

**SOCIO-ECONOMIC FACTORS INFLUENCING PARTICIPATION OF  
PUPILS IN PUBLIC PRIMARY SCHOOL EDUCATION IN MBITA SUB-  
COUNTY, KENYA.**

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Award of Degree of Masters of Education in Educational Administration**

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## DECLARATION

This research project is my own original work and has not been presented for award of degree in any institution.




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



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## **DEDICATION**

I dedicate this project to my wife Florence Ogutu, my beloved children Stellamaries Akipi Jerusa, Robert Zadock Alomba, Peter Omondi Otieno, Olivia Jane Akoth and Winston Luke Otieno. Also, in memory of my late parents Mr. Francis Otieno Ombalo and Jane Awiti Otieno.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ASAL's</b>	Arid and Semi-Arid Areas
<b>EFA</b>	Education For All
<b>EMIS</b>	Education Management Information System
<b>FDSE</b>	Free Day Secondary School
<b>FPE</b>	Free Primary Education
<b>MDGs</b>	Millennium Development Goals
<b>MOE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>NACOSTI</b>	National Commission for Science Technology and Innovation
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNESCO</b>	United Nations Education, Science and Cultural
<b>UNICEF</b>	United Nations International Children's Education Fund
<b>UPE</b>	Universal Primary Education

## ABSTRACT

The purpose of this study was to investigate the socio – economic factors influencing pupils’ participations in primary school education in Mbita Sub-county, Homa Bay County. The study objectives were: the influence of family size, parents’ education level, parents’ income and cost of education on pupils’ participation in primary school education in Mbita Sub-County. The study was guided by need hierarchy theory propounded by Abraham Maslow. The study used descriptive survey design. The respondents were primary school head teachers and pupils. The sample size consisted of 40 and 365 pupils. The study used questionnaire for both head teachers and pupils and an interview guide for the sub-county director of education. Content validity of the research instruments was ascertained by a team of experts in Educational Administration and through piloting of the test items while reliability of the questionnaires was ascertained by a test-re-test technique. A reliability coefficient of 0.762 was realized for head teachers and 0.723 for pupils’ questionnaires. Descriptive and correlation statistics were used to analyze data. The study revealed that there is a significant positive relationship between family size and learners participation in primary education (p-value=0.000); there is a significant positive relationship between parent’s level of education and learners participation in primary education (p-value=0.000); there is a significant positive relationship between parent’s income and learners participation in primary education (p-value=0.000) and there is a significant positive relationship between cost of education and learners participation in primary education (p-value=0.000). The conclusions were that learner’s participation in primary school education are influenced to a great extent by pupil’s family size, parent’s level of education, parent’s income and cost of education. The recommendations were that parents should be sensitized on the importance of education; poverty alleviation programmes should be strengthened to enable all families get income so as to maintain their children in school and the government should establish, strengthen and enforce laws to ensure that parents take children to school.

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background to the Study

Education is a major concern for both developed and developing countries. Investment in Education brings forth economic benefits by increasing the productivity of the people. According to UNESCO (2003) education contributes to national and social development of a nation thereby reducing social inequalities. It is for these reasons that education is taken as basic human right globally and was recognized by article 26 of the *Universal Declaration of Human Rights* in the year 1948 (Council of African Ministers of Education, 2000). Due to the importance attached to education, governments in both developed and developing countries allocate much of their resources to education.

School dropout problem has internationally become a global problem confronting the education industry around the world. Across the world about 71 million teenagers are not attending primary schools which jeopardize economic growth and social cohesion (United Nations Educational, Scientific and Cultural Organization, 2012). In many countries of the world, the cost of education has great influence on pupil's participation in education. In Chile and most of Latin America the cost of education has had great influence on pupils' participation in primary education. In Latin American Countries like Chile, Peru, Bolivia and Paraguay s high cost of schooling in terms of tuition and uniform cost lead to high drop out among the poor households (Lockheed, 2008).

A survey done by World Bank in Asian countries on the causes of high dropout rates in basic education revealed that high cost of education contributed to the highest rate of dropout from school. Parents who could not afford to buy books for their children led to low participation rate in education (World Bank, 2008). In Mexico the cost of education influenced participation rate and the government devised a policy on provision of free textbooks for primary school pupils because the participation rate was low since most parents with low income could not afford to purchase the textbooks for their children in primary schools (Lockheed, 2008). Oketch and Ngware (2012) shared that socio-economic factors contribute highly to low participation rates in education for school age going children in Zambia, Lesotho and Tanzania.

In 2003 the Government of Kenya introduced the free primary education (FPE) policy in order to universalize access to primary education and increase educational attainment in the country Free Primary Education policy was followed later by the Free Day Secondary Education (FDSE) policy in 2008 which was equally aimed at accelerating enrolment and quality of Secondary Education in the Country. These policies have international backing and credibility as they are currently part of sustainable development goals (SDGs) and other internationally agreed protocols like Education for All (EFA), UNESCO (1998), Constitution of Kenya 2010, and Education Act 2013 (Republic of Kenya, 2019).

Noor (2011) stated parental level of income influences children's enrollment and parents with high incomes were able to provide their children with a conducive home environment, provide all the necessities of school and meet the financial obligation, hence encouraging access and retention of children in education as they understand the value of education and its benefits to the child. Parents who have smaller households

are able to monitor and regulate the activities of their children. Large family size reduces the chances of parents' participation in the academic life of all children and that can lead to low retention rate. In large families, older children frequently drop out of school especially in rural areas (Andvig, 2010).

A large number of children in a family are associated with the increase in the odds of dropping out of school in comparison to the odds for smaller families. The study also showed that with larger family size, the financial burden is greater; children are less likely to attend school and often dropout from school. Family size influences children's schooling cycle greatly. In comparison to children with fewer siblings, children with more siblings tend to enroll in school later, repeat grades more often and dropout of school earlier. Consequently, with larger family size, the financial burden is greater; children are less likely to attend school and often dropout (Lee, 2014).

Parental education level is a very consistent determinant of children education and employment decisions thereafter. High parental education is associated with increased access to education, higher attendance rates and lower dropout rates (Jamie, 2011). Mark (2011) observed that parent's level of education is a great determinant of a child's education. The study further revealed that higher parent's level of education increased access to education, enhanced attendance rates and lowered dropout rates. Parents who had attained a certain level of education, might want their children to achieve at least the same level or higher. Abdullahi (2014) argues that failure to meet school costs forces many who have reached school age to stay at home.



Commission of Inquiry into Education System of Kenya Report (2000) indicates that annual average expenditure on schooling in Kenya by families shows that about 50% of total expenditure is spent in uniform and other indirect costs. This places heavy burden on poor families who cannot afford the required school fees as per the government fees guideline and the extra fees not covered. According to GoK (2004) uniform makes all pupils to be equal. Therefore, those who cannot afford feel inferior and discriminated from others. This affects their participation and some pupils opt to drop out. Kanyua (2013) study on factors influencing primary school participation in Kiambu County Kenya established that socio-economic factors have adverse effects on pupils' participation in education. Like other areas, Mbita Sub-County has experienced low participation rates in primary schools. The participation rate for the years 2011-2015 are as shown in Table 1.1

**Table 1.1: Enrolment and dropout rate in Mbita Sub-County (2011-2015)**

<b>Year</b>	<b>No. enrolled in class 1</b>	<b>No. completed class 8</b>	<b>Drop out</b>	<b>Dropout rate (%)</b>
2011	2660	2247	413	15.5
2012	2570	2150	420	16.3
2013	2450	2021	429	17.5
2014	2340	1908	432	18.5
2015	2203	1761	442	20.0
<b>Totals</b>	<b>12,223</b>	<b>10,087</b>	<b>2136</b>	<b>17.56</b>

*Source SCDE- (Mbita EMIS, 2015)*

The Table 1.1 shows that the participation rate of pupils in the sub county has been declining with 2015 recording the highest decline rate of 20 percent while the average decline rate was 17.56 in five years. In comparison to other neighboring sub-counties like Homa Bay, Suba South, Rarieda and Bondo, Mbita Sub-County is facing low participation of primary school age going children. This prompted the researcher to carry out the study to investigate the socio-economic factors which influence participation of pupils in education in public primary schools in Mbita Sub- County, Kenya.

### **1.2. Statement of the Problem**

Despite the introduction of FPE and other interventions, concerns have been raised over pupils' participation rate in education which has been persistently low. A survey conducted by Daraja Civil Fruitiatives forum in Mbita Sub – County found that up to 48% of school age children are out of schools (Daraja, 2006). The Table 1.1 also shows that the participation rate of pupils in the sub county has been declining constantly. The low pupils' access to education has raised concerns to many stakeholders in Kenya in general as it is likely to impact on the implementation and achievement of universal primary education. Given the glaring high dropout rate of pupils and ghastly effects of low pupil participation rates in education, there is therefore a dire need to establish whether socio– economic factors contribute to this low pupil's participation in primary education in Mbita Sub- County.

### **1.3. Purpose of the Study**

The purpose of this study was to investigate the socio – economic factors influencing pupils' participation in primary school education.

#### **1.4. Research Objectives**

The objectives of the study were;

- (i) To establish the influence of family size on pupils' participation in primary schools' education in Mbita Sub – County, Kenya
- (ii) To determine the influence of parent's educational level on pupils' participation in primary school education in Mbita Sub – County, Kenya.
- (iii) To establish the influence of parent's income on pupils' participation in primary school education in Mbita Sub – County, Kenya.
- (iv) To determine the influence of cost of education on pupils' participation in primary school education in Mbita Sub- County, Kenya.

#### **1.5. Research Questions**

The study was guided by the following research questions: -

- (i) To what extent does family size influence pupils' participation in primary education in Mbita Sub-County, Kenya?
- (ii) How does the parents' level of education influence participation of pupils' in education in Mbita Sub-County, Kenya?
- (iii) To what extent does pupils' parents' income influence participation of pupils' in education in Mbita Sub-County, Kenya?
- (iv) To what extent does the cost of education influence participation of pupils' in education in Mbita Sub-County, Kenya?

### **1.6. Significance of the Study**

The findings may assist policy makers in the Ministry of Education to formulate policies that enhance participation of pupils in public primary schools. The research may be used by administrators to provide greater insight on factors influencing participation of pupils in primary school in Kenya. The curriculum implementers would pay more attention to specific needs of pupils in public primary schools in Mbita sub-county and come up with strategies that can be put in place to decrease or abolish costs in education so as to encourage pupils from these areas to actively participate in primary education. The findings might also be beneficial to the primary school administration who might adopt some of the recommendations like starting income generating activities to substitute some education costs and relieve the parents the burden of paying all the school costs. The findings may enrich the pool of knowledge in education by recommending ways of encouraging participation in primary education.

### **1.7. Assumption of the Study**

Basic assumptions of the study were;

- (i) The respondents for the study would cooperate and give information honestly.
- (ii) Socio-economic factors contribute to pupils' low participation in primary schools

### **1.8 Limitations of the Study**

The major limitation of this study was that some respondents were unwilling to divulge information in fear of exposing their parents' secrets and thus curtailed clear data collection. The researcher guaranteed them that their identity would be treated with utmost confidentiality. The pupils felt that the information given would probably taint their family image. To overcome the limitations, the researcher assured respondents

that the information given in form of responses would be treated with confidentiality and that it would be exclusively for academic purposes.

### **1.9 Delimitation of the Study**

Delimitations were the characteristics that define the boundaries of the study. The study was confined to head teachers and pupils in public primary schools in Mbita Sub-County. It was also delimited to influence of family size, parent's educational level, parent's income and the cost of education on pupils' participation in primary school education in Mbita Sub- County, Kenya.

### **1.10 Definition of Significant Terms**

**Child:** refers to a human being under the age of eighteen years.

**Cost sharing:** refers to a joint effort of the government and private sector to meet cost of education.

**Drop – out:** refers to the pupils who do not finish the eight years primary cycle within a given cohort.

**Enrolment:** refers to the number of children registered in a school.

**Gross enrolment:** refers to the total number of pupils enrolled in schools at a given time.

**Participation:** refers to an interaction of supply, demand and learning processes. Supply refers to both availability and quality of teaching and learning materials and teachers. Demand is based on decision that parents make concerning the opportunity of

schooling. It includes enrolment, retention, completion and quality of services provided.

**Policy:** refers to written guidelines or frame work for action.

**Repetition:** refers to a situation where pupils spend more than one year in the same grade covering the same course of study.

**Socio – Economic Factors:** refer to variables that are economic and social in nature that affect pupils' participation in primary school education.

### **1.11 Organization of the Study**

This study was organized into five chapters as outlined below: The first chapter provides introduction and contains the background of the study, statement of the problem, purpose of the study, objective of study, research questions, significance of the study, basic assumptions, limitations, delimitations of the study, definitions of significant terms and organization of the study. Chapter two consists of literature review under the following subheadings: introduction, status of participation of pupils in education, influence of family size, parents' education level, family income level and cost of education, summary of literature review, theoretical framework and conceptual framework. Chapter three outlines the research methodology; it contains the design of the study, target population, sample size and sampling procedures, research questions, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four presents data analysis, interpretation and discussion of the study findings. Finally, Chapter five provides summary of the study, conclusion, and recommendations and suggestions for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews the literature related to socio-economic factors influencing participation of pupils in primary school. It focuses on the status of participation of pupils in primary worldwide, influence of family size, parent's level of education, family income and cost of education, summary of literature review, theoretical framework and conceptual framework for the study.

#### **2.2 Participation of Pupils in Education**

Participation means giving children a say in their education, listening to them and involving them as much as possible in school life. By doing so, children not only exercise their rights but also achieve more, improve their self-esteem, interact well with classmates and teachers and contribute to a better school environment. The problem of low participation is a serious problem throughout the developing world (Ndungu, 2008). Pupils' participation in primary education is low in many countries of the world mainly due to financial constraints and other factors which are attributed to the social contexts, historical and political factors which usually contribute to inequalities of opportunities for education (UNESCO, 2010).

In Kenya a significant improvement in access to primary education was witnessed during the inception of free primary Education (FPE) in 2003 by the government. The primary schools Net Enrolment Rate (NER) rose from 79.8 percent in 2003 to 91.6 percent in 2007(EMIS, Ministry of Education, 2007). Although Kenya has made

commendable strides towards making primary school education compulsory for all, completion and quality of education remain a challenge. A report by the Republic of Kenya (2012) show that that socio and economic factors influence children participation in schools. According to Orodho (2013), provision and access to education in some Kenyan communities continues to be undermined by social, political and economic factors like poverty, high cost of education at the house levels, insecurity and gender bias.

### **2.3 Family Size and Pupils' Participation in Education**

A UNESCO report (2001) on the impact of the family size on schooling of siblings in Asian countries revealed that parents with large families and are expected to pay school fees, provide other inputs like textbooks, uniforms and contribute towards putting up the physical structures in school find it hard to take their children to school. Children participation in academics is affected to a greater extent by the family size and birth order in a family such that moderate families of four children and birth orders of one to four generally have higher academic achievement.

Children participation in academics is also influenced by the number of siblings who are either working or studying marketable courses at college level (Ahawo, 2009). Bysenk and Locksoh (2011) affirmed that children who come from smaller homes have higher chances of participating in school, adjust more easily to school environment, can express themselves easily in the classroom as opposed to introverted children of larger family size. Each additional younger sibling significantly increases the probability that an elder female child would drop out of school. Also, the individual attention for each child as far as parental involvement and interactions in the study life may be limited in



a large family. There is usually an advantage of good attention and warmth for oldest child during early stages of life. Parental attention declines as the number of siblings increases and therefore later born are likely to drop out of school (Son, 2012).

Shen (2017) study on effect of family size on Children's Education established that compared to an only child, a person with an additional sibling will have an approximate seventeen percentage points lower likelihood of attending middle school in China. Ella, Odok, & Ella (2015) investigated the influence of family size and family type on school access in Nigeria. The result revealed a significant influence of family size and family type on participation in academics. Frances, Azumah, Adjei, and Nachinaab (2017) conducted a study to examine family size and its effects on the investment of child's education in Atonsu-Bokro. Findings from the study indicated that children from large families mostly enroll late in school, perform poorly and leave school early as compared to those from small family.

A survey report published by EFA Global Monitoring (2011) on causes of low participation rates of pupils in primary schools in Ghana, Madagascar, Morocco, indicates that the pupils' wastage rate was rampant due to socio-economic factors like parent's level of education and high family sizes which make parents not afford to take their children to school. Countries like Senegal and Egypt have managed to expand their primary education with over 70% participation rate.

Vermeersch and Kremers (2005) conducted a study on pre-school feeding program in Kenya. The used data from a program that was implemented in 25 randomly chosen preschools. Findings showed a 30% increase in school participation in schools where there was free feeding program since families were too big and unable to provide supper

and lunch for the school going children. Atieno, Simatwa and Ayodo, (2012) conducted a study on the impact of Family Social Economic Status on Students' Academic Achievement in Secondary Schools in Kisumu East District. The study established that moderate family size had a big positive influence on students' participation in school activities and performance.

#### **2.4 Parents Level of Education and Pupils' Participation in Education**

Parents play a major role in determining participation of pupils in education. High academic attainment of mother and father significantly reduces chances of primary drop out for both girls and boys in rural and urban areas. Pupils from homes where formal education is lacking are likely to play truant or even drop out as they lack a role model who stresses the values of education as asserted by (Nkoma, 2009). Smart (2013) concluded that in most cases today it is apparent that parents' education level correlate positively with academic participation. Good and Brophy (2014) stressed that educated parents usually show interest in their children academic performance.

Boyle (2004) posited that pupils' completion in education is very much influenced by their home environment. Parental education includes educational level and the professional status of the parents or guardians. Fantuzzo (2000) concluded that parents who are educated have a more positive relationship with the school than those less educated. Those parents that come from an educational background feel comfortable being involved in the school setting. They do not feel intimidated by communicating with the teachers of their children. They also tend to put more emphasis on the educational achievement of their children, and spend more time helping with homework

and educational skills at home. This way, their children register better academic achievement than those from uneducated parents.

Chinapah (2013) conducted a study in London secondary schools on factors affecting child's participation and performance in primary schooling. The study used descriptive research design. The target population was 78 pupils in upper grade classes. Questionnaires were used for data collection. Findings established that educated parents can better communicate with their children regarding the school work activities and the information being taught at school. Velocia and Ronald (2012) study on Mexican children, established that educated parents' functional value is attached to their children education achievement. Mette and Mohammed (2012) conducted a study in Denmark on effects of parents 'education, living conditions and other background factors on Danish child education attainment. The study found that parents' education, and especially mother's education had some significance on academic achievement.

A study by Oketch and Ngware (2012) on education in East Africa indicated that educated parents set expectations of academic performance that propel pupils forward in their achievement level and they also use their educational attainments to teach their children. Further, the study revealed that education attainments act as a model in the family level and that parents with little or no formal education are unlikely to appreciate fully the advantages of their children getting an education. Education can be provided informally at home or it can be provided formally in school.

Onyango (2007) carried out a research on factors influencing participation rates in public primary schools in Rangwe division of Homa Bay district, Kenya and pointed out that, household-based factors lowered the participation rates in public primary

schools. The research further observed that 85.5% of the pupils reported that the level of education of the parents determined their motivation to educate their children to higher level than they attained. The study concluded that parent's level of education played a major role in influencing participation rates and provision of quality primary education.

Okantey (2008) concluded that parents play an immense and significant role in the academic performance of their children. Educated parents would have increased emphasis on educational excellence. Educated parents are equipped by virtue of their education to take cognizance of the fact that parent-student-school-community relationship is important in order to promote educational attainment and academic achievement of their children and so they make the partnership a priority.

Biccer and Capraro (2011) conducted a study on the effects of parent's educational level on students' Mathematics achievement in Kenya. The study used across-sectional study design. Questionnaires were used to collect data from parents and students in 23 secondary schools. The study found that those parents with higher educational backgrounds set a higher success expectation from school to their children. According to a report by Action Aid (2009) most of the households in Mbita Sub-County are of poor socio – economic status coupled with low levels of parent's education. The report further showed that the house hold status can manifest in the education system where enrolment, retention and transition numbers have been shown to be dependent on household economic ability.

## **2.5 Parents' Income Level and Pupils' Participation**

Chugh (2011) argues that if income levels are low, children may be called on to supplement the household's income, either through wage-earning employment themselves or taking on additional tasks to free up other household members from work. The income of the father was linked to the continuity or discontinuity of the child in school. Verspoor (2008) observed that children from poor families are less likely to enroll in schools. Parents with little or informal education are unlikely to appreciate fully the advantages of their children getting education. The study further revealed that high academic attainment of mother and father significantly reduces chances of primary drop out for both boys and girls. Brown and Parks (2012) revealed that children from poor background are more likely to drop out of school than their counterparts from rich families.

In Nigeria, Felter (2012) conducted a study on influence of social-economic and educational background of parents on their children' Education in Chibok, village, Nigeria. The study found that children whose parents have higher socio-economic status may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use effective learning strategies than children of parents with lower socio-economic status and lower levels of education.

A survey done by UNICEF (2007) on the impact of household level of income on pupils' participation in education in Central African Countries of Zambia, Democratic Republic of Congo and Malawi revealed that due to high poverty index in most households many children were unable to participate in education. They developed chronic absenteeism while others dropped out of school. Studies by Castle (2011) in

East Africa on the rate of schooling among primary age going children in Miombo region of Tanzania revealed that a high number of children 25% are out of school in Tanzania for various reasons which include socio-economic factors like level of education of the parents and low-income differentials of the parents.

Dachi and Garrett (2013) study on financial circumstances surrounding children's school enrolment in Tanzania established that the main barrier to sending children to school was financial and their inability to pay fees. Findings further established that children from better off households were more likely to remain in school, while those who are poorer were more likely never to have attended, or to drop out once they have enrolled. Nkoma(2009) observes that children who engage in tasks that support household survival limit their school participation. Further, even where schools are accessible and affordable households have to realize a net benefit to them. Apart from domestic activities, school age children at times engage in economic activities. Parents' income is found to be an important factor in determining access to education as schooling potentially incurs a range of costs.

In a study conducted in Uganda by Sentamu (2013) in Wakiso District on the influence of family income on pupils' performance at school, using cross-sectional study design among 58 pupils in upper primary school with different socio-economic status, it was found that family income was the determinant of the kind of a school a child attend. Abagi (2013) observed that poverty is the leading factor that discourages parents from investing in their children's education. Most of the poor families who cannot hire workers sometimes withdraw their children from school to help on the families' farms or look after cattle. Hungry children from poor families who cannot afford food all the time fail to attend school frequently. Chepleting, Chepkemei, Yano and Chepet, (2013)

carried out a study on factors influencing girls' participation in free primary education in Kapenguria Division –West Pokot District. The study found that, lower enrollment could be explained by low income levels of parent's girls were engaged in domestic chores and agricultural activities at times for pay to supplement their incomes.

## **2.6 Cost of Education and Pupil's Participation in Education**

Both direct and indirect costs of education influence dropout of pupils in secondary school: Direct costs are the cost incurred by the individual and the society in purchasing education and this includes tuition cost, money paid directly to the schools or money spent on uniform while indirect cost is the opportunity cost foregone as the alternative to purchasing education. There is a clash between the family income and the ability to take the children to school (Malome, 2012).

Scharge (2013) observed that high costs of education reduce participation rates of children for they would not afford to pay for it. A study carried in Nigeria by Okojie (2010) found that the causes of high dropout rate were high costs of education among other reasons. Kadzamira & Rose (2013) established that pupils in Malawi were less likely to attend school because the cost of schooling is too high.

In Kenya despite the introduction of free primary Education (FPE) in 2003, some parents have been facing crisis because of the hidden costs of education such as provision of school uniforms, health care among other basic needs. This has led to many parents holding back their children. According to a study carried out by Aziz (2012), financing of education programs is a global challenge to governments in the world. This has caused education programs in Kenya to be very expensive to the parents and the community in general taking into account that government subsidy programs only cover

tuition in public schools and parents meet the other costs to supplement the government efforts. To many parents it has been a nightmare for them to take their children to due to inability of low-income parents and families to school levies.

## **2.7 Summary of the Literature Review**

The literature review has shown that there are several socio-economic factors which influence participation of pupils in education in public primary schools. The factors reviewed are related to family size, parents' level of education, family income and cost of education. Different studies reviewed have shown that family size, parents' level of education, family income and cost of education influence participation of pupils in education in public primary schools. Studies by Ahawo (2009), Son (2012) and Vermeersch & Kremers (2005) found out that family size influence participation of pupils in education. Further literature review has shown that parents' level of education influence pupils' participation in primary school education. Studies by Fantuzzo (2000), Chinapah (2013), Mette & Mohammed (2012) and Oketch & Ngware (2012) all established that parents' level of education influence pupil's participation in school. Parent's income has been shown to influence pupils' participation in primary school education Felter (2012), Verspoor (2008), Dachi & Garrett (2013).

Finally, Kadzamira & Rose (2013) and Aziz (2012) all have attested that the cost of education influence pupil's participation in primary school education. From the studies reviewed it is evident that there are various socio-economic factors which influence pupil's participation in primary school education. These studies were however carried in other regions and specifically none of these studies has looked at the socio-economic factors influencing pupils' participation in primary school education in Mbita Sub-



County. Majority of available studies focus on either access, retention or drop out. In addition, some studies were carried out in secondary schools applying different methodologies. The current study was carried out in primary school in Mbita sub-county in Kenya where questionnaires were the main data collection tools.

## **2.8 Theoretical Framework**

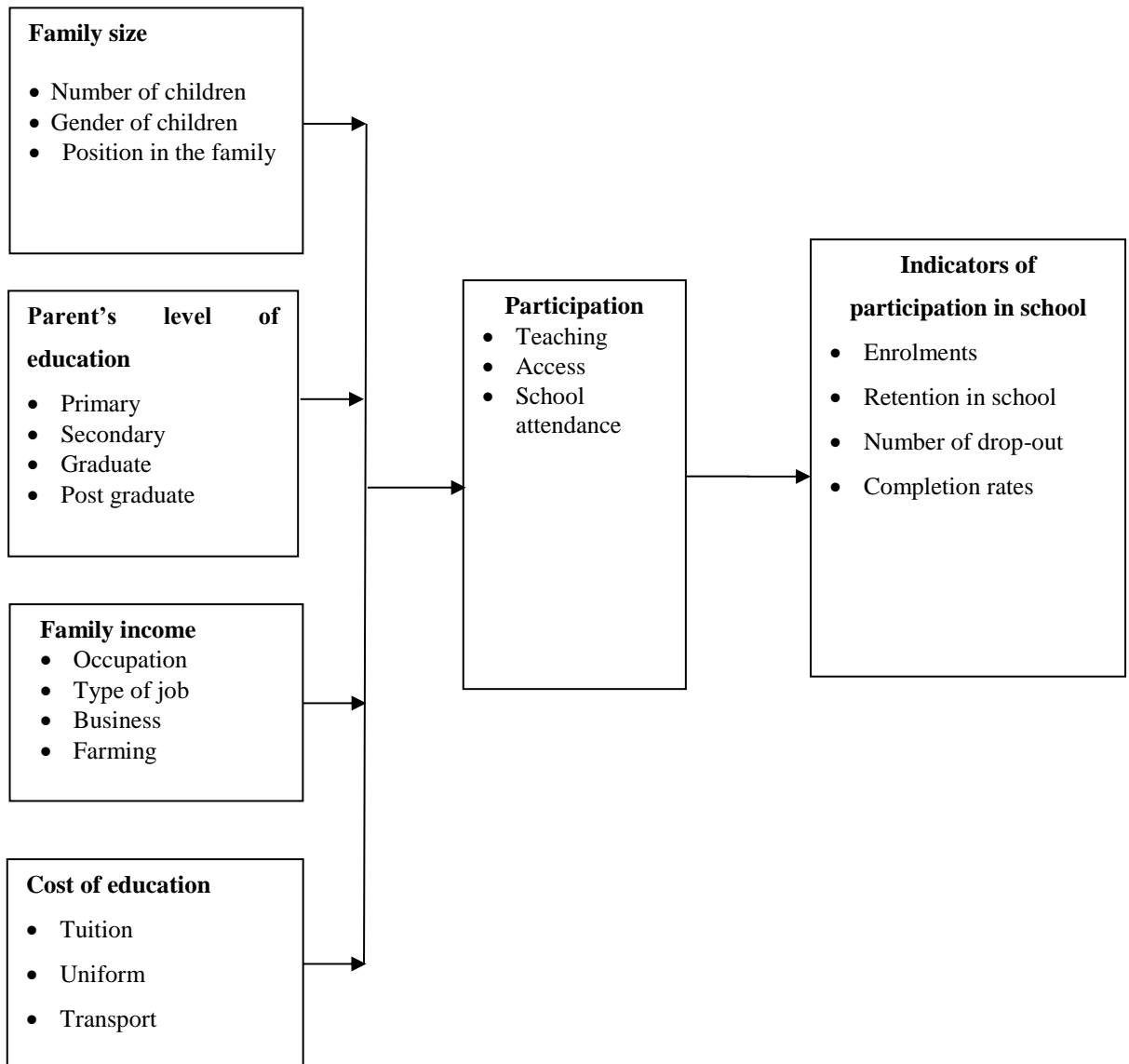
The study was guided by Maslow's hierarchy of needs theory. Abraham Maslow outlined the elements of an overall theory of motivation. Maslow's five hierarchy of need levels are significant in this study because parents and teachers as part of stakeholders cannot perform well when some needs are not met particularly the basic. Again, pupils would not be able to concentrate in class if socio-economic needs are not met. It consists of needs (deficiency) which set up drives (motivates). The drives in turn help in acquiring incentives (goals). The physiological needs are the most basic in the hierarchy. Some of the examples include hunger, thirst and sleep. Once a pupil lacks these needs then his/her participation may be low. The safety (security) needs occupy the second level. These needs include both emotional and physical needs. Security needs relate to the desire for a peaceful, smoothly run and stable environment. Learners just like workers want some assurance that their security needs would be met.

The third level of needs is referred to as love, belonging, affection, affiliation or social needs. These needs are concerned with affectionate relations with other people and status within a group. A learner would do well when she/he feels loved and has a sense of belonging. The fourth level of needs is the esteem needs. These are the needs for power, achievements, competence, recognition and status. Here an individual aspires for self-respect, self-esteem and esteem for others. Learners also want to feel that they

are worthy that others also recognize this and they likewise recognize that others are worthy. The fifth level of needs is the self-actualization needs. At this level, one becomes what he/she is capable of becoming. An individual's need to self-actualize is the need to be what one wants to achieve as a fulfillment of one's life goals, and to realize the potential of one's personality. The learners also have their set goals which they want to achieve in order to be what they are aspiring to become in their future. This theory therefore is suitable for the assessment of socio-economic factors that influence participation of pupils in this region. The theory assumes that human behavior occurs when people try to satisfy their unsatisfied needs. The theory was used to find out the contribution of socio- economic factors on participation of pupils in the region.

## 2.9 Conceptual framework

This study seeks to investigate socio-economic factors influencing participation of pupils in public primary school education. The conceptual framework of the study is presented in Figure 2.1



**Figure 2.1: Relationship between Socio-Economic Factors and Pupil's Participation in Primary School Education**

The conceptual framework illustrates the relationship between the independent and the dependent variables in diagrammatic presentation of conceptual frame work of socio-economic factors that influence participation of pupils in primary school in Mbita Sub-county. The socio-economic factors are family size, parent's education, family income and cost of education which all form the independent variables. Family size is conceptualized as big or small, parent's education is taken as high, low or professional, family income is conceptualized as rich or poor while cost of education is taken to be tuition fee, money spent on books and transport. The independent variables coupled with access to education, student attendance to school give rise to outcomes of school participation which include completion rates, high enrolments, and high retention rates. It is from this conceptual framework that socio-economic factors influencing pupils' participation in primary education in Mbita Sub-County will be studied.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter highlights the study design, target population, sample size and sampling procedure, research instruments, validity and reliability of the research instruments, data collection procedures, data analysis techniques and ethical considerations in data collection.

#### **3.2 Research Design**

This study is aimed at establishing the influence of socio- economic factors influencing participation of pupils in primary school education in Mbita Sub-County. The study employed descriptive survey research design to achieve its objectives. Kothari (2014) states that descriptive survey research design enables the collection of information about people's attitudes, opinions, values and behaviors on educational or social issues. This design was suitable in investigating and collecting information about the attitudes, opinions and experiences of parents, teachers and pupils on socio- economic factors influencing participation of pupils in primary school education in Mbita Sub- County.

#### **3.3 Target Population**

Lokesh (2004) defined a target population as a large population from which a sample population is to be selected. Mbita Sub-County has a total of 133 primary schools, 133 head teachers and 4333(2428 girls and 1905 boys) class eight pupils distributed in five zones (Mbita Sub-County Annual Report, 2015). The study also targeted the Sub-County director of education.

### **3.4 Sample Size and Sample Procedure**

A sample is a miniature proportion of target population selected for analysis (Orodho, 2012). Mugenda (2008) asserted that 10 to 30% of population is enough for sampling. In this study, stratified and simple random sampling techniques were used.

#### **3.4.1 Selection of Schools**

Due to the large number of the primary schools in Mbita Sub-County, stratified sampling was used to sample the schools. Schools were stratified according to the zones. Kothari (2004) asserted that stratified sampling involves dividing the population into homogenous groups, each group containing subjects with similar characteristic. The schools were grouped into five strata (zone). Eight schools were purposively sampled from each strata. The sample size of the schools that participated in the study was therefore 40 schools.

#### **3.4.2 Selection of Head Teachers**

All the head teachers from the sampled school were automatically selected. Therefore 40 head teachers were sampled by census.

#### **3.4.3 Selection of pupils**

Pupils were stratified into boys and girls to enable proportional stratified sampling. A Yamane (1967) formula was used to get the sample size of the pupils.

$$n = \frac{N}{1 + N(e)^2}$$

Where

$n$  = Sample size

$N$  = Target population

( $e$ ) = sample error where confidence level is 95% P is 5%

Substituted:  $N e = 0.05$

$$n = \frac{4333}{1 + 4333(0.05)^2}$$

$$n = 365$$

By using Yamane formula of sample size with error of 5% with confidence coefficient of 95% (Yamane 1967), a sample size of 365 pupils was selected from a total of 4333. Equal number of pupils (73) was selected from each zone.

**Table 3.1: Sample Size and Sampling Frame**

Zone	Schools	Schools	Heads	Pupils		
	targeted	sampled		Boys	Girls	Sample
	Target	Sample				
Rusinga	26	9	9	383	449	73
Mfangano	25	9	9	364	436	73
Lambwe	26	9	9	361	485	73
Mbita East	28	9	9	401	495	73
Mbita West	28	9	9	396	563	73
<b>Total</b>	<b>133</b>	<b>45</b>	<b>45</b>	<b>1,905</b>	<b>2,428</b>	<b>365</b>

The researcher purposively selected 45 head teachers. The head teachers were sampled because they regularly consult on key decisions on emerging issues. The researcher randomly selected 365 pupils. The Sub County Directors of Education (SCDE) was also sampled purposively as key informant. These are individuals who are likely to provide needed information, ideas and insights on a particular subject, Best and Kahn (2006). The researcher viewed Sub County Directors of Education (SCDE) as people who know what was going on in the education sector as experts with fast hand knowledge and understanding on the issues under investigation.

### **3.5 Research Instruments**

Research instruments are the instruments used for data collection from respondents. The research instruments used for this study were questionnaires and interview guides.

#### **3.5.1 Questionnaire**

Questionnaire are fast way of obtaining data as compared to other instruments (Mugenda and Mugenda, 2003). Questionnaires give researcher comprehensive data on a wide range of factors. Open-ended and close-ended items were used. Questionnaires allowed greater uniformity in the way questions were asked, ensuring greater compatibility in responses. The questionnaire had two sections, section A and section B. Section A comprised of personal data such as teachers details on gender, age and teaching experiences. Section B comprised of contextual data with close-ended questions which focused on influence of family income, parents' level of education, parents' income and cost of education on pupil's participation in public primary schools. A Likert scale SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree was used in designing of the questionnaire.



### **3.5.2 Interview Guide**

According to Mugenda (2008), an interview is an oral administration of a questionnaire or an interview schedule. The interview guide was used to get in depth information from the sub-county director of education. The researcher was able to get more information from the sub-county director of education on influence of family size, parents' level of education, parents' income and cost of education on pupil's participation in primary school.

### **3.6 Validity of the Instrument**

Keith (2009) describes validity as the degree to which an instrument measures what it purports to measure. The questionnaire was piloted to head teachers and pupils to elicit explicit responses from participants. The pilot study was conducted to act as a pretest of the research instrument. Based on this, four head teachers and four pupils participated in the pilot study (Gay and Araisian, 2003). This helped to determine whether there was ambiguity in any of the items and whether the statements in the research instruments were clear and the questions were correctly worded. The instruments were also subjected to review by the supervisors in the department of education, University of Nairobi who ensured that the instruments had content validity (Kothari, 2010).

### **3.7 Reliability of the Instrument**

Reliability is a measure of degree to which a research instrument yields consistent results after repeated trial (Amin, 2005). Reliability enhances the dependability, accuracy, clarity and adequacy of instruments. To enhance reliability of the instruments, reliability test- retest method was conducted among four head teachers and four pupils (Gay and Araisian 2003) in the Sub-County. Test re-test method was used

to examine the reliability of the instruments. Similar questions were administered and reported after one week. The scores from both tests were correlated to get the coefficient of reliability using Pearson's product moment formulae as follows: Pearson's coefficient of correlation  $r$ .

$$r = \frac{N\sum xy - \sum x \sum y}{\sqrt{(N\sum x^2 - (\sum x)^2) (N\sum y^2 - (\sum y)^2)}}$$

Where;

$\sum xy$  = Sum of the gross product of the values of each variables.

$N$  = Number of total items.

$(\sum x) (\sum y)$  = Product of sum of  $x$  and the sum of  $y$ .

The value of  $r$  lies between  $\pm 1$ , the closer the value is to  $+1$  the stronger the relationship/degree of stability. From the questionnaires results of the pilot study, a reliability coefficient was computed and a reliability coefficient of 0.762 for head teachers' questionnaires and 0.723 was realized for pupils' questionnaires implying that the questionnaires were adequately reliable for use. According to Gay (2009) reliability of 0.7 and above is considered reliable.

### **3.8 Data Collection Procedures**

The first step was to obtain an introduction letter from the Department of Educational Administration from the University of Nairobi and a research permit from the National Commission of Science, Technology and Innovation (NACOSTI) to proceed to data collection. Prior visits were made to the school to ensure consent from the head teachers and agree on the data collection dates. Permissions were also sought from Deputy county commissioner Mbita Sub County and Sub County Director of Education. The

research questionnaires were administered to the respondents in person and the questionnaires were collected immediately they were filed.

### **3.9 Data Analysis Techniques**

Data analysis is the application of statistical techniques to the collected data. All coded data was then entered into the computer and counter-checked using SPSS. Data was analyzed by use of descriptive statistics (percentages and frequencies) and inferential statistics (Karl Pearson's coefficient of correlation) with the aid of Statistical Package for Social Sciences (SPSS version 21). Correlation coefficient ( $r$ ) ranging from 0.10 to 0.29 illustrates weak correlation, 0.30 to 0.49 is considered medium and whereas 0.50 to 1.0 is considered strong (Wong and Hiew, 2005). Analyzed data was presented in form of tables and graphs. Responses from the interview guides were recorded in tape, transcribed and then presented in narratives.

### **3.10 Ethical Consideration**

Consideration was taken to comply with ethical measures in the course of conducting this research work. A permit for research work was obtained and also a letter of introduction from NACOSTI and Boards of Post Graduate Studies (BPS) at the University of Nairobi respectively. Respondents were assured of their safety, rights, and confidentiality of the information given. Verbal explanation was given to respondents on the study objectives in attempt to maximize the quality of information given by them (Saunders *et al.*, 2007).

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter comprises of data analysis, presentation and interpretation of the findings. The study investigated the socio-economic factors influencing participation of pupils in public primary school education in Mbita Sub-County, Homa Bay County, Kenya. Data was collected from both primary school head teachers and pupils. Descriptive and inferential statistics were used to analyze the quantitative data. Frequencies and percentages obtained were presented in tables and figures. Response rate followed by data on the demographic information of the head teachers and pupils was presented first, followed by analysis and discussion of data on influence of socio-economic factors on pupils' participation rate in primary school. The results were analyzed and presented as per the study objectives. The chapter concluded by highlighting the main findings.

#### **4.2 Questionnaire Return Rate**

Questionnaire return rate is the proportion of the questionnaires returned after they have been administered to the respondents. Questionnaires were administered to both head teachers and pupils in the sampled public primary schools in Mbita Sub-County. Table 4.1 summarizes the rate of return of questionnaires.

**Table 4.1: Questionnaire Return Rate**

<b>Sample</b>	<b>Sample Size</b>	<b>Questionnaires Returned</b>	<b>Response Rate</b>
Head teacher	40	37	92.5
Pupils	365	353	96.7
<b>Total</b>	<b>405</b>	<b>390</b>	-

From Table 4.1, the average instrument return rate was over 90%. Mugenda and Mugenda (2003) opine that any questionnaire return rate above 90% is considered representative enough response. The researcher monitored questionnaire administration closely which ensured the high instrument return rate. The researcher found the return rates adequate according to Kothari (2004) who postulates that a return rate of 60 percent and above is acceptable.

### **4.3 Respondents' Demographic Information**

The study sought the background information from the head teachers on their gender, age, highest professional qualification and their teaching experience and the length of their stay in the current school. The study sought the gender of the respondents. Their genders were intended to capture equal attention to males and females in both pupil's enrolment and in school leadership. The information is presented in Table 4.2 and 4.3 respectively.

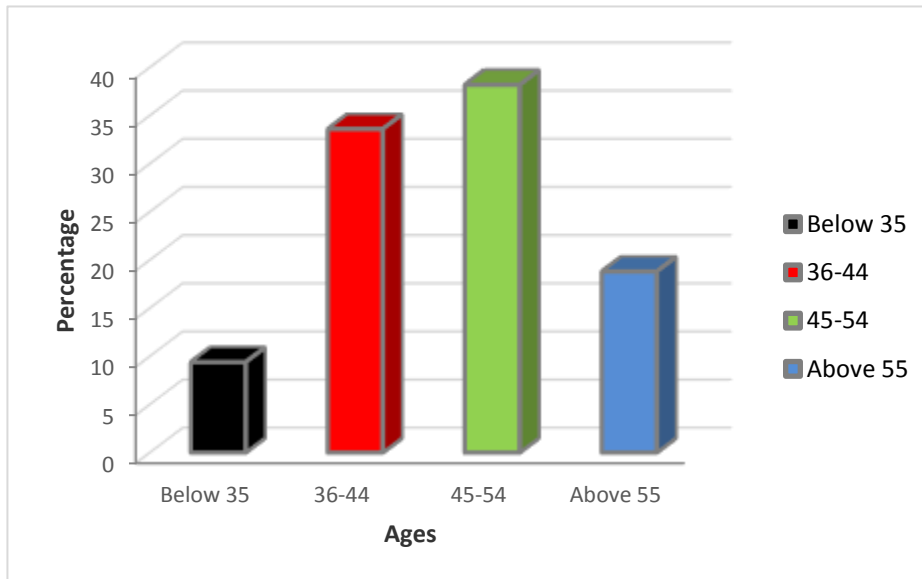
**Table 4.2: Gender of Head teachers and pupils**

Gender	Headteachers		Pupils	
	Frequency	Percentage	Frequency	Percentage
Male	24	60	178	48.8
Female	16	40	187	51.2
<b>Total</b>	<b>40</b>	<b>100</b>	<b>365</b>	<b>100</b>

The findings in Table 4.2 reveals that majority of head teachers are males constituting 60 percent while the females were 40 percent. This indicates that males dominate the school leadership. Therefore, males and females are not given equal opportunity in the leadership roles in Mbita Sub-County.

The findings in Table 4.2 also reveal that majority of the pupils are girls constituting 51.2 percent of the total while the boys constituted 48.8 percent of the total showing unequal presentation in schooling opportunities.

In line with the study, the age of the head teachers acted as an indicator that the researcher felt could determine how the head teachers handled socio-economic issues affecting pupils in the area of study. Their ages were intended to evaluate their resilience capabilities in terms of handling social and economic issues influencing pupil's participation in education. The results are were presented in Figure 4.1.



**Figure 4.1: Distribution of Head teachers by age**

As illustrated in Figure 4.1, a highest proportion of the head teacher's 38.2 percent are aged between 45 and 54 years, followed by 36-144 at 33.6%, above 55 at 18.8% while lowest proportion of head teacher's 9.4 percent are aged below 35 years. The small proportion represents the young age which has not acquired qualifications for the appointment as head teachers through experience. The high proportion indicates the prime age where the teachers have undergone relevant training and have acquired the qualifications for headship. The responses show that all the head teachers in the study locale are distributed across all age groups and therefore could provide desired responses to the study questions. The middle age 35-44 years are experienced and mature in the profession and have sufficient knowledge on social and economic factors influencing pupil's participation in schools.

**Table 4.3: Distribution of pupils by age**

<b>Age bracket</b>	<b>Frequency</b>	<b>Percentage</b>
Below 15 years	359	98.4
16-18	6	1.6
<b>Total</b>	<b>365</b>	<b>100</b>

Table 4.3 shows that majority of 98.4 percent are aged below 19 years while only 6 (1.6%) of the pupils are between 16 and 18 years of age. The pupils' ages show that all the pupils are within school going age bracket.

Head teachers were asked to indicate their highest academic qualifications. The results were as presented in Table 4.4.

**Table 4.4: Distribution of head teachers by their highest professional qualifications**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Academic</b>		
P1	0	0
Diploma	0	0
Bachelor of education	28	70.0
Masters of education	12	30.0
<b>Total</b>	<b>40</b>	<b>100</b>
Professional diploma management course		
Attended	27	67.5
Not attended	13	32.5
<b>Total</b>	<b>40</b>	<b>100</b>



The results in Table 4.4 shows that majority of the head teachers forming 70% have attained a degree in bachelors of education and 30% have attained a masters' degree of education degree. In addition, 67.5% have Diploma in Education management qualification while 32.5% are not trained by KEMI. This qualification is in tandem with Ministry of Education policy of training all the head teachers to have diploma as the basic qualification for primary school headship through government sponsored training at Kenya Education Management Institute (KEMI) while M.Ed qualification has the least number of head teachers represented by 12.5 percent.

Though M.Ed. is not regarded as basic qualification requirement for primary school headship, it shows that head teachers are trying to improve on their academic status and acquire additional skills in administration. B.Ed qualification has 20 percent showing that teachers are upgrading their qualification in line with TSC new policy that all primary school head teachers should have at least Bachelor's degree for them to be appointed to headship positions. The data presented in Table 4.5 implies that majority of head teachers have the right qualifications to head primary schools as required by policy. The analysis shows that all the head teachers in primary schools in Mbita Sub-County are professional teachers with the required knowledge and skills for handling social and economic issues affecting pupil's participation in education.

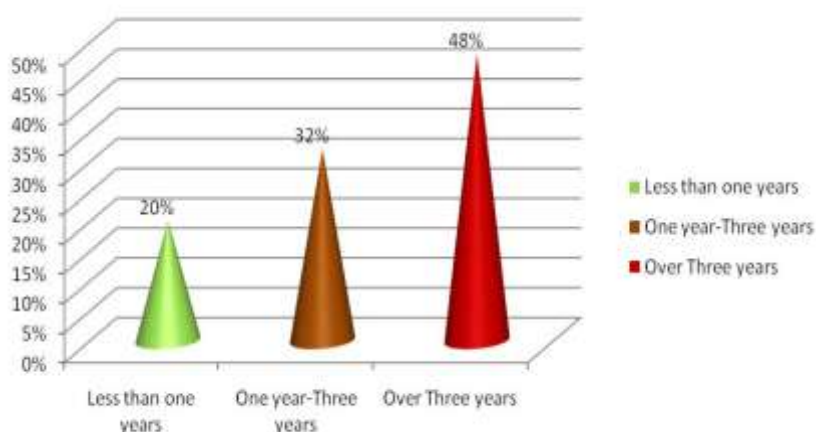
The head teachers were asked to indicate how long they had served as head teachers. The researcher believed that the experience of the head teacher made one understand well pupils' social and economic issues affecting their participation in education hence could effectively respond to the research questions from an informed point of view. The results are presented in Table 4.5.

**Table 4.5: Distribution of head teachers by teaching experience**

Experience	Frequency	Percentage
Below 5years	5	12.5
6-10years	8	20
11-15years	9	22.5
Above 15years	18	45
<b>Total</b>	<b>40</b>	<b>100</b>

From Table 4.5, the majority of the head teachers (48%) had been in the service for of over 15 years. Others 11-15 years (22.5%), 6-10 years (20%) and below 5 years (12.5%). Most had served for long enough for head teachers to develop competence in dealing with pupils' social and economic backgrounds affecting their participation in education hence the head teachers in the sampled schools were found to be suitable to respond to questions on the socio-economic factors influencing participation of pupils in public primary school education. This shows that teachers with more experienced are promoted to become heads.

The head teachers were asked to indicate the number of years they had been in their current schools. The results are represented in Figure 4.2.



**Figure 4.2: Years the Head Teacher had been in the Current School**

From the responses in Figure 4.2, the most of the head teachers had been in their current schools for over 3 years which constitutes 48 percent, 1-3 years (32%) and less than 1 year are (20%). The findings unveil that most of the head teachers have been in their current schools for some time and therefore more knowledgeable on the management of social and economic factors influencing pupil’s participation in their primary school education.

#### 4.4 Pupils’ Family Size and Participation among Primary School Pupils

In line with the first objective, the study sought to establish whether pupils’ family size influenced their participation primary school. The study sought to confirm whether there were cases of pupils dropping out of school to allow their siblings to continue with education. Both the head teachers and pupils’ responses are reported in Table 4.6.

**Table 4.6: Cases of pupils drop out**

Response	Head teachers		Pupils	
	F	%	F	%
Pupils drop out of school to give way to their siblings to continue their education	35	87.5	292	80
Pupils do not drop out of school to give way to their siblings to continue their education	5	12.5	73	20
<b>Total</b>	<b>40</b>	<b>100</b>	<b>365</b>	<b>100</b>

The data presented in Table 4.6, reveal that majority 87.5 percent of the head teachers affirmed that pupils drop out of school to give way to their siblings to continue their education. This is an indication that in cases where the family size is large, some children lack access to education. The finding is in agreement with Son (2012) who

argued that children from large families drop out of school to work and to support their siblings to continue with schooling.

The pupils were also in support of this whereby majority of the 80% affirmed that pupils drop out of school to give way to their siblings to continue their education. This implies that the pupils have witnessed some of the peers who come from big families drop out of school while some of their younger siblings stays. The finding is inconsistent with Bysenk and Locksoh (2011) findings that children who come from smaller families have higher chances of participating in school.

The study further sought the head teachers' opinions on the factors about family size that influenced pupils' participation in education. They were asked to indicate their responses which are shown in Table 4.7.

**Table 4.7: Head Teachers' Agreement Level on Influence of Family Size on Pupil's Participation in School**

Statements	SA		A		D		SD		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Large families find challenges in educating their children	30	75	10	25	0	0	0	0	40	100
Parents with large families have less time to spend individually with each child	7	17.5	27	67.5	3	7.5	3	7.5	40	100
Children from families with small number of children are likely to participate in education than those from large families	24	60	16	40	0	0	0	0	40	100
Families with large household size have high drop outs from school	18	45	18	45	4	10	0	0	40	100
Most pupils from large families, frequently are absent from school because some assist their parents to take care of younger siblings.	16	40	20	50	4	10	0	0	40	100

The findings presented in Table 4.7, show that 75% of the head teachers agree that reveals that large families find challenges in educating them. The higher the number of the children the more resources required to bring them up. The finding is in agreement with Frances, Azumah, Adjei and Nachinaab (2017) that children from large families mostly enroll late in school perform poorly and leave school early as compared to those from small family. Similarly, 67.5 percent of the head teachers agree that parents with large families have less time to spend individually with each child. It's also not easy to balance parental attention to every child so some siblings' needs might be neglected. A close relationship between children and their parents might increase chances participation in education. The finding is consistent with Atieno, Simatwa & Ayodo, (2012) findings established that moderate family size had a big positive influence on students' participation in school.

Findings also show that 60% of the head teachers agreed that children from families with small number of children are likely to participate in education. Small families are able to manage social and economic resources and take care of every child's need as compared to big families. The finding is in agreement with Bysenk and Locksoh (2011) who affirmed that children who come from smaller homes have higher chances of participating in school. Families with large household size have high drop outs from school as indicated by 45% of the head teachers. This could be due the fact that the older children in big families are at times forced to work and they drop out when the pressures of balancing work and school activities intensify. This finding concurs with Shen (2017) study which established that a having many siblings lower likelihood of actively participating in school activities.

Half of the head teachers (50%) agreed that most pupils from large families frequently are absent from school because some assist their parents to take care of younger siblings and later, they drop out of school influence pupils' participation in primary school education in Mbita Sub-County though with variations. This shows that the pupils' family size plays a key role in influencing participation of pupils in primary school education. The study also showed that larger family size influence children's schooling cycle greatly. This study therefore reveals that pupils' family size play a key role in influencing participation of pupils in primary school education. The finding concurs with Ahawo (2009) that having a large number of children is associated with increase in the habit of dropping out of school, in comparison to smaller families.

The study also sought the pupils' opinions on the factors about family size that influenced pupils' participation in education. They were asked to indicate their responses which are shown in Table 4.8.

**Table 4.8: Pupils Agreement Level on Influence of Family Size on Pupil's Participation in School**

Statements	SA		A		D		SD		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Large families find challenges in educating their children	273	74.8	92	25.2	0	0	0	0	365	100
Parents with large families have less time to spend individually with each child	62	17	245	67.1	50	13.7	8	2.2	365	100
Children from families with small number of children are likely to participate in education than those from large families	219	60	146	40	0	0	0	0	365	100
Families with large household size have high drop outs from school	168	46	178	48.8	19	5.2	0	0	365	100

The findings presented in Table 4.8, reveals that majority of the pupils 74.8% strongly agreed that large families find challenges in educating their children. Resources are always constrained as the family gets bigger which could affect participation. The finding supports the Global Monitoring (2011) report that high family sizes make parents not afford to take their children to school. Slightly more than half the pupils (67.1%) agreed that parents with large families have less time to spend individually with each child. Parents in big families tend to spend a lot of with the young ones and the older ones are usually left on their own. The finding in consistent with Son (2012) that parental attention declines as the number of siblings increases and therefore later born are likely to drop out of school.

In addition, 60% of the pupils strongly agreed that children from families with small number of children are likely to participate in education than those from large families. Small families tend to invest in their children's education to ensure that they actively participate in education activities. The finding concurs with Vermeersch and Kremers (2005) that big families are unable to provide adequately for school going children reducing their chances of participating in education since hungry children cannot be tentative in class.

The results also show that majority of the pupils agreed that families with large household size have high drop outs from school. These children drop out because their families are not able to cater for the needs of all the children. The shows that the pupils' family size played a key role in influencing participation of pupils in primary school education. This finding corroborates Graham (2011) study that parents with high number of school age children find it difficult to see them through school. Large number of children in a house hold exerted pressure on family resources leaving little to pay for

education hence leading to drop out. This study therefore affirms that pupils' family size plays a key role in influencing participation of pupils in primary school education.

The head teachers were required to respond to questions on influence of pupils' family size on participation rate among primary school pupils. The findings are presented in Table 4.9.

**Table 4.9: Extent to which family size influence pupils' participation in education**

Responses	Head teachers		Pupils	
	Frequency ( <i>f</i> )	Percentage (%)	Frequency ( <i>f</i> )	Percentage (%)
Great extent	20	50	300	82.2
Moderate Extent	18	45	60	16.4
Low extent	2	02	5	1.4
<b>Total</b>	<b>40</b>	<b>100</b>	<b>365</b>	<b>100</b>

The data presented in Table 4.9 indicates that half of the head teacher's 50 percent, of to a great extent feel that pupil's family size influence their participation in primary school education while 45 percent of the head teachers moderately responded that pupils' family size influence pupil's participation in primary school education. This implies the number of children in a house hold exerted pressure on family resources leaving little to pay for education. The results of this study are in line with the study conducted by Lee (2014) which asserted that parents with high number of school age children find it difficult to see them through schooling.

With regards to pupils' responses, majority of the pupil's 82.2 percent to a great extent feel that pupil's family size influences their participation in primary school education while 16.4 percent of the pupils moderately responded that pupils' family size influence



their participation in primary school education. This supports the previous finding from the head teachers that family size influence pupil's participation in schools. The sub-county director of education also supported the head teachers and pupils. He said that:

Pupils who come from a big family of more than five children are at times not able to fully participate in education especially when parents are not economically stable to support all of them and older ones might be forced to drop out to lessen the load of academic support. Many pupils from this sub-county come from big families and many schooling siblings hence parents are unable to support every child education needs. Big families in this area prioritize educating boys while older girls are encouraged to either get married or work as house helps to supplement the family financial needs.

In trying to assess the relationship between family size and school participation, the study used the Karl Pearson's coefficient of correlation (r). Findings are presented in Table 4.10.

**Table 4.10: Relationship between Family Size and Participation**

Variables		School Participation	Family Size
School Participation	Pearson Correlation	1	
	Sig. (2-tailed)		
Family Size	Pearson Correlation	.623**	1
	Sig. (2-tailed)	.000	

Findings in Table 4.10 show that Pearson correlation coefficient for family size and pupil's participation in school ( $r = 0.623$ ,  $p\text{-value} = 0.000$ ) was significant. This shows a positive relationship between family size and participation. The finding is in agreement with Ella, Odok, & Ella (2015) that there is a significant relationship between family size and pupil's participation in academics.

#### 4.5 Pupils' Parent's Level of Education and Participation Rate among Primary School Pupils

The second objective of the study sought to establish the influence of pupils' parent's level of education on participation rate among primary school. The head teachers were asked to indicate their agreement level on the factors about parent's level of education that influence pupils' participation in education. They were asked to indicate their responses which are shown in Table 4.11.

**Table 4.11: Head Teachers Agreement Level on Influence of Parent's Level of Education on Pupil's Participation in School**

Statements	SA		A		D		SD		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Parents with low level of education involve their children with home activities that are not academically focused,	8	20	32	80	0	0	0	0	40	100
Educated parents set expectations of academic performance of their children	30	75	5	12.5	3	7.5	2	5	40	100
Educated parents use their educational attainments to teach their children	4	10	16	40	15	37.5	5	12.5	40	100
Low parental education can result in pupils dropping out of school because of lack of role models from the parents	15	37.5	18	45	5	12.5	2	5	40	100

The data presented in Table 4.11, indicate that the majority 80 percent of head teachers agree that parents with low level of education involve their children with home activities that are not academically focused, thus frustrating pupils who end up dropping out of school. Some parent due to lack of knowledge on importance of education to not

provide a conducive environment for home schooling. They instead burden their children with other work that is not academically related. The finding is consistent with Okoth (2008) who found that children's ability to learn was influenced by family background especially the practices at home.

Similarly, majority of the head teachers 75% strongly agree with the statement that educated parents set expectations of academic performance of their children. Children who are usually encouraged and fully supported by their parents academically are likely to complete schooling. The finding concurs with Oketch and Ngware (2012) who asserted that educated parents set expectations of academic performance that propel pupils forward in their achievement level. On the other hand, half of the head teachers 50% disagree with the statement that educated parents use their educational attainment to teach their pupils respectively. This could be attributed to the modern-day world whereby parents are too busy working and even though they are educated, they are less involved in the children's education activities. The findings however differ with Chinapah (2013) who found that educated parents help their children with school work activities.

Conversely, low parent's education level can result in pupils dropping out of school because of lack of role models as indicated by almost half of the head teachers 45% who agreed with the statement that education level of the parents is a very important determinant of pupils' participation in primary schools. Educated parents know the benefits of education and are therefore very keen to educate their children. The findings agree with Boyle (2004) who posited that pupils' completion in education is very much influenced by their home environment.

The study also sought the pupil's agreement level on the factors about parent's level of education that influence pupils' participation in education. Pupils were asked to indicate their responses which are shown in Table 4.12.

**Table 4.12: Pupils' Agreement Level on Influence of Parent's Level of Education on Pupil's Participation in School**

Statements	SA		A		D		SD		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Parents with low level of education involve their children with home activities that are not academically focused,	73	21.1	288	78.9	0	0	0	0	365	100
Educated parents set expectations of academic performance of their children	280	76.7	55	15.1	30	8.2	0	0	365	100
Educated parents use their educational attainments to teach their children	27	7.4	149	40.8	146	40	43	11.8	365	100
Low parent's education can result in pupils dropping out of school	139	38.1	172	47.1	47	12.9	7	1.9	365	100

The data presented in Table 4.12, indicate that 78.9 percent of the pupils agreed that parents with low level of education involve their children with home activities that are not academically focused. This frustrates pupils and some end up dropping out of school. The findings concur with Mette and Mohammed (2012) who established that parents' education and especially mother's education, matters in children's educational attainment.

Majority of the pupils 76.7% strongly agree with the statement that educated parents set expectations of academic performance of their children. Children with such parents are hence are likely to complete schooling to avoid disappointing their parents. The findings agree with Velocia and Ronald (2012) who established that educated parents' functional value is attached to their children education achievement.

Similarly, nearly half of the pupils 40.8% agreed with the statement that educated parents use their educational attainment to teach their pupils. The finding differs with findings from the head teachers who disagreed with a similar statement. The pupils have a closer relationship with their parents as compared to the head teachers and their sentiments could be more factual. The finding however supports Good and Brophey (2014) who stressed that educated parents usually show interest in their children academic performance.

Findings also show that 47.1% of the pupils agreed that low parent's education level can result in pupils dropping out of school because of lack of role models. Some illiterate parents do not know the value of education and just enroll their children in school as a norm. They are less concerned with their children's academic activities which could affect their participation in academics. The finding concurs with Mark (2011) which found out that higher parent's level of education increases access to education, attendance rates and lowers dropout rates.

The respondents were asked to rate the parent's encouragement of their children to attend school. The responses are presented in Table 4.13.

**Table 4.13: Parent’s Encouragement of their Children to Education**

<b>Responses</b>	<b>Head teachers</b>		<b>Pupils</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
	<i>(f)</i>	<i>(%)</i>	<i>(f)</i>	<i>(%)</i>
Highly	10	25.0	97	26.6
Moderate	25	62.5	220	60.3
Not at all	5	12.5	48	13.2
<b>Total</b>	<b>40</b>	<b>100</b>	<b>365</b>	<b>100</b>

The data presented in Table 4.13, have shown that 62.5 percent of the head teachers opined that parents encourage pupils to pursue education to moderate extent and 12.5 percent of the head teachers said that parents do not encourage the pupils on matters of schooling. The findings from the head teachers were supported by the pupils who shared the same sentiments. Slightly more than half the pupils 60.3% were of the opinion that parents encourage them to pursue education to moderate extent while 13.2% opined that parents do not encourage the pupils on matters of schooling. The results of this study correspond with Mbita assessment report 2011-2015 which showed that the participation rate of pupils in the sub-county was declining between 2011 and 2015 with 2015 recording the highest decline rate of 20 percent while the average decline rate was 17.56 in five years. Failure of parents to encourage their pupils to pursue education has led to low participation rates among primary schools in Mbita Sub-County.

Both the head teachers and the pupils were asked to rate the extent to which parental level of education influences pupil’s participation in primary school. The information is presented in Table 4.14.

**Table 4.14: Extent to which Parent’s Level of Education Influence Pupil’s Participation in Primary School**

Responses	Head teachers		Pupils	
	Frequency ( <i>f</i> )	Percentage (%)	Frequency ( <i>f</i> )	Percentage (%)
Great extent	36	90	354	97
Moderate Extent	4	10	11	3
Low extent	0	0	0	0
<b>Total</b>	<b>40</b>	<b>100</b>	<b>365</b>	<b>100</b>

The data presented in Table 4.14 indicates that majority of the head teacher’s 90 percent to a great extent concur that parents’ level of education influence pupil’s participation in primary education while 10 percent of the head teachers to a moderate extent concur that parents’ level of education influence pupil’s participation in primary education. In support of this, majority of the pupil’s 97 percent to a great extent also concurred that parents’ level of education influence pupil’s participation in primary education. The finding was also supported by the sub-county director of education who said that:

Parents who are literate and professional acknowledge the value of education and inspire their children to always aim at attaining high education. Pupils from a family of professional have a tendency having bright professional prospects. Conversely, uneducated parents prefer to invest in educating the boys. Educated parents are also very concerned with their children academic life and they show their children the importance of education. Such pupils are highly encouraged to learn and actively participate in various academic activities.

This implies that parent’s level of education is a key determinant to pupils’ participation in primary schooling. The findings imply that educated parents understand the importance of education and practically assist their children to realize their future career plans. The results of this study are in line with the assertion by Mette & Mohammed (2012) that parents’ level of education influences the participation of pupils in

schooling because a parent with a higher level of education obviously values education and therefore their attitude will reflect the importance they place on education.

The researcher further conducted correlation analysis to establish the relationship between parent’s level of education and participation. Findings are presented in Table 4.15.

**Table 4.15: Relationship between Parent’s Level of Education and Participation**

Variables		School Participation	Parents level of education
School Participation	Pearson Correlation	1	
	Sig. (2-tailed)		
Parents level of education	Pearson Correlation	.566**	1
	Sig. (2-tailed)	.004	

Findings in Table 4.15 show that Pearson correlation coefficient for parents’ level of education and pupil’s participation in school was ( $r= 0.566$ ,  $p\text{-value}=0.004$ ). This implies that there is a positive significant relationship between parents’ level of education and pupil’s participation. Findings concur with Smart (2013) that parents’ education level correlate positively with pupil’s participation in primary schools.

#### **4.6 Parent’s Income and on Participation Rate among Primary School Pupils**

The third objective of the study sought to establish influence of parent’s level of income on participation rate among primary school. Both the pupils and head teachers were asked to indicate if the parents’ income had influence on their school retention. The responses were to be rated as yes or no. The results were as presented in Table 4.16.



**Table 4.16: Influence of parent's income**

Response	Head teachers		Pupils	
	<i>f</i>	%	<i>f</i>	%
Yes	33	82.5	295	80.8
No	7	12.5	70	19.2
<b>Total</b>	<b>40</b>	<b>100</b>	<b>365</b>	<b>100</b>

The analysis presented in Table 4.16 reveals that majority of the head teacher's 82.5 percent affirm that parent's level of income influence pupil's retention in school. The pupils also agreed with the head teachers whereby majority of the 80.8% indicated that parents with high income are able to afford basic financial obligations required in school and are therefore able to retain their children in school. This finding confirms the study carried out in Tanzania by Dachi and Garrett (2013) on the financial circumstances surrounding children's school enrolment in Tanzania that found out that pupils from better off households are more likely to remain in school whilst those from humble backgrounds are more likely to drop out of school once they have enrolled or not attend at all. This study therefore reveals that parent's income greatly influences their children's retention in school.

The researcher further sought the head teachers' agreement level on the factors about parent's income that influence pupils' participation in education. They were requested to indicate their agreement level and their responses are shown in Table 4.17.

**Table 4.17: Head Teachers Agreement Level on Influence of Parent’s Income on Pupil’s Participation in School**

Statements	SA		A		D		SD		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Children from parents with high earnings are likely to participate in education than those from low income	24	60	14	35	2	5	0	0	40	100
Parent’s level of income is a determinant of pupil’s school completion	26	65	14	35	0	0	0	0	40	100
Most of the parents of the pupils who have dropped out of school are generally poor	0	0	1	2.5	22	55	17	42.5	40	100
Pupil’s learning is hampered by parent’s low income	16	40	11	27.5	9	22.5	4	10	40	100

The data presented in Table 4.17 indicate that 60% of the head teachers strongly agree that children from parents with high earnings are likely to participate in education than those from low income. Financially stable parents have the ability to enroll and retain. The finding concurs with Felter (2012) that students whose parents have higher socio-economic status may have an enhanced regard for learning. More than half of the head teachers 65% strongly agreed that parent’s level of income is a determinant of pupils’ school completion. If parents do not have money then chances of enrolling their children in school are very low. The finding is in agreement with Abagi and Adipo (2007) who observed that level of parent’s poverty is an important factor that discourages parents from taking their children to school.

The head teachers (42.5%) strongly disagree that most of the parents of the pupils who have dropped out of school are generally poor. This could be due to the free primary education programs that has made it easy for many children to participate in primary

school. Findings differs with Chepleting, Chepkemei, Yano & Chepet (2013) who related lower enrollment with by low income levels of parents.

Finding further show that 40% of head teachers strongly agreed with the statement that pupil's learning is hampered by parent's low. This implies that parent's income related factors greatly influence pupils' participation in school. Well-to-do parents are able to buy and meet required finances in school, therefore, their children are well maintained and retained in schools. The findings show that parent's income is a significant factor that determines participation of pupils in school. This also implies that pupils' family income influences their participation in schools either positively or negatively depending on the family's financial status. The results analysis in the table reflect observation made by Abagi and Adipo (2007) who observed that level of parent's poverty is an important factor that discourages parents from taking their children to school. Due to poverty, children from poor families do often miss or fail to attend school.

Sub county Education Director said that Low income children exhibited lower levels of cognitive linguistic skills, lower verbal interactions and lower phonological awareness and generally lower academic performance than their counterparts from high- and middle-income families. It also showed that children from high income families were more proficient in reading skills than in low income families.

The study further sought the pupils' agreement level on the factors about parent's income that influence pupils' participation in education. They were asked to indicate their responses which are shown in Table 4.18.

**Table 4.18: Pupils’ Agreement Level on Influence of Parent’s Income on Pupil’s**

**Participation in School**

Statements	SA		A		D		SD		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Children from parents with high earnings are likely to participate in education than those from low income	226	61.9	120	32.9	19	5.2	0	0	365	100
Parental level of income is a determinant of pupil’s school completion	244	66.8	121	33.2	0	0	0	0	365	100
Most of the parents of the pupils who have dropped out of school are generally poor	0	0	11	3.0	146	40	208	57	365	100
Pupil’s learning is hampered by parent’s low income	160	43.8	102	28.0	63	17.2	40	10.9	365	100

The data presented in Table 4.18, shows that children from families with high earnings are likely to participate in education than those from families with low income as indicated by 61.9 percent of pupils who strongly agree with the statement. This is due to their parents’ ability to cater for all their personal and academic needs. This finding concurs with Felter (2012) that children whose parents have higher socio-economic status may have an enhanced regard for learning, than children of parents with lower socio-economic status.

Slightly more than half of the pupils’ 66.8 percent strongly agree that parent’s level of income is a determinant of pupils’ school completion. Well-to-do parents are able to buy and meet required finances in school, therefore, their children are well maintained and retained in schools. This finding is in agreement with Sentamu (2013) that family

income determines of the kind of a school a child attend. More than half of the pupils 57% disagree that most of the parents of the pupils who have dropped out of school are generally poor. This shows that parent's income could be just one of the contributing factors of pupils drop out amongst many others although finances are a greater determinant of participation and non-participation in school. The finding concurs with Brown and Parks (2012) findings that children from poor background are more likely to drop out of school than their counterparts from rich families.

Findings further show that 43.8% of the pupils strongly agreed that pupil's learning is hampered by parent's low income. This implies that parental income related factors greatly influence pupils' participation in school. The study's findings reflect a study carried out in Tanzania by Dachi and Garrett (2013) on the financial circumstances surrounding children's school enrolment in Tanzania which revealed that the main barrier to sending children to school was inability to pay fees.

The finding was supported by the Sub-County director of education who said that: The government cannot finance for every academic and personal needs of every pupil. It is the role of a parent to provide some basic needs like sanitary towels for girls and school uniforms. Many parents in this area are petty traders and subsistence farmers and they do earn very little income. This have a negative effect on participation rates as children whose parents cannot afford some of these necessities are forced to stay at home.

The researcher conducted a correlation analysis on the relationship between parent's income and participation in primary school. Findings are presented in Table 4.19.

**Table 4.19: Relationship between Parent’s Income and Participation**

Variables		School Participation	Parents income
School Participation	Pearson Correlation	1	
	Sig. (2-tailed)		
Parents income	Pearson Correlation	.781**	1
	Sig. (2-tailed)	.000	

Findings in Table 4.19 show that Pearson correlation coefficient for parents’ income and pupil’s participation in school was ( $r= 0.781$ ,  $p\text{-value}=0.000$ ). This implies that there is a positive significant relationship between parents’ income and pupil’s participation. The finding agrees with Chugh (2011) who established that income of the father is significantly related to the continuity or discontinuity of the child in school.

#### **4.7 Cost of Education and Pupil’s Participation Rate among Primary School Pupils**

The fourth objective of the study sought to establish the influence of cost of education on participation rate among primary school pupils. The study sought the head teachers’ agreement level on the influence of cost of education on pupils’ participation in education. They were requested to indicate their agreement level and their responses are shown in Table 4.20.

**Table 4.20: Head Teachers' Agreement Level Influence of Cost of Education on Pupil's Participation in School**

Statements	SA		A		D		SD		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Pupils fail to attend school due to tuition costs associated with schooling	15	37.5	9	22.5	11	27.5	5	12.5	40	100
Pupils fail to attend school due to transport and lunch costs	10	25	5	12.5	20	50	5	12.5	40	100
Pupils fail to attend school due to uniform costs associated with schooling	27	67.5	13	32.5	0	0	0	0	40	100

The findings presented in Table 4.20 reveals that the head teachers strongly agree with the statement that pupils fail to attend school due to tuition costs associated with schooling at 37.5percent. Even though primary education in Kenya is free, there are other costs involved and failure to meet the costs hinders some pupils from participating in school. The finding is in agreement with Kadzamira & Rose (2013) that pupils are less likely to attend school because the cost of schooling is too high.

Half of the head teachers 50% disagreed with the statement that pupils fail to attend school due to transport and lunch. This could be attributed to the fact that most pupils live around the school so they only walk short distances and they are always allowed to go home during lunch. The finding therefore differs with Aziz (2012) that costs related to transportation and school feeding hinders pupils from participating in school. More than half of the head teachers 67.5% strongly agreed with the statement that pupils fail to attend school due to uniform costs associated with schooling. This shows that pupils cannot afford school uniform which is the responsibility of the parent since the

government is paying educational cost of pupils in terms of tuition through Free Primary Education (FPE). The responses show that although the government is financing education through FPE, pupils still fail to attend school due costs. The findings of this study affirm the position held by Scharge (2013) who observed that high costs of education reduce participation rates of children for they cannot afford to pay for it.

The study further sought the pupils' agreement level on the influence of cost of education on pupils' participation in education. They were requested to indicate their agreement level and their responses are shown in Table 4.21.

**Table 4.21: Pupils' responses on statements related to cost of education and pupil's participation in school**

Statements	SA		A		D		SD		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Pupils fail to attend school due to tuition costs associated with schooling	135	37	80	21.9	103	28.2	47	12.9	365	<b>100</b>
Pupils fail to attend school due transport and lunch costs	91	24.9	44	12.1	186	51	44	12.1	365	<b>100</b>
Pupils fail to attend school due to uniform costs associated with schooling	256	70.1	120	29.9	0	0	0	0	365	<b>100</b>

The findings presented in Table 4.21 reveals that pupils fail to attend school due to tuition costs associated with schooling as indicated by 37% of the pupils who agreed to the statement. Some schools organize remedial tuition at the expense of the parents although they were banned by the government but pupils who have not covered the tuition costs are chased away from the classes. The finding concurs with Malome



(2012) that there is a link between education costs and the ability to take the children to school.

Just like the head teachers, 51% percent of the pupils disagree that pupils fail to attend school due to transport and lunch. This could imply that these costs are not very practical in the area considering is an upcountry region where people live around schools. The study further established that there are people who fail to attend school due to uniform costs as indicated by 70.1% of the pupils who strongly agreed with the statement. These findings from the head teacher and pupils was supported by the sub-county director of education who said that, “Despite the introduction of free primary Education (FPE) in 2003 in Kenya, some parents have been facing crisis because of the hidden costs of education such as provision of school uniforms and other PTA charges. This has led to many parents holding back their children at home.” (Interview, 24<sup>th</sup> August 2019).

This shows that some pupils cannot afford school uniform which is the responsibility of the parent since the government is paying educational cost of pupils in terms of tuition through Free Primary Education (FPE). The findings of this study affirm the position held by findings of a study carried out in Nigeria by Okojie (2006) which indicated that high cost of education was among the reasons for high school drop outs.

The head teachers’ and the pupils’ opinions were sought on the extent to which cost of education influences pupils’ participation in primary school. The information is presented in Table 4.22.

**Table 4.22: Extent to which cost of education influences pupils’ participation in primary school**

Responses	Head teachers		Pupils	
	Frequency	Percentage	Frequency	Percentage
	<i>(f)</i>	<i>(%)</i>	<i>(f)</i>	<i>(%)</i>
Great extent	35	87.5	353	96.7
Moderate Extent	5	12.5	12	3.3
Low extent	0	0	0	0
<b>Total</b>	<b>40</b>	<b>100</b>	<b>365</b>	<b>100</b>

The data analyzed in Table 4.22 shows that majority of the head teachers’ 87.5 percent to a great extent affirm that cost of education influences pupil’s participation in primary education while 12.5 percent of the head teachers to moderate extent affirm that cost of education influences pupil’s participation in primary education. The pupils also echoed the head teacher’s sentiment whereby majority of the 96.7% to a great extent affirm that cost of education influences pupil’s participation in primary education. This indicates that a large number of pupils and head teachers agree that cost of education is a key determinant to pupils’ participation in primary schooling. These findings are in line with a survey conducted by World Bank (2014) that revealed that high cost of education contributes to the highest rate of dropout from school. Parents who cannot afford to buy books for their children contribute to low participation rate in education.

In order to assess the relationship between cost of education and school participation, the study used the Karl Pearson’s coefficient of correlation ( $r$ ). Findings are presented in Table 4.23.

**Table 4.23: Relationship between Cost of Education and Participation**

	Variables	School Participation	Cost of education
School Participation	Pearson Correlation	1	
	Sig. (2-tailed)		
Cost of education	Pearson Correlation	.760**	1
	Sig. (2-tailed)	.000	

Findings in Table 4.23 show that Pearson correlation coefficient for cost of education and pupil's participation in school was ( $r= 0.760$ ,  $p\text{-value}=0.000$ ) which was also positive and significant. The finding concurs with Malome (2012) who established is a positive link between education costs and the ability to take the children to school.

Sub county director said that efforts to enhance participation in education have faced various challenges. Children who could not afford cost of items not offered in free basic education fail to go to school until they can afford. In Mbita Sub-County, Homa Bay County, those learners who cannot afford to cater for hidden costs engage in child labor so that they can get enough money to afford such. This scenario significantly affects learner's participation in education.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter summarizes the study and presents conclusions, recommendations and suggestions for further research.

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

The purpose of this study was to investigate the socio – economic factors effect on pupil’s participators in primary school education in Mbita Sub-County, Homa Bay County. The study was guided by four objectives which focused on the influence of family size, parents’ educational level, parents’ income and cost of education on pupils’ participation in primary school education in Mbita Sub-County. The study was guided by Maslow’s hierarchy of needs theory. The study used descriptive survey research design. The target population for the study included 113 head teachers from 113 primary schools and 4332 pupils in Mbita Sub-County. The sample size for the study consisted of 40 head teachers and 365 pupils. Thirty percent of head teachers and 365 of pupils were sampled. Questionnaires were used for data collection. Content validity of the research instruments was ascertained by a team of experts in the field of Educational Administration and through piloting of the questionnaire. Reliability of the instruments was ascertained by a test-re-test technique and a coefficient of 0.7 was obtained. Data was coded, fed into the computer, analyzed descriptively with the help of SPSS program version 21 and presented using tables and graphs.

### **5.3 Findings of the Study**

This section provided a summary of the findings of the study based on the research objectives.

#### **5.3.1 Influence of pupil's family size on participation rate among primary school pupils**

The study revealed that there is a positive significant relationship between pupil's family size and pupils' participation in primary school education ( $r = 0.623$ ,  $p\text{-value}=0.000$ ). The findings further established that large families find challenges in educating their children. The findings show that children from families with small number of children are more likely to participate in education than those from large families. Therefore, pupils' family size plays a key role in influencing participation of pupils in primary school education.

#### **5.3.2 Influence of pupil's parent's level of education on participation rate among primary school pupils**

The findings showed that there is a positive significant relationship between parents' level of education and pupils' participation in primary education ( $r= 0.566$ ,  $p\text{-value}=0.004$ ). The results of this study indicate that parents with a higher level of education obviously value education and therefore their attitudes reflect the importance they place on education. Therefore, parents' level of education influence pupils' participation in primary education.

### **5.3.3 Influence of parent's income on participation rate among primary school pupils**

The findings of the study indicate that there is a positive significant relationship between parents' level of income and pupils' participation in primary education ( $r=0.781$ ,  $p\text{-value}=0.000$ ). The study also established that pupil's learning is hampered by parent's little income and that parent's level of income is a determinant of pupil's school completion.

### **5.3.4 Influence of cost of education on pupil's participation rate among primary school pupils**

The findings established that there is a positive significant relationship between cost of education and pupils' participation in primary education ( $r=0.760$ ,  $p\text{-value}=0.000$ ). Pupils fail to attend school due to costs associated with schooling like school uniforms and PTA charges.

## **5.4 Conclusion**

This study indeed established that there is a positive significant relationship between socio-economic factors and pupils' participation in primary school; pupil's family size influence participation of pupils in school; pupils from a small family are more likely to access and stay in school till completion as opposed to pupils from a big family; parents' level of education influence pupils' participation in schooling and educated parents are more effective in helping their children in academic work and are interested in the academic progress of their children. Parent's income indeed influence pupils' participation in school. Parents who are low income earners are not able to meet schools' auxiliary costs which leads to the school administration sending the

pupils home to collect money to settle outstanding auxiliary costs. The study further establishes that the cost of education influences pupil's participation in primary school education. Children whose parents are not able to meet the required school costs are not likely to access primary school education.

## **5.5 Recommendations**

Based on the findings of the study, the following is recommended:

- i. The government should increase the funding for primary education to cater for all the school monetary needs in order to increase access rate of children from poor economic background.
- ii. Parents should be empowered to start off income generating activities in their homes to alleviate poverty and enable families increase their income and have the ability to enroll and retain their children in primary school till completion. In addition, the school management board, parents' association, teachers and also pupils need to initiate income generating and learning programmes like poultry keeping in the school to help needy pupils in terms of provision of basic needs.
- iii. The Ministry of Health should conduct awareness and sensitization campaign on importance of family planning in Mbita Sub- County. The public should be informed that the cost of living in general and the cost of education in particular have increased tremendously and therefore there is need to have few children which they can comfortably raise and provide for all education needs with limited resources available.

- iv. Head teachers should encourage and strengthened guidance and counseling department in schools. The department will assist those pupils who come from; low socio-economic background, broken families, large families, single parent families and illiterate parents. Through the efforts of administrators and guidance and counseling department such pupils can be helped to fully participate in primary education.

### **5.6 Suggestions for Further Research**

Based on the major findings and recommendations, the study makes the following suggestions for further research:

- i) Similar research should be undertaken in primary schools in the other sub-counties in order to compare results.
- ii) The similar study should be undertaken in private schools to compare the results.
- iii) A replica of the study should be carried out incorporating more variables that possibly influence pupils' participation in primary schools. These variables could include institutional factors as well as cultural factors.



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## APPENDICES

### Appendix I: Letter of Introduction

Department of Educational Administration and Planning

University of Nairobi

P.O. Box 92

Kikuyu.

Date: .....

The Head teacher

Dear Sir/ Madam,

#### **RE: PERTICIPATION IN RESERACH**

I am a Post graduate student in the Department of Educational Administration and Planning of the University of Nairobi. I am conducting a research for partial fulfillment of the requirements for the award of Master degree in educational administration. My research topic is entitled *“Socio- Economic Factors Influencing Participation of Pupils in Primary School Education in Mbita Sub-County, Kenya.”*

I kindly request you to spare sometime to respond to this questionnaire items to the best of your knowledge. Any information provided will only be used for academic purpose and your identity will be treated with utmost confidentiality.

Thanks in advance for your corporation.

Yours faithfully,

**Timon Kenneth Otieno**

## Appendix II: Questionnaire for the Head Teachers

This questionnaire is designed to gather information on influence of socio-economic factors on pupil's participation rate in education Mbita Sub-County. You are assured that your answers will be used for research purpose only and will be treated with utmost confidentiality. Please respond to all questions in this questionnaire. Do not write your name or that of your school anywhere in this paper.

### Section A: Demographic Information

1. Indicate your gender.

Male ( )                  Female ( )

2. Indicate your age.

25-30years                  ( )                  31-40 years                  ( )

41-50 years                  ( )                  51- 60 years                  ( )

3. What is your academic qualification?

M.ed                  ( )                  Bed                  ( )

Diploma                  ( )                  P1                  ( )

4. Indicate your professional experience in years (tick one)

1 -5 years                  ( )                  6-10 years                  ( )

1-15 years                  ( )                  16 years and above                  ( )

5. How long have you served as a head teacher in this sub-county?

0-2 years                  ( )                  2-4 years                  ( )

4 and over years                  ( )

6. How long have you been in this school?

Less than 1 years                  ( )                  1-5 years                  ( )

6 and over years                  ( )

### Section B: Influence of pupil's family size on participation rate among primary school pupils

7. In your own opinion to what is the extend do family size influences participation rate among primary school pupils.

Great extent                  ( )                  Moderate Extend                  ( )                  Low Extent                  ( )



8. Are there cases in your school where some children drop out of school to allow their siblings to continue learning?

Yes ( ) No ( )

9. Statements below are related to pupils' family size. Please tick appropriately. **Key:**

**SA** – Strongly Agree    **A-** Agree    **U-** Undecided

**D** – Disagree    **SD-** Strongly Disagree

	Statement	SA	A	U	D	SD
i	Large families find challenges in educating their children					
ii	Parents with large families have less time to spend individually with each child					
iii	Children from families with small number of children are likely to participate in education than those from large families					
iv	Families with large household size have high drop outs in school					
v	Most Students from families with a large size, frequently are absent from school because some assist their parents to take care of younger siblings and later, they drop out of school					

**Section C: Influence of parents' level of education on participation rate among primary school pupils**

10. To what extent do you think the parental level of education influence pupil's participation in primary school?

Great extent ( )      Moderate ( )      Low extent ( )

11. How do you rate the parent's encouragement of their children to attend school?

High ( )      Moderately ( )      Not at all ( )

12. Statements below are related to level of education of parents. Please tick appropriately.

Key: **SA** – Strongly Agree **A**- Agree **U**- Undecided  
**D**– Disagree **SD**- Strongly Disagree

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
i	Parents with low level of education involves their children with home activities that are not academically focused					
ii	Educated parents set expectations of academic performance of their children					
iii	Educated parents use their educational attainments to teach their children					
iv	Low parental education can result in students dropping out of school because of lack of parent’s role models					

**Section D: Influence of parent’s level of income on participation rate among primary school pupils**

13. In your own opinion does parental income influence pupils’ retention in school?

Yes ( ) No ( )

14. Statements below are related to pupil’s parent’s level of income. Please tick appropriately **Key: SA** – Strongly Agree **A**- Agree **U**- Undecided

**D** – Disagree **SD**- Strongly Disagree

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
i	Children from parents with high earnings are likely to participate in education than those from low income					
ii	Parental level of income is a determinant of pupil’s school completion					
iii	Most of the parents of the pupils who have dropped out of school are generally poor					
iv	Parents in school are not economically empowered to provide resources for pupils					
v	Pupils learning is hampered by parental low income					

**Section E: Influence of cost of education on participation rate among primary school pupils**

15. In your opinion to what extent do you think cost of education influence participation levels of pupils in school?

Great extent ( ) Moderate extent ( )

Less extent ( ) Not at all ( )

16. Statements below are related to cost of education. Please tick appropriately

**Key:** SA – Strongly Agree    A- Agree    U- Undecided    D – Disagree

**SD-** Strongly Disagree

Statement		SA	A	U	D	SD
i.	Pupils fail to attend school due to tuition costs associated with schooling					
ii.	Pupils fail to attend school due to transport and lunch costs					
iii.	Pupils fail to attend school due to uniform costs associated with schooling					
iv.	Pupils learning is hampered by parental low income					
v.	Parental level of income is a determinant of pupil's school completion					
vi.	Parents in school are not economically empowered to provide resources for pupils					
vii.	Children from parents with high earnings are likely to participate in education than those from low income					

### Appendix III: Questionnaire for the Pupils

Please answer all the questions in the spaces provided after each question or by placing a tick (✓) in the appropriate box for a given response. Information provides will be treated with confidentiality and is only meant for this study.

#### Section A: Demographic Information

1. Indicate your gender.

Male ( ) Female ( )

2. Indicate your age.

Below 16years ( ) 16-18 years ( )

#### Section B: Influence of pupil's family size on participation rate among primary school pupils

3. In your own opinion to what is the extend does family size influence participation rate among primary school pupils.

Great extent ( )

Moderate Extend ( )

Low Extent ( )

4. Are there cases in your school where some children drop out of school to allow their siblings to continue learning?

Yes ( ) No ( )

5. Statements below are related to pupils' family size. Please tick appropriately. **Key:**

**SA** – Strongly Agree    **A-** Agree    **U-** Undecided

**D** – Disagree    **SD-** Strongly Disagree

Statement		SA	A	U	D	SD
i	Large families find challenges in educating their children					
ii	Parents with large families have less time to spend individually with each child					
iii	Children from families with small number of children are likely to participate in education than those from large families					
iv	Families with large household size have high drop outs					
v	Most Students from families with a large size, frequently are absent from school because some assist their parents to take care of younger siblings and later, they drop out of					

**Section C: Influence of pupil's parents' level of education on participation rate among primary school pupils**

6. To what extent do you think the parental level of education influence pupil's participation in primary school?

Great extent ( ) Moderate ( ) Low extent ( )

7. How do you rate the parent's encouragement of their children to attend school?

High ( ) Moderately ( ) Not at all ( )

8. Statements below are related to level of education of parents. Please tick appropriately.

**Key: SA** – Strongly Agree      **A-** Agree      **U-** Undecided

**D** – Disagree **SD-** Strongly Disagree

Statement		SA	A	U	D	SD
i	Parents with low level of education involves their children with home activities that are not academically focused, thus frustrating students who end up dropping out					
ii	Educated parents set expectations of academic performance of their children hence likely to complete schooling					
iii	Educated parents use their educational attainments to teach their children					
iv	Low parental education can result in students dropping out of school because of lack of role models from the parents					

**Section D: Influence of parent’s level of income on participation rate among primary school pupils**

9. In your own opinion does parental income influence pupil’s retention in school?

Yes ( ) No ( )

10. Statements below are related to pupil’s parent’s level of income. Please tick appropriately

**Key: SA** – Strongly Agree      **A-** Agree      **U-** Undecided

**D** – Disagree      **SD-** Strongly Disagree

Statement		SA	A	U	D	SD
i	Children from parents with high earnings are likely to participate in education than those from low income					
ii	Parental level of income is a determinant of pupil’s school completion					
iii	Most of the parents of the pupils who have dropped out of school are generally poor					

iv	Parents in school are not economically empowered to provide resources for pupils					
v	Pupils learning is hampered by parental low income					

**Section E: Influence of cost of education on participation rate among primary school pupils**

11. In your opinion to what extent do you think cost of education influence participation levels of pupils in school?

Great extent            Moderate extent     

Less extent            Not at all     

12. Statements below are related to cost of education. Please tick appropriately

**Key: SA** – Strongly Agree **A-** Agree      **U-** Undecided **D** – Disagree

**SD-** Strongly Disagree

Statement		SA	A	U	D	SD
i	Pupils fail to attend school due to tuition costs associated with schooling					
ii	Pupils fail to attend school due transport and lunch costs					
iii	Pupils fail to attend school due to uniform costs associated with schooling					

*Thank you for your cooperation!!!*

#### **Appendix IV: Interview Guide for Sub-County Director of education**

1. How can you describe the primary school participation rate in this sub-county?
2. How does family size influence participation of pupils in primary school?
3. Does the parental education level influence participation of pupils in primary school?
4. How can you describe the economic status of this sub-county?
5. How does the household income level influence participation of pupils in primary school?
6. Does the cost of education influence participation of pupils in primary school?



## Appendix V: Research Authorization Letter



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke)  
Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)  
When replying please quote

NACOSTI, Upper Kabete  
Off' Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/76189/27017**

Date: **6<sup>th</sup> December, 2018**

Timon Kenneth Otieno  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI.**

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

Following your application for authority to carry out research on "*Socio- economic factors influencing participation of pupils in public primary school education in Mbita Sub-County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for the period ending **6<sup>th</sup> December, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**GODFREY P. KALERWA MSc., MBA, MKIM**  
**FOR: DIRECTOR-GENERAL/CEO**



Copy to:

The County Commissioner  
Homa Bay County.

The County Director of Education  
Homa Bay County.

## Appendix VI: Research Permit

<p><b>THIS IS TO CERTIFY THAT:</b>  <b>MR. TIMON KENNETH OTIENO</b>  of UNIVERSITY OF NAIROBI, 585-90100  <b>MACHAKOS, has been permitted to</b>  <b>conduct research in Homabay County</b></p> <p><b>on the topic: SOCIO- ECONOMIC</b>  <b>FACTORS INFLUENCING PARTICIPATION</b>  <b>OF PUPILS IN PUBLIC PRIMARY SCHOOL</b>  <b>EDUCATION IN MBITA SUB-COUNTY,</b>  <b>KENYA</b></p> <p><b>for the period ending:</b>  <b>6th December,2019</b></p> <p style="text-align: center;">   .....  <b>Applicant's</b>  <b>Signature</b> </p>	<p><b>Permit No : NACOSTI/P/18/76189/27017</b>  <b>Date Of Issue : 6th December,2018</b>  <b>Fee Recieved :Ksh 1000</b></p> <div style="text-align: center;">   .....    <b>Director General</b>  <b>National Commission for Science,</b>  <b>Technology &amp; Innovation</b> </div>
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