

**FACTORS INFLUENCING DROPOUT AMONG BOYS IN
PUBLIC PRIMARY SCHOOLS IN DAGORETTI DIVISION,
NAIROBI COUNTY.**

By

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for the Degree of Master of Education in Educational Planning,**

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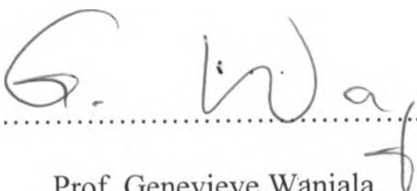
DECLARATION

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



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DEDICATION

To the treasured memory of my father, the late Enos Jared Owuor Oloo and to my sons, Alexander Deya Adika and Thomas Jared Adika.

ACKNOWLEDGEMENT

I am grateful to the Lord God Almighty from where I draw my strength, intellect and inspiration.

I wish to acknowledge the following people for their unwavering and inspiring efforts and support in ensuring my completion of the project.

This study would not have been accomplished without the advice, counsel, consideration and patience accorded me by my supervisors Dr. Genevieve Wanjala and Dr. Ibrahim Khatete of the University of Nairobi, Kenya.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO:	District Education Officer
DFID:	Department For International Development
EFA:	Education For All
EMIS:	Education Management Information Systems
FPE:	Free Primary Education
MOE	Ministry of Education
MOEST:	Ministry of Education Science and Technology
SPSS:	Statistical Package for Social Sciences
UNESCO:	United Nations Educational, Scientific, and Cultural Organization
UNICEF:	United Nations Children Education Fund
UPE:	Universal Primary Education

ABSTRACT

The purpose of this study was to find out factors influencing dropout among boys in public primary schools in Dagoretti District, Nairobi, Kenya. The objectives of the study were; to determine the influence of pupil's peer pressure, to establish the effect of family stability, to determine the influence of school leadership and to establish the influence of overcrowded classrooms, on the dropout rates among boys in public primary schools.

The study might be significant to Ministry of Education planners in developing sustainable interventions to keep the boy child in school, based on the various factors that affect their dropout rates.

The study was conducted in public primary schools in Dagoretti District using descriptive survey. The study sample comprised of 24 head teachers, 72 teachers, 126 boys who had dropped out of school and 148 boys in class eight, the year 2012.

Reliability of the instrument was determined by piloting instruments in the neighbouring Langata district and validity was enhanced by requesting experts in the area of research methods to examine the instruments for content validity. Qualitative and quantitative data was analysed and presented in tables of frequencies, percentages and figures.

Key findings revealed that; broken families, poverty in households and poor supervision by parents, level of education of parents, loss of parent and households having low value for education negatively affected retention of boys in school. Attachment to negative peer

groups, involvement in income generating activities, low self-motivation and lack of interest in education were identified by teachers as being the major factors influencing dropout. The boys who had dropped out of school identified involvement in bad company, separation of father and mother and income generating activities as the major factors that influence dropout. Similarly, the boys still in school singled out drug abuse, bad company, income generating activities and health related problems as the major contributors to boys' dropouts.

From the study, it is recommended that the government should introduce and enforce parental laws to ensure children do not fall victim to abuse, public primary schools should enhance co-curricular activities so the pupils can develop their talents. The government should conduct awareness campaigns to ensure parents and pupils fully appreciate the importance of basic education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a fundamental right for all. This is enshrined in the 1948 Universal Declaration of Human Rights, and protected through various international conventions (Peters, 2004). According to United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2000), all children have the right to benefit from education to meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be.

According to the World Bank (2001), an educated population is essential for economic growth and, more generally, for a higher quality of life. Basic Education Coalition (2004) contends that education is one of the most effective development investments countries and their donor partners can make.

Education is the driving force behind any strong economy and a prerequisite for social and economic growth (Lockheed and Verspoor, 1991). It creates opportunities and provides societies with a skilled workforce that is necessary for stimulating development (Govender and Steven, 2004). It is also generally considered a key factor in reducing poverty and child labour. The other benefits include, but are not limited to; promoting democracy, peace, tolerance and development (UNICEF, 2002).

In an effort to provide basic education, Universal Primary Education (UPE) policy has been entrenched in the education systems of many countries in Sub-Saharan Africa (SSA) as a strategy for achieving Education for All (EFA) goal since the mid-1990s (Avenstrup, Liang, and Nellemann, 2004). The EFA goal has been recognized as an international commitment with an intention of bringing the benefits of education to 'every citizen in every society' (Education Human Development Network, 2008).

UNESCO global monitoring report on progress on UPE achievement released in 2005 found out that 22 countries in SSA were far from achieving the Education For All (EFA) goals. According to the report, the countries had low enrolments in primary education and gender ratios were highly unequal. Moreover, there was widespread illiteracy, poor educational quality and high school drop outs rates.

Sabates, Akyeampong, Westbrook, and Hunt (2010) reported that children are starting primary school in greater numbers than ever before but drop-out rates are significant and this leads to low levels of primary school completion in many countries. United Nations Summit (2010) reported that in sub-Saharan Africa, more than 30 per cent of primary school pupils drop out before reaching the final grade. Bruneforth (2006) reports that more than half of all children aged 10 to 19 who had already left primary school did so without completion in Burkina Faso, Ethiopia, Kenya, Mali and Mozambique.

The patterns and process of school drop-out are likely to be substantially different for boys and girls. Different social norms, values, beliefs, traditions and practices have strong discriminatory elements militating against girl's educational persistence and performance

(Colclough, Rose, & Tembon, 2000). In many areas drop-out from education is disproportionately experienced by girls though there are an increasing number of locations where boys drop-out more frequently, especially where there are income earning opportunities (Hossain, 2010).

Nairobi province in Kenya is one such location where boys dropout more frequently as compared to girls, the primary completion rate is low and dropout rates is high for boys. The ministry of education estimates that dropout rates, though varying by gender and region, continue to be of great concern to places such as Nairobi Province and North Eastern Province which had recorded the highest dropout rates from 2003-2007. Western province recorded the lowest dropout rates followed by Central and Eastern. Boys in Nairobi province are estimated to dropout more frequently than girls as shown in the table below. The data on completion rate and dropout rate by gender and province is summarized on table 1 and 2 respectively.

Table 1: Primary Education Completion Rate by Gender and Province, 2003

- 2007

Province	2003		2004		2005		2006		2007	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Coast	59.5	40.2	69.2	47.3	73.7	80.2	80.2	53.2	88	58.8
Central	82.5	84.4	91.5	92.1	91	89.8	85.8	82.3	87.3	85.1
Eastern	73.2	71.3	83.5	79.1	85.4	78.5	83.2	75.9	88.3	80
Nairobi	39.3	45.2	43.3	46.6	46.4	50.8	48.5	52.4	53.7	57.2
Rift Valley	75.1	69.8	84.1	76.6	88	79.8	88.1	78.1	93.5	83.2
Western	72.2	66.9	84.5	75.5	85.9	74.9	85.7	75	92.9	81.6
Nyanza	80.2	63.7	88	69.8	89.3	69.7	86.7	68	89.9	72
North Eastern	37.2	14.2	39	14.8	39.1	15.4	42.7	15.7	49.9	21.7

Source: Education Statistics Booklet MoE, 2003-2007, p.16

Data on table 1 show that primary education completion rates for boys in Nairobi is lower than that of girls. In the year 2003, 39.3% of the boys completed primary education compared to 45.2% of the girls. The same trend of more girls completing primary education compared to boys is repeated across the years. These data points towards more boys repeating or dropping out of school compared to girls

Table 2: Primary Education Drop Out Rate by Gender and Province, 2003 - 2007

Province	2003		2004		2005		2006		2007	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Coast	1.9	1.8	5.6	8.5	7.7	6.7	7.3	8.5	5.4	5.9
Central	1	0.8	5.2	3.9	3.5	3.2	4.6	2.2	2.2	1.6
Eastern	1	0.8	5.2	3.9	3.5	3.2	4.6	2.2	2.2	1.6
Nairobi	1.9	1.4	5.7	5.6	6.3	5.7	7.5	5.6	4.2	4
Rift Valley	2.3	2.2	6.5	7.2	4.7	4.3	6	5.3	3.5	3.6
Western	2.4	2.4	6.6	7.8	5.6	4.4	9.9	9.6	1.1	2.1
Nyanza	2.8	3.1	6.5	9.2	3.9	5.3	6.4	5.7	2.3	4.4
North Eastern	2.3	3.1	12.2	21.4	6.4	8.1	8.7	15.9	4	6.1

Source: Education Statistics Booklet MoE, 2003-2007,p.16

Table 2 confirms the data of Table 1, showing that more boys in Nairobi province drop out of school at a higher rate compared to girls. For instance, in the year 2006, more boys, 7.5%, compared to 5.6% of the girls dropped out of school.

The Minister of Education while releasing the Kenya Certificate of Primary Education (KCPE) examination results for the year 2007 reported that there were more girls than boys who sat for the exam in Central, Eastern and Nairobi provinces. He went further to say that in these provinces, there is need to start worrying about the boy child before the issue becomes a challenge and before the gap grows too wide.

Dobson (2001), in his book '*Bringing up Boys*' outlines that for three decades steps are being taken to address the issues of girls being discriminated against, sexually harassed, disrespected and given little consideration in school. He goes on to state that boys compared to girls in America are three times more likely to be registered as drug addicts, four times more likely to be diagnosed as emotionally disturbed, are at greater risk for autism, sexual addiction, alcoholism, and criminal behaviour. He traces the issues to their roots within the family and the poisonous atmosphere of modern culture.

Hightower (2008) reveals that boys dominate in disciplinary referrals, suspensions and expulsions. Despite the many issues that appear to affect the boy child, the focus of this study will be on factors influencing dropout of boys in primary schools. Failure to complete a basic cycle of primary school not only limits future opportunities for children but also represents a significant drain on the limited resources that countries have for the provision of primary education (Sabates, Akyeampong, Westbrook, and Hunt, 2010). This study was therefore directed towards the factors influencing drop out of the boy child in primary schools in Dagoretti District, Nairobi Province, Kenya.

1.2 Statement of the problem

The gender policy in education in Kenya (2007) affirms that a lot has been done to address gender disparities in education at all levels. However, current affirmative actions towards promoting gender equity in education have been focussing more on the girl child with no notable efforts towards ensuring equity on the boy child. Interventions such as guidance and counselling which had been hoped to deal with emerging and persistent educational issues such as school dropout have not been very successful Simatwa (2007).

The dropout rate for boys in public primary schools in Nairobi Province was higher compared to that of girls (EMIS, 2003 – 2007). Preliminary interview with the District Education Officer (DEO) in charge of Dagoretti District revealed that cases of boys dropping out of public primary schools in the area had been on the rise compared to that of girls. In a study analyzing institutional factors that influence the discipline of the boy child in Dagoretti District, Wamalwa (2011) found that school dropout among boys was a threat to their education. In the study, 27.3% of the boys who participated in the study identified school dropout among boys as a key area of concern. Emerging trends with higher rates of dropout rates for the boy child therefore called for investigation. This study therefore endeavoured to investigate factors influencing dropout among boys in public primary schools in Dagoretti District.

1.3 Purpose of the study

The purpose of this study was to investigate factors influencing dropout rates among boys in public primary schools in Dagoretti District of Nairobi County.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. Determine the influence of pupil's peer pressure on the dropout rates among boys in public primary schools in Dagoretti District, Nairobi County.
- ii. Establish the effect of family stability on dropout rates among boys in public primary schools in Dagoretti District, Nairobi County.
- iii. Determine the influence of school leadership on dropout rates among boys in public primary schools in Dagoretti District, Nairobi County.
- iv. Establish the influence of overcrowded classrooms on the dropout rates among boys in public primary schools in Dagoretti District, Nairobi County.

1.5 Research questions

The following were research questions of the study

- i. What is the influence of pupil's peer pressure on the dropout rates in public primary schools in Dagoretti District?
- ii. How does family stability influence dropout rates among boys in public primary schools in Dagoretti District?
- iii. What is the influence of school leadership on dropout rate among boys in public primary schools in Dagoretti District.
- iv. How does overcrowding in classrooms influence dropout rates among boys in public primary schools in Dagoretti District.
- v. boys in public primary schools in Dagoretti District.

1.6 Significance of the study

These research findings may help the Ministry of Education develop sustainable interventions to keep the boy child in school based on the various factors that affect their drop out. The findings may also help school administrators and parents to take intervention measures that would address the issues the boy child faces in school, at home and at the individual level.

Head teachers in Dagoretti District may also benefit from this study because they will be able to identify the factors that contribute to the boy child dropping out of school and act accordingly. Head teachers may use this knowledge to develop activities and programs that enhance retention and subsequently, completion rates of the boy child. Teachers are the custodians of learners in school. The study may therefore sensitize them on the plight of the boy child and their role as custodians in dealing with the challenge. The findings may also contribute to academic debate on factors influencing dropout among boys in primary schools.

1.7 Limitations of the study

The main limitation of this study was gathering an adequate sample size of the boys who had dropped out of school. This was because some were employed elsewhere and wanted little to do with school and the research project. The questionnaires were limited in English language, making data collection taxing because most of the dropouts did not understand English.

1.8 Delimitations of the study

Nairobi had nine districts but this study was only limited to Dagoretti District. Private primary schools in the District were not involved in the study as they did not operate in

the Free Primary Education policy framework. The study was confined to boys who had dropped out, teachers and head teachers of public primary schools in Dagoretti District. Parents and education officers were not involved in the study due to time and financial constraints. The study only focussed on factors affecting drop out among boys. Those affecting only the girl child were not considered.

1.9 Assumptions of the study

The study made the following assumptions;

- i. That pupil's peer pressure, family stability, school leadership and overcrowding in classrooms influence the dropout rate among boys in Dagoretti district.
- ii. That all respondents answered the questionnaires honestly and gave accurate and unbiased information about the factors that affect drop out among boys in the District.

1.10 Definition of significant terms

Academic achievement: This is pupils' average scores on standardized examinations such as KCPE exams.

Corporal punishment: This refers to a painful, intentional and physically inflicted penalty administered by a person in authority for disciplinary purpose.

Discipline: This is a system of training of the mind and character so that the individual is guided to make reasonable decisions in a responsible manner and to co-exist with others in society.

Dropouts: These are learners who leave school before completing a programme of study.

Public schools: refers to schools in which fee for students are partly paid by the government and are government owned.

1.11 Organization of the study

The study is organized in five chapters. Chapter one consists of the background to the study which is composed of the following: the background to the problem; statement of the problem; purpose of the study; objectives of the study, research questions; significance of the study; limitations of the study; delimitations of the study; basic assumptions; definition of significant terms; and the organization of the study. Chapter two consists of the literature review. Chapter three consists of the research methodology of the study which is considered under the following sub-headings; introduction, research design; target population; sample and sampling techniques; the research instruments, instrument validity; instrument reliability; data collection procedures; and data analysis

techniques. Chapter four covers data analysis and discussion of findings. Chapter five includes a summary of the research findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on the concept of drop out, theoretical framework for the study and family, individual, and school factors affecting dropout. It also provides a summary of the reviewed literature and gaps in the review. Finally, the chapter provides a conceptual framework for the study.

2.2 The concept of drop out in schools

The National Center for Education Statistics (NCES), United States, defines a dropout as a person who has not graduated from high school and is not currently enrolled in full-time secondary education (NCES, 2000). Kaufman (2001) criticized this definition arguing that it causes underestimation of the dropout rate because many truant students are not officially categorized as withdrawn. Epstein and Sheldon (2002) have defined dropping out as “excessive absences,” defined as more than 15, 20, or 30 days of unexcused absence. This definition has been criticized Chlebnikow and Yakimowski (2003) as an overestimation of the dropout rate.

For the purposes of this project, dropout was viewed as any pupil who after being enrolled in primary school, abandoned school completely without sitting for Kenya Certificate of Primary Education (KCPE). Failure to complete a basic cycle of primary

school not only limits future opportunities for children but also represents a significant drain on the limited resources that countries have for the provision of primary education (Sabates, Akyeampong, Westbrook, and Hunt, 2010).

School dropouts are usually associated with chronically high unemployment levels, low earnings, and poor health outcomes (McNeal, 1995). Besides these individual-level consequences, school dropouts also impose serious constraints on national development by undermining national human capital development efforts (Chernichovsky 1985).

Leaving school early is the outcome of a long process of disengagement from the school; dropout is preceded by indicators of withdrawal (e.g., poor attendance) or unsuccessful school experiences (e.g., academic or behavioural difficulties). Overt indicators of disengagement are generally accompanied by feelings of alienation, poor sense of belonging, and a general dislike of school (Christon, Sinclair, Lehr, and Godler, 2001).

2.3 Factors influencing dropout among boys

Many factors have been identified as influencing dropping out of primary school pupils. Some are school related: a boy does not like school in general or the school he is attending, he is getting poor grades, or cannot keep up with school work, he does not get along with teachers and/or other pupils. Other factors are learner related: the boy child has disciplinary problems, is suspended, or expelled, he does not feel safe in school, he has different traits than those who graduate for example: low ability and/or motivation,

low expected returns to graduation, better market opportunities for the jobs that don't require graduation, lower consumption value of school attendance (Eckstein and Wolpin, 1999).

Reasons for dropping out may be related to the boy's personal problems as well: drug and alcohol abuse, obesity or health problems. Other factors are family-related: stressful/unstable home life, lack of family support, socioeconomic status, single parent households, poor education of parents, desires to get married and/or getting pregnant (Cardoso and Verner, 2006).

There are also some categories of boys that are at more at risk of dropping out: boys from certain ethnic groups, boys living in large cities or in a poor areas, or attending schools whose structure or academic and social organization may not favour the holding in of pupils at risk (Lee and Burkam, 2003).

2.3.1 Peer pressure's influence on dropout among boys

The older the boy is, the greater the chances of not completing the basic cycle of primary school (Cameron, 2005). This is due to the fact that for older children, the opportunity cost of schooling increases significantly and with this a pressure to work or to get married (UNESCO, 2005). Boys who perform poorly tend to stay away from school more frequently; weak academic performance often leads to grade repetition; repeaters and underachievers attend school intermittently; and this somewhat circular chain of events is eventually broken when pupils drop out of the education system (Hunt, 2008).

Boys who suffer from ill health and poor nutrition are inclined to attend school irregularly, are more likely to repeat grades, and eventually drop out. Poor health makes it impossible for boys to maintain motivation and sufficiently high levels of concentration; and has also been found to result in poor cognitive function (Roso & Marek, 1996).

High levels of indiscipline at school are indicative of boys becoming disengaged with school and this eventually leads to drop out. In a study by Wamalwa (2011) on indiscipline cases reported among boys in Dagoretti District, 35.2% of the teachers who participated in the study reported that the boy child was abusing drugs and substances, 54.5% reported that the boy child played truant, 19.3% reported that the boy child demonstrated aggressive behaviour such as bullying and fighting.

Disadvantaged boys, who are popular in violent groups, are much more prone to dropping out of school when compared with other youths. Involvement with such groups reportedly provides an additional factor that pulls young males away from school. Results showed a negative association between peer acceptance and school dropout, and that acceptance into a violent group compromises educational attainment with disadvantaged boys (Staff and Kreager, 2008). Even though individual factors are personal, they could be affected by other factors, such as teacher-learner interactions, school rules and interactions with parents (Ou and Reynolds, 2008).

2.3.2 Family stability and its effect on school dropout among boys

Hunter and May (2003) describe a 'particularly notable' relationship between family background and dropping out. Here, boys from poor families, from single-parent families, boys of poorly educated parents and those with fewer role models in higher education, were more likely to drop out.

Poverty and economic challenges of the time contribute to lack of motivation, negative self-concept in terms of academic abilities, failure at school, domestic violence, delinquency, and higher dropout rates (Prinsloo, 2004). The changing nature of the family affects schooling access (Edet and Ekegre, 2010). Boys whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school (Russel, 2001).

The number of children within a household is important in many cases and can be a 'significant determinant' of access (Boyle, Brock, Mace, and Sibbons, 2002), but research differs on the impact of household size on access and drop out. Some studies indicate that with larger household sizes (and in particular numbers of children) the financial burden/potential workload is greater; children are less likely to attend school, and often dropout. However, with more children in the household, jobs can be spread between them and siblings more likely to attend, e.g. in Ethiopia (Colclough et al, 2000). Children living in large households are less likely to dropout than children living in a household with three or fewer members (Chernichovsky, 1985).

Bereavement amongst family members and in particular parents often makes children more vulnerable to dropout, non-enrolment, late enrolment and slow progress (Nyamukapa and Gregson, 2005). Orphan-hood often exacerbates financial constraints for poorer households and increases the demands for child labour and dropout. This is more pronounced in the era of HIV/AIDS (Hunter and May, 2003)

Ersado (2005) talks of 'the widely accepted notion that parental education is the most consistent determinant of child education (and employment decisions)'. Higher parental/household head level of education is associated with increased access to education, higher attendance rates and lower dropout rates (Ersado, 2005). A number of reasons are put forward for the link between parental education and retention in school. Some researchers indicate that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling (Pryor and Ampiah, 2003).

2.3.3 Influence of school leadership and overcrowded classrooms on dropout among boys

A number of school factors have been associated with school dropout, such as poor education quality in the form of overcrowded classrooms, poorly trained teachers, teacher-learner ratio, and lack of learning materials (UNESCO, 2007). In Kenya, there is a major backlog of infrastructure provision and a shortage of permanent classrooms, particularly in poor districts. At the same time, existing infrastructures are generally in poor condition, due to lack of investment capital, poor construction standards and inadequate maintenance. With the significant increase in primary school enrolment

following the introduction of Free Primary Education (FPE) in 2003, additional pressure has been put on existing school infrastructure, leading to poor conditions and overcrowding that are un-conducive to good learning environment (Yieke, 2006). The result is overcrowded classrooms and overburdened teachers, which are likely to negatively affect the quality of education being offered (Kenya, 2008).

A curriculum detached from local needs, values and the aspirations of children at risk, a curriculum inadequate to prepare students for gainful skilled employment also contributes to drop out (Sarkar, 2004). Studies by Manda (2003) and Batageka (2005) revealed that one of the major reasons boys drop out of school was lack of interest with what was being taught.

Distances to schools, inappropriate language of instruction and teacher absenteeism are also common causes for school dropout (Colclough, Rose and Tembon, et al. 2000). Hunt (2007) also describes the lack of accountability and monitoring mechanisms in some schools. Ghuman and Lloyd (2007) note how teachers once hired are difficult to fire, meaning performance and attendance are difficult to guarantee. Pupils who are enrolled for several years but fail to progress often drop out from school (Sabates, Akyeampong, Westbrook, & Hunt, 2010). Anderson and Dalton (2002), reported that pupils who repeat are between 2 and 11 times more likely to drop out of school than those who are promoted. Jimerson, Carlson, Rotert, Egeland, and Sourie (1997) consider that early grade repetition has a negative effect on socio-emotional adjustment. Hence, one can expect grade repetition to be discouraging and cause dropout.

The use of corporal punishment or force is practiced by teachers in many countries (Boyle, Brock, Mace and Sibbons 2002). Corporal punishments and harassment destabilize children and prevent them from completing their school. They do not lead to school dropout alone but also expose them to physical and psychological dangers. It is however sad to note that even after introduction of UPE, corporal punishments like heavy beating, digging ant-hills and slashing bushes still exist which compromises equality of survival for children in schools (Juuko & Kabonesa 2007).

The PROBE report (1999) describes a gradual discouragement from attending as a result of the beatings and humiliation from teachers, and that drop out is not uncommon after being beaten. Beatings are not just given by teachers, and bullying from fellow pupils could be equally as problematic. Moreover verbal abuse from teachers as described by Liu (2004), also leads to dissatisfaction with schooling and dropping out.

The lack of support systems for children, and the lack of sensitivity of education authorities and teachers to the needs of children at risk also contribute to drop out (Sarkar, 2004). Knesting (2008) found that a caring school environment where teachers engaged and listened actively to learners played a positive role in the prevention of school dropout. The manner of learner-teacher communication was noted as important, as learners responded more positively to relationships based on acceptance, respect, support and high expectations. Learners also needed to be made aware of the purpose and benefits of graduating (Knesting, 2008).

Gender discrimination is of particular concern in schools all around the world because it hits hard at a time when young people are trying to discover themselves and understand their roles in society (Dobson, 2001). She further reiterates that when a student in school is discriminated against based on gender, he/she is treated as less than, or inferior based only on sex. If the student was a boy, he was treated less favourably than the girl and vice versa. If boys are discriminated against in terms of disciplinary practices, it increases the likelihood of their becoming alienated from school (Francis, 2000).

2.4 Summary of literature review

Literature has been reviewed on the various factors affecting drop out. Among the factors identified in the literature include peer pressure as individual characteristics of the learners, family background and school related factors. This review was conducted in general for both boys and girls, considering that much of the available literature focuses on issues affecting the education of the girl child. Studies by Ogeto (2008), Kane (2004), Omare (2007), Kinyanjui (1987), Njau and Wamahiu (1994). Obura (1991) Limangu'ra (2008), Koech (2008) among others focussed on issues affecting the education of the girl child.

Literature on the education of the boy child in Kenya is little compared to that of the girl child. Kashu (2006) did a study on access and retention of boys in Kajiado District, Kenya. Kiarie (2010) did a study on influence of school based factors on participation of the boy child in Mirangaine District, Kenya, and Wamalwa (2011) did a study on the

institutional factors affecting levels of discipline of the boy child in public primary schools in Dagoretti District, Kenya. A study on factors affecting drop out among boys in Dagoretti District has not been done. This study therefore sought to fill this gap.

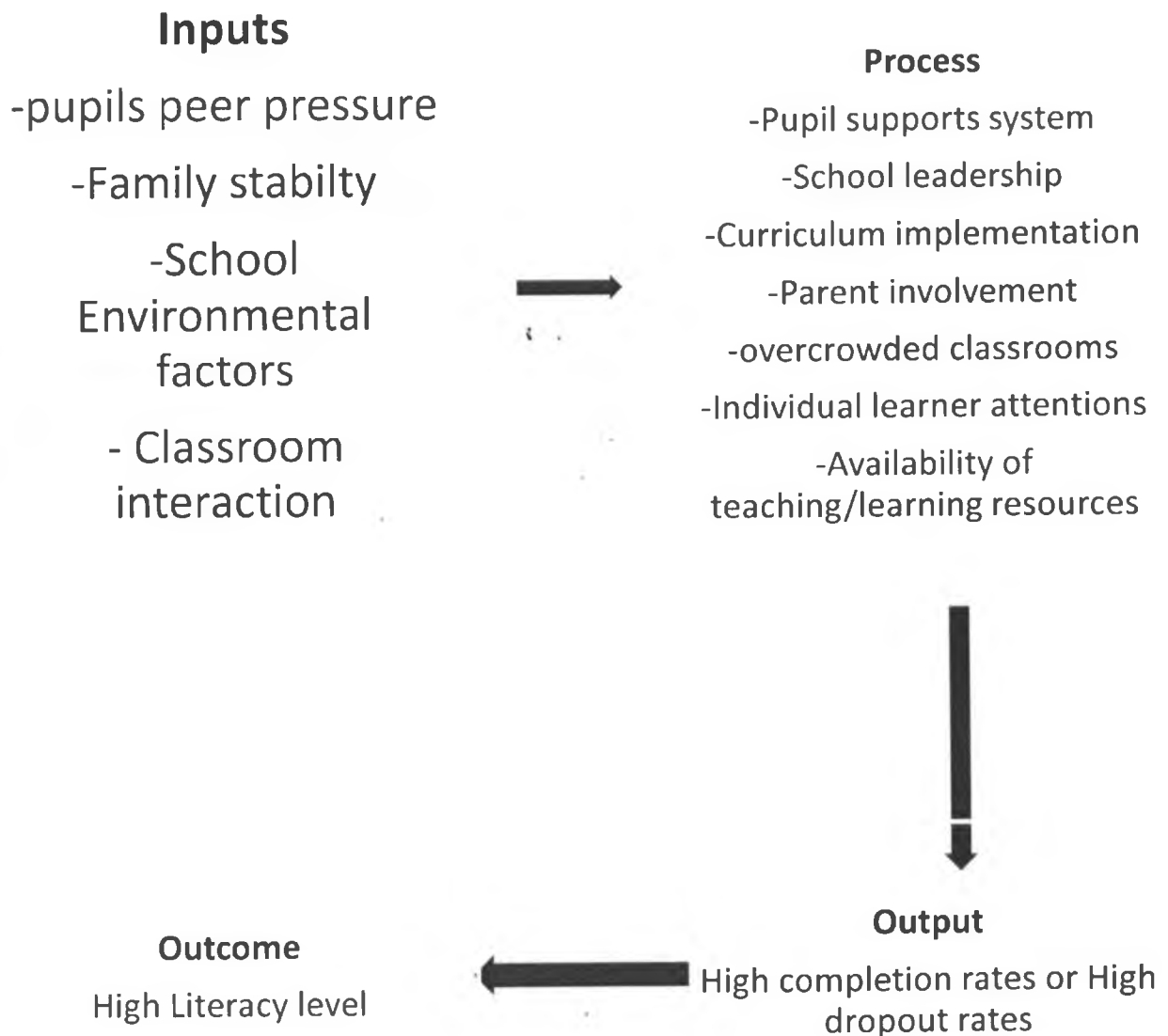
2.5 Theoretical framework

The underpinning framework of the study is Bertalanffy (1968) Systems Theory. He defined a system as a set of elements standing in interrelation. A major assumption of the theory is that all systems are purposeful and goal directed. The school system exists to achieve objectives through the collective efforts of individuals embedded in larger community and institutional settings. School dropout rates are one such phenomenon that can be explained as a product of dysfunctional elements within the education system. Using the systems theory perspective, there are three general classes of factors that affect the dropout rates in a school system. These are: the characteristics of the students entering the system (input factors); the characteristics, policies, and programs of the system itself (process factors); and the economic and social conditions of the surrounding community, state, and nation (environmental factors). A dropout rate is an output or result of the school's educational activity and function of the processes and environmental factors associated with the system. These elements do not operate in isolation but are interrelated making school dropout a process.

2.6 Conceptual framework on factors influencing dropout among boys

The conceptual framework of the study is presented on figure 1.

Figure 1: Conceptual framework for the study



The conceptual framework shows that context variables such as the value attached to education by the local community, location of the school (whether urban or rural), and the family background of the boy child served to influence whether the boy child stays in school or not. The school system relies on inputs for its production purposes. Such inputs include the characteristics of the boy child such as age, motivation, vulnerability to peer pressure, and academic ability. There are also inputs such as a relevant curriculum, the training of teachers, and adequacy of teaching and learning resources. The interaction of these variables served to determine if the boy child stays or drops out of school. The inputs interact at the school and classroom level. The context variables influence the interactions both at the school and classroom level. The output of this interaction, depending on the relative strength of the various inputs, the processes at school and classroom level, and the relative influence of context variables either reduced or encouraged drop out.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section focuses on research design, target population, sample and sampling techniques, research instruments, validity and reliability of the instruments, data collection and data analysis techniques.

3.2 Research design

Research design as defined by Kerlinger & Lee (2000) is the plan and structure of investigation so conceived as to obtain answer to research questions. This study adopted a descriptive survey design. Borg and Gall (1989) state that a descriptive survey research is intended to produce statistical information on aspects of education that interest policy makers and educators. Descriptive survey research is relevant to this study because it sought to collect data from respondents about the factors influencing drop out among boys in public primary schools in Dagoretti District.

3.3 Target population

According to City Education Office (2011), Dagoretti District has 24 public primary schools. The schools have 424 teachers and 10,252 boys. Considering that the District has 10,252 boys currently enrolled and with an average annual dropout rate of 4.1% among boys, the average number of drop outs in the District is estimated to be 420 boys. The

study population was therefore be 24 headteachers, 424 teachers, 10,252 boys in school, and 420 boys who have dropped out of school.

3.4 Sample size and sampling procedures

According to Orodho and Kombo (2002), sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. According to Mugenda and Mugenda (1999), for descriptive survey 10% is enough sample to be used but the researcher decided to use 30% of the teachers to make the sample more representative. The sample size for the teachers was therefore 128 teachers. A proportionate sample was allocated to the 24 schools. Six teachers from each school therefore participated in the study. Simple random sampling was used to identify the teachers to participate in the study.

Class eight boys were purposefully sampled to participate in the study. This is because they have been in the schools long enough to observe patterns of drop out among their peers and therefore were better placed to provide data on factors influencing drop out among boys. There were 1479 boys in class 8S year (2012). The researcher used 148 boys (10% of the target population). A proportionate sample was allocated to the 24 schools hence 7 boys from each school participated in the study. Simple random sampling was used to identify the boys to participate in the study.

Thirty per cent of the boys who have dropped out of school were sampled to participate in the study. The sample size for the drop outs was 126 boys. This was increased to 130. A proportionate sample was allocated to the 24 schools generating a sample of 6 boys per school. The list of the boys who have dropped out of school across the various levels of learning (class 1-8) over the last three years was obtained from the head teacher. Simple random sampling was used to identify the boys to participate in the study.

3.5 Research instruments

Data collection refers to the gathering of information to serve or prove some facts (Orodho & Kombo, 2006). According to Kontari (2004), there are two types of data, primary and secondary data. The primary data are those which are collected a fresh and for the first time. Examples are data collected from interviews, group discussions, questionnaires, and observations among others. Secondary data on the other hand are those which have already been collected by someone else and which have already passed through the statistical process. For the purpose of this study, the researcher collected primary data from the head teachers, teachers and the boys. Questionnaires were used to collect data from the pupils and teachers while the head teachers were interviewed.

3.5.1 Validity of the research instruments

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences based on the research results. It is hence the ability of instruments to measure what they are intended to measure. The study used content validity. To enhance content

validity, the researcher had the research instruments appraised by the project supervisors who are also senior lecturers in the School of Education, Department of Educational Administration and Planning, University of Nairobi. Their contributions and suggestions were made use of and ambiguous questions were clarified and new questions added. A pilot study was also conducted in one public primary school in Langata District. The school did not participate in the final study. Twenty four teachers and 13 boys were involved in the pilot. This is as per Mulusa (1990) who says that piloting should involve 10% of the total sample. After piloting, ambiguous questions were modified or discarded.

3.5.2 Reliability of the research instruments

Mugenda & Mugenda (1999) define reliability as a measure of the degree to which a research yields consistent results or data after repeated trials. In order to establish the reliability of the questionnaire, this research, the results of the pilot study were compiled and correlation calculated. The researcher used the split half technique to ascertain the coefficient of internal consistency or reliability as the closer the value is to + 1.00, the stronger the congruence measure (Mugenda & Mugenda, 1999). The instrument was split into two tests. The odd numbered items were placed into another sub-test with a result of 0.649. The scores of all the odd and even numbered scores for all items were computed separately. The odd numbered scores for all items were correlated with the even numbered scores. This was done using the Pearson Product-Moment Correlation Coefficient formula indicated below:

$$\frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\left[\left(\sum x^2 - \frac{(\sum x)^2}{N} \right) \left(\sum y^2 - \frac{(\sum y)^2}{N} \right) \right]^{1/2}}$$

Where: $\sum xy$ = sum of the gross product of the values of each variable

$(\sum x)(\sum y)$ = Product of the sum of x and the sum of y

\sum = sum of the values

The correlation coefficient that obtained represents the reliability of only half of the instrument. In order to obtain the reliability of the entire instruments, the Spearman Brown Prophecy formula indicated below was used.

$$Re = \frac{2r}{1+r}$$

$$1+r$$

Where:

Re = reliability

r = reliability coefficient

The correlation coefficient (r) for odd numbered and that of even numbered data obtained after calculation was 0.874 which tend towards +1 which shows that the questionnaires are considered reliable for data collection for the study

3.6 Data collection procedure

The researcher required a research permit obtained from the National Council of Science and Technology (NCST). The permit was presented to the District Commissioner (DC) and District Education Officer (DEO) of Dagoretti District. The researcher then visited the sampled schools for introduction, administering the questionnaires and conducted the interviews.

3.7 Data analysis techniques

Data analysis refers to the examining of what has been collected in a survey or experiment in making deductions and inferences. It involves uncovering underlying structure, extraction of important variables, detecting any anomalies and testing any underlying assumptions. It also involves scrutinizing the acquired information and making of inferences (Kombo & Tromp, 2006). The data collected was first edited by the researcher. This was done by collecting questionnaires per day, assigning the data numbers and codes, and then cleaning it to ensure the data was clear and precise. Data collected was then analysed quantitatively using the Statistical Package for Social Science (SPSS). The computed data was analysed using descriptive statistics. The statistics calculated included frequencies, means and percentages. The data was presented in frequency tables. Interpretation of the data was then done within the frame of reference of the research problem.

CHAPTER FOUR

DATA ANALYSIS RESULTS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the data analysis results and discussion of findings. It is organized as follows: First it presents the respondents' profile for each of the four categories of respondents namely boys still in school, boys who have dropped out of school, teachers and head teachers. This is followed by a thematic presentation of factors influencing drop out of boys in public primary schools. The chapter concludes by presenting comparison of factors as perceived by the different types of respondents.

4.2 Respondents' Biodata

The profile and general information of respondents was broken into two major subsections, namely teachers and head teachers section and a section presenting background of boys still in school and dropouts.

4.2.1 Gender of Teachers and Head Teachers

The teachers and head teachers were asked to indicate their gender. The table below shows the distribution of respondents by gender.

Table 4.1 Distribution of teachers by gender

Gender	Teachers		Head Teachers	
	Frequency	Percent	Frequency	Percent
Male	17	42.5	7	58.3
Female	23	57.5	5	41.7
Total	40	100.0	12	100.0

From table 4.2 above, a majority of the teacher respondents were female (57.5%). On the other hand, the opposite was true for head teachers with majority (58.3%) being male. This shows that either gender was fairly represented in the teachers' and head teachers' sample.

4.2.2 Age of distribution of Teachers and Head Teachers

The study sought to establish the age category of the respondents. Table 4.2 below shows the results.

Table 4.2 Distribution of respondents (teachers) by age

Age	Teachers		Head Teachers	
	Frequency	Percent	Frequency	Percent
21-30yrs	10	25.0	-	-
31-40yrs	15	37.5	-	-
41-50yrs	10	25.0	7	63.6
51-60yrs	5	12.5	4	36.4
Total	40	100.0	11	100.0

From the table 4.2 above most of the teachers (37.5%) were aged between 31 – 40 years. This shows that the majority of the teaching force is still young. On the other hand, the majority of the head teachers (63.6%) were aged between 41 – 50 years. Thus the head teachers had a slightly higher mean age compared to teaching staff.

4.2.3 Highest academic qualification of Teachers and Head Teachers

Both the head teachers and teaching staff were asked to state their highest academic qualifications. Table 4.3 in the next page shows the results.

Table 4.3 Distribution of teachers and head teachers by academic qualifications

Qualifications	Teachers		Head Teachers	
	Frequency	Percent	Frequency	Percent
High school (KCE, Form 4, A-level)	-	-	4.0	36.4
P1	19	47.5	-	-
Diploma	7	17.5	1.0	9.1
ATS	7	17.5	-	-
Degree	7	17.5	4.0	36.4
Masters	-	-	2.0	18.2
Total	40	100.0	11.0	100.0

From table 4.3 above, most (47.5%) of the respondents – teachers had a P1 education level as their highest. On the other hand, a high number (54.6%) of the head teachers had either a college degree or masters. This should be a cause for concern since majority of current entrants to the teaching force are highly qualified and would thus have to be supervised by head teachers who have less academic qualifications.

4.2.4 Current/Former school of Boys still in school and Boys who have dropped out of school

The study required the boys to indicate the school they were currently, or if no longer in school, which was their former school. 20.5% of the boys who had dropped out of school did not indicate their former school while only 5.3% of those still schooling failed to respond to the question. Table 4.4 shows the valid responses.

Table 4.4 Distribution of Boys by School/Former Zones

	Boys who have dropped school		Boys still in school	
	Frequency	Percent	Frequency	Percent
Riruta	44	61.1	29	43.9
Waithaka	28	38.9	37	56.1
Total	72	100	66	100.0

From the table 4.4 above, the majority (61.1%) of the boys sampled who are still in school were from Riruta. From among the boys who had dropped out of school, the majority (56.1%) were from Waithaka.

4.2.5 Age of Boys still in school and Boys who have dropped out of school

Both categories of boys were asked to indicate their ages. The table below shows the distribution of boys sampled by age.

Table 4.5 Distribution of Boys by age

Age	Boys who have dropped school				Boys still in school	
	Current age		Age when they dropped out		Current age	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
5 - 10 years	1	1.3	18	29.0	2	2.4
11 - 15 years	43	54.4	35	56.5	65	79.3
16 - 20 years	22	27.8	9	14.5	11	13.4
Over 20 years	13	16.5	-	-	4	4.9
Total	79	100	62	100.0	82	100

From table 4.5 above, a majority of the boys who had dropped out of school (54.4%) were aged between 11 – 15 years and the majority of them (56.5%) dropped out of school while aged 11 – 15 years. Similarly, a majority of the boys still in school (79.3%) were aged between 11 – 15 years.

4.2.6 Class attained by boys who dropped out of school

The boys who had dropped out of school were asked to indicate the class they were in before they dropped out of school. Table 4.6 shows the results.

Table 4.6 Class attained by boys who dropped out of school

Class	Boys who have dropped school	
	Frequency	Percent
Between class 1 - class 3	15	25.4
Between class 4 - class 6	21	35.6
Between class 7 - class 8	23	39.0
Total	59	100.0

From Table 4.6 above, most of the respondents (39.0%) dropped out when they were in classes 7 and 8. It is apparent here that the likelihood of dropping out of school seems to increase with classes.

4.2.4 Comparison of dropout rate between boys and girls

The head teachers were asked to probe their records and indicate the number of boys and girls enrolled over ten years between 2001 to 2010 as well as average annual dropouts. The following table shows the results.

Table 4.7 Comparative dropout rate between boys and girls

	N	Minimum	Maximum	Mean	Std. Deviation
Girls	115	102.00	1136.00	575.5217	230.16479
Girls who dropped out	59	1.00	185.00	20.6271	34.14114
Boys	115	48.00	1173.00	550.5913	225.39439
Boys who dropped out	59	1.00	114.00	17.4915	24.51205

From Table 4.7 the average dropout number of girls was 20.62 per year with a minimum of 1 and a maximum of 185. The dropout rate of boys was almost the same but lower than that of girls with a mean of 17.49 and a minimum of 1 and maximum of 114 boys. This indicates that boys are less likely to drop out compared to girls. This result was contradicted by teachers who were asked to rate the dropout of boys compared to that of girls and their responses were as shown in Table 4.8.

Table 4.8 Teacher ratings of comparative dropout rates between boys and girls

	Frequency	Percent
Very high	5	12.5
High	16	40.0
Same	9	22.5
Low	8	20.0
Very low	2	5.0
Total	40	100.0

From Table 4.8 above, a majority of the teachers (52.5%) said that the dropout rates were relatively higher among boys compared to girls.

4.3 Objectives of the Study

The study was guided by the following four objectives; determine the influence of pupil's peer pressure on the dropout among boys, establish the effect of family stability on dropout among boys, determine the influence of school leadership on dropout among boys and to establish the influence of overcrowded classrooms on dropout among boys in Dagoretti District of Nairobi County.

4.3.1 Influence of Peer Pressure on dropout among boys

The first objective of the study was to examine how peer pressure on the boys influenced their school dropout rates. The teachers were asked to rate the importance of multiple items relating to pupils peer pressure and other individual characteristics influencing school dropouts among boys on a forced four point likert scale. The scale was condensed by summing the percentages of the two upper levels and those of the two lower levels. The resulting percentage scores were then ranked and only those items that had a rating greater than 50% on the side of major factor were picked. The results were as shown in Table 4.9.

Table 4.9 Teachers' rating of influence of individual characteristics on boys' dropout rate

	Major factor	Minor factor
Attachment to negative peer groups	74.4%	25.6%
Involvement in income generating activities such as collecting and selling scrap metal, plastic bottles	69.2%	30.8%
Low self-motivation	61.5%	38.5%
Lack of interest in education	59.0%	41.0%

From Table 4.9 out of the initial 8 items presented, only 4 were picked by the respondents as being major factors influencing dropout rate. These include: attachment to negative peer groups (74.4%), involvement in income generating activities (69.2%), low self-motivation (61.5%) and lack of interest in education (59.0%). Some of these items were confirmed by the boys who had dropped out of school as shown in the table 4.11 below.

Table 4.10 Rating by school dropouts on the influence of peer pressure on dropout rate

Type of peer pressure	Major reason	Minor Reason
Involved in bad company	58.5%	41.5%
Work; collect scrap metal and plastic bottles to make money	50.7%	49.3%
Involved in drug and substance abuse	45.2%	54.8%

From table 4.10 above, the boys who had dropped out of school highlighted the following as the main factors: Involvement in bad company (58.5%), separation of father and mother (51.7%) and income generating activities (50.7%). These factors correspond to those highlighted by teachers as major influencing factors.

Table 4.11 Rating by boys still in school on the influence of individual characteristics on dropout rate

Boys Characteristics	Major reason	Minor Reason
Involvement in drug and substance abuse	70.0%	30.0%
Involvement in bad company	68.9%	31.1%
Working for money, collecting scrap metal and plastic bottles to make money	55.7%	44.3%
Health related problems	51.6%	48.4%

From Table 4.11 above, similar results as those given by teachers were obtained from boys still in school. The boys still in school considered the following to be major contributory factors in dropout rates: Drug abuse (70%), Bad company (68.9%), income generating activities (55.7) and health related problems (51.6%). This conforms to ratings by both teachers and the boys who have already dropped out of school.

These results support the findings by Roso and Marek (1996) who found out that poor health makes it impossible for boys to maintain motivation and sufficiently high levels of concentration and results in poor cognitive function. The results are also consistent with the findings of Staff and Kreager (2008) who found that acceptance into violent groups

compromises educational achievements among disadvantaged boys. The finding that 45.2% of the boys who had dropped out of school were involved in drug and substance abuse supports the findings of Wamalwa (2011) who reported that 35.2% of teachers surveyed had knowledge of boys being engaged in drug abuse in Dagoretti district.

4.3.2 The influence of family stability on dropout rates among boys

The study sought to determine family stability factors influencing dropout rates among boys. The following sub-sections 4.3.1.1 to 4.3.1.2 give descriptive statistics of family stability socio-economic variables for boys still in school and those who had dropped out.

Section 4.3.1.3 gives the ratings of individual variables by the various respondents.

Table 4.12 Distribution of Boys by Parent/Guardian while in school

Parent/Guardian	Boys who have dropped school		Boys still in school	
	Frequency	Percent	Frequency	Percent
Both parents	27	39.7	44	53.0
Father only	4	5.9	8	9.6
Mother only	24	35.3	16	19.3
Grandfather/mother	6	8.8	10	12.0
Older brother/sister	1	1.5	3	3.6
Relative	3	4.4	2	2.4
A guardian	3	4.4		
Total	68	100.0	83	100.0

4.3.1.1 Guardian of Boys still in school and Boys who have dropped out of school

The respondents were asked to indicate whether they lived with their parents/other guardians when they were in school. Table 4.12 shows the results the majority of the boys still in school (53%) live with both parents while only 39.7% of the boys who had

left school were living with both their parents before dropping out. A majority 60.3% of those who had dropped out of school were not living with both parents by the time they dropped out of school. This seems to suggest a higher likelihood of dropping out of school if the child is not living with both parents.

4.3.1.2 Occupation and education of father

The respondents were asked to indicate the level of education and occupation of father if living with both or one of them. Table 4.13 below shows the responses.

Table 4.13 Academic and Occupational background of Father

		Boys who have dropped school		Boys still in school	
		Frequency	Percent	Frequency	Percent
Education Level of Father	Primary school	24	48.0	9	15.0
	Secondary school	16	32.0	41	68.3
	University/college	10	20.0	10	16.7
	Total	50	100	60	100
Occupation of Father	Low paying jobs	33.0	68.8	25	50.0
	High paying jobs	11.0	22.9	23	46.0
	Other	4.0	8.3	2	4.0
	Total	48.0	100.0	50.0	100.0

Table 4.13 most of the boys who had dropped out of school (48%) said that their fathers had only attained primary school education. On the other hand, majority of the boys who were still in school (68.3%) said that their fathers had a secondary school education. Additionally, the majority of the boys who had dropped out of school (68.8%) indicated that their parents were engaged in low paying jobs. Similarly, though to a lesser

percentage, majority of the boys who were still in school (50%) said that their fathers were also engaged in low paying jobs.

4.4.3 Occupation and education of mother

The respondents were also asked to indicate the level of education and occupation of mother if living with both mother and father or mother only. The table below shows the responses.

Table 4.14 Academic and Occupational background of Mother

		Boys who have dropped school		Boys still in school	
		Frequency	Percent	Frequency	Percent
Education Level of Mother	Primary school	31	53.4	16	28.6
	High school	23	39.7	35	62.5
	University/college	4	6.9	5	8.9
	Total	58	100	56	100
Occupation of Mother	Low paying jobs	33.0	71.7	21	45.7
	High paying jobs	10.0	21.7	20	43.5
	Other	3.0	6.5	5	10.9
	Total	46	100	46	100

From Table 4.14 above, a large number (53.4%) of the boys who had dropped out of school said that their mothers had primary school education. On the other hand, the majority (62.5%) of the boys who were still in school, said that their mothers had high school education. Additionally, the majority of the boys who had dropped out of school (71.7%) said that their mothers held low paying jobs while a greater number of the of the boys still in school (45.7%) also said their mothers held low paying jobs. The results

above suggest that boys who have mothers with greater academic qualifications and better paying jobs are less likely to drop out of school.

Table 4.15 Rating by boys still in school on the influence of family stability on dropout rate

	Major	Minor Reason
Problems at home	71.0%	29.0%
Parent/guardian do not care whether boys come to school or not	56.7%	43.3%
Some boys stay at home and take care of their younger brothers and sisters after loss of a parents	56.5%	43.5%
Parent/guardian force the boys to stay home and work	50.8%	49.2%
Parent/guardian are less concerned with the problems boys encounter at school	50.8%	49.2%
Some boys stay at home to take care of ailing parent(s)	47.5%	52.5%

From Table 4.15 above, the boys still in school identified more household socio-economic factors which include: problems at home (71%), lack of care by parent/guardian (56.5%), need to take care of siblings (56.5%), forced to stay home and work (50.8%) and lack of concern by parent regarding the problems the boy encounters in school (50.8%).

These results are consistent with Hunter and May (2003) who found that boys from poor families, single-parent families and those with poorly educated parents were more likely to drop out of school.

When asked what parents should do in order to ensure that boys stay in school and complete primary education, the school dropouts suggested the following: encourage boys on importance of education, provide all necessities and to act responsibly.

4.3.3 Influence of school leadership on dropped among boys

The study sought to examine the school environmental factors influencing dropout rates among boys. Teachers were given 15 items describing the school environment for which they were to rate the level of importance in influencing boy dropout rates. Table 4.16 shows the results.

Table 4.16 Rating by teachers of the influence of school environment factors on boy dropouts

	Major factor	Minor factor
Weak guidance and counselling departments at school	30.0%	70.0%
Failure of the administration to bring all stakeholders on boy child education on board	27.5%	72.5%
Lack of male role models at school	25.6%	74.4%
Overemphasis of the girl child at school	25.0%	75.0%
Encouraging the boy child to repeat classes	25.0%	75.0%
Shortage of teachers at school	23.7%	76.3%
Low morale of teachers	22.5%	77.5%
Lack of pastoral programmes at school	17.9%	82.1%
Rigid schooling hours	15.0%	85.0%
Use of corporal punishment at school	12.5%	87.5%
Poor condition of school facilities	12.5%	87.5%
Bullying by other pupils	12.5%	87.5%
Unresponsive school leadership	12.5%	87.5%
Distance the boys cover to school	10.3%	89.7%
Unattractive school environment	7.5%	92.5%

From table 4.16 above, none of the 15 items was found to be a major factor in influencing boy dropout rates according to teacher ratings. Similar items given to boys still in school

and those who had dropped yielded the same results i.e. none of the items posed was rated as being a major factor.

However, while none of the factors was rated as being a major factor, the respondents gave suggestions on how the school environment should be improved to reduce dropout rates. The school dropout boys were asked to suggest what the teachers and the head teacher should put in place to ensure that boys stay at school and complete primary education. They suggested the following: enhance counselling, avoid being too harsh on errant boys and offer a listening ear to their problems. The dropouts also suggested that the government can reduce dropouts by: enforcing parenting laws and regulations, provision of learning materials to the poor and reduction of drug abuse through awareness creation. Responding to the same question, teachers echoed the sentiments of dropout boys with only one addition – the introduction and enhancing of co-curricular activities in schools.

Thus the study finds that school leadership factors do not constitute major factors influencing school dropout rates. However, a few factors requiring attention were identified by respondents. These include: counselling, avoiding harshness on errant boys, listening to boys problems, enforcement of parenting laws, provision of learning materials, awareness creation on drug abuse and enhancement of co-curricular activities.

These findings contradict those of Manda (2003) and Batageka (2005) who found that lack of interest was a major factor. It also contradicts the findings of Liu (2004) who

found that bullying and corporal punishment leads to pupil dissatisfaction with schooling and eventual dropout.

4.3.4 Influence of classroom overcrowding on dropout among boys

The study sought to determine the classroom interaction factors influencing dropout rates among boys in public schools. Teachers were asked to rate the influence of 7 items pertaining to classroom interaction on boys dropout rates. The table below shows the results.

Table 4.17 Rating of the influence of classroom overcrowding in classrooms on boy dropouts

	Major factor	Minor factor
Overcrowding in the classrooms	42.1%	57.9%
Overemphasis in passing of examinations	32.5%	67.5%
Failure of teachers to respond to the individual learning needs of the boys	27.5%	72.5%
Availability of learning resources in class	22.5%	77.5%
Teachers discriminating/being harsh to boys in class	17.5%	82.5%
Teachers being absent during lesson time	12.5%	87.5%
What is being taught in class is not interesting	10.0%	90.0%

From table 4.17 above, none of the 7 items was found to be a major factor in influencing boy dropout rates. Similar items given to boys still in school and those who had dropped

yielded the same results i.e. none of the items posed was rated as a major factor influencing boy dropout rates. Thus the study found that overcrowding as a factor does not influence dropout rates among boys in public schools in Kenya.

The findings differed with the works of Knesting (2008) who found learner – teacher communication to be an important factor affecting drop outs. The findings also do not conform to the works of Dobson (2001) and Francis (2000) who emphasize discrimination as an important factor contributing to boy dropouts.

CHAPTER FIVE

SUMMARY OF THE DISCUSSION AND CONCLUSIONS

5.1 Introduction

This chapter is a synthesis of the entire research project. It presents a summary of findings, conclusions and recommendations. The presentation is done according to the four research objectives, in relation to peer pressure household stability, school leadership and overcrowding in classrooms.

5.2 Summary of the Study

The study sought to examine four specific objectives, namely: to determine the influence of pupils peer pressure on their dropout rates, to investigate the effects of family stability on dropout rate among boys, to determine the influence of school leadership on dropout rate among boys in Dagoretti district and to investigate the influence of classroom overcrowding on dropout rates among boys in public primary schools in Dagoretti district.

From the study, attachment to negative peer groups (74.4%) was identified by teachers as a major factor influencing dropout rate among boys. Other factors rated by teachers as major influence on dropout rate included involvement in income generating activities (69.2%), low self-motivation (61.5%) and lack of interest in education (59.0%). Some of these items were confirmed by the boys who had dropped out of school who identified involvement in bad company (58.5%), separation of father and mother (60.3%) and

income generating activities (50.7%) as the major factors that influence dropout among boys. Similarly, the boys still in school singled out drug abuse (70.0%), bad company (68.9%) , income generating activities (55.7%) and health related problems (51.6%) as the major contributors to boys' dropouts.

Regarding family stability, six items were identified which include broken families (60.31%), poverty in households and poor supervision by parents. Others were level of education of parents (48.%), loss of parent and households having low value for education. When asked what parents should do in order to ensure that boys stay in school and complete primary education, the school dropouts suggested the following: encourage boys on importance of education, provide all necessities and parents to act responsibly.

All the six categories of respondents did not find school leadership a major factor in influencing boy dropout rates. However, majority of the boys who had dropped out of school suggested the following as ways to enhance completion rate: enhance counselling, avoid being too harsh on errant boys and offer a listening ear to their problems. The dropouts also suggested that the government can reduce dropouts by: enforcing parenting laws and regulations, provision of learning materials to the poor and reduction of drug abuse through awareness creation. Teachers suggested that schools should introduce or enhance co-curricular activities in schools.

Finally overcrowding in classrooms was not found to be a major factor influencing boys' dropout rates.

5.3 Conclusions

The following conclusions were made by the study

Pupil's peer pressure does influence dropout among boys in public primary schools. The attachment to negative peer groups is compounded by involvement in income generating activities, low self-motivation and lack of interest in education to further increase incidents of dropout among boys.

Family stability influences dropout among boys in public primary schools. The specific items that influence dropout rates are: broken families, poverty in households, poor supervision by parent(s), level of education of parents, loss of parent and households having low value for education.

School leadership does not influence dropout among boys in public primary schools in Dagoretti.

Last but not least, overcrowded classrooms do not greatly influence dropout among boys in public primary schools in Dagoretti.

5.4 Recommendations

5.4.1 Policy recommendations

- i. The government should enhance and enforce parental laws to ensure children do not fall victim to instability in the family.
- ii. Public primary schools should enhance co-curricular activities to educate pupils on the dangers of peer pressure and drug abuse.
- iii. The government should conduct awareness campaigns to ensure parents and pupils fully appreciate the importance of basic education

5.4.2 Limitations and recommendations for further study

- i. The study only examined students within Dagoretti district hence the findings may not be easily generalizable to the entire city of Nairobi. Thus future studies should consider including all districts across Nairobi.
- ii. The study examined only four variables, namely: peer pressure, family stability, school leadership and overcrowded classrooms. Future studies should consider including other factors such as accountability and monitoring mechanisms at school level as well as legal and regulatory factors.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION TO THE RESPONDENTS

**Ruth Owuor,
University of Nairobi,
P.O. Box 30197
Nairobi.**

Dear Sir/Madam,

RE: DATA COLLECTION IN DAGORETTI DISTRICT

I am a post graduate student at the University of Nairobi pursuing a master of Education in Education Planning. I am conducting a final project on the Factors Influencing Dropout among boys in Dagoretti Primary Schools.

I'm kindly requesting you to respond to the questionnaire attached as honestly as possible. The information being sought is meant for this research only and your identity will not be necessary in the study. To ensure this, do not write your name on the questionnaire. I look forward to your honest participation.

Thank you in anticipation.

Yours faithfully,

Ruth Owour

APPENDIX II

QUESTIONNAIRE FOR THE TEACHERS

The information in this questionnaire is for research purpose only. It will be treated confidentially. Do not write your name on the questionnaire. Please respond to each question by filling or ticking (✓) your honest opinion in the box or the gap provided.

Section A: Background Information

1. Indicate the location of your school? Riruta () Waithaka ()
2. What is your gender? Male () Female ()
3. What is your age?
21 -30 years () 31-40 years () 41-50 years () 51-60 years ()
4. For how long have you been a teacher?
Below 1 year () 1-5 years () 6-10 years ()
11-15 years () 16-20 years () Over 20 years ()
5. What is your highest professional qualification?
Untrained () P1 () Diploma () ATS () B. Ed () Masters ()

Section B: Factors affecting drop out among boys

6. Rate the extent to which the following factors influence drop out of boys in your school? Use the following key to answer: 1- To a very large extent 2: To a large extent 3: To a moderate extent 4: To a less extent 5: Not at all

Statement	1	2	3	4	5
Household factors					

Poverty in the households					
Level of education of the parents/guardian					
Child labour in the households					
Size of the family					
Loss of a parent					
Broken families					
Poor supervision of the boy child by the parent					
Households having low value for education being provided at school					
Characteristics of the boy child					
Age of the pupil in comparison to that of classmates					
Poor academic achievement					
Health issues of the pupil					
Low self-motivation					
Attachment to negative peer groups					
Indiscipline of the boy child					
Lack of interest with education					
Frequent absence from school					
Involvement in income generating activities such as collecting and selling scrap metal, plastic bottles					
School related factors					
Use of corporal punishment at school					

Inadequate provision of physical facilities at school					
Poor condition of school facilities					
Shortage of teachers at school					
Lack of male role models at school					
Overcrowding in the classrooms					
Teacher absenteeism					
Low morale of teachers					
Teachers treating boys harshly					
Lack of concern from teachers on issues affecting the boy child					
Availability of learning resources					
Curriculum that is not relevant on the needs of the boy child					
Curriculum overemphasis passing examination					
Rigid schooling hours					
Distance the boys cover to school					
Overemphasis of the girl child at school					
Bullying by other pupils					
Weak guidance and counseling departments at school					
Encouraging the boy child to repeat classes					
Unattractive school environment					
Failure of teachers to respond to the individual needs					

of the boy child					
Unresponsive school leadership					
Failure of the administration to bring all stakeholders on boy child education on board					
Lack of pastoral programmes at school					

7. Overall, how would you rate the drop out of boys compared to that of girls in Dagoretti District?

Very high () High () the same () Low () Very low ()

8. What should parents do in order to ensure that boys stay in school and complete primary education?

9. What kind of programmes should teachers and school administrators schools put in place to ensure that boys stay at school and complete the full cycle of primary education?

10. What interventions should the government make to ensure that boys stay in school and complete the full cycle of primary education?

Thank You for Your Participation

APPENDIX III

QUESTIONNAIRE FOR THE BOYS

The information in this questionnaire is for research purpose only. It will be treated confidentially. Do not write your name on the questionnaire. Please respond to each question by filling or ticking (✓) your honest opinion in the box or the gap provided.

Section A: Background Information

1. Indicate the location of your former school? Riruta () Waithaka ()

2. What is your age? _____

3. I'm living with?

Both parents [] Father only [] Mother only [] Grandfather/mother [] Older brother/sister [] Relative e.g aunt [] A guardian []

In a children's home [] On my own []

4. If living with both parents, or either mother or father,

a) i) What is the level of education of father? _____

ii) What is the occupation of father? _____

b) i) What is the level of education of mother?

ii) What is the occupation of mother? _____

5. If living with a guardian, brother, sister or relative, what is their main occupation? _____

6. How many are you in your family? _____

7. Are you the first, second ... or last child in the family? _____

Section B: Factors affecting drop out among boys

8. The following are possible reasons that may have made you drop out of school.

Indicate whether the reason was 1) Major reason, 2) Minor reason, or 3) Not a reason why you dropped out of school. Provide only ONE answer.

Statement	1	2	3
Lack of food to eat at home and can't come to school hungry			
Lack of proper clothing and shoes			
Problems at home			
Parent/guardian do not care whether boys come to school or not			
Parent/guardian are less concerned with the problems boys encounter at school			
Parent/guardian force the boys to stay home and work			
Some boys stay at home and take care of their younger brothers and sisters after loss of a parents			
Some boys stay at home to take care of ailing parent(s)			
Some parents/guardians say education was not important			
Some are older than their classmates			
Poor performance at school			
Being involved in bad company			
Being involved in drug and substance abuse			
Lack of interest with education			

Inability to handle the challenges I was encountering at school			
Health related problems			
Frequently staying out of school			
Working for money, collecting scrap metal and plastic bottles to make money			
Being beaten by teachers at school			
The classes are overcrowded			
Lack of enough reading books, exercise books, and writing materials			
Being laughed at and ridiculed by classmates			
being beaten up by school mates			
Discipline problems			
Lack of enough teachers at schools			
Teachers frequently fail to attend classes			
Teachers treated boys harshly and even ridiculed them			
Teachers were less concerned with the problems that boys encounter at school			
What is being taught at school is not interesting			
Failure to pass all the exams as required at school			
Lack of freedom to choose the hours to attend schooling			
Long distance to school			
Repeating several classes			
Failure of teachers to guide and counsel the boys			

Failure of teachers to listen and attend to the needs of boys			
The headteacher does not listen to the boys who have problems			
There are no role models at school			
The school does not teach us religious values			

9. What should parents do in order to ensure that boys stay in school and complete primary education?

10. What should teachers and the headteacher put in place to ensure that boys stay at school and complete primary education?

11. What should the government do to ensure that boys stay in school and complete primary education?

Thank You for Your Participation

APPENDIX IV

INTERVIEW GUIDE FOR THE HEADTEACHERS

1. Division? _____
2. Gender? _____
3. Age? _____
4. How many years have you been a teacher? _____
5. How many years have you been a headteacher? _____ How many years have you served in the current station? _____
6. What is your highest educational qualification? _____
7. How many pupils are enrolled in your school? How many are boys and how many are girls?
8. Please provide the following data?

Year	Total number of girls enrolled	Total number of girls who dropped out	Total number of boys enrolled	Total number of boys who dropped out
2001				
2002				
2003				
2004				
2005				
2006				

2007				
2008				
2009				
2010				

9. What are your views about the participation of boys in primary education in your area?
10. It has been observed that boys in this area are dropping out at a higher rate compared to boys and girls in other areas, what are your views on this?
11. Do you feel that their families of origin have a role to play in their dropping out?
12. Based on your experience as a headteacher, would you say that boys who drop out of school have certain characteristics or behaviours? Please elaborate?
13. Which are the various issues that affect your school that may be contributing to boys dropping out? (Probe on aspects such as overcrowding, quality of teachers, teaching and learning resources, relevance of the curriculum, grade repetition, pupil support systems, teacher support for at risk pupils, and gender discrimination).

Thank You for Your Participation



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NCST/RCD/14/012/865

3rd July 2012

Our Ref:

Date:

Ruth Akinyi Owuor
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing drop out among boys in public primary schools in Dagoretti Division, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi Province** for a period ending 30th September, 2012.

You are advised to report to **the Provincial Commissioner and the Provincial Director of Education, Nairobi Province** before embarking on the research project.

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

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

Copy to:

The Provincial Commissioner
The Provincial Director of Education
Nairobi Province.

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Research Permit No. **NCST/RCD/14/012/865**

Date of issue **3rd July, 2012**

Fee received **KSH: 1,000**

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Ruth Akinyi Owuor

of (Address) University of Nairobi

P.O.Box 30197-00100, Nairobi.

has been permitted to conduct research in

Location

District

Province

Nairobi

**on the topic: Factors influencing drop out
among boys in public primary schools in
Dagoretti Division, Kenya.**

for a period ending: 30th September, 2012.



**Applicant's
Signature**

**Secretary
National Council for
Science & Technology**

CONDITIONS



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

- 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**

GPK6055t3mt10/2011

(CONDITIONS - see back page)