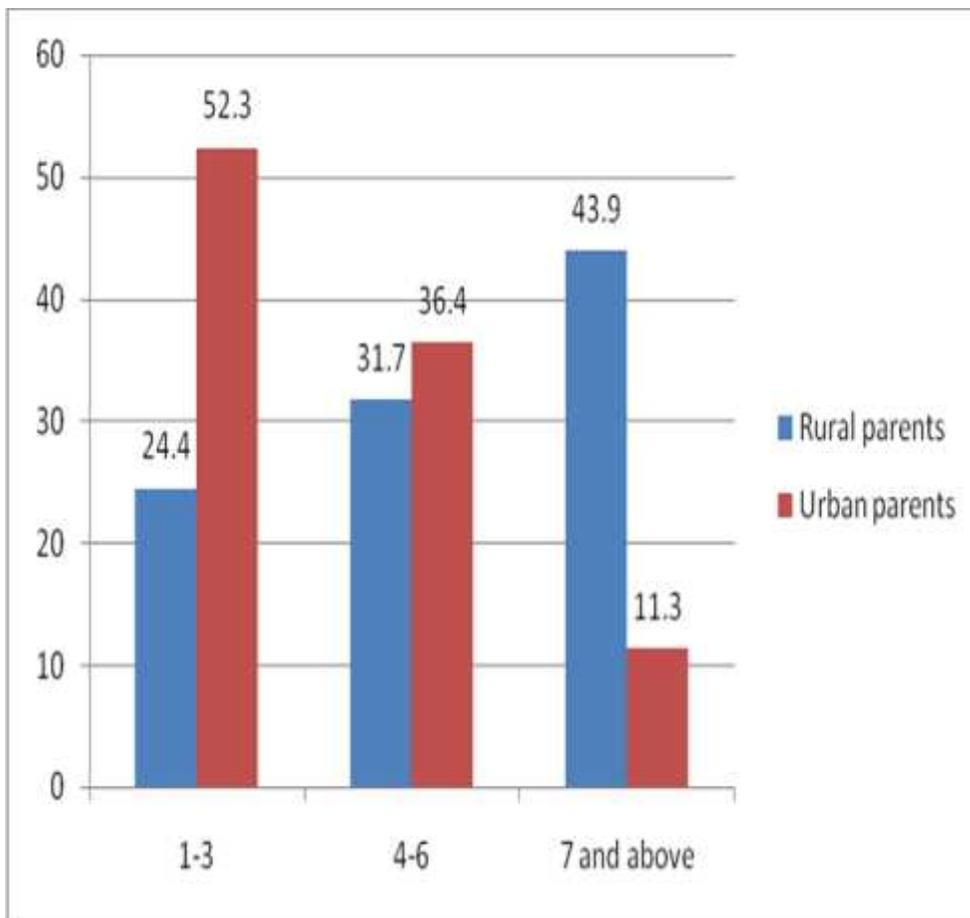
With most of the urban parents aged between 20-39 it reveals that the parents are young and thus should know the importance of education in their children's lives and be able to guide their children through their life in school. However having a parent aged 20 years, may also show that this particular parent is not well educated. A 20 year old is supposed to be in college and not married with children. Hence it may mean that this particular parent dropped out of school, didn't go to college or is not educated at all. This goes to show that even those in urban areas may not be well educated.

4.1.3 Number of children per parent

Family size, as measured by the number of siblings, has often been found to be negatively related to the schooling acquired by children, presumably reflecting a “resource dilution” effect associated with large families. (Parish and Willis, 1993)

The parents were asked to state the number of children that they have to establish the number of children per family in the rural and urban areas.

Graph 4: Number of children per parent



The findings revealed a total of 52.3 percent of parents in the urban areas have between 1 to 3 children, 36.4 percent have between 4 to 6 children and 11.3 percent have 7 children and above. In the rural areas 24.4 percent of parents have between 1 to 3 children, 31.7 percent have between 4 to 6 children and 43.9 percent have 7 children and above.

The number of children that the parents have can be considered to be a challenge that affects education of the children. The fewer the number of children the highest the probability that they will all go to school. This is because given equal resources; parents with more children have fewer resources to commit per child than parents with fewer children. The resources may be in terms of the parent's ability to afford buying stationery, uniforms for the children and also being able to afford to pay the levies required in schools for all the children.

The research findings revealed that most of the parents in the rural areas had 7 and more children per family. From these figures it can be concluded that the parents in the rural areas have more children than those in the urban areas and this affects the ability to educate all of them. In some families it was noted that it's the first and second born who go to school because the parents cannot afford to educate all of them.

The parents were asked to confirm if all their children are in school, and if not why are some not in school. The researcher wanted to establish the reasons that would make some siblings not to go to school while the rest are in school. Identification of these reasons may also support the fact that the number of children that one has influences the ability to take them all to school.

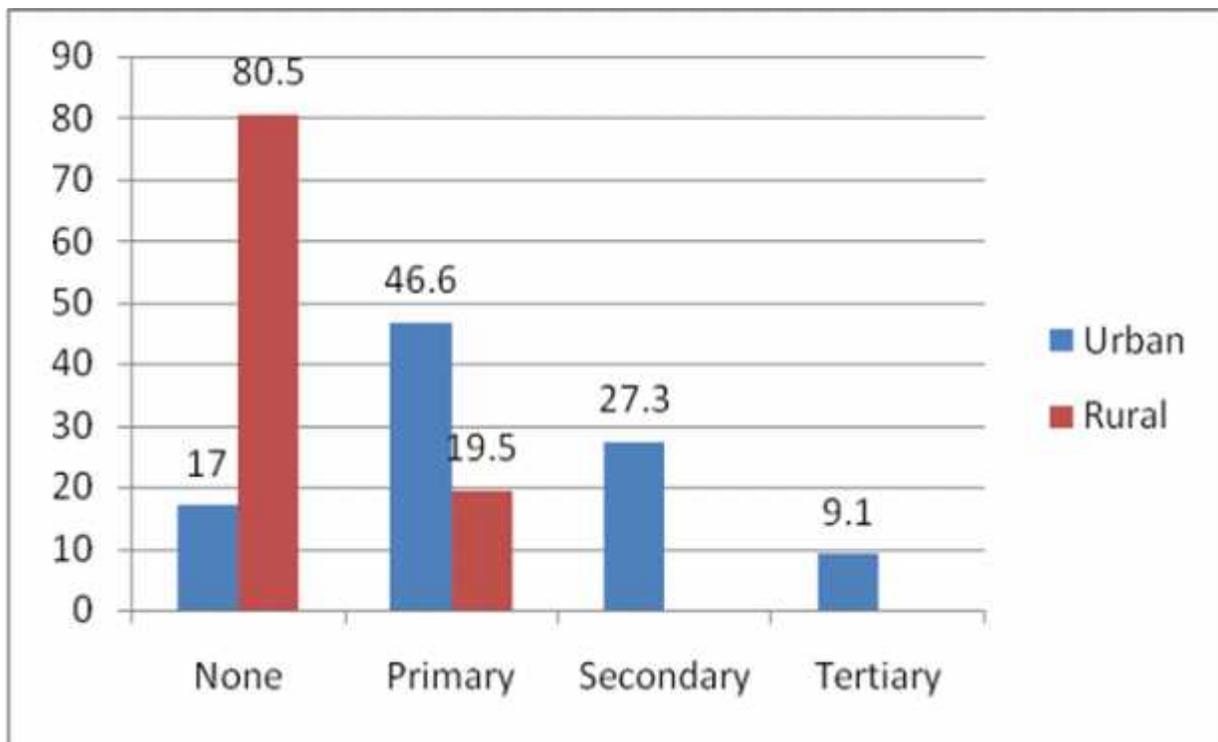
A total of 12.2 percent of the parents in rural areas and 13.6 percent in urban areas confirmed that not all their children are enrolled in school. One parent upon being interviewed stated not all the children are enrolled in school. This particular parent had a total of 7 children. She stated some had to drop out so that the first born could finish then the next one to start. Both parents are unemployed and they could only afford to educate one child at a time.

4.1.4 Education level of parents

The educational attainment of a child's parents can be a good predictor of the academic achievement of the child. Parents who are, for instance, college educated could be better equipped to help children with their homework and the understanding of concepts than those with less than a high school education, other things being equal.

The level of education of the parents interviewed is as below

Graph 5: Education level of parents



The research findings revealed that 80.5 percent of the parents in rural areas have no formal education and the rest 19.5 have primary school education. In the urban areas 17 percent have no formal education, 46.6 percent have primary school education, 27.3 have secondary school education and the last 9.1 percent have tertiary level of education.

Having most of the parents not well educated and some not educated at all can affect the education of their children. These parents may not see the need of educating their children to a higher level than themselves. The children also won't be motivated to go to school as they see even their parents are not educated. Some children can even aspire to be like their parents who

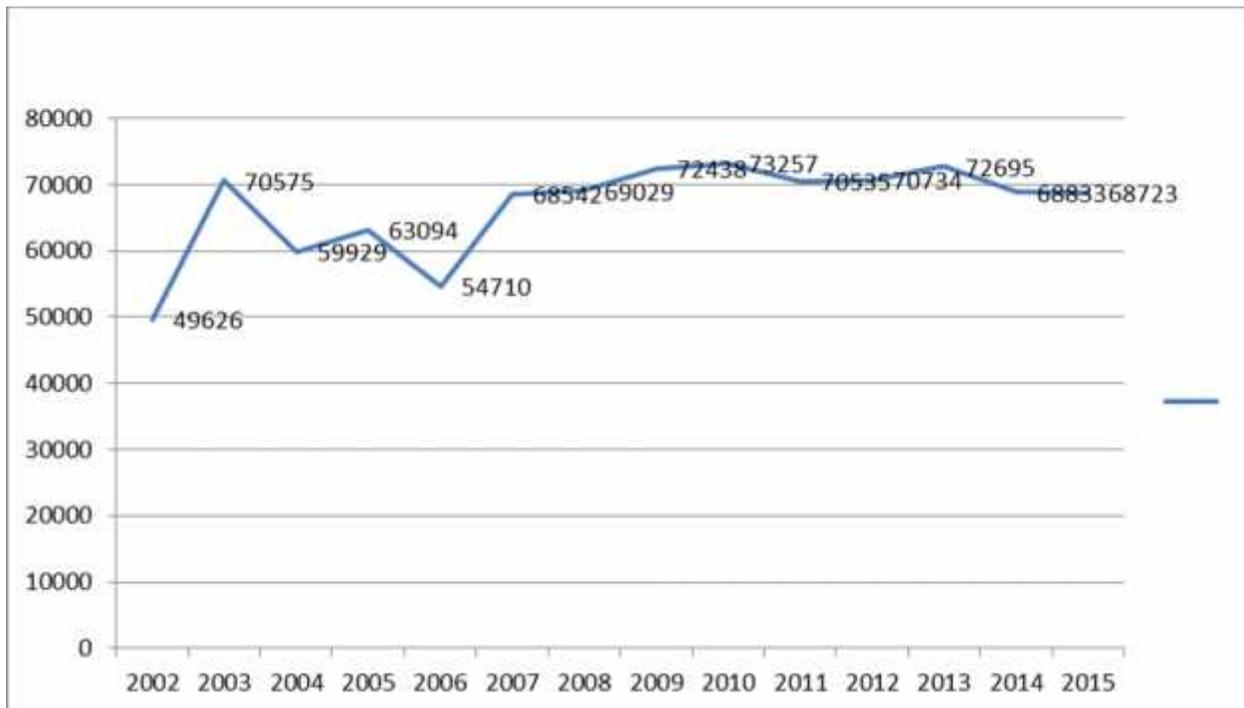
are uneducated. The parents even though not educated or some not educated to high levels should be made to understand the importance of education in their children's lives.

4.2 Trends in enrolment in Kilifi County since 2002.

The research sought to determine the trends in enrolment in Kilifi County since 2002 to date, to establish the trends before and after the FPE was introduced.

Data from the ministry of education revealed the enrolment trends from 2002 to be as below, see graph 6.

Graph 6: Enrolment trends in Kilifi County.



Source: Ministry of education Kilifi County

From the above graph it's clear that the enrolment rose from 49,626 in 2002 to 70,575 in 2003 after the FPE was introduced in 2003. However the increase in enrolment has not been constant. The enrolment kept on reducing and increasing after the introduction of FPE. This shows that there are factors beyond the school fees that affect enrolment of pupils.

The key informants also confirmed that the enrolment increased with the introduction of FPE. However the increase in enrolment impacted negatively on the attendance and retention of the pupils in the schools as indicated by one key informant below:

The increase in enrolment led to an increase in the pupil teacher ratio. As a result of the increase in enrolment one teacher was now in charge of a large group of pupils. This makes it very hard for the teacher to attend to all the pupils. In some of these big classes, some pupils lag behind, and perform poorly. These are the pupils who eventually drop out of school.

The public schools also became congested as a result of the increase in enrolments. A class that used to accommodate 30 pupils now accommodates 50 or more pupils. The FPE policy wasn't accompanied with an increase in infrastructure. Therefore the classes are congested, the desks are few and the children are many.

Most of the children are discouraged to attend school daily, as some of them usually seat on the floor as a result of this congestion. Some feel neglected by the teachers, and miss classes in return.

As a result of the increase in enrolment, the public schools started performing poorly. This poor performance led to many transfers of pupils from these schools. Parents transferred their children to other school with the reason that the education of the public schools has become of low quality since the introduction of FPE.

4.3 Factors affecting primary education in Kilifi County

This section is divided into three parts, the first part analyses the data from the parents while the second part analyses the data from the pupils. The last part makes a comparison of the responses from the parents and children.

4.3.1 Parents' views on factors affecting enrolment, attendance and retention of pupils in school

As a first step to establishing factors parents think are affecting the enrolment, attendance and retention of pupils in Kilifi, parents were first asked to state the main challenges they were faced with and at the same time suggest possible solutions. See Table 1 on challenges and suggested solutions;

Table 1: Challenges and suggestions

CHALLENGES	SUGGESTED SOLUTIONS
1. Poverty	<ul style="list-style-type: none"> a) Provision of Employment opportunities for parents b) Starting of small businesses for parents. c) Introduction of Large scale farming d) Full free education e) Introduction of School Feeding programs f) Availability Sponsorships for children
2. Parents level of Education	<ul style="list-style-type: none"> a) Sensitization on importance of education
3. Lack of knowledge on the importance of education	<ul style="list-style-type: none"> a) Sensitization on importance of education b) Compulsory education
4. Truancy	<ul style="list-style-type: none"> a) Monitoring b) Motivation for school c) Sensitization on importance of everyday attendance
5. Lack of monitoring	<ul style="list-style-type: none"> a) Parents and teacher cooperation b) Keen monitoring of pupils c) Attentive teachers

CHALLENGES	SUGGESTED SOLUTIONS
6. Poor performance	<ul style="list-style-type: none"> a) Keen monitoring of pupils b) Attentive teachers c) Technical schools
7. Deviancy	<ul style="list-style-type: none"> a) Introduction of Co-curricular activities b) Crack down of drug peddlers c) Age limit on video centre and clubs
8. Lack of role models	<ul style="list-style-type: none"> a) Availability of role models
9. Teenage pregnancies and early marriages	<ul style="list-style-type: none"> a) Campaigns against early marriages and teenage pregnancies b) Safe sex and abstinence forums c) Guidance and counselling of pupils.
10. Child labour	<ul style="list-style-type: none"> a) Cautioning of parents against child labour b) Introduction of Child welfare offices
11. Peer pressure	<ul style="list-style-type: none"> a) Keeping of good company
12. Illnesses	<ul style="list-style-type: none"> a) Employment of a School nurse
13. Congestion of classrooms	<ul style="list-style-type: none"> a) Increase of teachers and infrastructure
14. Marital problems	<ul style="list-style-type: none"> a) Resolving of marital issues

From the total of 129 parents that were interviewed the researcher established the frequency of the parents who identified each factor as a challenge and their respective percentages.

See Table 2 on the ranking of these factors.

Table 2: Ranking of factors affecting education

FACTOR	FREQUENCY	PERCENTAGE
Poverty	85	65.9
Level of education of parents	32	24.8
Truancy	27	20.9
Lack of monitoring	26	20.2
Deviancy	22	17.1
Illnesses	14	10.9
Teenage pregnancies and early marriages	11	8.5
Child labour	9	7.0
Lack of role models	8	6.2
Marital issues	7	5.4
Peer pressure	5	3.9
Poor performance	2	1.6
Congestion of classes	2	1.6
Gender preference	1	0.8

The table 2 above reveals that the main factors affecting education in Kilifi County are;

- Poverty
- Parents' level of education
- Truancy
- Lack of monitoring
- Deviance

Poverty

The research findings revealed that poverty was the main challenge affecting Education in Kilifi County. A total of 65.9 percent of the parents confirmed that the main issue affecting the education of the children was poverty. The aspect of poverty identified was the inability of parents to afford the levies required in the schools and school uniforms. Some parents in the rural areas also added the lack of food in their families as a major challenge.

Having more than half of the parents confirm that poverty affects the education of the children, shows that this is a main problem in Kilifi County. A report by Human development resource Centre (HDRC) in June 2010 stated that poverty affects education in Kenya and has implications on school enrolment with pupils from poor household more than those from non-poor households citing the inability to afford school fees as a reason for non-attendance of school.

The report also stated that according to the Kenya Integrated Household Budget Survey (KIHBS) basic report, there still exists a significant group of people who are not taking advantage of free primary education“ some of the reasons cited for these include incidental cost to schooling like school uniforms and feeding which present a financial burden to most parents. This was confirmed by most of the parents. During their interview they stated that the aspects of poverty that affect education were;

- a. The inability of parents to afford the levies or other school charges required in the schools. This affects the enrolment, attendance and retention of the pupils in schools.
- b. Inability of single parents to afford to support their families by themselves.
- c. Inability of the parents to provide basic needs for their children. It's very hard for the children to go to school when these needs haven't been met. An example is the provision of food, this was a major problem mostly in the rural schools. The parents stated that if the children didn't get food to eat at home it becomes very hard for them to go to school as they are very weak so they opt to stay at home until the family is able to provide food for them.
- d. The inability of parents to afford the other school requirements like uniforms or books
- e. Unemployment of the parents, makes providing for their families and taking the children to school to be a challenge.

A teacher key informant interviewed also identified poverty to be a challenge. They stated that poverty comprises of the inability of the parents to afford the levies required at school, inability to provide for their children the school requirements. Some of the parents are even unable to provide the basic needs at home thus the education of their children is affected as a result of this.

The parents suggested that to help with the problem of poverty the education should be made fully free. The parents stated that they should not be charged for anything by the schools. Most of them stated that they felt cheated on the existence of free primary education as they were still being requested to pay for administrative fees and exam fees. Upon being interviewed one of the parents stated;

“The government said the education is free but each day we are being asked to pay for things, today they will ask for money for the D.O, tomorrow they ask for money to build a new toilet or money for activities, and we never get receipts for this and every day they ask for exam money so we really don’t understand what the government meant when they said the education is free because to us nothing has changed”

A teacher key informant also stated that the education should be fully free this will remove the need of the schools to charge the other levies to the parents and hence will ensure no child misses school because the parents are unable to afford the levies

GOK (2004) asserts that FPE has experienced a diminished support from the communities. This is because most parents are under the impression that it is the Government's exclusive responsibility to provide all the necessary resources to support the primary education.

The parents suggested that the empowerment of the parents will help reduce the effect of poverty on the education of the children. Financial empowerment of the parents will help them to provide basic needs for their children at home, to be able to pay for them the levies at school and also afford books and uniforms. The suggested ways of empowerment were;

- Provision of employment opportunities to the parents.
- Helping the parents to start small businesses
- Introduction of large scale farming mostly in the rural areas.

The other suggestions to help deal with the challenge of poverty were; introduction of school feeding programs in the schools and the availability of sponsorships for those children whose parents are unable to afford the levies, and also the orphans.

Most of the parents especially from the rural areas insisted on the provision of food in schools to help improve the education of the children as most of them don't attend school regularly as a result of missing food at home.

A teacher key informant also stressed on the provision of food in schools, most of them were of the opinion that when food is introduced in schools enrolment will improve as the children will be encouraged and motivated to come to school

Level of education of parents

A total of 24.8 percent of the parents sighted the education level of parents as a major problem affecting the education of the children in Kilifi County. Findings of the research revealed that 80.5 percent of the parents in rural areas have no formal education and the rest 19.5 have primary school education. In the urban areas 17 percent have no formal education, 46.6 percent have primary school education, 27.3 have secondary school education and the last 9.1 percent have tertiary level of education.

With this being the education level of most of the parents, the education of the children is likely to be affected. This effect may be experienced mostly in the rural areas where most of the parents don't have formal education. Parental education is likely to be positively linked to tastes for education and to parents' aspirations for the schooling of their children. This indicates that level of parent's education determines and influences the education of the children, Shapiro and Tambashe (2003)

As a result of the level of education of the parents most of them won't value education or know its importance. These parents may not see the importance of taking their children to school as they don't think the school will help provide the children with the basic skills required for life. Thus they may make a decision not to take the children to school.

The parents stated that since most of the parents are not well educated and some are not even educated at all they won't see the need of educating their children. These parents are also unlikely to educate their children to a higher level than themselves. The children will also not be motivated to go to school as they see even their parents are not educated.

The parents also stated that fellow parents are comfortable in their current state of no education for them and their children, thus they don't see the need to want to change this state.

Parents ignorance was considered a challenge by most of the parents, they stated that most of the parents were not well versed on the importance of education thus they don't see the need of taking their children to school. The parents may also not have the interest of taking their children to school. The parents also stated that the children themselves may not know or see the meaning of education thus they may not have an interest in going to school and the parents may not insist on them to go to school.

Upon being interviewed one of the parents stated that the child doesn't want to go to school and there's nothing he as the parent can do to change the situation, he said *"he has refused to go school, and there's nothing I can do but to let him be"*

When a key informant of the teachers was interviewed they also mentioned this as a challenge affecting education, as having uneducated parents, means the children don't have any one to sensitize to them to go to school and some of the children will even aspire to be like their uneducated parents.

The parents suggested to help deal with this problem the parents should be sensitized on the importance of education. Even though they are not educated they should be made to understand the importance of education in their children lives.

They should also be educated on a child rights to education and asked to take their children to school failure to which will be considered a crime. This should go hand in hand in making the education Compulsory for every school age child. The children themselves should also be sensitized on the importance of education so that they can be motivated to go to school

Upon being interviewed a key informant teacher stated that that the parents don't know the importance of education thus they won't insist on taking their children to school. In a case whereby the child refuses to go to school they won't do anything about it. The informant teacher suggested that the parents should be sensitized and educated on the importance of education for their children. The parents should be made to understand the importance of education first, and the importance of education in their children's lives. Any parent found whose child is not in school should be arrested.

Truancy

Truancy is any intentional unauthorized absence from compulsory schooling. This can also refer to absences caused by pupils of their own free will and not caused by poor medical conditions. Truancy is also a challenge affecting education of children as sighted by the parents. A total of 20.9 percent of the parents sighted this as a challenge. The parents confirmed that the truancy comes as a result of most of the children being indisciplined, thus they choose to be absent from school for no good reason.

A teacher key informant confirmed that the children fail to come to school for no reason and most of the times the parents are not ware of their absence. They have to be informed by the teachers about it.

In one of the interviews with a teacher key informant, the teacher stated that there's one child he was just from punishing because this particular child has been coming to school in the morning

and, leave the school at 9 am. Nobody knew where he goes, he then comes back at 5 pm to pick the bag and goes home. The teacher observed this trend for a week before calling the parents, upon being asked where he goes he said he usually goes to the market place to play with his friends.

Truancy affects the education of the children as these children are absent from school at time that they should be in class. Lessons proceed in their absence. These students will ultimately lag behind and at times fail to catch up with the rest. These are the students who eventually drop out of school and most of the times because of their poor performance.

The parents suggested monitoring as solution to truancy of the children. They stated that the children who are not in schools and their parents should be tracked and monitored. Whenever one sees a school age child who is not in school, they should school report to the local authority. These authorities should then help to solve this matter.

The parents also suggested that the children should be motivated to want to go to school. These motivations can be inform of having role models in the community that the children can look up to and aspire to be like them. The parents should also look for ways to motivate their children to want to go to school.

The parents also suggested that;

The parents and children should be sensitized on the importance of everyday attendance. Teachers should notify the parents every time the child is absent and absentees should be punished thoroughly. This will make sure the children miss school for valid reasons only and with the knowledge of their parents.

A key informant teacher also stressed on the keen monitoring of the parents to help deal with truancy, when the parents are keen on monitoring their children they will always know of their whereabouts and thus avoid the children missing school without their parents knowledge.

Lack of monitoring

Monitoring in school refers to the act of keeping watch over pupils. It entails supervising the children in school specifically to scrutinize or check systematically with a view to collecting certain specified categories of data on the child. This data is used for record keeping, reporting, and decision making. A total of 20.2 percent of the parents sighted Lack of monitoring as a challenge.

The parents stated lack of monitoring affects education in the following cases;

- The parents are not keen to know the progress of pupils in school. As a result of this, the pupils don't put efforts in school as no one takes keen interest in their performance.
- the children may leave home to go to school and won't get to school .This trend continues as the parents are not keen.
- Monitoring becomes a challenge as a result of Lack of cooperation between the teachers and parents. This becomes a problem as tracking the progress of the pupils becomes a challenge.
- When the parents want to monitor their children but are not able to, this in most cases affects the single parents. The single parents may not be able to keenly monitor all their children and sensitize them on the importance of school as most of them are busy looking for means to support their families

It's very important for the teachers and parents to monitor the children and their progress in school activities. This will help to keep track of student learning for purposes of making instructional decisions and providing feedback to pupils on their progress.

Parents should be keen on monitoring their children and follow up with their school work. They should be able to see and know the problems their children are facing and help address them. The teachers should also be attentive to monitor the children and to notice the ones who miss school mostly and interrogate them so as to know the problems that they have either at home or school. This will help identify the problems facing the children that affect their learning and also try to help solve them.

In an interview with one of the children, she confirmed that she has been absent for 2 weeks. Upon reporting back she was punished for being absent and sent to class. This particular pupil revealed that she had been away farming to get money for exams. The fact that no one bothered to know where she had been for the 2 weeks was what was troubling to her. This can be said to be as a result of lack of monitoring by the teachers

The pupil stated *“I have been away from school because I have to go and farm land to get money for exam as my dad has no job and my mum is really sick, I didn’t sit for the previous exam but I really want to do the next one, thus I have to get the money before the exam starts”*

To help deal with the problem of monitoring the parents suggested that Parents and teachers should cooperate to be able to monitor the attendance of the respective children. This will help deal with and reduce truancy as some of the children leave home on pretence that they are going to school but never get to school. Without proper supervision and monitoring they go un noticed, however with cooperation between the parents and teachers this will change.

This was a main challenge affecting education also in the opinion of the key informants of the teachers, they stated that for smooth schooling of the children the parents and teachers have to be in cooperation as most of the problems the children are facing are as a result of lack of monitoring by their parents

Deviancy

Deviancy refers to behaviour that is an anti-social and opposed or contrary to normal social instincts or practices. Deviant behaviour can also refer to behaviour that is not approved by the society. For pupils, this may include cutting classes or not following class and school regulations. A total of 17.1 percent of Parents identified it as a challenge.

The parents stated that deviancy affects the education of the children in that;

The children engage in behaviours that affect their schooling, these include drug use, going to discos, videos or the town centres to engage in income earning activities. Most of these activities are done during school time. The children sneak out of school to engage in these activities thus they miss school.

In the opinion of the parents most of these deviant behaviours are as a result of effects of urbanization, for the town schools this is a major challenge and for the rural schools it is starting to become a challenge as urbanization is now creeping in the rural areas.

A key informant teacher was also of the same opinion in regard to the deviant behaviours affecting education of the children. They stated that indiscipline among the children was the major cause of the children engaging in the deviant behaviours.

Deviant behaviour poses a serious threat to learning in most schools. Some of the behaviours may include habits as stealing, truancy deviant character, smoking using of drugs, going to discos and video centres. This can be attributed to the fact that most homes no longer play their tradition function of training the child in an upright manner. This may be partly because many parents are so pre-occupied with duties outside the homes that they have little or no time to keep watch over the action and behaviour of their children. These children may be unfortunate to fall into bad peer groups would copy their bad behaviour and they are bound to become truants.

In their explanation the parents stated that to help address the challenge of deviancy Co-curricular activities should be introduced in the schools. These will keep the children busy in school even when not in class. Eventually this will help curb deviancy as these children won't see the need to go out of school to look for things to keep them busy.

There should also be a crackdown for the entire drug peddlers, the discos should have an age limit and the video centres as well. No child below the age of 20 should be let into these places.

4.3.1.1 Factors affecting attendance

To establish factors affecting attendance, the researcher selected specific variables that can be considered to be a common hindrance to everyday actual school attendance. The parents were asked to state if their children had ever missed school because of the identified factors.

Responses of the parents who confirmed or disagreed that their children had ever missed school because of the selected factors were recorded. See table 3

Table 3: Specific factors affecting attendance

FACTOR	RURAL PARENTS				URBAN PARENTS			
	Frequency		Percentage		Frequency		Percentage	
	NO	YES	NO	YES	NO	YES	NO	YES
Food	19	22	46.3	53.7	64	24	72.7	27.3
Fees	11	30	26.8	73.2	48	40	54.5	45.5
Books	31	10	75.6	24.4	67	21	76.1	23.9
Uniforms	25	16	61	39	66	22	75	25
Distance	39	2	95	4.9	69	19	78.4	21.6
Weather	21	20	51.2	48.8	57	31	64.8	35.2
Illnesses	3	38	7.3	92.7	12	76	13.6	86.4
Farming	34	7	82.9	17.1	80	8	90.9	9.1
Peer influence	39	2	95.1	4.9	65	23	73.9	26.1

A total of 53.7 percent of the rural parents agreed that their children have ever missed school because of lack of food, whereas in the urban areas the figure was 27.3 percent. This goes to show that the lack of food is a problem that cuts across the rural and urban areas. It can also be concluded that this problem mostly affects the rural areas as most of those respondents who confirmed this, were from the rural areas.

One of the rural parents upon being interviewed stated *“if my children come home and find there is no food at home they will have to sleep hungry. Come the next day when they have to go to school some of them find it even hard to walk, thus I tell them to just stay at home until I can find food for them”*

A total of 73.2 percent of the parents in rural areas confirmed that their children have ever missed school because of lack of fees, in the urban areas 45.5 percent of the parents agreed to this. From these percentages it can be established that this is a problem that cuts across the rural and urban areas.

Having a bigger percentage of the parents that confirmed their children have ever missed school because of lack of fees being the parents from rural areas shows this is a major problem in the rural areas. The researcher noted that majority of the parents in the rural areas are unemployed and they relied on odd and casual jobs to make a living, thus this may explain the difference in percentages between the rural and urban areas.

The research revealed that a total 39 percent of the parents in the rural areas confirmed that their children have ever missed school because of lack of uniforms and in the urban areas 25 percent. Having a low percentage of the respondents in the urban and rural areas confirming this, shows that this is not such a major problem both in the rural and urban areas.

A total of 24.4 percent of the parents in rural areas admitted that their children have ever missed school because of lack of books and 23.9 percent of the parents in urban areas agreed to this. Having very low percentages of respondents confirming this shows that this wasn't considered to be a problem or a reason that will make the pupils to miss school.

A key informant teacher informed the researcher that In all the schools they have a policy whereby the children are given exercise books in schools, so the ones who miss school because of lack of books it's only when the books to be distributed have run out or lack of textbooks.

Having a total of 92.7 percent of rural parents, and 86.4 urban parents confirm that their children have ever missed school because of illnesses clearly indicates that this is a major problem. This is a problem that cuts across the rural and the urban areas. The parents were all in agreement that whenever the children miss school most of the time it's because of illnesses.

A total of 17 percent of the rural parents confirmed that their children had ever missed school because of farming. Although most of them were against this some of them admitted to have asked their children to stay home and help with the farm. One parent upon being interviewed stated *"am a single mother of 5 children and have to provide for my family all by myself, so whenever the farming season comes I ask the older children to go help me in the farms thus they will have to miss school a day or two because of this"*

As for the urban areas this wasn't considered to be a problem. The parents stated that they don't have land to farm in the town centres. A total of 9.1 percent of the parents in the urban areas admitted that their children had ever missed school because of farming. The researcher noted that most of these were the parents who lived in the rural areas but their children go to school in the town centres

A total of 4.9 percent of the parents in the rural areas agreed that their children have ever missed school because of peer influence, where as in the urban areas 26.1 percent admitted that their children have ever missed school because of peer influence.

As for the distance and weather the parents stated that the distance a problem only when it rains heavily and most especially in the rural areas as some of the children have to cross rivers to get to the schools.

The frequencies and percentages reveal that most of the parents confirmed that their children have missed school because of lack of food, lack of fees, lack of uniforms and illnesses all these are indicators of poverty; this confirms what the parents had earlier stated in their interview to be the major problems affecting the education of children in Kilifi County.

Hence from the research findings and from what the parents stated it can be established that the main problem affecting the education of children in Kilifi County is poverty.

4.3.1.2 Suggestions by parents to improve enrolment and retention

The parents were asked what suggestions they have, that when implemented will see all school age children enrolled and retained in school in schools. The frequencies and percentages of parents who suggested a strategy were calculated. See table 4

Table 4: Suggestions to improve enrolment and retention

SUGGESTIONS	FREQUENCY	PERCENTAGE
Sensitization of importance of education	51	39.5
School feeding programme	42	32.6
Economic empowerment of parents	48	37.2
Fully free education	40	31.0
Monitoring of pupils	33	25.6
Compulsory education	20	15.5
Motivation for school	20	15.5
Sponsorships for children	13	10.1
Prohibition of early employment	3	2.3

The main suggestion to improve enrolment and retention was the sensitization on the importance of education. A total of 39.5 percent of the parents suggested this. The parents stated that both the pupils and the parents should be sensitized on the importance of education. They should also be sensitized on the importance of completion of the various stages of education.

The whole community should help in the sensitization of the importance of education and the importance of its completion. The community leaders and members should be on the lookout for those not enrolled and those who drop out so as to know why they are dropping out and help address these issues.

The parents also stated that fellow parents should also prioritize the education needs of their children, as you will find in some cases the parents are willing to spend finances in other things and not taking their children to school, the education is not a priority to them.

Once the children and the parents get to fully understand the importance of education and its completion most of the parents will be encouraged to enrol their children. The pupils will also strive to remain in school until they finish, this will go hand in hand with the encouragement from their parents.

The Key informant teachers interviewed also stated that to increase enrolment the parents and the pupils should be sensitized on the importance of education. So many of the parents and the children themselves who are not in school don't know the importance and meaning of education, once they have been sensitized on this the parents will take initiative to enrol their children to school and the children themselves will take initiative to want to be enrolled in schools.

The key informant teachers also suggested that to help reduce the number of children dropping out, both the children and the parents should be sensitized on the importance of education and its completion of the various levels.

Most of the parents whose children are not in school may not fully understand the importance of education in life. With this sensitization, the importance of education will be clear to most of the parents, thus they will be motivated to take their children to school.

The second main suggestion was the implementation of feeding programs in the schools. A total of 32.6 percent of the parents stated that this will attract a lot of pupils in the schools as the food will act as a motivation to the children not in school and their parents as well. The children who are already in schools will also be motivated to remain in school as a result of the provision of food in schools.

The key informant teachers when interviewed also stated that the introduction of feeding programs in the school will be a major boost to enrolment. In the two rural schools visited there is feeding going on, the teachers reported that the food arrives every beginning of the year and the enrolment goes really up during this time, however come mid-year when the food supplies have been exhausted and the children go for two months without food the enrolment goes down. Thus they suggested improving enrolment and maintaining the constant improvement, and also

to reduce the number of drop outs the feeding programs should be introduced and maintained.

A total of 31 percent of the parents suggested that the education should be fully free. The parents stated that they should not be made to pay for any other charges. They also suggested that the charges in the school should also be abolished if not the government should take full responsibility these charges. This will encourage many parents to enrol their children to schools as the only burden they will have is ensuring their children get to the schools and nothing more.

The parents also added that this will help to reduce the number of pupils dropping out of school. Some pupils drop out as a result of their parents being unable to afford the levies required in school.

The key informant teachers interviewed also stated that making the education fully free will increase and improve enrolment and make sure each and every school age child is enrolled in school and stays in school.

Most of the parents whose children are not in school are scared of the financial burden of having to pay the levies. Most assume they won't be able to afford them, so they prefer for their children to stay home. Thus making the education fully free will encourage a lot of parents to bring their children to school as the major hindrance is the inability to afford paying the levies.

The making of the education fully free will also ensure the children won't drop out as a result of their parents being unable to pay the fees. They also stated that to enhance retention the education should be fully free or the government to provide for everything that the school needs on behalf of each child, thus the financial burden of most parents of paying the levies will be reduced

The parents also suggested that the government should empower the parents economically. This will help eradicate the poverty facing most of the families. Some parents can barely afford the basic needs thus even taking the children to school becomes a challenge.

Economic empowerment of the parents will help avoid children dropping out of school to help earn money to support the family. Some pupils drop out because the parents are unable to provide them the basic needs and also afford the school requirements and the charges in the schools.

The suggested ways of economic empowerment included; employment, initiation of small scale businesses for parents, financial assistances to be given to those parents who are unable to afford the school charges. There should be sponsors to help the orphans or the children whose parents don't have the capability to take them to school. The sponsors should help take care of the basic needs and also the school needs. This will promote enrolment as no children will be left out even if they don't have parents or the parents are not capable of taking them to school.

Empowerment of the parents economically was also mentioned as an implementation by the Key informant teachers that will increase enrolment. Empowering the parents will make sure they are able to support their families and provide for them to fulfil their basic need and the school needs thus they can afford to enrol their children to schools

The key informant teachers were also of the opinion that to reduce the number of children dropping out their parents should be empowered financially this will prevent any student drooping out because their parents are unable to afford the levies or their parents can't afford to provide for them at home and at school.

Making the education compulsory was also suggested by the parents to help improve enrolment. Failure to take your child to school should be considered a crime. If any parent is found whose children are not in school ,this act should be considered a crime punishable by law, this help many children to be taken to school by their parents in fear of the punishment.

The parents should be strict and extra vigilant when dealing with their children; this will help to raise disciplined children. Lack of discipline in the children leads to deviancy, engaging in these deviants behaviours like drug use, alcoholism, going to discos and videos is what eventually leads to dropouts.

Employment of under age children should be prohibited, to reduce and avoid children dropping out to go and be employed.

The teachers also stated that the employment of underage children should be prohibited. Most of the children who drop out go looking for early employment to get money for them or to help support their parents. Once this employment is prohibited the children will have no other option to stay in school until they complete

4.3.2 Children’s views on factors affecting enrolment, attendance and retention.

In trying to establish the factors affecting enrolment from the opinion of the children, the children were asked what they thought are the reasons making some of their friends not to go to School.

4.3.2.1 Reasons making some of the friends of the school children to miss school

Some of the reasons stated, that they thought is why their friends are not in school included

Financial problems at home this mostly included the inability of the parents to afford paying fees for them.

Some of the children were orphans and thus had no caregiver to take care of them and thus no one to take them to school and cater for their needs.

Some reported that the friends who are not in school just chose to be out of school for no apparent reason and that they also didn’t know the importance of education because if they did they would want to go to school.

Some are not in school as a result of peer influence from the ones who didn’t go to school and opted for early employment. When the school age children see these children making money and they didn’t go to school they chose to work like them as they see no need of staying in school to get educated while they can still get money without education.

Other reasons stated were poor performance by some of the school age children not in schools, these children used to be in school but were not performing well thus opted to drop out altogether.

4.3.2.2 Responses from school age children not in school

The researcher was able to interview a total of 20 school age children who are not in school. These children were asked if they had ever been enrolled in school or not. All of them confirmed that they used to be in school but dropped out because of inability of their parents to afford the levies required in school. One of them stated;

We used to be in school but kept on being sent home to come and get money for the levies required. Our parents always used to say they don't have the money required. Eventually they asked us to stop going to school as they could not afford to pay the levies charged

My siblings and I used to be in school but when my parents separated we moved with my mum. It's been two years and we haven't been enrolled to a school. My mum says she doesn't have the money to support us.

From these responses it can be confirmed that one of the main reason that children are not in school is inability of the parents to afford levies. These children dropped out before completion as a result of this. They further confirmed that they spend their days doing house chores, some are employed and the ladies married.

4.3.2.3 Factors affecting enrolment, attendance and retention as stated by children

The children in schools were asked what things they would like to see changed in schools and in the community to encourage more children to come to school, help more children to come to school every day and also help to reduce the number of children dropping out of school. This was asked so as to be able to find out if there are factors in the community and in schools which when changed according to the opinion of the children will improve enrolment, attendance and reduce drop outs

From the responses of the children on the things they would like to see changed, the researcher was able to pick out the below factors affecting enrolment, attendance and retention from the opinion of the children.

From the total of 125 children that were interviewed the researcher established the frequency of the children who identified the factor as a challenge and their respective percentages. See table 5

Table 5: Factors affecting enrolment, attendance and retention

FACTOR	FREQUENCY	PERCENTAGE
Poverty.	77	61.6
Lack of knowledge on importance of education.	59	47.2
Truancy	47	37.6
Lack of monitoring	38	30.4
Deviancy	26	20.8
Teenage pregnancies and early marriages	36	28.8
Lack of motivation for education	22	17.6
Lack of food	22	17.6
Congestion of classrooms	12	9.6
Early employment	10	8
Peer influence	9	7.2
Poor performance	7	5.6
Child labor	7	5.6
Lack of role models	2	1.6
Marital issues	2	1.6

From the responses of the children poverty was picked out as the main challenge affecting their education .A total of 61.6 percent of the children confirmed this. The aspect of poverty was in terms of their parents being unable to afford the levies charged in school, thus they stated the things they would want to see changed to reduce the effect of poverty on their education were;

Financial empowerment of the parents whose children are not in school, so that they can be able to provide basic needs for their children at home. It's only after the basic needs have been met that the children can be willing to come to school.

The other levies charged should be reduced or removed altogether. As most of the parents' can't afford them and for the children who are orphans this will be a major motivation to come to school. There should also be sponsors for those children whose parents are unable to afford the

levies. These sponsors will take care of the fees on behalf of the parents, and thus these children can now come to school.

To encourage more children to come to school policies like sending the children back home for levies should be removed. These policies make the children not in schools not to even want to come as they see this will be the trend once they start coming to school. Abolishing of this policy will also ensure the children stay in school and concentrate on their classes.

Fees should be reduced or abolished altogether. Majority of the pupils who are absent most of the times those who have been sent home for fees. If their parents don't have the money required they stay home until this money is found irrespective of the fact that they are missing classes.

Empowerment of the parent's financially to avoid pupils dropping out because their parents are unable to afford the levies or dropping out to get early employment to help support the family financially.

The lack of knowledge on the importance of education was also picked to be a main challenge from the responses of the children .A total of 47.2 percent of the children confirmed this. The children stated that the parents and the children don't know the importance of education thus they don't value the enrolment and attendance to schools.

The things that they stated they would want to done so as to change this were;

The parents whose children are not in school should be sensitized on the importance of education and a child rights to education. These parents should be asked to take their children to school failure to which will be considered a crime. The children should also be sensitized on the importance of education so that they can be motivated to go to school.

The children in school should be well educated on the importance of education so that they can educate those not in schools on its importance. This will be effective because children of the same age can influence each other better and easily.

The children should be sensitized on the importance of attendance and absentees should be

punished thoroughly this will ensure that children don't miss school for no apparent reason and help to curb absenteeism.

Pupils who have been absent should report to school with the parent to help explain why they were absent, this will make sure the children miss school for valid reasons only and with the knowledge of their parents.

Children should be cautioned against dropping out of school, they should be sensitized and advised that education is important in their lives

4.3.2.4 Factors affecting attendance as stated by the children

School attendance refers to whether pupils attended school, either full time or part time, during all or part of a specified reference period. Absenteeism means the absence of student from class when he is scheduled to be present at school. Absenteeism in school can also be said to be the habit of staying away from school without providing a genuine or any reason for not attending classes

The pupils were asked to state the reasons that make them miss school at times to be able to identify the main reasons for absenteeism. The main reason mentioned was illness, and most of the pupils confirmed that whenever they miss school it's mostly because of illnesses.

The other reasons mentioned for being absent in school were

- a) When they have been sent home for levies and their parents don't have the money, they will stay home until their parents get the money
- b) When some are sent home because of uniform, they will stay home until they get the uniforms
- c) Some miss school because their parents usually ask them to stay home to look after the young siblings especially when the parents are going to look for casual work
- d) When they have family functions like burials and weddings

4.3.2.5 Responses of children on Specific factors affecting attendance

To establish more factors affecting attendance, the researcher selected specific variables that are considered to be a common hindrance to attendance. the researcher asked the children to confirm if they or their friends had ever missed school because of the identified factors .The frequency and percentage of the children who confirmed or disagreed were recorded. See table 6,

Table 6: specific factors affecting attendance

FACTOR	RURAL PUPILS				URBAN PUPILS			
	Frequency		Percentage		Frequency		Percentage	
	NO	YES	NO	YES	NO	YES	NO	YES
Food	20	25	44.4	55.6	60	20	75	25
Fees	13	32	28.9	71.1	24	56	30	70
Books	27	18	60	40	65	15	81.2	18.8
Uniforms	11	34	24.2	75.6	59	21	73.7	26.3
Distance	27	18	60	40	54	26	67.5	32.5
Weather	3	42	6.7	93.3	30	50	37.5	62.5
Illnesses	NIL	45	NIL	100	3	77	3.7	96.3
Farming	22	23	48.9	51.1	65	15	81.2	18.8
Peer influence	9	36	20	80	61	19	76.2	23.8

A total of 55.6 percent children from the rural areas confirmed that they have ever missed school because of lack of food. In the urban areas those who confirmed were 25 percent of the children. Having almost double the number of children in the rural areas confirming to have missed school because of lack of food than the urban areas, shows that this problem mostly affects the rural areas.

A key informant of the teachers stated that the lack of food is a major problem in the rural schools, the children can barely concentrate in class, some complain of hunger pangs and once they are given food in the school they get better

The lack of fees was found to be a problem that cuts across the rural and the urban areas as a total of 71.1 percent of the children in the rural areas confirmed this, while for the children in urban areas 70 percent confirmed. Having more than half of the pupils both in the urban and rural areas confirming that they have ever missed school because of lack of fees shows that it's a major problem that cuts across the rural and urban areas.

Most of the children in the rural areas reported the lack of uniforms to be a problem. A total of 75.6 percent of the children in the rural areas confirmed that they have ever missed school because of lack of uniforms as for the urban areas 26.3 percent of the children were in agreement. Having a low percentage of the respondents in the urban areas agreeing to this shows that this is more of a problem in the rural areas than it is in the urban areas.

A total of 40 percent of the rural pupils agreed to have missed school because of lack of books while in the urban areas 18.8 percent agreed to this. Having very low percentages of pupils confirming this, shows that this wasn't considered to be a problem or a reason that will make the pupils to miss school. In all the schools it was noted they have a policy whereby the children are given exercise books in schools. The ones, who miss school because of lack of books, miss only when the books to be distributed have run out or lack of textbooks.

A total of 40 percent of the pupils in rural areas admitted to have missed school because of the distance to the school. The children in the urban area stated that this wasn't much of a problem

as most of the schools are near it only becomes a problem when it rains heavily. A total 32.5 percent of pupils agreed to have missed school because of distance.

In terms of the Weather A total of 93.3 percent of the rural pupils agreed to have missed school because of weather conditions and mostly when it rains heavily a total of 62.5 percent of the pupils agreed to this All the respondents stated that this becomes a problem only when it rains heavily and most especially in the rural areas as some of the children have to cross rivers to get to the schools.

Having a total of 100 percent of rural pupils, 96.3 urban pupils, confirm that they have ever missed school because of illnesses indicates that this is a major problem. This is a problem that cuts across the rural and the urban areas in the opinion of the children. They were all in agreement that whenever they miss school most of the time it's because they are sick.

Missing school because of farming was a major a problem in the rural areas in the opinion of the pupils as 51.1 percent of them confirmed to have missed school because of farming. The children agreed that they have missed school because of farming but not that their parents had asked them to go to the farms; they go to farm other lands for money during school time. As for the urban areas this wasn't considered to be problems as they don't have land to farm in the town centres. A total of 18.8 percent of the pupils agreed to have missed school because of farming and the researcher observed that these were the pupils who lived in the rural areas but go to school in the town centres,

Peer influence this was a major problem in the rural areas having a total of 80 percent of the children agree that they and their friends have ever missed school because of peer influence, where as in the urban areas only 23.8 agreed. The children in their interview stated that they have friends who come to school in the morning but leave mid day to go to the town Centre and work for money then come back to pick their bags and head home.

One of the children actually admitted that he and his friends leave school to go and work he stated "*after reporting to school we wait until lunchtime then my friends and i leave and go to the town centre, we are given small jobs like fetching water, looking after goats, and then get paid after which we go get our books from school then go home.*"

4.3.3 Comparison of parents and children responses

A comparison was made between the parent's responses and those of the pupils. This comparison was made on;

- a) Their opinion on factors affecting enrolment, attendance and retention
- b) Their responses on the selected factors affecting attendance

4.3.3.1 Comparison of parents and pupils views on factors affecting enrolment, attendance and retention.

From their views, the researcher noted that the factors mentioned by the parents and the children were the similar. The key informants also supported the influence of these factors on the education of the children. It can thus be concluded that the main factors affecting education in Kilifi County are;

- Poverty
- Parents level of education
- Truancy
- Lack of monitoring
- Deviancy;

4.3.3.2 Comparison of responses on selected factors affecting attendance

A comparison was made of the parents and the pupils' responses on the selected variables affecting attendance. The comparison was between; those children who confirmed to have missed school because of the selected factors and the parents who confirmed that their children have ever missed school because of the selected factors. This was to find out if there is any variance between the responses, as the questions asked were the same. For each child interviewed the specific parent was interviewed thus it was expected that their responses correspond. See table 7 on the comparison of their responses,

Table 7: Comparison between parents and pupils responses

	Rural Parents	Rural pupils	Urban parents	Urban pupils
Food	53.7	55.6	27.3	25
Fees	73.2	71.1	45.5	70
Books	24.4	40	23.9	18.8
Uniforms	39	75.6	25	26.3
Distance	4.9	40	21.6	32.5
Weather	48.8	93.3	35.2	62.5
Illnesses	92.7	100	86.4	96.3
Farming	17.1	51.1	9.1	18.8
Peer influence	4.9	80	26.1	23.8

The comparison revealed that there were some variances between the parents and children responses. There are some cases where the variance in the responses is big, see table 8 and 9.

Table 8: Comparison of rural parents and children responses

Variable	Rural Parents	Rural pupils	Variance
Farming	17.1 %	51.1 %	34 %
Peer influence	4.9 %	80 %	75.1 %
Uniforms	39 %	75.6 %	36.6 %

There is a variance of 34, 75.1 and 36.6 percent between the responses of the parents and children confirming that their children have ever missed school or they have missed school respectively because of the above factors. The variances can be explained to be so because;

Some of the parents may not be aware of some of the problems their children are facing or some of the things that their children engage in when they are not around. This can as a result of lack of monitoring. The parents are not able to report the true situation of their children's lives. This can explain the high number of children confirming that they have ever missed school because of the above factors against a small percentage of the parents confirming this,

The following illustrations can further confirm this;

- During an interview with one of the pupils from the rural schools, the student confirmed that she has ever missed school because of lack of uniform. However since the parents are away most of the time looking for casual work, when she misses schools they might not even know.
- The children confirmed that they have missed school because of farming but not that their parents had asked them to go to the farms. They go to farm other lands to get money so they miss school and their parents are not aware of this.
- Some of the pupils said that they leave home go to school and later during the day they leave with their friends to go to the trading centres to have fun like watching videos, fetching water to get paid, and helping with small chores for money. Their parents are not aware of this.

One of the children actually admitted that he and his friends leave school to go and work he stated “*after reporting to school we wait until lunchtime then my friends and i leave and go to the town centre, we are given small jobs like fetching water, looking after goats, and then we are paid after which we go get our books from school then go home.*”

Table 9: Comparison of urban parents and children responses

Variable	Urban Parents	Urban Children	Variance
Fees	45.5 %	70 %	24.5 %

There is a variance of 24.5 percent between the parents and children responses in confirming that their children have ever missed school or they have ever missed school because of lack of fees respectively.

The variance may be accounted for by stating that as much as the lack fees is a problem most of the parents are not willing to admit it, some maybe out of pride or just ignorance.

In one of the interviews of the pupils the student stated that he misses school a lot because of fees and at time stays home to help the mum with chores since the mom has a chest problem. When this parent was interviewed she responded that that the child has never missed school because of lack of fees or stayed home to help with chores. Its discrepancies that can be considered to have caused the variance in the percentages are some parents are not willing to own their short comings.

4.4 Parents opinion on factors affecting enrolment in Kilifi County

The third objective of the research was to identify the parent's opinion on the factors affecting enrolment in Kilifi County.

An opinion scale for the parents was created so as to be able to determine the parent's opinion on the factors that affect enrolment in Kilifi County. This being a survey where by the sample acts a representation of the whole, asking of these opinions will help to get a clear picture of what the major factors affecting the enrolment in the whole of Kilifi county are, in the opinion of the parents. The researcher identified selected factors identified by literature review to be affecting enrolment. These factors were then put in a scale. The scale consisted of statements that the researcher put together and established to be affecting aspects of enrolment that is attendance, enrolment and retention. The parents were asked to respond with

- 1) I strongly agree,
- 2) I agree,
- 3) Neutral,
- 4) I disagree,
- 5) I strongly disagree.

Table 10:

Opinion on factors affecting enrolment in Kilifi County

FACTOR	I strongly agree	I agree	Neutral	I disagree	I strongly disagree	Total
Stationery and uniforms	26	59	21	23		129
School charges/levies	41k	68	12	8		129
Teenage pregnancies	28	63	20	18		129
Early marriages	22	51	22	32	2	129
Poor performance	8	69	26	24	2	129
Lack food at home	23	53	23	28	2	129
Stay home with siblings	5	45	22	54	3	129
House chores	7	33	20	66	3	129
Farming	1	30	21	74	3	129
Parents businesses	2	29	20	75	3	129
Employment	5	38	24	59	3	129
Distance	2	53	34	38	2	129
Illnesses	19	95	14	1		129
Total	189	686	279	500	23	1667
Cell representative	11.3	40.9	16.6	29.8	1.4	

The cell with the highest representative consisted of the respondents confirming or agreeing that there are children who are not in school because of the above factors. From the findings there is a high level of agreement that the above factors affect the education of children in Kilifi County

Most of the parents agreed that there are children not enrolled in schools because their parents are unable to afford the school levies. This shows that this is a true situation across the county and thus indicating that for the majority of the children not enrolled in school this is the major determinant.

During an interview with one parent whereby she confirmed that there are children not in school because their parents are unable to afford the levies she added *“Most of the parents whose children are not in school because of lack of fees may be genuinely unable to afford the fees. Others are just scared of the amount of money they will be requested to pay so they just shy away from taking their children to school without even knowing how much money will be required and that way they can know if they will afford it or not. They should at least try before admitting defeat”*.

The research findings also revealed this to be true, most of the parent’s stated that the main issue that affects the education of their children was their inability to afford the levies required.

As for the illnesses most of the parents agreed that it affects the attendance of the pupils. Illnesses were considered as one of the major factors that affect regular attendance of most of the children in the county. An illness becomes a main problem when the children fall ill and their parents don’t have the money to take them to hospital or to buy the required medication.

The parents also agreed that there are children who are not in school because of lack of uniforms. They stated that this becomes an issue when the child only has one pair of uniform and when it’s torn or has to be washed the child misses school. Some children are not even in school at all because their parents are not able to afford the uniforms and since some schools are really strict about the uniform policy these children are unable to go to school.

Findings from the research also confirmed this to be true. In an interview with one of the school children the researcher asked the child if he or she had ever missed school because of lack of uniform, the child replied yes, and when the researcher asked how she stated *“I only have one pair of uniform, so whenever I wash it I have to stay home, because when I go to school without the uniform I will be punished. Also at times I stay home when the uniform is torn until it can be*

repaired, thus when I go back to school. Most of my friends who are not in school say they don't come to school as they don't have uniforms to wear."

Most of the parents also agreed that there are children who drop out because of teenage pregnancies across the county, showing that the teenage pregnancies are considered as a problem that leads to drop outs of pupils. However the problem is not widely spread and not so many pupils drop out because of this. This may be due to the fact that in the schools visited even when a girl gets pregnant they are encouraged to stay in school until the pregnancy comes to term then take a break to give birth after which they are encouraged to resume school. As a result the effects of the teenage pregnancy on education are reduced because of this.

As for the early marriages the parents were of the opinion that yes some children in Kilifi County are not in school because of this. However its not that they have been forced to get married. They explained that it's the children themselves who run away from home to go and get married most especially the girls.

In terms of performance, most of the parents were in agreement that across the county there are children who drop out because of poor performance. The parents stated that not all the pupils have the same learning capacity, thus without proper monitoring those who are slow learners lag behind and eventually drop out of schools. The parents in addition suggested that there should be technical schools where these children who are poor performers can be enrolled. As there are those children who are not good in school but have good technical skills. This will ensure that children who are poor performers won't drop out of school and stay at home, they will get enrolled in these schools and develop their technical skills or even learn new ones.

The findings also revealed that the cell with the second highest representative was the one consisting of the parents that are in disagreement that there are some children in Kilifi County who are not in school because of the mentioned reasons. The cell had a representative of 29.8 percent.

Most of the parents who disagreed are those who disagreed that there are some pupils in Kilifi County miss school because of staying at home to look after small siblings and help with house chores.

One of the parents interviewed stated *“am a parent and there is no way I can ask my child or let him stay home to look after the children or to help with the house chores. As parents we need to take care of our children and not let them do the work meant for us, thus if I as a parent cannot do such a thing I don’t think that there is any parents who can do that, so I disagree that there are children not in school because of such reasons.”*

Most of the parents also disagreed there are children not in school because of farming or who fail to go to school because they have gone to help with the Farming or their parents businesses

Some parents stated;

In this day I don’t think there parents who make their children miss school because of farming or going to help with the businesses anyone who is found doing such a thing should even be arrested as that should even be considered as a form of child abuse.
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Most of the parents were of the opinion that yes they are children not in school because of employment but disagreed that it’s their parents who take them to be employed. They explained that most of the time it’s the children themselves who go looking for employment and also who go and get married without the parents forcing them.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the main findings of the research including the main conclusions and recommendations derived from the findings of the study

5.1 Summary of findings

This research sought to find out the trends in enrolments in Kilifi County since 2002, identify and analyse the factors that affect enrolment, attendance and retention of children in schools, and finally to examine the opinions of parents/caregivers in Kilifi county on the factors affecting enrolment and attendance.

The findings from the research revealed that primary school enrolment Kilifi County increased after the FPE was introduced in 2003. However the increment wasn't constant; the enrolment kept on reducing and increasing. This trend showed that there are factors beyond the ability to pay fees that affect enrolment of children.

The study was also able to establish that the schools still charge other levies apart from the school fees and these levies are charged to the parents. Thus from the interviews with the respondents it was established that the main factor affecting education in Kilifi County even with the introduction of FPE is the inability of the parents to afford the levies charged by the schools. Most of the parents stated that poverty was the main problem affecting education of children in Kilifi County, and the aspect of poverty that affects the education of the children was the inability of the parents to afford the levies required.

From the interviews conducted with the parents, children, teachers and education officials the researcher was able to establish that the other main factors affecting education in Kilifi county were;

Parent's level of Education

Findings of the research revealed that 80.5 percent of the parents in rural areas have no formal education and the rest 19.5 have primary school education. In the urban areas 17 percent have no

formal education, 46.6 percent have primary school education, 27.3 have secondary school education and the last 9.1 percent have tertiary level of education.

Thus with this being the education level of most of the parents, the education of the children especially from the rural areas where most of the parents don't have formal education, is likely to be affected as a result of this.

The education levels of most of the families may play a major role in determining whether the children will be enrolled in schools or not, most of the parents in rural areas may have not been to school or may have just attained the minimum level of education thus they don't see the need to educate their children more than themselves.

Lack of knowledge on the importance of education

As a result of the low level of education of most of the parents, the research established that this may result in most of the parents not valuing education in their lives and most especially in their children's lives.

If the household sees that school cannot provide their children with the basic skills they require in life they may decide that the small return is not worth the investment in education.

This goes to show that if the family doesn't see the importance of taking their children to school as they don't think the school will help provide the children with the basic skills required for life, then they might make a decision not to take the children to school.

Truancy

Truancy is any intentional unauthorized absence from compulsory schooling. This can also refer to absences caused by students of their own free will and not caused by poor medical conditions. Truancy was also identified and established as a major challenge affecting education of children by the parents. A total of 20.9 percent of the parents and 37.6 percent of the children sighted this as a challenge. The key informants also emphasised this. Most of the respondents stated that truancy comes about as most of the children are indisciplined thus they choose to be absent from school for no good reason.

Lack of monitoring

Monitoring in school can refer to the act of keeping watch over; supervising the children in school specifically to scrutinize or check systematically with a view to collecting certain specified categories of data on the child of record keeping, reporting, and decision making.

It's very important for the teachers and parents to monitor the children and their progress in school activities this will help to keep track of student learning for purposes of making instructional decisions and providing feedback to students on their progress.

However most of the respondents were of the opinion that there is no monitoring of the children both in schools and at home and thus the lack of it becomes a challenge.

5.2 Conclusions

From the trends in Enrolment in Kilifi County it can be concluded there are factors beyond the school fees that affect enrolment of students and findings from the research confirmed this to be true.

From the research findings it can also be concluded that the main factor affecting education in Kilifi County even with the introduction of FPE is Poverty and in most cases it entails the inability of the parents to afford the levies charged by the schools.

It can also be concluded that there is a Gap in the implementation of the FPE policy as it's not clear to most parents what aspect of FPE exists. The study established that the parents were not involved in the implementation of FPE in schools to a large extent.

The free primary education was introduced in 2003, but until now it's still not clear to most of the parents what it entails as the research findings revealed that most of them were under the impression that every thing in the schools would be free and they won't be charged for anything. From the responses of the parents it was clear that they were not communicated to or advised on how free the education will be and how it will be implemented , showing that there is a gap in the implementation of this policy which can be said to be the reason why its not been fully embraced by the parents.

Another conclusion that can be made is that, for the factors affecting the education of children, the effects of these factors is more adverse in the rural areas than the urban areas. The research analysed data from both rural and urban schools, from the findings of these schools it can be established that the rural areas are more affected by these factors that the urban areas. Children from rural households are more likely to be out of school than their urban counterparts.

From the research findings it can also be concluded that some of the parents in Kilifi County don't value education. Some of the parents take their children to school because it's a requirement and any parent found whose child is not in school will be arrested or taken to the chief for questioning. It's as a result of fear that some of the parents take their children to school. This goes to show that if it were left to these parents to make the decisions to take their children to school, they will not do so. Thus it can be concluded that these parents until now haven't internalized the importance of education and the importance of education in their children's lives. The research findings revealed that a total of 47.2 percent of the children and 24.8 percent of the parents sighted the lack of knowledge on importance of education as a challenge.

5.3 Recommendations

1. There is need to look into the issue of levies in school yet it meant to be free education. If this is resolved then it will assist the children from very poor families who do not attend school because they cannot afford the levies.

2. The research also recommends sensitization of importance of education to the community. The community should be sensitized on the importance of education for them as a whole and for their children. Once the community as a whole understands and internalizes the importance of education, the other problems like truancy, deviancy and lack of monitoring will also be tackled as result of this.

5.4 Suggested areas for further research

The research recommends further research to be conducted on the below topics;

- 1) The rate of transition from primary to secondary schools
- 2) Numbers of overaged pupils in primary who succeed to proceed to other levels of education.

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APPENDIX 1
INTERVIEW SCHEDULE FOR CHILDREN IN SCHOOLS

- 1) What is your age?
- 2) What do you like most about attending school?
- 3) Do you have friends who don't go to school?

Yes

No

- 4) What do you think is the reason why they are not going to school?
- 5) Why do you at times miss school?(for those who don't attend school regularly as per the register)
- 6) What are the things you would want to see changed in the school and in the community to;
 - a) Encourage children to go to school
 - b) Help more children attend school everyday
 - c) Reduce the number of children dropping out of school

Do you or some of your friends at times miss school because of the following?

1. Yes 2.No

(If yes the respondent should explain)

- a) Lack of food

- b) Lack of fees(other school charges)

- c) Lack of books

- d) Lack of uniforms

- e) Distance to school

- f) Weather conditions

- g) Illness

- h) Farming and market activities

- i) Peer influence(missed school because of influence of the friends or peers for one reason or another)

APPENDIX 2

INTERVIEW SCHEDULE FOR PARENTS

1) What is your age?

2) What level of Education have you attained?

3) How many children do you have?

4) Are they all in school?

Yes	No
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5) If no, why?

6) Do you have children that used to be in school but are no longer in school?

Yes	No
-----	----

7) If yes why?

8) Do the children attend school on a daily basis?

Yes	No
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9) If no why?

10) What would you say are the factors affecting primary education of children in Kilifi County?

11) Give suggestion's on possible solutions to these factors

12) Have your children ever missed school because of the following? (if yes the respondent should explain)

a) Lack of food

b) Lack of fees(other school charges)

c) Lack of books

d) Lack of uniforms

e) Distance to school

f) Weather conditions

g) Illness

h) Farming and market activities

i) Peer influence(missed school because of influence of the friends or peers for one reason or another)

13) What suggestions do you have that can be implemented that can see all school age children are enrolled in schools?

14) What suggestions do you have that can be implemented that can see all school age children are retained in schools

OPINION SCALE FOR PARENTS

Some Children in Kilifi County are not going to school because

REASON	I strongly Agree	I agree	Neutral	I disagree	I strongly disagree
Parents are unable to afford stationery and uniforms					
Parents are unable to afford other school charges/levies					
Teenage pregnancies					
Early marriages					
Poor performance					
They lack food at home					
They stay at home to look after sick family members					
They stay at home to help with house chores					
They go to the farm					
Assist in parents businesses					
Parents take them to be employed					
Distance to school					
Illnesses					

APPENDIX 3

KEY INFORMANT GUIDE FOR TEACHERS

1) How long have you been a teacher?

2) How many children do you have in your class?

3) Do all the students attend school regularly?

 Yes No

4) If no why is that?

5) Do they all proceed to the next level successfully?

 Yes No

6) If no why?

7) What would you say are the major challenges that affect schooling in terms of ,

a) Enrolment

b) Attendance

c) Retention

8) What suggestions do you have that can be implemented to see all school age children are enrolled in schools?

9) What suggestions do you have that can be implemented to see all school age children are retained in schools

APPENDIX 4

KEY INFORMANT GUIDE FOR EDUCATION OFFICIALS

- 1) What does your role entail?

- 2) What effects did the introduction of FPE have on,
 - a) Enrolment
 - b) Attendance
 - c) Retention

- 3) What would you say are the major challenges that affect schooling in terms of ,
 - d) Enrolment

 - e) Attendance

 - f) Retention

- 4) What suggestions do you have that can be implemented that can see all school age children are enrolled in schools?

- 5) What suggestions do you have that can be implemented that can see all school age children are retained in schools

APPENDIX 5

INTERVIEW SCHEDULE FOR CHILDREN WHO ARE NOT IN SCHOOLS

- 1) What is your age?
- 2) Are you in school? If no proceed to Q4
- 3) If yes why are you not in school today?
- 4) Would you to start attending?
- 5) Why would you like to go to school?
- 6) How do you spend your day

MORNING	AFTERNOON	EVENING