

**DROUGHT AND HOMEBASED FACTORS INFLUENCING ACCESS  
OF THE BOY CHILD TO EDUCATION IN PUBLIC PRIMARY  
SCHOOLS IN MASHUURU SUB-COUNTY, KAJIADO COUNTY.**

**CELESTINE MULIONYI ADIKA**

**A Research Project Submitted in Partial Fulfillment of the Requirements for the  
Award of the Degree of Master of Education in Education in Emergencies,  
University of Nairobi**

**2015**

## **DECLARATION**

This research project is my original work and has not been submitted for any degree in any university.

---

Celestine Mulionyi Adika

E55/66321/2011

This research project has been submitted for examination with our approval as the University Supervisors.

---

Dr. Rosemary Imonje

Lecturer

Department of Educational Administration and Planning

University of Nairobi

---

Dr. Loise Gichuhi

Lecturer

Department of Educational Administration and planning

University of Nairobi

## **DEDICATION**

I dedicate this project to my loving family starting with my children; Melvine, Violet and Gloria, parents; Mr. Christopher and Mrs. Marynciana and my siblings; Ken and Wycliffe. Their support and goodwill gives me the strength to move on.

## **ACKNOWLEDGEMENT**

I thank God for his grace and favour and for stretching his mighty hand to see me through this research work. All the glory is unto him forever.

Let me also express my sincere gratitude to my supervisors Dr. Rosemary Imonje and Dr. Loise Gichuhi for their patience, guidance, and scrutiny which has seen the successful completion of this project. Their keen interest to see me succeed throughout my study and this project were exceptional.

I would also like to express my gratitude to all the lecturers at the Department of Educational Administration and Planning for their valuable input in my entire educational pursuits and quest for knowledge.

Finally, I would like to acknowledge the office of the county commission, deputy county commission, Mashuuru Sub-county, director of education Kajiado County, head teachers, teachers, and pupils of Kenyewa Division, Kajiado County for according me the necessary support in responding to the questionnaire during the data collection exercise.

## TABLE OF CONTENT

Title.....	Page
Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table Of Content.....	v
List Of Figures.....	ix
List Of Abbreviations And Acronyms.....	x
Abstract.....	xii

### Chapter One

#### Introduction

1.1 Background To The Study.....	1
1.2 Statement Of The Problem.....	7
1.3 Purpose Of The Study.....	8
1.4 Objectives Of The Study.....	8
1.5 Research Questions.....	9
1.6 Significance Of The Study.....	9
1.7 Limitations Of The Study.....	10
1.8 Delimitation Of The Study.....	10
1.9 Basic Assumptions.....	11
1.10 Definition Of Significant Terms.....	11
1.11 Organization Of The Study.....	12

### Chapter Two

#### Literature Review

2.1 Introduction.....	13
2.2 Poverty And Access Of The Boy Child To Education.....	13
2.3 Culture And Access Of The Boy Child To Education.....	15

2.4 Drought And Access Of The Boy Child To Education .....	16
2.5 Nomadism And Access Of The Boy Child To Education .....	17
2.6 Summary Of The Literature Review.....	18
2.7 Theoretical Framework.....	19
2.8 Conceptual Framework.....	20

### Chapter Three

#### Research Methodology

3.1 Introduction.....	22
3.2 Research Design.....	22
3.3 Target Population.....	22
3.4 Sample Size And Sampling Techniques .....	23
3.5 Research Instruments .....	23
3.5.1 Reliability Of Research Instrument .....	24
3.5.2 Validity Of The Research Instrument .....	25
3.6 Data Collection Procedures.....	25
3.7 Data Analysis Techniques.....	26
3.8 Ethical Issues .....	26

### Chapter Four

#### Data Analysis, Interpretations And Presentations

4.1 Introduction.....	27
4.2 Questionnaire Return Rate .....	27
4.3 Demographic Information Of The Respondents.....	28
4.5 Drought And Home-Based Factors Influencing Access Of The Boy Child To Education. ....	42
4.5.1 Poverty As A Home-Based Factor Influencing Access Of The Boy Child To Education .....	42
4.5.2 Culture As A Home-Based Factor Influencing Access Of The Boy Child To Education .....	44

4.5.3 Drought As A Home-Based Factor Influencing Access Of The Boy Child To Education .....	48
4.5.4 Nomadism As A Home-Based Factor Influencing Access Of The Boy Child To Education .....	51

## Chapter Five

### Summary, Conclusions And Recommendations

5.1 Introduction.....	55
5.2 Summary Of Study .....	55
5.3 Summary Of Findings.....	57
5.4 Conclusion .....	60
5.5 Recommendations.....	61
References.....	64

### Appendices

Appendix I: Transmittal letter.....	66
Appendix II: Questionnaires .....	67
Appendix III: Clearance permit .....	75
Appendix IV: Research authorization letter (Nacosti).....	76
Appendix V: Research authorization letter (Deputy County Commissioner) .....	77

## LIST OF TABLES

Table 1.1 Primary school enrolment rates in Kajiado County.....	6
Table 1.2 Enrolment rates at Esoit-Sampu Primary School .....	6
Table 3.1 Sample frame .....	23
Table 4.1 Questionnaire Return Rate.....	27
Table 4.2: Pupils Gender.....	28
Table 4.3: Pupils Class.....	30
Table 4.4: Whom the pupils lived with.....	33
Table 4.5 Head teachers’ work experience .....	39
Table 4.6 Teachers’ Work experience .....	40
Table 4.7 Pupils views on poverty as a home-based factor influencing access of the boy child to education.....	42
Table 4.8 Teacher view of poverty as a home-based factor influencing access of the boy child to education.....	43
Table 4.9 Head Teachers View of Poverty as a home-based factor influencing access of the boy child to education.....	44
Table 4.10 Pupils View of Culture as a home-based factor influencing access of the boy child to education.....	45
Table 4.11 Teachers view on culture’s influence on access of the boy child to education.....	46
Table 4.12 Head Teachers view of culture as influencing access of the boy child to education.....	47
Table 4.13 Pupils view on drought as a home-based factor influencing access of the boy child to education.....	48
Table 4.14 Teachers view on drought as a home-based factor influencing access of the boy child to education.....	49
Table 4.15 Head teachers view of drought as influencing access of the boy child to education.....	50
Table 4.16 Pupils view on nomadism as influencing access of the boy child to education.....	522
Table 4.17 Teachers view on nomadism as influencing access of the boy child to education.....	533
Table 4.18 Head teachers on nomadism as influencing access of the boy child to education.....	53



## LIST OF FIGURES

Figure 2.1 Conceptual framework on home-based factors influencing access of the boy child to education.....	21
Figure 4.1: Teachers Gender.....	29
Figure 4.2: Head teachers' gender.....	30
Figure 4.3: Teachers marital status.....	31
Figure 4.4: Head Teachers marital status.....	32
Figure 4.5: Pupils Age.....	34
Figure 4.6: Teachers Age.....	35
Figure 4.7: Head Teachers Age.....	36
Figure 4.10: Head Teachers Education Level.....	38
Figure 4.8: Pupils Siblings.....	37
Figure 4.11: Teachers involvement in school management.....	41

## **LIST OF ABBREVIATIONS AND ACRONYMS**

AIDS	Acquired Immune Deficiency Syndrome
ASAL	Arid and Semi-Arid Lands
DEO	District Education Officer
EFA	Education For all
EMIS	Educational Management Information System
FPE	Free Primary Education
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GMR	Global Monitoring Report
GNP	Gross National Product
GOK	Government of Kenya
HIV	Human Immunodeficiency Virus
KCPE	Kenya Certificate Primary Education
KCSE	Kenya Certificate Secondary Education
KEMI	Kenya Education Management Institute
KIE	Kenya Institute of Education
KISE	Kenya Institute of Special Education
KNEC	Kenya National Examinations Council
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
MOH	Ministry of Health
NER	Net Enrolment Rate

NGO	Non - governmental Organizations
OCHA	Office for the Coordination of Humanitarian Affairs
PTA	Parents Teachers Association
QASO	Quality Assurance and Standards Officer
SPSS	Statistical Package for Social Sciences.
SSA	Sub – Sahara Africa
UNESCO	United Nations Educational, Scientific and Cultural Organization.
UNICEF	United Nations International Children’s Education Fund
UPE	Universal Primary Education

## ABSTRACT

The purpose of the study was to investigate the home-based factors that influence access of the boy child to education in public primary schools in Kenyewa Division, Mashuuru Sub-County, Kajiado County. The following were the specific objectives; to examine the extent to which poverty among families affects the access of the boy child to education in public primary schools; to determine the effect of culture among pastoralists and its influence on access of the boy child to education in public primary schools; to establish the effect of drought on the access of the boy child to education in public primary schools; to determine the influence of nomadic lifestyle on access of the boy child to education in public primary schools in Kenyewa Division, Mashuuru Sub-County in Kajiado County. The study used descriptive survey design. The study target population was all the 42 public primary schools in Kenyewa Division comprising of 228 teachers and 7,299 pupils, out of which, 3,687 are boys, and 3,612 are girls. Purposeful sampling technique was used to get a sample size of 7 primary schools from Kenyewa Division from which 760 respondents were drawn. This was necessitated by the vastness of the area. The sample comprised of 7 head teachers, 24 class teachers, and 729 pupils. Data was collected through questionnaires consisting of both open and close ended questions for the headteachers and teachers. Quantitative as well as qualitative data was collected. Quantitative data was analyzed using descriptive statistics such as tables, histograms, and narratives. Qualitative data was analyzed thematically as per the objectives. The research established that the home-based factors that influence access of the boy child to education are poverty, culture, drought, and nomadism. The study found poverty to affect the quality of education accessed by the boy child in the study area. In regard to culture the study found misalignment of cultural practices and technology to be the greatest limitation to access to education by the boy child in the study area. The study also found drought to greatly affect the economic activity in an adverse way culminating to negative implication on access to education by the boy child. The study found nomadism to adversely affect the availability of teachers to the boy child in the study area. The study concluded that there is need for urgent measures to be taken to address the poverty levels in Mashuuru Sub-county in an effort to address the access to education by the boy child in the area. In regard to culture, the study concluded that cultural practices have greatly influenced access to education by the boy child in the study area. The study further concluded that the implication of drought on education in the region has been overlooked by the concerned stakeholders. The study further concluded that the implication of nomadism on education have been relatively overlooked by policy makers in the study area. The study recommend the development of measures aimed at addressing and mitigating the poverty levels in the study area. The study also recommends sensitization of the locals in an aim to change their perceptions to culture and education in a positive way. The study further recommends the installation of infrastructure that will be customized towards alleviating the implication of drought in the study area. The study further recommends sensitization of the locals in an aim to encourage them to shun nomadism by the boy child.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

Education is an issue of primary concern in most countries both developed and developing countries (UNESCO, 2003). Perpetual studies of home based factors affecting access to education and primary school attendance should remain an important factor of educational planning to any country as long as the ever devastating and debilitating factors such as poverty, drought, ignorance, disasters and diseases that devitalize a nation's development exist (UNESCO, 2013).

According to UNESCO (2013) inclusive and quality education is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning and culture. There are disparities in efforts within communities aimed at reducing exclusion within and from education. Education for all (EFA) in relation to diversity and discrimination should be addressed as a resource and not as a problem. There has been a lot emphasis on empowerment of the Girl-child through provision of sanitary towels.

Education for All Global Monitoring Report (2007) observes that one of planet Earth's most critical challenges is providing the citizens with universal and quality education. Identifying and overcoming barriers to participation and exclusionary pressures is key in increasing real participation of all and in collaboration and partnership between all stakeholders. There is widespread recognition and solid evidence of the importance of basic education to both individual wellbeing and national development. Paradoxically, over 100 million children between ages of thirteen and seventeen do not attend secondary school.

Another 120 million children begin secondary school only to drop out with less than three years of education.

Primary school attendance rates in Sub Saharan Africa (SSA) continue to be the lowest in the world. Of the approximately 104 million secondary school – age children in the region, only one in four (25%) were enrolled in primary school in 2012 (UNESCO, 2013). Of those, there were 83 girls only for every 100 boys. This figure in SSA is a critical challenge as compared with other regions. For instance, Net Enrolment Rate (NER) in primary education in the Caribbean is 40% with 107 girls for every 100 boys. Secondary NER in South and West Asia is 45% with 86 girls for every 100 boys. The world average on primary NERs shows that slightly more than half (58%) of the primary school – age children were enrolled in primary schools in 2010, with 96 girls for every 100 boys (UNESCO, 2012). The gaps in NERs between SSA and the world average are 33 percentage points. Statistics provided by UNESCO (2012) show that children, particularly girls, in SSA have the lowest opportunity to enroll in secondary school at their official age.

One of the greatest challenges of gaining participation in primary education in SSA is drought. This is because most countries in SSA are characterized by harsh climatic conditions. This leads to famine and poverty because most households rely on agriculture for survival. The nomadic communities find it difficult because they have to walk long distances in search of water and grass for their animals. This affects the access of the boy child in primary schooling. Consequently, children from poor households whose parents cannot meet the costs are less likely to participate in primary education (Lewin, 2008).

Distance to school also often hinders some children from participating in primary education and thus negates inclusivity of the boy child in education programs (Abdel & Abdalla, 2011). This is particularly so in dry areas where population density is relatively low and households are widely scattered. In such a context, access to primary education may mostly rest on accessibility of schools. According to Hunt (2008) for other children, lack of schools they wish to attend and the poor quality of education become the reason for non – attendance to primary education. For instance, a child may have an accessible school nearby his or her home; however, the quality of education might not be conducive to his or her learning. On the other hand, some faith – based schools sometimes exclude non-believers. Migrants may be alienated and those without the right documents may be penalized and excluded (Hunt, 2008).

There are several reasons for girls' low attendance in primary education. One of them is that girls are given various household chores compared with boys, and that often prevents access to and participation in primary education. A recent study in Eritrea, for example, shows that girls spend substantial energy and time in fetching water. A donkey project was introduced to help girls minimize their energy and time used in fetching water, thus allowing them to stay in secondary schools (World Bank, 2008).

Colclough and Lewin (1993) did a study on the link between basic schooling and economic development. In their findings it is evident that basic schooling provides an investment opportunity that ought to have high priority on economic growth. Patrinos & Psacharopolous (1995) in agreement with the above scholars emphasized private and social returns to basic education especially in developing countries whereby benefits accruing

from basic education are invariably high. They are high enough to justify household and public choice to create more opportunity of access to education.

Chimombo (2005) in a study on basic education in developing countries, with specific case of Malawi, reviews literature on access to education. Firstly, the reviewed studies show that the necessity for children to engage in tasks that support household survival limits school participation, especially in rural and urban squatter groups. Secondly, even where schools are accessible and affordable, households have to realize a net benefit to themselves and their children from forgoing children's full – time participation in domestic and economic activities. In Kenya, the situation is a little different; the state has enacted laws to reinforce children participation in school as opposed to participating in the labour market. In the constitution of Kenya 2010, education is a basic fundamental human right to all her children. It categorically states that, every child has right to free and basic education. It also points out that, basic education is compulsory to Kenyan children. However, there are still some children engaged in the labour market and human trafficking (Chimombo, 2005).

In Kenya, Winrock's CIRCLE partner with Dupoto – e – Maa (Dupoto) is working among agro –pastoralists communities in Kajiado Central District, South of Nairobi. The Kajiado region is prone to drought and in spring 2005 was the subject of a food security alert by USAID's Famine Early Warning Systems (FEWS) network. Life is hard here and neither livestock nor families will survive if people remain sedentary in this difficult context, Dupoto is trying to instill the importance of education, and dangers of difficult child labor on community members (UNESCO, 2003). At the height of the drought in Kenya last year, when an estimated 3.8m people needed food assistance ,World Vision International(WVI)



launched a school Feeding program to reach the children hardest hit by the crises in the Kajiado region (World Bank, 2005). However, in Kenyewa Division, Mashuuru Sub-County emerging issues of sand harvesting and charcoal burning has been cited to curb the social economic constrain affecting the boy child (D.E.O's office Mashuuru Sub-County,2014)

An allocation of US 150,000 Dollars from the Office for the Coordination of Humanitarian Affairs (OCHA) managed Emergency Response Fund (ERF) helped WVI reach more than 6,000 children in 14 schools across the arid region, which is located in Kenya's Rift valley. Eighty percent of Kenyans land is arid and semi – arid and more than 10million people many of them pastoralists live on this land where herding is a way of life.

There is low NER for both girl and boy child in Kenyewa Division as shown on table 1.1 This is linked to harsh climatic conditions leading to drought, famine, poverty, and nomadic lifestyle in search of water and grass. The distance to school due to scattered population and socio economic activities like sand harvesting and charcoal burning has made the situation complex. The enrolment at the study area can be depicted in Table 1.1

**Table 1.1 Primary school enrolment rates in Kajiado County**

Division	Population (1999 Census)	ENROLMENT							
		2011		2012		2013		2014	
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Central	69,402	399	545	479	625	459	719	591	821
Loitokitok	95,430	722	951	812	659	967	926	748	1,209
Magadi	20,112	270	201	270	290	290	265	306	327
Mashuru	35,666	193	288	223	302	267	307	288	326
Namanga	35,673	302	359	350	394	310	429	341	420
Ngong	149,771	851	989	1029	1459	1121	1569	1259	1569
<b>Total</b>	<b>406,054</b>	<b>2,737</b>	<b>3,333</b>	<b>3,163</b>	<b>3,729</b>	<b>3,414</b>	<b>4,215</b>	<b>3,533</b>	<b>4,672</b>

Source: Kajiado County Education Office

It is clear that in every year, there are less boys being enrolled than girls. However, it's also important to note that the rate of enrolment is generally going up for both boys and girls from 2011 to 2014 but at the lowest rate at Kenyewa Division. This is further confirmed by enrolment at Esoit-Sampu primary school within Kenyewa Division as obtained by the researcher.

**Table 1.2 Enrolment rates at Esoit-Sampu Primary School**

YEAR	BOYS	GIRLS
2010	57	59
2011	49	51
2012	58	63
2013	55	63
2014	59	58

Source: Author

## **1.2 Statement of the problem**

Kenya National Bureau of Statistics (KNBS) and Society for International Development (SID) conducted a study titled *Exploring Kenya's Inequality: Pulling Apart or Pooling Together* (2013). The study exposes extreme inequalities in the county of Kajiado. It exposes a major gap in access to education, indicating that individuals in Nairobi County have much access to learning institutions than in Kajiado County. In the year 2013, the total number of public primary schools in Kenyewa division, Mashuuru Sub-County in Kajiado County was 42. In these schools the total student population was 7299 composed of 3687 boys and 3612 girls. The number of teachers in these schools is 228 with 113 females and 115 males.

Despite the development policies and funds such as free primary school bursaries and CDF, levels of deprivation remain extremely high in some areas compared to others. For instance, the report says, one quarter of Kenya's population still has no education. According to the report, Kajiado County has a combination of a child rich and a transitional population structure. Overall, 42% of the population is aged between 0-14 with Kajiado Central constituency at 50%; Kajiado West constituency at 48%; and Kajiado South constituency at 49%, having the highest proportion of children. Therefore a larger percent of Kajiado county residents have either primary level of education or no formal education (KNBS, 2013).

The government through the Ministry of Education has come up with interventions such as free feeding programs and provision of sanitary towels for girls aimed at making primary school education not only inclusive rather than exclusive, but also affordable to all Kenyans. This is expected to increase enrolment rates. However, records at Kenyewa

Division of Mashuuru Sub-County in Kajiado County, the situation is different. The records show that from year 2010 to 2014, there has been declining enrolment trend especially for the boy child. The influence of home based factors on the poor enrolment rates have not been documented but just the figures of enrolment. This study was thus set to ascertain the influence of home based factors on access to education of the boy child at Kenyewa Division of Mashuuru Sub-County in Kajiado County.

### **1.3 Purpose of the study**

The purpose of this study was to investigate home-based factors influencing access of the boy child to education in public primary schools in Kenyewa Division, Mashuuru Sub-County, Kajiado County.

### **1.4 Objectives of the study**

The research study was be guided by the following research objectives.

- i. To examine the extent to which poverty among families affects the access of the boy child to education in public primary schools in Kenyewa Division, Mashuuru Sub-County, and Kajiado County.
- ii. To determine the extent to which culture among pastoralists influences access of the boy child to education in public primary schools in Kenyewa Division, Mashuuru Sub-County, and Kajiado County.
- iii. To establish the effect of persistent drought on the access of the boy child to education in public primary schools in Kenyewa Division, Mashuuru Sub-County, Kajiado county.

- iv. To determine the influence of nomadic lifestyle on access of the boy child to education in public primary schools in Kenyewa Division, Mashuuru Sub-County in Kajiado County.

### **1.5 Research questions**

In order to achieve the above research objectives, the researcher endeavored to answer the following research questions.

- i. To what extent does poverty among families affect the access of the boy child to education in public primary schools in Kenyewa Division, Mashuuru Sub-County, and Kajiado County?
- ii. How does culture among pastoralists influence access of the boy child to education in public primary schools in Kenyewa Division, Mashuuru Sub-County, and Kajiado County?
- iii. How does persistent drought affect the access of the boy child to education in public primary schools in Kenyewa Division, Mashuuru Sub-County, and Kajiado County?
- iv. What impact does distance from home to school have on access of the boy child to education in public primary schools in Kenyewa Division, Mashuuru Sub-County in Kajiado County?

### **1.6 Significance of the study**

The findings of this study may enable the Ministry of Education to establish the extent to which drought has affected the inclusion of the boy- child in access to education in the public primary schools. Many households in the study area face difficulties and thus require

interventions that will help pupils achieve their academic potential. This study may provide recommendations for such interventions to increase enrolment in Kenyewa Division. Teachers in the study are also affected by the home-based factors and thus not able to effectively disseminate knowledge leading to low enrolment. The study may address the right to education as articulated by UDHR, CRC and ICERD by emphasizing that all the children in public primary schools must attain their education without hindrance and in an inclusive manner as is happening in other Divisions in the County. The study may also call for the World Vision International (WVI), Emergency Response Funds (ERF) and OCHA to assist in the provision of food, funds, resources and administrative skills in the schools to improve the rate of enrolment.

### **1.7 Limitations of the study**

The limitation that this study faced was limited availability of related literature and research findings to adequately ascertain or disqualify the findings of this study. Another limitation of this study was lack of adequate and accurate records that were kept in the schools on the access of boy child to education in public primary schools. These limitations was minimized by comparing the data from the schools with the one collected from the DEO's office Kenyewa Division. Another limitation was the unwillingness of respondents in some schools. This limitation was overcome by assuring the respondents of the confidentiality of their identity.

### **1.8 Delimitation of the study**

The research study was confined to Kenyewa Division of Mashuuru Sub-County in Kajiado County. The research study was concerned with influences of home-based factors

on access of boy child to education in public primary schools.. This is in line with the unique nature of Education in Emergencies. Only one gender of boy child was put under study hence one division of Mashuuru was considered for the study. Only public primary school students and teachers participated in the study because public primary schools have similar set up guided by policies from the Ministry of Education.

### **1.9 Basic assumptions**

Assumptions refer to any important facts presumed to be true but not actually verified (Mugenda and Mugenda, 2003). This study was based on the following assumptions;

- i) The respondents were honest and truthful in their responses.
- ii) The home-based factors are measurable.
- iii) There is a gender disparity in primary schools access in Mashuuru Sub-County, with boys being the disadvantaged lot.

### **1.10 Definition of significant terms**

**Access refers** to active involvement in secondary school education in terms of enrolment, retention, progression, performance and transition.

**Basic education** refers to either primary and secondary education or their equivalence.

**Education** refers to the process of receiving and /or giving systematic instructions at school.

**Gender** refers to natural distinctions of sex, either male or female.

**Gross Enrolment Rate** reefer's to the number of students enrolled in secondary school level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the secondary school level of education.

**Head teacher** refers to the title of the head administrator of a public primary school in Kenya.

**Net Enrolment Rate** refers to the number of students in an age group of particular school level of education enrolled in the level expressed as a percentage of the total population in that age group.

**Public Primary School** refers to an institution wholly owned by the Government of Kenya for education and training purposes.

### **1.11 Organization of the study**

The research study was organized in five chapters. Chapter one is introduction and focused on background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, basic assumptions, definition of significant terms and organization of the study. Chapter two is literature review and included; introduction, poverty and access, culture and access, drought and access and nomadism and access, theoretical framework, summary of the literature review and conceptual framework. Chapter three explores; introduction, research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedure/techniques and data analysis techniques. Chapter four includes; data presentation, analysis and interpretation. Chapter five presents summary, conclusions and recommendations.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter discusses the literature related to home-based factors that influence the access of the boy child to education in public primary schools. It particularly focuses on poverty, culture, drought, and nomadism and on how they influence access of the boy child to education in public primary schools. It also addressed measures that can be put in place to mitigate learning in drought affected areas.

#### **2.2 Poverty and access of the boy child to education**

Poverty has a direct influence on access to education in public primary schools. Poverty encompasses wide spread scarcity of food caused by several factors including crop failure due to drought effects, population imbalance or government policies which in the end influence access to education in public primary schools. In the view of this study, the researcher focused on crop failure and government policies. Nearly every continent in the world has experienced a period of famine throughout history (World Bank, 2008). Some countries, particularly Sub – Sahara Africa, continue to have extreme cases of famine. Poverty has a direct effect on access of pupils in primary schools.

Poverty plays a major role in determining access in public primary schools. According to United Nations, poverty is the inability of getting choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society. It means not having enough to feed and clothe a family, not having a school or clinic to go to; not having the land on which to grow one's food or a job to earn one's living, not having access

to credit. It means insecurity, powerlessness, and exclusion of individuals, households, and communities. It means susceptibility to violence, and it often implies living in marginal or fragile environments, without access to clean water or sanitation. According to World Bank (2008), poverty is pronounced deprivation in well-being, and comprises many dimensions. It includes low incomes and the inability to acquire the basic goods and services necessary for survival with dignity. Poverty also encompasses low levels of health and education, poor access to clean water and sanitation, inadequate physical security, lack of voice, and insufficient capacity and opportunity to better one's life. Poverty has forced the boy-child to move to sand harvesting and charcoal burning in a bid to provide income to the family.

Overall, research has shown that individuals from poor backgrounds are more likely to be constrained by information. Providing individuals with more information on the benefits of education, the quality of primary schools and on the school selection process could boost primary school enrollments and also allow students from poorer backgrounds to access better quality schools. Jensen (2010) found that providing pupils with information on the earning returns to education led students to update their beliefs about the expected returns to education and subsequently reduced dropout rates and ultimately increased school completion.

The Kenya Poverty Reduction Strategy Paper(2000-04) document the highest incidences of poverty and the lowest levels of access to basic services, education, communication, health and other basic services and infrastructure among the pastoralists communities. Owing to the reduction of pastoralists grazing areas through displacement by military, conservation and other state interest has meant the decline in the traditional occupations of indigenous peoples and increased in extreme levels of poverty. This is further compounded

by lack of support or inadequate measures by the government to support pastoralists' survival options. This has increased the number of destitute household who have no otherwise other than making their children work as a strategy for them to re-build their livelihoods

### **2.3 Culture and access of the boy child to education**

According to United Nations, research has found that there is a high risk of educational underachievement for children who are from low-income housing circumstances. This is often a process that begins in primary school for some less fortunate children. Instruction in the US educational system, as well as in most other countries, tends to be geared towards those students who come from more advantaged backgrounds. As a result, children in poverty are at a higher risk than advantaged children for retention in their grade, special deleterious placements during the school's hours and even not completing their high school education. There are indeed many explanations for why students tend to drop out of school.

Majority of the boy child of age brackets (15-22) well known as morans which is a practice in their culture, have moved to sand harvesting and charcoal burning in order to earn an income. Therefore, it is safe to state that children who live at or below the culture level will have far less success educationally than children who live above the socio economic line, children have a great deal less healthcare, and this ultimately results in many absences from the academic year. Additionally, poor children are much more likely to suffer from hunger, fatigue, irritability, headaches, ear infections, flu, and colds. These illnesses could potentially restrict a child or student's focus and concentration (World Bank, 2008).

## **2.4 Drought and access of the boy child to education**

Many research studies suggest various measures that can be put in place to raise participation and quality of education. According to UNESCO (2014), in the course of the Nigerian government's efforts to increase access to basic education among the nomads, it has experimented with the use of radio to provide open and distance education to pastoral nomads. This was necessitated by the drought cycle that has led to a nomadic lifestyle. The Interactive Radio Instruction (IRI) experiment started in 1992 with a regular radio programme aimed at mobilizing, sensitizing, and empowering communities through the provision of services for the benefit of nomadic groups moving due to drought. Radio listening groups have been established and function in the same way as mobile learning circles. If well managed such initiatives will mitigate the vagaries of drought that disrupt learning and continuity in education.

According to Abdel and Abdalla (2011), in Sudan things began to change in 1990s. A partnership was set up between the government, UNICEF and the nomadic communities that for long missed out on education due to drought. Its aim was to ensure that nomadic youth received the same educational opportunities as other Sudanese children. The outcome was that mobile schools were introduced to counter the effect of drought on education, at first, in Darfur and Kordofan States in the western part of Sudan.

Ndung'u (2008) in his research study observed that, measures should be put in place to ensure that participation in primary schooling is enhanced even in areas where drought is a major challenge. He noted that parents and communities should be sensitized on the need for their children to acquire education. That students infected and affected by the HIV

/AIDS pandemic be given the support they need to continue with their education. Pupils should be provided with career guidance and counseling services to enable them make informed choices. Various NGOs have stepped in to supply food items, fund the school feeding programs, provide water tanks, and also drill boreholes.

## **2.5 Nomadism and access of the boy child to education**

Nomadism which includes herding, grazing, looking for pastures and water in long dry seasons plays a major role in determining access of the boy child to education in public primary schools. Nomadism is a way of life where peoples do not live continually in the same place but move cyclically or periodically. Nomadism does not imply unrestricted and undirected wandering rather, in the view of this study; it is based on temporary centers whose stability depends on the availability of food supply and the technology for exploiting it. The term nomad will encompass pastoral nomads.

According to UNESCO (2014), Nomadism constitutes about 6% of the African population and are found in at least 20 different countries across the continent. They are categorized into three major groups based on their mobile lifestyle. The nomadic population in Nigeria accounts for 9.4 million people, including 3.1 million school-age children. The majority of them are pastoralists (7 million), while others are migrant fisher folk and farmers. The contribution of nomadism in existing formal and non-formal education programmes have led to extremely low levels of access to education. National education systems have generally failed communities practicing nomadism. All the education indicators have revealed that nomadism leads to community groups being at bottom of the table in national

statistics pertaining to enrolment rates, participation, classroom performance, gender balance, achievement, progression to the next level of education and training.

The Federal Government in Nigeria realized that unless a special educational provision was made to cater for those relying on nomadism, they would have no access to formal and non-formal education. This would have dire consequences for communities engulfed in nomadism as they miss out on education thus very low access. Thus, in line with the provisions of the 1979 Constitution and the National Policy on Education, which strongly urge the government to provide equal educational opportunities to all Nigerians, and in order to ensure that nomadism is not a hindrance to access to education, the Federal Government established the National Commission for Nomadic Education (NCNE) in 1989. The NCNE is charged with the implementation of the Nomadic Education Programme (NEP). The NEP is aimed at providing and widening access to quality basic education for communities practicing nomadism in Nigeria, boosting literacy and equipping them with skills and competences to enhance their well-being and participation in the nation-building process. To meet this challenge effectively, the Commission devised a series of innovative approaches and strategies.

## **2.6 Summary of the literature review**

The access to education is a fundamental right for every child. Research studies such as Ndung'u (2008) have shown as indicated in the literature review, that access and quality of primary education are influenced by a myriad of factors. They include social – cultural factors as indicated by EFA Global Monitoring Report (2010) and economic factors, community – based factors and effects of drought as observed by Ndung'u (2008). This

was also confirmed by UNESCO (2014) where they found that in the course of the Nigerian government's efforts to increase access to basic education among the nomads, the use of radio to provide open and distance education to pastoral nomads was identified. This was necessitated by the drought cycle that has led to a nomadic lifestyle. Further, the Kenya Poverty Reduction Strategy Paper (2000-04) documented the highest incidences of poverty and the lowest levels of access to basic services, education, communication, health and other basic services. The reduction of pastoralists grazing land has led to decline in the traditional occupations of indigenous peoples and an increase in extreme poverty. However, these studies reflect a gap on the home-based factors that influence access of the boy child to education in primary school pupils and thus necessitated the study in Kenyewa Division.

## **2.7 Theoretical framework**

This study is based on production function theory which is one of the neoclassical theories. This theory was expanded by Jorgenson et al. in 2014. He was the first to algebraically formulate the relationship between the outputs and inputs. It states that a given number of inputs or factors of production can produce a wide range of outputs. This is all dependent on the way the inputs are organized, planned, and implemented. This theory relates the physical output of a production process to the physical inputs or factors of quality production. Production function theory specifies the maximum output obtainable from a given set of inputs or factors of production. In this study the inputs or factors which affect access and completion of education among primary school pupils include; poverty, culture, drought and nomadism. The educational output is enhanced access of the boy-child to

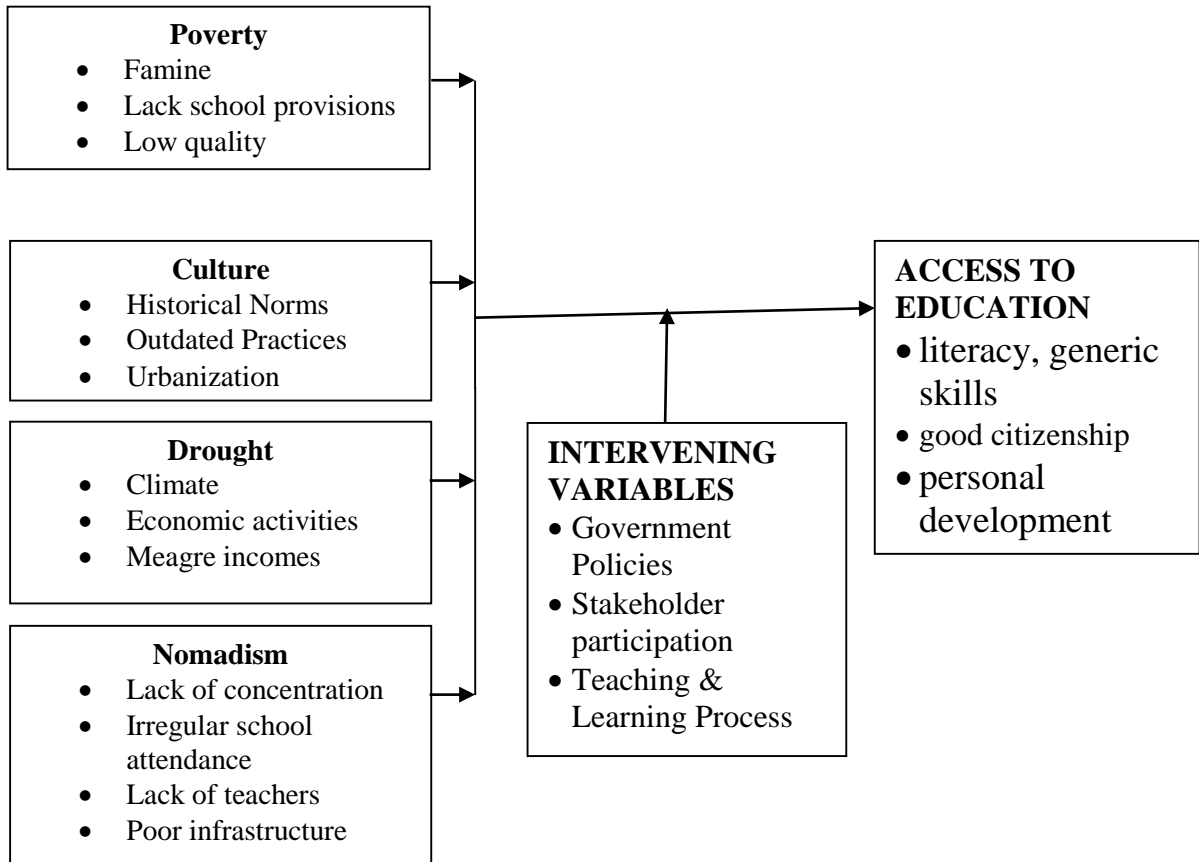
education. All these outputs would be realized through the process of provision of quality primary education.

## **2.8 Conceptual framework**

According to Shields and Rangarajan (2013), conceptual framework is an analytical instrument with some variations and contexts used to make distinctions and organize ideas in a meaningful yet simplified way. The conceptual framework thus provides a means of understanding how access of the boy child to education in public primary schools is influenced by home-based factors.



**Figure 2.1 Conceptual framework on home-based factors influencing access of the boy child to education.**



These effects include; poverty, culture, drought and nomadism. These factors were treated as the independent variables. The intervening variables were government policies, urbanization, cultural norms and practices and finally the effect of society. The dependent variable was enhanced access of the boy child to education. All these outputs are to be attained through the process of enabling access to primary education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter consists of research design, target population, sample size and sampling techniques, research instruments, data collection procedures/techniques, instruments validity, instruments reliability and data analysis techniques.

#### **3.2 Research design**

The study utilized a descriptive survey research design and was descriptive in nature (Borg & Gall, 1995). The researcher preferred descriptive survey research design because the research intended to produce statistical information on home-based factors influence on access of the boy child to education in public primary schools in Kenyewa Division, Mashuuru Sub-County, Kajiado County.

#### **3.3 Target population**

Target population refers to an entire group of individuals, events, or objects having a common observable characteristic of interest to the researcher (Mugenda & Mugenda 2003). According to Kenyewa Division Area Education office schools' data, by December, 2014, the division had 228 teachers; 115 male teachers and 113 female teachers. In addition, the division had 42 public primary schools with a total of 7,299 enrolled, out of which, 3,687 are boys, and 3,612 are girls. This study targeted all the public primary schools in Kenyewa Division.

### 3.4 Sample size and sampling techniques

The researcher used a sample size of 7 public primary schools. Kombo and Tromp (2006) observed that a sample size of at least 10% of the target population would be representative. Purposeful sampling technique was applied to select the 7 schools out of the total 26 public primary schools. To select schools, the researcher obtained a list of all public primary schools in the division. The name of each school was written on a piece of paper, rolled and then dropped into a box. The researcher then started by drawing papers from the box by picking one piece of paper at a time and record the name of the school picked. The drawing of the sample and recording of the schools' names continued until a sample size of 7 primary schools from Kenyewa Division is achieved. The research study had a purposeful sample size of 760 respondents, which comprises of 7 head teachers, 24 class teachers and 729 pupils.

**Table 3.1 Sample frame**

<b>Category</b>	<b>Total</b>	<b>Sample</b>
<b>Teachers</b>	<b>228</b>	24 (11%)
<b>Head Teachers</b>	<b>26</b>	7 (27%)
<b>Pupils</b>	<b>7299</b>	729 (10%)

**Source: Author 2015**

### 3.5 Research instruments

Two research instruments, namely, questionnaires and interview schedule were utilized for data collection. Questionnaires were administered both to head teachers and class teachers. The questions were structured in both close-ended format to elicit certain responses and

open-ended format to leave benign room for respondents to any additional information that was paramount for the study yet not captured by the researcher. The pupils were interviewed. This was pegged on the fact that the pupils did not have ample time or gusto of filling questionnaires. Some could fail to comprehend the questions fully and thus by leaving the respondents alone with the instruments was not prudent. The interview method of data collection was flexible than questionnaires because the researcher was available to explain better the purpose of the research study. The interview also enabled the researcher to probe further for additional information that may not have been easily captured by a questionnaire.

### 3.5.1 Reliability of research instrument

Reliability is a measure of degree to which an instrument yields consistent results of data after repeated trials (Mugenda & Mugenda, 2003). The research instruments were tested in order to assess their reliability. To test the reliability, the test-retest was used. To do this, the questionnaires were given to ten respondents to fill in and then after one week, the same questionnaires were given again to the same respondents. After the two tests were administered, the Pearson product- moment correlation coefficient was computed to determine R-value. The following formula was used to compute the Pearson’s product-moment correlation.

$$r = \frac{N\sum XY - (\sum X)(\sum y)}{\sqrt{[N(\sum X^2 - (\sum X)^2)][N\sum y^2 - (\sum y)^2]}}$$

r= Pearson’s coefficient of correlation      N= Number of girl’s    ∑= The sum of:

X= teachers    Y= number of schools

A correlation coefficient of 0.7 was considered appropriate (Mugenda and Mugenda, 2003).

### **3.5.2 Validity of the research instrument**

Saunders and Thornhill (2003) defined validity as the extent to which data collection method or methods accurately measure what is intended to be measured. Validity is used to check whether a questionnaire is measuring what it purports to measure (Patton, 2002). Validity is the best available approximation to the truth or falsity of a given proposition or conclusion. To improve on the validity of the instrument, the researcher sought the opinion of experts in the field of study especially the researcher's supervisor and lecturers in the department of Educational Administration and Planning of the University of Nairobi. Mugenda and Mugenda (2003) contend that the usual procedure in assessing the content validity of a measure is to use a professional or expert in a particular field. This facilitated the necessary revision and modification of the research instrument and thereby enhancing validity.

### **3.6 Data collection procedures**

The researcher carried out the research study for a period of about five months under the guidance of the supervisors. Upon approval of the research project proposal, the researcher first obtained a research permit from the National Council for Science and Technology (NCST). Upon being granted the permission to carry out the research study, the researcher reported to Kajiado Central District Education Officer (DEO) for further permission and then proceed to the selected primary schools in Kenyewa Division with a letter of

introduction explaining the purpose of the study and the research permit. The researcher further obtained permission from the head teachers in order to access the respondents.

The researcher visited the selected primary schools and personally administered the questionnaires to class teachers and head teachers and assures them of confidentiality. The researcher also interviewed the randomly selected pupils as per the designed interview schedule.

### **3.7 Data analysis techniques**

The responses obtained from the questionnaires yielded quantitative data while the interview yielded qualitative data. The researcher eliminated all unwanted data and ambiguous answers. The data was grouped using frequency distribution table. A scheme for coding was assigned to all similar answers. Quantitative analysis was applied for primary data while qualitative method was used for data obtained from interview guides and other secondary sources. The quantitative data was coded and fed on statistical package for social sciences (SPSS), and analyzed using descriptive statistics. Data presentation was through the use of frequency distribution table. .

### **3.8 Ethical issues**

This study adhered to the appropriate research procedures and all sources of information were acknowledged as far as possible. Before the questionnaires were administered, consent was sought and given by the respondents. The respondents were informed of their right not to take part in the survey. Full confidentiality was maintained especially when dealing with questionnaires. The identity of the respondents was kept secret. Personal information was used for the purpose of the study only.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATIONS AND PRESENTATIONS

#### 4.1 Introduction

This chapter presents the results of the data analysis on the study on drought and home-based factors influence on access of the boy child to education in public primary schools in Mashuuru Sub-County, Kajiado County, Kenya. The chapter starts with the questionnaire return rate, demographic information and other responses on the study objectives.

#### 4.2 Questionnaire return rate

The study sought to determine the return rate of the research instruments issued to the respondents. This information was crucial in determining the respondents' attitude and perceptions towards the study. The information in this case is as shown on table 4.1

**Table 4.1 Questionnaire Return Rate**

<b>Category of Respondents</b>	<b>Sampled</b>	<b>Returned</b>	<b>Return Rate (%)</b>
Head Teachers	7	7	<b>100</b>
Teachers	24	24	<b>100</b>
Pupils	729	286	<b>39</b>
<b>Total</b>	<b>756</b>	<b>313</b>	<b>41</b>

Source (Researcher, 2015)

The findings are based on these responses as presented in this chapter. First, the sample characteristics are shown followed by a presentation of the results based on the study objectives. AAPOR (1997) recognized response rates as one indicator of survey quality by

identifying the disclosure of response rate calculations as one of the reporting elements necessary for the exemplary practice of survey research. This enabled the researcher place reliance on the findings.

### **4.3 Demographic Information of the Respondents**

This section presents the findings on the general information and characteristics of the respondents. This information was sought to provide an oversight on the attributes of the population under study.

#### **Pupils Gender**

Information on gender of the pupils was sought to determine the distribution of both genders among the respondents. This would help in policy recommendations in the event some limitations existed. Information in this regard is shown in table 4.2 below.

**Table 4.2: Pupils Gender.**

<b>Gender</b>	<b>Frequency</b>	<b>%age Response</b>
Male	137	48
Female	149	52
<b>Total</b>	<b>286</b>	<b>100</b>

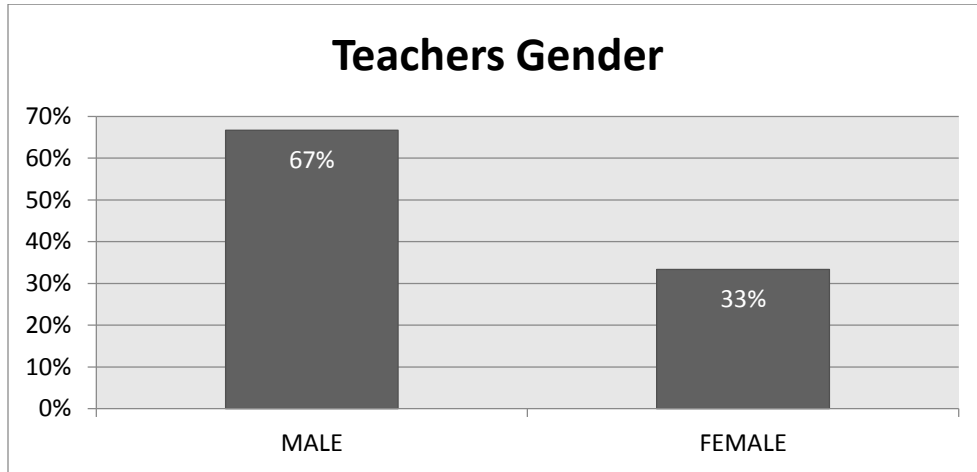
Source (Researcher, 2015)

The study found that 48% of the respondents are male. This shows that majority of the parents in the study were female. The results are summarized and presented in Table 4.2. The findings point to the presence of home-based factors influence of the male gender's access to education in that more girls were in school compared to girls. This confirms the study objective.



### Teacher's Gender

Information on the gender of the teachers was sought to determine the distribution of either gender among the teaching staff and also the availability of role models to the students from both genders. Information on this regard is illustrated in Figure 4.1 below.

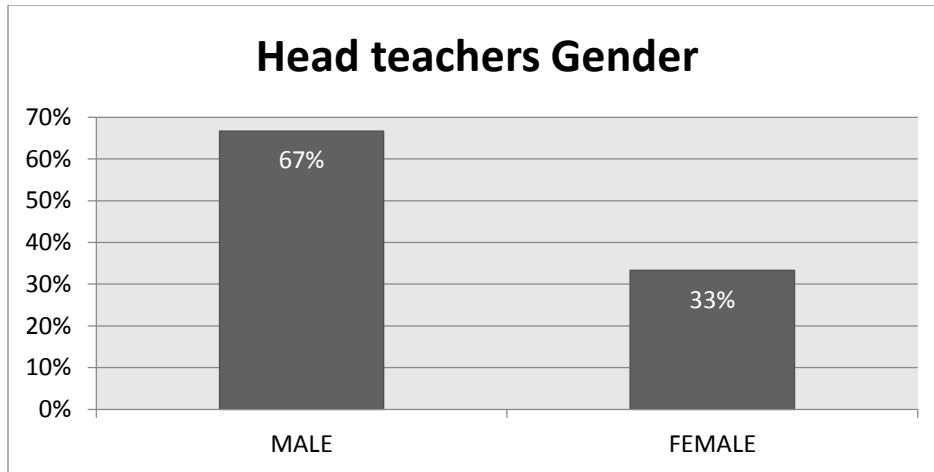


**Figure 4.1: Teachers Gender.**

Male teachers are 67%. This points to an imbalance but is in line with the government regulations of gender equity in employment opportunities. The presence of more male teachers should provide impetus for the boy child but home-based factors have negated this expectation.

### Head Teachers Gender

Information on the gender of the head teachers was considered crucial to the study since it would point to the general trend of school leadership in the area of study. Information in this regard is shown in the figure below.



**Figure 4.2: Head teachers' gender.**

From the head teacher's responses, the researcher found out that the male head teachers were 67% as illustrated by figure 4.2. This has an influence on home-based factors affecting access of the boy child to education. This was in line with gender ratio for the teachers.

### **Pupils Class**

The level of education of the students who took part in the study was also considered necessary for study. This is because the distribution of the sampled students across the education levels would reflect the trend of student distribution across the various levels of education. Information in this regards is presented in table 4.3 below.

**Table 4.3: Pupils Class**

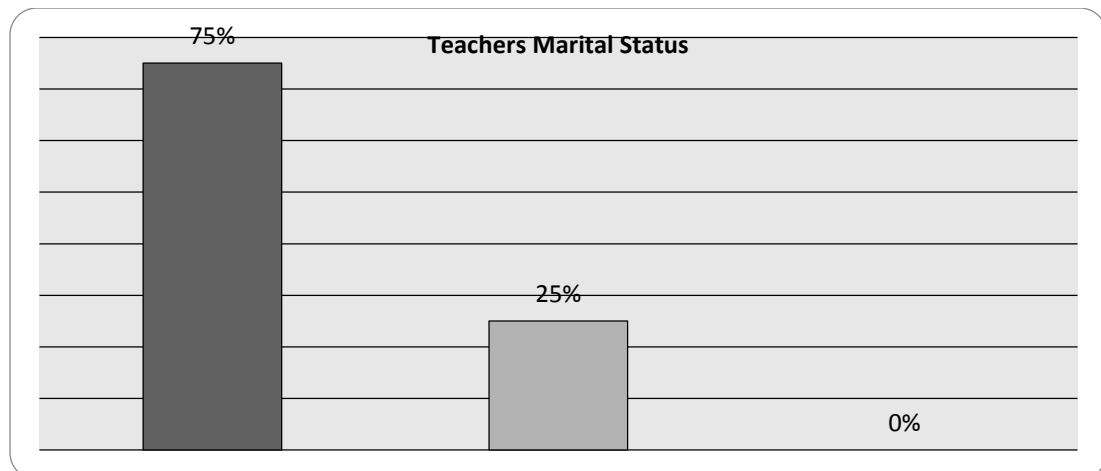
<b>Class</b>	<b>Frequency</b>	<b>%age</b>
Four	19	7
Five	62	22
Six	59	21
Seven	76	27
Eight	70	24
<b>Total</b>	<b>286</b>	<b>100</b>

Source (Researcher, 2015)

Table 4.3 shows that majority of the pupils were in class 7, representing 27%. This was followed by the pupils in class 8 representing 24%. This is a confirmation of findings by Ndung'u (2008) where he found that drought was a major hindrance to access to education and the results reflect decline in numbers as pupils' progress to higher classes.

### **Teacher's marital status**

The study further sought to determine the marital status of the respondents. This was necessary due to the high consideration given to married individuals in the African society and especially in exerting influence on the society. Information in this regard is shown in figure 4.3 below.



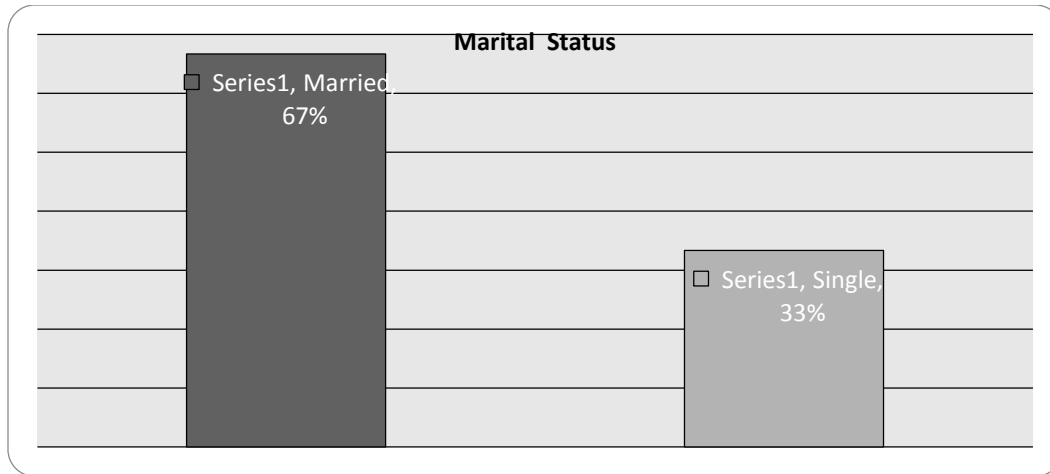
Source (Researcher, 2015)

**Figure 4.3: Teachers marital status.**

In order to establish the influence of home-based factors on access of the boy child to education, the sort to find out the teachers marital status. Majority of the teachers were married representing 75% while the rest were single as illustrated in figure 4.3 above.

### Head Teachers' marital status

Consequently information on the marital status was also sought as shown in the figure below.



Source (Researcher, 2015)

### Figure 4.4: Head Teachers marital status.

The study was also concerned about the influence of headteachers marital status on the study topic. The researcher found out that the majority of the head teachers were married at 67% while the rest were single. None of the respondents were divorced as illustrated by figure 4.4

### Teacher's religion

The study further sought to determine the religion of the respondents. According to Abdel, et al (2011) some religious inclinations have negative implications as for as promoting education is concerned. Moreover, this information would also help in assessing the distribution of various religions across the teaching staff in the study area. The study found out that all teachers were Christians at 100%. There were no Muslims or Hindu in the sample population.

### **Head Teachers' religion**

The study further sought out about the head teachers' religion, and from the findings, the researcher found out that the whole population from the sample group of teachers were Christians.

### **Whom the Pupils Lived with.**

The study further sought to determine the individuals with whom the pupils in the study area lived. This was deemed necessary since parents and/or guardians have influence in terms of encouraging their children to pursue education.

**Table 4.4: Whom the pupils lived with.**

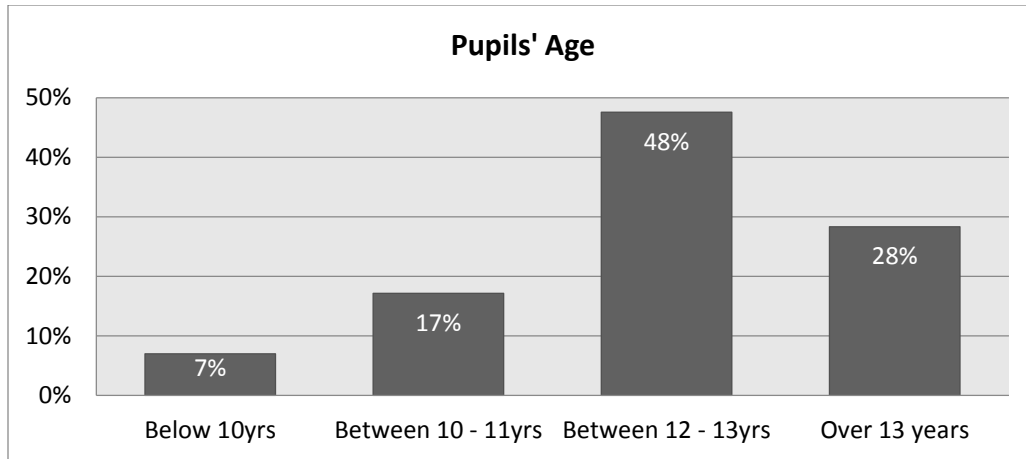
<b>Class</b>	<b>Frequency</b>	<b>%age Response</b>
Father & Mother	146	51
Father	45	16
Mother	75	26
Guardian	20	7
<b>Total</b>	<b>286</b>	<b>100</b>

Source (Researcher, 2015)

Table 4.3 shows that 51% of the pupils lived with both their parents, while 26% lived with their mothers, while 16% lived with their fathers. Only 7% responded to have lived with a guardian. It is therefore evident that a majority of the students live at least one or both parents.

### **Pupil's age**

Information on the age of the pupils was deemed necessary since it could be used to determine the average age at which the students join primary education and the range of age difference among the students. A wide range of age difference would point to delay in completion of primary school education.



Source (Researcher, 2015)

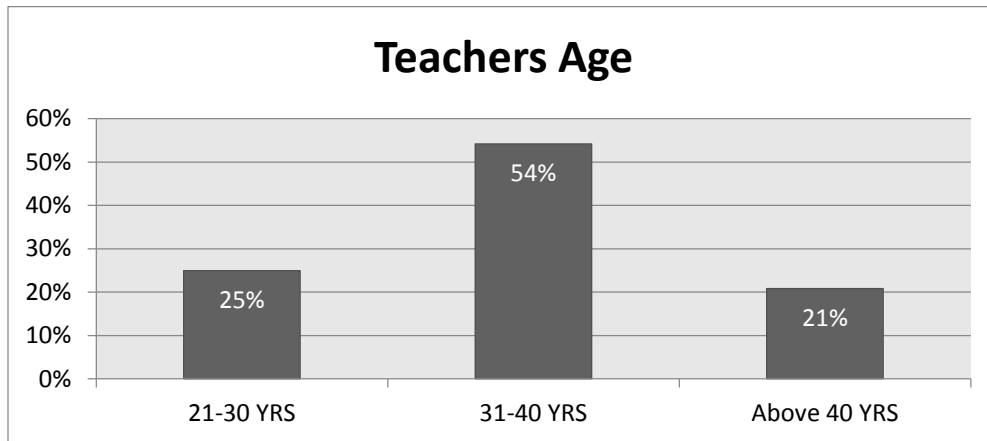
**Figure 4.5: Pupils Age**

In this study the researcher sort to find out about the pupils ages, and from the findings, the researcher found out that majority of the pupils from the sample taken were between 12-13 years. Pupils at this age are mostly in class eight and seven, as seen in the study when asked which class the pupils were in as illustrated by figure 4.5. The range of age difference was 12 years with the oldest pupil being 17 years and the youngest being 5 years old. This difference is considered to be alarming given that the students are expected to remain in primary school for 8 years only.

The high ages within the study group point to problems of access to education. This is as per findings by UNESCO (2014) drought cycle was identified as a hindrance to access to education due to nomadic lifestyle. This would lead to pupils staying longer before completing primary school. Pupils’ age versus their class paints a picture of emergencies in education in the study area.

### Teachers' age

The age distribution of the teachers in the study population was deemed necessary since it would directly reflect on the experience of the teachers as far as encouraging boys to take part in the learning process is concerned. Information in this regard is shown in figure 4.6.



Source (Researcher, 2015)

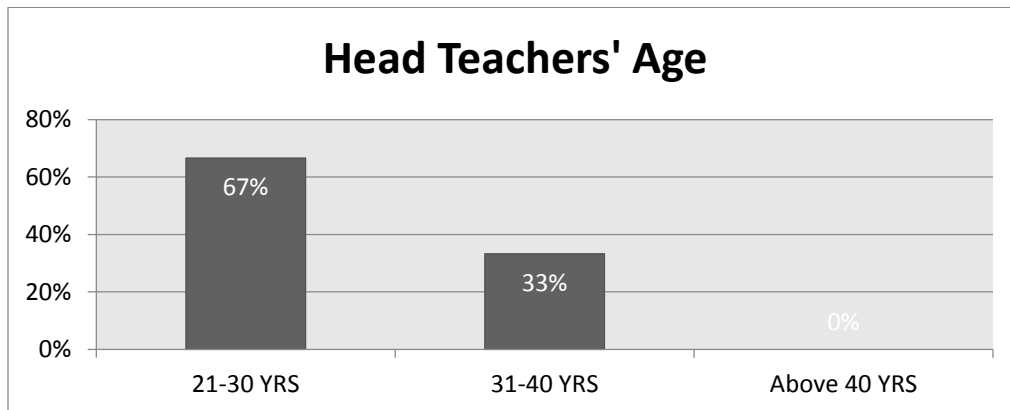
**Figure 4.6: Teachers Age.**

As illustrated in figure 4.6, majority of the respondents were between the ages of 31 – 40 years at 54%. This shows that the teachers in Kajiado County, Kenyewa Division were still youthful. This shows that there is a shortage of highly experienced teachers thus pointing to a challenge as far as encouraging education among boys is concerned. The highest incidences of poverty and the lowest levels of access to basic services such as education are linked to education in emergencies.

### Head teachers age

The study further sought to determine the age distribution of the head teachers. This was done given that advanced age comes with relatively more life experience. In this study the

researcher sought to find out about the head teachers' ages, and from the findings, the researcher found out that majority of head teachers in the population sample group were in their youth years as illustrated in figure 4.7.



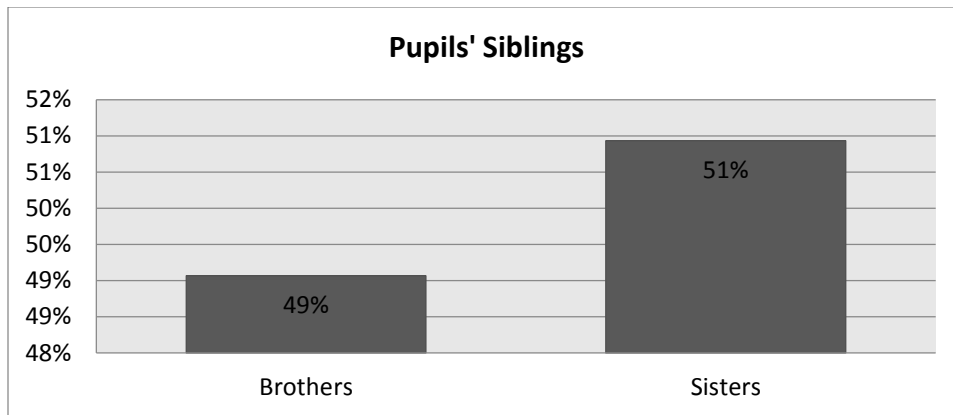
**Figure 4.7: Head Teachers Age.**

From the research findings, it's seen that majority of the respondents were between the ages of 21 – 30 years. This represented 67% from the study instrument. It was followed by those that were over between ages of 31 – 40 years of age who represented 33%. From the head teachers interviewed, there was none above ages of 40 years. This point to an a challenge since the level of life experience from these senior teachers could point to a limitation as far as encouraging education among the boy child is concerned.

#### **Pupils' siblings.**

The study also found information of the siblings of the pupils crucial due to the findings of the Kenya Poverty Reduction Strategy Paper (2000-04). The paper identified a relationship between the distribution of siblings and the probability of access to education by the boy child. The findings in this regard are shown in figure 4.8





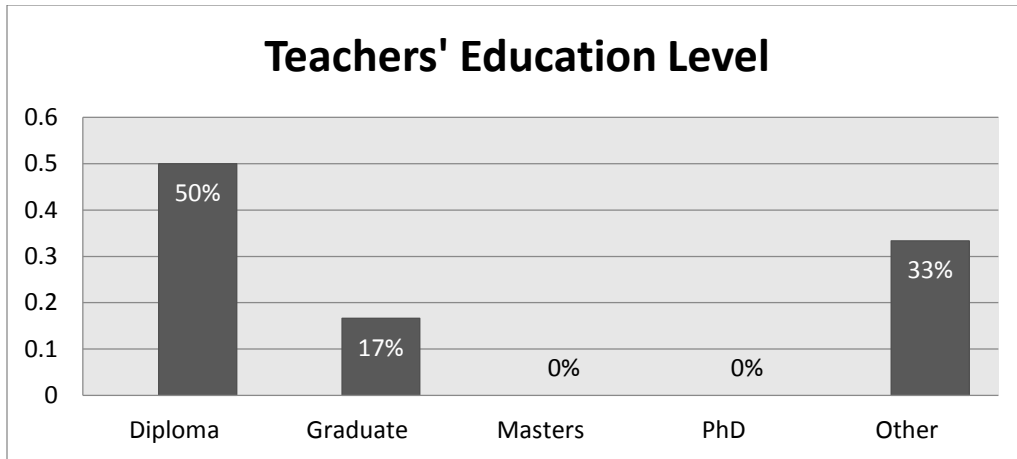
Source (Researcher, 2015)

**Figure 4.8: Pupils Siblings**

The results of the study as illustrated in table figure 4.8 show majority of the pupils in the sample population had many sisters in their family than brothers. Sisters represented 51%. Although this conforms to the study objectives that the boy child education is affected a lot in Kenyewa Division, Kajiado County, it's in line with Kenya Poverty Reduction Strategy Paper (2000-04). The paper identified incidences and links between poverty and access to basic services such as education. The paper found a linkage between poor access to education for the boy child in families where there are more girls than boys. This could be due to harsh exposures boys face such as sand harvesting and charcoal burning, thus being at more risk of survival.

#### **Teachers' highest level of education**

The study further sought to determine the highest level of education by the teaching staff. This was deemed necessary since teachers play an important role in influencing and motivating their pupils to study. Information in this regard is shown in the figure below.



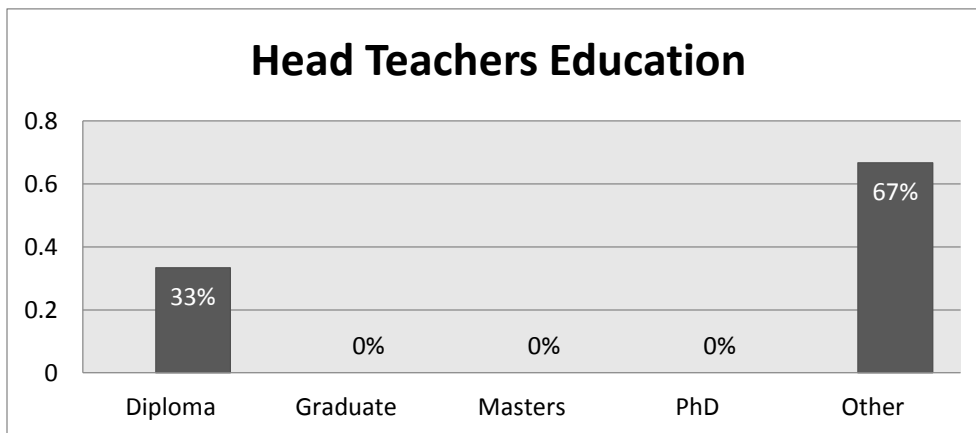
Source (Researcher, 2015)

**Figure 4.9: Teachers education level**

From figure 4.9, the study found that majority of teachers had Diploma as their highest level of education. This was true as evidenced by the response rate of 50%. The level of education of teachers in Kenyewa Division Kajiado County could help unearth the home-based factors influencing access of the boy child to education

#### **Head teachers education level**

Similarly, information on the level of education of the head teachers was sought as shown in figure 4.10 below.



**Figure 4.10: Head Teachers Education Level**

Source (Researcher, 2015)

From the research findings on figure 4.11, majority of head teachers cited other level of education besides what the researcher had put forth in the questionnaire. This was true as evidenced by the response rate of 67%. The other qualifications included o-level and a-level education. The head teacher’s education levels in the study area had a direct impact on education in emergencies.

### **Head teachers work experience**

The level of work experience of the teaching staff was also sought in the study. This information was considered crucial in determining the familiarity of the teaching staff with the trends in the education system in the study area and also in the assessment of possible emergencies in these areas. Information on the levels of work experience for the head teachers is shown below.

**Table 4.5 Head teachers’ work experience**

<b>Work Experience</b>	<b>Frequency</b>	<b>%age</b>
Less than 5 Yrs.	1	33
Between 6-10 Yrs.	2	67
Over 10 Yrs.	0	0
<b>Total</b>	<b>3</b>	<b>100</b>

Source (Researcher, 2015)

In this study the researchers sort to find out the work experience of the head teachers in the study area in Kenyewa Division Kajiado County. This was to conform to the study objective; the research findings were analyzed and graphically illustrated in table 4.5. From the results of the study, the researcher established that the head teachers in the sample group had between 6 – 10 years’ experience. This was evidenced by the majority response rate of

67%. There was also 33% of response from those that had less than 5 years' work experience. There was none of the head teachers in the research sample group who had over 10 years work experience.

### **Teachers**

The study similarly sought to find out the work experience of the teachers in the study area.

This was to conform to the study objective, the research findings were analyzed and graphically illustrated in table 4.6.

**Table 4.6 Teachers' Work experience**

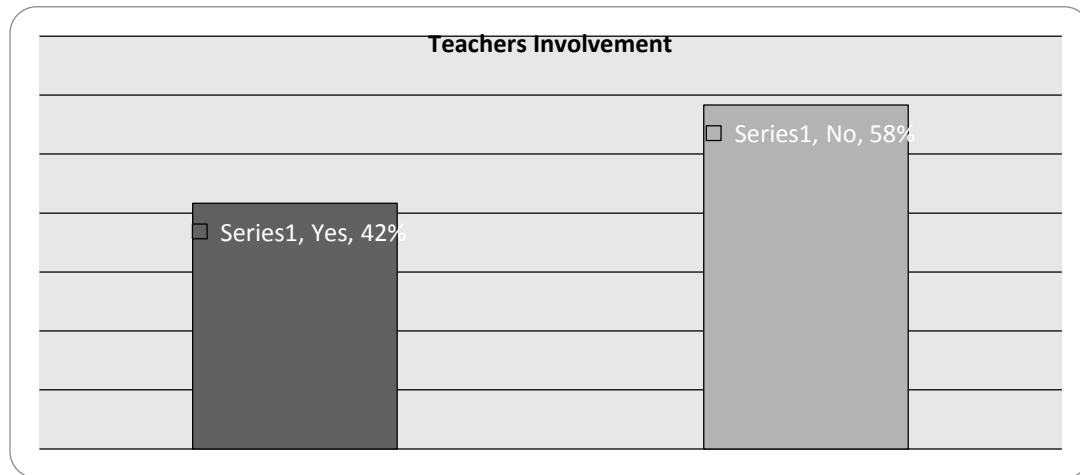
<b>Teachers Work Experience</b>	<b>Frequency</b>	<b>%age Response</b>
Less than 5 Years	7	29
6-10 Years	8	33
Over 10 Years	9	38
<b>Total</b>	<b>24</b>	<b>100</b>

From table 4.6, majority of the teachers had over 10 years' experience at 33%. While 29% of the teachers in the research sample group had less than 5 years' work experience. This shows that over 60% of the teachers have a working experience of less than 10 years implying the presence of a possible emergency as far as promotion of education and understanding of the dynamics of the study area is concerned.

### **Teacher's involvement in school management**

The involvement of the teaching staff in the management of the schools was considered crucial to the study since it determined the extent to which policies formulated by the

teaching staff to promote education could succeed in achieving the intended objectives. The findings in this regard are shown in the figure below.



Source (Researcher, 2015)

**Figure 4.11: Teachers involvement in school management**

As seen on figure 4.11, the researcher established that majority of the teachers were not involved in the school management as evidenced by the response rate of 58%. Only 42% of teachers agreed to the question on whether they were involved in school management. Involvement in school management could be a good indicator of how issues affecting the boy child are addressed. The findings in this regard are therefore alarming since it shows that the involvement of the teaching staff is limited.

#### **Head Teachers involvement in school management**

Similarly the aforesaid information was sought from the head teachers. From the sample population selected by the researcher, all the head teachers agreed with the fact that they were involved in school management as expected. This is in tandem with their position in the schools as they're the head teachers hence management matters involved them directly.

#### 4.5 Drought and Home-based factors influencing access of the boy child to education.

The study sought to establish the home-based factors that influence access of the boy child to education. This was in four variables namely poverty, culture, drought, and Nomadism.

##### 4.5.1 Poverty as a home-based factor influencing access of the boy child to education

The study sought to determine the implication of poverty on access of the boy child to education. The study used a likert-type scale in which 5, 4, 3, 2, and 1 represented continuum scores for *very great extent*, *great extent*, *moderate extent*, *little extent*, and *No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are frequencies and percentages. The respondents were posed with items that sought to establish the same. Their responses are tabulated in the next subsections.

**Table 4.7 Pupils views on poverty as a home-based factor influencing access of the boy child to education**

N=729

<b>Poverty as a home-based factor influencing access of the boy child to education</b>	No extent		Little extent		Moderate extent		Great extent		Very Great extent	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
There is widespread poverty	11	4	26	10	178	62	47	16	24	8
Famine looms every year	23	8	59	21	74	26	95	33	35	12
There is general shortage of school provisions	11	4	119	42	120	42	12	4	24	8
Education quality is affected	35	12	47	17	35	12	74	26	95	33
Boy child cannot effectively handle homework	35	12	71	25	95	33	72	25	13	5

**Source: Research data**

Table 4.7 shows majority of the pupils (62%) agreed that there was widespread poverty. This was followed by the general shortage of school provisions. Another 4% disagreed that there was widespread poverty. The findings show that the pupils feel the pinch of the

implication of poverty as seen from the responses on effect on education quality, homework handling, and the recurrence of famine.

To establish whether teachers viewed poverty as a home-based factor influencing access of the boy child to education, teachers were asked to indicate the same. Table 4.8 tabulates the findings.

**Table 4.8 Teacher view of poverty as a home-based factor influencing access of the boy child to education**

N-24

<b>Poverty as a home-based factor influencing access of the boy child to education</b>	No extent		Little extent		Moderate extent		Great extent		Very Great extent	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
There is widespread poverty	1	4	2	8	15	63	4	17	2	8
Famine looms every year	2	8	5	21	6	25	8	33	3	13
There is general shortage of school provisions	1	4	10	42	10	42	1	4	2	8
Education quality is affected	3	13	4	17	3	12	6	25	8	33
Boy child cannot effectively handle homework	3	13	6	25	8	33	6	25	1	4

Source (Researcher, 2015)

As seen from Table 4.8, teachers agreed that there was widespread poverty in the study area at 63%. Teachers also indicated that there was general shortage of school provisions at 42%. Teachers also indicated that famine looms in the area at 33%. This implies that teachers understood the economic situation of the children. The findings in this case contrast with the views of the students that in fact poverty levels are alarming and are further causing immense adverse implications on education to the boy child.

Similarly, the same views were sought from the head teachers and the findings in this regard are shown in the table below.

**Table 4.9 Head Teachers View of Poverty as a home-based factor influencing access of the boy child to education**

N=7

<b>Poverty as a home-based factor influencing access of the boy child to education</b>	No extent		Little extent		Moderate extent		Great extent		Very Great extent	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
There is widespread poverty	1	33	0	0	2	67	0	0	0	0
Famine looms every year	0	0	0	0	3	100	0	0	0	0
There is general shortage of school provisions	0	0	2	67	1	33	0	0	0	0
Education quality is affected	0	0	0	0	0	0	2	67	1	33
Boy child cannot effectively handle homework	0	0	1	33	2	67	0	0	0	0

Source (Researcher, 2015)

As seen from the illustration in the Table 4.9, the head researchers' indicated that famine looms every year at 100%. The data further shows that 67% of the head teachers agreed that education quality is affected to a great extent while those that agreed the boy child cannot effectively handle homework to a moderate extent were 67%. This shows the extent of adverse implications resulting from poverty on education of boys in the study area. These findings contrast with the findings by UNESCO (2008) that attributed the prevalence of poverty to access to education by many children.

#### **4.5.2 Culture as a home-based factor influencing access of the boy child to education**

The study further sought to determine the implication of culture and cultural inclinations on access of education to the boy child. In this case the study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *very great extent*, *great extent*, *moderate extent* *little extent* and *No extent* respectively. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived



are frequencies and percentages. The respondents were posed with items that sought to establish the same.

**Table 4.10 Pupils View of Culture as a home-based factor influencing access of the boy child to education**

N=729

<b>Culture as a home-based factor influencing access of the boy child to education</b>	No extent		Little extent		Moderate extent		Great extent		Very Great extent	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
People hold culture highly than education	7	4	34	10	150	62	72	16	23	8
The outdated cultural practices are anti-education	19	8	65	21	71	26	90	33	41	12
Urbanization has interfered with social fabric of culture thus affecting boy Childs education	15	4	126	42	109	42	18	4	18	8
Technology advancement is not in line with culture thus conflict	20	12	60	17	56	12	60	26	90	33
Traditional values broke down thus boy child misses education	29	12	56	25	122	33	60	25	19	5

Source (Researcher, 2015)

We find in Table 4.10 that there were 33% of the pupils who agreed that outdated cultural practices influence access of the boy child to education. There was also 62% who agreed that People hold culture highly than education affected access of the boy child to education. This shows that the implications of culture are still rife in the study area thus posing a tremendous implication on the education of the boy child.

Similarly, the same questions were posed to the teaching staff and the responses in this case are presented in the table below.

**Table 4.11 Teachers view on culture’s influence on access of the boy child to education**

N=24

<b>Culture as a home-based factor influencing access of the boy child to education</b>	No extent		Little extent		Moderate extent		Great extent		Very Great extent	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
People hold culture highly than education	2	8	13	54	4	17	5	21	0	0
The outdated cultural practices are anti-education	3	13	7	29	7	29	6	25	1	4
Urbanization has interfered with social fabric of culture thus affecting boy child's education	6	25	10	42	2	8	4	17	2	8
Technology advancement is not in line with culture thus conflict	4	17	6	25	6	25	5	20	3	13
Traditional values broke down thus boy child misses education	5	20	9	38	5	21	4	17	1	4

**Source (Researcher, 2015)**

In Table 4.11, the researchers’ findings were varied from the sample population on various questions on the factors influencing access of the boy child to education. There were 25% of the teachers who agreed that outdated cultural practices influence access of the boy child to education. There was also 21% who agreed that People hold culture highly than education affected access of the boy child to education. The general trend in table 4.11 above shows that teachers feel that culture has immensely influenced access of education to boy child as shown by the relatively high rating of the above statements.

Subsequently, the information on the implication of culture was sought from the head teachers and the findings in this case are shown in the table below.

**Table 4.12 Head Teachers view of culture as influencing access of the boy child to education**

N=7

<b>Culture as a home-based factor influencing access of the boy child to education</b>	No extent		Little extent		Moderate extent		Great extent		Very Great extent	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
	People hold culture highly than education	2	67	1	33	0	0	0	0	0
The outdated cultural practices are anti-education	1	33	0	0	1	33	1	34	0	0
Urbanization has interfered with social fabric of culture thus affecting boy child's education	0	0	2	67	1	33	0	0	0	0
Technology advancement is not in line with culture thus conflict	0	0	1	33	1	33	1	34	0	0
Traditional values broke down thus boy child misses education	0	0	1	33	2	67	0	0	0	0

Source (Researcher, 2015)

As seen from the illustration in the Table 4.12, the researchers established that 34% of the head teachers found outdated cultural practices to be anti-education. The same was with technology advancement which they agreed is not in line with culture thus conflicting with access of the boy child to education. These findings point to a great limitation to education of the boy child attributable to cultural practices. These findings support the findings by World Bank (2008) that attributed some education challenges in communities to cultural inclinations.

### 4.5.3 Drought as a home-based factor influencing access of the boy child to education

The implication of drought was further sought especially given that the area of study is majorly inhabited by pastoralists who are greatly influenced by weather patterns. The study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *very great extent, great extent, moderate extent little extent and No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are frequencies and percentages. The respondents were posed with items that sought to establish the same.

**Table 4.13 Pupils view on drought as a home-based factor influencing access of the boy child to education**

N=729

<b>Drought as a home-based factor influencing access of the boy child to education</b>	No extent		Little extent		Moderate extent		Great extent		Very Great extent	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
The climate is harsh thus the boy child takes breadwinner role	2	4	37	10	165	62	82	16	0	8
Economic activities curtailed by drought affecting boy child	12	8	71	21	76	26	99	33	28	12
Drought leads to meagre incomes thus boy child fends for family	9	4	134	42	114	42	8	4	21	8
Drought leads to a nomadic lifestyle which is anti-education	7	12	71	17	43	12	70	26	95	33
There is limited incomes thus boy child has to drop out of school	29	12	56	25	122	33	60	25	19	5

Source (Researcher, 2015)

As seen from the illustration in Table 4.13, the researchers established that 33% agreed that drought leads to a nomadic lifestyle which influences access of the boy child to education. The same number agreed that economic activities curtailed by drought are influencing access of the boy child to education in the study area. The findings show that the occurrence of drought is prevalent in the region with devastating implications on the economic and social activities. This shows the need to urgently develop measures aimed at addressing drought in the area.

The study subsequently sought the views of the teaching staff on the same issue. The findings in this case are shown in the table below.

**Table 4.14 Teachers view on drought as a home-based factor influencing access of the boy child to education**

N=24

<b>Drought as a home-based factor influencing access of the boy child to education</b>	No extent		Little extent		Moderate extent		Great extent		Very Great extent	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
The climate is harsh thus the boy child takes breadwinner role	6	25	5	21	5	21	5	21	5	21
Economic activities curtailed by drought affecting boy child	0	0	6	25	6	25	8	33	4	17
Drought leads to meagre incomes thus boy child fend for family	2	8	8	33	4	17	6	25	4	17
Drought leads to a nomadic lifestyle which is anti-education	2	8	4	17	7	29	6	25	5	21
There is limited incomes thus boy child has to drop out of school	2	8	5	21	7	29	5	21	5	21

Source (Researcher, 2015)

From Table 4.14, we find that 21% agreed that climate is harsh thus the boy child takes breadwinner roles, the same 21% agreed that drought leads to a nomadic lifestyle which is anti-education and also 21% agreed that there is limited incomes thus boy child has to drop out of school. These findings contrast with the findings by the pupils which point to immense adverse implication of drought not only to education but also to other social and economic activities that directly or indirectly affect education.

**Table 4.15 Head teachers view of drought as influencing access of the boy child to education**

N=7

<b>Drought as a home-based factor influencing access of the boy child to education</b>	No extent		Little extent		Moderate extent		Great extent		Very Great extent	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
The climate is harsh thus the boy child takes breadwinner role	0	0	0	0	1	33	2	67	0	0
Economic activities curtailed by drought affecting boy child	0	0	0	0	2	67	0	0	1	33
Drought leads to meagre incomes thus boy child fend for family	0	0	0	0	2	67	1	33	0	0
Drought leads to a nomadic lifestyle which is anti-education	0	0	1	33	1	33	1	34	0	0
There is limited incomes thus boy child has to drop out of school	0	0	1	33	1	33	0	0	1	34

Source (Researcher, 2015)

Table 4.15 shows that 34% agreed that there is limited incomes thus boy child has to drop out of school to a very great extent while 67% agreed that the climate is harsh thus the boy child takes breadwinner roles. Another 67% agreed that economic activities are curtailed

by drought affecting boy child education and also Drought leads to meagre incomes thus boy child fends for family to a great extent. From these findings it is evident that there is a positive relationship between the views of the pupils, teachers, and the head teachers on the effects of drought. These findings show an imminent difference with the findings by UNESCO (2014) in which the drought challenge in Nigeria was countered by the introduction of radios for the pupils due to the resulting nomadism associated with the drought.

#### **4.5.4 Nomadism as a home-based factor influencing access of the boy child to education**

The study further sought to determine the implication of nomadism which is a home based factor in the study area. The study used a likert-type scale in which 5, 4, 3, 2 and 1 represented continuum scores for *very great extent, great extent, moderate extent little extent and No extent respectively*. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived are frequencies and percentages. The respondents were posed with items that sought to establish the same.

**Table 4.16 Pupils view on nomadism as influencing access of the boy child to education**

N=729

<b>Nomadism as a home-based factor influencing access of the boy child to education</b>	No extent		Little extent		Moderate extent		Great extent		Very Great extent	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Lack of consistency in attending school	0	4	43	10	153	62	78	16	12	8
Lack of concentration on education	7	8	56	21	98	26	78	33	47	12
Poor infrastructure to support learning	2	4	143	42	124	42	13	4	4	8
No teachers available	12	12	45	17	67	12	81	26	81	33
No learning materials	13	12	68	25	134	33	51	25	20	5

Source (Researcher, 2015)

Table 4.16 shows that 33% agreed that absence of teacher's influences access to education especially to the boy child to a very great extent. This was followed Lack of concentration on education where the pupils agreed to a great extent at 33%. Lack of consistency in attending school was agreed at 62% to a moderate extent. These findings show that the pupils are greatly negatively affected by nomadism as seen on the high rating of the above statements.

Subsequently, the views of the teaching staff were sought as shown in table 4.19 below.



**Table 4.17 Teachers view on nomadism as influencing access of the boy child to education**

N=24

<b>Nomadism as a home-based factor influencing access of the boy child to education</b>	No extent		Little extent		Moderate extent		Great extent		Very Great extent	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Lack of consistency in attending school	2	8	5	21	5	21	8	33	4	17
Lack of concentration on education	1	4	3	13	10	42	8	33	2	8
Poor infrastructure to support learning	3	13	4	17	6	24	7	29	4	17
No teachers available	6	25	4	17	8	33	4	17	2	8
No learning materials	4	17	9	37	5	21	5	21	1	4

Source (Researcher, 2015)

As shown on table 4.17, the research established that 17% of the teachers agreed to a very great extent that nomadism influences access of the boy child to education. This was also the case with poor infrastructure where the teachers agreed to a very great extent at 17%. to support learning especially to the boy child.

**Table 4.18 Head teachers on nomadism as influencing access of the boy child to education**

N=7

<b>Nomadism as a home-based factor influencing access of the boy child to education</b>	No extent		Little extent		Moderate extent		Great extent		Very Great extent	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Lack of consistency in attending school	0	0	3	100	0	0	0	0	0	0
Lack of concentration on education	1	33	2	67	0	0	0	0	0	0
Poor infrastructure to support learning	0	0	1	33	2	67	0	0	0	0
No teachers available	2	67	0	0	1	33	0	0	0	0
No learning materials	1	33	2	67	0	0	0	0	0	0

Source (Researcher, 2015)

In table 4.18, the research established from the head teachers that, poor infrastructure to support learning affected access to education especially to the boy child. This recorded a response of 67% to a moderate extent. Unavailability of teachers had a response of 33% to a moderate extent. This shows that the implication of nomadism on access to education by the boy child is immense and negative. These findings show a difference with the situation in Sudan as found by Abdel and Abdalla (2011) in which measures are already in place to integrate nomadism with education.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study, summary of the findings, discussion of key findings, conclusions made from the study and the recommendations for policy and practice. The chapter also presents suggestions for further research.

#### **5.2 Summary of Study**

The study sought to investigate home-based factors influence on access of the boy child to education in public primary schools in Mashuuru Sub-County, Kajiado County. The study investigated the influence of the home-based factors namely poverty, culture, drought and nomadism on access of the boy child to education. A descriptive survey was used with data collected through a questionnaire for the head teachers and teachers and an interview schedule for the pupils.

Several questionnaires were distributed to teachers, head teachers, and Pupils. Out of the twenty six (26) questionnaires distributed to teachers, 24 were collected representing 100% response rate. Another 3 questionnaires were distributed to head teachers and 3 collected representing another 100% response from head teachers. Pupils questionnaires distributed were 720 and out of that 286 were collected representing a 40% response from pupils. Overall there was a great response from the respondents, providing a great platform for final research findings. The findings showed that majority of the teachers in the study were male at 67% while female were 33%. The reverse was true for the pupils such that pupils majority being female at 52%. For the head teachers male who represented the majority

were at 67% and female counterparts were 33%. This was not in line with many researches where male population of pupils dominates the school environment.

The majority of the pupils were between 12 - 13 years of age at 48%. This was followed by those aged above 13 years at 28%, while those below 10 years representing 7%. Teacher's age bracket on the other hand Majority of them were above between 31 – 40 years representing 54% while those that were above 40 years were recorded at 21%. 21% were those between 21 – 30 years of age. Majority response of head teachers indicated them being between 31 – 30 years of age and both the teachers and head teachers were married and in a family setup representing 75% and 67% respectively. Majority of the respondents subscribed to Christianity as a religion.

There was a deviation from the pupils when asked whom they live with, and most of them said to be living with both their parents (father and mother) representing 51%. On the question of education level, most teachers had attained diploma at 50% while head sited attaining other level of education aside from those the researcher had asked of them. Teachers recorded having more than 10 years of experience in the profession, representing 38% response. Majority of head teachers had between 6 – 10 years' experience in the profession as the study found out with a 67% response rate. All the teachers interviewed by the researcher sited to be involved in the school management activities. This was an overwhelming 100% agreement from the respondents.

### **5.3 Summary of Findings**

The study found that the schools in the area had a lot of infrastructure problems and they lacked proper learning materials both for the boy child and the girl child. This inversely affected the children stay in school. The findings confirmed that the boy child has challenges in accessing education in the study area. The home-based factors are discussed in detail.

Recurrence of famine every year was rated the highest factor contributing to poverty and thus adversely affecting access to education by the boy child. This is shown by the high rating given to this factor in comparison with the other factors. Poverty influences access to education for the boy child in terms of high incidences of famine, lack school provisions and lack of learning aids at home. Quality education is influenced by several factors and as the study found out, poverty played a major role in those factors. The study findings showed that majority of the teachers, head teachers and pupils interviewed agreed that poverty did affect negatively access to education for the boy child greatly as it was wide spread in the area. The study also established that because of poverty, school provisions were inadequate hence the boy child couldn't effectively handle school homework and other activities. As a general observation it in turn affected the education quality in public primary schools in the study area. These components scored highly on the likert scale, a clear indication of the extent to which poverty was a negative influence on the boy child access to education.

Culture was identified to have a great influence on access of the boy child to education due to adherence to historical norms, outdated practices, and urbanization. The dominant participation factors identified were the inaccessibility of the boy child to education and its

effect on the boy child. There were several factors that come up during the research study and the same put forth to the respondents. The study established that as much as culture was important, in several ways it played a negative role in enabling the boy child access education as seen in the case study area of Kenyewa Division, Kajiado County. Historical norms followed by the community and practice of outdated cultural right of passages weighed negatively on the boy child's education. The researcher also established that community in the area held cultural practices higher than education even though some of the traditional values were Broken down. All this greatly impacted the boy child's access to education. The study also established that the implementation of Urbanization has interfered with social fabric of culture thus affecting boy child's education as the technology involved did not go in line with the culture thus the conflict, and in turn the education especially for the boy child is affected.

Drought was identified as a negative influence on access of the boy child to education. Due to harsh climate, there is low economic activities and thus meagre incomes for households. This is support by the high ratings on the statement on harsh climate. This affects inclusivity of the boy child in accessing education. The results in the study indicated that there was harsh climate in the study area, and as such it led to families having meagre incomes. As a result the boy child attended schools irregularly or less frequently and this negatively affected their school performance. This is also support by the relatively significant response on the statement on the boy child being the bread winner of the family. As a result of drought, families in the area resulted to nomadic lifestyle which is anti-education since they always on the move for a better environment hence the boy child inability to access education. With all this factors Economic activities slowed down as they

were curtailed by drought hence affecting boy child. The magnitude off effect of drought to the economic activities in the area may not have been an objective of this study but it was clear that reduced economic activities resulted to limited income for the families hence the drop from school by the boy child. This confirms the assertions in the study that drought had a negative effect on accessibility to education by the boy child in Kenyewa Division, Kajiado county.

A nomadic lifestyle was pointed out as a way of life for the people in the study area. This was identified as a major influence to the access of the boy child to education. This is brought by lack of concentration in class, irregular school attendance and lack of adequate teachers due to poor infrastructure. Nomadic communities has no permanent abode but moves about from place to place, usually seasonally and often following a traditional route or circuit according to the state of the pasturage or food supply. As the researcher established, nomadism led to inconsistency in school attendance by the boy child hence lacked concentration on education. The study also established that poor infrastructure to support learning unavailability of teachers and learning materials affected access to and quality education (case study Kenyewa Division, Kajiado County). All this the study found that may play a major role in the success or failure of education for the boy child.

As the study results show, it is now clear that the findings of this study have helped head teachers, teachers, parents and ministry of Education and Policy makers identify courses of inaccessibility of the boy child to education. This will go a long way in making decisions and in developing strategies towards improved enrollments and attendance to education by the boy child not only in the study area (Kenyewa Division, Kajiado County) but in the whole country at large. The findings will help the parents find ways of ensuring that their

boys are enrolled and properly supported to enable them stay in school and access education for a better future.

#### **5.4 Conclusion**

From the findings discussed and summarized in above, the following conclusions are thus imminent.

Poverty was identified as a great hindrance because it led to children not being in school at all. The response amounting to over 80% on the widespread of poverty being rated at least *moderate extent* support this conclusion. For inclusivity of the boy child to education in Kenyewa Division, poverty levels must be reduced so that the boy child dedicates his time to school activities and not fending for the family. The stakeholders must allocate funds to mitigate the effects of poverty that hinder access of the boy child to education in the study area.

The cultural practices in Mashuuru Sub-county have greatly contributed to the low access of education by the boy child. This is shown by the relatively substantial rating of adverse implications of culture on education. Although the researcher established that community in the area held cultural practices higher than education, some of the traditional values were broken down. This greatly impacted the boy child's access to education and should be dealt with by stakeholders.

The implication of drought has also contributed to a great extent to the poor access of education by the boy child. The makes drought a major emergency that is usually overlooked but whose long term implications are immense. The effects of harsh climate are low economic activities leading to meagre incomes for households. For inclusivity of



the boy child in accessing education, there should be funds to help communities cope with the harsh conditions and retain the boy child in school.

Nomadic lifestyles should also either be stopped or incorporated in government policies to ensure that their hostile implications on access to education by the boy child are mitigated. This was identified as a major influence to the access of the boy child to education. The lack of concentration in class, irregular school attendance and lack of adequate teachers due to poor infrastructure were all issues brought by nomadism. The researcher found nomadism led to inconsistency in school attendance by the boy child hence lacked concentration on education. The study concludes that proper infrastructure to support learning be established, availability of teachers and learning materials enhanced. This will play a major role in the success or failure of education for the boy child.

## **5.5 Recommendations**

The study recommends that for the boy child to have access to education, the home-based factors consisting of poverty, culture, drought, and nomadism have to be mitigated. There should be efforts to unlock and fully use local resources and in some cases redistributing existing resources. There should be deliberate attempts to perceive people including children, parents, teachers, and members from marginalized groups as key resources. Appreciating resources and support within schools and at local levels will go a long way in overcoming attitudinal barriers through advocacy and awareness.

To tackle poverty, the government through the Ministry of Education must formulate and implement programs that will ensure inclusivity of the boy child in education in the study area. The study recommends interventions such as poverty alleviation budgetary

allocations. This will also extend to dealing with environmental barriers such as addressing accessibility to schools and a friendly learning environment.

To deal with negative cultural practices that hinder access of the boy child to education stakeholders must persuade the community to shun negative traditional practices that go against the attempts to have the boy child access education. The recommendations arising out of this study include looking at the value that the parents, teachers and the government can bring into the sustainability of the boy child's education, right from design, control and implementation to ensure that cultural issues do not hinder the success of the process.

Provision of infrastructure and capital to deal with drought will open up the areas so that the communities can engage in economic activities that will support the boy child to stay in school. There should be approaches and resources which ensure access to learning together with other facilities such as toilets and transport. Legal barriers need to be addressed and policies formulated to reinforce rights and non-discrimination with enabling and mandatory legislation to mitigate drought. This is in relation to access to education and also dealing with institutional barriers and calls for gender equity.

Communities must shun nomadic lifestyles and embrace education especially for the boy child. The benefits of such move will help the boy child in participation in class work. This should be encouraged to the local communities in Kenyewa Division and the country at large should be felt beyond the country. The stakeholders should introduce mobile schools, funding of boarding facility including support staff so that the boy child can have access to education. There should be sensitization, debate, mobilization and negotiation to curb vagaries of a nomadic lifestyle.

This study on the factors affecting the boy child access to education in public primary schools in Kenyewa Division, Kajiado County, has opened more research avenues in order to improve on the country's children access to education and the education sector as a whole. Due to the similarities of the effects and influence of education access to the boy child, in public schools studied in Kenyewa Division, Kajiado County. The study can be replicated to other zones in the country. This provides an opportunity for the region to address the problems together. In the event that they are not, it will be important to have a critical look at the differences and therefore make better and more informed decisions on the improvement and sustainability of the boy child's education in order to have a literate society for improved economic growth.

## REFERENCES

- American Association for Public Opinion Research (1997), *Best Practices for Survey and Public Opinion Research and Survey Practices* AAPOR Condemns, Ann Arbor, MI: AAPOR.
- Barbara, B. Alain, M, & Ramahatra, R. (2003). *Achieving Universal Primary Education by 2015*. Washington D.C. World Bank.
- Chimombo, J. (2005). “*Issues in the basic education in developing countries: An explanation of policy option for improved delivery*”, Journal of international Cooperation in education, Vol. 8 No 1. p. p. (129 – 152).
- Colclough, C. & Lewin, K. (1993): *Educating all the children: Strategies for primary Schooling in the south*. Oxford: Claredon Press.
- Hunt, F. (2008). *Dropping Out from School: A Cross Country Review of Literature*. CREATE Pathways to Access. Research Monograph, no. 16. Brighton: University of Sussex.
- Jorgenson, D.W.; Ho, M.S.; Samuels, J.D. (2014). *Long-term Estimates of U.S. Productivity and Growth* (PDF). Tokyo: Third World KLEMS Conference
- Kathuri, J & Pals, D. (1993). *Introduction to Educational Research*. Njoro: Education media centre. Egerton University Kenya
- Lewin, K. M. (2008). *Strategies for Sustainable Financing of Secondary Education in Sub-Saharan Africa*. World Bank Working Paper No.136. Washington DC: World Bank.
- Ministry of Education, Science and Technology, (2005). Education Statistical Booklet. Nairobi. MOEST.
- Ministry of Education, Science and Technology, (2007). *Report of the Education Sector Review*. Nairobi: MOEST.
- Mugenda, A. M & Mugenda, O. G (2003). *Research Methods. Quantitative and Qualitative Approaches*. Nairobi: Acts press.
- Ndung'u, G. M. (2008). *Factors affecting participation rates of students in public Secondary schools in Kamwangi division of Gatundu district Kenya*. Unpublished M.Ed. Project Report: University of Nairobi.
- Ogwara, P. O. (2006). *A study on the factors influencing enrolment and completion rates in public secondary schools in Rigoma division of Kisii north district, Kenya*. Unpublished M.Ed. Project Report: University of Nairobi.

- Oso, W. & Onen, D. (2009). *A general guide to writing research project and report. A hand book of beginning researchers (revised edition)*. Nairobi: Jomo Kenyatta Foundation
- Patrinos H.A. and G. Psacharopoulos. 1995. "Educational Performance and Child Labor in Paraguay." *International Journal of Educational Development* 15,1: 47-60
- Patton, M.Q. (2002) (3rd ed.), *Qualitative Research and Evaluation Methods*, London: Sage Publications.
- Republic of Kenya, (2005). Ministry of Education, Science and Technology. Sessional Paper No. 1 of 2005 on *A Policy Framework for Education, Training and Research*. Nairobi: Government Printer.
- Republic of Kenya (2009). *Economic Survey*. Nairobi: Government printer.
- Republic of Kenya (2010). *Constitution of Kenya*. Nairobi: Government printer
- Saunders, M., Lewis, P. and Thornhill, A. (2003), *Research Methods for Business Students*, London: Prentice Hall.
- Sifuna & Kiragu, (1988). *Contemporary issues on education in East Africa*. Nairobi: ODA.
- UNESCO, (1998). *Wasted Opportunities: When Schools Fail*. Education for all status. New York: Oxford University Press.
- UNESCO, (2002). *Women Basic Education, Community Health and Sustenance Development*. Monograph of papers presented at a strategic planning Workshop. Nairobi: University of Nairobi.
- UNESCO, (2003). *Gender and Education for All. The Leap to Equality*. EFA Global Monitoring Report 2003/4. Paris: UNESCO
- UNESCO (2008). *EFA Global Monitoring Report. Education for All by 2015- Will we make it?* Paris: UNESCO.
- UNESCO (2009). *EFA Global Monitoring Report. Overcoming inequality: why governance matter*. Paris: UNESCO.
- UNESCO, (2013). *Give Everyone a Chance to Learn. Education for All*. EFA Global Monitoring Report 2012. Nairobi: UNESCO.
- Wanjiru, N. (2007). *Factors Contributing to School Dropout in Mombasa District Kenya*. Unpublished M. Ed Thesis. Nairobi: University of Nairobi.
- World Bank (2002). *Education for Dynamic Economies: Action Plan to Accelerate Progress Towards Education For All*, April 2002.

## **APPENDICES**

### **APPENDIX I: TRANSMITTAL LETTER INTRODUCTORY LETTER TO SCHOOLS**

University of Nairobi

Department of Educational Administration and Planning

P.O. Box 92,

Kikuyu.

**Dear Sir/Madam**

**RE: INTRODUCTION LETTER**

I am a University of Nairobi student, undertaking a research on home-based factors influence on access of the boy child to education in public primary schools in Kenyewa Division, Mashuuru Sub-County, in Kajiado County. Your school has been selected to participate in this study.

I hereby seek your permission to be allowed to visit your school to collect data and information necessary for this research study. I will present one questionnaire for the head teachers the teachers. I will also present an interview schedule to the pupils. You are hereby assured that your identity will be treated with utmost confidentiality.

Your participation in this research study is highly appreciated.

Thanks in advance

Celestine M Adika.

**E55/66321/2011**

## APPENDIX II: QUESTIONNAIRES

### A. QUESTIONNAIRE FOR TEACHERS & HEAD TEACHERS

#### SECTION A:

This section of the questionnaire refers to demographic information about you. Although we are aware of the sensitivity of the questions in this section, the information will allow us to compare different respondents.

#### Background Information

QUESTIONS	RESPONSES		
1	What is your gender?	Male.....1 Female..... 2	
2	What is your marital status?	Married.....1 Single.....2 Divorced.....3	
3	What is your religion?	Christian.....1 Muslim.....2 Hindu.....3 Other.....4	
4	What is your age bracket?	21-30Years.....1 31-40Years.....2 Above 40 Years.....3	
5	What is your highest level of Education?	Diploma.....1 Graduate.....2 Masters.....3 PhD.....4 Other.....5	For other, please specify
6	How many years	Less than 5years.....1 6-10 Years.....2	

of experience do you have in the profession? Over 10 years.....3

- 7 Are you involved in school management? Yes.....1 If yes, in what areas?  
No.....2

**SECTION B:**

This section of the questionnaire explores home based factors influencing access of the boy child to education in public primary schools in Kenyewa Division.

**Poverty**

- 8) With regard to poverty as a home-based factor influencing access of the boy child to education in public primary schools, to what extent do you agree with the following statements in your school? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

<b>Poverty as a home-based factor influencing access of the boy child to education</b>	<b>No Extent</b>	<b>Little extent</b>	<b>Moderate Extent</b>	<b>Great extent</b>	<b>V. Great extent</b>
There is widespread poverty					
No reliable income sources					
Dire shortage of school provisions					
Lack of education aids at home					
Poverty gets boy child out of school					

**Culture**

- 9) To what extent do you agree with the following statements on culture as a home-based factor influencing access of the boy child to education in public primary schools? Use a



scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

<b>Culture as a home-based factor influencing access of the boy child to education</b>	<b>No Extent</b>	<b>Little extent</b>	<b>Moderate Extent</b>	<b>Great extent</b>	<b>V. Great extent</b>
People hold culture highly than education					
The outdated cultural practices are anti-education					
Urbanization has interfered with social fabric of culture thus affecting boy child's education					
Technology advancement is not in line with culture thus conflict					
Traditional values broke down thus boy child misses education					

### **Drought**

This section explores the role of stakeholders in ECE management.

- 10) To what extent do you agree with the following statements on role of stakeholders in ECE management in your school? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

<b>Drought as a home-based factor influencing access of the boy child to education</b>	<b>No Extent</b>	<b>Little extent</b>	<b>Moderate Extent</b>	<b>Great extent</b>	<b>V. Great extent</b>
The climate is harsh thus the boy child takes breadwinner role					

Economic activities curtailed by drought affecting boy child					
Drought leads to meagre incomes thus boy child fend for family					
Drought leads to a nomadic lifestyle which is anti-education					
There is limited incomes thus boy child has to drop out of school					

### **Nomadism**

This section explores full disclosures and transparency in ECE management.

- 11) To what extent do you agree with the following statements on the level of full disclosures and transparency in ECE management in your school? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

<b>Nomadism as a home-based factor influencing access of the boy child to education</b>	<b>No Extent</b>	<b>Little extent</b>	<b>Moderate Extent</b>	<b>Great extent</b>	<b>V. Great extent</b>
Lack of consistency in attending school					
Lack of concentration on education					
Poor infrastructure to support learning					
No teachers available					
No learning materials					

-----  
**Thank you for your participation!**

## INTERVIEW SCHEDULE FOR PUPILS

### Section 1: Social demographic information

1. Gender Male \_\_\_\_\_ Female \_\_\_\_\_

2. Which class are you in?

a) Four

b) Five

c) Six

d) Seven

e) Eight

3. Who do you live with?

Father

Mother

Guardian

4. How old are you?

a) Below 10 Years

b) 10-11 Years

c) 12-13 Years

d) Over 13 Years

5. How many brothers and/or sisters does this child have?

i. Brothers \_\_\_\_\_

ii. Sisters \_\_\_\_\_

6. Where do you stay?

a) Village

b) Urban Areas

c) Other

\_\_\_\_\_

**Section 2: Home-based factors affecting access of the boy child to education. (The interviewer to read out the questions and explain how the pupil should respond)**

7. Poverty

With regard to poverty as a home-based factor influencing access of the boy child to education in public primary schools, to what extent do you agree with the following statements in your school? Use a scale of 1-5 where 1=no extent, 2= little extent, 3=moderate extent, 4=great extent and 5=very great extent.

<b>Poverty as a home-based factor influencing access of the boy child to education</b>	<b>No Extent</b>	<b>Little extent</b>	<b>Moderate Extent</b>	<b>Great extent</b>	<b>V. Great extent</b>
There is widespread poverty					
Famine looms every year					
There is general shortage of school provisions					
Education quality is affected					
Boy child cannot effectively handle homework					

8. Culture

<b>Culture as a home-based factor influencing access of the boy child to education</b>	<b>No Extent</b>	<b>Little extent</b>	<b>Moderate Extent</b>	<b>Great extent</b>	<b>V. Great extent</b>
Historical norms hinder the boy child					
Outdated practices are to blame.					
Urbanization has interfered with social fabric					

Technology is not in line with culture					
Traditional values broke down					

9. Drought

<b>Drought as a home-based factor influencing access of the boy child to education</b>	<b>No Extent</b>	<b>Little extent</b>	<b>Moderate Extent</b>	<b>Great extent</b>	<b>V. Great extent</b>
The climate is harsh thus the boy child takes breadwinner role					
Economic activities curtailed by drought affecting boy child					
Drought leads to meagre incomes thus boy child fend for family					
Drought leads to a nomadic lifestyle which is anti-education					
There is limited incomes thus boy child has to drop out of school					

10. Nomadism

<b>Nomadism as a home-based factor influencing access of the boy child to education</b>	<b>No Extent</b>	<b>Little extent</b>	<b>Moderate Extent</b>	<b>Great extent</b>	<b>V. Great extent</b>
Lack of consistency in attending school					
Lack of concentration on education					

Poor infrastructure to support learning					
No teachers available					
No learning materials					

---

**Thank you for your participation!**

# APPENDIX III: CLEARANCE PERMIT

**THIS IS TO CERTIFY THAT:  
MS. CELESTINE MULIONYI ADIKA  
of UNIVERSITY OF NAIROBI, 0-204 ATHI  
RIVER, has been permitted to conduct  
research in Kajiado County**

**Permit No : NACOSTI/P/15/2914/6748  
Date Of Issue : 22nd June, 2015  
Fee Received : Ksh 1,000**

**on the topic: HOMEBASED FACTORS  
INFLUENCE ON ACCESS OF THE BOY  
CHILD TO EDUCATION IN PUBLIC  
PRIMARY SCHOOLS IN KENYEA  
DIVISION MASHUURU DISTRICT KAJIADO  
COUNTY**



**for the period ending:  
6th November, 2015**

*addica*  
Applicant's  
Signature

*Amuri*  
Director General  
National Commission for Science,  
Technology & Innovation

## CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science,  
Technology and Innovation

RESEARCH CLEARANCE  
PERMIT

Serial No. A **5460**

CONDITIONS: see back page

## APPENDIX IV: RESEARCH AUTHORIZATION LETTER (NACOSTI)



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:  
**22<sup>nd</sup> June, 2015**

**NACOSTI/P/15/2914/6748**

Celestine Mulionyi Adika  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Homebased factors influence on access of the boy child to education in public primary schools in Kenyewa Division Mashuuru District Kajiado County,”* I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for a period ending **6<sup>th</sup> November, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Kajiado County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**SAID HUSSEIN**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to

The County Commissioner  
Kajiado County.

The County Director of Education  
Kajiado County.



**APPENDIX V: RESEARCH AUTHORIZATION LETTER (DEPUTY COUNTY COMMISSIONER)**

THE REPUBLIC OF KENYA



THE PRESIDENCY

Telegrams: "DISTRICTER", Kajiado  
Telephone: 0203570295  
Fax: 0202064416  
E-mail: [kajiadocc2012@yahoo.com](mailto:kajiadocc2012@yahoo.com)  
[Kajiadocc2012@gmail.com](mailto:Kajiadocc2012@gmail.com)

MINISTRY OF INTERIOR  
AND COORDINATION  
OF  
NATIONAL GOVERNMENT

OFFICE OF THE COUNTY  
COMMISSIONER  
KAJIADO COUNTY  
P.O BOX 1-01100  
KAJIADO

When replying please quote

Ref. KJD/CC/ADM/45(60)

2<sup>nd</sup> July, 2015

Deputy County Commissioner  
MASHURU SUB-COUNTY

RE: RESEARCH AUTHORIZATION- CELESTINE MULIONYI ADIKA

Celestine Mulionyi Adika is a student at Nairobi University and has been authorized to carry out research on *"Homebased factors influence on access of the boy child to education in public Primary schools in Kenyewa Division Mashuuru Sub-County Kajiado County,"* for a period ending 6<sup>th</sup> November, 2015.

Kindly accord her the necessary assistance.

Attached is a letter from Nairobi University for your information and necessary action

A handwritten signature in black ink, appearing to read 'Kisilu Mutua'.

Kisilu Mutua  
FOR: COUNTY COMMISSIONER  
KAJIADO COUNTY

C.C.

County Director of Education  
KAJIADO COUNTY