Effects of Parental Socio-Economic Factors on Pupils’ Enrolment in Primary Schools in Tambach Division of Keiyo North Sub-County, Kenya.

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David Abuga Kengere ¹Prof. Thomas K. Ronoh ¹Prof. Teresa Njonge ¹Egerton University

Abstract
The increasing importance of education as a driver of growth, information and communication revolution has been noticeable during the 21st century of educational mobility and global schooling. It is important that children should enroll and remain in school for the entire cycle. The purpose of this study was to establish the effect of parental socio-economic factors on pupils’ enrolment in primary schools in Tambach Division of Keiyo North Sub County of Kenya. The study was carried out in public primary schools in Tambach division of Keiyo Sub County. The study employed Social Darwinism theory. The study utilized descriptive survey research design. The study targeted a total population of 7998 pupils from which a sample of 351 was selected using simple random sampling technique. Purposeful sampling technique was used to sample 10 head teachers, 9 school management committee members and 27 class teachers and one Education Officer who provided useful information. Both qualitative and quantitative 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 conform to the study objectives. Reliability of the tools was determined by using Test-Re-test Spearman’s Formula Prophecy. The questionnaires had a reliability of 0.861 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 results presented as frequencies, means and percentages. 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 division of Keiyo Sub County. The study 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.

Introduction
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 by 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 example 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 remarkably 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 in upper class. Statistics from Ghana show a strong gender imbalance (Lewin, 2009). Girls’ enrolment is constantly lower than boys and the dropout rate among girls is higher than boys (Ghana NCWAD 1994). Whereas countries like Mali and Madagascar have worse cases. For instance Mali in 2006 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 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, 2003). 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 (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 (Kimalu, 2001 & 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 & 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 & 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 backgrounds a potent factor in enrolment and academic achievement of their children (Tella & Toyobo, 2007).

Socio-economic factors have 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 & 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

<table>
<thead>
<tr>
<th>YEAR</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>5359</td>
<td>5301</td>
<td>10660</td>
</tr>
<tr>
<td>2012</td>
<td>5423</td>
<td>5382</td>
<td>10805</td>
</tr>
<tr>
<td>2013</td>
<td>5367</td>
<td>5267</td>
<td>10638</td>
</tr>
<tr>
<td>2014</td>
<td>5236</td>
<td>5199</td>
<td>10435</td>
</tr>
<tr>
<td>2015</td>
<td>5100</td>
<td>4480</td>
<td>9580</td>
</tr>
</tbody>
</table>

Source: County Education Office Tambach Division (2016)

In Tambach Division of Keiyo North Sub County of Elgeyo-Marakwet county enrolment statistics in primary schools from table 1 indicates that enrolment is on the decline. For instance in 2011, the total enrolment number of pupils in Keiyo North 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 decline by 1080 pupils, a trend which will negatively affect enrolment.

According to the Keiyo District Development Plan (2005-2008), 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 effect of socio-economic factors on enrolment as shown in table 2, of primary school children in Tambach Division of Keiyo North Sub County, Kenya.

Table 2: Showing Enrolment in Schools in Tambach Division

<table>
<thead>
<tr>
<th>NO</th>
<th>SCHOOLS</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kabore</td>
<td>195</td>
<td>175</td>
<td>370</td>
</tr>
<tr>
<td>2</td>
<td>MoiTambach</td>
<td>410</td>
<td>436</td>
<td>846</td>
</tr>
<tr>
<td>3</td>
<td>Kessup</td>
<td>202</td>
<td>200</td>
<td>402</td>
</tr>
</tbody>
</table>
Research Methodology
The study was conducted using descriptive survey research design so as to examine selected parental socio-economic factors affecting pupils’ enrolment of primary schools in Tambach Division of Keiyo North. Descriptive research systematically and objectively assesses and synthesizes the evidence in order to establish facts and draw conclusion. According to Mugenda and Mugenda 2003, descriptive survey design which requires the collection of qualitative information from the sample.

The design allows the researcher to investigate a population by selecting a sample to analyze its occurrence through statistical analysis. Descriptive design was appropriate because the study sought opinion of pupils’ enrolment at hand through a questionnaire which had both open and close questions without influencing participants. The design was used because it enabled the research to obtain rich information which was both qualitative and quantitative that answered the research questions. The design was selected for this study because of its efficient way of collecting a lot of information from a large number of respondents in a short period of time and has a lot of secondary sources of information which can be analyzed.

The study’s effect of parental socio-economic factors on pupils’ enrolment in primary schools” was carried out in Tambach Division 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 Division is located in the Rift Valley which borders Kamariny Division to the west, Chepkorio Division 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 3,099.8km2. 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 division is sub-divided into Kessup zone and Kaptum zone. The division has a total of 31 Public primary schools 31head 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 Division of Keiyo North Sub County are the Keiyo. 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.

According to Mugenda & Mugenda (2003) 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. Tambach Division has 27 public schools according to the ministry of education (2014) as shown in Table 2 whose population is approximately 7998 in the division, classes 6, 7 &8 pupils have a population of 3052 was preferred. A sample total of 351 pupils were selected because of their maturity and they are academically advanced to be aware of their environment, both at home, school and able to respond to questionnaires. 24 class teachers, 9 school committee members 9 head teachers and one County Education Officer were sampled because they were perceived to have useful information about the study. The study used simple random sampling technique to select the school pupils, and
purposive sampling for school management committee and head teachers. This technique ensured that all selected individuals had equal chances of being selected from the defined population as it provides more precise estimates (Mugenda & Mugenda, 1999; Mugenda & Mugenda, 2003) who postulated that for simple random sampling of the respondent 10-30% of the study respondents was acceptable in a study. Also Kothari (1990) says that 30% of a sample is representative enough.

A sample population of 351 pupils from 9 schools was selected. The schools were selected using simple random sampling. 30% of pupils in classes 6, 7 and 8 from each school were selected using the same sampling procedure. Krejcie & Morgan (1970) table (appendix F) was used to identify sample size of pupils. All head teachers of the selected schools, 27 class teachers; one from each of the three upper classes, one management committee member from each sampled school and one county education officer were selected using purposive sampling.

In addition, the study used key informants which included school committee members 9 head teachers, County Director of education who are in the core of the school management were targeted because of the key and complementary role they play in the implementation of education among the public primary schools in the Division. Therefore, for the purpose of in-depth collection of data the head teacher alongside the County Director of education were selected purposely as key informants to give some information that could probably have not been clearly captured through the questionnaire.

Table 3: Sampled Population

<table>
<thead>
<tr>
<th>Sampled Schools</th>
<th>Sampled Classes</th>
<th>30% of the Sampled Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Kabore</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>MoiTambach</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Kessup</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>Kayoi</td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>Kapkei</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>Kipenda</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Anin</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Nyawa</td>
<td></td>
<td>53</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>111</td>
</tr>
</tbody>
</table>

Source: County Education Office (2016)

The study used a total of 469 participants including 351 class six, seven & eight pupils, 24 class teachers and 9 school committee members as shown in Table 4.

Table 4: Sampling Procedure and Size for Pupils

<table>
<thead>
<tr>
<th>Zone</th>
<th>Schools in the Zone</th>
<th>Sampled Total Class Six, Seven, Eight Pupils</th>
<th>No. of Sampled Teachers</th>
<th>Sampled School Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kessup</td>
<td>15</td>
<td>252</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Kaptum</td>
<td>16</td>
<td>126</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>31</td>
<td>378</td>
<td>42</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: County Education Office Iten 2016

The researcher utilized two research instruments namely, the questionnaires and interview schedules. The selection of these tools was guided by the nature of data to be collected, and the objectives of the study. The data was collected through the use of questionnaires developed by the researcher for...
each category of respondents. The questionnaire was used to collect information from pupils, school committee members, and head teachers. The questionnaires were designed using nominal scale to separate the subject to different classes, pupils, school committee, and head teachers. The responses were ordered ordinarily in terms of levels of agreement, strongly agree, Agree, Disagree, and Strongly disagree. Questionnaires also consisted of open and closed ended questions so that the information which would not be captured in closed ended questions was captured in open ended question. The closed ended questions were utilized to limit the answers to the parental socio-economic factors, on pupils’ enrolment. The questionnaires were administered to the pupils and class teachers. 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 sufficient time to complete the questionnaire. The questionnaires were then collected by the researcher. Interview schedule was also used in this study and was administered to head teachers and one county director education officer to obtain information on parental socio-economic status and pupils’ enrolment, school attendance as well as their opinion on pupils’ enrolment. Pupils’ questionnaire was used to obtain the necessary information on selected parental socio-economic effects on enrolment of pupils in public primary schools on the sampled pupils. They were both open and closed ended. Closed-ended questions in the questionnaires were suitable as they limit unnecessary responses, are easier to administer and analyze since each item is followed by alternative answer. However, they may have limitations such as the respondents being compelled to answer the questions according to the researcher’s choices and the tendency to choose the easiest alternatives. To minimize this problem, the questionnaire had opened items in selected areas to permit greater depth for response and provide the opportunity for self-expression. The questionnaires contained three sections, the first section sought to understand background information of the pupils, the second section addressed the effects of parental socio-economic on pupils enrolment in primary schools, the third heighted the effects of income, education and occupation status on pupils enrolment. The main advantage of the instrument is that it allowed the researcher to control and focus responses to the research objectives. Thus, enhancing the relevance of the data collected. According to Nyamongo (2001), key informants constitute the oral sources of information; they are repositories of knowledge from which researchers retrieve information. 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. There was an interview with key informants to get information about selected social factors (income, level of education and occupation) effects of parental socio-economic status on pupils’ enrolment in public primary schools in Tambach Division. People interviewed here were purposively selected, head teachers from the sampled schools and one County Education officer. This is because of their position and by extension their roles, duty and functions which enabled them to provide the required information on the effect of parental socio-economic factors on enrolment in Tambach division. The interviews were important because it helped to elect in-depth responses that gave an insight into understanding the study problem. Validity is defined as the accuracy and meaningfulness of inferences and which are based on the research results (Mugenda & Mugenda, 2003). According to Borg & Gall (2003) content validity of instrument will be improved through experts’ judgment. As such the researcher sought of the 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. 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 effects of parental socio-economic status on pupils’ enrolment in public primary schools in Tambach division. Suggestions and advice offered was used as a basis to carry out alterations in the research. Reliability is defined as a measure of degree to which a research instrument yields consistent results after repeated tests (Mugenda & Mugenda, 1999). Reliability helps to find out the degree to which the instruments would give similar results if measured over a number of repeated trials. The test -retest method was used in this study to test reliability because the test-retest reliability was used to provide 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. Co-relations coefficient was computed and Spearman Brown prophecy formula with the assistance of an SPSS was used so that the computed coefficient can reflect the reliability of the whole instrument. A correlation of 0.75 was considered high enough to judge the reliability of the instrument (Orodho, 2005). A correlation coefficient of 0.75 was obtained which according to Fraenkel & Warren, (2000) the questionnaire was reliable.

The research instruments were piloted in one school in Kamariny Division, 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. Validity and reliability of the instrument has been discussed in details in the subsequent sections.

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, 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 District 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 conducted 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 conducted interviews to the head teacher. 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 appointments with the head teachers and conducted interviews.

Data collected from the research instruments namely the questionnaire and interview guide were coded and entered into special computer software and data was analyzed qualitatively and quantitatively. Quantitative data obtained from questionnaires was analyzed by use of Statistical Package of Social Science (SPSS). The descriptive analysis of data was carried out and descriptive statistics 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. After data collection, the information from the interview schedule was cleaned and put into categories according the study’s objectives for easier thematic categorization. The thematic analysis was adopted where information was presented in narrative form as guided by theoretical interpretation and objectives of the study.

**Results and Discussions**

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.

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, the dropout rate of their children from school will 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.

**Fathers highest level of Education**

Figure 2: Fathers highest education level
Respondents in the study were presented with parental educational attainment levels as a factor that has effect on pupils’ enrolment in Tambach Division of Keiyo Sub-County, Kenya. 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 will 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 will 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, some parents may be working nearby farms as causal 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 effect 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 finding were evident from the responses by learners. Some of the respondents indicated that a number of fathers had no schooling in Tambach division this agrees with the previous findings that parental socio-economic factors such as parent’s income level has effect 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 has effect even on those who enrolled and later drop because of these school charges in Tambach Division.

**Effects of Parental Education Level on Enrolment**

The objective of the study was to establish whether parental education level has effect on
The respondents were asked to rate statements on the scale of Strongly Agree, Agree, and Disagree, Strongly disagree on whether the education level of parents affected enrolment of pupils in the study area. The responses are presented in Table 5.

**Table 5. Parental Education Level Effects on Enrolment.**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>49</td>
<td>14.0</td>
</tr>
<tr>
<td>Agree</td>
<td>100</td>
<td>28.5</td>
</tr>
<tr>
<td>No Opinion</td>
<td>92</td>
<td>26.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>61</td>
<td>17.4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>49</td>
<td>14.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>351</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Source:** Research Data, 2017.

From Table 5, majority of the pupils (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 pupils (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 effect 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, Nakajo & 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 effect 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.
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 6 years and 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 effect 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. From the findings as illustrated in figure 2 table 5 and figure 3 parental education level has a direct effect on enrolment of primary schools in Tambach Division of Keiyo North Sub-county.

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.

In summary, from the findings about parental education level and pupils’ enrollment, it was established that the education level of parents has effect on 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 education level of parents and on pupils’ enrolment, it was established that the education level of parents has effect on enrollment. This is because educated parents understand the importance of education and therefore are able to enrol 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.

**Conclusion and Recommendations**
The research findings show clearly that parental levels of education, income and type of occupation collectively categorised as socio-economic factors have effect on enrolment of primary school pupils especially in upper classes in Tambach Division of Keiyo North Sub County. This is because some pupils drop out of these classes due to their parents’ inability to enrol and inspire them and also meet the necessary school obligations.

The study makes the following recommendations:

The study established that parental education level has effect on pupils’ enrolment. The government should formulate sound policies and programmes that encourage parents to enroll and maintain their children in school should be developed. 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 by the government.

The findings of the study established that parental level of income has effect on primary pupils’ enrolment. It is recommended therefore that primary school education should be made completely free in its true sense and in addition, intervention measures that encourage enrolment and attendance should be put in place.

The study also established that parental occupation has effect on enrolment of primary school pupils. It is recommended that parents to be empowered to increase productivity and hence generate more income part of which they can use to meet school obligations of their children to completion.

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