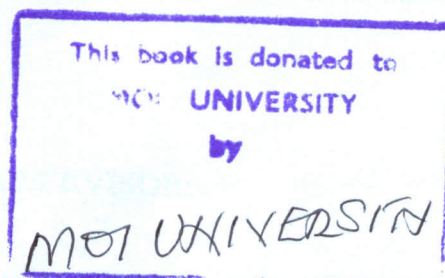


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**DETERMINANTS OF ACCESS TO PRIMARY SCHOOL EDUCATION
AMONG BOYS AND GIRLS IN KENYA: A CASE OF UASIN GISHU WEST
DISTRICT**

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ABSTRACT

The purpose of this study was to investigate the determinants of access to primary school education among boys and girls in Uasin Gishu West district, Kenya. In order to achieve the purpose of this study, five specific objectives were addressed: to determine how the education cost of schooling, teacher factors, content factors, family background and pupil characteristics determine access to primary school education among boys and girls. The study was guided by the theory of demand and supply developed by Alfred Marshall in 1890. The study sample comprised 420 respondents drawn from head teachers, teachers and pupils. The sample size was selected through stratified random sampling and simple random sampling techniques. The data of the study was collected from primary and secondary sources. The research instruments were questionnaires, document analysis and interview. The study ran in two stages: the pilot stage, and the full study. The questionnaire was tested for reliability by the use of a single administration. The obtained data were analyzed using descriptive and inferential statistics. Multiple regression and Factor analysis was used to determine the relationship between the predictor variables and criteria variables. Chi-square test was utilized to determine the relationship between the independent variables and dependent variable in the stated hypotheses. From the findings of the study, it was concluded that cost of education had a negative correlation on access to primary school education. It further concluded that teacher related factors positively contributes to access to primary school education. Content factors according to study contributes on the access to primary school education. It can also be concluded that parental income contributes positively to access to primary school education. There was positive correlation between pupil characteristics and access to primary school education. The study recommends review of government unit cost per pupil allocation to Free Primary Education. There is need for employment of more teachers to reduce the high pupil- teacher ratio. The study further recommended economic strategies so as to improve family income and sensitization of the public on gender issues and empowerment of women. The findings of the study would facilitate the availability of information on the implementation of Free Primary School Education policy in Kenya. Furthermore, scholars will use this study for reference and further study