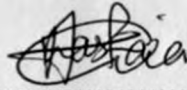


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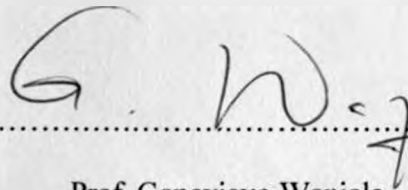
This research project is my original work and has not been presented for award of a degree in any other university



.....

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This research project has been submitted for examination with our approval as university supervisors



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## DEDICATION

To my Sisters of St. Joseph of Tarbes (SJT) and Mr & Mrs. Kamwitha's family.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AEO</b>	Area Education Officer
<b>DEO</b>	District Education Officer
<b>DQASO</b>	District Quality and Standards Officer
<b>EFA</b>	Education for All
<b>EMIS</b>	Education Management Information System
<b>EPDC</b>	Education Policy and Data Centre
<b>FGD</b>	Focus Group Discussion
<b>FPE</b>	Free Primary Education
<b>GOK</b>	Government of Kenya
<b>NER</b>	Net Enrolment Ratio
<b>NGO</b>	Non Governmental Organization
<b>REPOA</b>	Research on Poverty Alleviation
<b>SPSS</b>	Statistical Package for Social Science
<b>TPR</b>	Teacher Pupil Ratio
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organizations
<b>UPE</b>	Universal Primary Education

## ABSTRACT

Education is both consumption and investment. Education equips people with skills and knowledge that enable them to increase their productive capacities and hence receive higher earnings. It is seen as a means of promoting equality; though at times contribute to inequality. Those who obtain a good basic education continue to learn throughout their lives to remain economically viable. The purpose of the study was; to investigate the school based factors influencing pupils' wastage in public primary schools in Mwala Division, Mwala District, Kenya. The following objectives guided the study; to examine the provision of instructional materials' influence on pupils' repetition in public primary schools; to determine how level of teacher training affects pupils' dropout in public primary schools; to examine how pupils' age influence dropouts in public primary schools and to establish the extent to which teacher-pupil ratio affects pupils' dropout in public primary schools in Mwala Division, Mwala District. This study was guided by production function theory. The study employed descriptive survey design. It targeted 20 head teachers, 156 teachers, eight repeaters and eight pupils who dropped and resumed back after some time from each sampled school. Purposive sampling was used to select the pupils for focus group discussion. The research instruments used in this study were questionnaires, focus group discussion and document analysis. Qualitative and quantitative data was analyzed using the Statistical Package for the Social Sciences (SPSS) to increase accuracy of results. The following are the findings of the study, that the majority of the teachers (65.3%) indicated that the rate of textbooks per pupils were 1:3 except for a few subjects and classes. The focus group discussion with both the repeaters and those who had dropped out also established that there were no adequate textbooks and other instructional materials. The study revealed that 30.5 percent of the teachers noted that the skills helped them to identify different learners and their abilities including pupils with special needs. Another finding was that 21.2 percent of them were able to group learners according to their abilities. The study revealed that 30.5 percent of the teachers noted that the skills helped them to identify different learners and their abilities including pupils with special needs. The study established that the majority of the teachers noted that they pay individual attention to every pupil in class hence reducing cases of drop out in class. To curb drop out cases in their schools majority of the headteachers (83.3%) cited the availability of guidance and counselling and 55.6 percent of the headteachers agreed that guidance and counselling was an effective measure of curbing dropout of pupils. The following conclusions were drawn; that lack of enough instructional materials influenced drop out. The level of teacher training did not affect pupils drop out of school. There were other reasons that contributed to pupils drop out. The reasons as to why pupils drop out of school were peer pressure, work as labourers, family problems and low self esteem among others. Although some teachers were able to give individual attention to every pupil in class, there were some that had no much time to be able to attend to all pupils. Some of the suggested remedy by the headteachers was guidance and counselling to all pupils. The following recommendations were made, provision of adequate instructional materials would prevent drop out in schools. To encourage more pupils to have individualized attention from the teachers, Teacher Service Commission should be encouraged to employ more teachers. Guidance and counselling and parent's participation in their

children's learning should be encouraged through the school administration inviting parents' to come to school and discuss their children performance.

## INTRODUCTION

It has proved to the study

education is both consumption and an investment. Educated people work and use their knowledge that enable them to increase their production and hence receive higher earnings. World Bank (1980) affirms the benefits of a country's investment in human capital. Education is not only a basic human right, it is also a basic component of social and economic development. The overall benefits of education pay great economic dividends, especially in the process of development towards social progress (Pascopoulet and Woodhall 1990).

According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 1998), Education is one of a number of strategies to reduce and contribute to inequality. It is one of the world's most powerful tools to help people who are disadvantaged and to ensure that they have the skills and knowledge necessary to lead a better life.

The Universal Declaration of Human Rights, the Universal Declaration of Education, and the United Nations in 1948, stated that "everyone has the right to education". This resolution has subsequently influenced international treaties for education. The resolution has been reaffirmed and its goal sought to be achieved.

The United Nations Millennium Declaration, adopted in 2000, set a goal to "ensure that all children complete primary school" and "achieve universal primary education by the year 2015".

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Education is both consumption and an investment. Education equips people with skills and knowledge that enable them to increase their productive capacities and hence receive higher earnings. World Bank (1980) affirms that education is a productive investment in human capital. Education is not only a basic human right, but also a basic component of social and economic development. In the planned investments education pay great economic dividends, especially in the poor countries. This contributes to social progress (Psacharopolous and Woodhall 1985).

According to United Nations Educational, Scientific and Cultural Organizations (UNESCO), (1998), Education is seen as a means of promoting equality; though at times contribute to inequality. It further indicates that in today's knowledge based society; those who obtain a good basic education continue to learn throughout their lives to remain economically viable. Those lacking a solid educational foundation are destined to fall further and further behind. The Universal Declaration of Human Rights adopted by the United Nations in 1948, stated that 'everyone has a right to education. This assertion has subsequently influenced international conferences and normative texts where it has been reaffirmed and its goal sought to be achieved.

The Dakar Framework for Action called upon countries to adopt policies and practices that were to ensure 'Universal access to, and completion of primary education by the year 2000'. It also urged countries to pursue 'Improvement in

learning achievement such that an agreed percentage of an appropriate age cohort that is 80 percent of 14 year- olds surpassed or attained a defined level of necessary educational achievement (UNESCO, 1998).

According to UNESCO (1998), wastage is about missed opportunities for individuals, communities, entire nations and regions of the world. It deprives the developing countries of the ability to make the most efficient use of scarce resources and it takes its greatest toll on the most vulnerable groups in society. Wastage is evident in the 84 million primary- school age children who are not enrolled in school, of which three out of five are girls. Wastage also concerns the pupils who complete the primary cycle but fail to gain the intellectual, social, cultural and ethical knowledge and skills that schooling should provide. It also concerns children who complete their primary school education without acquiring an adequate mastery of reading. Children who never gain access to school and those who never enrol but do not attain an adequate level of learning constitute a tragic wastage of the human, social, and economic potential of the countries concerned. Wastage is about pupils who start school but drop out before they reach sustainable literacy and numeracy level. Also wastage occurs when pupils have to repeat grades. In developing countries especially, this is often a prelude to drop- out.

Dropout and repetition, results from limited learning opportunities in overcrowded classrooms with insufficient learning materials and under-qualified teachers. Also household poverty, inequalities linked to language and ethnicity, and rural- urban differences all contribute to the problem (Alexander, 2008).

In Chile inefficiency in schools was experienced due to inadequacy of textbooks, negative attitude of teachers towards textbooks and inability of poor children to buy books, even when teachers wished to use them (Heyneman, Farrel, and Sepulveda-Stuardo, 1978). In Mexico, the government devised a policy on provision of free textbooks for primary school pupils in order to improve educational efficiency and equity. This raised academic standards and increased the efficiency of production. Lack of instructional materials such as textbooks was experienced in Philippines and Nicaragua. The Philippine government with the assistance of the World Bank launched US\$37 million textbook project to provide textbooks and to increase the ratio between textbook and pupils from 1:10 to 1:2 whereas in a sub sample of schools, ratio of 1:1 was realized in teacher training in the use of textbooks. The increase in the number of textbooks had a sizable impact on pupil achievement (Psacharopoulos and Woodhall Maureen 1985).

In Ghana, Madagascar, Morocco, Niger, Senegal, Sierra Leone, and Uganda, school wastage was rampant in that the recruitment and retention of teachers remained a challenge particularly where resources were limited. Schools resorted to hiring teachers on limited contracts, drawn from the community, outside the public service pay and tenure structures, as a way to provide the human resources needed to cope with rapid expansion (Antonowicz, Lesne', Stassen, and Wood, 2010). This was solved by upgrading of existing teachers, particularly licensed and paraprofessional teachers. This teacher upgrading contributed in different ways to ensuring that there



was enough qualified teachers for primary and secondary students (Research on Poverty Alleviation (REPOA), 2008).

In Senegal, dropout was rampant. The survival rates to grade 5 for children who started school two years late being ten percent. This was lower than for children who started on time. Consequently, repetition rates for underage or overage children tended to be much higher than those who started on time. This was curbed through applying policies such as fees abolition, more stringent regulations on age limits and alternative programmes for over-age children. This was to concur with the prerequisites for Universal Primary Education (UPE) which states that children should start school on time in order to complete a full primary cycle at the appropriate age since delayed school entry can lead to dropout and is also associated with repetition (EFA Global Monitoring Report, 2011).

In Tanzania wastage was experienced where Teacher Pupil Ratio (TPR) was a factor on student performance. At national level, TPR stood at one teacher per 40 students. At Dar es Salaam district level TPR ranged from 29 to 121 pupils for one teacher. The ministry sought to improve these TPRs by allocating the deployment of anticipated new teacher graduates based on districts. This ensured that those districts which had low TPRs received more teachers while those that had high TPRs received fewer. Districts which had TPRs of less than 45 students per teacher were not allocated any new teacher (REPOA, 2008).

In Kenya, a significant improvement in access to primary education was witnessed during the inception of Free Primary Education (FPE) in 2003 by the government. The primary schools Net Enrolment Rate (NER) rose from 79.8 per cent in 2003 to 91.6 percent in 2007. This was a commendable increase when compared to the targeted NER of 84.4 per cent for 2007, an increase of 7.2 percentage points (EMIS, Ministry of Education, 2007). Primary school completion rate, 2002-2008 shows that the country has not yet realized the 100% completion rates due to wastage being experienced in primary schools (Republic of Kenya 2007). Starting school on time will help complete primary education because delayed school entry is closely associated with increased risk of dropout. Late entry is associated with higher rates of repetition in early grades, which can increase the cost of education to households and weaken the internal efficiency of the education system (EPDC, 2008).

According to Mwala District development plan 2008-2012, the dropout rates are 3.9% and average teacher-pupil ratio is 1:36. There is also a staff imbalance. There are a total of 62 public primary schools, 470 teachers, and 16,998 pupils in the division. The performance is average (Republic of Kenya, 2009). Below is KCPE performance of the Division from Year 2007-2011.

**Table 1.1 Mwala Division KCPE Performance Years 2007-2011.**

<b>ZONES</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Mbiuni	222.07	249.06	249.70	251.77	250.73
Kathama	290.75	306.19	311.72	321.14	304.09
Mwala	114.60	247.49	234.72	248.58	246.36

Source: Area Education Officers' Office, KCPE Performance File, Mwala, (2012).

The table 1.1 shows that, in the division, only Kathama zone relatively gets good performance steadily of an average mean score of 306.77 from year 2007 to 2011. Mbiuni zone had an average mean score of 244.67 for years 2007 to 2011. Mwala zone had a mean score of 218.35 for years 2007 to 2011 which meant that performance was below average. Therefore the division from years 2007 to 2011 had a mean score of 256.6 which is just slightly above average mean performance. Also in the District Education Officers' (DEO) meeting held on 22/9/2009 in Mbiuni zone, the DEO addressed the issues of low performance in schools which have been contributed by low teacher pupil ratio of 1:50, low pupil book ratio of 1:3, advanced ages of pupils in all grades, and inadequate trained teachers in Mwala Division. She acknowledged that with full utilization of the available school resources performance could be improved. The District Quality and Standards Officer (DQASO) requested teachers to show their competency by preparing, using and keeping professional records. He emphasized on effective teaching to be reflected in exams by 75 percent, use of instructional materials 15 percent and government contribution 1 percent" in order to improve performance. This is an indication that there is wastage in Mwala

Division and thus the need to assess the school based factors influencing this wastage and possible solutions to curb it in the Division.

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

The information from Mwala District Development Plan 2008-2012, the DEOs inputs in her meeting with teachers in the division and the performance, it is clear that elements of wastage exists in public primary schools in Mwala Division, Mwala District. This gap is further observed in the Area Education Officer's (AEO) enrolment records of the period 2005-2012. The records show that cohort analysis of Grade 8 of year 2005-2012, enrolment in Grade 1 in the year 2005 was 2146. By the year this Grade 1 pupils was completing Grade 8 in the year 2012, the enrolment was 1670. This was a difference of 476 pupils which accounted to 22.18%. The difference may have been due to dropout and repetition of pupils in the cause of this progression from one grade to the other. This shows low completion rates, hence wastage in education. The high enrolment in Grade 1 may have been caused by the inception of Free Primary Education (FPE) in 2003 by the government which allowed out-of-school children back to school without any payments for tuition. This made big number of out-of-school children to go back to school though the number reduced as time went on.

With Free Primary Education (FPE), and non- governmental organization (NGOs) especially Red Cross providing relief food and Partners for progress providing sanitary towels for girls in some public primary schools to improve retention Republic of Kenya (2009), still pupil's dropout and repetition persists in the Division. How to

curb pupil's dropout and repetition in public primary schools has been a challenge to educationists and other stakeholders and hence the need to study the school based factors' influence on pupils' dropout and repetition in Mwala Division, Mwala District.

### **1.3 Purpose of the Study**

The purpose of this study was to find out the school based factors influencing pupil's dropout and repetition in public primary schools in Mwala, Division, Mwala District.

### **1.4 Objectives of the Study**

- i) To examine the provision of instructional materials' influence on pupils' repetition in public primary schools in Mwala Division, Mwala District.
- ii) To determine how level of teacher training affects pupils' dropout in public primary schools in Mwala Division, Mwala District.
- iii) To examine how pupils' age influence dropouts in public primary schools in Mwala Division, Mwala District.
- iv) To establish the extent to which teacher-pupil ratio affects pupils' dropout in public primary schools in Mwala Division, Mwala District.

### **1.5 Research Questions**

- i) How does the provision of instructional materials influence pupil's repetition of grades in public primary schools in Mwala Division, Mwala District?
- ii) How does level of teacher training affect pupils' dropout in public primary schools in Mwala Division, Mwala District?

- iii) How does pupils' age influence dropouts in public primary schools in Mwala Division, Mwala District?
- iv) To what extent does teacher pupil ratio affects pupils' dropout in public primary schools in Mwala Division, Mwala District?

### **1.6 Significance of the Study**

The findings of this study may be used by the planners, in formulating policies to minimize drop out and repetition rates among pupils in public primary schools. Education administrators and educational agencies may be helped by the study to better understand school based factors that influence pupils' dropout and repetition in public primary schools so that they look for ways of curbing it. The study may help school committee to look for ways of curbing the problem of drop out and repetition rates among pupils in public primary schools. The findings of this study may help teachers to device methods of minimizing school related factors that cause drop out and repetition in public primary schools. Also the findings of the study is hoped to form part of the relevant educational data for future research.

### **1.7 Limitations of the Study**

Some information sought was considered confidential especially those to do with repetition thus the people holding information were reluctant to release them since it was against government policy. The researcher used triangulation of instruments so as to improve the validity and reliability of research findings. Patton (2002) advocates the use of triangulation by stating "triangulation strengthens a study by combining methods. This means using several kinds of methods or data, including using both

quantitative and qualitative approaches". The researcher got information on repetition by doing document analysis, use of questionnaire and findings of focus group discussion.

### **1.8 Delimitations of the Study.**

The research was conducted in public primary schools in Mwala Division, Mwala District and may not reflect the situations of public primary schools in the entire parts of the country. Also the school based factors that influence pupils' wastage of repetition and dropout are many hence the researcher concentrated on a few namely, instructional materials, level of teacher training, pupils' age and teacher pupil ratio.

### **1.9 Assumptions of the Study**

The study was conducted on the assumption that school based factors do influence dropouts and repetition among pupils in primary schools.

### **1.10 Definition of the significant terms**

**Achievement** refers to performance on standardized tests or examinations that measure knowledge or competence in a specific subject area.

**Cohort** refers to a group of persons who jointly experience a series of specific events over a period of time.

**Completion rate** refers to the proportion of pupils who complete the last grade of a school cycle divided by the number who enrolled in the grade at the beginning of the cycle.

**Drop-outs** refer to those students who have withdrawn from school prematurely.

**Dropout Rate** refers to the percentage of students withdrawn from school prematurely or from a grade within a given year.

**Internal Efficiency** refers to the relationship between inputs and outputs within the education system or within individual institutions.

**Net Enrolment Ratio (NER)** refers to enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

**Primary Education** refers to the institution that offers the first eight grades of schooling excluding nursery school.

**Repeaters** refer to the number of pupils enrolled in the same grade or level as the previous year, expressed as a percentage of the total enrolment in that grade or level.

**Repetition** refers to those students who stay in the same grade in the subsequent year as they were in the previous year.

**Repetition Rate** refers to the division of the number of pupils who repeat the same grade in a subsequent year by the total enrolment in the same grade in the previous year.

**School based factors** refer to those aspects within the school environment that relate to pupils' engagement and well-being for example motivation, communication, interaction process, support decision goal process, control process and many others..

**Teacher- pupil ratio (TPR)** refers to the average number of pupils per teacher at a specific level of education.

**Triangulation** refers to using several kinds of methods including using both quantitative and qualitative approaches so as to improve the validity and reliability of research findings.



**Wastage** refers to pupils who do not complete their schooling in the prescribed number of years either because they drop out of school entirely or because they repeat one or more grades mostly at primary school level.

### **1.11 Organization of the Study**

The study is organized into five chapters. The first chapter is the introduction to the study which comprises the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study, definition of significant terms as used in the study and organization of the study. Chapter two presents the literature review with sub- themes on instructional materials and repetition, level of teacher training and dropout, pupils' age and drop out, teacher pupil ratio and drop out, theoretical framework, summary of literature review and conceptual framework for the study. The third chapter establishes the research methodology and entails the research design, target population sample and sampling procedures, research instruments, data collection procedures, validity, and reliability of research instruments and the data analysis techniques. Chapter four contains the data analysis and interpretations, Chapter five contains the summary of the study, conclusions and recommendations based on the study findings.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter contains provision of instructional materials and repetition of grades, level of teacher training and dropout, pupils' age and dropout, teacher pupil ratio and dropout, summary of literature review, school based factors influence on pupils' wastage in public primary schools, and theory of production function.

#### **2.2 Provision of Instructional Materials and Repetition of grades**

According to EFA, Global Monitoring Report (2005), grade repetition is a proportion of children who do not master the curriculum because (because school quality was insufficient). It further stated that, a high level of grade repetition is a sign of dysfunctional school system often exacerbating dropout and resulting in overcrowded schools. Unesco, (1998), indicates that repeating grades is inefficient because it increases the unit cost without increasing the number of graduates produced. Resources devoted to a repeater could also have been used either to permit another pupil to enter school or to improve the quality of instruction for pupils already there.

In most cases books, charts, maps and other teaching/ learning materials are not adequate. In some areas they are not available. The issue of adequacy of materials is a serious one especially in countries where allocation of financial resources for education is very low. Such a situation usually co-exists with other related problems i.e. inadequacy of furniture, classrooms and other practical and visual equipment. Where such shortfalls prevail, learners have to stretch themselves to have access to a

class reader shared by five learners. This situation paves way for students' low participation leading to low performance, particularly in mathematics and sciences (Mbilinyi, 2003).

According to Psacharopoulos and Woodhall (1985), the provision of textbooks for primary school pupils in Mexico was an important part of the government's policy to improve educational efficiency and equity. The use of text books would raise academic standards and increase the efficiency of a school system. The production and distribution of textbooks was as important as teachers' salaries and school buildings in determining output. Numann and Cuanningham (1982) summarized Mexican experience and concluded that text book development and supply required and deserved the same priority as teacher development and school construction.

Even though many types of teaching materials have proven their potential for increasing quality, the implementation stage is still weak. The overall problem of utilizing teaching materials is caused by limited financial support and by a lack of technical knowhow. The amount of budget provided each school for teaching materials is very small. It is not possible for a school to provide enough teaching materials to cover all teaching areas. According to Heyneman, Jamison and Montenegro (1984) as quoted by Psacharopoulos and Woodhall (1985), Philliphine government launched a US\$37 million textbook project in 1977-78 to provide improved textbooks from the ratio of 1:10 to 1:2 in a sub-sample of school and 1:1 teacher training on the use of textbooks. The increased number of textbooks had sizable impact on pupil-achievement in those three areas.

According to Jamison, Barbara, Klaus & Henyman, (1981), Uganda centralized the purchasing of school text books to improve efficiency of production and the distribution of books. This strengthened the relationship between pupils' economic status and access to books rather than being diminished by the decentralization. Evidence from both countries, together with that from small-scale studies in other countries such as a study of mathematics teaching in Nicaragua suggests that investment in books may significantly improve the efficiency of education, particularly at the primary school level.

Heyneman, Jamison, and Montenegro, (1984), indicates that developing countries devote a very small proportion of school expenditure to teaching resources. They observed that industrial countries allocated 14% of primary school recurrent costs to classroom resources and 86 % to salaries. Asia allocated 91% and Africa 96%. This shows that even a small reallocation of resources could increase efficiency. They suggested a minimum of 10% of public recurrent expenditures to be devoted to teaching tools. Lockheed and Verspoor, (1991), indicated that the production of improved textbooks, teaching materials, and teaching quality increases the holding power of schools. This improves the quality of education and reduces students' dropout and improves retention.

### **2.3 Level of Teacher Training and Dropout of pupils**

Research studies indicate that teacher's background, such as academic qualifications and teaching experience is related to the student achievement. Teachers have a very big role to play in the teaching and learning process. They are the chief facilitators for

learning to take place. Two main factors about teachers that seriously affect school performance are adequacy and quality. Inadequacy of teachers in a school causes idleness, boredom in the learners and wastage of time. Overload for the few teachers results into a low delivery rate. In countries like Kenya and Tanzania, an uneven distribution of teachers is a factor which causes shortage, especially in rural areas. The shortages of teachers contribute to low performance and dropouts (Mbilinyi, 2003).

Quality of teachers is another contributing factor in the African region. In most of the sub-Saharan African countries, situations exist in which teachers are not adequately trained. Retraining programs are not well established and teachers are not adequately motivated. As a result they under- perform. Teachers are not innovative and creative; they are not learner friendly and do not use gender responsive approaches in teaching. Remedial lessons are hardly given. Teachers have no interest and do not motivate learners. They are harsh, dictatorial and self- centred. Learners therefore run away from school or just decide to lie low, (FAWE, 2002). Responsible organizations have tried to provide in-service teacher training programs to improve teacher efficiency.

Children who enter school with lower levels of literacy, numeracy and learning development need to have access to well- trained and experienced teachers. This can provide a foundation for smooth progression through the system. Better- trained teachers are often concentrated in the higher grades (Global Monitoring Report, 2011).

Students in schools with high proportion of teachers holding a higher teaching certificate tend to have higher achievement, promotion rates and transition rates than similar students in schools with lower qualifications. According to Comber and Keeves (1973), as quoted by Psacharopoulos and Woohall (1985), data on students achievement, suggested that the increase in the level of teacher training in Chile and India improved the quality of output in terms of students cognitive scores in secondary schools. This confirmed that teachers do make a difference. The quality of teachers proved to be important. The best way to improve teachers' quality depended on conditions in the country. Quality was determined only after analysis of the costs and effectiveness of alternative ways of training and of using teachers. It also depends on the provision of textbooks and other complimentary inputs.

Woodhall et al (1985), observed that students do well when studying under teachers trained in a normal school as they do when taught by university graduates World Bank (1974). Husen, Saha, and Noonan (1978) as quoted by Psachalopoulos and Woodhall (1985), confirmed that trained teachers do make a difference and in particular teacher qualifications, experience and amount of education and knowledge was positively related to students achievement.

According to Sikhpanya (1983) and Mankang as quoted in Research and Evaluation on the Quality of Primary Education by Chinnapat Bhumirat, Somsri Kidchanapanish, Pansri Arunrungrueng, Ravawan Shinatrakool (1987), many teachers lack motivation to improve their careers due to inadequate support from administrators in academic affairs. Also school principals did not give genuine support to improve the teaching-

learning in physical education, but rather sought to improve their reputation through victories in sporting events. This kind of motive reflects a misconception about the real objective of physical education. Yodsaeranee, (1985), found in regard to moral education, primary school teachers lacked teaching skills in specific subjects such as drama, music, physical education, and vocational subjects.

Nyawara (2007), quotes from (World bank 1980 and Adams 1971) that administrative who works for effective/quality teaching and caters for more teacher training will have higher retention capacity in the school than one who concentrates more on expanding physical facilities where teachers in their personality traits do not display emotional stability, extraversion and dependability, pupils' performance will be affected. This results into frustration and eventual withdrawal of the pupils from school. Also teachers of low quality and poor methods of teaching can result into frustration and boredom and eventual dropout of pupils from from schools.

Lockheed and Verspoor (1991) suggest that the cost of initial training can be reduced by using shorter initial training periods and greater use of teacher in-service sessions. They further suggest that it may be more cost effective to focus on initial training because of organizational and physical realities that may preclude mounting expensive in-service training sessions for teachers. Class size may not be relevant, but in situations where there are more than 50 pupils to a teacher in crowded classrooms, class management can be problematic and hence learning can be affected. Even if examinations are useful in monitoring quality, the negative effects created by competition may cause greater problems for students and teachers.

## 2.4 Pupil's age and Dropouts

Lewin, (2007), indicates that dropout varied enormously in countries as Ethiopia, Philistines and Uganda. Many children when negotiating their way through the early grades were troubled. Dropout levels in these grades often rose sharply after withdrawal of school fees. Surges in enrolment increased class sizes and placed pressure on resources. In large classes of predominantly first-generation, many learners who were older than the official school entry age, confronted schools with immense challenges.

Patterns of high dropout in the first grade raised questions about how best to manage enrolment surges. Persistence of high dropout rates in countries such as Malawi and Uganda, where school fees withdrawal exists demonstrate the long term difficulties in maintaining education quality and school retention after rapid increase in intake. The high dropout rate in later grades goes with late-age entry to school. The risks of primary school drop out increases with age, though the strength of association varies (Sebates, Akyeamiong, Westbrook, Hunt (2010).

Little (2008) acknowledges that teaching different age groups has different requirements in terms of teaching/learning practices and curriculum. According to Lewin, (2007), age in grade 1 class in some countries ranges from 4 to 11 years and in Grade 6 from 10 to 21 years. EPDC, (2008), showed in a survey done in Senegal that survival rate to grade 5 for pupils who started school two years late were 10 percent which was lower than for pupils who started on time. Starting early can have adverse consequences: repetition rates for under-age pupils tend to be much higher than for



those who started on time. Over aged children due to late enrolment or high grade repetition, limit the number of years children have in school due to great pressures for over age children to earn income for the household (EPDC, 2008).

According to UNESCO, (1998) every primary-school pupil would spend one year at each grade level and complete a five-year cycle in five years, or a six year cycle in six years. When pupils repeat grades or dropout, the average number of 'pupil-years' required to move pupils through the cycle exceeds the prescribed number of years. Repetition ensured that pupils in each grade attain more or less the same level of learning and learn at about the same pace. Teachers end up dealing with pupils of varying ages and this undermines this assumption. Grade 1 teachers report on pupils' age indicates that pupils' age range from 5 to 8. A study in Kenya indicated that an age in Grade 1 ranges from 2 to 16 years. The age range found in some countries occurs in early grades due to both repetition and the practice of admitting younger and older children than the official entry age.

The ages in all classes is affected by the prolonged learners' stay in school as observed by Eshiwani (1984), in a study which noted that 58.3 percent of pupils in all classes surveyed had abnormal age due to repetition. This phenomenon has been linked to dropout. Repetition of these pupils also has negative psychological effects on pupils, because it tends to lower pupils' self esteem and damage peer relations. Hence, it has been cited as a major cause of school dropout, refuting the views of its proponents who see it as an appropriate investment in pupil recovery, since as it is

argued children do not all acquire knowledge and/or attitudes at the same rate (Theuri, 2004).

## **2.5 Teacher pupil ratio and its effect on dropouts**

The teacher pupil ratio is one indicator used to determine the adequacy of the number of teachers in relation to the number of pupils. Teachers with a low pupil-teacher ratio are likely to give individual attention to the pupils, and therefore increase the interaction. The teacher is able to cater for individual differences of the pupils in terms of ability and motivation. Huha (2005) noted that crowding in the class affects teaching and learning. Teacher-pupil ratio shows great inefficiency because low teacher-pupil ratios imply that more teachers serve relatively few pupils. Teachers working in a situation where teacher/pupil ratios are high would be expected to be overworked and lack time to prepare their work. Eshiwani, (1983) as quoted by Huha (2005) states that, teachers operating where teacher/pupil ratio is high would be expected to be overloaded. Koech in his Commission of Education, (1999) recommended the pupil teacher ratio in primary schools to be 40:1 and there be a minimum of one teacher per class plus the head teacher. He further recommended that when there are fewer pupils in a class, multi-grade teaching to be applied but in cases, where these are more than 40 pupils in a class, shift teaching to be applied.

According to Ojiambo (2009) as a result of FPE, the situation of the teaching force in most districts in Kenya is not promising. Teachers complain of increased pupil teacher ratios, many primary schools are understaffed. Many school management committees are of the opinion that as a result of the ban of levies, they are unable to

recruit extra teachers through the PTAs. In addition, Sifuna (2005) noted that these problems are contributing significantly to high school drop out rates and have seriously affected the inflow of pupils in primary education, for instance, districts that had registered over 20% increase in enrolment in 2003, hardly recorded more than 5% of standard one enrolment in 2004, (MOE,2007).

Seetharam, & Usha (2007), in their study on Education in rural areas, observed that the teacher pupil ratio was slightly lower in primary schools of Low Drop-out areas than it was in primary schools of High Drop-out areas. They further observed that if there was one teacher for every 41 students in Low Drop-out areas, there was one teacher for 48 pupils in High Drop-out areas. Hence, there was no difference in teacher-pupil ratio of single teacher schools in both the areas. There was one teacher on an average of 52 pupils enrolled in 1-IV standards of primary education in both Low and High Drop-out areas. However, if there was one teacher for 33 pupils in Multi-teacher Lower Primary Schools of Low Drop-out areas, the ratio was 1:49 in Multi-teacher Lower Primary Schools of High Dropout areas. Again, the position of Low Drop-out areas with respect to teacher-pupil ratio in Higher Primary Schools was better (1:39) than that in High Drop-out areas (1:49). 69.0 percent of schools in the state had no female teachers. Low Drop-out areas had a slightly higher percentage of schools with teachers of both sexes than that of High Drop-out areas. Unesco, (1998), indicates that children who drop out of school before acquiring sustainable reading and writing skills frequently relapse into illiteracy. Thus, dropping out undermines efforts to reduce adult illiteracy.

## 2.6 Summary of Literature Review

The school based factors represent the supply side factors that determine internal efficiency. In most instances it is the responsibility of the governments to ensure that quality is maintained in the school through the provision of qualified teachers, textbooks, desks, appropriate curriculum and sound policies. The quality of the school mainly affects the performance (achievement in classroom of the child) which in turn determines whether a child is promoted to the next class or not (Warren and Stock, 1985).

Many school based factors have been found to be responsible for high repetition and dropout in public primary schools in most African countries. Schools require pupils to have instructional materials such as textbooks so as to improve performance (Abagi, 1997a). Traditionally, educational researchers and planners believe that professionally trained teachers were more efficient and effective than untrained ones, and that's why Kenyan government allocated substantial amount in teacher education, (Abagi, 1997a). This was made so as to make teachers more productive in educational field. Dropout of pupils in primary schools increased with advancement of age of pupils in any grade hence proper entry age and policies to check it have to be reinforced, for efficiency to be realized, Global Monitoring Report (2011). Available studies suggest that high or low TPR is one of the main reasons for the poor quality and low efficiency which characterize primary education in Africa. Ratio of 40; 1 is found to be reasonable in developing countries, (Abagi, 1997).

## 2.7 Theoretical Framework.

The study was based on the Education Production function Theory as advanced by Mace (1979). In the production function theory, education process is looked at as where inputs are converted to outputs. Education is a kind of industry where people enter as raw materials and come out as finished products. The function shows relationship between two or more variables. These variables can be instructional materials, level of teacher training, pupils' age at admission, or teacher-pupil ratios which are some of the school based factors influencing pupils' wastage.

In equation form production function can be represented by:-

$A=f(C, D, E, T \text{ and many others}),$  where

A=Achievement/Attainment

C=Instructional materials

D=Level of Teacher Training

E= Pupils' age

T=Teacher Pupil Ratio

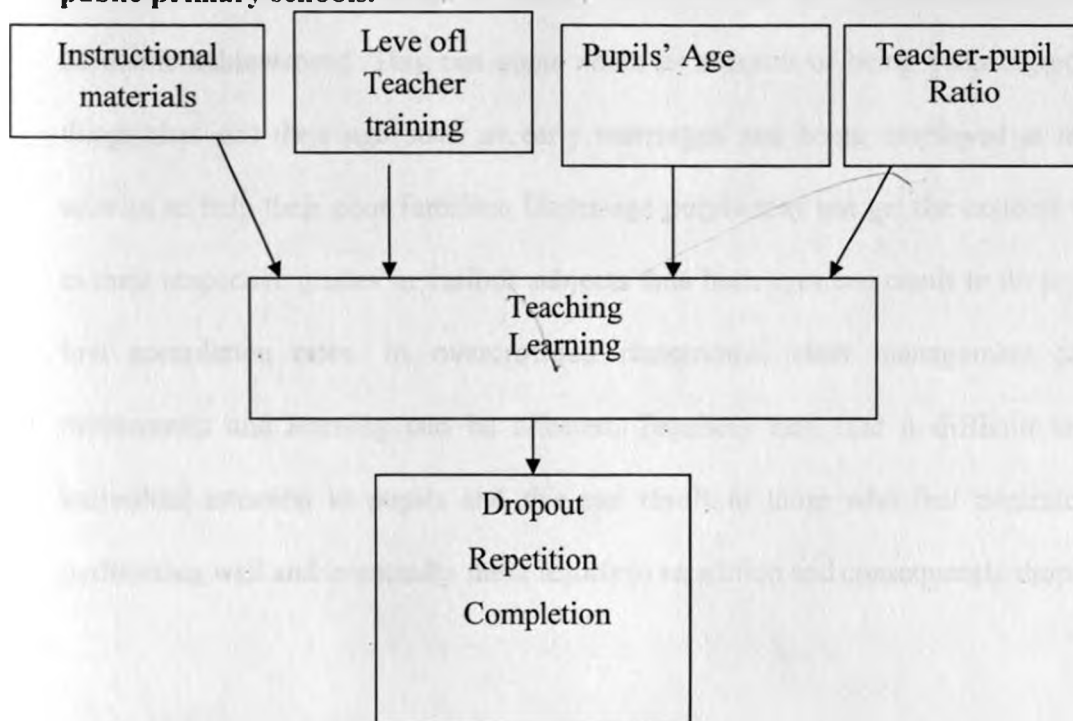
Without instructional materials, adequate level of teacher training, proper pupils' age , and fair teacher-pupil ratio, it is indeed very difficult to create a child friendly environment hence this can result in pupil's dropping out of schools and repetition of grades. When the variables in this function interact well with pupils in the teaching/learning environment, pupils are able to complete certain level of education having acquired certain level of knowledge and skills. The pupil-book ratio has not reached 1:1 hence pupils feel bored and consequently drop out of school. Others do

not read and study well due to this scarcity and result in repeating grades. Many schools due to inadequate trained teachers in schools end up employing untrained teachers who parents employ through contribution of tuition fees. When pupils fail to pay promptly, they are sent home and consequently end up not studying enough hence repeat grades or dropout out of schools. Overage and underage pupils are common in schools and the teachers are not able to strike the balance during teaching/learning process. This too results in over-aged pupils feeling out of place and eventually drops out of school. In some schools the teacher-pupil ratio is quite low and to give individual attention becomes very difficult. In other schools the teacher-pupil ratio is low. To have few pupils doesn't always imply efficiency because some could just be average and below average and hence low teacher productivity marked by pupils dropping and repeating due to failure experienced in the poor performance. This study on school based factors influencing pupil's wastage in public primary schools in Mwala Division, Mwala District will help to come up with ways of curbing this wastage in order to increase output of improved performance and retention of pupils in schools.

## 2.8 Conceptual Framework

The conceptual framework shown in figure 1.1 captures school based factors and their influence on dropout, repetition, and completion.

**Figure1: School based factors that influence pupils' dropout and repetition in public primary schools.**



Adopted from Abagi and Odipo, (1997) Efficiency of Primary Education in Kenya, pg. 14

The figure shows the interrelationship between various factors thought to cause dropout and repetition in an education system. Instructional materials such as textbooks enhance pupils' achievements and therefore reduce repetition. The use of textbooks raises academic standards and increases the efficiency of schools. When instructional materials are not provided, the result is low educational achievement which results in repetition and dropout of pupils. Thus repetition impacts on the

primary school completion rates. The higher the repetition rate the fewer the children that complete primary schooling and the more likely there is of some children who have repeated going to dropout. The teacher is the single most important factor in improving pupils' achievement outcomes. Unattractive teaching methods due to lack of teacher's inadequacy results in pupils dropping out of schools due to low academic achievements. Getting pupils to school at advanced age can contribute to low academic achievement. This can come about as a result of being preoccupied with things that suit their age such as early marriages and being employed at meagre salaries to help their poor families. Under-age pupils may not get the concept taught in their respective grades in various subjects thus both ages can result to dropout and low completion rates. In overcrowded classrooms, class management can be problematic and learning can be affected. Teachers may find it difficult to offer individual attention to pupils and this can result in those who feel neglected not performing well and eventually these results to repetition and consequently dropout.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with research methodology that is used in conducting the research study. It was sub-divided into research design, target population, sample size, and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures, and data analysis techniques.

#### **3.2 Research Design**

The study adopted descriptive survey design to investigate the school based factors influencing pupils' wastage in public primary schools. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). The study enabled the researcher to determine the insight into intensive, descriptive and holistic analysis of the variables on dropout and repetition among primary school pupils.

#### **3.3 Target Population**

According to Best and Khan (1998), a target population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The study targeted the head teachers, teachers, and pupils in all 62 public primary schools of Mwala Division, Mwala District. According to the Area Education Officer's (AEO) office Mwala Division, the division had 62 head teachers, 470 teachers, and 16,998 pupils as at January 2012. Hence the target population was 62 head teachers, 470 teachers and 16,998 pupils.

### **3.4 Sample Size and Sampling Procedures**

A sample is a small proportion of a population selected for observation and analysis (Best & Kahn, 2002). The researcher used simple random sampling to select the sample for the study. The total number of public primary schools is 62. From this number, random sampling was used to select 20 schools, 20 head teachers, 470 teachers translating to 7 teachers in each sampled school. This formed 32.3% of the population, which is more than the minimum of 10% of the target population, which is recommended by research scholars such as Gay (1976), as enough for descriptive studies. Stratified random sampling was used to classify pupils into strata of their classes, 5-7. Purposive sampling was used to select eight repeaters from classes 5 to seven and eight pupils who dropped out of school but resumed back after some time, were purposively sampled from classes 4 to 7 of the sampled schools for Focus Group Discussion since they were in a position to give reasons why they repeated grades and dropped out of school. For this purpose, there was one FGD of repeaters and one for dropouts who resumed classes. In total, there were sixteen pupils for focus group discussion in each sampled school.

### **3.5 Research Instruments**

This study used questionnaires, focus group discussions and document analysis. The researcher used questionnaires to solicit information from the head teachers and teachers. Mugenda and Mugenda (1999), assert that a questionnaire is a written set of questions to which the subjects respond in writing. The questionnaires had both closed and open ended questions and the matrix questions. The questionnaire was

used to gather information at school level on reasons for repetition and dropout of pupils and possible effort they are making to curb them in future.

Focus Group Discussion guide was used to gather information from class five, six, and seven. Repeaters from classes 5 to 7 and those pupils who dropped out of school and came back were sampled from schools under study to participate in the FGD since they were in a position to give reasons why they repeated grades and why they had dropped out of school earlier.

The researcher examined school records and other documents that were relevant, such as admission records, completion registers, with a view to obtain information on dropouts and repetition in the sampled schools. Document analysis of merit lists helped to note pupils who repeated grades especially at the beginning of the year, and Form A to get teachers' qualification profile.

### **3.5.1 Instrument Validity**

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Borg and Gall (1989) define validity as the degree to which a test measures what it purports to measure. According to Mugenda and Mugenda, (1999), content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. The researcher prepared the instruments in close consultation with

the supervisors in order to ensure that the items in the questionnaire covered all the areas under investigation. Best & Kahn (2002) observed that, content validity of the research instruments could be enhanced through expert judgment. The researcher's supervisors, as experts, helped to assess the validity of the instruments.

### **3.5.2 Instrument reliability**

Reliability, according to Orodho (2005), refers to the degree to which a particular measuring procedure gives similar results over a number of repeated trials. Reliability of the instrument was determined by establishing whether there were ambiguities in any item, and whether the instruments elicited the type of data anticipated, and also if the type of data desired was meaningfully analyzed in relation to research questions. The research instruments were tested using test retest method in order to assess their reliability. The questionnaires were given to the pilot respondents to fill, and then after one week, the same questionnaire was administered to the same respondents. The instrument and the data are said to be reliable, if there is a high co-efficient of reliability or stability from the test retest technique (Mugenda and Mugenda, 2003). To compute the correlation co-efficient of the instruments, Spearman's formula was used. The correlation co-efficient of the study was 0.81. The researcher accepted validity of items at a correlation co-efficient of 0.7, which is recommended by Kiess and Bloomquist (1985).

### **3.6 Data Collection Procedures**

A research permit to conduct the study was obtained from the National Council of Science and Technology which was presented to the District Education Officer (DEO)

of the district under the study. With this permit the researcher visited the selected schools for the study. In each school permission was sought from the head teachers who further helped the researcher to be in touch with the teachers. The researcher distributed the questionnaires to the teachers and collected them after a week. The pupils' focus group discussion was organized by the researcher with the help of the head teachers and planned on when the interviews was to be conducted. The researcher ensured that all the items in the questionnaires were answered before collection. This procedure was followed during piloting which was conducted before the actual data collection.

### **3.9 Data Analysis Techniques.**

In the process of bringing order, structure and interpretation to the mass of collected data, both qualitative and quantitative data was analyzed using the Statistical Package for the Social Sciences (SPSS) to increase accuracy of results.

Once the questionnaires, Focus Group Discussion, and document analysis were done, the mass of raw data collected was quantitatively analyzed whereby close-ended responses were assigned the numbers. Responses were placed into given categories. Open-ended responses were given and assigned numbers. Data was converted to numerical codes representing attributes or measurement of variables to permit quantitative analysis. Only one code was assigned to each response category. FGD was analysed thematically. Data was summarised using descriptive statistics. Frequencies and percentages were used in table form.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter gives data on questionnaire collected which was guided by research questions. The chapter presents descriptive data obtained from the sample drawn of 160 respondents.

The descriptive data obtained from the study is quantitative of qualitative obtained from the field for the sample population used in the study. Frequencies of responses and percentages were tabulated for the responses of items and demographic data. The information in the tables was used to answer the following objectives:-

- i) To examine the provision of instructional materials' influence on pupils' repetition in public primary schools in Mwala Division, Mwala District.
- ii) To determine how level of teacher training affects pupils' dropout in public primary schools in Mwala Division, Mwala District.
- iii) To examine how pupils' age influence dropouts in public primary schools in Mwala Division, Mwala District.
- iv) To establish the extent to which teacher-pupil ratio affects pupils' dropout in public primary schools in Mwala Division, Mwala District.

#### 4.2 Questionnaire return rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. The returned questionnaires were from 118 teachers, and 18

headteachers who were key informants. Analysis and data interpretation was based on these returns.

**Table 4.1: Questionnaire return rate**

	<b>Sample</b>	<b>Response</b>	<b>Percent</b>
Teachers	140	118	84.3
Headteachers	20	18	90.0
<b>Total</b>	<b>160</b>	<b>136</b>	<b>85</b>

From Table 4.1, the return rate represented 85 percent of the total respondents. Mulusa (1990) stated that 50 percent return rate was adequate, 60 percent good and 70 percent very good. The return rate was hence considered good to provide required information for the purpose of data analysis.

### **4.3 Demographic data**

This section presents the characteristics of personal attributes of individual respondents. They include; gender, age, highest level of education, professional experience and period in the current school for the headteachers. The teachers were asked to indicate their gender, age, professional experience and period in the current school. The rationale behind inclusion of these attributes in the analysis is that they help to explore on school based factors influencing pupils' wastage in public primary schools.

### Gender of teachers and headteachers

Gender of both the teachers and principals is important since different genders handle pupils differently. Table 4.2 shows the gender of teachers and principals respectively.

**Table 4.2**

#### Gender of Teachers and Headteachers

	Teachers		Headteachers	
	Frequency	Percent	Frequency	Percent
Male	70	59.3	12	60.0
Female	48	40.7	8	40.0
<b>Total</b>	<b>118</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

From Table 4.2 it is clear that there are more male teachers and headteachers than their female counterparts. This shows that there is gender parity in the area, hence there is need to have equal representation of both gender both in managements position and teaching positions.

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### Age of respondents

The teachers and headteachers were asked to indicate their age. The results are as shown in table 4.3



**Table 4.3****Age of respondents**

	<b>Teachers</b>		<b>Headteachers</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Below 25 years	10	8.5	0	0
26-35 years	28	23.7	0	0
36-45 years	50	42.4	5	25.0
46-55 years	15	12.7	10	50.0
Above 55 years	15	12.7	5	25.0
<b>Total</b>	<b>118</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

From Table 4.3 half of the headteachers (50.0%) were aged between 46-55years and 42.4% of the teachers were aged 36-45years. This table shows a well represented population of teachers of all ages. From the findings, the fraternity of teachers and headteachers falls within the description of being mature and responsible adults who would perform both in class and in their administrative responsibilities.

**Period as a teacher for both the teachers and the headteachers**

The teachers and headteachers were asked to indicate the period they had served in their professions as teachers and headteachers respectively. The results are as shown in Table 4.4.

**Table 4.4****Experience in years as both teachers and headteachers**

Experience in years	Teachers		Headteachers	
	Frequency	Percent	Frequency	Percent
0-5 years	20	16.9	5	25
6-10years	20	16.9	6	30
11-15 years	48	40.7	3	15
16-20years	25	21.2	7	35
Above 20 years	5	4.3	0	0
<b>Total</b>	<b>118</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

From Table 4.4, most of the teachers (40.7%) had experience of 11-15years while 35% of the headteachers had served as headteachers for 16-20years. Hence the results showed that majority of the teachers and headteachers had worked for more than five years. This experience is reasonable for them to establish school based factors influencing pupil's wastage in public primary schools. For one to be promoted to head a school he/she needed to have teaching experience of a number of years.

**Duration in the current station**

The researcher wished to identify the time served in the current station by both the teachers and the headteachers. The results are as shown in Table 4.5

**Table 4.5**

**Duration in the current station**

<b>Experience in years</b>	<b>Teachers</b>		<b>Headteachers</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
0-5 years	78	66.1	2	10
6-10years	10	8.5	7	35
11-15 years	25	21.2	8	40
Above 15 years	5	4.2	3	15
<b>Total</b>	<b>118</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

From Table 4.5, majority of the teachers (66.1%) had worked in their current stations for 0-5 years while 40% of the headteachers had worked for 11-15years. Therefore the findings show that the teachers and headteachers had acquired appropriate experience. This also shows that both the teachers and headteachers would easily establish the school based factors influencing pupils' wastage in public primary schools.

**Qualifications of the Respondents**

In public primary schools we have the primary teacher one (P1), ATS IV and ATS III which are promotional grades through experience or teacher proficiency test. ATS IV is above P1 and ATS III is equated to the diploma grade. The two grades are recognised by the TSC by an appointment letter to the grades. Therefore, they can be

considered as professional qualifications. The headteachers were asked to indicate their qualifications. The results are as shown in Table 4.6.

**Table 4.6**  
**Headteachers Highest Professional Qualifications**

<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>
PI	5	25
MA/MSC	2	10
MED	5	25
BA/BSC WITH PGDE	2	10
DIPLOMA / ATS I	3	15
BED	3	15
<b>Total</b>	<b>20</b>	<b>100.0</b>

From Table 4.6, 25% of the headteachers had attained PI qualification and MED. Hence, the finding shows that the headteachers were qualified to lead their schools.

#### **4.4 The provision of instructional materials' influence on pupils' repetition in Public primary schools**

Grade repetition is a proportion of children who do not master the curriculum because school quality was insufficient. A high level of grade repetition is a sign of dysfunctional school system often exacerbating dropout and resulting in overcrowded schools. This study sought to examine how provision of instructional materials

affected pupils' repetition. The teachers were asked to indicate whether there were adequate textbooks for all pupils in every subject in their class. The results are as shown in Table 4.7.

**Table 4.7**

**Adequacy of textbooks for all pupils in every subject in class**

	<b>Frequency</b>	<b>Percent</b>
Yes	41	34.7
No	77	65.3
<b>Total</b>	<b>118</b>	<b>100.0</b>

The majority of the teachers (65.3%) indicated that there were no adequate textbooks for all pupils in every subject in class. The focus group discussion with both the repeaters and the drop out also established that there were no adequate textbooks and other instructional materials. The enquiry on the ratio of books to pupils per class from the teachers. The yielded data presented in Tables 4.8.

**Table 4.8****The ratio of Maths books and pupils in every class**

Class	Ratio of Maths books with number of pupils								Total	
	1:1		1:2		1:3		1:4		F	P
	F	P	F	P	F	P	F	P		
1	0	0	1	8.3	5	41.7	6	50.0	12	100.0
2	0	0	4	30.8	4	30.8	5	38.5	13	100.0
3	0	0	1	5.9	9	52.9	7	41.2	17	100.0
4	0	0	3	16.7	6	33.3	9	50.0	18	100.0
5	0	0	3	16.7	4	22.2	11	61.1	18	100.0
6	1	5.9	4	23.5	5	29.4	7	41.2	17	100.0
7	0	0	1	7.7	5	38.5	7	53.8	13	100.0
8	0	0	2	20.0	2	20.0	6	60.0	10	100.0
<b>Total</b>	<b>1</b>	<b>8</b>	<b>19</b>	<b>16.1</b>	<b>40</b>	<b>33.9</b>	<b>58</b>	<b>49.2</b>	<b>118</b>	<b>100.0</b>

From table 4.8, on average the ratio of books to pupils in all classes the ratio was 1:4 except in class 3 which had a ratio of 1:3. This implies that in most of the schools Mathematics books are inadequate. This concurs with Mbilinyi (2003) who found out that in most cases books, charts, maps and other teaching/ learning materials are not

adequate in schools. This situation may pave way for students' low participation leading to low performance, in mathematics.

The teachers were further asked to indicate the ratio of English books to pupils per class. The results are as shown in Table 4.9.

**Table 4.9**  
**Teachers' responses in ratio of English books to pupils**

Class	Ratio of English books to pupils										Total	
	1:1		1:2		1:3		1:4		1:5		F	%
	F	%	F	%	F	%	F	%	F	%		
1	0	0	2	16.7	6	50.0	4	33.3	0	0	12	100
2	0	0	7	53.8	4	30.8	2	15.4	0	0	13	100
3	0	0	5	29.4	9	52.9	3	17.6	0	0	17	100
4	0	0	7	38.9	9	50.0	2	11.1	0	0	18	100
5	0	0	5	27.8	9	50.0	4	22.2	0	0	18	100
6	0	0	7	41.2	7	41.2	2	11.8	1	5.9	17	100
7	0	0	3	23.1	6	46.2	4	30.8	0	0	13	100
8	1	10.0	7	70.0	2	20.0	0	0	0	0	10	
<b>Total</b>	<b>1</b>	<b>0.8</b>	<b>43</b>	<b>36.4</b>	<b>52</b>	<b>44.1</b>	<b>21</b>	<b>17.8</b>	<b>1</b>	<b>0.8</b>	<b>118</b>	<b>100</b>

From table 4.9, the ratio of English books to pupils were 1.3 pupils except in class 2 and class 8 which had a ratio of 1:2 pupils. The ratio of English books to the number of pupils was reasonable in most classes. The researcher observes that the ration of books to pupils has an impact on the performance of the students. This result agrees with Heyneman, Jamison and Montenegro (1984) as quoted by Psacharopoulos and Woodhall (1985), who noted that the Philliphine government launched a US\$37 million textbook project in 1977-78 to provide improved textbooks from the ratio of 1:10 to 1:2 in a sub-sample of school. The increased number of textbooks had sizable impact on pupil-achievement. The researcher then asked the teachers to indicate the number of science books to the number of pupils. The results are as shown in Table 4.10.



**Table 4.10****Teachers' Responses by class and ratio of science books to pupils**

Class	Ration of Science books to pupils										Total	
	1:1		1:2		1:3		1:4		1:7		F	%
	F	%	F	%	F	%	F	%	F	%		
1	0	0	1	8.3	5	41.7	6	50.0	0	0	12	100
2	0	0	4	30.8	6	46.2	3	23.1	0	0	13	100
3	0	0	2	11.8	8	47.1	6	35.3	1	5.9	17	100
4	0		4	22.2	8	44.4	5	27.8	1	5.6	18	100
5	0	0	4	22.2	6	33.3	8	44.4	0	0	18	100
6	0	0	5	29.4	6	35.3	5	29.4	1	5.9	17	100
7	0	0	3	23.1	5	38.5	4	30.8	1	7.7	13	100
8	1	10.0	6	60.0	1	10.0	1	10.0	1	10.0	10	100
<b>Total</b>	<b>1</b>	<b>.8</b>	<b>29</b>	<b>24.6</b>	<b>45</b>	<b>38.1</b>	<b>38</b>	<b>32.2</b>	<b>5</b>	<b>4.2</b>	<b>118</b>	<b>100</b>

From table 4.10, averagely 38.1 percent of the teachers indicated that the ratio of sharing books is 1:3 except for class 8. This implies that the number of pupils sharing books of science is similar to that in English. The researcher observes that the more the number of books to the number of pupils, there is a likelihood of empowering the pupils hence better grades. This agrees with Jamison, Barbara, Klaus and Henryman (1981) who noted that when Uganda centralized the purchasing of school text books

to improve efficiency of production and the distribution of books, this strengthened the relationship between pupils' economic status and access to books rather than being diminished by the decentralization. This significantly improved the efficiency of education at primary school level. This prompted the researcher to enquire how the social studies books were shared among the pupils. The results are as shown in Table 4.11.

**Table 4.11**  
**Teachers' responses by class and ratio of Social Studies books to pupils**

Class	Ratio of Social Studies books to number of pupils										Total	
	1:2		1:3		1:4		1:5		1:8		F	%
	F	%	F	%	F	%	F	%	F	%		
1	1	8.3	6	50.0	5	41.7	0	0	0	0	12	100
2	3	23.1	7	53.8	3	23.1	0	0	0	0	13	100
3	3	17.6	8	47.1	5	29.4	0	0	1	5.9	17	100
4	4	22.2	10	55.6	3	16.7	0	0	1	5.6	18	100
5	4	22.2	8	44.4	6	33.3	0	0	0	0	18	100
6	7	41.2	5	29.4	3	17.6	1	5.9	1	5.9	17	100
7	2	15.4	7	53.8	3	23.1	1	7.7	0	0	13	100
8	7	70.0	2	20.0	0	0	0	0	1	10.0	10	100
<b>Total</b>	<b>31</b>	<b>26.3</b>	<b>53</b>	<b>44.9</b>	<b>28</b>	<b>23.7</b>	<b>2</b>	<b>1.7</b>	<b>4</b>	<b>3.4</b>	<b>118</b>	<b>100</b>

From table 4.11, 44.9 percent of the teachers indicated that the number of pupils sharing one book were 1:3 except in class 6 and class 8 who had a ratio of 1.1 respectively.

**Table 4.12**

**The distribution ration of Kiswahili books to the number of pupils in the schools**

Class	Kiswahili								Total	
	1:2		1:3		1:4		1:5		F	%
	F	%	F	%	F	%	F	%		
1	2	16.7	6	50.0	4	33.3	0	0	12	100
2	6	46.2	5	38.5	2	15.4	0	0	13	100
3	5	29.4	7	41.2	4	23.5	1	5.9	17	100
4	4	22.2	10	55.6	3	16.7	1	5.6	18	100
5	5	27.8	7	38.9	6	33.3	0	0	18	100
6	7	41.2	5	29.4	4	23.5	1	5.9	17	100
7	2	15.4	7	53.8	4	30.8	0	0	13	100
8	6	60.0	3	30.0	0		1	10.0	10	100
<b>Total</b>	<b>37</b>	<b>31.4</b>	<b>50</b>	<b>42.4</b>	<b>27</b>	<b>22.9</b>	<b>4</b>	<b>3.4</b>	<b>118</b>	<b>100</b>

Table 4.12, 42.4 percent of the teachers indicated that the number of pupils sharing one book was 1:3 except in class 2, class 6 and class 8. In most of the schools the ratio of books fell at a ration of 1:3, hence there is need for the schools to be sensitized to buy more books in all subjects. This implies that under utilizing teaching materials' is caused by limited financial support and by a lack of technical know how. The amount of budget provided to each school for teaching materials is very small. Hence it is not possible for a school to provide enough teaching materials to cover all teaching areas.

#### **Pupil's repetition on class**

The teachers were asked to indicate the number of pupils who repeated in the class for the year 2012 because they lacked textbooks and other instructional materials. The results are as shown in Table 4.13.

**Table 4.13**

**Number of pupils repeating in class for the year 2012 because they lacked textbooks and other instructional materials**

<b>Number of pupils repeating</b>	<b>Frequency</b>	<b>Percent</b>
1-3	6	5.1
4-6	6	5.1
7-9	2	1.7
10 and above	2	1.7
None	103	87.3
<b>Total</b>	<b>118</b>	<b>100.0</b>

The majority of the teachers (87.3%) indicated that no pupils in their class had repeated for lack of textbooks. From the headteachers questionnaires, the headteachers were asked to indicate the cases of pupils repeating grades in their school because they lacked instructional materials like textbooks. The results are as shown in Table 4.14.

**Table 4.14**

**Distribution of headteachers with cases of pupils repeating grades in their schools**

	<b>Frequency</b>	<b>Percent</b>
Yes	14	22.2
No	4	77.8
<b>Total</b>	<b>18</b>	<b>100.0</b>

The majority of the headteachers (77.8%) felt that there were no cases of pupils in their schools repeating because of the lack of instructional materials. The headteachers affirmed that pupils made use of the available instructional materials. The pupils also indicated that they used the instructional materials available.

The conclusion drawn on provision of instructional material's influence on pupils repetition, majority of the teachers noted that there were inadequate textbooks but this did not make pupils from their classes to drop out of school as indicated by the majority of the teachers (87.3%) and 77.8 percent of the headteachers.

#### **4.5 How level of teacher training affects pupils' dropout in public primary schools**

The researcher wanted to know from the teachers whether the level of teacher training affects pupils' dropout in public primary schools. First the researcher asked the teachers to explain whether they used the skills gained in training to handle pupils in their class. The results are as shown in table 4.15.

**Table 4.15**

**The skills gained in training help to handle pupils in their class**

<b>Useful skills</b>	<b>Frequency</b>	<b>Percent</b>
Identifying learners and their abilities	86	72.9
Grouping learners according to their abilities	68	57.6
Give pupils necessary attention	29	24.6
Motivate pupils	20	16.9
Help in using right methodology- child-centred approaches	17	14.4
No Response	15	12.7

N = 118

From table 4.9, 72.9% of the teachers noted that the skills helped teachers identify the different learners and their abilities which include special need learners. This shows that they were able to apply the methods they learnt during training such as child-centred approach. These results agrees with (Darling-Hammond et al., 2008) who noted that child-centered pedagogies include models of teaching and learning that are project-based, collaborative, foster knowledge building, require self-regulation and assessment, and are both personalized (allowing for pupils choice and relevance to the

individual pupil) and individualized (allowing pupils to work at their own pace and according to their particular learning needs).

### Level of teachers training

From the document analysis the level of teachers' training is presented in Table 4.16.

**Table 4.16**

### Level of teachers training

	Frequency	Percent
P1 Teacher	60	35.7
ATS 1 Teacher	14	8.3
ATS 2 Teacher	5	3.0
ATS 3 Teacher	25	14.9
ATS 4 Teacher	24	14.3
Graduate	2	2.9
Untrained	27	16.1
Trained unemployed	11	6.6
<b>Total</b>	<b>168</b>	<b>100.0</b>

Table 4.16, indicated that 35.7 percent of the teachers were P1 Teachers, while 16.1 percent of them were untrained and 14.9 percent of the teachers had ATS 3. From these findings its clear that the majority of the teachers (83.9%) were trained hence this could not be a contributing factor to pupils drop outs.

### **Handling of subject by teachers**

From the focus group discussion, the majority of the repeaters and drop outs (78.2%) agreed that the teachers were comfortable with the subjects they handled; there was a good relationship between the pupils and the teachers. Only 21.8 percent of the drop outs indicated that it was because of their poor relationship with their teachers that they dropped out of school.

### **Pupils dropping out**

The study enquired whether there were pupils who drop out of class because of the teachers. The results are as shown in Table 4.17.

**Table 4.17**

#### **Presence of pupils dropping out of class**

	<b>Frequency</b>	<b>Percent</b>
Yes	33	28.0
No	85	72.0
<b>Total</b>	<b>118</b>	<b>100.0</b>

The majority of the teachers (72.0%) reported that in their classes there were no drop outs. The researcher observes that there were different reasons as to why pupils drop out of school. Some of the reasons given in regard to the level of teacher training includes: overage pupils hence they were uncomfortable to learn with their younger siblings. The other reasons are due to poverty / socio-economic reasons, excessive work in classes, parent negligence, parents also fail to participate in their children



schooling, lack of motivation from parents and the society, some orphans have no one to care for them, teachers in school are inadequate, and others drop out due to their own failure that is pregnancy on girls, drugs and substance abuse and influence of sand sellers but not because of teachers level of training.

From the focus group discussions of the repeaters, it was indicated that most of them who had a bad relationship with the teachers were overage. The overage pupils did not like to be beaten up by teachers. Lack of money to pay PTA teachers by the school due to poverty and many siblings in a family made them drop out of school. The overage pupils also left school because the young pupils looked down on them as a result of poor marks they got and being forced to be in classes (repeating) they did not like. These made them loose morale to be in school. From the discussion above the researcher concluded that there is no effect on teachers training on pupils' repetition. The teachers training did not contribute to pupils drop out of school as indicated by 83.9 percent of the teachers. There are other factors that encourage pupils drop out.

#### **4.6 How pupils' age affects dropouts in public primary schools.**

The study sought to know whether there were overage and underage pupils in class.

The results are as shown in Table 4.18.

**Table 4.18**

**Overage and underage pupils in class**

	<b>Overage</b>		<b>Underage</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Yes	70	59.3	70	59.3
No	48	40.7	48	40.7
<b>Total</b>	<b>118</b>	<b>100.0</b>	<b>118</b>	<b>100.0</b>

The majority of the teachers (59.3%) noted that there were overage and underage pupils in their classes. The presence of both overage and underage pupils causes different challenges to teachers when handling them.

The study wished to identify how the teachers treated both the overage and underage in the same classes. Some of the methods used included, guidance and counselling of both, accepting them and encouraging them, giving them responsibilities such as the class monitor, keeping the class neat, clean, motivating them to work extra hard, use of different techniques to encourage them to remain in school, giving them special attention, treating them like other pupils, rewarding them and making them feel appreciated by everyone.

From headteachers questionnaire the researcher wanted to know whether there were cases of dropout due to overage or underage in school. The majority of the headteachers (66.7 percent) noted that there was no drop out due to overage and underage.

Since admission was done as required at 4 years in pre-school and 6 years in class one then as the majority of the headteachers noted that there was no drop out in their school due to overage and underage. Hence age is not a determinant of pupils dropping out of school and repetition in classes.

#### **4.7 The extent to which teacher-pupil ratio affects pupils' dropout in public primary schools**

A low pupil-teacher ratio is likely to enable teachers to give individual attention to the pupils, and therefore increase the interaction. With this in mind, the researcher wished to establish whether teacher-pupil ratio's influenced pupils' dropout in the public primary schools. The responses on whether teachers' paid individual attention to all pupils in class are in Table 4.19.

**Table 4.19**

**Able to pay individual attention to every pupil in class**

	<b>Frequency</b>	<b>Percent</b>
Yes	69	58.5
No	49	41.5
<b>Total</b>	<b>118</b>	<b>100.0</b>

From table 4.19, the majority of the teachers (58.5%) said they were able to pay individual attention to every pupil in class. The teachers were asked to indicate whether there were cases where pupils dropped out of school for lack of individualized attention from the teachers, the results are as shown in Table 4.20.

**Table 4.20**

**Presence of pupils dropping out of school for lack of individualized attention from the teacher**

	<b>Frequency</b>	<b>Percent</b>
Yes	4	3.4
No	114	96.6
<b>Total</b>	<b>118</b>	<b>100.0</b>

The majority of the teachers (96.6%) said that there were no pupils who dropped out of school for lack of individualized attention from the teachers. The headteachers were asked whether there are pupils who drop out of school due to overcrowding in classes. The Majority of the headteachers (88.9%) said that pupils did not drop out of school due to overcrowding. The suggestions given by the headteachers and teachers contradict with those of Huha (2005) who noted that teachers working in a situation where teacher/pupil ratios are high would be expected to be overworked and lack time to prepare their work hence this can result to drop out.

#### **4.7.1 Discipline cases and curbing dropout**

The headteachers were asked to indicate how teachers handled discipline cases in their schools. In the case of discipline all the headteachers noted that teachers in their schools handle pupils with respect and care especially when it comes to discipline. This prompted the researcher to enquire from the headteachers whether there was guidance and counselling as a measure of curbing dropout among the pupils. The results are as shown in Table 4.21.

**Table 4.21**

**Availability of guidance and counselling as a measure to curb the dropout of pupils**

	<b>Frequency</b>	<b>Percent</b>
Yes	15	83.3
No	3	16.7
<b>Total</b>	<b>18</b>	<b>100.0</b>

The findings in Table 4.21 show that the majority of the headteachers (83.3%) cited the availability of guidance and counselling in their school as a measure used to curb the dropout of pupils. The researcher enquired to know how effective the same was as a measure to curb dropout of pupils. The results were as shown in Table 4.22

**Table 4.22**

**Effectiveness of guidance and counselling as a measure of curbing dropout of pupils**

	<b>Frequency</b>	<b>Percent</b>
Effective	15	83.3
Not Effective	3	16.7
<b>Total</b>	<b>18</b>	<b>100.0</b>

The majority of the headteachers (83.3%) agreed that guidance and counselling was an effective measure of curbing dropout of pupils.

From the teachers findings it is clear that pupils drop out rate and repetition is not determined by the teacher-pupil ration but are other factors that affect repetition and drop out. The study established that guidance and counselling was found to be effective in curbing the high rate of drop out among pupils as indicated by the headteachers.

#### **4.8 Summary of findings**

The study revealed that the majority of the teachers (65.3%) indicated that the rate of textbooks per pupils were 1:3 except for all subjects and except for a few classes. The focus group discussion with both the repeaters and those who had dropped out also established that there were no adequate textbooks and other instructional materials. The study revealed that 30.5 percent of the teachers noted that the skills helped them to identify different learners and their abilities including pupils with special needs. Another finding was that 21.2 percent of them were able to group learners according to their abilities. The study revealed that 30.5 percent of the teachers noted that the skills helped them to identify different learners and their abilities including pupils with special needs. The study established that the majority of the teachers noted that they pay individual attention to every pupil in class hence reducing cases of drop out in class. To curb drop out cases in their schools the majority of the headteachers (83.3%) cited the availability of guidance and counselling and 55.6 percent of the headteachers agreed that guidance and counselling was an effective measure of curbing dropout of pupils.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter contains the summary, conclusions, recommendations and suggestions for further research.

#### 5.2 Summary of the study

The purpose of this study was to find out the school based factors influencing pupil's dropout and repetition in public primary schools. The objectives of the study were to:

- examine how the provision of instructional materials' influence pupils' repetition in public primary schools, determine how level of teacher training affects pupils' dropout in public primary schools; examine how pupils' age influence dropout in public primary schools and to determine the extent to which teacher-pupil ratio's affects pupils' dropout in public primary schools in Mwala Division. The study adopted descriptive survey design. The study targeted the head teachers, teachers, and pupils in all 62 public primary schools of Mwala Division. The target population was 62 headteachers, 470 teachers and 16,998 pupils. Stratified random sampling was used to classify pupils into strata according to their classes, class 5-7. Purposive sampling was used to select eight repeaters from classes 5 to seven from the sampled schools and those pupils who dropped out of school but resumed back after some time, eight of them from each category, were purposively sampled from classes 4 to 7. The research instruments used were questionnaires, focus group discussions and document analysis. Descriptive analysis was used to analyse the data. Focus group discussion were analysed thematically.

### **5.3 Discussion of findings**

The following are the discussions of the findings.

On the provision of instructional materials' influence on pupils' repetition in public primary schools, the study established that the majority of the teachers (65.3%) indicated that the ratio of textbooks to pupils was 1:3 except for a few subjects in each class. The focus group discussion with both the repeaters and those who had dropped out also established that there were no adequate textbooks and other instructional materials. This situation paves way for students' low participation leading to low performance, particularly in mathematics and sciences.

On how level of teacher training affects pupils' dropout in public primary schools the study revealed that 30.5% of the teachers noted that the skills helped them to identify different learners and their abilities including pupils with special needs. Another finding was that 21.2 percent of them were able to group learners according to their abilities and 14.4 percent indicated that they meet each learners needs after identification of their needs. From the focus group discussion, the majority of the repeaters and drop outs (78.2%) agreed that the teachers were comfortable with the subjects they handle. There was a good relationship between the pupils and the teachers. The study established from the majority of the teachers (72.0%) that they had no drop out from their classes.

On how pupils' age influenced dropout in public primary schools, the study revealed that the majority of the teachers (59.3%) noted that there were overage and underage pupils in class. The researcher observes that the presence of both overage and



underage pupils causes different challenges to teachers when handling them. A majority of the teachers (45.8%) noted that overage pupils will drop out of school.

The headteachers also established that there were cases of dropout due to overage or underage in school this was also contradicted by the majority of the teachers (66.7%) who noted that there was no drop out due to overage and underage. The school policy on age at admission practiced in grade one as indicated by the headteachers were 4 years of age in admission to pre-school, 6 years of age at admission to class 1. Others encouraged children between 6-7years of age for admission to class 1. This finding agrees with Lewin (2007) who noted that age in grade 1 class in some countries ranges from 4 to 11 years and in Grade 6 from 10 to 21 years.

The extent to which teacher-pupil ratio affects pupils' dropout in public primary schools, the study established that the majority of the teachers (58.5%) were able to pay individual attention to every pupil in class. The findings revealed that the majority of the teachers (96.6%) said that there were no pupils who dropped out of school for lack of individualized attention from the teachers.

The majority of the headteachers (88.9%) also revealed that pupils did not drop out of school due to overcrowding. The suggestions given by the headteachers and teachers contradicts with Huha (2005) who found out that teachers working in a situation where teacher/pupil ratios are high would be expected to be overworked and lack time to prepare their work hence this can result to drop out.

To curb drop out cases in their schools the majority of the headteachers (83.3%) cited the availability of guidance and counselling and about 55.6 percent of the headteachers agreed that guidance and counselling was an effective measure of curbing dropout of pupils. This shows that although in majority of the cases where the pupils have been offered guidance and counselling, there was still drop out cases reported in their schools.

#### **5.4 Conclusions**

The following conclusions can be drawn from the findings of the study:

Provision of instructional materials influenced pupils to repeat, this was because there are no adequate textbooks for all pupils in a class. This was reported by the repeaters, drop out who resumed classes and also the headteachers who noted that their schools did not have adequate instructional materials. Hence there should be an established system in provision of instructional materials in all primary schools in Kenya.

The level of teacher training did not influence pupils drop out of school. There were other reasons that contributed to pupils drop out; such as shortage of teachers, age of the pupils learning with their juniors make them uncomfortable, poverty/ socio-economic reasons, excessive work in classes and parents negligence.

Pupils' age does not influence pupil's dropout. The reasons as to why pupils drop out of school were peer pressure, work as labourers, family problems and low self esteem among others. Guidance and counselling department should come in to curb such

reasons that make pupils drop out of school. The parents should also be requested to start participating in the children's learning activities. The recommend age of pupils at admission to class 1 is 6-7years.

Although some teachers were able to give individual attention to every pupil in class, there were some that had no much time to be able to attend to all pupils. This was because the classes are large and time for the lessons is limited. The Teachers service commission should employ more teachers to remove overcrowding in classes. Overcrowded classes make the teachers be overworked hence low performance.

### **5.5 Recommendation**

- There should be adequate instructional and textbooks for all pupils in class.
- To encourage more pupils to have individualized attention from the teachers, Teacher Service Commission should be encouraged to employ more teachers.
- Guidance and counselling and parent's participation in their children's learning should be encouraged through the school administration inviting parents to come to school and discuss their children performance.
- Suggested remedy by the headteachers was guidance and counselling to all pupils. The overage and underage will need guidance and counselling.

## **5.6 Suggestions for further research**

- **A similar study on school based factors influencing pupils' wastage in public primary schools in Kenya.**
- **Poor performance a cause of pupils' repetition of grades in public primary schools.**
- **Pupils' repetition of grades a cause of drop out in public primary schools.**

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## APPENDICES

### APPENDIX I: INTRODUCTION LETTER

Kamwitha Anastasia Muthanje

University of Nairobi

Department of Educational

Administration & Planning

P.O Box 92, Kikuyu

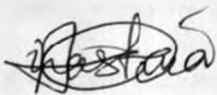
Dear Respondents,

**RE: RESEARCH ON THE SCHOOL BASED FACTORS INFLUENCING PUPIL'S WASTAGE OF REPETITION AND DROPOUT IN PUBLIC PRIMARY SCHOOLS IN MWALA DIVISION, MWALA DISTRICT, KENYA.**

I am a Master of Education degree student in the department of educational planning at the University of Nairobi. The study is designed to gather information on the above topic. Kindly provide information to all the questionnaire items. Please note that all the information given will be used for the purpose of the research study only. For this reason, do not write your name or the name of your school anywhere on this questionnaire.

Thank you for your cooperation.

Yours Faithfully



**Kamwitha Anastasia Muthanje**

## APPENDIX II:

### QUESTIONNAIRE FOR THE HEADTEACHER

This questionnaire is designed to gather data on assessment of school based factors influencing pupils' wastage in public primary schools in Mwala Division, Mwala District. Please give your response by either putting a tick (✓) on one of the options given or by giving your opinion. There are no wrong or correct answers. Please give honest opinions. Kindly respond to all items. Please do not indicate your name on the questionnaire. The information given herein will be treated with confidentiality.

#### Part A: Demographic

1. What is your gender?            Male [ ]            Female [ ]
2. What is your age? .....years
3. What is your highest academic/ professional qualification?
  - (a) M.A/MSC            [ ]            (b). M.ED            [ ]
  - (c) BA/BSC with PGDE [ ]            (d) B.ED            [ ]
  - (e) Diploma ATS            [ ]
  - (f) Any other (specify) .....
4. What is your professional experience as a headteacher? .....years
5. For how long have you been the headteacher in this school? .....years

#### SECTION B: Provision of instructional materials.

1a) Are there cases of pupils repeating grades in your school because they lack instructional materials like textbooks? Yes [ ] No [ ]

b) If yes, what are you planning to do as remedy to this problem?

Buy books [ ] Hold more extra tuition classes [ ] Intensify reading [ ]

2. Do pupils in your school make use of the already available instructional materials?

Yes [ ] No [ ]

If No, what are the reasons?

**SECTION C: Teacher Training**

3. Do teachers in your school handle pupils with respect and care especially when it comes to discipline? Yes [ ] No [ ]

4. If No, what do you plan to do to improve handling of pupils by the teachers?

5a) Does your school have guidance and counselling office? Yes [ ] No [ ]

c) If yes, how effective is guidance and counselling as a measure of curbing the dropout of pupils? (Tick one only)

Very Effective [ ] Effective [ ] Not Effective [ ]

**SECTION D: Pupils' age at admission**

6a) Are there cases of dropout due to overage or underage in your school?

Yes [ ] No [ ]

b) If Yes, what do you plan to do to check this in your school?

7. What school policy on age at admission does your school practice in grade one?

**SECTION E: Pupil-teacher ratio**

8. Are there pupils in your school who dropout of school due to overcrowding in classes? Yes [ ] No [ ]

c) If yes, tick the possible causes.

Some classes stay without teachers during the lessons [ ]

Children are never noticed when they are in the class or not [ ]

No much attention is paid on pupils, even marking their work is difficult due to overcrowding [ ]

*Thank you for your cooperation*

### APPENDIX III

#### TEACHER'S QUESTIONNAIRE

This questionnaire is designed to gather data on assessment of school based factors influencing pupils' wastage in Mwala Division, Mwala District. Please give your response by either putting a tick (✓) on one of the options given or by giving your opinion. No wrong or correct answers. Please give honest opinions. Kindly respond to all items. Please do not indicate your name on the questionnaire. Your response will be treated with confidentiality.

#### SECTION A: Demographic data

1. What is your gender? Male [ ] Female [ ]
2. What is your age ?..... year
3. What is your professional experience as a teacher ? .....years
4. For how long have you been the teacher in this school? .....years

#### SECTION B: Provision of Instructional Materials

1a) Are there adequate textbooks for all pupils in every subject in your class?

Yes [ ] No [ ]

b) If yes, please fill in the ratios of issuing books in the table below;

Class.....

Subject	Maths	English	Science	Social Studies	Kiswahili
Ratio					

2a) How many pupils repeated in your class this year because they lacked textbooks and other instructional materials .....

**SECTION C: Teacher Training**

3 How do skills you have help you to handle pupils in the class?

4 b) Do pupils dropout of your class? Yes [ ] No [ ]

If Yes, what are the possible causes in regard to the level of teacher training?

.....  
.....

**SECTION D: Pupils' age at admission**

5) Does your class have overage and underage pupils? Yes [ ] No [ ]

If Yes, how do you treat overage pupils in the class?

.....  
.....

6) Who drop out of school mostly in your class? Underage [ ] Overage [ ]

Give reasons for your answer?

.....

**SECTION E: Teacher Pupil Ratio**

7a) Are you able to pay individual attention to every pupil in your class?

Yes [ ] No [ ]

b) If No, give reasons for your answer.

.....  
.....

8a) Are there pupils in your class who have dropped out of school for lack of individualized attention from the teacher? Yes [ ] No [ ]

b) If yes, how do you plan to curb this in your class?

.....  
.....

*Thank you for your cooperation*

**APPENDIX IV**  
**PUPILS FOCUS GROUP DISCUSSION**

**REPEATERS**

Which class have you repeated?

What were the causes of repetition?

1. Did you repeat voluntarily/

Probes: Was it that you lacked books that forced you to repeat?

2. Do you have access to instructional materials?

Probes; Are there pupils who have dropped out of school because they didn't have textbooks and other writing materials?

3. How well do your teachers handle the subjects they teach?

Probe: Are you comfortable with the subjects they handle?

4. How is your relationship with your teachers?

Probes: Are there pupils who have dropped out of your school because of poor relationship with the teachers?

5. Who have dropped out of your school mostly?

Probes; was it those who are over aged?

Was it those who are under aged?

6. Have pupils dropped out of your class?

Probes: Was it because you were too many to be noticed by your teacher?

Was it because you were too few to be taught?

7. How much do you like your school?

Probe: Do you like the enrolment in your class?

*Thank you for your cooperation*

## APPENDIX V

### FOCUS GROUP DISCUSSION

#### BACK TO SCHOOL DROPOUTS

1. When had you dropped out of school?

Probe: Was it that you had repeated many times?

Was it that you had no access to textbooks?

2. Do you like your teacher?

Probe; How often were you punished in school?

3. What actually made to drop out of school?

Probes: Did the teacher suspend you?

Was it that the relationship with your teacher was poor?

4. During admission, were you placed in the class you wanted?

Probe: Were you forced to be in the class you didn't like?

5. Were you over-aged or under-aged when you begun schooling?

Probe: What was your age?

When had you dropped out of school?

Were you comfortable to be out of school?

6. Approximately how many were you in your class when you dropped out of school?

Probes: Was it because the teacher was busy with other pupils in the class and not with you?

Was it that your work was never marked?

*Thank you for your cooperation*



**APPENDIX VI**

**DOCUMENT ANALYSIS**

Document	Available	Not Available	Functional Level
Admission Records			
Class Registers			
Completion Records			
Form A			

## APPENDIX VII

### LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349

254-020-310571, 2213123, 219420

Fax: 254-020-318245, 318249

When replying please quote

secretary@ncst.go.ke

P.O. Box 30623 00100

NAIROBI-KENYA

Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/748**

Date: **22<sup>nd</sup> June 2012**

Anastasia Muthanje Kamwitha  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*School based factors influencing pupils' wastage in public primary schools in Mwala Division, Mwala District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Mwala District for a period ending 30<sup>th</sup> September, 2012.

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

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

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

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

Copy to:

The District Commissioner  
The District Education Officer  
Mwala District.

**APPENDIX VIII  
RESEARCH PERMIT**

**CONDITIONS**

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



**REPUBLIC OF KENYA**

**RESEARCH CLEARANCE  
PERMIT**

**GPK6055c3mt10/2011**

**(CONDITIONS—see back page)**

UNIVERSITY OF NAIROBI  
KIRINYU LIBRARY

**PAGE 2**

**PAGE 3**

**THIS IS TO CERTIFY THAT:**

**Prof./Dr./Mr./Mrs./Miss/Institution  
Anastasia Muthanje Kamwitha  
of (Address) University of Nairobi  
P.O.Box 30197-00100, Nairobi.  
has been permitted to conduct research in**

**Mwala  
Eastern**                      **Location  
District  
Provincia**

**on the topic: School based factors influencing  
pupils' wastage in public primary schools in  
Mwala Division, Mwala District, Kenya.**

**Research Permit No. NCST/RCD/14/012/748  
Date of issue                      22<sup>nd</sup> June, 2012  
Fee received                      KSH. 1,000**



*[Signature]*  
**Applicant's  
Signature**

*[Signature]*  
**Secretary  
National Council for  
Science & Technology**

**for a period ending: 30<sup>th</sup> September, 2012.**