

Factors Hampering the Continuity of Education of Standard Eight Leavers in Kenya: Survey of Juja Division in Thika District in Kenya

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Abstract

Although the government introduced free secondary Education financing scheme, joining secondary schools continue to decline. Purpose of study was to investigate factors contributing to low rate of transition from primary to secondary school in Juja division. objectives of study was to establish the number of pupils registered for KCPE Examination in Juja division primary schools establish measures that could be taken to improve access of standard eight leavers to post primary education. From the findings, the study concludes that enrolment rates in public primary schools in Juja Division of Thika District declined and that the transition rate decreased. The problem of low transition rate affect boys more than girls. The most prominent causes of declining rates of transition rate of pupils in public primary schools in the division are poverty, orphaning due to HIV and AIDS.

Keywords: Free Primary Education, Secondary education, Pupils, Social-economic factors, Schools. Access

1. Introduction

1.1 Background Information

Education is the learning of knowledge, information and skills during the course of life. When Kenya attained independence in 1963, the founding father Mzee Jomo Kenyatta has a dream of eradicating poverty, ignorance and illiteracy hence stated that education is fundamental to improving a country general welfare. In fact people say, "Education is the Key to success".

According to Holyfield (2002), education is critical to breaking the cycle of poverty, the opportunity of poor parents to obtain education for their children so that they can help them in old age. It can reduce social and economic inequality. Hence, the government commits a lot of resources for the education sector. In the year 2003, the NARC government by then introduced a free primary education. This was in accordance with the government policy document that underlined its commitment to achieve Universal Primary education (UPE) before 2005 which was a key strategy towards attaining the overall goal of education for all (EFA) by 2012, (Kamotho 2007).

With the introduction of Free Primary Education (FPE), the number of school going children increased from 5.9 million to 7.6 million in 2007 as per survey carried out by Kamotho in 2007. The higher enrolment resulted due to the abolition of charges by the government education became free, books and stationary were provided for, Uniform was not an issue pupils could use any form of clothing. Despite of all these, the country faces a lot of challenges which includes HIV/AIDS pandemic, poverty which is best exemplified in the government policy papers on poverty reduction strategy paper (PRSP) OF 2001-2004 and Economic recovery for Wealth and empowerment Paper (ERWEP) of 2003-2007, escalating cost of education and training whereby the government spends significant percentage of Gross National Product (GNP) on education.

Other challenges due to Free Primary education were increased number of pupils, shortage of teachers, over stretched resources, delay in disbursement of funds and lack of clear guidelines. This is according to a research carried out by UNESCO in 2005 on free Primary programme in Kenya. Studies show that although the government faces all these challenges, the number of pupils sitting for examination at the end of the eight years in Primary Schools continues to rise.

1.1.1 Access to Secondary Education.

In the year 2008, the government of Kenya introduced Free Secondary Education (FSE) whereby the government was to pay Kshs. 10,627 p.a for every student in high school. The boarding and uniform fees were to be met by the parents. Secondary education in Kenya caters for Primary School leavers in the age of 14-18 years group. This is an important sector in national and individual development since at the end of its four years learning period, one may be selected for university or middle level college or for professional training such as primary teaching, medical nursing, vocational and technical careers. Although Kenya's secondary education has expanded since 1963, access to this sector of learning remains restricted. For instance, if one compares, the number of pupils who sat for KCPE and then follow to see how many sit for KCSE, it will be found that many either drop out or do not have the access to secondary education. For instance, only 47% of pupils who completed primary level education are selected for an entry to the secondary level (Republic of Kenya 2003).

The scenario militates against government's determination to achieve EFA goals for the Kenya citizens which are both a human rights and Millennium Development Goal (MDG). There are many challenges and factors associated with this trend. The tables below show the KCPE and KCSE examination candidate. (Table 1.1)

Statistic show that in the year 2003 a total of 587,961 sat for KCPE [KNEC Table 1.1] the said candidate are assumed to have gone to form one year 2004 so that in 2007 they do final exam KCPE. The table provided by KNEC shows that out of the 587,961 examination after the four year in 2007 representing 46.98% transition. This shows that the objective of the government to provide AFA remains a pipe dream. There is hence need to investigate the factors that cause this puzzling phenomena of hampering the access

to secondary education. Among the challenges encountered include, inability to absorb all primary school graduates into secondary school (low transition rates between primary and secondary school), HIV/AIDS scourge due to loss of parent and guardians, insecurity cultural practice and geographical disparities in some parts of Kenya ,poverty, corruption and lack of interest on the part of the pupils, peer influence and lack of role model although the government introduction FSE, it has been difficult for many parent to send their boys and girls to school. Where the government pays KSHs.10, 627 p.a. for every student, majority of Kenyans live below the poverty line which is less than one US DOLLAR per day [Republic of Kenya, 2003] hence cannot meet the boarding and uniform fees required by the school.

1.2 Statement of the Problem

Free secondary education was introduced in Kenya in 2008; this was after the NARC government introduced free primary education in 2003 where addition 1.3million children enrolled in school, however, even with FPE, data shows that majority of the pupils still out of school [Achoka el al.2007].

From 2003, the number of candidates registering for KCPE has continued to swell as shown in table1.1.it is only in 2006 when the number reduced. One would expect that majority of this pupil will join form one but almost more than 53% do not transit to form one. The problem to be addressed by this study therefore is to determine factors hampering the continuity of education for standard eight leaves that qualify and are willing and able to continue with post primary education after graduation.

1.3 Purpose of the Study

The purpose of the study was to investigate factors hampering the continuity of education of standard eight leaves in Juja division of Thika district.

1.4 Objective of the Study

To determine socio-economic factors that influence the transition rate of pupils leaving class eight.

1.5 Research Question

What are the socio-economic factors that lead to low rate transition to post primary education.

1.6 Significance of the Study

Results from the study helped policy makers, teachers, parents and the stakeholders to understand the existing problem and know the causes of low transition from primary to secondary school. This helped in coming up with ways and means of solving the problem. This way called for strategies to be taken to reduce the gap of transition.

The government benefited from the study because it understood the aim for EFA Suggested ways of curbing this problem was suggested its only implementation by the government through the ministry of education.

The study raised awareness and concerns among parents, schoolteachers, policy makers, planners and the education promoters so that low transition rate became a concern for all.

1.7 Definition of Significant Terms

1. *Public Primary School*: A school that depends or is sponsored by the government in terms of teaching materials and teaching personal.

2. *Free Primary Education (FPE)*: A formal schooling programme from nursery to class eight that does not require parents to pay tuition fees but requires them to only buy the necessities like uniform and food.

Learning resources like text books, pens, pencils, exercise books and classrooms are provided for by the government

3. *Free Secondary Education (FSE)* this is a high level of formal education affected in secondary school where the government pays the tuition money for the students. Parents only cater for boarding fees, transport and uniforms.

4. *Education For all (EFA)*: This is a situation whereby education is provided for all on equal base without discrimination.

5. *Kenya Certificate for Primary Education (KCPE)*: This is the final examination administered to pupils in their final year of formal education in Primary school in Kenya.

6. *Kenya certificate for secondary Education (KCSE)*: This is the final examination in secondary system for formal education done by the form four student after four years of learning.

7. *Transition*: A process of progressing from primary formal education to post primary education.

2. Literature Review

2.1. Justification of education investment

Education is viewed as a very important factor for a country growth and prosperity. Education is an investment in human capital that is essential for development.

Great scholars like Schultz (1960) Bowman (1989), Dewilt (1978), Dennison (200) and Harbinson (1964) among others argue that poor countries could invest in the development of human resources because investment in human capital pays higher returns than investment in physical capital. In less developed countries, investment in education is the surest way of preparing for industrialization.

Foster (1982) urges that most states seems committed to national policies in which education for all (EFA) and free Education at primary level is guaranteed.

Classical economist like Adam smith viewed education as important input in the economic development process through the human capital that i.e. embedded on its beneficiaries (Psacharopoulos and Patrines, 2001)

Wood hall (1970), defines education as an investment in human capital that yields economics benefits by increasing in the productivity capacity of its people. It is hence considered as the cornerstone and social development and principles means of improving the welfare of individuals.

Holyfield (2002), View education as critical tools to breaking the cycle of poverty as a result it is clearly seen that inadequate education is the one of the most powerful determination of poverty and unequal access to educational opportunity is a strong correlate of income inequality. Failures to provide basic education seriously compromise a country's efforts to reduce poverty. Education investment are also crucial for the sustained economic growth that low income countries are seeking to stimulate, and which long term poverty reduction is impossible. It is through education that society can be able to reduce deprivation and vulnerability (PRSP Education 2002).

In Kenya there are strategies adopted for meeting the EFA goes at the primary level. This includes the legislation and enforcement of free and compulsory primary education (Ministry of Education 2001). As per the education Act (2001), every child is entitled to education, the provision of which is the

responsibility of the government and the parents (section 7 (1)). In addition, every child is entitled to free basic education, which is compulsory in accordance to section 28 of the UN convention on the rights of the child section 7 (2).

2.1.2 Conceptual Framework

The literature on developing countries reveals several commonly observed correlates of access, such as family income and poverty (Carlos & Pastor, 2000; Halpern & Myers, 1985), parents education (Fobin, 1987; Canagarajah & Nielsen, 1999) family size and land holdings (Grootaert & Kanbur, 1995), early marriages and sexual activity (Fobin, 1987; UNICEF, 2001b) School physical conditions, quality of educational services, student poor performance, delinquent behavior, and affiliation with anti-social peers have also been identified as correlates of school access (Fuller, 1986; Heyneman & Loxley, 1986)

The conceptual model guiding study is shown in (Figure 2.1)

Those pupils who drop out of school end up in activities like household chores, waged labour, or end up idling. The independent variable is socio-economic factor, which is defined as follows:

Socio-economic factors: Those aspects within a child's family that have an impact on schooling. They include factors like family background, and HIV/AIDS, household chores and wage labour. While the government offers free education, there are other indirect costs such as uniform and travel expenses which may pose a challenge to poor parents.

2.2 Transition to Secondary Education.

While education opportunities have continued to expand in Kenya, many pupils don't have access to secondary education. Observation shows that about 46% are absorbed to secondary school (republic of Kenya, 1998, MOEST, 2003) other may opt to join informal sector.

Although the government introduced FSE, this policy has not ensured a high transition rate. The Major challenge for many Kenyan's has been

- Inability to increase government financial provision with personal inputs as stipulated in the policy of cost sharing (republic of Kenya, 1988). The government pays Ksh 10,647 for every student in secondary school but you find that parents, guardians and sponsors provide for facilities like boarding fee, uniform, feeding, medical care and other non-statutory fees (Achoka, et al, 2007). Many parents are not able to meet the cost considering in primary school is absolutely free hence pupils if don't join form one. According to the United Nations development programme (UNDP) report of 2006 four out of eight provinces recorded an increase in poverty levels while Kenyan living in abject poverty deepened.

These people are subsequently incapable of acquisition of proper dietary need, medical care, and clean habitats (Achoka et al., 2005)

2.3 Socio Economic Factors Influencing Transition Rate

Problem of declining rates of transition of class eight pupils is a serious concern and call for immediate action from all the stakeholders in order to attain EFA goal in accordance with the Dakar framework of Action (Mbilinyi, 2003). One factor that has been found to effects on the transition rate of pupils is socio-economic status of households and especially poverty, diseases (HIV/AIDS) and ignorance.

Poverty and associated deny many children from continuing with education. The statement is supported by the UNESCO background paper which poses that poverty cannot be overcome without specific, immediate and sustained attention to enhancing access to education (UNESCO, 2002).

According to the United Nations Development Programme (UNDP) Report of 2006, four out of eight provinces recorded an increase in poverty levels while Kenyans living in abject poverty deepened. These people are subsequently incapable of acquisition of proper dietary needs, medical care and clean habitats (Achoka et al. 2005)

Children who are born to such parents are predisposed to disadvantaged access to ECD right from conception to primary school age even to secondary education.

In Northern Eastern province, for examples, where the highest index of poverty children attends, primary school (Otieno 2007) as a result of poverty, many pupils don't transit to post primary education. For instance, only 57% of pupils who complete primary level education are selected for entry in secondary level (Republic of Kenya, 2003)

2.4 Measures for improving continuity for standard eight graduates

One of the most effective measures for improving continuity of education for standard eight graduates is offering free secondary education. In Kenya, the government initiated FSE in 2008 with a view of ensuring many children gains access to higher education. However making secondary education free is not enough because as (Achoka et al 2007) note, parent, guardians and sponsors are still expected to provide for facilities, boarding fees, uniform, feeding, medical care and other non-statutory fees.

Njeru and Orodho (2003) note that, in view of the growing levels of poverty, high mortality rates and unfavorable natural policies, many children are dropping out of school. Parents and other community members should give full support to their children education. This requires a high-level awareness. However, parents in most cases lack such awareness as a result of not being exposed to education. Many parents give little support to their children especially girls. Mingat (2002) argues that children of mothers with formal education have an attendance rate of 71% compared to 47% for children whose mothers did not attend.

Avotri et al (1999) and Kasonde-Ng'andu (1999) a strongly support the argument that parental education and support have a very positive influence on their children's participation in education. The government of Kenya should try to fight against poverty. According to Achoka (2003), with 50% of Kenya living below poverty line in an environment where education is among the expensive social service, most people cannot access it beside education, the government should improve provision of health by providing free treatment or avoidable medication. Hospital should be within reach. In this century, all efforts should be made to eliminate non-progressive cultures that force people not to continue with education. Such are cultures like early marriage for girls and female genital mutilation (FGM) in some communities in Kenya.

2.5 Summary

Literature reviewed in this section showed that social-economic factors affected the continuity of education for standard eight leavers. Most of these studies were carried out in secondary school setting (Kagunye 2004, Theuri 2004) while those in primary school settlements were carried before introduction of FPE (Ngau, 1991; Eshiwani 1984; Abagi and Odipo, 1997). The study was intended to determine the factors hampering continuity of education standard eight leavers in Juja location in the context of FSE.

3. Research Methodology

3.1 Introduction

This chapter deals with the research design used in the study, the target population, size, the research instruments for the data collection, and the analysis procedure.

3.2 Research Design

The study was conducted using the descriptive study design, employing both quantitative and qualitative approaches.

This method was based on the fact that it best explored variables involved in the study, Gejunda (1981) points out that description depicts the present position of a given situation and that it goes beyond mere collection and tabulation of data. He

Further asserts that since description involves elements of comparison and relationship of one kind or another, it is ideal in making interpretation of meaning and significance of what was being described.

The study fitted within the descriptive survey design because according to Mugenda nad Mugenda (2003), it was the best method available to social Scientist who are interested in collecting original data for the purpose of describing a population, which was too large to observe directly. The design enabled the researcher to gather data from a wide range of respondents (pupils, parents, teachers, head teacher and investors).

3.3 Study Locale

The study was carried out in Juja division of Thika district of central province, Kenya. The main source of livelihood in the district was farming, coffee growing and pineapple farming. Food crops like maize and beans are grown for local consumption. Singleton (1993) noted that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapports with the informants. Wamahiu and Kaungu (1995) also pointed out that sometimes being familiar with the research locale helped in gaining acceptance.

3.4 Target Population

The target is defined as the members of a real set of people, events or objects the researchers wished to generalize the results of the research (Borg and Gall, 1989). The target population for this study was 18,920 pupils and their parents', teachers and head teachers from the 25 pupils primary schools in Juja division and 20 investors, who helped the researcher to identify the parents, while the parents were useful in the introduction of the researcher to the drop out pupils.

3.5 Sample and Sampling Procedure

Since it was not possible to include all the 24 public schools in Juja Division, teachers', parents and drop out pupils were selected were selected using random sampling. The sample of 5 schools represented 20% of the target population of 24 schools which was in line with Gay's (1992) recommendation of at least 10% sample size of educational research. All the teachers of the 5 sample schools took part in the study. Stratified random sampling was employed to select 20 pupils for Focus Group Discussion. The teacher helped the researcher to identify 20 parents (4 per school).

3.6 Research Instruments

in order to address the research objective and research questions, data was collected by use of questionnaire, interview schedules and a Focus Group Discussion (FGD) guide Questionnaire was used to gather data from head teachers and teachers; interview schedules was used to gather data from parents and the Kenya informants, while FGD guide was used to gather information from pupils who dropped out of school.

Questionnaires were used for data collection because they present an even stimulus potentially to large numbers of people simultaneously and provided the investigations with an easy accumulation of data. Gay (1992) maintains that questionnaires gave respondents freedom to express their views or opinion and also make suggestion. Interview schedules were used to gather data from parents because some of them were not literate.

3.6.2 Reliability of the Instruments

Reliability, according to Orodho (2005), refers to the degree to which a particular measuring procedure gives similar results over a number of repeated trials. Piloting is one way of checking reliability of instruments was also determined by establishing whether there are ambiguities in any item, and whether the instruments elicit the type of data desired were meaningfully analyzed in relation to research questions. Research instruments were tested using tests retest method in order to assess their reliability. The questionnaire was given to the pilot respondents to fill, and then after 10 days, the same Questionnaire was again administered to the same respondent. Instruments and the data were said to be reliable, if there was a high co-efficient of reliability or stability from the test retest technique (Mugenda and Mugenda, 2003). To compute the correlation co-efficient of instruments Spearman' formula was used. The researcher accepted validity of items at a correlation co-efficient of 0.7 which was recommended by Kiess and Bloomquist (1985).

3.7 Data Collection

Data was sourced from both primary and secondary data sources.

3.7.1 Primary Data

This was obtained with the aid of questionnaires duly completed by the teachers. They were asked to fill the questionnaire and submit them immediately. The research used interview schedules to solicit view from parents and pupils who dropped from primary school in the area of study. After they were through they submitted the data to the researcher for analysis.

3.8 Data Collection Procedure

Permission sought from the ministry of education. The provincial and District Education Officers were contacted before the commencement of the study. The researcher then self-administered the questionnaires using a drop and pick method. Respondents were given 10 days to fill in the questionnaires after which they were collected for data analysis.

3.9 Data Analysis Techniques

On completion of data collection, the researcher checked for completeness of the questionnaires. The data was arranged and grouped according to particular research questions. Quantitative data was by use of statistical package for social sciences (SPSS). This included, the mean, mode, the media, the variance and the standard deviation. This package was known for its ability to handle large amounts of data and also it was quite efficient. Data entry and initial analysis was done with the help of data programmes. Coding categories was developed for organizing and anal sizing qualitative data collected according to research questions. This involved-

Going through data and numbering it sequentially, a careful search through the data for regularities and patterns related to research questions the study intends to answer, writing down words and phrases to be used as a mean of sorting out descriptive data so that materials bearing on research questions will be physically separated from other data.

4. Result and Analysis

4.1 Introduction

The survey took place in the month of February and March 2009. The purpose of the study was to investigate the factors that contributed to low transition rate of pupils in public primary schools in Juja division of Thika west district. The study had one research questions.

What are the socio-economic factors that lead to low rate of transition to post Primary education?

The study research question is discussed in this chapter

Data for the study was collected from 5 head teachers, 20 teachers, 200 pupils, 20 parents and chief of the area. however, head teacher and 2 teachers did not fully complete their questionnaires and were excluded from the analysis, measuring that data analysis is based on response from 4 head teachers, and 18 teachers.

4.2 Enrolment for KCPE examination by gender (2006-2008)

Head teachers from the 5 school that participated in the study were asked to provide data on KCPE candidates for the period 2006-2008). The tables show the numbers of candidates in the 5 schools by gender. (Table 4.1 & 4.2), (Fig 4.2.1 & 4.3)

From the table 4.2 above, the concern is how many candidates registered for KCPE and how many transited to governments sponsored institution for post primary school. In the year 2006, only 157 candidates of the total 573 could be accounted for representing 27.4%, 2007 the number decreased to 144 out of 574 a 25.086% of which was a decline. Last year 2008, the number increased to 167 representing 28.94%. This is a major problem and the factors associated with the problem discussed below.

4.4 Socio Economic Factors Hampering Transition to Post Primary Education.

This objective of the study sought to centrally determine the socio-economic factors hampering transition to post primary education. The head teachers and teachers were presented about socio economic factors. They were to indicate whether they agreed or disagreed with each of the statements. (Table 4.3)

As shown in the table above, the following emerged from head teachers as the most prominent socio-economic factors influencing transition rate:

Children from low income families dropped out of school after class eight more than those from high income families (100%). Half of them will fail to report to school to help with family work such as house hold chores (50%)

Teachers on the other hand gave the following as the prominent socio-economic factors hampering continuity to post primary education.

Most children who don't transit for post primary have parents with low level of the education (88.9% married parents send their children to school more than single parents 83.3%. In addition, to the factors presented above head teachers identified drug and substance abuse, HIV/AIDS, society's negative attitude towards education and unemployment as other socio economic actors that hamper continuity of education of standard eight leavers.

Teachers reported drug abuse like illicit brews, broken families, parents having large families, poor home background and high cost of food prices as socio-economic factors influencing transitions to post primary education.

Parents (20) who were interviewed reported that they knew parents whose children did class eight examinations but did not go to secondary school. They reported lack of boarding fees, transport and uniform costs, single parents with many children, high cost of living due to lack of money, divorces. HIV Aids orphans and the level of parent's education are some of socio-economic factors influencing the rate of transition.

4.5 Measures for improving Continuity of Education for Standard 8 Leavers.

Head teachers and teachers suggested that the government should employ more teachers, build more secondary school, increase funds allocation for both free primary education and free secondary education, encourage feeding programme in schools and equip schools with adequate and modern facilities. They

also suggested that there was need to emphasize on guidance and counseling, increase learning facilities and provide funds in good time. They emphasized on the need for parents close supervision of their children's performance and discipline, having positive attitude towards education, providing basic needs for their children, attending seminars on importance of education and being role models to their children.

Head teachers and teachers suggested the following as measures by themselves would take to improve on access to post primary education by standard 8 leavers. These includes; involve teachers parents in decision making, motivate and encourage pupils to work hard and be disciplined, create good working and learning environment, be good financial managers, be good role models, encourage team work, have close relationship with pupils to know their difficulties and complete the entire syllabus in time.

The head teachers and teachers suggested that the community needed to support education by all means by having a positive attitude towards education, mobilizing all school age children to go to school, encourage discipline, take care of school property, support school based programmes/projects, employ teachers on behalf of the government and provide security to the school.

Asked what pupils themselves could do to improve on access and retention, the head teachers and teachers responded that the pupils should be ready to learn, be well discipline, be hard working, be good example to other, have peer teaching for self awareness and avoid immorality.

On the other hand, parents/guardians suggested that the government should provide more instructional materials and supply textbooks in good time i.e. at the beginning of the term. They further suggested that the government should build more classes, employ more teachers, look into development funds, campaign for education and its importance, introduced feeding programmes, enforce the current laws and ensure on quality education. parents had the following measures that could improve on access and retention of pupils in primary school: ensure children go to school, support their children in areas where the government has not, co-operate with teachers on issues related to their children's school work, be good role models, support FPE programmes with finances provide basic needs for their children, change their attitude towards education. Parents/guardians reported that the community needed to motivate pupils and teacher, campaign for education and emphasize on its importance, intervene on issues of child labour and allow children go to school, support all orphans and the poor financial, building the facilities e.g. sanitation, gain interest in the activities of the school and offer help where necessary. They reported that the community needed to timely respond to pupil's problem i.e inform authorities also as to help accordingly., mobilize one another to help pupils who are infected or affected by HIV and Aids and related diseases and be good models.

5. Summary Conclusion and Recommendations

5.1 Introduction

This chapter presents summary of the study findings, conclusion and recommendations. Also presented in this chapter are suggestions for studies that could be carried out by future researchers.

5.2 Summary of the Study

The purpose of the study was to investigate the factors that contribute to low transition rate of pupils in public primary education in Juja Division of Thika District. Data for the study was collected from 5 head teachers, 200 pupils, 20 parents and 3 key informants. Presented below are the major study findings.

The number of pupils enrolled in the 5 study schools declined steadily from 6,625 (3,327 boys and 3,298 girls) in 2004 to 5,950 (3,032 boys and 2,918 girls) in 2007. This was a decline of 10.2% (8.9% for boys and 11.5% for girls). This shows that enrolment rate in public primary schools in Thika District has been

on the decline, with girls being more affected than boys. A number of socio –economic factors were intensified as having led to pupils dropping out of schools, including: Lack of tuition and exam fees, child labour, single parents with many children, high cost of living due to lack of money, parents’ level of education is low, HIV and AIDS orphans, and separation of parents.

Many households suffer from socio-economic hardship hence they are not able to take their children to private academies where teaching is considered better than in public schools. The private schools charge a lot of money as tuition fee. It was found that the investors considered private academies as their source of livelihood. It is a business like any other.

5.3 Conclusion

From the findings, the study concludes that enrolment rates in public primary schools in Juja Division of Thika District declined and that the transition rate decreased. The problem of low transition rate affect boys more than girls. The most prominent causes of declining rates of transition rate of pupils in public primary schools in the division are poverty, orphaning due to HIV and AIDS pandemic and negative attitude towards education.

5.4 Recommendations

Based on the findings of the study, the researcher recommended the following:-

The government should subsidize and offer financial assistance to private investors to motivate them to charge less fees to make it affordable for many Kenyans, there should be concerted efforts between the Government through the Ministry of Education and the Provincial Administration and other stakeholders to conduct aggressive campaigns to sensitize the community to enroll school age going children, both boys and girls in schools. The enrolment should be timely to avoid having many over age children in school. The government should introduce feeding programmes and ensure they are maintained throughout the term so that pupils do not drop out due to their inconsistency.

The government should introduce adult learning curriculum to help improve on literacy rates among parents. This might make parents in a way appreciate the value of education for their children. Role models (both male and female) should be used by stakeholder to make visitation to school to give encouragement to learners to study because their future depends on education.

Alternative sources of income should be explored to reduce vulnerability of poor parents in pockets of poverty areas. Wage labour laws can be enforced to cater for many poor parents working as casual labourers.

5.5 Suggestion for Further Studies

This study was carried out on public primary school. A similar study needs to be carried out on the private academies in Thika District to find whether the findings replicate. A comparative study should be conducted on other district to assess how the socio-economic, socio cultural, school-based and pupil characteristics factors are influencing the access to post primary education of pupils in those districts.

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Table 1.1 KCPE examination from 2003-2007

YEAR	2003	2004	2005	2006	2007
Candidature	587,961	657,747	671,550	666,451	704,918
Increase decrease	47,892 [8.87%]	69,786 [11.87%]	13,803 [2.10%]	5,099 [-0.76%]	38,467 [5.77%]
Male	303,907 [51.69%]	342,979 [52.14%]	352,826 [52.54%]	352,782 [52.93%]	372,265 [52.81%]
Female	284,054 [48.31%]	314,768 [47.86%]	318,724 [47.46%]	313,669 [47.07%]	332,653 [47.19%]

[Source; KNEC office-Nairobi]

YEAR	CANDIDATURE TRENDS		
	TOTAL	MALE TOTAL	FEMALE TOTAL
2007	276,239	150,127	126,112
2006	243,453	129,071	114,382
2005	260,665	141,256	119,409
2004	222,676	120,067	102,604
2003	207,730	111,589	96,141
2002	198,356	106,164	92,192
2001	194,883	104,911	89,972
2000	181,966	97,956	84,972
1999	172,883	93,487	79,396

[Sources; KNEC office-Nairobi]

Table 4.1 Candidates for KCPE in the 5 study schools by gender (2006-2008)

schools	2006			2007			2008		
	Boys	Girls	Total candidates	Boys	Girls	Total candidates	Boys	Girls	Total candidates
A	65	61	126	68	62	130	65	59	124
B	62	56	118	62	54	116	59	61	120
C	67	63	130	65	63	128	67	64	131
D	52	50	102	56	48	104	52	50	102
E	54	54	97	51	45	96	56	44	100
Total	300	273	573	302	272	574	299	278	577

Source: public primary schools in Juja Division.

Total number of candidates in the 5 schools by gender (2008)

Table 4.2

schools	2006			2007			2008		
	Boys	Girls	Total candidates	Boys	Girls	Total candidates	Boys	Girls	Total candidates
A	17	20	37	15	21	36	20	19	39
B	12	18	30	16	16	32	15	17	32
C	20	24	44	14	20	34	19	20	39
D	8	10	18	10	12	22	14	10	24
E	13	15	28	10	10	20	18	15	33
Total	70	87	157	65	79	144	86	81	167

(Source; education office Juja)

Table 4.3 shows the statements that head teachers and teachers agreed with.

	Head teachers		Teachers	
	Frequency	%	Frequency	%
Children from low-income families drop out of school after class eight more than those from high income families	4	100.00	18	100
Married parents are more likely to send children to school than single parents,	3	75.00	15	83.3
Most children who do not continue with education after class eight have parents with low level of education.	4	100.00	16	88.9
Children fail to report to school to help with family work as household chores	2	50.00	10	55.6

Figure 2.1 Conceptual frameworks

Independent Variable

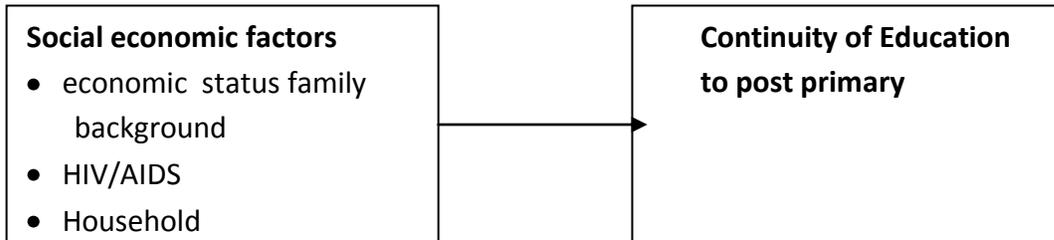
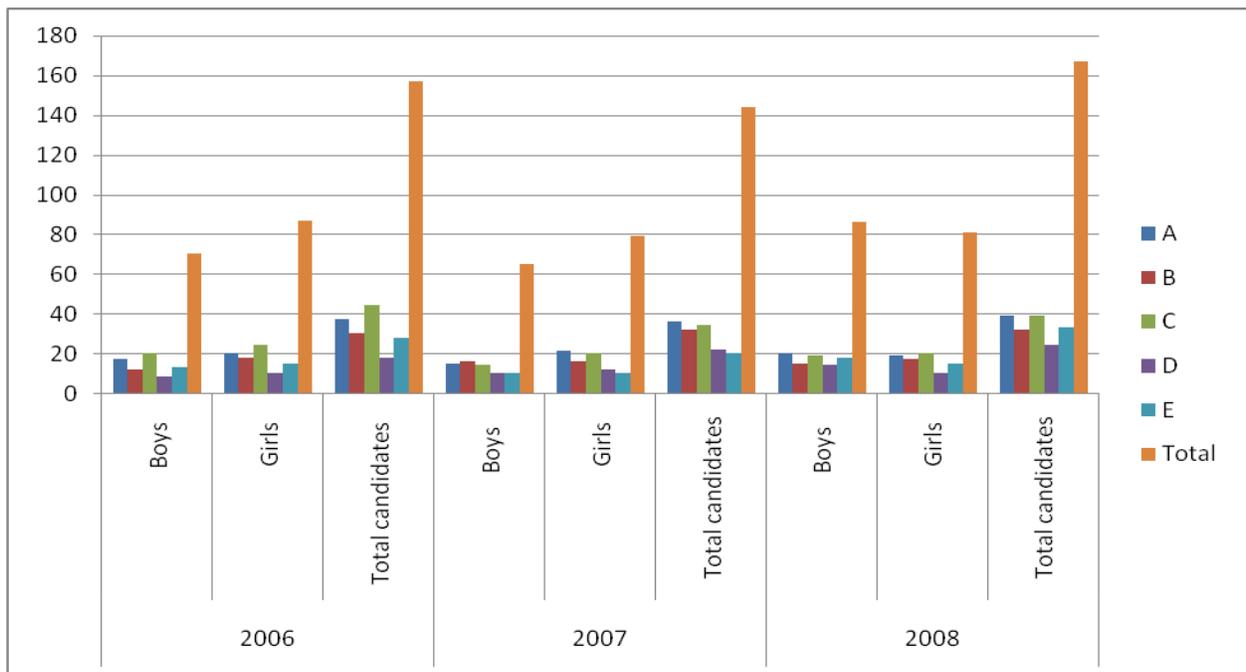
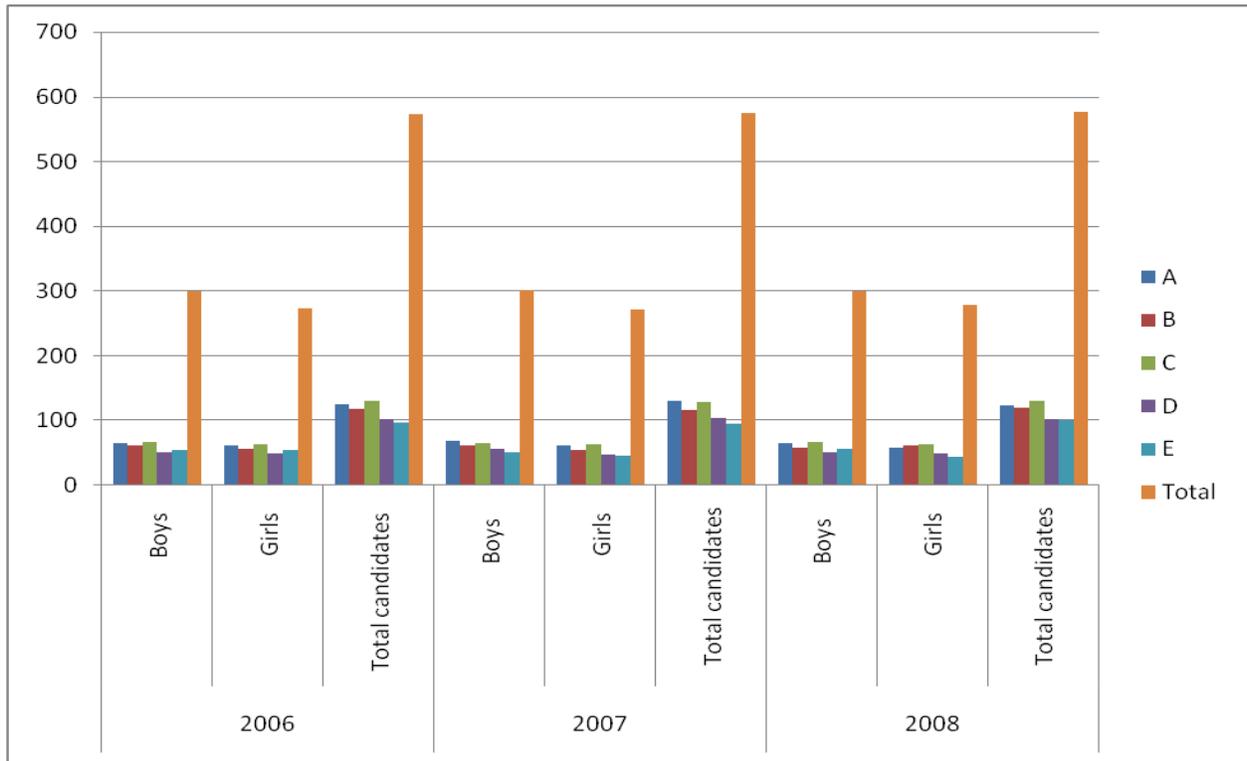


Fig 4.2.1: Average number of candidates by gender 2006-2008 who transited for post primary education





4.3 Transition rate for class 8 leavers by gender (2006-2008)

Appendix

HEADTEACHERS QUESTIONNAIRES

The questionnaire aimed at collecting data on the factors hampering continuity of standard eight leavers. The information you provide will be treated in utmost confidence and only for academic purposes. Please respond to all items as honestly as possible.

SECTION A: KCPE EXAMINATION REGISTRATION

a) Indicate the number of pupils who registered for KCPE examination in your school in the year given in the table below.

Year	Number of K.C.P.E Candidates		TOTAL
	Boys	Girls	
2006			
2007			
2008			

SECTION B: SOCIO-ECONOMIC FACTORS

The table below present's statements about social economic factors that could influence the continuity of education is class eight Based on your experiences as a head teacher indicate whether you agree or disagree with each statement by ticking True or False on the appropriate column.

I. Socio-Economic factors	True	False
Children from low-income families drop out of school after class eight more than those from high income families		
Married parents are more likely to send children to school than single parents,		
Most children who do not continue with education after class eight have parents with low level of education.		
Children fail to report to school to help with family work as household chores		

2. Which other socio-economic factors do you find hampering continuity of children for standard eight leavers in Juja Division?

.....

SECTION C: MEASURES FRO IMPROVING CONTINUITY OF EDUCATION FOR STANDARD EIGHT LEAVERS

1. What in your opinion, what do you think the following stakeholders in education can do to improve participation and continuity of education of standard eight leavers?

a) Government

.....

b) Parents

.....

c) School head teachers

.....

d) Teachers

.....

e) Community

.....

THANK YOU FOR YOUR CO-OPERATION

APPENDIX 2

TEACHER'S QUESTIONNAIRES

The questionnaire aimed at collecting data on the factors hampering continuity of standard eight leavers. The information you provide will be treated in utmost confidence and only for academic purposes. Please respond to all items as honestly as possible.

SECTION A: KCPE EXAMINATION REGISTRATION

a) Indicate the number of pupils who registered for KCPE examination in your school in the year given in the table below.

Year	Number of K.C.P.E Candidates		TOTAL
	Boys	Girls	
2006			
2007			
2008			

SECTION B: SOCIO-ECONOMIC FACTORS

The table below present’s statements about social economic factors that could influence the continuity of education is class eight Based on your experiences as a head teacher indicate whether you agree or disagree with each statement by ticking True or False on the appropriate column.

I. Socio-Economic factors	True	False
Children from low-income families drop out of school after class eight more than those from high income families		
Married parents are more likely to send children to school than single parents,		
Most children who do not continue with education after class eight have parents with low level of education.		
Children fail to report to school to help with family work as household chores		

2. Which other socio-economic factors do you find hampering continuity of children for standard eight leavers in Juja Division?

.....

SECTION C: MEASURES FRO IMPROVING CONTINUITY OF EDUCATION FOR STANDARD EIGHT LEAVERS

1. What in your opinion, what do you think the following stakeholders in education can do to improve participation and continuity of education of standard eight leavers?

a) Government

.....

b) Parents

.....

c) School head teachers

.....

d) Teachers

.....
.....
.....
e) Community
.....
.....
.....

THANK YOU FOR YOUR CO-OPERATION

APPENDIX 3

PUPILS FOCUS GROUP DISCUSSION GUIDE

- 1) Pupils will identify their peers who did KCPE but didn't proceed with higher education
.....
.....
- 2) Identify various reasons why pupils don't continue with education after class eight.
.....
.....
- 3) Pupils will state whether they know any of their brothers, sisters, relatives or friends/neighbors at home who never enrolled in school
.....
.....
- 4) Identify the reason why parents fail to enroll their children in school
.....
.....
- 5) Access pupil's feelings about their school or school based factors that may lead to pupil's deciding to go for wage labor, vocational training or remain at home rather than going to high school.
.....
.....

APPENDIX 4

1. Gender Male female
2. Age..... years
3. What is your level of Education?
.....
.....
4. What is your occupation?
.....
.....
5. Do you know any parents whose children dropped out of school after class eight?

.....
.....
.....
6. What are the causes of school dropout in relation to the following?

a) Socio-economic factor

.....
.....
.....
9. What challenges do you face in relations to free secondary education?

.....
.....
.....
10. Why do you suggest the following should do to improve continuity of standard eight leavers with formal education?

a) Government

.....
.....
.....
b) Parents

.....
.....
.....
c) The school

APPENDIX 5

1. As an investor, how much is required to set up a standard classroom?

.....
.....
.....
2. How do you raise the capital required in setting up the said standard classroom?

.....
.....
.....
3. What strategies do you use in order to compete with other investors in the market?

.....
.....
.....
4. What are the strategies that you use to make sure that almost everybody pays the required fees?

.....
.....
.....
5. Does the government assist you in any way by giving you financial aid at a low interest rate?
.....
.....
.....

6. What are you future plans to make sure that you remain as top education providers in Juja Division?
.....
.....
.....

LIST OF PUBLIC PRIMARY SCHOOLS JUJA DIVISION

1. KIGWE
2. NYACABA
3. KARAMA-INI
4. KIA-ORA
5. KALIMONI
6. THIRIRIKA
7. GACHORORO
8. MUTHAARA
9. ATHI
10. KARAKUTA
11. JUJAFRAM
12. JOMO KENYATTA
13. KIBII
14. KURAIHIA
15. MIRIMA-INI
16. ST. PAUL GACHORORO
17. MWIRERI
18. KUMURA
19. TWIGA
20. THOME
21. GIKURI
22. NDURURUMO
23. MAGOMANO
24. RURII