

Stakeholders’ Perceptions On Influence Of Pupils’ Cultural Background On Pupils’ Access To Primary Education In Masimba Division-Masaba South Sub-County, Kisii County, Kenya.

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Abstract- Kenya has not yet achieved full access to Universal Primary Education (UPE) for school going-age children. This study sought to establish stakeholders’ perceptions on pupils’ cultural background on access to primary education (PE) in Masimba Division, Masaba south Sub-County, Kisii County of Kenya. The study adopted the descriptive survey design. The target population was 405 teachers and 16059 pupils in all public primary schools in Masimba Division, Masaba South Sub-County. Stratified random sampling was used to select the subjects for the study who comprised of 150 teachers and 361 pupils from 36 selected public primary schools. Two instruments namely; Teacher’s Questionnaire (TQ) and pupil’s Questionnaire (PQ) developed by the researcher were used to collect data. The research instruments were pilot tested in two randomly selected public primary schools. Pre-testing the instruments was meant to validate and estimate their reliability in collecting the anticipated data. The reliability indices for the instruments, these are teachers’ and pupils’ questionnaires were 0.81 and 0.76 respectively. The data collected was analyzed using descriptive statistics which include frequencies, Percentages and Means. The findings of the study indicated that pupils’ cultural background influence access to primary education.

Index Terms- STAKEHOLDERS, PERCEPTIONS, PUPILS’ CULTURAL BACKGROUND, ACCESS, PRIMARY EDUCATION, MASABA SOUTH SUB-COUNTY, KISII

I. BACKGROUND OF THE STUDY

The World Conference on Education For All (EFA) held in 1990 is the basis of current discussions on Universal Primary

Education (UPE). Article I of the World Declaration on EFA adopted at the conference clearly states that every person (child, youth and adult) shall be able to benefit from educational opportunities designed to meet their basic learning needs, focusing on value, significance, and effects of education for individuals. The Dakar Framework for Action of 2000 set the goal with the statement that by 2015 all children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality. This was further reflected in the Millennium Development Goals (MDGs). Kenya has been trying to achieve UPE as a national goal since its independence. Reintroduction of free primary education in 2003 dramatically increased the number of children attending school.

United Nations Educational, Scientific and Cultural Organization (UNESCO,2010) indicates that the major milestone in primary education was abolition of fees in 2003 and subsequent introduction of free primary education, which increased the number of children enrolled in schools from 5.9 million in 2002 to 7.6 million in 2006 and 8.6 million in 2008. The report further highlights that Net Enrolment Rate (NER) was 77.3 percent in 2002, rising to 92.5% in 2008 implying that about 7.5% of the primary school going-age pupils are not in school. There was also growth in the number of Kenya Certificate of Primary Education (KCPE) candidates, from 540,069 in 2002 to 704,520 in 2007, followed by a slight decline to 695,701 in 2008. Table 1 shows Net enrolment trends in Kenya by sex in primary schools between 2002 and 2008.

Table 1:
Primary Net Enrolment Rate by sex and Province, 2002-08

Province		Coast	Centr	Easter	Nairobi	R valley	Wester	Nyanz	N.	G.	
		al	n	n	n	n	n	a	Eastern	Total	
2002	M	58.2	83.5	87.7	25.5	81.1	95.4	88.9	19.6	76.5	77.3
	F	53.2	87.8	91.6	29.5	81.5	91.7	89.6	14.1	78.0	

2003	M	66.9	83.6	90.4	35.5	84.1	97.5	96.2	26.1	80.0	80.4
	F	60.1	84.2	90.3	40.3	82.0	93.2	95.4	16.2	82.2	
2004	M	72.8	81.4	91.4	35.9	87.8	99.3	96.9	23.6	82.2	82.1
	F	67.7	81.8	91.5	41.1	85.4	97.2	96.2	14.9	80.0	
2005	M	75.1	87.9	94.9	39.2	87.9	99.1	98.4	26.6	83.8	83.2
	F	73.3	87.0	93.8	40.9	85.3	94.6	97.2	18.8	82.6	
2006	M	72.3	83.0	96.9	38.8	91.8	99.1	98.4	25.9	86.5	86.5
	F	71.2	83.0	95.8	41.6	89.8	94.6	97.2	18.8	86.5	
2007	M	84.6	84.4	98.7	49.5	98.3	99.1	98.4	33.1	94.1	91.6
	F	77.0	80.7	97.8	51.8	94.0	98.9	98.2	20.8	98.0	
2008	M	85.7	85.6	98.9	61.8	98.9	99.5	98.7	39.3	94.6	92.5
	F	79.2	81.5	97.9	59.7	97.2	99.1	98.4	24.5	90.5	

Source: Education Facts and Figures, MoE (2002-2008)

The report above on NER in 2008 indicates that 595 095 number of children are out of school.

This represents 7.5 percent of primary school going-age population.

Table 2 reveals the primary school dropout rate by sex and their respective totals by province in Kenya.

Table 2:
Distribution of Primary Schools Dropout Rate by sex and Province, 2004-2008

Province		Coast	Centr al	Easter n	Nairobi.		Weste a Valley	Nyanz ast N, onal Eastern	Nati	
2004	M	1.9	1.0	1.0	1.9	2.3	2.4	2.8	2.3	2.1
	F	1.8	0.8	0.8	1.4	2.2	2.4	3.1	3.1	2.0
	T	1.8	0.9	0.9	1.6	2.2	2.4	2.9	2.6	2.0
2005	M	5.6	5.2	5.2	5.7	6.5	6.6	6.5	12.2	6.1
	F	8.5	3.9	3.9	5.6	7.2	7.8	9.2	21.4	6.9
	T	6.9	4.5	4.5	5.6	6.9	7.2	7.8	15.3	6.5
2006	M	7.7	3.5	3.5	6.3	4.7	5.6	3.9	6.4	5.0
	F	6.7	3.2	3.2	6.7	4.3	4.4	5.3	8.1	4.9
	T	7.3	3.4	3.4	6.5	4.5	5.0	4.6	7.0	4.9
2007	M	7.3	4.9	4.6	7.5	6.0	9.9	6.4	8.7	6.8
	F	8.5	2.2	2.2	5.6	5.2	9.6	5.7	15.9	5.9
	T	7.9	3.4	3.4	6.6	5.6	9.7	6.1	11.1	6.4
2008	M	5.4	2.2	2.2	4.2	3.5	1.1	2.3	4.0	3.2
	F	5.9	1.6	1.6	4.0	3.6	2.2	4.4	6.1	3.7
	T	5.6	1.9	1.9	4.1	3.6	1.6	3.5	4.7	3.5

Source: Education Facts and Figures, MOE (2007-2008)

In the year 2003, primary schools registered a dropout rate of 2.0 percent rising to 6.5 percent in

2004. However the trend changed from 4.9 percent in the year 2005 to 3.5 percent in 2007. In the year 2008, 3.7 percent of the girls dropped out as compared to 3.2 percent for boys. The results

in table 3 reveal that some pupils drop out of school every year. Kenya is a signatory to numerous international commitments on the provision of education for all such as the Universal Declaration of Human Rights adopted in 1948, World Declaration on Education for all adopted

in 1990 and the Dakar Conference of 2000. Despite these commitments, access to education for

all children in Kenya remains a problem. It is therefore indicative that education stakeholders'

efforts since independence including the recent introduction of the free primary education programme, have not sufficiently addressed the key issues of primary access to education.

Table 3 shows primary school percentage dropout rate by gender in Masimba Division between the years 2005 and 2008.

**Table 3:
Primary School Percentage Dropout Rate by Sex in Masimba Division, 2005-2008**

2005	2006		2007		2008			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls (%)
Zone								
Masimba	11.5	12.8	12.4	11.6	12.1	14.1	13.3	14.3
Gesusu	12.7	13.6	12.8	14.2	14.3	15.3	15.5	15.0
Nyamasibi	8.6	11.2	11.8	12.3	12.5	13.2	13.9	13.6
Ramasha	10.5	12.2	13.5	14.2	13.8	14.3	14.2	14.6
Totals	10.83	12.85	12.63	13.08	13.18	14.23	14.23	14.38

Source: Ministry of Education, Statistical Office, Masaba South District (2009)

Table 3 reveals that from the year 2005 to 2008 there has been an increase in percentage dropout rate among boys and girls within the Division. This indicates that some pupils do not have access to PE. The percentage in dropout rate for girls is higher than that of boys for all the years. This shows that fewer girls than boys are in access to PE within the Division.

Table 4 below shows primary school completion rates by sex in Masimba Division between the years 2004 and 2008.

**Table 4
Primary School Completion Rates by Sex in Masimba Division, 2004-2008**

YRS in STD I / YRS in STD 8 Enrol, in STD I Enrol, in STD 8 % completing STD 8

		Girls	Boys Total		Girls	Boys Total		Girls	Boys	Total
1997	2004	201	248	449	159	197	356	79.2	80.4	79.3
1998	2005	212	272	484	159	222	381	75.4	81	6 78.8
1999	2006	210	259	467	164	231	395	78.1	89	2 84.5

2000	2007	238	285	523	161	241	402	67.6	84	6	76.8
2001	2008	221	257	478	158	258	416	71.5	76	1	87.1

Source: Ministry of Education, Statistical Office, Masaba South District (2009)

Results in Table 4 shows that from the year 2004 to 2008, there is a decline in primary school completion rate within the division. According to Ministry of Education, Statistical Office, Masaba South District (2009), completion rate for the years 2004,2005, 2006,2007 and 2008 cohort decreased by 20.7%, 21.2%, 15.5%, 23.2% and 12.9% respectively. This trend shows that out of a total number enrolling in standard one, some drop along the way. From the results in table 5, the gender difference in all the years in dropout is significance where a higher percentage of girls are unable to complete than boys. As Kenya seeks to increase education participation, in addition to higher enrolments it also seeks to ensure pupils progress through the education system smoothly and that they achieve higher levels of education rather than repeating classes or dropping out of school. Progression from one class to another at the set years of schooling at each class reflects the internal efficiency of the system, graduating from that level often signifies that students have met a certain set of standards, whether stated formally or held as a general belief in the minds of people.

Statement of the Problem

The overall policy goal for the government is to achieve EFA in order to give every Kenyan the right to education and training no matter his or her socio-cultural status. This will be achieved through the provision of an all-inclusive quality education that is accessible and relevant to all Kenyans. Recent policy initiatives have focused on the attainment of EFA and UPE. The key concerns of the Ministry of Education (MOE) include relevance and access. Despite the government's efforts to enhance access to free primary education among school-going pupils, it is apparent that some children of school going- age in Masimba Division do not have access to PE. Records available at the DEO's office indicate that 14.23 percent and 14.37 percent of

school going-age boys and girls respectively do not have access to PE. Primary education seems to be experiencing challenges relating to access such as pupil's community culture and pupils' parental level of education. Most parents are under the impression that it is the government's exclusive responsibility to provide all the necessary resources to support the primary education sub-sector. This study, therefore, sought to investigate the influence of pupils' community culture on access to Primary Education (PE) among pupils at Masimba Division.

Objectives of the study

The study attempted to achieve the following specific objective:
 To establish the influence of pupils' cultural background on access to PE at Masimba Division, Masaba Sub-County, Kisii County.

Research Design

The study adopted descriptive survey design which involved collecting data from selected individuals at one point in time. In this study qualitative approach was used to give an insight into how the cultural background on pupils' access to PE. The information obtained was descriptive in nature. This design helped penetrate the subjects and the environment under which they operate.

Study Population

The target population for this study was 405 primary school teachers and 16059 pupils in all public primary schools in Masimba Division, Kisii County of Kenya. Accessible population was 361 class teachers and 6021 pupils of standard six to eight within the Division. Table 6 shows the study population.

Table 5

Distribution of Population of Teachers and Pupils by Zones .

Zone	No. of Schs.	No. of class Tchers (Class 6-8)	No. of pupils (Class 6- 8)
Masimba	13	43	1592
Gesusu	9	34	1509
Nyamasibi	10	32	1339

Ramasha	12	41	1581
Total	44	150	6021

Source: District Education Office, Masaba, 2008

Sampling Procedure and Sample Size

Krescie and Morgan’s formula shown below was used to obtain the sample for research study.

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

Where

S=required sample size N=the given population size

P^population proportion that yields maximum possible sample size required (assumed to be 0.5)

d= the degree of accuracy as reflected by amount of error that can be tolerated (taken as 0.05)

X²=table value of chi-square equal to one degree of freedom relative to the desired level of confidence which is 3.841 for the 0.95.

There are 44 public primary schools in Masimba division. They were sub-divided into strata of zones. Each stratum represents a specific population characteristic which when put together representative of the population. This way it was hoped that the final sample which was obtained contained the important

characteristics of the parent population in the right proportion. The sub-groups refer to teachers and pupils in the selected schools. The summary of the population and sample size is as shown in table 6.

Table 6:
Distribution of Sample Size by Zones

Zone	NO. of Schools.	No. of Class Teachers	No. of Pupils (class 6-8)
	S	S	S
Masimba	10	43	94
Gesusu	8	34	87
Nyamasibi	8	32	89
Ramasha	10	41	91
Total	36	150	361

Research Instruments

The purpose of this study was to investigate the influence of selected factors on pupils' access to PL. Most techniques for measuring attitudes rely heavily on verbal information which can be generated by interviews and questions (Gay 2003). Data was collected using two questionnaires developed by the researcher, that is, teachers and pupil's questionnaire. Each questionnaire was divided into pail A and B. Teachers' and pupils' questionnaires contained 29 closed-ended items drawn from the three selected factors. The items elicited data on the influence of pupils' cultural background on access to PH. The closed-ended test items in the two questionnaires were measured on a -1-point Likert Scale. For questions with a positive stem Strongly Agree (SA) scored highest (4) while Strongly Disagree (SD) scored lowest (1). For those questions with a negative stem Strongly Agree (SA) scored lowest (1) while Strongly Disagree (SD) scored highest (4). The test item with mean score of between 2.5 and 4.0 indicates the respondents agree with the perception. The test item with mean score of between 1.0 and 2.4 indicates that the respondents disagree with the perception.

Data Analysis

Data was analyzed quantitatively. Data sheet was prepared. Data collected was entered into the code sheet. Analysis was

done using descriptive statistics that is frequencies, percentages, means and standard deviation for the data from teachers' and pupils' questionnaires for analysis. Frequencies, means and standard deviation were used to analyze data based on the objective. The mean score and standard deviation of each test item was determined. This depended on the cumulative responses of each respondent for each of the test items in the Likert scale provided. The mean score summarized the responses of the respondents and enabled data comparison. Since the mean is unduly affected by the extreme items, standard deviation was used to show the dispersion. The smaller the value of standard deviation the greater the uniformity in the population, while the larger the standard deviation the further that individual values of the random valuables tends to be the mean on average. The mean of means in every table indicted the population of respondent, its means and standard deviation.

RESULTS AND DISCUSSION

The Influence of Pupil's Cultural Background on Pupils' Access to PE.

The study attempted to establish the influence of pupil's community's culture on pupils' access to PE. Their views were as shown in Table 7.

Table 7:

Responses of Pupils on the Influence of Cultural Background on pupils' Access to PE

Statement on Community's Culture	N	Mean	Std.
			Deviation
The division does not have enough number of schools because the local communities believe its the work of the government	361	2.5042	1.1597
There are a high number of school age children in the division because of the traditional practice by local communities of having as many children as possible	359	2.1811	1.2894
The division has recorded high enrolment rates because of the value attached to education by local communities	358	2.9302	1.2583
Families prefer investing in education of male children because they are expected to assist their parents in old age unlike their female counterparts who get married elsewhere	361	1.9169	1.0922
The cultural practice of marrying off teenage girls after they have undergone circumcision or when they get pregnant is a major cause of high school dropout rates	361	3.3269	1.2620
The traditional practice of children participating in generation of family income interfere with their school attendance	359	3.2953	1.1920
Many cases of absenteeism and low transition rates among girl pupils is due to allocation of more domestic responsibilities in a	358	3.1453	1.5846

typical family setting				3
Most parents support their children throughout the 8 years primary school cycle because they have discarded the tradition of assisting their teenage children get married once they are circumcised				1.2657
	357	2.3417		0
Mean of means	357	2.7052		.5408

The data tabulated in Table 7 indicate that pupils denied (2.5042) that the division does not have enough number of schools because the local communities believe it is the work of the government to construct schools. They also disagreed (2.1811) that there is high number of school age children in the division because of the traditional practice by local communities of having as many children as possible. The results of the study showed that pupils (2.9302) accepted the view that the division has recorded high enrolment rates because of the value attached to education by local communities. Majority of the pupils (1,9169) denied that families prefer investing in education of male children because they are expected to assist their parents in old age unlike their female counterparts who get married elsewhere. However, majority of the pupils (3.3269) acknowledged that the cultural practice of marrying off teenage girls after they have undergone circumcision or when they get pregnant is a major cause of high school dropout rates. The results of the study indicated a mean score of 3.2953 implying that the traditional practice of children participating in generation of family income interfere with their school attendance. The pupils(3.1453) felt that many cases of absenteeism and low completion rates among girl pupils is due to allocation of more domestic responsibilities in a typical family setting. Pupils (2.3417) denied that most parents support their children throughout the 8 years primary school cycle because they have discarded the tradition of assisting their teenage children get married once they are circumcised. Standard deviation for each of the test items was between 1.1597 and 1.5846. These values were above 1.0 which implied that the items are spread away from the average. Standard deviation for the mean of means was 0.540 which means that the items are clustered around the average.

II. CONCLUSION

The findings of the study could be summarized that pupils' community's culture influence pupils' access to PE.. The findings of the study indicate that despite the government's commitment to provide UPE and EFA to all primary school-going age children, the combination of factors including cultural practices and parental illiteracy constrain the education opportunities available to Kenyans. Kenyan parents place a high premium on quality education as this is seen as the only opportunity to break away from culture. This has further been reinforced by the government's adoption of the FPE policy aimed at the provision of education and training for all Kenyan children as fundamental to the success of the government overall development strategy. While a lot has been written by the government on the success of

the PE in Kenya, implementation problems continue to be experienced at the grassroots level at Masimba Division

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