

**COMMUNITY FACTORS INFLUENCING PUPILS PARTICIPATION IN
PUBLIC PRIMARY SCHOOL EDUCATION IN OLOLUNGA DIVISION,
NAROK COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This project is dedicated to my family; my husband, Joseah Busienei and children Brian Nimrod, Felix, Cynthia and Brenda.

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The completion of this research project has been through the significant contribution from several people whom I am deeply indebted. My sincere gratitude is to my supervisors, Dr. Jeremiah Kalai and Dr. Ibrahim Khatete for their patience, untiring guidance, positive criticism and encouragement. All the lecturers and non-teaching staff in the Department of Educational Administration and Planning who prepared the framework on which this was done, am deeply grateful.

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ABBREVIATIONS AND ACRONYMS

DC	District Commissioner
EFA	Education For All
FAWE	Forum for African Women Educationalist
FGM	Female Genital Mutilation
ICRC	International Committee Red Cross
NACOSTI	National Commission for Science Technology and Innovation
PTA	Parents Teachers Association
ROK	Republic of Kenya
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose of the study was to investigate community factors influencing pupils' participation in public primary schools in Olulunga Division, Narok County, Kenya. The study sought to determine the extent to which communal ownership of property, community's perception towards education, community's socio-cultural factors influenced pupils' participation in primary education. It further sought to establish how the management strategies put in place enhanced pupils' participation in primary education. The study was based on the systems theory as advanced by Kurt Lewin (1890-1947). It adopted descriptive survey design and collected data using questionnaires for head teachers and class eight pupils and interview schedules of committee members. The target population of the study comprised of all the 64 public primary school head teachers and 360 class eight pupils. Stratified sampling was used to sample four schools in each of the three educational zones in Olulunga division, while purposive sampling was used to sample class eight pupils and committee member representatives. Collected data was analyzed both qualitatively and quantitatively. The community practice communal ownership of property especially on land ownership and livestock that were grazed on these community owned fields. The communities had a negative perception towards education thus, most parents felt that schooling was a waste of time. Socio-cultural practices like early marriage, social rites and genital mutilation translate to children being out of school for non-school reasons. The management strategies like offering free instructional materials, parental involvement in school based programmes and introduction of school feeding programme would improve pupil participation. The study concluded that pupil's participation in education is hindered in the conflict torn communities that arise from differing interests on communally owned property. The socio-cultural practices and community's negative perception force pupils out of school when they reach puberty causing low enrolment, retention and performance contributing to low pupils' participation in education. Based on the findings, the researcher made the following recommendations; human and child right activists should join arms to fight cultural practices that undermine children's right especially right to education and school managements should set up boarding facilities to shelter pupils who flee from cruel cultural practices. Thus, suggested that; a study on alternative strategies on offering education to curb dropout due to overage.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a basic human right that should be made available to all people regardless of race, class, religion, gender and status. African Charter on the Human and People's Rights, Article 17, provides that every individual shall have a right to free and compulsory basic education. Article 11 of United Nations (1993) and Children's Act (2001) also recognize that education is a basic human right and every child must enjoy (Forum for African Women Educationalist (FAWE), 2009).

The Declaration on Education for All (EFA) Article 3 reiterates that basic education should be provided to all children and rural and remote populations should not suffer any discrimination in access to learning opportunities. Basic education must be provided equitably so that all children can attain a necessary level of learning achievement (Abagi, 1994).

The EFA Goal 2 states that by 2015 all children should have access to and complete, free and compulsory primary education of good quality. Goal 5 stressed on the elimination of gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus to ensuring girl's full and equal access to and achievement in basic education of good quality (Republic of Kenya (ROK), 2006).

Although education is seen as a basic right, there has been disparity in its access, retention and performance (FAWE, 2004). It is agreed that there are groups that are particularly disadvantaged in terms of access, retention and performance in education. These include the poor, the rural populations, the physically challenged, orphans, those in armed conflict situations and the nomadic pastoralist (Republic of Kenya) (ROK, 2007), children in these categories are affected. Studies by Kiungu (2000) and Okuma (2011) indicate that reaching nomads with formal education has been a major challenge. There is growing awareness that the target of education for all by 2015 will not be met unless efforts are made to improve access for the marginalized and hard to reach children.

Participation rate in primary education among nomadic communities is influenced by factors such as communal ownership of property, community perception towards education, social-cultural practices, and management strategies. These factors are believed to have an impact on child's participation in schools. The head teacher as a manager should bring together all elements of a system which includes teachers, pupils and parents (community) and work in a harmony so as to achieve the main goal. He/she should lead by example, preach peace in the school environment, sensitize parents on the importance of education and that it should be valued in order to reduce poverty, diseases and crime rates. As a leader, he should plan how to accommodate learners in school for example initiating of boarding schools to be constructed to protect young children from

FGM, early marriages and initiation rites. This will allow children be in school all terms of the year.

Community ownership, the ownership of a territorial commune and its bodies of self-administration is one of key factors that affect participation of pupils. Francesco (2011), indicated that land ownership affects primary school enrolment rates in Prussia. Peasants in Eastern Europe had to provide serf labor to their landlord for a few days a week hence, they could not raise fees for their children as they fell under the landlord's jurisdiction and above all they were not allowed to abandon the village without the land lord's permission (Bowman, 1980). These restrictions hindered peasants' demand for education.

Community perception towards education is how community thinks about or understands education. A research report conducted for World Bank (2002) on expanding living opportunities- for marginalized populations in Ethiopia and Tanzania indicated that African communities largely have a male preference attitude; males are expected to perform well in academic work and technology while the woman's place is at home keeping up with the livelihood of the family. Family development efforts including schooling are directed to boys because they are makers of clans while girls are expected to be married off to husbands who will be bread winners. As a result, little effort and few resources are spent on girl's development in general (Kuli, 2011).

Social-cultural practice or the manifestation of a culture especially in regard to the traditional and customary practices of a particular ethnic or group is another major factor that greatly affects pupils' participation in Olulunga Division. The study done of Tumbuka people of Zambia (Mushibwe 2009), pointed out that patrilineal groupings are strongholds of the patriarchal predisposition and that patriarchal attitudes and cultural traditions do not recognize women as equal partners with them. Tumbuka women's experiences and beliefs reflect socio-cultural traditions that tend to limit gender equality, and compel women to accept and justify male domination at the expense of their own status and to regard consequent inequalities as normal. While ethnic traditions, circumcision and female genital mutilation for instance should be respected because they define one's identity, in aspects of culture they are discriminatory, restrictive and tend to prevent school-going children from attending school (Bosibori 2011 & Ndungu 2008).

The head teacher should sensitize on the dangers of FGM and early marriages which may destroy the life of a young future leader through infections such as HIV/AIDS. He should also mobilize the community in constructing of boarding schools to protect pupils from FGM, early marriages and initiation. Girls will be much protected from sexual harassment as they go to school and back home. This will increase participation rates because most of the pupils will be retained in the school.

Management strategies are another causal factor. Research indicates that family involvement in schools increases student achievement (Henderson & Berla, 1994, Ballen & Moles, 1994; Epstein, 1995). When schools regard their relationship with families as a partnership in which school and home share responsibility for children learning, the result is an increase in the levels and types of parent involvement as well as the support that families demonstrate for the school. Children are able to see the connection between the curriculum in the school and the skills that are required in the real world.

The school administrators should begin to recruit parents and community members for school tasks, to listen to other people's viewpoints. They are instrumental in providing teachers with professional development in family and community involvement. All school staff needs to develop the necessary skills for working effectively with parents and families.

The research study sought to find out the underlying causative factors like communal property ownership, perception towards education and socio-cultural practices hinder pupil's participation in education.

1.2 Statement of the problem

Despite the importance given to formal education by the government, through financing and policies, there are still some societies which do not give much importance to education. Thus, in these societies participation in education is low, levels of wastage are high and transition from primary to secondary schools

is also very low. There are cases where majority of children join primary school and then drop out before completing the course and yet primary education is free in Kenya.

Transition to secondary education in Ololunga division is poor since many KCPE candidates take class eight as a terminal point despite establishment of so many free day secondary schools through constituency development fund. Cultural practices such as early marriage and social groupings causes some pupils opt for retrogressive at the expense of formal education. Parents too allow adolescents to make crucial decisions (such as participation in formal education) that will affect their entire life. To what extend do communal ownership of property, management strategies, socio-cultural factors and perceptions towards education affect participation in Ololunga Division?

Table 1.1 Pupils participation in primary education in Narok South District in 2014

2013	2012	2011	2010	2009	2008	District
4992	4913	4500	4419	3809	3641	Mulot
4928	4707	4406	4102	3777	3255	Mara
4561	4356	4076	3796	3444	3011	Ololunga
14481	13976	12982	12317	10020	9907	Total

Source: DEO's office Narok South District, (2014)

Table 1.1 shows that pupil participation is lower in Ololunga division than in other divisions in the district over the years. This study therefore aimed to establish community based factors that influence participation of pupils in public primary school in the District.

1.3 Purpose of the study

The purpose of this study was to investigate the community based factors that influence pupils' participation in education in public primary school in Olulunga Division, Narok County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To examine how communal ownership of property affects head teachers management of pupils participation in primary education in Olulunga Division.
- ii. To establish how community perceptions towards education influence head teachers management of participation of pupils in primary education.
- iii. To assess how community's socio-cultural factors affects the head teachers management of pupils participation in primary education.
- iv. To assess management strategies put in place to enhance pupils' participations in primary education.

1.5 Research questions

The study was guided by the following research questions:

- i. How does communal ownership property influence the head teacher's management of participation rate of pupils in primary education?
- ii. How does community perception towards education influence the head teacher's management of participation of pupils in primary education?
- iii. How do socio-cultural factors influence the head teacher's management of participation of pupils in primary education?
- iv. To what extent does the management strategies put in place enhance participation of pupils in education?

1.6 Significance of the study

The findings of this study may be significant in a number of ways. Firstly, the findings of the study may provide information to education practitioners and all stakeholders on the challenges that affect pupils' participation in schools and hence seek solutions to the problem. Policy makers may find the information useful as they attempt to formulate educational policies on the course of action to enhance participation rates in public primary schools. The findings may form base for further research for those who may want to pursue the issue of pupil's access to education.

1.7 Limitation of the study

Schools in the study area are located far apart from each other and the public infrastructure is poor the researcher had to walk for a long time between schools and used motorbikes where necessary. Secondly the respondents took too long to respond to the instruments written to them seeking information known to them regarding the research study. The researcher therefore made every possible effort to get acquainted to them and adequately explained the purpose of the research. Some respondents were hesitated to respond to research tools regarding the required information. However, the researcher assured them that their identities would be kept confidential they cooperated in answering the research tools.

1.8: Delimitations

The study was confined to only public schools learning leaving out the private schools in Olulunga Division. It also limited itself to community related factors influencing pupil's participation.

The study concentrated on head teachers, pupils and school management committee. Though teachers and parents who could be key players in school, they did not participate in the study due financial ability of the researcher.

1.9 Assumptions of the study

In carrying out the study, the researcher made the following assumptions:

- i. All respondents gave genuine responses
- ii. The researcher also assumed that all schools and District education offices had necessary records on the enrollment and completion rates of pupils in public primary schools in Olulunga Division.

1.10 Definition of significant terms

The following are the definition of significant terms used in the study:

Access refers to the opportunity to attend school by children of school going age.

Community factors refer to variable within the society which may have a direct input on student not to attend school or drop out of school which include communal ownership of property, community perceptions towards education, socio-cultural factors and intercommunity violence

Equity refers to offering all pupils access to education regardless of their gender, social and economic status.

Disparity refers to differences between girls and boys in participation in formal education.

Participation refers to students attending school, actively remaining and completing a given cycle of formal education.

Influence Refers to the capacity to have an effect on the character, development or behavior of someone

Management strategies refer to plan of action taken to manage access to education and control pupils participation in education.

Socio-cultural factors refer the personal characteristics that influence their social and traditional beliefs.

1.11 Organizational of the study

This study was organized into five chapters. Chapter one presents on the introduction which focuses on the background information to the study, the statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, assumptions of the study and definition of significant terms.

Chapter two presents on the literature guided by the themes of the study as outlined in the research objectives. Chapter three focuses on the methods which were applied in carrying out the research study. It covers the research design, target population, sample size and sampling size and sampling techniques, research instruments, validity and reliability of the instruments, piloting and data collection procedures and data collection procedures and data analysis technique, Chapter four presents data analysis and discussions of the study finding, Chapter five deals with summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to factors influencing pupils' participation in formal primary school education. The themes to be discussed include communal ownership of property on pupils' participation, community perception towards education, socio-cultural factors and inter-community violence on pupils' participation in primary education. The section further covers the theoretical and conceptual framework of the study.

2.2 Nature and general causes of low participation in primary education

Participation means giving children a say in their education, listening to them and involving them as much as possible in school life. By doing so, children not only exercise their rights but also achieve more, improve their self-esteem, interact well with classmates and teachers and contribute to a better school environment.

Psacharapoulos and Woodhall (2005) observes that broadening access to school is not just a matter of increasing school. School participation is an interaction of supply and demand and learning process. Supply refers to both the availability and quality of school facilities, materials and teachers. Demand is based on decision that parents make concerning the opportunity of schooling and the influence of such factors (Ndungu, 2008).

According to research carried out by UNESCO (2003) the problem of low participation is a serious problem throughout the developing world. Studies indicate that two thirds of all pupils in many developing countries who enroll in primary schools do not go through the primary education cycle to completion (Ndungu, 2008). Rumberger (1978) indicates causal factors as being school related factors, social cultural and economic.

In Kenya, most studies done on participation rates highlight several causal factors of the problem of low participation rates which include: economic conditions, socio-cultural factors, student behavior and pedagogical conditions (Nkinyangi, 1980) Ndungu, 2008 and Bosibori (2012) whereas Livondo (1992) shows that school administration is found to be significant influence on the school.

2.3 Communal ownership of property and pupils' participation in primary education

Most of the world's indigenous or cultural communities live on land to which they do not have legal title. Although many legal systems recognize forms of 'customary', 'aboriginal' or traditional rights based on long residence and membership in a given community, they often compete with property rights held under individual title or by the state. Francesco (2011) indicated that land ownership affects primary school enrolment rates in Prussia. Peasants in Eastern Europe had to provide serf labor to their landlord for a few days a week, they fell under the landlord's jurisdiction and above all they were not allowed to abandon

the village without the land lord's permission, Bowman (1980). These restrictions hindered peasants' demand for education.

Under customary law, rights over land tend to be inclusive (many people included as right holders) ambiguous (different rights overlap) and negotiable (rights specified through the agency of social process). But customary land tenure in all its flexibility seems to lack the certainty brought about by formal land registration. Maasai, for instance, have a clear notion of e-rishata or Division or separation that constitutes a boundary, but their borders are community, mingle together as they use land in common, with access being subject to negotiation and potential conflict (Lawrence, 1966).

Due to the said lack of absolute ownership, there are frequent armed conflicts that interfere with school attendance. Occasional invasion by armed disciplined forces with eviction orders such as those witnessed in Mau Elburgon has tremendous effect on school attendance, (Narok South DC'S report 2009). Similarly as a result of lack of rightful ownership extensive populace is squatters and therefore they lack places to till for family's daily family bread. As a consequence, these force school-going children to concentrate on helping parents look for food thus prevent them from going to school instead (Cheporiot, 2011). In other cases where a parent wants to finance a child's education through selling land, it is almost impossible since extensive, procedural and bureaucratic consultation of all members need to be carried out.

2.4 Community perception towards education and pupil's participation in primary education

Schools operate as integral parts of the society. The characteristics of the community may influence pupils' participation in formal primary education. According to Bosibori, (2012) the community incorporates aspects such as opportunity cost for family, gender issues, traditional beliefs, household attitudes and early pregnancies. Bosibori noted that males are expected to perform well in academic work and technology while the woman's place is at home keeping up with the livelihood of the family.

Abdulla,(2012) noted that boys are regarded as being very important since they are expected to be breadwinners, heirs, professional persons and leaders of the society, while the girls are viewed to be inferior and therefore discriminated right from birth. Mushibwe (2000) observes that Zimbabwean parents prefer to educate their sons rather than their daughters in all levels of education. Okuma (2011) indicated that in the informal urban settlements, some parents expressed the belief that educating a girl simply enriches her husband's family, while educating a boy is seen as enriching his own family.

Florio and Wolf, (2000) in their study in Malawi noted that some parents are reluctant to send their children to school because of the belief that education and school could be a corrupting influence because of the amount of time they would spend with boys. There also existed fear for the physical and sexual safety of girls

in school due to cases of physical and sexual harassment and abuse from peers and teachers in school, Okuma (2011). This kind of attitude affects participation rate in primary education especially among girls.

2.5 Socio-cultural factors and pupils' participation in school

Socialization is the process through which a child becomes an individual respecting his or her environment laws, norms and customs, Okuma (2011).

Gender socialization begins the moment a child is born, from the simple question “is it a boy or a girl?” Children learn their gender roles by agencies of socialization, which are the “teachers” of the society.

Abagi (2005), in his studies of the education of girls show that the girls disadvantaged position and discrimination emanates from parental and patriarchal societies ‘attitudes’ which stresses the value of sons than their daughters. Davison and Kanyuka (1990) argue that children involvement in gender roles which is a result of socialization, boys become cow and goat herders in rural areas where farmers keep cattle, girls spend their time minding their siblings, both boys and girls spend their time working on estate farms or in family fields. Along the productive area in Narok South District, absenteeism from class and eventually drop out is caused by demands for food for the entire family, little income through harvesting of maize and wheat. Children provide sufficient labor to large scale farmers (Okello, 2008). While in the northern part where inhabitants are

pastoralists children drop out to look after large herds of animals where they are expected to search for pasture and water for the animals.

Initiation ceremonies are additional factors that affect students from completing primary school education. Ndungu (2008) in his research findings indicated that in areas where circumcision is still practiced, pupils develop a negative attitude towards teachers and school in general. Wambui (1995) in her research in Baringo and Nyandarua Districts observed that girls who have undergone circumcision or for whom bride price has been paid often undergo changes in attitude and reject formal education because they see themselves as adults and schools are meant for children. The attitude of a boy becoming an adult after undergoing circumcision as a rite of passage makes societies to pressurize the initiated to abide to traditional expectations and in most cases they succumb to the community pressure hence marrying, (Ndungu , 2008).

Philport (2012) in her research findings on uncovering the impact of cultural initiation ceremonies in Malawi noted that cultural beliefs and practices are a major barrier to pupils' participation in education. She further indicated that the initiation ceremonies consolidate the cultural notion that women hold an inferior position to men in society. Girls are taught to be responsive to the needs of their male counterparts, reinforcing the belief that men are more powerful, which consequently is believed to increase the likelihood of violence and exploitation against women and girls. The initiation ceremonies have a seriously detrimental

effect on education because often once going through the initiation process, children no longer value its importance (Bosibori, 2012).

2.6 Management strategies to enhance pupils' participation

According to UNESCO (2010) there are a number of strategies that can be put in place to enhance pupils' access and participation in primary education. Such strategies includes; implementation of the school feeding programmes targeting mainly children in poor regions, expansion of school infrastructure through construction of new primary schools, school mapping to identify and address problems in underserved areas and revision of the primary school curriculum to make it less burdensome and more attractive to learners, (Mburu, 2012). Other strategies are endeavouring to achieve an optimal pupil-teacher ratio of 45:1 in high potential areas so as to enhance efficient and effective use of teachers, introduction of mobile schools implementation of multi-grade and implementation of the children's Act of 2001 which provides the legal framework for enforcing universal free primary education in the country.

According to Flutter and Ruddock (2004), pupil's participation in schools helps not only the schools but the teachers and pupils as well. When pupils are involved in discussion about teaching and learning teachers will benefit in that they will be able to get easy feedback to help in improving the quality of pupil-teacher relationship. It will also enable teachers to identify problems impending

pupils progress, help to create a more collaborative classroom and help in developing new ideas to improve teaching and learning (Mburu, 2012).

According to Hannam (2001), pupil participation is seen by heads and managers to impact beneficially on self-esteem, motivation, sense of ownership and empowerment and that it enhances attainment. Teacher-pupil interactions are a key mechanism in regulating pupil participation in formal classroom practices learners. Teachers' strong didactic styles of teaching play a major role in determining who contributes to the ideas under discussion and who merely receives those ideas. There should be discussion based teaching that encourages pupils' participation (Renshaw, 2003).

2.7 Summary of literature review

According to Bosibori (2012), Okuma (2011), Ndungu (2008) and Abdulla (2012), the community incorporates aspects such as opportunity cost for family, gender issues, traditional beliefs, household attitudes and early pregnancies. They further noted that males are expected to perform well in academic work and technology while the woman's place is at home keeping up with the livelihood of the family.

Philport (2012) concur that cultural initiation ceremonies is a major barrier to pupils' performance. While Cheporiot (2011), Summers (2002), Marques and Banon (2003), found out that inter-community violence affects participation. Fransesco (2011) and Lawrence (1966) indicated that communal land ownership

has a lot of influence on performance. However, there was need to investigate factors on community land ownership, community's perception towards education, socio-cultural practices influencing pupil's participation and management strategies enhancing participation in Ololunga Division where it had not been investigated.

2.8 Theoretical framework

This study was based on the system approach theory by Kurt Lewin (1890-1947). The theory explains the inter-relationship between parts of a system and their contribution to the attainment of the whole, (Okumbe, 2001). The theory states that a system is a set of elements or parts which possess some degree of independence or identity but which at the same time form an integral part of a large whole. A school system comprising of different parts or subsystems which when harmonized achieve the set goals and objectives.

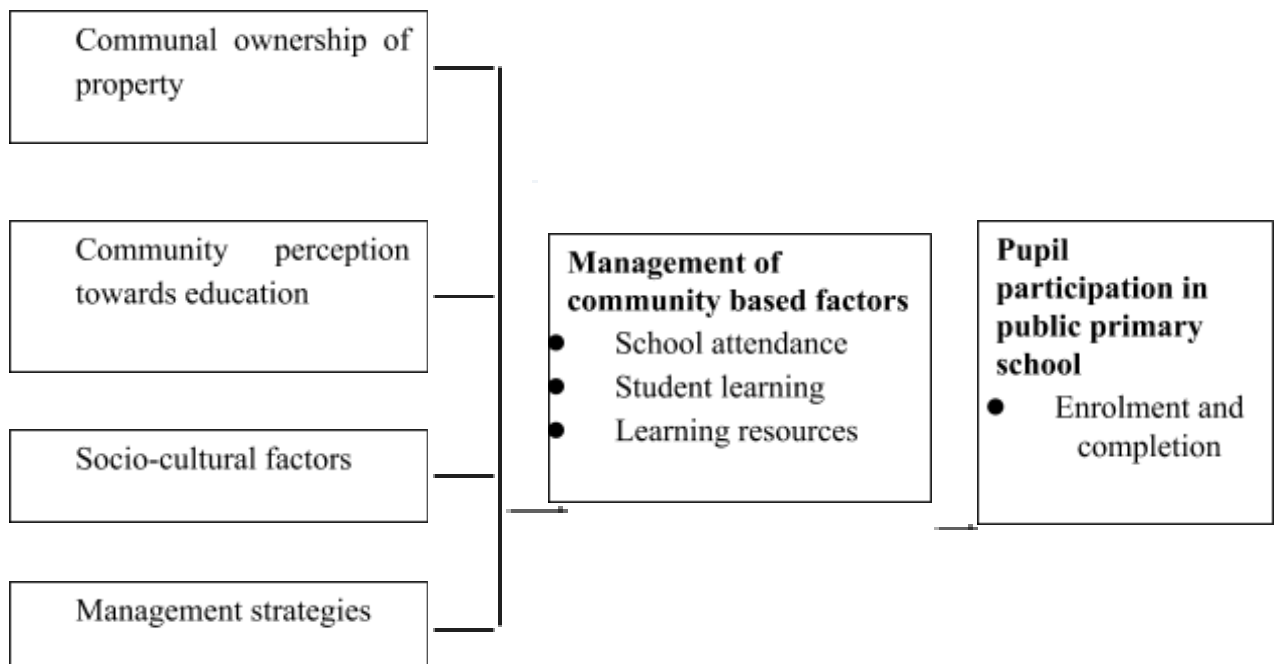
The integral parts of a school include teachers, pupils, parents and the school community. Physical facilities and finances supplement human resource for the school to run smoothly. For pupils to participate in formal primary school education, they need all the parts of the system. The political environment is also an integral part which is not included in this theory. However the theory was appropriate for this study since it guided in investigating independent variables that also form the school system as a whole. These variables include communal

ownership of property, community perceptions towards education, socio-cultural factors and management strategies to enhance participation.

2.9 Conceptual framework

A conceptual framework is the specific map of ideas of your topic or study. In this section, the researcher has to explain the research framework (model) together with the explanation of the variables. It is a framework which a researcher designs, and conceptualizes for the specific needs of the study. The development of a suitable framework is part of the process of planning, clarifying the research problem and conducting the analysis. The conceptual framework of the study is presented in figure 2.1.

Figure 2.1 Community based factors influencing pupils' participation in primary education



In this study, it was conceptualized that there are factors that influence pupils' participation in formal primary school education. These factors are independent variables which include; communal ownership of property, community perceptions towards education, socio-cultural factors and inter-community violence. Participation of pupils in formal primary school education depends on these independent variables. These factors are assumed to be the inputs that determine pupils' participation in formal primary school education which is the output. The conceptual model is demonstrated in figure 2.1. The conceptual framework illustrates the relationship between the independent variables and the dependent variable. The process involves school attendance, student learning, psychological dispositions and learning resources. The output is participation which involves grade to grade transition, completion leading to better future prospects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, target population, sample size and sampling procedures, research instruments, validity of instruments and reliability of research instruments. Data collection procedure and data analysis techniques that were used in the study are included.

3.2 Research design

The study adopted descriptive survey design. According to Orodho (2008) descriptive research study is designed to obtain pertinent and precise information concerning the status of phenomena and where possible that can be used to draw valid general conclusion from the facts discovered. Descriptive survey design was useful in the study since it involved collecting data about variables or factors as they are found in the social system (Borg & Gall, 1989). The choice of descriptive survey was made best on the fact that the researcher was interested on the state of affairs already existing in the field and no variable was manipulated.

3.3 Target population

There are 64 public primary schools in Ololulunga Division. The target population consisted of 64 head teachers, 64 school committee representatives and 1260 standard eight pupils that were divided among the three zones Ololunga, Lemek and Melelo zones. (DEO's Office Narok South District Statistics).

3.4 Sample size and sampling procedure

Mugenda and Mugenda (2003) define a sample as a small group obtained from the accessible population. According to Mugenda and Mugenda (2003), 20% of the target population is sufficient to make generalization. The total number of public primary schools was 64, hence 12 schools were sampled. Stratified sampling of schools was used to select four schools in each of the three educational zones (Ololunga, Lemek and Melelo zones respectively). All the head teachers in sampled schools participated in the study. Purposive sampling for class eight pupils and the committee representatives was done because these are the respondents that had the required information on factors contributing to low participation in Ololunga Division. Therefore the study sample comprised of 12 head teachers, 12 committee member representatives and 126 class eight pupils.

3.5 Research instruments

Questionnaires and interview schedule were used to gather data for the study. According to Orodho and Kombo (2003) questionnaires are the instruments most suitable for descriptive research design. Openheim (1992) maintains that a questionnaire offers considerable advantages in its administration. It can be used for large numbers of population simultaneously and also provide the investigator with an easy accumulation of data.

Gay (1976) poses that questionnaire give respondents freedom to express their views or opinion and also to make suggestions. It is also anonymous. Anonymity

helps to produce more candid answers than is possible in an interview. Questionnaires contained both close ended and open ended questions that gave qualitative and quantitative data. The interview schedule was used to elicit more responses from the respondent. It consisted of items that guide the researcher on the objectives and research questions of the study. It was administered to the head teacher and standard eight committee representatives. The two instruments were used in the study for the purpose of triangulation. Pupils' questionnaires was concerned with factors such as communal ownership of property, community perception towards education, socio-cultural factors and intercommunity violence contribution to low participation of pupils in school.

3.6 Instrument validity

Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. All assessments of validity are subjective opinions based on the judgment of the researcher (Wiersma, 1995). In order to ascertain content validity; the questionnaires were presented to two lecturers in the department of educational administration and planning for scrutiny and advice.

3.7 Reliability of instruments

Reliability is a measure of degree which a research instrument yields consistent results or data after repeated trials Mugenda and Mugenda (2003). Reliability was assessed through the results of piloting, which was done using test-retest technique. The research instruments were administered to same group of subjects

twice in the pilot study. A two week lapse between the first and second test was allowed. The scores from the tests were correlated to get the coefficient of reliability using Pearson's product moment correlation coefficient formulae as follows:

$$R_{XY} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where

N number of respondents

X scores from the first test

Y scores from the second test

The value of r lies between ± 1 , the closer the value to +1 the stronger the congruence hence if a coefficient of 0.80 or more is found, it implies that there is a high degree of reliability. The study instruments score coefficient of 0.7.

3.8 Data collection procedures

Kombo and Tromp, (2006) stress that the step to increase response rate in research is key and this suggestion are adopted. The researcher sought for a research permit from the National Council for Science, Technology and Innovation (NACOSTI) before embarking on the study. A courtesy call was made to the District Commissioner, Narok South. Another visit was made to the Teachers Service Commission County Director in Narok South District offices to seek for permission to deliver the research instruments to public primary schools.

A cover letter stating the purpose, value and importance of responding was attached guaranteeing respondent confidentiality. The questionnaires and interviews were then administered to pupils and head teachers with school management committee of the sampled schools.

3.9 Data analysis techniques

Data processing and analysis seeks to provide answers to research questions and fulfilled research objectives. Editing to ensure accuracy and reliability of the information contained in the instruments was helpful in raising accuracy of information and ensuring that all desired information is conceptualized, coded and verified to reduce possibility of mismatch between available information and what is intended to be captured as per research questions (Kombo and Tromp, 2006).

Data collected was edited to ensure linkages between themes, logical order and grouping of coherent information. Data was analyzed both qualitatively and quantitatively using description statistics. Qualitative data were summarized, organized according to research questions, into themes and then frequencies and percentages were calculated (Orodho, 2005). Quantitative data were edited, coded and keyed into the computer for analysis. Data was presented in narrative form, graphs, pie-charts and tabular forms indicating frequencies and percentages.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, DISCUSSION AND
INTERPRETATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study was to investigate community factors influencing pupils' participation in public primary schools in Olulunga Division, Narok County, Kenya. Data was collected using questionnaires for head teachers and class eight pupils sample population. Interview schedules that involved committee member representatives in the sampled schools were also used. Collected data was compiled into frequencies and percentages, and then presented in tables, graphs and pie charts. The data was then interpreted to answer the following research question how communal ownership of property, community perception towards education and community's socio-cultural influence pupil participation in primary schools. Also management strategies put in place to enhance pupils' participation in primary education were assessed.

4.2 Instrument return rate

The research sample comprised of 12 head teachers and 126 class eight pupils therefore, 138 questionnaires were administered. All head teachers' questionnaires were returned (100%) and 118 questionnaires were returned from pupils, representing 93.7% response rate. Therefore 130 questionnaires were returned giving a 94.2% response rate. This response rate was considered

satisfactory for the study. Data from twelve committee representatives' interview schedules were also gotten from the respondents.

4.3 Demographic information of the respondents

Personal information of the respondents was sought to give an insight on the respondents' and schools' characteristics, which included respondents' gender, parents' level of education and occupation, head teachers' professional qualification, teaching experience and length of stay. The year of schools' establishment, enrolment, retention gave an insight on the schools in the study area.

The researcher sought to find out the respondents' gender and the findings are presented in Table 4.1.

Table 4.1 Respondents' gender

	Pupils		Head teachers		Gender
	Percent	Frequency	Percent	Frequency	
64.4	76	100.0	12	Male	
35.6	42	0.0	0	Female	
100.0	118	100.0	12	Total	

Table 4.1 shows that, none of the head teachers was a female whereas the majority of the pupils 64.4% were boys. The same findings were also realized

from the committee members' representatives who were all male. These findings implied that participation in education of pupils and school headship in the study area were faced by gender disparity. These findings agree with Kuli (2011), who established that in cultural communities family development efforts including schooling are directed to boys because they are makers of clans while girls are expected to be married. As a result, little effort and few resources are spent on girl child's development in general.

The researcher sought to find out academic qualification of the parents and requested the pupils to indicate their parents' highest level of qualification. The responses were tabulated in Table 4.2.

Table 4.2 Parents' highest level of education

Percent	Mother		Father		Gender
	Frequency	Percent	Frequency	Percent	
68.6	81	27.1	32		Primary
19.5	23	64.4	76		Secondary
2.5	3	8.5	10		University
9.4	11	0.0	0		None
100.0	118	100.0	118		Total

The study findings show that the majority of the pupils (64.4%) indicated that their fathers had attained secondary education as their highest academic qualification while majority of the pupils (68.6%) indicated that their mothers had attained primary education as their highest academic level. These findings imply that in the communities men dominated their female counterparts in all sectors of life including participation in formal education. The findings concur with Mushibwe (2009), who pointed out that patrilineal groupings are strongholds of the patriarchal predisposition and patriarchal attitudes and cultural traditions do not recognize women as equal partners with them.

The schools' demography the researcher sought to find out the age of the school and requested the head teachers to indicate when the schools were established. The findings were presented in Table 4.3.

Table 4.3 Schools' date of establishment

Percent	Frequency	Year
25.0	3	Before 2000
8.4	1	2001 – 2005
33.3	4	2006 – 2010
33.3	4	2010 – 2014
100.0	12	Total

The study findings revealed that majority of the schools (66.6%) were established between 2006 to date. These findings imply that most schools were relatively new and established in less than ten years.

The head teachers were also requested to indicate pupil enrolment of their school and responses tabulated in Table 4.4.

Table 4.4 headteachers responses on Pupil enrolment

		Girls		Boys		Number of pupils
Percent	Frequency	Percent	Frequency	Percent	Frequency	
50.0	6	8.3	1			Below 250
16.7	2	25.0	3			250 – 500
25.0	3	41.7	5			501 – 750
8.3	1	16.7	2			751 – 1000
0.0	0	8.3	1			Over 1000
100.0	12	100.0	12			Total

Table 4.4 shows that most of the schools (41.7%) enrolled boys ranged from 500 to 750.. These findings imply that boys are taken to school more than girls, a notion that was confirmed by the committee members who stated that majority of the area residents preferred to educate their boy child than girls. They further stated that girls' education in the communities is not considered important. These findings concur with Okuma (2011) who indicates that in the informal rural

settlements, some parents expressed the belief that educating a girl simply enriches her husband's family, while educating a boy is seen as enriching his own family.

4.4 Communal ownership of property and pupil's participation in primary education

Under customary law, rights over land and other properties tend to be inclusive, ambiguous and negotiable and customary land tenure in all its flexibility seems to lack the certainty brought about by formal land registration. To establish whether community's ownership of property hinder or promote pupil participation (Objective I), the researcher sought to find out whether parents owned any piece of land. The data found is presented in Figure 4.1.

Figure 4.1 Parents' land ownership in relation to pupils' participation in primary education

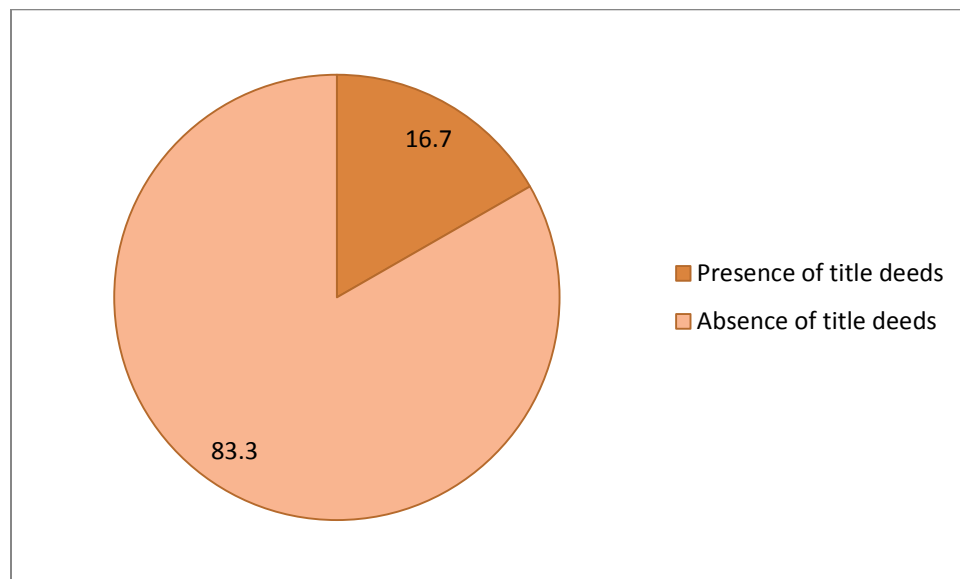
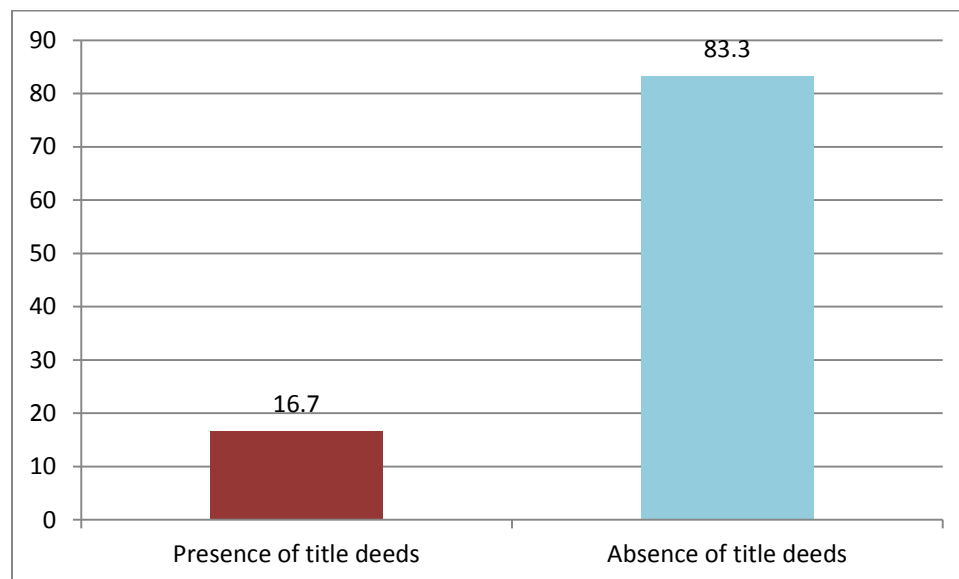


Figure 4.1 shows that the majority of the area residents 97.5% did not own land. These findings were confirmed by the committee member representatives who stated that land was owned jointly by clans or the government. These findings imply that residents lived on land they could not wholly possess ownership and cannot sell or use as a collateral to get loan for educating their children thus lower participation rate. While the 2.5% who owned land, findings indicate that participation rate is high. These findings are in line with Francesco (2011), who states that most of the world's indigenous or cultural communities live on land to which they do not have legal title.

The researcher sought to find out whether school land had title deed and presented the findings in Figure 4.2.

Figure 4.2 School's lands have title deeds in relation to pupils' participation in primary education



From the study findings the majority of schools 83.3% did not have a title deed for the piece of land their schools were built on. These findings were affirmed by the representatives committee member of the school who stated that the schools are built on land either donated by the community or the government and have no title deeds.

The researcher then, sought to find out the parents' occupation and presented the findings in Table 4.5.

Table 4.5 Parents' occupation

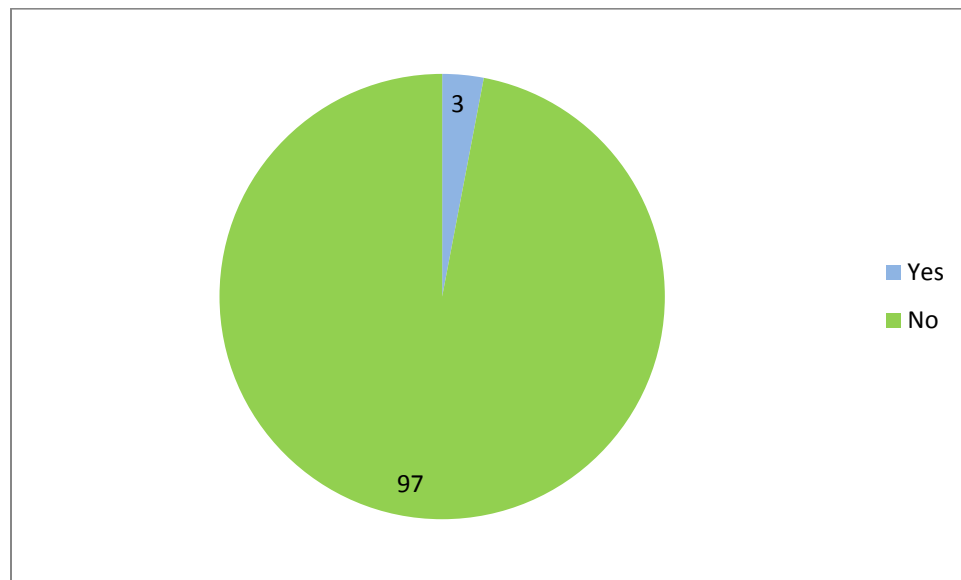
	Mother		Father		Occupation
	Percent	Frequency	Percent	Frequency	
	27.1	32	38.1	45	Farmer
	60.2	71	0.0	0	House wife
	2.5	3	13.6	16	Skilled labour
	10.2	12	44.9	53	Herdsmen
	0.0	0	3.4	4	None
	100.0	118	100.0	118	Total

Table 4.5 shows that most of the fathers 44.9% were herdsmen and a majority of mothers 60.2% were housewives. These findings imply that most of the communities in the study area being pastoralist men were left to look after cattle

while women are left to carry out their household chores. These findings are in line with World Bank (2002) report that states that expanding living opportunities for marginalized populations in most African communities largely have a male preference attitude; males are expected to perform well in academic work and technology while the woman's place is at home keeping up with the livelihood of the family.

The researcher then sought to find out whether parents owned livestock and presented the findings in Figure 4.3.

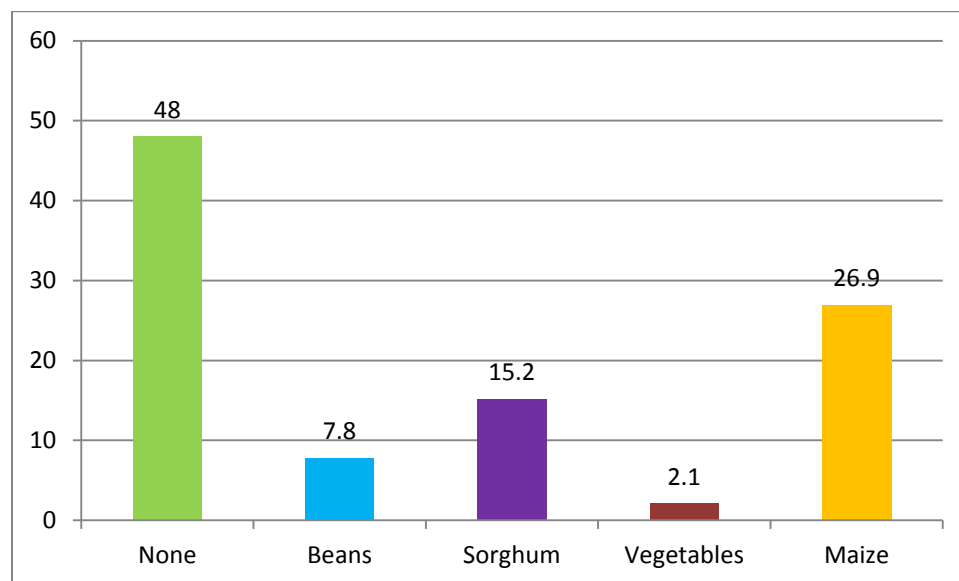
Figure 4.3 Parents' livestock ownership



The study findings reveal that a majority of the households 97% owned livestock. These findings imply that parents were able to provide for their children with basic needs which include provision of quality education since they can sell either their farm produce or livestock to meet their daily needs.

Thus the researcher sought to find out the type of crops grown in the study area.

Figure 4.4 Type of crops grown



From the study findings in figure 4.5 most of the households 48% indicated that they do not grow any kind of crops. On the interviews with representative committee members, they stated that some residents planted subsistent foods on portions of the communities' land though much of the land was left idle for grazing. Therefore the researcher sought to find out the average earning gotten from these two occupations and presented the findings in Table 4.6.

Table 4.6 Average earning from farming and livestock sale per year

Livestock sale		Farm crops Amount		
Percent	Frequency	Percent	Frequency	
1.7	2	61.9	73	Below 10000
2.6	3	11.9	14	10001 – 20000
18.6	22	13.4	16	20001 - 30000
3.4	4	10.2	12	30001 - 40000
73.7	87	2.6	3	Over 40000
100.0	118	100.0	118	Total

The study findings show that a majority of the households 73.7% earn over forty thousand shillings per year from livestock, while majority of the households 61.9% earn below ten thousand shillings from crop farming. These findings imply that the communities earn more on livestock sales than crop sales. These findings reveal that the communities in the study area depend on livestock rearing as their prime source of livelihood. Then the researcher sought to find out where they herded their livestock and presented the findings in Table 4.7.

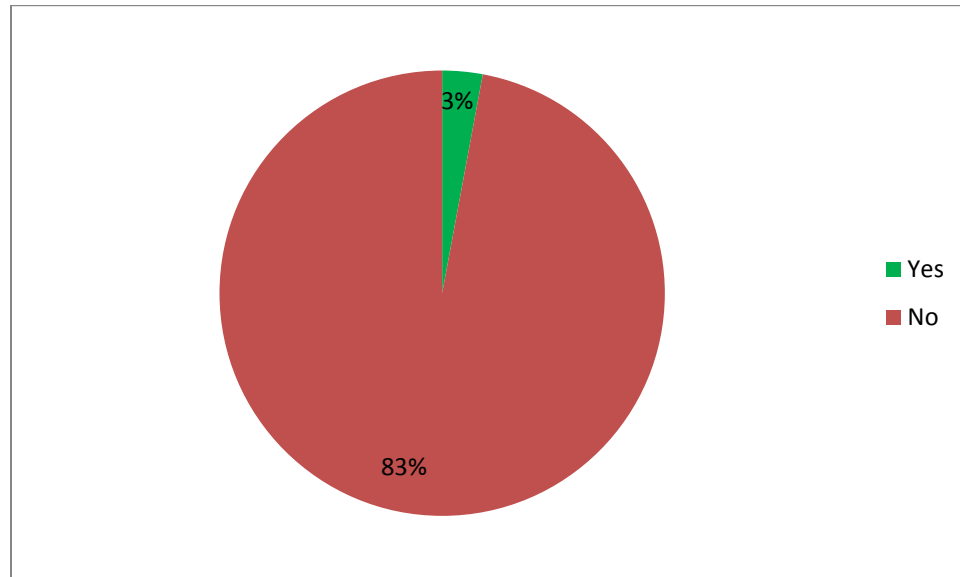
Table 4.7 Herding grounds

Percent	Frequency	Response
58.3	7	Community fields
8.4	1	Personal land
33.3	4	Government land
100.0	12	Total

From the study findings in table 4.7 the majority of the area residents 58.3% graze their livestock on community owned fields and land. These findings were confirmed by the representative committee member who indicated that mainly the fields where the communities went out herding were their ancestral clan lands. They also stated that herding is the main economic activity and grazing lands can easily stir up conflict since everyone feels they have equal right on these jointly owned land. These findings are in line with Narok South DC'S report (2009) that stated lack of absolute ownership of land is the cause of frequent armed conflicts that interfere with children's school attendance.

Therefore the researcher sought to find out whether communal ownership of property hinders pupils' participation and presented the findings in Figure 4.5.

Figure 4.5 Head teachers responses on pupils' participation being influenced by communal ownership of property



The majority of the head teachers 83.3% indicated that communal ownership of property interferes with pupils' participation in education and further confirmed by the committee member who stated that due to lack of permanent ownership of property the communities are not able to meet their children's school needs like admission fees, uniforms and learning resources thus hindering enrolment and retention in schools. These findings are in-line with Cheporiot (2011), who stated that lack of rightful ownership of extensive populace is squatters and therefore they lack places to till for family's daily family bread. As a consequence, this forces school-going child to concentrate on helping parents look for food thus prevent them from going to school instead. In other cases where a parent wants to finance a child's education through selling land, it is almost impossible because of

extensive, procedural and bureaucratic consultation of all members need to be carried out.

The researcher further sought to find out family sizes and presented the findings in Table 4.8.

Table 4.8 Pupils’ responses on their family size

		Gi		No	
				Boys	children
Percent	Frequency	Percent	Frequency		
11.9	14	51.7	61	1 – 3	
41.5	49	30.5	36	4 – 6	
32.2	38	11.0	13	7 – 9	
14.4	17	6.8	8	Over 10	
100.0	118	100.0	118	Total	

From the study findings in table 4.8, the majority of the families 83.1% had large family sizes where girls 46.6% were more than boys 17.8%. These findings imply that parents might not be able to meet to cost of their children’s education due to the large sizes of their families. In relation to the study findings, land in the study area’s communities was communally owned an aspect that was realized to hinder pupil participation since parents were not able to afford the cost of education for

their children forcing them to drop out to look after livestock the prime source of livelihood.

Ownership of properties and participation of pupils

		Participation of pupils		
		Very high	High	Low
Individual ownership of property	No	None		97.5%
Communal ownership of property	Yes		2.5%	

4.5 Community perception towards education and pupil’s participation in primary education

Schools operate as integral parts of the society and community. To establish whether the community embraced education (Objective II), the researcher sought to find out from the pupils whether their siblings were schooling and presented the findings in Table 4.9.

Table 4.9 Pupils' responses on siblings presently in school

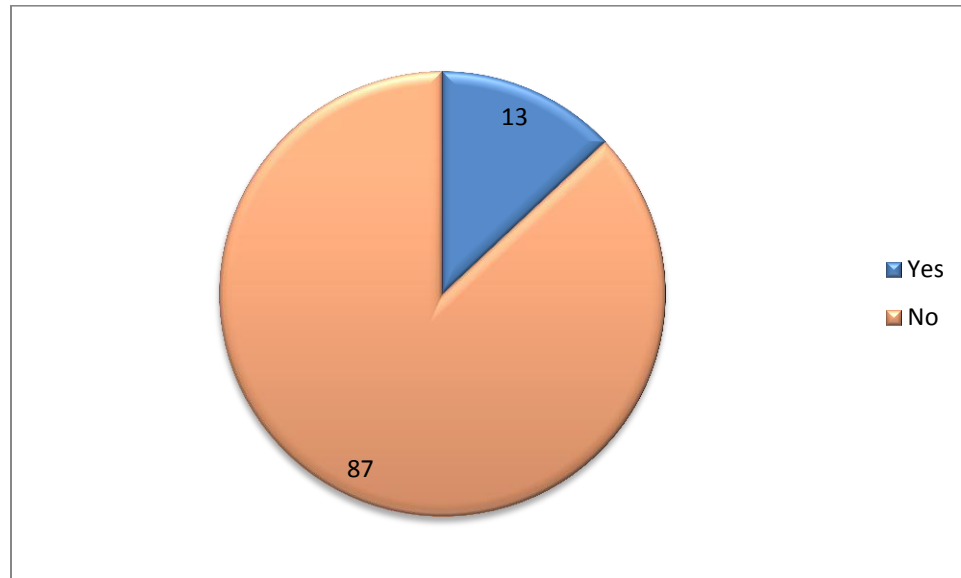
Girls		Boys		Institution
Percent	Frequency	Percent	Frequency	
47.5	56	77.1	91	Primary
46.6	55	66.1	78	Secondary
2.5	3	27.1	32	University
66.1	78	16.1	19	None

N = 118

From the study findings in table 4.9, a majority of the pupils 66.1 indicated that their sisters were out of school. These findings imply that in the community girls tend to drop out of school more than boys. These findings concur with Ndungu (2008) and Okuma (2011) who observe that parents prefer to educate their sons rather than their daughters in all levels of education and in the informal urban settlements, some parents expressed the belief that educating a girl simply enriches her husband's family, while educating a boy is seen as enriching his own family.

Hence the researcher sought to find out whether there were school-going children who had dropped out of school and presented the findings in Figure 4.6.

Figure 4.6 Presence of drop-out children



From the study findings in figure 4.6, the majority of the pupils indicated that there were children in their home area that had dropped out of school before completing their education. These findings imply that there existed school going children who were out of school when they were supposed to be in school.

Therefore the researcher sought to find out their reasons for being out of school.

The findings were presented in Table 4.10.

Table 4.10 Reasons for dropping out of school

Percent	Frequency	Reason
26.3	31	Financial difficulty
88.1	104	Pregnancy
82.2	97	Early marriage
1.7	2	Employment
7.6	9	Housework

N = 118

Table 4.10 shows that, the majority of pupils who drop out of school are due to early pregnancy or marriage. These findings were confirmed by the committee members who stated that at many instances young girls and boys are forced to leave schooling for marriage. They also stated that most pupils are willing to learn but their parents cannot afford to pay for their education. These findings imply that the communities most parents are not serious about their children's education and prefer having them married off at tender ages rather than waste time in schools. These findings are in line with Florio and Wolf, (2000), in their study in Malawi that noted that some parents are reluctant to send their children to school because of the belief that education and school could be a corrupting influence because of the amount of time they would spend with boys. They further state that

there also existed fear for the physical and sexual safety of girls in school due to cases of physical and sexual harassment and abuse from peers and teachers in school. This kind of attitude affects participation rate in primary education especially among girls.

The researcher then sought to find out from the head teachers the most affected classes by these drop out and presented the findings in Table 4.11.

Table 4.11 Classes more affected by drop out

Percent	Frequency	Classes
0.0	0	Lower class
50.0	6	Class four to five
91.7	11	Class six to seven
16.7	2	Class eight

N = 12

Table 4.11 shows that the majority of head teachers indicated that most pupils drop out of school while in classes six to seven though there is also a steady drop out of pupils in classes four and five. These findings imply that pupils are forced out of school when they reach puberty due to the community's perception that they are now mature enough to engage in other practices like marriage or at these ages they are either sexually exploited and get pregnant or join their parents in looking for the families daily bread. These findings are in line with Bosibori

(2012), who states that the characteristics of the community may influence pupils' participation in formal primary education, when the community incorporates aspects such as opportunity cost for family, gender issues, traditional beliefs, household attitudes and early pregnancies.

The researcher sought to find out from the head teachers parents perception towards education and presented the findings in Table 4.12.

Table 4.12 Head teachers' responses on parents' perception towards education

Percent	Frequency	Responses
8.3	1	Value education
41.7	5	Ignorant of the importance
50.0	6	Time wasting
100.0	12	Total

From the study findings in table 4.12 the majority of headteachers felt that the parents in their schools are either ignorant of the importance of education to their children or was just time wastage. These findings were also confirmed by the committee members who stated that parents had negative attitude towards education especially girl child's education. These findings imply that the community does not value education a characteristic that influences pupils' participation in education. These findings are in line with Abdulla (2012), who

noted that boys are regarded as being very important since they are expected to be breadwinners, heirs, professional persons and leaders of the society, while the girl is viewed to be inferior and therefore discriminated right from birth.

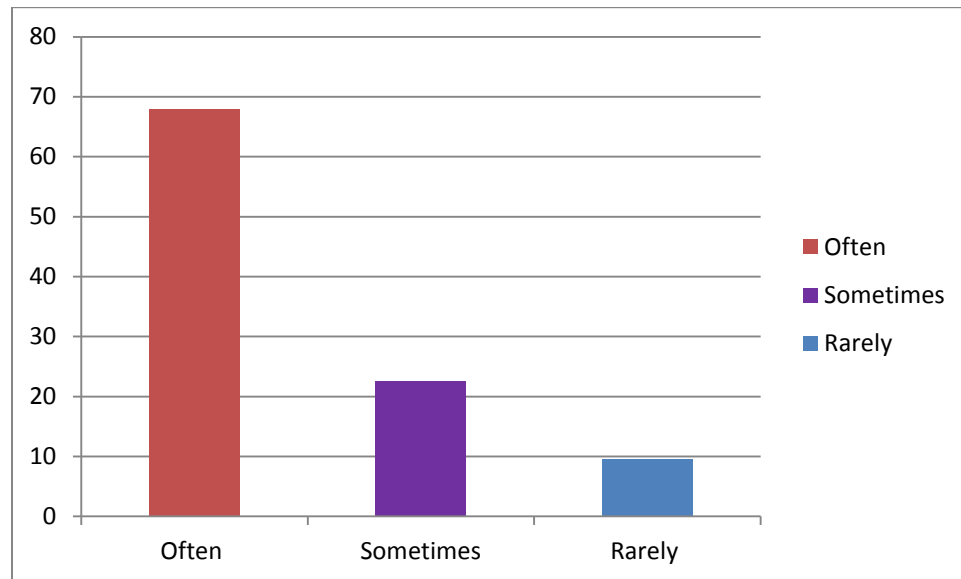
Community perception and participation of pupils

	Participation of pupils		
	Very high	High	Low
Positive perception towards education	8.3%		
Negative perception towards education			41.7%

4.6 Socio-cultural factors on pupils participation in school

Socialization is the process through which a child becomes an individual respecting his or her environment laws, norms and customs, Okuma (2011). To establish whether community's social cultural practices hinder or promote pupils participation in education (Objective III), the researcher sought to find out pupils absented themselves from school and presented the findings in Figure 4.7.

Figure 4.7 Pupils absenteeism from school



From the study findings in table 4.7 the majority of pupils 67.9% were oftenly in and out of school from time to time. These findings imply that pupils' participation is lowered by constant absenteeism. Therefore the researcher sought to find out the causes of absenteeism among pupils and presented the findings in Table 4.13.

Table 4.13 Causes of pupils' absenteeism

Girls		Boys		Reasons
Percent	Frequency	Percent	Frequency	
11.9	14	11.0	61	Assisting sick relative
41.5	49	30.5	36	Helping in the farm
32.2	38	51.7	13	Working to raise fees
14.4	17	6.8	8	Caring for siblings

N = 118

From the study findings in table 4.13, the majority of girls were out of school for non-school reasons that were gender related like taking care for younger siblings, sick relatives and even helping in the farms. Most boys were involved in masculinity reasons like working to raise school fees. These findings imply that the community has very high gender disparity in the distribution of their gender roles and the girl child is more affected. These findings are in line with Davison and Kanyuka (1990) who argue that children involvement in gender roles which is a result of socialization, boys become cow and goat herders in rural areas where farmers keep cattle, girls spend their time minding their siblings, both boys and girls spend their time working on estate farms or in family fields. The research sought to find out from the head teachers the role culture plays in retention, enrolment and performance in schools and presented the findings in Table 4.14.

Table 4.14 Ways culture influence pupils’ retention, enrolment and performance

Girls		Boys		Ways
Percent	Frequency	Percent	Frequency	
83.3	10	58.3	7	Early marriage
91.7	11	0.0	0	Genital mutilation
25.0	3	91.7	11	Livestock herding

N = 12

From the study findings in table 4.14, the majority of the head teachers indicated that cultural practices like early marriage and genital mutilation were major causes of low enrolment, retention and performance for girls. These findings imply that the girl child is more challenged by the crude cultural practices in the communities hindering their participation in education

Socio-cultural and pupils’ participation

Practices	Participation of pupils		
	Very high	High	Low
Early marriages			83.3%
Female genital mutilation			91.7%

4.7 Management strategies and pupils' participation in education

Strategies that includes; implementation of the school feeding programmes targeting mainly children in poor regions, expansion of school infrastructure through construction of new primary schools, school mapping to identify and address problems in underserved areas and revision of the primary school curriculum to make it less burdensome and more attractive to learners are measures that can be put in place to increase pupil participation in education. To investigate whether there are strategies put in place to enhance pupil participation in school (Objective V) the researcher sought to find out how often pupils are late for school. Their responses were presented in Table 4.15.

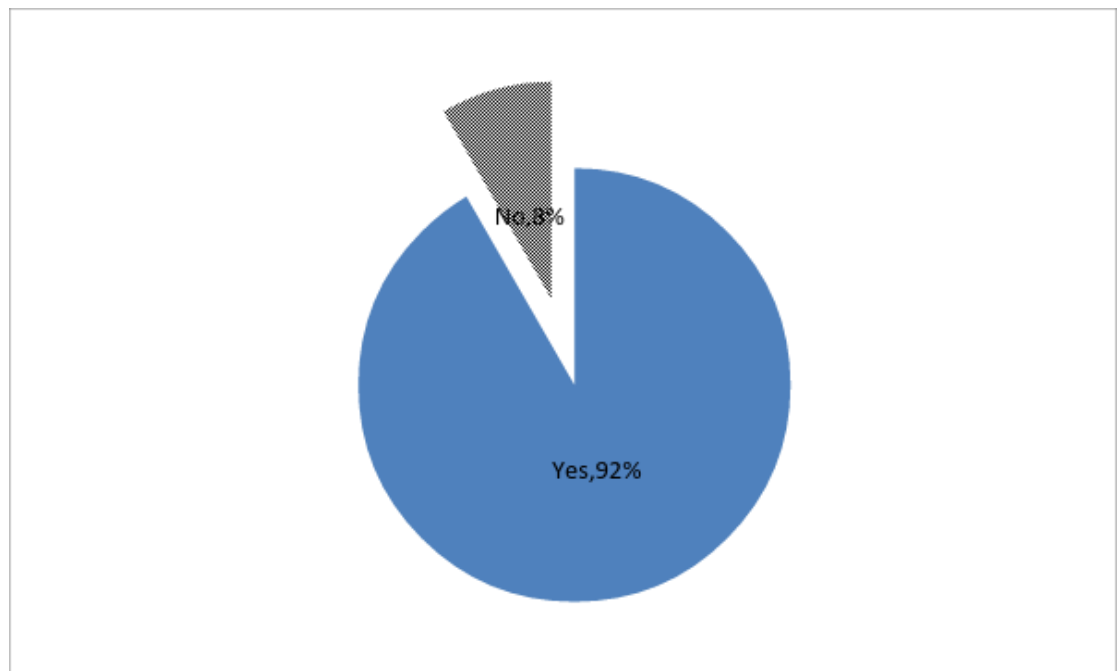
Table 4.15 Pupils responses on frequency of late school attendance

Percent	Frequency	Frequency
0.0	0	No
50.0	6	Sometimes
91.7	11	Most times
100.0	118	Total

From Table 4.15 a majority of the pupils indicated that they are sometimes late for school. These findings imply that late attendance have a negative impact on

pupils' participation. This is due to missed lessons that eventually translate to poor academic performance. The findings agree with Hannam (2001), who established that pupil participation is seen to impact beneficially on self-esteem, motivation, sense of ownership and empowerment and that it enhances attainment where attendance plays a significant role on effectiveness. The researcher sought to find out whether the teacher/pupils relationship in schools was cordial and tabulated the findings in Figure 4.8.

Figure 4.8 Teacher/pupil have a cordial relationship



From the study findings majority of the head teachers indicated that their pupil and teacher were in good/cordial relationship. These findings imply that schools were able to offer good learning environment that is essential to promote pupil participation in schools. These findings agree with (Mburu, 2012) who states that

strategies like are endeavouring to achieve an optimal pupil-teacher ratio of 45:1 in high potential areas so as to enhance efficient and effective use of teachers, introduction of mobile schools implementation of multi-grade and implementation of the children’s Act of 2001 which provides the legal framework for enforcing universal free primary education in the country. Other than cultural practices the researcher sought to find out other reasons that cause pupils to drop out of school and presented the findings in Table 4.16.

Table 4.16 Cause of pupils drop out

Percent	Frequency	Reason
58.3	7	Poverty
50.0	6	Ignorance
91.7	11	Age

N = 12

The majority of the head teachers indicated that age is the main factor rather than social cultural practices that causes pupils to drop out of school. These findings were confirmed by the committee member representatives who stated that most pupils enroll into schools are over-aged and when they reach upper primary they tend to defect from schooling. Poverty was also cited to cause school dropout since pupils leave school to go and feed for themselves and their families. The

researcher sought to find out whether there were strategies put in place to enhance participation and presented the findings in Table 4.17.

Table 4.17 Strategies put in place to enhance participation

Percent	Frequency	Strategies
66.7	8	Frequent exams
91.7	11	Frequent parents meetings
100.0	12	Free instructional materials
41.7	5	Feeding programme
83.3	10	Reward system
N = 12		

From the study findings all of the head teachers indicated that offering free instructional materials would improve pupil participation. The committee member representative suggested that introduction of a feeding programme would improve participation because some pupils suffer hunger that hinder their concentration in class. These findings concur with UNESCO (2010) report that states that there are a number of strategies that can be put in place to enhance pupils' access and participation in primary education. Such strategies includes; implementation of the school feeding programmes targeting mainly children in poor regions,

expansion of school infrastructure through construction of new primary schools, school mapping to identify and address problems in underserved areas and revision of the primary school curriculum to make it less burdensome and more attractive to learners.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study, conclusions and recommendations arrived at. It also gives suggestions for further studies.

5.2 Summary of the study

The purpose of the study was to investigate community factors influencing pupils' participation on head teacher's management in public primary schools in Olulunga Division, Narok County, Kenya. The study was to answer the following research questions; influence of communal ownership of property, community perception towards education, community's socio-cultural and management strategies put in place to enhance pupils' participation in primary education. It was based on the system approach theory by Kurt Lewin (1890-1947).

The study employed descriptive survey design. Data was collected using questionnaires for head teachers and class eight pupils. Stratified sampling was used to sample the schools in the three educational zones in Olulunga division, while purposive sampling was used to sample class eight pupils and committee member representatives. Therefore the study sample comprised of 12 head teachers, 120 class eight pupils and interview schedules of 12 committee member representatives. A total of 130 questionnaires were returned, a questionnaire

return rate of 98.5% was achieved which was deemed very good for data analysis.

The data collected was analyzed both qualitatively and quantitatively.

On the research demography, none of the head teachers was female, majority of the pupils were boys and the committee member representatives were all male. Majority of the pupils indicated that their fathers had attained secondary education while majority of the pupils indicated that their mothers had attained primary education as their highest academic level. However, no pupil indicated that their fathers were illiterate but 9.4 percent indicated that their mothers had not attained any formal education. Further on the parents' occupation, most of the fathers were herdsmen and majority of the mothers were housewives.

On the schools' demography the study findings revealed that majority of the schools were established between 2006 to date. Thus, most schools were newly established since they were at an average age of ten years. Most of the schools enrolled boys ranged from 500 to 750, while half of schools had below 250 girls enrolled. These findings imply that boys are taken to school more than girls, a notion that was raised by the committee members who stated that majority of the area residents preferred to educate their boy child than girls.

5.3 Summary of the findings

On the first objective, to establish whether community's communal ownership of property hinders or promotes pupil participation. The study findings show that majority of the area residents did not own pieces of land. These findings reveal

that pupil participation was lowered since majority of the parents could not afford the cost of education since they lived on land they could not wholly possess ownership. Though, crop farming was not extensively practiced since most of their land was left idle for grazing because the communities in the study area rely on livestock rearing as their prime source of livelihood thus, majority of the households owned livestock.

However Pupils' participation especially boys is likely to be interfered with since pupils absent themselves from school to go herding their family's livestock. Further the study findings show majority of the area residents graze their livestock on community owned fields that were their ancestral clans land. Herding being the main economic activities grazing lands can easily stir up conflict since everyone feels they have equal right on these jointly owned land. Pupils' participation in education is hindered in the conflict torn communities.

Majority of the head teachers indicated that communal ownership of property interferes with pupils' participation in education. These findings imply that due to lack of permanent ownership of property the communities are not able to meet their children's basic needs thus hindering enrolment and retention in schools.

From the study findings majority of the schools did not have a title deed for the piece of land their schools were built on. These findings were affirmed by the committee member representatives who stated that most of the schools in the study area are built on land either donated by the community or the government.

Majority of the families had large family sizes though girls were more than boys. These findings imply that parents might not be able to meet to cost of their children's education due to the large sizes of their families. These findings also reveal that most of the girls who are at school-going ages are out of school.

The second objective, on the community's perception towards education, the study findings show that there were children who had dropped out of school before completing their education. While majority of the pupils indicated that their sisters were out of school, while only lower percentage of girls were in secondary or university level of education. These findings imply that in the community girls tend to drop out of school more than boys. Majority of the pupils who drop out of school are due to early pregnancy or marriage.

These findings were confirmed by the committee members who stated that at many instances young girls and boys are forced to leave schooling for marriage and most of the pupils who are willing to learn but their parents cannot afford to pay for their education. Hence, most parents are not serious about their children's education and prefer having them married off at tender ages rather than waste time in schools. Majority of head teachers indicated that most pupils drop out of school while in classes six to seven though there is also a steady drop out of pupils in classes four and five. These findings imply that pupils are forced out of school when they reach puberty due to the community's perception that they are now mature enough to engage in other practices like marriage, at these ages they

are either sexually exploited and get pregnant or join their parents in looking for the families daily bread. The study findings reveal that majority of the head teachers felt that the parents in their schools are either ignorant of the importance of education to their children or was just time wastage, a notion that was confirmed by the committee member representatives that parents had negative attitude towards education especially girl child's education influencing pupils' participation in education.

To establish whether community's socio-cultural practices hinder or promote pupils participation in education, the study findings show that majority of the pupils were often in and out of school from time to time revealing constant absenteeism. Majority of the girls were out of school for non-school reasons that were gender related like taking care for younger siblings, sick relatives and even helping in the farms. Most boys were involved in masculinity reasons like working to raise school fees. These findings imply gender roles contribute to pupils' participation in education. Majority of the head teachers indicated that cultural practices like early marriage and genital mutilation were major causes of low enrolment, retention and performance especially for girls. These findings imply that crude cultural practices in the communities hindering their participation in education

To investigate whether there are strategies put in place to improve pupil participation in school, majority of the pupils indicated that they are sometimes

late for school. These findings imply that late attendance have a negative impact on pupils' participation. This is due to missed lessons that eventually translate to poor academic performance. Majority of the head teachers indicated that their pupil and teacher were in good/cordial relationship. These findings imply that schools were able to offer good learning environment that is essential to promote pupil participation and implementation of the children's Act of 2001 which provides the legal framework in schools.

Majority of the head teachers indicated that age is the main factor rather than social cultural practices that causes pupils to drop out of school. These findings were confirmed by the committee member representatives who stated that most pupils enroll into schools are over-aged and when they reach upper primary they tend to defect from schooling. Poverty was also cited to cause school dropout since pupils leave school to go and feed for themselves and their families. From the study findings all of the head teachers indicated that offering free instructional materials would improve pupil participation. The committee member representative suggested that introduction of a feeding programme would improve participation because some pupils suffer hunger that hinder their concentration in class.

5.4 Conclusions

Based on the study findings, the study drew the following conclusions:

Communal ownership of property caused poverty in the society due to neglect of the jointly owned property. Conflict tends to arise over disputes owing to the use of communal owned property. Therefore schooling is interfered with when conflict arises. Parents who lack resources to finance their children's education cannot sell their jointly owned land due to lack of absolute ownership making it impossible to sell any land by individuals. The society's perception on anything in the livelihood of its community is very essential for any positive or negative attitudes in all aspects of life. In Olulunga Division the community has a negative perception on the importance of education in the lives of their children, girls being the most affected. They believe that girls are supposed to be in school only to pass time as they await their marriage times which happens at very tender ages in puberty.

Socio-cultural practices like initiation, early marriages and genital mutilation interfere with pupils' participation as children are discontinued from learning to take up new responsibilities that come with these cultural practices.

Finally on the management strategies to improve pupils participation little or no efforts have been put in place to ensure that school-going aged children are enrolled and retained in school. However teachers maintain a cordial relationship with pupils to improve participation, though serious measures need to be put in place to fight the crude cultural practices that interferes with schooling.

5.5 Recommendations

Based on the findings and conclusions of the study, the researcher made the following recommendations;

- i. Government should create awareness forums for the communities to be sensitized of individual ownership of property.
- ii. The government through local administration should mobilize the communities to take care of communal property like school compounds.
- iii. Human right and child right activists should join arms to fight cruel cultural practices that undermine children's right especially right to education.
- iv. School managements should set up boarding facilities to shelter pupils who flee from cruel cultural practices.

5.6 Suggestions for further research

The researcher suggests that;

- i. A study to be carried out to find out the effect of gender discrimination on pupils participation in public primary schools.
- ii. A study to be carried out of the influence of pupils' participation on the performance in public primary schools.
- iii. A study on alternative strategies on offering education to curb dropout due to overage.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

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

----- May, 2014

The Head teacher,

Dear Sir/Madam,

**REF: COMMUNITY FACTORS INFLUENCING PUPILS
PARTICIPATION IN PUBLIC PRIMARY SCHOOL EDUCATION IN
OLOLUNGA DIVISION, NAROK COUNTY, KENYA**

I am a Post Graduate student in Department of Education Administration and Planning at the University of Nairobi. I am currently undertaking a research education on “Community Based factors influencing participation of pupils in public primary schools in Ololunga Division”. Your school has been selected to take part in this study. The research is purely academic and the information provided in this research will be used for that purpose, respondents identity will be kept confidential. I therefore, request you to assist me achieve this objective.

Thank you in advance for your cooperation and support.

Yours Sincerely

Chepkemai Agnes Busienei.

E55/77677/2012.

APPENDIX II

QUESTIONNAIRE FOR THE HEADTEACHER

The researcher is interested in investigating the effects of community based factors influencing participation of pupils in primary schools in Narok South District. Please answer all questions as honest as possible so that we help each other in curbing dropouts in our community. Do not write your name or anything that will identify you.

- 1) Kindly indicate your gender. Male [] Female []
- 2) What is your highest academic qualification? P1 certificate []
Diploma [] Bachelor degree [] M.Ed []
- 3) What is your teaching experience? Below one year [] 1 – 5 years []
6 – 10 years [] 11 – 15 years [] Over 16 years []
- 4) How long have you headed in your current station? Below one year []
1 – 5 years [] 6 – 10 years [] 11 – 15 years [] Over
16 years []
- 5) When was your school established?
- 6) What is the school enrolment? BoysGirls
- 7) For the time you have been the Headteacher, how is the retention?
- 8) Which classes are the most affected?
- 9) Which are the reasons for the high or low retention?

10) Does culture play a role in retention, enrolment or performance in your school? Explain.

11) How do you rate parents' participation in education?

12) In your opinion, how does the community (parents, students and the larger society) perceive?

13) Do you think the teacher/pupil relationship in your school is cordial?

If No, what do you think should be done to enhance good teacher/pupil classroom relationship?

14) What are some of the strategies that you put in place to enhance participation?

15) In your opinion, what do you think the following stakeholders in education can do to improve participation?

- a) Government
- b) Head teachers
- c) Teachers
- d) Parents
- e) Community
- f) Pupils

THANK YOU FOR YOUR PARTICIPATION.

APPENDIX III

INTERVIEW SCHEDULE FOR SCHOOL MANAGEMENT

COMMITTEE REPRESENTATIVE

1. What is your opinion on pupils' participation in form primary education?
2. What causes pupils dropouts of primary schools?
3. How does communal ownership of property influences participation?
4. What could you say about the socio-cultural factors on participation?
5. How does the community perceive education?
6. In your opinion, does the community influence pupils' participation in schools, How?
7. What are some strategies do you think should be put in place to enhance
8. participation

THANK YOU FOR YOUR COOPERATION

APPENDIX IV

PUPILS QUESTIONNAIRE

The researcher is interested in investigating the effects of community based factors influencing participation of pupils in primary schools in Narok South District. Please answer all questions as honest as possible so that we help each other in curbing dropouts in our community. Do not write your name or anything that will identify you.

1. What is your gender?

Boy () Girl ()

2. What is the highest level of education attained by the following?

Mother; Primary () Secondary () University () None ()

(a) Father; Primary () Secondary () University () None ()

3. What is your parent's main occupation?

Mother _____

Father _____

Indicate e.g. farmer, nurse, teacher etc.

4. Do your parents have any piece of land?

Yes () No ()

If Yes,

a) What crops do they grow on the piece of land?

Maize () Beans () Vegetables ()

Sorghum() Wheat ()

- b) How much money per year do you think they get from the sale of these crops?
- c) Do your parents own any livestock? Yes () No ()
- i. If yes, how much money per month do you think they get from the sale of livestock?

School Participation

5. How many are you in your family?
- Boys () Girls () Total ()
6. How many of your siblings are presently in school?
- | | | |
|--------------------------|----------|-----------|
| (a) Primary | Boys () | Girls () |
| (b) Secondary | Boys () | Girls () |
| (c) College / University | Boys () | Girls () |
7. Are there pupils you started with in class one but dropped out before reaching your present class?
- Yes () No ()
- If yes, what are the causes of such drop-out?
- | | |
|--------------------------|-----|
| (a) Financial difficulty | () |
| (b) Pregnancy | () |
| (c) Early marriage | () |
| (d) Housework | () |
| (e) Others | () |

8. Sometimes pupils stay away from school for non-school reasons. What are some of the reasons that have at times made you stay away from school?

Tick where appropriate e.

- (a) Assisting a sick relative ()
(b) Helping in the farm ()
(c) Working to raise fees ()
(d) Herding livestock ()
(e) Caring for young siblings ()
9. (i) How far is your home from school? _____ (km)
(ii) Do you ever get to school late?
No () Sometimes () Most times ()
(iii) How do you get to school?
Walking () Car/Matatu ()
10. (i) Do your parents promptly pay out the required fees, buy text books and provide other items as required by the school administration?
Often () Never () Once in a while ()
(ii) Do parents encourage studies at home?
Never () Once in a while () Often ()
(iii) Do parents come to school to discuss your academic progress with teachers?
Never () Once in a while () Often ()

THANK YOU FOR PARTICIPATING

APPENDIX V

AUTHORIZATION LETTER

APPENDIX VI

RESEARCH PERMIT