

FACTORS CONTRIBUTING TO PRIMARY SCHOOL PUPILS  
DROPOUT IN BUNYALA DISTRICT

**BY**

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**A Research Project submitted in Partial Fulfillment of the Requirements for  
the award of the Degree of Master of Education(Sociology of Education) of  
the University of Nairobi.**

**FEBRUARY 2012**

## DECLARATION

I declare that this Research project is my original work and has not been submitted to any other University for examination.

Signature:

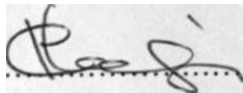
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## **DEDICATION**

To my loving, caring and ever supportive mum LoiceMasicha, her perspective on life has taught me patience and resilience, to my brothers, sistersmy family members and friends who encouraged and supported me through.

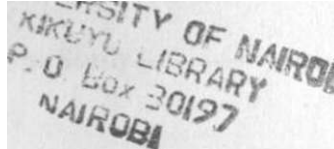
## ACKNOWLEDGEMENTS

Special thanks go to all those who immensely contributed to this project, in one way or the other. Profound appreciation and thanks go to my supervisors, Madam Christine Kahigi for her unrivalled professional guidance and assistance in ensuring that this work met the desired standard and for her constant encouragement all through. It is through her selfless efforts that I successfully managed to accomplish the goal of this study. I also acknowledge the tremendous role played by Mr. Edaliain ensuring that the study adopted and adhered to a sound methodology during the initial stages. The project would also not have been possible without the committed support from my mentor Dr. Likoye who willingly volunteered to give a hand in guidance. To you all God's blessings be upon you.

## TABLE OF CONTENTS

DECLARATION	
DEDICATION	—11
<b>ACKNOWLEDGEMENTS-</b>	111
ABSTRACT	iv
<b>TABLE OF CONTENTS</b>	-v

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### CHAPTER ONE: BACKGROUND TO THE PROBLEM

- 1.0. Background information
- 1.1. Statement of The Problem
- 1.2. Objectives of the Study
- 1.3. Research Questions
- 1.4. Purpose of the study
- 1.5. Scope and Limitations to the Study
- 1.6. Assumptions of the Study
- 1.8. Operational Definition of Terms

## CHAPTER TWO

### LITERATURE REVIEW

INTRODUCTION	18
<b>2.1.Importance of Education</b>	<b>18</b>
<b>2.2. Factors that Lead to Drop Out</b>	<b>20</b>
2.3.Strategies Used to Curb the Issues of Dropout	23
<b>2.4. Conceptual Frame Work of the Study</b>	<b>24</b>

## CHAPTER THREE

### RESEARCH METHODOLOGY

INTRODUCTION	26
3.1. Research Design	26
3.2. Study Location	27
3.3. Target group.	27
3.4. Sample and Sampling procedure	27
3.5. Research Instruments	27
3.6. Piloting	28
3.7. Reliability of the Instruments	28
3.8. Data collection Procedures	29
3.9. Data Analysis and Presentations—	30

## CHAPTER FOLR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

<b>INTRODUCTION</b>	<b>31</b>
4.1. Demographic Characteristics of the Sample	31
4.1.1. Distribution of Teacher Respondents by Gender	32
4.1.2. Distribution of Teacher Respondents by Age	32
4.1.3. Distribution of Head Teachers by their Age	34
4.1.4. Distribution of Teachers by their Academic Qualification	35
4.1.5. Distribution of Teachers by their teaching experience	36
4.1.6. Distribution of Head teachers by their Administrative Experience	37
4.2. Factors Contributing to Primary Drop out in Buuyala District	38
4.2.1 Rates of Dropouts	38
4.2.2 Community Attitude	40
4.2.3 Causes of Dropouts	41
4.3. School related and Socio-economic factors	43
4.3.1 .School-related Factors	43
4.3.2.Socio-economic Factors	44
4.4. Strategies for Enhancing Retention of Children in School	47
4.4.1. The Role of the Parents in Alleviating Cases of Dropout.	48
4.4.2. The Role of the Community in Alleviating Cases of Dropout	50
4.4.3. The Role of the Ministry of Education in Alleviating Cases of Dropout	52

CHAPTER FIVE: GENERAL CONCLUSION

5.1. Summary of the Main Findings	55
5.2 Conclusions .....	57
5.3. Recommendations for Policy and Practice	57
5.3.1. Ministry of Education	57
5.3.2. Non- Governmental Organizations	58
5.4 Recommendations for Further Research	58
REFERENCES	59
APPENDIX I	63
APPENDIX II	66
APPENDIX III	69
APPENDIX IV	70
APPENDIX V	71



## ABSTRACT

Although primary school enrolment has improved tremendously worldwide in the last decade, Sub-Saharan Africa still struggles to reduce the phenomenal problem of pupils dropping out of school after enrolment. In Kenya, the issues of gender and regional imbalances have compounded the phenomenon of primary school dropouts. A girl child faces more challenges than her male counterpart in their struggle to successfully go through primary school education. Furthermore, these challenges vary depending on which part of the country one considers. Western part of Kenya is among the regions in the country with high dropout rates. Bunyala district in Busia County is more affected owing to its disadvantaged socio-economic history. The district experiences unique challenges that have undermined school enrolment over the years. This has not only led to poor performance in education, but has also gravely impacted negatively against the district's development agenda on various fronts. Efforts to reverse this trend have been slow and the problem has persisted, making the stakeholders wonder as to what actually ails primary school enrolment in the district. What is the missing link in the stakeholder effort to alleviate the problem? What makes the problem worse in Bunyala? And is primary school pupil retention still redeemable in this district?

This project presents a reflection on the factors contributing to primary school pupils' drop-out in Bunyala district. It has scrutinized the efforts invested by stakeholders to retain pupils in school so far. It also highlights what the author considers weaknesses of the approaches employed by the stakeholders so far as way of exposing the factors at the root of pupils' drop-out phenomenon in schools. Our argument is that the environment of primary school education is a network of social, cultural, economic and political factors. Harmony between these different forces in education is the ultimate answer to the issue of the drop-out syndrome in primary schools. To progress in reducing this problem, therefore, we will demonstrate that harmony between the roles of various stakeholders is the recipe of success in this direction. Our conclusion shall emphasise the role of the ministry of education as the coordinator of the other players in education and that careful balance of all stakes will play a major role in reducing, if not eradicating the problem of primary school pupils' drop-out.

## CHAPTER ONE

### BACKGROUND TO THE PROBLEM

#### 1.1. Background information.

Education is not only an instrument of development in society but it is, first and foremost, a recognized basic human right. The stakeholders in education have, therefore, been keen to improve on school enrolment at all levels over the years. The Jomtien World Conference, Thailand, 1990, sparked off a strong impetus towards basic education when it convinced all countries to enforce primary school education as a basic right of every citizen. The Amman mid-Decade Review of Education for All in 1996 reaffirmed Jomtien's resolutions. The Dakar Conference of 2000 reviewed developments in achieving universal primary education (UPE) in the World. One of the goals was eliminating gender disparities in primary and secondary education by 2005 and achieving EFA by 2015. This was further endorsed by the Millennium Development Goals (MDGs) where stakeholders vowed to forge a global consensus on framework for action to meet the basic learning needs of children, youth and adults. They also set targets to ensure that by 2015, children everywhere; boys and girls alike will not drop out of school (WCEFA, 1990).

On the national level, the Presidential decree of 12<sup>th</sup> December 1973 which declared free education from class one to six was a major commitment by the government towards the achievement of UPE. Accordingly, enrolment figures at the primary school level increased tremendously from 1.8 million in 1973 to nearly 2.8 million in January 1974-1975, (MOEST 2003). Apart from this, the Gachathi Report, among others, recommended the removal of all fees

in primary education by 1980 and reduction of the then high primary school dropout rate (GoK, 1976). In 1980, the entire primary school cycle was declared 'free' by the government (Bogonko 1992; Achola and Pillai 2000).

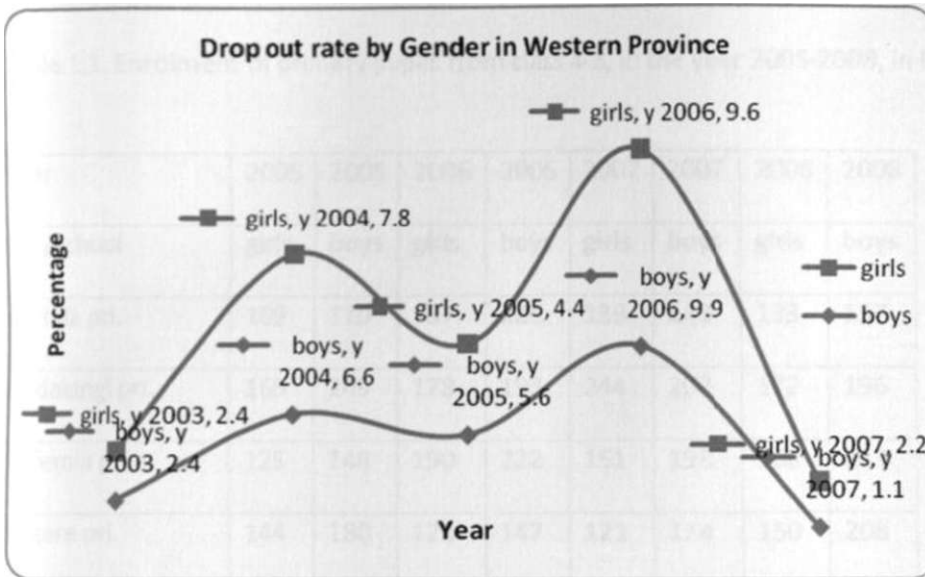
Generally, the effort invested into universal primary school education has been remarkable. However, the phenomenon of primary school dropout has remained the most conspicuous hurdle in this struggle. Primary school drop-out rate in Kenya, like many countries in the continent, cannot be overemphasised. The issues of gender and regional imbalances have compounded the phenomenon of primary school dropouts. A girl child faces more challenges than her male counterpart in their struggle to successfully go through primary school education. Furthermore, these challenges vary depending on which part of the country one comes from. Western part of Kenya is among the regions in the country with high dropout rates (MOEST, 2009)

**Table: Primary Schools Drop Out Rate by Gender and Province, 2003 - 2007**

Province	2003			2004			2005			2006			2007		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>Coast</b>	1.9	1.8	1.8	5.6	8.5	6.9	7.7	6.7	7.3	7.3	8.5	7.9	5.4	5.9	5.6
<b>Central</b>	1	0.8	0.9	5.2	3.9	4.5	3.5	3.2	3.4	4.6	2.2	3.4	2.2	1.6	1.9
<b>Eastern</b>	1	0.8	0.9	5.2	3.9	4.5	3.5	3.2	3.4	4.6	2.2	3.4	2.2	1.6	1.9
<b>Nairobi</b>	1.9	1.4	1.6	5.7	5.6	5.6	6.3	6.7	6.5	7.5	5.6	6.6	4.2	4	4.1
<b>Rift Valley</b>	2.3	2.2	2.2	6.5	7.2	6.9	4.7	4.3	4.5	6	5.2	5.6	3.5	3.6	3.6
<b>Western</b>	2.4	2.4	2.4	6.6	7.8	7.2	5.6	4.4	5	9.9	9.6	9.7	1.1	2.2	1.6
<b>Nyanza</b>	2.8	3.1	2.9	6.5	9.2	7.8	3.9	5.3	4.6	6.4	5.7	6.1	2.3	4.4	3.5
<b>North Eastern</b>	2.3	3.1	2.6	12.2	21.4	15.3	6.4	8.1	7	8.7	15.9	11.1	4	6.1	4.7
<b>NATIONAL</b>	2.1	2	2	6.1	6.9	6.5	5	4.9	4.9	6.8	5.9	6.4	3.2	3.7	3.5

Source: EMIS, MoE

The table above shows that the national drop- out rates by gender and region has been varying with that of the girls being higher than that of boys.



According to the annual learning assessment report, Kenya 2010. by *Uwezo*, Bunyaladistrict in Busia County is more affected owing to its disadvantaged socio-economic history. The district experiences unique challenges that have undermined school enrolment over the years. This has not only led to poor performance in education, but has also gravely impacted negatively against the districts development agenda on various fronts. Efforts to reverse this trend have been slow and the problem has persisted, making the stake holders wonder as to what actually ails primary school enrolment in the district. What is the missing link in the stake-holder effort to alleviate the problem? What makes the problem worse in Bunyala? And is primary school pupil retention still redeemable in this district? Primary School dropout phenomenon represents a situation where

learners leave formal school education at some intermediate or non-terminal point after enrolment. Although progress has been noted in primary school enrolment in recent times, retention and successful completion of primary school education has remained low, giving way to an ever growing number of children out of school.

**Table 1;1. Enrolment of primary pupils from class 4-8, in the year 2005-2008, in Bunyala District.**

<b>Year</b>	<b>2005</b>	<b>2005</b>	<b>2006</b>	<b>2006</b>	<b>2007</b>	<b>2007</b>	<b>2008</b>	<b>2008</b>
<b>Sex/school</b>	<b>girls</b>	<b>boys</b>	<b>girls</b>	<b>boys</b>	<b>girls</b>	<b>boys</b>	<b>girls</b>	<b>boys</b>
<b>Budala pri.</b>	<b>109</b>	<b>110</b>	<b>107</b>	<b>125</b>	<b>139</b>	<b>148</b>	<b>133</b>	<b>157</b>
<b>Budalangi pri.</b>	<b>165</b>	<b>249</b>	<b>178</b>	<b>193</b>	<b>244</b>	<b>207</b>	<b>172</b>	<b>196</b>
<b>Bulemia pri.</b>	<b>125</b>	<b>148</b>	<b>190</b>	<b>222</b>	<b>151</b>	<b>198</b>	<b>168</b>	<b>213</b>
<b>Lugare pri.</b>	<b>144</b>	<b>180</b>	<b>123</b>	<b>147</b>	<b>121</b>	<b>174</b>	<b>150</b>	<b>208</b>
<b>Makunda pri.</b>	<b>136</b>	<b>166</b>	<b>159</b>	<b>171</b>	<b>141</b>	<b>175</b>	<b>137</b>	<b>169</b>
<b>Mubwayo pri.</b>	<b>114</b>	<b>164</b>	<b>118</b>	<b>154</b>	<b>112</b>	<b>154</b>	<b>100</b>	<b>119</b>
<b>Mundika pri.</b>	<b>101</b>	<b>147</b>	<b>117</b>	<b>146</b>	<b>125</b>	<b>158</b>	<b>160</b>	<b>158</b>
<b>Musoma pri.</b>	<b>203</b>	<b>243</b>	<b>178</b>	<b>225</b>	<b>215</b>	<b>215</b>	<b>211</b>	<b>216</b>
<b>Port-mixed pri.</b>	<b>130</b>	<b>229</b>	<b>174</b>	<b>229</b>	<b>178</b>	<b>229</b>	<b>191</b>	<b>253</b>
<b>Rugunga pri.</b>	<b>161</b>	<b>185</b>	<b>161</b>	<b>185</b>	<b>161</b>	<b>174</b>	<b>159</b>	<b>171</b>
<b>Sibuka pri.</b>	<b>67</b>	<b>78</b>	<b>54</b>	<b>65</b>	<b>60</b>	<b>86</b>	<b>87</b>	<b>106</b>
<b>St. Cecilia girls' pri.</b>	<b>240</b>	<b>0</b>	<b>260</b>	<b>0</b>	<b>274</b>	<b>0</b>	<b>294</b>	<b>0</b>

Table; 1.1. Above further illustrate the enrolment and retention rates in the primary schools that I did my research. They present the Primary Enrolment Rate (PER). This is information that came as result of analysing documents that would give supplementary information to my findings and in particular, giving a context within which the findings would be interpreted and understood. From the table, it is notable that the Bunyala enrolment rates increased in certain schools like Port-mixed and St. Cecilia girls unlike schools like Rugunga, Musoma and Mubwayo Primary schools, where the enrolment and retention rates have kept on declining in the years recorded above. Similarly Sibuka primary recorded the lowest enrolment and retention rates. This is attributed to the frequent flooding in the area which forces the residence to move to far high lands along the dykes. When school resumes, for example after the 2005 floods in the month of December the school recorded very low enrolment in 2006; a drop of 18%. A third of the schools recorded high drop out in Standard seven during the transition to class eight which can either be associated with being forced to repeat or simply one resorting to other issues in life.

**Table; 1.2.Total enrolment for each year per gender are shown below both in a table and a bar chart;**

Years	Girls	Boys		
2005	1695	1917		
2006	1819	1862		
2007	1921	1918		
2008	1962	1966		

Table;1.3.  
Total  
analysis.

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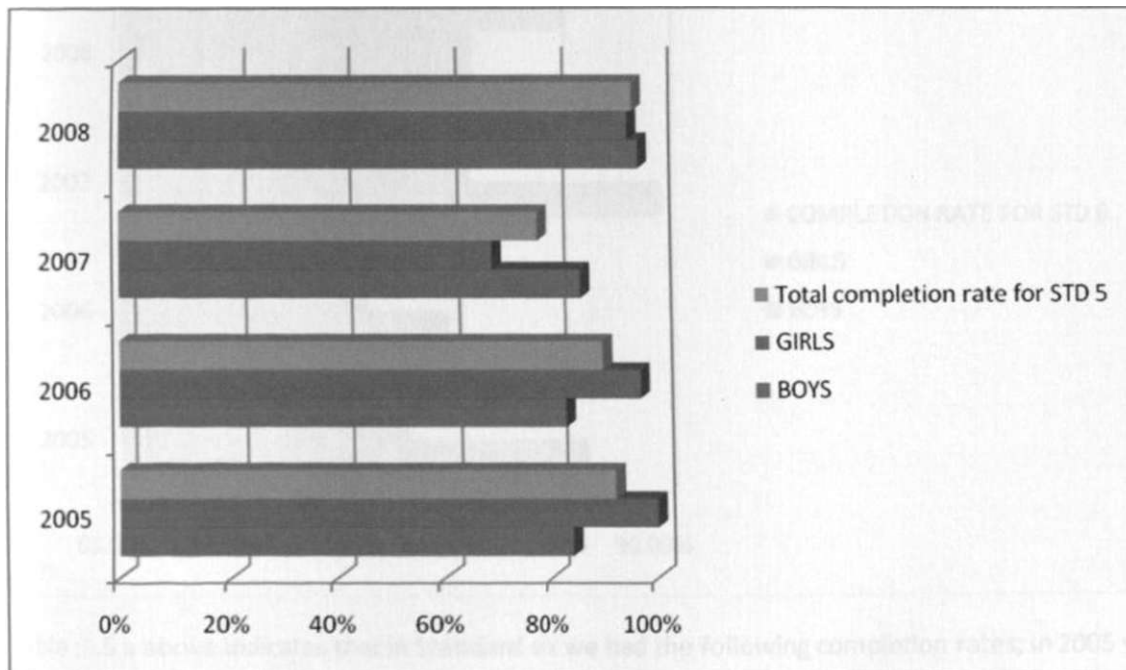
Table; 1.3. The bar chart represents the analysis of the total number of boys and girls enrolled per year from 2005-2008 within the sampled schools of study. Year 1 represents 2005. The table shows that in 2005 the enrolment for girls was 1695 pupils while for the boys were 1917. In 2006 it was 1819 for the girls while the boys were 1862, 2007 they had 1921 girls and 1918 boys and lastly 2008 I recorded 1962 pupils for girls and 1966 boys.

Looking at the Bar graphs above, one realises that, the Bunyala Enrolment rates by gender and class have been varying; 2005 and 2008. It was lowest in 2005; 3,612 total for boys and girls, 3,681 and 3,839 for 2006 and 2007 respectively. A drastic decline of 3,628 was recorded in 2008 which is 5.5% drop. Apart from 2007, where the enrolment of girls slightly rose above that of the boys it has however always lagged behind that of boys for the other years recorded. These have been associated with early marriages, and as a result of HIV/AIDS, most of the girl orphans drop out to take care of the young ones. In addition, due to poverty level some parents release their daughters to go and work as household helpers in towns. The tables below on completion rates further reveal this scenario.

**Table; 1.4. STD 5 Total completion rates**

Year/gender	Boys	Girls	Total completion rate
2005	81.6%	83.2%	82.4%
2006	89%	79.2%	84.1%
2007	91%	87.2%	89.1%
2008	81.4%	83.6%	82.5%





The table shows that in 2005 STD five had the following completion rates; boys had 81.6 % and 83.2 % for the girls, a total of 82.4 % completion rate. In 2006 we have 89 % for boys and 79.2 % for girls, a total of 84.1 % completion rate. 2007; 91 % boys and 87.2 % girls a total of 89.1 %. 2008; there was 81.4 % boys and 83.6% girls, making a total of 82.5 %. Looking at the completion rates above one realizes that drop out is experienced in STD 5. Table;1.5. STD 6. Total completion rates

Year/gender	Boys	Girls	Total completion rate
2005	86%	77.8%	81.9%
2006	79.8%	76%	77.9%
2007	89.8%	80.8%	85.3%
2008	81%	89.8%	85.4%

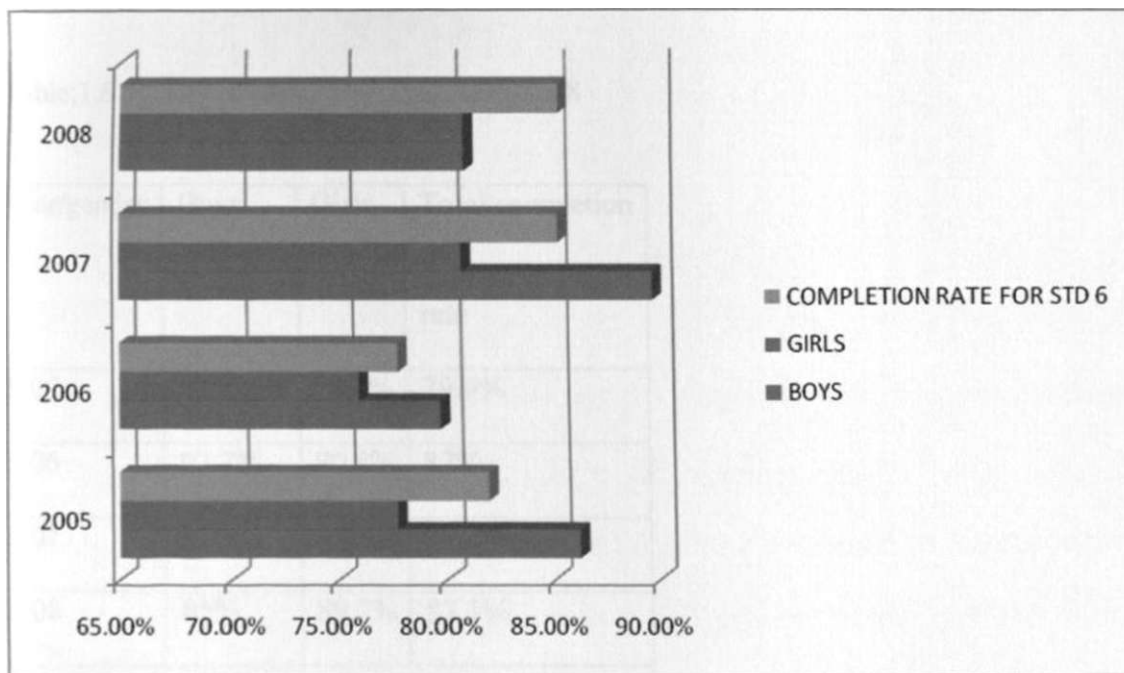
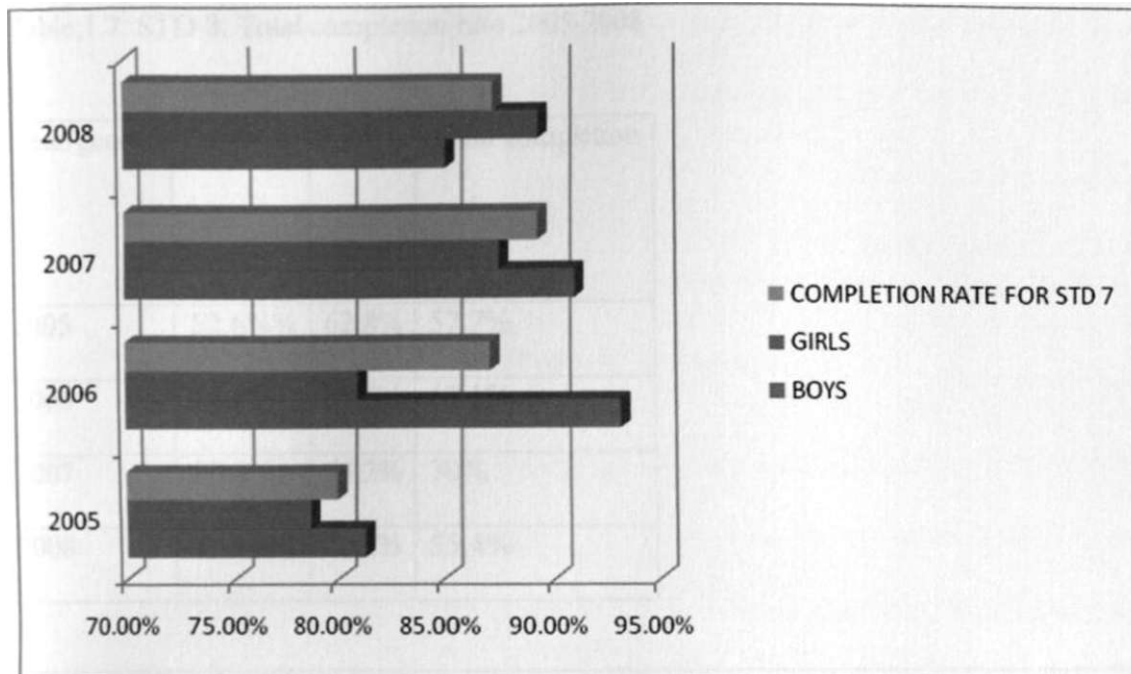


Table ;1.5 a above indicates that in Standard six we had the following completion rates; in 2005 we had 86 % for the boys and 77.8 % for the girls making a total of 81.9 %, in 2006; there was a completion rate of 79.8 % for the boys and 76 % for the girls resulting to a total of 77.9 %. 2007; there was a rate of 89.8 % for the boys and 80.8 % for the girls making a total of 85.3 % completion rate. In 2008, 81 % completion rate for the boys was recorded and 89.8 % for the girls adding to 85.4 % total completion rate that year.

Completion rate for girls in STD 6 got worse, in 2005 and 2006, these was associated with early pregnancies. At this stage girls indulged in pre-marital sex without protection and some oblivious of the surrounding dangers were lured by bad company and lack of basic needs. However with the intervention of NGOs, supporting girls especially orphans, an improvement is noted in 2007 and 2008 where 80% and 89% Completion rates were recorded respectively.

Table; 1.6. STD 7. Completion rates 2005-2008

Year/gender	Boys	Girls	Total completion rate
2005	81.2%%	78.6%	79.9%
2006	93.2%	80.8%	87%
2007	91%	87.4%	89.2%
2008	85%	89.2%	87.1%



Table; 1.6 shows that, in 2005 the completion rate for boys was 81.2 % and 78.6 % for the girls making a total of 79.9 %. In 2006 there was 93.2 % completion rate for boys and 80.8 % for the girls adding up to 87 % total completion rate. In 2007, they recorded 91 % total completion rate for boys and 87.4 % for girls ending up with a total of 89.2 % completion rate. In 2008 we have 85 % for boys and 89.2 % for girls making a total of 87.1 % completion rate. This indicates that girls' dropout rate was high in 2005 however it picked up in 2006, 2007 and 2008, however that of the boys started to decline in 2007 and got worse in 2008 to 85 %.

Table; 1.7. STD 8. Total completion rate 2005-2008

Year/gender	Boys	Girls	Total completion rate
2005	52.6%%	62.8%	57.7%
2006	78.6%	55.6%	67.1%
2007	80.8%	59.2%	70%
2008	60.6%	50.2%	55.4%

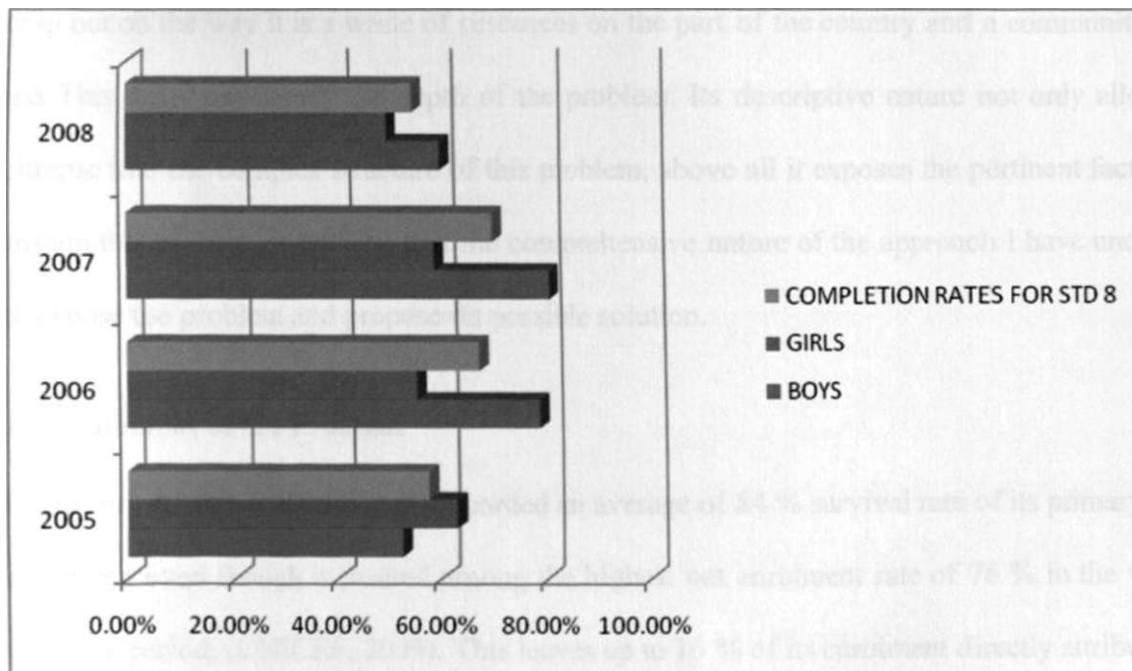


Table 1.7 indicates that completion rate in 2005 was 52.6 % for boys and 62.8 % for girls that gives us a total of 57.7 %. In 2006, the boy's completion rate was 78.6 % and 55.6 % for the girls adding up to a total of 67.1 %. In the year 2007, they had 80.8 % for boys and 59.2 % for the girls giving us a total of 70 % completion rate. And lastly in 2008, there was a completion rate of

60.6 % for the boys and 50.2 % for the girls. This is quite disheartening looking at the dropout rate in class eight. Almost half those who enrolled did not complete and the situation is worse for the girls.

Hence as seen in Table 1-5 above, the Primary Completion Rates which is an achievement indicator has not been steady for both boys and girls in classes 5-8.

In addition Completion rates are pathetic across the board from class 5-8 in both boys and girls during the period in question. It drops terribly in STD 8 where the completion rate is almost half. These are issues that greatly affect the efficiency of the education system. When half the learners drop out on the way it is a waste of resources on the part of the country and a community social risk. This study has shown the depth of the problem. Its descriptive nature not only allow us a glimpse into the complex structure of this problem, above all it exposes the pertinent factors that sustain this problem in society, and the comprehensive nature of the approach I have undertaken to expose the problem and propose its possible solution.

## **1.2. Statement of the Problem**

In the period 2005 - 2009, Kenya recorded an average of 84 % survival rate of its primary school enrolment even though it posited among the highest net enrolment rate of 76 % in the world in the same period, (UNICEF, 2009). This leaves up to 16 % of its enrolment directly attributable to the dropout problem. The gravity of the problem is felt more when one considers the issues of gender and regional parity. By 1999, expert reports revealed a worldwide dropout of girls as 78 % while that of boys stood at 48 %. Sub-Saharan Africa alone posited the rates of 27 % and 22 % of girls and boys respectively, (UNESCO 1999). By the end of 2009 UNICEF report

observed a general further reduction of dropout rate of girls and boys as 14.8 % and 22.4 % respectively around the world. The urban areas showed more reduction on the side of girls being 14.2 % compared with the reduction of only 9.9 % on the side of boys dropout in the same period.<sup>1</sup> This pattern doubtlessly highlights the difficulties that face the girl child in accessing primary school education. Regional disparity, on the other hand, highlights the varying impact of this problem in different regions of the country. From the statistics in the Ministry of Education. (EMIS, MoE, 2009), Western Province comes second only to Nyanza Province in primary school dropout problem. By 2003, the region recorded 2.4 % dropout rate. This figure double only two years later to record 5 % in 2005. But concern among experts was inescapable when in 2006 the region recorded overall 9.9 % primary school dropout rate. Although the immediate swing into action reversed this trend to 1.6 % by the end of 2007, experts agree that the rate of reduction change has been alarmingly slow. Furthermore, a number of other recent studies on dropout still show an increase in the dropout rate: (Okumu et al, 2008). Pupils drop out at various stages of education system especially in standard 6, 7 and 8 due to pregnancy, child labour, orphanage or socio-economic factors (Abagi 1997).

Bunyala District in Busia county, exhibits perhaps the most conspicuous confluence of the factors that militate against school enrolment and encourage higher rate of school dropout that stood at 2.2 % by 2009 (Uwezo, 2011). This rate remains the highest not only amongst the districts of the new county of Busia but in the whole country. The prevalence of poverty, disease and HIV/AIDS, lax morals, teenage pregnancies, infant mortality, malnutrition, conflicting religious and cultural influences, among others, all render the district more susceptible to

primary school dropout problem. Given the pivotal role of education in the general social welfare of the country, school dropout also impacts heavily on the overall development of the region. It remains the single known trigger source of the various social vicious circles that have held the district's entire development agenda captive for years.

### **1.3. Objectives of the Study**

This project pursues the argument that the environment of primary school education is a network of social, cultural, economic and political factors. Harmony between these different forces in education is the ultimate answer to the issue of the drop-out syndrome in primary schools. This study set out to:

1. Establish school related factors that contribute to primary school pupils' drop out in Bunyala District.
2. Establish socio-economic factors contributing to primary school pupils' dropout in Bunyala District.
- 3 To establish strategies that can contribute to the retention of pupils in schools in Bunyala District.

### **1.4. Research Questions**

The research questions that form the basis of this study are;

1. What are the school related factors contributing to primary school pupils' dropout in Bunyala district?



2. What are the socio-economic factors contributing to primary school pupils' dropout in Bunyala District?
3. What strategies can be put in place to alleviate primary school pupils' dropout in the district?

### **1.5. Purpose of the Study**

The primary purpose of this study was to assess the dropout problem in primary schools in Bunyala District of both boys and girls. Similarly, we have research work on dropouts; either boys or girls in other areas; G. Wainaina 1985 in Kiambu District; M. Ncebere 1987 in Igembe Division in Meru, and others. However, the causes of dropout differ from region to region, year in year out. So the study findings will be added to earlier research reports to assist curb primary school dropout especially in Bunyala district. Therefore, this study attempted to identify the various factors: school related and non-school related, that educationist need to be aware of in order to assist eliminate primary school pupils' dropout.

### **1.6 Scope and Limitations to the Study**

The study was limited to primary schools in Bunyala District. It only targeted the period 2005-2008. In addition, the study focused on both boys and girls. The findings from the study, hopefully, will be generalized to other parts of the country. The frequent flooding in the area caused accessibility to some of the target population impossible. The researcher was forced to hire boats to be ferried to their homes, creating a financial strain. Record keeping too was a serious problem in some of the schools visited. Three head teachers were not able to avail the necessary data I requested claiming they were not handed the documents containing the data in the 'taking and handing over ceremony'.

## 1.7. Assumptions of the Study

The study was carried out with the following assumptions:

- That not all primary school pupils who enroll in schools complete this level of education.
- That all pupils have equal abilities to complete their primary school education cycle.

## 1.98 Definition of Operational terms

The following are definitions of some of the terms used in the study:

**Curriculum:** All the experiences that a learner takes under the guidance of the school these

include the following; the programs of the study, Ex-tra curriculum activities, the rules plus regulation and materials available for a given course of study.

**Dropout rate:** Will refer to percentage of pupils who withdraw from school prematurely

**Dropout:** For the purpose of this study, it will be taken to mean leaving school at some

**Education cycle:** A phase of education span in terms of years and content covered with a definite starting and terminal point.

**Enrolment:** Refers to a number of pupils joining or attending school in a given year.

**FACTORS:** these are variables that cause an effect on the phenomena.

**Grade:** will be used synonymously with class, a certain level in education in a year.

**Literate:** It refers to people who can understand, both read and write.

**Lower primary:** Refers to classes one to four in primary school.

**Primary school:** Level of education of eight years cycle which starts from class one up to Class eight in Kenyan education.

**Repetition:** Refers to cases where a pupil spends more than one academic year in one class.

**School:** According to education Act Cap 211, a school is defined as an institution in which not less than ten pupils receive regular instruction.

## CHAPTER TWO

### LITERATURE REVIEW

#### INTRODUCTION

This chapter reviews some of the related literature on dropout of boys and girls in primary schools. Although the research findings of various studies differ depending on the peculiar country, specific situations, rural-urban, gender bias and family background appear to be most common elements in almost all the studies.

#### **2.1. Importance of Education**

Education is universally recognized as an important tool for sustainable development of any society. It is only through education that a nation is able to reduce the social-economic stratification gap between its people. Education is an investment worth banking on and an important tool for future availability of experts and manpower resource to make the economy to grow fast (UNICEF, 1992). The country will have citizens who can contribute intellectually and materially towards their communities, boosting the economy of the country through higher output and higher wages hence good tax rate collection on salaries.

Education too, is a pervasive element that must be integrated horizontally and vertically into all development efforts for it enhances even social development (World Bank, 1984). Education then is not only critical to self-advancement but it is also a means for promoting and improving knowledge and skills necessary for socio-economic growth as well as political consciousness (World Bank, 1993). Stress on universal education, made all countries of the world to ceaselessly

invest in education of their citizens despite the serious socio-political and economic challenges they have had to contend with (WCEFA, 1990; World Bank, 2003).

Moreover education has the element of training and often follows a prepared curriculum designed to equip the individual with specific occupational skills, attitudes and knowledge necessary for earning a living. In addition, education teaches an individual how to think, to solve problems, to be rational and to distinguish logical and irrational thinking. Education helps one to make judgments on issues pertaining to life, (Bennaars, 1993). Educating people refines their sense of citizenship founded on gender partnership hence eradicating gender conflicts. This eases tensions surrounding gender boundaries and develops cooperation across the gender divide.

In the early 1970s and 1980s, it becomes apparent that education in Kenya was required for both short and long term success. As Abagi 1997 states that, if Kenya was going to compete on the global market, it would need to start educating its children. This can be through putting in place strategies which would enhance the development of education in the country. The many Education forums conducted did acknowledge that; acquiring a decent education would improve the ability of Kenyans to conserve and make use of environment for industrious gains and sustainable income.

Secondly, developing quality personnel was fundamental to achieving national objectives for business success. More over Universal FPE would lead to fair access of all children to education regardless of their handicap, ethnicity or culture. Finally education was vital for the development and fortification of any self-governing institution and human rights meaning people will be in a position to defend their rights and work in line with professional ethics as stipulated. (Abagi, 1999, 2000).

## **2.2. Factors that Lead to Drop Outs**

A study by Rumberger (1983) on secondary school students in Spain, established that school related factors; discipline, cost, teachers' attitude towards learners and lack of motivation account for 44 percent of the dropout as compared to other factors; such as, family background and parental influence. The same research suggests that, the decision to stay in or to leave school is affected by multiple contextual and policy factors that interact over the lifetime of a student.

To understand why students drop out, Russell Rumberger developed a conceptual framework based on an individual perspective and an institutional perspective (2004). This framework suggests reciprocal relationships among these two factors and the possibility that these relationships can change over time as students' progress through school.

In the framework's individual perspective which focuses on student attributes—student background characteristics, student engagement in schooling, and educational performance, he argues that there is a strong relationship between student background characteristics (race/ethnicity, gender, poverty, special education placement, and language) and dropping out of school.

Equally important is what students experience once in school. Students who are engaged in learning and in the social dimensions of school are less likely to leave school. For example, students may leave schools because courses are not challenging or because they have poor relationships with their peers and teachers (Rumberger, 2004). Poor academic achievement, both in high school and in earlier grades, is a strong predictor of dropping out. High absenteeism, student discipline problems, and student mobility are also associated with dropping out

(Allensworth& Easton, 2005; Rumberger, 2004: Rumberger& Arellano, 2008).

Association of Christian Schools International (ACSI) established in Latin America's public schools that dropout had greatly increased in 2006. It showed that graduation rate has not reached above 70 percent in decades and some states appear to be losing ground. This is as a result of high male dropouts who resorted to early cheap employment and claimed to be bored with education. So drop out in America calls for action from; educators, advocates and policy makers as Anderson.B. and Randall, 1999 puts it.

Poor performance is one of the reasons causing high dropout rate in boys whereby girls are outperforming boys in many European countries. For instance concerns have been raised in United Kingdom and France, where boys have underperformed relative to girls. The girls had a better start at reading than the boys (Arnot et al, 1998). Similarly a survey in Veropaz jungle, streets of Sao Paulo, flats pampas of Argentina and Andino mountains of Peru, by UNESCO reveals that, 'the reality of Latin America's public schools system is that an estimated two million primary age children and twenty million secondary age children in Latin America do not complete primary or secondary school,(UNESCO, 2003). The dropout is associated with poor morals and lack of personal guidance (teacher to pupil ratio) due to congestion in public schools.

In 1963 the Kenyan government promised free education to its citizens. In the early 1970s primary school fees were abolished but around 1985 cost sharing measures between the government and its citizens led to the re-introduction of minor fee charges by primary schools. As the trend continued with schools requiring parents to pay fees such as Parent Teachers Association fee, moneyfor building schools, textbooks, uniforms, caution fees, exam fees and

extracurricular activity fees, most parents became overburdened and unable to raise such fees. Those who could not afford the money to pay for their children's school fees often had their children drop out of the school.

Many children were also forced to drop out of school when teachers would not allow them to take exams. To pressurize parents to pay fees, schools often sent children home during the final exams. Bessy, 1972 identifies irrelevant curricular as a factor which leads to withdrawal of learners from educational cycle when they feel it does not address their needs.

More so, Abagi 1997 argues that, teachers' attitudes towards their work and pupils in their classroom management plus their interactions with pupils have great impact on the academic achievements and retention of school pupils. He states that if the teachers are so negative and make discouraging statements on the learners like 'you are too stupid' the learners feel discouraged to keep on trying and drop out.

Similarly UNESCO, Kenya 1998 research in Kenyan schools established that, if learners morale, their needs and motivation decreased due to the curricular not meeting their needs, probability of withdrawing from school increased (UNESCO, Kenya, 1998)

Dropout in Suba District is rampant especially among the rural populations and peri-urban populations due to poverty as revealed by Mbani 2008. He states that About 63% in Nyanza province are classified as poor. Poverty has taken root among the low income groups as a result of many factors ranging from poor skills, rudimentary capital, and lack of infrastructure, diseases, lack of education, cultural norms and beliefs which no longer fit in a rapidly changing

society. The poor people are also involved in subsistence activities, which do not take cognizance of the need for education. Furthermore his research shows that, the emergence of HIV/AIDS and the high incidences recorded in the Suba District has impacted negatively to the education and general socio-economic development in the District, resulting in children dropping out of school due to lack of parental care.

As a result of these dropouts, Finn. 1989 revealed that the current Kenya national plan of (2002-2008) enrolment and completion rates were highlighted as the major problems affecting education. There are school policies and practices, along with other characteristics of the schools; school composition, size, rural or urban and many others that may contribute to voluntary withdrawal of the pupils from school, by affecting conditions that keep learners engaged in school (Finn, 1989).

Unlike western countries, previously, children in Kenya were not required by law to attend schools as stated by Sifuna 1997, that indigenous knowledge systems were used to impart essentially an education for living. Where by the youth were trained for adulthood within their society Even though many Kenyan parents see education as a better life for their children, this opportunity is not always available for various reasons. For decades, all Kenya children have had to pay fees to attend school. While the sum is not exorbitant, many families are simply too poor. The majority still have difficulty paying rent and buying food (Abagi, 1997).

A research in Kenya by Mongore showed that, 71 percent of dropouts are due to poverty, in that poor families may contemplate bearing the cost of sending their children to school but might abandon the whole exercise when more sacrifices are demanded like tuition fee and other levies



(Mongore 1996). More so despite fund disbursement and bursary allocations to the districts for needy children dropout has continued to rise (MoEST). The funds end up being used in other projects or on those who are well-off. Similarly UNESCO established during a research in Kenya that, if learners morale for education, basic needs and motivation for pursuing the education decreased, probability of their withdrawing from school increased (UNESCO.Kenya, 1998).

### **23. Strategies Used to Curb the Issues of Dropouts**

In America where the boys who drop out report having got bored with school, resulted in the initiation of child friendly schools initiation (CFSI) in 2008 by UNICEF. It was to establish if schools have favorable conditions that would motivate the learners to be in school. As a result certain policies were established like abolishing of caning in schools and strengthening of guidance and counseling.

In Kenya we have two main categories of areas, urban and rural. The urban population is about 35 percent of which nearly 30 percent are very poor. In the rural, nearly 50 percent of the population lives in extreme abject poverty. In 2000, the government of Kenya started to make educational policies aimed at closing the gaps between regions, tribes and economic classes and various bills were enacted.

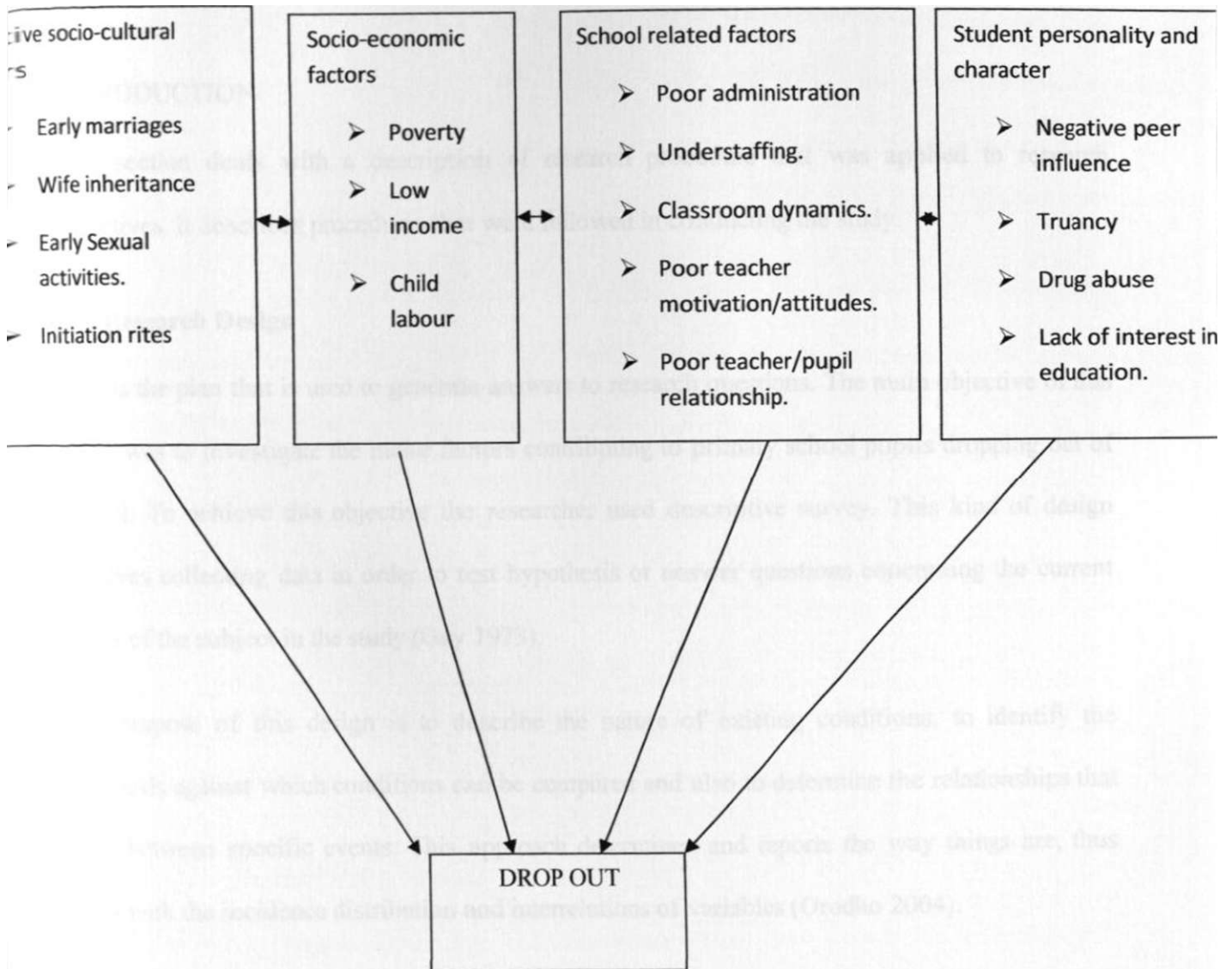
The first was the Children's Act in 2002 which stipulated that all children had a right to primary education and subjected parents to a fine if this law was disrespected. The second was the School Feeding program in which assisted poverty stricken children in rural areas. The third was the Textbook Fund which paid for educational text materials. The fourth was the Bursary Fund which assisted poor students meet the cost of secondary school; the initiative did help a few children (Abagi, 2000).

For Kenya to compete globally or even solve its poverty issues it must put forward an educational plan to ensure that some or all the needs of different sectors are met. The awareness of importance of education in eliminating poverty, disease and ignorance have led too many policies in the past by the Kenyan government- and most these have met partial success only (ElimuYetu Coalition, 2003). Now Kenya is taking a proactive step to correct this major social problem, which has always been a limitation in the production of developed labor (KESSP, 2005).

#### **2.4 Conceptual Frame Work of the Study**

Dropout is a dependant variable caused by the independent variables; school related and non school related factors. There is also the pupil's own personality and character. These have the ability to influence dropout rates. The researcher conceptualized in the study that the dependent variable's percentage is determined by the percent of the independent variables in the different categories.

The conceptual frame work shows clearly the relationship between the various factors so far thought to cause school dropout with particular reference to Bunyala District. The factors relating to socio-economic are hardship, poverty, child labour and socio-cultural, we have the early marriages, initiation rites, law on wife inheritance that allows boys to be alternative husbands to their dead brother's wife while still in school and general belief in fishing as opposed to other alternative forms of business. They all have effects on dropout rates in primary schools in Bunyala district. Similarly pupil's personality and character like during adolescent stage, peer pressure, lack of interest in education, lack of motivation and truancy result into drop out.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **INTRODUCTION**

This section deals with a description of research procedure that was applied to research objectives. It describes procedures that were followed in conducting the study.

#### **3.1. Research Design**

This is the plan that is used to generate answers to research questions. The main objective of this study was to investigate the major factors contributing to primary school pupils dropping out of school. To achieve this objective the researcher used descriptive survey. This kind of design involves collecting data in order to test hypothesis or answer questions concerning the current status of the subject in the study (Gay 1973).

The purpose of this design is to describe the nature of existing conditions, to identify the standards against which conditions can be compared and also to determine the relationships that exist between specific events. This approach determines and reports the way things are. thus deals with the incidence distribution and interrelations of variables (Orodho 2004).

The design involved collecting information by interviewing and administering a questionnaire to a sample of the target group. This captured various opinions and views held by the society, the school and the dropouts concerning the phenomena. This design employed both qualitative and quantitative research approaches.

### **3.2. Study Location**

The study was carried out in Bunyala District in Western province. It was purposively singled out because it happens to be the least developed in the larger former Busia district that is in comparison to Funyula, Nambale and Teso districts (Uwezo 2009 & 2010). The district is also confronted by a myriad of problems. Life is always disrupted by perennial flooding as a result of the frequent collapse of a section of the dyke along river Nzoia, which displaces families.

It borders Lake Victoria on the south and the northern part is Funyula district. River Nzoia divides Bunyala into two Zones; North and South. The Bunyala North Zone has 19 primary schools and Bunyala South Zone has 14 primary schools, a total of 33 primary schools.

### **3.3 Target Population.**

Best and Kahn, (1998), defines population as any group of individuals who have one or more characteristics in common that are of interest to a researcher. The population was ninety teachers; seventy-five classroom teachers and fifteen Head teachers. These came from fifteen schools where each Head teacher was interviewed and five teachers given questionnaires.

### **3.4. Sample and Sampling procedure**

The researcher used random sampling. The researcher obtained lists; from north and from south, of all the schools and using sequences of numbers picked odd numbers until they reached fifteen. Automatically the Head teachers of those selected schools qualified to be interviewed. Then in the selected schools I picked two teachers from upper primary, two from middle primary and one from lower primary, bearing in mind gender balance.

### **3.5. Research Instruments**

The researcher used questionnaires as research instrument. The questionnaires were used on teachers to collect information regarding the situation of dropouts in the schools in which they teach. Of the 15 schools visited, up to 5 teachers per school were given the questionnaire. The questionnaire was preferred for teachers owing to the relatively large number of the teachers as respondents. The rate of return of the questionnaires was 100% since the researcher insisted on waiting for the teachers to fill them while the researcher was still in the respective sampled schools.

The interview schedule was administered to the head teachers who also were the key informants in this case. The choice of this group of informants to respond to the interview schedule was informed by the thinking that there is only one head teacher in each school. Furthermore, the researcher wanted to get some insights into the whole issue of dropout thus an interview schedule became the most appropriate tool. However, due to poor record keeping in three of the schools visited and the fact that the interview schedule also sought some information on school data, three of the head teachers were not well prepared to provide this information thus did not adequately respond to this tool. This became a challenge to the researcher since it became difficult to determine and understand the dropout trends in these schools.

### **3.6 Piloting**

To enhance validity piloting was carried out to help the researcher in identifying items that were ambiguous to elicit relevant information. According to Nachamias (1992), validity refers to accuracy meaningfulness of inference which is based on research results.

A school within the district was identified for piloting. This is a school that was not part of the sample schools. On visiting the pilot school, five teachers were randomly selected; two from upper primary (6-8), two from middle(4&5) and one from lower primary (1-3). The questionnaires were administered to them and the head teacher was interviewed. This piloting provided the researcher with data which was analyzed and the results studied carefully to see whether the questions asked were yielding the kind of information sought in the study. Those questions that were found redundant or misleading or simply attracting answers that were irrelevant were corrected or reviewed accordingly before going for the main study.

### **3.7. Reliability of the Instruments**

To ensure the effectiveness of questionnaires a pilot study was carried out .This enabled the researcher to find out if the questions measure what they were supposed to measure. If the wording was clear and all the questions could be interpreted in the same way by the respondents. Most of the respondents especially females were reluctant on revealing their age bracket until when the researcher reassured them that they did not have to write their names on the questionnaires.To ensure that the instruments were reliable, that is, they could yield the same information when administered several times; the researcher first administered the instrument to the first group of 5 teachers and then another 5 teachers after some time. The two sets of data were analyzed separately using correlation measures (Pearson correlation coefficient) and the results compared to see the degree of correlation. The computed correlation was 0.8, indicating that the items possessed acceptable reliability. It was therefore concluded that the instruments, especially the questionnaire were reliable.

### **3.8. Data collection Procedures**

Data collection refers to gathering specific information aimed at gathering or refuting some facts (Kombo, 2009). The researcher used questionnaires and interview schedules on the sampled populations establish enrolment and completion rates. The researcher administered the questionnaires personally and interviewed the respondents.

### **3.9. Data Analysis and Presentations**

Data was analyzed both qualitatively and quantitatively. These was organized thematically guided by the research questions and presented in tabular and textual form. Statistical package for social sciences, (SPSS) and word processor, assisted the researcher not to waste time on unnecessary processing. Quantitative data has been presented in graphical representations that capture statistical detail and its significance. Both types of data have been reported in complimentary manner.



## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSION**

#### **4.0.1 INTRODUCTION**

This chapter discusses the interpretation and analysis of data that was collected during fieldwork. This analysis, interpretation and the subsequent discussion of the same findings are done within the framework of the core objectives that the study sought to achieve. The core objective of the study was to establish the factors contributing to primary school dropout in Bunyala district. The study was therefore conducted in Bunyala District in Western province. The respondents included a sample population comprising of ninety teachers from fifteen schools. Data presented here is therefore organized into three themes based on the key research questions that guided fieldwork for the study. These are:

- a) School related factors contributing to primary school pupils' drop out.
- b) Socio-economic factors contributing to primary school pupils' dropout.
- c) Strategies that can enhance the retention of pupils in schools in Bunyala District.

#### **4.1. Demographic Characteristics of the Sample**

The data collection phase started off by first seeking to establish the demographic characteristics of the respondents. The main characteristics of the respondents that were presented in this report include: gender, Age, academic qualifications, teaching experience. Head teachers age, professional qualification, age and gender among others.

#### 4.1.1 Distribution of Teacher Respondents by Gender

During data collection, the researcher administered questionnaires to the teacher's. One of the things the teachers were asked is to state their gender.

**Table; 4.1.1. Teachers' Gender**

Gender	Frequency	Percentage
Male	51	68
Female	24	32
Total	75	100.0

. The findings on this situation indicated that the majority of them were males, accounting for 68 % of the respondents. This leaves 32 % that accounts for the female respondents. The gap between the two genders is not small, given that the female teachers to whom the questionnaires were administered are only a half of their male counterparts. This may reflect the problem of gender disparity in education, given the lower number of females represented in teaching at this level.

#### 4.1.2. Distribution of Teacher Respondents by Age

The researcher sought to establish the teachers' distribution on the basis of their ages.

**Table; 4.1.2. Teachers' Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Below 25</b>	<b>7</b>	<b>9.4</b>
<b>25-35</b>	<b>27</b>	<b>36</b>
<b>36-45</b>	<b>25</b>	<b>33.3</b>
<b>46-55</b>	<b>14</b>	<b>18.7</b>
<b>Above 55</b>	<b>1</b>	<b>1.3</b>
<b>Other</b>	<b>1</b>	<b>1.3</b>
<b>Total</b>	<b>75</b>	<b>100.0</b>

Table 4.1.2 above reveals that 9.4 % of the teachers are below 25 years of age, 36 % are between 25-35, then 33.3 % fall between 36-45, and 46 to 55 years, we have 18.7 %, Lastly only 1.3 % for those a above 55years and 1.3 % also for those who did not respond to the question.

In the bracket of 25-35 years, it was noted we have the highest percentage of the respondents. This group accounted for 36 % of the total teacher population. This was closely followed by the teachers in the age group of 36-45 years, which constituted 33.3 % of the sampled population. Further, 18.7 % of the respondents fell between the ages of 46-55 years. Only 1 respondent was above 55 years old and this constituted 1.3 % of the total respondents sampled. The same % was recorded for the respondents who did not answer the question.

In the light of the distribution above, certain issues can be inferred. For instance, for the majority of the teachers to be between 25 and 35 years of age may be interpreted to mean that the majority of the teachers do not have a long enough experience in relation to certain aspects like guidance and counseling which has widely been seen as one of the most effective ways of addressing the

problem of dropout. It is also possible that many of these teachers in this category are not yet raising a family or if they do, they still have not had enough experience of the in-depth understanding of the practicalities of development in children. Again, if this is to be understood that way, then it is also notable that those who would be deeply knowledgeable in such matters constitute such a low percentage of the teachers, that is, **18.7 %**.

#### **4.1.3. Distribution of Head Teachers by their Age**

As one of the characteristics sought from the head teachers in the bio-data section, the researcher sought to find out the head teachers' ages. The table below shows the distribution of the ages in the head teachers' sample.

**Table; 4.13 Head Teachers' Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
<b>30-40 Years</b>	<b>4</b>	<b>26.7</b>
<b>40-50 years</b>	<b>11</b>	<b>73.33</b>
<b>50-60 years</b>	<b>0</b>	<b>0.0</b>
<b>Total</b>	<b>15</b>	<b>100.0</b>

In the table above, head teachers in the age bracket of 30-40 were only four which was 26.7 %, those in the age bracket of 40-50 were 11 that is, 73.33 % and 50-60 was zero. This indicates that the majority of the head teachers in the sample were aged between 40 and 50 years that is 73.33 %. However, the sample did not have any head teacher aged between 50 and 60 years. If one assumed that the age of the head teacher tells more about the experience and wisdom then the data presented above indicates that there are no such head teachers since the sample did not have any head teacher aged above 50 years. At the same time, the majority of the head teachers being between 40 and 50 years may be interpreted to mean that these head teachers are now fatigued

and do not have much to look forward to. In fact many of them are preparing for retirement and so such problems as dropout do not bother them much. They have already achieved what they could. At the same time, the head teachers who still have much to achieve in their career and those who would be keen on such issues as dropout unfortunately constitute a smaller percentage of 26.7.

#### **4.1.4. Distribution of Teachers by Academic Qualification**

As part of the profile of teachers, the study sought to establish the academic qualifications of the teachers who participated in the study. The following table indicates the teachers' academic qualifications as per the data collected.

**Table; 4.1.4. Teachers' Academic Qualification**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
<b>O level</b>	<b>48</b>	<b>64</b>
<b>A level</b>	<b>14</b>	<b>18.7</b>
<b>Other</b>	<b>13</b>	<b>17.33</b>
<b>Total</b>	<b>75</b>	<b>100.0</b>

In the distribution above, the Ordinary level teachers were 48 which is 64 % then Advanced level were 14 which is 18.7 % and those who did not respond to the question were 13 which accounted for the remaining 17.33 %. The majority of the sampled teachers went up to the O level. This category of teachers constituted 64 %. There were however, those who did not respond to the question. Perhaps this is to be accounted for by way of looking at it from the point of view of the kind of instrument used. Teachers responded to a questionnaire where they had their own freedom to respond or not to respond to whatever question. Now that it is not possible to

supervise the filling of a questionnaire that is open ended as the one used in this study, these are some of the drawbacks one would encounter with a tool like a questionnaire where the researcher has less opportunity to follow up on the responses or non responses. Again, there are those teachers who, in my view both as a researcher and as a practicing teacher, are shy about their qualifications. These may include those who went to TTCs after the Kenya Junior Secondary Education (KJSE) meaning they are not even O levels. Such teachers are often shy to talk about their academic qualifications and given a chance like the one provided for by such an open ended questionnaire, chances of them not responding to such a question are high. This group of those who were non-committal constituted 17.33 % of the entire population of the sampled teachers. To some extent one can say the level of the majority of the teachers also does not motivate the learners.

#### **4.1.5 Distribution of Teachers by their Teaching Experience**

Teacher respondents were asked to state their teaching experience in the questionnaire administered to them. The table below shows the findings of this question.

**Table; 4.1.5 Teachers' Teaching Experience**

<b>Period</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1-5 years</b>	<b>23</b>	<b>30.7</b>
<b>6-10 years</b>	<b>16</b>	<b>21.3</b>
<b>11-15 years</b>	<b>8</b>	<b>10.7</b>
<b>16-20 years</b>	<b>7</b>	<b>9.3</b>
<b>Above 20 years</b>	<b>21</b>	<b>28</b>
<b>Total</b>	<b>75</b>	<b>100.0</b>

According to the table, teachers who had taught for a period of 1-5 years were 23 which is 30.7 %. a period of 6-10 years were 16 that is 21.3 %, a period of 11-15 years were 8 that is 10.7 %, a period of 16-20 years were 7 that is 9.3 %, and a period of above 20 years were 21 that is 28 %.

16-20 years were 7 which is 9.3 % and lastly above 20 years were 21 teachers that is 28 %. Most of the teachers had taught for a period between 1 to 5 years. This group constituted 30.7 %, followed by, those who had taught for a period of above 20 years with 28 %. It is notable that the least number of teachers were those whose experience falls between 16 and 20 years. The fact that the majority of the teachers have the shortest experience in their careers, that is, between 1 and 5 years constituting 30.7 %. which may be interpreted to mean that they have not built their capacities in life skills to be able to address a variety of problems facing the learners, dropout inclusive. At the same time, a relatively bigger percentage constitutes those that have a wide experience. However, this could be part of the group that is also advanced in age and only looking forward to retirement thus not really bothered by such problems.

#### 4.1.6. Distribution of Head teachers by their Administrative Experience

Having looked at the head teachers' age, the researcher sought to find out their administrative experience. Head teachers were therefore asked to indicate their administrative experience, that is, the period of time they have served as head teachers. The table below gives the findings to this question.

**Table:4.1.6 Head Teachers' Administrative Experience**

Period	Frequency	Percentage
1-5 years	5	33.3
6-10 years	3	20
11-15 years	3	20
16-20 years	4	26.7
Total	15	100.0

This table above shows that, 33.3 % of teachers had been in the administrative post between 1 to 5 years. 20 % 6 to 10 years, another 20 % 11 to 15 years and 26.7 % for 16 to 20 years. There is

a clear indication that the majority of the head teachers have served in those capacities for a period not exceeding 5 years. This category constitutes 33.3 %. It is however worthy of noting that the rest of the sample of head teachers, that is, those head teachers who have served for 6 to 10 years, 11 to 15 years constitute equivalent proportions of the sampled head teacher population of 20 % each and lastly 26.7 % within the period of 16 to 20 years. Almost a similar trend with the teachers' is expressed here where the majority of head teachers have less experience. But on the other hand, the category of the head teachers with less experience can be seen to be those head teachers who are still enthusiastic about their career and so would be keen on such problems as dropout. Unfortunately, they constitute only 33.3 % of the total sample of the heads.

#### **4.2.1 Factors Contributing to Primary Drop out in Bunyala District.**

As earlier noted, the study sought to establish the factors that contribute to dropout in Bunyala District in Western province. For purposes of being systematic, these factors have been categorized into two main groups, thus: school-related factors and socio-economic factors. Later, the chapter explores the strategies for enhancing retention of primary school children.

In section 'B' question 1, attempted to find out the rates of the following in the school; dropout rate, the rate in the upper classes, in middle classes, Educational level of parents, school levies. The table below illustrates the responses;

Table; 4.2.1..The rates of dropout in the school, in the upper classes, in the middle classes, the rate of Educational level of parents and rates of school levies.



Rates	Very low	low	High	Very high	Don't know
Dropout	3%	10%	40%	45%	2%
Upper classes	1%	6%	43%	58%	2%
Middle classes	2%	45%	35%	17%	1%
Educational level of Parents	60%	22%	5%	3%	5%
School levies	2%	20%	40%	30%	8%
Girls' dropout rate	10%	18%	30%	40%	2%
Boys" dropout rate	10%	20%	40%	25%	5%

Table; 4.2.1.a above indicates the various rates in the school; on dropout rate; very low was 3 %, low got 10 %, high 40 %, very high 45 % and those who did not know were 2 %. Dropout in upper classes was as follows; those who said very low was 1 %, low was 6 %, high got 43 %, very high had 58 % and those who were not sure was 2 %.

The Educational level of parents; very low was 60 %, low 22 %, high 5 %, very high 3 % and those who are not sure 5 %. On the school levies very low was 2 %, low 20 %, high 40 %, very high 30 % and 8 % were not sure. The girls' dropout rate very low is 10 %, low is 18 %, high is 30 %, very high is 40 %, then don't know is 2 %. For the boys, very low was 10 %, low 20 %, high is 40 %, very high is 25 % and lastly don't know is 5 %.

From the table it is very clear that dropout is an issue which needs attention so that we can establish what the main causes are. One can easily realise that the upper classes are the most affected by the dropout. This can be attributed to the high levies which pupils pay in upper

primary and the very low educational level of parents thus the pupils lack role models in their families. It is noted that the girls' rate of dropout is much higher than that of the boys though the boys' rate is equally high.

Question 2. in section \*B' attempted to find out the community's attitude towards the following; the school, Teachers, Payment of levies, Administration. The table below illustrates the respondents to the question;

Table; 4.2.2; Community attitude;

	Very good	good	Poor	Very poor	Don't know
School	40%	30%	10%	5%	5%
Teachers	10%	15%	30%	40%	5%
Payment of levies	1%	5%	25%	63%	6%
Administration	5%	10%	30%	52%	3%

The table 4.2.2. Shows that the community's attitude towards the school is as follows; very good was 40 %, good 30 %, poor 10 %, very poor 5 % don't know 5 %. Towards the teachers very good 10 %, good 15 %, poor 30 %, very poor 40 %, don't know 5 %. Concerning levies very good was 1 %, good was 5 %, poor 25 %, very poor 63 %, those who do not know was 6 %. For the Administration very good was 5 %, good had 10 %, poor 30 %, very poor 52 %, do not know 3%,

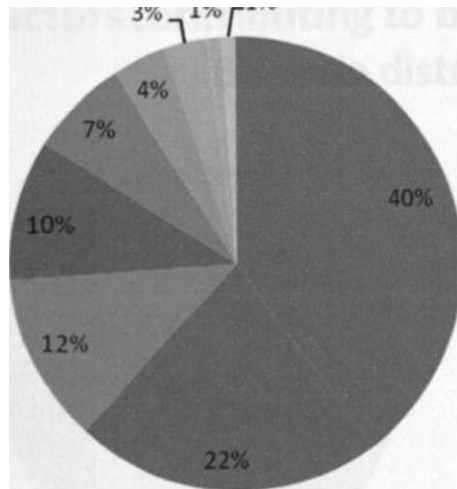
From the table it is revealed that the Community's attitude towards the school is not bad they appreciate their schools, however from the look of things it is the teachers, the levies and the

Administrators that the Community dislikes. This can either be the way the teachers handle the learners makes them disgusted or the Community feels the teachers demand high levies and yet do very little as per the remedial paid for. This affects dropout rate because learners too will perceive the educators in the same perspective their parents do and with a negative attitude already formed in the mind one cannot perform well so will definitely drop out.

In section 'C' question 1 sort to establish the causes of the girls' dropping out of school. The Pie-chart below reveals the percentages of the respondents.

Figure; 4.2.3. Factors contributing to girls drop out in Bunyala district.

### Factors contributing to girls' dropout



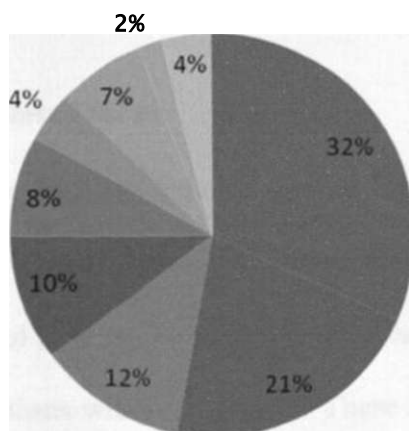
- pregnancy
- poverty
- orphans
- parental guidance
- Child labour
- Negative attitude
- Floods
- Early marriages
- Peer pressure

The pie-chart shows the factors that cause girls to dropout of primary school; pregnancy is top on the list with 40 %, followed by poverty having 22 %, orphanage 12 %, closely followed by lack of parental guidance with 10 %, then Child labour 7 %, after which we have negative attitude 4 %, floods 3 % and lastly early marriages and peer pressure with 1 % each. These results reveal that pregnancy is an issue which ought to be addressed in primary schools in Bunyala. Then poverty too drives quite a number to withdraw from school. Similarly dropout comes about as a result of being Orphans so they lack basic needs as well as parental guidance.

Question 2, in section 'C' tried to find the causes of the boys dropping out of school. The **responses** are shown in the pie-chart below in table 4.2.4;

Table ;4.2.4; Factors contributing to the boys' dropout in Bunyala district.

### Factors contributing to boys dropout in Bunyala district



- Child labour
- Poverty
- Orphans
- Early marriages
- Lack of parental guidance
- Poor role model
- Ignorance of parents
- Stigma
- Flooding

In the case of the boy child it was established that among the factors that contributed to their drop out child labour prevailed 32 %, followed by poverty with 21 %. then Orphanage 12 %, Early marriages 10 %, Lack of parental guidance 8 %, Poor role model 4 % .Ignorance 7 % , Stigma 2 % , then lastly Flooding 4 %.

This pie-chart shows that, Child labour caused most of the boys to dropout of school. This could either be as a result of lacking fees, providing for the young Siblings after the death of their parents, or just to add up to what their parents have if one comes from a poor family.

This kind of life style induced most of the boys to marry early giving fourth to children who lack model and parental guidance. Stigma at school for poor performers and those who are over age too made them drop not forgetting the frequent flooding which displaces most of the families making it hard for them to be consistent in going to school.

As stated earlier on the core objectives of the study was to establish; the school related factors and the Socio-economic factors that contribute to the primary pupils drop out in Bunyala district. Thereafter to identify strategies that can be put in place to assist curb the phenomenon. Therefore after the analysis of the findings the following are the results;

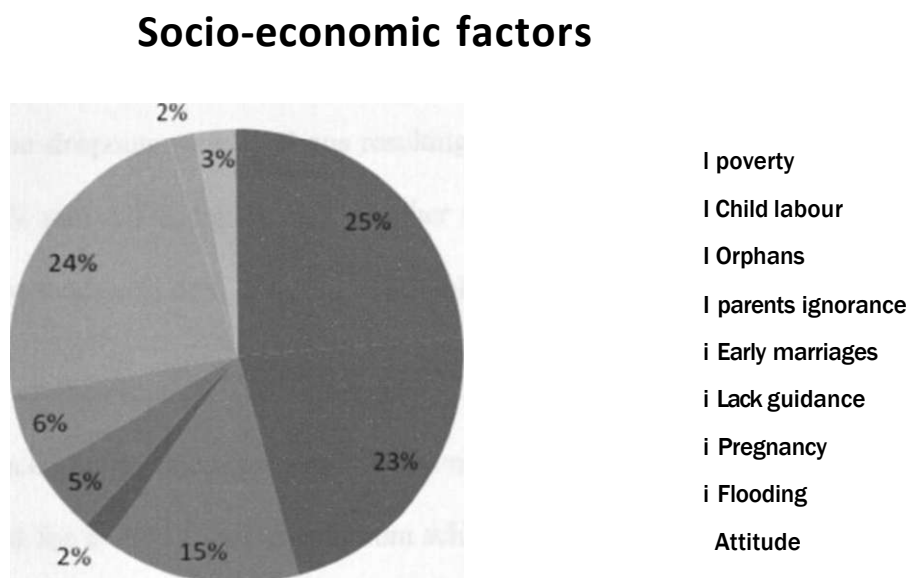
#### **43.1. School related factors**

In summary the findings indicate that all the teacher respondents admitted that their schools experienced such cases of dropout. School factors included those factors which originated from within the school as seen from the various areas of teaching, school infrastructure and facilities, the general relations within the school. These accounted for 34 % of the factors contributing to pupils dropout in Bunyala district.

### 43.2. Socio-economic Factors

The study further tried to identify the socio-economic factors behind these trends in dropouts. Socio-economic factors include those factors which originate from within the society or the social and cultural environment around the school which can lead to the learners dropping out from school. The responses are illustrated below;

Table;4.3.2. Socio-economic factors contributing to dropouts.



The above pie-chart reveals that; poverty contributes to the 25 % of the dropouts, Child labour 23 %, those who dropout because of being orphans 15 %, those who lack parental guidance 6 %, those who resort to early marriages 5 %, those whose parents are ignorant 2 %, those who

become pregnant 24 %, those who are displaced by floods 2 %, and lastly those who are affected by the teachers' attitude 3 %.

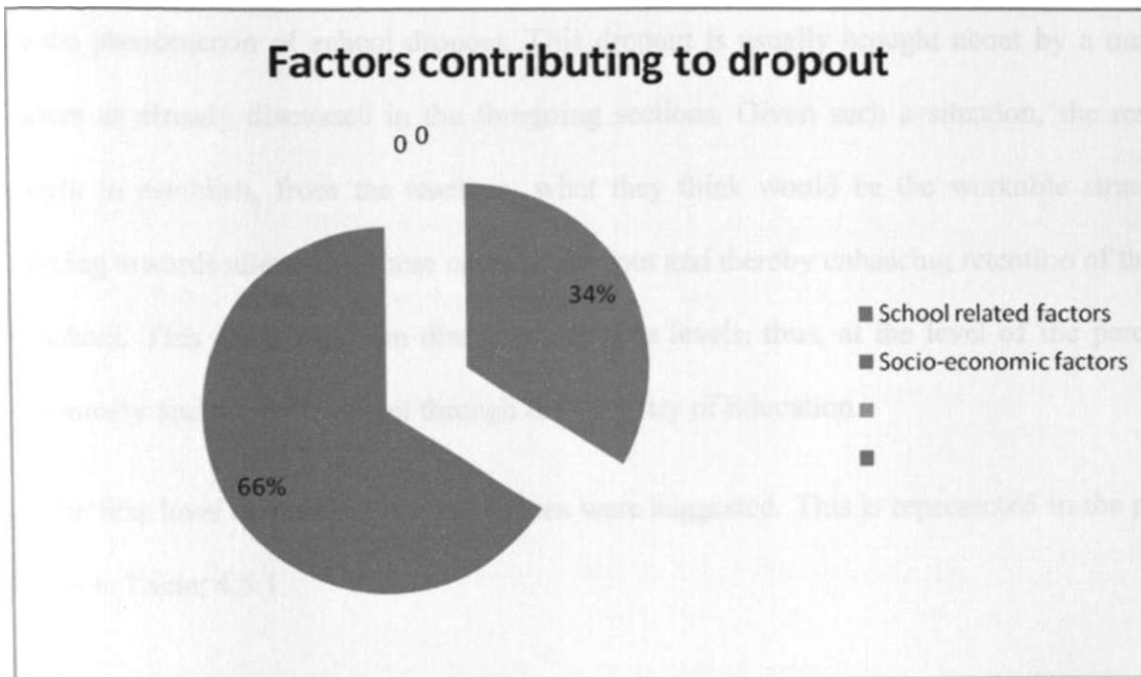
- Therefore, the relatively low socioeconomic conditions in the area make the children to drop from school to go and fend for themselves by way of selling some foodstuffs by the roadside and bus stations, sand harvesting, working in the rice fields, baby minding, riding bodaboda, fishing in lake victoria, primaritat sex and even being employed to brew local brew for sale. That is Chil labour 23 %,
- Poverty level is so high and makes many children to drop because their parents can not afford to keep them in school. This constituted 25 %.
- 18 % of the dropouts were Orphans resulting from the death of parents which is mainly due to HIV and AIDS, taking care of other siblings. This also results into child-headed homes where now children drop out of school to fend for the families they head.
- Then 2 % of the dropouts were due to Parents' ignorance of the importance of education. For instance, due to abject poverty characteristic of many of the homes, parents may not find it odd for a child to be absent from school having gone for fishing in lake victoria since by evening the child will come back with something for the entire family to eat.
- 5 % of the dropouts were identified as having been due to early marriages. This could be attributed to the same factors such as poverty and orphanhood where girls feel that they are better off married and being taken of by the husband than continue being in school and the head of their family without an income.

- Those who dropped due to lack of proper parental guidance were 6 %, which makes them not to see the importance of schooling.
- 24 % of the dropout was due to early pregnancies resulting from the lifestyles in the area which is characterized by night club dances and the night dances during funerals.
- Flooding caused 2 % of the dropouts. This environmental factors which include the flooding commonly witnessed in Budalangi area and which leaves many families devastated to the extent that the education of some of the children is curtailed. Such children end up dropping out of school.
- Lastly 3 % of the dropouts were caused by the negative attitude towards girl child education in the area. Bunyala district is within a cultural setting that is patriarchal and so the girl child is not really taken serious.

Having established School related factors and Socio-economic factors that contribute to primary pupils' dropout in Bunyala. the study tried to establish which affects more. The following pie-chart clearly shows the percentages of school related factors and Socio-economic factors.



Table:4.3.3. Percentages of School related and Socio-economic factors .



From the Table 4.4.3, School related factors that contribute to primary dropout are 34 %, while Socio-economic factors that also contribute to primary dropout add to 66 %.

One is able to realise that the Socio-economic factors contribute a great deal to drop out of primary pupils in Bunyala district.

Section D had one question which required suggestions on how to alleviate causes of dropout in primary schools in Bunyala district.

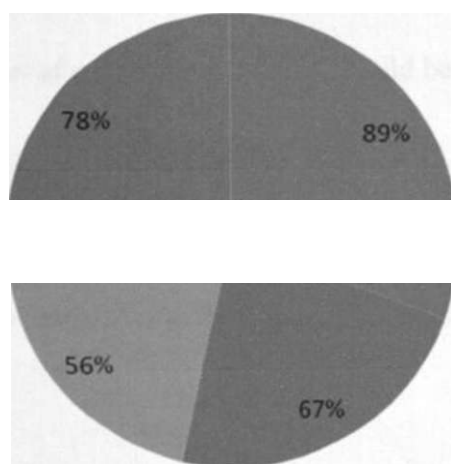
#### 4.4. Strategies for Enhancing Retention of Children in School

The foregoing situation presents a picture of a district whose children's education is pulled back by the phenomenon of school dropout. This dropout is usually brought about by a number of factors as already discussed in the foregoing sections. Given such a situation, the researcher sought to establish, from the teachers, what they think would be the workable strategies in working towards alleviating these cases of dropout and thereby enhancing retention of the pupils in school. This issue has been discussed at three levels, thus, at the level of the parents, the community and the government through the Ministry of Education.

At the first level of parents four key issues were suggested. This is represented in the pie-chart below in Table; 4.5.1.

Table; 4.4.1 .Role of parents in curbing primary drop out in Bunyala district.

#### Role of parents to curb dropout



- Be vigilant(80)
- Return them to school(60)
- Give motivation! talks(50)
- Take them to school at right age(70)

#### **4.4.1. The Role of the Parents in Alleviating Cases of Dropout**

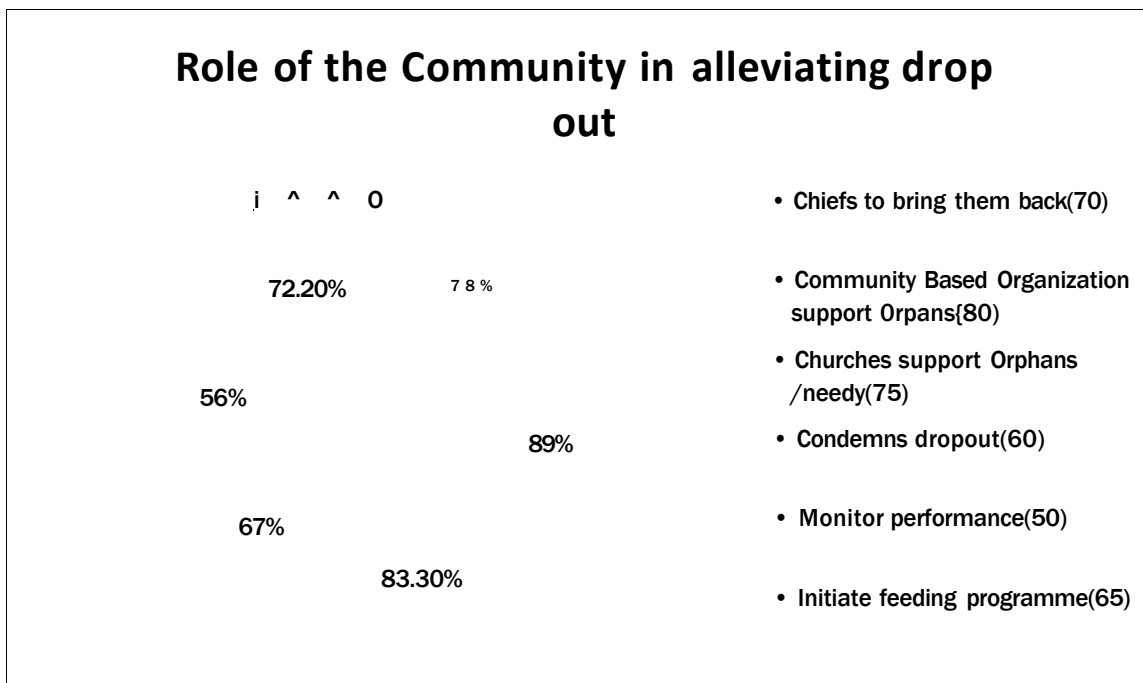
- Table;4.5.1, shows the suggestions the ninety teachers gave as a solution to alleviating cases of drop out. Eighty teachers out of ninety suggested that parents should be vigilant with their children when it comes to education matters. This is 89 % of the respondents.
- Sixty out of the ninety also suggested that it is the duty of the parents to return to school by force pupils who dropout that gives us 67 % of the respondents.
- Fifty teachers felt motivational talks to the pupils would motivate them that is 55.5 %.
- Seventy teachers out of the ninety felt there is need to pressurize parents to take their children to school at the right age. This is 77.8 % of the respondents.
- Therefore according to the table;4.3.1 .Parents, by virtue of being the ones living with the children, have sometimes been vigilant to the level that they have been on the frontline in making it impossible for the children to absent themselves and still be accommodated or condoned by the parents. This should continue to ensure no more dropouts.
- Some parents have helped in identifying and bringing back to school those children who drop out of school. The parents should be encouraged to keep it up.
- In the light of the fact that some of the children drop out because of lack of the right motivation, some parents, in collaboration with the school have volunteered to give motivational talks to the pupils. The talks should be frequent.

- Stigma is one of the factors that make some pupils to drop out of school. So parents are sensitized in Chiefs Barazas and in Churches to take their children to school at the right age.

#### 4.4.2. The Role of the Community in Alleviating Cases of Dropout

- At the second level we have the Community in alleviating this drop out. The pie-chart below in table 4.4.2 shows the different suggestions given by the ninety teachers.

Table; 4.4.2. Role of the Community in alleviating drop out in Bunyala district



Table;4.4.2, above shows the number and percentages of the teachers who suggested this second category. Seventy teachers out of ninety which is 78 % suggested Chief to bring the dropouts back to school.

Eighty of the total number, which is 89 %, stated that Community Based Organizations should step up their efforts to support the Orphans and needy pupils.

Seventy-five teachers that is 83.3 % feel the Churches support kits should be boosted to cater for all the needy in their Congregations

Sixty teachers out of the ninety suggested that the Community should openly condemn dropouts this was 67 %.

Fifty teachers which is 56 % of the total respondents felt the Community would also monitor the performance.

And lastly sixty-five of them which is 72.2 % suggested that initiation of feeding programmes should be there in schools.

Hence the teacher feels;

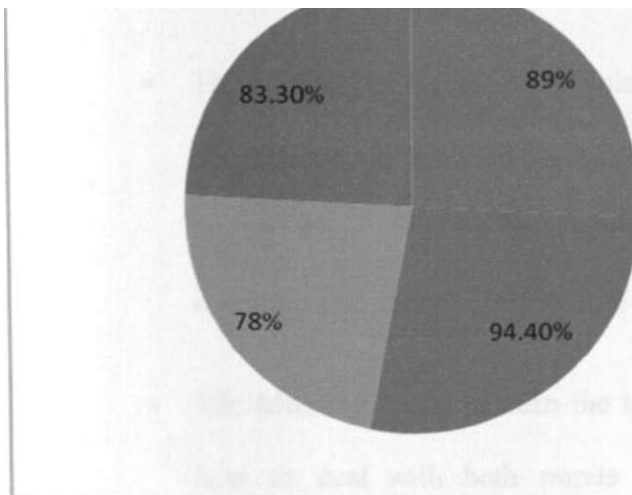
- The community, especially the village elders, through the chief, has helped in bringing back individuals who drop out of school back to school; they should be encouraged to continue with the trend.
- Community Based Organizations (CBOs) have had to step up their efforts in supporting the orphaned individuals' school levies charged up and above the FPE funds as well as meeting their basic needs since the orphans have been increasing, for example BABA Foundation. This organization pays fees for certain identified orphans and even initiates small micro-enterprise for widows to enable them support their children in school. The Community members should fully participate in its activities.

- Churches have also often given care to the orphaned children especially by contributing both materially and emotionally towards support of the orphans. Especially the Catholic Church which started a merry go round for Widows called 'Sindirifunyainyuma' meaning 'I will never go back'. In this case the Church invites guests and they carry out small 'Harambees' in aid of the Widows kit. The kit needs to be boosted by more Community members.
- The community condemns school dropout and advocates for schooling through the chiefs Barazas. This will discourage those who also want to drop out.
- The community also monitors performance of the school since this is sometimes the reason for dropout. By so doing the schools' will improve, this will motivate the learners and reduce on dropout rate.
- In quite a number of the schools in Bunyala district, the community has initiated feeding programme for Early Childhood Development education and even primary school level. This should spread to other schools which do not have the programme to help keep learners in school even those from poor families.

#### 4.4J. The Role of the Ministry of Education in Alleviating Cases of Dropout

Table; 4.4.3. The role of the Ministry of Education

### Role of the Ministry of Education



- Emphasize on FPE(80)
- Most Vulnerable Children Fund(85)
- Train teachers in Public relations(70)
- Tighten Policies(75)

In table 4.4s.3 above it reveals that the teachers who suggested that the Ministry of Education should emphasize on FPE were eighty that is 89 % of the total respondents.

Eighty-five of them which is 94.4 % suggested funds for Most Vulnerable Children.

Then seventy of them feel there need to be training for teachers in public relations. This is 78 % of the total respondents.

Seventy-five suggested tight policies on Educational issues that represent 83.3 % of the total respondents. Therefore;

It is important to start by acknowledging that the Ministry of Education runs the Free Primary Education programme which has enabled more children to stay in school as compared to the situation prior to the FPE. However the teachers suggested the Ministry needs to put more emphasizes on the same so that some schools do not exploit the parents making the pupils from poor families to drop out.

The Ministry of Education has played an important role in alleviating dropout by allocating some additional funds for most vulnerable children. This category is mainly made up of the total orphans. The Ministry should beef up the funds to accommodate more pupils to curb up the dropout rate.

The Ministry needs to train the teachers in Public relation to assist them know how to deal with both pupils and parents to make the school a friendly environment conducive for learning.

The Ministry needs to tighten the policies on the following; Come back policy that mostly favors girls who dropped because of pregnancy; On parents who do not take their children to school; On those who indulge in child labour; And lastly on teachers who do not perform their duties well.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of the main findings, conclusions drawn from the findings and the recommendations made. These three aspects of the chapter are done in view of the problem of the study as enshrined in the first chapter of this project.

#### 5.1.0. Summary

This study was organized in five chapters. Chapter one dealt with background to the problem, statement of the problem, objective of the study, research questions, justification of the study, limitation of the study, scope of the study, basic assumptions of the study, and definitions of operational terms to the study.

Chapter two presented a review of related literature, and at the end conceptual framework of the study showing relationships among the factors contributing to the dropout. The literature reviewed was on the areas of importance of education, the factors leading to dropout and the strategies used in curbing the issues of dropout.

Chapter three was presented the methodology employed in the study indicating research design, research site, target group, sample and sampling procedure, research instruments, validity, reliability and data collection procedure.

Chapter four presented the analysis and the interpretation of the collected data. In this chapter, a number of issues were notable as presented below:

The first and perhaps the main objective of this study was to establish the school factors that contribute to primary school dropout in Bunyala district. Under this objective, four main findings

that were established indicated that there are a number of school-related factors which contribute to this problem of school dropout. These included: Stigma due to advanced age and large body size, lack of funds to pay for some school levies which are not covered by the Free Primary Education funding, fear of punishment by weak performers, the use of abusive language by teachers and non achievement in school which brings about a very low self concept on the part of the children affected by the low achievement thus eventually becoming dropouts.

Secondly, the study sought for the socio-economic factors that contribute to dropout in Bunyala district. The findings indicated that these factors include the relatively low socioeconomic conditions in the catchment areas of the schools, higher numbers of orphans, parents' ignorance of the importance of education for their children, early marriages, lack of proper parental guidance on the part of the children, early pregnancies, peer pressure, environmental factors such as flooding commonly witnessed in Budalang'i area, negative attitude towards girl child education in the area and drug abuse mostly among boys. The first pie chart summarizes factors for the girl child and the second for the boy child

Thirdly, the study sought to identify some of the workable strategies in working towards alleviating these cases of dropout and thereby enhancing retention of the pupils in school. These strategies were grouped into three depending on their origin, thus, there are those that are to be initiated by the Ministry of Education, from the parents and from the community. Accordingly, on the part of the parents, they have been playing their role in terms of making sure that the children are in school, helping in identifying and bringing back to school those children who drop out of school and giving motivational talks in collaboration with the respective schools. The

same parents have been reporting cases of pregnancies in school girls to the Children department Officers who fde the necessary action against the responsible victims.

On its part, the community has played its role in alleviating cases of dropout at the various levels. Accordingly, the community has helped in bringing back individuals who drop out of school back to school; Community Based Organizations (CBOs) and Churches have supported orphaned children and Widows. The community also discourages dropouts in chiefs Barazas and even initiate feeding program for Early Childhood Development education and even primary school level. The ministry on its part was acknowledged, for runs the FPE program which has enabled more children to stay in school. The Ministry of Education has played an important role in alleviating dropout by allocating some additional funds for most vulnerable children.

The study concludes that it is evident that there are school related factors and socio-economic factors that contribute to dropout in primary schools in Bunyala District which if not specifically addressed will still see an increase in cases of dropouts in primary school.

#### **5.2.0. Recommendation for policy and practice**

This section has been formed by the research findings as well as the suggestions put forward by the various respondents. It recommends to policy makers, organizations and individuals how well to ensure reduced dropout cases in primary schools.

##### **5.2.1. Ministry of Education**

There are certain things that the ministry of education can do to improve on the retention of children in primary schools in Bunyala district. One of them is that there is need to beef up the allocations on most vulnerable children. The ministry should also step up efforts of supporting the

guidance and counseling services in many of those schools. In addition teacher to pupil ratio should be improved bearing in mind gender balance.

### **5.2.2. Non-Governmental Organizations**

The area such as Budalang'i has always experienced problems such as Hooding. This is a situation that calls for more humanitarian support to enable the children to be retained in school. In this sense, the NGO and CBO sector needs to come in to assist such children in the Schools affected. More mobilization and sensitization need to be done to the community on Child rights and those found to encourage Child labour stun action taken against them.

### **53.0 Recommendations for Further Research**

There are some studies that have been done on this same subject of dropout in other areas. At the end of these studies, suggestions have been made on how to alleviate this phenomenon. Accordingly, it is here recommended that a study be carried out to establish the effectiveness of the various strategies that have been suggested and tried according to Bloom (1987).

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## APPENDIX III

### TEACHER'S QUESTIONNAIRE

Dear Sir / Madam,

Am a postgraduate student in the department of Sociology in the University of Nairobi and currently carrying out a research on factors influencing primary pupils dropout. The research shall be treated as highly confidential as possible. Please do not write your name. Thanks

#### Section A

1 Name of school;

2. Gender ; Male •  
•  
; Female

3. AGE: Below 25 25-35 36—45 46-55 55-Above

4. Academic qualification; 'O' Level

'A' Level

Other (specify)

5. Professional Qualifications

- P 1
- SI
- Dip. In Education
- Graduate
- Post Graduate
- Other (specify)

6. Teaching experience:

7. Number of years in this school

### SECTION B

1; How do you rate the following in your school?

	Very low	Low	High	Very high	Don't know
Dropout					
Upper class rates of dropout					
Middle class rates of dropouts					
Educational level of parents					
School levies					
Girls' dropout rate					
Boys' dropout rate					

2. What is the community's attitude towards the following?

r	Very good	Good	Poor	Very poor	Don't know
School					
Teachers					

<b>Payment of school levies</b>					
<b>Administration</b>					

**SECTION C**

**1.: In your opinion what are the causes of girls' dropouts at the various levels?-**

**2.. In your opinion what are the causes of boys' dropouts at the various levels?-**

**SECTION D**

1: Suggest strategies that can be used to alleviate cases of dropouts?

## APPENDIX III

### INTERVIEW SCHEDULE FOR HEAD TEACHERS

**Age;**

**Name of school**

Teaching experience

Administrative experience

Number of years as a H/T in the school

For how long have you been in this school?

#### SECTION B

1. Provide enrolment data for class 4-8 between, 2005-2008.

-- Provide data on completion rates for 5-8 for 2005-2008.

3. Do you experience cases of dropout in this school? ( Probe for number of boys and girls)—

4. What school factors do you think cause this early withdrawal? (Probe for both girls and boys)

5. What socio-economic factors in your opinion contribute to the dropout of pupils in your school? (Probe for boys and girls)

## SECTION C

1. Are there cases where pupils have dropout but come back to school (Probe for reasons for readmission)
2. What is the school doing to ensure that pupils do not dropout? (Probe for success)
3. Do you have guidance and counseling sessions for the pupils?
4. What is the role of the community in curbing dropout in your school?

APPENDIX III

RESEARCH PERMIT

PAGE 2

**THIS IS TO CERTIFY THAT:**

**Prof. Ruth Lusike** Institution  
Ruth Lusike Myarartga  
of (Address) University of Nairobi,  
**KJKuyu Campus**  
P.O BOX 92, tUkuyu

has been permitted to conduct research in

*Bunyaia* Location  
*Wastam* District  
Province

on the topic: *Factor> contributing te primary  
schcoipvp»/\* drop out In Bunyaia District*

fw e pe-iofl endi<u .VP-March, 201L

PAGE 3

Re *TRR111/VSS011*  
Date of issue *1st S^ptarr bar 2011*  
Fee received *KSHS. 1000*



... t o \* . . TM . .  
Applicant's Secretary  
Signature National Cjti.-\*cli ioi  
Science and TechloInQy

**OFFICE OF THE PRESIDENT  
PROVINCIAL ADMINISTRATION AND INTERNAL SECURITY**

Telegms "DISTRICTER"  
Telefax: 020 8004920  
Email: dcbunyala@yahoo.com  
When replying please quote:

**Ref. No: ST1/9 VOL. J/35 ' 1**

**DISTRICT COMMISSIONER  
BUNYALA DISTRICT  
P. O. BOX 10  
HAKATI.**

**08-09-2011**

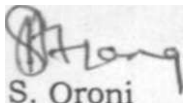
**RUTH LUSIKE NYARANGA  
UNIVERSITY OF NAIROBI  
P. O. BOX 92  
KIKUYU.**

**RE: RESEARCH AUTHORIZATION.**

Reference is made to your letter ref:NCST/RRI/12/1/55011/127 dated 01/09/2011 on the above subject.

This is to authorize you carry out research on the factors contributing to Primary school pupils dropout in Bunyala District for the period ending 30<sup>th</sup> March, 2012.

You will also be required to liaise with the District Education office for more information and guidance.

  
S. Oroni

*DISTRICT                      commissioned*  
*BJNYALA DISTRICT      •      '*

**FOR: DISTRICT COMMISSIONER  
BUNYALA DISTRICT**

**cc.      DISTRICT EDUCATION OFFICER  
BUNYALA DISTRICT**



REPUBLIC OF KENYA



MINISTRY OF EDUCATION

Telephone: 020-2682438  
Mobile: 0733567210  
When replying please quote:

District Education Officer  
Bunyala District  
P. O. Box 169  
PORT VICTORIA

Ref. NO. TSC NO.340483/38

8<sup>th</sup> sept, 2011

**TO WHOM IT MAY CONCERN.**

**RE: RESEARCH AUTHORIZATION**

**This is to confirm that Nyaranga Ruth Lusike is a Master of Education in Education Foundation student at the University of Nairobi.**

**She is undertaking her research on "Factors Contributing to Primary School pupil dropout in Bunyala District."**

**Any assistance accorded to her will be highly appreciated.**



**M.O JAYORO  
DISTRICT EDUCATION OFFICER  
BUNYALA**