

**FACTORS INFLUENCING PUPILS' ENROLMENT IN PUBLIC
PRIMARY SCHOOLS IN KENYA; A CASE OF MT ELGON SUB-
COUNTY, BUNGOMA COUNTY**

BY

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DECLARATION

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

..... Date

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L50/73149/2012

This project report has been submitted for examination with my approval as the university supervisor.

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DEDICATION

This work is dedicated to honor of my late father, Mr. Kwachuwai Rasto Sileh, and my loving mother Lenah Chemai Rasto, who took me to school and inspired me greatly on values that I cherish to date.

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ABBREVIATIONS AND ACRONYMS

EFA:	Education For All
FPE:	Free Primary Education
GER:	Gross Enrolment Rate
NARC:	National Alliance of Rainbow Coalition
MOES:	Ministry Of Education And Sports
MOEST:	Ministry of Education Science and Technology
MDG:	Millennium Development Goals
NER:	Net Enrolment Rate
UPE:	Universal Primary Education
UNESCO:	United Nations Education Science and Cultural Organization
UNICEF	United Nations International children Education Fund.
DQUASO:	District Quality Assurance Standards Officer
DEO:	District education officer

ABSTRACT

Education is an important investment. It empowers men and women and provides opportunities for active participation in development by inculcating knowledge, skills and attitudes that are compatible with sustainable development. The purpose of this study was to investigate factors influencing pupils' enrolment in public primary schools in Mt.Elgon sub-county. The objectives of the study were to establish how the adequacy of teaching / learning resources influence pupils' enrolment in public primary schools, to determine how adequacy of physical facilities influence pupils' enrolment in public primary schools, to establish how the location of the school influence pupils enrolment in public primary schools and to examine the influence of family background on pupils' enrollment in public primary schools in Mt.Elgon sub- county. The target population for the study was 130 public primary schools, 1040 standard eight pupils, 1040 parents and 130 primary head teachers in the sub-county. The study sample size was 20 public primary schools and their respective head teachers and 160 class eight pupils and parents. Three questionnaires both open ended and closed ended were used to collect data from head teachers, parents and class eight pupils. Descriptive statistics was used to analyze data using statistical package for social sciences (SPSS 17.0) whereby tables, mean, frequencies and percentages was generated. A pretest was carried out in five schools randomly selected from its neighboring Bungoma North sub-county to test validity and reliability. The result from the study was helpful to the ministry of education, teachers unions, teachers, parents and other stakeholders to ensure enrolment in schools improve. The study found out that most of the schools do not have enough charts and maps for use thus not often do teachers go to class with them. As for adequacy of latrines, it found out that pupils queue at the latrine for a long time which means that most of the schools in Mt.Elgon Sub- County did not have enough latrines. The study also found out that 49% of class eight pupils lived with one parent and 16% lived with their guardians. Another finding was that majority of the parents had acquired little education and that parents belong to low level economic status. The study also revealed that schools were located far from pupils' location and they mainly go to school on foot. The study concluded that most of the schools in Sub Mt.Elgon County do not have enough teaching learning materials for use thus not often do teachers go with them to class for use and that the pupils walked for long distance before getting to school. The study recommends that an evaluation study should be done to determine retention of pupils in public Primary schools in Kenya

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The Universal Declaration of Human Rights, adopted in 1948, declared that “everyone has a right to education.” The World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education especially with its so called vision and renewed commitment. The Amman Mid-Decade Review of Education for All (1996) reaffirmed the commitment to the Jomtien resolutions. It observed that the provision of basic education, especially for girls, has remained elusive in many less industrialized countries. This was said to be particularly so in Africa, where ethnic tensions and conflicts have displaced many households, thus denying children opportunities of going to school. The Dakar Conference of 2000 reviewed developments in achieving UPE in the African continent. It set as one of the EFA goals “Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015” This was further endorsed by the so-called Millennium Development Goals (MDG). Among other things they set targets “to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.” However, statistics from United Nations Declaration of Human Rights (UNDHR) show around 67 million children worldwide do not get education opportunities and achievements due to war, famine, natural disasters and corruption.

Expansion and success of education relies on infrastructure which affects education access, contributes to quality learning environment and student achievement (Crampton, 2003). The Dakar framework for action in Senegal in 2000, reiterated the commitment for Universal primary education (UPE) that was emphasized at the World Education forum at Jomtien in Thailand in 1990 which advocated for Education For All (EFA). Moreover, UPE was also emphasized in Montrey consensus of 2002 and Paris declaration on alignment and harmonization agreed in 2005.

In sub Saharan African countries, several have abolished primary tuition fees and introduced FPE over the past decade. In Malawi free primary Education was introduced in 1994 by the newly elected multi-party government. There was no overall policy framework and an analysis of the resource implications of FPE. (Kadzamira and Rose 2004). Uganda introduced UPE in 1997. Education was seen as an important foundation of the poverty eradication Action plan. In Tanzania FPE was introduced in 2001 and incorporated into the Education Sector Development programme. This led to a rise in gross enrolment ratios. There was severe shortage of classrooms, desks, instructional materials as well as teachers.

United Nations International Children Education Fund (UNICEF 1990), stated that remarkable accomplishments have been made towards primary schools enrollment. The most significant increase in education enrolment in Sub-Saharan Africa and south Asia has been in the primary Education. Despite the efforts of UN Charter and world education conferences, there still exists a gap in school enrolments. Estimates show that many countries will not meet the goals of Millennium Development Goals (MDGs) by 2015. Almost 30% of low and Middle income countries are off-track from meeting the Education Millennium Development Goal of universal primary education (UPE). World Bank (2000) statistics show that primary education is important because it forms inter-linkages between gender inequalities, economic growth and poverty eradication. However the strive towards universal primary education has tried to speed up enrolment but they hardly complete (FAWE, 1997). The majority of these children are in the sub-Saharan region of Africa. According to UNICEF (1987), Millennium Development Goals (MDG) was specifically set to achieve UPE. The target was to ensure that by 2015, children all over the world girls and boys alike were to complete a full course of primary schooling but unfortunately in less industrialized countries still some children do not get opportunity to access primary education due to some limiting factors. Africa is still noted to lag behind in primary school enrollment according to the World Bank report (October, 24th 2008).

Uganda has made tremendous progress in increasing access to primary education in enrollment rates. It increased from 16% in 1996 to 73% in 1997 and have increased at a rate of 5% every year since then (MOES 2008). Nevertheless this has not matched by proportionate increase in education inputs in terms of pupils' teacher ratio, pupil classroom ratio and pupil text book ratio which are still below the set target by the government. This could partly explain the declining quality in education outcomes and the slow rates of enrollment.

In Kenya introduction of FPE in 1974, enrolment in standard one rose by a million above the estimated figure of about 400,000. The total enrolment figure for standards one to six increased from 1.8 million in 1973 to nearly 2.8 million in January 1974.5, the teaching force stood at 56,000 teachers, out of whom 12,600 were professionally unqualified. In 1974, an additional 25,000 teachers were needed for the new classes. By 1975, the number of unqualified teachers stood at 40,000, out of a teaching force of 90,000 teachers, Sifuna (1990).

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

Primary education is very important in empowering the learner in different social background which is the bedrock of our economic development at the grassroots., Abagi (1997). According to (MOE, 2003) ,very many children still don't have access to primary Education for instance, places like Tana River, Isiolo, Samburu, Turkana, West Pokot, Marsabit, Narok and Mt. Elgon.

1.2 Statement of the Problem

In Kenya, FPE was introduced with the aim of increasing enrollments among school age going children (Makori, 2003). However, enrollment rates in Mt.Elgon sub-county is still very low compared to other sub-counties. According to education statistics MOEST Bungoma County office records (2004), enrolment in public primary schools has been low in Mt.Elgon sub-county. For example, while enrollment in Bungoma North sub-county is 63,718(2010), 64,781(2011), 66,691(2012), 69,744(2013) and 70,091(2014) enrollment in Mt.Elgon is as follows: 30,374(2010), 32,094(2011), 32,575(2012), 32,746(2013) and 32,620(2014). The low enrollment in Mt.Elgon sub-county raises a lot of questions that need urgent attention. In 2010 for example, only 30,375 were enrolled in Mt.Elgon sub-county while 63,718 were enrolled in Bungoma North sub-county a difference of above 50%. From 2011, the enrollment in Bungoma north sub-county was on a steady rise but over the next two years it stagnated at almost the same level and a slight drop in 2014 in Mt.Elgon sub-county. Questions such as what factors influence pupils enrollment to primary education cannot therefore be ignored hence this study.

1.3 The purpose of the Study

The purpose of the study was to investigate factors influencing pupils' enrolment in public primary schools in Kenya; a case Mt.Elgon sub-county.

1.4 Objectives of the Research

1. To examine how family background influence pupils' enrolment in public primary schools in Mt.Elgon sub-county
2. To determine the extent to which physical facilities influence pupils' enrolment in public primary schools in Mt.Elgon sub-county.
3. To establish how teaching / learning resources influence pupils' enrolment in public primary schools in Mt.Elgon sub-county
4. To establish the extent to which proximity to school influence pupils' enrolment in public primary schools in Mt.Elgon sub-county.

1.5 Research Questions

The research questions were:

1. To what extent does family background influence pupils' enrollment in public primary schools in Mt.Elgon sub-county?
2. To what extent does physical facilities influence pupils' enrolment in public primary schools in Mt.Elgon sub-county?
3. How does teaching / learning resources influence pupils' enrolment in public primary schools in Mt.Elgon sub-county?
4. To what extent does proximity influence pupils' enrolment in public primary schools in Mt.Elgon sub-county?

1.6 Significance of the Study

The study would shed light to the Ministry of Education and Kenya as a whole in recognition of factors influencing pupils' enrolment in public primary schools in Kenya and the critical role it plays which has a direct impact on pupils enrolment. It was important to note that after this study, the Ministry of Education would have a way out in dealing with these factors that would lead to an increase in enrolment of children in tandem with the available resources in public primary schools.

The findings of the study would be used by different stakeholders to realize the importance of these factors and the need for fast tracking enrolment rates. Therefore the research helped renew effort and interest in addressing physical facilities and resources towards enhancing enrolment.

This study was intended to help policy makers and educational planners to prepare better in order to achieve UPE goals. Finally, it was hoped that this work would be of immense benefit as aid and guide to future researches on factors influencing pupils' enrolment in public primary.

1.7 Delimitation of the Study

Although there were many factors that influence pupils' enrolment in public primary schools, the researcher restricted himself to teaching /learning resources, adequacy of physical facilities, location of the school and family background. The researcher also delimited himself to class eight pupils, parents and head teachers only. The research was also delimited to Mt.Elgon sub-county, public primary schools only and Bungoma County.

1.8 Limitations of the Study

A limitation is an aspect of study that the researcher knows may adversely affect the results but has no direct control over (Orodho 2004).

It might be limited by the respondent's failure to return the questionnaires on time for analysis. This was mitigated by the researcher having to collect the questionnaires personally.

Another constraint was that some of the head teachers in some of the schools may not be willing to give information because they might think the researcher was on a fact finding mission .This was rectified by the researcher being very friendly and objective , creating a rapport with them in the approach and assure them on confidentiality in addition to showing them a letter of transmittal before the interview .

Accessibility in some schools might be a problem especially if rainy .The researcher used motorcycles which were able to move through the rough terrain of Mt.Elgon sub-county. Moreover researcher traveled easily because of familiarity with the geography of the area.

1.9 Basic Assumption of Study.

Results of this study can be generalized to other counties in Kenya. The study also assumed that all the participants were willing and honest in their responses. The researcher also assumed that pupil's enrolment was affected by some factors.

1.10 Definition of Significance Terms

The following terms were used;

Factors: Refers to the physical facilities, teaching learning resources, proximity to school and family background of the learner

Enrolment: It's the number of pupils that are registered in the school

Public primary school: Government learning institution that enrolls day school pupils both girls and boys mostly aged between 6-14 years in standard one to eight.

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

Teaching /learning resources: refers to text books, charts and materials and equipments used to enhance effective learning

Proximity: refers to distance between home and school

1.11 Organization of the Study

This study was organized in five chapters. Chapter one dealt with the background of the study, statement of the problem, purpose of the study and objectives of the research. It also deals with research questions, significance of the study, basic assumptions of the study, delimitation of the study, limitation of the study and definition of the significant terms. Chapter two consisted of literature review related to the factors that influence pupil's enrolment whose independent variables will be teaching /learning resources, adequacy of physical facilities, location of the school and family background. It also had theoretical and conceptual framework of the study. Chapter three dealt with research methodology that encompass research design, target population, sample size, sampling technique, reliability and validity of the research instruments and procedures for data collection and analysis techniques. Chapter four deals with data presentation, data analysis and interpretation. Chapter five provides a summary of the research findings, conclusions, conclusions and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter relevant literature was reviewed with the view to assemble supportive material on the research study topic. Focus was on areas that provided insight into the factors influencing pupil's enrolment. Specifically, the literature reviewed was adequacy of teaching / learning resources, adequacy of physical facilities, and location of the school and family background of the learner. The facts collected were both globally and locally and were used to form the conceptual framework to guide the study.

2.2 The concept of pupil's enrollment

Since independence, the Kenyan educational system has witnessed several changes in structure and in curriculum. In the prevailing 8-4-4 system, primary education is supposed to start at the age of 6 and run for 8 years. This is followed by 4 years of secondary education. Secondary education paves the way for higher education, which is imparted through technical institutes, polytechnics or universities. University education for most degrees is a 4-year program.

The data collected in 1997 on the educational pyramid reveal that 44% of the working-age population had not completed primary school while 21% had attained at least 8 years of schooling, about 17% had begun but not completed lower secondary education (forms 1 and 2) while 13.7% had completed it. The remaining 4% had enrolled beyond lower secondary education and has at least 10 years of education (see Kimalu et al. 2001).

2.2 Family Background and pupils' enrolment

African families tend to have large families with several children in addition to extended family members. The responsibilities of large families place pressure on educating their children, Nafukho (2005). Amutabi (2003) noted that most of the family's income is spent on the basic needs of the family including food, health, shelter and clothing. Kojo and Mayo (2008) asserted that marital and family problems that culturally lead to

divorce or separation or widowed have led to many rural families to have large families to take care of. These attitudes and perceptions continue to influence children's enrolment to school in many African communities today. According to Lockhead et al (1991), School learning is a joint process that involved the home and school especially in the early years of formal schooling. Family background affects the probability that children would go to school, attend and complete various level of education.

The occupation and education level of parents shape the schooling attainment of children (Smith and Cleming, 1860).The family background affects the early years of formal schooling of the child as this is seen in the probability that children enroll in, attend and complete various levels of education (Lockheed 1991). According to Smith and Cheung 1986, the occupational level and educational level of parents, shapes the school attainment of their children. This is because children from literate homes enter school with more vocabularies than children who are unfamiliar with books. Children with parents who have graduated from college assume that academic excellence is their birthright, while other children struggle to achieve it. The struggle leads these children to drop out of school as lack of education from parents leads to non-enrolment of their children. In conformity with this situation, Mingat (2002) established that the richest households, 76 percent of their children attend school compared to 40% of the poorest households. This means that children from poor households have much lower attendance than those from richer households. Pscharapoulos (1985) cited in Chepkenei, (2004) concur with Mingat (2020) that the level of the family income is one of the most powerful influences on primary school enrolments rates in the developing countries. (Onyango, 2000), showed that parental socio-economic background influences their children's participation in education. This is especially so for the developing countries where children of the poor families are not provided with adequate educational materials and most are not apt to enroll in school. If enrolled, they are more likely to drop out of school than children who are from better-off families.

Free education however, even if it were possible to remove all economic constraints still left the citizens the option to send or not to send their children to school remains with the parents because the law requiring all primary school going children is not being reinforced. Some communities have a negative attitude towards sending children to school. In some cultural settings, communities see little or no value of educating children neither do they see the children future being different from their own (UNICEF 2003).

Briggs, (1980) cited in Mbai (2004) contends that poor families may contemplate bearing the cost of sending their children to school but might abandon the whole exercise when more exercises are demanded. A report carried out in contemporary economic policy magazine in January 2001 entitled

“Determinants of school enrolment on performance in Bulgaria,” revealed that the role of the income among the poor and the rich is a major determinant for school access. Those poor families are constrained in their investment in education and withdraw from school prematurely.

At home, the child might not have appropriate facilities and resources to enable them carry on with school work. In some homes of the poor, there might be no table and chairs that can be used for reading, which lighting for night studies is either of very poor quality or non existent (Carnoy, 1971, Johnson, *et al.*, 1983). Thus the family environment is not conducive to learning. Eventually, the child becomes too frustrated to continue schooling under these hardships. The cost of living is rising rapidly for all families in Kenya; poor rural families that have always lived on the farm find it even more difficult to cope with the financial demands of the modern economy. It has therefore become necessary for such families to diversify their economic base for the aged and illiterate parents, their children are a great asset.

According to West (1980) cited in Otunge (2004) large numbers of children in a family of limited income result in overcrowding in the home and this may in turn have a deleterious effect upon behaviour. West further adds that parents in overcrowded accommodation in poor tenements cannot protect or supervise their young children as they might wish. According to Ruther (1980) cited in Otunge (2004) large family size is

quite strongly associated with socio-economic disadvantage. The large family size limits the parental involvement in the academic welfare of each child. Thus leads to low participation of the child in school activities and may eventually lead to dropout.

Children's academic performance is affected by their parents' ability to provide conducive environment financially, Chepcheing and Kibos (2004). Children from single parent families, large families, poorly housed and low income families grow up holding lower aspirations for education, (Essen, 1992). In Mt.Elgon sub-county, men were eliminated by the *OKOA maisha* security as they were regarded as part of the militia group. The men who had been part of the SLDF were eliminated in the forest rendering many families fatherless. The women who were then left to be the head of the households had challenges in educating the children (Watch 2010).

2.3 Physical facilities and pupil's enrollment

In USA student and teacher comfort are regarded as the most important aspect of the school Physical environment. If students are comfortable then learning becomes much easier where being comfortable involves adequate usable space, noise control, lighting, temperature and sanitation. The classroom is the most important area of the school because it is the area where the students and teachers spend most of their time and where most of the learning process take place (Kimmel, 2001). According to Mills (1974), the physical conditions under which a class is working affect the children's moral and their degree of motivation. Mills (1974) emphasized that a student is not well motivated if he or she is squatting on an uncomfortable stool. Most rural schools are characterized by dilapidated buildings, missing or broken desks and chairs, lack of good ventilation and sanitation facilities had the net effect of discouraging school enrolment and attendance (World Bank, 1988).

In Nigeria, studies done by Farrant (1991) and Farombi (1998) defines physical facilities as facilities that are available to facilitate student learning. It includes books, audio visuals, software and hardware of educational technology, size of classroom, sitting

position and arrangement, availability of tables, chairs, chalkboards, and shelves where instruments for practical's are arranged. Akande (1985) asserts that learning can occur through ones interaction with the environment. According to Oni (1992), facilities constitute a strategic factor in organizational functioning this is so because they determine to a very large extent enrolment in public primary schools. Olutulo (1982), noted that the availability of the school building and other plans contribute to good academic performance as they enhance teaching and learning activities. Other studies done in Botswana and New Guinea concur that pupils enrolment is attributed to a number of school factors which include provision of physical facilities ,classroom size , effective school discipline policies, administrative support, and effective leadership (Muli, 2005).

Orodho (2005) in his study on access and participation in secondary education in Kenya found that physical facilities and instructional materials are quite crucial to students learning. FPE has stretched facilities to the limit, classrooms are congested, desks are inadequate and so are textbooks. According to Hyde (1989), the number of classes, availability of libraries, ratio of toilets verses students, defines an ideal environment for learning as it makes girls and boys feel safe and able to achieve their full intellectual, physical and emotional potentials. Ohen (1970), defines school as an institution with specialized personnel apparatus, formal and stereo typed means of instructions , a curriculum and rational defined manifesto and objectives.

Physical facilities determine the quality of the school which in turn influences the achievements and enrollment rates of its pupils. Studies show that lack of privacy for girls such as the absence or poor toilet facilities contribute to periodic truancy and ultimately lead to some girls dropping out of schools, Kwesiga (2002)

According to Mutai (2006), provision of conducive classrooms and laboratories can make the subject very interesting and exciting to the learners hence encourages more pupils to join the school.

United Nations (1993) and Children's Act (2001) recognize that education is a basic human right that every child must enjoy. Kenya is a signatory to this and other international conventions that stipulate education shall be free at least in the primary stages and declares that primary education should be compulsory. Under the new (FPE) policy, government primary schools in which were previously responsible for raising funds locally to pay for classroom maintenance, desks, books and other non -salary expenditures were prohibited from collecting revenue. Instead each school received a central government grant twice a year deposited directly into the school bank account to be administered by a committee of teachers and parents. This project was a great success in terms of increased enrolment (Makori, 2003). However, the country was not yet prepared to accommodate such a large increase as can be seen by the drastic consequences, the few classrooms that were available were overcrowded with few teachers to accommodate them. Schools lost revenue for lack of tuition fee .According to Glennester and Kremer (2011) although primary school tuition fee was abolished; several factors continue to impede access to education in Kenya. Many parents still cannot afford to pay for school uniforms, textbooks, transport and meals without which students cannot attend school, these fees are especially difficult for marginalized children especially those from rural and financially underprivileged. Acker and Hardman (2001), points out that impediment to learning includes lack of teaching resources , poor physical conditions of classroom spaces ,the blackboard and student textbooks which are the primary teaching aids in many schools.

2.4 Adequacy of teaching /learning resources and pupils' enrolment.

According to African Education in Focus (2010) journal, reading books are not the only problems that face schools in the side of teaching materials and equipments .There is inadequate supply of many things in schools, just to mention a few like desks, tables, maps, picture and posters. The journal arrives at the conclusion that the success of any lesson depends on how well the teacher prepares his lesson, what type of equipment he uses and the use of teaching aids. This means that the availability of adequate education resources cannot be downplayed in the journey to excelling academically.

In most cases, books, charts, maps and other teaching /learning materials are not adequate. The quality of the available learning materials is low. In some cases the materials are not learner friendly as they are full of stereotyping and at times gender biased. This affects the quality of learning and at the same time discourages learning (Mbilinyi and Omari, 1998). Toilets are lacking in schools and where they exist, they are inadequate and in poor condition. This has badly affected girls, the disabled and young children.

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

To reduce problems of teaching learning resources, teaching resource centers would be helpful for teachers at which teachers can borrow items such as radio from the broad casting lessons, tape recorders for teaching or all language lessons, cassette players, projectors and many other teaching equipment and materials (World Bank, 2008).

postulates that object well-handled practically impresses itself more firmly in the mind than the object merely seen from a distance, Yadar (2007) and UNESCO (2008). Pupil – teacher ratio refers to the number of learners enrolled in a given level of education divided by the number of teachers in the system (Williams, 1979). According to Katunzi and Ndalichako (2004), pupil teacher ratio is a significant measure of quality in education

because learners' progress through the curriculum may be hindered, a factor that may lead to dismal performance hence affecting pupils enrolment.

Pedagogical principles and school resources are substantive hypothesis and facilitation about teaching and learning of the pupils, Grimmitt (2000). According to Deininger (2003), Uganda's UPE policy was a successful program in bringing a massive influence of new, predominantly poorer students into government schools. Maicibi (2003) asserts that when the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives. Mutai (2006) states that learning is strengthened when there are enough reference materials such as textbooks, teaching aids can positively change teachers and learners attitudes. Compassion (2011) asserts that school sponsors provide educational support to primary school pupil's .This is in the form of textbooks, school uniform, school bags and hurricane lamps that help them to do private studies at home. This is aimed at ensuring that these children will be retained at school and will not be sent home because of lack of required textbooks or school uniform or schoolbag.

2.5 Proximity to school and pupil's enrollment

Long distances between home and school made parents in Bangladesh during the time of Taliban rule to withdrawal their children from school because they could not trust the security of children especially girls along the way. They did so after several children were found raped and murdered along the way. Given such incidences parents in public primary schools tend to develop fear of allowing their children to continue learning due to perceived or the unexpected along the routes used daily (Chege, 1994).

Musisi et al (2003) argues that commuting to and from school led to lowering of morale among pupils in primary schools in Uganda. Low morale would have been a result of waking up very early but arriving at school late, which in turn influenced students' academic performance negatively. According to Ibrahim et al (2008), pupils' dropout rate is determined by an increase in distance from school to home. Therefore the further it

is, the higher the chances of dropping out. Jagero et al (2010) asserts that girls who stayed near schools performed better than those who came from far. To them the reason was that they would regularly miss lessons and be punished for that.

According to Mutai (2010), long distances led to lateness to school besides making pupils getting exhausted which in turn affected their rate of concentration in class. It has been observed that rural schools face challenges relating to isolation, poverty and limited job opportunities for school leavers. Isolation denies rural schools the advantages of urban based resources for instance library, electricity, technology which might enhance learning gains (Capper, 1993). Bickel and Lange (1995) noted that because of limited employment opportunities, learners in rural areas do not see any financial benefits to attend or succeed in school.

According to Sheldon (2012), due to distance factor most rural schools are rarely visited by quality assurance officers. According to a UNICEF study carried out in six focus districts (Nairobi, Baringo, Mombasa, Garissa, Kwale and Kisumu) in 1998, the proximity and access to primary school is a predetermining factor to enrolment and retention. In ASALs areas, distance between schools and homes is far and the educational delivery systems are often incompatible with the lifestyle of nomadic people. Limited number of schools and highly dispersed rural population, force children to traverse difficult terrain and lack of transport makes access to schools more difficult for primary pupils. Studies done by Chimombo (2005) indicate that school location; rural and urban has an influence on learner's academic gains and enrolment. Lockhead and Vaspoor (1990) noted that children who lived far way from school were prone to absenteeism and fatigue.

Long distance reduces the chance of pupils going back for lunch especially in those schools where lunch programs are not offered. The weather conditions also make schooling difficult especially during rainy and cold seasons. The ever-changing season spell doom to most of the rural children; since they are rained on or exposed to extremely cold conditions than usual. Besides, the path routes used daily tend to become muddy and

slippery. Mt.Elgon has a terrain, which has steep valleys and hills especially in Chepyuk and Kopsiro zones, hence; pupils are exposed to rough conditions during rainy and cold season. It becomes more dangerous with lightning and thunderstorms. For pupils who are day scholars it is a nightmare, Kabiru and Njenga (2009)

2.7 Theoretical framework

This study will be based on the theory of Abraham Maslow (1954) who suggested that human needs operated at a number of different levels, from basic physiological needs to high levels. These needs are primary and have to be catered for. It has been noted that school enrolment of learners in public primary schools is of concern because failure to get the necessary support that will enable them to discover the value of schooling reduces the rate of enrolment.

Maslow added that there were certain minimum requirements that were essential to a standard of living. These were known as physiological needs. They include food, shelter, health and clothing. They are primary needs and have to be catered for before other needs such as security, sense of belonging, love and self actualization are catered for. The rising of poverty in Kenya in general is a contributing factor to the low enrolment of children in public primary schools. Poor households find it difficult to send their children to school even when school is free.

The opportunity cost of schooling for the poor is too high with the high level of incidence of poverty. Most parents find it difficult to send their children to school. According to some parents, it's a waste of time and luxury to send children to school and cannot afford it.

2.8 Conceptual framework

This study was guided by the following conceptual framework on factors influencing enrolment of pupils in public primary schools in Kenya.

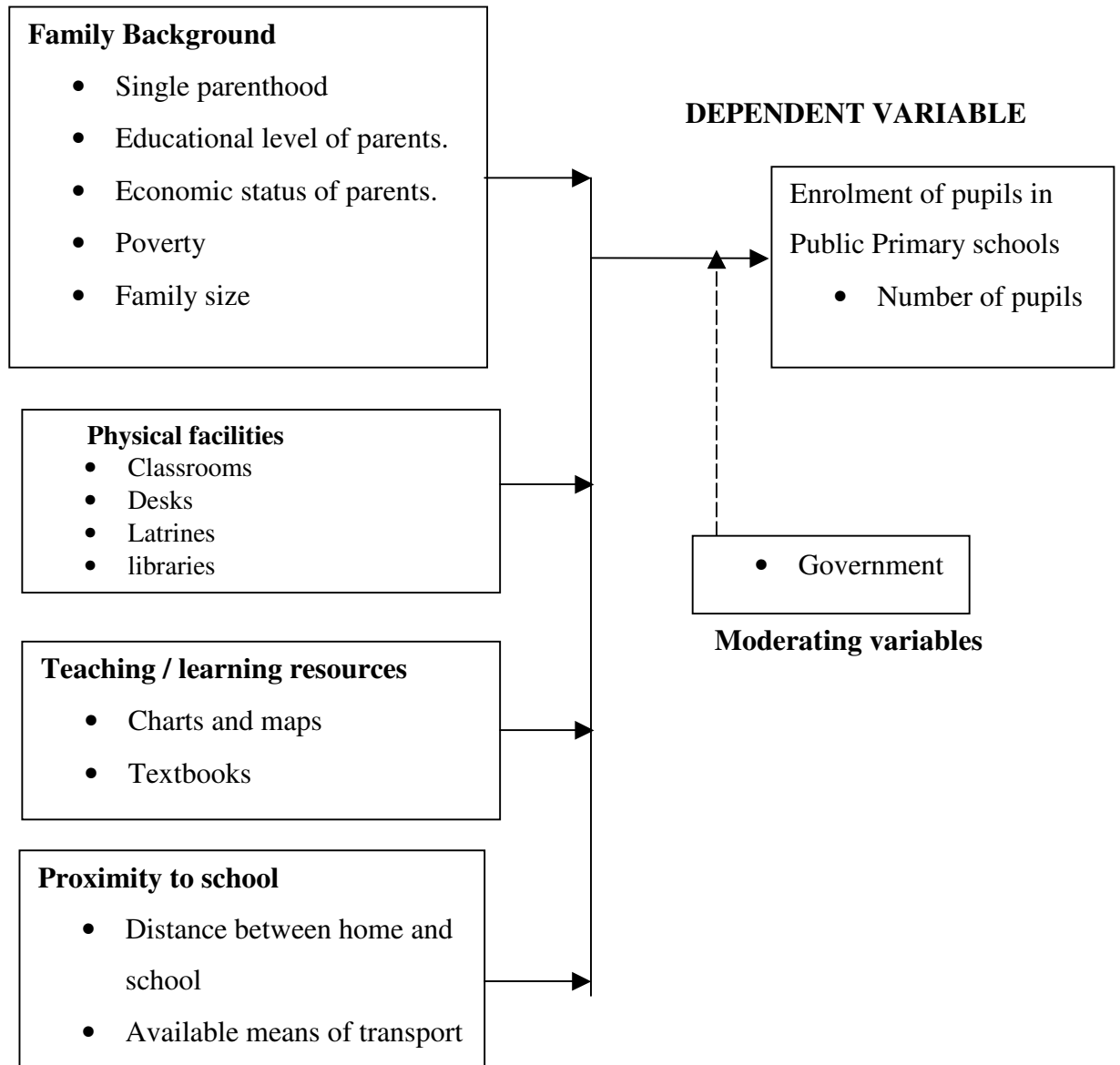


Fig. 1.1 Conceptual Framework

Figure 1.1 shows the conceptual model which encompasses the major variables and their possible patterns of influence on each other and eventually how they affect the enrolment of pupils in public primary schools. The conceptual framework applied in figure 1.1 identifies the independent variables. In this case, adequacy of teaching/ learning resources, adequacy of physical facilities, distance from school and family background. It also identified the dependent variable as enrolment of pupils to public primary schools.

Getting support from the stake holders like parents and teachers among others ensures that the school aged pupils in Kenya get access to public Primary schools. Primary Education is not effective due to poverty therefore; government intervention is likely to influence pupils' enrolment. A lot of investment is directed to education but the outcome doesn't measure the input because good plans are only put on paper without accountability and efficiency. Therefore, in dealing with pupils enrolment, it is better to deal with the moderating variables which are acting positively on the dependent variable and intervening variable.

2.9 Summary of Literature Review

The above literature review clearly pointed out that we have factors that influence pupil's enrolment in public Primary schools. The review shows the importance of each of the school environment factors on pupils enrolment in public primary schools. It was evident that though there was overwhelming enrolment of pupils across the country literature review shows that many children had been locked out of school thus curtailing their potential and subsequent contribution to development of the Nation. This study therefore addressed many gaps that still existed despite the many studies that have been done.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research Design

According to Kothari (2004), a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research. The aim of this research was to investigate factors that influence pupils' enrolment in public primary schools. The study adopted descriptive research design. Best and Kahn (2004) defines descriptive research design as where variables that exist have already occurred with the non intervention of the researcher.

The researcher used descriptive research design because it was concerned with describing the characteristics of a particular group because the investigator can't manipulate the independent variables with the view to determine their effect on dependent variables thus their relationship is determined retrospectively (Kerlinger, 1973). Descriptive research design is a method that enables one to gather data from relatively large number of subjects at a particular time (Mugenda and Mugenda 1999). This method was convenient for the research because it enabled collection of data from members of the population, interpret and establish a relationship between the variables and their significance.

3.3 Target Population

According to Borg and Gall (1989) a target population is defined as all members of the real set of people, events or objects to which a research wishes to generalize the results of the study. The study targets 1040 standard eight pupils, 1040 parents and 130 head teachers. This gave a total target population of 2210 respondents.

3.4 Sample Size and Sampling Procedure.

This section looked on how the sample size used in the study was determined; it also discusses the procedure that was used in sampling.

3.4.1 Sample size

The sample size is the number of respondents the researcher will select from the target population to constitute a sample that fulfils the requirements of the representativeness of the target population (Kothari, 2008).

Table 3.1 Sample size of respondents

	population	Sample size
Class eight pupils	1040	160
Parents	1040	160
H/teachers	130	20
Total	2210	340

Population of 2210 gave a total sample size of 340 calculated as below;

$$N/1+N(0.05)^2$$

$$2210/1+2210(0.05)^2$$

$$=340$$

3.4.2 Sampling procedure

Using systematic random sampling, 20 schools were selected by the help of a computer.

Purposive sampling was applied to get 20 school heads from the 20 sampled schools. All head teachers of the sampled schools took part in the study. They were involved in study as they are in charge of education administrative duties provision of resources discipline etc. They also oversee the implementation of official policies of education in the school.

Using stratification method a sample of 160 classes eight pupils were put into two strata based on gender and sampled proportionally from the 20 schools that took part in the

study. Eight pupils from each of the sampled schools were picked to take part in the study by use of the formulae;

$$N/n$$

where N=Sample population

n=Number of sampled schools

$$160/20 = 8$$

The 8 pupils who participated in the study from each of the sampled schools were then selected using simple random sampling which has the advantage of giving each respondent an equal chance to be selected.

One hundred and sixty parents/guardians whose children are enrolled in primary school were conveniently sampled. Parents were selected for the study due to the fact that they are the parents of the pupils and are interested in the education of their children. They also have the obligation of educating their children. They are aware of the factors that influence enrollment of their children to primary school.

3.5 Data collection instruments.

Questionnaires are research instruments that gather data over a large sample (Kisilu and Tromp, 2006). The questionnaire was a convenient tool for the study because it enabled the researcher to gather information from a large number of subjects within a short time and with little costs. It facilitates easy and quick acquisition of information. The instrument also gave respondents adequate time to give well thought-out and researched answers. The research utilized both closed ended questions. The questionnaires were administered to the head teachers' parents and class eight pupils. The questionnaire covered and prosecuted background information of respondents and each of the study objectives as listed in chapter one of this paper.

3.5.1 Pilot study

The research instruments were piloted in order to standardize them before the actual study. The pilot study was done in five schools in the neighboring Bungoma north sub-county. This helped to identify problems the respondents had encountered and determined if the items in the research instrument yielded the required data for the study

3.5.2 Reliability of the research instruments

Reliability of the instruments was checked by Test-retest method. Orodho (2005), points out that reliability of instruments is their consistency in producing the same results. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same result under the same condition over a period of time. The reliability of a standardized test is usually expressed as a correlation coefficient, which measure the strength of association between 0.00 and 1.00 with the former (0.00) showing there is no reliability and the later (1.00) showing that there is perfect reliability which is an ideal situation. The reliability was ascertained by test and retest technique. To enhance reliability of the instruments, a pre-test study was conducted in five schools in the neighboring Bungoma north sub-county. Reliability of a research instrument involves administering the same instrument twice to the same group of subjects (Mugenda & Mugenda 2003). The second administering was done after a time lapse of one week. The score from both tests was correlated to determine their reliability using Pearson's Product movement correlation. A correlation coefficient of 0.75 was arrived at which was considered high enough to be accepted as a reliable measure of internal consistency of questionnaire items (Mugenda and Mugenda, 1999). The feedback obtained from the pilot study assisted the researcher in revising the questionnaire to ensure that it covered the objectives of the study.

$$R = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[\sum x^2 - (\sum x)^2/n][\sum y^2 - (\sum y)^2/n]}}$$

Where $\sum xy$ =sum of product of the value of each variable

$\sum x$ = sum of the first set of scores

$\sum y$ = sum of second set of scores

N =The total number of respondents

$\sum x^2$ = sum of the first set scores squared

$\sum y^2$ = sum of the second set scores squared

3.5.3 Validity of the research instruments

Validity refers to the accuracy and meaningful of inferences, which are based on the results of a research Mugenda and Mugenda (1999). It is the degree to which results obtained from the analysis of the data actually represent the phenomena under study. Validity therefore has to do with how accurately the data obtained in the study represents the variables of the study objectives. The content validity of the instruments was therefore obtained by the researcher discussing the items in the instruments with University supervisors, other lecturers in the department of extra-mural, University of Nairobi and colleagues the advice given by these people helped the researcher improve the validity of the research instrument

3.6 Data Collection Procedures

Before embarking on the data collection exercise, the researcher obtained a research permit from the National Council of Science and Technology and sought clearance from County Commissioner and the County Education office in Bungoma. Sampling of schools was done at the DEO's office, Mt.Elgon. The researcher visited the sampled schools and obtained permission from the school authorities to collect data

3.7 Data Analysis Techniques

Data analysis refers to the process in which raw data is ordered and organized to make it useful information. Quantitative and qualitative data processing and analysis was started with editing questionnaires to minimize errors. Then there was coding for the open ended data, analysis and the interpretation. The statistical package for social sciences (SPSS) was used to make a descriptive analysis to give percentages and frequency distribution which displayed data automatically for reporting on factors influencing pupils' enrolment. Conclusions and recommendations were based on patterns that arose from the analysis of data. In interpreting the results, the frequency with which the idea appears was interpreted as a measure of importance, attention or emphasis using

tables, percentages and frequencies. Words were used to describe and explain the meaning of data and make conclusions.

3.8 Ethical Considerations.

Ethical considerations are principles which should bind the researcher in conducting the research (Schulze, 2002). The researcher observed confidentiality by keeping information from the respondents confidential. The names and any form of identification that can be associated with the respondents were not sought because such information would not be included in the report. Moreover prior to volunteering information, the respondents were given enough information regarding the study and the participation of respondents was voluntary. The researcher sought permission from relevant authorities before embarking on research. This included permission from the University of Nairobi, the Kenya national council of science and technology, Bungoma county director of education and from county commissioner.

3.9 Operational Definition of variables

There were two variables that were considered in this study, independent and dependent variables. The independent variables were adequacy of teaching/learning resources, adequacy of physical facilities, and location of the school and family background of the pupil.

OBJECTIVES	VARIABLES	INDICATORS	MEASUREMENT SCALE
To investigate how the adequacy of teaching / learning resources influence pupils enrolment	Independent variable Teaching /learning resources Dependent variable Pupils enrolment	Number of textbooks available Presence of a library Issuance of textbooks list.	Ordinal Ratio Nominal
To determine how the adequacy of physical facilities influence pupils enrolment	Independent variable Adequacy of physical facilities Dependent variable Pupils enrolment	Number of classrooms Classroom size Number of toilets	Interval scale Ratio Nominal
To establish how distance from school influence pupils enrolment.	Independent variable Location of school Dependent variable Pupils enrolment	Distance between home and school	Interval Nominal
To examine the influence of family background on pupils enrolment	Independent variable Family background Dependent variable Pupils enrolment	Academic certificates Poverty levels	Nominal Interval

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter gives data analysis, presentation of the findings and interpretation. It starts with the demographic information of the study and discusses the four objectives that guided the study. These are: to influence of teaching / learning resources, physical facilities, proximity to school and family background on pupils' enrolment in public primary schools in Mt.Elgon sub-county. The data was presented in tables.

4.2 Questionnaire Return Rate.

A total of 340 questionnaires were dispatched to the respondents.306 questionnaires were filled and returned. This translated to a return rate of 90%. Table 4.1 shows the number of questionnaires dispatched and the number returned and the percentage response rate.

Table 4.1 Questionnaire return rate.

Respondents	Sample Size	Number Responded	Return Rate (%)
Class eight Pupils	160	160	100
Parents	160	126	78.75
Head teachers	20	20	100
Total	340	306	90

From table 4.1, out of 160 questionnaires issued to class eight pupils all of them were able to fill and return the questionnaires; this gave 100% return rate. This 100% return rate was achieved through taking the questionnaires in person and urge the pupils to speed up the process. Out of 20 questionnaires issued to head teachers all of them were able to fill and return the questionnaires; this gave 100% return rate. This 100% return

rate was achieved through making appointments with them before taking the questionnaires to them. Out of 160 questionnaires issued to the parents, 126 managed to fill and return the questionnaires; this can be attributed to illiteracy level of some parents, this gave a return rate of 78.75%. The overall return rate was 90%, according to Kothari, 2004, any rate more than 70% is sufficient to give reliable analysis of data presented. Therefore the return rate of 90% for this study was adequate to give reliable results from analysis of data.

4.3 Demographic Information of respondents

The study sought to find out the demographic characteristics of respondents in terms of gender, age, and length of service of the respondents.

4.3.1 Demographic Information Class eight Pupils

The study sought to establish gender and age of class eight pupils and the results are as shown in tables as shown in table 4.2 and 4.3

Table 4.2 gives the findings from pupils on their gender. It was important because the researcher wanted to cater for gender balance in the research. Gender results for Class eight are as shown in table 4.2

Table 4.2 Gender for Class eight Pupils

Gender	Frequency	Percentage
Male	75	47
Female	85	53
Total	160	100

Table 4.2 shows that 75 respondents (47%) were males against females at 85 respondents (53%). The findings of the study show that most of the pupils in Mt.Elgon Sub –County are females. This may be due to men being eliminated by the *OKOA maisha* security as they were regarded as part of the militia group (Watch 2010) .It was also found out that the ratio of boys to girls is almost 50:50, the gap is narrowing because of change in societal norms and increased awareness on educating the girl child

Table 4.3 gives the findings from pupils on their age brackets. It was important because the researcher wanted to know the distribution of respondents by age. Pupils' age results as shown in table 4.3

Table 4.3 Ages brackets for Class eight Pupils

Age	Frequency	Percentage
11-15	120	75
16-20	40	25
Total	160	100

Table 4.3, shows that class eight pupils aged between 11-15, was 120 respondents at (75%) and 16-20 were 40 respondents at (25%). The study revealed that majority of the pupils was aged between 11-15 years. The implication is that majority of the pupils finish primary school while they are very young. This may be due to Government Policy whereby any child going to public primary school must be six years of age. It was also evident that we had pupils between the ages of 16-20 years. The implication is that with the introduction of FPE most of the pupils remain in school even if they grow old. As seen in Table 4.4, we still have pupils aged 16-20 whom ideally should have finished primary education. This may also imply that there may be slow learners and they have to be accommodated until they do their final exams.

Table 4.4 gives the findings from head teachers on their gender. It was found necessary to look at the gender composition of respondents to establish whether there are gender disparities when it comes to access to school headship in public primary schools in Mt.Elgon Sub County. The findings are shown in table 4.4

Table 4.4 Gender for head teachers

Gender	Frequency	Percentage
Male	14	71
Female	6	29
Total	20	100

Table 4.4, shows a total of 20 head teachers who participated in the study in Mt.Elgon sub-county 14 respondents (71%) were male and 6 respondents (29%) were female .The study revealed that gender distribution among the teachers was not in line with the Government policy of at least a third of either gender in public offices (Gok,2010) .The implication is that female head teachers and were less represented in Public Primary Schools in Mt.Elgon sub county thus didn't meet the one third as envisaged in the Kenyan constitution . The small number of women head teachers could be explained that female faced obstacles to access education at higher levels which include household labor , increased likelihood of pregnancy , preparation for early marriages and more responsibilities of family care.

Table 4.5 gives the findings from head teachers on their ages. It was found necessary to look at the gender composition of respondents to establish whether there age brackets. The findings are shown in table 4.5

Table 4.5 Age brackets for head teachers.

Age	Frequency	Percentage
30-35	3	15
36-40	6	30
41-45	10	50
46-50	1	5
51-55	0	0
56-60	0	0
Total	20	100

Table 4.5 shows age for head teachers. 3 respondents at 15% for 30-35, 6 respondents at 30% for 36-40, 10 respondents at 50% for 41-45, 1 respondent at 5% for 46-50, 0 respondent at 0% for 51-55 and 0 respondent at 0% for 56-60. The findings of the study reveal that most of the head teachers are aged between 41-45 at (50%).

This implied that they had enough management experience. This indicated that they would ensure that they utilize available resources at hand to deliver quality education at the same time increase pupil's enrolment. Very few head teachers 3 respondents at 15% were between 31-40 years of age which implied that for one to qualify to be a head teacher one must have enough teaching experience.

Table 4.6 gives the findings from head teachers on their length of service at the respective schools. The item was included to gauge the length of service the head teachers have been in school. The findings are shown in table 4.6

Table 4.6 Length of service at the respective schools.

Response	Frequency	Percentage
3-4	1	5
5-6	4	19
7-8	8	43
9-10	4	19
more than 10 years	3	14
Total	20	100

Table 4.6 shows the length of service in years for the head teachers in the respective schools where 8 respondents (43%) had stayed in the school for 7-8, 4 respondents (19%) 9-10 and more than 10 years 3 respondents 14%.

The finding of the research shows that majority of the head teachers have been in their respective schools for more than five years. The implication is that they are familiar with most of the challenges the schools face when it comes to enrolment and possible solutions for the same.

4.4 Influence of pupils' enrolment in public primary schools in Mt.Elgon Sub-County.

In this section the study presents the findings on of factors that can influence pupils' enrolment in public primary schools in Mt.Elgon sub-county.

4.4.1 Influence of family factors on pupils enrolment in Mt.Elgon sub-county.

On whether family factors influence pupils' enrolment in Mt.Elgon sub-county, the study focused on single parenthood, Educational level of parents, and Economic status of parents, Poverty and Family size.

Table4.7 gives the findings from pupils on whom they stayed with and whether it has any influence on their enrolment to school. They were required to indicate whom they stayed with in order to determine the extent to which it influences pupil's enrolment in Mt.Elgon Sub-County. The findings are shown in table4.7

Table 4.7 whom do you stay with?

Response	Frequency	Percentage
Both parents	56	35
One parent	78	49
Guardian	26	16
Total	160	100

Table 4.7 shows that 56 respondents (35%) of pupils lived with both parents ,78 respondents (49%) lived with one parent and 26 respondents (16%) lived with their guardians . This implies that some pupils who found a stimulating environment at home took education positively because they were motivated by their parents to be in s school . On the other hand pupils who stayed with single parents most of them performed house chores and did not have adequate source of income that could support education of their children fully . In addition children who stayed with relatives or guardians underwent difficulties of torture, lack of parental love

and morale . Hence opted to remain at home thus could be a contributing factor on decrease of pupil's enrolment.

Table 4.8 gives the findings from the parents on their level of education and whether it has any influence on enrolment of their pupils to primary schools in Mt.Elgon sub-county The findings are as shown in table 4.8

Table 4.8 Parents educational level

Response	Frequency	Percentage
Primary	53	42
Secondary	50	40
Tertiary	23	18
Total	126	100

Table 4.8, shows that 53 respondents (42%) parents had attended primary school education, 50 respondents (40%) had attained secondary education while 23 respondents (18%) had acquired tertiary education . These results showed that the majority of the parents had acquired little education and that is why some of them never bothered to enroll their children in school . It was interpreted that most parents had not attended schools and thus the educational level of parents was seen as a key factor behind the enrolment and participation of pupils in school.

Table 4.9 gives the findings from the parents on their economic status and whether it has any influence on enrolment of their pupils to primary schools in Mt.Elgon sub-county.

They were to respond as follows; low level, middle level and high level. The findings are shown in table 4.9

Table 4.9 Economic status of parents

Response	Frequency	Percentage
Low level	76	60
middle level	35	28
high level	15	12
Total	126	100

Table 4.9, shows that 76 respondents (60%) agreed that their parents belong to low level economic status ,35 respondents (28%) agreed that their parents belong to middle level while 15 respondents (12%) noted that parents belong to high level economic class. In this case, it can be concluded that some pupils were not enrolled in schools so that they can assist in providing for the basic needs which is a big setback in the question for enrollment in schools .This showed that poverty has a negative impact on enrollment in schools

Table 4.10 gives the findings from the parents on the total number of their siblings and whether it has any influence on enrolment of their pupils to primary schools in Mt.Elgon sub-county. The findings are as shown in table 4.10

Table 4.10 Number of siblings

Number of siblings	Frequency	Percentage
2	5	4
3	8	7
4	21	17
5	20	16
6	25	20
more than 6	47	37
Total	126	100

Table 4.10, shows the number of siblings per family i.e.2 siblings at 4%, 3 siblings at 7%, 4 siblings at 17%, 5 at siblings 16%, 6 siblings at 20% and more than 6 siblings at 37%. The findings of the study show that majority of the pupils families have more than 6 children. The implication of this is that majority of the families are large something that affects pupils enrolment.

4.4.2 Influence of physical facilities on pupils’ enrolment in Mt.Elgon sub-county.

On whether physical facilities influence pupils’ enrolment in Mt.Elgon sub-county, the study focused on adequacy of classrooms, desks latrines and libraries.

Table 4.11 gives the findings from pupils on the influence classrooms in public primary schools of Mt.Elgon sub-county on pupils’ enrolment. They responded to the questions as follows; very adequate, adequate, fairly adequate and inadequate. The findings are shown in table 4.11

Table 4.11 Adequacy of classrooms.

Adequacy of Classes	Frequency	Percentage
Very Adequate	18	11
Adequate	43	27
Fairly Adequate	46	29
Inadequate	53	33
Total	160	100

Table 4.11 shows that 18 respondents (11%) said that classrooms were very adequate, 43 respondents (27%) adequate, 46 respondents (29%) fairly adequate and 53 respondents (33 %) inadequate. Most of the pupils 33 % noted that they are overcrowded in classes. The findings imply that most of the schools had inadequate classes thus could be a contributing factor on pupil’s enrolment in the Mt.Elgon sub county.

Table 4.12 gives the findings from pupils on the influence desks on pupils' enrolment.

They responded to the questions as follows; very adequate, adequate, fairly adequate and inadequate. The findings were as shown in table 4.12.

Table 4.12 Adequacy of desks

Adequacy of desks	Frequency	Percentage
Very adequate	10	6
Adequate	20	13
Fairly adequate	50	31
Inadequate	80	50
Total	160	100

Table 4.12 shows that 10 respondents (6%) of pupils agrees that desks were very adequate, adequate desks (20 respondents) at 13%, fairly adequate desks (50, respondents) at 31% and inadequate desks (80 respondents) at 50% .The findings of this research is that most of the schools have inadequate desks for use since most of the respondents noted that they had inadequate desks at 50%.

Table 4.13 gives the findings from pupils on the influence latrines on pupils' enrolment in Mt.Elgon Sub County. They responded to the questions as follows; strongly disagree, disagree, agree and strongly agree. The findings are as shown table 4.13

Table 4.13 Adequacy of latrines

Pupils queue at the latrine for a long time.	Frequency	Percentage
Strongly disagree	19	12
Disagree	24	15
Agree	40	25
Strongly agree	77	48
Total	160	100

Table 4.13 shows that 19 respondents (12%) of pupils strongly disagree that pupils queue in latrine, 24 respondents (15%) disagree, 40 respondents (25%) agreed while 77 respondents (48%) strongly agreed. Those who strongly disagreed at 12.5% noted that they don't queue at the latrine and both girls and boys had separate utilities for use. It was worth noting that most of the schools at 48% had inadequate number of latrines for its pupils since most of the pupils strongly agreed that they queue for a long time at the latrine and most of the latrines were in poor condition .This implies that inadequate number of latrines in the schools which is a vital facility makes head teachers not to enroll more pupils to avoid straining the existing ones.

Table 4.14 gives the findings from head teachers on the influence library on pupils' enrolment in Mt.Elgon Sub County. They were to respond as either Yes or No. The findings are shown in table 4.14

Table 4.14 If the school has a library

Does the school have library	Frequency	Percentage
Yes	9	47.5
No	11	52.5
Total	20	100

Table 4.14 shows that 11 respondents (52.50%) of schools had a library while 9 respondents (47.50%) noted they had no library. The findings in table 4.12 reveal that most of the schools do not have a school library which is an important facility for proper filing of documents, textbooks and place where pupils can do their private studies. Those who did not have school library noted that they do their studies at times under a tree or in the open field.

4.4.3 Influence of teaching / learning resources and on pupils enrolment Mt.Elgon sub-county.

On whether teaching /learning resources influence pupils' enrolment in Mt.Elgon sub-county, the study focused on the text books in schools and the use of charts and maps.

Table 4.15 gives the findings from pupils on how often teachers went to class with charts and maps for demonstration during the lesson. The pupils were to respond as very often, often, not often and do not know. The findings are shown in 4.15

Table 4.15 Use of charts and maps.

Use of charts and maps	Frequency	Percentage
Very often	26	16
Often	42	26
Not often	70	44
Do not know	22	14
Total	160	100

Table 4.15 shows that, 26 respondents (16%) very often, 42 respondents (26 %) often, 70respondents (44%) not often and 22 respondents (14%) do not know that teachers come to class with charts and maps for demonstration. This implied that most of the schools at 44% in Mt.Elgon Sub County do not have enough charts and maps for use thus not often do teachers go to class with them.

Table 4.16 gives the findings from pupils on the influence of textbooks on pupils' enrolment. Class eight pupils were asked to state to what extent they agreed that the school had textbooks. The pupils were to respond as strongly disagree, disagree, agree and strongly agree. The findings are shown in table 4.16

Table 4.16: The school has textbooks.

Textbooks are enough in the school	Frequency	Percentage
Strongly disagree	91	57
Disagree	40	25
Agree	24	15
Strongly agree	5	3
	160	100

Table 4.16 shows that, 91 respondents (57%) strongly disagreed that the school had enough textbooks, 40 respondents (25 %) disagreed, 24 respondents (15%) agreed and only 5 respondents (3 %) strongly agreed .The findings indicated that majority of the pupils at 57% felt that the schools did not have enough textbooks since most of them were put in groups of more than 10 in sharing one textbook.

4.4.4 Influence of proximity to school on pupil’s enrollment in Mt.Elgon sub-county.

On whether proximity to school influence pupils’ enrolment in Mt.Elgon sub-county, the study focused on Distance from school to home for pupils and means of transport used by pupils.

Table 4.17 gives the findings from the head teachers and class eight pupils on the distance from school to home for pupils and whether it has any influence on the enrolment of pupils to primary schools in Mt.Elgon Sub-County. They were to respond as follows; very near, near, far and very far. The results areas shown in table 4.17

Table 4.17. The distance from to school for pupils.

Response	Head Teachers		Class eight Pupils	
	Frequency	Percentage	Frequency	Percentage
Very near	2	9	22	13
Near	4	22	30	19
far	13	65	102	64
Very far	1	4	6	4
Total	20	100	160	100

From the table 4.17, 2 respondents (9%) head teachers , agreed with 22 respondents (13%) of class eight pupils that the location of the school is very near to pupils home. 4 respondents (22%) of head teachers , and 30 respondents (19 %) of class eight pupils noted that the schools were near pupils home. However, 13 respondents (65%) of head teachers, agreed with 102 respondents (64%) of class eight pupils that the schools were located far from pupils location. Lastly it is worth noting that 4% of head teachers and class eight pupils agreed that the school was located very far from pupils homestead. It implies that most pupils walk long distances to school something that affects pupils' enrollment in Mt.Elgon sub-county as noted by 65% of head teachers and 64% of class eight pupils.

Table 4.18 gives the findings from the head teachers and class eight pupils on the means of transport used by pupils in Mt.Elgon sub-county and whether it has any influence on the enrolment of pupils to primary schools. The findings are shown in table 4.18

Table 4.18 Means of transport used by pupils to school in Mt.Elgon Sub County.

Response	Head Teachers		Class eight Pupils	
	Frequency	Percentage	Frequency	Percentage
On foot	17	87	142	89
Bicycle	2	9	14	9
Motorcycle	1	4	4	2
School bus	0	0	0	0
Total	20	100	160	100

Table 4.18 shows that 17 respondents (87%) of head teachers agreed with 142 respondents (89%) of class eight pupils that they mainly go to school on foot. Also 2 respondents (9%) of head teachers and class eight pupils confirmed that some pupils go to school using bicycles, 1 respondent (4%) of head teachers agreed with 4 respondents (2%) of class eight pupils that they go to school using motorcycles. All the head teachers, and class eight pupils agreed that none of the pupils goes to school using school bus; this was contributed largely by steep valleys and hills especially in Kopsiro division where roads were impassable. The majority of pupils went to school on foot as indicated by 87% of head teachers and 89% of class eight pupils.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of Findings

The study sought to examine factors influencing pupil's enrolment in Mt.Elgon sub-County.

In the first objective, the researcher sought to find out the extent to which family factors influences pupils enrolment in public primary schools in Mt.Elgon sub-county, Table 4.7 shows that (49%) lived with one parent while (16%) lived with their guardians . Table 4.8, shows that (42%) parents had attended primary school education, (40%) had attained secondary education while (18%) had acquired tertiary education Table 4.9, shows that (60%) agreed that their parents belong to low level economic status while (28%) agreed that their parents belong to middle level. Table 4.10, shows that 37% of parents had more than 6 siblings.

The second objective sought to find out the influence of physical facilities on pupils enrolment. Table 4.11 shows that only 11% had very adequate classes while majority at 33 % had inadequate classrooms. Most of the pupils 33 % noted that they are overcrowded in classes. Table 4.12 shows only few schools had very adequate desks at 6.25%, but majority had inadequate desks at 50% .As for adequacy of latrines, 4.16 shows strongly agree at 47.50% that they queue at the latrine for a long time which means that most of the schools in Mt.Elgon Sub- County did not have enough latrines Those who strongly disagreed at 12.5% noted that they don't queue at the latrine and both girls and boys had separate utilities for use. Table 4.13 shows that 52.50% of schools had a library while 47.50% noted they had no library.

On the extent to which teaching / learning resources influence pupils' enrolment in public primary schools in Mt.Elgon sub-county, the Use of charts and maps has a significant influence on pupils' enrolment. Table 4.15, shows that 43.75% not often do teachers come to class with charts and maps for demonstration. This implied that most of the schools at 43.75% in Sub Mt.Elgon County do not have enough charts and maps for use thus not often do teachers go to class with them. Table 4.16 show that,56% strongly disagreed that the school had enough textbooks which means majority of the schools did not have enough textbooks

In the fourth objective the researcher sought to find out the extent to which proximity influences pupil's enrolment in public primary schools in Mt.Elgon sub-county. From the table 4.17, 65% of head teachers, agreed with 64% of class eight pupils that the schools were located far from pupils location and 4% of head teachers and class eight pupils agreed that the school was located very far from pupils homestead. Table 4.18 shows that 87% of head teachers agreed with 89% of class eight pupils that they mainly go to school on foot. Table 4.30 shows that 70% head teachers agreed with 65% of class eight pupils that many pupils had left the school due to its proximity.

5.3, Discussions of Findings

This section analyzes the findings of the study from the data presented. This will be based on the four objectives of the study; influence of family background, physical facilities, T/Learning resources and proximity to school on pupils enrollment.

On family background, pupils who stayed with single parents most of them performed house chores and did not have adequate source of income that could support education of their children fully. In addition, children who stayed with relatives or guardians underwent difficulties of torture, lack of parental love and morale. Hence opted to remain at home thus could be a contributing factor on decrease of pupil's enrolment. This is in line with Susan and Dyan, (2004) who report that the death, disappearance, detention or flight of parents and care-givers results in hundreds of thousands of single parent households. On parents education, most of them had acquired little education and that is why some of them never bothered to enroll their children in school. The educational level of parents was seen as a key factor behind the enrolment and participation of pupils in school. According to Smith and Cheung 1986, the occupational level and educational level of parents, shapes the school attainment of their children. This is because children from literate homes enter school with more vocabularies than children who are unfamiliar with books. Children with parents who have graduated from college assume that academic excellence is their birthright, while other children struggle to achieve it. The struggle leads these children to drop out of school as lack of education from parents leads to non-enrolment of their children. Regarding economic level of parents, children's academic performance is affected by their parents' ability to provide conducive environment financially as noted by Chepcheing and Kibos (2004). Poverty level had played a role to the larger number of parents finding it difficult to enroll their children in school as the children were left to stay at home and assist in generating family income. This agrees with studies done by (UNICEF 2003) who asserts that, even if it were possible to remove all economic constraints still left the citizens the option to send or not to send their children to school remains with the parents because the law requiring all

primary school going children is not being reinforced .On family size, According to Nafukho (2005) African families tend to have large families with several children in addition to extended family members. The responsibilities of large families place pressure on educating their children. This was consisted with this studies since majority of the pupils families have more than 6 children i.e. majority of the families are large something that affects pupils enrolment. Amutabi (2003) noted that most of the family's income was spent on the basic needs of the family including food, health, shelter and clothing. Kojo and Mayo (2008) asserted that marital and family problems that culturally lead to divorce or separation or widowed had led to many rural families to have large families to take care of. These attitudes and perceptions continue to influence children's enrolment in many African communities today.

On physical facilities, provision of conducive classrooms can make the subject very interesting and exciting to the learners hence encourage more pupils to join the school, Mutai (2006) which is contrary to the findings of this study where by most of the schools had inadequate classrooms. Desks are vital facilities in the school since they are used by pupils while in class and make them more comfortable during the lesson. Mills (1974) emphasized that a student is not well motivated if he or she is squatting on an uncomfortable stool yet the findings of this research shows that due to inadequate desks some pupils squat in class. Most rural schools are characterized by dilapidated buildings, missing or broken desks and chairs, lack of good ventilation and sanitation facilities had the net effect of discouraging school enrolment and attendance (World Bank, 1988). The findings of this is in agreement with the study since most of the schools have inadequate desks for use since most of the respondents noted that they had inadequate desks at 50%. The implication of this is that the school cannot enroll more pupils in the school as required. Regarding latrines, Olutulo (1982), noted that the availability of the school latrines and other structures contribute to good academic performance as they enhance teaching and learning activities It was worth noting that most of the schools had inadequate number of latrines for its pupils since most of the pupils strongly agreed that they queue for a long time at the latrine and most of the latrines were in poor condition

.This implies that inadequate number of latrines in the schools which is a vital facility makes head teachers not to enroll more pupils to avoid straining the existing ones. It was also observed that some of the schools had been closed temporarily due to poor conditions of latrines. According to Oni (1992), facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent enrolment in public primary schools. On school library, it's important to note that Pupils' achievement at any point is accumulative function of inputs such as laboratories, textbooks, school buildings and libraries among others (Dahir & Faize, 2011). The findings reveal that most of the schools do not have a school library which is an important facility for proper filing of documents, textbooks and place where pupils can do their private studies. Those who did not have school library noted that they do their studies at times under a tree or in the open field. This therefore affected on pupils enrollment negatively. It is vital for the school management and the government to ensure that all schools have well stocked libraries because this is an important facility that is able to retain most of the learners in school. Mutai (2006) supports this argument as he states that learning is strengthened when there are enough reference materials such as textbooks and teaching aids which can be used to positively change teachers and learner's attitudes. Well stocked libraries will attract pupils from far places in their endeavor to get knowledge thus increasing enrolment rates. Schools without libraries experience low enrolment rates since pupils have no place where they can do their own private studies.

On T/Learning resources, learning is strengthened when there are enough reference materials such as textbooks, teaching aids can positively change teachers and learners attitudes Mutai (2006), yet most of the schools in Mt.Elgon Sub County do not have enough charts and maps for use thus not often do teachers go to class with them. Most of the subjects do not have enough teaching /learning resources which is against the views of Yadar (2007) and UNESCO (2008) who postulates that object well-handled practically impresses itself more firmly in the mind than the object merely seen from a distance which shows the importance of teaching / learning resources as noted in this study. Regarding textbooks, the schools did not have enough textbooks since most of them were

put in groups of more than 10 in sharing one textbook. The findings agree with the studies done by Lydia (2008) who found out that there is notable shortage of teaching materials and equipments in the schools today. This implies that the fewer the number of textbooks the schools have the lower the number of pupils enrolled in the school which could be the possible reason for decreased enrolment in Mt. Elgon Sub-County. According to MOE it was expected that the ratio of textbooks to pupils was to improve to 1:1 by 2012 (GOK ,2007) due to grants that were disbursed to cater for stationeries and teaching aids for the pupils which has not been achieved in most of the schools since findings show that only 5% of the schools had a textbook ratio of 1:1. This implies that most of the pupils, more than five share one textbook which makes it difficult for learners especially in English and Kiswahili subjects to do reading. The study notes that there is need for more teaching / learning materials to match the number of pupils in the school which will equally increase pupil's enrolment. Some of the school heads noted that due to inadequate funding for teaching /learning resources they seek sponsors to support them which is in agreement with Compassion (2011) who asserts that school sponsors provide educational support to primary school pupils .This is in the form of textbooks, school uniform, school bags and hurricane lamps that help them to do private studies at home. This is aimed at ensuring that these children will be retained at school will not be sent home because of lack of required textbooks or school uniform or schoolbag.

On proximity, pupils walked for long distances before getting to school. This affected pupils enrollment negatively which agrees with Ibrahim et al (2008) who argue that, pupils' dropout rate is determined by an increase in distance from school to home. Long distance to school gives rise to issues of concern for the security of the children. Adolescents may be victims of sexual harassment and abduction UNESCO, (2006). As such, this leads to late entry of pupils to school, frequent absenteeism and finally dropping out. Pupils may start school late due to the great distance from home. Walking long distances to school leads to lateness to school besides making pupils getting exhausted which in turn affects their rate of concentration in class and eventually enrolment as cited by Mutai (2010). This agrees with studies done by Musisi et al (2003)

who argues that, commuting to and from school led to lowering of morale among pupils in primary schools. Building more schools will enable pupils perform better. This agrees with Jagero et al (2010) who asserts that, girls who stayed near schools performed better than those who came from far.

5.4 Conclusions

On family background the findings showed that most pupils lived with one parent and some lived with their guardians. majority of the parents had acquired little education and they belong to low level economic status. Though most of the school age siblings are in school we still have some who are not in school had played a role to the larger number of parents finding it difficult to enroll their children in school.

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

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

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

On proximity the findings showed sought that the schools were located far from pupil's location. Pupil's that they mainly go to school on foot and as a consequence, many pupils had left the school due to its proximity. More schools need to be built to improve on proximity.

5.4 Recommendations

The following recommendations have been suggested:

1. School feeding program need to be sponsored fully because most families are unable to feed their children due to poverty .Therefore the programme will alleviate hunger while supporting education at the same time it will act as an incentive for more children to enroll in public primary schools
2. The government should increase the funding to schools so as to cater for the essential physical facilities like classrooms, libraries and toilets in the existing schools. Moreover it should also sensitize stakeholders to support the schools within the community knowing that the children will still give back to the community at the same time creating a generation that is well educated.
3. On provision of teaching/ learning resources both the parents and the government should do proper planning on financing of schools to ensure that all school are adequately equipped because they are necessary ingredients to improve pupil's enrolment.
4. More schools should be started and equipped properly with necessary physical facilities and teaching/learning resources. This will help pupils enroll to schools since they will be near their homes.

5.5 Suggestions for further Research

1. An evaluation study should be done to determine retention of pupils in public Primary schools in Kenya
2. A study should be done to find out factors leading to decrease in boy child enrolment in public primary schools in Kenya.
3. A study should be carried out on factors influencing pupils' ability to read and write at lower primary level in Kenya

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APPENDIX I
LETTER OF TRANSMITTAL

Alex Kiplimo Rasto
P.O.BOX 37,
Kapsokwony
2nd March, 2015

Mt.Elgon sub-county education officer
P. O. BOX 1,
Kapsokwony.

Dear sir/ madam

REF: REQUEST TO CARRY OUT RESEARCH IN YOUR AREA

I am a postgraduate student at the University of Nairobi, school of continuing and distance education, currently undertaking masters of Arts in Project Planning and Management degree. I am required to carry out research on factors influencing pupils' enrolment in public primary schools. The purpose of this letter is to seek your permission to collect data in Mt.Elgon sub-county. I have attached a copy of the questionnaires that will be used in the study.

Thanks in advance for your cooperation.

Yours faithfully,

Alex Kiplimo Rasto

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHER

I am a student of Master of Arts in Project Planning and Management at the University of Nairobi. I am currently doing research on factors influencing pupils' enrolment in public primary schools in Kenya; a case of Mt.Elgon Sub-County, Bungoma County. You have been identified as a potential respondent in this research. The information you provide is expected to determine factors influencing pupils' enrolment in public primary schools in Kenya; a case of Mt.Elgon Sub-County, Bungoma County. The information you give will be treated as confidential. Kindly provide the information that is well known to you. **DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE.** Your support and co-operation is very important and will be highly appreciated.

Thank you.

PART A: PERSONAL DETAILS

[Please tick (✓) where appropriate]

1. Indicate your gender

i. Male []

ii. Female []

2. Indicate your age

30-35 []

36-40 []

41-45 []

46-50 []

51-55 []

56-60 []

3. What is the length of service at the respective schools?

3-4 []

5-6 []

7-8 []

9-10 []

more than 10 years []

SECTION B: ADEQUACY OF TEACHING /LEARNING RESOURCES AND ITS INFLUENCE ON PUPILS' ENROLMENT

4. What is ratio of textbooks to pupils in your school?

1:1 []

1:2 []

1:3 []

1:4 []

more than 1:5 []

5. The school has enough charts, maps and textbooks

Strongly disagree []

Disagree []

Agree []

Strongly agree []

6. How can Adequacy of Teaching/Learning Materials be improved?

Increase funding from government []

Parents to buy textbooks []

Don't know []

SECTION C: PHYSICAL FACILITIES AND PUPILS' ENROLMENT.

7. Does the school have library

Yes []

No []

8. If yes, is the school library is stocked

To great extend []

To some extend []

Not at all []

9. The school has classes, desks, latrines, libraries and sports ground

To great extend []

To some extend []

Not at all []

SECTION D: PROXIMITY FROM SCHOOL AND ITS INFLUENCE ON PUPILS ENROLMENT

10. How do you find the distance of your school from home?

Very near []

Near []

Far []

Very far []

11. Which means of transport do your pupils use?

On foot []

Bicycle []

Motorcycle []

School bus []

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

Very few []

Few []

Many []

Very many []

Explain your answer.....

13. Does proximity of school influence pupils' enrolment?

Yes []

No []

Don't know []

14. Suggest ways to improve on proximity of schools

Build More Schools []

Buy School Bus []

Improve On Road Network []

Explain your answer.....

15. Measures to be taken to Improve Pupils' Enrolment

Enforcement of laws []

Sensitize parents on value of education []

Improve physical facilities in schools []

Government to employ more teachers []

Dedicated guiding and counseling teacher []

Explain your answer.....

APPENDIX I11

QUESTIONNAIRE FOR PUPILS

I am a student of Master of Arts in Project Planning and Management at the University of Nairobi. I am currently doing research on factors influencing pupils' enrolment in public primary schools in Kenya; a case of Mt.Elgon Sub-County, Bungoma County. You have been identified as a potential respondent in this research. The information you provide is expected to determine factors influencing pupils' enrolment in public primary schools in Kenya; a case of Mt.Elgon Sub-County, Bungoma County. The information you give will be treated as confidential. Kindly provide the information that is well known to you. **DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE.** Your support and co-operation is very important and will be highly appreciated.

Thank you.

PART A: PERSONAL DETAILS

[Please tick (✓) where appropriate]

1. Gender

i. Male []

ii. Female []

2. Age

i. 11-15 []

ii. 16-20 []

SECTION B: ADEQUACY OF TEACHING /LEARNING RESOURCES AND ITS INFLUENCE ON PUPILS' ENROLMENT

3. We use charts and maps in school?

Very often []

Often []

Not often []

Do not know []

4. The school has enough text books

Strongly disagree []

Disagree []

Agree []

Strongly agree []

5. How can Adequacy of Teaching/Learning Materials be improved

Increase funding from government []

Parents to buy textbooks []

Don't know []

Explain your answer.....

SECTION D: PHYSICAL FACILITIES AND ITS INFLUENCE ON PUPILS ENROLMENT

6. How Adequate are the number of classrooms in your school?

Very adequate []

Adequate []

Fairly adequate []

Inadequate []

7. How Adequate are the number of desks in your school?

- Very adequate []
- Adequate []
- Fairly adequate []
- Inadequate []

8. We have adequate latrines.

- Strongly disagree []
- Disagree []
- Agree []
- Strongly agree []

Explain your answer.....

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

- Increase funding from government []
- Parents to buy textbooks []
- Don't know []

Explain your answer.....

SECTION E: LOCATION OF SCHOOL AND ITS INFLUENCE ON PUPILS ENROLMENT

16. How do you find the distance of your school from home?

- Very near []
- Near []
- Far []
- Very far []

17. Which means of transport do you use?

- On foot []
- Bicycle []

Motorcycle []

School bus []

18 Since you joined the school, how has been the number of the students who have dropped out to join other schools because of distance?

Very few []

Few []

Many []

Very many []

Explain your answer.....

19. Suggest ways to improve on proximity of schools

Build More Schools []

Buy School Bus []

Improve On Road Network []

APPENDIX IV

QUESTIONNAIRE FOR PARENTS

I am a student of Master of Arts in Project Planning and Management at the University of Nairobi. I am currently doing research on factors influencing pupils' enrolment in public primary schools in Kenya; a case of Mt.Elgon Sub-County, Bungoma County. You have been identified as a potential respondent in this research. The information you provide is expected to determine factors influencing pupils' enrolment in public primary schools in Kenya; a case of Mt.Elgon Sub-County, Bungoma County. The information you give will be treated as confidential. Kindly provide the information that is well known to you. **DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE.** Your support and co-operation is very important and will be highly appreciated.

Thank you.

PART A: PERSONAL DETAILS

[Please tick (✓) where appropriate]

3. Indicate your gender

i. Male []

ii. Female []

4. Indicate your age

30-35 []

36-40 []

41-45 []

46-50 []

51-55 []

56-61 []

56-62

**SECTION B: FAMILY BACKGROUND INFLUENCE ON PUPILS
ENROLMENT**

10. Whom do you stay with?

Both parents []

One parent []

Guardian []

11. Indicate your educational level.

Primary []

Secondary []

Tertiary []

12. Indicate your Economic level.

Low []

Middle []

High []

13. Are all your primary school age children in school?

Yes []

No []

If No, what is the reason?

Poverty []

Negligence by Parents []

Alcoholic Parents []

Child Labour []

Refusal by Child []

15. How many children do you have?

2 []

3 []

4 []

5 []

6 []

More than 6 (specify.....)

16. How many are in school?

.....

17. Do you know of any parents whose children have dropped out of school?

Yes []

No []

If NO, What are the causes of school dropout in relation to the following?

Poverty []

Negligence by Parents []

Alcoholic Parents []

Child Labour []

Refusal by Child []

APPENDIX V

TIME FRAME

ACTIVITIES	YEAR/MONTHS					
	2014	2015				
Planning	December					
Writing research proposal		January				
Defense of the proposal			March			
Data collection				April		
Data analysis					May	
Writing final report					June	
Final defense of the project						June

BUDGET

No	ITEM	COST (Ksh)
1	Internet services	3,000
2	Typing charges	5,000
3	Printing charges	10,000
4	Transport	10,000
5	Data analysis	5,000
6	Binding	5,000
7	Miscellaneous	5,000
	TOTAL	43,000