

11

SOCIO-ECONOMIC AND SOCIAL CULTURAL CAUSES AND IMPACT  
OF SCHOOL DROP OUTS AT  
AN INDIVIDUAL LEVEL

A CASE STUDY IN NAIROBI

11

BY

*[Handwritten signature]*

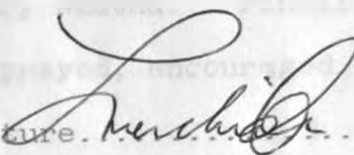
ZIPPORAH INOMBABU/MUCHIOKA

A project submitted in partial fulfilment of the requirements for post graduate Diploma in Population Studies and Research Institute of the University of Nairobi.

NOVEMBER 1993

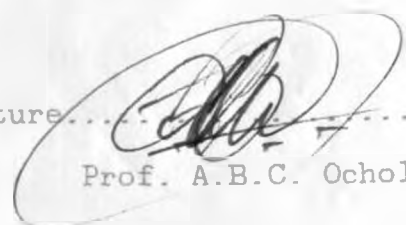
**D E C L A R A T I O N**

This project is my original work and has not been presented for a degree in any other university.

Signature  .....

Zipporah Inombabu Muchioka

This project has been submitted for examination with my approval as a university supervisor.

Signature  .....

Prof. A.B.C. Ocholla-Ayayo

DEDICATION

To my loving husband Godfrey S. Muchioka, my children, Esther Kaari, Peter S. Njagi, Grace Kinya, Faith Mwendwa and Mary Nkatha. Finally to my sister Susan Kananu. They prayed, encouraged and persevered with me.

## ACKNOWLEDGEMENTS

I wish to sincerely thank the University of Nairobi for giving me an opportunity to undertake a postgraduate Diploma in Population Studies. I also wish to thank my sponsor, U.N.F.P.A for funding my studies and enabling me to pursue the Diploma Programme. The staff of Population Studies and Research Institute were of great value and help and I acknowledge their guidance and co-operation throughout the course. Special thanks go to my Supervisor Professor A.B.C. Ocholla-Ayayo who spared his time to guide, help, advice, give comments and criticism which made this project a success. I also acknowledge the computer work assistance accorded to me by Mr. Osano, Mr. J. Karanja, and the Librarian of the Population Studies and Research Institute.

I thank Mrs. Thuo, Mr J.P. Karueru, Mr. Muyonga and Mrs C. Mailutha from the Family Planning Association of Kenya.

Finally, I thank Otieno for typing this work.

## A B S T R A C T

The main objective of this study is to investigate how the social, economic and demographic variables influence students to drop out of school in primary, secondary or any other institution of learning. The research also examines the consequences of dropping out of school on the individual victims. The research was done in Nairobi.

The marital status, type of marriage, and occupation of the drop-outs parents, size of the family (brothers & sisters), age the drop-out left school, age the drop-out married/intends to marry, number of children they intend to have, level of education they wish their children to have, knowledge and utility (use) of the contraceptives were the variables that were investigated.

Data was collected from Nairobi and the source of information were men and women aged 15-45 years. Open and closed ended questions were asked through a questionnaire.

Data was analyzed through statistical techniques. These included the application of descriptive statistics through the work for example a graphs cross-tabulations and frequencies.

The findings revealed that more girls drop out of schools more than boys. Also the total number of children the drop-out's father had positive effects. The findings also revealed that more drop-outs came from married parents, followed by widowed, then the separated/divorced and lastly from single parents. This therefore rejects the hypothesis that the more the single

parents, the more the drop-outs. The findings reveal that more drop-outs come from farmers (peasants), then followed by employees, then the employers and finally the businessmen and businesswomen. This research also revealed that more drop-outs come from mothers who were first wives then the second and then third and fourth. This research also revealed that early sex experience is in primary and then secondary and finally higher levels of education. This therefore has direct positive effects on dropping out in these levels of education.

The findings revealed that there is a high level of general knowledge of contraceptives but the utility is low.

The research also revealed that most of the drop-outs were single people 89.0% and were not in a hurry to get married. 5.1% were married and 5.9% did not indicate. Most of them also wish to have few children (two to three) 71.6% and wish their children to learn up to university level. This therefore has rejected the two hypothesis that the early the dropping out, the early the marriage and the early the marriage, the more the children.

Finally the research revealed that these drop-outs are very desperate people. Most of them feel that they are failures in life and job (employment) opportunities are very slim. The findings show that most of them have taken the "Jua Kali" types of courses and employments (These are self-employment types of jobs).

## TABLE OF CONTENTS

DECLARATION . . . . .	1
DEDICATION . . . . .	ii
ACKNOWLEDGEMENTS . . . . .	iii
ABSTRACT . . . . .	iv
CHAPTER ONE . . . . .	1
1.1 General Introduction: . . . . .	1
1.2 Background of the area or study . . . . .	4
Geographical Setting: . . . . .	4
Demographic Perspective . . . . .	5
1.3 Problem statement . . . . .	12
1.4 Justification of the Study . . . . .	14
1.5 Objectives of the Study . . . . .	15
A. General Objective: . . . . .	15
B. Specific Objectives: . . . . .	15
CHAPTER TWO . . . . .	16
2.0 Literature Review and Theoretical Framework . . . . .	16
2.1 Demographic factors . . . . .	27
2.2. CONSEQUENCES/IMPACT OF DROP-OUT AT INDIVIDUAL LEVEL . . . . .	29
2.2.1 Economic . . . . .	29
2.2.2 Social . . . . .	31
2.2.3 Demographic Consequences . . . . .	33
2.3 Scope and Limitations: . . . . .	35
2.4 Theoretical Framework . . . . .	37

2.5	Operational Framework	39
2.6.	Operational Hypotheses	40
2.7.	Definitions of Concepts:	41
	<b>CHAPTER THREE:</b>	41
3.1	Data Collection and Research Methods	45
3.2	Data Analysis	45
3.3	Limitations of data analysis	46
	<b>CHAPTER FOUR</b>	47
4.0	Research findings and Results Discussion	47
4.1	Sample Characteristics	49
4.2	Marital status of the parents	49
4.3	Occupation of the parents	57
4.4	Sex experience	59
4.5	Contraceptive knowledge:	61
4.6	Socio-economic, socio-cultural and demographic impact/ effects of dropping-out on the individual:	64
4.6.1	Demographic	64
4.6.2	Education	68
4.6.3	Socio-economic Effects	69
4.6.4	Socio-cultural:	72
	<b>CHAPTER FIVE:</b>	75
5.0	SUMMARY AND CONCLUSION OF THE FINDINGS AND RECOMMENDATIONS:	75
5.1	Home Background	75
5.2.	Sex Experience	76
5.3	Contraceptive Knowledge:	77



<b>5.4 Socio-economic, socio-cultural and demographic effects</b>	
<b>Table of dropping out on the individual</b>	77
5.4.1 Demographic	77
5.4.2 Education:	78
5.4.3 Socio-Economic Effects:	78
5.4.4 Socio-Cultural	79
5.5 Policy Recommendations	79
<b>Bibliography</b>	84
<b>The Questionnaire</b>	94

## List of Tables

Table 1.1:	The population size for Nairobi from 1948-1989.	5
Table 1.2:	Racial Composition and Sex Ratio in Nairobi 1962-1979. . . . .	8
Table 1.3:	Population Growth Pattern of Nairobi since 1948 . . . . .	9
Table 1.4:	1989 Kenya Population Census . . . . .	11
Table 1.5	Fertility rate, adolescent as per 1000 and adolescent contribution to tfr, kenya and other selected african countries - 1969-1983 .	19
Table 2.1:	Frequency and Percentage of School Drop-outs. . .	49
Table 2.2:	Frequency and Percentage of the Marital Status of the Mother. . . . .	51
Table 2.3:	Frequency and Percentage of Marital Status of the Father. . . . .	51
Table 2.4:	Frequency and Percentage of Type of Marriage. . .	53
Table 2.5:	No. of Children a Father has. . . . .	56
Table 2.6:	Frequency and Percentage distribution of drop out cases by mothers occupation. . . . .	58
Table 2.7:	Frequency and Percentage distribution of drop-out cases by father's occupation. . . . .	58
Table 2.8:	Frequency and Percentage of Knowledge of Contraceptives. . . . .	61
Table 2.9:	Percentage of women who have never married at the time of various surveys & census, by age groups, Kenya, 1989. . . . .	65

LIST OF MAPS

Map 1: . . . . . 7

LIST OF FIGURES

Operational Framework . . . . . 39  
Bar graph for age dropouts: . . . . . 55  
Number of Children a Father Has. . . . . 56

## CHAPTER ONE

### 1.0 General Introduction

#### 1.1 Introduction

Many young people register in schools as students but not all of them manage to get to the highest level they expected. Students dropping out of school have been a common occurrence over the years, and all over the world. Among the factors responsible for this occurrence are demographic, socio-economic and socio-cultural. Majority of these drop-outs are young people who are not yet mature socially and economically. The consequences of dropping out of school follow them up. Some of these drop-outs are able to make it in life and others are not. This is what this study intends to investigate and give recommendations to the concerned on what to do to curb the problem.

Like the rest of the world, education is highly valued since it is the back-bone of socio-economic development. It enriches the heritage, supplies the country with trained personnel and it is usually the prerequisite for accomplishment of other development goals. It accounts for a substantial portion of the national budget about 30% (Population Policy Guidelines, 1984). Education contributes much to the individual social and economic development. These individuals then contribute to the national social and economic development. This has led to pressure being exerted on the existing facilities and attempts to increase them at a faster rate although there has been difficulties. Education

therefore has often taken a large portion of the budget than any other sector to enable the financing of facilities and teachers. In most cases inability to provide these facilities by either the government or the parents adequately leads to students dropping out. (Khasiani 1985).

The level of education at which they drop out varies, some drop out in primary, others in secondary, and others in higher institutions of learning. In Kenya's education system, the official minimum school age is six years. This reflects the primary school age of six to twelve years (Oucho, 1986). Therefore there are students who drop out in their first year in primary school and others as they go on in primary. There are those who drop out in secondary or even in high institutions of learning. This study is therefore to investigate all the possible causes and give recommendations to curb them.

A total of 272 men and women were interviewed. These respondents have varied social, economic, and demographic backgrounds. Out of these 128 and 144 were men and women respectively. It was originally the researcher's intention to have an equal number of men and women. However, through random sampling women were found to be more. This confirmed earlier studies by Masaviru (1980) and Khasiani (1985), who found out that there are more female drop-outs than the males.

This research revealed that in all the levels of education, 52.6% are the female drop-outs and then 47.1% are the males and 23% did not indicate the level of their dropping out. The

factors causing this have been found to be early sex experience, the marital status of their parents, the number of children their parents have and the occupation of their parents. Contraceptive use also affected their dropping-out. Some of these drop-outs got pregnant and yet did not marry at an early age e.g the research reveals that 90% of both males and females are not married, 5-1% are the married and 5.9% did not indicate their marital status.

The drop-outs job opportunities are very slim and most of them have done course to help them survive. These are "Jua Kali" courses e.g the ones offered in polytechnic. Most of them have no capital and only hope to get loans from their parents, government or any donor to enable them to start their business. A research is therefore necessary to find out how these people can be helped. The 1989-93 Development Scheme views for small scale and "Jua Kali" enterprises were not primarily oriented towards profit maximisation. The main aim was to create employment and security for members of the immediate family. (1989-93 Development Scheme). So the scheme hoped to have the school drop-outs absorbed by the small scale and "Jua Kali" jobs. This has not been realised and therefore a research is necessary to find out another method of helping them.

The 1986 Session Paper No.1 aimed at elevating the economic and social life of drop-outs. 70% of small scale and Jua Kali activities are found in trade and commerce in the rural areas 15% are found in manufacturing and service sectors. This paper

suggested that firm measures were to be taken to assist the small scale and Jua kali sector. (1989-93 Development Scheme).

## 1.2 BACKGROUND OF THE AREA OF STUDY

### 1.2.1 Geographical Setting:

Nairobi City is situated almost mid-way between Mombasa and Kisumu along the Kenya Uganda Railway at about South and 37% East. Nairobi normally has a cool and attractive climate with an altitude ranging from below 1500 metres in the extreme East through 1676 metres at the city centre, to 1905 metres above sea level in the North West.

By 1899, Nairobi was only a railway depot: Now it has grown into a relatively large city covering an area of 693 square kilometres and a density of 1,911. It is the capital city of Kenya and the core for most industries, commercial, educational and other socio-economic activities in the Republic.

The city centre is surrounded by various housing estates within the different divisions of the city. These housing estates have been so concentrated by the influx of rural city migrants over the years. These estates are over-crowded since the land does not expand though people keep on coming in. The population of Nairobi as per 1989 Census was 1,324,570 people and the density was 1,911. Most of the incoming people can not get accommodation in the spacious estates. They therefore go to slum areas e.g. Mathare, Kibera, Dandora, and some other upcoming "villages" ("kijiji") where they can afford.

Primary and secondary schools are scattered all over the city and at least every estate has one. Some areas e.g. Eastleigh have as many as six of the primary schools in a very small range because of the high population there.

### 1.2.2 Demographic Perspective.

By the year 1905, Nairobi was only a provincial administrative centre with a total population of 10,000 (Nairobi Urban Study 1973, Chapter 2 par. 1). Now, Nairobi has grown into a large city by African standards serving a total population 1,324,570 as per 1989 Census.

Table 1.1: The population size for Nairobi from 1948-1989.

Year	Total Population Size
1948	118,976
1962	347,431 <sup>b</sup>
1969	509,286
1979 <sup>a</sup>	827,775
1989	1,324,570

a - Provincial census

b - Figure adjusted to 1963 boundary

source: Kenya Republic 1948, 1962, 1962, 1979 Census figures, Ministry of Finance and Economic Planning, Statistical Division and 1989 Census.



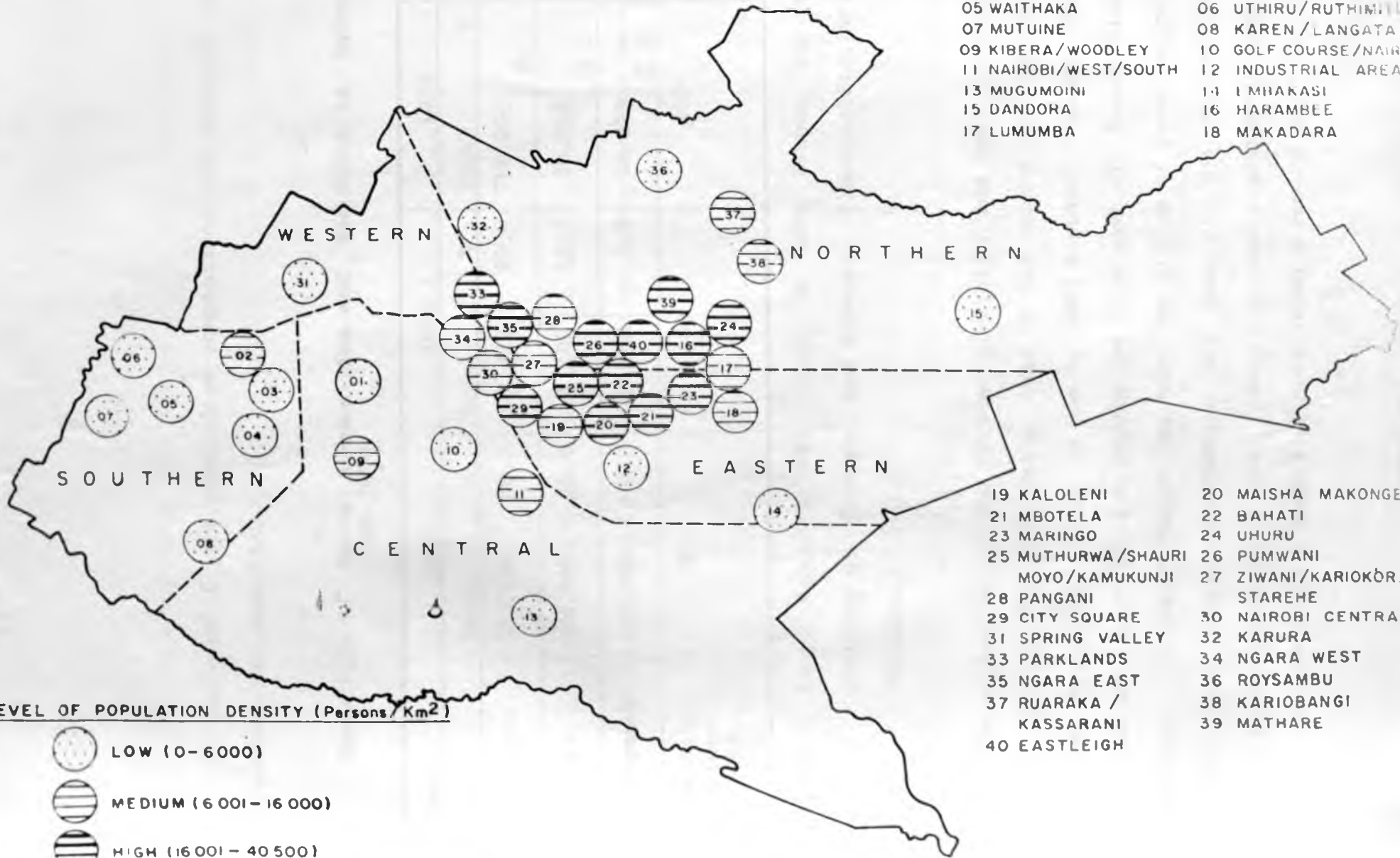
Rural migrants have contributed towards population increase in Nairobi.

Map 1.1 Shows levels of Population Density in Nairobi - 1979






WARDS

- |                       |                        |
|-----------------------|------------------------|
| 01 KILIMANI           | 02 KANGEMI             |
| 03 RIRUTA             | 04 RIRUTA SOUTH        |
| 05 WAITHAKA           | 06 UTHIRU/RUTHIMITI    |
| 07 MUTUINE            | 08 KAREN/LANGATA       |
| 09 KIBERA/WOODLEY     | 10 GOLF COURSE/NAIROBI |
| 11 NAIROBI/WEST/SOUTH | 12 INDUSTRIAL AREA     |
| 13 MUGUMOINI          | 14 I MHAKASI           |
| 15 DANDORA            | 16 HARAMBEE            |
| 17 LUMUMBA            | 18 MAKADARA            |



- |                                   |                            |
|-----------------------------------|----------------------------|
| 19 KALOLENI                       | 20 MAISHA MAKONGE          |
| 21 MBOTELA                        | 22 BAHATI                  |
| 23 MARINGO                        | 24 UHURU                   |
| 25 MUTHURWA/SHAURI MOYO/KAMUKUNJI | 26 PUMWANI                 |
| 28 PANGANI                        | 27 ZIWANI/KARIOKOR STAREHE |
| 29 CITY SQUARE                    | 30 NAIROBI CENTRAL         |
| 31 SPRING VALLEY                  | 32 KARURA                  |
| 33 PARKLANDS                      | 34 NGARA WEST              |
| 35 NGARA EAST                     | 36 ROYSAMBU                |
| 37 RUARAKA / KASSARANI            | 38 KARIOBANGI              |
| 40 EASTLEIGH                      | 39 MATHARE                 |

LEVEL OF POPULATION DENSITY (Persons/Km<sup>2</sup>)

-  LOW (0-6000)
-  MEDIUM (6001-16000)
-  HIGH (16001-40500)

An analysis of the population composition in terms of sex structures can show this.

**Table 1.2: Racial Composition and Sex Ratio in Nairobi 1962-1979.**

Race	1962		1969		1979	
	Total	%	Total	%	Total	%
Africans	231,744	66.7	422,912	83.0	756,994	91.9
Asians	86,765	25.0	67,189	13.2	38,854	5.2
Europeans	28,765	8.3	19,185	3.8	19,050	2.8
Sex Ratio African only	187		159		138	

Source: Kenya Republic 1962, 1969, & 1979 Census Figures, Ministry of Finance, and Economic Planning Statistics Division.

The proportion of the African population has been increasing in the period 1962-1979 while that of the Asians and Europeans has been declining. This is due to 1963 boundary changes which resulted into more African population from part of former Kiambu District. The major factor has been the influx of rural migrants to the city after independence and many of the non-Africans leaving for their countries. There has been significant changes in the sex ratio as a result of more females coming into the city

and contributing into the increase in population concentration.

Rising population growth rates have also been contributed by provision of necessary facilities e.g health, education, food and improved standard of living in general. Birth rate also decreased and in consequence a reduction of population growth rate (Latest Education Plan of 1979-83).

Nairobi as a city has had a constant rural-urban migration. The table below shows the growth pattern since 1948.

Table 1.3: Population Growth Pattern of Nairobi since 1948

Year	Total Population			Nairobi as a % of Kenya	Nairobi as % of Urban
	Kenya	Urban	Nairobi		
1948	5,407,599	276,240	118,976	2.2	43.1
1962	8,365,942	670,950	343,500	4.1	51.2
1969	10,942,705	1,079,908	509,286	4.7	47.2
1979	15,327,061	2,238,800	834,000	5.4	37.2
1989	21,443,636		1,324,570	6.2	

Source: Adopted from Kenya Republic of 1948, 1962, 1969, 1979 Census data, Ministry of Finance and Economic Planning, Nairobi.

Nairobi has been holding an increasing proportion of the total population of Kenya in the period 1948-1989. This is due to expansion of the city boundary to include parts of Kiambu

while a major of the increase is a result of in-migration from the rural-areas. The table above doesn't show the total urban population of Kenya in 1989 and so I couldn't calculate the percentage of Nairobi population in relation to other urban centres.

Administratively, Nairobi is a province of eight divisions. Each division has a Divisional Officer (D.O.). These are Dagoret, Kibera, Central, Starehe, Parklands/Westlands, Pumwani, Makandara, Embakasi, and Kasarani. The province has 752,597 males and 571,973 females. The total population is 1,324,570, 382,863 households, 693 square kilometres of land and the density is 1,911. The details of the sub-divisions are in the table 1.2.

Table 1.4: 1989 Kenya Population Census

Area	Sex	Age Group	Population	Male	Female	Total
<b>Kenya</b>						
			10,000,000	5,000,000	5,000,000	10,000,000
<b>Province</b>						
<b>Central</b>						
...	...	...	...	...	...	...
<b>North</b>						
...	...	...	...	...	...	...
<b>West</b>						
...	...	...	...	...	...	...
<b>East</b>						
...	...	...	...	...	...	...
<b>South</b>						
...	...	...	...	...	...	...

## 1969 KENYA POPULATION CENSUS

Table 1, 4 Population by Sex, Number of Households, Area and Population Densities for all Administrative Areas

ADMINISTRATIVE AREA	MALE	FEMALE	TOTAL	No of HMs	Sq. Km.	Density
NAIROBI Province. . . . .	752,597	571,973	1,324,570	382,863	693	1,911
DAGORETTI . . . . .	79,172	65,607	144,779	43,767	32	4,524
WAIHAKA. . . . .	5,833	5,647	11,480	2,902	5	2,296
WAIHAKA. . . . .	5,833	5,647	11,480	2,902	5	2,296
KANGEMI . . . . .	23,950	20,538	44,488	12,958	12	3,707
KANGEMI . . . . .	17,448	14,096	31,544	9,734	5	6,309
UTHIRU/RUTHIMITU. . . . .	6,502	6,442	12,944	3,224	7	1,849
RIRUTA. . . . .	19,159	16,010	35,169	10,587	6	5,862
RIRUTA. . . . .	19,159	16,010	35,169	10,587	6	5,862
KAWANGWARE. . . . .	25,290	18,525	43,815	14,882	4	10,954
KAWANGWARE. . . . .	25,290	18,525	43,815	14,882	4	10,954
MUTUINI . . . . .	4,940	4,887	9,827	2,438	5	1,965
MUTUINI . . . . .	4,940	4,887	9,827	2,438	5	1,965
KIBERA. . . . .	127,847	96,601	224,448	65,438	230	976
KIBERA/WOODLEY. . . . .	78,663	51,391	130,054	44,440	7	18,579
KIBERA. . . . .	74,975	47,668	122,643	42,722	3	40,881
WOODLEY . . . . .	3,688	3,723	7,411	1,718	4	1,853
KAREN/LANGATA . . . . .	12,135	7,457	19,592	5,980	73	268
KAREN . . . . .	5,670	3,844	9,514	2,662	29	328
LANGATA . . . . .	6,465	3,613	10,078	3,318	44	229
KENYATTA/GOLF COURSE. . . . .	10,933	11,253	22,186	4,171	5	4,437
KENYATTA HOSP. . . . .	7,288	6,921	14,209	2,639	3	4,736
GOLF COURSE . . . . .	3,645	4,332	7,977	1,532	2	3,989
MUGUMDINI . . . . .	26,116	26,500	52,616	10,847	145	363
MUGUMDINI . . . . .	13,262	13,274	26,536	5,208	136	195
NAIROBI WEST. . . . .	12,854	13,226	26,080	5,639	9	2,898
CENTRAL . . . . .	42,824	31,776	74,600	16,788	7	10,657
NGARA . . . . .	14,137	12,191	26,328	6,480	3	8,776
NGARA EAST. . . . .	8,814	7,675	16,489	3,911	1	16,489
NGARA WEST. . . . .	5,323	4,516	9,839	2,569	2	4,920



## 1969 KENYA POPULATION CENSUS

Table 1.4 Population by Sex, Number of Households, Area and Population Densities for all Administrative Areas

ADMINISTRATIVE AREA	MALE	FEMALE	TOTAL	No of HHs	Sq. Km.	Density
STAREHE . . . . .	28,687	19,585	48,272	10,308	6	12,068
PANGANI . . . . .	10,206	9,530	19,736	4,930	1	19,736
ZIWANI/STAREHE/KARI'IR . . . . .	4,794	3,295	8,089	1,747	1	8,089
CITY SQUARE	6,025	2,928	8,953	1,638	1	8,953
NAIROBI CENTRAL	7,662	3,832	11,494	1,993	1	11,494
<b>PARKLANDS/WESTLANDS . . . . .</b>	<b>66,293</b>	<b>55,589</b>	<b>121,882</b>	<b>34,804</b>	<b>93</b>	<b>1,311</b>
PARKLANDS . . . . .	38,297	31,114	69,411	20,377	68	1,821
SP. VALLEY/U.PARKLANDS. . . . .	5,162	4,257	9,419	2,824	5	1,884
MUTHAIGA. . . . .	2,821	2,028	4,849	1,847	14	346
LORESHO/KYUNA . . . . .	9,616	7,593	17,209	5,379	12	1,434
KITISURU. . . . .	2,337	1,581	3,918	1,134	9	435
KARURA. . . . .	5,986	4,298	10,284	3,536	25	411
HIGHRIDGE . . . . .	12,375	11,357	23,732	5,657	3	7,911
<b>KILIMANI. . . . .</b>	<b>27,996</b>	<b>24,475</b>	<b>52,471</b>	<b>14,427</b>	<b>25</b>	<b>2,099</b>
KILIMANI. . . . .	13,929	11,983	25,912	6,827	9	2,879
MASIWA. . . . .	4,765	4,163	8,928	2,625	7	1,275
KILELESHA. . . . .	5,128	4,461	9,589	2,544	6	1,598
MUTHANGARI. . . . .	4,174	3,868	8,042	2,431	3	2,681
<b>PURWANI . . . . .</b>	<b>82,295</b>	<b>64,423</b>	<b>146,718</b>	<b>38,377</b>	<b>10</b>	<b>14,672</b>
BAKATI. . . . .	16,921	15,258	32,179	7,291	2	16,090
UMURU . . . . .	7,455	8,421	15,876	2,983	1	15,876
KINATHI . . . . .	9,466	6,837	16,303	4,308	1	16,303
<b>PURWANI . . . . .</b>	<b>10,676</b>	<b>7,230</b>	<b>17,906</b>	<b>5,593</b>	<b>0.42</b>	<b>42,633</b>
MAJENGO . . . . .	7,675	5,559	13,234	4,172	0.25	52,936
GOROFANI/BONDENI. . . . .	3,001	1,671	4,672	1,421	0.17	42,633
<b>EASTLEIGH . . . . .</b>	<b>43,098</b>	<b>34,615</b>	<b>77,713</b>	<b>19,766</b>	<b>7</b>	<b>11,102</b>
EASTLEIGH NORTH . . . . .	26,412	21,202	47,614	11,424	6	7,936
EASTLEIGH SOUTH . . . . .	16,686	13,413	30,099	8,342	1	30,099
<b>KAMUKUNJI . . . . .</b>	<b>11,600</b>	<b>7,320</b>	<b>18,920</b>	<b>5,727</b>	<b>1</b>	<b>18,920</b>
SHAURI MOYO/KAMUKUNJI . . . . .	7,119	4,476	11,595	3,253	1	11,595
MUTHURUA. . . . .	4,481	2,844	7,325	2,474	0.55	13,318
<b>MAKADARA. . . . .</b>	<b>90,911</b>	<b>65,372</b>	<b>156,283</b>	<b>41,511</b>	<b>19</b>	<b>8,225</b>
MAKADARA. . . . .	30,532	27,671	58,203	13,274	3	19,401
HAMZA . . . . .	9,464	6,740	16,204	4,832	1	16,204
LUMUMBA . . . . .	9,007	9,093	18,100	3,538	1	18,100
HARAMBEE. . . . .	12,061	11,838	23,899	4,904	1	23,899

## 1989 KENYA POPULATION CENSUS

Table 1.4 Population by Sex, Number of Households, Area and Population Densities for all Administrative Areas

ADMINISTRATIVE AREA	MALE	FEMALE	TOTAL	No of HHs	Sq. Km.	Density
KALOLENI/MAKONGENI . . . . .	11,570	7,985	19,555	5,136	1	19,555
KALOLENI . . . . .	2,647	2,014	4,661	1,004	0.48	9,710
MAKONGENI . . . . .	8,923	5,971	14,894	4,132	1	14,894
MARINGO/MBOTELA . . . . .	15,780	10,876	26,656	7,354	2	13,328
OFafa . . . . .	7,398	4,895	12,293	3,517	1	12,293
MBOTELA . . . . .	8,382	5,981	14,363	3,837	1	14,363
VIWANDA . . . . .	33,029	18,840	51,869	15,747	13	3,990
NAIROBI SOUTH . . . . .	18,613	12,208	30,821	7,366	5	6,164
VIWANDANI (IND. AREA) . .	14,416	6,632	21,048	8,381	8	2,631
<b>EMBAKASI . . . . .</b>	<b>88,864</b>	<b>72,098</b>	<b>160,962</b>	<b>48,122</b>	<b>228</b>	<b>706</b>
EMBAKASI . . . . .	16,335	8,450	24,785	6,758	83	299
EMBAKASI . . . . .	15,002	7,673	22,675	5,988	56	405
MIHANGO . . . . .	1,333	777	2,110	770	27	78
NJIRU . . . . .	28,436	26,034	54,470	14,638	140	389
UMOJA . . . . .	22,162	21,364	43,526	11,149	18	2,418
RUAI . . . . .	2,148	1,840	3,988	1,129	100	40
KOMA ROCK . . . . .	4,126	2,830	6,956	2,360	22	316
DANDORA . . . . .	44,093	37,614	81,707	26,726	5	16,341
DANDORA . . . . .	39,397	32,441	71,838	24,638	4	17,960
KARIOBANGI SOUTH . . . . .	4,696	5,173	9,869	2,088	1	9,869
<b>KASARANI . . . . .</b>	<b>174,391</b>	<b>120,507</b>	<b>294,898</b>	<b>94,056</b>	<b>74</b>	<b>3,985</b>
MATHARE . . . . .	61,680	41,789	103,469	34,595	3	34,490
MATHARE . . . . .	30,388	17,334	47,722	16,852	2	23,861
HURUMA . . . . .	31,292	24,455	55,747	17,743	1	55,747
KARIOBANGI . . . . .	39,105	27,284	66,389	22,485	2	33,195
KARIOBANGI NORTH . . . . .	12,746	9,228	21,974	7,021	1	21,974
KOROGOCHO . . . . .	26,359	18,056	44,415	15,464	1	44,415
KAHAMA . . . . .	25,409	18,571	43,980	10,975	20	2,199
KAHAMA NORTH . . . . .	14,605	8,962	23,567	4,900	15	1,571
KAHAMA SOUTH . . . . .	10,804	9,609	20,413	6,075	5	4,083
KASARANI (RUARAKA) . . . . .	40,297	27,235	67,532	22,024	21	3,216
RUARAKA . . . . .	33,668	22,153	55,821	18,944	6	9,304
KASARANI . . . . .	6,629	5,082	11,711	3,080	15	781

It is against such background that this study addressed itself to examine the socio-cultural, socio-economic and demographic variables that cause school drop-outs and also examine the impact it has on the individuals

### 1.3 PROBLEM STATEMENT

The problem of school drop-out is high and prevalent in Nairobi. The number of the enrolled students is always less by the end of the year than those who were registered. This is common in all the classes both in primary and secondary level, Khasiani (1985) Masaviru (1981). Majority of these are children and adolescents between six to twenty four years. The consequences of dropping out of school at such a tender age are catastrophic to the youth, parents, and the nation at large. The victim is restricted in almost all the future opportunities. The socio-economic status are curtailed because the job opportunities are also blocked. He/she is doomed to a life cycle of poverty and increased dependency that him/her for the rest of his/her life. In turn, this affects the socio-economic, socio-cultural and educational development of the family, the community and the whole nation. Some of these victims come from families where the parents can't afford to take them for further studies in the future. Some can't afford food, clothing or even accommodation. Some children are used to provide labour force at home by their parents. For example, girls perform home duties like look after

the brothers and sisters and boys likewise perform certain duties e.g. grazing, farming, harvesting or cooking depending on the home background. Some drop-outs are used by their parents to work for money or just go to the streets to beg for money or even pick-pocket.

There are those who drop out due to pregnancy (girls). Some of them are disowned by their parents and are thrown out of their homes. Others lose their chance of education forever. The consequences for these girls are many. Some get venereal diseases, and especially the worst of them, HIV/AIDS, others abort, others die in the process of abortion, others end up in early unplanned parenthood and others enter into early and unprepared marriages. Worse still, due to desperation end up in loose living and especially in the city. Some of these mothers die during pregnancy and delivery since their bodies are not ready for the pregnancy or as the girls tries to abort secretly.

The drop-outs also remain unemployed for a long time because of lack of academic qualification or any experience. These are most likely to be doomed to a life of poverty, lack of education and their children might not go far with education due to similar financial problems. The drop-outs are also affected psychologically as he feels that he has wasted family money and other resources to take him to school which he never completed to be able to be self-reliant later and also help his other family members.

This study, therefore is to investigate the causes for these

drop-outs, see how the problem can be solved and give recommendations to the parents, teachers, social workers and government to curb the problem and find a way of helping those who are already victims.

#### 1.4 JUSTIFICATION OF THE STUDY

In Kenya, adolescents and the youth of 10-19 years make up about 20-25% of the total population and is the fastest growing segment its cohorts of 10-19, 20-24 make up future potential parents. These people also are the future providers of labour force. High rate of dropping-out therefore interferes with their own growth and development. The society and nation also affected.

Studies done by KFS (1977/1978), Census report 1979 and KCPS (1984) and KDHS (1989) show that adolescents contribute significantly to the rapid population growth in the country. Therefore it is necessary to help these youth to complete their studies and help those who drop-out to make it in life instead of joining the street boys and girls who have made urban centres crime centres, and especially the city of Nairobi.

Nairobi being the capital city of Kenya has many things that attract rural population. The population Census (1989) revealed that Kenyan population was 21,443,636, Nairobi population was 1,324,577 which is 6.2 per cent of the entire Kenyan population. Most of this Nairobi population the youth who are either in

school or out of school. Many of them are migrants from rural areas who are already school drop-outs and have come to look for jobs or have come to live with their relatives as they look for jobs.

They study in an overcrowded place and therefore have many social and economic problems which lead to school drop-outs and a life of hardships to the drop-outs. This study is therefore to investigate the causes of dropping out and how this problem can be curbed and help those who are already out of school.

## 1.5 OBJECTIVES OF THE STUDY

### 1.5.1 A. GENERAL OBJECTIVE:

The study investigates how social, economic, demographic and background variables influence the primary, secondary and even the higher institutes of learning enrolled students to drop-out of school before they achieve the expected highest level of education. Additionally, this study examines the consequences of dropping out of school on the individual victims.

### 1.5.2 B: SPECIFIC OBJECTIVES:

1. To investigate the extent to which marital status of the drop-outs' parent influences his/her education and life after school.

2. To investigate the role played by the parental occupation in the life and education of their children.
3. To investigate how age at first intercourse and frequency affects students education and life.
4. To investigate how the education level of the students influences their general knowledge and utility of contraceptives.
5. To investigate whether the students who drop-out of school end up into early marriages and consequently get many children.
6. To investigate the consequences of his dropping out of school on his own life socially and economically.
7. To suggest/recommend to the policy makers, social workers parents and teachers ways and means of alleviating these problems.

## CHAPTER TWO

### 2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Research and surveys done have attributed the high level of school drop-outs mainly to adolescent fertility. To investigate the factors that lead to adolescent fertility which finally lead to school drop-outs was by the first International Conference on adolescent fertility held in 1976 in West Virginia (Rogue, 1976). This was further supported by Population Report No. 9 (1985) and No. 10 (1986). A report on Adolescent Reproductive behaviour also supported the earlier findings. (UN, 1988). Their findings attributed adolescent fertility to social, economic, demographic and biological (physiological) factors.

The problem of teenage pregnancy which lead to girls dropping out of school is on the increase in the developing countries, but some developed countries have recorded major declines. Studies in Canada revealed a fall in teenage pregnancy rate by 23.6% from 52.4 in 1975 to 40.8 in 1985. In Canada, teenage pregnancy rate of 43.8 was observed in 1981 with a decline of over 10% from 48.6 in 1976. This decline can be attributed to the decline in annual number and rate of marriage in Canada.

In Africa, the crude birth rate for adolescents 15-19 years ranges from 51 per 1000 in Burundi to 230 per 1000 in Liberia and Kenya is ranked fifth. The CBR for adolescents aged 20-24 ranges from 229 per 1000 in Madagascar to 379 per 1000 in Sierra Leone



and Kenya is ranked third according to Garbrah (1985).

In Kenya, it was only after 1960s that information of fertility trends became available. This information reveals that adolescent fertility has been increasing. The Age Specific Fertility Rate (ASFR) among teenagers aged 15-19 rose from 141 per 1000 in 1962 to 179 in 1979 (CBS, 1984), then to 152 in 1989. This clearly shows constant increase on births to teenagers. Most of them are still in school and so pregnancy and childbirth just interferes with their studies. They drop out of school and most of them loose this education opportunity forever and the aftermath/impact dooms their future.

The other cohort of adolescents 20-24 recorded the highest fertility levels in Africa between 1962 and 1978 (CBS, 1984). Their age specific fertility rate rose further from 207 to 369 births per 1000 females.

Table 2.1 Fertility rate, adolescent as per 1000 and adolescent contribution to tfr, kenya and other selected african countries - 1969-1983

COUNTRY	YEAR	TFR	ASFR PER 15-19	1000 20-24	CONTRIBUTION % TO TOTAL FERTILITY RATE 15-24
Kenya	1977-78	8.0	168	343	31.9
	1969	7.8	132	331	30.5
	1982	6.8	141	304	32.7
Burundi	1971	6.1	51	252	24.7
Chad	1964	5.4	171	282	42.0
Ethiopia	1968-71	5.8	163	287	39.1
Gabon	1960-61	4.1	171	190	43.1
Ghana	1979-80	6.5	136	255	30.1
Mozambique	1970	5.8	96	248	29.9
Nigeria	1981-82	5.7	127	256	33.8
Senegal	1978	7.1	197	305	35.4
Zambia	1974	6.7	137	288	25.1

Source: GEPI-GARBRAH (1985:6)

The number of teenage pregnancies in developed countries is decreasing while it is increasing in Kenya. Agrawal and Mati (1983), found out that the incidence of teenage pregnancy in Nairobi was 18.6 per cent and 10 per cent in Machakos. This incidence could be higher considering that many teenagers have been engaging in premarital sexual intercourse as demonstrated by Gachui's study (1974) which showed that only 10% of teenage males and 38% of teenage females had not had sexual intercourse before

the age of 20.

There has been no decline in the proportion of girls getting pregnant between ages 15-19, unlike other groups where the proportion has been falling. The KCPS (1984) revealed that 8% of girls aged 15-19 years were currently pregnant. Earlier studies done in 1977 and 1979 had revealed some proportions. Thus confirming no decline. The Age Specific Fertility Rates in the age group 15-19 show an increasing trend since 1960, when the rate was 141 per 1000 but this rate increased to 168 per 1000 in 1979.

Since there has been no dramatic reduction in infant and child mortality, it means more children are able to live up to adolescent and therefore adolescent fertility is contributed to by this group hence the increase.

The increase of adolescent fertility has contributed much to the increase of school drop-outs in both all levels of education that is from primary, secondary and higher levels. This is because adolescence period ranges from 13 years to 24 years. This is the age when 50% of the adolescents aged 12-19 years is sexually active, having initiated sex at the age of 13 and 14 (Ajayi, 1985). The age of menarche has dropped to as early as 8 or 9 years; because report from Kenyatta National Hospital reveal that young girls get pregnant even at age 9 (Kenyatta National Hospital, 1986). This being the case, the drop-outs in primary and secondary schools especially in Nairobi has been in the increase and will continue.

Research done give causes of dropping-out mainly for the girls since they are the ones who get pregnant. Khasiani (1985) Dr. Khama Rogo (1987), Muriuki Ruthiru (1992). In reality, males also drop out of school due to socio-economic and socio-cultural factors and they also face the consequences just like girls. Boys also drop out as early as primary school level. The study is to investigate the factors leading to their dropping out and what happens to them thereafter.

It has been found out that 10% of female students drop out of school every year because of pregnancy, Khasiani (1985). This therefore limits the number of women who could be involved in development. Since education is closely related to development all that could be done is to attempt to discourage school drop-outs among the adolescents. The girls, their families and the society loose due to dropping out from school Khasiani S.A. (1985).

At the individual level, childbearing for the adolescents jeopardize their lives and that of their offspring, because of lack of social and economic support from the drop-outs. The result is that the children grow in poverty and get little or no formal education (Khasiani 1985). The Kenya population growth rate is 3.8% per annum. The population below 15 years is 48% and the population below 20 years is 60% (CBS - Kenya, population Census 1979). So with such a high dependent population of youth, many are bound to drop out of school. It is already a burden for parents to feed, cloth, and accommodate the youth. So when they

go to school, the parents strain more because even the basic needs in the family are hard to obtain. In cases of overcrowding in large families, girls may opt to look for accommodation elsewhere and in the process get pregnant and drop out of school (Khasiani 1985).

Another cause of drop-out is bad example from the adults. The other one is disintegration of traditional social life and regulations of sexual behaviour. Dr. Mugo Gachuhi's speech 1974). The parents of the youth are academically ignorant, for example they know very little of the biology of the human reproduction. They also have very little courage to talk to their children, S.E. Migot-Adholla (undated).

Pregnancy among teenagers is worldwide, irrespective of colour, race or class. It results from sexual behaviour which is prohibited whether it results into pregnancy or not. It is considered to be a violation of normative rules and therefore deviant.

There are three schools of thought which try to explain the origin of any form of human behaviour (whether sexual or deviant). These schools are:

- (a) The biological and psychoanalytical theoretical framework (Lambrosse, 1889, Freud 1962).
- (b) The sociological school of thought which see the base of human behaviour in human variables and conditions in society with which the individual behaves ( Merton, 1964).

(c) The school of thought which sees human behaviour as originating in factors based in both the individual and the social system (Blumer 1975).

(1) The biological school of thought (Lambrosse 1889, Hooton 1939, Sheldon 1949, Masters and Johnson 1966) explain sexual and deviant behaviour from purely biological characteristics. Masters and Johnson (1966) contend that the people become sexually aroused and engage in sexual activities because of some inborn androgens, instincts and impulses which require satisfaction. Once they have been expressed as in this background that adolescence is seen as a time when the sexual instincts are on the upsurge and teenagers engage in sexual intercourse and get pregnant, in the process of quenching this upsurge of instinct (WHO 1977). In the absence of contraceptives the risks of getting pregnant are very high. This school of thought link deviant behaviour with body size, structure and hormones. They argue that people become deviant because of their biological make ups e.g blacks, big or small sized people.

(2) Another school of thought by Freud (1962), Jenkins (undated) who belong to the psychoanalytical school of thought see personality factors as crucial in the origins of sexual or deviant behaviours. According to two these scholars, every human being is endowed with impulsive instinct -the 'id' as

well as in internalised control mechanisms - the "super-ego". The extent to which one gives in to the satisfaction or inhibition of these impulses depend on the strength of the internalised control mechanism. So if these control mechanism are near deviance, or sexual gratification take place if controls are strong the impulses are inhibited. These sources of the impulse and control variation are seen by psychoanalytic theory to found in the personality or biography of the individual but not in his biological make up. According to the psychoanalytic school of thought, teenagers with weak personalities are the ones that engage in sexual activities and other deviant behaviours before marriage (Cook and Wilson 1982, Semmens et al. 1970). These personality factors include:

- (a) Solitude as a result of poor relationship with maternal figure, brothers and sisters making teenagers turn to heterosexual companions as a source of consolation and understanding (Cook and Wilson 1982).
- (b) Rebellion as a result of lack of confidence and communication between parents and children whereby teenagers turn to sex as a means of rebellion (Semmen et al. 1970).
- (c) Weakness in character and immorality ( Semmens et al. 1970).

- (d) Immature fantasies about having a baby (Marino 1977).
- (e) Poor mental health, suicidal tendencies and personal guilt (Marino 1977).
- (f) Curiosity (Semmens et al. 1970) and the desire to innovate. According to WHO report (1977) the adolescent males and females were found to be risk takers challenging difficulties and new experiences without taking the danger into account, and this includes sexual activities.
- (g) Low ego and the desire by boys to prove that their virility and enhance "macho" image (Kingori 1977).

The third school of thought sees human behaviour as originating in fact based in both the individual and the social system (Blumer 1975). The sociological theories see human sexual and deviant behaviour as originating in factors in the social systems. The "Anomie Theory" of Merton (1957) focuses not on the individual but on the position people occupy in the system. According to the "Anomie Theory" the society has cultural goals. This theory says that girls from poor family engage in illicit sexual activities with "sugar daddies" as means of getting money to dress well or live materially comfortable lives (cultural goals). This theory ignores the fact that sexual emotion can arise from within. Other factors are the changing women aspiration which cause delay in marriage (Edstrome 1971),



frequent dating patterns and changing ideas about sexual behaviour and too much leisure time. Furstenberg (1977) has also argued that broken homes and divorce have been contributing factors in the increase in the number of unmarried teenagers who get pregnant. According to Furstenberg, girls from such homes would like to have children of their own to love. There are a number of cultural factors that have made it for the existence of conducive learning conditions of acceptable sexual behaviour among teenagers. The result has been ignorance, misinformation and confusion regarding sexual matters which are ripe conditions for teenage pregnancies. These factors are social change and its associated factors of industrialization, urbanization, rural urban migration, modernization and the infiltration of foreign cultural values. All these have broken traditional values, socialization forums, and the strict social taboos that regulate sexual behaviour among the unmarried youth. In the traditional setting, pregnancy was not a problem because, traditionally among the Kikuyu the girls were severely punished by the tribal council and sent into coventry. There strict traditional taboos, rules and rituals concerning sexual intercourse and this prevented pregnancies among teenagers (Kenyatta 1965, Muriuki 1975). Early marriage was expected and encouraged to avoid pregnancy and child birth outside marriage (Muriuki 1975). There is also lack of contraceptive use among teenagers. Given that the family planning services were intended to help married people plan for their families, giving the same services to unmarried youths

means sanctioning of pre-marital sex relations. This is a bit discouraged (Nook 1963). Studies in other parts of the world have shown that the mere availability of contraceptives to adolescents/teenagers does not prevent pregnancies. Marino (1977) argues that teenagers don't use contraceptives because they are not available. Bragoanier (1973) advances reasons for non-use as being Psychological. Other youth feel that it is improper, wrong, and unromantic to use contraceptives while girls think that it is debasing their sexual organs.

## 2.1 Demographic factors

Research by Njau and Lema (1988:8) reveal that the mean age at first intercourse was 13 years for boys and 14 years for girls Segulin et al., (1983), Gachui, (1974), Magwa, (1987), Mugwe, (1989), Nyagah, (1989). This is a justification of findings from other countries that adolescents engage in intercourse at very tender ages and hence leads to pregnancy and drop-out for girls. In Kenya age at menarche is falling. This has been justified by studies done in parts of the country. Muroki from a study of the Luyia girls found out that mean age at menarche was 14.3 years; Gabrah (1985) and K.O. Rogo (1987), Mugane (1989), agree with this mean age. Muroki further argues that the age at menarche is inversely proportional to the socio-economic status of the family, with 13.9 years for high income bracket and 14.4 years for low income brackets. Rogo et al., (1987) gives the mean age at menarche has been due to better nutrition and improved health

facilities. Young people are now healthier and more sexually active. Mugane (1989) found out that there was relationship between age at first intercourse and pregnancy. The earlier the age at intercourse and the higher the frequency, the higher the risk of the adolescent getting pregnant. Frequency of intercourse is also increased with the age and class of the adolescents (Ferguson, 1988) and are risk factors. Ferguson further argues that most of the girls dropping from school tend to be relatively older. In his study 93.7 percent of the girls who dropped out of school were aged 15 and above. He argues that mixed schools had a consistently higher drop-out rates than other schools and that day students have a higher risk factor than boarding students.

Frequency of intercourse is also influenced by girl/boyfriend relationship (Mugane, 1989). A correlation coefficient for boy/girlfriend relationship and pregnancy was 0.8. This implies strong correlation between pregnancy and boy/girl relationship, hence dropping out for the girl.

Contraceptive practice among the adolescents is very low (CBS, 1986), although there are indications that the rates are slightly higher among those yet to be married. The unmarried favour contraceptives but only 11 percent of the sexually active reported having used a form of contraceptives (Ayayo et al., 1985). In 1977, the proportion using contraceptives were 3.4 percent among the under 20 years and 10.8 percent for the 20-24 age group (Garbrah, 1985).

The pill and condom continue to be the most popular modern contraceptive methods among adolescents. Nyagah (1989) in his adolescent study in Chogoria Location, Meru District, he found out that 95 percent of the adolescents got pregnant accidentally because they did not have any knowledge of contraception. 55 percent of them reported that contraception was a myth to them. He confirms that adolescents have little knowledge of contraception. Mugane (1989) found out that only 1.7 percent of the adolescents reported having ever used a contraceptive method. 62.6 percent of the girls expressed a desire for further use. In spite of the low use of contraceptive, KFS found out that awareness of the means to prevent pregnancy among the general population was quite high.

In conclusion, this study will now try to study the cause of drop-out for boys and also the other socio-economic, socio-cultural and demographic factors causing drop-out for both girls and boys.

## 2.2 CONSEQUENCES/IMPACT OF DROP-OUT AT INDIVIDUAL LEVEL

### 2.2.1 Economic

The researches done so far reveal consequences mainly on girls and not on boys, because they are the ones who get pregnant and therefore drop-out of school. Some of the girls get pregnant at such an early age (9 years has been recorded at Kenyatta Hospital, 1986). Such teenagers suffer malnutrition, anaemia, spontaneous abortions and even death, (WHO, 1980). They are

mothers who abandon babies because they are neither physically or psychologically ready for motherhood and they also lack support.

The teenagers who get pregnant are not ready for babies. So they are the ones who abort. In 1983, out of 28 percent of induced abortions, 26 percent were of school girls (Aggrawal and Mati, 1983). Pregnancy is a worldwide problem among teenagers irrespective of colour, race or class. It has therefore been considered to be a violation of the normative rules and therefore defiance. Most of the female drop-out of school every year because of pregnancy. These are the women who end up losing all the opportunities in life and live poor together with their children (Khasiani, 1985). They mainly do not achieve the level of education which can help them develop themselves. Although some wish to continue with education, they lack the opportunity. Their parents feel that it is an added strain and so withdraw (Khasiani, 1985).

Outside Africa, a study by Baldwin W.H. (1977, pp26). "Adolescent pregnancy and child-bearing, growing concerns for Americans". Population Bulletin 33.2, May 1977 pp 23-24, he says that girls want to continue with school for formal education, but not all are able. Their chances of employment are slim since the level of education counts. In Jamaica, the girl is expelled from school (Mc Neil, 1983). Those who get jobs are those with fathers or other relatives to influence the employers. Most of the girls also take to secretarial jobs and not the jobs they would have wished to have if they never dropped out of school

(Khasiani, 1985). Some choose to stay at home to look after their baby and so they remain economically poor.

Many of them cannot afford to attend clinics. These girls try to abort on their own and only end up in hospital to complete their abortion. Dr Khasiani found that 3968 abortions are done in Kenyatta Hospital in a year and most of them are induced by young women (Khasiani, 1985).

### 2.2.2 Social

The girls are separated by the parents and her good relationship with her brothers and sisters end. The family feels that they have been let down by her. Some are chased away from home and go to towns. Her teenage peers also abandon her. So she feels lonely and needs rehabilitation.

The society also alienates her, for example, the girls school is changed so as not to 'contaminate' the other students (Khasiani, 1985). The teachers feel the girl is impaired academically.

Boys and girls are exposed to literature, films and opportunities that promote interest and encourage experimentation with sexual feelings and desires. So when they are chased from school, they turn to sugar daddies or sugar mummies. This is most common in urban areas.

Grandmothers, uncles and Aunties no longer play the major role of educating youngster on the physiological of sexual

maturation and sexual controls. Teachers who are expected to teach social ethics are not willing to do it. Some communities still practice marriage of youngsters to old men. So the dropouts are enslaved to them. Counselling of the youth is not there and more so those who leave school about their physiological and psychological changes of growth and development.

Exposure to Family Planning methods and services are not provided for fear of making them immoral (Dr Kigundu, Fred T. Sai, 1983, "Preface, Family Planning methods and Practice, Africa (1983).

The other social problems the dropouts face is shame from the society. To avoid this, they try to abort. Some succeed and others die. Some suffer complication of abortion, for example haemorrhage, pelvic sepsis, shock, trauma to organs of reproduction, tetanus, secondary infertility, block of fallopian tubes, ectopic pregnancy, venereal diseases, for example AIDS/HIV, cervicadysplasia associated with early sex and multiple sexual partners (Dr H.C.G Sanghvi-lecture given at the University of Nairobi; "Medical consequences of Adolescent Fertility in Kenya" (undated).

As a whole the young child mother faces many social, medical and economic problems and many of them choose to die /suicide (Sinnathuray, 1974). This study is therefore to investigate what happens to those who survive and the boys who drop of school.

### 2.2.3 Demographic Consequences

It has been observed that delaying onset of childbearing beyond age twenty could significantly reduce population growth by lengthening the period between generation and decreasing cumulative fertility through a shortened reproductive period (Population reports, 1976:63). The drop-outs find themselves forced by circumstances to marry early and get children early. Therefore their reproductive life span is longer and hence greater T.F.R (Population reports, 1976:163). Early marriages are also characterized by short birth intervals (Menken, 1975). Drop-outs who get children provide poor child care because these mother are not experienced in child care. This leads to high child morbidity and eventually mortality. Contraceptive use is very low today by the youth in Kenya. It is more or less the same with that of 19-79 (Contraceptive Prevalence Survey)-- which was 8 percent for the youth between 15-19 years were pregnant. When all women aged 15 to 49 are studied, the currently pregnant women proportion decreased from 13 percent in 1977 and 1978 to 11 percent in 1984. Many of these pregnant women were teenagers who end up dropping out of school.

Taking into consideration the projected population increases and other demographic indices, it was estimated that 201,600 births were to occur in teenage mothers in the year 1986 in Kenya (Dr H. C.G. Sanghvi). The above literature does not talk much about male drop outs and the impact on them. Therefore this study is justified to investigate more about the causes and



consequences/impact of drop-outs on both sexes. It will also investigate the sex which drops out more and the sex that suffers most.

Nairobi has a multi-cultural society and will continue being so. As it has all the Kenyan communities who have come for various purposes e.g. to work, for studies e.g. in public universities like Kenyatta, Nairobi and also private universities e.g. Daystar and U.S.I.U. They also come to look for jobs e.g. school leavers and school drop-outs. There are other races in Nairobi e.g. the Asians and the Europeans who have come for various reasons e.g. as traders and tourists. Others have been here since colonial time and have made Nairobi their home. Due to starting of District Focus for rural developments, many districts can now offer good town life, e.g. with clean water and electricity, good schools are also available. Life there is also less expensive than Nairobi. So urban rural migration is taking place although the incoming is more than the outgoing.

The general unemployment in the country has hit both sexes whether in the rural areas or here in the city. So in the city there are people of various occupation e.g. there are employers, employees, casual labourers and businessmen and women. There are those who are unemployed and are day in and day out looking for a job. The availability of manpower has resulted to cheap labour and hence there are many people of low income. The school drop-outs fall in this category because most of them left school at primary level and other in secondary. They are also unskilled

and so chances of employment are very low. This study is therefore justified to study the causes of dropping out of school, what happens to them and how the entire society can contribute to solve the problem.

I choose Nairobi for my study because drop-outs from the entire country come to Nairobi for various reasons just like the rest of the people. Nairobi being the biggest urban centre attracts both students and drop-outs. (Kinyanjui, 1977). From the respondents answers, we get a general view of the socio-economic and socio-cultural causes and impact dropping out has on these victims. Therefore recommendations given can be implemented all over the country.

### 2.3 SCOPE AND LIMITATIONS:

Nairobi has 693 sq km and a density of 1,911. It is situated almost in the centre of the country along the Kenya Uganda railway. It is accessible from all parts of the country by all means of transportation and communication. Its climate is cool and attractive. Its altitude is from below 1500 metres above sea level in the extreme East and 167 metres above sea level at the city centre in the North West.

I chose Nairobi as my area of study for various reasons. One, the time allocation for the study would not have allowed me to do it elsewhere. Two, it was cheaper in terms of travelling because it is easy to get many respondents within a short distance. Nairobi also having the highest urban population is

bound to have more urban socio-economic and socio-cultural problems than any other urban centre for example, it is more crowded, the cost of living is higher, immorality is also high because of tourists, pornography, films, and mixture of many cultures.

The study is to investigate the socio-economic and socio-cultural causes of school drop-outs and also investigate what becomes of these drop-outs. The method of carrying this out was through a questionnaire. Therefore due to finance limitation, I administered the questionnaires personally. Therefore it consumed more time than expected. Most questions were also sensitive and therefore some respondents were unwilling to answer them or even to be interviewed at all. Most of the respondents also wanted to know whether after answering the questions or filling the questionnaire will be helped e.g. financially, get a job, be taken for some training or be helped to go back to school. When some found it was not going to help them as individuals, they refused to fill the questionnaire.

The other short-coming was that some of the drop-outs don't know how to read and write. So the researcher had to do the reading, interpreting it into the language they know best and then write down their responses. This consumed much more time.

The questions on sexuality and abortion were too sensitive to be easily answered by them. So the researcher had to take time to assure them that it was to be kept confidential and that is normal to take sex. The researcher found it easier to

administer these questionnaires to ladies more than to men - most likely because the researcher is a female.

The researcher intended to have a random sample of between 250-300 respondents. The sample size was chosen to fit in the time and finance limitations of the researcher.

The researcher's intention was to have this sample at Eastleigh Youth Centre where youth (mostly school-drop-outs) go for entertainment. The researcher could not get the sample size and so made the research a Nairobi study case. The researcher moved and got the respondents from hotel workers, hair saloons, and the house boys and house girls in various city estates. These places and respondents were chosen at random. Again the researcher took a lot of time because some of the respondents were busy and had to be visited a second or third time. Finally a sample of 128 boys and 144 girls was covered. Girls turned out to be more because most of the respondents happened to be females.

#### 2.4 THEORETICAL FRAMEWORK

The social, economic demographic factors do not affect dropping out directly, but through the proximate determinants that is through a series of biological and behaviour factors that determine exposure to intercourse, sugar mummies/sugar daddies the probability that intercourse will lead to pregnancy and childbirth (Population and Development Review Vol.4 No.1, 1986).

Childbirth, exposure to free money from the sugar mummies

and daddies the income of the youths parent, attraction by better and bright city life, type of marriage, number of children a parent has high rate of in-migration - all lead to rapid urban (city) growth.

The group affected to a point of dropping out of school are the youth whose age ranges from 6-24 years.

As a result, high demand of basic needs e.g food, water clothing etc., the overcrowding makes them desperate and many of them due to this exposure get involved in early sex. As a result some get pregnant, abort, get venereal diseases, become drug-addicts, thus then leads to dropping out of school.

The consequences of dropping out follow them up e.g some end up in early marriages, child labour, going to towns (city to seek for jobs and finally a life of frustrations. Here is where the entire society should come in and assist to curb this problem e.g. the teachers, parents, social workers, NGOs, professionals and government personnel should give advise, counsel, and give material support.

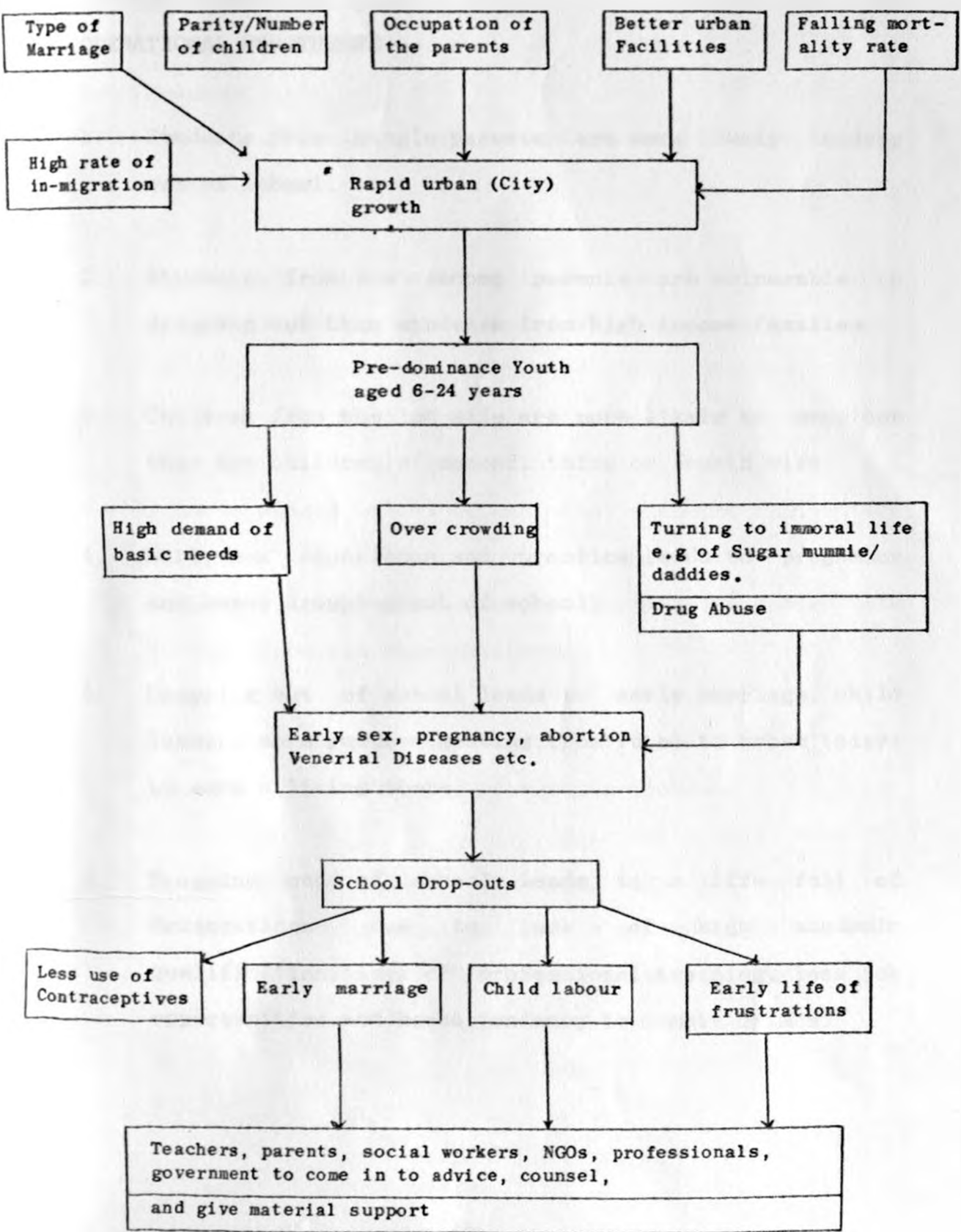
OPERATIONAL FRAMEWORK

2.5 OPERATIONAL FRAMEWORK



Figure 1

1.10 OPERATIONAL FRAMEWORK



## DEFINITIONS OF VARIABLES

### 2.6 OPERATIONAL HYPOTHESES

1. Students from single parents are more likely to drop out of school.
2. Students from low income parents are vulnerable to dropping out than students from high income families.
3. Children from the 1st wife are more likely to drop out than the children of second, third or fourth wife.
4. Early sex experience and practice leads to pregnancy and hence dropping out of school.
5. Dropping out of school leads to early marriage, child labour, more youth migrating from rural to urban (city) to earn a living there.
6. Dropping out of school leads to a life full of frustrations due to lack of high academic qualification, lack of professional training, less job opportunities and hence tendency to commit crimes.



## 2.7 DEFINITIONS OF CONCEPTS:

### 1. Drop-out

It refers to a pupil who leaves school before completing the expected terminal level.

(i) It can refer to those pupils who leave primary school before completing the expected eight years education

(ii) It also refers to those pupils who leave school after the expected eight years but fail to go further e.g into secondary school or any other academic institution

(iii) Those who leave school before they sit for their Form Four or Form Six examinations

(iv) Those who complete Form Four or Form Six but can't proceed further because of various problems

(v) Those who go into professional institutions or any college after graduating from standard eight or Form Four or Form Six and still are unable to complete these colleges, even university.

**2. Marital Status:**

It indicates whether the parents are single, married, separated, divorced or widowed.

**3. Occupation:**

The regular source of income of the respondents parents e.g professional, self-employed, employee, farmer or businessman/woman.

**4. Income:**

It is the amount of money the parent earns per month or annually.

**5. Menarche:**

It is a stage in which girl becomes a woman by menstruating.

**6. Age at first intercourse:**

It means the age of the respondent at first sexual intercourse (age in years).

### **7. Contraceptive:**

It refers to prevention of conception. The means or methods used either to delay or prevent conception are called contraceptive methods or just contraceptives.

### **Total Fertility Rate:**

It is the mean number of births occurring to a woman who lives to the end of her reproductive life (15-49).

### **Primary Education:**

It is the lowest form of formal education in Kenya and refers to classes one I to eight (8).

### **8:4:4 System:**

It is a "new" system in Kenya with 8 years in primary 4 in secondary and 4 in university.

### **Enrolment:**

It is the enrolled population after fulfilling the requirements of the education authorities.

### **Availability of Social:**

It means that many physical structures have been put up ready for use by those enrolled in the various classes without congestion.

### **Cost of Education:**

These are the finances asked for by the school authority from parents as a requirement for their children's admission.

### **Adolescent:**

It has no universal accepted definition. In many African societies, the onset of puberty is considered as the beginning of adolescence which ends at marriage. Age limit is generally used by social and medical scientists and researchers to define adolescence. They distinguish between earlier phase of adolescence as 10-14 years and later phase as 15-20 years, Gyepi, Garbrah, (1985). The W.H.O has adopted the age limit as 10-20 years. As there is no clear cut boundary between adolescence and youth, for the purpose of this study, adolescent will be taken between age 10-24 years.

### **Adolescence:**

It is used to mean the period of progressive transition between childhood and adult life.

## CHAPTER THREE

### 3.0. DATA COLLECTION AND RESEARCH METHODS

#### 3.1 DATA AND SOURCE OF DATA

The study is based on primary data. The study was carried out in Nairobi. The respondents comprised of men and women with ages ranging from 6-45 years. These were got at Eastleigh youth centre, hotels, hair saloons and housing estates within the city. There were 128 men and 144 girls. It was a random sampling. The researcher had an intention to have equal number of boys and girls but then results were that girls were more than boys. This representative sample should give an idea of the socio-cultural and socio-economic factors leading to their dropping out and also what happens to them thereafter.

In selecting the respondents, I interviewed any male or female I came across in the saloons and also in the estates. Due to time and finance limitation, I used the Eastleigh Youth Centre since here, boys and girls go for the entertainment. I used to chose alternate days so as to get new respondents.

This study was carried out using a questionnaire to help in extracting compiling information and understanding the social economic and demographic causes of drop-outs and what happens to them later.

### 3.2 DATA ANALYSIS

All the information from the data was coded. The information was translated from words to numerals in the code sheets. After a re-check, the data was put into the computer.

The data was analyzed through statistical techniques. These included the application of descriptive statistics through out the data like a graph. Cross-tabulations were chosen as they were found to give an orderly pattern and it is the most convenient method in producing good results of numerical data. They also facilitate a better understanding of such kind of data. Percentages and frequencies were also used.

### 3.3 LIMITATIONS OF DATA ANALYSIS

The subject being on school-drop-outs dealt with people who never completed the level of education they expected or the community expected. So this is a sensitive group of people and some of them couldn't agree to be interviewed without a promise that the researcher will help them get a job or some capital to start a business or go for some professional training.

The questions on sexuality were also sensitive and I had to assure the respondents that the information will be private and confidential. As it is mentioned earlier in this work, some of these respondents dropped out of school long time ago and in primary school. So the researcher had to read and interpret the questionnaire for them and also write the answers responses gave. Some of them were workers in sensitive places e.g houseboys and

nouse girls. So the researcher had to go to them at an appropriate time when they were not very busy.

Coding the data into the code sheets also consumed a lot of time and was very tedious.

## CHAPTER FOUR

### 4.0 RESEARCH FINDINGS AND RESULTS DISCUSSION.

The Kenya government has been doing and is still doing everything possible to eradicate illiteracy, disease and poverty. Therefore, to reduce mortality and develop education are two joint national objectives. Increase in fertility and fall in child mortality has made child survival possible. These children have contributed to the youth of ages 6-24 which is of school age.

One objective of the first Development Plan (1966-1970) was to provide universal education through primary schools. Free primary education was to be used as a means of achieving universal literacy which resulted into tremendous influx of school age population into primary schools. School places were not adequate and educational costs were inconsistent with planning since the proportion of expenditure in national budget rose.

Educational facilities had to be rationed depending on the number of pupils and the country's economic resources which are channelled into education through the government's budget.

Free primary education for Standard 1-4 was introduced in 1974 and it was to promote the long term objective of universal education in Kenya. This made enrolment rates shoot up e.g. Standard one enrolment shot up by 155% all (national standard one enrolment). (Ministry of Education Annual Report, 1974). The



children who enrolled in Nairobi were of age six years, but in the rural areas, children of over six years enrolled.

Demand for extra classes, teachers, and other equipments increased. So the government had to increase to the national budget to cope with the demands. The parents also started feeling the burden as time passed. When neither the government nor the parents could cope with the demand, students started dropping out of school. The high population growth rate of Kenya and Nairobi also contributed to students dropping out.

The high population growth rate in Nairobi is caused by high fertility, falling mortality and high in-migration. This being so results into more people than the city can accommodate and more people than the resources and the facilities. So the youth in Nairobi who are already in school are affected because the government and the parents can not afford to educate them, and cater for other needs. This therefore leads to school drop-outs.

The same pressure is in the rural areas and when students drop-out, they think of the city where they hope to get jobs. This adds to city drop-outs, and hence more increase in city population.

This study is to find out the socio-economic and socio-cultural causes of school drop-outs who are already in Nairobi and also the consequences that follow them.

#### 4.1 SAMPLE CHARACTERISTICS

The sample consists of 272 men and women. (128 men and 144 women). These are drop-outs from all over the country but were in Nairobi at the time of this research. The respondents family background, for example the marital status of the parent, number of children the father had, occupation of the parents are some of the factors influencing the premature termination of his/her education. The individuals sex experience knowledge and use of contraceptive are the other factors causing the dropping out. After dropping out these individuals came to Nairobi to look for jobs and also some came to live with relatives in hope of getting a job or do some professional course. It is at this point the researcher got them.

#### 4.1 MARITAL STATUS OF THE PARENTS

Table 4.1: Frequency and Percentage of School Drop-outs.

Level of Education	Frequency	Percentage
Primary	138	50.7
Secondary	128	47.1
Higher	6	2.2

This research found out that more students drop-out at primary level of education than any other level. That is 50.7%

of the total sample dropped at primary level then 47.1% dropped at secondary level of education and 2.2% dropped at a higher level. The close percentage between primary and secondary drop-outs is due to the facts that secondary level of education follows the primary age, and this is the adolescence age when these students are sexually active (Ayayo, 1985) (Table 1.1).

The marital status of the parents attributes to the dropping out. The findings of this research were that respondents from married parents were more than any other. 69% were the drop-outs from single mothers and 75% said their fathers were married. 13.2% respondents came from widowed mothers and 6.3% from widowed fathers. 9.6% and 11.4% came from separated or divorced mothers and fathers respectively. Finally 7.7% and 3.7% came from single mothers and fathers respectively. Therefore my findings reject the hypothesis that single parents contribute to higher numbers of drop-outs. This could be explained by the factor that single parents don't have many children and so they have less family commitments. They therefore can afford to educate the few they have.

Table 4.2 and 4.3 demonstrates the frequency and percentage of the marital status of the mother and father of the drop-outs.

Marital Status	Frequency	Percentage
Married	11	69%
Single	13	75%
Widowed	2	13.2%
Separated/Divorced	2	11.4%

**Table 4.2: Frequency and Percentage of the Marital Status of the Mother.**

Value Label	Value	Frequency	Percentage
Not indicated	0	1	0.4
Single	1	21	7.7
Married	2	188	69.1
Divorced/separated	3	26	9.6
Widowed	4	36	13.2

**Table 4.3: Frequency and Percentage of Marital Status of the Father.**

Value Label	Value	Frequency	Percentage
Not indicated	0	9	3.3
Single	1	10	3.7
Married	2	205	75.0
Divorced/separated	3	31	11.4
Widowed	4	17	6.3

The widowed mothers have more drop-outs 13.2% than the widowed fathers 6.3% most probably because the Kenyan culture has

men as the ones who inherit property or because the widowed women are inherited by the husband's brothers. So her children are an added burden to her new husband who might be already married. A research is therefore necessary to find out the parity of single parents. Also another research to determine why children of the widowed mothers drop more than those of widowed fathers.

9.6% are the drop-outs of the divorced or separated mothers and 11.4% are for divorced or separated fathers. This can be explained to mean that may be the children loose motherly love and care which makes them drop-out of school. A research is necessary to determine why more drop-outs are from divorced, separated men. Another possible explanation is that there are fewer single, widowed, divorced or separated parents than the married. Also this was a random sampling of the respondents. This agrees with the findings of Muriiki R. 1992 on the marital status of the respondents of his research on adolescent fertility in Meru District. He found out that 75.1% of the respondents parents were married, 9.4% were from single parents, family 4.1% were from divorced parents, 4.4 from widowed parents and 3.0% from separated parents. Therefore in a random sample, more respondents came from married parents.

This research also found out that 71% (193) respondents came from mothers who are first wives. 20.6% (56) came from second wife, 4.4% (12) from third wife, and 1.1% (4) from fourth wife. Therefore it appears that most of the marriages are monogamous, and that is why most drop outs are from 1st wives. The other

explanation is that may be the first wife and her children are ignored when the husband marries another wife. The wealth of the man is also strained causing the drop-out.

Table 4.4 demonstrates the type of marriage the respondents came from.

**Table 4.4: Frequency and Percentage of Type of Marriage.**

Value Label	Value	Frequency	Percentage
Not indicated	0	8	2.9
First wife	1	193	71.0
Second wife	2	56	20.6
Third wife	3	12	4.4
Fourth wife	4	3	1.1

The number of children a parent has also influences positively the dropping out of school. In this research, the bulk 59.9% where the drop-outs came from were homes with 5 to 8 children. 18.4% came from homes between 1-4 children, and 16.2% from homes with 9-12 children. 4.3% came from homes with 13 to 19 children. Figure 2, 3 and table 2.5 demonstrates this.

Figure 2

# Number of Children a Father Has

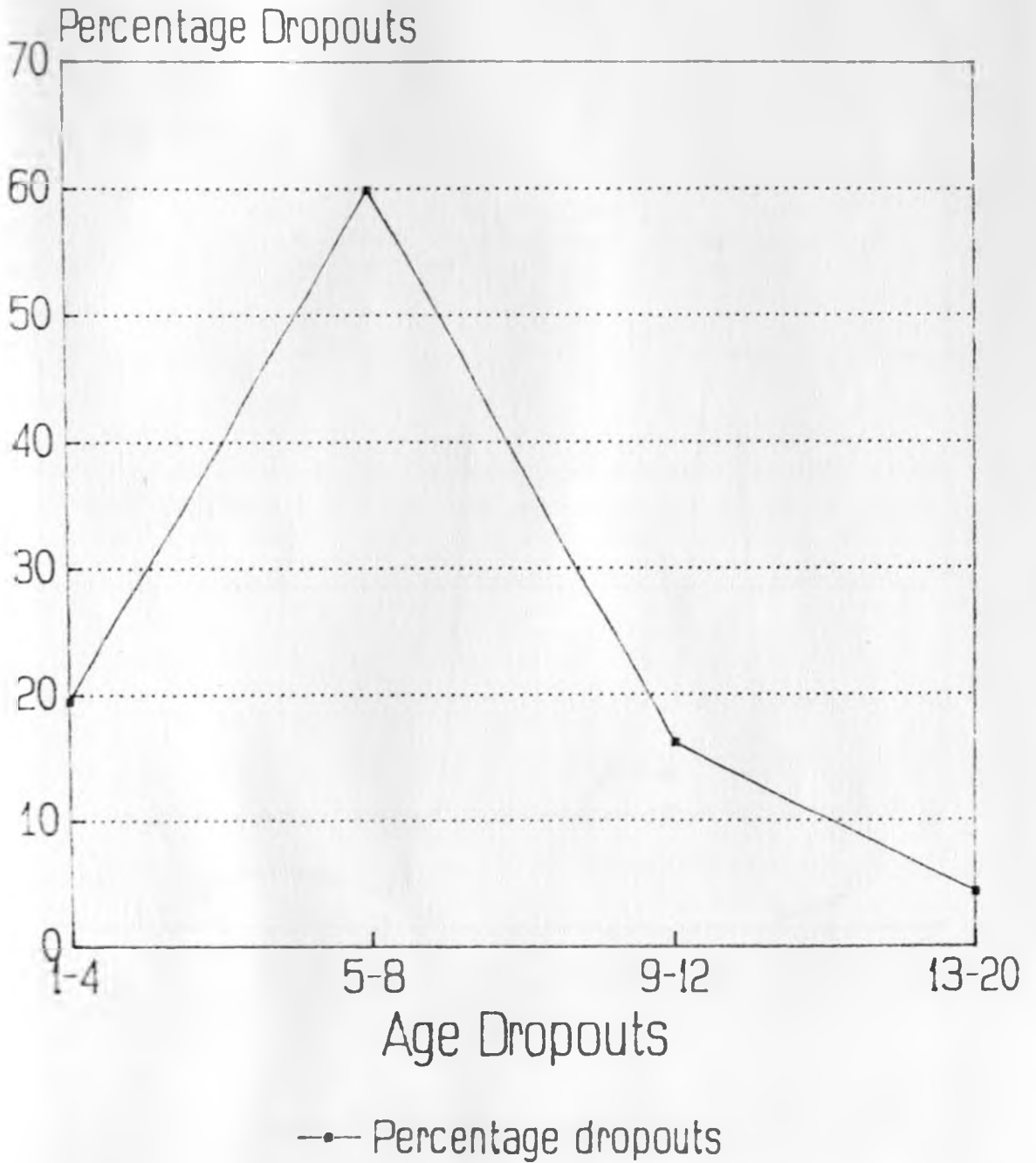
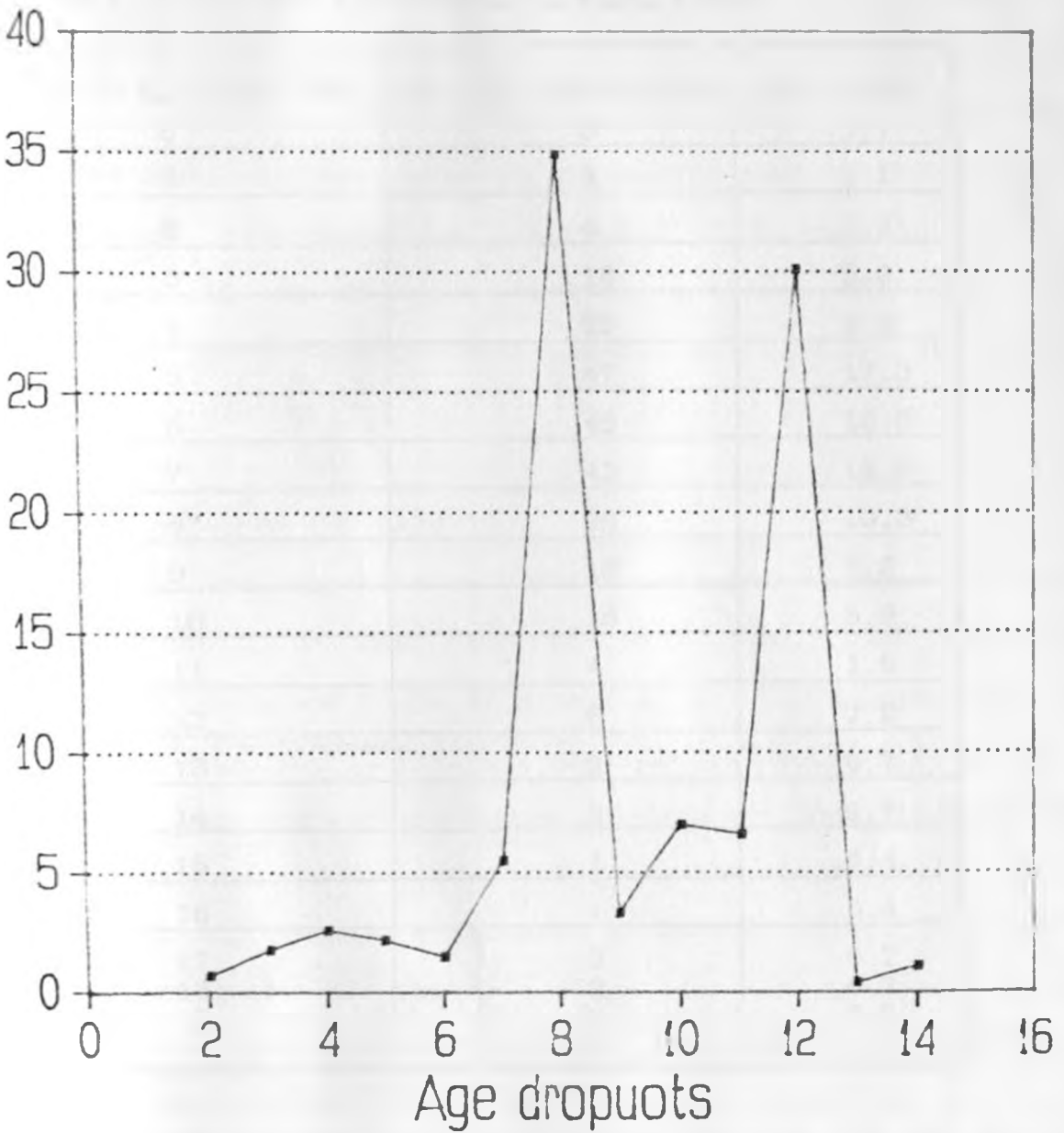


Figure 3

# Bar graph for age dropouts



— Percentage dropouts



**Table 4.5: No. of Children a Father has.**

Children a father has	No. of respondents	Percentage
0	3	1.1
1	3	1.1
2	6	2.2
3	16	5.9
4	25	9.2
5	47	17.3
6	45	16.5
7	43	15.8
8	28	10.3
9	18	6.6
10	16	5.9
11	4	1.5
12	6	2.2
13	2	0.7
14	2	0.7
15	1	0.4
16	1	0.4
17	2	0.7
18	2	0.7
19	2	0.7

The explanation for this is that the more the children one has, the more the expenses and therefore the harder it is to provide for their needs. Hence some drop-out of school. This research reveals that from the 5th child, the number of drop-outs increases. This is when the children's needs in school are

higher and the parent can't cope with these needs and hence some drop out. From the 9th child onwards, the drop-outs decrease to 16.2% may be by this time the elder children assist the parents to raise the others. This agrees with Khasiani (1985) that drop-outs are used by their parents to assist them. This research reveals that 4.3% were the drop-outs from parents with 13 children to 19 so it is a kind to confirms that the elder brothers and sister assist their parents to raise up the younger brothers and sisters.

#### 4.3 OCCUPATION OF THE PARENTS

Most of the respondents (51.5%) came from mothers who were farmers, then 31.3% came from business women, 10.5% came from regular employees and 4.4% from employers. 0.7% came from any other occupation and 1.5% didn't indicate the mothers occupation. This means that the farmers indicated here are just peasants who are not able to produce enough for all the needs of the family plus education. Muriiki's research in Meru District (1992) found the same thing that the farmer's daughters (16%) got pregnant and dropped out of school. They were followed by daughters of business and regular employees. This confirms the hypothesis that the occupation (income) of the parents influences the dropping-out.

**Table 4.6: Frequency and Percentage distribution of drop-out cases by mothers occupation.**

Mother's occupation	Frequency	Percentage
Not indicated	4	1.5
Farmer	140	51.5
Regular employee	29	10.5
Employer	12	4.4
Business woman	85	31.3
Any other	2	0.7

**Table 4.7: Frequency and Percentage distribution of drop-out cases by father's occupation.**

Father's occupation	Frequency	Percentage
Not indicated	18	6.6
Farmers	102	37.5
Regular employee	88	32.4
Employer	37	13.6
Businessman	25	9.2
Any other	2	0.7

From the table above, again drop-outs from the farmers are more, 102(37.5%) than people of other occupations. This is because they are the low income people. They are followed by regular employees 88(32.4%) who are a many with low income also. Employers 37(13.6%) followed by businessmen have less drop-outs. Those have a higher income than the farmers so their children are not likely to drop-out of school because of financial needs. This again agrees with the hypothesis that the income of the

parents which depends on his occupation influences the dropping out of school. As quoted above these findings agrees with that of Muriiki (1992) which were of parents of Meru District.

#### 4.4 SEX EXPERIENCE

32% of the respondents had their 1st sex experience by 5 years. 46% had 1st sex experience between 16-20 years. 2.6 had sex experience from 21 years onwards. 19.5 respondent didn't respond to this question. Therefore about a third of those who leave primary have had sex experience. Half of 49.2% had sex experience after primary school. So by the time they complete both primary and secondary school levels of education 81.2% have had sex experience. The mean age that first intercourse by all the respondents was 12.6. This therefore means that many students especially girls stand a risk of getting pregnant and hence dropping out of school. Age at menarche has fallen in Kenya. According to studies done in parts of the country, for example by Muroki (1985) in a study of the Luhya girls found out that mean age at menarche was 14.3 years, Gabrah (1985), K.O. Rogo (1987), Mugane (1989), agree with this mean age. Muroki further argues that the age at menarche is inversely proportional to the socio-economic status of the family, with 13.9 years (for high income) and 14.4 years (for low income) Rogo et. al., (1987) explains that the mean age at menarche has fallen due to better nutrition and improved health facilities. This research agrees with these earlier findings and this explains why the age of

menarche has fallen as low as nine years (Kenyatta National Hospital). Young people are now healthier and so more sexually active.

This research found that the mean age of having a friend of the opposite sex was 12.7. Half of the respondents (52.2%) had friends of the opposite sex. So the age of menarche being so and mean age of first intercourse being 12.6 and more than half have friends of the opposite sex, then the risk of getting pregnant and hence dropping out of school is very high. These findings agrees with those of Mugane (1989). He found out that there was relationship between age at first intercourse pregnancy. The earlier the age at first intercourse and the higher the frequency, the higher the risk of the adolescent getting pregnant. Frequency of intercourse is also increased with age and class of the respondent e.g 39% who were the majority started sex late between ages 16-18 years. Therefore majority (57%) of them have experience in their secondary school level. This finding agrees with Ferguson (1988) who argued that most of the girls (19.3%) who dropped from school tended to be relatively older - aged 15 years and above. Ferguson also argued that mixed schools had a consistently higher drop-out rates than other schools and that day students have a higher risk factor than boarding students. His arguments also perfectly agrees with my findings because 31% of the respondents said they had sex with their boy/girl friend and their coitus frequency was high (38.9%) when they come from boarding schools. Mugane (1989) had similar

findings because he said that frequency of intercourse is also influenced by girl/boy friend relationship. He found a correlation coefficient for boy/girl friend relationship and pregnancy was 0.8 which implies strong correlation between pregnancy and boy/girl relationship, and hence dropping out for the girl. The above findings therefore confirm the hypotheses that early sex experience and practice leads to pregnancy and hence dropping out of school.

#### 4.5 CONTRACEPTIVE KNOWLEDGE:

This study found out that about two thirds (68.4%) of the respondents have the general knowledge of contraceptives. The other one third (31.6%) said they have never had and so know nothing about contraceptives.

Table 4.8: Frequency and Percentage of Knowledge of Contraceptives.

Value Label	Value	Frequency	Percentage
Those who know (Yes)	1	186	68.4
Those who don't know (No)	2	86	31.6

Their knowledge was through radio (9.6%), friends (15.4%), hospital (6.6%), book (2.9%), advertisement (1.1%) and finally, through teachers and seminars (16.2%). From these findings,

general knowledge is average taking into account that the modern methods of communication are very high and good. Through mass media, literature of all kinds social workers, public and private hospitals and dispensaries and clinics, majority should be knowing about these methods. These respondents were not fully exposed by the time they dropped out of school.

Comparing with the Kenya Demographic Health Survey (KDHS) of 1993 (Preliminary Report), 96% of women of age 15-19 had heard of at least one method of Family Planning, but these were married women. So the respondents in this study are not as exposed because Family Planning methods are not allowed to be taught in schools. Also these methods are mainly and officially meant for the married people. Therefore there is need to expose the youth in school and out of school, whether married or not to these contraceptives. This will minimize the ignorance and help to curb pregnancy among girls in school and so hinder dropping out of school for this reason. Contraceptive practice has been found to be very low among the adolescents (CBS, 1986).

This research found that those who have ever used contraceptives were 39.7% and 60.3% have never used. From KDHS (1993) 56% of all currently married women aged 15-49 years in Kenya have ever used. Urban use of modern contraceptives is 38% and in the rural areas contraceptive use is 26%. Comparing the contraceptive use of the respondents in this research and the KDHS of 1993, the contraceptive use is not high and therefore unless the youth in and out of school are exposed more drop-outs

will continue in primary and secondary schools. In 1977, the proportions using contraceptives were 3.4 percent among the under 20 years and 10.8 percent for the 20-24 age group (Garbrah, 1985). This research found that 20.6% have used contraceptive in primary school level, 18.4% in secondary school level and 0.7 in higher. The explanation is that more respondents were drop-outs from pry school, then secondary and finally higher level. Otherwise it does not mean that those respondents from pry school level use contraceptives more than other levels. It only means that they were more in the sampling. Majority (76.8%) of the respondents expressed willing to use contraceptives in the future. Only 23.2% said they will not use contraceptives in the future. These findings agree with those of Central Bureau of Statistics (CBS, 1986) that the unmarried adolescent expressed wish to use contraceptives in the future. Although the unmarried favour contraceptives, only 11% of the sexually active reported having used a form of contraceptives (Ayayo, 1985). The findings confirm the hypotheses that the lower the education level, the lower the contraceptive knowledge and the lower the contraceptive use. This therefore leads to a high risk of pregnancy to the youth in school and hence dropping out of school.

The research found out that 34.4 of the respondents have ever been pregnant and 43.1% have never been pregnant. 12.5% did not indicate whether they have ever been pregnant or not. According to this research then pregnant cases can be attributed to early age of sex experience, boy/girl friend relationship,



frequency of coitus and finally low contraceptive knowledge and use. Other findings have supported this conclusion as quoted earlier. Pregnancy ultimately leads to dropping-out of school; child birth, abortion and other problems which will be examined in this research.

#### 4.6 SOCIO-ECONOMIC, SOCIO-CULTURAL AND DEMOGRAPHIC IMPACT/ EFFECTS OF DROPPING-OUT ON THE INDIVIDUAL:

##### 4.6.1 Demographic

Majority (88.6%) the respondents of this research were not married. Only 5.1% were married. Among those who were married 23.0% married between 16-21 years. 3.8% married between 22-35 years. This means although these respondents dropped out of school, they were not in a hurry to be married. Their responses to when they intend to marry shows they were not in a hurry to marry. 12.7% are those who wish to marry from age 24 years and below. 75% are those who wish to marry from age 25 to age 45. 12.3% didn't respond to this question. The mean age they wish to marry is 24.0%.

Marriage in demographic surveys and census in Kenya reveal that age at first marriage has been rising, e.g in 1989 KDHS reveal that 16% of child bearing age had never married. 67% were married by then and 7% were either widowed, divorced or no longer living together (separated). This KDHS survey of 1989 and other demographic surveys shows that women in Kenya used to marry

early. This is quite contrary to the findings of this research whereby women who said they were married were very few 5.1% or 2.3% married between ages 16-21 years. The rest (3.8%) between 22-35 years.

To compare those who marry at different cohorts, the 1989 KDHS reveals that 80% married between ages 15-19. 11% married between ages 15-29. 2% married between ages 45-49. In general, all those who reported that they were married were 87% in age 35-39. However, the age of women who had never married increased in every age groups which leads to the findings opposite of this research whereby the number of the married increase in every age group (upwards - from .5 to 49.). The table 2. below confirms this.

Table 4.9: Percentage of women who have never married at the time of various surveys & census, by age groups, Kenya, 1989.

Age	1962 Census	1969 Census	1977 LNDS	1977/78 KFS	1979 Census	1984 KCPS	1989 KDHS
15-19	55	64	71	72	71	74	80
20-24	13	18	22	21	25	24	32
25-29	5	6	6	4	9	6	11
30-34	3	4	3	1	5	4	5
35-39	2	3	2	1	3	2	3
40-44	2	3	1	1	3	1	2
45-49	2	3	1	0	2	1	2

Source: Central Bureau of Statistics, 1984, Table 4.4

The above table shows the trend in the proportion of women

reported as never married by age from past censuses and surveys in Kenya. It is evidence that the proportion of women under 30 who have never married has been increasing for every age group over the KCPS data. For example the proportion of women 15-19 who have never married increased from 74% in 1984 to 80 percent in 1989 and the proportion in age group 20-24 rose from 24 percent in 1984 to 32 percent in 1989. There is also a notable increase in the proportion never married for women aged 25-29, from 6 in 1984 to 11 percent in 1989. These observations suggest that age at first marriage in Kenya is increasing. Above age 25, the proportions of women remaining single are too small to discern any trend over time. The reasons behind this trend in this research is the education level because most of them have completed primary level and above. Also the socio-economic factor because - as found in the research, most of them dropped out because of financial problems. The father either had many children or was polygamous. The other reason for this delay in time of marriage is the fact that these drop-outs have come to the city and therefore have the urban influence. They are more exposed to the knowledge and availability of contraceptives. They are also exposed to better education facilities and should they go back to school, (or college) that delays marriage. Job opportunities are higher in the city also and so as they look for jobs, and finally get them and settle down, marriage is delayed.

These drop-outs wish to have very small families. 41.1 percent wish to have two children, 30.5% wish to have three

children, 16.2% wish to have four children, 5.6% wish to have five plus children, 2.6% wish to have one child, 4% didn't indicate the number they wish to have. Although it is not a reality yet, it is quite a fall in the number of children to be in families comparing with the high number of children in families currently and in the past. According to the KDHS of 1989, the mothers who had some primary education reported to have had 8.0 number of children ever born (CEB). Those who had completed primary education had 7.3% children ever born (CEB). Secondary and above level of education had 4.7 children ever born and 7.4 children ever born were from mothers of no education at all. In the urban, women had five live births and in the rural they had seven (by their ages 40-49). So even if there were any births, these mothers were still left with quite a big number of children because availability and accessibility of medical facilities were almost as good as they are today in most parts of the country. Therefore, these drop-outs wish might be realised because the research shows that they wish to marry late and also they are in an urban area where the knowledge about birth control, skills in its practice and degree of access to the most effective means are available. Five years before the KDHS of 1989, Nairobi had 4.6 Total Fertility rate which was the lowest in the country to these drop-outs hopes might be realised. Also socially people in towns are becoming more and more individualistic such that influence by the in-laws and other family members is less. Economically, these future parents would

wish even to have fewer children due to the high cost of living if they are to have any quality life for themselves and their children.

#### 4.6.2 Education

From this research, 73.2% of the respondents wish their children to get university level of education. 13.6% wish their children to attain Form four level of education, 5.5% wish their children to attain any college training course after either primary or secondary level of education 7.6% did not respond to this question. So we see the value of education is really in them although they failed to attain the highest expectations. These dropouts realise and agree with the idea that development of human resources fundamentally depends on the level and intensity of formal, non-formal and informal education and training. This realisation also agrees with the political independent Kenya which has had more than ten reviews of education and training systems by Special Commissions and Working Parties. (Development Plan 1989-1993).

This research also found that more than half of the students 53.3% left school because of financial problems. 23.9% said that they felt contented by the primary (standard eight) education or by the secondary (Form four or six) education. They were now looking for training or job. 2.6% left because of pregnancy. 1.9% left because their parents wanted them to assist either at home or in their businesses, 7.0% dropped out because they failed

examinations and 1.8% due to tribal clashes. The rest 4% left because teachers were hush on them and so they felt hated and bored. 5.5% didn't respond to this question.

Therefore the financial problem seems to be quite a major problem because even those 23.9% hoping to go for training might not go because of similar problems. Since this is a persistent problem more research ought to be carried out to find out ways and means of solving it to prevent these youngsters from terminating their education level pre-maturely.

The government's efforts to shoulder the burden was impossible and cost sharing was introduced by the Sessional Paper No.3 of 1988. Yet it has not solved the problem and so the entire community has to come in and assist (Development Plan 1989-93).

The findings therefore reject the hypothesis that dropping out of school early leads to early marriage, it also rejects the idea of child labour since these youth are unskilled, young and there are many of their counterparts who are highly learned and trained professionals. However, it agrees with the idea that the drop-outs migrate to urban centres where they think job opportunities are higher and other means of earning their living.

#### 4.6.3 Socio-economic Effects

After school, 46.2% of the respondents joined village polytechnic and other training colleges. 34.3% are just in their parent's homes or with friends and relatives here in Nairobi

looking for a job. 3.3% are employed as houseboys or house girls, 1.1% are employed as office messengers, 12.9% are self employed and 2.2% didn't respond to this question. From this information job seeking is now a big crisis because those in college will not all be able to start their own businesses because of lack of capital. Therefore something has to be done to prevent these active youngsters from wasting their youth.

The population by the 1989 was projected to a figure of 22.7 million in 1988 to 27.2 million in 1993. The labour force (the members of the population who are economically active), aged 15-64 years either working or searching for work was expected to grow from 8.6 million in 1988 to 10.6 million in 1993. The largest number was to come from small farms, urban small scale and rural non-farm enterprises. So to cope with employment, the total modern sector employment is expected to grow at the rate of 4.2% per annum rising from an estimated figure of 1.37 million in 1988 to 1.68 million in 1993. All this was projected to happen in urban centres since the extent of unemployment in the rural areas is difficult to estimate because it mostly exists in form of disguised under-employment. (Development Plan 1989-93 - Kenya).

When the respondents were asked what they are doing currently to develop themselves economically, 29.4% said they were on jua kali business, 21% said they were houseboys or house-girls, 3.3% said they are in permanent employment, 15.0 were in training colleges, 5.1% got married, 20.3% have no work, they are

just idle, and 5.5% did not respond to the question. 0.4 said they have been stealing.

From this research we find that 40.8% are jobless since even those in college and those at home married and jobless have no future guarantee of employment. The "Jua Kali" business seems to be the way out since even the house-girls and houseboys said they were saving money to have capital to start their own business.

When the drop-outs were responding to the question of what problems they have faced since they left school, the major one was financial (20.3%). Then 15.5% said they were lonely since their friends and family members had deserted them. 13.6% girls said they got pregnant, 4.5% said they had been caught by police, 6.6% said they had been raped, 0.4% reported that they had sleepless nights. Finally, 17.3% said they had not encountered any problems and 23.2% did not respond to this question. From the above these drop-outs appear to be desperate people who are doomed to a desperate poor life unless they get both social and economic help from the rest of the community. This agrees with Khasiani (1985) who found similar situations for girls who got pregnant and dropped out of school. Khasiani (1985) found out that the pregnant girls mainly live very desperate and hopeless lives without education to help them develop themselves and also friends and parents withdraw from them. These findings also agree with those of American where McNeil (1983) found out that the teenagers lose their education opportunity and girls are expelled from school.



Their job opportunities are also very slim since most of the employers require a certificate which drop-outs don't have. So this research has most of the respondents ending up in "Jua Kali" type of jobs and only very few getting white collar jobs or the type of jobs they wished to have if they had not dropped-out of school.

When the drop-outs were asked how this problem can be solved, 38.8% said that school fees should be got rid off, 33.4% said that the youth need guidance and counselling from the community and especially the teachers and parents. 20.6% said that\*\*\*? 2.1% said that teachers at school should stop beating and harassing the students, 5.1% didn't respond to the question. They also said that the issue of dropping out of school is very serious (79.4%) as they respondent to whether dropping out is serious, not serious or very serious. This agrees with the findings of Muriki (1992) and Khasiani (1985) that dropping out is so serious on the individual victim because their future gets doomed.

#### 4.6.4 Socio-cultural:

The respondents seemed to be social misfits. They were very desperate people. For example they wanted to know from the researcher when they will be helped to get a job or a college or any financial assistance after answering the questions. The girls who had dropped out of school due to pregnancy had been abandoned by their parents and other family members. They were

not employed as house-girls to earn for herself and her child. Some of them also had no better or comfortable place to go to except their employers' house. Few honest respondents (4.5%) said they had been caught by police. Some had sex abuse through rape. Those who said they had sleepless nights. As a whole the drop-outs problem is a matter not to be ignored since if they are ignored especially in this city they will be a social menace as they try to survive and fit socially, and economically in the city and other urban centres.

The research reveals that 55.1% of the respondents that their parents were also affected when these young dropped out of school. Their parents were very sorry and sad about it but could not do much especially for those who dropped because of financial problems. Their brothers and sisters were also sorry and sad about it. 66.6% of the respondents said that their brothers and sisters were sorry and sympathized with them. These brothers and sisters were even working to earn some money for their (respondents) school fees. 52.6% of the respondents friends were also sorry when they (respondents) dropped out of school. Therefore we see it as a social problem which affects the entire community.

Out of the 34.4% of the girls who said they had ever been pregnant, only 12.1% carried the child to term. The rest aborted and the 32.0% aborted in hospital and 46.1% aborted at home. 21.9% didn't respond to this question. The main reason for abortion was financial. They could afford a pregnancy and were

not also socially ready to be mothers especially in the Kenyan culture where single parenthood is not popular. Therefore pregnancy leading to childbirth was to these respondents like a permanent scar and that is why abortion was a better alternative. They explained that abortion would help them complete their schooling and also give them an opportunity to go for further studies and work without interferences. These findings agree with those of Khasiani (1985) and Muriki (1992) who found that the adolescent girls who get pregnant and finally give birth loose confidence and self-esteem in themselves. In this research, some girls came to Nairobi after they delivered so as to run away from the child and her home environment. They prefer the city environment where they hope nobody or few people know their past background.

## CHAPTER FIVE

### 5.0 SUMMARY AND CONCLUSION OF THE FINDINGS AND RECOMMENDATIONS:

#### 5.1 Home Background

There are more students dropping out in primary school (50.7%) than in secondary school (47.1%) and high school (2.2%). However almost all the drop-outs left school in their adolescent years.

According to this research, majority of the drop-outs came from married couples who are living together. This therefore rejected the hypothesis that the more the single parents, the more the drop-outs.

From polygamous families, children from the first wife dropped out of school more than children from the other women. The more number of children, the more higher the risk of having more drop-outs because the parents concerned are unable to cope with the economic demands of the family.

The occupation of the parents affects their children's level of education, career and life in general. The respondents whose parents were farmers dropped out more than any other occupation a research is therefore necessary to find out whether it is the land that has been sub-divided too much or it has been over-used. The farmers income was very low and therefore couldn't afford to educate their children to higher levels.

Businessmen have fewer drop-out children than the farmers. This was because their income was higher. Employers also had few

drop-outs because financially they could afford to cater for the needs of their families.

## 5.2. Sex Experience

81.2% of the respondents had sex experience by age 21 years. Experience starts in primary for some respondents (a third) and in secondary school, half (49.2%) of the respondents had this experience. Their mean age in both primary and secondary school for the first intercourse was 12.6. This therefore put the girls into high risks of getting pregnant unless they were using a contraceptive. Girls age at menarche has fallen in Kenya due to better nutrition and improved health facilities. Earlier research revealed that it has gone as low as nine years. Therefore, there is need to expose the use of contraceptives and also give them a lot of sex education.

The respondents mean age of having a friend of the opposite sex was 12.7. Half of them (52.7%) had friends of the opposite sex. Therefore this also contributed to the high risk of sex experience and pregnancy which leads to pregnancy and consequently dropping out of school.

The above findings therefore confirm the hypothesis that early sex experience and practice leads to pregnancy and dropping out of school.

### 5.3 Contraceptive Knowledge:

The general knowledge of contraception was average (68.4%) among the respondents. Taking into account the time of history we are living in with high knowledge of communication, these youth ought to be more exposed and therefore the parents, government and private sectors ought to go an extra mile towards better contraceptive knowledge.

Contraceptive use was very low (39.7%). Therefore, it means that the message has never reached home. The concerned authorities ought to work harder towards better knowledge and acceptance.

This research found out that about a third of the girls respondents have been pregnant. The men involved were boyfriends who were teenagers. Their coitus was very frequent and the contraceptive use was very low. So this led to dropping out of school and a life of struggle to most of the drop-outs.

### 5.4 SOCIO-ECONOMIC, SOCIO-CULTURAL AND DEMOGRAPHIC EFFECTS OF DROPPING OUT ON THE INDIVIDUAL

#### 5.4.1 Demographic

Most of the respondents were unmarried. Only 5.1% said they were married. They were also not eager to marry. Even these few married ones got married between ages 16-35. 75% of the unmarried respondents said they would marry not earlier than twenty four years. The education level of the respondents and

the socio-economic factors account for this rise in the age of marriage. Urban (city) lifestyle also contributes whereby the respondents didn't want to be tied to marriage and family life. They wish to have a free single life style and if they will ever marry get married late and have very few children. Most of them 41.1% wish to have only two and 30.5% wished to have three children.

#### 5.4.2 Education:

The majority of the respondents dropped out of school after their primary level of education. The main reason was lack of school fees. The rest dropped after secondary level and for the same reason they could not proceed for further studies or ever afford a course. However, majority (73.2%) of them wish their children to get university level of education. To these respondents, education is the key to success in life and since they failed to get it, they hope to do their best to see that their children won't be drop-outs also.

#### 5.4.3 Socio-Economic Effects:

Most of the respondents seemed to be very frustrated people. After dropping out of school, many of them (46.2%) joined village polytechnics and other training colleges. They then started looking for jobs since they had no capital to start their own business. 34.3% were jobless staying here in Nairobi either at their homes or with relatives hoping to get jobs some day. The

rest were houseboys or house girls here in the city of Nairobi. Few (1.1%) are employed as office messengers in Nairobi. 12.9% are self employed. They have their own business. The job opportunities for the drop-outs are very slim since there are many skilled, professionals, highly educated. Yet they are unemployed or underemployed men and women. Some of the respondents also have the problem of getting a white collar job only. They are not ready for "Jua kali" type of work and any type of manual work.

#### 5.4.5 Socio-Cultural

The respondents were desperate social misfits. They seemed to be people with many social problems for example the girls who had been expelled from their homes because they got pregnant and therefore dropped out of school. Some of them became harlots and others just live a loose life whenever it can earn them a living. This research found out that these people need guidance and counselling. Those who are houseboys/samba boys or house girls also feel out of place where they are employed. They live there just to earn a living.

#### 5.5 POLICY RECOMMENDATIONS

This study puts forth recommendations that are paramount to policy-making. The high and rapid population growth rate in Nairobi caused by high fertility, falling mortality and immigration can be reduced by exposing the public and the youth



in school to family planning programmes. Family planning methods should be exposed to the public and more so to the youth especially in schools from primary to higher levels of education.

All the ministries should be actively involved in sex education, family life education and family planning methods. So far the Ministry of Education, Health have been doing a good job especially in sex education and family life education through the introduction of social education and ethics in the syllabus. The youth in secondary, schools and colleges benefit, but the drop-outs from primary and secondary school loose this opportunity. Therefore, other ministries should look for ways and means of educating the entire public through the churches, women groups and any other organised groups.

Family planning methods are to be introduced to the public at grassroots level by using the right personnel e.g. the socially accepted people. For example a married woman of the same cultural back ground to introduce the methods to the married people and not a single girl who comes from a different ethnic group and can not explain all the methods if need be in vernacular and using the appropriate language. Through this, the family planning methods will be well understood, accepted and used. This would cut down the fertility and help to reduce the fertility rate and consequently with time reduce the rapid population growth especially of the youth. This would then help the parents and government to afford to provide both primary and secondary education. Other facilities also can be afforded if

the population growth in controlled e.g. food, shelter, health facilities.

Guidance and counselling should also be provided both to the parents, teachers and the youth in all spheres of life and especially on sex, marriage and family planning methods. This again should be by parents, teachers, social workers and all the social organisations should be involved.

On "Jua kali" enterprises, the youth especially in school should be made to change their minds from the colonial mentality of white collar jobs to accept manual work and other types of jobs. The government through the 8.4.4. system of education had this in mind but the teachers should be helped by the parents and the entire public.

The government and Non-governmental Organisations (NGOs) should find out what the bureaus that provide jobs to the school drops are doing and help them especially to train them before they are employed as house girls and houseboys.

The youth who graduate from village polytechnics and other academic institutions plus school drop-outs need capital to start their businesses. So the author is for the opinion that the government, NGOs, parents and other capable individuals should find ways of giving them loans to start their "Jua Kali" enterprises.

Infrastructure especially in the rural areas should be improved to stimulate entrepreneurs to invest in minor and secondary towns instead of the school drop-outs opting to come to

Nairobi where they think there are better job opportunities.

Finally, the legal authorities should give very heavy punishment to anybody who is found responsible of the drop-out of school girls through pregnancy. Any forced carnal knowledge especially to students should be dealt with more harshly.

Sugar mummies and sugar daddies who lure the youth until they drop out of school should also receive a heavy punishment when found out.

The author recommends a research on the contraceptive use by single mothers and also their Total Fertility Rate. This would help establish why single mothers tend to have fewer children than the married mothers especially in Nairobi.

A research is also necessary to show how the food transportation into Nairobi affects the population growth in the city.

Finally the research on "Jua Kali" enterprises and their role in population growth.

## BIBLIOGRAPHY

- Aggaval, V.P. and Marti, J.K. (1990):  
Obstetric Outcome of Adolescent Pregnancy, E.A.  
Medical Journal.
- Ayayi et al: Adolescent Fertility and Sexuality in Kenya, a  
Survey of KCPS Studies in Family Planning.
- Donald Bogue (1976) Adolescent Fertility, the Proceeding of. an  
International Conference, U.S.A.
- Gypi-Garbrah (1985):  
Adolescent Fertility in Kenya Pathfinder  
Fund, Nairobi.
- Gachui, J.M. (1972):  
Kenya Youth, their Sexual Knowledge and  
Practice. Discussion Paper, No. 159.
- Kenyatta, J. (1938):  
Facing Mt. Kenya
- Kenya Republic of: Kenya, Central Bureau of Statistics V.1, 1984  
- Nairobi, "Contraceptives Birth Control-  
Kenya 1986.

IPPF (1986):

Adolescent Fertility and Family Planning.  
Review of Selected Research Studies.

Kenya, Republic of:

Kenya Population Census, 1948, 1962, 1969, 1979  
and Statistical Division, Ministry of Finance and  
Planning, Nairobi

John Hopkins University:

Youth in 1980s Social and Health Concerns.  
Population Reports No. 9 (1985). Hempon  
House, Maryland, U.S.A.

Adolescent Fertility Risks and Consequences,  
Population Report No. 10 1976, George,  
Washington University Centre, U.S.A.

Khasiani, S.A.

(1985): Adolescent Fertility in Kenya with a Special  
Reference to High School Teenage Pregnancies  
and Childbearing. Pathfinder Fund, Nairobi.

Kharmu, O. Rogo

A Manual on Clinical Family Practice. KMA  
Division of Family Health, Nairobi (1988).

- Kenya, Republic of: *Kenya Demographic and Health Survey (1989)*  
 Population Policy Guidelines. Sessional Paper  
 No. 4, 1994, Nairobi. Central Bureau of  
 Statistics (KFS), 1987-1978 Final Report Vol.  
 I and II.
- Kenya Demographic and Health Survey (1989)
- Kenya Contraceptive and Prevalence Survey  
 (1984).
- Kenya Republic 1948, 1962 and 1979 Census  
 figures, Ministry of Finance and Economic  
 Planning, Statistical Divisional 1989 Census.
- Magwa, A.B., Kamau R.K. and Lema V.M. (1984):  
 A project proposal for the study of  
 Adolescents in Nairobi.
- Muraya, G.N. and Marti J.K. (1985)  
 Teenage Pregnancy in Rural Kenya. *Journal of  
 obstetric and gynaecology. East Africa and  
 Central Africa.*
- Migot-Adhola, S.: Food and Nutrition Planning in Kenya  
 Proceedings of Workshop held on 23-26  
 September 1980 at Jadin Beach Hotel/ Ed. by

J.A. Nkinyangs and S.E. Migot adholla  
(Nairobi) - University of Nairobi Institute  
of Development Studies (1980).

D.R. Mcneil (1972):

The Distribution by Age of the 1st Marriage  
in a female Cohort.

Udo R.K., H.I. Ajaegbum, R.S. Henin, A. Krystal, G.M.K.  
Kpendokpo, E.A. Okorafu and S. Vienderman (EDS) 1979:

Population Education commissioned by African Social  
Studies Programmes, Nairobi.

Henneimann Education Books, IBADAN, London

Jane, W.J. Mwangi: Pressure for Entry into City Council Schools  
at the Onset of Education. A Demographic  
Interpretation.

Jones, G.W. (1971):

The Effects of Population Change on the  
Attainment of Education Goals in the  
Developing Countries. Inc-National Academy of  
Sciences.

Rapid Population Growth, Consequences and  
Policy Implication, Vol. II, John Hopkins

Press, Baltimore, page 315-367.

- Education Planning and Population Growth. In-

Robinson, W.C. (ed), The World Bank, Washington

- Population and Development Planning. The

Population Council, New York, page 69-106.

Kenya Republic of Annual Report 1971-80, Ministry  
of Education, Nairobi, Development Plan, 1964/70,  
1970/74, 1974/78, 1979,83.

Kenya Demographic and Health Survey (KDHS, 1989-93).

KDHS (Preliminary Report 1993

Nairobi Urban study 1973

Population Policy Report No. 9 1985 and No.10 1986

Population Report No.1 1976

Kenya Contraceptive Prevalence Survey data 1984

Central Bureau of Statistics 1986



Dr. H.S. Sanghui - Lecturer given at the University of Nairobi  
Medical Consequences of Adolescent Fertility in Kenya (undated).

Dr. Kipondu Fred Sai 1983 : "Preface, Family Planning Methods  
and Practice in Africa 1983.

Population Bulletin May 1977.

Baldwin W.H. 1977: "Adolescence Pregnancy and Child bearing,  
growing concerns for Americans."

W.H.O. Report 1977 and 1980.

Merton 1957 "The Anomie Theory"

King, K. (1972): "Primary Schools in Kenya; Some critical  
constraints and the effectiveness" IDS.  
discussion paper No. 130.

Kinyanjui, K. (1974):  
"The Distribution of Educational Resources  
and Opportunities in Kenya", IDS. discussion  
paper No. 208.

(1977): "Regional and Class inequalities in Provision  
of Primary Education in Kenya; 1968 to 1973,

A historical and Socio-economic Background".  
Qualifying paper, submitted to Harved  
Graduate School of Education.

Malache, A.J. (1960):

A Study of Wastage in Primary Schools in  
Uganda, In-East African Institute of Social  
Research Conference, Kampala.

Masaviru, R.A (1981):

Population Trends and the provision of  
Primary Education in Kenya; Implications for  
Education Planning, M.A. Thesis, Population  
Studies and Research Institute, (1981),  
University of Nairobi.

Mugwe E. (1989):

Determinants of Adolescent Fertility in  
Kirinyaga District. A Diploma in Population  
Studies Project.

Muriiki Ruthiru:

Determinants of Adolescent Fertility. A Case  
Study of Meru Secondary Schools.

Njau P. W. and Lema, V.M. (1988):

Review of Research in Adolescent Fertility in  
Kenya. Centre for Study of Adolescents,  
Nairobi.

Njau P.W. (1988): An investigation into the Factors Associated with Teenage Pregnancy Problem in Kiambu and Narok districts, Ph.D Proposal, Department of Sociology, University of Nairobi.

Njogu W. (1981): School Girls Pregnancies, a study of Kenya Girls Boarding Schools, September 1980, February 1981, Health Behaviour and Education Department, AMREF, Nairobi.

Nyaga Phares (1989): Adolescent Fertility in Chogoria Location, Meru District. A post graduate Diploma in Population Studies Project, Population Studies and Research Institute, University of Nairobi.

Oucho J.O. (1987): Social and Economic Consequences of Adolescent Fertility, Population Studies and Research Institute, University of Nairobi.

Oucho, J.O. (1984): Population, Education and Planning in Developing Countries, Population Studies and Research Institute, University of Nairobi

Oucho, J.O., Ayiamba, E.H.O. and K'Oyugi, B.O. (1986):

Population Development in Kenya. A study prepared for the Organisation of African Unity, Addis Ababa, Ethiopia.

Ominde, S.H. (1970):

A Demographic Transition and Educational Planning in Kenya, In-The Demographic Transition in Tropical Africa, Proceedings of An Expert Group Meeting, Paris.

(1971): Immigration and Structure of Population in Nairobi. In-Cantrelle, Population African Development, In Africa Regional Population Conference IST Accra, I.U.S.S. page. 537-557.

(1971): The City of Nairobi "Population Changes and Patterns", In-Were, G.S. (ed), Journal of Eastern African Research and Development age. page 77 - 78.

Ocholla-Ayayo A.B.C. University of Nairobi, Population Studies and Research Institute.

(1985): Culture and Social dynamics of population control in Africa South of Sahara. 27.1 Paper Read at the African Regional Youth Workshop on Population Awareness from

28-10-1985 to 3-11-1985 at Silver Springs  
Hotel, Nairobi.

Rogo, K.O. (1986): Adolescent fertility, proceedings for a  
workshop held at Kwale, Coast Province,  
August 1986, KMA. Division of Family Life  
Health.

United Nations: Adolescent Reproduction Behaviour, Evidence  
from Developed Countries. Vol. 1 Population  
Studies, No. 109, New York, 1988.

World Bank (1974): Education, Sector Working Paper.

THE QUESTIONNAIRE

SOCIOCULTURAL AND SOCIOECONOMIC IMPACT ON SCHOOL DROP-OUTS ON THE INDIVIDUAL LEVEL

A BACKGROUND OF THE INDIVIDUAL

1. Sex . . . . .
2. Age . . . . .
3. Home district . . . . .
4. Division . . . . .
5. Location . . . . .

B. HOME BACKGROUND

6. Is your father alive?

1. yes                                  2. no

7. Is your mother alive?

1. yes                                  2. no

8. What is the marital status of your mother?

1. single                              2. married                              3. divorced/separated  
4. widowed

9. What is the marital status of your father?

1. single                              2. married                              3. divorced/separated  
4. widowed

10. What is your mothers occupation?

1. farmer                              2. regular employee                              3. employer  
4. business woman

11. What is your fathers occupation?

1. farmer                              2. regular employee                              3. employer

4. business woman

12. How many wives does your father have? . . . . .

13. Rank of mother among co-wives

1. first            2. second            3. third

14. How many children has your father? . . . . .

15. What number are you in the family? . . . . .

16. Levels of education of brothers and sisters

Parity	sex	level of education
1. 1st born		
2. 2nd		
3. 3rd		
4. 4th		
5. 5th		
6. 6th		
7. 7th		
8. 8th		
9. 9th		
10. 10th		
11. 11th		
12. 12th		

**EDUCATION DATA**

17. At what age did you go to school? . . . . .

19. How many years did you stay in school? . . . . .

20. Why did you leave school? . . . . .

. . . . .

21. At what class did you leave school? . . . . .

22. Where did you go after you left school? . . . . .

. . . . .

23. What have you been doing to develop yourself economically? . .

.....  
24. What social problems have you encountered since you left school? .....

25. Did you go to any other academic institution or are you intending to go? 1. yes 2. no

26. Up to what level of education do you want to attain? .....

27. What are the factors (problems) you have which you think might hinder your pursuit of your intended level of education?

1. ....
2. ....
3. ....

28. In your view, what makes many students drop out of school? .....

29. What impact does this have on your economic life? .....

30. What impact does your dropping out of school have on your social life? .....

**SOCIAL LIFE**

31. How did your teacher react to your dropping out of schools? .....

32. How did your parents react? .....

33. How did your brothers and sisters react? .....



.....  
34. How did your friends (peers) react? .....

**SEX EXPERIENCE**

- 35. At what age did you have your first sexual experience? . . .
- 36. At what age did you have a friend of the opposite sex? . . .
- 37. If you did not have any friend of the opposite sex, when are you intending to have? . . . . .
- 38. Are you married? . . . . .  
If so, at what age did you get married? . . . . .
- 39. How many children do you intend to have? . . . . .
- 40. Up to what level of education would you like your children to attain? . . . . .

**CONTRACEPTIVE KNOWLEDGE**

- 41. Do you know of any method of contraception?  
1. yes                    2. no
- 42. If yes, mention the method(s) you know . . . . .
- 43. How did you know of the methods you mentioned? . . . . .
- 44. Have you used any of these methods?  
1. yes                    2. no
- 45. In the future, are you intending to use any of the methods?  
1. yes                    2. no

GENERAL SOCIAL & ECONOMIC PROBLEMS

46. Have you ever suffered from any of the venereal diseases?

- 1. yes 2. no

47. If so, which one(s)?

48. Were you treated? 1. yes 2. no

If yes, did you recover? 1. yes 2. no

If no, are you still sick? 1. yes 2. no

49. How often do you have sex and with who, in one month?

.....

FOR GIRLS ONLY

50. Have you ever been pregnant? 1. yes 2. no

51. Did you carry the child to term? 1. yes 2. no

52. If you aborted was it in hospital or at home?

- 1. hospital 2. home

53. Was the abortion successful? 1. yes 2. no

54. How many times have you been pregnant?

55. How many times have you aborted?

56. What were the reasons for aborting or wanting to abort?

.....

.....

57. What economic strains did you have at this time of pregnancy?

..... 58. What social problems did you have at

this time of pregnancy?

.....

END OF QUESTIONS FOR GIRLS

59. How many drop-outs have died as they try to abort or during pregnancy in your home area? . . . . .
60. How serious is the drop-out problem on the individual? Tick one
- a) very serious
  - b) serious
  - c) not serious
61. How in your opinion can this be solved to prevent more drop-outs? . . . . .
62. How in your opinion can drop-outs be helped
- a) socially . . . . .
  - b) economically . . . . .