Influence of Selected Personal Factors on Pupils' Progression in Public Primary Schools in Trans-Nzoia West Sub-County, Kenya

Evans Wasilwa Wekesa¹; Kiumi Kanjogu²; Stephen Ndichu Thuku³

¹²³ Laikipia University, Kenya

Author email: wekesa.evans@yahoo.com

ABSTRACT:

The purpose of the study was to investigate the extent to which selected personal factors contributed to pupils' low progression in primary schools in Trans-Nzoia West Sub-County. The study adopted ex-post facto research design. The target population was 1815 teachers and 91 head teachers from 91 public primary schools. Data was collected from a sample of 313 teachers and 73 head teachers through self-administered questionnaires and data collection form respectively. Proportionate, stratified and simple random sampling techniques were used to select the subjects. Construct validity of the instruments was confirmed through piloting of the study. The teachers' questionnaires were piloted in 5 schools in Bungoma North Sub-County and their reliabilities established after testing using the internal consistency method and Cronbach Alpha coefficient of 0.92 was realized. The instruments were deemed reliable as their reliability coefficients were above 0.7 threshold recommended for social sciences research. Data was analyzed using both descriptive and inferential statistics with the aid of the Statistical Package for Social Sciences (SPSS) version 21. Data was described and summarized using frequencies and percentages while hypotheses were tested at the .05 level of significance and using simple regression analysis. The results reveal that Personal factors influence progression of pupils in public primary school. The results of the study may inform the Ministry of Education, Boards of Management, parents and teachers in Trans-Nzoia West Sub-County and the country at large on factors to be addressed to enhance pupils' progression in public primary schools in the sub-county.

Key terms: personal factors, progression, influence, pupil's progression

How to cite this article in APA (6th Edition)

Wekesa, E. W., Kanjogu, K., & Thuku, S. N. (2019). Influence of Selected Personal Factors on Pupils' Progression in Public Primary Schools in Trans-Nzoia West Sub-County, Kenya. *Editon Cons. J. Curr. Educ. Stud.*, 1(2), 42-53.

Introduction

Education is considered as a basic human right, an end in itself and an intrinsic element of the social development process. Provision of education opportunities to all has been a key objective of the government of Kenya. The guiding principle has been that every Kenyan has a right, regardless of the socio-economic status, to primary education (Republic of Kenya [RoK], 2005). The Basic Education Act 2013 underlines the right of every child to access free and compulsory education (Admassu, 2013). Key among the goals of education in Kenya is that it should prepare and equip the youth with desirable knowledge, skills and positive attitudes to enable them to play an effective role in society, and so enjoy a meaningful and satisfying life.

According to Johnson (2011), education enhances work productivity in the formal and informal sector, a factor that increases one's employment opportunities and consequently one's social mobility. It is for this reason that demand for education has always been rising and in line with this, the government continues to spend heavily on educational programs. The introduction of Free Primary Education (FPE) in 2003 in Kenya is a manifestation of the importance attached to it. This policy has an international backing and credibility as this is part of the Sustainable Development Goals (SDGs) and other internationally agreed protocols (Orodho, 2013). Because of public financing of FPE in Kenya, demand for primary education has risen. In an effort to meet the rising demand for education, the Kenya government allocates a higher proportion of the budget on education than other sectors

of the economy to have all school going age children in school in order to realize access to education.

The progression of pupils in primary school education process is a matter of concern to all education stakeholders globally. Progression is critical to the quality of future life of individuals as well as the health and vitality of a democratic nation (World Bank, 2008). However, the progression of pupils in public primary schools has not been fully attained in Kenya and Trans- Nzoia West Sub-County. This state of affairs could be attributed to different factors surrounding the learning environment. The personal factors could include: pupils' age, peer pressure and academic abilities. In the United States of America (U.S.A) pupils in primary school level are held back in some classes longer than a full year. For example, it is estimated that 15-30% at least one grade by age 15 (Corman, 2003). This implies that pupils graduate when older than primary school age. This is an indicator of low progression rates in the country, as some may not manage to reach the graduating level.

In the U.S, there are two categories of influence affecting progression rates in education, push and pull factors. Push effects are factors located within the school that negatively impact on the students and are connected to the environment which make students to reject the ideas of schooling. Such factors include failing in exams and suspension for poor performance. Some schools have policies whereby students who fail or miss a number of lessons and exams, could not be allowed to continue. External factors, on the other hand, are the pull factors. These may include family issues like taking care of family

members, teenage pregnancy among the youth and the negative influence of peer group on fellow pupils in schools. These factors interfere with students' progression and success in education (Prevatt, 2006).

Studies in Brazil by Gomes and Hanushan (1994), have found that low progression still exists in Brazil but most predominant in rural areas. This has been attributed to the existence of income generating opportunities where the pupils engage in to earn income. Poverty interferes with pupils' progression as they stay more outside school to fend for money instead of learning. In Niger in 2006 and Burkina Faso in 2003, more than one-quarter of 14-year-old children who started school completed the primary cycle of education (Ricardo, 2010). This, partially explained by the high opportunity cost of the over age students and increasing societal demands such as marriage, fending for the rest of the family and taking care of the elderly in the community undermines progression of pupils in schools.

In Burundi and Kenya, where most repetitions occur in the final years of the cycle, pupils repeat to gain high academic potential as a way of preparing them to compete for limited secondary school opportunities (UNESCO, 2005). This has contributed to influencing progression of pupils in primary schools because pupils are held in some classes longer in order to attain the higher scores to make them join good secondary schools.

The Basic Education Act 2013, CAP 35 (2) states that 'No pupil admitted in a school, subject to sub-section (3) shall be held back in any class or expelled from school (RoK, 2013). A majority of schools usually contravenes this. There

remains room to find out why the the government policy has not been implemented to the later. Children with greater opportunities to earn income are likely to be taken out of school and involved in work if parents need additional income (Hanushek, 1994). A report by the Ministry of Education (2007) indicates that 58% of the Kenyan population is living below the poverty line. This leads to inability of the poor to meet education costs for their children. Consequently, why should the issue of poverty remain a barrier to the education progression of pupils who end up withdrawing from school to engage in domestic work in order to support their families meet basic needs and yet the government has introduced free and compulsory basic education?

In Kenya, the progression of pupils in public primary schools has continued to face the impact of persistent dropout (UNESCO, 2013). Dropout is the premature withdrawal of pupils from school before they sit for Kenya Certificate of Primary Education (KCPE). All school going age children should be in school with a view to making the nation literate. Kenya has also subscribed to SDGs in order to enhance achievement of the country's Vision 2030 growth agenda. The inception of FPE in 2003 in Kenya increased pupil enrolment and consequently pressure on the physical facilities in schools (Lucas, & Mbiti, 2010). This resulted in overcrowding in existing classrooms and by implication, lack of enough teaching personnel to match the increasing pupil population. The eminent impact was that the quality and hence desired standards in education was compromised since teachers were unable to handle the increased number of pupils effectively. Overcrowded classrooms and teacher shortage greatly influenced pupils'

progression rates because some pupils withdrew from school a factor that affected negatively on attainment of free and compulsory primary education in the country (Admassu, 2013). The pressure under which pupils in primary schools' work is a lot. They are taught in congested classrooms and have short holidays. These burdens have reduced children's playtime and affected their motivation for learning. The consequences are that their performance deteriorates and in the end, dropout of school, influencing progression of pupils in schools (Sifuna, 1990). There is urgent need for more research to be done in order to improve on the existing situation.

Nationally, the vast majority (90%) of the school-aged children in Kenya are attending school. However, progression through the primary cycle is slow. On average, among children aged 6-13 years, the grade gap- that is the difference between the expected grade for their age and the grade in which the child is enrolled is 2 years. For example, the average 13-year old attends standard 6 rather than standard 8. Most of the out of schoolchildren were found in Arid counties such as Baringo, West Pokot and Urban Districts with large slums populations such as Nairobi North (Uwezo Kenya, 2015). This is an indicator of poor progression because pupils leave school before completing primary level.

UNESCO, in a study in 2005 in nine sampled districts, which include Embu, Gucha, Kisumu, Kajiado, Nairobi, Mwingi, Kwale and Taita Taveta, established that, while enrolment

rose from 74,410 in 2002 to 92,974 2003 in the 162 sampled schools, the number dropped to 88,356 in 2004, indicating a 5 percent drop. A number of factors explain this situation: unfriendly learning environment, child labour and poverty. Over age in some pupils, has been cited as an indicator causing declining progression in primary schools. Only a quarter of the pupils are actually in a grade that is suitable for their age, while 44 percent are over-age for their grade by two or more years. Repetition was noted as a common feature in most schools, indication that the education system undermines progression of pupils. In the sample, 7.7 percent of the enrolled pupils repeated their classes. The proportion of the repeaters is high and this contravenes the official ministry of education policy that outlaws repetition (Orodho, 2013). From these findings there is need to find a lasting solution to improve on progression

According to Gathura (2014), in Kenya, out of the 1.3 million pupils who enrolled in class one in 2005, only 840,000 sat for the KCPE examination in 2012. This represents 33% dropout rate. This is an indicator of poor progression of pupils in middle classes. To confirm this state of low progression in primary schools, Trans-Nzoia West Sub-county, where the researcher will carry out the study, is no exception in this prevailing practice. Table 1 clearly illustrates this scenario.

Table 1: Primary School Progression per cohort joining Class 1 from 2006 to 2009 in Trans-Nzoia West Sub-County

CLASS	COHORT ONE		COHORT TWO		COHORT THREE		COHORT FOUR	
	FROM 2006 TO 2013		FROM 2007 TO 2014		FROM 2008 TO 2015		FROM 2009 TO 2016	
	Enrolment per class	% of the cohort per class	Enrolment per class	% of the cohort per class	Enrolment per class	% of the cohort per class	Enrolment per class	% of the cohort per class
ONE	9972	100.0	10185	100.0	10537	100.0	12572	100.0
TWO	9410	94.4	9854	96.8	9700	92.1	12110	96.3
THREE	9326	93.5	9695	95.2	9660	91.7	11787	93.8
FOUR	9011	90.4	9457	92.9	9780	92.8	11582	92.1
FIVE	8654	86.8	9270	91.0	9608	91.2	11525	91.7
SIX	8704	87.3	9093	89.3	9416	89.4	10973	87.3
SEVEN	9120	91.5	9748	95.7	9890	93.9	11237	89.4
EIGHT	4722	47.4	6125	60.1	6000	56.9	7325	58.3

Source: Trans-Nzoia West Sub-County Education Office Enrolment Data (2006-2016)

Table 1 shows that there was a decline in progression from one class to the next in all the four cohorts except for the progression from class six to seven where enrolment went up in all the four cohorts. This could be attributed to the forced repetition of pupils in class seven to enhance the mean score at class eight. This scenario suggested that there could be more underlying factors contributing to these trends in enrolment in primary schools in the Sub-County. These may include personal factors such as pupils' age, peer pressure and academic abilities. The extent to which these hypothesized factors influenced progression is not yet known.

The main purpose of introducing the FPE policy was to ensure that all pupils complete primary school smoothly as

per the 2013 basic education act of accessing free and compulsory basic education and attainment of vision 2030 growth agenda (Aduda, 2014). Failure to complete basic education cycle limits future opportunities for pupils and is a drain on the exchequer. Low progression rates are a danger especially to the girl child who will grow old and tired of school and therefore become susceptible to falling pregnant and getting married. The older the child is, the greater the chances of failing to complete basic education as expected (Cameron, 2005). The study therefore, is to investigate the influence of personal factors on pupils' progression in public primary schools in Trans-Nzoia West Sub-County, Kenya.

Methodology

The study adopted the ex-post facto research design. The target population of the study was all the 1815 teachers, who according to the 2015 records in the District Education Office constitute the total teaching force in the 91 public primary schools in the study area. The researcher used Krejcie and Morgan (1970), table for determining sample size (n) in a given population (N). The ideal sample size in a population of 91 head teachers is 73 respondents, 1724 teachers is 313 respondents. The study employed simple random sampling technique to select the subjects. The study used the teacher's questionnaire and head teacher's data collection form to collect data. The head teacher's data collection form was used to gather data on pupil's progression of the 2009 cohort during the 8 years they were in primary school. It also had open-ended items that were used to capture data on ways of addressing pupils. The data collection tools were piloted for reliability using samples from 5 schools outside the sub-county, which did not take part in the actual study. The reliability of the questionnaire was established using the internal consistency technique of the Cronbach Alpha Coefficient. After the data collection, a codebook was prepared and used to code it. The coded data was then keyed into computer and analyzed with the aid of the SPSS. Qualitative data generated by the open-ended items in the teachers' questionnaire were organized in themes pertinent to the objective of the study and described and summarized using frequencies and percentages. The influence of selected factors on pupils' progression was determined using simple linear regression formula.

Findings and Data Analysis

Influence of Personal factors

The influence of personal characteristics on pupils' progression was examined in the objective of this study. Studies (Aduda, 2014; UNESCO, 2012) have showed that learner characteristics such as age, gender and peer pressure affects progression rates. Data on pupil's personal factors were collected using a set of 10 close-ended items in the teacher's questionnaire. The items were constructed using a 1 (strongly disagree) to 5 (strongly agree) points Likert type scale. The teachers indicated the extent to which they agreed with the items. The teachers' responses to the items were averaged and transformed into pupils' personal factors index as shown in Table 2.

Table 2: Pupils' Personal Factors Index

Item	N	Mean	SD
Learners in my class are over aged	218	3.93	1.002
There are pupils in the class who are under aged	219	3.29	1.15
The academic performance of pupils in my class is below average	219	3.82	1.11
Most of the learners have negative attitudes towards school	219	3.82	1.11
The pupils lack intrinsic motivation to continue with schooling	217	3.80	1.11
Pupils in my class are involved in drug and substance abuse	219	3.74	0.97

The health of pupils is poor	217	4.05	0.93
Most of the learners lack self-discipline	215	4.18	0.88
The learners are not ambitious	215	3.99	0.95
The relationship between teachers and pupils is poor	214	3.43	1.21
Personal Factors Index (aggregate mean score)	219	3.77	0.51

The results in Table 2 indicate that the item means ranges from 3.29 (SD = 1.14) to 4.18 (SD = 0.88). The means of items such as “most of the learners lack self-discipline” (M = 4.18, SD = .88) and “the health of pupils is poor) (M = 4.05, 0.93) were high. The high items mean is an indication that majority of the teachers disagreed that learners lack self-discipline, Majority also disagreed that the health of pupils was poor. The aggregate mean (M = 3.77, SD = 0.51) was also relatively high. This implies that respondents tended to disagree with the pupil’s characteristics highlighted by the items. The results also indicate that the responses to the items were not clustered around the mean as illustrated by the high standard deviations. A high standard deviation means that there were wide variations in the responses to the items. The index however had a low standard deviation. The low standard deviation of the index means that there is a reliable estimator of the pupils’ characteristics.

Pupils’ Progression

The progression rates of schools that participated in the study were determined by analyzing the 2009 cohort during its 8 years in school. 4400 pupils enrolled in standard 1 in 2009, out of this number 3234 sat for their

KCPE in 2016. The progression rates of the cohort in the schools ranged from 28.4% to 88.6%. The progression trend is shown in Figure 1.

The results in Figure 1 revealed that there was a steady decline in the numbers of cohort 2009 in the schools by years, except for the years 2014 – 2015. A steady decline was also observed in the years 2015 and 2016. The progression rate of the 2009 cohort of the school that were involved in the study were categorized and summarized using frequencies and percentages as presented in Table 3

Table 3: Progression Rates in Schools of the Study Schools (n = 52)

Progression rates	Frequency	Percentage
28.0 – 43.0	2	3.8
44.0 – 59.0	5	9.6
60.0 – 75.0	12	23.1
76.0 – 91.0	33	63.5

The results in table 3 reveal that schools had different progression rates of pupils. The progression rate of majority schools fell in the range of 76.0 to 91.0(63.5%). The progression rate of the rest of the schools was between 60.0 and 75.0 (23.1%), 44.0 to 59.0 (9.6%) and 28.0 to 43.0(3.8%). The average progression rate of the study sample computed was 73.2%.

Table 3 revealed that most of the pupils who began class one in each cohort, about two thirds completed at class 8. The results were not in agreement with UNESCO (2005) whose findings showed that underage and overage by two or more years had highest dropout rate at class 8. According to Aduda (2013), pupils who sit examinations 20% were overage an indicator that progression was low. Aduda supported UNESCO on progression rate. However, both agree with the study because 63.5% progression is still low compared to government expectation of 100% as stated in the Constitution.

The head teachers were requested to suggest ways of addressing personal factors that influence pupils' progression. The suggestions given by the head teachers are summarized in Table 4.

Table 4: Head Teachers Suggestions on Ways of Addressing Personal Factors that Influence Pupils' Progression (n = 52)

Suggestion	Freq.	%
Pupils be encouraged to enroll at right age	24	46.2
Sensitize learners on importance of education	8	15.4
Provide remedial teaching to pupils with difficulties in learning	16	30.8
Counsel special needs pupils (orphans, those with disabilities)	20	38.5
Assist learners to be self-disciplined	12	23.1
Equip pupil with skills to manage peer pressure	4	7.7

Table 4 suggest ways of addressing personal factors on the influence of pupils progression, most head teachers suggested that pupils be enrolled in primary schools at the right age (46.2%). They attributed smooth progression of pupils in primary schools to providing remedial teaching to pupils with difficulties in school (30.5%), promote self-discipline in pupils (23.1%), and counseling of pupils with special needs (38.5%). 7.7 % head teachers suggested that pupils should be with skills to manage peer pressure in order to enhances progression in schools.

The results of table 4 support findings of the study conducted by Spaul (2013) which revealed that maintaining discipline among pupils in class promote progression in

schools. Thompson (2001) in his research found that peer rejection was 25% an indicator of low progression. Thompsons' results therefore, do not support this study at 7.7%. Wanyoike (2003) agrees with Thompson that peer groups without guidance contribute to low progression.

Table 5: Teachers Suggestion on Ways of Addressing Personal Characteristics that Influence Pupils' Progression (n = 220)

Suggestion	Freq.	%
Guide and counsel pupils	99	45.0
Instill self-discipline in learners	36	16.4
Make under/over aged pupils comfortable (have self-esteem, appreciated, confident)	45	20.5
Support (remedial teaching) pupils with learning difficulties to enhance their academic abilities	36	16.4
Motivate the learners	54	24.5
Nurture in pupils positive attitudes towards schooling	18	8.2
Sensitize parents on the importance of taking children to school at the right age	90	40.9
Sensitize pupils on the importance of education	15	6.8
Introduce adult education for over aged learners	9	4.1

The results in Table 5 show that majority of the teachers (45.0%) suggested that pupils should be guided and counseled while (16.4%) suggested that learners should be assisted to realize self-discipline. The suggestion to

sensitize parents on the importance of taking children to school at the right age (40.9%) and motivate the learners (24.5%) seemed a better remedy to enhancing progression in primary schools. Teachers (16.4 %) suggested instilling self-discipline in Pupils head teachers (23.1%) were in agreement with teachers.

According to UNESCO (2012), many pupils above 14 years were found in primary schools, which supported the findings of the study. 40.9% were of the view that parents be sensitized to take children to school at right age. Corman, (2003) agreed with the study that over age pupils influence progression. UNESCO, (2012) asserted that 15% pupils in primary fail to go through primary education. Pupils with learning difficulties and low achievement tend to dropout of schools (Batbaatar, 2006). Batbaatar agrees with the study where head teachers should support learners with difficulties (16.4) through remedial as posit.

Simple linear regression was used to test the first hypothesis which stated that personal factors do not significantly influence pupils' progression. The hypotheses were tested at 95% confidence level as a statistical basis for drawing conclusions. The procedure involved regressing personal factors index on pupils' progression. The results of the regression test are summarized in Table 6.

Table 6: Regression Test Results between Personal Factors and Pupils' Progression

Model	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	Std. Error	Beta		
Constant	50.488	6.678		7.560	.000
Personal factors	6.011	1.755	.227	3.424	.001
$r = .227, r^2 = .051, F(1, 216) = 11.272, p = .001$					

Table 6 shows that the relationship between personal factors and pupils' progression was positive ($r = .227$). The linear regression model relating the two variables was:

Pupils progression = $50.488 + 6.011 \text{personal factors}$
The results also show that the regression model fitted the data well as it was statistically significant, $F(1, 216) = 11.271$, $p = .001$ and the effect of personal factors on pupil's progression was statistically significant, $\beta = .227$, $t = 3.424$, $p = .001$. The results further show that that personal factors accounted for 5.1% ($r^2 = .051$) variation in pupils' progression. The results confirmed that personal factors significantly affect pupils' progression. They do not support the first hypothesis, which stated that personal factors do not significantly influence pupils' progression. The hypothesis was thus rejected.

The results in Table 6 indicate the influence of personal factors on pupils' progression in public primary schools. The results are in harmony with MoE Malawi (2007), suggested that child friendly schools improve child's Education. Children who are malnourished experience low school attendance an indicator of low progression. This

agree with the study where personal factors greatly hindered progression of learners. Admassu (2013) asserted that learning at overage demotivate pupils which leads to low progression. Ricardo (2010), study in Niger and Burkina Faso, found that a quarter of primary school pupils who started school completed the primary cycle of education. This is in harmony with the findings of this study on progression.

Conclusion

This study had an objective from which a hypothesis was drawn and tested using simple linear regression. The results of the hypothesis test revealed that the relationship between personal factors and pupils' progression in public primary schools was positive. The results also revealed that personal factors explained a significant variation in pupils' progression in public primary schools. This implies that personal factors influence progression of pupils in primary schools. Based on the results, the study concluded that personal factors influence pupils' progression in public primary schools. Based on the findings of the study, the following recommendations were made, that the government should enforce the children's rights as captured in the Basic Education Act 2013 and the current Constitution of Kenya. This would protect the pupils from child abuse to allow them acquire free and compulsory basic education.

Reinforce guiding and counseling services in schools to pupils, parents and teachers on the emerging issues in education was also recommended.

REFERENCES

- Admassu, K. (2013, August, 2). "African Population and Health Research Center-Educational Research." *The Daily Nation*. Press. p.12.
- Aduda, D. (2014, January 2). (Education Editor). "Low score of worst performers raises queries on teaching." *The Daily Nation* Press. p.4.c
- Batbaatar, M (2006). *Children on the Move: Rural-urban migration and access to education in Mongolia*. CHIP Report No.17, Save the Children UK/CHIP.
- Cameron. L. (2005). *Primary completion rates: E.P.D.C Technical Paper Wp-09-01*.
- Corman, H. (2003). The effects of state policies, individual characteristics, family characteristics and neighborhood characteristics on grade repetition in the United States. *Economic of Education Review*, 22, 409-420.
- Gathura. G. (2014, January 5). "Shock of Three Million Pupils Repeating Classes Yearly." *The Daily Nation* Press. p.12.
- Gomes, J., & Hanushan, E. (1994). Causes and consequences of grade repetition: Evidence from Brazil. *Economic Development and Cultural Change*, 43,117-148.
- Hanushek, E. A. (1994). *Making schools work: Improving performance and controlling costs*. Washington, DC: The Brookings Institution.
- Johnson, T. (2011). *Education Essays*. Retrieved from www.studymode.com
- Krejcie, R.V., & Morgan, D.W. (1970). Determining a sample size for research activities *Educational and Psychological Measurements*. NEA Research Bulletin 138.
- Lucas, A. M., & Mbiti, I. M. (2010). "Access, sort up and achievement: The short-term effects of Free Primary Education in Kenya" Wellesley College Mimeo.
- Ministry of Education (2008). *Education realizing Vision 2030: Goals through effective and efficient public spending*. Nairobi: Government Printer.
- Orodho, J.A., Waweru, P. N., Getange, K. N., & Miriti, J. M. (2013). Progress towards Attainment of Education for All (EFA) among nomadic pastoralists: Do home-based factors make a difference in Kenya? *Research on Humanities and Social Sciences*, 3(21), pages 54-67.
- Prevatt, F. (2006). *School Dropout / Tinamy PhD*. Florida State University.
- Republic of Kenya (2005). *Sessional Paper No.1 of 2005 on Policy Framework for Education, Training and Research*. Nairobi; Government Printers.
- Republic of Kenya. (2013). *The Basic Education Act No 14 of 2013*. Nairobi: Government Printers.
- Ricardo, S. (2010). *School Dropouts: Patterns, Causes, Changes and Policies*. Paris: UNESCO.

- Sifuna, D. N. (1990). *Development of Education in Africa: The Kenya Experience* Nairobi Society: University of Glasgow *Transfer from First to Second-Level Schooling* Dublin: Marino Institute of Education. United State: *Economics of Education Review*, 409-420
- Spaull, N. (2013). Poverty & Privilege; primary School inequality in South Africa. *International Journal of Education Development*, 33,436-447.
- Thompson, M. (2001). *Best Friends Worst Enemies: Understanding the Social Lives of Children*. New York; Ballantive.
- UNESCO. (2005). *Challenges of implementing Free Primary Education in Kenya: Assessment Report*. Nairobi: MOEST
- UNESCO. (2012). *Education for Global Monitoring Report*. Fact sheet Education in Kenya, Nairobi.
- UNESCO, (2013). *Global Education Digest 2013*. Montreal. UIS
- Uwezo, (2015). *Are children learning? The state of Education in Kenya in 2015 and beyond*. Nairobi: Twaweza East Africa
- Wanyoike, (2014). *Marketing practices in private primary schools in Kenya. A case study in Maragua*.
- World Bank (2008). *National Assessment of Education Achievement vol.1: Assessing indicators of Achievement*. Washington D.C