

**THE INFLUENCE OF PEER GROUPS ON RETENTION RATES IN
PUBLIC PRIMARY SCHOOLS IN KIKAMBALA DIVISION, KILIFI
COUNTY, KENYA**

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DECLARATION

This is my own work and it has not been submitted for a degree in any other
university.

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DEDICATION

I dedicate this work to my husband Kennedy A. Obaga and my three children.

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First I give glory to God for his guidance and grace that has been sufficient to see me through this work.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA	Education For All
FPE	Free Primary Education
SPSS	Statistical Package for Social Sciences
UPE	Universal Primary Education
MDG	Millennium development Goals
UNICEF	United Nations Children's Education Fund

ABSTRACT

The justification of the study was based on the evidence of drop-outs from public primary schools in the Division, where those pupils who enrolled in standard one reduced in numbers as they progressed towards completion of their primary educational cycle. This study was set out to establish the peer group influences that may influence retention rates of pupils in public primary schools in Kikambala Division, Kilifi District, Kilifi County, Kenya. The study sought to identify the extent of the peer group influences responsible for pupil dropout in Kikambala Division which include; peer group academic achievements, peer group socialization and peer group bullying. Finally, the study recommended strategies that could be used to curb dropout of pupils in the division. The research design used was descriptive survey, the target population were all public primary schools in Kikambala division. The division has 38 public primary schools comprising 38 head teachers and 275 teachers, 5 head teachers, 25 classteachers and 100 current pupils (std 4-8) were included in the sample. The sample also included 10 former pupils. Analysis of data revealed that; Peer group academic achievement has a significant influence on retention of pupils in schools leading to constant repetition and eventually loss of interest in school work and finally dropping out. Peer group socialization can either promote a desire to stay in school or leave earlier. Positive peer interaction leads to a strong feeling of belongingness and hence a desire to complete the school cycle while negative influences lead to a desire to leave. Peer socialization was the leading influence of the desire to remain in school until completion. Peer bullying in school is existing but is rarely of any significant influence on retention of pupils. On the basis of the study findings, the following are the major recommendations of the study: The government should consider further increasing budgetary allocation to the education sector in order to boost resources e.g more teachers and books to ensure there is quality education in public primary school. Quality education will attract higher retention rates. The government should also consider giving in-service courses to school teachers and to pupils to promote positive peer socialization & peer counseling as this can help to reduce would be dropouts. Since their problems can easily be identified and solved by their peers at the earliest opportunity. The government should also enforce the ban on forced repetition since it leads to pupils being over age for a particular class, feeling out of place. Loosing interest in academic work and eventually dropping out before completion. The school administrators should ensure that their schools are child-friendly. Meaning they should be free from any form of hazards in the environment and free from any form of physical or verbal abuse which can be inform of bullying from teachers or fellow pupils. Bullying has however found to lower a victim's self esteem hence barring him from reaching self actualization. Schools that are child friendly promote the realization of individual goals and hence higher retention rates. The school administration should have a clearly defined and operational school policy on retention. The policy should be informed to all the stakeholders i.e parents, teachers and pupils.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is believed to be the major tool for enhancing a country's development. For this reason most societies work towards providing quality education in order to achieve socio-economic development. One of the indicators of commitment towards achieving provision of quality education is the domestication of the EFA (Education For All) goals of 1990. The difference however lies in the pace at which each country is progressing towards achieving this goals While some are providing opportunities and facilities at a faster pace, others are taking longer to achieve the same (World Bank ,2002).

The various government policies that introduced free and compulsory primary education resulted in remarkably high gross enrolment in public primary schools both in the developing and the developed countries of the world. With this achievement, came the challenge of being unable to retain all the enrolled children in school until completion. Rumberger and LimsCALL (2008) view retention as a process as opposed to an event. Furthermore the problem of retention has been in existence for as long as schools have existed. The Republic of Kenya (1988) noted that the only impediment to realizing quality education perhaps could be the problem of not being able to retain them until completion. For that reason, it recommended that parents

bear the responsibility of ensuring that their children stay in school until completion. Despite the fact that this problem is old, the earliest theories on student retention began taking shape in 1970s and they were mainly sociological. Meaning they focused on searching commonalities of behavior that distinguish groups of students who stay from those who leave.

Vincent Tinto's model of student retention has had the greatest influence on understanding student retention. The model shows that students enter a learning institution with family and individual attributes. As they enter, they already have certain commitments to finish school. They enter an academic system that is characterized by grade performance and intellectual development which together lead to academic integration. They also enter a social system where peer group interactions and faculty interactions lead to social integration.

According to Tinto (1975), a student who does not achieve some level of academic or social intergration is likely to leave school. In the 1980s, sociopsychological approaches concerned with how individuals assess themselves in an educational institution came up but later in the 1990s, there was an increased interest in how economic and cultural factors typical of sub groups of students affect retention decisions. Pascarella, Earnest and Terenzini (1991) Found that any behavior that is exhibited by students in the

school can be linked to similar past behavior, normative values, attitudes and intentions. This implies that new students in a school easily acquire the already existing values in the school that they have joined. If a school has a culture that attracts and retains many students, then the new ones that join are likely to exhibit similar intentions in order to fetch recognition from peers. In this study, students' intentions were found to be the best predictor of student retention. These findings were later to be further incorporated in Tinto's model of 1993. The study found that when the peer group relationships that exist in the school are positively productive, they lead to a conducive school climate that fosters communication within the school and hence positive outcomes in terms of relationship and goal achievement among members of the school.

In the global scene, statistics indicate that in the period between 1990 to 1997 after the domestication of EFA goals a country like Afghanistan had a gross enrolment rate of 85 percent for boys and 88 percent for girls. In Angola, during the same period, the gross enrolment for boys was 95 percent for boys and 85 percent for girls. In Kenya, during the same period, the gross enrolment rate for both boys and girls was 85 percent (UNICEF, 2000).

World Bank (2000) has indicated a high level of wastage that requires intervention. This is in agreement with The Basic Education Act 2013 asserts the role of the school in promoting the protection of the right of the child to participation in school and their survival. This responsibility largely lies in the school administration. However, it is important as the school administration does this to be in consideration of studies that have shown that peer groups in the school have a significant influence on the achievement of educational goals. This is because a significant amount of time is spent together with peers than any other member of the school and this can lead to either to positive or negative orientations.

Experiences at school should be for the interest and development of the child. For this reason the (children's Act, 2001) clearly legislates that the children have a right to stay in a safe environment that is free from any cruel or degrading human treatment whether it is from peers or adults. The Kenya Government has continuously been concerned with the welfare of pupils in schools. For this reason in 2010, it partnered with UNICEF in introducing the child friendly schools initiative in order to ensure that children stay in a safe environment that is free from any hazards. In addition to that their rights to be heard are greatly enhanced. A child friendly school is basically one where children's voices are highly regarded. Through implementing this, the government saw the initiative as one platform for

realizing the MDGs (Millennium Development Goals) that requires not only getting all children in school but that schools should work in the best interest of the children that are enrolled in them. This study focuses on peer groups as a major influence in determining educational outcome and in particular retention. This is in view of the argument that peer groups are the dominant change agent during schooling (Pascarella and Terenzini, 1991). Much of the effort to understand what affects educational aspirations while at school has pointed to peer effects and this has come to be known as the ‘frog pond effect’ (Pascarella & Terenzini 1991). The frog pond effect is about self-evaluations being based upon individual’s relative position in comparison to others. Furthermore, Mcgrath (2003) links positive peer group influence to a desire to continue being in school and hence increased retention and eventually working harder towards achieving organization goals.

The number of students who enroll at the beginning of each year should be the same numbers who complete the final year in that educational cycle (Mosoti, 2004). Statistics from the county education office Kilifi, indicate that in 2009, the primary school completion rate was 80.01 percent, in 2010 it was 79.36 percent in 2012 it was at 79.12 percent.

1.2 Statement of the Problem

Formal education in Kenya has had major boosts over the years since independence like increasing access through abolishment of school fees. However, this has not eradicated the problem of drop -outs (Waka, 1984). Further research shows more than 500,000 of every standard one Cohort drop out before completion of the primary education cycle (UNESCO, 1992). In 2010/2011 financial year, the education sector was allocated ksh 170 billion out of a ksh. 997 billion national budget. This shows the heavy investment towards providing education. However the returns may not be commensurate to this investment if the problem of low retention rates is not addressed. This also heads to economic and social stagnation as anybody who drops out before acquiring the pre-planned skills renders incompetent labour and hence slow economic growth.

This is contrary to the children's act 2001 which asserts the protection of children's rights among them the right to education studies have shown that many children still leave school prematurely and this may head to not realizing EFA (Education for All) by 2015. This in the Longrun will make Kenya not to achieve vision 2030 since quality education is a pre-requisite to these noble objectives (World Bank, 2002) another indicates that the largest portion of drop out 94 percent are found in the developing countries of Africa.

1.3 The Purpose of the Study

The purpose of this study was to establish the influence of peer groups on the retention of pupils in primary schools in Kikambala Division of Kilifi County.

1.4 Objectives.

The main objective of this study was to establish the influence of peer groups on retention rates in public primary schools in Kikambala Division, Kilifi County, Kenya

The specific objectives were;

- i. To establish the extent to which peer group socialization influences retention of pupils in primary schools.
- ii. To investigate the influence of peer group academic achievements on retention of pupils in primary schools.
- iii. To establish the extent to which peer bullying can influence retention of pupils in primary schools.
- iv. To establish strategies that can be used to improve retention rates in public primary schools

1.5 Research Questions

- i. To what extent does peer group socialization influence retention of pupils in primary schools?

- ii. How does the peer group academic achievement influence retention of pupils in primary schools?
- iii. To what extent does peer bullying influence retention of pupils in public primary schools?
- iv. What strategies can be used to improve retention of pupils in public primary schools?

1.6 Significance of the Study

The study findings will significantly contribute to identification of capacity building measures that will empower educational managers to effectively enhance positive peer group relationships that will retain pupils to the completion year. Similarly, the outcome of this study, will provide additional information to the current database on peer group influences in primary schools to enhance remedial measures.

Teachers interested in making an impact on student's achievement and behavior will yield to using peer oriented interventions and thus bring about improvement towards desired behavior in their pupils. Moreover, the research findings may also form a basis for generalization of recommendations for other schools in Kenya.

1.7 Limitations of the Study

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and the applications to other situations.

The researcher experienced suspicion from heads of schools who thought that the information they disclosed may portray their institutions as failures.

Another limitation was that retention exists a multi-faeted variable and therefore, there was difficulty to deal with all factors that affect retention of pupils in schools.

1.8 Delimitations

Data accuracy depended on respondents' honesty in answering all the questions. However, to minimise any effect, complete instructions were given in each section of the questionnaire. The researcher carried on introductory letter to the authority to request for permission to collect data. The respondents were informed in advance.

1.9 Assumptions of the Study

The study assumed that;

- i) The information provided by respondents was reliable to measure the variables under study

- ii) That the head teachers and teachers were aware that peer groups were important for achievement of organizational goals.

1.10 Definition of Significant Terms

Cohort is a group of persons who jointly experience a series of specific events over a period of time. They enter 1st grade of a school cycle in the same year and move together throughout the end.

Completion rate is the number of learners who manage to consistently stay in school and finish at the stipulated time.

Drop out is ceasing to attend school or learning and engaging in other activities outside before completing the cycle.

Efficiency is the relationship between inputs into a system and outputs e.g. pupils and graduates.

Graduate is a pupil who completes the final year of a given level of education e.g. primary education.

Peer group is a group of friends or associates, usually of similar background, social status and especially age, who are likely to influence a person's beliefs and behavior.

Retention is the ability of an education system to hold on the enrolled students without passing them out prematurely. The opposite of dropout.

Repeater is a pupil enrolled in the same grade in the following year as in the current year

School climate is a set of measurable properties of the school environment that people who work there perceives to influence their motivation and behavior e.g flexibility, responsibility, standards, reward, clarity communication and team commitment.

Survival rate is the percentage of pupils who enroll in 1st grade of primary school that reaches given grade or final grade of an education cycle either with or without a repeating grade.

Wastage is a human material resources spent or wasted on pupils who have to repeat a grade or drop out of school before completing a cycle.

Wastage rate is the ratio of the total number of learners who after enrolling, fail to finish schooling at the stipulated length or period of primary school level.

1.11 Organization of the Study

The study is organized into five chapters. Chapter one Presented the background to the study, Statement of the problem, purpose of study, research objectives, research questions, significance of the study, limitations to the study, delimitations, basic assumptions of the study, definition of significant terms and organization of the study.

Chapter two comprised literature review which presented the literature that is related to the study under the following sub sections. Introduction, the concept of peer groups, the concept of retention, followed by review of related literature

on peer social influences, peer group academic orientation, and peer bullying. This was related studies on the topic of study.

Chapter three described the research methodology that was employed in carrying out the research. It included the research design, target population, sample size and sampling procedures, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques. Chapter four presented data collected analysis and interpretation of findings. Chapter five consisted the summary of the study, summary of research findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

The purpose of this study was to establish the influence of peer groups on the retention of pupils in primary schools in Kikambala Division of Kilifi County. This section reviewed literature on the role of the peer groups. The factors in peer group interactions that may affect the school climate and hence retention of pupils. The chapter also includes both the theoretical and conceptual framework adopted by the study. On the retention of pupils in the school.

2.2 Peer Group Socialization

This will refer to relationships within the school that have a direct input on students' behavior. They include interactions that may make the students to leave school. These interactions include things like communication and learning processes, use of leisure time, dealing with conflict between personal goals, peer group goals and school goals. For a school to be effective it should have an environment that checks pupils' wellbeing, by ensuring there is positive attitudes of teachers towards pupils, and a motivating school ethos that instills a sense of pride and one that demonstrates suitably high expectations of academic achievement. Effectiveness in an education organization is judged by the extent to which the organization achieves conducive organizational climate that will

promote achievement of individual and group needs and eventually meets society's expectations (Okumbe 1998).

For the same reason, no group of people of any caliber can work together successfully without establishing standards of behavior, mutual respect and a desirable system of values that lead each person in the group to cultivate self control and self direction. Charton and George (1993) point at that peer groups often have their own set of rules and norms and where these conflict from those of the individual family or wider society, the individual has to determine which of the conflicting or differing expectations to adhere to. Academic and social integration work together to influence ongoing goal and institutional commitments which in turn lead to the decision to remain in or leave the institution. Desire for peer group recognition has been found to be highly valued to the extent that if a person is not recognized or accepted by his peers, he may end up experiencing withdrawal and may even commit suicide.

A survey conducted by Infortrack Research and Consultancy in Kenya and published in 'The Standard Friday, February 9th 2007.p 18; shows that young people and especially adolescents and teenagers are greatly influenced by actions, values and opinions of their peers. Some of the actions they are influenced to do are; pre-marital sex, drug abuse and even choice of whether

to continue or not with education. Omari (2008) validated this findings in a study which recommended among other recommendations that boys and girls in schools engage in premarital sex mainly as a result of peer influence. One of the impacts of this early sex is unwanted pregnancy which may lead to termination of studies all together.

Wanjohi (2001) concurs with (Ouma, 2007) that peer influences among other factors lead to premature withdrawal from school of children. For instance, a member of a peer group can be influenced into drug abuse, misuse of leisure time and disrespect for school rules and this leads to poor performance, repetition of grades and hence may find it difficult to survive in school. Sometimes peer groups exert per pressure on members. Peer pressure in the Oxford dictionary is defined as the influence existed by a peer group in encouraging a person to change his or her attitudes, values or behavior in order to conform to group norms.

Currently, socialization is majorly in the company of peers. Peers serve as roles models for adolescents and teenagers (Swain, 2000). He developed three elements within the reference group theory that serves as frames of reference for individuals. Cases in which the attitudes or judgments of a man are held to be influenced by comparison with the situation of others within whom one is in actual association, in sustained relations. He further states that incongruence with one's peer proves to be a particularly important element in voluntary departure;

pupils who have favorable impressions of each other have higher retention rates. Hence the importance of examining the kind and degree of support those pupils receive from peers. Colper (2002) asserts that peer pressure by itself is either negative or positive. That is, both high and low academic achievement is closely linked to peer influences. This means that values of a peer group with whom a pupil spends most time are a stronger factor in the pupils level of academic success than the values, attitudes and support provided by the family.

Nzimbi (2004) asserts the both level of peer group influence to a pupil. This is because they provide a place where a pupil feels accepted, where he feels good about himself, and where pupil's self esteem is enhanced. NACADA (2004) points that life becomes simpler for a pupil who conforms to group expectations. Peer pressure significantly impacts on a pupils interest in reading more than one half of pupils who leave school early have friends who have dropped out or have negative behaviour or repetitions for causing trouble.(Pryor, 2003). He further says that drop out have fewer friends who values education or work hard at school.

The literature concerning peer social influences have indicated that whenever a pupil who finds it difficult to fit in a peer group, he becomes maladjusted to school activities and eventually he depicts a lot of delinquent behavior while at school and weak commitment to his work. Further, this pupil

may feel less competent than others and may end up not valuing education and school friendships. If the type of peer influence that exists around a pupil is negative, then the pupil is not likely to be retained in that school until completion. If there is a positive peer influence, then the pupil develops a sense of security, status, high self-esteem, affiliation and goal achievement. This means that there is need to pull talents, knowledge or power in order to accomplish the desired goals. This can be done by managers assisting pupils to develop positive peer influence to each other (Nzuve, 1999).

2.3 Peer Group Academic Achievement

Academic success is of critical importance to children's development and adjustment in school (Melby, Conger, Fang & Conger, 2008). However, this can be difficult to achieve since influences on student learning in an academic environment can be numerous. Interactions among peers in the classroom are one such influence and are a normal and essential part of the learning process that influences the lifelong learning habits of students. On one end is a student who values and seeks peer input in every decision and on the other end is the social isolate who avoids interaction in and out of the classroom. In a child developmental theory (Sulvan,1954) states that changes in inter personal needs occur as a person matures. He observed that elementary school pupils tend to work in peer groups which consist of classmates.

According to this theory, once a pupil joins a school the influence of the family decreases significantly while the importance of peers increases significantly. This shows that during adolescence, peer influence is at its peak. It is then followed by peers group activities taking priority over academic work. The culture of the peer group can be a predicting factor in determining a student's motivation to succeed in academics.

This is the reason why many children's academic success is greatly determined by their peer relationships. This is because peers impart a motivation to achieve need. In order to fulfill one's need for belonging and acceptance into a group one has to be as good or better than his peers. This is affirmed by the in self-determination theory which states that motivation is influenced by the extent by which an individual's basic needs of autonomy, competence and relatedness are met (Ryan & Deci 2000). In affirmation of the relationship between peer group and academic success (Veronnew, Vitaro, Pedersen & Temblay, 2008) found that friendships with aggressive and/or disruptive peers led to lower levels of school commitment and academic achievement.

Another study examining self-determination theory found school students who received inadequate social support from peers had lower levels of academic motivation as well as decreased academic achievement and self esteem, and

increased problematic academic behaviours and intentions to drop out of school (Legault, Green & Pelletier, 2006).

Relationships with friends as students enter middle classes in primary school becomes increasingly important. These relationships impact directly on academic performance and adjustment which in turn lead to being liked by peers. In the school, peer groups can be differentiated by and are composed of students with similar levels of academic achievement (Cheng, Chang & He, 2003). This is in agreement with a study (Ryan, 2001) that states that affiliation with a peer group during the school year predicts a pupil's end of year achievement) while affiliation with risky peers lead to serious delinquency (Ingram, Patchin, Huebner, Mc Dusky & Bynum, 2007). All the studies cited above are in agreement that if a pupil has affiliation with academically oriented close friends, such a student is likely to positively relate to academic achievement, academic engagement and academic competence and hence a motivation be in school until completion.

2.4 Peer Bullying

Peer bullying is an unwanted aggressive behavior among school age children that involves a real or perceived power influence. There are various types of bullying that are common in schools. These are physical, verbal and relational. Physical bullying involves the use of strength to physically overcome the other person. Verbal bullying on the other hand involves using intimidating words

that harm a person's self esteem. relational bullying on the other hand happens when a pupil damages another pupil's social status and relationship with others. They do this by spreading false rumours, playing nasty jokes to embarrass and humiliate their peers by mimicking in an unkind manner (e-school journal, 2010) pupils who are bullied may find it difficult to go to school since they develop less interest in school activities. They may also lose confidence in themselves and may experience depression.

The Ministry of Education confirmed that bullying was rampant and termed it as a barbaric act. The East African Standard, August, 2001. On the same issue, the then Provincial Director of Education warned headteachers who failed to deal with bullying that they would face disciplinary actions if they failed to prevent bullying in schools. This increased awareness by the media on the issue led to studies on the problem and one of them (Obiri, 2002) found that physical bullying had reduced because of the deterrent penalties, however, psychological torture that includes humiliation through name calling, teasing, threatening and intimidation were still rampant.

A school that has high incidences of bullying affects its school climate since students feel insecure (Achoka, 2001) notes that bullying can lead to students feeling disengaged. This is in agreement with, African Mental health Foundation, that shows that those pupils who are bullied are at risk of becoming

bullies themselves. In the research that interviewed 1,000 students in public secondary schools, 63%-82% said they had suffered one form or another of bullying. These students reported feeling unsafe and depressed. Other studies in the US by (Smith & Sharpe, 2007) reassert the existence of school bullying and recommend the establishment of anti school bullying measures. These policies are to improve the school climate and eventually empower students through conflict resolution, peer counseling and assertive training. Sensational acts of violence in school highlight the significance of the psychosocial environment in school and how it affects school norms as well as relations between students (Gadin & Harmastrom, 2003). A supportive environment free from peer bullying has been reported to have a positive impact on student well being and academic effort (Marin & Brown, 2008) In contrast poor psychological school environment can have harmful effects on students well being, retention and level of academic achievement (UNESCO, 2006).

The first nationwide survey on bullying in the UK among 5-16 years olds from 1984-1986 revealed that 68% of the 4,000 children involved reported having been once bullied. 38% have been bullied twice and 5% said it had badly affected their lives to the point of committing suicide or running away from, school or refusing to go to school. Subsequently the UK government introduced an anti-bullying programme 'Don't suffer in silence' no child should be left behind Act 2001. The USA passed measures similar to those of the UK to reduce levels of

violence as part of a larger plan to improve academic performance and retention rates.

In Ghana, a rather hostile learning environment where acts of violence are common place and are accepted has been found to negatively impact on studying (Forde & Hope, 2008). The Literature concerning peer bullying has cited that different forms of bullying have negative manifestations and if they are addressed, a safer learning environment will be ensured and it will lead to global access to education (Ricardos and Cynthia2010).

2.5 Strategies to Improve retention

There is a wide range of strategies that can be used by school administrators to ensure a learner friendly atmosphere. This is because the fundamental goal of the school is to enhance teaching and learning process and promote persistence of pupils who join until the end.. However, one persistent constraint to the attainment of the goal of education for all is the high dropout rate from the education system. This is an indication of low internal efficiency. Since internal efficiency is concerned with the relationship between inputs and outputs within an educational system one way education output can be measured is by the number of graduates produced while the input is the money, time and resources allocated. In order for the education system to attain 100 percent completion rate, headteachers should promote positive interactions in the school

(Eshiwani,1985) This he says impacts positively on the students and it leads to either student commitment to their academic objectives or student commitment to their institution where they are pursuing their objectives hence persistence .When one or both are compromised, students are more likely to drop out.

Achoka (2009) cites school administrators as having a key responsibility in advising all stakeholders like parents, pupils and the ministry of education on school academic standards and working towards achieving high standards in order to increase retention rates. This is due to the fact that poor academic grades result in gradual loss of interest in school and hence the risk of dropping out (Rumberger R& Limscall, 2007). Schools that have a tradition of academic excellence tend to attract and retain more pupils until the completion stage (Legauly, Greendemers & Pelleties, 2006).

The ministry of education (2007) also suggests that active guidance and counseling by both peers and teachers goes along way in promoting retention and especially that of girls whose future careers may never be realized due to dropping out caused by unwanted pregnancies.

Prevention of bullying in the school and any other form of child abuse may also help in curbing the problem of dropping out. The Basic Education

act (2013) clearly states that it is the right of every child to get free and compulsory basic education. This fundamental right may not be achieved if there are rampant cases of abuse. The Act further points out those practices that are common in schools that prevent children from progressing as they should. This includes forced repetition due to low academic grades and admission interviews to check a pupil's academic level. These have been found to have a negative impact on children since their peers move to the next level, leaving them behind. This leads to dropping out, and to discourage this practice the education act has put legislation strategies that may lead to an offender being charged in a court of law and subsequently being imprisoned or paying a fine. This strategy will most likely be very effective since if broken, there is a punishment for it.

Summary of Literature Review

Although literature on peer effects in education attainment dates back to 1960s with the publication of the (Coleman Report, 1966) the importance of peer groups is still despite. The results of numerous results are mixed, finding strong, weak or non existent effects across a wide range of outcome indeed (Manski, 1993) and (Moffit, 2001) argue that empirical analysis of social interactions is plagued by conceptual and data problems group membership is very likely to be endogenous to the outcome under study since people choose their school and their friends, leaving group and individual characteristics highly correlated.

Secondly, peer interaction is simultaneous in that a student affects and is affected by his or her peers (the “reflection” problem of (Manski, 1993). Although if peer effects are structurally unimportant this source of bias vanishes, lastly there are conceptual and data related problems in defining the peer-groups is it the whole school the child’s year group or class or smaller personal friendships?

Some of the earliest studies on peer effects in educational attainment (Hanushele, 1971) took relatively few steps towards overcoming problems of peer groups endogenously. More recent studies use instrumental variables approaches to try to overcome this, though it is hard to find plausible instruments.

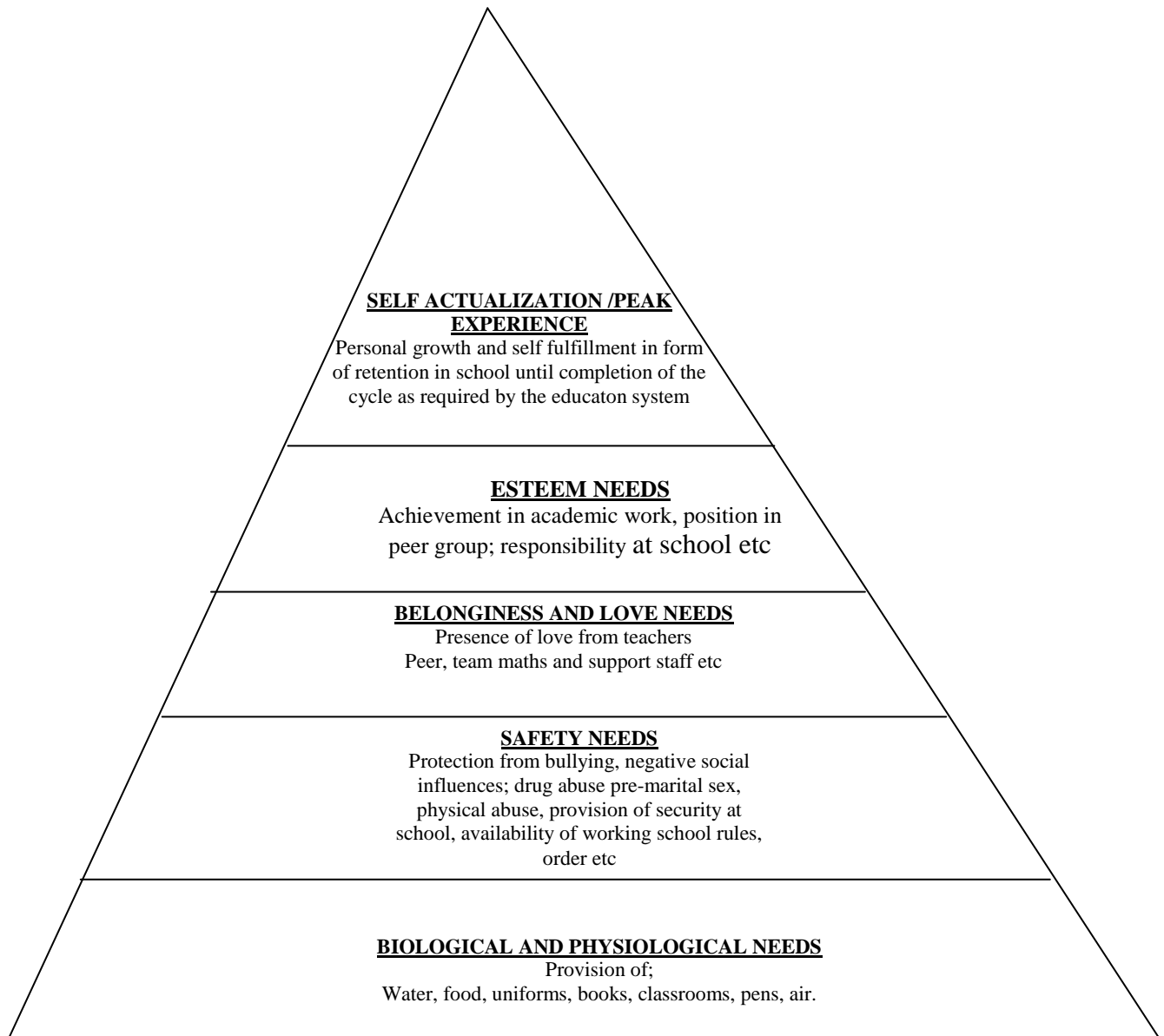
Festing (2003) instruments the co-efficient of variation of peers with variables measuring whether a school select pupils from entry (interviews) or whether it is in the private sector. Goux and Marvin (2005) find average age to be a source of exogenous variation in peer group attributes, later despite improved data and improved selection of peer groups methods, researchers are still divided on the importance of peer effects. Some like (Angrist and Lang, 2004) find no significant relationship between peers and retention rates whilst others (Zimmer and Toma, 2000) report positive effects.

2.6 Theoretical Framework

This work is based on (Abraham Maslow, 1954) theory of hierarchy of human needs. He viewed the need for love and belongingness as a step towards

self actualization in his hierarchy of needs theory. The reason for adopting this theory over others is because of its hypothesis that human needs exist in form of hierarchy or in an order in which they should be fulfilled. According to Maslow, social needs and esteem needs have to be achieved just before one reaches self fulfillment. Similarly, in a school setting, books, classrooms, pens, playing field and all the other physical needs may be provided but still the individual educational goals may not be achieved if the higher order needs like affiliation needs are not fulfilled. When individual goals are not met, it becomes difficult to achieve organizational goals. When a pupil is among peers whom he feels value him, then the pupil will in turn value being in school

Figure 2.1: The Abraham Maslow Hierarchy of needs diagram

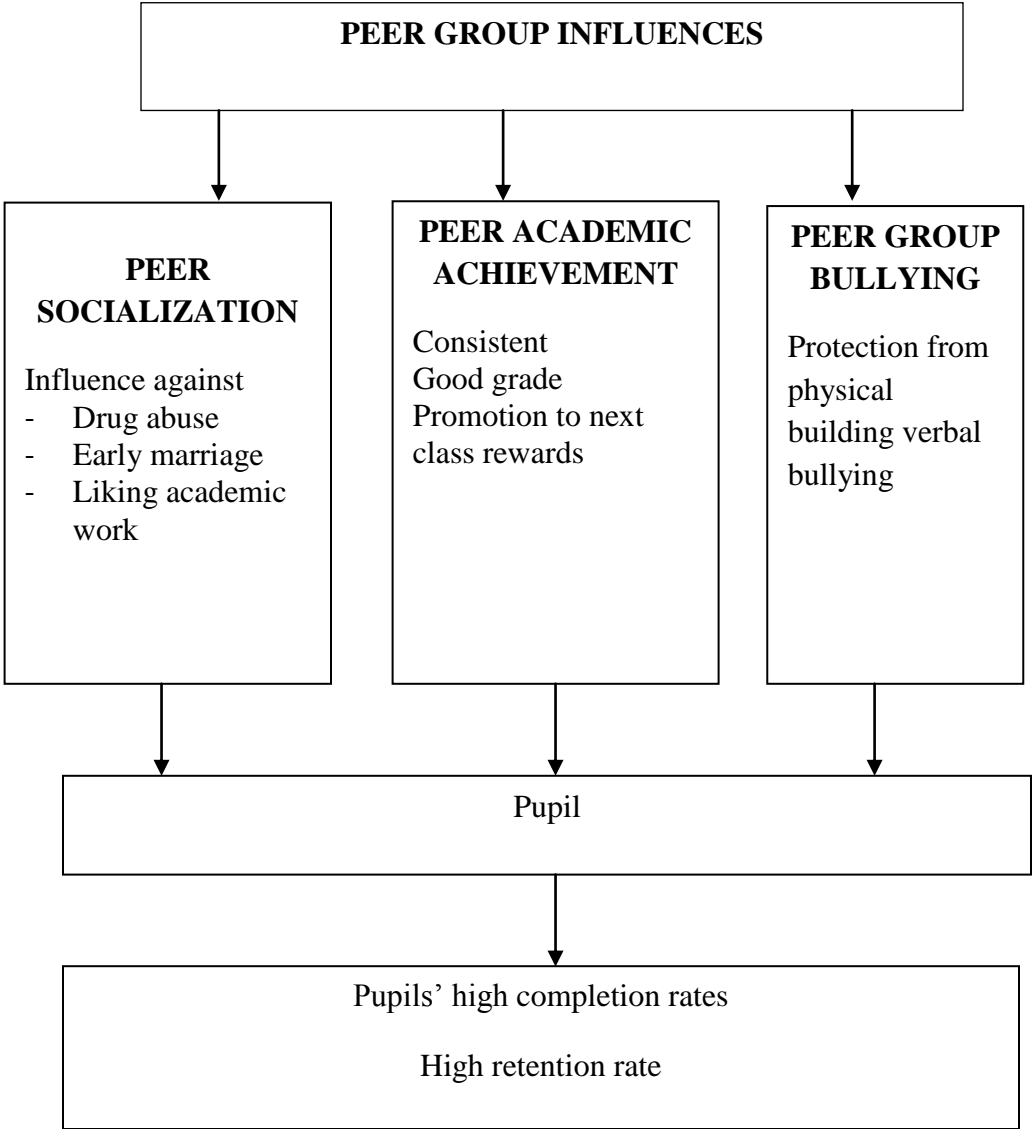


The pyramid above shows the order in which needs have to be fulfilled in a school in order to achieve a pupils' self-actualization or retention until completion.. The first two levels require money to fulfill while the last three needs

requires an intelligent manipulation of relationships within the schools in order to reach the ultimate goal of completion of the primary school cycle/self-actualization. The role of peer groups in providing sense of belongingness and the esteem needs is paramount to reaching the last level of the pyramid.

Conceptual Framework

Figure 2.2: Peer groups influence on retention rates in public primary schools.



Source: Researcher

The dependent variable in this study was retention rate. The independent variables are peer group characteristics. The framework shows that peer group characteristics like; peer socialization peer group academic achievement, peer group bullying and a pupil's individual characteristics have an impact on a pupil's life at school. These characteristics impact on attainment of educational goals and promotion to the next grade which in turn lead to increase completion rates.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section was organized under the following headings: Research design, target population, sample size and sampling procedure, research instruments, instrument liability, data collection procedures and data analysis techniques.

3.2 Research design

The study used descriptive survey design. This method is easy and direct as the researcher gathered information on an individual's opinion by simple questionnaires or interview schedules. Mugenda, (1999) defines descriptive research as a process of collecting data in order to answer questions concerning the current status of the subject in study. The independent variable were the peer group characteristics while the dependent variable were the retention rates in public primary schools.

3.3 Target population

The study targeted all the public primary schools in Kikambala Division of Kilifi county. The division had 38 public primary schools which comprised of 38 head teachers and 275 teachers.

3.4 Sample size and sampling procedure

According to Chandran (2003), Sample size is a small proportion of a entire population; a selection from the population, the sample is therefore used to make a generalization of the characteristics being investigated within the entire population. To select participating schools, the researcher used Mugenda and Mugenda (2003) which suggests that 10 percent of the total population can be sampled. Guided by this, out of 38 public primary schools. 5 schools were chosen. These were selected by simple random sampling. To ensure equal representation, simple random sampling was used to get 20 pupils from each school. Purposive sampling of classes 4-8 pupils since they are more likely to understand the questions in the questionnaire and systematic sampling from the register to pick the pupils from each class. The sample size also had 25 teachers which is about 10 percent of all the teachers in the target population. This again conforms to Mugendas' suggestion. All the 5 headteachers were included in the sample size since their schools are in the sample size. Only 10 former pupils were included because tracing them was difficult. This totals to 140 respondents that is 100 current pupils, 25 class teachers, 5 headteachers and 10 former pupils

3.5 Research instruments

Questionnaires were the main tool for data collection. Different questionnaires were used, one category for students, the other for headteachers, another one for class teachers and one for former pupils. The questionnaires had both closed and open ended questions, section A was on demographic information and section B gathered information on peer group influences on retention of pupils in public primary schools. Closed ended questions used have the advantage of collecting viable quantitative data while open-ended questions allowed the respondents freedom of answering questions and a further chance to provide in depth responses. The questionnaires are cheap and easily to be administered.

3.6 Instruments validity

Pre-testing was done to assist in determining accuracy, clarity and suitability of the research instruments (Mugenda and Mugenda 2003).

The purpose of the pre-test was to identify the inappropriate items so as to make necessary corrections, determine levels of ambiguity of questions and determine the percentage of responses.

Two schools were involved, content validity was used to examine whether they answered what were intended answer. Based on the analysis of the pre-test the researcher was able to make corrections, adjustments and additions to the research instruments.

3.7 Reliability of instruments

Reliability of research instruments referred to the consistency of instruments items yielded constant results of data after a repeated trial. The higher the random error, the less effective the instruments were in collecting data. The test re-test technique will be used to ascertain reliability. The instruments will be administered in two schools which do not form part of the sample size. The same instruments will be administered in the same group of respondent after two weeks. The answered questions will again be scored. This will examine the extent to which the content of the questions is consistent. Further, comments and suggestions made by respondents during pre-testing if found to be suitable for the study, will be incorporated to improve the questionnaire. Unclear instructions and questions if any, will be revealed during pre-testing and changed to simple and easy to understand sentences.

The researcher will analyse data from the two schools and this will help in understanding how suitable the method of analysis is. If the reliability coefficient is 0.80 or more, it ascertains the instrument's high test-retest reliability, then the instruments will be accepted and used in the actual study.

The scores from both tests were correlated to get the coefficient of reliability using pear son's product moment formulae as follows

Pearson's coefficient of correlation

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2 / N][N \sum y^2 - (\sum y)^2 / N]}}$$

Where

N Number of respondents

X Scores from first test

Y Scores from second test

The value of r lies between +1, the closer the value was to +1 the stronger the congruence. The reliability was found to be 0.89 meaning that the instrument was very reliable.

3.8 Data Collection Procedures

A research permit was obtained from National Council of Science and Technology (NCST), Ministry of Higher Education Science and technology. This was followed by informing the county director of Education (CDE) about the intended study. Head teachers were contacted through a letter followed by administration of the instruments.

3.9 Data Analysis Techniques

The instruments were checked for completeness. Editing of the instrument were done to scrutinize and check errors and omissions. Both quantitative and qualitative techniques were used. Qualitative analysis was done where raw scores were keyed into a computer and then percentages compiled. Descriptive statistics

was used to analyze qualitative data for example the use of mean, standard deviation variance, percentages and frequencies were used for qualitative analysis. These were done by establishing their trends and patterns thus organizing them into themes and categories using graphs and data.

Data collected was processed by using statistical package for social sciences (SPSS) and interpreted according to the objectives of the study.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter focused on questionnaire return rates, demographic information of the respondents, data presentation, interpretation and discussion of findings. The presentation is based on the research questions.

In the previous chapters, the concepts and theoretical background to peer groups and their influences in pupil retention rates were discussed through a comprehensive literature study. In order to address the research objective highlighted in Chapter one, a research study was conducted to provide an understanding of the peer influences that affect retention in public primary schools. The purpose of this chapter is to present responses obtained from various respondents in the research project.

In Chapter one, an assumption was made that influence of peer groups on the retention of pupils in primary schools is high and has led to many students dropping out of school. To test this study problem, data was collected from school headteachers, class room teachers, previous students and current students in Kikambala Division of Kilifi County.

Data was collected through a four questionnaires. The first section of every questionnaire obtained data on general information. Continuous variable such as age and years shall be presented using tables and figures.

The second section of the four questionnaire focused on obtaining data on the influences on pupil retention in primary schools. This will be presented using means, standard deviation variances, percentages and frequencies. Tables and graphs will also be used to present the information.

4.2 Response Rate

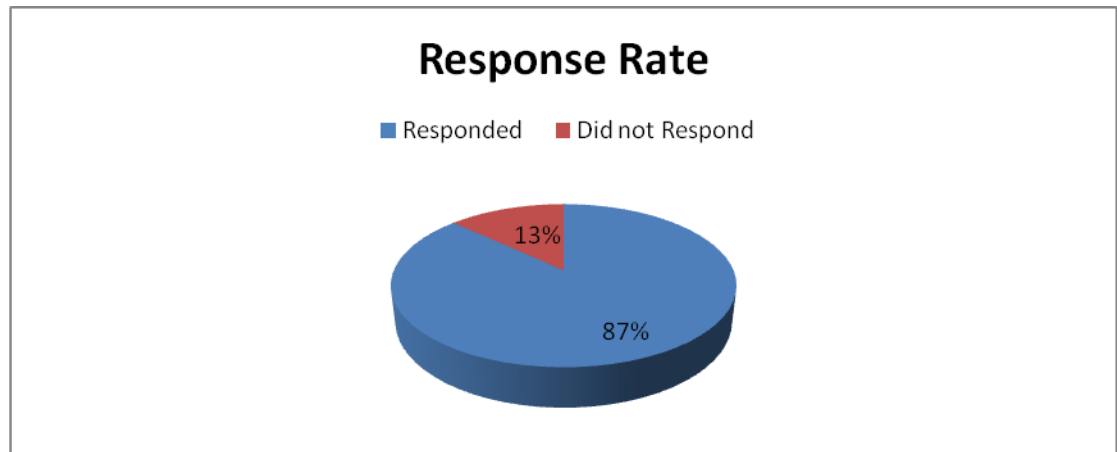
A total of 130 questionnaires were distributed to the potential respondents. Of the respondents, 100 were for pupils (both current and former), 25 teachers and 5 headteachers. 92 students, 20 teachers and 3 headteachers filled the questionnaires and returned.

Table 4.1 below shows the response rate of the respondents.

Table 4.1 Response Rate

	Responded	Did not Respond	Total
Headteachers	3	2	5
Teachers	20	5	25
Former students	21	9	30
Current students	69	1	70
Total	113	17	130

Figure 4.1 Response Rate



3 headteachers, 20 teachers, 11 former students and 69 current students responded. That makes a total of 113 respondents out of the targeted 130 respondents.

Based on this response, the researcher was satisfied and continued with the data analysis and presents the findings.

4.3 Results on the Demographic Information

4.4.1 Gender of the Respondents

Table 4.2 below shows gender of the respondents

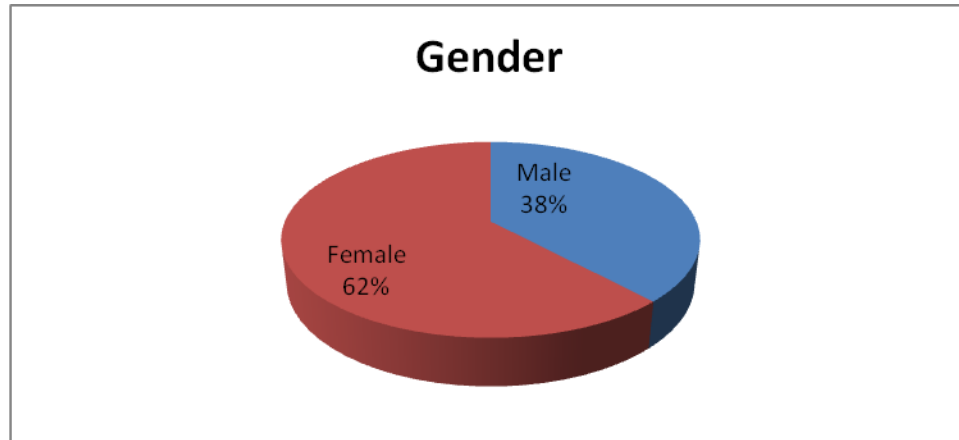
Table 4.2: Gender

	Male	Female	Total
Headteachers	2	1	3
Teachers	4	16	20
Former Students	11	10	21
Current students	26	43	69
Total	43	70	113

From the table above, the number of gender respondents per category has been presented having a total of 43 male respondents and a total of 70 respondents. From the above tables, there were more female respondents than male respondents.

Figure 4.2 presents a proportion of male to female.

Figure 4.2: Gender



4.4.2 Headteachers

Table 4.3 below shows work experience of the headteachers

Table 4.3 Work Experience

	Frequency	Percent
Between 5 and 10 Years	2	66.7
Above 15 Years	1	33.3
Total	3	100

From the table above, the majority of the headteachers have an experience that range between 5 years and 10 years. Very few headteachers had an experience of more than 15 Years.

Qualifications

The results on qualifications are shown on Table 4.3 below

Table 4.4: Qualifications

Qualification	Frequency
P1	2
Degree	1
Total	3

Only 2 teachers had two teachers had a P1 qualification and one had a degree qualification.

4.4 Current Student Population

From the information provided by the headteachers concerning the student population, on average there are 1,264 students in a school.

Table 4.4 below shows on average the number of students who dropped from school permanently in the period 2008 – 2013

Table 4.5: Number of dropouts

	2008	2009	2010	2011	2012	2013	Total
Girls	45	25	60	39	33	9	211
Boys	51	69	63	54	27	3	267
Total							478

From the table above, it is clearly seen that more boys have dropped out of school than girls. 56 percent of the total dropouts are boys since 2008 to date.

Table 4.5 below shows work experience.

Table 4.6: Work Experience

Work experience	Frequency	Percent (%)
5 years	5	25
Between 5 and 10 years	11	55
Between 10 and 15 years	2	10
Above 15 Years	2	10
Total	20	100

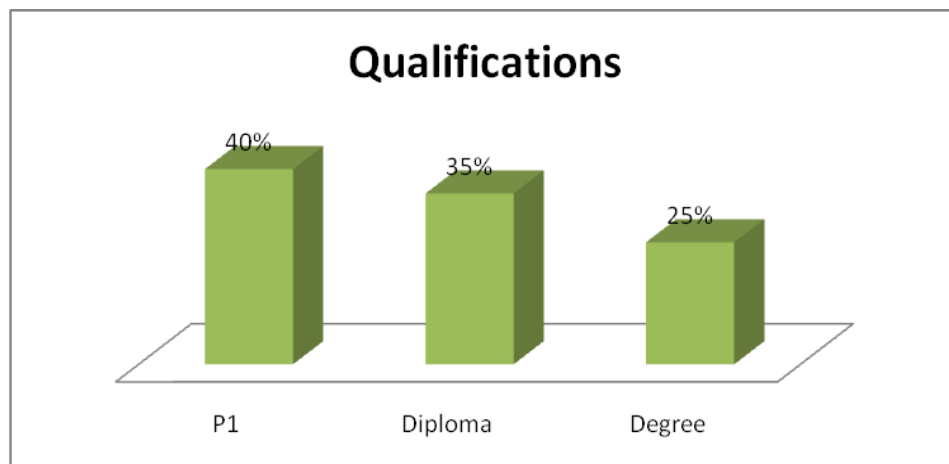
Most of the teachers have experience of 10 years to 15 years. They formed the highest proportion of the total teachers. Teachers with the lowest experience were 5 while those with experience exceeding 15 years were 2. Teachers with less

years in the profession may find it difficult in making a conducive school climate that will promote retention of pupils.

Qualifications

Qualifications of teachers is shown on Table 4.3 below

Figure 4.3: Qualifications

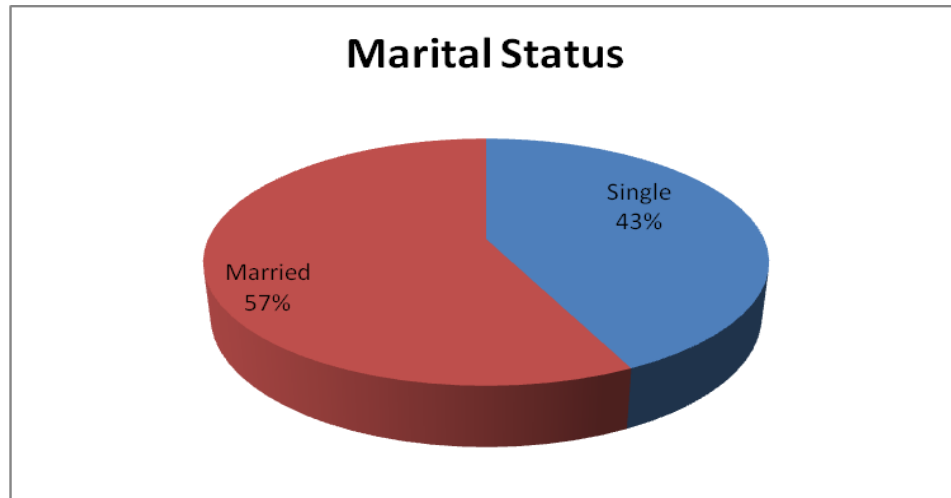


From the figure above, Majority of the teachers have P1 qualifications, average of them had Diploma and few had Degree qualifications. This shows that most of teachers in primary school have P1 qualifications and few have Degree Qualifications.

4.4.4: Former Students

Former students are shown on figure 4.4 below

Figure 4.4: Marital Status of Former Students



From the Former students, Majority of them are married while a quite a number of them are single. This could imply that early marriage may not have been the cause of majority of those interviewed dropping out.

Academic Performance

Academic Performance of Former Students are shown in Table 4.6

Table 4.7: Academic Performance of Former Students

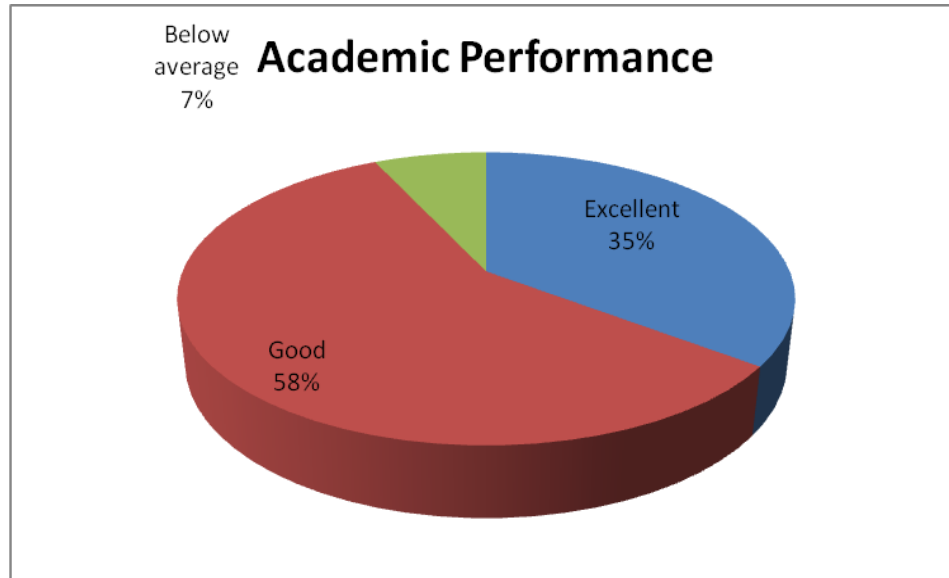
	Frequency	Percent
Good	13	61.9
Below Average	8	38.1
Total	21	100

From the table above, most of them were good academic performance students while few of them were below average. This implies that these group may have dropped out as a result of other reasons and not because of low academic grades.

On whether they had friends in school, all of them indicated they had friends. They indicated that 55% of their friend's academic performance was good while 45% were below average. Pupils tend to associate with peers of the same academic performance. This implies that a majority of those interviewed are of average performance.

Current Students

Figure 4.5: Academic Performance of Current Students



From the current student's response, majority of them had a good academic performance. Quite a number of the students had excellent performance while very few of the students were below average.

4.5 Results on Influences of Pupil Retention Rate

Table 4.7 below shows headteachers Responses on causes of premature school dropout.

Table 4.8: Causes of Premature School Dropout

	Bullying among peers	Peer social influence	Low academic grades
Mean	1.333	2.333	1.333
Std. Deviation	0.577	0.577	0.577
Variance	0.333	0.333	0.333

Of the headteachers responses on causes of pupil retention, negative social influence has the highest mean score. Bullying among peers had a mean of 1.333 and low academic grades had a mean of 1.333.

Causes of dropouts is shown 4.9 below.

Table 4.9: Causes of dropouts

	Never	Rarely	Often	Always
Bullying among peers	1	2	0	0
Peer social influence	2	1	0	0
Low academic grades	1	2	0	0

Of the 3 headteachers, no one indicated that students often or always drop from school because of peer bullying, social influence or low academic grades. majority of them indicated that peer social influence is never a cause of pupil retention while one indicated that rarely it is a cause. The figure below shows the

proportions of the headteachers were the majority indicated that peer social influence is never a cause of pupil retention while some indicated that rarely it is a cause.

Figure 4.6: Causes of Dropouts

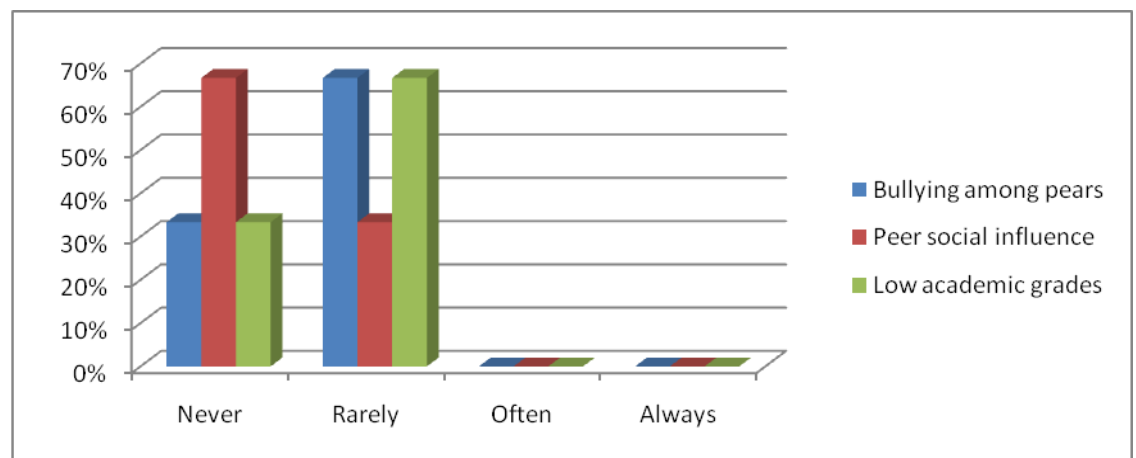


Table 4.10: Cause Rating

	High	Low	Not Sure
Bullying among peers	0	1	2
Peer socialization	2	1	0
Low academic grades	1	2	0
peer group influence	2	1	0

Peer socialization was rated high as a cause of school dropouts by headteachers. Two of the headteachers were not sure if bullying among peers can be a cause to school dropout.

Other Causes of low retention cited by teachers

Headteachers stated that the other influences of pupil premature dropout are looking for employment, farming and fishing. They stated that measures like creating awareness to learning and the importance of education can reduce school dropout. They further recommended that continuous guiding should be administered to students in schools.

4.5.2: Class Teachers

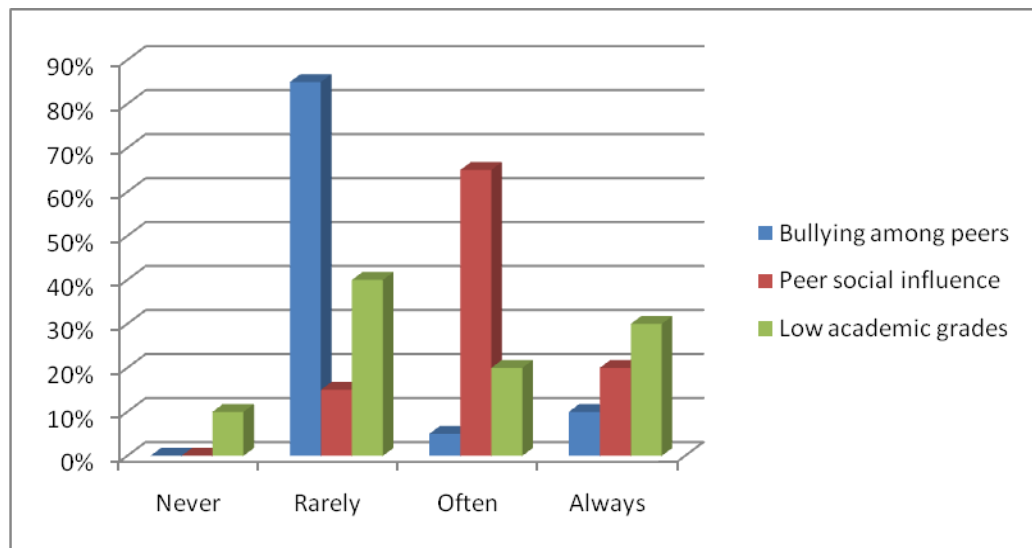
Table 4.11 below shows causes of premature dropout

Table 4.11: Causes of Premature School Dropout

	Never	Rarely	Often	Always
Bullying among peers	0	17	1	2
Peer socialization	0	3	13	4
Low academic grades	2	8	4	6

Majority of teachers feel that rarely does bullying among peers lead to school dropouts. Other students felt that peer social influence is often an influence and others indicated that rarely do low academic grades contribute to school dropouts. The figure below shows the proportions of the teachers. Majority indicated that rarely do bullying among peers lead to school dropouts while above average of the students felt that peer social influence is often an influence. The majority indicated that rarely do low academic grades contribute to school dropouts

Figure 4.7: Causes of Premature School Dropout



Rating School Dropout

Table 4.12 below presents school dropout rating.

Table 4.12: School Dropout Rating

	High	Low	Not Sure
Peer group influence	16	4	0
Bullying among peers	2	14	4
Peer socialization	17	3	0
Low academic grades	11	7	2

Peer group influence and peer social influence and low academic grades are rated high by teachers with 16, 17 and 11 out of 20 respectively. Bullying among peers has been rated low with 14 teachers.

4.5.3 Former Pupils

Table 4.13 below presents the reasons for school dropout

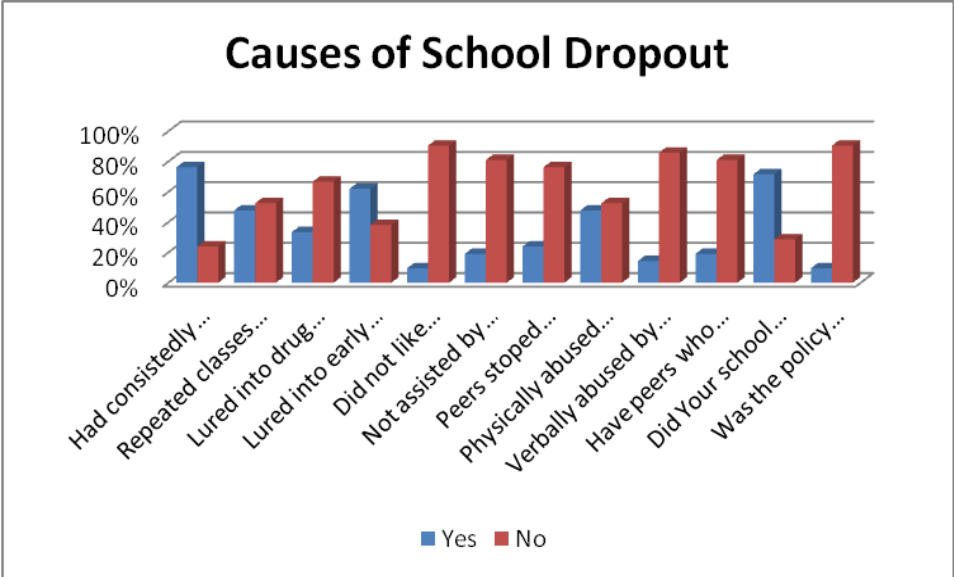
Table 4.13: Reasons for School Dropout

Reasons for dropping out	Yes	No
Had consistent low grades	16	5
Repeated classes consistently	10	11
Lured into drug abuse	7	14
Lured into early marriage	13	8
Did not like academic work	2	19
Not assisted by peers to achieve high grades	4	17
Peers stopped coming to school	5	16
Physically abused by peers	10	11
Verbally abused by peers	3	18
Have peers who have left school	4	17
Did your school have a policy on retention	15	6
Was the policy effective	2	19

The table above shows how current students look at the causes of pupil retention. The majority of the students said they had consistently low grades and others maintained that the school did not have policy on retention. A good number of the students stated that not liking academic work does not lead to dropout with the same proportion denying that verbal abuse by peers is not a cause.

The figure below gives proportions of the results where the majority of the students said they had consistently low grades and others maintained that the school did not have policy on retention which led to high retention rate. Most of the students stated that not liking academic work does not lead to dropout with quite a number denying that verbal abuse by peers is not a cause.

Figure 4.8: Causes of School Dropout



4.5.4: Current Students

On friends who have dropped out of school

Less than half of the students have friends who have dropped out of school while the majorities had no friends who had dropped out school. For those who had, they indicated that most of them dropped because of lack of school fees and early marriage while others said for farming.

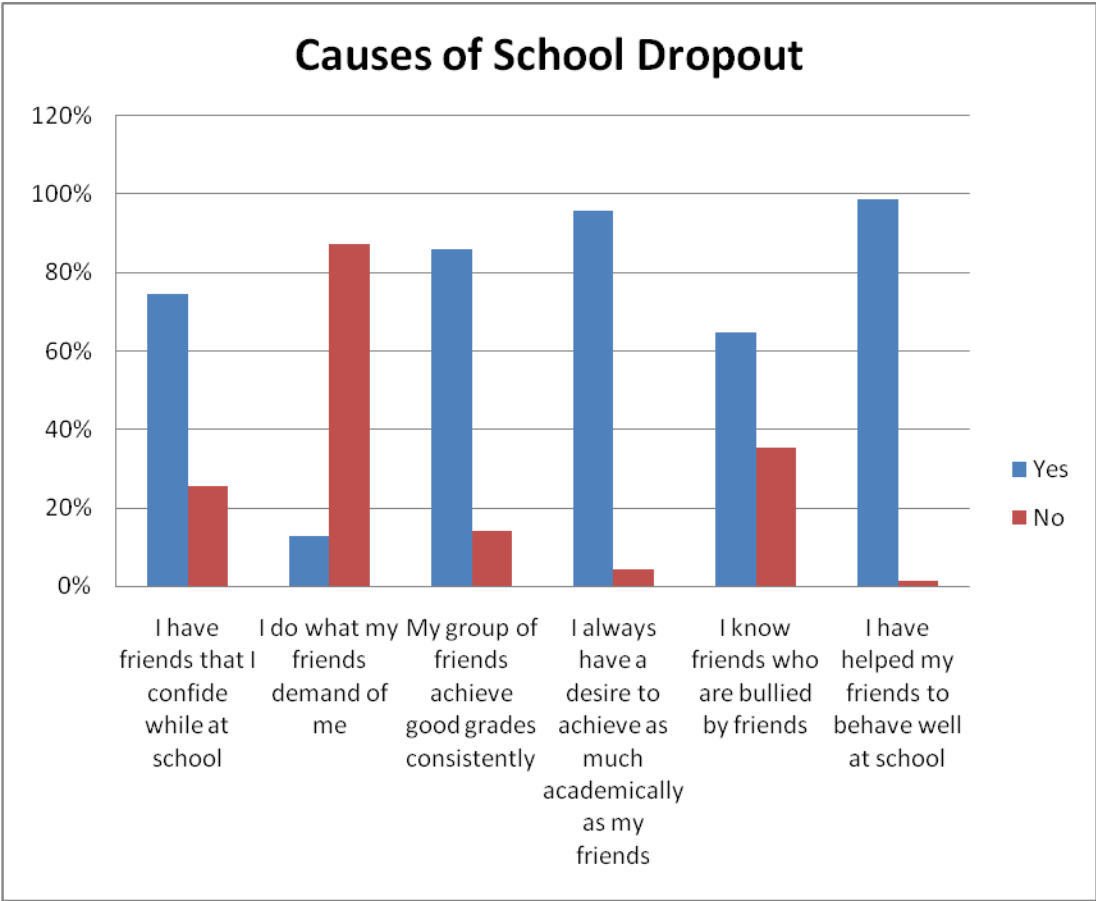
Table 4.14: Causes of Current Student Dropout

	Yes	No
I have friends that I confide while at school	53	18
I do what my friends demand of me	9	62
My group of friends achieve good grades consistently	61	10
I always have a desire to achieve as much academically as my friends	68	3
I know friends who are bullied by friends	46	25
I have helped my friends to behave well at school	70	1

Majority of the students stated that they have helped friends to behave well in school while more than half of them stated that they had a desire to achieve good grades consistently. Of the 71 students, the majority denied that they don't do what their friend's demand of them while 25 percent don't know any friends who are bullied by other friends.

The graph below shows percentages of the findings. Almost all of the students stated that they have helped friends to behave well in school while a very high percentage of students stated that they have a desire to achieve good grades consistently. Of the 71 students, the majority of students denied that they don't do what their friends demand of them while few of them don't know any friends who are bullied by other friends.

Figure 4.9: Current Students Response On Causes Of School Dropout



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focused on the summary of chapter one which is the introduction, chapter two, which is the literature review, chapter three, where we have the research methodology and chapter four where there is data presentation data analysis data interpretation and the research findings.

This study sought to establish the peer group influences on pupil retention rates in public primary schools in Kikambala division of Kilifi County. The study was guided by 4 objectives.

The study adopted the descriptive survey design, the target population included all public primary schools in Kikambala division, the sample size had 5 headteachers, 25 class teachers and 100 pupils. Questionnaires were the main instruments of data collection data was analyzed using SPSS and presented by frequency tables and charts.

5.2 Summary of study

The purpose of this study was to establish the peer group influences on the retention rates of pupils in public primary schools in Kikambala division Kilifi County. Four research objectives and four research questions were formed to guide the study. The research questions sought to establish the influence of peer

group characteristics on retention rates in public primary schools in Kikambala division Kilifi County.

These are, the influence of peer group socialization, peer group academic achievements, peer group academic achievements, peer groups bullying and strategies that can be used to improve retention rates.

The study employed descriptive survey design. The target population of the study was all 38 public primary schools in Kikambala division of Kilifi County. The respondents included 5 headteachers, 25 class teachers and 100 current pupils and 10 former pupils. These were selected through simple random sampling for the schools, purposive random sampling to select upper primary class teachers, purposive sampling to select former pupils and systematic random sampling to select pupils from each class.

Data was collected by use of questionnaires which were approved by the project supervisors. The questionnaires were pre-tested to enhance reliability of instruments. A response rate of % was realized. The data was coded, cleaned and analyzed using statistical package for social sciences (SPSS) and data presented using tables.

5.3 Discussion of Study Findings

The influence of peer group socialization on retention rates of pupils in public primary schools.

The study found that there is some strong form of social interaction between pupils that can either promote a desire to stay in school or to leave earlier. When there is positive interaction, it ignites a desire to stay in school until completion while if there is negative interaction, this may lead to a desire to leave earlier before completion.

The influence peer group academic achievements on retention of pupils in public primary schools in Kikambala division of Kilifi County.

The study found that there is a significant influence of peer group academic achievement on pupils retention in primary school. This is because most of former pupils who dropped out of school gave consistently low grade as the main reason why they discontinued school. This led to consistent class repetition and hence discontinuation.

Most of the current students have an inherent desire to achieve as much academically as their friends. This leads them to work hard towards achieving the same. This however only applies only to achieving equally good scores and not those with low grades.

Most of the headteachers who participated agreed that policies should be put in place to promote school attendance.

The extent to which peer bullying can influence retention of pupils in public primary school.

The study found that; peer bullying in school is a cause of low retention of pupils in primary schools. However, most teachers felt that it is a rare cause meaning it is not a leading cause of low retention rates. This is as per the data collected from headteachers, teachers, current pupils and former pupils. That bullying makes victims feel negative about school.

The strategies that can be put in place to increase retention rates of pupils in public primary schools.

The study found that most important in promoting retention rates is by administrators that ensuring all schools are child friendly, by this administrators can improve retention rates in their schools. This is in agreement with the MOE (2010) that points to school administrators as responsible for promoting equity and equality in schools.

5.4 Conclusions

The foregoing discussion indicates that there is a concrete influence of a peer group on pupils' retention rates in public primary schools. The phenomena of low retention rates is multi-faceted and is a process not an event. There is therefore need to come up with solutions which are ongoing and not those just carried out once or periodically to ensure increased retention of pupils. This is in view of the fact that low retention rates is an indication of some level of inefficiency of an educational system

5.5 Recommendations

- The government should consider further increasing budgetary allocation to the education sector in order to boost resources e.g more teachers and books to ensure there is quality education in public primary school. Quality education will attract higher retention rates.
- The government should also consider giving in-service courses to school teachers and to pupils to promote positive peer socialization & peer counseling as this can help to reduce would be dropouts. Since their problems can easily be identified and solved by their peers at the earliest opportunity.

- The government should also enforce the ban on forced repetition since it leads to pupils being over -age for a particular class, feeling out of place. Losing interest in academic work and eventually dropping out before completion.
- The school administrators should ensure that their schools are child-friendly. Meaning they should be free from any form of hazards in the environment and free from any form of physical or verbal abuse which can be inform of bullying from teachers or fellow pupils. Bullying has been found to lower a victim's self esteem hence barring him from reaching self actualization. Schools that are child friendly promote the realization of individual goals and hence higher retention rates.
- The school administration should activate school policy on retention. The policy should be informed to all the stakeholders i.e parents, teachers and pupils. They should then involve them in executing the policy to ensure it succeeds.

5.6 Areas for further research

- i. Whilst this research was confined to primary schools in Kilifi County, it is also important to study dropouts in other areas which were not covered by this study.

- ii. To compare dropouts in rural primary schools and urban schools, a further research on dropouts in urban primary schools could be carried out.
- iii. Some study could be carried out to a larger population using the same research instruments to cover parents and educational officials.
- iv. A qualitative study on socio economic factors that affect completion rates in public primary schools also recommended.

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APPENDIX 1 : LETTER OF PERMISSION TO HEAD TEACHERS

Lorna Nyagitari
University of Nairobi
School of Education
P.O. Box 92, kikuyu

The Head teacher
_____ Primary School

Dear Sir/Madam,

**REF: PERMISSION TO CARRY OUT RESEARCH IN YOUR
INSTITUTION**

I am a postgraduate student pursuing a Master of Education at the University of Nairobi in the Department of Educational Administration and planning. I am conducting a research on the peer groups influence on retention of pupils in public primary Schools in Kikambala Division of Kilifi County. Your assistance in this research is highly appreciated.

Thank you for your co-operation

Yours faithfully,

LORNA NYAGITARI

APPENDIX 11: QUESTIONNAIRE FOR HEADTEACHERS (FORM LA)

GENERAL INSTRUCTIONS

This questionnaire is intended to provide information for a research requirement for a degree in Master of Education. It is designed to gather information on peer groups and their influence on retention of pupils in public primary schools in Kikambala Division- Kilifi County.

The questionnaire is divided in three sections A,B and C.

Section A is for general background, Section B is a checklist on peer group influences on pupil retention and section C is for general assessment and recommendations.

The time you take to answer all questions honestly is highly appreciated.

SECTION A (Please tick as appropriate)

1. SEX

Male

Female

2. Experience as a headteacher

Below 5 years between 5 and 10 years between 10 and 15 years

Above 15 years

3. Qualifications

P1

Diploma

Degree

Post graduate

4. Size of student population

	<u>Boys</u>	<u>Girls</u>		Boys	Girls
Class 1	<input type="text"/>	<input type="text"/>	Class 5	<input type="text"/>	<input type="text"/>
Class 2	<input type="text"/>	<input type="text"/>	Class 6	<input type="text"/>	<input type="text"/>
Class 3	<input type="text"/>	<input type="text"/>	Class 7	<input type="text"/>	<input type="text"/>
Class 4	<input type="text"/>	<input type="text"/>	class 8	<input type="text"/>	<input type="text"/>

5. Number of students who left school permanently between 2008 – 2013

	2008	2009	2010	2011	2012	2013
Girls	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Boys	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

SECTION B

1. Do the following cause pupils to leave school prematurely? (Tick as appropriate)

	Yes	No
Bullying among peers	<input type="text"/>	<input type="text"/>
Peer socialization influence	<input type="text"/>	<input type="text"/>
Low academic grades	<input type="text"/>	<input type="text"/>

Peer social influence include: Drug-abuse, Pre-marital pregnancies and early marriages.

2. How do you rate the following causes of dropping out?

	High	Low	Not sure
Low school academic grades			
Bullying among peers			
Peer social influence			

3. Any other peer influence that causes pupils to leave school prematurely?

.....

4. What measures are being put in place to enhance retention of pupils in your school?

.....

5. Recommendations

What could you recommend on to improve retention?

.....

Thank you for your participation.

APPENDIX III: QUESTIONNAIRE FOR FORMER PUPILS (FORM LB)

SECTION A.

Age.....Sex

Last grade reached Year

Marital status

Respond to this with a tick for the correct response.

1. What was your average academic performance?

Excellent Good below average

Excellent – 80% and above Good – (50% to 79%)Below average –
Below (50%)

2. Did you have friends at school?

Yes NO

3. What were their average academic performance?

4. You dropped out of school because of:

a) You had consistently low grades Yes NO

b) You repeated classes consistently Yes NO

c) You were lured into drug abuse. Yes NO

d) You were lured into early marriage. Yes No

e) You did not like academic work. Yes NO

f) You were not assisted by peers to achieve high grades.

g) Yes NO

- h) Your peers stopped coming to school. Yes No
- i) You were physically abused by peers. Yes No
- j) You were verbally abused by peers. Yes No
- k) I have peers who have left school. Yes No
- l) Did the school have a policy on retention ? Yes No
- m) In your opinion is it effective? Yes No

5. Any other reason that you know of which causes pupils to leave school pre-maturely?

.....

.....

.....

6. Recommendations

In your opinion, what do you think can help pupils to stay in school until the end?

.....

.....

.....

.....

Thank you for your co-operation.

APPENDIX IV: QUESTIONNAIRE FOR CLASS TEACHERS (FORM LC)

SECTION A (Please tick as appropriate)

1. Age Sex: Male Female
2. Experience as a teacher
 Below 5 years Between 5 and 10 years between 10 and 15
 years Above 15 years
3. Qualifications
 P1 Diploma Degree Post graduate
4. Do the following cause pupils to leave school prematurely? (Tick as appropriate)

	Yes	No
Bullying among peers		
Peer social influence		
Low academic grades		

NOTE: Peer social influence includes engagements in the social life that can cause pupils to drop out.

.....

5. How do you rate the following causes of dropping out?

	High	Low	Not sure
Low school academic grades			
Bullying among peers			
Peer social influence			
Peer group influence			

6. What would you recommend that could help in retain pupils in school upto completion?

.....

.....

.....

.....

Thank you for your co-operation.

APPENDIX V: QUESTIONNAIRE FOR PUPILS (FORM LD)

SECTION A

AgeSex.....Class.....

Respond to this with a tick for the correct response

1. What is your average academic performance?

Excellent Good Below average

Excellent- 80% and above Good- 50% - 80% Below average 50% and below

2. a) Do you have a friend who dropped out of school?

Yes No

If yes

b) State the reason

.....
.....
.....

3. Do you know any other reason why some pupils drop out of school?

.....
.....
.....

4. I have friends that I confide while at school Yes No.

5. I do what my friends demand of me Yes No.

6. My group of friends achieve good grades consistently.

Yes No

7. I always have a desire to achieve as much academically as my

friends. Yes No

8. I know of my friends who are bullied by friends.

Yes No

9. I have helped my friends to behave well at school.

Yes No

10. What do you think can help pupils at school not to drop out of school?

Yes No.

Thank you for your co-operation.

APPENDIX VI : RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/811**

Date: **24th May 2013**

Lorna Barongo Nyagitari
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **15th May, 2013** for authority to carry out research on "*The influence of peer groups on retention rates in public primary schools in Kikambala Division, Kilifi County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kilifi District** for a period ending **30th June, 2013**.


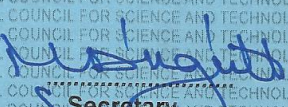

You are advised to report to **the District Commissioner and District Education Officer, Kilifi District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY


Copy to:
The District Commissioner
The District Education Officer
Kilifi District

APPENDIX VII : RESEARCH PERMIT

PAGE 2	PAGE 3
Research Permit No. NCST/RCD/14/013/811	
THIS IS TO CERTIFY THAT Prof./Dr./Mr./Mrs./Miss/Institution Lorna Barongo Nyagitari of (Address) University of Nairobi P.O Box 30197-00100, Nairobi	Date of issue 24th May, 2013 Fee received KSH 1000
has been permitted to conduct research in Kilifi District Coast Province	
on the topic: The influence of peer groups on retention rates in public primary schools in Kikambala Division, Kilifi County, Kenya.	 Applicant's Signature
for a period ending: 30th June, 2013.	 Secretary National Council for Science & Technology

CONDITIONS

- You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- Government Officers will not be interviewed with-out prior appointment.**
- No questionnaire will be used unless it has been approved.**
- Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**


REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

GPK6055t3mft10/2011 (CONDITIONS—see back page)