

**FACTORS INFLUENCING DROPOUT RATES OF BOYS IN
PUBLIC PRIMARY SCHOOLS IN SABATIA DISTRICT**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT OF THE AWARD OF THE DEGREE OF
MASTERS OF ARTS IN PROJECT PLANNING AND MANAGEMENT OF
THE UNIVERSITY OF NAIROBI**

2013

DECLARATION

This research project is my original work and has not been presented for any award in any other University.

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Date

This research project has been submitted for examination with our approval as the university supervisor(s)

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Mr. Peter K. Harry

DEDICATION

I dedicate this work to my daughter Maureen who has sacrificed most of her time doing home chores making my work easier.

ACKNOWLEDGEMENT

The first and foremost, gratitude goes to the supervisors Mr. Peter K. Harry and Dr. John Mbugua who devoted time and patience to this study. Second I wish to convey sincere gratitude to the headteacher of primary schools in Sabatia district who gave me permission to undertake the study in their schools and spared time to participate in it. Third, the cooperation given by the Sabatia District Officers and the staff of schools visited is sincerely acknowledged. Fourth to my staff members Mr. Kimeli and Mr. Kilasi who gave me moral support, to Miss Linda, Janet I say thanks for the articles, notes and encouragement.

My family remains a pillar of unconditional support, to my mother Betty, my father, my brothers Isaac and Allan thanks for moral support. Fifth, I thank Mrs. Molly for the neat typing of the project.

Finally the researcher thanks the Nairobi University and the entire staff of Kakamega Extra Mural Centre for their co-operation, support and encouragement which enabled conducive and healthy learning environment.

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ABSTRACT

Education like any other forms of investment in human capital can contribute to economic development and social progress. The Kenya government has placed certain measures to give basic education to its citizen for instance the introduction of Free Primary Education – FPE. The underlying causes of dropout remains obscured and that is why this study sought to investigate the factors that influence dropout of boys in public primary schools. The objectives of the study are to investigate the causes of school dropouts among pupils, to investigate the rate of drop out amongst boys and to investigate measures that can be put in place to control the boy's dropout. The justification for investment is that education is not a basic right, just also a basic component of social and economic development. The literature review identifies the challenges such as a family socio – economic status; environmental factors school related factors and HIV/AIDS pandemic as factors influencing dropout rates of boys in public primary school. The boys who dropped out of schools came back to school were established through the school records such as class registers and admission books. The research design is descriptive survey; the target population was 30 people. Sampling techniques and sample size 10 of head teachers, 10 class teachers and 10 parents/guardian. Purposive sampling used to select school dropouts who not presenting in school to respondents, purposive sampling is one that is deliberate and nor random fashion to achieve a certain goal. The main instrument for data collection were questionnaire, interview schedule and school records. Data collected was analyzed qualitatively and quantitatively through descriptive statistics validity Data from schools was analyzed using descriptive statistics such as percentages and then presented in the form of frequency distribution tables and graphs. The researcher observed especially from the information given on questionnaires to a third party. The respondent names were not written on the questionnaires. The researcher should be personal identification before respondents and his or her mission. Validity of the instruments was checked by consultation from my supervisor from the school of continuing and distance education. Reliability will be measured by test-retest technique. Operational definition of variables was used to guide in data analysis. The family background that had an immense influence on boys drop out were parents socio-economic stats which include; family income, occupation, literacy level, family size and poverty. The study established that school related factors that causing dropout of boys were poor academic performance, teachers attitude, too much work in school and failure to pay school extra levies. Repeating of classes also discouraged pupils and had to drop out of school. Activities within the surrounding of the school and home were found to attract boys into cheap labor jobs. Most of the findings indicated that they chose to be out of school to create income in order to subsidize their parents low income. The study recommends that the school head teachers should not be forcing children to repeat classes unless they so wish. Repeated examinations should be counseled to improve their performance. In this study the government was called upon to give a guideline on the extra levies charged in schools in order to curb the dropout of boys from schools. The community should be sensitized through the ministry of education on the importance of education. The study also recommends that the government to come with a law on age that should be allowed to ride bicycles and motor cycles as a business mean. As a basis for further research, the study should be conducted in the whole country to have an overview of the nation and apply the present findings.

Acronyms and Abbreviation

E.F.A - Education for All

F.P.E - Free Primary Education

U.P.E - Universal Primary Education

U.B.E - Universal Basic Education

K.C.P.E - Kenya Certificate of Primary Education

M.D.G - Millennium Development Goal

M.O.E - Ministry of Education

NER – Net Enrolment Rate

GOK – Government of Kenya

CHAPTER ONE

1.1 Background of the Study

Education worldwide was the finest way to attain self-reliance and economic growth and development (World Bank, 2004). Education helps to resolve inequality and poverty (Mundy, 2007). Education for all (EFA) is a global commitment that strives to ensure that all children have access to education (UNESCO, 2007). Education can only be said to be genuinely universal of E.F.A is achieved.

According to World Bank 2008 statistics, the primary school age Net Enrolment Rate NER was 83% in 2001 and 86.4% in 2006. However, this high primary school enrolment is deceiving not all children enrolled complete primary school education (UNESCO, 2007). There are varying degrees to which countries meet E.F.A goals resulting to minimal improvements or dropouts of 125 million school age in the world, a significant number is from Africa. Although 2015 was target specified by the Millennium Development Goals (MDGs) and the Education for All (EFA) initiatives to achieve universal primary access. Many African countries are far from reaching this goal (Mukudi, 2004) (UNDP 2008, UNESCO 2008). Limited economic and organizational resources constrains their ability to build and expand education systems as the needs and demands for formal education in post colonial African continue to grow.

Countries in Sub-saharan Africa have been exploring ways of improving their educational systems in order to achieve their commitment to Education For All (EFA) goals ensuring children have access to and complete free compulsory and good quality primary education, was a target receiving considerably attention from government and international community alike World Education Forum 2001 despite the countries efforts, many children in Africa who access education do not complete primary education UNESCO (1993). The most affected are the belongings to poor and orphans (Amsworth and Filmer 2002). The prevalence of dropout varies between and within countries and occurs more frequently in certain age ranges and grades depending on the educational structures and patterns of participation in that country. Dropout by definition depends on children being previously enrolled and so in countries where there is low initial enrolment, actual numbers who drop out may be lower than where initial enrolment is high (Create, 2007).

Although most countries in Africa have embraced Free Primary Education (FPE). Generally, schooling in most parts of Africa is not free and many children never get the opportunity to attend school and if they get it, then completion of primary education is not achieved (Kess, 2005). Dropping out from school occurs after children have previously achieved access to school. A major problem in many developing countries, is that, dropping out is often obscured within statistical data and by the emphasis on initial access. In Africa, countries such as Burkina Faso, Ethiopia, Kenya, Mali and Mozambique 60% of dropouts are over- age learners, 80% of rural children dropout of primary, more than 90% of children from the poorest 40% of the households do not complete primary education, more than 70% of children with uneducated/unschooled mothers who left primary school do not complete primary education (Bruneforth, 2006). Common patterns of primary school progression are important as they highlight key points where children are most at risk of dropping out from school, although patterns of enrollment by grade differ markedly between countries.

Although there has been progress in improving school participation since the 1990 world conference on Education for all in Jomtien, there are still large inequalities in dropout rates according to wealth, gender and location in many countries. In several Sub-Saharan Africa (SSA) countries there is a significant difference between proportion of children in the richest quintile of the wealth distribution that dropout without completing primary school and those from the lowest quintile. Dropout is often a process rather than the result of one single event and therefore has more than one proximate cause, (Hunt, 2008).

In Kenya, dropout rates are higher in upper classes, standard 5 to 8. According to survey carried out by the Ministry of Education in 1996, dropout rates in primary schools by provinces were estimated as North Eastern Province had the highest dropout rate of 9.4% followed by Western Province 8.0%, Nyanza 6.5%, Rift Valley 5.8%, Eastern 5.6% and Central Province 2.2% with a national average dropout rate of 5.4% with boys accounting for 5.5% and girls 5.3%, (MOE, 1996). Districts in the arid and semi-arid regions are worst hit by low completion rates. Generally the number of pupils who reach standard 8 and sit for the K.C.P.E has been less than 50% since 1988. This indicates that large numbers of primary school pupils were lost to the system before completing the final year of primary education. The persistent dropout rates create excess capacity in the system in terms of teachers.

Increasing primary school access is also seen as an important poverty eradication strategy and always a cornerstone of poverty alleviation plans. Hence countries in Sub Saharan Africa are abolishing primary school fees as a key strategy to achieve the goal, though majority of African countries continue to have primary school fees resulting to a drop in Net Enrolment Rate (NER). The school fees abolition initiative was a strategy to ensure the achievement of EFA goals. Education especially at the primary level has both social and private benefits; basic education contributes to poverty reduction by increasing the productivity of the peoples labour by reducing fertility and improving health and by equipping people to participate fully in the economy and society, (World Bank, 1996). Therefore, the decision to enroll and remain in school is also a function of the perceived benefits of schooling both by the parents and the pupils. According to World Bank, 2008 69% of the world's total countries were not in line with the achievement of EFA goals, hence indicating increased dropout for primary school age-children..It has been observed that not all children have the same opportunities to attend and complete primary school (Bustillo, 1993, Stromquist et al, 2000).

Kenya like other countries in the world has invested substantial resources in education. Indeed the party of Independence, the Kenya African National Union (KANU) emphasized confronting ignorance. It was thus understood that education would be available to every Kenyan sooner rather than later (GOK, 2002, P.14). Kenya has also placed education as a priority at all levels promoting it as a key indicator for social and economic development. In 1963 at independence there were fewer than 900,000 Kenyan children attending primary school but by 1992, the number had grown to 5.53 million (UNESCO, 2008c).At independence, there were 6056 primary schools with an enrollment of 891,000 students. By 1990, there were over 14690 primary schools with about five million students and 200,000 trained teachers. The teacher student ratio in 1991 and 1992 was 1:31.

Free Primary Education is widely assumed to be required to ensure that the poor gain enrolment. After introduction of FPE from January 2003 by the then new National Rainbow Coalition (NARC) government, Kenyan schools reported huge increases in enrolment (TOOLEY et al 2004).In the first year there was an enrolment increase of 1.3 million from 5.9 to 7.2 million. Despite the increase to currently 7.6 million, Kenya has not yet achieved (Universal Primary Education (UPE) since an estimated 3.2 million are not in school accounting for non enrolled and dropouts. (Yetu E, 2003, Kess, 2005). An increase in the quality and quantity of education

provided is associated with a wide range of benefits including increased productivity, reduced poverty and inequality of income, improved health and economic growth (Lockheed et al 1991). In Kenya, public expenditure on education account for the largest share of total government expenditure. For instance the combined gross enrollment ratio for primary, secondary and tertiary education in 23005 was 60.6% with the government allocating 29.2% of the budget to education (Bunyi, 2006; UNESCO, 2008c). According TO Deolalikar (1998), Kenya appears to be spending significantly more on education than would be expected at its level of per capital GDP. This is true specifically after the introduction of Free Primary Education programme in 2003 and subsidized tuition programme in secondary schools in 2007. The implementation of FPE policy pushed the education recurrent expenditure up to 30% of the total government discretionary spending in 2002 – 2003. As initially noted gross enrollment rate (GER) rose from 79% to over 98.2%. The policy of FPE is in line with Millennium Development Goals (MDGs) which Kenya ratified in 2000. In 2002, the UN's millennium summit set a strategy of starting a programme of free schooling for all children in Kenya by 2015.

Despite these impressive enrolment gains, the primary education system continues to be beset by serious problems such as low internal efficiency, manifested through high dropout and repetition rates and low school quality. The primary education system also suffers from high degrees of inequity particularly between socio-economic groups, geographical areas and administrative regions. In its National poverty Eradication plan 1999 – 2015, the Government of Kenya stated a goal of achieving a 15% increase in primary school enrolment between 1999 and 2005 and achieving universal primary education by 2015.

The cost of providing free primary education was beyond the scope of the ordinary education budget, yet economic performance has not been strong and donor finance is often temporary. Due to regional differences, economic status differences and the school- centered approach of the free primary education programme, a worrying trend of high dropouts has been observed. These declines have reversed the gains in enrollment achieved in the previous years (Abagi, 1997).

In Sabatia District, the continued dropout suggests it may be an uphill for the government to achieve the goal of universal primary education by 2015. Given the importance attached to education as a means of alleviating poverty and the concern that dropout rates causes, this study will focus on primary school dropout. Specifically the study will asses various factors that may be responsible for the dropout of boys in rural public schools in Sabatia District.

1.2 The Statement of the Problem

Despite large amount of resources allocated to the education sector by the government of Kenya and the introduction of Free Primary Education policy in early 2003, little effort has been put into the education system to ensure that it benefits all the sections of the population and reduces disparities between groups which are in terms of gender, income levels, location (rural-urban) as indicated in Sabatia District Development Plan year 2002 – 2008 Republic of Kenya (ROK. 2002).

Sabatia District experiences high poverty levels standing at 56% against the 50% national rate due to high population density projected at 1000 people per kilometer. There is a high dependency ration and prevalence of HIV/AIDS. Due to high levels of poverty, education sector experiences low enrolments and high dropout rate (Lumuli 2009) being a district Sabatia, equally experiences high poverty levels. In the year 2003 with the introduction of Free Primary Education the District enrolled a total of 8,532 pupils in class one with boys accounting for 3,876 while girls were 4,656. In 2007 when the 2003 class was in class 5 there were 3,265 boys and 3,359 girls. The total enrolment had reduced from the initial 8,532 to 6,624. In the year 2010 Sabatia District had a total of 5,350 candidates with boys and girls accounting for 2,603 and 2,747 respectively. Republic of Kenya (ROK 2010) this study therefore intends to investigate the factors that influence the dropout of boys in Sabatia District which results to their non-completion of the basic education cycle, thus denying them the participation and attainment of primary education.

1.3 The purpose of the study

The purpose of the study was to establish factors influencing the dropout rate of boys in public primary schools in Sabatia District.

1.4 Objectives of the Research

The study was guided by the following objectives.

1. To establish the extent to which the family socio economic status influence the drop out of boys in public primary schools in Sabatia District.
2. To assess how environmental factor influence drop out of boys in public primary schools in Sabatia District.
3. To examine how school related factors influence the drop out of boys in public primary schools in Sabatia District.

1.5 Research Questions

The study was guided by the following research questions.

1. To what extent does family socio-economic status influence the dropout of boys in public primary school?
2. How does environmental factor influence the drop out of boys in public primary schools?
3. In which ways do school related factors influence the dropout of boys in public primary schools?

1.6 Significance of the Study

Findings of the study was opt to provide useful knowledge to school administrators' teachers, pupils and other stakeholders on ways of reducing the dropout rates in Primary Schools. They may be sensitized through findings of the study on causes of dropout and solutions to the problem of dropout hence strengthen the implementation of free primary education (FPE). The pupils were enhanced with information provided by the researcher on the consequences of school dropout and was motivated into completing the primary school cycle of education.

The study ensured that those pupils enrolled in class one complete the cycle which was absent for upward mobility. The study findings hope to identify the problem underlying or causing dropout of boys from public primary schools. This made parents know exactly why their children dropout of school when there was free primary education.

The study was hoped to avail information that was useful to inspectorate and quality Assurance team at all levels so that they both curative and preventive measures to the problem was taken into account. The school administration helped in creating a conducive and motivational environment to accommodate pupils of all abilities.

1.7 Limitations of the Study

The study was to cover Sabatia District due to inadequate resources, such as fund to cater for stationary, transport and hiring of research assistance. The study was also limited by difficulty in obtaining information from some stakeholders and respondents inaccurate answers. The researcher addressed inadequate information from some education stakeholders and respondents inaccurate answers. The researcher addressed inadequate information from education stakeholders through a well designed open and closed ended questionnaire. More information

was obtained from the National library Service and Internet sources. Respondents' inaccuracy was addressed through pre-testing data collection tools and instruments.

1.8 Delimitation of the Study

The study was limited to Sabatia District. That study relied on information from school manager's headteachers, class eight class teachers/pupils, parents and guardians, dropouts who are associated with public primary schools in Sabatia District. Document analysis was also used to provide needed information.

The study covered Sabatia district, since it was within the research's area of residence. The schools are well linked due to availability of accessible road network and a variety of means of transport for easy communication. This enabled the researcher to conduct the study with minimal interference on normal duties at the work stations.

1.9 Basic Assumption of the Study

The study was based on the following assumptions;

Free primary education was properly implemented in Sabatia District, all the primary school age going children attended public schools within the district, all the public primary schools have enough trained teachers, teaching and learning resources and facilities, Respondents co-operated providing objective and reliable information and that the district has effectively managed in public primary schools.

1.10 Definitions of Operational Terms used in the study

Socio-economic –Family characteristics in terms of moral, ethical, cultural, education and income levels.

Enrolment – Participation and attainment in public primary schools.

Dropout rate – The proportion of children that cease to remain enrolled in the schooling system.

Dropout – someone who leaves school without finishing their study

Rate of completion – the number of pupils who enrolled at the initial from STD one is not the same at the end of the primary education.

HIV/AIDS – Terminal ailment or health conditions which derail family's education.

Retention – The ability to keep learners within the school until completion.

Free Primary Education – Primary school education funded by the tax payer.

Education – The process by which the society transmits knowledge, skills and values from one generation to another.

Access to Education – Involves getting a student in the school.

1.11 Organization of the Study

The study was organized in chapter one which cover the background of the study, statement of the problem and purpose of the study, objectives of the study, research questionnaire, significance of the study, limitations, delimitations, assumptions of the study, definitions of the significant terms.

Literature review was entailed in chapter two where dropout in public primary schools will be dealt with on a global perspective, the influence of a family's social-economic status was investigated, environmental factors and school related factors on the dropout in public primary schools was studied, it also deal with conceptual and theoretical framework.

Chapter three was to contain the research methodology which included the research design target population, sampling procedure, research instruments, their reliability and reliability and validity procedures for data collection and analyzing techniques. Chapter four dealt with data analysis and interpretation, finally chapter five covered data presentation, data analysis and interpretation, it also provided a summary of the research literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter analysis information related to dropout in public primary schools on global perspective, the free primary education initiative, family socio-economic status, environmental factors and school related factor with regard to their influence on school dropout.

2.2 Family's Socio-Economic Status

One of the main benefits of acquiring education is that it improves prospects for employment. The socio-economic status of the client of the education system can effect the demand for education (Lockheed et al, 1994) poor economic growth in Kenya has led to persistent poverty among Kenyan household 50% of Kenyans live below poverty lines and are therefore unable to access basic services like food, shelter, health and education (National Development Plan, 1997-2010). Due to poverty, parents or guardians are at times unable to meet both the direct and indirect costs of schooling which forces them to withdraw their children from the school system. While education is free, families incur the costs of uniforms and transportation (Stromquist 2001) many families do not have the income to supply their items for the duration of all their children's education. In poor families, there is often a sacrifice in providing children with an education (Stromquist 2001). This is manifested in the fact that when a child stays at home to work, he or she contributes to family income as a result a family must weigh the cost and benefits of keeping the child at home to work of sending the child to school (Schultz, 1961, Souza, 2007). Socio-economic status of parents contributes immensely to school dropout. Pupils that come from well to do and educated families try to preserve in the primary school programme overcoming all odds on the way to success, while those from poor and uneducated families do easily succumb to and thus drop out of the school system (Osagi, 2010). Pupils from low income families are more likely to drop out of the school than are children middle and high income families. All these are due to direct cost of education or parents, which includes cost of uniforms, transportation and a meal.

The ability of each parent to be able to meet the needs of their children will determine the stability in the school for pupils in rural areas transportation cost can easily become the most

expensive element of private cost of education. No school bus is provided pupils walk or use public transportation, ride bicycles or use motorcycles. Furthermore, income is now highly significant in explaining school attendance. In vast, majority of rural households operate at or near the subsistence level and are most likely to be engaged in informal income generating activities (U.N.Hs, 2004). As a result many children are used as laborers in the fields or other activities to help supplement household income despite subsidized school fees. The opportunity cost of sending a child to school may be too high for rural families that require the extra labour. For their livelihood leading to school dropout, children whose parents perceive to be more mature or more likely to both be sent and assigned work at home.

Income uncertainty act a barrier to education attainment in rural areas (UNESCO, 2005) social and economic returns to investment result from children receiving education. Social benefits are seen in the improved living situation and environment of the population, economic benefits are seen as economic growth and stability of the nation or community. Household income according to (Croft 2002) is an important factor in determining access to education as schooling potentially attracts a range of costs. It determines when children start school, how often they attend, whether they have a temporarily withdraw and when they have to dropout (UNICEF, 2005) for example in rural India (Banglore the income of the father was linked to the continuity or discontinuity of the child in school with the father of most dropout not employed. If income levels are low, children may be called on to supplement the households income, either through wage-earning employment themselves or taking on additional task to free up other household members for work, (Seethuramu, 1984, Chugh, 2004). This is more apparent as children order and the opportunity cost of their increases.

Poor households tend to have lower demand for schooling than richer households. Whatever the benefits of schooling and the costs according to (Colclough 2000) there is a link between income and schooling retention. Children in rural areas and poorer homes drop out of school earlier dropout in great numbers and fails to make the transition to high schools compared to their peers in richer homes, the rural poor spend the major part of their income on food, since they consume more food than they produce. They are highly dependent on the local food market, the necessity

for children to perform economically important tasks that support household survival limits participation in education especially in rural groups (Lockheed and Verspoor 1991).

Many children begin working at very early ages. They spend their time mending their siblings, working on the estate farms, family fields and herding. They also have pressure on them to work which often clash with traditional schooling timetables. Temporary withdrawals in planting, weeding and harvest times among agricultural communities pull children away from school leading to more permanent dropout of school to more permanent dropout of school (Hadley 2010). The dropout of pupils in school over a given period of time reflects the impact of the various socio-economic factors originating from the community and homes/families of the pupils (Russel, 2001).

As children grow older, the opportunity cost of education is even larger hence increasing their pressure for children to work and earn income for the household as opposed to spending time in education (Colclough et al, 2001). The biggest cause of dropout for boys in the Sub-Saharan African Countries is income generating attractions. As boys get older the opportunity cost of attending school increases, they become more able to contribute towards the survival of their families through their labour on farms and even in other forms of income generating activities. This has implications on the age at which children are enrolled in school and late entry could therefore be closely linked with school dropout.

When households are confronted with a negative income shock, parents may opt to have children engage in immediate income generating activities, presumably at the cost of less time allocated to education. If time allocation operates at a margin, it may lead to lower attendance rates without children dropping out from school. Exposure to a negative income shock may induce permanent or temporary interruptions parents may decide to take their children from school so as to generate income (Sawada 2003). In the long run, whatever the case attendance rates and early dropout would translate into lower number of years of education completed.

The availability of cheap job opportunities influences the pupils' decision to withdraw from school and thus dropout. Some children, especially boys opt to engage in quick income generating activities than waste their time in schools.

According to Rumberger (1983) communities can influence dropout rates by providing employment opportunities during school. A pupil can dropout when he regularly works over 14

hours per week for example in rural areas where farmers keep cattle, boys become cow herders. This results to absenteeism from classes and eventually dropout caused by demand for income generation

A buoyant job market and the ability to earn good money is a motivating force behind decisions to leave school (Dachi and Earnet, 2003, Duryea 2003). However a depressed job market might act as a deterrent to dropping out and may encourage children to stay in school longer. Therefore over age boys of 14-16 years old are more likely to leave school as local labour market condition become more favourable. Children are more likely to be working in areas with thriving labour markets. The labour markets compete children's time, the pull of the labour market as opposed to the push of poverty can be a main factor in boys dropping out of school in some context the labour of boys tend to be higher than that of girls. For example in rural areas boy-child work for an average of 26 hours as opposed to 20 hours for the girl-child this increases pressure on boys to drop out. Boys are more likely to be involved in physical forms of labour and as they grow older changes to their physical growth make them more marketable and usable. The temporary withdrawal of boys from school while carrying out some seasonal tasks such as farming increases the likelihood of dropout.

There are substantial numbers of boys who have entered in the informal working economy many of whom are regular absentees from school or dropout. A higher number of boys leave school because earning money and attaining adult status is more attractive to them. In rural areas, higher child wages have the effect of increasing the probability of boys dropping out and decreasing the likelihood that girls will dropout (Bredie and Beehary, 1998) while boys may be the first to be enrolled in school, in time of economic crisis, when waged employment is available, they may also be first to be withdrawn. This study therefore intends to investigate the influence of income generating attraction activities such as motor cycle and bicycle passenger ferrying (Boda boda), cow herding, petty businesses, sugarcane harvesting and weeding, hawking in the local markets, brick baking, loading and unloading and sand mining, on the dropout of boys in public primary schools in Sabatia District Vihiga County.

2.3 Environmental Factor and Dropout

According to Moore and John (1957) boys face many environmental challenges including facilities, distance, resources and peer pressure.

This poses as a great challenge to their academic performance.

Harsh school environment according Hyde (1987) defines an ideal environment as one in which boys and girls feel safe and able to achieve their intellectual, physical and emotional potential in whatever that respects differences in gender, disabilities in kind and degree in culture.

Distance as a barrier to learning according to Lockheed and Vespuor (1990) notes that who live along a way from schools are prone to absenteeism and fatigue. This particularly increases the constraints to boys. According to research center for innovation and development in Nepal for every one kilometer of distance, a child had to walk in school the likelihood attendance dropped by 2.5%. The boys had the highest number than girls.

According to Kwesiga (2002) notes that the school facilities determine the quality of the school which in turn influence the achievement and attainment of its pupils. The teaching and learning resources that assist the teacher to facilitate the requisition of knowledge, skills, attitudes and values by the learner.

Ng'aroga (2008) notes that with the introduction of free primary education (FPE) pupils have adequate exercise books, however classrooms and other physical facilities such as desks are far from adequate.

According to Fuller (1985) desks, instructional materials, especially text books, school library activity, teacher quality elements related to the achievement, Eshiwani (1987) asserts that once a child enters school the characteristics of the institution may influence his or her performance.

2.4 School Related Factors and Dropout

School related factors contributed to the high dropout of boys and low completion rates among primary school. These factors range from the school curriculum, shortage of teachers, quality of teaching and learning school resources and facilities to quality attainment and outcomes.

Education quality is a major factor influencing schooling access (Ackers et al 2001). Quality has been compromised to some extent with increased access (UNECESO, 2004). Access to quality education is an important factor because returns to schooling are dependent on child's

acquisition of basic skills they may decide that an investment in education is not worth the small return (World Bank, 2004). Poor school quality may thus discourage households from sending their children to school instead they prefer to take children out of school and involve them in income generating activities or housework.

Poor school quality is associated with poor academic results, with higher levels of repetition and dropout and with lower progression rates to higher levels of the education system (Colclough et al 2000). Perception of quality outcome influence dropout in terms of how households perceive the importance of educational outcomes. Educational attainment level can act as disincentive to progression and can thus push pupils from school. Educational quality seems to affect decision making around schooling access and retention in many contexts.

The main quality issues which affect school attendance are related to inadequacies in teacher quality (Subject knowledge and attitudes to students) and availability of teachers in terms of distribution. High or very low public pupils-teacher ratio is one of the main reasons for the poor quality and low efficiency which characterize primary education. A 40:1 ratio is considered reasonable in developing countries however, in Kenya today and particularly in the lower primary the ratio is 100:1. Where there are few pupils in class, teacher become more effective because they are able to pay individual attention to pupils. Teacher-pupil interaction is boosted and thus pupils learn better in the final analysis they perform better (Abagi and Odipo, 1997) thus alleviating repetition and dropout. Shortage in teachers results to a high pupil-teacher ratio leading to poor performances which encourage repetition a precursor to drop out. The uneven distribution of teachers is a barrier to quality education in rural areas. There is prevalence of understaffing in rural schools, Colclough et al, 2000 describe how poor outcomes lead to lower demand and increased enrolment and dropout.

The quality of teaching and learning experience for children in schools can influence their motivation and the move towards dropping out. Where teachers have not prepared lessons, have no schemes of work, do not mark pupils' books consistently and do not determine satisfactory goals for teaching, classrooms lack materials and textbooks, little worthwhile learning can be observed. These have an impact on retention of pupils.

The prevalence of teacher absence in schools is linked to drop out in that it means limited teaching and learning, (Alcazar et al, 2006) the result is low performance. Teacher absence is concentrated in poor and rural communities, these most disadvantaged in terms of educational attainment, in remote areas transport difficulties may make it more difficult for teachers to arrive at school to teach leading to less motivation since working in poor conditions may decrease teacher motivation. Also poor communities may be less able to hold teachers accountable of actors such as being a male or a head teacher which reflect higher absences probably because they confer power and protection from any monitoring systems in place. (Chaudhury et al, 2005). Teachers who are not living or born in the districts where the school is located have high absentee rates while the teachers born and living in the districts where the school is located have lower absentee rates (Alcazar et al, 2006).

Language also influences school performance and is highly correlated with poverty leading to dropout and low earnings. When pupils are taught in the earlier years in languages which are not their native tongue, this can influence school attainment and performance thus discouraging and resulting to dropout.

Teachers' attitudes towards their work and pupils, their interaction with pupils have a great impact on the academic achievement and retention in school of their pupils. Teachers' negative attitudes push pupils out of school sometimes teachers neglect some pupils, abuse, mishandle and send them out of class during teaching/learning periods. The atmosphere is not conducive to learning and makes some children hate school this leads to absenteeism, poor performance and non-completion of the education cycle (Abagi, 1997).

The school curriculum affects participation in school negatively in school negatively. The 8-4-4 Kenya education system is overloaded. The pupils in primary school work under a lot of pressure although the subjects were reduced from the 9 which were being examined to 5, the curriculum is still overloaded. The burdens have reduced children's playing time and affected their motivation for learning (Sifuna 1997). The pupils stay in school from as early as 6.00 am to 7.00 pm, have short holidays and no play time ironically their performance deteriorates. In the curriculum has also added costs to parents in terms of payments of extra tuition and providing the lunch programmes in some schools. Generally most primary schools have introduced extra

tuition for pupils mainly in upper classes this is expensive and raises the cost of education. In rural areas the cost ranges from Ksh.100 to Ksh.500, therefore where household cannot afford then the pupils are subject to dropping out of school more so some teachers do not utilize the official teaching/learning time to implement the curriculum instead they use coaching time.

The efficiency of an education system is reflected by how many graduates are produced out of those who enter the system how much resource it takes to produce a graduate and eventually how many graduates can proceed to the next cycle of schooling. In the primary school education system repetition in the earlier grade can contribute to dropout. In Kenya over the 40 years sequence, the enrolment patterns have alternated between periods of relative stability and periods of sudden change. The changes always consequent on one or more major government initiatives which have influenced the education system leading to repetition (Abagi, 2003). Repetition appears to be close associated with the quality teaching and the readiness of the children. The level and pattern of repetition vary by region and by sex. According to EMIS, (2001) Kane, (2004), more boys than girls were repeating classes. In Kenya the major cause of repetition is the poor performance in exams. However, there are many other unique concerns for instance children fail to do exam due to various factors like lack of extra school charges. Poor teaching methods and lack of time for revision are associated with repetition; rampant absenteeism causes children to repeat. Absenteeism no matter the IQ of the child, what is taught is missed. This leads to falling behind which a route to repetition leading to frustration and eventually is succumbing to dropping out (Somers 2001). Repetition also occurs when previous dropouts re-enroll in school where they are required to rejoin school by repeating the grade they were in at the time of dropping out. Other causes of repetition include illness, lazy teachers, parents' decision pupils do not value education and transfer.

It is unclear whether grade repetition increases the chance of completion but what is apparent is that a grade repetition extends the age range in particular and thus increases the possibility of dropping out. This is so since teaching to different age groups has different requirements in terms of teaching/learning practice and curriculum (Lewin, 2007). This reinforces the well known finding that the older the child is the greater the chances of not completing the basic cycle of primary school (Cameroon, 2005). Moreover, children who are promoted to the next grade must either repeat the same grade or drop out of school.

Kenya is a country with high stakes examination on the end of primary school. Her gross enrolment rate at the end of primary school can be affected by children who repeat or are encouraged to repeat to increase their chance for a successful transition into secondary school. Between (1974) and (1978), repetition rates in Kenya were high in the final grade (Grade 7) than in any other grade. They ranged from 15.85 in (1974) to 9.54% in (1977). Grade 6 repetition rates were also above average in all years. Repetition rates in the junior and middle grades were low 3-5%. Repetition in grade 1 was in general no more frequent than in later grades. The C.P.E had always been a high stake examination for pupils sitting it. However, from 1978 a school ranking within the C.P.E league table quickly came to have a major impact on the prestige, professional standing and often the career prospects of its principal and teaching staff consequently pupils who failed to win a place in government maintained secondary schools at their first attempt were encouraged to return to grade 7 for second try (Somer set 1974). From 1978 ranking in the league table depended on mean scores for all candidates not the total number gaining secondary places. Hence it became advantageous to require weaker pupils to repeat grade 6 rather than allowing them continue into grade 7 where C.P.E performance might adversely affect the school mean score. These repetition strategies resulted to high dropout rates.

The introduction of K.C.P.E examination at the end of 1985 led to a peak in grade 6 enrolment. As a result many schools as to how well their pupils would cope with the new more broadly based K.C.P.E played safe by continuing to hold-back some of their slower learners for a second year in grade 6 resulting to drop out for those who could persevere. Schools require that pupils successfully complete a grade before allowing them to gain access to a higher grade with situations where absence and temporary withdrawals are high and quality levels low repetition rates are higher. More than one in ten pupils repeats at least one grade of primary school. (UNESCO, 2002, Kane, 2004) Although the ministry of education does not officially support repetition, the practice exists in primary schools. Every year about 10% of pupils from each class fail to move to the next resulting in the high cumulative loss experienced by Standard eight.

In some schools pupils are forced to repeat upper classes several times or sit for K.C.P.E as many as two or three times in order to obtain higher scores which would enable them to secure admission in secondary schools. Where boys repeat more than girls the consequence is a higher male dropout over repetition links between dropout and repetition indicate that children needing to repeat might be withdrawn from school. Similarly children who have repeated are at some

stage more likely than non-repeaters to drop out from school.(UNESCO, 2003, Nekatibeb, 2002, Uls, 2005. (Rose and Al Samarrai, 2001, Hunter and May, 2003).

Repetition may be deterrent to completion if children have to repeat a grade they will be older before they reach the last grade of primary school which again increases the opportunity cost of their time and increases the chances of withdrawing when they reach puberty. Furthermore, a large proportion of children repeat in early grade, this causes them to lose interest in school and thus dropout (Hunter and May, 2003). Nationwide, grade repetition rates is very high. It does not significantly vary across the provinces, except for Nairobi where the repetition is well below the national average. There is no marked difference between boys and girls. It is notable that repetition rates are higher at grade 1 this may be due to low preparedness of many children. High repetition rates in grade 7 are arguably due to forced repetition in pre-examination and examination classes in order to improve their performance in KCPE exams and get into better secondary schools. These grade specific repetition patterns are not differentiated between boys and girls (Buchmann, 2000).

Generally primary education has had internal efficiency problems such as the high wastage because of low completion and high repetition rates dropout and repetition rates are higher in upper classes standard 5 to 8 (Abagi and Odipo, 1997). The education system in Kenya has been characterized by low internal efficiency as indicated by the high grade averages 5 percent the cumulative effect is quite large. This is related to the late school entry particularly for the children from poorest households. The grade repetition rate is alarmingly high at primary level and averages about 14% annually between standards 1 and 7. Moreover, dropout rates get higher from grade 4 and onwards which represents the upper primary level. The drop out rate is highest in grade 7 this is due to the challenge of facing the primary completion examination during grades which causes high repetition rates of grade 7, since schools are graded and headmasters are evaluated on overall school performance at K.C.P.E (Abagi, 2003).

Low transition rates between standard 6 and 7 are partly explained because schools discourage weaker students from taking the Kenya Certificate of Primary Education (K.C.P.E) exam in order to protect the school's image. This means weaker pupils either repeat or are pushed out of school (Ackers et al, 2001). Studies indicate that more boys were repeating as a result of failing end of year examination (Nakanyike et al, 2002). The key factors for boys' repetition are related with performance. Repeating classes as a result of failing promotional examinations is still rampant though it is not a formal government policy. While repetition might be promoted as a

means to support the educational achievement of students, it's consequences might have the opposing effect. Repetition increases rather than decrease the list of dropping out. Effects to reduce grade repetition both early and late in pupils' school careers may be an important means of alleviating dropout. Basically, repetition has potentially harmful effects on pupils' self-esteem and attitudes towards schooling and thus increases the likelihood of dropping out of school.

2.5 HIV/AIDS and Dropout

The decline in the school enrolment during 90s appears to coincide with the spread of HIV/AIDS in Kenya. AIDS was first reported in Kenya in 1984 and between 1990 and 1999 the HIV prevalence rate increased from 4.8% to 13.5% although the prevalence of AIDS is considerably higher in urban areas, this is consistent with the greater decline in educational enrolment and dropout in both rural and urban areas. Persons between 15 and 49 age bracket account for around 94% of the total number of HIV positive persons. Most deaths associated with AIDS occur in the age range of 29 to 39. The continent of Africa is currently experiencing two major interrelated social challenges rising poverty rates and HIV/AIDS crisis. There is a growing awareness among governments and NGOs alike that AIDS is a major source of social and economic instability and therefore deserves serious consideration in the design of development policies. Africa is home to almost 11 million orphans, many from households where at least one parent had died from AIDS. The Sub-Saharan Africa is the only region in the world where the number of orphans has more than doubled since 1990 (UNICEF 2003).

In Sub-Saharan Africa, there are more than 12 million children orphaned by AIDS, not including the million of children whose parents are terminally ill. While the overall school enrolment rates have raised to approximately 66% in the continent, AIDS affected children have been systematically left behind. Recent surveys from Kenya, South Africa and Uganda show that orphans are more likely to withdraw from school, less likely to be at an age-appropriate grade and less likely to have limited resources spent on their education (Human Rights Watch 2010).

The disease mainly affects persons over 15, is unlikely that the incidence of the diseases among primary school children is a major reason for the decline in enrolment. However, its spread may have impact on education sector in several other ways (Stover and Bollinger 1999). First measured expenditure on health- care or reduction in household income because of death of a parent needs such as food, uniform and transport and force children's time and result in the child dropping out of school. Thirdly children may dropout of school if they contract the disease themselves. In Kenya HIV/AIDS influence 5 drop out by reducing household income and

attendants increase in opportunity costs. The onset of the HIV/AIDS pandemic and its devastating consequences have depleted families coping capacity and thrown it into total disarray.

52% of the children orphaned by AIDS are not in school compared with 2% who are not orphaned. Of the orphaned children 56% of the girls and 42% of the boys are likely to drop out of school within 12 months of a parent's death. Although the government has put into place measures to enable orphaned children to access F.P.E, the children still have health and emotional needs, as many of the caretakers (Often grandparents) do not have the economic means (Wandiba et al 2001) moreover the children Act passed in 2001 to address the needs of children has not been fully implemented due to limited financial resources and lack of capacity. However, the government is working closely with UNESCO, UNICEF and other NGOs to cater to the children's needs.

HIV/AIDS affects not only children and their parents but also thousands of teachers and education personnel. The disease may reduce the supply of experienced teachers through their deaths (UNICEF 2006). According to Human Rights Watch, children suffer discrimination in access to education from the moment HIV/AIDS afflicts their family. Children leave school to perform household labour or to bereave their parents' death. While Kenya has abolished primary school fees, school repeatedly refuse retaining AIDS affected children who cannot afford buying uniform and other school-related expenses (Human Rights Watch 2010).

Orphans and other AIDS affected children in many cases they are being cared for by widows who had been stripped off their property when their husbands passed away due to AIDS. In other, volunteers from community bases organizations resorted to pooling resources to provide orphans with basic necessities. Many orphans have eked out a living in the streets in urban locations or lived in household headed by other children. AIDS surviving children are at a disadvantaged when it comes to accessing health care services and education (Paxson, 2004). There is a significant difference in school dropout between orphans and non-orphans including intra-household, discrimination towards orphans (Ainwerth 2002). According to Evans and Miguel 2005, the death of a parent lowered school enrolment rates and accelerated school dropout rates.

Dropping out of school exposes orphans to a lifelong cycle of poverty and abuse. Children who drop out of school face a high risk of sexual exploitation, hazardous labour and living in the street. The rates of HIV infection are higher among children with low levels of education. Some

children are double victims of AIDS – First they lose their parents and then they face a high risk of HIV infection after they dropout of school (Human rights Watch 2010).

2.6 Culture and Dropout

According to the head teachers report, the transition period from childhood to adulthood that is during circumcision, the boys are initiated when they are young and they are taught so many things which concern with life of adults by their elders and once they come from seclusion to school, they lack respect since they feel they are old enough to take care of themselves and this has made some of them to drop out of school. This has also brought about disrespect among the female teachers and this has brought a problem to the administration of schools.

Also peer influence by their peers/age mates where most of them smoke, take alcohol and drugs such as bhang and cocaine and this will automatically cause a problem to them.

2.7 Theoretical Framework

This study will be based on the theory of Abraham Maslow! 1954, who views the operation of human needs accruing at different levels from the most basic needs to those at the highest levels. That the basic needs which are physiological have been catered for before achieving those at the higher levels. Primary school dropout is high due to the increasing poverty levels of households which deter their ability to meet the costs incurred in education. As a result of this needs the children opportunity cost is an issue of concern as there is a struggle between the opportunity cost and time to be in school. The society also contributes to dropout by providing income generating opportunities to school-age going children. All these is due to the poverty that derails the parents' efforts in providing the physiological needs such as food, clothing, shelter and health as Maslow put it. As such need become a burden to households, provision of school necessities equally become a problem resulting to temporary withdrawals which in the long run leads to permanent dropout.

2.8 Conceptual Framework

This study would be guided by the following conceptual framework on factors influencing dropout of boys in public primary schools in Kenya. These are interrelated in the sense that each category of factors can influence boys to make a decision either to dropout of school completely or to complete his/her primary education thus this conceptual framework shows the school related factors. Family socio- economic factors and environmental factors that influenced by parental and individual factors in contributing to the problem of dropout. This interrelationship will guide the study at tempting to examine the factors contributing to public primary school dropout of boys. In this study as per variables given in the conceptual framework bring out clearly why the rate of boy child dropout from public school is high and this is why I sought to carry out the study.

Conceptual Framework

The conceptual framework shows the relationship between independent variables and intervening variables. The interrelationship will guide this study to examine the factors contributing to boys dropout in public primary schools in Sabatia District.

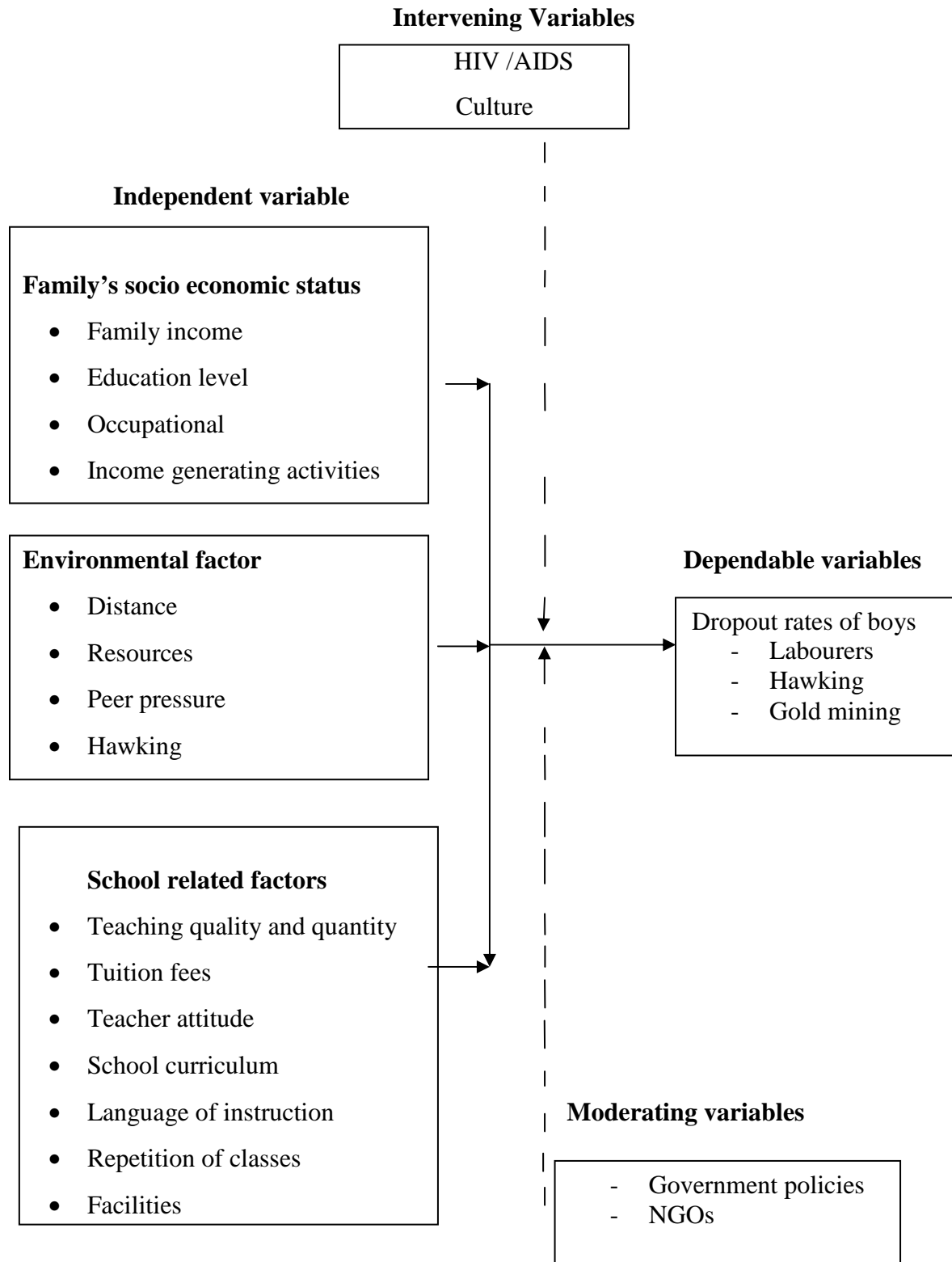


Fig 2.1 Conceptual Framework

2.9 Summary of Literature Review

The literature review has analyzed various factors influencing the dropout rates of boys in public primary schools in Sabatia District. It identified challenges such as family socio-economic status, environmental factor school related factors and HIV/AIDS pandemic as the factors influencing dropout on rate of boys in public primary schools.

It also includes the theoretical framework which was based on theory of Abraham Maslow! 1954 which explain the basic needs from the lower to higher level. This apply to who are low income earners to use the children as the labourer to supplement the basic needs to the family since it is a burden to them. Also the poverty has derail the parents efforts in providing the physiological needs such as food , clothing , shelter and health as Maslow indicates. The study is guided by the conceptual framework which has the following variables:- independent, dependent, moderating, intervening variables which are interrelated in the sense that each category can influence boys to make a decision to complete or dropout of the school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter dwelled on the research design that was adopted on that study, the research design, the target population, sample selection techniques and sample size, research instruments and their validity and reliability, methods of data collection and data analysis.

3.1 Research Design

This study was guided by descriptive survey design to examine the factors influencing boys dropout rate in primary schools in Sabatia District. Descriptive survey design was presented oriented methodology and was used to investigate population by selecting samples to analyze and discover occurrences (Oso and Onen, 2009).

Data which was obtained helped in determining specific characteristics of a group.

Sekaran (2004) defines descriptive research as a study undertaken to ascertain and be able to describe characteristics of variables of interest in a situation.

Mbwelesa (2006) noted that the descriptive research was undertaken with the aim of describing characteristic of variables in a situation.

Isaac and Michael (1990) note that information gathered through survey design can also be used to answer questions that have been or observed to assess needs and set goals.

Mbwelesa 2006 noted that the descriptive research is undertaken with the aim of describing characteristics of variables in a situation. Descriptive design describes a thing situation or phenomenon and seeks to give complete and accurate description of a situation at hand however, Harper and Boyd (2002) cautions that it shouldn't be concluded that descriptive studies should just be concerned with fact gathering expeditions. It also enables direct generation of information. It creates the in depth responses though sharing on past, present and future possibilities that consequently provided a good understanding of the phenomenon under study.

Isaac and Michael (1990) note that the information gathered through survey design can also be used to answer questions that have been passed or observed to assess needs and set goals.

The descriptive survey design was appropriate since the study was sought to describe

3.2 The Target Population

The target population is the larger group to which the researcher hopes to apply the results of the study Mugenda and Mugenda (1999). The study targets public Primary schools in Sabatia District. The target population consisted of 10 primary school head teachers, 10 teachers, 10 parents/guardians was also used in the survey to give in depth information on dropout rate in public primary schools in Kenya. The total target population was 30.

3.3 Sampling Procedure and sample size

Sampling is the whole process of selecting a sufficient number of elements from the population, studying and understanding the properties or characteristics of sample then generalizing the results to the population (Mbweza, 2006), a sample therefore is a presentation of the population in a research study. 10% of the target population can make a reasonable size for experimental studies, while 30% or more samples may be required for descriptive studies. Mugenda and Mugenda 1999.

Simple Random Sampling was used to determine how many schools were selected from the target population. That technique used so that each and every school in the target population has equal chances of participation. (Mugenda and Mugenda, 1999)

The sample size used in that study was 30 respondents 10 being the head teachers from public schools from Sabatia District, 10 teachers and 10 parents/guardians.

Purposive sampling method used to obtain the dropouts targeted for the study.

Purposive sampling targeted a particular group of people. A purposive sample was a sample selected in a deliberative and non-random fashion to achieve a certain goal.

3.4 Sample Size

According to Yamane (1967:886), this study adopted the formula

$$n = \frac{N}{1 + (Ne)^2}$$

Where n= required responses

N= Sample size

e²= error limit, e=0.05

Using this formula for Sabatia District yield a sample size of

$$N = \frac{30}{1 + 30(0.05)^2}$$

$$1 + 30(0.05)^2 = 30(0.10)$$

$$1 + 30(0.10)$$

n=30

The schools selected using proportional sampling technique were as follows:

$$\text{Head teacher } \frac{100 \times 30}{300} = 10$$

$$\text{Teachers } \frac{100 \times 30}{300} = 10$$

$$\text{Parents } \frac{100 \times 30}{300} = 10$$

3.5 Research Instruments

The data for this research was obtained from both primary and secondary sources which included records research and documents, past research included references to past research project and thesis. The documents included journals. The primary sources are the subjects to the study which was used to obtain the actual data from the field. That included primary school head teachers, teachers and parents/guardians. The instruments for collecting data from the field included questionnaires for the head teachers, teachers and parents/guardians. There was interview schedule for the parents. Questionnaires will be used for the literate population, which includes the head teacher, teachers and parents /guardians. That was because they were able to read comprehend questions and even gave the responses in writing. They were administered and left with the respondent to fill in before being collected a day later. The questionnaires consisted of both close and open ended questions for purpose of obtaining important information about the population. Mugenda and Mugenda 1999).

3.5.1 Questionnaires

That referred to pre-formulated written set of questions or items which the respondents were expected to react by giving the responses in written. The researcher deems it suitable to administer the questionnaire for the purpose of collecting a lot of information from a large

population over a short period of time therefore the questionnaires was used to obtain the data in that study from the Head teachers, class teachers and pupils.

3.5.2 Head teachers Questionnaire

The head teacher/ Deputy Head teachers' questionnaire was attempted to collect data on enrolment and attendance patterns of the pupils in the rural public primary schools, number of teachers and teacher attendance, the role of parents in pupil's performance and school management

3.5.3 Teachers Questionnaire

Teachers' questionnaires was attempted to gather data on demographic information of the class teachers which included their sex, professional qualifications, teaching experience and the enrollment and attendance pattern of the school.

3.5.4 Pupils' Questionnaire

The pupils' questionnaire consisted of multiple choices where pupils were expected to choose the appropriate answer by putting a mark or a tick in the brackets

[√] provided.

There was also be some open-ended questions where they gave responses by giving their own opinion on individual basis. The questionnaires attempted to gather data on the general demographic information on grades, age, their home and family background in terms of parents' income education level of the parents and sibling, occupation of their parents.

3.5.5 Interview Schedule

Interview schedule for parents were attempt to collect data on parents' socio-economic status in terms of education level, income and occupation. Their role towards their children's performance in school work and on their family's general education background. It was a face to face encounter. The interview was administered orally and therefore the respondents gave their responses orally. The interview was structured whereby it had a standardized list of open –ended questions which were put in the same format and sequence to every respondent. (Mbwesa, 2006).The interviewer recorded the respondents' responses during the interview through note-taking.

3.5.6 Pilot testing

Before the actual data collection, the instruments were tested with a sample of 3 respondents, one head teachers, one pupil and one parent/guardian from the neighbouring districts which have experienced similar and equal characteristics as the study area. That helped to ensure that the wording in the questionnaire is clear, the question asked measured the variable and that biasness was avoided.

Piloting of the instruments helped to identify problems that respondents encountered in filling in the questionnaire and responding to the interview items. From the response it was necessary to frame the question in order to be objective on factors influencing boys' dropout. The questionnaire was analyzed by the researcher and the supervisor was sure that the responses answered the research questions.

3.6 Instruments Validity

Instrument validity refers to the extent to which a test or instrument measures what it was intended to measure (Mwesa, 2006). Refers to accuracy, meaningfulness and technical soundness of the research instrument (Mugenda and Mugenda, 1999). To ensure the validity of the research instruments, the researcher will pre-test the questionnaire and interview schedule so as to eliminate weakness and ambiguities. Expert advice from study supervisors from the school of Continuing and Distance Education was utilized to ensure validity.

3.7 Instrument Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). Reliability of that study instrument was established by pilot testing. A pilot study is the small-scale trial, intended to assess the adequacy of the research design and of instruments to be used for data collection (Willson, 1996). It also helped in establishment of codes or response categories for each question, which covered the full range of responses that were given in reply to the question in the main investigation.

The reliability of the instrument during piloting was ascertain through a test –retest method. The test-retest reliability was administered on two different occasions after a lapse of two weeks.

The purpose of this test- retest is to check whether the tools are measuring what they are suppose to measure. This approach assumes that there was no substantial change in the construct being measured between the two occasions. The test was performed twice, in the case of a questionnaire, this mean giving 5 questionnaires outside the respondent sample, the same questionnaire in two different occasions that was after two weeks. After repeated trial the instrument yield the consistence results.

3.8 Operational Definition of Variables

Objective	Variable	Indicators	Data Collection Instrument	Scale
1. To establish whether a family's socio-economic status influences dropout of boys in public primary schools in Sabatia District	<u>Dependent</u> Dropout rate of boys	Dropout rates of boys	Questionnaire	Nominal
	<u>Independent</u> Socio-economic status	- Family income. - Education level. - Occupation - Income generating activities	Questionnaire	Ordinal
2.To assess the environmental factors that influence on boys dropout in public primary schools	<u>Independent</u> Environmental factor	-Distance -Facilities -Resources -Peer pressure	Questionnaire and interviews schedule.	Internal
3.To examine how school related factors influence boys dropout in public primary schools	<u>Independent</u> School related factors	- Tuition fee - Teachers absenteeism - Teachers' attitude - Shortage of teachers - Repetition of class	Questionnaires Interview schedule	Ordinal

3.9 Data Collection Procedure

To generate data for the study, the researcher had to get a letter of introduction from the University of Nairobi and avail it to the D.E.O Sabatia District for permission to carry out the research then the researcher visited the sampled schools on different occasions to establish reports and organize for the dates of the appointments with the school managers. The researcher then collected information from the respondents on the data which careful instructions was given when issuing the questionnaires and conducting the interview.

There was paramount need for the researcher to assure the respondents the confidentiality and used the information gathered specifically for the purpose of the study. More so, the researcher gave the respondents adequate time to respond to the questionnaire and interview items. Completed questionnaires were checked and analyzed. The analyzed data was presented in the organization of tables, percentages and frequencies.

3.10 Data Analysis Techniques

Leedy (2003) emphasizes that once the data collected needs to be analyzed in order to answer the research questions. The data analyzed is the whole process which starts immediately after data collection and at the point of interpretation and processing of result. The data classify and coded according to the pattern of the response given by the respondent. The data was analyzed and presented by the use of descriptive statistics. Both qualitative and quantitative data obtained in the study was descriptively organized and analyzed using the content analysis method (Mugenda and Mugenda, 1998). Singletar (1993)) noted that most commonly used method of reporting descriptive survey research is by developing frequency , distribution , percentage and tabulating them appropriately.

3.11 Ethical Consideration

The study embraced a high degree of confidentiality. The researcher sought consent of the respondents before administering questionnaires or conducting the interviews. Respondents did not write or say their names and the information obtained from them was be passed to any other third party. The information was only for the purpose of the study. The researcher had to identify herself first to the respondents.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION INTERPRETATION AND DISCUSSION.

4.1 Introduction

The purpose of this chapter was to report and interpret the findings of the research. The objectives of this research were to establish the factors influencing the drop out rate of boys in public primary schools in Sabatia District.

4.2 Questionnaire return rate.

The report of the finding of each item on the research tools that the questionnaires, interviews and document analysis, the research when testing reliability and validity of the instrument. Primary school co-operated and set aside sometime to respond to the questionnaires. Questions on the questionnaires and interview guide were categorized to elicit responses relevant to achievement of the researcher objectives. The researcher administered questionnaires to head teachers, teachers and parents.

4.2 questionnaire response rate

The study used questionnaire and interview schedule as tools for data collection. The study had a sample size of 30 of which 10 were headteachers 10 teachers and 10 parents. Questionnaire and interviewed appropriately. All the respondent returned the questionnaire apart from the extra once. Headteachers who participated in the study were 10,10 teachers and 10 parents which yielded to 30 respondents. The response rate 90% was good when compared to the response rate required for analysis (60%) based on Kothari (2005)

4.3 Family socio-economic background factor on dropout

The first objectives of this study was to establish the family socio economic status, factors that lead to boys dropout in public primary schools in Sabatia District. This was established the research questions stating i.e. what is the influence of family socio-economic status on boys dropout in public primary schools? To develop the objective factors such as status of headteacher, gender of the headteacher, professional qualification, academic qualification, administration experience. The status of, education level of the parents, income of the parents,

the background information of the responded include age, class attained before dropout, family income, and economic activities.

4.3.1 Table : Age of respondents.

Category	Frequency	Percentage
20-29 years	-	-
30- 34 years	1	10%
35 -39 years	1	10%
40 years and above	8	80%
Total	10	

The above data shows that the majority of the headteachers were in the aged brackets of 40 years and above. It took 80% followed by the age bracket of 35-39years took 10% and below covered 10% age bracket of 30-34years.

4.3.2 Table: Period stayed in the station of respondent

Category	Frequency	Percentage
5-10 years	6	60%
11-14 years	1	10%
16-20 years	2	20%
25-30 years	1	10%
Total	10	100%

The above data shows the majority of respondents have been in the station for a period of five to ten years. It took 60%, followed by 20% of age bracket 16-20years, 10% of age bracket 11-15 years and below covered 10% of age bracket 25-30years.

4.3.3Table : Gender distribution of the headteacher

Category	frequency	percentage
Male	6	60%
Female	4	40%
Total	10	100%

The table indicates that most of the headteachers in public primary schools are male as compared to female. The study revealed that most leadership opportunities in public primary schools in Sabatia District were taken by men, this could be explained that most women were not interested in school management of the burden they are expected to carry include:- access to formal education among others.

4.3.4 Table : Professional qualification of the respondents.

Category	frequency	percentage
P1	4	40%
ATSIV	2	20%
Diploma	2	20%
B.E.D	2	20%
Total	10	100%

The frequency table above shows that P1 head teachers are majority followed by ATS IV, Diploma and B.E.D handling the learners in public regular primary schools. P1 40%, ATS IV – 20%, Diploma 20%, B.E.D-20%. Majorly of the headteachers were trained and had attained higher level of academic qualifications. 30% of the sampled headteachers Were at the AST level an indicator that most of them had take proficiency courses as per the ministry of education;s directive (1988) that stated that all headteachers to take an induction course in order to improve in their management skills. A good number of them also showed that they had started taking degree courses. 20% were holders of bachelor of education degree. The government has called on the ministry of Education to ensure that those who take up leadership in primary schools must

have attained at least a bachelor degree. This has seen a good number of the head teachers enroll for courses in the local universities to meet the ministry's requirement before late.

4.3.5 Table : Academic Qualifications of respondent

Category	frequency	percentage
Form II	-	-
Form IV	8	80%
A-Level	2	20%
Total	10	100%

The data tabulation above shows that most of the respondent's academic qualifications lie in the Kenya Certificate of Secondary Education ('O' Level). It covers 80%. The research had only primary Education. There was no respondent with form II Education. A level covers 20%

4.3.6 Table 6: The number of schools accessible to pupils

Category	frequency	percentage
Yes	8	80%
No	2	20%
Total	10	100%

The data above shows that most schools are accessible to all pupils apart from few. The accessible schools are 80%, inaccessible are 20%.

4.3.7 Table : Administration Experience of the headteacher

Category	frequency	percentage
Below 5 years	3	30%
6-10 years	4	40%
11-15 years	2	20%
Above 15 years	1	10%
Total	10	100%

The data shows that the respondent has been administrator at below 5years at 30%, at 6-10years of 40%, at 11-15years, 20%, above 15years of 10%. The experience of the administration is very

important because they are able to give the reasons why the boys dropout of the school and find or apply the solution to solve the problem.

4.3.8 Table: Age brackets of the learner

Category	frequency	percentage
10-12 years	1	10%
13-14 years	4	40%
15- 16 years	3	30%
17 and above	2	20%
Total	10	100%

The data above shows that majority of pupils are between 13-14years, followed by 15-16years, 17 and above and 10-12years, 40%, 30%, 20% and 10%. The age brackets prove the pupils in classes they are overgrown and since they are big for that class they are forced to drop out. Also some are forced to repeat the classes hence to high drop out rates of boys in public primary schools in Sabatia District.

4.3.9 Table: Pupil's attendance

Category	frequency	percentage
Yes	1	10%
No	9	90%
Total	10	100%

The data shows that most boys don't attend school regularly. This is because of poverty and most of them engage in business such as sand harvesting, motorbike, cow grazing, brick baking in order to provide the daily bread to their family. Others have lacked parental care and love due to negligence and being orphans, others are chronic absentees, negative attitudes towards strict teachers who want boys work in class done perfectly.

4.4.1 Table : Behaviour of boys at school

Category	frequency	percentage
Good	2	20%
Average	8	80%

Bad	-	-
total	10	100%

The data above shows that the behaviour of boys at school is averagely at 80%, good at 20% and none was bad. This proves that the peer pressure, adolescence contribute to the behaviour of boys at school. The culture also influence the drop out rate of boys during seclusion period after circumcision they are taught manhood things while young which later affect education

4.4.2 Table 11: Use of Syllabus

Category	frequency	percentage
True	10	100%
False	-	-
Total	10	100%

The data indicates that all teachers follow syllabus while teaching that is 100%. The curriculum should not be strict, it should give an allowance for co-curricular activities.

4.4.3 Table : The Effectiveness of competition between boys and girls

Category	frequency	percentage
Yes	3	30%
No	7	70%
Total	10	100%

The data indicates that there is no fair competition between boys and girls, apart from few schools. This covers 70% and 30%. This proves that girl's education took the route quickly while boys were forgotten. The teachers tend to concentrate on girls than boys education.

4.4.4 Table : Attitude of boys towards learning.

Category	frequency	percentage
Positive	10	100%
Negative	-	-
Total	10	100%

The data shows that the learners have positive attitudes towards learning it covers 100%, though the boys are lured by quick income generating activities in the locality but they have positive attitude towards learning. The parents are called to improve their attitudes towards their children's education by encouraging and motivating them even if they are not good performers in academic. They should move closer to their children's educational activities.

4.4.5 Table: Education level of the parents

Category	frequency	percentage
Std 1-5	1	10%
Std 6-8	1	10%
Form 1-2	1	10%
Form 3-4	1	10%
Form 4 and above	6	60%
Total	10	100%

The data indicates that the majority of parents have reached form four and above. It covers 60%, followed by form 3-4, form 1-2, Std 6-8, Std 1-5 which shared 10%. The parents to be made literate through adult literacy program made aware and motivate regarding the importance of education.

4.4.6 Table: Source of income of the Parents

Category	frequency	percentage
Employment	3	30%
Business	1	10%
Farming	6	60%
Total	10	100%

The data indicates most parents are farmers, followed by employment. Below we have business. It covers 60%, 30% and 10%. This shows that most parents are poor they cannot provide the family with food daily. The occupation determines the level of income and living standards of

the family when the income level is high, parents are able to provide the basic needs for their children both at home and school without constraints. The occupation of the parents is a measure of the family level of income.

4.4.7 Table: Boys performance.

Category	frequency	percentage
Above average	2	20%
Average	1	10%
Good	7	70%
Total	10	100%

The data indicates that most boys are good at performance, followed by averagely and below is above average. It covers 70%, 20% and 10%. This proves that there is more drop out rate of boys. The boys performance at school is good if the school curriculum reviewed and it gives time for co-curricular activities. The teacher should also encourage and give appraisal where necessary.

4.4.8 Table : Working at home influence the boys' completion of primary education

Category	frequency	percentage
Yes	10	100%
No	-	-
Total		100%

The data tells us that working at home influence the boys' drop out rate in primary education because sometimes boys are forced to supplement or assist working on the farm. It covers 100%.

4.4.9 Table: Know the importance of taking a child to school

Category	frequency	percentage
Yes	10	100%
No	-	-
Total		100%

From the table the parents know the importance of educating a child or take to school which covers 100%

4.5.1 Table : Lack of income. Most parents use boys as family labourers

Category	frequency	percentage
Yes	7	70%
No	3	30%
Total	10	100%

The data shows that most parents use boy child as family labourers in order to provide food or basic needs to family apart from few parents who has to provide the basic needs to their child probably the employed parents, it covers 70% and 30%.

4.5.2 Table : Enrolment in regular primary schools.

Category	frequency	percentage
Boys	15,000	37.5%
Girls	25,000	62.5%
Total	40,000	100%

The table above shows that the enrolment of girls is more by 62.5% compared to 37.5% of the boys. Data proves that genetically boys are few compared to girls. It is also evidence that the drop out rate of boys is high in Sabatia District.

4.5.3 Table : Age brackets of Dropout

Category	frequency	percentage
6-10	2	20%
11-13	3	30%
14-15	5	50%
Total	10	100%

The table above indicate that the dropping out of school is between 14-15 years which is 50% followed by 30% and 20% class. The peer pressure and adolescence stage makes boys to dropout at the age of 14-15. The repetition of the class and overgrown makes the boys to dropout of class and also poverty, diseases.

4.4.4 Table: The class which they drop out

Category	frequency	percentage
Std 4	0	0%
Std 5	2	20%
Std 6	3	30%
Std 7	5	50%
Total	10	100%

The data indicated that most pupils drop out of the school when they are Std 7 followed by Std 6 and none drop in Std 4 it covers 50%, 30% and 20% . This is because most boys are attracted by quick income generating activities such as motorbikes for bodaboda, hawking, gold mining and gambling.

4.5.5 Table why they drop out

Category	frequency	percentage
Overgrown	1	10%
Business	5	50%
Provide basic needs	3	30%
absenteeism	1	10%

The data indicates that most pupils drop out of school because of business which covers 50% followed provide basic needs to family which is 30% overgrown 10% and absenteeism 10%.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter aims at presenting summary of the study, discussion of the study, conclusion made from the findings of the study and recommendation

5.2 Summary of the findings

Reference to the study of the factors influencing the dropout rate of boys in public primary schools in Sabatia District, the study had three objectives; to establish the extend the family socio-economic status influences the dropout of boys from public primary schools; to access hoe environment factors influence the dropout of boys in public primary schools and examine the school related factors influence the dropout of boys in public primary school, it was noted from the MOEST records that the number of pupils lowers during transition from class to class subsequent years I n upper primary. The most affected class were found to be 6 and 7. In class 7 50% pupils dropout while others fear of being forced to repeat.

The study findings revealed that broad schools curriculum contributed to the dropout of boys. They subjected to too much work in school and this made them to become chronic absentees leading to dropout. Most schools had set a pass mark that will qualify pupils to move from one class to another. These rules saw many pupils being asked to repeat classes and repeatation of classes was also found to be a major factor causing boys to dropout negative attitude of the strict teachers who want boys work done perfectly and also ignoring pupils who were in one way moved to the next class due to parents wish.

The study findings established but poverty level at home causes the dropout of boys. Most of them are used as family labour to provide basic needs and this has made them to engage in activities such as bodaboda, brick making, gold mining, sand harvesting and motorbike business. The family low income results to boys leaving school. Healthy problems such as chronic sickness worsening to medical condition result to boy dropout. Th hard economic constrains many of those from poor homes find it hard to get K.C.P.E registration fees.

5.3 Discussion

The researcher found out that the rate of dropout of boys in public primary schools in Sabatia District is low. This is evidenced by the finding in data (20) that indicates the presence of the learners, data (19) that shows that most parents use boys as family labourers. The table (17) shows that working at home also influence the boy dropout of primary education, table (12) also shows that there is no fair completion between boys and girls.

The rate of dropout of boys in primary education in Sabatia District faces many challenges the researcher mention a few as most of the boys are lured by income generating activities in the locality like gold mining and gambling. Motorbike for bodaboda, culture that is after circumcision during the seclusion period they are taught manhood things thereafter it affect them. The other is the age factor whereby some have overgrown and they opt to dropout of school to avoid to avoid shame. The repetition of classes also makes them to drop. Poverty leads to high rates of drop out since they resort to child labour since they cannot even raise money for registration fee for K.C.P.E. All this leaves the boys in confusion world wondering whether he will ever continue or not, and if by good luck one happen to go to school once more the performance is poor as seen in data (16).

The researcher identified causes that make boys to dropout from the primary Education as poverty due to hard economic constrains many of those from poor homes. Poor parenting, HIV AIDS whereby many children are left orphans. The adolescence and child labour, peer pressure, the tendency of repeating in every class, income generating activities or attraction such as motorbike, sand harvest brick baking, gold mining, free primary education culture and ignorance from guardian.

The researcher looked at the strategies are putting in place to assist the boy by encouraging groups discussion, employing guidance and counseling sensitization to parents and guardians. There should be community intervention, vocational skills should be provided to them to be self reliant economically after training. The policy of education should be in place such as corporal punishment should be banned and repetition should be stopped. The community should form

groups to get donors in order to assist the pupils who are orphans and those whose parents have died of HIV AIDS empower parents economically, micro-financing programs to minimize poverty levels, this enable parents provide for essential needs for their children.

Table eleven shows that the teacher follows the syllabus while teaching. The curriculum should not be the strict one. The teacher should involve the boys in games and sports so that they can refresh their minds. The teacher should also involve them in the workshops and clubs such as agriculture, Christian unions and football clubs to keep them busy every time. The teachers should also motive the boys and give appraisal where necessary.

The stakeholders should also turn attention to the education of boy child education which has been under neglect for some time.

5.4 Conclusion

There are many dropout of boys in public primary schools in Sabatia District. This is due to many reasons such as poverty level that leads to child labour, peer pressure or group and adolescence stage, engage in small business such as motorbike for bodaboda, hawking goods such as sweets, biscuits, some are orphans and lack facilities to continue learning some have overgrown hence they opt to dropout of school to avoid shame, poverty due to hard economic constrains many opt to work for the family to get food.

Table (19) proves that the boys are used as family labourer. The others are sick either the parents died of HIV/AIDS and some opt to be at home because of lack of medical facilities. The main causes of the rate of dropout of boys in primary education to be low is that corporal punishment, the tendency repetition in every class, negative attitude of strict teachers who want the boys work in class done perfectly, chronic absenteeism, not performing in particular subjects to the expectation of the teachers, age, factor, readily available like gold mines, lack of parental care and love due to negligence and being orphans.

The researcher identifies strategies put in place public primary school teachers to be very minimal in catering for rate of boys completion of primary education since the future is likely to empower the girl child more than the boy.

The attitude of boys education should be positive with proper guidance and discipline. Boys education should be encouraged at all levels to promote development. The boys should be motivated, reinforced and encourage fairly since the future community is entirely on their shoulders socially and economically, that is captured in table ten.

5.5 Recommendations

According to the study paper, the researcher recommended the following

There is a need for the community to form groups to get donors to this orphans children to assist them with basic needs, education and well being in the society. The Government policy should be put in place such as repetition of classes should be stopped and corporal punishment to be banned.

The government is called upon to stream line the education system in order to reduce the work load the children have. The 8.4.4 curriculum is reviewed with an aim of reducing workload. The curriculum reached upon should be one whose objectives can be achieved within the syllabus and more so parents will be relieved of the extra levies. They pay in school to cutter for the extra time that the teachers need to complete the syllabus. The extra time that children used to finish the syllabus does not add value to their education but only deny them the opportunity to explore their talents through games and sports, children are kept in class throughout and end of the education they become social misfits in the society. The government to initiate a program that will provide chances for the dropouts to return to school if they so wish.

The Guidance and counseling bodies should be in a place at school and also at home. The stake holders should turn attention to the education of boys' child education.

The seminar and workshop should also be organized such as camps for youth i.e. Christian service

The community to organize the games such as constituency football match for youth in the community. The clubs at school should be present or exist as Drama, 4K Club, choir, Agriculture debate.

Empower parents economically pro-micro financing programs to minimize poverty levels. This will enable parents for essential needs for children.

The vocational skills should be provided to them to be reliant economically after training.

There should be teacher/parent class supervision and periodical correction.

Boys education should be encouraged at all levels to promote development. The boys should be motivated reinforced and encouraged fully since the future community is entirely on their shoulders socially and economically.

The stakeholders should turn attention to the education of boy child education which has been under neglect for sometimes

The community should form groups to get donors in order to assist the pupils who are orphans and those whose parents have died of HIV/AIDS. The curriculum should not be strict; it should give time for co-curricular activities to the boy child.

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APPENDICES
APPENDIX I LETTER OF TRANMITTAL

EDITH ICHAMINYA
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NAIROBI
P.O BOX 30097
NAIROBI
30TH MARCH 2012

TO THE HEADTEACHER
PUBLIC PRIMARY SCHOOLS

Dear Respondents

REF: PERMISSION TO ADMINISTER RESERARCH QUESTIONNAIRES

I am a student of Nairobi University undertaking a masters Degree in project planning and management – Registration No. L50/61581/2011. As part of the requirements I am carrying out a research entitled “Factors influencing enrolment of girls in public primary schools.”

I therefore kindly request you to respond to my questionnaires to enable me obtain data for my study. The questionnaires require duration of about 1 hour to fill. The information gathered is for utmost confidentiality. I will highly appreciate the contribution you will make towards the success of my study.

Thank you

Yours Faithfully

EDITH ICHAMINYA

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHER

Dear Sir/Madam

This research proposal is aimed at finding the factors influencing dropout rates boys in public primary schools in Sabatia District.

Fill the questionnaire either by ticking or writing as instructed by the questions. All the information given will be treated as confidential as possible. Do not write your name or the name of your institution. Your co-operation will be highly appreciated.

Thank you in advance

PROFILE OF REpondENTS

Background information of the Respondent

1. What is your age bracket?

20-29 ☐

25-29 ☐

30-34 ☐

35-39 ☐

2. How long have you been in the situation

5-11 years ☐

11-15 years ☐

16-20 years ☐

25-30 years ☐

3. What is the relationship between the teacher and the pupil?

Harsh ☐ Conducive ☐

4. What is your gender

Male ☐ Female ☐

5. What are your professional qualifications

BED ☐ Diploma in Education ☐ P1 ☐ P2 ☐ Any other ☐

6. For how long have you been a headteacher?

Below 5 years ☐ 6-10 years ☐ 11-15 years ☐ Above 15 years ☐

7. Do all pupils come to school regularly?

Yes ☐ No ☐

8. Is your school accessible of boys at school?

Yes ☐ No ☐

9. What is the behavior of boys at school?

Good ☐ Bad ☐ Average ☐

10. Do you have any comments regarding the completion of boys in primary schools

.....

Do boys compete with girls more effectively in class?

Yes ☐ No ☐

11. If no, which action are you taking to ensure a fair completion in class

.....

12. What are the reasons that make boys not to complete Std 8 Class?

.....

APPENDIX III

TEACHERS QUESTIONNAIRE

1. SCHOOL.....

2. DATE.....

Kindly put a tick in the boxes provided.

1. What is your age bracket

20- 24 ☐

25-29 ☐

29-39 ☐

40-50 ☐

2. What is your level of education?

Form II ☐

Form IV ☐

University ☐

3. Did you undergo any training?

Yes ☐ No ☐

4. Do you have good personality?

Yes ☐ No ☐

5. If no, do you think it has impact on pupil's performance?

.....

6. Do you follow the syllabus?

Yes ☐ No ☐

7. If no, explain

.....

8. What is your sex?

Male ☐ Female ☐

9. Does your sex influence the academic performance of boy child?

Yes ☐ No ☐

10. If yes, explain

.....

11. What is your motivation opinion, girls work appear to be better than that of boys.

.....

12. Are you motivated by your employer according to your quality of work?

.....

13. If no, explain briefly

.....

14. What is your attitude towards boy's education?

.....

APPENDIX IV

QUESTIONNAIRE OF A LEARNER

NAME.....

SCHOOL.....

DATE.....

Kindly put a tick in any of these boxes given where applicable.

1. What is your age bracket

10-12 ☐

13-14 ☐

15-16 ☐

17 and above ☐

2. What is your attitude towards learning?

Positive ☐ Negative ☐

3. Does your attitude towards learning influence learning of boys on dropout in primary school?.....

4. What is your highest education level attained by your parents?

Std 1-5 ☐

Std 6-8 ☐

Form 1-2 ☐

Form 3-4 ☐

Form 4 and above ☐

APPENDIX V

QUESTIONNAIRE FOR PARENTS

NAME.....

SCHOOL.....

DATE.....

Kindly put a tick in any of these boxes given where applicable

1. What is your age bracket

20-24 ☐

25-29 ☐

30-34 ☐

35-39 ☐

50 and above ☐

2. What is your source of income?

Employment ☐

Business ☐

Farming ☐

Non of the above

3. Do you provide breakfast, lunch and super for your children?

Yes ☐ No ☐

4. If no, explain briefly why

.....

5. Because of lack of income, most parents use their children as family labourers

Yes ☐ No ☐

6. Does working at home influence the boys completion of primary education?

Yes ☐ No ☐

7. If yes, explain how?

.....

8. Do you know the importance of taking a child to school?

Yes ☐ No ☐

9. How do you rate your boy or son in terms of performance?

Above average ☐

Average ☐

Good ☐

10. Does he attend classes regularly?

Yes ☐ No ☐

APPENDIX VI

QUESTIONNAIRE FOR DROPUOT

NAME.....

SCHOOL.....

DATE.....

Kindly put a tick in any of these boxes given where applicable.

1. What is your age bracket?

6-10 ☐

11-13 ☐

14-15 ☐

2. In which class were you when you dropped out

Std4 ☐

Std 5 ☐

Std 6 ☐

Std 7 ☐

3. Why did you drop out?

Overgrown ☐

Involved in business ☐

Provide basic needs to family ☐

Absenteeism ☐

4. What is your attitude towards school

Positive ☐ Negative ☐

5. What is your feeling towards your teachers?

Positive ☐

Negative ☐

6. Will you accept to go back to school?

Yes ☐ No ☐

If yes give reason why?

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