

**A STUDY OF THE CAUSES OF DROPOUT IN PUBLIC PRIMARY
SCHOOLS IN NDOLELI DIVISION, IGEMBE NORTH DISTRICT,
KENYA**

By

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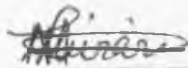
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DECLARATION

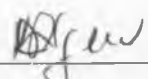
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This research project has been submitted to the university with my approval as the supervisor.

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DEDICATION

This work is dedicated to my beloved father Mr. Baptista M'thirari. To my wife Agnes Kananu. To my children Hope Kawira and Laban Michubu Junior. Your inspiration gives me the strength to move on.

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LIST OF ABBREVIATIONS

AEO	:	Area Education Officer
AIDS	:	Acquired Immuno-Deficiency Syndrome
ASAL	:	Arid and Semi-Arid Lands
DEO	:	District Education Officer
EFA	:	Education for All
FAWE	:	Forum for African Women Educationists
FGM	:	Female Genital Mutilation
FPE	:	Free Primary Education
GER	:	Gross Enrolment Ratio
GOK	:	Government of Kenya
GMR	:	Global Monitoring Report
HIV	:	Human Immuno-Deficiency Virus
ILO	:	International Labour Organisation
KCPE	:	Kenya Certificate of Primary Education

K.C.S.E:	Kenya Certificate of Secondary Education
KNEC :	Kenya National Examination Council
MDGs :	Millennium Development Goals
MOE :	Ministry of Education
MOEST:	Ministry of Education Science and Technology
NER :	Net Enrolment Ratio
SPSS :	Statistical Package for Social Sciences
SWAP :	Sector Wide Approach
TSC :	Teachers Service Commission
UNDP :	United Nations Development Programme.
UNESCO:	United Nations Educational Scientific and Cultural Organisation.
UNICEF:	United Nations Children's Education Fund.
UPE :	Universal Primary Education
WCEFA:	World Conference on Education for All

ABSTRACT

Education plays an important role in socializing the individual to fit and participate adequately in development of the society. The study aimed at investigating the causes of pupil dropout in public primary schools in Ndoleli division, Igembe North district. The study was reckoned due to the allegations of increased pupil dropout rate in public primary schools causing wastage and affecting the quality of the school curriculum implementation. To carry out those study, research objectives were developed basing on (1) the extent to which school environmental factors affected primary school dropout rate, (2) the influence of gender on primary school dropout, (3) the effect of cultural related factors on school dropout and (4) the effects of parents' socio-economic status on school dropout in Ndoleli division, Igembe North district.

The study adopted descriptive survey design. The study targeted 1072 pupils in class eight, 26 class teachers and 26 head teachers. Out of this target population, a sample size of 26 class teachers, 26 headteachers, and 107 pupils in class eight was selected. Data were collected using class teachers' and pupils' questionnaires and headteachers' interview guide to gather information on the causes of school dropout. Data were analyzed by use of descriptive statistics and the findings presented inform of figures and tables.

The study findings indicated that poor performance, forced class repetition, indiscipline, influence of miraa farming and business, circumcision, marriage and pregnancy were the main causes of school dropout. It further pointed out that the factors leading to the dropout of girls are different from those for boys.

The study therefore recommend that the government and other stakeholders should address the issue of school dropout rate and come up with measures to curb it to avoid wastage of school curriculum resources and facilities and above all, wastage of them would be future leaders full of discovery knowledge for this current era of information and technology. In addition, the government should strengthen policies on the expenditure of the FPE set aside to benefit all children for quality education. Last, a similar study should be done in other areas in Kenya for comparison purposes and to all generalization of findings on the causes of dropout in public primary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education plays an important role in socializing the individual to fit and participate adequately in development of the society (Sifuna, 1990). An educated population has been recognized as being more productive than one that is not, as the former is easier to train and work better than the latter, and those educated are better off economically (Mbunda, 1983).

Psacharopoulos (1985) has highlighted the benefits of education as: improving the productive capacity of society; reducing poverty by mitigating its effects on population, health and nutrition; increasing the value and efficiency of the labour offered by the poor and enhancing democracy and good governance among others. It is only logical that the government of Kenya recognizes that elimination of poverty, promotion of human rights and attainment of sustainable development are noble goals but which cannot be realized without placing education at the core of national development agenda (MOEST Action plan on EFA, 2002).

People with higher levels of education have more paid employment, higher individual earnings, greater agricultural productivity, lower fertility, better health and nutritional status and more modern attitudes than people with lower levels of

education (Psacharopoulos 1985). Further, education is considered a basic human right. The United Nations Charter via Article 26 proclaims that:

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages”

The world conference on Education for All held in Jomtien, Thailand in 1990 was an attempt at the implementation of the UN declaration. It set goals towards achieving Education for All (EFA). In Africa, the declaration was domesticated by the Dakar Framework of Action (2000). This was to make education, and especially at basic level available to as many people as possible (Audi, 2010).

EFA Global Monitoring Report (2004) observes that one of the Planet earth’s most critical challenge is providing the globe’s people with universal, quality education. While there is widespread recognition and solid evidence of importance of primary education to both the individual’s well-being and national development, it is paradoxical that over 130 million children between ages of six and twelve do not attend primary school. Another 150 million children begin primary school only to drop out with less than four years of education (Audi 2010:10). Many governments the world over are thus concerned by this worrying reality. Many have introduced free primary education to ensure their children complete the primary cycle of education.

The government of India enacted a constitutional amendment in 2002 which made elementary education for all children a fundamental right. However it has been noted that 85 percent of school-aged children enrolled in class one but the dropout was high due to the rising opportunity cost and the perceived lack of economic relevance of staying in school (Mutuma 2005). Tishler (2000), as cited in Okumu (2008), attributes dropping out from primary schools in the six to fourteen age group among the rural poor to causes such as customs and social taboos, health problems, supply factors, demand factors and lack of incentives.

The Ugandan government implemented Universal primary education in 1997. Despite the government's efforts, Holmes (2003) has noted that in Uganda only slightly more than half of pupils enrolled in class 1 in 1997 completed standard seven. Of 890,977 pupils who enrolled in class one about 446,978 completed standard seven in 2003 leaving a whopping 443,999 who either dropped out or repeated. School dropout rates are more pronounced in standard five and six which accounted for 22.1 and 34.9 percent respectively. The reasons advanced for this include multiple socio-economic factors in communities and schools.

By 1989, Kenya had recorded an impressive gross enrolment rate of 90.6%. Since then there has been a steady decline, which by the year 2002 had sunk as low as 76.4%. (Digolo, 2005: Republic of Kenya, 2003).

The decline in enrolment in primary school was coupled with high dropout rate, which translates into low progression rates as pupils advance to upper primary schools. In 1993 for example, the number of pupils who actually registered for KCPE exams were only 44.4%. This decline was most evident in districts that are badly affected by low income at household level (Digolo, 2005). For example, in Siaya alone, about 50 percent school-age children were not enrolled in schools and only 38% of those who enrolled in standard one in any given year completed the primary cycle and sat for KCPE examination.

Nduku (2003) has noted that out of the students entering standard 1, only 77 percent of boys and 80 percent of girls entered standard 4, while only 55 percent of boys and 35 percent of girls entered standard 8.

Enrollment rates decreased as one approached senior classes. For instance, pupils in standard 1 and 8 represented 16.7 and 7.6 percent of the total enrollment respectively. This suggested a fairly high dropout rate between the two levels (Nduku, 2003).

The government of Kenya is committed to the attainment of universal primary education (UPE). The children's Act of 2001 that came into force in March 2002 places the responsibility of the right to education of every child on the government and parents.

The Government's introduction of free primary education (FPE) in 2003 relieved parents of direct cost burden of financing education at the primary level. Under the initiative, the government allocates grants for instructional materials and running costs. Introduction of FPE has made the gross enrolment ratio to subsequently rise to 104% in 2003 (MOEST 2003) and then to 109.8% in 2009 (MOE 2009). However, data still shows that despite this programme, about 1.9 million children were completely out of school in 2003, with the rest combining work and some form of education (MOEST, 2003). Kenya's GER of 109.8 in 2009 was said to be the highest among developing countries. However low completion rates (79.5 percent) and low transition rates (64.1 percent) seemed to negate the gains made.

Any education system aims to have pupils complete the full primary cycle before either joining secondary schools or joining the world of work (Nduku, 2003; Ngotho, 2003; Mutuma, 2005). When it is apparent that a big number of children drop out of school before completing the cycle, this becomes a major problem because: firstly, children who drop out are pushed out of the education system and prematurely flow into the free world without the necessary skills and qualification. When they join their unemployed colleagues, they soon lose the little literacy they had acquired. Secondly, each child that leaves school prematurely leads to economic loss to the government and parents. Thirdly, a child with little education finds it difficult to move upwards along the social

ladder. Lastly, school dropouts indulge in antisocial activities such as crime, prostitution, drug and substance abuse, and frustrations may lead some into suicide. School dropouts thus create problems for themselves and the society at large (Mathenge, 1998).

1.2 Statement of the problem

Education is a welfare indicator and a key determinant of earnings and an important exit route from poverty (Audi, 2010). This is why the government allocates hefty budgets to the sector every year. It therefore raises a lot of concern on the dropout rates which continue to rise and hinder development of the Kenyan economy (Nkinyangi, 1980). Kenya has continually registered unsatisfactory completion rates due to a considerably high dropout rate. In Ndoleli division out of 2592 pupils who enrolled in standard 1 in 2004, only 1072 were in standard 8 in 2011 (AEO's office, 2011). This translates to just 41% completion rate. The question that arises from these figures would be: why the difference between entry and completion rates of primary school cycle in the area? There was therefore a need to conduct a study into the causes of pupils leaving school before completing.

1.3 Purpose of the study

The purpose of this study was to investigate the causes of pupil dropout in public primary schools in Ndoleli division, Igembe North district, Meru county.

1.4 Objectives of the study

The study was guided by the following objectives;

- i) To investigate the effect of school environmental factors on primary school dropout rate in the Ndoleli division.
- ii) To determine the influence of gender on primary school dropout rate in the division.
- iii) To investigate the effect of cultural related factors on school dropout rate in the division.
- iv) To investigate the effect of parents' socio-economic status on school dropout in the division.

1.5 Research questions

The research sought to answer the following questions:

- i. To what extent do the school environmental factors affect primary school dropout rate in Ndoleli division?
- ii. How the pupil's gender is likely to influence his/her chances of dropping out of primary school?
- iii. To what extent do cultural related factors contribute to dropout of pupils from primary school?

- iv. To what extent does parents' socio-economic status influence dropout of pupils from primary school?

1.5 Justification and significance of the study

The study deemed important for a number of reasons. In a developing country like Kenya that is overburdened with educational expenditure, incidences of dropout cannot be seen in any other light but as a serious wastage of scarce resources, which could be better invested in other endeavours of national development. The deep-rooted causes of this educational problem should be understood in their proper societal context if realistic and viable solutions are to be suggested.

By noting the trends of pupil dropout in the division, we can make a closer and more analytical look at the problem. The findings can also indicate the forces of constraint that operate on children attending primary schools under the Kenyan educational system. The findings can also provide some knowledge of the magnitude of the problem of school dropout that could be of great importance to educational planners.

It is hoped that the findings may be useful to all stakeholders in education. The Ministry of Education may find it useful in the formulation of future primary school education policies aimed at enhancing participation and retention of pupils.

The head teachers, teachers and the school management committees in the division may find it useful in identifying the causes of school dropout and the strategies that can be put in place to curb the vice.

The parents too may use the information to identify the factors that are out of their own contribution which influence enrolment and completion rates. The research findings may also act as a basis for future research.

1.6 Limitations of the study

Limitations refer to some aspects of the study that the researcher knows might negatively affect the research but over which the researcher has no control (Mugenda and Mugenda, 2003:28). The following are the likely limitations of the study.

- a) The study was carried out in public primary schools leaving out the private ones. Private schools could also have useful information as regards school dropout, which this study never benefited from.
- b) The schools in Ndoleli division comprise only a small percentage of schools in Kenya. Therefore the findings of this study may only be generalized to the area of study but not for the whole country
- c) The location of study (Ndoleli division) is a rural agricultural area. Consequently, generalizing the findings of the study to urban-based schools or those in pastoral areas needs some caution. Further, unique characteristics

such as cultivation of miraa- a trade largely controlled by males – may lead to manifestations of gender disparities in school dropout rates (and causes of these) that are not consistent with those found in other areas of the country.

- d) The likely causes of dropout singled out for investigation are not manipulable. This means that the researcher does not have direct control of the independent variables because their manifestations have already occurred.
- e) Apart from the factors singled out for investigation, there may be other factors affecting dropout rates in primary school that this study never explored.

1.7 Delimitations of the study

The study was restricted to the study of public primary schools in Ndoileli division. Private schools were left out of study. It is the opinion of the researcher that since private schools charge school fees and are therefore likely to be patronized by children whose parents are better off economically than those whose children go to public primary schools, likely causes of school dropout such as poverty and lack of instructional materials may not apply to both categories of schools. In addition, because private schools are not closely supervised by a central authority as public schools are by the Ministry of education, they may have staffing issues and grade admission and promotion criteria that are different from public schools.

The study confined itself to pupils, teachers and head teachers of public primary schools within the division.

1.8 Assumptions of the study

The study assumed that:

- i) All the respondents would be co-operative and honest and would provide objective information pertaining to school dropout in their schools.
- ii) All respondents were competent enough to understand the questions. Those who are not would seek clarification from the researcher.
- iii) Education officials at the district and divisional headquarters were competent and efficient in their work. The data provided from their offices would therefore be taken to be reliable.

1.9 Definition of significant terms

Attitude- The following is a conceptual definition of attitude as proposed by Katz. According to Njobe, M.W. (Undated), Katz says that attitude is the pre-disposition of the individual to emulate some symbols or objects of his world in a favourable or unfavourable manner...Attitudes include the effective elements or feeling core of liking or disliking and the cognitive or belief elements which describe the effects of attitude, its characteristics and its relation to other subjects.

In this study, the respondents' attitude will be taken as liking or disliking towards education, and particularly the formal education.

Culture related factors – Culture generally refers to a people's way of life. In this study, culture related factors will be taken to mean those that are related to people's way of life as expressed through their beliefs, attitudes, values and practices that are passed on from one generation to the other. Cultural beliefs and practices that deny children time, opportunity and motivation or drive to remain in school and perform well will be considered negative and detrimental to the pursuit of education.

Dropout - This term will be used synonymously with the following terms namely, early school withdrawal, premature school leaving, or enrolment loss. For the purposes of this study, dropout will be taken to mean leaving school at some intermediate or non-terminal point in a year after having enrolled at any grade at the beginning of that year. It will also refer to one who has interrupted his/her primary school education at some point.

Dropout rate - This refers to percentage of pupils who withdraw from school prematurely within a given grade (class), year or period. In this study it will refer to the percentage of pupils leaving school before completing standard eight. Dropouts of 10 percent and above will be considered to be serious and as necessitating some action.

Gender - This refers to the roles and responsibilities of men and women that are created in our families, societies and cultures. The concept of gender also includes the expectations held about characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity).

School Environment- For the purpose of this study this will refer to pupil-teacher interaction, pupil-pupil interaction, aspiration, motivation and participation in class and extra-curricular activities. Positive school environment is that which stimulates children to learn while encouraging them to remain in school and work hard to excel.

Socio-economic factors – In this study, this will refer to the status of families in which children belong. We will refer to those from high and those from low socio-economic status as is determined by the type of occupation of parents and the level of their incomes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Human Capital Theory proposes a model of schooling choice that is based upon a cost-benefit calculation. The household chooses to send its offspring to school because the education costs at present are more than matched by the discounted value of the future benefits (Psacharopoulos, 1985). Drawing from this argument, it is logical to expect that these same households would endeavor to ensure their children remained in (and completed) school to reap the perceived benefits of education in future. It is therefore curious that there are low retention and completion rates in many countries of the world, including Kenya.

This review aims at highlighting the perspectives of education in the world, examining the magnitude of the problem that is the school dropout, and analyzing the causes, correlates or motives proposed in various literatures pertaining to school dropout.

2.2 Perspectives of education in the world

Despite the enormous challenges of overcoming widespread lack of educational opportunities, the international community remains committed to the goals of providing universal access to, and assuring completion of, basic level of schooling

of good quality. Originally set forth in the “World Declaration on Education for All”, signed by more than 150 countries and international organizations in Jomtien, Thailand, in 1990, a target date for achieving universal access to primary schooling was set for 2000. Although this target was ultimately not met, the international community reaffirmed the EFA goals at the World Education Forum in Dakar, Senegal, in 2000. Specifying six EFA goals, the Dakar conference set a new target date of 2015 for “all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, to have access to and complete free and compulsory primary education of good quality”. In 2000 however, only 13 of the 24 sub-Saharan Africa countries had constitutional guarantees of compulsory schooling and of course, only 10 guaranteed free schooling (Dakar Framework for Action, 2000).

Specific targets for education are also embedded within the millennium declaration adopted by the United Nations General Assembly (UNGA) in 2001. This declaration set forth eight Millennium development goals (MDGs) relating to poverty eradication, health, the environment, economic development, and education. Target 2(A) of MDG 2 states that: “by the year 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling.” The indicators for the realization of this goal include net enrolment ratio in primary education, proportion of pupils starting grade I who reach the last grade of primary education and literacy rate of 15-24 year-olds, men and women.

The EFA and MDG efforts reflect the fact that investments in basic schooling have received a heightened level of attention from donors, governments, and the media because they are seen as a means of alleviating poverty and jump starting development in many parts of the developing world (United Nations General Assembly, 2001)

UNESCO's Global monitoring Report (GMR) of 2008 shows that primary school enrollment increased by 36% in sub-Saharan Africa and 22% in South and West Asia between 1999 and 2005. Governments in 14 countries abolished primary school tuition fees, a measure that has favoured access for the most disadvantaged. Worldwide, the number of out-of-school children dropped sharply from 96 million to 72 million in 2005. Countries where primary school enrolments rose sharply generally increased by over 55 annually in sub-Saharan Africa and South and West Asia, the two regions 'farthest from achieving EFA (UNESCO, 2008). The challenge is clear. In a big majority of countries, access has expanded far too slowly to achieve international education targets for universal primary education.

Only about 12% of the world's children aged between six and eleven years reside in Africa, yet the region accounts for more than one-third of the world's out-of-school children. Unless these trends are reversed, Africa will account for an even bigger percentage of the out-o-school children in 2015.

2.3 Magnitude of the problem

Education is an issue of primary concern in most countries, both developed and developing. This concern is not only national but also family and individual based.

School dropouts have emerged as a significant issue in all educational systems of the world. Livondo (1992) while citing Combs and Cooley, (1968) reports that dropout rates of between 40 to 50 percent existed worldwide. This means that despite the importance attached to education, all countries have a number of children who do not complete the primary level of education after enrolling (Abagi, 1997).

Studies have indicated that there are high non-retention rates in Kenya as a result of either absenteeism or dropout (Gisore, 2005). Sheffield (1973) says that dropout at primary level is so severe that only 22.4% of 1956 standard one enrolment reached standard eight. African Ministers of Education, meeting in Nairobi (UNESCO, 1976) also decried the high non-retention rates in post-independence Africa. Raju (1973) said that the gradual increase in non-retention of pupils at lower level is a matter which needs serious attention, while asserting that a great number of pupils in Kenya do not reach standard seven. To date, the problem has not lost any of its magnitude.

The Government of Kenya National Development plan (1997-2001) indicated that of the pupils enrolling in standard one only 79 percent of boys and 80 percent of girls reach standard four while only 55 percent of boys and 35 percent of girls reach standard eight to sit for final examinations.

Mutuma (2005) asserts that despite heavy investment in the 8-4-4 system of education, enrolment at various levels of education is characterized by regional and gender disparities and declining gross enrolment ratios. Equally, the education system experienced high wastage as a result of repetition and dropout rates (Abagi & Odipo, 1997). Enrolment and completion rates have been noted as Kenya's determinants of efficiency in education which has been based on a closed system model of analysis which deals with matching inputs, for example, availability of textbooks) and outputs (number of students completing, examination scores) in education.

There has been a substantial absolute increase in primary school enrolments over the last recent years. Important policy shift in 2003 saw the implementation of FPE and the subsequent establishment of an education sector wide approach. To appreciate the benefits of FPE, it is instructive for us to compare two distinct periods of pre-and post- 2002. In that regard, the increase in absolute terms between 1996 and 2002 was 532,400 pupils, or an average growth of 1.5% per year. Between 2002 and 2005, by contrast, the growth in enrolments was very

large: an additional 1.5million pupils were enrolled in primary school over that three year period; representing a growth of 7.4% per year. Thus, it seems that policy intervention of introducing FPE provided an unprecedented stimulus to increased primary enrolments

Primary education has had a problem of low internal efficiency such as wastage due to low completion and high repetition rates. In connection to this, dropout rates are higher in upper classes that is, Standard 5 to 8. In 1993 for example, boys and girls enrolled in standard one were 472.5 and 446.1 thousand respectively. Of these 372.9 and 364.2 thousand boys and girls respectively got into class four in 1996. This suggests a dropout rate of about 21 percent for boys and 18 percent for girls (Mutuma, 2005).

2.4 Dropout in primary schools

Coombs (1998) asserts that the combination of work and schooling in rural areas increases with increase in schooling expenses. Decreasing the cost of school expenses increases school attendance, although only by a small margin. Child labour is often seen as the outcome of school dropout, poverty is often related to dropout and consequent engagement in labour is an important source of income for many families and many children work willingly with their parents support (Anker, 2000).

2.5.0 Causes of dropout in primary schools

Causes of dropout in primary schools may vary from one school to the other or from one region to another, yet this problem stems from a number of factors.

Rumberger (1983) identifies four broad categories of reasons for dropping out of school: - school related factors, economic related factors, personal factors and others. In his study, he indicates that school related factors accounted for 44 percent of the total dropout as compared to other three factors investigated-race, sex and family background. He concludes that “the propensity of dropout is undoubtedly related to a number of underlying factors, and these are assumed to be the more powerful cause” (p.201). According to UNESCO (2008) the reasons for dropping out of school are multiple and complex and may depend on a country’s level of development. According to the report, these include unsafe, overcrowded and poorly equipped schools and inadequately trained teachers.

Bella and Mputu, (2004) in UNESCO (2008) report that, the ultimate decision to leave school would be enhanced when personnel, financial, home and employment problems coincide with the children’s lack of confidence in the schools’ ability to give them adequate support. This suggests that schools have the potential to act as powerful support mechanisms for students enabling them handle external difficulties without dropping out of school.

Gisore, (2005) proposes four groups of factors namely, socio-economic background, socio-cultural level, the pedagogical conditions and psychological development of the child. The four may either separately or jointly lead to a child dropping out of school. He thus largely agrees with Rumberger's (1983) model on these causes.

2.5.1 School environment as a cause of school dropout

Hertzberg (1959) looked at the causes of job satisfaction and dissatisfaction. He developed the theory of work motivation which clearly shows that people are dissatisfied by bad working environment (hygiene factors) and encouraged to work by good working environment (motivators). This model is quite applicable to school participation.

Nkinyangi (1980) found that the school environment is a major determinant of the level of participation. He argues that most truants come from poor home background, have little motivation to attend school because of low grade attainment and the child is subjected to consistent discipline and corporal punishment. Such a child acquires a lone ranger personality, is unhappy, keeps friends out of school and may commit anti-social acts during truancy.

Various studies have pointed out that school related factors negatively affecting participation of pupils and effectively leading to dropout include low grade attainment; corporal punishment, overloaded curriculum, poor curriculum

delivery, inadequate infrastructure and learning materials, bullying by colleagues, peer pressure, understaffing, lack of effective guidance and counseling, bad school rules, bad policies and forced repetition(Nkinyangi, 1980; Rumberger, 1983; Livondo, 1992; Sifuna,1997; Kiarie, 2010; Kiriikua, 2010). These are hygiene factors that create an unfavourable learning environment and consequently lead to pupils dropping out of school.

Livondo (1992) while citing Coombs (1968) argues that school interaction is a very significant factor within the institutional context, as it makes teachers and students more accepting to the school. Other studies indicate that many characteristics of schools, teachers and students have a direct influence on students leaving school. Mathenge (1986) concludes that a school climate is characterized by social rewards for academic excellence, where discipline and scholastic achievement are valued by the teachers and students. Teaching and learning should be focused on scholastic goals which contribute to student achievement and high retention rates.

Scholastic achievement can influence pupils' retention in school. Mathenge (1986) observes that non-retention rates characterized primary schools whose performance at Kenya Certificate of Primary Education (KCPE) was always poor. She argues that, the fact that performance is always poor discourages the prospective candidates of the examination who might therefore feel aimless and

decide to go and do manual jobs to earn a living like their predecessors who had failed the examination. Also, a pupil who is an under-achiever may be battered by both parents and teachers. In these circumstances, the child may hate school and dropout.

Mutuku (2007) while citing Schreiber (1964) argues that those pupils who fail and are made to repeat a grade are likely to, and subsequently do, drop out of school (p.12). UNESCO (2008) reports that many pupils dropout of school rather than repeat grades. The report further states that over-age children are more likely to repeat grades and eventually dropout. It cites sub-Saharan Africa as having the highest repetition rates as compared to other developing world. Namunga (2005) noted that repetition in Bumula Division of Bungoma District was higher in class seven because few pupils were admitted in standard 8 in an attempt to increase the class mean. This leads many to dropout.

Teacher absenteeism is another widespread cause of dropout in primary school. It disrupts learning and erodes confidence in value of public education. Tooley, et al. (2008) found a marked improvement in enrolment in primary schools in Kibera slums after enactment of FPE in 2003 but later there were increased rates of dropout mostly because of overcrowding and lack of teachers in the only seven public schools available.

In ten of the eleven countries surveyed by UNESCO (1986), more than one-third of the students had no chalkboards in their classrooms. In eight countries, more than half of the students in the highest grade had no mathematics textbooks.

The Republic of Kenya Sessional paper number 1, 2005 points out that 38 percent of head teachers country-wide believe their school is in need of major repairs and the ratio of pupils to latrines can be as high as 89:1. A lack of reprographic facilities and textbooks means that pupils will spend more time copying or learning by rote hence having insufficient time to complete the planned curriculum.

2.5.2 Gender and school dropout

The gender equality debate has mostly concentrated on the empowerment of the girl child who is perceived to be marginalized educationally, socially and economically (Kiarie, 2010). As concerns education, explanations of perceived marginalization of girls include gender violence in schools, teachers' negative attitude towards girls, child labour, pregnancy, early and forced marriage and parental attitudes and perceptions towards education of girls (UNESCO, 2002; Awuor, 2009). Much of these studies have focused on boosting the enrolment of girls in schools, improving their retention and completion rates and bettering their performance in national examinations.

Gender disparities in disfavour of girls as concerns enrolment in schools have been widely documented (Baraza, 2007; Kibera, 2007). However, according to Deolalinkar, A.B (1999) female and male enrolment ratios at the primary level are not altogether dissimilar and in some cases, especially in urban areas, females appear to have a slight edge over males in primary Gross Enrolment Ratio.

While the primary participation rates point to gender parity in that level, there's a huge gap between the participation of males and that of females in urban secondary schools. The male GER at this level is close to 50% higher than that of females.

Belying the national figures are regional disparities in enrolment of school pupils by gender. In 1999 overall enrolment rate nationally was 86.9%. Regional differences manifested with GER in North Eastern reported to be just about 20.5 percent with the ratio for girls being only 14.6 percent as compared to 25.8 percent for boys (Baraza, 2007).

In terms of school dropout the rate for boys and girls was almost equal (5 and 4.8 percent respectively). There are however wide variations between regions on the incidence of dropout (Table 4). While Nairobi records the lowest rate (at 1.5%) followed by central (at 2.9%), Eastern and North Eastern register much higher percentages at 6.1% and 6.0% respectively. North Eastern is the only region that registered higher rates for girls than boys.

Kiriikua, (2010) reports that more boys than girls dropout of school in Kiengu Division, Igembe South district. As per enrolment, classes had a mean of 19.63 boys and 20.48 girls. An average dropout rate of 7.35 percent per year was reported in the Division. The study attributed this to miraa trade which boys engage in. Kiarie (2010) reports that in Central Province, the enrolment of girls is higher than that of boys. MOE (2009) figures on dropout rates and survival rates presented in Table 2 support this assertion. Between 2003 and 2007 girls in the province had a higher survival rate to standard 5 than boys for all the years except 2004. The dropout rate was higher for boys for all the other years.

The reasons why pupils dropout of school differ with gender, Soi (2001), in his study on dropout among boys and girls in Keringet, Nakuru District, noted that while girls dropped out of school mostly due to early marriages and pregnancies, boys dropped out due to forced repetition, peer influence and indiscipline. As a result of these differences in causes of school dropout, we would expect the rates to differ as well for each gender.

Shandow (2010) argues that debate on gender equality has eventually created a conducive environment for the development of girls in the society. The efforts have yielded plausible results and improved the situation for the girl child. However, Shandow (2010) claims that the effect of this has been the compromising of the plight of the boy child, further arguing that the boy child is

now the most marginalized group. The writer adds that female pupils are more likely to be promoted to the next class out of sympathy rather than merit while male pupils are retained or even expelled as punishment for being inattentive, insufficiently motivated or otherwise uncooperative. Kiarie, (2010), reports that boys are more likely to be forced to repeat classes than girls with head teachers claiming that since girls age faster than boys it is more risky for girls to repeat. This issue is supported by Soi (2001) who found out that dropout of boys is caused by forced repetition, peer influence and indiscipline.

Boys are more likely than girls to experience frequent and severe physical violence. Benbenishty and Ashtor(2005), as cited in Kiarie, (2010), did a study on primary and junior high school in Israel. Their study showed that gender was a stronger predictor of violence than ethnicity or culture. They further noted that boys experienced more physical victimization than girls. A UNESCO report (2008) noted that boys were 2.5 times more likely to be punished than girls in schools-hence more likely to drop out of school.

2.5.3 Culture-related factors causing school dropout

Culture-related factors refer to those that are related to people's way of life as expressed through their attitudes, virtual beliefs, values and pedagogy systems that are expressed from generation to generation through the community's socialization systems. (Limangura, 2008)

Socio-cultural beliefs, customs and practices influence pupils' decision to enroll and withdraw from school. It also influences their decision to dropout and their academic achievement as well. Cultural factors are centred on aspects, which reflect the traditional division of labour and unequal training opportunities, which prescribe conformity to what is considered masculine or feminine work, occupation and attitudes. The gender role ideology also derives from the different perception of gender status by society members with female being perceived as passive, submissive to male authority and being physically and intellectually inferior to men. Odaga and Heneveld, (1995) posit that in some societies there are beliefs that educated girls become prostitutes and unfaithful to their husbands, while boys ape European life and never come back to rural life and neglect their parents.

Besides cultural beliefs, there are cultural practices which curtail pupils' aspiration for further education. Tonkei (2008) found that Female Genital Mutilation (FGM), circumcision, early marriages, gender stereotypes, cultural beliefs, communities' negative attitude towards educated girls and parental preference for education of boys are factors that lead to dropout of girls in Olokurto division, in Narok district, Kenya. Abdullahi (2005) citing Maleche, (1972) argues that the cultural level of conservation of girls which is based on peer, food, dress, children and gossip about other people does not encourage girls' aspiration for education. The illiterate parents fear that their children would be

alienated from the cultural way of life after schooling and will therefore be exposed to risks such as early pregnancies and loss of virginity.

FAWE, (1995) reported that sexual harassment inside and outside the school strengthen parental fear that girls who attend school will be accorded low status in essentially sexist cultures. Safety and cultural concern may leave parents obliged not to send girls to school even when the opportunity costs are low, unless schools are located close to homes, well supervised and served by female teachers. Abagi and Wamahu (1995) found that parents in Siaya district feared their daughters could get pregnant or fail to get husbands due to unbecoming behavior which is an outcome of education. This is corroborated by Mutuma (2005) who asserts that: "some communities fear girls becoming more assertive or even promiscuous due to becoming worldly through education".

In most African countries, there is evidence of FGM. This practice has been argued to have had psychological and physical consequences, which have had negative effects on educational enrolment and completion. In many societies FGM is part of initiation into womanhood. Consequently, girls who have undergone the operation sometimes are no longer taken to school, or they may lose interest in school because, from that point onward they are supposed to remain home and wait to get married (Mutuma, 2005). These girls start to behave

like adults and often engage in sexual activities at will, which leads to pregnancies and HIV/AIDS, eventually resulting in school dropout (Abdullahi, 2005).

Other effects of FGM that influence dropout rate among school girls include medical complications arising from the operation (Abagi and Wamahiu 1995) and, inferiority complex especially if they study in schools where a majority of girls have not gone through the rite.

The East African Standard (24th May, 2003) reported that circumcised girls studying in mixed schools did not want to outsmart their male counterparts. This is due to lessons given to them during seclusion after initiation, where they are taught that men are superior and they should not compete with them.

Initiation ceremonies and traditions involving both boys' and girls' circumcision are rampant in Igembe North district, and Ndoleli division in particular. For boys, once they have undergone the rite, it is believed they have become men enough not to be harassed by teachers, more so, female teachers. Early marriages curtail girls' education. Parents perceive early marriages as bearing several advantages including avoidance of premarital pregnancies, preservation of chastity and acquisition of bride wealth among others (Mutuma, 2005).

Teenage pregnancy is a leading cause of school dropout among girls. Abdullahi (2005) says that adolescent mothers constitute more than half of all adolescent girls. In the East African standard (August 10th, 2004) 44 girls in Nakuru dropped

out of school due to pregnancy. Of all the girls dropping out of school in Western province, 70% of cases were due to pregnancy or HIV/AIDS (Abdullahi 2005). Tonkei (2008) citing the US Census Bureau reports that nearly 40% of American girls dropping out of school had a child or were expecting one. Most of these drop out of school due to stigmatization. Achieng (2009) found that pregnant school girls are expelled from schools. It should however be noted that some of these pregnancies arise from girls' sexual encounters with their own teachers.

A comprehensive report by the Plan International (2009), says that sexual abuse and violence in schools in sub-Saharan Africa is a major cause of low achievement and high dropout rates among girls. Quoting studies carried out in various countries, it was noted that 10 percent of all 16 and 17 year-old school girls in Uganda had sex with their teachers, while in South Africa about a third of all child rapes are by school teachers. Some girls are coerced into sexual acts by teachers who threaten them with poor grades if they do not co-operate. With this kind of environment the girls end up becoming pregnant and hence find it difficult to learn and eventually drop out of school. This study will seek to determine the magnitude of FGM, teenage pregnancy, initiation of boys and related cultural practices such as early marriages as causes of school dropout in Ndoileli division.

2.5.4 Socio-economic factors

Literature on the effects of socio-economic factors to school dropout abounds. Most of it is concerned with inability of those sponsoring education of pupils to pay school levies due to poverty, children spending valuable school time running errands or engaged in child labour because parents are too poor to employ workers, the home lacking stimulating environment that enables children to stay in school, and children dropping out of school to seek employment in an attempt to avoid poverty.

According to a report by United Nations Education and Scientific Cultural Organization (UNESCO, 2000/2001), many people are unable to send their children to school and sustain them because they cannot afford the various levies charged by the school. A large number of children are therefore forced to drop out of school before reaching standard eight or even acquiring relevant life related skills. This report reinforces earlier reports by World Bank (1995) and UNICEF, (1995) which said that due to high poverty levels many Kenyans can no longer have access to education because they are unable to meet its costs. The declining incomes coupled with escalating costs of educational materials have made parents unable to educate their children even when willing to do so (Spetz, 1995 as cited in Abdullahi, 2005).

When resources are limited to some critical level, the poor families have no option but to withdraw their children from school and while doing so, girls are pulled out of school to give way to their brothers to continue with education (Abagi and Odipo 1997). Tonkei (2008) argues that the opportunity cost of sending a child to school are usually viewed as greater for girls than boys as girls are often called upon to assist their mothers with household chores.

Forum for African Women Educationists (FAWE 2007) points out that in countries like Kenya and Uganda where a policy of free primary education has been instituted, some schools have gradually introduced numerous other levies under the guise of building fund, activity fund, examination fees and many others, so that parents eventually end up paying even more than the waived fees. Those parents that cannot afford have their children dropping out of school.

Poor families fail to provide school related or literacy nurturing activities, and this often makes their children less interested in education. On the other hand, well-to-do families provide a home with stimulating environment, full of physical objects like books, magazines, crayons and other learning materials, which motivate children to participate in education (Psacharopoulos, 1985).

Fobin (1987) as cited in Abdullahi (2005) studied the Ghanaian context and pointed out that there are high levels of illiteracy and its associated economic correlates to poverty and low occupation category, the home is a potentially

predisposing factor for school dropouts. Abdullahi(2005) argues that poor families are unable to pay school fees for all their children, and these children dropout of school after their siblings have reached school age since all cannot be supported at the same time.

Raju (1973) observed that poor families who cannot afford labour withdraw their children from school to work on the family farm or look after the cattle. Nderitu (1987), found that children from poor families reach school late as most of the time they are engaged in domestic chores. This is corroborated by Kiriikua (2010) who argues that in Kenyan rural areas; pupils are expected to do some work after and before going to school, including fetching water and firewood, looking after livestock, and domestic chores like cooking and cleaning. This affects those whose schools are located many kilometers away from home.

From the foregoing discussion, it can be seen that economic factors influence school dropout in three ways: Firstly, through the effect of costs and returns of education on individual incentives. Secondly, the effects of incomes or inability of governments/sponsors/parents to afford the necessary educational expenditure. Lastly, children are lured to paid employment hence leaving school. In former Nyambene District where Ndoleli division is to found, children often drop out of school to be employed in picking and packing miraa, a lucrative business that makes them earn even more than their teachers (Mutuma, 2005; Kiriikua, 2010).

Table 2.1: Gross and net enrolment by gender in primary and secondary schools in Kenya in 1994

Group	GROSS RATES		NET RATES	
	Primary	Secondary	Primary	Secondary
Rural females	92.56	20.37	67.52	7.91
Urban females	90.20	42.74	75.73	29.09
All females	92.28	23.78	68.47	11.13
Rural males	96.21	23.64	68.70	8.71
Urban males	89.22	63.65	74.07	37.73
All males	95.40	28.21	69.32	12.03
National	93.88	26.01	68.91	11.58

Source: Welfare monitoring survey II, 1994 as cited in Deolalikar, 1999.

Table 2.2: Dropout rates and survival rates by gender for central province between 2003 and 2007

Year	Dropout Rates		Survival Rates	
	Boys	Girls	Boys	Girls
2003	1.0	0.8	95.6	100.1
2004	5.2	3.9	91.0	87.4
2005	3.5	3.2	90.7	92.5
2006	4.6	2.2	93.0	97.5
2007	2.2	1.6	79.6	88.9

Source: MOE 2009 as cited in Kiarie, 2010.

Table 2.3: Dropout rate by gender and provinces in Kenya in 1999

Dropout rate			
Provinces	Boys	Girls	All
Coast	5.2	5.0	5.1
Central	3.1	2.6	2.9
Eastern	6.4	5.7	6.1
Nairobi	1.6	1.3	1.5
Rift Valley	4.9	4.7	4.8
Western	5.1	5.0	5.1
Nyanza	5.6	6.2	5.9
North Eastern	5.5	6.9	6.1
Kenya	5.0	4.8	4.9

Source: MOEST, 2001

2.5.5 The effect of miraa farming on the school dropout rate.

Child labour is one of the greatest hindrances to children's participation in education. The world over, agriculture is the sector where the largest share of

working children are to be found. Over 132 million girls and boys aged between 5 and 14 years work in crop and livestock production (World Economic Survey, 2006).

Child labour is defined by ILO (1973) convention number 138 on minimum wage, and the ILO (1999) convention Number 182 on worst forms of child labour, as work that harms children's well-being and hinders their education, development and future livelihoods. Working children often lack access to schools or skill training, effectively preventing them from gaining education that could help them get out of poverty in the future (Kiriikua, 2010).

In Kenya, child labour is a significant factor that interferes with schooling mainly in areas such as Nyanza, Eastern, Coast and some parts of central provinces. In Nyanza, primary school dropouts work in sugarcane plantations and fishing industries. In parts of central and Eastern provinces, tea picking, coffee picking, miraa picking and packing and sand harvesting are economic activities that attract school dropouts. (MOEST 1999; Mutuma, 2005)

Miraa is a mild stimulant herb growing in several places in the world including Somalia, Ethiopia, Yemen, South Africa and Kenya. It is cultivated and marketed as a legal crop in Kenya and it grows in three regions namely, Kerio valley in the Rift valley, Embu and Nyambene hills. In the latter two regions, it is the children who are mostly used to provide cheap labour, thus affecting the quality of their

education. It has been established that miraa contributes to a significant percentage in dropout rates in Nyambene hills. Kiriikua,(2010) noted that of the total 1,681 pupils who enrolled in standard 1 in Kiengu Division of Igembe South District in year 2002, only 528 pupils reached standard 8 in 2009. This suggests a high wastage ratio that should jolt into action major stakeholders in education. The study further found that miraa picking accounted for a significant 39.13 percentage of all dropouts among pupils in the area.

Apart from denying children the much needed school time, miraa has been speculated to cause truancy among pupils hence hampering delivery of lessons due to lack of quorum in classes, having medical and psychological effects on children such as memory impairment, and also affecting girls who are lured out of school into early marriage by rich uneducated miraa businessmen (Kiriikua, 2010)

In his study of the effects of miraa farming on participation of boys in primary schools in Kiengu Division, Kiriikua (2010) found that miraa is a major cause of school dropout accounting for 39.13 percent of all dropouts, followed by early marriages at 34.78 percent. The following table shows the reasons cited in this study as contributing to school dropout rates in the division.

Table 2.4 Causes of school dropout in Kiengu Division

Causes	Frequency	Percentage
Child labour	6	13.4
Early Marriages	16	34.78
FGM	2	4.35
Family conflict and family problems	10	21.74
Lack of school fees	5	10.87
Irresponsible parents	3	6.52
Miraa picking	18	39.13
Poverty	8	17.39
Total	46	100

Source: Kiriikua (2010)

All head teachers surveyed in this study concurred that miraa picking is a major economic activity that prevents children from going to school. Children prefer picking miraa to going to school due to economic gain, the fact that it requires unskilled labour, and because parents neglect them, well aware that children can join the trade and take care of themselves.

2.6 Conclusions

The problem of school dropout cannot be attributed to one single factor. The literature review has highlighted the major determinants of dropouts. The factors discussed include: economic factors, socio-cultural factors, school environment, and the influence of miraa both as a drug and an economic occupation and gender related factors. These factors are closely interrelated and all have a role to play in the dropout phenomenon. Any attempts to alleviate this problem must therefore take the factors and deal with each factor in a systematic manner.

2.7 Conceptual framework

The conceptual framework for this study shows the interrelatedness of the factors that contribute to dropout of pupils in primary schools. These factors are socio-economic, socio-cultural, gender-related factors, factors related to school environment and the influence of miraa business.

All these factors contribute individually or collectively to dropout of pupils from primary schools. Intervention measures are therefore necessary. These could include community involvement, enforcement of laws on child labour, role modeling, sensitizing parents and pupils on value of education and many others. When these measures are put in place, there will be high enrolment of pupils and also high retention rates. Without these, there will still be high dropout rates. A conceptual framework is presented in figure 1.0

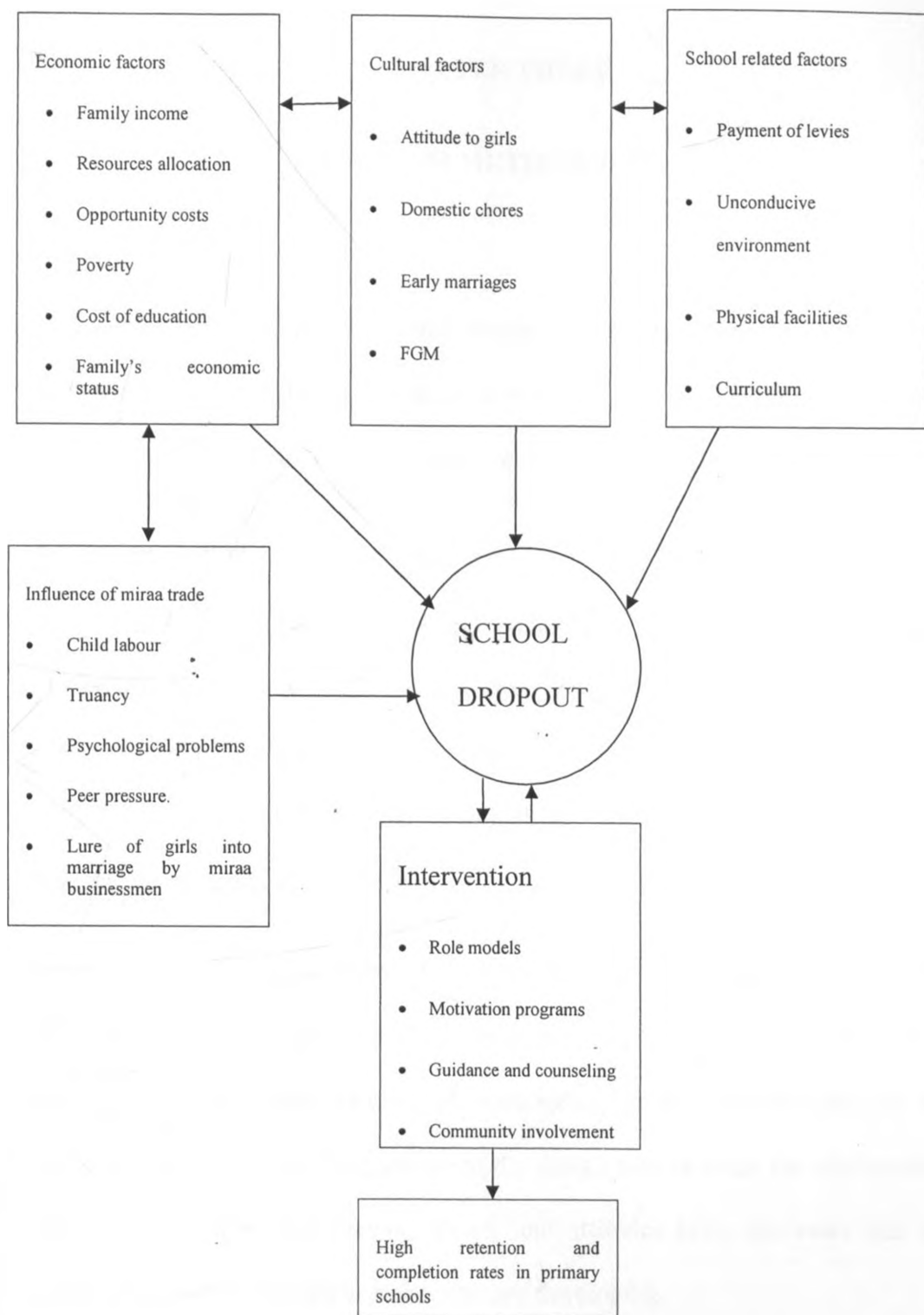


Figure 2.1: A conceptual framework showing relationship of variables

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research design

Various definitions of a research design concur that it is a strategy, or a specific plan which provides a framework for studying a research problem. Gall et al. (1996) considers a research design as a logical and valuable way of looking at the world. Mutai, (1998) adds that it constitutes the blue print for collection, measurements and analysis of data.

Descriptive survey method was adopted for this study. According to Gay (1982) descriptive survey design is used on preliminary and exploratory studies to allow the researcher to gather information, summarize, present and interpret for the purpose of clarification. The purpose of the design was to study the relationships that exist, practices that prevail, beliefs and attitudes held, processes that are going on, effects being felt or trends that are developing.

Descriptive survey is considered most suitable for this study because it enabled the researcher get the relationship between school environment , pupil's gender, socio-cultural factors, socio-economic factors and, miraa farming and business (all independent variables), and, school dropout (a dependent variable) as perceived by the pupil's, class teachers and head teachers.

3.3 Location of the study

The study was carried out in Ndoileli division of Igembe North district, Kenya. It is an agriculturally rich area with an annual rainfall of about 1250 milliliters. The economic mainstay of the area is farming with a majority of residents venturing into miraa cultivation and subsistence farming. The division has 28 public and 6 private schools. There are two boarding secondary schools and five day secondary schools. As at September 2011, there were a total of 17,879 pupils and 317 teachers in public primary schools (AEO's office, 2011).

3.4 Target population

Population has been defined as any group of people or observation, or test in which the researcher happens to be interested. Target population or universe of study, is defined as all the members of a real or hypothetical set of people, events or objects to which an investigator wishes to generalize the results of a research study. Mugenda and Mugenda (1999) says that population refers to an entire

group of individuals, events or objects having a common observable characteristic.

The target population for this study was therefore all the 28 public primary schools as private primary schools are deemed inappropriate for this study because there are conditions such as tuition fees payment, staffing issues, admission and grade promotion criteria among others obtaining in the latter which may not obtain in the former. For accuracy of the findings obtained in this study, only public primary schools were included. Further, only those with enrolment up to class 8 were considered. Two primary schools have not yet enrolled pupils in class eight so they are not included in the study. The target population therefore comprises of 26 public primary schools: their pupils, class teachers and head teachers. The accessible population comprised 1072 pupils in class eight, 26 class eight teachers and 26 head teachers.

3.5 Sample size and sampling techniques

An ideal sample should be large enough so that the investigator can, with confidence and within specified limits, be certain that a different sample made using the same procedures can give approximately similar results. Mugenda and Mugenda (1999) suggest that 10 percent of the accessible population would be enough for descriptive studies. However with a large sample, the researcher is confident that if another sample of the same size were to be selected, findings

from the two samples would be similar to a high degree. The researcher therefore included a total of 26 schools in the study. All the 26 head teachers of the sampled schools were included in the study. All the 26 class eight teachers in the selected schools were included in the study. Ten percent of the total population of class eight pupils in the district that is, 107 pupils, was sampled.

A sampling frame was done for each school using the class registers. The number of pupils to be sampled from each school was a proportion of the total number of pupils in that class against the accessible population in the division. Simple random sampling was used in selecting the pupils to be included. All pupils in class eight in each school were given numbers, which were written on pieces of paper. The papers were folded and mixed. The researcher then picked the number of pupils he needed from each school.

3.6 Research instruments

Mugenda and Mugenda (1999) are of the opinion that descriptive data are collected through a questionnaire or by observation. This study (being of descriptive survey nature) used the questionnaire and the interview methods. The questionnaire items and design are arrived at after an extensive review of literature on the problem content focusing on the topic of the study.

3.6.1 Questionnaires

A questionnaire is one of the most effective instruments commonly used for obtaining important information about the population in social science research (Mugenda and Mugenda, 1999, p. 71)

In this study, structured questionnaires were used: one for the students and another for the class teachers. The questionnaire is preferred because it saves time, and also because the respondents are all literate and hence able to respond to the items on their own.

Nkapa (1997) posits that questionnaires are carefully designed instruments for collecting data in accordance with the specification of the research questions. In this study, each item in the questionnaire was developed aimed at addressing a specific research question in the study. The questionnaire was divided into two sections: section A for capturing data on background information of the respondents and, section B with items seeking to determine the causes of school dropout among primary school pupils.

3.6.2 Interview guide

An interview guide was prepared for the head teachers, with each interview question addressing a specific research question.

3.7 Pre-testing the research instruments for validity and reliability

The purpose of pre-testing is to assess the clarity of the instrument items, the validity and reliability of each of the items in the questionnaire instrument as well as the suitability of the language used in the instrument (Mulusa, 1988).

3.7.1 Validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences which are based on the research results. In other words validity is the degree to which results obtained from analysis of data actually represent the phenomenon under study.

The first step towards validating the instruments of study was a pilot study. A total of six schools were involved in the pilot study. These schools were selected through simple random sampling. Questionnaires were served and collected from teachers and pupils of the selected schools by the researcher personally. During the exercise of collecting the questions back, the researcher discussed each questionnaire item with the respondent in order to determine whether the items were correctly recorded and therefore, not open to misinterpretation when administered to the respondents during the main study.

The second step towards determining the instrument validity is through submission of questionnaires and interview guides to the supervisors in the

department of Educational foundations, University of Nairobi. Any improvements suggested were made to make the instruments more valid.

3.7.2 Reliability

Reliability is an essential ingredient in validity because a test cannot be valid if it is not reliable. Reliability of the research instrument is its level of internal consistency over time (Borg and Gall, 1993). A reliable instrument is one that constantly produces the expected results when used more than once to collect data from two samples drawn from the same population (Mulusa, 1988).

Reliability of the instrument was determined from the pilot study. The split –half technique of measuring reliability will be used. Split-half technique involves splitting the statements of a test into halves (odd and even items), then calculating the Pearson's correlation test (Mutuma, 2005). Spearman Brown Prophecy formula ($R=2r/1+r$) was used to calculate the full reliability of the test (R_e is the full reliability). The split half technique represents the degree to which the halves of a test are equivalent or consistent in terms of items. The questionnaire items for the class teachers were numbered 1 to 26 while those for the pupils were numbered 1 to 16. In each questionnaire the items was separated into odd and even. Each of them was scored and the scores added up so that there was a total score for even and a total score for odd. This exercise involved class teachers and

pupils in the pilot study. The following Pearson moment product formula was then be applied.

$$r = \frac{\sum xy - (\sum x)(\sum y)}{N} \div \sqrt{\frac{[\sum x^2 - (\sum x)^2]}{N} [\sum y^2 - (\sum y)^2]}$$

Where, $\sum x$ = sum of even numbered scores

$\sum y$ = sum of odd numbered scores

$\sum x^2$ = sum of squared even numbered scores.

$\sum y^2$ = sum of squared odd numbered scores

$(\sum xy)$ = sum of the cross product of the values of each variables.

$(\sum x)(\sum y)$ = product of the sum of x and the sum of y.

N = number of pairs of scores.

The computation yielded a correlation coefficient. A reliability coefficient is interpreted like a regular correlation. This means that the closer the value is to 1.00, the stronger the congruence of the measurement.

3.8 Data collection procedure

A research permit to enable the researcher carry out the study was obtained from the office of the president. The DEO Igembe North Division was further informed before embarking on field work.

The instruments were administered in two stages; the pilot study was conducted in pilot schools to ascertain whether the instruments such as questionnaires effectively elicited information required. In the actual collection of data, the researcher visited each of the selected public schools where head teachers, teachers and pupils are stationed. Permission to conduct research among the teachers in a particular school was sought from the head teacher in charge.

The researcher then administered the questionnaires to the respondents and organized with them the date of collecting the filled questionnaires. The data from head teachers was sought through interview guides. This means the researcher required more time to organize appointments with concerned head teachers for interviews.

3.9 Data analysis procedure and reporting

Data collected was analyzed by use of descriptive statistics. Before the actual data analysis, the gathered data was validated, edited and then coded. In the validation process, the questionnaires were checked to determine whether an accurate or acceptable sample was obtained in terms of proportion of the issued

questionnaire. They were also checked for completeness. Because the interview guide had been validated content wise and since it was researcher administered, the researcher controlled the interview to ensure relevance.

The second step entailed editing. The questionnaires were scrutinized to see whether there are errors and omissions, inadequate, illegible and irrelevant responses. Appropriate actions were taken which might involve discarding some. The third step was coding. After going through all the collected questionnaires, uniform categories of responses were identified and classified on a computer generated worksheet.

Based on the responses of the participants through the questionnaires designed, interpretation of the data used simple statistical procedures, mainly frequency distribution and percentages. Frequency tables were computed on items ranked by respondents as the most important in influencing withdrawal. Tallies on every item was totaled and expressed as a percentage of the total number of tallies.

Frequency distribution diagrams were used to illustrate the outcomes of the results using the total number of responses to various items. Lastly the calculation of the mean was also used for measuring the central tendency.

Interviews were subjected to content analysis where applicable. Some of the interview data were converted and appropriately fed into the computer and made amenable for quantitative analysis. The relevant data was calculated with the help

of a computer using the statistical package for the social sciences (SPSS). A summary of major findings and minor findings was stated and discussed while conclusions, recommendations and suggestions for further research emanating from the study were described.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents the findings on the responses in the research instruments. Presented are the findings of the questionnaire return rate, school environmental factors leading to primary school drop rate, the influence of gender, the effect of cultural related factors on school drop-out rate and parents socio – economic status on primary school drop rate. Data were analyzed, interpreted and presented by use of SPSS.

4.2 Questionnaire return rate

Two sets of questionnaires were used to gather data for the study. These were class teachers' questionnaire and pupils' questionnaire. The table 4.1 shows questionnaires received back.

Table 4.1: Questionnaire return rate

Respondents	Number expected	Number returned	Percentage
Class teachers	26	24	92.3
Pupils	107	80	74.8

Table 4.1 shows that 26 class teachers' questionnaires and 107 pupils' questionnaires were distributed. Twenty-four (24) class teachers' questionnaires and 80 pupils' questionnaires were received back completely filled in. This represented 92.3% and 74.8% return rate respectively. The high percent return rates indicate that questionnaires were reliable for the purpose of investigating the causes of pupil dropout in public primary schools. However, the return rate was not 100.0% because of pupil absenteeism and reluctance to participate among some of the class teachers. Some were suspicious of the intended use of information that would be gathered.

4.3 Demographic information

Demographic information is key to any given study. It was therefore necessary to gather data on the class teachers' and pupils' background in terms of their age, gender, class teachers' academic and professional qualifications that seemed in one way or another to influence pupils dropping out of school. Respondents' demographic information was presented as follows.

4.3.1 Respondents gender

Gender is one of the key factors that most probably would direct the study to establish which gender of the pupils was affected most by the dropout. Class teachers' and pupils' responses on gender were tabulated as follows.

Table 4.2: Respondents' gender

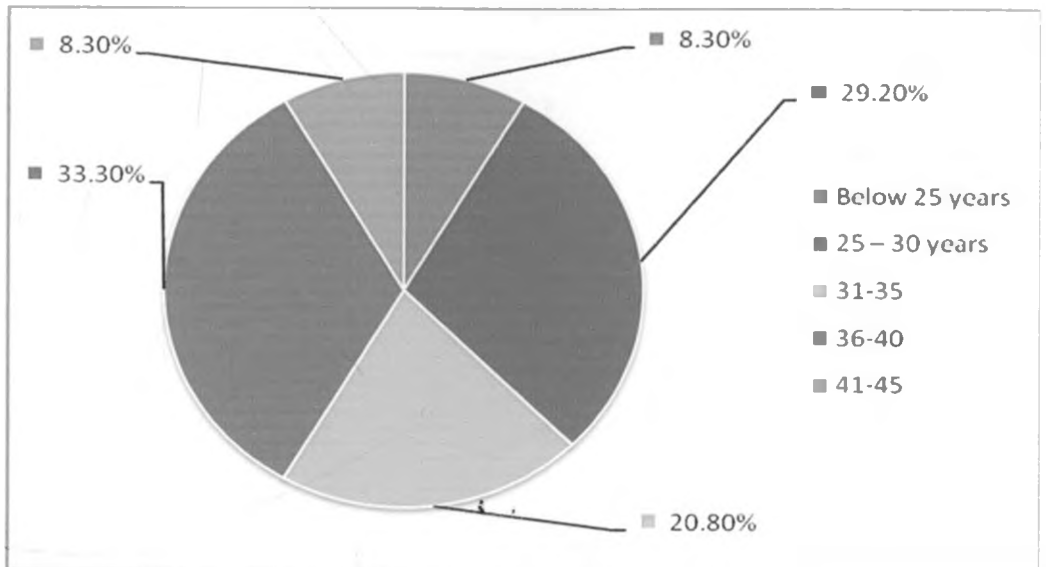
Gender	Class teachers		Pupils	
	F	%	F	%
Male	22	91.7	60	63.2
Female	2	8.3	35	36.8
Total	24	100.0	95	100.0

Table 4.2 indicates that the respondents for this study were mostly male class teachers (91.7%) and pupils (63.2%). Female class teachers and pupils occupied a very low proportion of 8.3% and 36.8% respectively.

4.3.2: Class teachers' age

The study aimed at determining the age bracket of class teachers. Class teachers' age shows how teachers are mature enough to handle pupils' challenges at school and outside school. The responses were shown in the figure below.

Figure 4.1: Distribution of class teachers by age



Basing on the information given on Figure 4.1 the study found that the highest proportion (33.3%) of teachers were ages between 36 – 40 years. Other proportions were 29.2% aged between 25 – 30 years, 20.8% aged between 31 – 35 years, and 8.3% below 25 years and above 40years.

4.3.3: Class teachers' academic qualification

Class teachers' level of education was a key factor to consider in this study because it portrays their aptitude and sustains their efforts in performing the many routines required of class teachers in handling pupils at school effectively. The class teachers' academic qualifications are as shown in Table 4.3.

Table 4.3: Class teachers' academic qualification

Qualifications	Frequency	Percent
KCSE/KCE	2	8.3
P2	6	25.0
P1	10	41.7
Diploma	4	16.7
BED	2	8.3
Total	24	100.0

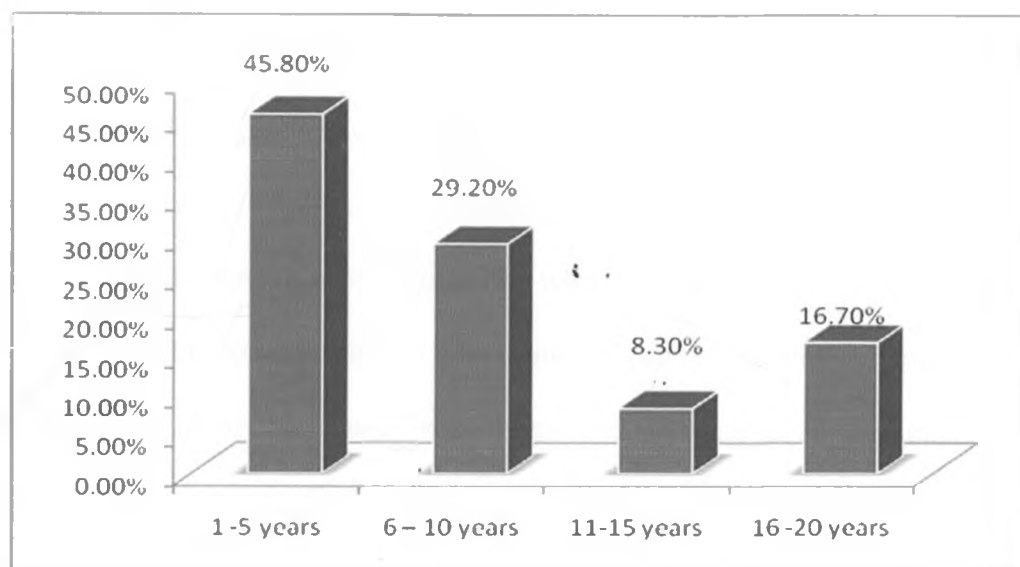
According to the findings on Table 4.3, the highest proportion of class teachers were P1 holders (41.7%) followed by P2 holders (25.0%). Diploma and B.Ed holders had a very low proportion of 16.7% and 8.3% respectively. This was a good indication that teachers were trained and qualified to carry out their responsibilities of handling pupils to curb the school dropout.

4.3.4: Class teachers' years of service

Class teachers' years of service give experience in teaching and handling pupils with regard to curbing school drop out to avoid wastage of the school curriculum

resources and materials, and also the pupils' years at school. Class teachers were asked to state their years in service and the responses were presented as indicated in figure 4.2.

Figure 4.2: Class teachers' years of service



From the figure, highest proportion (45.8%) of the class teachers had been in service for 1-5 years. A few had served between 6-10 years (29.2%), between 11-15 years (8.3%), and between 16-20 years (16.7%). This suggests a relatively young teaching force in the Division. Teachers' years of service goes hand in hand with effective handling of pupils who want to drop out of school. Long serving teachers would have credible information with regard to the causes of schools drop out.

4.4 School related factors leading to pupil dropout in public primary schools in Ndoleli division, Igembe North district

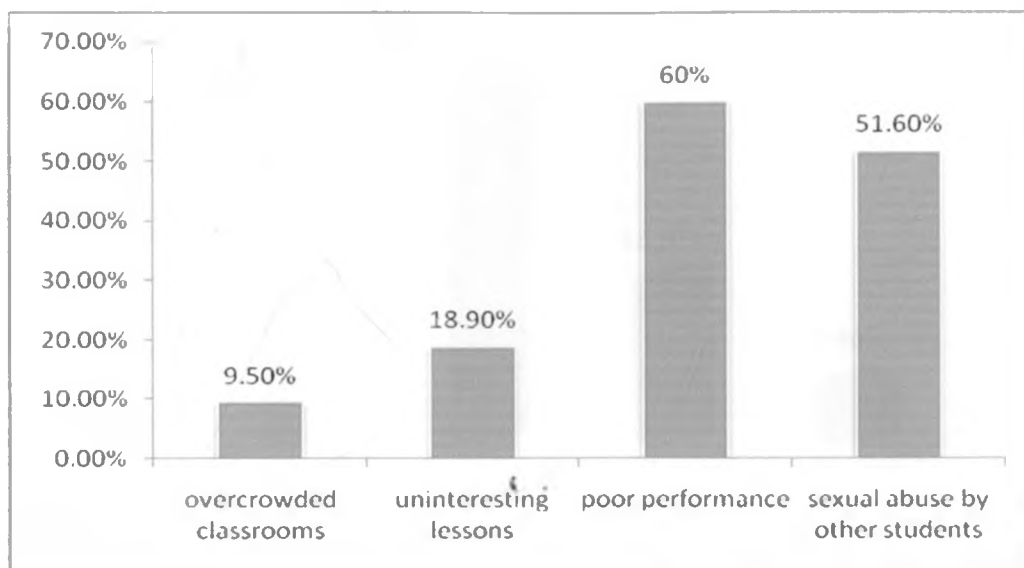
4.4.1 Introduction

To answer appropriately the main research question of the study which sought to find out the factors contributing to dropout in public primary schools, the researcher sought to find out from the respondents the causes of pupil dropout in Ndoleli division, Igembe North district. Different items were formulated to solicit responses on factors that caused pupils to dropout from school. these factors took a wide view in areas of economic factors which included the inability to pay fees and poverty; home-based factors which included family chores that calls for the attention of pupils at home; school-based factors such as curriculum and instruction, school quality; teachers' attitude, indiscipline, ranking of public primary schools in the national examinations, and other community based factors like pregnancy among girls, gender discrimination, the high cost of taking children to school and community influence.

4.4.2: Pupils response to school related factors leading to dropout

School related factors could negatively affect participation of pupils, hence leading to dropout. The study sought to find out if there were school related factors that made pupils to drop out of school in Ndoleli division, Igembe North district. The responses were presented in figure 4.3.

Figure 4.3: Pupils response to school related factors

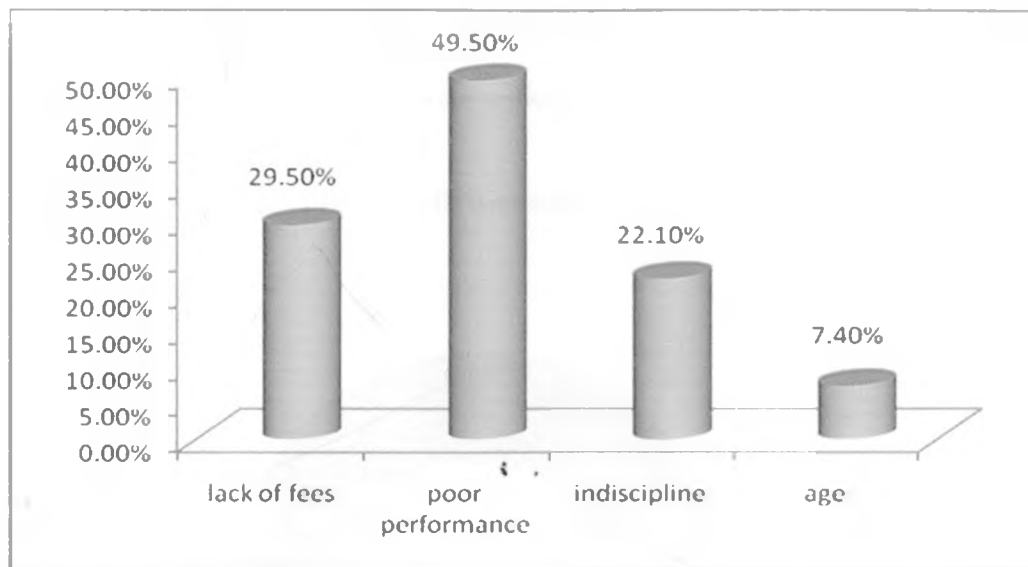


From the figure, majority of the pupils (60%) indicated that poor performance would cause school dropout. A fair percent (51.6%) stated that sexual abuse by other students would result into school dropout. Besides, a few others indicated that overcrowded classrooms (9.5%) and uninteresting lessons (18.9%) could lead to dropout.

4.4.3: Class teachers' response to school related factors leading to dropout

Class teachers, who are charged with the responsibility of transmitting a body of knowledge such as societal norms and beliefs to pupils, were also to indicate the school related factors that would result into school dropout. The results were presented on figure 4.4.

Figure 4.4: The causes of class repetition in school



The findings from the figure show that a higher proportion of pupils (49.5) drop out of school due to poor performance. Other class teachers stated that pupils dropped out of school because of school fees (29.5%), indiscipline cases (22.1%) and age (7.4%).

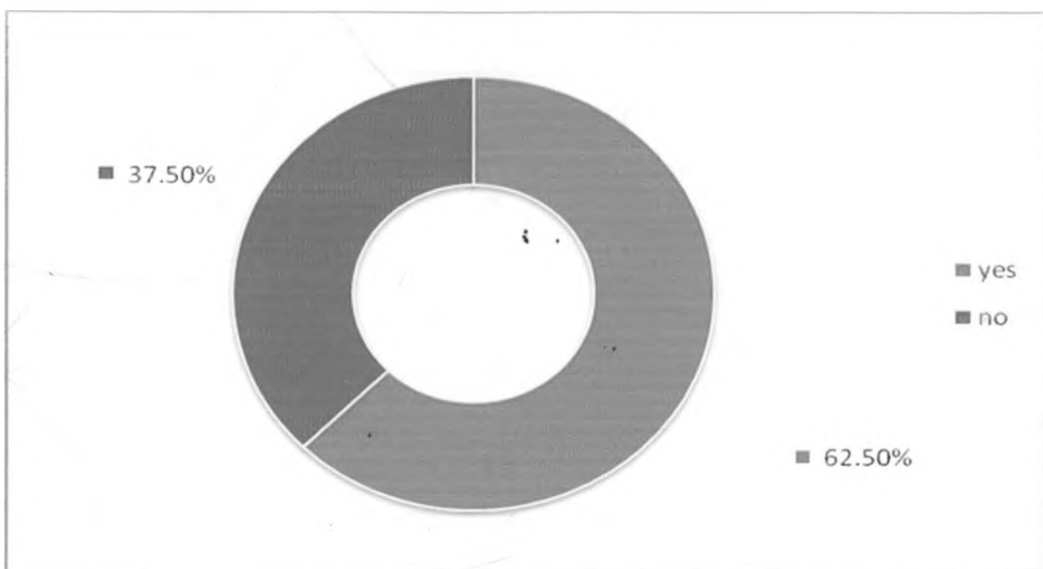
4.5 Cultural related factors leading to pupil dropout in school

Cultural factors can influence pupils' decision to withdraw from school. Cultural factors could be in form of cultural practices and beliefs which curtail pupils' aspiration for further education. The study aimed at identifying such factors that could influence pupils to drop out of school. Teachers and pupils gave their responses.

4.5.1: Class teachers' responses on cultural related factors to school dropout

Class teachers were asked if there are cultural activities that would make a pupil dropout of school. The findings were indicated on Figure 4. 5

Figure 4.5: Whether cultural activities cause school dropout



From the figure, it is evident that there were cultural activities that made pupils to drop out of school. This was represented by 62.5% of class teachers. It was only a few (37.5%) who stated that there were no cultural factors. However, the highest proportion (62.5%) indicates that cultural factors contributed to school dropout.

4.5.2: Class teachers' response on cultural activities leading to male pupils' dropout of school

Class teachers were propped further by the research to state the activities that made male pupils drop out of school. Their responses were then tabulated.

Table 4.4: Class teachers' response on cultural activities that makes male pupils drop school

Cultural activity	Frequency	Percentage (%)
Circumcision	4	16.7
Marriage	3	12.5
Miraa picking and selling	17	71.8
Total	24	100

From the table, majority of the teachers (71.8%) attested to the fact that miraa picking and selling made male pupils drop school. besides, other teachers indicated that boys dropped school for circumcision (16.7%) and marriage (12.5%).

4.5.2: Class teachers' response on cultural activities leading to female pupils' school dropout.

Class teachers were also required to indicate cultural activities leading to female pupils' dropout of school. The responses were then tabulated.

Table 4.5: Class teachers' response on cultural activities making female pupils' school dropout.

Cultural activity	Class teachers	
	Frequency	Percentage (%)
Domestic chores	5	20.8
Pregnancy	10	41.7
Early marriage	9	37.7
Total	24	100

The findings from the table show that a higher proportion (41.7%) dropped due to pregnancy. Others dropped out of school as a result of early marriages (37.5%) and domestic chores (20.8%).

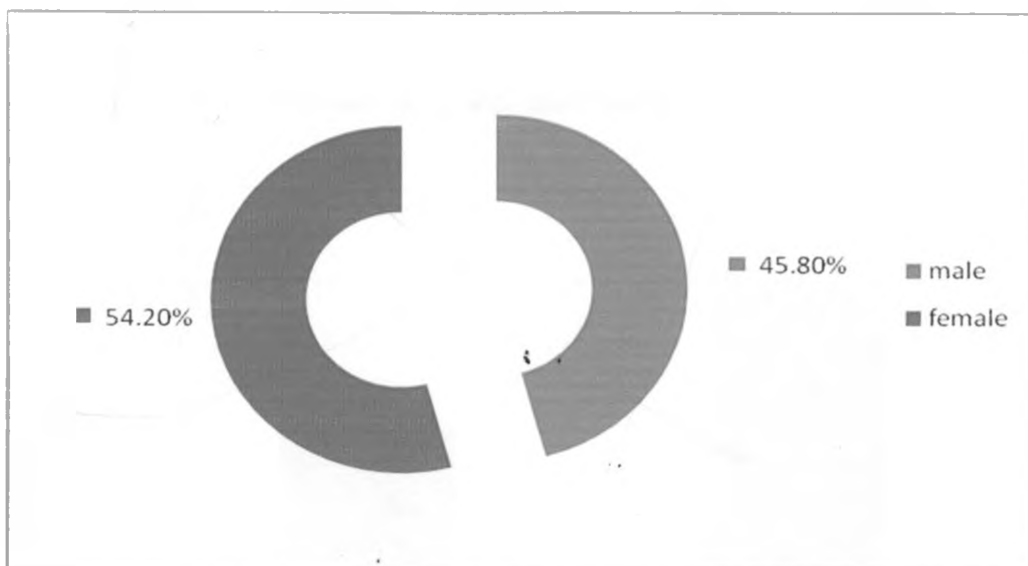
4.6 Influence of gender on primary school dropout

Gender disparity and inequality could most probably, lead to school dropout. Gender disparities in disfavour of girls as concerns enrolment in schools has been widely voiced. However, the current enrolment ratios for both girls and boys at primary school level are not altogether dissimilar. In some schools, the number of girls is higher and in others lower, which is the same case for boys. The study, therefore, sought to find out the influence of gender on school dropout. Teachers and pupils were to give their responses and the data were presented and analyzed.

4.6.1: Class teachers' responses on which gender is most likely to drop school before KCPE

Class teachers were to give their view on which gender is most likely to drop out of school before sitting for KCPE examinations. The responses were then presented on figure 4.6.

Figure 4.6: Class teachers responses on which gender is most likely to drop school before sitting KCPE

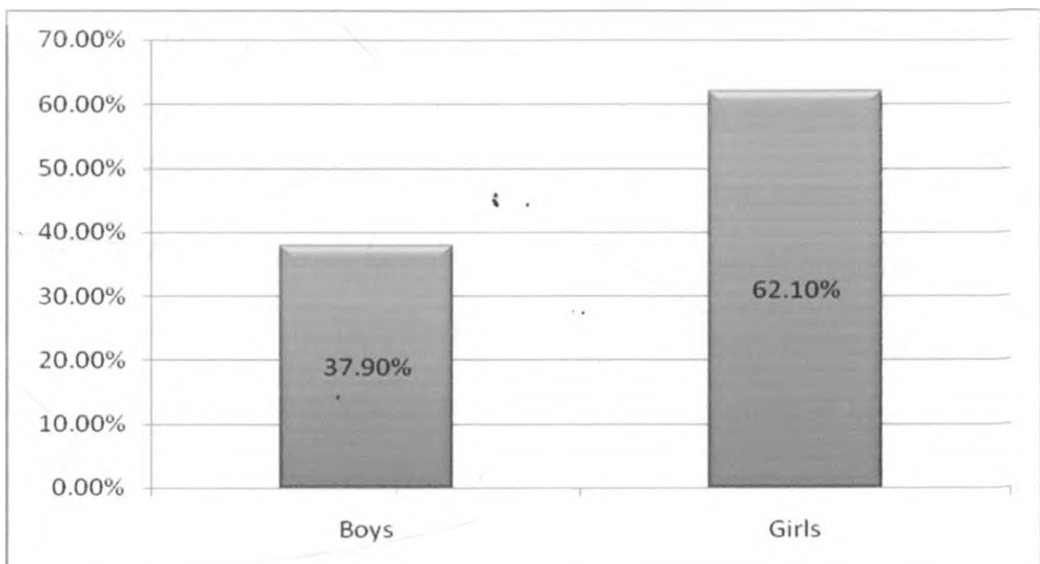


The results indicate that female pupils (54.2%) more likely to drop out of school than male pupils (45.8%). Reasons given for this include cultural practices such as early marriages, pregnancies and involvement in domestic chores. Cultural beliefs that girls don't need a lot of education and can get married also contributed to this. Rich miraa businessmen easily lured girls, especially those from poor families into marriage.

4.6.2: Pupils' response on which gender is most likely dropout of school

The study also inquired from the pupils on the gender that was most affected by school dropout. The responses from the pupils were recorded and presented on figure 4.7

Figure 4.7: Pupils' response on gender most likely to drop out of school



The figure shows that girls (62.1%) are more likely to drop out of school than boys (37.9%). This indicates that girl-child has to be taken care of through guidance and counseling to enable her complete school.

4.6.3: Teachers' response on total enrolment by gender

Class teachers were to state the total enrolment in school by gender and the their responses were tabulated as shown in table 4.6.

Table 4.6: Teachers' response on enrolment by gender

Enrolment by gender	Frequency	Percentage (%)
Boys	11	45.8
Girls	13	54.2
Total	24	100

The results from table 4.6 indicate that the enrolment for girls (54.2%) was slightly higher than that of the boys. This is an indicator that some boys in Ndoleli division would opt not even to enroll in school but remain at home due to some community based factors. Despite the numerous challenges facing girls such as domestic chores and marriages girls still were more represented in class 8 than boys.

4.7 Socio – economic factors on school dropout

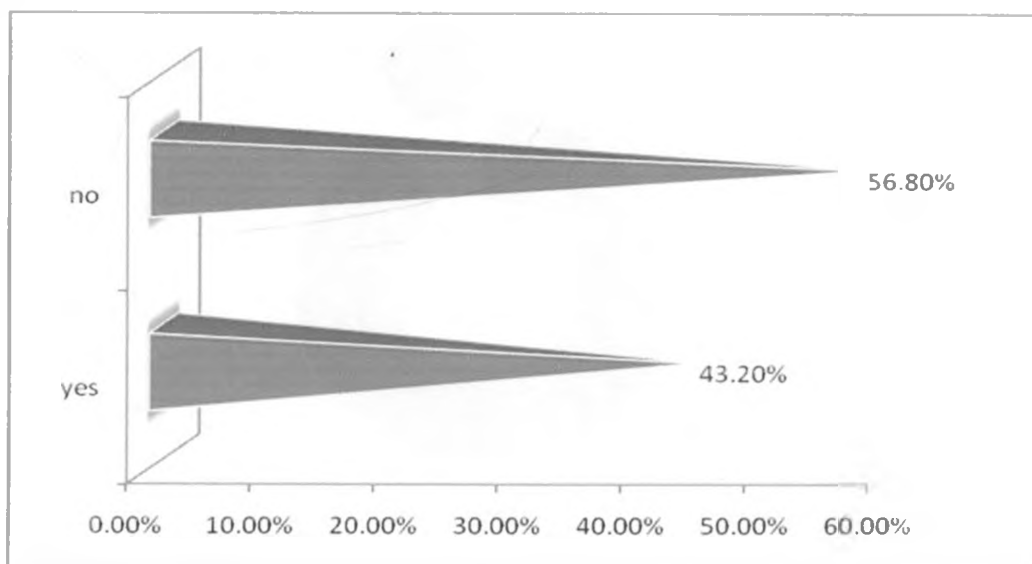
The socio-economic factors are most probably concerned with issues of parents and guardians of pupils to enable their complete studies. There was need for this study to investigate the effect of parents' socio-economic status on school dropout. Teachers and pupils were to indicate socio-economic factors that

influence pupils to drop out of school.4.7.1 Teachers' response on pupils' fee payment

The study sought to establish whether pupils paid fees in their schools. From the findings a100% of teachers reported that there were no fees levied on pupils. They reported that all the fees were catered for by the government through Free Primary Education.

When asked the same question, 56.8% of pupils indicated that they never paid while 43.2% said they paid fees.

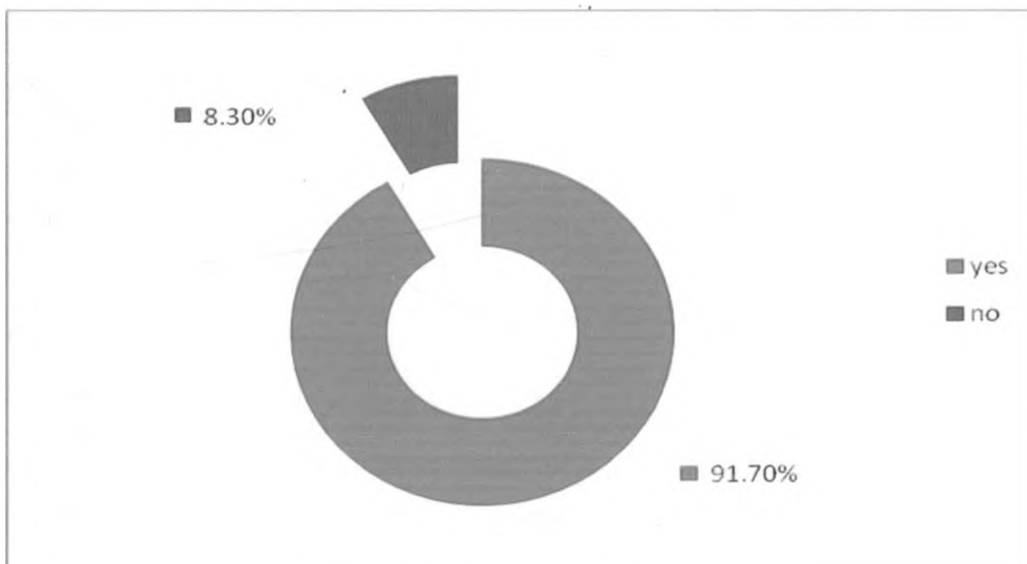
Figure 4.8: Whether pupils pay school fees



4.7.2 Whether there are other school levies charged

Teachers were asked to indicate whether there were other school levies that pupils paid. A majority of teachers (91.7%) reported that indeed there were other levies paid by pupils in schools. These levies included examination fees, monies to pay teachers employed by school management committees, extra tuition levies, and development fees and even for lunch. This suggested that although the government is providing free primary education, the funding may be insufficient to cater for all the expenses in schools.

Figure 4.9: Whether there are other school levies that pupils pay



Whether pupils pay school levies promptly

The teachers were asked to state whether the pupils paid the levies promptly. A majority of them (83.3%) said that pupils did not pay on time. This illustrates the fact that parents faced challenges in raising the school levies. When further probed on what action was taken to those who did not pay on time, 66.6% of teachers testified that such pupils were sent home to collect the money. Some 29.2% said pupils are given more time to pay while 4.2% indicated that pupils' parents were summoned by the head teacher. Table 4.7 shows the responses on actions taken to those who did not pay in time.

Table 4.7 Action taken on pupils who did not pay the levies promptly

	Frequency	Percent
Given time to pay	7	29.2
Parents summoned by the head teacher	1	4.2
Sent home	16	66.6
Total	24	100

These findings clearly show that poor economic status of the parents negatively affected the participation of the pupils in school as majority of the pupils are sent

home to collect the money. Being sent home lowered pupils' morale in their studies and those who faced big challenges in raising the money opted to drop out. The other factor was poverty, a factor attributable to the fact that many parents are peasant farmers and small scale traders. A majority of teachers however felt that inability to buy school provisions was not a significant factor in causing school dropout. Only 12.6% felt that parents were unable to purchase school equipment.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of findings, discussion, conclusion drawn from the findings and recommendations made. The conclusions and recommendations drawn focus on the purpose of the study.

5.1 Summary of study

The purpose of the study was to investigate the factors contributing to primary school pupil dropout in Ndoleli division of Igembe North district. The choice of the factors was based on first, the assumption that unfriendly environment in schools contributes to school dropout. Secondly, that the gender of the pupil plays a role on whether or not the pupil completes primary school. In addition, cultural practices and expectations play a significant part in pupils' completion of primary school education.

The study is of significance and importance to Kenya owing to a number of considerations. To begin with, the country is overburdened with educational expenditure. Therefore, failure to complete primary education is a waste of scarce resources that would otherwise be better employed in other endeavours of

national development. In addition, the findings could point out the forces of constraint that operate on children attending primary schools in Kenya. Lastly, the findings could also provide some knowledge of the magnitude of school dropout and help various educational stakeholders in formulation of policies aimed at solving the problem.

Literature was reviewed on the trends and perspectives of education in the world in general and Kenya in particular, the extent of the problem of school dropout and various factors that make pupils drop out of school. A conceptual framework was developed. Economic factors, cultural factors and school related factors that affect school dropout were discussed and their interrelatedness pointed out.

The study adopted the descriptive survey method. The target population comprised pupils of the 26 public primary schools in the division and the class and head teachers of those schools. From these, all the 26 headteachers, the 26 class eight teachers and 107 pupils (who comprised 10% of the total number of pupils in class eight) were sampled.

Data from pupils and class teachers were obtained from administration of questionnaires while that from headteachers was obtained through interviews. Simple random sampling was used to select the pupils to be involved in the study with class registers being used to make sampling frames.

Data were analyzed using descriptive statistics. Relevant calculations and computations of percentages were done with the help of statistical package for the social sciences (SPSS). Data were presented using frequency tables and diagrams. The explanations of the findings were given.

5.2 Summary of the major findings

The findings of the study were presented in accordance with the research objectives. The following are brief findings of the study:

5.2.1 On the effect of school environmental factors on primary school dropout rate in Ndoleli division

The research found out that among the actions taken on pupils who did not perform well in class, pupils were either promoted to the next grade or made to repeat a class. Thus class repetition was highly practiced as a means of dealing with poorly performing pupils. This resulted in low morale among the poor performers. The study also established that there were pupils who opted to drop out of school other than repeat class as posited by majority of the teachers.

The most significant teachers' characteristics that causes school dropout were teachers abusing students, teacher not encouraging pupils and poor relationship between teachers and pupils respectively. The other teachers' characteristics that caused school dropout were forced repetition, harsh punishment, absenteeism in

school and not attending lessons respectively. The study established the school related factors that would make a pupil dropout of school as poor performance, sexual abuse by other students and uninteresting lessons respectively.

5.2.2 On the influence of gender on primary school dropout rate in the division

The study determined the rate of school dropout in the division was higher for females than for males as more girls were likely to drop out before sitting KCPE compared to boys. On the most likely causes of school drop out for the male pupils, majority of the teachers attested that miraa picking and selling, circumcision and marriage respectively were the most likely cause of school dropout for the male pupils. The findings further highlight the contribution of miraa farming and business in the Ndoileli division as the leading cause of school dropouts for the male pupils. The research established that the male pupils engaged in the chewing of miraa and could not be allowed to such practices in school and some opted to drop out of school. On the other hand the pupils were attracted to the lucrative miraa business and gave up on their education. The most likely causes of school drop out for the female pupils were pregnancy, early marriage and domestic chores respectively. Thus early pregnancies and early marriages were the major cause of school dropout among the girls as the pupils were not trained through the guidance and counseling on the dangers of engaging

in sexual activities prematurely. The research also identified the factors that contribute to dropout of pupils from school. From the findings, poverty, negligence by parents and early marriages are the most significant factors that contribute to school dropouts. The other factors that contribute to school dropouts are pregnancy, child labour, miraa picking/selling, truancy, F.G.M, domestic chore, drug abuse and circumcision

5.2.3 On the effect of cultural related factors on school dropout rate in the division

The study found that there were cultural activities that might have made pupils drop out of school as reported by a majority of teachers. Further the study established that cultural activities that contributed to school dropout differed with gender. While circumcision, miraa plucking and selling and early marriage were major cultural activities identified as contributing to dropout among boys, domestic chores, pregnancy and early marriage were identified as contributing to dropout among girls. It should also be noted that some of these causes apply to both gender. Miraa business for example affected both girls and boys. While boys were involved in miraa plucking and selling, girls were reported as being easily lured into marriage by miraa businessmen and hence leaving school. Early marriages also affected both gender. In fact there were cases where head teachers reported that school boys married schoolmates.

5.2.4 On the effect of parents' socio-economic status on school dropout in the division

The study established that class repetition of the pupils was practiced to a great extent in schools as attested by the majority of the pupils which contributed to the phenomenon of school dropout in schools. Most of the teachers posited that the daily attendance of pupils was good which meant that the school participation as demonstrated by the daily attendance of the pupils was good. However the school dropout of the pupils was negatively affected the school participation of the pupils. The study established that pupils did not cater for their schools fees as indicated by majority of the teachers and pupils. The school fees are being catered for by the government through the Free Primary Education programme. However the pupils and teachers posited that although the government catered for the school fees for the pupils through the Free Primary Education programme, the pupils were supposed to pay levies to cater for other expenses in school not being paid for by the government. The researcher further established that the pupils did not pay for the levies promptly according to majority of the teachers as parents faced challenges in raising the school levies and thus did not pay for them promptly hindering the smooth running of the school. Thus the poor economic status of the parents negatively affected the participation of the pupils in school as majority of the pupils were sent home to collect school levies. The failures to pay for the school levies in time lead the pupils to be sent home which reduced pupils'

morale in their studies as they lost a lot when at home thus contributing to school dropout.

The study also established that majority of the parents in the school were of low economic status as attested by the majority of the teachers which depicts that the parents' socio-economic status influenced school dropout. The majorities of the parents were small scale farmers and owing to their poor economic status faced challenges in catering for the extra fees not catered for by the FPE. Thus the pupils were forced to be away from school before their parents paid for the extra fees. The pupils were also forced to participate in income generating activities to boost their family income and owing to their poor economic status faced challenges in catering for the extra fees not catered for by the FPE. Thus the pupils were forced to be away from school before their parents paid for the extra fees. The pupils were also forced to participate in income generating activities to boost their family income. The pupils' school participation was affected by inability of the parents to cater for the school provisions such as uniform and reading materials which are very essential for learning.

5.3 Conclusions

The study investigated school related and cultural related factors, parents' socio economic status and the influence of gender as causes of school dropout.

On school related factors, the study found that class repetition was widely practiced as a remedy for poor performance. When forced to repeat classes, many pupils were demoralized and chose to drop out. It was also established that teachers who did not encourage their pupils, those who gave harsh punishment and who were always absent from school contributed to dropping out of school of their pupils.

The study also established that a pupils' gender influenced his/her dropping out of school. Girls were found to be more likely to drop out than boys. While girls dropped out due to early marriages, pregnancy and domestic chores, boys dropped out due to being engaged in miraa plucking and selling, circumcision and indiscipline.

These causes of school dropout had a cultural bearing. Cultural practices such as early marriages and believes that girls don't need a lot of education still persist. Also more girls than boys are involved in domestic chores while boys engage in economic activities and trade.

Poverty among parents is another factor that led to school dropout. A big majority of parents are small scale farmers and petty traders. Owing to poor economic status, they faced challenges in paying the extra levies that are not catered for by FPE. Their children are forced to stay away from school as they looked for the money. In many cases pupils just drop out of school. Pupils were also forced by

poverty to engage in income generating activities to supplement family income. It is also the opinion of teachers that some parents are negligent and prefer their children to drop out and get married or venture into miraa trade.

5.4 Recommendations

The study recommends that the government and other stakeholders in education sector should seek to increase the funding for FPE to cater for all the school monitory requirements in order to cushion pupils from poor economic background from dropping out of school.

The study recommends that the government and other stakeholders in education sector should review the effectiveness of sex education being offered in primary schools. This is with a view to enhance it to sensitize the pupils on the negative effects of engaging in sexual activities prematurely.

The study also recommends that the school managements should address the school environment related factors that lead to school dropout. The school management should incorporate views from the pupils to enhance the effectiveness of the strategies they invent to cope with school dropout.

5.5 Areas for further studies

Since this study explored the causes of dropout in public primary schools in Ndoleli Division, Igembe North District, Kenya, the study recommends that;

- i. Similar study should be done in other areas in Kenya for comparison purposes and to allow for generalization of findings on the causes of dropout in public primary schools in Kenya.
- ii. Further studies should be done on the causes of dropout in public secondary schools and tertiary institutions since different levels of educational institution have different strategic approaches and thus allowing not only for comparison but also development of national wide school dropout index in the 8-4-4 education system in Kenya.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

University of Nairobi,
P.O BOX 30197,
NAIROBI

Dear Respondent;

RE: RESEARCH

I am a post- graduate student pursuing a Masters Degree in Educational Foundations at the University of Nairobi. As part of my assessment, I am conducting a research on “Factors contributing to school dropout in public primary schools in Ndoleli Division”.

The purpose of this letter is to kindly request you to spare your time and complete this questionnaire. The information obtained will be purely for this study only, and will be treated with utmost confidentiality.

Thank you for your cooperation and assistance.

Yours,

Thirari Laban M.

APPENDIX B

QUESTIONNAIRE FOR CLASS TEACHERS

This questionnaire is designed to help the researcher find out the factors contributing to dropout of pupils from public primary schools in Ndoleli division. The information you provide will be used for research purpose only, and will be treated with utmost confidentiality. To this end, do not write your name or that of your school. Please respond to all the items in the questionnaire as correctly and honestly as possible.

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender? Please tick where appropriate.

Male

Female

2. What is your age bracket?

Below 25 years 25 – 30 years

31-35 36-40

41-45 46-50

51 and above

3. Indicate your present professional qualifications.

KCSE/KCE P2 P1 Diploma BED

Other (specify).....

4. For how long have you been teaching?

Below one year 1 -5 years 6 – 10 years

11-15 years 16 -20 years Over 20 years

5. Please indicate how long you have taught in your current school.

Less than a year 1-5 years 6- 10 years

11- 15 years 16 – 20 years Over 20 years

6. Are you trained in guidance and counseling?

Yes No

SECTION B: Factors contribution to Dropout of pupils.

7. What is the total number of pupils in your class?

Males Females

8. How would you rate the Daily attendance of pupils in your class? Please tick where appropriate

Very good Good

Satisfactory Poor

9. If satisfactory or poor, what is the cause of low attendance?

.....

10. How many pupils have left your class in the last one year?

Male..... Female

11. What are the reasons for pupil dropout?

.....

12. Do pupils in yours school pay fees? Yes No

13. (a) Are there any other school levies that pupils pay? Yes No

(b) If yes, please enumerate these levies

.....

(c) Do pupils pay the levies promptly? Yes No

(d) If no, what happens to those who do not pay?

Given time to pay

Parents summoned by the headteacher

Sent home

Other (Specify)

14. How would you rate the economic status of a majority of the parents?

High Medium Low

15. What is the source of livelihood of a majority of parents?

Big business Large scale farming Salaried employment

Petty trade Small scale farming

Other (specify).....

16. Does a majority of parents find it difficult to buy school provisions such as uniform and reading materials for their children? Yes No

17. What economic activities prevent children from attending school?

.....

18. What is done to pupils who do not perform well in class in your school?

Promoted to the next grade Made to repeat a class Sent away

Other (specify).....

19. Do you know of a pupil who opted to drop out of school other than repeat class? Yes No

20. (a) Are there cultural activities that may make a pupil dropout of school?

Yes No

(b) If yes, please list down these activities.

.....

21. (i) Which gender is more likely to drop out before sitting KCPE?

Male Female

(ii) If male, what is the most likely cause?

Circumcision Marriage Miraa picking and selling

Other (specify).....

(iii) If female, what is the most likely cause?

Domestic chores Pregnancy Early marriage FGM

Other (specify)

23. (a) Do you think miraa farming and business is a cause of school dropout in your school? Yes No

(b) If yes, how does miraa lead to the dropout of each gender?

Boys.....

Girls

24. (a) Do you think parents are the cause of school dropout in your school?

Yes No

(b) If yes, explain

25. Indicate how each of the following factors may contribute to dropout of pupils from school. Please tick (✓) where appropriate.

Factors	Very likely	Likely	Rarely	Not at all
Poverty				
Child labour				
Circumcision				
F.GM				

Pregnancy				
Early marriage				
Negligence by parents				
Forced Repetition				
Harsh punishment				
Poor performance				
Insecurity				
Truancy				
Drug abuse				
Miraa picking/selling				
Negative peer influence				
Uninteresting curriculum				
Conflict with teachers				
Domestic chore				

26. Suggest ways of preventing pupil dropout in primary education.

.....

.....

Thank you for participating in the study.

APPENDIX C

QUESTIONNAIRE FOR PUPILS

This questionnaire is designed to assist the researcher find out the factors contributing to pupils drop out from public primary schools in Ndoleli division. The information you provide will be used for research purposes only, and will be treated with utmost confidentiality. Please do not write your name or that of your school. Kindly respond to all the items in this questionnaire as correctly and honestly as possible.

SECTION A: BACKGROUND INFORMATION.

1. Please indicate your gender. Male Female
2. (a) Which class are you in?
- (b) Have you ever repeated a class? Yes No
3. How old are you?.....
4. Whom do you live with? Both parents Mother alone
Father alone A relative
- Others (specify).....
5. If your home is far from school, how do you get to school?
I go on foot Public service (matatu)

Other(s) (please specify).....

SECTION B:

6 (a) Do pupils pay fees in this school? Yes No

(b) If yes, please list down various levies charged by your school.

.....

(c) If the answer to 1 (a) above is yes, what happens to those unable to pay (please tick all that applies)

Sent home Forced to stay out of class Given more time to pay

Other (specify).....

7 (a) Are there class repetitions in your school? Yes No

(b) If yes, which among the following do you consider the cause of repetition?
(Please tick all those that are true)

Lack of fees Poor performance Indiscipline Age

Other (specify).....

8 Please indicate the mode of punishment that is frequently used in your school.

Punishment	Very frequent	Frequent	sometimes	Rarely	Never
Caning					
Hard labour					
Kneeling down					
Sent out of class					
Any other.....					

9. How much would you agree to the following teacher characteristics as being causes of school dropout in your school? (Please tick in the appropriate column depending on the level of your agreement).

Characteristics	Strongly agree	Agree	Moderately agree	Disagree	Strongly disagree
Poor relationship with pupils					
Absenteeism in school					
Harsh punishment					

Forced repetition					
Not attending lessons					
Not encouraging pupils					
Abusing students					
Any other(s).....					

10. Which of the following school related factors would make a pupil dropout of school (Please tick all that apply)

Overcrowded classrooms Uninteresting lessons

Poor performance Sexual abuse by other students

Any other (specify).....

11(a) Are there some of your classmates who joined standard one with you, who have dropped out of school? Yes No

(b) How many of the original number of pupils with whom you joined class one are with you in your present class?.....out of.....

(c) If the number is less, what do you think caused the difference?

Transfer to other schools Dropping out of school

Repetitions Don't know

Others (specify).....

(d) If the number has increased, what do you think is the reason?

Transfer from other schools Repeaters from the class that was ahead

Others (specify).....

12. Which of the following is the reason(s) why pupils drop out of your school?

(please tick all those that are true) To do business

Pregnancy Early marriage Circumcision

Lack of fees Illness Lack of school uniform

Indiscipline leading to expulsion Plucking and selling miraa

Others (specify).....

13. (a) In your opinion who between girls and boys drop out from school most?

Boys Girls

(b) Explain your answer in 8(a)

14. Do you know of any pupil who dropped out of school because he/she was told to repeat a class? Yes No

15(a) Do you think miraa is a major cause of school dropout in your school?
Yes No

(b) If yes, which gender is affected most by miraa?

Boys Girls Both

16. Suggest ways of reducing instances of school dropout.....

Thank for participating in the study.

APPENDIX D

INTERVIEW GUIDE FOR HEADTEACHERS

This interview is intended to help the researcher find out the factors contributing to dropout of pupils from public primary schools in Ndoleli division. The information you provide will be used for research purpose only, and will be treated with utmost confidentiality. Please respond to all the questions.

1. What do you understand by the term dropout?
2. Do you have cases of school dropout in your school?
3. What do you think are the major causes of pupils' dropout in this Division? Kindly rank them in order of importance.
4. What gender is mostly affected by school dropout? Please explain.
5. Are there school related factors contributing to school dropout? Please explain.
6. What socio-cultural factors contribute to school dropout in this school?
7. What socio-economic factors contribute to school dropout in this school?
8. What do you think is the contribution of miraa farming to school dropout?
9. What should be done to curb the problem of school dropout?

Thank you for your cooperation and assistance.

APPENDIX E
AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/1056**

Date: **27th July 2012**

Laban Michubu Thirari
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*A study of the causes of drop out in public primary schools in Ndoleli Division, Igembe North District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Igembe North District for a period ending 31st August, 2012.

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

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

DR. M. K. RUGUTT, PH.D. HSC.
DEPUTY COUNCIL SECRETARY

Copy to:


The District Commissioner
The District Education Officer
Igembe North District.

APPENDIX F

RESEARCH PERMIT

CONDITIONS

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



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)

GPK60550mt10/2011

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs /Miss/Institution
Laban Michabu Thirari
of (Address, University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in


Igembe North	Location
Easin	District
	Province

on the topic: A study of the causes of drop out
in public primary schools in Ndotell Division,
Igembe North District, Kenya.

for a period ending: 31st August, 2012

PAGE 3

Research Permit No. NCST/RCD/14/012/1056
Date of issue 27th July, 2012
Fee received KSH. 1,300



.....

Applicant's
Signature

.....

Secretary
National Council for
Science & Technology