

**FACTORS AFFECTING PRIMARY SCHOOL PUPILS'  
EDUCATION IN KARIMENU SUB-LOCATION**

**THIKA MUNICIPALITY**

**KENYA**


A RESEARCH REPORT SUBMITTED TO THE INSTITUTION OF  
CONTINUING AND DISTANCE STUDIES IN PARTIAL FULFILLMENT OF  
THE REQUIREMENT FOR THE AWARD OF A BACHELOR'S  
DEGREE IN EDUCATION (ARTS)  
KAMPALA INTERNATIONAL UNIVERSITY

**BY**  
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**BED/ 9089/51/DF**

**AUGUST, 2008**


## DECLARATION

I George E. Kinuthia Kariuki, the undersigned declares that this research has been produced based on my knowledge and ability, and have not been presented to any university for any award of academic purpose.

Signed:  .....

Date 18/08/08 .....

**GEORGE E. KINUTHIA KARIUKI**

Supervisor:  .....

Date... 18/08/08 .....

**MADAM CHARITY K. KAGUBAIRE**

## **DEDICATION**

To my dear wife Alice and children Lawrence, Christine and Jason for their non-ceasing prayers, wonderful patience, encouragement, understanding and support throughout my study period at Kampala May this work be a source of continuous inspiration as they endeavor in search of knowledge from Higher Institutions of learning.

## **ACKNOWLEDGEMENT**

Producing and collecting the material for this research is a time consuming activity.

The help of others to see the research through comes in handy and is greatly appreciated. I am happy to acknowledge the substantial contributions of many people. Mr. J B Kimani H/M Mugumoini, Assistant Chief Karimenu sub-location Mr. Karanja, the Muranga District Social Development Officer - Ms Mary Nyambura , the staff and pupils of Kisiwa and both Karibaribi Primary and Secondary Schools for their numerous ideas and support.

I am also grateful for the helpful comments from all other personalities for their detailed comments , encouragement and involvement . Mr. A. M. Ngumi, Lawrence Kariuki, Christine Mugure and Jason Kabogo.

Untold thanks go to my supervisor Madam Charity Kagubaire whose support has gone beyond the call of duty and who provided ample time to see its progression through each stage of this research . Without her willingness and wonderful support, this research would not be what it is now.

Lastly I extend my thanks to James who has been a very sincere and supportive friend during the process of data search, compiling and type-setting.

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## **ABSTRACT**

The purpose of this study was to establish the factors affecting primary school education in Karimenu sub - location , Thika Municipality in Kenya.

The specific objectives of the study were to examine the educational policies and institutional processes affecting the education of primary school pupil's, examine the school based factors affecting the education of primary school pupil's and to examine the household and community based factors affecting the education of primary school pupil's.

The methods used for data collection was questionnaires to the staff members of the schools involved in the study.

In chapter four, the findings were presented and interpreted in relation to the study objectives and research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings it was observed that a number of factors are responsible low enrolment of pupils in primary schools.

In chapter five, development of solutions to the problem, summary of the findings and conclusions were attempted. The findings suggested recommendations on areas pertaining to ensuring that children go to school.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background**

Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development. Governments policy makers, and civil society have emphasized that developing countries that developing countries need to invest more in education and ensure that systems of education are efficiently managed ,that limited funds allocated to sector have maximum impact and that cost recovery measures are adopted (Gok, 1996;inter agency commission, 1990, UNESCO,1996; World bank,1996)

The government, parents, non-government organization, and donors recognize that although major strides have been made in education in quantitative terms, there are serious shortcomings in Kenya's education system. Despite heavy investment in the 8-4-4 system of education enrolment at various levels of education is characterized by regional and gender disparities and declining gross enrolment ratios. Similarly, the quality and relevancy of education at all the levels have been questioned.

Equally, the education system experiences high wastage as a result of repetition and drop-out rates (Albaji, 1997a, GoK1996, MoE, 1996).The slow rate of economic growth the country has experienced is likely to limit resources available for education. Therefore, in order to develop education and training , the government and its partners have to ensure that the education system is efficiently managed at both national and school levels .

That the Government is in the process of producing a master plan in education and training to guide the development of the sector to 2010 is encouraging. In essence, there is need to analyze operation in order to monitor efficiency and effectiveness in the provision and delivery of education and training .

Arising from this background , this research will focus on the factors affecting primary school pupils education in Kenya .

## **1.2 Statement of the problem**

Education of children is very essential if the future of the country is to be guaranteed. But this in some cases is not possible because of some unforeseen reasons. It's upon this therefore that this study seeks to investigate some of the factors responsible for stopping children in primary schools from attending schools.

## **1.3 Purpose of the study**

The purpose of the study was to examine some of the factors affecting primary school pupils' education.

## **1.4 Objectives of the study**

### **1.4.1 General objectives**

The general objective of the study was to investigate the factors affecting primary school education in Karimenu sub - location , Thika Municipality in Kenya.

### **1.4.2 Specific objectives of the study**

To examine the educational policies and institutional processes affecting The education of primary school pupil's

To examine the school based factors affecting the education of primary school pupil's .

To examine the household and community based factors affecting the education of primary school pupil's .

### **1.5 Scope of the study**

The focus of this study was limited to investigating the factors that affected primary school pupils' education in Karimenu sub - location , Thika Municipality Kenya . The investigation was based on the specific objectives as derived from the general objectives . Any other aspects of the factors affecting primary pupil's education were not investigated .

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

To the government under the ministry of education who should reformulate and restructure its role to educate by reaching out to its wider citizenry in line with their needs and aspirations . Others, other than the ones mentioned in the objectives will not be investigated

The inspectorate in the ministry of education , to re-think of restructuring and redefining its role, focus , modalities , and staffing .

To the ministry of the education policy - makers who should think of revising the increment of the pupil / teacher ratio to about 40 : 1. In this way , more pupils would be served by the current number of teachers and thereby have access to school .

To the ministry of the education to adequately remunerate and improve the teachers' terms and conditions of service which should go hand in hand with the changes .

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter reviewed related literature as an account of the knowledge and Ideas that have been established by accredited scholars such as Koech , Gachathi and Ndegwa in their reports and experts such as Mbithi and Wambui Kabira in the field of study . It is guided by the objectives of the study and presented in Sub - themes .

#### **2.1 Education policies and institutional process**

Although official expenditure on education has been decreasing in the last five year, the public recurrent expenditure per primary school - child has been raising in recent fiscal years Kshs . 1486 in 1992 / 1993, Kshs 2430 in 1994 / 1995 and Kshs. 2772 in 1995 / 1996 . But the cost sharing policy , which the ministry of education introduced in 1998 had shifted the burden of financing education to parents . This move had made it difficult for parents and communities to support education adequately . Consequently , education was now beyond the reach of many house holds ( Abagi , 1997b , World Bank / MoE studies , 1995 ) . This was mainly due to the poverty levels which had been rising in the country.

The increased level of poverty made parents unable to feed their children properly and provide adequate health services. In these circumstances , children whose parents could not afford costs of instructional material , school uniforms , tuition fees , and activity fees tended to go to school irregularly and in the long run , dropped out of school . Faced with limited resources , and reduced returns from education , parents were not only unable but also not

motivated to educate their children . In the end these factors had negative effects on children participation .

According to the cost sharing policy , the burden of paying teachers laid entirely on the government , while erecting physical structures and purchasing instructional related materials were the responsibility of the community and the parents . Most parents were not in a position to meet this exorbitant educational cost .

It was estimated that 4.2 million primary school children were in need of text books , whose estimated cost indicated Kshs . 3960.6 million . However only 3 % of this amount was budgetary provided for . As a result , lack of textbooks hindered many children from attending school regularly . In the end , these children gave up education . Yet , despite the recognition of the acute need of the textbooks by the Ministry of education . Over 90 % , of the government recurrent expenditure pays teachers' salaries , while only 1 % and 1.5 % are allocated to textbooks and the school feeding and milk program , respectively ( Abagi , 1997b), this appears to be an insufficient allocation of resources .

If parents could not provide adequate instructional materials as required by the cost sharing policy , the pertinent issues was whether the policy was still relevant. Therefore, there arose need to evaluate the policy in an attempt to ensure that there is a balance between teachers' salaries and instructional materials .

## **2.2 School based factors [S b f]**

Several school based factors had been cited as being responsible for affecting primary school pupils' education , and hence low completion rates among primary school pupils in most African countries . The cost of school based instruction itself was a major factor . Schools required pupils to have uniforms , textbooks ,

stationery , pay tuition and activity fees . Since the cost of these items was high , children, whose parents couldn't afford to provide all or most of these requirements, were always under pressure from the schools' administrators . The frustrations these pupils go through affect their academic performance. They lose interest in education and, eventually, drop out of school.

The overloaded 8-4-4 curriculum was one of the factors which pupils' participation in schools was negatively reflected ( Brock and Commish , 1991; Kinyajui, 1987, World bank, 1992) . Pressure under which the pupils in primary schools worked was numerous . They were taught 13 subjects, nine of which were examined at the end of standard 8 , they stayed in school from 7.00 a.m to 5.00 p.m , and had short holiday , these burdens had reduced children's playing time and affected their motivation for learning ( Abagi , 1997; Sifuna , 1997) .

The consequences were that their performance deteriorated . In the process , some children gave up on education and , in the long run , dropped out of school. This kind of curriculum also had bearing on the costs borne by parents , such as the purchase of textbooks and payment of extra tuition .

Teachers' attitudes towards their work and pupils , their classroom management and their interaction with pupils had great impact on the academic achievement and the retention in school of their pupils especially girls . Few classroom abnegations in Kenya indicated that there were cases where teachers' negative attitudes forced pupils out of school . These pupils were sometimes neglected , abused , mishandled , and sent out of class during teaching / learning periods. This atmosphere was not conducive to learning

and made some children hate school . An obvious result of all this was absenteeism , poor performance and non - completion of their education cycle.

Studies on sexual harassment and pregnancies among school girls in Kenya are limited . However, available surveys and case studies showed that sexual harassment and pregnancies were posing a great threat to girls' participation and retention in education ( Njau & Wamahiu , 1996 ; Wamahiu et al , 1997 ) .

Male and in some cases female teachers had been identified as the main culprits in perpetrating sexual harassment. There were cases where girl pupils were forced or induced into engaging in sex . Reports by the Forum for African women Educationalists ( FAWE ) indicated that more than 12,000 girls dropped out of Kenyan schools yearly due to pregnancy . Such hostile environment had two negative effects: It discouraged parents from sending their daughters to or pulling them out of school .

Pupils lost interest in education and , if pregnant , were kicked out of the school system altogether .

### **2.3 Household and community based factors [HBF/CBF]**

The rise in the levels of poverty in Kenya ( 1997 economic survey indicated that 46.8 % of Kenyans lived below the poverty lines ) was one of the major factors that discouraged parents from investing in their children's education . Parents , and by extension many communities were not in a position to meet the ever increasing cost of schooling adequately . Further , as a result of the introduction of the cost sharing policy in 1988 , parents were expected to meet 95 % of recurrent costs of their children education . Since the levels of

poverty also had gone up in the country and the cost of education and training at all levels which had continued to rise, many Kenyans are unable to meet the costs of education and could no longer have access to education (Abagi, 1997a; MoE, 1996) .

As the levels of poverty rose , children labour became crucial for family survival. Child labour was increasingly employed in domestic activities , agriculture and petty trade in the rural and urban areas of Kenya. Poor households , and in some cases children themselves , had to carefully analyze the opportunity costs of education. As a result , parents had to continue sending their children , particularly daughters into the labour market mainly as domestic workers in urban centers .

Meanwhile boys from the coastal region and the rich or average agricultural producing area abandon school in order to work as beach-boys, tea or coffee pickers, grass – cutting , herding and milking respectively . In such a situation where parents and children have negative attitudes towards education or do not realize its immediate benefits , the consequences are high drop- out rates.

## **2.4 Social-cultural factors**

Social - cultural and religious factors , such as initiation ceremonies and gender socialization , are additional factors responsible for pupils' failure to complete primary school education. In areas where traditional circumcision is still practiced, some pupils are pulled out of school to participate in initiation ceremonies.

Once initiated, some of the pupils develop negative attitudes towards teachers and school . In this connection , some circumcised boys are not ready to be taught by women whom they consider inferior .



Similarly , some initiated feel that they are now grown - up men and women who should get married. This is because, in some communities , girls or boys are expected to get married immediately they are initiated. Pressure is therefore put on them to leave school and meet their traditional expectations.

## **2.5 Conclusion**

The chapter reviewed related literature as an account of the knowledge and Ideas that have been established by accredited scholars . It was guided by the objectives of the study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter explained the methods that the researcher used to elect the geographical areas , from which research was carried out and methods of selection of the respondents . It also explained the methods that were applied to collect, process and analyze data .

#### **3.1 Research design**

The researcher applied case study as the research design . Given the duration of the study , the researcher felt that there would be a deeper penetration of the problem if a case study was used . This was because the case study examined one particular area which is Karimenu sub-location of Thika Municipality in Kenya.

#### **3.2 Study population**

The study was carried out in karimenu sub - location in Thika municipality. This is because karimenu sub – location is a densely populated pre-urban area . The cosmopolitan setting , diversity of economic activities and its very poor neighborhood therefore made the area seriously vulnerable to the factors affecting children's education. The locality gave the study a broad coverage and made it representative enough.

#### **3.3 Sample size and selection**

The respondents were drawn from the community members especially teachers who are well aware of the reasons stopping children from attending school , parents of the children and the children themselves as illustrated by the tables here in.

### **3.4 Sources of data and data methods**

This study used both primary and secondary data . Primary data was collected using interview guides , which were given to NGO officials and women leaders . These were self administered since the respondents are all literate .

For community members , focus group discussions were held using interview guides. In carrying out research the researcher first got a release letter from the course administrator , which he took to the organization under study through the area assistant chief . He was then given permission by the authority to access information from the organization in which he visited .Document analyses were also processed. Reports , training manuals , newspapers and journals for the period under study were read and the required data collected from them.

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.0 Introduction

This chapter is a presentation , interpretation and discussion of the field results. The results are presented in tables and in form of frequency counts and percentages . The results and discussions are centered on the set objectives of the study .

#### 4.1 Demographic characteristics of respondents

The study covered 50 randomly selected respondents of whom 40 ( 80 % ) were male and 10 ( 20 % ) were female .

**Table I: Sex of respondents**

Sex	Frequency	Percentage
Male	40	80%
Female	10	20%
Total	50	100%

## 4.2 Education policies and institutional process

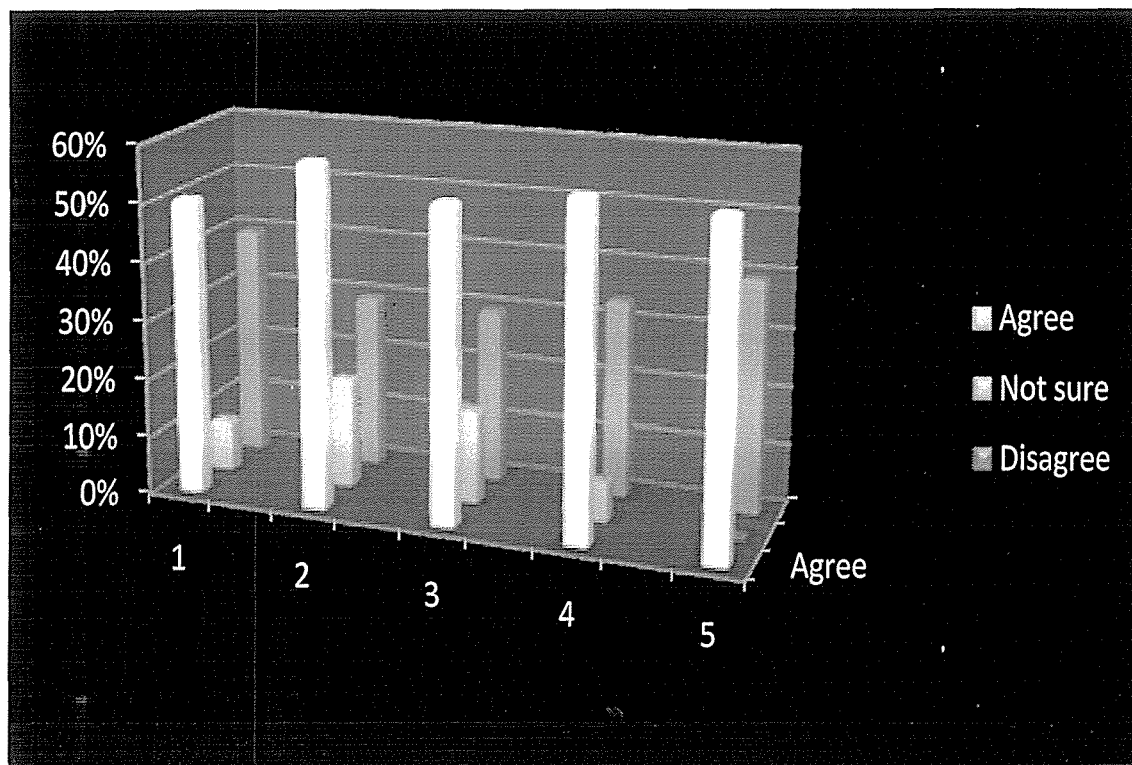
The results on the education policies and institutional process affecting the academic performance of pupils are summarized in the table below .

**Table II: Response on whether education policies and institutional process are responsible for the low enrolment to pupils in primary school**

	Item	Agree	Not sure	Disagree
1	Government does not budget for adequate instructional materials for the school	51%	9%	40%
2	Government does not provide money for the feeding of the pupils at school and so they go away to look for what to eat	59%	19%	30%
3	Government has no policy in place to force children to go to school	54%	16%	30%
4	The government has no policy in place to stop child labour so that children can come to school	57%	7%	34%
5	The government does not punish parents who don't send their children to school	56%	4%.	40%

The results from table II above show that when government does not provide necessities in school children may not go to school.

**Chart 1: Response on whether education policies and intuitional process are responsible for the low enrolment of pupils in primary schools**



Results from the table and chart 1 above indicates that 59 % of respondents are of the view that government does not provide money for the feeding of the pupils at school and so they go away to look for anything to eat . On the other hand 54 % of the respondents are of the view that the government has no policy in place to force children to go to school . More still , 51 % of the respondent are of the view that the government does not budget for adequate instructional materials for the school .

### 4.3 School based factors and the education of pupils

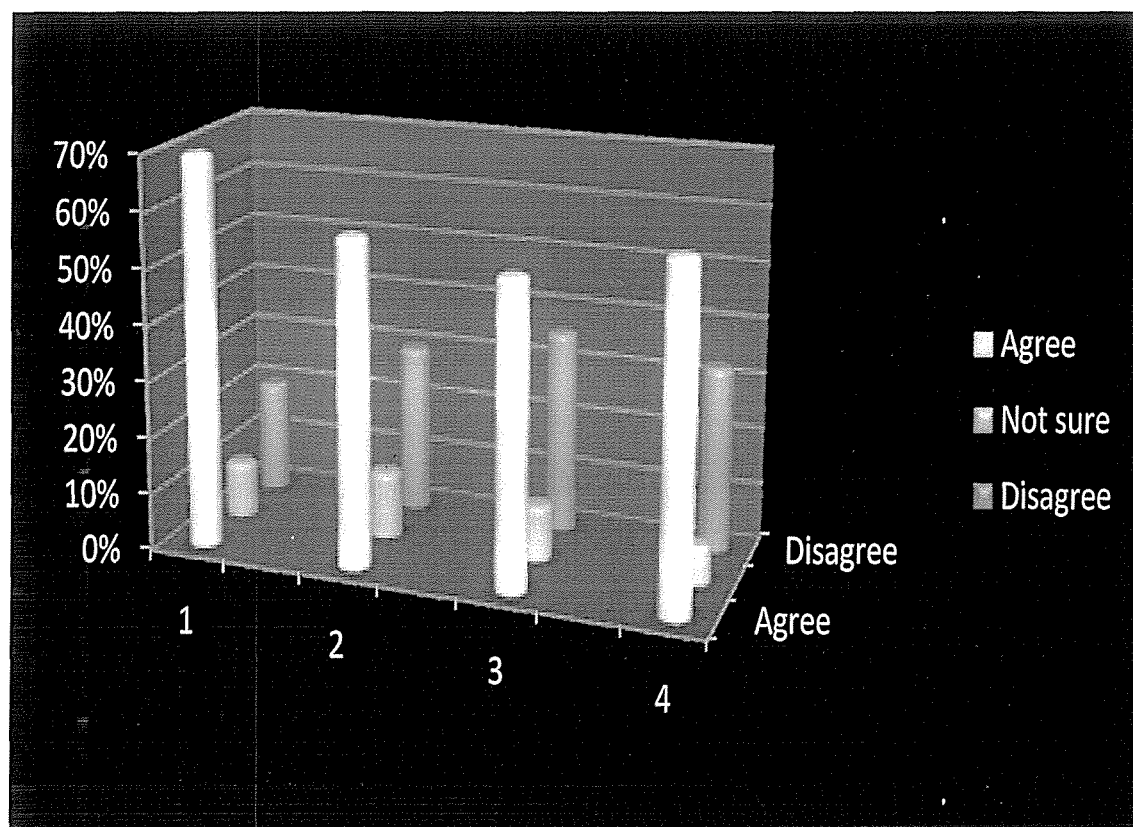
The results on the school factors affecting the education of pupils are summarized in the table below :

**Table III: Response on the school based factors and the education of pupils**

	Item	Agree	Not sure	Disagree
1	There are no desks in class where pupils can sit and learn	70%	10%	20%
2	Children whose parents cannot afford school fees do not come to school	58%	12%	30%
3	Children who do not have school uniforms stay away from school	54%	10%	36%
4	Children who can not afford to pay for the meals at school do not come for classes	60%	7%	33%

The results above show that school necessities can stop children from going to school.

**Chart II: Chart showing the response on whether school based factors stop children from attending school.**



The results from table III and chart II show that 70 % of the respondents are of the opinion that there are no desks in class where pupils can sit and learn: 60 % of the respondents are of the view that children who cannot afford to pay for the meals at school do not go for classes . Further more 58 % of the respondents are of the view that children whose parents cannot afford school fees do not go to school .



#### **4.4 Household and community based factors and the education of children**

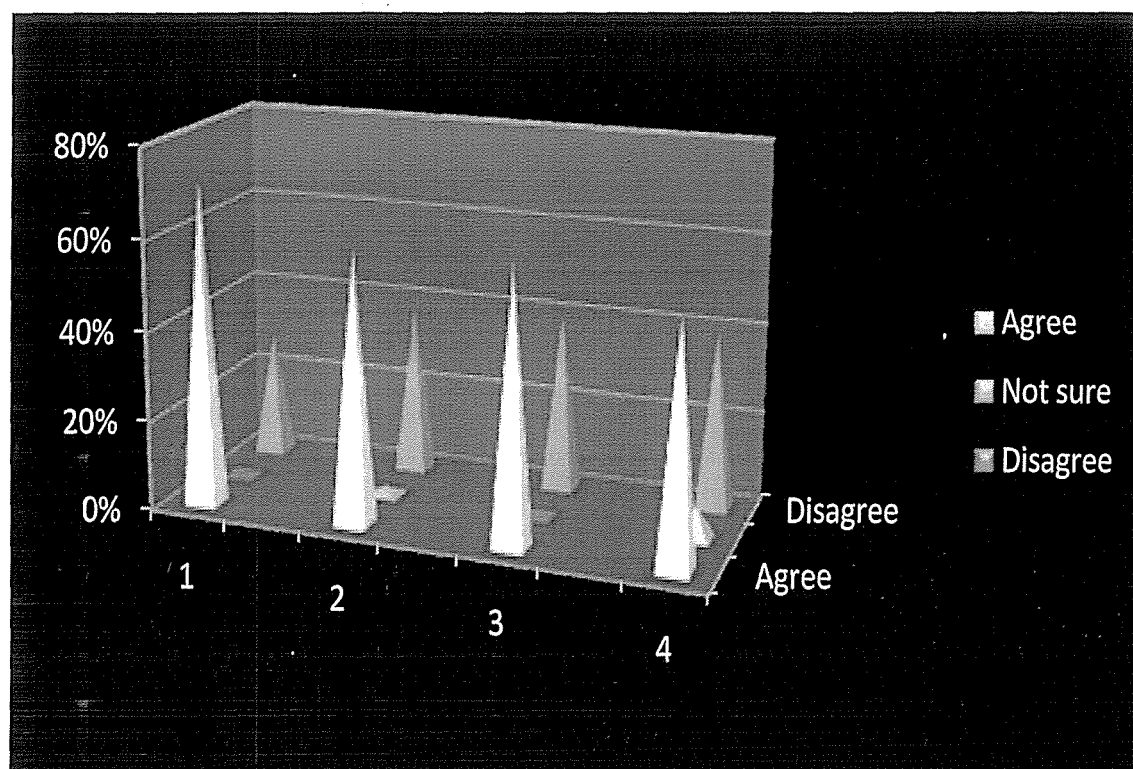
The results on the household and community based factors affecting the education of pupils are summarized in the table below

**Table IV: House hold and community based factors and the education of children**

	Items	Agree	Not sure	Disagree
1	Some children do not go to school because they are engaged in petty trade	72%	0%	28%
2	Some children do not go to school because they can't afford school fees	60%	2%	38%
3	Some children do not go to school because they were married off in order to support their families	60%	0%	40%
4	Some children do not go to school because they are involved in some cultural activities	53%	7%	40%

The results from the table show that there are a number of factors affecting the education of children

**Chart III: Chart showing the response on household and community based factors (HCBF) on the education of pupils**



Results from table IV and chart III above show that 72% of the respondents agreed with the statement that some children do not go to school because they are engaged in petty trade. Also 60% of the respondents agreed with the view that some children do not go to school because they cannot afford school fees. More still another 60% were also of the view that some children do not go to school because they were married off in order to support their families.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

The study looked at the factors affecting primary school pupils' education in Karimenu sub-location, Thika Municipality in Kenya. In an attempt to achieve the above, three objectives were developed. This chapter presents the summary, conclusions and recommendations of the findings

#### **5.1 Summary of the findings**

##### **5.1.1 Education policies and institutional process**

The first objective sought to investigate the educational policies and institutional processes affecting the education of primary school pupils. The findings revealed that 51% of the respondents agreed with the first statement, 59% of the respondents agreed with the second statement, 54% of the respondents agreed with the third statement, while 57% agreed with the fourth statement and 56% were in agreement with the last statement.

##### **5.1.2. School based factors**

The second objective sought to investigate school based factors affecting the education of primary school pupils.

The finding revealed that 70% of the respondent agreed with the first statement, 60% of the respondent agreed with the second statement and 58% of the respondent agreed with the third statement

##### **5.1.3 Household and community based factors**

The third objective sought to investigate the household and community based factors affecting the education of primary school pupils.

The findings revealed that 72% of the respondents agreed with the first statement, 60% of the respondent agreed with the second statement, and

another 60% also agreed with the third statement and the 56% of the respondent agreed with the fourth statement.

## **5.2 Conclusions**

### **5.2.1 Finding on educational policies and institutional processes affecting the education of primary pupils**

The findings revealed that the respondents were in agreement with the following statements:

Government does not budget for adequate instructional materials for the school. Government does not provide money for the feeding of the pupils at school and so they go away to look for something to eat. Government has no policy in place to force children to go to school. The government has no policy in place to stop child labour so that children can come to school. The government does not punish parents who don't send their children to school.

### **5.2.2 Findings on school based factors affecting the education of primary school pupils**

The finding revealed that the respondents were in agreement with the following statements.

There are no desks in class where pupils can sit and learn; children whose parents can not afford school fees do not come to school; children who do not have school uniforms stay away from school ; and children who can not afford to pay for the meals at school do not come for classes.

### **5.2.3 Findings on house hold and community based factors affecting the education of primary schools pupils**

The following revealed that the respondents were in agreement with the following statements:

Some children do not go to school because they are engaged in petty trade; some children do not go to school because they can't afford school fees; some children do not go to school because they were married off in order to support their families; some children do not go to school because they are involved in some cultural activities.

### **5.3 Recommendations**

The government should enhance School Empowerment Program[SEP], construct facilities at school for teachers to teach in a conducive environment in order to aid the better performance of pupils in their schools

The government should have a policy in place that forces children to go to school with fails. This will enable all children to be at school

The government should have a policy in place that forces parents to send their children to school

The community should be sensitized to encourage the sending of children to schools so that they get access to education.

#### **5.4 Areas for further research**

There is need to explore the following areas that are closely related to this study:

1. Attitude and academic performance of both boys and girls.
2. Attitude of teachers and academic performance of the pupils.
3. The role of social-cultural activities in learning activities.

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## APPENDICES

### QUESTIONNAIRE FOR TEACHERS

Dear Respondents,

I am a student of Kampala International University carrying out an academic research on the topic " factors affecting primary pupils' education . " You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable . The answers provided will only be used for academic purposes and will be treated with utmost confidentiality .

NB:

Do not write your name on any of these papers

Personal information

(Tick the appropriate box)

MALE

☐

FEMALE AGE

☐

AGE

20-25

☐

26-30

☐

31-35

☐

36-40

☐

41-45

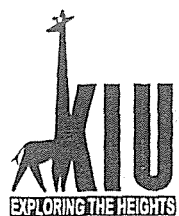
☐

46-50

☐

Above 50

☐



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**OFFICE OF THE DIRECTOR  
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)**

DATE: . 23<sup>rd</sup> December, 2007

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

**RE: INTRODUCTION LETTER FOR ~~MS/MRS~~ MR . GEORGE K. KARIUKI . . . .**

The above named is our student in Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/~~She~~ wishes to carry out a research in your Organization on:

**FACTORS AFFECTING PRIMARY SCHOOL LEARNERS' EDUCATION**

Case Study: . . . **KAREMENO SUB-LOCATION , THIKA MUNICIPALITY**

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,

**MR. MUHWEZI, JOSEPH  
HEAD, IN-SERVICE**

# MUNICIPAL COUNCIL OF THIKA

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TOWN HALL  
P.O. BOX 240  
THIKA, KENYA  
TEL: +254-67-21901

FAX +254-67-31120  
TELEGRAM: "QUORUM"

7th February, 2008

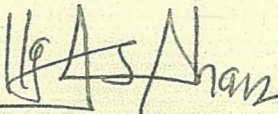
TO: ALL HEADTEACHERS  
THIKA MUNICIPALITY

RE: AUTHORITY LETTER  
GEORGE KINUTHIA KARIUKI

The above named is a teacher and also a student at Kampala International University (KIU) in the Institute of Open and Distance Learning pursuing Bachelor Degree in Education.

He is permitted to carry out research on "Factors affecting primary school Learners Education in Thika Municipality".

Please accord him the necessary assistance.

  
H. A. ADHAN  
FOR: MUNICIPAL EDUCATION OFFICER





OFFICE OF THE PRESIDENT  
PROVINCIAL ADMINISTRATION AND INTERNAL SECURITY  
THIKA DISTRICT

Telegrams: "DISTRICTER".....

Telephone: .....

When replying please quote

Ref. No. KR/TKA/GEF/VOLI/134

and date

OFFICE OF THE CHIEF  
KARIMNUG SUB. LOCATION

P.O. BOX 128

THIKA

16<sup>TH</sup> MAY 2008

TO WHOM IT MAY CONCERN.

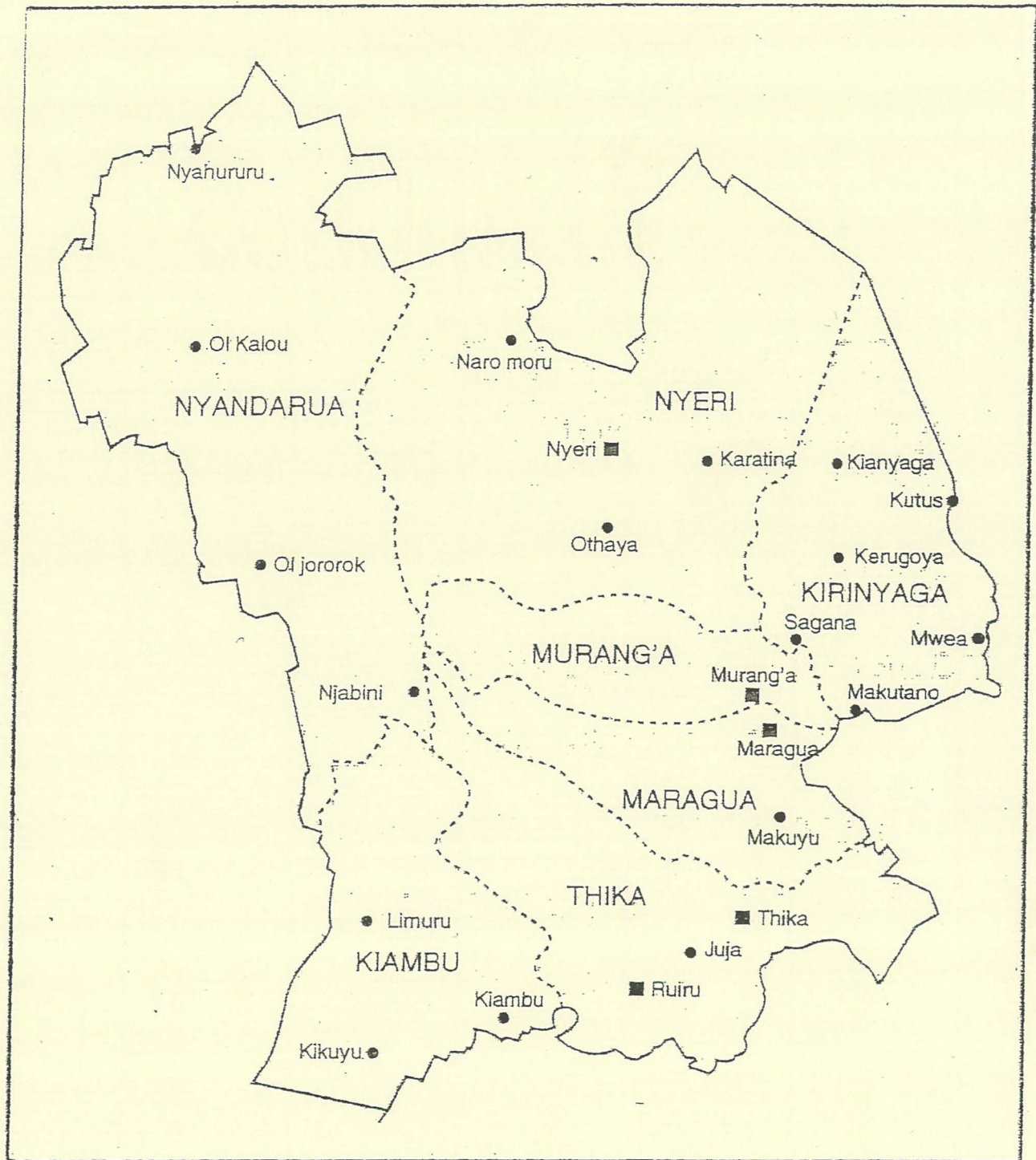
This is to authorize Mr. George Kanki to  
undertake educational research project on factors  
affecting Primary school learners in my area  
of jurisdiction.

Assistance accorded will be appreciated.

ASST. DIST.  
KARIMNUG SUB. LOCATION  
THIKA

  
P.K. KARANJA

# Our Province





A CROSS-SECTION OF THE PUPILS IN ONE  
OF THE SCHOOLS WITHIN THE RESEARCH AREA

