Home-Based Variables Influencing Enrollment And Participation Of Pupils In Rural Public Primary Schools In Central Division, Narok North Sub-County County, Narok County, Kenya

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Abstract: This Study Examined Home-Based Variables Influencing Enrollment And Participation Of Pupils From Rural Public Primary Schools In Central Division, Narok North Sub-County, In Narok County, Kenya. The Study Adopted A Descriptive Cross-Sectional Research Design. Combinations Of Stratified And Purposive Sampling Strategies Were Employed To Select 60 Class Teachers, 30 Headteachers, 120 Upper Primary School Pupils (Class 5-8) And Two Quality Assurance And Standards (QUASO) Officers Yielding A Sample Size Of 212 Respondents Drawn From 15 Primary Schools In The Study Locale. The Main Data Collection Instruments Were Questionnaires, Interview Guides And Observation Checklist. The Study Revealed That The Main Home-Based Factor Household Variables Negatively Influencing Enrollment And Participation In Public Primary Schools Were: Poverty, Low Premium Attached To Education, Language Barrier, Inadequate Parental Involvement In The Education Of Their Children And Poor Of Health Of Pupils. It Was Recommended That Concerted Efforts Among Key Education Stakeholders Particularly Parents And Members Of The Provincial Administration Should Be Empowered To Embrace Education To Enable Them Provide Basic Needs Of Children At Home And Monitor Their Education [174 Words].

Key words: Home-Based Factors, Enrollment, Participation, Pupils, Narok County, Kenya.

I. Introduction

1.1 Background To The Study


The Worldwide Movement For Education For All (EFA) Initiated In Jomtien, Thailand In 1990 And Reaffirmed In Dakar In 2000 Has Been The Most Important Commitment To Education In Recent Decades And Has Helped To Drive Significant Progress In Education. The First Factor Which Was Identified By A Majority Of Respondents, Constituting 20.47 Percent, As Being A Barrier To Family Planning Practices Was Bias, Misconception And Prejudices About Contraceptives. In General, Family Planning Programmes Were Largely Perceived As Being Female Oriented And Are Incorporated In Maternal And Child-Health Services In Most Health Centers.

It Was Also Pointed Out That Most Of The Family Planning Services Are Headed By Female Staff. As A Result, Men Were Excluded Yet They Have A Critical Decision Making Power When It Comes To Adoption Of These Practices By Their Spouses. It Was Further Reported During Face-To-Face Interviews That Some Men (Mostly Husbands Of The Respondents) Erroneously Perceived Family Planning Methods As Promoting Infidelity Amongst Women. In Fact, One Respondent Reported That Her Husband Became So Angry To The Point Of Beating Her On Discovering That She Was Using Contraceptives. (UNESCO,2014). However, The EFA Agenda And The Education Related Mdgs Are Unlikely To Be Achieved By The End Of 2015 As Initially Envisaged. More Than 57 Million Children And 69 Million Adolescents Still Do Not Have Access To Effective Basic Education. In 2011, An Estimated 774 Adults Of Whom Almost Two-Thirds Were Women Will Be Illiterate. Non-Completion Of Formal Schooling, Insufficient Levels Of Basic Skills Acquisition And The Quality And Relevance Of Education Are Also Still Of Key Concern. At Least 250 Million Children Are Not Able To Read, Write Or Count Well Even After Having Spent At Least Four Years In School.

There Are Still Notable Inequalities In Access, Participation And Learning Outcomes At All Levels Of Education Particularly For The Most Vulnerable Groups And Minorities. Gender Inequality Is Also Still Of Particular Concern As Only 605 Of Countries Had Achieved Gender Parity At The Primary Level And 38% At The Secondary Level By 2011 (Republic Of Kenya, 2012).


According To EFA Global Monitoring Report (2012), One Million Children Are Still Out Of School In Kenya. Though This Is A Significant Improvement From The Previous Years, This Is Still The Ninth Highest Of Any Country In The World. The Report Also Notes That Primary Education Is Not Of Sufficient Quality To Ensure All Children Can Learn The Basics. For Instance, Among Young Men Aged 15-29 Years Who Had Left School After Six Years Of Schooling, 6% Were Illiterate And 26% Were Semiliterate. The Figures Were Even Worse For Women With 9% Illiterate And 30% Semiliterate After Being In School For Six Years.

The Proportion Of Illiterate Or Semiliterate Women After Six Years Of Schooling Has Worsened In Recent Years; In 2003, 24% Were In This Situation; Compared With 39% In 2008. The Constitution Of Kenya (2010) Affirms The Right Of All Kenyans To Education. The ASAL Regions Have A Myriad Of Obstacles To UPE And EFA Goals Which, Among Others Include: Poverty, Insecurity, Low Levels Of Parental Education, Absence Of Role Models, Scarcity Of Water, And Long Distances Between Home And Schools. These Problems Persist Despite Concerted Efforts By All Stakeholders To Remove All Barriers To Equitable Access To Schooling For All Children Thus Denying Children In ASAL Areas Their Right To Education.

Enrolment And Wastage Continue To Dominate Educational Discourse As Issues Of Great Concern For Policy Makers. UNICEF (2006) Found Out That Millions Of Children Make Their Way Through Life Impoverished, Abandoned, Uneducated, Malnourished, And Discriminated Against, Neglected And Vulnerable. Most Of These Children Live In The Least Developed Countries, The Poorest Communities And The Most Impoverished Households, And In The Rural Areas.

The Overall Research Problem Addressed In This Study Is That Despite The Immense International And National Commitment To Ensure That Every Child Has Access To And Completes Primary School Education By 2005; Millions Of Children Are Still At Risk Of Being Excluded From The Classroom (UNICEF, 2014). This Shows That About 71% Of Children Of School-Going Age Were At Home. Worse Still, Even Those Children Who Were Enrolled In School Are Often Absent In School Or Even Drop Out Of School Altogether. This Worrying Trend Motivated The Undertaking Of This Study Given That The Government Of Kenya And Other Stakeholders Continue To Invest Enormous Resources In Education In Narok North Sub County.
The State Of Art Review
The Government Of Kenya In Sessional Paper No 1 Of 2005 Committed Itself To Provide Universal Access To Basic Education And Training In Order To Ensure Equitable Access To Education And Training For All Children To Enroll In School. This Determination To Ensure EFA And Mdgs Are Realized Is Further Reflected The KESSP And MOE Strategic Plan (2006-2011).

Pupils’ State Of Health Also Affects Their Participation And Achievement In School. Past And Present Nutritional Status Is Linked To Better School Performance And They Also Attend School More Regularly (Lockheed, Verspoor, M, Et Al, 1991). On The Other Hand, Pupils With Inadequate Diets Fall Ill More Often And Thus Are Not Able To Attend School Regularly. School Learning Is A Joint Process Involving The Home And School (Lockheed, Et Al, 1991). This Is Evident In The Early Years Of Formal Schooling. Family Background Affects The Probability That Children Will Enroll In School, And Completes Various Levels Of Education.


Statement Of The Problem
Despite The Tremendous Effort Made By The Government Of Kenya Through The Introduction Of Free Primary Education In 2003 And The International Protocols On Education Such As Education For All These Efforts Have Not Yet Impacted Positively On Overall Enrolment And Participation Of Pupils In Primary Schools In Narok North Sub-County Of Narok County. In Central Division Of Narok North Sub County For Instance, Town Schools A Overenrolled Leading To Double Shifts In A Number Of Schools. However, In The Rural Areas In The Same Division, Enrollment Is Still An Issue Of Great Concern. A Report By The DEO Reveals That Of The 68,857 Children Who Were Eligible To Enroll In Primary School In 2006, Only 20,010 Were Actually In School. There Remains A Puzzle Regarding What Could Be The Contributory Factors Causing Dismal Access And Participation Amongst Pupils In Primary Schools In Narok North Sub-County, Narok County, Kenya.

Despite Concerted Efforts By The Government And Other Stakeholders To Make Education Accessible To All Children, Children In ASAL Regions In The Country Still Constitute The Majority Of Those Not Enrolled In School.

Purpose And Objective Of The Study
The Purpose Of The Study Is To Investigate Determinants Of Enrollment And Participation Of Pupils In Rural Public Primary Schools In Central Division, Narok North Sub-County. The Related Objective Was To Determine The Relationship Between Gender Participation In Central Division And The North Sub-County.

Theoretical Framework
This Study Was Based On The Achievement Motivation Theory Propounded By McClelland (1961). The Major Tenets Of The Theory Are That People’s Motivation Patterns Reflect Their Cultural Environment Including Family, The School, Church And Work Place. The Theory Further States That For A Country To Develop Socially And Economically, It Must Be Composed Of People With Modern Values, Beliefs And Behavior. McClelland Studied Three Basic Needs: The Need For Achievement, The Need For Belonging And The Need For Power.

Advanced Societies Contain High Proportions Of Individuals With A High Need For Achievement While Less Developed Societies Contain Lower Proportions. This Opinion Is Shared By Ingemar And Saha (1983) Who Found Out That There Are Consistent Patterns Between Levels Of Education And Economic Levels Of Development Among Countries. For Instance, School Enrollment Rates At All Levels Of Education Are Considerably Lower For Less Developed Countries. This Theory Is Applicable In This Study Since Pupils Who Fail To Enroll Or Remain In School Have A Low Need For Achievement. It Also Implies That The Society In Which These Children Live Has A Low Need For Achievement And Therefore, The Children Are Not Given The Necessary Ede Supports To Enable Them Discover The Value Of Schooling. The Society Also Does Not Provide The Children With The Right Role Models. As A Result, The Children Do Not See The Need To Enroll In School Or Work Hard Once Enrolled.
II. Research Design And Methodology

Research Design


Target Population And Sampling

The Study Targeted Co-Educational Rural Day Primary Schools In Central Division, Narok North Sub-County. Central Division Comprises Of For Zones With A Total Of Fifty Public Primary Schools In The Study Locale. Of These Schools, Only Five Are In Town. The Schools Have A Population Of 1,069 Class Seven And Eight Pupils And 466 Teachers. The Subjects Of The Study Will Be Drawn From The Four Zones. Combinations Of Stratified And Purposive Sampling Strategies Were Employed To Select 60 Class Teachers, 30 Headteachers Or Their Deputy Headteachers, 120 Upper Primary School Pupils (Class 5-8) And Two Quality Assurance And Standards (QUASO) Officers Yielding A Sample Size Of 212 Respondents Drawn From 15 Primary Schools In The Study Locale For The Study.

Data Collection And Analysis

Questionnaire And Interview Schedules Were The Main Data Collection Instruments Used In This Study. The Questionnaires Were Piloted To Determine Their Validity And Reliability Before Data Collection Excise Begun. The Content Validity Was Determined Through Peer Review By Experts In The Field While The Reliability Test Using A Test-Retest Method Yielded A Coefficient Of .89 Which Was Above The .75 Level Suggested By Orodho (2012). The Questionnaires Were Administered To Pupils And Teachers While Interviews Were Conducted Among Headteachers And Quasos. The Quantitative Data From Questionnaires Were Analyzed Using Statistical Package For Social Sciences (SPSS) For Windows Computer Programme To Yield Both Descriptive And Inferential Statistics (Orodho, Ampofo, Bizimana & Ndayambaje, 2016). The Qualitative Data From Interviews Were Analyzed Thematically In Line With The Emerging Research Themes (Orodho, Wenceslas, Odundo, Waweru, & Ndayambaje, 2016).

III. Findings And Discussion

The Home-Based Variables Influencing Education

The Students And Teachers Were Requested To Indicate The Main Home-Based Factors Influencing Enrollment And Participation Of Pupils In Primary Schools In The Study Locale. The Results Are Portrayed In Figure 1. The Results In Figure 1 Reveals That The Most Highly Ranked Home-Based Variable Affecting Enrollment And Participation Of Pupils In Primary Schools In The Study Locale, Cited By Nearly One Third Of All Respondents (30.83%) Was Retrogressive Cultural Practices, Which Affected Both Gender In Different Ways.

The Second Highly Ranked Variable, Cited By 19.17 % Of The Respondents Was Household Poverty. This Was Followed In Third And Fourth Position By Low Premium Attached To Education And Lack Of Parental Involvement In Education, Cited By 14.17% And 12.5 5, Respectively. The Factors That Were Ranked Least Were: Language Barrier, Pupils' State Of Health And Boy-Child Preference, Reported By 9.16 %, 7.5% And 6.66 %, Respectively.
The Results Are In Tandem With Findings From Other Scholars Who Found That Retrogressive Cultural Variables Were A Setback To Attaining Education, Especially Among Nomadic Pastoralist Communities (Orodho, Waweru & Getange, 2014; Sava & Orodho, 2014). This Explains The Low Enrolment And High Dropout Rates In The Sub-County Since The Social Climate In School Is Not Conducive For The Development Of The Need For Belonging And Learning. This Also Explains Why Pupils Frequently Absent Themselves From Schools. The Other Socio-Cultural Factor Is Political Interference. The Need For Power Is The Desire To Influence Others And To Control One’s Environment. The Need For Power Takes Two Forms: Personal - Domination For Its Own Sake And Institutionalized Power. Institutionalized Power Is Concerned With The Attainment Of Organization Goals. On The Basis Of Achievement Of Primary Schools In Narok North Sub—County In National Examinations, It Is Evident That Very Little Has Been Done To Achieve Institutional Goals—Academic Performance. This Therefore Means That The Need For Institutionalized Power (Attainment Of The Desired Academic Results, High Retention And Enrolment Rates) Is Lacking In Primary Schools In The Sub—County.


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(Orodho, Waweru & Getange, 2014). Transition From One Level To Another May Be Affected By Poverty Which Leads To A Learner Lacking Basic Needs Such As Clothing, Food And Shelter, Attitudes Held By Learners And Parents/ Guardians.

In Other Words, Some Parents May Not Enroll Their Children In School To Receive Education, Simply Because They Do Not Feel That Education Is Of Any Importance To The Children. Some Parents May Not Enroll Their Children In Schools, Because The Children Are Assisting Them To Do Household Chores. Becker (1964) Argued That Education Was Referred To As An Economic Good Because It Was Used For Consumption And Investment. On The Same Note, Schultz (1981) Found That Education Of Children Is An Investment In Human Capital. In Other Words, What Becker And Schultz Were Saying Was That When People Spend Money For Educational Services, They Were Investing In The Learners And The Acquisition Of Skills, Knowledge And Values Which Were Used In Beneficial Activities To Benefit Them And Their Families At Household Level.

Advanced Societies Contain High Proportions Of Individuals With A High Need For Achievement While Less Developed Societies Contain Lower Proportions. This Opinion Is Shared By Ingemar And Saha (1983) Who Found Out That There Are Consistent Patterns Between Levels Of Education And Economic Levels Of Development Among Countries. For Instance, School Enrolment Rates At All Levels Of Education Are Considerably Lower For Less Developed Countries.

This Theory Is Applicable In This Study Since Pupils Who Fail To Enroll Or Remain In School Have A Low Need For Achievement. It Also Implies That The Society In Which These Children Live Has A Low Need For Achievement And Therefore, The Children Are Not Given The Necessary Ere Supports To Enable Them Discover The Value Of Schooling. The Society Also Does Not Provide The Children With The Right Role Models. As A Result, The Children Do Not See The Need To Enroll In School Or Work Hard Once Enrolled. The Need For Belonging Is An Attraction To Another Person Or Group So As To Feel Accepted As A Member Of The Group. People With This Need Have A Strong Desire For Reassurance And Approval. They Also Conform To Valued Norms And Have A Sincere Interest In The Feelings Of Others. These People Also Have Low Absenteeism And Perform Better When Their Efforts Are Appreciated. This Need For Belonging Seems To Be Lacking Among Teachers In Narok North Sub-County In General And This Can Apply To Parents And Pupils As Well.


Lack Of Parental Involvement In The Education Of Children Is Another Bottleneck To Achieving Sustained Enrollment And Participation In Schools. Many Other Scholars Have Noted That While Education Preserves, Transmits And Stimulates The Wholesome Culture, The Society Also, According To Its Changing Conditions, Expects The School To Review And Plan Its Work According To The Demand Aspirations Of The Changing Society (Orodho, Waweru, Ndichu & Thinguri, 2013). The Whole Planning Of The School, Including The Curriculum Should Reflect The Changes In Social Values, Norms And Patterns. Kombo (2005) Points Out That There Was A Definite Relationship Between Educational Attainment And The Socio-Economic Background Of The Families Including The Level Of Education Of Both Parents. Lack Of Finances For Meeting Educational Needs May Hinder Transition Of Pupils From One Level To Another.

IV. Conclusion And Recommendations

The Gist Of This Study Was To Determine The Main Home-Based Factors Influencing Pupils’ Enrollment And Participation In Primary Schools In The Study Locale. The Findings Of The Study Lead To Two Main Conclusions. First, Most Cited Home-Based Factors Such As Language Barrier, Poor Health Status Of Pupils Due To Malnutrition, Peer Influence, Lack Of Parent Involvement In Education, Absenteeism And Household Poverty Call For Parents To Do Their Part, Release Them Early Enough From Home And Feed Them Balanced Diet Were Found To Be Negatively Influencing Pupils Access To School As Well As Their Participation. Secondly, It Was Also Evident That Parents Have Abrogated Their Role Of Guiding And

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Counseling Their Children Against Associating Themselves With Bad Company, Yet Such Bad Company Ruins Morals And Encourages Such Practices As Early Child Labour And Uncontrolled Domestic Labour. From The Findings And Discussion, It Was Recommended That:

1. Parents Should Ensure Their Children Go To School Always To Avoid Absenteeism So That Learners May Go Through All Teaching And Learning Experiences Since It Is These Experiences That Account For Sustained Enrollment, Retention And Active Participation.
2. Parents To Embrace The Value Of Education For Their Children And Reduce Absenteeism Through Provision Of Basic Needs Such As Balanced Diet And Clothing (Especially Uniforms) Which Pupils Used As An Excuse To Attending School Regularly.
3. Parents Should Be More Involved In School Activities And Monitor Their Children’s Learning Activities Through Regular Checking Of Their Written Work, Regular Consultation With Teachers On Performance Of Pupils.
4. Parents Should Guide And Counsel Their Children Against Immoral Conduct Which Leads To Drug Abuse And Irresponsible Behavior Such As Sexual Immorality, A Cause Of Early Pregnancy And Sexual Diseases.
5. Encourage Pupils To Have Positive Attitude To All Subjects And Educational Activities In General For It Enables Them To Do Well. This May Be Done Through Rewarding The High Performers Or Most Improved Areas, Use Of Locally Available Teaching And Learning Resources And Giving Assignment In Form Of Homework.

Reference


