

**ROLE OF SELETED PARENTAL SOCIO-ECONOMIC STATUS ON PUPILS'
ENROLMENT IN PRIMARY SCHOOLS IN TAMBACH SUB-COUNTY OF
ELGEYO-MARAKWET- COUNTY, KENYA**

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Requirements for the Award of the Degree of Master of Education in Educational
Foundations of Egerton University**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

Declaration

This research thesis is my original work and has not been presented for the award of a degree in this or any other university.

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DEDICATION

This work is dedicated to my wife Jane Evelyn, children Lorna, Bob, Betty, Nina and Gloria for their patience, understanding, support and encouragement which have been the source of my inspiration.

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I thank the Almighty God for the care and inspiration that has bestowed upon me throughout the entire period of my Postgraduate studies program. I thank Egerton University for giving me a chance to study in their institution. I also appreciate the support given by graduate school and faculty of Education and Community Studies for handling the academic and administrative procedures which contributed to the success of this work. Many people contributed and assisted me in one way or another towards the completion of this thesis. To all of them, I wish to extend my sincere gratitude. My most heartfelt gratitude goes to my supervisors, Prof. Thomas. K. Ronoh and Prof. Teresaiah Njonge for their tireless effort, guidance and thoughtful comments that have made this study a reality. My deep appreciation also goes to the lecturers in the Department of Psychology, Counseling and Educational Foundations for their noble contribution in the world of academia. My special thanks also go to Tambach Sub-County Education Office, Head teachers, class teachers and school committee members. I cannot forget to thank, class six, seven and Eight pupils from the following schools, Kabore, Moi Tambach, Kessup, Kayoi, Kapkei, Kipendo, Anin, Nyawa and Kaptum that were sampled schools, who took time from their busy academic schedule to attend to my questionnaires'. Finally may I thank my family for their enduring, support, selflessness and continuous encouragement during this period of undertaking this programme.

ABSTRACT

The increasing importance of education as a driver of growth, information and communication revolution has been noticeable during the 21st century as epitomized by educational mobility and global schooling. It is important that children enroll and remain in school for the entire cycle. A number of factors have been found to affect school enrolment. The purpose of this study was to establish the role of selected parental socio-economic status on pupils' enrolment in primary schools in Tambach Sub –County in Elgeyo-Marakwet County of Kenya. The study was carried out in public primary schools in Tambach Sub-County. The study employed Social Darwinism theory, that arguably posits that educational systems should be designed so as to remove barriers of any nature that prevent children from lower economic backgrounds from taking advantage of their abilities. The study utilized descriptive survey research design. The study targeted a total population of 7998 in Tambach Sub-County and from which a sample size of 399 was selected using simple random sampling technique. Purposive sampling technique was also used to sample 8 head teachers, 8 school management committee members and 27 class teachers and one Education Officer who provided useful information. Qualitative techniques of data analysis were used. Questionnaires and interview schedule were used to collect data. Data collection tools were validated through specific changes made by the supervisors in order to ensure they conformed to the study objectives. Reliability of the tools was established by use of Pearson Product moment. The questionnaires had a reliability of 0.8 which was at the acceptable threshold index of 0.70. The descriptive statistics technique and statistical package for social sciences (SPSS) was used to analyze data and the results presented as frequencies, means and percentages. From the research findings, the study established that parental level of education; income and occupation play a key role in the enrolment of pupils and maintaining them in primary schools up to standard eight in Tambach Sub-County. It also recommended the need for the Ministry of Education and other stakeholders to formulate sound policies that are aimed at enhancing the enrolment of pupils in primary schools.

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ABBREVIATIONS AND ACRONYMS

CDF	Constituency Development Fund
EFA	Education for All
EMIS	Education Management Information System
EPF	Education Production Function
ECDE	Early Childhood Development Education
FPE	Free Primary Education
FGD	Focus Group Discussion
GER	Gross Enrolment Rate
GOK	Government of Kenya
HIV/AIDs	Human Immune Virus/Acquired Immune Deficiency
ILO	International Labor Organization
KNEC	Kenya National Examinations Council
KCPE	Kenya Certificate of Primary Education
KESSP	Kenya Education Sector Support Program
MOE	Ministry of Education
MDGs	Millennium Development Goals
NER	Net Enrolment Rate
NGO	Non-Government Organization
SPSS	Statistical Package for Social Sciences
UPE	Universal Primary Education
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children Education Fund
PISA	Program International Students Assessment
MOEST	Ministry of Education, Science and Technology
NCDF	National Constituency Development Fund

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is the best legacy a nation can give to her citizens especially the youth. This is because the development of any country depends largely on the quality of education. It is universally believed that the basis for any true development must start with development of human resources (UNESCO, 2005). It is for this reason that during the year 2002, global net enrolment was around 87 percent with a gross enrolment ratio of around 100 percent (World Bank, 2007). In the same year, even poor countries were recording high enrolments at low income levels.

In the United States of America, for instance from school years 2011-2012 overall elementary and secondary school enrollment was projected to increase by 5 percent (from 49.5 to 52.1 million students) with changes across states ranging from an increase of 22 percent in Nevada to a decrease of 11 percent in West Virginia (National Center for Education Statistics, 2010).

Although patterns of enrolment differ significantly among African countries, in some countries like South Africa, Namibia and Botswana dropout rates are low but enrolment is high in lower classes as compared to upper classes. However Statistics from Ghana show a strong gender imbalance (Lewin 2009). Where girls' enrolment is constantly lower than boys while the dropout rates among girls is higher compared to that of the boys (Ghana NCWAD 1994). Whereas countries like Mali and Madagascar have worse cases. For instance in 2006 Mali had only 3 percent of the 15 to 19 year olds who were expected to survive to final year of primary school.

Whereas Kenya has high enrolment rates in the first year of primary cycle the enrolment rates drop significantly even to below 50 percent in subsequent cycles (MoEST, 2008). Frequent changes of ministers and formation of commissions of education by successive governments coupled with the politicization of education by political parties that emerged in the country's political scene since 1979 have brought about disparity in educational practices which has caused differential enrolment in sub Saharan Africa (Kraus & Keltner, 2008).

Primary education in Kenya has been characterized by high wastage in terms of enrolment, high dropout rates, repetition and poor transition from primary to secondary school. This scenario is

attributed to high cost of primary education (Republic of Kenya, 2012). Since independence, the government has consistently pursued policies aimed at expanding and strengthening basic education programs, which include abolition of school fees in standard one to four in 1974 and five to seven 1979. However a Presidential decree which led to the formation of Parents Teachers Association (PTA) charged with the task of raising development funds imposed building fees to be paid by every child according to (Bogonko, 1992). This was further strengthened by a cost sharing policy introduced in 1988, whereby the parents provided all the requirements needed while the government paid teachers' salaries. This overwhelmed parents with low income. The cost sharing system somewhat led to high wastage within the primary education cycle in terms of enrolment, high dropout, repetition, low completion and poor primary education to secondary transition rates as observed by Kimalu, (2001) and Bedi, (2002). Primary education school enrolment declined from 98% in 1987 to 90% 2002 in Kenya. The gross enrolment ratio for girls remained relatively lower than that for boys. In 2001, for example, the primary school GER was recorded at 90% and 91% for boys and girls respectively. This scenario was attributed to high cost of education, which had a negative impact on access, retention, equity and quality especially to low income earners (Abagi and Odipo, Republic of Kenya, 2001).

The FPE program in Kenya which was reintroduced in December 2002 was on the basis of thrust on equity and socio-economic agenda, especially aimed at narrowing the gaps of inequality in the country (Republic of Kenya, 2004). The premise of the FPE program was that the main barrier to schooling comes from income constraints and direct schooling costs. Before 2003, parents offset a significant proportion of operational and development costs averaging 35 percent of the total costs in primary schools (Republic of Kenya, 2003).

In the quest for education for all children of school age, the nation has evolved a series of socio-economic educational measures and policies such as Structural Adjustment Programs (SAP) austerity measures, Universal Primary Education (UPE) devaluation of the shilling and value added tax (VAT). These measures have not improved the social-economic and educational status of families in the country instead; they have rather increased their sufferings and widened the socio-economic gap among families (Olotu, 2004).

The educational and occupational factor of many pupils' families has been viewed as an influential determinant on pupils' enrolment and academic achievement. Research indicates that pupils who come from economically poor families are more likely not to enroll and also perform poorly in school than those from economically stable families (Broody and Dowker, 2006). A study conducted regarding parental education, peer and gender effects on achievement and enrolment of secondary schools in Botswana revealed that students from parents with high educational qualifications performed better and enrolled in large numbers in schools than those from parents with lower educational qualifications. All these imply that parental socio-economic background is a potent factor in enrolment and academic achievement of their children (Tella and Toyobo, 2007).

The selected Socio-Economic parental status that is education, income and occupation has been known to determine enrolment and academic achievement. Hoxby (2001) finds that family variables account for 90-93 percent of the variation in income, educational level and occupation. Currie and Thomas (1999) show that Social Economic Status (SES) and early child academic attainment and enrolment are positively and significantly related. A gap clearly exists between the enrolment and low SES and high SES pupils. This relationship, however, may not be constant over time. Though much has been achieved in the provision of education to the Kenyan child, the Government's attempt to turn around the education system to the needs of the country is complicated with many challenges (MoEST, 2009) though the gap has been narrowed; there have been regional disparities in the Gross Enrolment rates (MoEST, 2008). For instance, during the period 2003 to 2007 the total enrolment in public schools tremendously increased by 16.5 percent from 7,159,523 to 8,330,148 (TSC, EMIS and MoE, 2003-2007) while the government's target was 10 million.

Table 1:

Enrolment Statistics in Primary Schools in Tambach Division

YEAR	BOYS	GIRLS	TOTAL
2011	5359	5301	10660
2012	5423	5382	10805
2013	5367	5267	10638
2014	5236	5199	10435
2015	5100	4480	9580

Source: Ministry of Education Tambach Sub County (2016)

In Tambach Sub-County of Elgeyo-Marakwet County enrolment statistics in primary schools from table 1 indicate that enrolment is on the decline. For instance in 2011, the total enrolment number of pupils in Tambach Sub-County was 10660. The following year 2012 there was slight increase in the enrolment by 145, but in the year 2013 there was a decline in the enrolment by 167 pupils, the same decline in enrolment also is evident in 2014 by 203 pupils. Currently the enrolment of pupils in primary schools stand at 9580 from 10660 in 2011, this shows that there is a slight decline by 1080 pupils, a trend which would negatively affect enrolment.

Table 2:**Enrolment in Schools in Tambach Division**

NO	SCHOOLS	BOYS	GIRLS	TOTAL
1	Kabore	195	175	370
2	Moi Tambach	410	436	846
3	Kessup	202	200	402
4	Kayoi	165	161	326
5	Kapkei	195	115	210
6	Kipenda	117	132	249
7	Anin	113	106	219
8	Nyawa	166	174	340
TOTAL		1924	1968	3891

Source: Ministry of Education Tambach Sub-County (2014)

1.2. Statement of the Problem

Education is the main driver of growth and development of any country. In order for it to maintain this role the enrolment rates must be on the increase. However, the trend of enrolment rates especially in the escarpment and lower zones of Tambach Sub-County in Elgeyo-Marakwet County has been on the decrease. Despite the wide spread knowledge of the value of education, several children in developing countries continue to be excluded from schooling. Though, efforts have been made to establish the role of Socio-economic status on the enrolment of pupils in primary schools, as well as promoting enrolment in primary schools in most parts of the country, still there exist challenges such as parental levels of education, income and occupation. Child education is recognized as a crucial pathway in promoting social, economic and political development in Kenya, in spite of the progress made in narrowing the enrolment gap in education at the primary school level, some Sub-Counties in the country like the schools in Tambach Sub-County of Elgeyo-Marakwet county continue to experience low enrolment rates which has contributed to a wider, low in-take in secondary schools and post secondary

institutions. Studies that have been carried out in Keiyo North South County have shown there were several constraints to the enrolment among them admission fees, development fund and lack of uniform. It was against this background that the study sought to establish the extent the selected, parental socio-economic status such as education level, income and occupation of parents' role on the primary pupils' enrolment in Tambach Sub-County, of Elgeyo-Marakwet. With the aim of developing a framework and ways of improving pupils' enrolment in public primary schools.

1.3. Purpose of the Study

The purpose of this study was to establish the role of parental socio-economic status on pupils' enrolment in primary schools in Tambach Sub-County of Elgeyo-Marakwet County of Kenya.

1.4. Objectives of the Study

The study was guided by the following objectives:-

- i. To establish the parental level of education on enrolment of pupils in primary schools in Tambach Sub –County of Elgeyo-Marakwet County.
- ii. To determine whether the parental level of income has a role on enrolment of pupils' in primary schools in Tambach Sub County of Elgeyo-Marakwet County.
- iii. To establish the extent to which parental occupation role on enrolment of pupils' in primary schools in Tambach Sub-County of Elgeyo-Marakwet County.

1.5. Research Questions

The study was guided by the following research questions:-

- i. What extent does parental level of education affect pupils' enrolment in primary schools in Tambach Sub –County of Elgeyo Marakwet County?
- ii. How do parental levels of income affect primary school pupils' enrolment in Tambach Sub -County of Elgeyo-Marakwet County?
- iii. What extent does parental occupation status affect enrolment of primary school pupils in Tambach Sub -County of Elgeyo-Marakwet County?

1.6. Significance of the Study

The study is significant because of the various benefits that several groups of people may derive from it. The policy makers in Ministry of Education can benefit since the findings forms a basis of addressing critical issues that affect primary education especially in respect to pupils' enrolment. Moreover, the findings are critical to stakeholders in guiding decisions on and justification for funding since the study has revealed social challenges households are experiencing in providing education of their children in the area. Further, the education sector management bodies could use the findings as source of information in gathering data on areas for enhanced enrolment in primary schools. To future researchers, this forms an important source of secondary data for further research in related studies. The findings of the study may be important to the National government, non-governmental organizations in understanding the parental socio-economic status that has influence on pupils' enrolment in primary schools in Tambach Sub County. The study findings may benefit the National and County governments, parents, NGOs and other stakeholders to design intervention measures aimed at increasing enrolment and promoting education in primary schools. The school management and parents could be made aware of these statuses which inhibit enrolment and device/design ways of enhancing enrolment in primary schools.

1.7. Scope of the Study

The research concentrated on the role of selected parental Socio-Economic Status on enrolment in public primary schools in Tambach Sub -County of Elgeyo-Marakwet County of Kenya. The study covered selected parental Socio -Economic Status such as parental level of education, income level, occupation of parents and the extent to which these statuses influence pupils' enrolment in Primary schools in Tambach Sub -County of Elgeyo-Marakwet County of Kenya.

1.8. Limitations of the Study

The study was conducted in Tambach Sub County and the study specifically focused on the selected parental Socio-Economic status on pupils' enrolment in public primary schools in Tambach Sub-County. This study therefore was limited to the selected parental socio-economic status in Tambach Sub-County which makes generalization of the study findings to other arid

and semi arid communities difficult, because the selected parental socio-economic status that has influence on pupil's enrolment in Tambach Sub-County may be different from other communities. The study was only confined to classes six, seven and eight, class teachers, school management committees and head teachers of the selected schools. This influenced generalization since the findings cannot be used to represent other counties in Kenya, findings are only limited to Elgeyo-Marakwet.

1.9. Assumptions of the Study

The study was based on the following assumptions

- i. The parents were aware of the importance of education of their children.
- ii. Respondents answered the questions honestly and the study obtained reliable responses.

1.10. Definition of Terms

Drop-out	-Refers to a pupil who enrolls in school but fails to complete the relevant level of educational cycle. At primary school level this means that the pupils who dropped out of school failed to complete primary school education.
Economic status	-Criteria of placement in society based on level of disposable income and other forms of assets.
Effect	-Impact on or bearing on pupils' enrolment in a learning circle.
Enrolment	-Official admission or registration in a level of learning age of entry to standard one
Family and	-Basic unit of the society of a house hold consisting of a father, mother and children
Gross Enrolment	-A total number of pupils enrolled in the beginning at a level of learning.
Household	-A person or group of people related or unrelated to each other who live together in the same dwelling unit or compound.
Income	-Money or other forms of wealth and materials that a person receives for his /her work, investment and business or as part of social security cash transfer from the Government, NGO or well wishes
Influence	-the capacity to have an effect on enrolment of pupils at learning level
Low Enrolment	-Level whereby school resources are under-utilized because of Enrollment in the school
Low Income	-Earning or providing very little money and material resources.
Net Enrolment	Number of pupils who remain in school until completion of a learning circle

Occupation -The daily activities that parents are inclined towards earning a living.

Participation -The extent to which a primary school pupil is able to pursue his/her studies as far as possible, to completion level of education.

Parental income level-Refers to wages, salaries, profits, rent and any flow of earnings received on regular basis by parents.

Parental occupation status-in this study it means the daily activities that parents are engaged in earning a living

Parental educational level –Is the highest exit grade attained by a parent education cycle.

Poverty The inability to feed self and family, lack of proper housing, poor health and inability to educate children and pay medical bills. Or inability to provide or access basic needs.

Poverty Line-The estimated minimum level of income needed to secure the necessities of life Standard family income threshold set by state and revised below which the family is classified as poor and entitled to welfare assistance.

Socio-Economic Status-Is defined as a person's position in society as determined by income, wealth, occupation, education, place of residence, and other factors.

Status -Degree of honour by an individual received from the society.

Variables A characteristic which change in responses to change in the independent variables

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter has been organized into three sub-sections based on the objectives of the study. Parental education level, Parental income level, parental occupation, and finally, theoretical and conceptual framework to be adopted in this study.

2.2. Overview of Enrolment of Learners

Globally, 91 percent of primary school age children were enrolled in school in 2011. However, at the current rate of progress the MDG target for Universal Primary Education is unlikely to be met. For instance in the USA enrollment continued to increase throughout the 1990s, 2000s and early 2010. Between 1997 and 1998, public school enrollment reached 41.6 million learners, surpassing the early 1990s peak. Between 2000 and 2001 and 2011 and 2012, public school enrollment increased by 2.3 million learners reaching a total of 49.5 million learners. Even with this, 5 percent increase in both elementary and secondary; it goes with changes across states ranging from an increase of 22 percent in Nevada to a decrease of 11 percent in West Virginia (UNICEF, 2000).

In Africa enrolment of learners to school is still a challenge. This challenge is most acute in West and Central Africa where net enrollment is 68 percent. Although the number out of school children of primary school age declined globally from 102 million to 57 million between 2000-2011 progress has slowed since 2004 (UNICEF, 2000) Even with all government interventions and commitments on enrolment in primary schools no country has achieved 100 percent enrollment therefore need for rapid acceleration of progress to achieve UPE by 2015.

According to ministry of education report in Kenya the enrollment in both primary and secondary schools in 2012 stood at 7.8 million compared to 7.6 million in 2013 primary enrollment have 5.9 million pupils, the government target was 70 percent but it was surpassed and the focus is now 80 percent (MOEST, 2012).

2.3. Parental Income and Pupils Enrolment in Primary Schools.

The primary school gross enrolment rate in Kenya increased from 102.8 percent in 2003 to 107.6 percent in 2007 reflecting an increase of about 4.7 percent (MoE statistics, 2007). The steady growth in enrolment highlights the surge brought about by the introduction of FPE in 2003. The GER based on sex indicates that more boys enroll than girls. In 2003, the gender differences in enrolment was 4.5 percent but later increased to 6.4 percent by 2007 Education Management Information System (EMIS, 2006.) Rift valley recorded 103 percent and North Eastern recorded the lowest 51.8 percent. Before the introduction of the FPE program in public schools, excessive fees, exorbitant user charges and school related costs had locked over 3.2 million children of schooling age out of primary schools. However, the situation has again reversed because of school payments or charges on pupils in primary schools (UNESCO, 2005). It is for this reason therefore this study sought to establish factors that affect enrollment of pupils in primary schools.

One of the most dramatic changes in education over the last few years has been the “massification” of primary education in terms of enrolment. According to Kakuru, (2001) and Kasnte(2003) UPE, decisions still taken deny boys and girls of schooling age from getting access to primary school education. At higher levels most girls who access secondary education tend to come from middle and wealthy family background. The children themselves hardly make these decisions but rather their parents or guardians. For children not enrolled in school, there are explanations for what drives the decision taken by the parents or guardians. For instance some studies found investment in children to be related to household income.

Bjorkman (2005) depicts the correlation between districts income in Uganda and girls and boys enrolment. For low levels of parental income very few girls attend school and there is a large gap between boys and girls enrolment. The differential treatment of children’s enrolment is explained by the returns to education and the share of the children’s income transferred to his/her parents. On the other hand, the differential treatment of girls’ verses boys is related to the fact that parents value of child labor where the girls bear the bulk of the additional work required at home.

Sprinthall (1981) contends that parents provide home for the head start of children and Materials for learning, when a child is deprived of essential needs he or she may be found not only to perform poorly in school work but also drop out of school. Most parental income is not sufficient

to sustain the academic and personal social life of the pupils in school. This to a large extent affects the psychological balance which leads to low concentration span, low perception, frustration, sickness and emotional disturbance of the pupils.

Socio-economic status (SES) is seen from three levels, high SES, middle SES, and low SES to describe the three areas a household may fall into. When placing a household into one of these levels any or all the three variables (income, education and occupation) can be evaluated. A variable, wealth, may also be examined when determining socio-economic status. Low income and little education have shown to be strong predictors of a range of physical and health mental problems.

Income can be looked at in relative and absolute terms. Absolute income, as theorized by an economist Keynes (2006) is the relationship in which as income increases, so will consumption, but not at the same rate. Relative income dictates a person or household's savings and consumption based on the household's income in relation to others. Income is a commonly used measure of SES because it is relatively easy to figure out for most individuals, (Dugas, 2003).

Annette (1999) argues that families with lower income do not participate in their children education, causing their children to have a sense of constraint. A division in education attainment is thus born out of these two differences in child rearing. In theory, lower income families have children who do not succeed to the levels of the middle income children, who feel entitled, are argumentative, and better prepared for adult life.

The wealth gap and income inequality, is very dominant in some parts of the United States. There exists a racial wealth gap due to income disparities and differences in achievement. According to Shapiro (2003) difference in savings, due to different rates of income, inheritance factors and discrimination in the housing market lead to racial wealth gap. Shapiro claims that savings increase with increasing income, but African Americans cannot participate in this, because they make significantly less than whites. Additionally, rates of inheritance dramatically differ between African Americans and whites, (Annette, 1999).

Ipaye (1996) in the same vein reiterated the effects of poverty of the parents on the Kenyan child. According to him poverty syndrome imposed maladministration, corruption and emergency

closure of firms has imposed hardships among parents and workers. They in turn have not been able to provide adequately for the basic functional, social and academic needs of the pupils which can also affect enrolment in schools. Many pupils have thus abandoned school to engage in undesired activities such as commercial sex or child labour to make ends meet to support self and their parents.

2.4. Parental Education level and School Enrolment.

A family's socio-economic status is based on family income, parental education level, parental occupation, and social status in the society. Families with high socio-economic status often have more success in preparing their children for school because they typically have more access to a wide range of resources to promote and support their children's educational development. They are able to provide their children with high quality child care, books and toys to encourage children in various learning activities. Additionally, families with high socio-economic status often seek out information to help them prepare better for school activities. (Anderson, Humphrey, Farquhar and Stein, 1993).

Households with low socio-economic status often lack the financial, social, and educational supports that characterize families with high socio-economic status. Poor families also may have inadequate access to community resources that promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children, and they may lack information about childhood immunizations and nutrition, (Zill, Collins, West, and Hausken 1995).

Having inadequate resources and limited access to available resources can negatively affect families' decisions regarding their children's development and learning. As a result, children from families of low socio-economic status are at a greater risk of not only enrolling in primary schools but even kindergarten and are unprepared for schooling than their peers from families of high socio-economic status.

Home background including the level of education and awareness of parents according to Program International Student Assessment, (PISA) (2000) influences enrolment and educational success of pupils in school, while socio-economic status reinforces the activities and functioning of the teachers and pupils. From the above view it is evident that the quality of parents and home

background of pupils goes a long way to predict the quality and regularity of the satisfaction and provision of child's functional survival in school life through to completion. Poor parental care with gross deprivation of social and economic needs of a child, usually yield not only poor enrolment but also poor academic achievement of the child. On the other hand where the child suffers parental material deprivation, care, divorce or death or one parent abdicating obligation the child's schooling may be affected financially especially in paying some school charges, purchase books and uniforms, such a child may play truancy, thus his or her school performance will be adversely affected leading to school dropout (Shittu, 2004).

Similarly, good parenting supported by strong economic home background could not only enhance enrolment but also strong academic performance of the learner. Danesy and Okediran (2002) lamented that street hawking among young children has psychologically imposed other problems, like sex networking behavior, juvenile delinquent behavior, which consumes much of the child's school time that enhances the poor academic performance and drop out syndrome noticed among young school pupils.

Okumu, Nakajjo and Isoke. (2008) in a study of social economic determinants of primary education school dropout found that high academic attainment of parents significantly reduces primary school dropout of boys and girls in rural and urban areas subsequently leading to high enrolment. Educated mothers reduce the time spent by their children doing household chores than their uneducated counter parents, while for fathers it is attributed to the fact that educated fathers are interested in their children's education thus willing to spend more time and resources helping their children with their school work. Educated parents are also aware of the possible returns to their children and they are likely to have access to information and sound networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education.

Research in Kenya indicates that parents with higher levels of educational attainment are more involved at school, more likely to discuss educational issues at home and have higher educational expectations for their children than parents with lower levels of education attainment (UNESCO, 2010).

In Tambach Sub -County little is known of the challenges that may result from parental education level and the impact on pupils' enrolment in primary schools. The study therefore undertook to research on such challenges and its influence on pupils' enrolment.

2.5. Parental Occupation Status and the Pupils' Enrolment

Parental occupation status in a family is a symbol of economic stability and plays a critical role in the education of their children by providing the necessary instructional and learning materials and any required school levies.

Benson (1995) confirms that occupation prestige as one component of SES encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it indicates achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job.

Occupations are ranked by Census and opinion polls from the general population as surveyed. Some of the most prestigious occupations are physicians and surgeons, lawyers, chemical and biomedical engineers and communication analysts. These jobs, considered to be grouped in the high SES classification, provide more challenging work and ability. The jobs with low rankings were housekeepers, maids, gardeners, watchmen and cooks. The jobs that were less valued and were also paid significantly less and more laborious, very hazardous, and provide less autonomy. Occupation is the most difficult factor to measure because so many exist, and there are so many competing scales. Many scales rank occupations based on the level of skill involved, from unskilled to skilled manual labor to professional or use a combined measure using the education level needed and income involved, (Benson, 1995).

Chechi and Salvi, (2010) found that in Ghana some negative correlation emerged with probability of enrolment and low income jobs, compared with Mauritania where they found that, there is positive association with house head working as a public employee, which is typically associated with less volatile higher earnings.

In Uganda, the coefficient of both father and mother education exhibits a high increasing trend, suggesting an increasing pressure on educating the offspring, especially when the main source of income comes from "transfer" which helps to raise school enrolment or attendance. However one third of Ugandans classified as unemployed are actually taking up unpaid jobs, thus agreeing with Okumu (2008), findings that a large percentage of the economically active people are economically unproductive, thereby vindicating the household's dependence burden implying that educated workers accept only high quality jobs and possibly experience long spells of unemployment or migration. This squeezes out the household's resources, resulting into children in the families dropping out of school or not enrolled all together.

Children from poor households start out in life at a disadvantage. Their mothers may have no or inadequate pre-natal care. They may have insufficient early health care. If the parents are fortunate to have jobs, affordable day care may be of poor quality additionally, and poor children do not have the same kind of experiences that a child of other social class does. The experiences they miss out on are those that could help in the development of skills, academic achievement and survival in school life. Some examples would be the use of home computers, visits to National Parks, museums, availability of literature, interaction with educated people and well-spoken people (Slavin,1998).

The social environment that is present in conditions of poverty affects the development of these children by limiting the ways they learn to live in social groups. Opportunities for enrolment in schools, intellectual development, such as the development of cognitive skills and thinking patterns, are the result of social interaction. Children who live in poverty conditions are unable to develop to mutually satisfying social relationships. If children have limited opportunity to learn language, organize perceptions, and develop high order cognitive processes, their ability to solve problems and think independently is negatively affected, this also results to school dropout (Schutz, 2001).

Readiness from the perspective of older children has not only to do with the development but also with creating a support system that would enable children to be free to focus on learning .By encompassing more aspects of the lives of these children, schools can give them a better chance at succeeding. This may include developing a support network with community patterns by

offering pupils and families to take part in community programs that meet health, social, and recreational needs. It may also involve keeping schools open and accessible to children and families during evening to have safe quiet places to study and have access to athletic facilities, recreational activities, computers, libraries, tutoring and other resources. This can provide poor children with a full range of support so they can develop a sense of connectedness with their schools and concentrate on learning (Maeroff, 1998).

Research on Parental background has the challenges of mothers' occupation status and mothers' educational levels. It is well known that mothers play crucial role in the educational process since they dedicate more time to their children than fathers although this gap is narrowing (Sayer, Bianchi & Robinson, 2004). Additionally, higher educated women who are more likely to be employed and to have fewer children spend more time on child care than their not so highly educated counterpart (Gutierrez 2010, Ronning 2011). This study sought out effect of parents occupation on pupils enrolment in primary schools.

2.6. Theoretical Framework

This study was guided by Social Darwinism theory as founded by Charles Darwin (1809-1882) who asserted that each person is born with a given capacity and hence every educational system should be designed so as to remove barriers of any nature such as economic, gender, geographic factors that prevent children from lower economic backgrounds from taking advantage of their abilities. The theory advanced the view that it is through education both in primary and secondary levels, access would be determined on the basis of individual's merit and not on social background.

Social Darwinism theory rests on the fact that the provision of formal equity of access to education, must apply to everybody in every society. Therefore this will determine who deserves to receive education bursary fund, determined by inherited capabilities and not through arbitrary conditions like social and economic status of an individual but by making primary education available to all children regardless of their social classes.

On the level of education policy, the problem is mainly seen as providing grants for the poor and able pupils (Njeru and Orodho, 2003). Inequality of participation means that the benefits of education are disproportionately enjoyed by the upper income families (Pscharapoulos and

Woodhall, 1985). Increased low enrolment and school dropout occasioned by financial inability of poor families to sustain their children in school undoubtedly affect enrolment.

This theory was found relevant for the study because parental socio-economic factors profoundly affect the enrollment and discriminate poor families who cannot afford to keep their children in school. The socio-economic factors such as income level, education level and occupation seem to play crucial roles in the enrolment which in the end impact on enrolment among primary school children.

2.7. Conceptual Framework

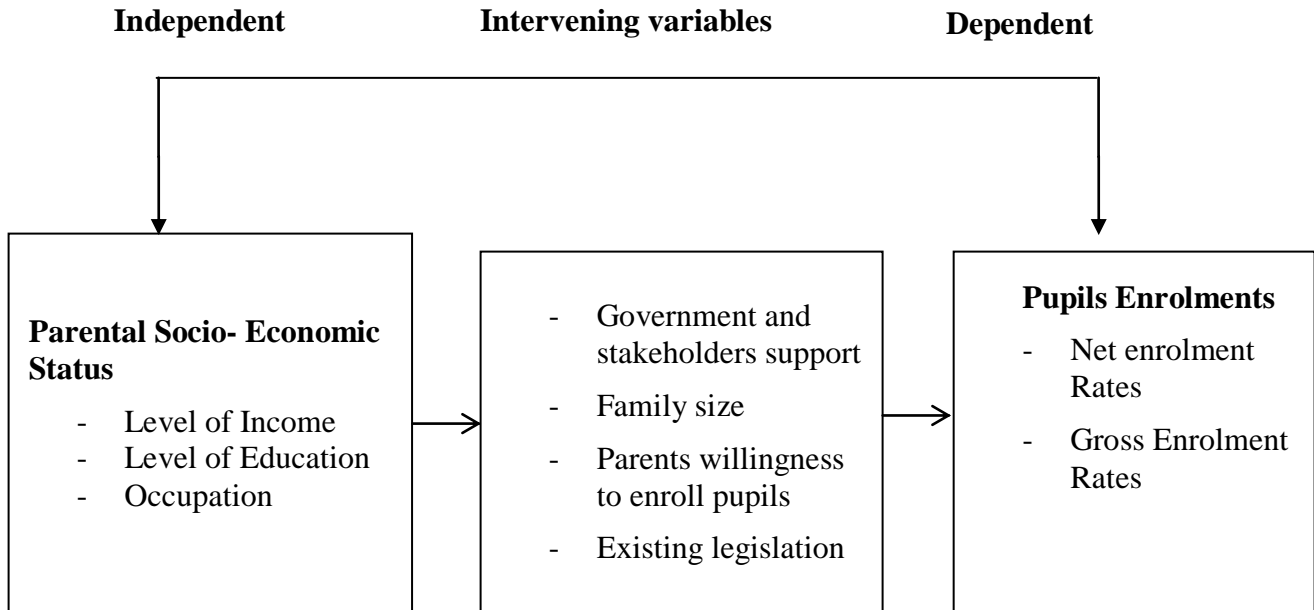


Figure 1: parental Socio-Economic Status on Pupils Enrolment

The study assumed that parental level of education influences early enrolment of their children in a learning level; give necessary assistance, support and participation on their children learning. For instance, parents with high level of education have knowledge and skills to share with their children and confidently advice while parents with inadequate or no formal education may shy off in giving any support to their children. Finally, the study also assumed that parental occupation influences their children enrolment and provide all required learning materials. Parents who have good income and occupation like doctors and lawyers may have little interaction with their children therefore they are able to hire private tuition for their children. As a result, parental level of education, income and occupation have been anticipated to influence pupils' enrolment in primary schools. The government and stakeholders support parents' willingness and existing legislation as extraneous element may alter the interaction of the independent and dependent variables. However, parents' willingness to enroll their children, family size and government and stakeholders support could also influence enrolment of pupils in schools and therefore there are built in the study as intervening variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter discussed the research design and methodology. The section examined research design, the study area, population of the study, sample and sampling procedures, validity and reliability, instruments, data collection procedure and data analysis.

3.2. Research Design

The study was guided by the descriptive survey research design so as to examine selected parental Socio-Economic Status affecting on pupils' enrolment of primary schools in Tambach Sub-County. Descriptive research involves a systematic description of facts, qualities or characteristics of a given population or event which finally and accurately answers given questions posed by the problem under investigation (Walliman, 2017) A survey is an attempt to collect data from members of that population with respect to one or more variables (Williman, 2017) Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Kumar,2011) Descriptive survey design was used to report the status of enrolment of pupils in the primary schools in the current existing conditions or situations. This is because the study sought to establish parental socio-economic status on the enrolment of pupils in the primary schools. The study employed qualitative approach to obtain data on challenges of enrolment and ways of improving enrolment. The design was selected for this study because of its efficient way of collecting large data information from respondents in a short period of time and has a lot of secondary sources of information which can be analyzed.

3.3. Location of the Study

The study's status of parental socio-economic role on pupils' enrolment in primary schools" was carried out in Tambach Sub-County in Elgeyo-Marakwet County. The area was purposely chosen because the stakeholders in education have raised alarming concerns on enrolment rates in primary schools. Tambach Sub-County is located in the Rift Valley which borders. Kamariny Sub-County to west and Chepkorio Sub-County to the south, west pokot to north west, Baringo to east and Uasin Gishu to the south west and Trans Nzoia to north west. The area covers 3,009.8km².The estimated population density is 10-20 km².with age distribution of 0-14(46.4%)

15-64 years (49.6%) 65 plus (4%) with 77,555 households. The Sub-County is sub-divided into Kessup zone and Kaptum zone. The division has a total of 27 Public primary schools 27 head teachers, 148 teachers and 4660 pupils. Kessup zone has 107 teachers and Kaptum zone has 16 schools with a population of 3257. The majority inhabitants of Tambach Sub-County of Elgeyo-Marakwet County of Kenya. Others include immigrants such as the Tugen, Pokot, Turkana and other public sector workers from other parts of the country most of the indigenous people are small scale, cattle keepers, subsistence farmers, others participate in local trade at the various market centers and therefore the study was able to obtain diverse responses that were ideal for the study.

3.4. Population of the Study

According to, Mugenda and Mugenda (2003) the target population is the population marked for the study. It also refers to all the units of whatever nature that a researcher intends to study and from which the sample is drawn. A population element is therefore the subject on which the measurement is being taken. The study target population was 3052 approximately of the classes 6,7 and 8 pupils of primary schools in Tambach Sub-County Ministry of Education (2014). A sample size of 351 was drawn from. These classes were preferred because of their maturity and they are academically advanced to be aware of their environment, both at home, school and be able to respond to questionnaires, 24 class teachers, 8 school committee members, 8 head teachers and one County Education Officer were sampled because they were perceived to have useful information regarding this study.

3.5. Sampling Procedure and Sample Size

Sample size depends on consideration of the research related to the purpose of the study, the usefulness and the credibility of the selected cases and the available time and resources (Kumar, 2011) Walliman (2017) holds the view that engagement of bigger numbers of respondents yields superior findings. At the same time, for small population needs to be selected into the sample to enhance representativeness. Random sampling is key to obtaining representative sample, in random sampling, every sample of given sizes in the accessible population has an equal chance of being selected (Walliman, 2017).

Schools in the area of study were stratified into two zones Kessup and Kaptum. Simple random sampling technique was used to select 30% of the schools in the two zones. According to Williman,(2017) Simple random sampling involves giving a number of the accessible population by placing the number in container and then picking any number at random. Simple random sampling was opted for because it gives equal opportunities to each of the targeted units to be included in the study. Krejcie and Morgan (1970) table (appendix F) was used to identify sample size of 351 pupils.30% of the pupils in classes 6,7,and 8 from each school were selected using the same sampling procedure, The researcher then used simple random sampling to choose classes six, seven and eight pupils. Standard six, seven and eight were chosen because they are able to read the questionnaire and understand. Besides they have been in school long enough to observe the enrolment of pupils in the primary schools. Kumar, (2011) observed that the representativeness of a sample is determined by the sample size, sampling frame and procedures. The target population for the study included 351 pupils from 8 public primary schools, 8 head teachers, 24 class teachers, and 8 school management committees as representative of parents, from the selected schools, were also purposely chosen to be involved in the study to provide key information about selected socio-economic status role on pupils’ enrolment. One County Director of education was selected for the purpose of an in-depth collection of data and to give some information that could probably have not been clearly captured through in the questionnaire that was administered to them.

**Table 3:
Sampled Population**

Sampled Schools	Sampled Classes	30% of the Sampled			Classes
		6	7	8	
Kabore		43	50	53	44
MoiTambach		50	46	57	46
Kessup		43	46	50	42
Kayoi		46	57	46	44
Kapkei		43	53	50	45
Kipenda		50	43	46	42
Anin		40	53	50	43
Nyawa		53	46	50	45
Total		111	119	121	351

Source: Ministry of Education Iten Office (2012)

The study used a total of 399 participants including 351 classes six, seven and eight pupils, 24 class teachers 8 head teachers and 8 school management committee members as shown in Table 4.

Table 4:

Sampling Procedure and Size for Pupils

Zone	Schools in Tambach Sub County	Sampled Schools in the zones	Head Teachers in the Sampled Schools	Sampled Pupils in Std 6,7,& 8	Sampled Class Teachers	Sampled School Committee
Kessup	13	4	4	176	12	4
Kaptum	14	4	4	175	12	4
Total	27	8	8	351	24	8

Source: Ministry of Education Iten Office (2014)

3.6 Instrumentation

The instruments used to obtain data included the questionnaire and interview schedule.

3.6.1 Questionnaire

The questionnaire was used to gather information on demographic data. The questionnaire was based on the objectives and research questions. It comprised of structured and unstructured questions Structured by a list of possible alternatives from which the respondents selected the answer that best describes their situation A five point Likert scale was used in the structured questions. These questions give the respondent complete freedom of response (Walliman, 2017) three types of questionnaires were constructed, pupils’ questionnaire, class teachers, and school management committee. The first section gathered background data on the type of school, size, gender section two gathered information on parental socio-economic status, level of education, income and occupation on pupils enrolment. Two open and closed questions were asked that looked at levels of education, income and occupation, challenges facing enrolment and ways of improving enrolment. So that information which would not have been captured in closed ended questions were addressed under open ended questions. The pupils’ questionnaire had three sections A, had two questions sex, class and age and section B had questions with possible

alternatives on income level of pupils' family to ascertain the level of enrolment section C had statements on parents' socio-economic status on pupils enrolment.

The questionnaires were designed using nominal scale. The responses were ordered ordinarily in terms of levels of agreement, strongly agree, Agree, Disagree, and Strongly Disagree. The class teacher's questionnaire consisted of two sections it gathered information on class teacher's background gender, age, status academic achievement, teaching experience and teaching subjects. Section B gathered information on parental socio-economic status on level of education, income and occupation. Two open and closed ended questions on challenges facing enrolment in Tambach Sub-County and ways of improving enrolment so that the information which would not have been captured in closed ended questions were addressed under open ended questionnaire. The closed ended questions were utilized to limit the answers to the parental socio-economic status on pupils' enrolment. The school management committee questionnaires administered consisted of two sections. It gathered information on SMC gender, age, status education level, income and occupation. Section B gathered information on parental socio-economic status. Two open and closed questions were asked that looked at challenges facing enrolment and ways of improving enrolment. Before the administration of the questionnaires the respondents were taken through the questionnaire for clarification. Then, the instruments were distributed to the respondents by the researcher and given one hour to complete the questionnaire. The questionnaires were then collected by the researcher after completion.

3.6.2 Interview Schedule

An interview is an oral administration of a questionnaire or an interview schedule is a face to face encounter (Kumar, 2011). Interview schedule with open ended questionnaire was administered to the head teachers and County Director of Education because they are a very special group of people, because they possess specific knowledge, are articulate and insightful on many areas of interest to social sciences. The interview schedules consisted of information on the challenges that schools faced on enrolment and to identify measures that schools can put in place to improve enrolment in public primary schools in Tambach Sub-County, People interviewed here were purposively selected, head teachers from the sampled schools and one County Director of Education. This is because of their positions and by extension their roles, duty and functions which enabled them to provide the requisite information on the parental socio-economic status

on enrolment in Tambach Sub -County. The interviews were important because it helped to give in depth responses that gave an insight into understanding of study problem.

3.7 Piloting

The research instruments were piloted in one school in Kamariny Sub-County, the one school was not part of the selected schools for research. Piloting was done so that it could establish if there was any item that was ambiguous, the developed instruments could collect the required information, there was any problem and complexity that could be encountered during data collection, analysis and if the research instruments were reliable and valid. Validation was done after piloting when ambiguous and irrelevant questions were removed with the assistance of the supervisors.

3:7.1 Validity

Validity is defined as the accuracy and meaningfulness of inferences and which are based on the research results (Mugenda and Mugenda, 2003).Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Fraenkel and Warren,2000) As such the researcher sought assistance of his supervisors and lecturers from the Department of Psychology, Counseling and Educational Foundations, Egerton University, who ascertained language, content and the number of items and appropriateness of the items. After instrumentation on this the researcher did appropriate adjustment of the items on the questionnaires following the recommendation of the supervisors. The expert opinion from the supervisors who assessed the data collection tools was able to determine the degree to which the research instruments measured the role of selected parental socio-economic status on pupils' enrolment in public primary schools in Tambach Sub-County. Suggestions and advice offered was used as a basis to carry out alterations in the research.

3.7.2. Reliability

Reliability is the measure of how consistent the results from a test are (Kombo and Tromp, 2006).To test reliability of the questionnaire the test –retest technique was applied. Questionnaires were administered and after a week they were re-administered to the same

respondents. This was done so as to establish whether the respondents could yield consistent responses in the two tests. The total score from the two items were computed and correlated using Pearson product correlation moment a coefficient correlation of 0.8 was obtained meaning that the instrument was reliable. According to Orodho, (2005) and Fraenkel and Warren (2000) also agree a correlation coefficient of 0.75 obtained from a questionnaire as reliable. The focus of the questionnaires was to establish the extent of the role of selected parental socio- economic status on pupils' enrolment in primary schools. The method was used because of its main advantage of eliminating errors due to differing test conditions and it also provided evidence that the scores obtained at one given time were the same or close when the test was re-administered some other time later to the respondents. The researcher administered questionnaires in one of the schools in Kamariny Sub –County of Elgeyo-Marakwet that was not included in the final study.

3.8. Data Collection Procedure

Before the actual data collection, the researcher got an introductory letter from Egerton University which was used to process a research authorization letter and permit from the National Commission for Science, Technology and Innovation (NACOSTI), which granted the researcher permission to carry out the exercise within the County. After obtaining the necessary authorization to conduct the study, the researcher introduced himself to the County Education officer and the County Commissioner to verify and confirm the permit before the study began. After the confirmation, the management of the public primary schools that were involved in the study was notified before data collection was commenced. Consultations with the administrators of each of the schools were made prior to the initiation of the study in order to agree on the appropriate time to collect data.

The researcher then visited the sampled schools to administer the instruments. The researcher briefed the head teachers on the need for the study and subsequently sought their permission to allow respondents to participate in the exercise with the assistance of the teacher on duty. The researcher contacted all the class six, seven and eight class teachers who later organized and created time for pupils to participate in the study. A questionnaire was used to collect primary data from pupils where the questionnaires were distributed to the selected pupils by the researcher himself and immediately collected after they were duly filled. This ensured 100%

return rate for questionnaires. The process was repeated to all selected schools. The researcher also concurrently administered interviews to the class teachers and parent representatives.

The pupils' questionnaires were administered during break and lunch times to avoid interruptions of lessons. The questionnaires provided pertinent information on the parents' socio-economic, income, education and occupation status. The questionnaires were then collected. The researcher then sought appointment with the head teachers and administered interviews.

3.9. Data Analysis

The study used qualitative data analysis methods. Data collected from the research instruments namely the questionnaire and interview guide were coded and entered into special computer software known as Statistical Package for Social Sciences (SPSS version 22 and MS Excel 2010 software). The data was analyzed using descriptive statistics and the results were presented as frequencies, means, and percentages. The data was presented in form of tables and graphical presentations such as pie charts and bar graphs. Qualitative data was analyzed using selective coding of common themes, arranging data into categories and patterns and narratives which assisted the researcher to give explanation and interpretation to answer questions and by way of using relevant literature and making content alignment to the objectives of the research. On one hand, qualitative data from interview schedules and open ended questions were analyzed using themes and narrations.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results and discussion as organized by the objectives of the study. Further, it provided analyzed respondent's opinions on the role of selected parental socio-economic status on primary pupils' school enrolment in Tambach Sub-County of Elgeyo-Marakwet County.

4.2 Demographic Information

The research was interested in finding out the background information of the pupils who participated in the study. The study information covered includes age, education level and responses, in correlation to one's view in regard to education level as indicated.

Majority of the pupils were from mixed day primary schools (335, 95.4%) while a few were from day and boarding schools (16, 4.6%). The pupil respondents were from classes six (29.3%), seven (33.6%) and eight (36.8%). Majority of the head teachers 7 (70%) had stayed in the school for between 1 and 5 years, while a few 3 (30%) had stayed in the schools for over 5 years. The majority of schools (70%) were established by sponsors and the others (30%) were established by the DEB.

4.2.1 Parental level of Education

Objective one of the study, sought to establish if the level of education of a parent or guardian of a school going child is paramount in the enrolment of the child in a school. This is because a well-educated parent is well versed with the benefits of education to their children and will do everything possible to enroll and support the child through school. Parent's level of education can affect the age of entry into school and also the level of support for children who are already enrolled. For parents with a high level of education, failure to enrol their children for primary school cycle would be minimal.

Figure 2 shows the level of education of fathers of pupils in the study area. As presented the parents level of education affected the age of entry into school and support for children enrolled.

4.2.2. Fathers highest level of Education

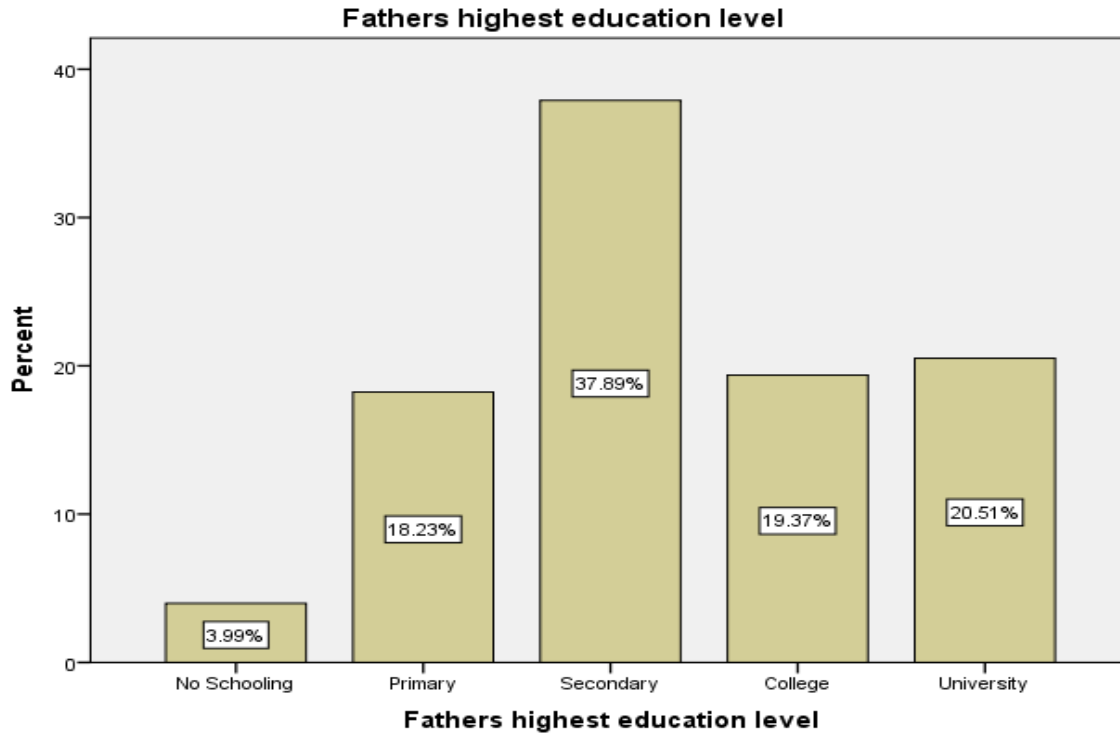


Figure 2: Fathers highest education level

Respondents in the study were presented with parental educational attainment levels as a selected status that has a role on pupils' enrolment in Tambach Sub-County of Elgeyo –Marakwet County. The respondents were asked to state fathers' educational level of attainment as non-schooling, primary, secondary, college and university.

From the bar graph, it is evident that 37.89% of the fathers in the area covered by the study had an education level of secondary school and above, while 3.99% had no schooling at all. The parents with university education was 20.51%. Parents with education level of secondary school and above have enrolled and kept their children in school as compared to parents who have no schooling at all.

As a result, the study established that most pupils agreed that their fathers with secondary education and above enrolled their pupils early in school and encouraged them in their school activities compared with those who had no schooling at all and who enrolled their children in standard one at the age of seven and above. This motivates the children to work harder to attain

higher educational levels than their parents. Thus, parental education level on pupils' enrollment is critical.

In addition, it was established that parents help their children access education because they want them to excel academically. Similarly parents who are aware of the importance of education would feel happy and proud if their children excel in school. For this reason the parents provide all the resources their children may desire in learning because they want them to achieve more education for self reliance in life. This is evident by the 37.89% of parents who have secondary education and above, who would want to educate their children to high levels possible so that their children can be observed in employment or self employment and thus be able to sustain themselves in future.

However, respondents whose fathers' had no schooling (3.99%) and are considered illiterate and therefore unable to enroll and support their children materially because they lack education to enable them gainfully engaged. Further, it was noted some parents work nearby farms as casual workers and therefore unable to enroll and keep them in school until completion because of lack of resources. The study findings also revealed that respondents attested that their mothers are not schooled to a level which can enable them enroll and support their children in school until completion.

From the interview conducted on pupils and class teachers about the level of education of parents and on pupils' enrolment, it was established that the education level of parents has a role on enrollment. This is because educated parents understand the importance of education and therefore are able to enroll and keep their children in school. Additionally educated parents access their children to education early enough, avail all supportive learning materials and conducive environment of their children's learning.

This finding is given credence by UNESCO (2010) in their research done in Kenya that found out that parents with higher levels of educational attainment are more involved at school, more likely to discuss educational issues at home and have higher educational expectations for their children than parents with lower levels of education attainment (UNESCO, 2010). Whereas parents with primary school level of education and no schooling at all(22.23%) may enroll their children in school and keep them to completion or may not enroll at all.

These findings were evident from the responses by learners. Some of the respondents indicated that a number of fathers had no schooling in Tambach Sub-County this agrees with the previous findings that parental socio-economic status such as parent's income level has a role on pupils' enrolment since school related charges or costs had locked 3.2 million children of school going age out of primary schools (UNESCO, 2015), these costs have influence even on those who enrolled and later drop because of these school charges in Tambach Sub-County.

4.2.3 Parental level Education on Enrolment

The objective of the study was to establish whether parental level of education has a role on pupils' enrolment in primary schools of Tambach Sub-County.

The respondents were asked to rate statements on the scale of Strongly Agree, Agree, Disagree, Strongly disagree and No Opinion on whether the level of parents' education affected enrolment of pupils in the study area. The responses are presented in Table 5.

Table 5:
Parental level of Education on Enrolment.

Response	Frequency	Percentage
Strongly agree	49	14.0
Agree	100	28.5
No Opinion	92	26.2
Disagree	61	17.4
Strongly disagree	49	14.0
Total	351	100.0

From Table 5 majority of the respondents 149 (42.5%) agreed that the level of education of the parents affected the enrolment of pupils in schools, while 110 (31.4%) disagreed. 92 respondents (26.2%) had no opinion. The pupils were asked whether parents are concerned about the enrolment of their children in school, (43%) gave positive response while 39.1% said the parents were concerned about their children's enrolment in school and 17.9% of the respondents had no opinion.

The study established that parental education level has a role on pupils' enrolment as 149 (42.5%) pupils agreed whereas 110 (31.4%) disagreed and 92 (26.2%) pupils had no opinion respectively. Failure to enroll and keep children in school until completion of primary circle is indeed harmful to the child educational achievement as one may end up not realizing their individual potentials in life.

This finding agreed with Okumu, Nakajio and Isoke (2008) views of social –economic determinant on primary school enrollment and drop out who observed that high academic attainment of parents' increases enrollment of pupils and reduces primary school dropout of boys and girls in rural and urban areas subsequently leading to high enrolment.

The class teachers and school management committee members were asked to give their opinion on whether parental education level has influence on pupils' enrolment they agreed. According to them, they indicated that when parents are educated then they appreciate the importance of enrolling their children and therefore supporting them with all the resources required for learning unlike when they are not educated because they will not care about being involved in their pupils' education.

4.2.4. Pupils Enrolled in Class One

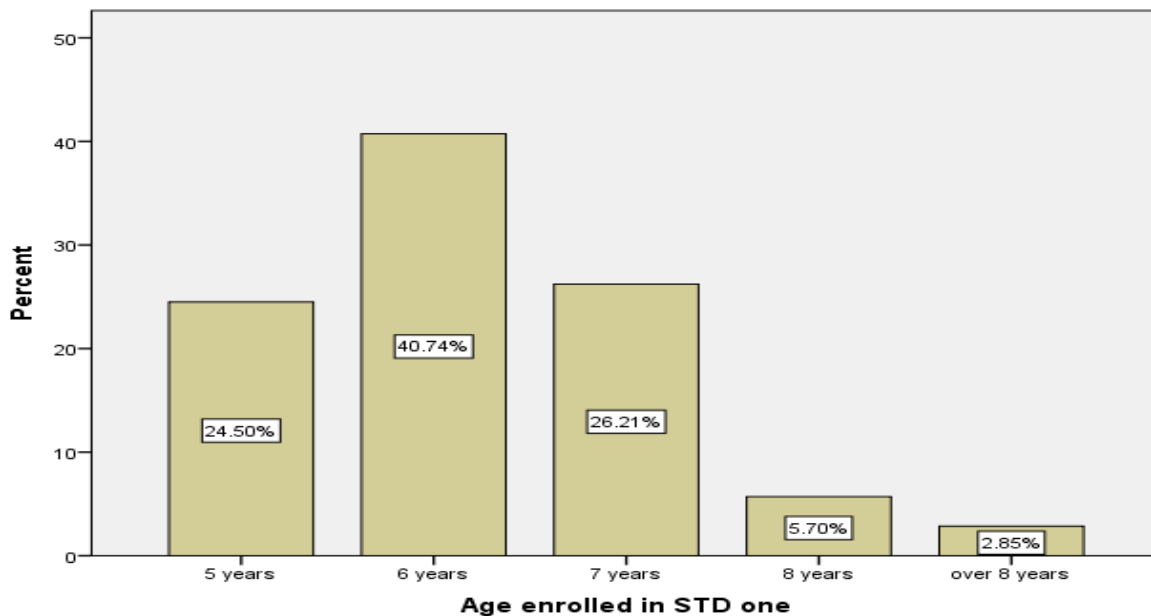


Figure 3: Pupils enrolled in Standard One

In figure 3, 65% of children who enrolled in standard one had the requisite age of 6 years and others at the age 5. This finding is consistent with program international student assessment (PISA) 2000 that holds that home background including the level of education and awareness of parents has influence on enrolment and educational success of pupils in school, while socio-economic status reinforces the activities and functioning of teachers and pupils.

It was also observed that there are pupils who were enrolled into class one when they were already over 7 years of age as opposed to the normal entry age of six years, as a result of parents' inability to recognize the importance of enrolling their children at approved schooling going age.

Finally, it was established that pupils enroll and drop out of school later to assist get family basic needs. This may be due to the fact that there are other factors like poverty and parents' interest attached to their children's education as discussed earlier. This also indicates that with all factors remaining constant and in place pupils can achieve much as far as education is concerned. As result, the Ministry of Education, School Management among other education stakeholders need to remove all barriers that may hinder an individual child from accessing education for the full realization of their in born ability and to formulate sound policies on enrollment, sustenance in school until completion and create strong awareness from time to time to parents appreciation of the value of education in society.

It was established that the education level of parents affected enrolment. This because educated parents easily understand the value of education and therefore they are able to enroll their children early in school, provide for their school needs and able to offer guidelines. In addition, educated parents understand the importance of education and provide all school essentials and therefore creating enabling environment for children to pursue their learning with ease. This ultimately leads to high enrollment and eventually completion of primary school circle.

From the interview conducted on pupils and class teachers about the level of education of parents on pupils' enrolment, it was established that the education level of parents has influence on enrollment. This is because educated parents understand the importance of education and therefore are able to enroll and keep their children in school. Additionally educated parents access their children to education early enough, avail all supportive learning materials and create a conducive environment of their children's learning.

4.3. Parental Level of Income on Enrolment

The second objective of the study was to determine whether parental income has a role on pupils' enrolment in primary schools of Tambach Sub-County. Parental income has a great role on pupils' enrolment in schools in that the parent are able to provide the necessary items and pay required levies to the school. Parents with adequate income keep their children in schools until completion. The teachers were asked if parents were gainfully employed, and 92.6% said they were not gainfully employed whereas, 7.4% of the teachers said parents were gainfully employed. Parents who are not gainfully employed are less likely to have income to adequately cater for their children and meet school obligations in addition to basic family needs like food and clothing.

Respondents were asked whether poor enrolment was due to lack of payment of school levies by parents.

Table 6:
Poor Enrolment is due to Non-Payment of School Levies by Parents

Response	Frequency	Percentage
Strongly agree	74	21.1
Agree	108	30.8
Undecided	47	13.4
Disagree	77	21.9
Strongly disagree	45	12.8
Total	351	100.0

From Table 6, it is observed that majority of respondents 182(51.9%) agree that poor enrolment is due to non-payment of school levies by parents, while 122 (34.7%) disagree, and 13.4% were non-committal. Levies do not refer to school fees, but monies required by the school from time

to time for its activities. In most cases, such levies may be as little as kshs.20, but due to poverty, parents may not afford to pay.

From the analysis of responses of pupils, it was also established that majority (61%) in the primary schools considered themselves as coming from poor families. It was also established that some parents ask their children to do casual jobs. This was noted as 27.3% of the pupils agreed while 57.5% disagreed. It can therefore be inferred that there are still children who do casual labor to supplement parental income which make them miss school and at times eventually drop out after enrolment without completing the primary circle of education.

Majority of the head teachers (60%) noted that parents had large school debts while 40% said there were no debts. Most head teachers (90%) said that pupils from the area repeat classes and in some cases do not proceed to secondary school due to lack of school levies. The findings revealed that most primary school pupils provide labor in the nearby farms as shown by the responses of School Management Committee members.

Table 7:

Response on SMC Members on whether Pupils Work on Farms

Response	Frequency	Percentage
Strongly agree	2	22.2
Agree	4	44.4
Don't Know	1	11.1
Disagree	1	11.1
Strongly disagree	1	11.1
Total	9	100.0

From Table 7, it is observed that seven of the respondents representing (66.6%) agreed that primary school pupils work in the neighboring farms. This can be attributed to the need to supplement parental income since their parents are not able to meet all their needs. The net effect of this trend unabated is that young children, in lower classes are exhausted and therefore unable to attend to learning activities in school whereas those in upper classes could eventually prefer

paid labour for learning. This may lead to a significant number of them dropping out of school subsequently lowering enrolment.

In addition, it was established that parents ask their children to help provide labour in the nearby farms to supplement family's basic needs. For this reason pupils' miss to attend school regularly. This is evidenced by the statement which stands for a percentage of 66.6% (Table 7) of respondents who agreed. Most parents request their older children in upper classes to do casual work so that these children can earn an income and thus, are able to sustain their families with basic needs. This eventually leads to decrease in enrollment in schools a clear evidence for low enrollment in upper classes. Thus, parental income on pupils' enrolment is very crucial.

This finding is in tandem with Sprinthall (1981) who contends that parents provide home for the head start of children and materials for learning and therefore when a child is deprived of essential needs, one may be found not only to perform poorly in school work but also dropout of school.

Table 8:
Free primary Education Improved Enrolment

Response	Frequency	Percentage
Yes	21	77.8
No	6	22.2
Total	27	100.0

From table 8, it is noted that 77.8% of the respondents said that the FPE has contributed directly to increase in enrolment while only 22.2% were of the contrary opinion. This indicates that the situation on enrolment would have been worse, were it not for that intervention of the government through FPE.

When the class teachers and the school management committee members were asked to give their opinions on whether free primary education has a role on pupils' enrolment they "agreed" (77.8%).According to them, they said that when parents have adequate income they appreciate the importance of providing the necessary supportive learning materials of their children and

therefore enroll their pupils' early in school because they have positive attitude of their pupils' education.

This finding is supported by UNESCO, (2005) assessment report on the challenges of implementing Free Primary Education that holds the view that before the introduction of FPE program in public schools, excess fees and exorbitant user charges and school related costs had locked over 3.2 million children of school going age out of primary schools.

However, the report goes further to state that the situation has again reversed because of school charges on pupils in primary schools, which confirms the findings of the 22.2% of teachers who held that FPE has not contributed directly to an increase in enrolment.

4.3.1. Parental level of Income on School Enrolment Rate

Parental income has great effect on the child in terms of adequacy of the child's needs which include food, shelter and school needs. Parents with a regular income will strive to meet the needs of their children and maintain them in school.

Majority of the school management committee members (55.5%) agreed that pupils drop out of school shortly after enrolment due to lack of school levies. It was also noted that 44.4% of the pupils do not enroll in school because of low income of parents.

The findings established that parents with low income assumed that their older children in upper classes are mature enough to take part in supplementing in family basic needs but in retrospect, this attracts pupils to drop out in order to look for their livelihood through other ways such as seeking casual work or hawking goods in market centers.

The findings indicated that respondents agreed to statements at 44.4% of the pupils do not enroll and remain in school because of parents' low income. This implied that perhaps the parents dedicate much of their resources to meeting the family basic needs like food, leaving very little or no resources for education. This leaves children with no option later than they perceive themselves as mature and therefore drop out of school to fend for themselves especially in looking for food and in order to be independent in meeting their basic needs. This subsequently lowers enrolment especially in the upper classes.

It was further established that parents' low income, discouraged their children to go beyond primary school due to the fact that in secondary school, fees must be paid, this is evident with low enrolment in post primary institutions in the area of study.

4.3.2. Parents do not encourage their Pupils go Beyond Primary School

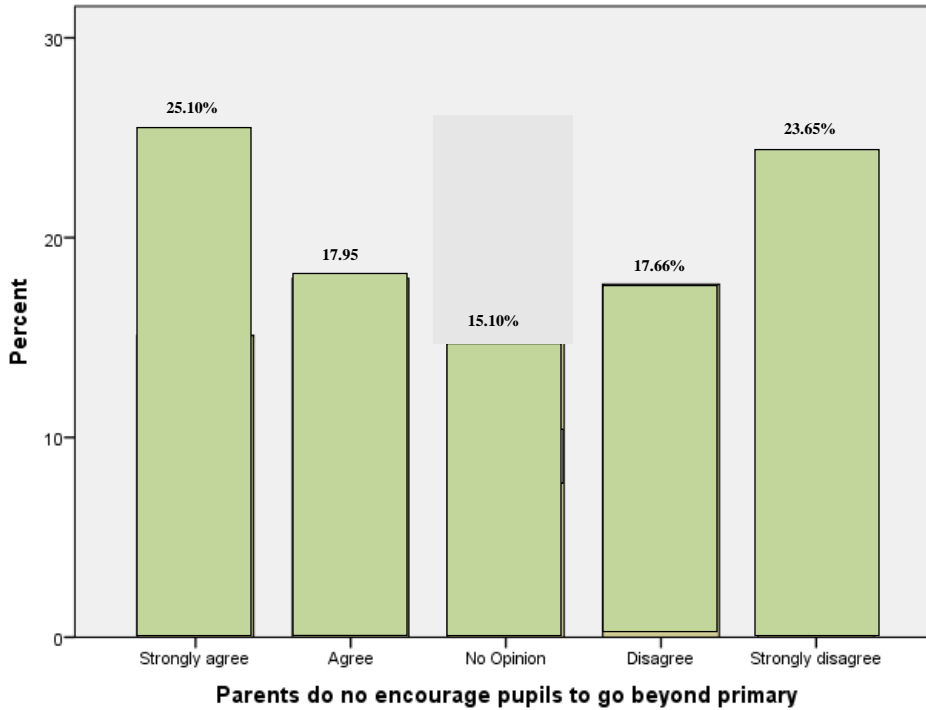


Figure 4: Parents do not encourage Pupils beyond Primary

From figure 4, it can be observed that 43.63% of respondents agreed that parents do not encourage their children to go beyond primary school while 41.31% disagreed. The other respondents (15.06%) were non-committal. The majority respondents (43.63%) attributed the failure of parents to encourage their children to go beyond primary school level to low income, given the fact that they would not afford to pay secondary school fees, whereas, the 41.31% respondents who maintained that parents encourage their children to go beyond the primary school level are those who have interacted with parents with stable income.

This finding is supported by the responses by the majority SMC members (43.63%) who agreed that most parents do not encourage their children to go beyond primary school level of education because of the inability to meet children needs in higher learning institutions.

The QASO officers noted that parents with low or very unpredictable income do not enroll their children in school while others withdrew their children from school since they cannot meet the material requirements of the school. Parents with low income allowed children do various forms of casual work to supplement the family income. This is seen in the findings of pupils' responses to whether parents allow their children to go for casual work. The findings are presented in Table 9.

Table 9:
Parents ask their Pupils to go for Casual Work

Response	Frequency	Percentage
Strongly agree	33	9.4
Agree	63	17.9
Undecided	52	14.8
Disagree	101	28.8
Strongly disagree	102	29.1
Total	351	100.0

From Table 9, it is seen that 27.3% (99) of the respondents said that parents ask their children to go for casual work while a majority of respondents (57.9%) held the contrary view that parents do not encourage their children to undertake or participate in manual/casual work. Other respondents (14.8%) were non-committal.

It was established that some primary school children in this area are asked by their parents to go for casual labor which impact negatively on the rest of the pupils by not allowing regular school attendance, resulting into poor performance. This discourages enrolment for potentials pupils.

It is therefore clear from the findings that 27.3% (99) parents agreed that they prefer their children go for casual work rather than using the little resources to meet their educational needs.

This was due to the fact that parents preferred to meet basic needs of their children as opposed to providing for their children’s formal education once children grow physically and maturely they are able to lead independent life.

These findings agree with economist Keynes (2002) theory as quoted by Dugas (2003) that relative income dictates a household’s savings and consumption based on the person’s income in relation to others. He goes further to state that income is commonly used as a measure of SES because it is relatively easy to figure out for most individuals.

Pupils who are asked to go for casual work, probably to supplement the family income are likely to miss school and subsequently drop out of school. This also discourage others from proceeding with education since in most cases rampant absenteeism is associated or correlated to poor performance

It was further established that the families not able to meet the basic needs of the children affects child’s enrolment, especially the girl child, this may result to early pregnancies and early marriages. It was found out from the class teacher’s responses that indeed some girls drop out of school because of pregnancies.

The Table 10 below shows the results of the class teacher’s responses.

Table 10:
Girls drop out of School because of Pregnancies and Poverty

Response	Frequency	Percentage
Yes	22	81.5
No	5	18.5
Total	27	100.0

From Table 10, it is observed that a majority of teachers (81.5%) agreed that girls drop out of school due to early pregnancies and poverty while only 18.5% disagreed. Findings indicated that (81.5%) of the respondents agreed that girls drop out of school due to pregnancies and poverty. This attributed to girls get involved in early sexual activities as form of raising income for the needy families. In essence, poverty to a large extend, low income plays a crucial role in affecting

enrolment of children. However, there is need to make parents aware that if they invest more in education of their children then returns await them.

4.3.3 What do pupils when they drop out of School

The study established that although majority of pupils completed their primary school education, there are however some who failed to reach class eight because they drop out along the way. The table below shows the responses of school management committee members on whether pupils complete their primary cycle.

Table 11:

SMC member’s Responses on whether pupils drop out before class eight

Response	Frequency	Percentage
Agree	1	11.1
Don’t Know	2	22.2
Disagree	4	44.4
Strongly disagree	2	22.2
Total	9	100.0

From Table 11, it is established that majority of respondents (66.6%) disagreed that pupils drop out before completing standard eight, while 11.1% agreed that indeed there are some pupils who drop out of school before class eight.

The SMC were asked what the drop outs do after they leave school, 33.3% said they start business in their area, while 22.2% said that the drop outs end up moving to towns to look for jobs. The parental level of income is determined by the standard of living of the family. A family which has a good income is able to feed well and provide support for their children with school matters. The study established that majority of parents in the area of study do not have permanent jobs (figure 5) and thus may not meet their children’s needs adequately.

This could be the reason for parents who ask their children to go for casual work, probably to supplement the family income. Although the enrolment has increased due to FPE, it is clear that

more needs to be done to ensure children are enrolled in schools and remain until they complete the primary cycle.

Finally, parental level of income plays critical role on pupils' enrolment this could be the reason for parents who ask their children to go for casual labour to provide for household's basic needs. This ultimately leads to low enrollment and eventually to school dropout.

4.4. Parental Occupation on Enrolment

The third objective of the study was to establish whether parental occupation has a role on pupils' enrolment in public primary schools of Tambach Sub-County. This objective was achieved by looking at the occupation of respondents 'parents and guardians for those who did not have parents.

Parental occupation determines the level of income and subsequently the level of involvement of the parent in the child's education. Parents with permanent jobs and a regular income are able to cater for educational needs of their children. Figure 5 shows findings on the father's occupation.

4.4.1. Occupation of fathers

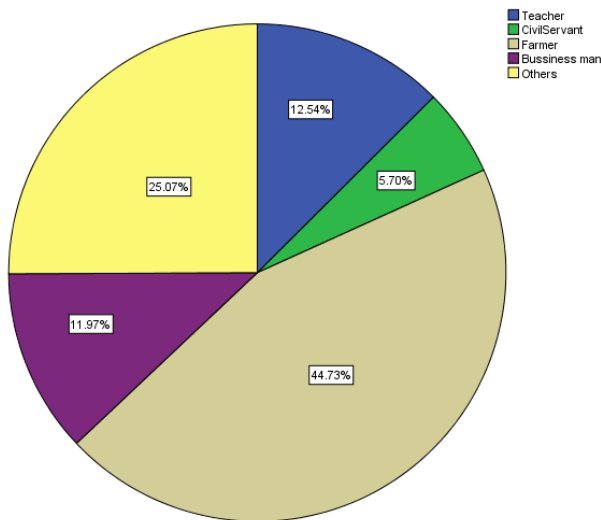


Figure 5: Showing occupation of fathers

From figure 5, it is evident that majority of fathers (44.73%) are peasant farmers while (5.70%) are civil servants, 12.54% are teachers, (11.97%), business men, whereas 25.07% (others) had no

definite occupation. The findings on mothers' occupation from questionnaires administered on the pupils, class teachers and school management committee members and the results of the interviews with seven out of the eight head teachers revealed that a majority of the mothers were ordinary wives solely dependent on their husbands for upkeep.

These findings therefore established that apart from the few parents in occupations with regular income (teachers, civil servants and businessmen) others do not have a regular and predictable income as most of them do not have permanent jobs or participate in gainful economic activities, a situation that makes it difficult for them to meet their obligations in payment of school levies and other requirements.

This condition makes them either unable to enroll their children in school, or fail to honor their undertaking to pay these levies, a situation that leads to subsequent dropping out of school after enrolment, thereby directly contributing to low enrolment rates.

Table 12:
Poor Enrolment due to Lack of Permanent jobs

Response	Frequency	Percent
Strongly agree	56	16.0
Agree	106	30.2
Undecided	60	17.1
Disagree	80	22.8
Strongly disagree	49	14.0
Total	351	100.0

Table 12: shows the responses of pupils on whether lack of permanent jobs by parents contributes to poor enrolment.

4.4.2. Poor Enrolment due to Lack of Permanent jobs

From the table 12, majority of respondents (162), constituting 46.2% agreed that lack of permanent jobs by parents affect the enrolment of children in school, while 129 (36.8%)

disagreed. Parental occupation affects parental income and subsequently the standard of living of the family. Parents with permanent or reliable jobs are likely to keep their children in school, for they are likely to have the means to provide on children with the required support so that they remain enrolled in school.

The study established that in the area, majority of parents do not have permanent jobs. Since most of the parents do casual work to provide for their families basic needs, they may end up having no resources left for their children's education therefore enrolling and supporting their education up to end of primary circle becomes difficult thus, affecting enrolment of pupils in schools.

In an interview with head teachers to establish whether permanent jobs of parents has a role on their children enrollment, it was established that lack of permanent jobs was the reason for some households not able to enroll and support their children education and therefore whatever they earned from casual jobs was to assist meet the basic needs of the families and makes it impossible to enroll and keep their children in school until completion.

In an interview with head teacher and County Quality Assurance Standards Officer to establish whether occupation of parents has a role on pupils' enrolment, it was established lack of permanent jobs to most parents was a major impediment for a number of pupils failure to enroll or to complete the primary circle. While others enroll pupils in schools and later withdraw them since they cannot meet the material requirements of schools.

The findings are supported by Chechi and Salvi, (2010) who found out that although in Ghana there emerged some negative correlation with probability of enrolment and low income jobs. In Mauritania, they found that there is positive association with house head working as a public employee, which is typically associated with less volatile higher earnings. This scenario was further replicated in the findings from questionnaires administered on pupils with regard to whether poor enrolment is due to lack of permanent jobs by parents.

A family's socio-economic status is based on family income, parental education level, parental occupation, and social status in the society. Families with high socio-economic status often have more success in preparing their children for school because they typically have more access to a wide range of resources to promote and support their children's educational development.

They are able to provide their children with high quality child care, books and toys to encourage children in various learning activities. Additionally, families with high socio-economic status often seek out information to help them prepare better for school activities (Anderson, Humphrey, Farquhar and Stein, 1993).

In the area of study, the findings showed that although a high number of parents (77.7%) have attained an education level of form four, there are a number of others (3.99%) who have not attended school at all. These categories of parents who have not attended school probably have low paying jobs and thus are not adequately, able to provide for their families. It is in this light that majority of respondents affirmed that indeed the level of education of the parent has an important role on the enrolment of children from such families in primary schools in the area of study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Introduction

This chapter presents the summary of the research findings based on the analyzed data in chapter four. Conclusions and recommendations of the study on the role of parental socio – economic status on pupils’ enrolment in primary schools in Tambach Sub- County are brought out in details. The procedure of presentation was based on the objectives of the study. The areas covered are: the parental level of education on enrolment of pupils in primary schools, the parental income role on enrolment of pupils’ in primary schools and the extent to which parental occupation status role on enrolment of pupils in primary schools in Tambach Sub-County of Elgeyo-Marakwet County.

5.1 Summary

- i. The first objective of the study was to establish the status of parental level of education on enrolment of pupils in primary schools in Tambach Sub- County of Elgeyo- Marakwet. As a result it was established that parents’ level of education affects the age entry into school and support given to their pupils enrolled in schools. Those parents with post primary education and beyond are more involved at school, more likely to discuss education issues at home and constantly track achievement levels of their pupils in school with a view to improving it. Such parents also inspire their pupils to achieve levels beyond their own in an attempt to plug the gap arising from what themselves were not able to achieve.
- ii. The second objective of the study was to determine whether the parental level of income has a role on enrolment of pupils’ in schools in Tambach Sub County of Elgeyo Marakwet. It was established that parental income has a great influence on the enrolment of pupils in schools. Parents with reliable or predictable income are able to provide the necessary teaching and learning resources and pay the levies needed to put in place school facilities that aid learning. In addition, such parents are able to provide the basic needs for their pupils. This makes them concentrate fully on school activities.
- iii. The third objective was to establish the extent to which parental occupation has influence on enrolment of pupils in primary schools in Tambach Sub County of Elgeyo Marakwet. It

was established that parents engaged in formalized occupation such as those in public service, teaching, business and farming are able to meet their obligations, to pay school levies in time given the fact that they have reliable income. Such parents also understand the value of formal schooling and could therefore enroll their pupils and keep enrolled in school to the highest levels.

5.2 Conclusions

The study has indicated that the selected parental socio-economic status is very important in influencing pupils' enrolment in primary schools. Consequently, parental level of education, income and occupation are very vital as far as pupils' enrollment in primary schools is concerned. When parents are educated they not only appreciate the importance of education, but also understand its value, enroll their children early enough, inspire them and meet the necessary school obligations of their children.

5.3 Recommendations

The study makes the following recommendations:

- i. The study established that parental level of education has a vital role on pupils' enrolment. Parents therefore need to be made aware of their vital contribution on enrolment of their children and maintain them in school until completion. In addition public awareness campaigns and other forms of sensitization on the importance of enrolling and maintaining pupils in school to completion of the cycle should be undertaken.
- ii. From the study findings, it was established that parental income has an important role on enrolment of pupils in primary schools' and parents meet certain school obligations. It is recommended therefore that primary school education should be made completely free in its true sense and intervention measures that encourage enrolment should be put in place.
- iii. The study established that parents' occupation has a big role on pupils' enrolment in primary schools. It is recommended that parents be empowered to increase productivity to generate more income part of which could be used to meet school obligations of their pupils to completion of the learning cycle.

5.4 Suggestions for Further Research

1. Since the study was conducted in Tambach Sub-County. There is need for future research to be conducted in other Sub –Counties in order to make comparisons of the findings.
2. In addition, the study recommended that there is need for research to be conducted on other status apart from parental socio- economic status in order to determine their level of influence on pupils, enrolment.
3. The study recommended that there is need for research to be conducted on socio-cultural factors such as early marriages, initiation and poverty in order to establish their role on pupils' enrolment in primary schools in Tambach Sub-County.

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APPENDIX A: QUESTIONNAIRE FOR THE PUPILS

PART A

Please fill the following information

Background Information

1) What is the name of your school

2) What is your sex Male ()

Female ()

3) Which type of school are you in?

Mixed day primary school ()

Day and boarding primary school ()

4) What age were you enrolled in standard one

6 years ()

7 years ()

8 years ()

PART B; Income level of the pupils' family

4) How frequently do you miss attending classes in a week? 1() 2() 3 () 4() (tick one)

b) Specify the distance from your home to school?

Less than 1km () 1.15km () 16-20 () (tick one)

5) Have you ever missed school due lack of food? Yes () No ()

6) Have you ever missed school due to school money/levies? Yes () No ()

7) Do you think parents' occupation is a challenge on pupils' enrolment? Yes () No ()

8) Have you ever been asked by your parents to leave school for casual labour in nearby farms?

Yes () No ()

9) Do you think parents level of income affect enrolment in your school? Yes () No ()

PART II: Statements on Parents’ level of education on pupils’ enrollment

To what extent do you agree with the following statements?

Where: SA Strongly Agree/A-Agree/U-undecided/ D-Disagree/SD-Strongly Disagree

ACTIVITY	SA	A	U	D	SD
i) Parents enroll their pupils in primary schools early enough					
ii) Parents participate and support their children with school requirements					
iii) Parents’ level of education affects enrollment					
iv) parents don’t encourage their children go beyond standard 8					
v) most children in our school come from poor family background					
vi) poor enrolment in our schools is attributed to more girls leave school because of early pregnancies and poverty					
vii) most children fail to enroll due to parents lack of gainful jobs					

Part 111 Parental level of education on pupils enrolment

10) What is your father's highest level of education?

- i. No schooling ()
- ii. Primary ()
- iii. Secondary ()
- iv. College ()
- v. University ()

11) What is your mother's highest level of education?

- i. No schooling ()
- ii. Primary ()
- iii. Secondary ()
- iv. College ()
- v. University ()

Section iii C Occupation of parents' status on pupils' enrolment

12).What is your father's occupation

- i. Teacher ()
- ii. Civil Servant ()
- iii. Farmer ()
- iv Businessman ()
- v. Others specify.....

13) What is your mother's occupation?

- i. Teacher ()
- ii Civil servant ()
- iii. Farmer ()
- iv. Businessman ()
- v. Others Specify

Read carefully the following questions and rate them as SA-Strongly Agree, A-Agree, NO, No Opinion D-Disagree, SD-Strongly Disagree.

Activity	SA	A	U	D	SD
My parents stay away because of work					
My parents don't meet my school requirements because of lack gainful job					
My parents are unable to pay the school levies					

APPENDIX B: Questionnaire for the class Teachers in Tambach Division.

Background

Please answer the following question items put a tick () or write in the space provided.

- 1) What is your sex? Male () or female()
- 2) What is your age bracket? (20-29) (), (30-39) (), (40-49) (), (50-59) (), (60-above) ()
- 3) What is your marital status? Married (), Single ()
- 4) What is your academic qualification? Graduate (), EACE (), KCSE (), CPE/KCPE ()
Others.....
.....
.....
- 5) What are your teaching experiences in years?
- 6) Which is your teaching subject? i)
 ii)
- 7) Is parental level income responsible for the enrolment's increase or decrease in this school.....
- 8) Which classes has the highest enrolment.....
- 9) Do pupils drop from school due to lack of school levies Yes () or No () tick one
- 10) Does parental occupation affect enrolment? Yes () or No () tick one.

SECTION B: Statement on Parent’s Socio-Economic Status

Please respond to the following statements which relate to pupils family background put a tick() against each statement order appropriate column according to your own honest feelings.

Statement	YES	NO
Most pupils in public schools come from poor family background		
Most of the pupils’ parents are of low educational background		
Most pupils parents are not occupied with gainful employment		
Most parents don’t provide their children with school learning requirements		
More girls than boys join public schools because of FPE		
Most girls drop from public schools because of pregnancy/poverty		
FPE assisted the enrolment of pupils who had stayed out of schools for 3-5 years		
Most children are not enrolled in school because of school fees, early marriages or parenting responsibilities		
Pupils’ enrolment is determined parent’s occupation.		
Most of the children enrolled in public schools are those unable to attend school before due to lack of levies		
Pupils are not encouraged to go beyond standard 8 by their parents.		
Pupils’ enrolment is determined by parents occupation.		
High enrolment is in lower classes in many schools.		
Most parents income is from subsistence farming and livestock only		
Most parents need empowerment to improve enrolment.		

12) In your own opinion what are some of the main challenges facing enrolment in most schools in Tambach Sub-County -----

13) In your own opinion what should be done to improve enrolment in your school-----

APPENDIX C: Questionnaire for School Committee Members

Background

SECTION A

Please answer the following questions items, put a tick () or write in the same space provided

- 1) What is your gender? male (),female ()
- 2) What is your age? (18-25) (),(26-35), () (36-44) (),(45-50),(),(51-59) (),(60-above) ()
- 3) What is your marital status? Married (),single ()
- 4) What is your education level? KCSE () “A”Level ()Diploma () Degree (),Others-----
.....
- 5) What is your occupation? Farmer ()civil servant () Teacher () Business person () any
other-----()

SECTION B

Statement on Parental Socio-Economic Status

The following statements concern primary pupils. Please put a tick () under the appropriate column against each statement to best of your knowledge

KEY

Strongly Agree (SA) Agree (A), Don't Know (DK) Disagree (D), Strongly Disagree (SD)

Reasons for varied enrolment

ACTIVITY	SA	A	DK	D	SD
Most pupils' in primary schools drop soon after enrolment					
Most school pupils fail to complete std 8					
Most primary pupils parents' level of income is low in the area					
Most primary school pupils dropout from school for jobs in town					
Most primary school pupils provide labour on farms					
Most primary school pupils fail to continue learning because of school levies					
Most primary school pupils don't enroll because of lack of uniform					
Most parents don't have gainful jobs					
Most parents income is from subsistence farming and livestock only					
Most parents level of education is not beyond primary and affects enrolment					

Most primary school girls fail to enroll because of lack of sanitary Towels					
Most primary school girls dropout because of early pregnancy					
Most primary school children marry early					

6) Please write in the space provided challenges facing enrolment in your school-----

7) Please write in the space provided any other feelings you may have concerning primary pupils' enrolment in schools in Tambach Sub-County-----

8) Suggest two ways of improving enrolment in Tambach Sub- County-----

APPENDIX D: Interview Schedule for the Head Teacher.

The following interview schedule concerns some of the methods and approaches adopted by the managers in primary schools. Your response will be possibly helping the management to alleviate the problem of school low enrolment in your school and others in the country.

- 1) Are you the head teacher of this school? Yes () or No ()
- 2) For how long have you been in this school? years.
- 3) When was the school started?
- 4) Who helps in the building of this school?

Community members () sponsor (), DEB ()

- 5) Which is the common occupation of most of the parents in your school?
.....

- 6) What is the role of the sponsor of this school?
.....
.....

- 7) From where does the school draw pupils from?
.....
.....

- 8) What is the common educational level of most of the parents in your school?
.....
.....

- 9) What is the capacity of the school?.....

- 10) How many pupils does the school have now?

- 11) How do you charge school levies?
If any.....

- 12) Do most of the pupils pay at once or by installment?

13) Are there large fees debtors? Yes () or No ()

14) What do you do with big debtors?

.....
.....

15) Describe the general enrolment of pupils in your school.....

16) How would you rate the social economic status of parents in your school?

.....
.....
.....

17) State the area that you think affects the enrolment of pupils in your school?

.....
.....
.....

18) What social factors do you think affect pupils enrolment in your school?

.....
.....

19) What economic factors do you think affect pupils enrolment in your school?

.....
.....
.....

20) What measures are you taking in order to alleviate the problem of school decrease on enrolment in your school

.....
.....
.....

21) Do you agree that socio-economic status has influence on pupils enrolment Yes () No ()

22) Some parents don't encourage their children go beyond standard 8 Yes () No ()

23) High enrolment in lower classes make it difficult for teachers to cope up Yes () or No ()

24) In your own opinion what are some of the challenges facing enrolment in your school

25) Suggest some ways according to your opinion of improving enrolment in Tambach Sub –
County

In the table given below indicate the school enrolment for the last three years.

Table 2

CLASS ENROLMENT

YEAR	2008		2009		2010		2011		2012	
CLASS	M	F	M	F	M	F	M	F	M	F
STD 1										
STD 2										
STD 3										
STD 4										
STD 5										
STD 6										
STD 7										
STD 8										
TOTAL										

APPENDIX E: Interview Schedule for QASO

- 1) Comment on trends of enrolment levels in your county based on the available data.....
.....
- 2) Does socio-economic status of parents affect the enrolment of pupils in the primary schools?.....
.....
.....
- 3) Does the parental level of income affect the enrolment levels? Please explain.....
.....
.....
- 4) Do you view the geographical and climatic conditions as factors that have effect on enrolment levels in primary schools within your area of jurisdiction? Give reasons
.....
.....
- 5) How significant is the school administration management system towards affecting enrolment.
.....
- 6) Can the government and it's polices has effect on enrolment levels in primary?
.....
- 7). Is parental occupation an impediment to enrolment and pupil's enrolment?-----

- 8). How do you view enrolment trends in the future in terms of challenges and improvement
.....
.....

APPENDIX F: Determining a Sample Size by Krecie and Morgan (1970)

Table 3. Sample sizes for different population size

Population Size	Sample Size
10	10
20	19
30	28
40	35
50	44
60	52
70	59
80	66
90	73
100	80
150	108
200	132
250	162
300	169
400	196
1500	308
2000	322
3000	341
4000	351
5000	357
10000	370
20000	377
50000	381
100000	384

Krecie and Morgan (1970). (Adopted)

APPENDIX G: Research Permit


THIS IS TO CERTIFY THAT:
MR. DAVID KENGERE ABUGA
of EGERTON UNIVERSITY , 0-30704
TAMBACH ,has been permitted to
conduct research in *Elgeyo-Marakwet*
County

Permit No : NACOSTI/P/16/85016/14664
Date Of Issue : 6th December,2016
Fee Recieved :Ksh 1000

on the topic: **EFFECTS OF PARENTAL
SOCIO-ECONOMIC FACTORS ON PUPILS'
ENROLMENT IN PRIMARY SCHOOLS IN
TAMBACH DIVISION OF KEIYO NORTH
SUB- COUNTY, KENYA.**



for the period ending:
6th December,2017


.....
Applicant's
Signature


.....
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

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



REPUBLIC OF KENYA

NACOSTI

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

APPENDIX H: Research Authorization



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR & COORDINATION OF NATIONAL GOVERNMENT

COUNTY COMMISSIONER'S OFFICE,
ELGEYO-MARAKWET COUNTY,
P.O. BOX 200-30700
ITEN

Telegram
Telephone: (053) 42097
Fax: (053) 42289
E-mail: ccelgeyomarakwet@yahoo.com
ccelgeyomarakwet@gmail.com
When replying please quote

PUB. CC 24/2 VOL.1/222

26th January, 2017

Ref. _____

Date _____

TO WHOM IT MAY CONCERN

RE: **RESEARCH AUTHORIZATION**
DAVID KENGERE ABUGA

This is to confirm that the above named has been authorized to carry out a research on *"Effects of parental socio-economic factors on pupils' enrolment in primary schools in Tambach Division of Keiyo North Sub-County, Kenya."* in Elgeyo Marakwet County for the period ending 6th December, 2017.

Please accord him necessary assistance.


F. K. NDAEMUKI
COUNTY COMMISSIONER
ELGEYO MARAKWET COUNTY

c.c. All Deputy County Commissioners
ELGEYO MARAKWET.

FKN/ajh

APPENDIX I: Formal Research Authorization from the Sub County

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

TELEGRAMS:
TELEPHONE:



SUB-COUNTY EDUCATION OFFICE
KEIYO SUB-COUNTY
P O BOX 214 – 30700
ITEN.

Email: deokeivo@gmail.com
When replying please quote Ref.

STATE DEPARTMENT OF EDUCATION

DATE: 8/2/2017

REF NO: KYO/298/VOL.II/100

David Kengere Abuga
Egerton University
P O Box 536 – 20115
EGERTON

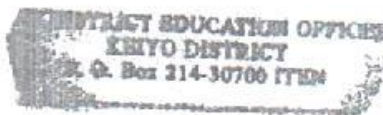
RE: FORMAL RESEARCH AUTHORIZATION.

Following your application Ref. CDE/EMC/R/26/VOL.II/(12) dated 27th January 2017 and The National Commission for Science, Technology and Innovation (NACOSTI) Ref. NCST/P/16/85016/14664 dated 6th December 2016 refers for authority to carry out research on *“Effort of parental socio-economic factors on pupils’ environment in primary schools in Tambach Division of Keiyo North Sub-County, Kenya.*

I am pleased to inform you that you have been authorized to undertake research in Keiyo Sub-County for a period ending, 6th December 2017.

Please adhere to school rules and regulation as you undertake the research.


LUKA M. CHEMOIWO
AG. SUB-COUNTY EDUCATION OFFICER
KEIYO



APPENDIX J: Formal Research Authorization from the County



REPUBLIC OF KENYA

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION**

TELEGRAM: _____
TELEPHONE NO: 0534142207
WHEN REPLYING PLEASE QUOTE OUR REFERENCE
EMAIL: cde@elgeyomarakwet@gmail.com

COUNTY DIRECTOR OF EDUCATION,
ELGEYO MARAKWET COUNTY,
P.O. BOX 214-30700,
ITEN.

DATE: 27th January, 2017

REF No: CDE/EMC/R/26/VOL.II/ (12)

David Kengere Abuga
Egerton University
P.O Box 536-20115,
EGERTON

RESEARCH AUTHORIZATION

Following the authorization by the National Commission for Science, Technology & Innovation (NACOSTI) to carry out research in Elgeyo Marakwet County-Keiyo North Sub-County vide Authority letter Ref. No. NCST/P/16/85016/14664 dated 6th December, 2016, you are hereby formally granted authority by this office to proceed with your study on "Effect of parental socio-economic factors on pupils' environment in primary schools in Tambora Division of Keiyo North sub-county, Kenya" for a period ending, 6th December, 2017.

You are further required to report to the Sub-County Director of Education --Keiyo North Sub-County before you embark on your research.

By copy of this letter, the Sub-County Director of Education- Keiyo North is requested to accord you the necessary assistance.


Rose C. Buiyo.
For: County Director of Education,
ELGEYO MARAKWET.

Copy to:

1. The Sub-County Director of Education, Keiyo North
2. The Director General, NCST, Nairobi



APPENDIX K: Request for Research Permit

EGERTON

Tel: 254-51-2217620
254-51-2217877
254-51-2217631

Dir line/Fax: 254-51-2217847
Cell Phone
Extension: 3666



UNIVERSITY

P.O. Box 536 - 20115
Egerton, Njoro, Kenya
E-mail: egps@egerton.ac.ke
www.egerton.ac.ke

OFFICE OF THE DIRECTOR, GRADUATE SCHOOL

Ref: **EM17/2647/10**

Date: **7th June, 2016**

The Secretary,
National Commission for Science Technology and Innovation
P. O. Box 30623-00100,
NAIROBI.

Dear Sir,

**RE: REQUEST FOR RESEARCH PERMIT – ABUGA DAVID KENGERE
REG. NO. EM17/2647/10**

This is to introduce and confirm to you that the above named student is in the Department of Psychology, Counselling & Education Foundations, Faculty of Education and Community Studies.

He is a bonafide registered Masters student in this University. His research topic is entitled "Effects of Parental Socio-Economics Factors on Pupils' Enrolment in Primary Schools in Tambaeh Division of Keiyo North Sub-County, Kenya."

He is at the stage of collecting field data. Please issue him with a research permit to enable him undertake the studies.

Yours faithfully,

**Prof. Dr-Ing. Benedict M. Mutua, PhD, Rer.Nat
DIRECTOR, BOARD OF POSTGRADUATE STUDIES**

BMM/ctt

"Transforming Lives Through Quality Education"
Egerton University is ISO 9001:2008 Certified
