

**FACTORS THAT INFLUENCE THE DROPOUT OF BOYS IN PUBLIC
PRIMARY SCHOOLS IN KENYA. CASE OF KAKAMEGA CENTRAL
DISTRICT**

BY

INGANGA IRENE

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF
ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF
NAIROBI**

2012

DECLARATION

This Research Project Report is my original work and has not been presented for the award of any degree in any other university.


Signature.....

Date.....10/8/2012

Inganga Irene

L50/61621/2011

This Research Project Report has been submitted for examination with my approval as the university supervisor

Signature.....

Date.....14-08-2012

Dr. Harriet Kidombo

Senior Lecturer,

University of Nairobi

DEDICATION

I dedicate this work to my parents whose upbringing, care and support made me what I am today. I sincerely thank my late mother for the perseverance she went through to ensure that I complete this course.

ACKNOWLEDGEMENT

It is really impossible to thank all the people who contributed to the successful completion of this research project proposal. Those whose names have not been mentioned are equally as those whose names have been mentioned. Thanks to all primary school head teachers and deputy head teachers of the schools in Kakamega District. They were very cooperative in providing valuable and reliable information concerning dropouts in their schools. Without them this research project would not have been completed as it is. It is my hope that they learnt as much as they contributed.

I sincerely thank the Ministry of Education through the Assistant Education Officer (AEO), District Education officer (DEO) and the head teacher for giving permission to conduct research in primary schools in Kakamega District. Without their permission it would not have been successful. I thank the head teacher of Amalemba Primary Mr. Fred Anguba who allowed and gave me permissions to attend to my lessons and carry out the survey

My gratitude also goes to my supervisor Dr. Harriet Kidombo who gave me direction and humbly advised and corrected my work. Without her close supervision and guidance, it would not have been possible to produce this document. I thank the resident lecturer Dr. John Mbugua who welcomed me in to this Program and gave me direction on how to go about the course. I also recognize the help I received from Dr. Stephen Luketero in statistical sections in the study.

I also recognize the contribution of Engineer James Onyango to this project. I thank him for sparing his time to go through my document and making necessary corrections.

I appreciate the support of the entire staff of Amalemba primary for being kind and open without being mean in their assistance. I particularly thank those who stepped in to teach lessons on my behalf particularly the class 8 teachers

Thanks to my sister Esther Waswa who ensured that my financial state is smooth during my course. I also thank her for the encouragement she gave me when I was starting this program. I thank my children Brian Sande, Salome Ndeteta and Josephine Achieng' who took over my household responsibilities to ensure that I am not overburdened.

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LIST OF ABBREVIATIONS

ACBF	-	Africa Capacity Building Foundation
EMIS	-	Education Management Information Systems
FPE	-	Free Primary Education
IPAR	-	The Institute of Policy Analysis and Research
KCPE	-	Kenya certificate of primary education
MDGs	-	Millennium Development Goals
UNESCO	-	United nation's education scientific and cultural organization
USAID	-	United States Agency for International Development

ABSTRACT

School dropout is a serious issue resulting from various causes. There is overwhelming statistics that higher number of boys is dropping out of school as compared to the girls. The underlying causes of dropout remains obscured and that is why this study sought to investigate the factors that influence dropout of boys in public primary schools. The general objective for this study is to investigate factors that influence boys' dropout in Kakamega Central District. The study was guided by the following specific objectives; to assess the extent to which school related factors, family economical background and environmental factors influences dropout rate of boys in public primary schools. The study employed descriptive survey design. The boys who dropped but came back to school were established through the school records such as class registers and the admission book. The current record from EMIS indicated that 2540 boys had dropped out but came back to school. From this population 104 boys were selected both from schools and out of school to participate in the study. Schools were selected proportionally by simple random sampling. Simple Random Sampling was also used on the 88 sampled schools to select the head teachers in Kakamega Central District. The head teachers, pupils and parents were the respondents for this study. Purposive sampling used to select school dropouts who not presently in school to be respondents. Purposive sampling is one that is selected in a deliberative and non random fashion to achieve a certain goal. The main instruments for data collection were questionnaires, interview schedules and school records. Data collected was analyzed qualitatively and quantitatively through descriptive statistics. Validity of the instruments was checked by consultation from my supervisor from the School of Continuing and Distance Education. Reliability will be measured by test-retest technique. Operational definition of variables was used to guide in data analysis. The family background that had an immense influence on boys drop out were parents socio-economic status which include; family income, occupation, literacy level, family size and poverty. The study established that school related factors that causing dropout of boys were poor academic performance, teachers attitude, too much work in school and failure to pay school extra levies. Repeating of classes also discouraged pupils and had to drop out of school. Activities within the surrounding of the school and home were found to attract boys into cheap labor jobs. Most of the findings indicated that they chose to be out of school to create income in order to subsidize their parents' low income. The study recommends that the school head teachers should avoid forcing children to repeat classes unless they so wish. Repeated examinations should not be used as a means to sieve those who do not perform well instead they should be counseled to improve their performance. In this study the government was called upon to give a guideline on the extra levies charged in schools in order to curb the dropout of boys from schools. The community should be sensitized through the ministry of education on the importance of education. The study also recommends that the government to come with a law on age that should be allowed to ride bicycles and motor cycles as a business mean. As a basis for further research, the study should be conducted in the in the whole country to have an overview of the nation and apply the present findings.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Universal access to primary education is one of the Millennium Development Goals (MDGs) (UNDP, 2008; UNESCO, 2008). The year 2015 was the target time specified by MDGs and EFA in African countries in achieving this goal. However, due to poor organization of the EFA resources for economic development this has not been attained (Mukundi 2004). Education worldwide is the best way to attain self reliance in economic growth and development (World Bank 2004). The progress towards achieving Universal Primary Education (UPE) is not bearing fruits since all children who enroll in schools complete basic school education (UNESCO 2007). There are varying degrees upon which countries meet EFA goals which results to minimal improvement of dropouts. Although countries in Africa have appreciated Free Primary Education, generally children have accessed the opportunity to go to school but even as they are given this chance, they still do not complete the primary cycle of education and even the secondary sector due to number factors (Kess, 2005).

The problem of boy dropout around the world is on the high rank. In his study on dropout, (Kane 2004) points that both high and low social classes of people are affected by the problem of school dropout. He further explains that over 30% of pupils in the United States leave school before completing the underlined cycle. The cause of this dropout rate is related to the cultural and socioeconomic lives of people in this state. Likewise in Korea and Malaysia the dropout rate is approximately 40% whereas India and Asia has a dropout rate of 12% and 5% respectively (Duryea, 2003). In countries such as El Salvador, tuition fees has been viewed as the main cause of dropout of pupils from schools. Parents decide to pull out their children because they are not able to pay for their children's tuition fees (Graham, 1998)

Similarly in African countries such as Ethiopia, Tanzania, Kenya, Mali and Mozambique, nearly 70% of the pupils are average (Bruneforth 2006). Although there has been a progress in improving school participation since 1990 following the World Conference on Education for all in Jomtien, there are still large inequalities in dropouts' rates according to wealth, gender and location in many countries. In countries such as Ethiopia, enrolment of primary school children is low as compared to other countries around the world. Thus attaining universal Education in the

country requires great efforts. Nevertheless, it has made huge jump in primary school enrollment in the 1990s. Gross and net primary enrollment rates increased from 24 and 17.8 percent in 1994 to 57 and 48.8 percent in 2000 respectively (World Bank, 2004a). This achievement has been largely attributed to the New Education Policy adopted in 1994, which include significant expansion of new government schools set by the education policy of the country.

In Kenya, the UNICEF estimates that three out of ten children are likely to drop out of school for various reasons. Most children who drop out of school are those from rural areas. In a recent finding it was proved that children in the rural areas are prone to drop out due to a number of reasons. For instance in Gwasssi District most primary schools record a high children enrolment in the lower primary classes perhaps as a result of FPE Program. According to a number of head teachers in these areas, the number starts reducing as the children approaches standard three and four respectively. By the time they get to upper primary most of them drop out due to a number of reasons. The number that sits for the KCPE exam is less as compared to the number that enrolled initially when they started school. (STAR 14th April 2012. In Bumula District, food security is a major reason pupils drop out of school. (Miriam Githiga 2012)

In 1963 at independence there were fewer a million Kenyan children attending primary school but by 1992 the number had grow to 5.5million (UNESCO,2008) At independence there were 6056 primary schools with an enrolment of over 800000 pupils By 1990 the number of schools and pupils had grown higher and more teachers were trained. Free Primary Education which is also compulsory in Kenya saw many children particularly from the poor families enjoy the opportunity to be in school. Based on reports by the MoE (2003) the number of children enrolled in primary schools has risen from 5 Million to a staggering 8Million. Although this is a significant development particularly in the light of the government's effort to respond to the global priorities outlined in the key framework documents such as the Millennium Development Goals, there are glaring obstacles that are keeping children out of school (Rosemary Muganda the Executive Director of the centre for the study of adolescents Report) She explains that though enrolment rates in primary schools are high, only a few pupils complete primary school and enroll in secondary schools. According to the latest Kenya Demographic Health Survey (KDHS) problems that lead to school dropout include early pregnancies in adolescents. 40% of adolescents girls without any education are either pregnant or have become mothers at an early age.

Odhiambo L.D (1988) in his research indicated that the dropout phenomenon implies that the resources used for providing education for that particular dropout are wasted even if the said

individual acquired some education prior to dropping out, because they may not have acquired the necessary skills, knowledge and attitudes to effectively participate in the social and economic *development of the nation*. *The wastage problem in Kenya* has caused concern to the government, Educators other stakeholders in general; the present National Development plan indicated the country faces several problems on the educational plan one of which primarily relates to completion rates.(Eshiwani et al,1987) observed that in Kenya, the overall wastage rates ranges from thirty to forty percent. Kenya like other countries in the world has invested substantial resources in education and because of this the country has placed education as a priority at all levels promoting it as a key indicator for social and economic development. The public expenditure on education accounts for the largest share of the total government expenditure.

The family is the most important institution that provides care and support to children including education. Families in developing countries are, however, under increasing pressures of ever worsening poverty and deteriorating health conditions that threaten its very existence. Poverty is increasing in many developing countries despite efforts by the international community to come up with measures aimed at reducing the severity of the problem. The onset of the HIV/AIDS pandemic and its devastating consequences has depleted families' coping capacity and thrown it into total disarray. In addition to sever poverty and the impact of HIV/AIDS, most families have been exposed to natural and manmade disasters such as recurrent famine and civil conflicts and wars.

Theoretically, school completion is an individual/parental choice affected by three main factors (Connelly and Zheng, 2003): demand for education; supply of education services; and government educational policies. Demand for education is shaped by a household's decision to send children to school which is based on an assessment of opportunity costs of education. Cost may be direct expenses for school fees, clothing and transport cost as well as indirect costs in terms of opportunities forgone (including forgoing wage income or working at home). Children may also quit school for supply-side reasons, such as the distance to the nearest available school and quality of education such as availability and quality of textbooks and instructional materials, teachers' qualifications and classroom settings. Government policy may also affect the demand for, and supply of education by influencing spatial distribution of schools, quality and cost of education.

Poverty, family shocks such as illness and/or death of family members, household size and family structure are the main family factors identified in the literature that impact on school completion rates. Household poverty is a major factor keeping many children out of school. Destitute families often cannot afford to send all their children to school or may withdraw children after some level of education.

Even in the case where primary education is free like in Kenya, hidden costs such as books, supplies, uniforms or food may hinder sending children to school. Other indirect costs such as lost income or household labor derail children's chance of attending school. In Sub-Saharan Africa, with high prevalence of HIV/AIDS, many children are regularly taken out of school to care for ailing parent(s) or sibling (s) or forced to work to replace lost income. Since HIV is often transmitted to sexual partners, children are more likely to lose both parents to AIDS. In the absence of capable adult caretakers, older children (usually girls) take on responsibility for the survival of younger siblings and are forced to quit schooling. Since the care that older siblings can provide for younger children is likely to be inadequate, other siblings may also dropout of school.

Household size and family structure are important because household resources are shared among members for different expenses including education. On the other hand, school characteristics such as distance and quality of education are important factors of school enrollment and completion probability. Distance of the nearest school from the homestead negatively impacts attendance and dropout rate, especially in rural areas and among girls. In areas where girls are victims of sexual harassment, families are afraid to permit daughters to travel long distance on unsafe roads or live away from the family. As a result, girls may be forced to drop out of school and marry at early age. Access to quality education is an important factor because 'returns to schooling' is dependent on child's acquisition of basic skills and knowledge. If the household perceives that school cannot provide children with such basic skills, they may decide that an investment in education is not worth the small return (World Bank, 2004). Poor school quality may thus discourage households from sending their children to school, instead they prefer to take children out of school and involve them in income generating activities or housework.

However, the combined effect of family and school factors, and their relative influence on school dropouts have not been investigated and documented for the Sub-Saharan African countries. Most research done in the region mainly focused on individual characteristics and small geographical locations such as districts or on few schools. Specifically, there is little nationally

representative information on the possible correlates of school dropouts in countries such as Kenya, which are undergoing radical political and social changes is carrying out education sector reforms.

In Kakamega Central District, boys' dropout rate is proving to be higher than that of girls in the last three consecutive years. This suggests that the government's expenditure on education is being wasted. This study therefore sought to examine factors that influence boys to drop out of schools before they complete the primary cycle in Kakamega Central District, Kakamega County

1.2 Statement of the problem

The study investigates the factors influencing the dropout rate of boys in public primary schools in Kakamega Central District. In the last three years there has been a high dropout of boys from public primary schools in Kakamega Central District. The trends that indicate dropout is seen in the upper classes 5, 6, 7 and 8. In the year 2009, the total number of boys in class 5 were 4560, class 6 were 4281, class 7 were 4159 while in class 8 they were 2648. This shows that as the boys move towards the higher class their enrolment declines. Similarly in the year 2009 boys in class 5 were 4560. In the subsequent year those who proceeded to class six were 4152. Track of the same group indicated enrolment of 3918 in 2011. The number that was registered in class 8 in that cohort had gone down up to 2060 which were approximately 50% of the total enrolment. Generally the number of boys in schools has continued to decline. The total number of boys in the years 2009, 2010 and 2011 was respectively 15648, 15323, and 147089. On contrary to this, that of girls was 15993 or (50.55%), 16719(52.18%) and 16997(53.39%) in the respective years(EMIS 2011). From these figures it can be noticed that the number of boys in public primary schools has continued to go down beside the fact that primary school education in Kenya is free. The number of dropout in these years was also analyzed and in 2011 the dropout for boys was 699 while that of girls was 342. It is also noted that children start dropping out of school when they move to upper primary. It is upon this background that this study sought to investigate factors that contribute to dropout rate of boys in Kakamega Central District.

1.3 Purpose of the study

This study investigated the factors influencing dropout rate of boys in public primary schools in Kakamega Central District, Kakamega County.

1.4 Objectives of the Study

1. To examine the extent to which school related factors influence dropout of boys in public primary schools in Kakamega Central District.
2. To establish how family economic status influences dropout of boys from public primary schools in Kakamega Central District.
3. To evaluate ways in which environmental factors influence boys to dropout from public primary schools in Kakamega Central District.

1.5 Research questions

The following research questions were used

1. To what extent do school related factors influence dropout of boys in public primary schools in Kakamega Central District?
2. What is the influence of family economic status on boys' dropout in public primary school in Kakamega Central District?
3. In what ways do environmental factors influence boys' dropout rate in public primary schools in Kakamega Central District?

1.6 Significance of the study

Findings of the study opt to provide useful knowledge to school administrators, teachers, pupils and other stakeholders on ways of reducing drop-out rates in primary schools. They may be sensitized through findings of the study on causes of dropout and the solution to the problem of dropout hence strengthen the implementation of Free Primary Education (F.P.E). The pupils may be enhanced with the information provided by the researcher on the consequences of school dropout and will be motivated into completing the primary school cycle of education. The study aims at ensuring that those pupils enrolled in class one complete the cycle which is a base for upward mobility. The study findings hope to identify the problem underlying or causing dropout of boys from public primary schools. This may make the parents know exactly why their children drop out of school when there is free primary education.

The study is hoped to avail information that is useful to the inspectorate and the quality assurance team at all levels so that they both curative and preventive measures to the problem is taken in to account. The school administration may be helped in creating a conducive and motivational environment to accommodate pupils of all abilities.

1.7 Limitations of the Study

Many schools in Kakamega Central district especially in Navakholo Division are interior and are served by narrow muddy roads which are impassable by vehicles during rainy season especially with the current rains. This was overcome by use of motorbikes. Time duration between proposal preparation and defense is short and affected me since I was expected to report on duty. This was overcome by use of research assistants. Some head teachers did not furnish the researcher with correct information because the research of dropout was eventually to be a challenge to their administration and management styles hence fear of victimization from the ministry of education. The use of English language in dropout interview also posed to be a problem but the researcher was conversant with the regional language and had to translate the question into the language that could be understood easily.

1.8 Delimitation of the Study

Delimitation is a process of reducing the study population and areas to be surveyed to manageable size. The scope of this study was limited geographically because it is accessible to Kakamega Central District. The content of this study was limited to boys' dropout rate in upper primary. The study relied on the information provided by school head teachers, parents in the targeted schools and boys who had dropped out. Finally the study was limited in time to five months from April 2012 to July 2012.

1.9 Basic assumptions of the Study.

The study was based on the following assumptions:

All respondents were cooperative and would provide reliable information. The study was based on the assumptions that free primary education is well managed and that children are fully benefiting from it. The schools have kept accurate records of the boys who dropped out and that their performance was found. Responses that were given by the respondents were true reflections of the dropout rate.

1.10 Operational Definitions of Terms.

The following were terms were used in this study to mean:

Budget:	A record of income and expenditure
Department:	a section of an organization (e.g. a government or other administration) with responsibility for one particular aspect or part of the organizations work.
Dropout rate:	The proportion of children that stop attending school on daily routine
Dropout:	Once enrolled pupils who don't complete the given cycle in an education system of given country.
Enrolment:	Participation and attainment in public primary schools
Expenditure:	Amount used or spent by any government entity.
Family economic factors:	The state of the family daily living in terms of income.
FPE:	Free Primary Education: Education funded by the tax payers to enhance primary school learning.
Government:	A body of people usually elected with the power to control the affairs of a country.
HIV/AIDS:	Terminal sickness which affects a family's education resources.
Identification:	recognize as being specific person or thing to benefit from something
Implementation:	putting into effect the program of reforms in the procurement departments or special school
School related factors:	Causes of dropout affiliated to schools policies.
Upper Primary:	Refers to classes 5 to 8.

1.11 Organization of the study

The study was organized in five chapters. Chapter one was the background of the study, statement of the problem, purpose of the study, objectives, the research questions, significance of the study, limitations, delimitations, assumptions of the study and the definitions of significant terms.

Literature review was entailed in chapter two. In this chapter, dropout of boys was dealt with on global, regional and local perspective. The concept of dropout was investigated and the influence of school related factors, family economic factors and environmental factors was studied. The chapter also dealt with conceptual and theoretical framework.

Chapter three contained the research methodology which comprised the research design, target population, , sample size and sampling procedure, research instruments, their reliability and validity, procedure for data collection and analyzing techniques .

Chapter four dealt with data analysis, presentation, interpretation and discussions of the findings. Finally chapter five covered the summary of the research findings, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

According to Gall and Borg (1989) literature review in educational research provides one with means of getting to the frontier in one's particular field of knowledge. They further argue that unless one learns what others have done in his study one cannot develop a research project that will contribute to furthering knowledge in his field. Literature review forms a foundation upon which all future works must be built. In this study the literature entails factors that contribute to high dropout rate in primary schools. These factors include economic status of families, environmental factors, class repetition, school based factors and HIV/AIDS. In this review, global, regional and local perspectives on dropout rate of boys in upper primary will be discussed in details

2.2 The concept of dropout

The concept of dropout refers to children who are enrolled but stays out of school for a long time. It further refers to once enrolled students who leave school before completing a given cycle. The degree of dropout varies between and within countries (Gaustad ,1991). Defining the term dropout may be explained through the characteristics of a dropping pupil. Thus the socio-economic background of a dropping pupil reveals that pupils from low income families. Disabilities may cause a pupil to drop out of school due to inability to understand what is being taught in normal schools. The National Transition Study estimates that many disabled youth drop out of school because they don't match the existing curriculum. Nevertheless race ethnicity can cause dropout in areas prone to discrimination of skin colour. For instance Hispanics and African Americans are at greater risk of dropping out than the whites. Poor performance is another characteristic that may contribute greatly to dropout rate. Children who don't perform well in class have no much interest in learning hence drop out of school without hesitation. There are those children that will remain absent from school for a lengthy of time for reasons other than illness .Clearly children who miss school fall behind their peers in classroom This in turn lead to low self esteem and increases likelihood of dropping out of school.

Occupational aspiration is another significant characteristic of boys' dropouts. Young peoples' perceptions of economic opportunities available to them also play a role in their decision to

dropout or stay in school .Dropouts often has lower occupational aspiration than their peers. Other characteristics of dropouts include grade retention or repetition, migration, lack of parents' interest in their children's education matters and corporal punishment.

School dropout is widely recognized as a negative life event which is often followed by further problems. Several factors associated with dropout have been identified by past research. For instance Alexander et.al (2001) found that family socio-economic status, family composition, student engagement in school, retention and age predicted dropout.(Rumberger ,1987) in a review of dropout literature identified how socio-economic status, low parental educational or occupational attainment, low family income, single parent families predicted dropout .However *in recent review of the dropout literature*(Jimmerson et al ,2002) assert that grade retention is the strongest predictor of dropout .*In general, status attainment and dropout literature points out* three main factors predictive of school success, (Blau and Duncan, 1967) says it is parental attainment, Robinson and Gamier(1985) says it is intelligence and (Jewell et al ,1969) it is socioeconomic status that lead to success in education. Researchers are therefore urged to assess the importance of all these factors and the extent to which they cause dropout of pupils from schools. In this study much was done on factors that contribute to high dropout rate various perspectives which include global, regional and local views of the subject.

In America according to (The White House Office of The President Secretary, 2010) President Obama announced that the rate at which boys was dropping out of school was a question of concern to all the stakeholders in the education sector. He said that the Americans couldn't afford to accept or ignore the problem of dropout. He called on all the stakeholders, parents, guardians, teachers, principals, students, business leaders and elected officials to come up and end the dropout crisis in America. He noted the stake was too high for their children, their economy and country as a whole. The epidemic stemming the tide of dropout required turning around the low performing schools. He further noted that every school day about 70 children decided to drop out of school and a total of 1.2Million per year dropped out without attaining the required grade. Those entering high school were only 70%. Considering the causes of this high dropout rate, he came up with four reform models which included replacing the head teacher and perhaps half of the staff, secondly closing and reopening of school and review of the management skills in the affected schools, thirdly to completely close the failing school in order to achieve higher learning skills ,and lastly to transform various areas in the running of the school, thus the school must address the areas of reform which include developing teacher and school leader effectiveness.

On keeping the boys on track to graduation one study found that when dropouts are asked why they left school, half the dropout responded that they did not find school interesting and that the school did not motivate or inspire them. The Obama administration is committed to investing in innovative school dropout prevention strategies. He emphasized the importance of investing in dropout prevention and recovery strategies to help make learning more engaging and relevant for students. He committed \$3.5 Million and \$50 Million in transformational changes and prevention strategies respectively. This will enhance students' participation in the learning activities and help them catch up academically. The Obama administration will support effective dropout preventive strategies through the \$50 Million committed to Graduation Promise Fund and through Reforms Support under The Student Aid and Fiscal Responsibility Act (2010). Besides this in America children who are at risk of dropping out of school are that do not perform well in class, repeat grades more than twice, low socio-economic background, language barrier, truancy, have discipline problems, demographic viable, disabilities and low educational and occupational aspirations. (Rumberger, 2006).

According to India Reports (2010) on Demographic Trends and statistics, it is noted that in India primary school enrolment has increased over years. However school dropout rates for boys has continue to be high. School dropout in India is one of the main factors contributing to low literacy level. The Indian social mind set is that children especially boys are treated as breadwinners in most low income homes. At a comparative level more boys drop out of schools than the girls in the ratio 61.5% to 58.6% respectively.

Countries in the Sub Saharan Africa have been struggling in finding out ways of improving their educational systems in order to achieve the Education For All (EFA) goals. These countries has laid several strategies in an attempt to meet the set goals in 2015. These strategies include providing free primary education to all primary school going children in the region. Providing lunch and snacks in schools in the marginalized area is another way that African countries have adopted to see to it that children attend school regularly. This has motivated children from poor families to like school. This event has attracted the attention of the donors from various parts of the world especially in the developed countries (World Bank 2003). The international bodies that support the effort of African countries towards education include World Education Forum, UNICEF WHO, among others.

School dropout has become recognized as a major educational challenge in developing countries. This is because there is high enrolment and low completion of education cycle. The ranks of

uneducated and unemployment has swollen .In counties such as Malawi dropout rates are still high beside the fact that free primary education was introduced in year 1994 soon after a democratic government .Enrolment soared from 1.2Million in 1994 to 3.0Million in 1997 .This rapid increase in enrolment brought about unprecedented stress on the existing resources in the education sector. Educational indicators reached unacceptable level and in the event the quality of education was compromised. In an effort to address the problem, the ministry of education recruited more temporary teachers in schools. Foreign bodies joined Malawi in handling the situation by building more classes, training teachers, provision of textbooks among others .Despite the fact that there is high enrolment rate in Malawi dropout rate is equally high. The main reason for dropout in Malawi is illness of family members, lack of interest in learning (Kadzmir and Chibwana, 2000).

Literature according to Sue Blaine (2010) reveals that the generally poor quality of basic education in South Africa is the main cause of slow completion and high school dropout rates. A survey released recently reveals that many pupils were taking more than 12years to finish school and this proved to be costly to the state, the household they lived in and to pupils themselves (Sarah Meny Gilbert 2010). Poverty remained the single largest contributor to the dropout rate with 11.95% of 16-18years olds in 4400 households. Given that South Africa scored high in school enrolment meeting the United Nations' Millennium Development Goals of the Universal access to primary school by 2015. The gross enrolment rate for grade 8 is 104.9%, the extra 4.9% indicates some grade repetition because of overage participants. The main reasons for dropping out of school in South Africa were poverty and cost of education, teenage pregnancies and feelings of alienation. Repetition of grades was also linked to poor grounding in the basic education .Research revealed that black children were six times more likely to repeat a grade than the white children. Race was a thin film through which to view other variables such as access to quality education, living conditions and home language. (Sarah Blain 2010). Development Bank of South Africa education specialist Graeme Bloch who has written on South Africans' schooling crisis said that the inefficiency and poor quality in the South African school system was only part of the story about South Africans' high school dropout rate.

Jonathan Cohen, a researcher with Human Rights Watch on HIV/AIDS project notes that the main cause of school dropout in Africa is due to neglect of HIV/AIDS orphans. He says that AIDS affected children are failing to go to school .He points out that in Johannesburg, government neglect of Millions of children affected by HIV/AIDS is fuelling school dropout

across East and Southern. In Sub Saharan Africa there are more than 12 Million children orphaned by Aids not including those that parents are terminally ill. While overall school enrolment rates have risen to approximately 66% in the African continent, Aids affected children have been systematically left behind .Recent surveys from Kenya, Tanzania and South Africa show that orphans are more likely to withdraw from school. The report documents how children suffer de facto discrimination in access to education from the moment HIV/AIDS afflicts their families. They leave school to perform household labor. Many cannot afford school fees because their parents are too sick to earn a living. While some countries such as Kenya and Uganda have abolished school fees at primary level, schools repeatedly refuse to admit Aids affected children who cannot afford to buy books, uniform, and other school related expenses. Some are even forced out of school for failing to produce birth certificates or failing to buy a desk. Dropping out of school exposes orphans to a lifelong cycle of poverty and abuse.

The Secretary General, Foundation for Rehabilitation and Education of Special Children (FRESC) in Pakistan (Ashba Kamran 2010) has notes that corporal punishment is the main cause of dropout in the government schools. She further notes that about 25% of the children in Pakistan are never enrolled in primary schools and about 50% of the enrolled leave schools before completing the primary education. This high dropout is a cause of concern for civil society, policy makers and teaching community of Pakistan. Authorities in Tanzania have expressed concern over the large numbers of primary school children who drop out of schools because of early marriages, child labor or truancy.(IRIN-2010) According to President Jakaya Kikwete of Tanzania on his monthly address to the nation raised his concern over primary school dropout. He noted that the number of dropout had risen to 44742 in (2006) from 32469 the previous year. A total of 7734 pupils abandoned school in (2006).

Dropout of boys in Kenyan public schools has been on the higher side beside the government's effort to attain the Universal Primary Education. During independence after KANU became the ruling party, its manifesto committed the party to offering seven years of free primary education. In 1971 the presidential decree abolished the tuition fees in the semi arid areas. In 1973 free primary education was provided to children in classes' 1-4 in all districts. Providing these free services meant that children would be motivated in attending school without being sent back for lack of school fees. Consequently many children would attend school and this would boost the interest of the government's ideology of abolishing illiteracy among its citizens. Many Kenyan experts believed that by removing school fees, children would be retained in schools and the

dropout rate would be minimized (Republic of Kenya, 2003). In (2002) the UN Millennium Summit set a strategy of starting a program of free schooling for all children in Kenya and in the event they would attain Universal Primary Education by 2015. As much as primary enrolment in Kenya has been high, the major challenge is the ability to retain the enrolled boys in school. Most of these children drop out at the level of upper primary. Internal efficiency in education is determined by promotion, repetition and dropout rates. Dropout in Kenya is higher in classes 5 to 8 (Abagi and Odipo, 1997). The national completion rates in primary schools in Kenya has been in decline for the last two decades for boys unlike girls. Dropping out of school before completion brings about wastage in terms of resources and time on both the government and parents. Dropping out of school often leads to socioeconomic tragedy. This study is committed to investigating the factors responsible for high dropout rate of boys in Kakamega Central District in Kakamega County.

2.3 Factors Contributing To Primary School Drop Outs.

The factors that largely contribute to boys' dropout in Kakamega Central District of Kakamega County can broadly be categorized into three major sub topics. These are; School related factors, Family economic background and Environmental factors.

The school related factors highlighted in this research included over-loaded curriculum, teacher's attitude, repetition and extra school levies. Family economic factors include parents' level of education, family size, parents' occupation and family's income. Environmental factors include motor cycle riding, Bodaboda business, brick making, hawking among others.

2.3.1 School based factors and dropout.

These are the factors that are influenced by the various schools to accelerate the level of boys' drop out. Dropout of boys from school may be influenced by school related factors which include over-loaded curriculum, teacher's attitude, class repetition and extra school levies.

Overloaded curriculum and dropout

Overloaded curriculum is a factor that contributes to primary school dropout in those children attempts to miss classes in order to complete work that is too heavy for them. This is a clear indication that children are prone to drop out of school. Children are missing out in primary schools because teachers don't have time to get through the curriculum. The over 700,000 children in primary schools follow a curriculum divided into 5 subjects and pupils are overloaded by it. A report prepared by the National Council for Curriculum and Assessment

(NCCA) warns that "curriculum overload affects not just teachers but also children who are subject to it.

Overloaded curriculum contributes to mental stress and emotional anguish to pupils. This makes some of them loose concentration and interest in learning hence dropout. For instance the 8-4-4 system of education in Kenya is overloaded and makes children to work with a lot of pressure. The load of work has reduced the play time of children making them loose interest in the learning Activities (Sifuna,1997).Teachers work for longer hours than expected. The teachers go as far as using the holidays in order to be able to complete the syllabus before the children move to the next level of education. The time the teachers use to complete the syllabus is paid for and this strains the economical income of parents. For parents who don't pay for coaching fees, their children are kept out of class and this prompts dropout. This study therefore sought to investigate how school related factors influence dropout rate.

Teachers' attitudes and dropout

The primary school pupils' emotional preparedness is a function of their personal relaxation and which can be maintained by the attitude of significant persons especially within the school system. Though attitude is a dynamic psychosocial construct that changes over time, it can be reinforcing while at the same time, disruptive. In consequence therefore, the child's ability to achieve and excel academically can be as predictive as the degree to which he/she is regarded and perceived within the community as well as their personal happiness. Her happiness and whether others are happy about her presence to compete within any given environment as the school, and concomitantly the attitude of especially the school teacher may be an important index in her emotionality. The perception of this paradigm is that it is the schoolteacher who arranges class tasks to facilitate learning materials as well as the facilities that may be provided for extracurricular activities needed to boost relaxation in the learners. Teachers' attitudes towards the pupils' performance is a determining factor on children's retention in school. A teacher who openly show disinterest in his or her pupils' work threatens dropout of pupils from schools.

Repetition and dropout

A number of researchers have continued to define school based factors cause boys to drop out of schools in public primary schools. Among them is Kirui (1982) who blames the school administrative policies such as repetition of classes and selection of those to be promoted to the next class. He observes that this method of promotion of pupils from one class to the other works

in favor of the privileged social classes and may lead to age heterogeneity in class which makes the boys who are elderly to shy off attending classes adequately.

According to Kirui (1982) monotony in class repetition contributes highly to the dropout of boys from public primary schools especially in classes 6 and 7. Nderitu (1987) in his study on causes of dropout in which repetition was highlighted. Repetition leads to education wastage which burdens the government and the parent. Mauanidze (1982) provides a number of reasons why repetition causes wastage in education. The government spends a double amount for repeaters thereby causing loss of investment in educational services. The pupils stay in schools longer than the normal duration and this reduces the intake capacity of the system which increases the unit cost and as result causes a regression effect on equity.

Wanjohi (2002) in her study on “Factors leading to drop out in Rongai Division” found out that boys drop out due to different reasons. Over 90% of the respondents gave drug abuse, especially, peer pressure and economic hardship as major factors influencing drop out of boys.

2.4 Family Economic Status and dropout

Economic background of a family is often measured as a combination of education income and occupation. It is commonly conceptualized as the social standing or class of an individual. Economic factors correlates with indicators such as low education, poverty, poor health, inequality in wealth distribution among others. Research indicate that children from low socio-economic household and community develop academic skills more slowly than those from higher socio-economic status.(Morgan et al 2009) Initial academic skills correlates with the home environment where low literacy environment and chronic stress negatively affect a child's academic skills. The school systems in low economic negatively affects the child's performance which eventually leads to dropout.(Aikens and Barbarin, 2008).

Families from low economic status are less likely to have financial resources to meet their children's educational needs. Parents in these conditions may be unable to afford resources such as text books, school uniform, computers or tutors to create a positive literacy environment (Corr, 2003).

In his research on school dropout, Okumu (1995) points out that both in Kwale and Nairobi, respondents gave poverty as the most important factor for children dropping out of school with 33 percent and 64 percent respectively. In Nairobi 42 percent of the respondents indicated that they would send their son to school in case of economic crunch in contrast to only 8 percent

when decisively stated they would prefer to send their daughters. Report by MOE (2007) indicates that 58% of the Kenyan population is living below the poverty line. This however leads to inability of the poor to meet education cost for their children. Consequently, this becomes a barrier to the education for girls who withdraw from school to engage in domestic work, a factor which the study seeks to investigate. Murugi (2008) observed that over one million children are out of school in Kenya due to poor backgrounds. Some have been forced to drop out of school to earn a living for their families due to rising poverty. This was worsened by post election violence that hit most parts of the country after the 2007 general election.

World Bank (1988:470) argued that there is a positive correlation between the education of children and that of their parents. This was important because the level of education of parents played a major role in the education of a child.

Population studies from some less developed countries have shown a significant positive relationship between dropout rates and percentage of people living below the poverty line. Psychologists have also established in their studies that family economic background influences greatly the learning process of the child. In order to establish the extent to which family economic background contributed to primary school boys' dropout,

2.5 Environmental Factors

Income generating attractions is a major school environmental challenge in the education matters in Sub Saharan Africa (Colclough et al, 2000). These environmental activities include hawking goods across the markets, motor cycle and bicycle riding businesses, brick making, herding among others.

Psacharopoulos and Woodhall (1997) say that children from poor families are kept out of school because their families need additional income that they may generate. Some families are so poor such that they cannot afford to hire labor. Hence, such families decide to use their children as laborers. However this affects both boys and girls depending on the family status. (Adu 2007) observed that child labor was rampant in miraa, tea and coffee growing areas in Embu and Meru North. Lack of economic alternatives in the labor market is factor that influence boys to dropout of school prematurely. Many boys perceive the job market as an escape from family poverty (Wamahiu, Opondo & Nyagah 1992). Boys sometimes offer to go and work as skilled workers so as to raise money to meet their personal requirements. Depending on the family financial level, the education of boys from poor households is disadvantaged. In those cultures where they believe it is wiser to invest in education for boys, they become affected they drop from

school (Wamahiu, Opondo & Nyagah 1992). This is also supported by UNESCO (2003). Children especially boys become attracted to attaining the adults' status because they feel they are generating income to sustain them. These are the groups of children especially boys who have joined the informal sector popularly known as 'jua kali jobs' (Bredie and Beehary, 1998). The study determined the influence of the environmental factors on school dropout.

2.6 Free Primary Education

The Millennium Development Goals committed government to ensuring that children complete the primary cycle of education in order to attain the Education for All goals by 2015. Education was made free to all primary school going children after the Jomtien Conference on Education For All (EFA) in 1990. In (2003) the Kenyan Government abolished all primary school levies in all public schools in Kenya. The free primary education was to be funded by the tax payers. It was initially internalized that a big number of children did not attend school because they were unable to meet the expenditure on education. The FPE strategy was in line with the government's policy to achieve the Universal Primary Education and The Millennium Development Goals (MDGs) which Kenya ratified in the year 2000 (Abagi et al, 2003). After the implementation of the free primary education, there followed a massive enrolment in Kenyan public schools between the years 2003 up to date. The enrolment exceeded 7 Million in 2003. This massive enrolment is not realized when the pupils complete the primary cycle as the number lower on completion.

2.7 Theoretical Framework

This study was based on the theory of Abraham Maslow's hierarchy of human needs (1954). This theory proposes that when human beings have met their basic needs to survive, felt a sense of belonging and developed self esteem, they can become motivated to achieve self-actualization. For a child to be retained in school without problems, his physiological needs must be met so that he achieves the higher levels in the hierarchy. Primary school dropout is high due to the increasing level of poverty in most households. Parents are not able to meet all the basic needs of their children because of the costs incurred in process of learning. High level of poverty makes parents to send their children especially boys in the surrounding to work and supplement the family's low financial income. As get attracted to income generating activities, they become absentees in school hence drop out before achieving the high level in the Maslow's hierarchy of needs.

2.8 Conceptual framework.

The study was guided by the conceptual framework outlined in figure 1 relating the dependent variable dropout rate to various independent variables. The study intends to determine how school based factors, family economic factors and the environmental factors influence the boy child to drop out from public primary schools.

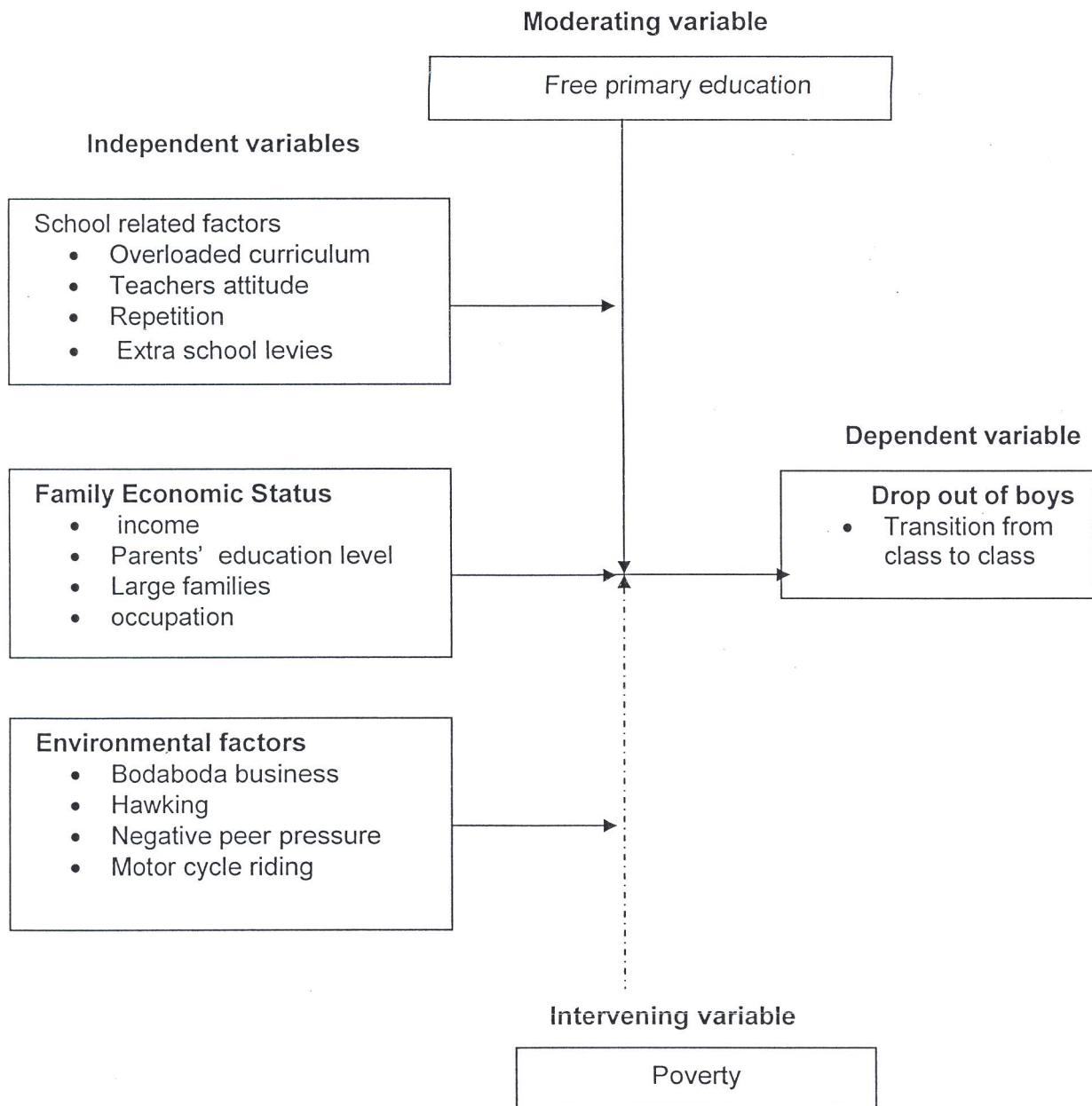


Figure 1: Conceptual framework for the study.

The factors in figure 1 are interrelated in the sense that each category of factors can influence pupils to make decision either to drop out of school completely or to complete his/her primary education thus this conceptual framework shows the school related factors, family economic background and environmental factors are influenced by parental and individual factors in contributing to the problem of dropout. This interrelationship guided the study in attempting to examine the factors contributing to public primary school dropout

2.9 Summary of the Literature Review

The literature review in this study examined various factors influencing boys' dropout rate in public primary schools .The review has explained how each factor contributes to drop out of boys from primary schools. The study has outlined causes such as over loaded curriculum, teachers' attitudes, repetition, family economic factors and environmental factors leading to dropout with reference to various sources. It is in view of this that poverty is found to be an overwhelming cause of dropout.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter covers the research methodology to be used in carrying out the study. It includes research design, target population, sampling procedures and sample size, research instruments, validity and reliability of research instruments, data collection procedures, data analysis techniques, ethical considerations and operation on the definition of variables.

3.2 Research Design

This study was guided by descriptive survey design to examine the factors influencing school dropout in public primary schools in Kakamega Central District. Descriptive survey design is present oriented methodology and is used to investigate populations by selecting samples to analyze and discover occurrences (Oso and Onen, 2009). Data obtained can help in determining specific characteristics of a group.

Sekaran (2004) defines descriptive research as a study undertaken to ascertain and be able to describe the characteristics of variables of interest in a situation. The goal of descriptive study is to offer the researcher a profile or to describe aspects of the point of interest from an individual, organization, industry or other perspective (Kothari, 2003). Public primary schools are applicable to this case.

This research will involve quantitative and qualitative research techniques. Qualitative research seeks out the 'why', not the 'how' of the topic through the analysis of unstructured information – things like interviews, open ended survey responses, emails, notes and feedback forms. It doesn't just rely on statistics or numbers, which are the domain of quantitative researchers. It will be used to gain insight into the head teacher's roles, teachers' attitudes, value systems, concerns, motivations, aspirations and culture or lifestyles.

Quantitative research is about asking people for their opinions in a structured way so that the researcher can produce hard facts and statistics for guidance. To get reliable statistical results, it's important to survey people in fairly large numbers and to make sure they are a representative sample of the target market. The process of measurement is central to quantitative research because it provides fundamental connection between empirical observation and mathematical

expression of quantitative relationships (Hunter et al, 2008). This study will use research questions and measurement scales like interval, ordinal and nominal scales.

3.3 Target Population

According to Mugenda and Mugenda (1999), target population refers to the one which a researcher hopes to apply the results of a study. The target population for this study was 88 head teachers from selected schools, 88 households from the selected schools (Kakamega Central District, education statistics, D.E.Os office 20011) and dropouts who engaged in various income generating activities within their environment and who are approximately 200 based on records obtained from the Licensing board of Kakamega Municipal Council (2011).

3.4 Sample size

According to Yamane (1967:886), this study adopted the formula

$$n = \frac{N}{1 + (Ne)^2}$$

Where n= required responses

N= Sample size

e²=error limit, e= 0.05

Using this formula for Kakamega Central District yielded a sample size of

$$n = \frac{112}{1 + 112(0.05)^2} = 88$$

The schools were selected using proportional sampling technique as follows:

$$\text{Navakholo} \quad \frac{48}{112} \times 88 = 38$$

$$\text{Municipality} \quad \frac{25}{112} \times 88 = 20$$

$$\text{Lurambi} \quad \frac{39}{112} \times 88 = 30$$

The total number of schools was 88. Navakholo 38, Municipality 20 and Lurambi, 30

3.4.1 Sample size selection

This sub-section explains how the sample is selected. Basing on Yamane(1967) formula the sample size was selected by the use $n = \frac{N}{1 + N(0.05)^2}$

$$n = \frac{376}{1 + 376(0.05)^2} = 194$$

Proportional sampling of the target population used to determine the size of the respondents

$$\text{Schools} = 88 \times \frac{194}{376} = 45$$

$$\text{Households} = 45$$

Dropouts = 104 using the same procedure. The sample size was 194 with 45 head teachers,

45 households and 104 dropouts.

3.5 Sampling Procedure

Kakamega Central District is divided into three Divisions namely Navakholo, Municipality and Lurambi each with 39, 25 and 48 public primary schools respectively.

Simple Random Sampling was then be used to determine how many schools to select from the target population. This technique was used so that each and every school in the target population has equal chances of participation. (Mugenda and Mugenda, 1999)

Purposive sampling method was then be used to obtain the dropouts targeted for the study. Purposive sampling targets a particular group of people. A purposive sample is a sample selected in a deliberative and non-random fashion to achieve a certain goal.

3.6 Methods of data collection

The main instruments for data collection were questionnaires, school documents and interview schedules. Questionnaires were administered to the head teacher. Document analysis involves reviewing the contents of the secondary data (Oso and Onen 2005).

3.6.1 Questionnaires

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The main reason for using them is that

they are easy to administer and economical to use in terms of time and money since they often have standardized answers that make it simple to compile data and analyze.

Structured (closed- ended) and unstructured (open- ended) will be used so as to obtain responses from respondents. They were used to collect data on the variables of the study. Such information is best collected through questionnaires (Touliatos & Compton, 1988).

There was one set of questionnaires for head teachers, interview schedules were for parents and for dropouts. These were respondents in every sampled school.

3.6.2 School documents

The researcher examined class registers and admission records for the years 2011,2010, and 2009, The purpose of examining these records was to establish the trends of boys' enrolment, retention and dropout in those years.

3.6.3 Pilot testing

Before the actual data collection, the instruments were tested with a sample of 30 respondents, 10 head teachers 10 dropouts and 10 parents from the neighboring districts which have experienced similar and equal characteristics as the study area. This helped in ensuring that the wording in the questionnaire was clear, the question asked measured the variable and that biasness was avoided.

Piloting of the instruments helped to identify problems that respondents would encounter in filling in the questionnaire and responding to the interview items. From the response it was necessary to frame the question in order to be objective on factors influencing boys' dropout. The questionnaire was analyzed by the researcher and the supervisor to be sure if the responses answered the research questions.

3.7 Validity of instruments

Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they are intended to measure (Oso & Onen, 2009).The instrument was adjusted according to the experts' comments and suggestions given before being administered. For validation of the instrument, the researcher consulted the supervisor and other lecturers from the school of Continuing and Distance Education Department who helped to ascertain whether the items were wealthy in content and correctly put.

3.8 Reliability of the instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). Reliability of this study instruments was established by pilot testing. A pilot study is the small-scale trial, intended to assess the adequacy of the research design and of instruments to be used for data collection (Wilson, 1996). It also helps in establishment of codes or response categories for each question, which covers the full range of responses that may be given in reply to the question in the main investigation.

The reliability of the instrument during piloting was ascertained through a test-retest method. The test-retest reliability was administered on two different occasions after a lapse of two weeks. This approach assumes that there is no substantial change in the construct being measured between the two occasions. The test was performed twice, in the case of a questionnaire, this meant giving 5 questionnaires outside the respondent sample, the same questionnaire in two different occasions that is after two weeks.

3.9 Operational definition of Variables

Objective	Variables	Indicators	Data collection instrument	Measuring scale	Analysis technique
1 To assess the extent to which school related factors influences boys' dropout rate in public primary schools in Kakamega Central District.	<u>Dependent</u> Dropout in Kakamega Central District	Number of dropouts in Kakamega Central District.	- School documents - Educational management information system	nominal	-Quantitative and qualitative -Frequency and percentages
2 To establish how family economical status influences dropout of boys in public primary schools.	<u>Independent</u> - School related factors	-Overloaded curriculum -Teachers attitude - Repetition -Extra school levies	Questionnaire and interview schedules	Interval and ordinal	Qualitative and quantitative analysis
3 To evaluate ways in which environmental factors influences dropout of boys' from public primary schools.	<u>Independent</u> -Surrounding income generating activities	- Parents' education level Family income - Family size - Parents' occupation - Hawking -Motor cycle riding - Bodaboda business - Negative peer pressure	Questionnaire and interview schedules	Ordinal, nominal	-Quantitative and qualitative -Frequency and percentages
			Questionnaire and interview schedules	Ordinal, nominal	-Quantitative and qualitative -Frequency and percentages

3.10 Methods of data analysis

Analysis of data collected shall be done through qualitative and quantitative techniques. As defined by Watson (1994), qualitative data analysis is *systematic procedure followed in order to identify essential features, themes and categories*. Data will be analyzed through descriptive *statistics by use of percentages and frequency tables* where necessary. Information in table shall be analyzed through qualitative descriptions of the tables.

3.11 Ethical Considerations

The study will involve seeking respondents' consent by the researcher so as to administer the questionnaire. The researcher will also inform the respondents the expected duration of participation in the study and the procedure to be followed. Respondents will be assured of the Confidentiality of the information to be given during the study and that their names will not appear anywhere on the questionnaires.

3.12 Summary of the methodology

This chapter discussed in detail research design that was used, target population, sample size & sampling procedure, methods of data collection used. Some of the methods highlighted include the questionnaires and interview schedules. Validity and reliability have also been deliberated upon with a brief explanation on methods of data analysis where descriptive statements are used and it was followed by operational definition of variables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

The chapter presents an analysis of the data that was gathered using the tools of research discussed in chapter three. The first part presents the questionnaire response rate. Secondly, data on the background information of the respondents including age, education level, economic activity and income is presented. The third section presents information on school based factors, family economic background and environmental factors leading to boys' dropout in public primary school. Tables have been used to summarize and illustrate the findings of the study.

4.2 Questionnaire response rate

The study used questionnaire and interview schedules as tools for data collection. The study had a sample size of 194 of which 45 were head teacher, 45 households and 104 boys who had dropped out of school in upper primary. Each of the respondents was given a questionnaire and interviewed appropriately. Not all the respondents returned the questionnaires. From 194 questionnaires, 167 were filled and returned. Head teachers who participated in the study were 42, 80 dropouts and 45 households which yielded to a total of 167 respondents. The response rate 86% was good when compared to the recommended response rate required for analysis (60%) based on (Kothari 2005).

4.3 Family economic background factors on dropout.

The first objective of this study was to determine the family economic background of households' factors that lead to boys' dropout in public primary schools in Kakamega District. This was established through research question stating, "*what is the influence of family economic background on boys' dropout in public primary schools?*" To develop the objective, factors such as the status of, educational level of the parents, size of the family, occupation and family's income were developed. The background information of the respondents include age, class attained before dropout, marital status of households, family income, household size and economic activities.

The study consists of 167 respondents among whom 125 are used to respond to the question on home based and family related factors in this study. The information on socio-demographic characteristics of the household respondents is presented in Table 4.1. Majority of the household

consisted of adults who were aged between 31-40 years. This was an indication that most parents were mature and strong enough to control their children. Parents who are above 50 years were rated at 26.7% and this showed that these were either grandparents or guardians who were responsible of the young ones. This could be as a result of death, separation or taking care of children who are born out wedlock. This is a possibility cause of dropout since most children who are brought up by grandparents tend to be undisciplined. On marital status 48.9% families were found to be in marriage while 51.1% were single parents as a result of separation, divorce or death. This has a close relationship to dropout since children who live in split families are affected socially and psychologically. Most of them especially those who live with relatives as a result of death of a parent do not complete school for lack of money to pay their school fees. This make them start living on their own as early as when they are 20 years of age. The household size was determined and most of them were found to be large.

Up to 51% of the sampled families were found to be consisting of 6-10 members. The size of the family has an effect on dropout especially on families that live in poverty. The researcher was also interested in finding out if these households were involved in any economic activities. The questionnaires established that 84.4% were subsistence farmer. On the family income the researcher established that the monthly income for most households is below Shs.3000 which rated 66.7% of the sampled population. Only 8.9% earn above Shs.10000. Most families had not attained formal education and this made them to live in poverty hence not able to meet all their children's needs.

Table4.1: Socio-demographic characteristics of households.

N=45

Variable	Range	Frequency	Percentages
Age (Yrs)	20-30	9	20
	31-40	18	40
	41-50	6	13.3
	>51	12	26.7
Marital Status	Single	7	15.6
	Married	22	48.9
	Widowed	10	22.2
	Divorced/separated	6	13.3
Household size	<2	2	4.4
	3-5	14	31.2
	6-10	23	51.1
	>10	6	13.3
Literacy level	none	4	8.9
	Primary	29	64.4
	Secondary	9	20
	College	3	6.7
	University	-	-
Family income	(Per month)>3000	30	66.7
	3001-5000	6	13.3
	5001-10000	5	11.1
	>above 10000	4	8.9
Status of family	Well to do	2	4.4
	Average	13	28.9
	Poor	30	66.7
Engaged in economic activities	Yes	38	84.4
	No	7	15.6

4.3.1 Dropouts response on Family Economic background

Population studies from some less developed countries have shown a significant positive relationship between dropout rates and percentage of people living below the poverty line. Psychologists have also established in their studies that family economic background influences greatly the learning process of the child. In order to establish the extent to which family economic background contributed to primary school boys' dropout, the researcher sought from the dropout and parents on the issue of parental level of education, the parents' occupation, family size and family level of income. This was guided by the research question, what is the influence of family economic background on boys' dropout in public primary schools

4.3.1.1 Parents' occupation

Parent's occupation determines the level of income and the living standards of the family. When the income level is high, parents are able to provide the basic needs for their children both at school and at home without constraints. The occupation of parents is a measure of the family's level of income. The dropouts indicated their parents' occupation and information summarized in Table 4.2 This categorized father and mothers' occupation.

Table 4.2: Parents' Occupation

N=80

	Occupation			
	Mother		Father	
	Frequency	Percentage	Frequency	Percentage
Self- employed	40	50	9	11.25
Salaried employment	7	8.75	12	15
Farming (Subsistence)	28	35	38	47.5
Casual worker	5	6.25	21	26.25
Total	80	100	80	100

Majority of pupils' fathers 38 (47.5%) are subsistence farmers and 21(26.25%) are casual workers. A large group of parents in these area are engaged in masonry, security guards cane cutters and carpentry. It is observed that most of the stated occupations are not well paying to enable parents adequately cater for their families. Most mothers 40 (50%) are self employed. Many of them were engaged in small businesses which include tomato selling, sukuma wiki selling, second hand clothes selling among others. What they get from these small scale businesses cannot meet all their day to day running of family needs.

From the findings majority of parents are straining to meet the high economic standards of the country. Children from low economic status have been found to lag behind education standards at the elementary school levels (Flip et al, 1983). Children from low family economic status are disadvantaged and in most cases they end up dropping out of school.

4.3.1.2 Family Size

The size of the family is influenced by the number of the children that it has. Parents with a high number of school age children find it difficult to see their children through education (Graham 1991). Education in Kenya today is expensive besides the governments' subsidy. At primary level parents are expected pay for remedial fee, activity fee, as well as other inputs such as exercise books, school uniform and contribute towards other physical structures to cater for the rapidly growing enrolment. The family income have to be split among several competing ends .Education is just one of them though not a basic need (UNESCO,2001), Castle (1996)raised a question 'How can parents provide for education when they cannot afford a meal. The cost of education affects the family economy especially if parents have more than five children in school. The size of the family has a strong negative relationship with the level of parents' education. The information on the number of siblings that the dropout indicated to determine the size of the family is presented in Table 4.3

Table 4.3 Number of dropouts' siblings

N=80

Siblings	Frequency	Percentage
None	2	2.5
1	8	10
2-5	18	22.5
6-10	47	58.75
>10	5	6.25
Total	80	100

According to the figure, most boys in Kakamega Central District had between 6-10(58.75%) siblings followed by those having 2-5 (22.5%) siblings. However with high number of siblings, some boys indicated that most of their parents were also faced task of taking care of the members of the extended families due to poverty and the death of parent. This meant that parents did not only take care of their children but also other children from relatives. This clearly indicated that most parents were overburdened and could not afford to send their children to school as well as meet their basic needs.

4.3.1.3Parents' level of education

World Bank (1988:470) argued that there is a positive correlation between the education of children and that of their parents. The dropout respondents were asked to indicate the level of education of their parents. This was important because the level of education of parents played a major role in the education of a child. Their response was presented in Table 4.4

Table 4.4 Parents' educational background

N=80

	Fathers		Mothers	
	Frequency	Percentage	Frequency	Percentage
Primary	48	60	52	65
Secondary	17	21	9	11
College	4	5	3	4
University	-	-	-	-
None	11	14	16	20
Total	80	100	80	100

From the table above the level of the parents education was elementary. The respondents indicated that 60% fathers and 65% mothers had only attained primary level of education. It was also noted that (20%) of the parents had not gone to school. The findings reveal that a good number of parents were illiterate since most of them had only attained primary education.

4.3.1.4 Family level of income

Poor economic growth in Kenya has led to persistent poverty among Kenyan households. More than (50%) of Kenyans live below poverty line and are therefore unable to meet basic needs of their families such as shelter, food clothing ,health and education,(National Development plan1997-2001). Due to poverty parents or guardians are at times unable to meet both direct and indirect costs of schooling which forces them to withdraw their children from the school system.

The study sought to consolidate and rank information that captures the overall family background characteristics towards education of the boy child. Information was sought from the boys on reasons why they were not in school at the time of interview. Statements concerning boys' perception of the family's income affecting their dropout and finding were recorded in table 4.5

Table 4.5 Family's income

N=80

Statement	Yes	No
	F(%)	F(%)
My parents were poor	72 (90.00)	8 (10.00)
Death of parent	26 (32.50)	54 (67.50)
Low family income	65 (81.25)	15 (8.75)
Lack of tuition fee	49 (61.25)	31 (38.75)
Parents' decision	23 (28.75)	57 (71.25)
Lack of interest	36 (45.00)	44 (55.00)
Lack of meals	54 (67.50)	26 (32.50)
Looking after sibling	32 (40.00)	48 (60.00)
Working on the farm	38 (47.50)	42 (52.50)
Engaging in small businesses	26 (32.50)	54 (67.50)
Lack of activity fee	30 (37.50)	50 (62.50)

4.4 Head teachers response

4.4.1 Gender distribution of Head teachers

Gender of the head teachers who participated in answering the questionnaire in Kakamega Central District was established. This was to determine gender distribution in the district. Information on the head teachers' gender was presented in Table 4.6

Table 4.6 Gender distribution of the head teachers

Response	Frequency	Percentage
Male	32	76
Female	10	24
Total	42	100

The data collected revealed that a total of 42 head teachers who participated in the study in Kakamega Central District, (32)76% were male and (10) 24% were female. Female responses were found to be low. The study revealed that most leadership opportunities in public primary schools in Kakamega Central District were taken by men. This could be explained that most women were not interested in school management because of the burden they are expected to carry which include household labor, access to formal education among others.

4.4.2 Age distribution of the head teachers

Age distribution of the head teachers was an important aspect because it would help the in establishing their maturity in the field of administration and management. Information on the age distribution was presented in Table4.7

Table 4.7 Age distribution of the head teachers

Variable	Range	Frequency	%
Age (yrs)	30-35	1	2
	36-45	8	19
	46-55	22	52
	>56	11	27
Total		42	100

The table 4.7 presented the age distribution of the head teachers sampled for this study. Out of the 42 sampled 1(2%) were below 35 years, 8 (19%) were between 36-45 years old, 22(52%) were between 46-55 years old and 11(27%) were over 56 years.

The majority of the head teachers from the sampled schools were in the range 46-55 years. This indicates that most head teachers in Kakamega Central District are mature enough to guide the boys who were dropping out of schools at a high rate. This age bracket also meant that they had good and enough management experience and therefore they would ensure smooth running of schools.

4.4.3 Academic qualification of the head teachers

Table: 4.8 Head teachers' academic qualification

N=42

Qualification	Frequency	Percentage
Assistant teacher	2	5
ATS IV	4	10
ATS I	30	71
Graduate teacher	5	12
Principal	1	2
Total	42	100

Majority of the head teachers were trained and had attained higher level of academic qualifications. 71% of the sampled head teachers were at the ATS level an indicator that most of them had taken proficiency courses as per the Ministry of education's directive (1988) that stated that all head teachers take an induction course in order to improve in their management skills. A good number of them also showed that they had started taking degree courses. 12% were holders of bachelor of education degree. The government has called on the Ministry of education to ensure that those who take up leadership in primary schools must have attained at least a bachelor degree. This has seen a good number of the head teachers enroll for courses in the local universities to meet the ministry's requirement before late.

4.4.4 Experience in the present school

The length of time a head teacher has stayed in a station is an important aspect in assessing dropout of children from schools. The longer he/she stayed in a station the more understanding he has of the people he is administering. From the finding it is seen that most head teachers had served in their present station for at least 5 years and above. It was confirmed that the majority of them had stayed in a station for 10 years and above having recorded 83%. This indicates that the information they gave on dropout was closely accurate since they have a clear understanding of the school that they manage. Information on the experience of head teachers in the same was presented in Table 4.9

Table 4.9: Experience in the same school

N=42

Time (Years)	Frequency	Percentage
<5	2	5
6-10	10	24
11-15	23	55
>16	7	17
Total	42	100

4.5 The level of dropout

The table 4.10 explains the trend in the 2009, 2010, 2011 and 2012 (EMIS, 2011)

Table 4.10: determining the level of dropout.

Year	Class	No. of Boys	No. of Girls	Total
2009	5	4452	4639	9091
2010	6	4443	4626	9096
2011	7	4355	4610	8965
2012	8	2673	2799	5472

The information in the table 4.10 indicates that boys' number reduce as they move to the next class. The number of pupils reducing is found to be high when they move to the examination

class. This indicates that more boys either move to other schools to secure chances in the examination class or choose to drop out of school. The respondents argued that the number that drops is higher than that that seeks for class 8 chances in other schools. Furthermore as they seek for admission in other schools, the trend is the same since they have to do an interview in form of an exam to qualify them to join class 8 in those schools. The number of boys that enrolled in class 5 in the year 2009 was 4452 but when the same class is enrolled in class 8, the number has drastically reduced to 2673. *This low number that has moved to class 8 has gone down by 1779* which is 40% the number that was in class 5 in 2009. The level of dropout is found to be high.

4.5.1 Response of the head teachers on the cause of reduction during transition

Table 4.11

N=42

Response	Frequency	Percentage
Repetition	18	42.9
Poor performance	3	7.1
Truancy	6	14.3
Teachers attitude	3	7.1
Too much school work	10	23.8
Transfers	2	4.8
Total	42	100

From the finding it is established that the head teachers indicated that repetition was a major cause of the number reducing as the pupils move towards the examination class. They confirmed that most dropouts choose to move to other schools in order to sit for examination. Repetition recorded 42.9% which was relatively high. Too much work in school indicates 23.8% and is also found to be a cause of dropout. The overloaded curriculum has seen a number of pupils leaving school.

4.6 School related factors leading to boys' dropout

There was an attempt to determine the role of performance on dropout of boys. The dropouts were asked whether they performed well in school before they dropped out and only 5% indicated that they performed well while 37.5% indicated that they were average in their performance. However this was followed up from the school examination records and summarized the levels of performance as described in Table 4.12

Table 4.12 Performance ratings of dropouts.

Score	Frequency	Percentage
Very good	4	5
Good	6	7.5
Average	30	37.5
Poor	38	47.5
Very poor	2	2.5
Total	80	100

From the findings the performance rating analyzed indicated that boys who performed well in schools were unlikely to drop out. However the dropouts confirm that they dropped out due various reasons discussed in various parts of the study. In the case of those who performed poorly, many were subjected to various actions taken by the school policies as indicated in Table 4.13

Table 4.13 Dropouts response on action taken by schools authority on performance

Action	Frequency	Percentage
Repeating classes	48	60
Send home	5	6
Extra homework	16	20
Ignored by teachers	8	10
Guidance and counseling	3	4
Total	80	100

From the analysis 60% stated that they were out of school because the school policies demanded that they repeat classes for having failed to meet the set passmark. 20% of the respondents indicated that they were being subjected to a lot of school work through what they said would be assigned to them as homework. They reported that they were opposed to the idea of repeating classes or maintained in class with a condition that they do extra work. It is also important to note that up to 10% of the boys indicated that teachers were not supportive of their poor performance hence ignored them at class level. Table 4.14 analyzes the head teachers' action on performance of pupils

Table 4.14: Head teachers' action on below average pupils.

Action	Frequency	Percentage
Re- do the test	6	14
Repeat	26	62
Promoted	8	19
Try other schools	2	5
Total	42	100

Poor performance in many schools leads to several actions as indicated in table 4.14 above. Up to 62% of the boys are forced to repeat classes against their wishes, 19% is allowed to move to the next class but with conditions. The tight rules on performance forced them to drop out even before they completed class 8 as expected. A case such as remaining in class while others pupils go home so that they improve their scores is only adding pressure on their studies.

4.6 Environmental Factors

The final objective of this study is to evaluate ways in which environmental factors influence dropout of boys from public primary schools in Kakamega Central District. This is guided by a research question, “in *what ways do environmental factors influence boys' dropout in public primary school*” Information was sought from the respondents on environment activities that attracted boys to drop out of school and the findings were presented in Table 4.15

4.6.1 The effect of the environmental factors on boys' dropout

The availability of cheap job opportunities within home and school environment influences pupils' decision to withdraw from school hence dropout. Children especially boys opt to engage in quick income generating activities than waste time in schools. According to (Rumberger 1983), communities can influence dropout rates by providing employment opportunities during school time. In this study the respondents were asked to indicate the activities the school boys engage in when they were absent from school and their responses are presented in table 4.15

Table 4.15 Respondents view on the environmental factors that influence dropout.

N=167

Response	Frequency	Percentage
Engaging in casual work	10	6
Working on shamba	36	21.5
Bodaboda business	31	18.6
Motorcycle business	42	25.1
Hawking	24	14.4
Hanging out with non schooling friends	6	3.6
Attending funerals	2	1.2
Working on building sites	16	9.6
Total	167	100

From the findings the study established that 25.1% of the boys who left school engaged themselves in motor cycle business in order to create income for their families who were living in poverty. Since most households depend on farming 21.5% proved this by indicating that pupils remained at home to help their parents in cultivating their shambas. Those who engaged in boda boda business followed with 18.6% indicating that young boys preferred to ride bicycles to education. Some pupils even admitted that they left school to hawk goods around the town in order to get money and subsidize their parents' low income.

4.7 Discussions

The high dropout of boys shows that making education free is not sufficient to catch up all school age children to continue in primary school. It is a complex social problem that the government alone cannot reduce it. Parents should be made literate through adult literacy program and motivated regarding the importance of education. In Kenya many educational experts believed that by removing fees would improve the structure of the school hence the learning environment (Olweny, 2009). A number of researchers cited in the literature review have tried to define the influence of school related factors on the boys' dropout. These factors range from the school curriculum, teachers' attitude, repetition and the extra levies charged in most schools.

The first aspect of the school based factors that influence dropout was overloaded curriculum. The school curriculum affects pupils' participation in school negatively. The 8-4-4 system of Kenya is overloaded. Pupils in primary in Kenya work under a lot of pressure. It was established that a number of dropouts expressed a lot of work as reason why they dropped out of school. Although the number of subjects was reduced in primary schools, the curriculum is still heavy for the pupils. The burden of overloaded curriculum has reduced children's playing time and affected their motivation for learning, (Sifuna, 1997) .Pupils stays in school from as early as 6.00a.m to 7.00p.m, have short holidays and no time to play. In the process, some children give up on education hence drop out of school before completing cycle. Overloaded curriculum has also added extra costs to parents in terms of payment of extra tuition and providing for lunch programs in some schools. In rural areas the cost ranges from sh.100 to sh.500 per month while those from urban centers pay up to sh. 5000 per term. This is expensive and raises the cost of education. Household who cannot afford have no option but to withdraw their children from the system hence leading to dropout.

In Kakamega Central District, the performance of the boys who dropped out was found to be poor with scores that were below average. In most schools these pupils who did not perform well in their evaluation tests were forced to repeat, re-do the tests or told to try other schools. Low transition rates between classes 6 and 7 are partly explained because schools discourage weaker pupils from taking the Kenya Certificate of Primary Education examination in order to protect the school's image in performance. This means that weaker pupils are asked to repeat or are pushed out of school (Ackers et al, 2001). Studies indicate that more boys were repeating as a result of failing in the end year examination, (Nyakatike et al, 2002) .Those whose parents insisted that

their children move on to the next class were in most cases ignored by the teachers. The teachers build an attitude that they were only in an examination class to complete the primary cycle and not to pass the examinations. In a research carried out recently by Mulongo (2010) stated that school administrative policies such as repetition and a set mark for promotion to the next class leads to stress among the pupils who are not academically talented. He further observes that the system of forcing pupils to repeat classes and allow those who are academically privileged to move on may lead to age heterogeneity in class which makes the older ones not to cope with the young comrades. According to Kirui (1982), in his study on factors that influence the increasing repetition and dropout rates in Nandi District, blamed the predictable monotony of repeating classes which not only discourages the affected but also leads to the government's crude wastage rate in terms of educational resources.

Under the free primary education policy that was started in 2003, school levies were abolished at primary level with an intention of relieving the household burden of financing primary education. This initiative saw a number of children enroll in school even in their late ages. However the effort of the government to relieve parents from the heavy load has not shown a positive impact. From the findings, it has been ascertained that school levies has sent children out of school since their parent are not able to pay from their small income. It is imperative to note that most pupils who dropped out due to failure to pay school levies concur that the extra amounts charged in primary schools were too high for their parents to afford hence dropped out. Apart from high levies, parents were also to continue buying for their children school resources which included text books, exercise book and other educational instructional materials. This was because the government grants were released late in the year and parents had no option but purchase these materials. This proved to be expensive for them to accomplish. Having envisaged this aspect, it is believed that the high amounts charged in schools caused dropout of boys in public primary schools

A number of research reports available points out that degree of the boys to complete schooling is closely related to their home background (Sifuna 1980, Wabuge, 2005, UNESCO 2003). In their studies, they pointed out that dropout rates were influenced by the family's economic background which included parents' level of education, family size, and occupation of the parents among others. (Kenya National Bureau of Statistics, 2010) report indicates that close to 50% of Kenyans live below the poverty line. Due to poverty many families are not able to invest in their children's education. Family income affects the level which children have to be educated. Most

children from poor economic background household are subjected to casual jobs in order to survive. The increased level of poverty makes parents to strain in order to meet the basic requirements of their families. This leaves them with no option but to let their children stay at home without attending school. In these circumstances children are sent away from school because their parents cannot afford to pay for their tuition fees, activity fees and other educational instructional materials. This also leads to truancy where children fail to attend school regularly hence drop out. The size of the family is another important factor influencing school dropout. In this study it was also established that those parents who have a large number of children are faced with a problem of sending these children to school.

Parents' death also featured in the cause of drop out of boys from primary schools in this district. 42% of the dropouts confirmed that they dropped out because their parents had died. Most of them said that their parents had died of HIV and AIDS and were orphaned. In Kenya HIV/AIDS influences dropout by reducing household income and attendant increase in opportunity cost. The onset of HIV/AIDS pandemic and its devastating consequence have depleted families copying capacity and thrown it into disarray. Although the government has put into place measures to enable orphaned.

As children grow older they begin to interact with the environment in which they live. They start discovering activities within their reach that can earn them money in order to supplement their parents' low income. The opportunity cost of education is higher and this is increasing pressure for children to work and earn income for the household as opposed to spending time in school (Colclough et al, 2000). The availability of cheap job opportunities in the environment influences boys to make decision to withdraw from school. Boys who are of age 14-17 years old are more likely to leave school as local labor market become more favorable within their environment. The labor market competes with children's time. The push of labor becomes a main factor in boys' dropping out of school. Since the introduction of bicycles as means of transport in the business sector many boys have found an opportunity to join the business as a way of earning money. More when this was further improved with the introduction of motor cycle, many boys have opted to drop out of school in order to engage in these businesses. (Colclough et al, 2000)

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

This chapter aims at presenting a summary of the study, conclusions made from the findings of the study's recommendations and suggestions for further research.

5.2 Summary of the Findings

The study had three objectives: To examine the extent to which school related factors influence dropout of boys in public primary schools; to establish how family economic status influences dropout of boys from public primary schools and to evaluate ways in which environmental factors influence boys to dropout from public primary schools. The study was set to establish and examine factors that influence boys' dropout in public primary schools in Kakamega Central District. It was noted from the MOEST records that the number of pupils lowers during transition from class to class in subsequent years in upper primary. The most affected classes were found to be 6 and 7. In class seven 32.7% of pupils drop out of school while 16% transfer from school to school with fear of being forced to repeat.

The study findings revealed that broad primary school curriculum contributed to the dropout of boys. They were subjected to too much work in school and this made them to become chronic absentees leading to dropout. Most school had set a pass mark that would qualify pupils to move from one class to another. These rules saw many pupils being asked to repeat classes and repetition of classes was also found to be a major factor causing boys to dropout. Attitude of the teachers towards pupils who do not perform well was found to be a contributing factor to dropout. It was noted that teachers were ignoring pupils who were in one way moved to the next class due to parents wish. They were left behind since the teachers only viewed them as those who were in those classes with an aim of finishing the primary education cycle and not passing the examination

The study finding established that 51.1% of parents took care of large families and 58.7% of the boys had 6-10 siblings who were part of the parents' load to carry. Parents were found to be overburdened and this resulted to dropout of boys. This resulted to 81.5% of the boys leaving school due family's low income. These boys joined the labor market in the effort to assist their parents carry the heavy load. Most parents were found to be unemployed given the fact that they were illiterate. The level of the parents' educational qualifications was found to be very low

because most of them had only attained the elementary level of education. The financial income for a good number of parents was found to be below the poverty line and therefore could not manage to feed, clothe, shelter and educate their children. They were left with no option but to let their children remain at home hence influence dropout.

The study findings revealed that activities in the environment largely contributed to boys' dropout in primary schools. These activities included boda- boda business, motor cycle riding, brick making and hawking. More so as pupils interacted with boys who had dropped earlier they were attracted to what they hence dropped out to follow suit. Peer pressure affected the boys negatively and was forced to drop out.

5.3 Conclusions

This study after examining factors that influence boys' dropout in primary schools concluded that school based factors, family economic background, and environmental factors were determinants of boys' dropout in public primary schools.

School based factors that influenced boys to drop out of school included poor performance which led to their repeating of classes. Repeating of classes made the boys to disappear from classes since they would be discouraged and feel ashamed when their younger siblings caught up with them. Some dropped out because they were unable to meet the schools' requirements such as remedial teaching money, desk fund, activity fee and meals. Parents are forced to let their children stay at home because they could not be able to pay such levies. These funds were demanded from all the sampled schools. Those who did not comply are sent away from school hence dropout.

Family's economic background led to the dropout of boys in various ways. Many of them dropped out due to poverty, high illiteracy among the parents, low parents' income, family size e and poor parental guidance. Parents were straining and could not provide education to their children given that they had a large family to cater for. Most parents lived below the survival rate (less than a dollar per day).

Finally it was established that most boys engaged themselves in various activities beside education that attracted their attention hence decided to drop out in order to look for money within the locality. Most boys confessed that they went out of schools to look for money to help their parents carry the heavy load in the family. It was established that income generating

activities in the environment attracted boys and this was a force to let them drop out .Hawking, Bodaboda business, motorcycle riding, cane cutting and negative peer pressure were some of the activities that to boys' dropout.

Therefore the high dropout rate was observed in classes 6 and7. This shows that the making of education free is not sufficient to catch up all school age children to continue in primary school. It is a complex social problem that the government alone cannot reduce. To reduce dropout rate of primary school age children, only free admission, yearly fees and book distribution will not solve the problem. The parents should be made literate through adult literacy program, made aware and motivated regarding the importance of education.

5.4 Recommendations

The following recommendations were made based on findings and conclusions of the study.

The government is called upon to streamline the education system in order to reduce the work load the children have. The 8-4-4 curriculum is reviewed with an aim of reducing the workload. The curriculum reached upon should be one whose objectives can be achieved within the syllabus and more so parents will be relieved of the extra levies they pay in school to cater for the extra time that teachers need to complete the syllabus. The extra time that children use to finish the syllabus does not add value to their education but only deny them the opportunity to explore their talents through games and sports. Children are kept in class throughout and have no time of interact with each other and therefore at the end of their education they become social misfits in the society. The government to initiate a program that will provide chances for the dropouts to return to school if they so wish.

Sessions in guiding and counseling be introduced in schools so that pupils are made to understand themselves. Thus in a school people of different background come together and therefore there is need for guiding and counseling for both groups.

There should be clear policy guiding school management on the extra levies charged in schools and the government should be strict on the head teachers who fail to oblige. Furthermore cost sharing should consider regional economic endowment. Regions which are poorly endowed with economic resources should contribute less towards the cost of education.

Nationwide grade repetition rates is very high .This high repetition is arguably due to forced repetition in pre-examination and examination classes in order to improve their performance in

K.C.P.E examinations and get to better secondary schools. Repetition of classes should be done through mutual understanding and children should not be forced to repeat classes as this does not only waste their time in primary schools but also lead to the government's wastage of resources on repeaters. There should be an automatic promotion from one class to another without considering a set promotion mark that most school put in place as policies.

The community should be empowered through the government's programs on its economic activities so as to help in the eradication of poverty. The government should organize seminars in order to sensitize the community on the importance of education and more to let them understand the Children's Bill of Rights so that law and regulations are enforced. This will ensure that every parent send his or her children to school

Parents are called upon to improve their attitude towards their children's education by encouraging and motivating them even if they are not good performers in academics. They should move closer to their children's educational activities. They need to be sensitized on the fact that the performance of their children depends on their support. Parents to be made literate through adult literacy program, made aware and motivated regarding the importance of education.

5.5 Suggestions for further Research

A lot of research still remains to be carried out in the educational field particularly on school dropout. Making a follow up and identifying those who dropped out is a critical question that needs to be addressed. To bring more light into the issue investigated in this study it is therefore suggested that the following studies be conducted:

1 A similar study covering the whole country to find out if the findings reached here are true for the whole republic.

3 A study on the impact of cost sharing policy on pupils' retention in public primary schools

4 A study should be carried on the mass of pupils who fail to join form one due to limited chances. This is to find out why there is a large disparity between those sitting for K.C.P.E and those joining form one.

5.6 Contributions to the body of Knowledge

The table 4.16 indicates the contribution of the study to the body of knowledge .It highlighted the benefits to be realized from the study which would add knowledge to the present situation.

Table4.16. contribution of the study to the body of knowledge

Objective	Contribution to knowledge
School based factors on dropout	Revision of the curriculum
	Effects of class repetition on learners
	Role of teachers guidance performance
Family background status on dropout.	The role of family income on retention.
Environmental factors on dropout	Impact of the environment on dropout.

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Appendix A: A Letter of Transmittal

Irene Inganga
University of Nairobi
P. o Box 30097
Nairobi
3/5/2012

Dear Sir/Madam,

**RE:FACTORS INFLUENCING BOYS' DROPOUT IN PUBLIC PRIMARY SCHOOLS
IN KAKAMEGA CENTRAL DISTRICT.**

I am a student of University of Nairobi undertaking a research project on the factors influencing school dropout in public primary schools drop out in Kakamega Central District, Kakamega County. You have been selected to participate in this study.

I therefore seek your permission to be allowed to visit your school and collect the necessary information. The information collected will be treated with high confidentiality and it will be used for educational research only.

Your participation in the study will highly be appreciated.

Thank you in advance.

Inganga Irene

MAPPM Student

University Of Nairobi

Appendix B: Questionnaire for the Head teacher

The purpose of this questionnaire is to collect data on the causes of boys' dropout rate in Kakamega Central District. Your school has been sampled to take part in the survey.

Instructions

- a) Please do not write your name on the questionnaire.
- b) The information you will give be treated with a lot of confidentiality.
- c) Kindly provide answers to the questions as precisely as possible.
- d) Tick (✓) the box corresponding to a suitable answer among the choices.
- e) Fill the blank spaces provided in your own opinion.

Please do not write your name anywhere on the questionnaire

SECTION A: PROFILE OF RESPONDENTS

1 Name of school.....

2 Age: Below 35 [] 35-45 []
46-55 [] Above 55 []

3 What is your gender?

Male [] Female []

4) What is your professional qualification?

a) Principal [] b) Graduate teacher I [] c) ATS I [] d) ATS IV [] e) Assistant teacher []

5) For how long have you performed your duties as the head teacher in this school? (Tick one option)

a) 1-5Yrs [] b) 6- 10Yrs [] c) 11- 15Yrs [] d) 16 and above Yrs []

SECTION B: School related factors on drop out

6 Please indicate the number of pupils in the years and classes indicated below.

Year	Class	No. of boys	No. of girls	Total
2009	5			
2010	6			
2011	7			
2012	8			

7. Compare the population of boys enrolled in class 5 in 2009 and those enrolled for K.C.P.E IN 2012(Tick one)

- a) Increase [] b) Decrease [] b) Remained the same []

Please give a brief explanation on your answer on question 8 above

.....
.....

8 What are some of the reasons why boys in your school dropout from school? (You may tick more than one answer).

- a) Failure to pay school funds []
- b) Discipline cases []
- c) Too much work in school []
- d) Poor performance []
- e) Harsh school environment []
- f) Poor relationship with teachers []
- g) Chronic absenteeism []

10. Does your school have a pass mark for the pupils?

- Yes [] No []

If yes, what happens to those who fail to attain the set pass mark?

- a) Re-do the test []
- b) Repeat []
- c) Promoted []

d) Other specify _____

13. Which classes have indicated the highest number of dropouts by boys?

Class	Tick
4	
5	
6	
7	
8	

Section C Family economic background

12. What are some of the causes that make boys to drop out of school? You may tick more than one answer.

- a) Poverty level []
- b) Parents are not close to their children []
- c) They help their parents in the shamba []
- d) Parents don't value education []
- e) Large families []
- f) Parents are jobless []
- g) Low family income []
- h) Parents are burdened by education cost []
- i) Helping at home []

Thank you for your co-operation

Appendix C: Questionnaire for Dropouts

The purpose of this questionnaire is to collect data on the causes of school dropout in public primary schools in Kakamega Central District. Your school has been sampled to take part in the survey.

Instructions

- a) This is not a test but an attempt to understand problems connected with pupils drop out in primary schools
- b) Please do not write your name in this questionnaire
- c) Indicate your choice by a tick (✓)
- d) Fill in the correct answer according to your opinion in the blank spaces
- e) Any information you give will be treated with confidentiality
- f) Kindly answer all the questions

SECTION A: Background Information

Name of your school

Age.....

1. Gender: Male [] Female []

2. Whom do you stay with?

i. Mother []

ii. Father []

iii. Both parents []

iv. Guardian/Relative []

SECTION B: Issues related to drop out from primary school

3. How many of you are there in your family? []

4. What is your parents' occupation?

5. Who among your parents is educated?

a) Mother []

b) Father []

c) Both []

d) None []

SECTION C Economic Status of parents/guardians

6. What work do you parents do? (Tick one)

- a) Salaried [] b) Employed [] c) Business [] d) Farmer []

7. What were the reasons for your dropping out? (Tick where applicable)

Reason	Tick
Death of a parent	
Repetition	
Sickness	
Peer pressure	
Low income in the family	
Harsh school environment	
Lack of interest	

Section C: Environmental factors on dropout

8). What do you do at home now that you are not in school? (you can tick more than two).

Engaging in casual work	
Working on shamba	
Bodaboda business	
Motorcycle business	
Hawking	
Hanging out with non schooling friends	
Attending funerals	
Working on building sites	

Thank you for your co-operation

Appendix D: Interview schedule for parents

This interview is part of research project examining factors influencing boys' dropout rate in public primary schools. The purpose of this interview is to collect data on the causes of dropout of boys in public primary schools in Kakamega Central District. You have been sampled to take part in the survey.

Instructions

- a. Please do not write your name on this paper.
- b. The information you will give will be treated with confidentiality
- c. Kindly answer all the questions

SECTION A: Background information

1 Please indicate your gender

Male [] Female []

2 What is your academic qualification?

3 What is your occupation?

4 How many children do you have?

5 Do they all go to school?

6 Do you check your children's school work?

7 Are there any of your children who have dropped out of school?

8 What do your children do at home when they are not in school?

9 Do you think that income generating activities in the environment have attracted boys to leave school?

10 Do you consider education important?

11 In your own opinion what measures can be taken to enhance retention of boys in school?

Thank you very much