INFLUENCE OF SOCIO-ECONOMIC FACTORS ON PUPILS' COMPLETION RATES IN PRIMARY SCHOOL EDUCATION IN EVURORI DIVISION, MBEERE NORTH DISTRICT, KENYA

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DECLARATION

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

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I dedicate this work to my two children Faith Nzama and Natasha Vata and other supportive friends and family members

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA	Education for All
KIPPRA	Kenya Institute for Public Policy Research and Analysis
KNBS	Kenya National Bureau of Standards
MDGs	Millennium Development Goals
MOE	Ministry of Education
SPSS	Statistical Package for Social Sciences
TIVET	Technical Industrial Vocational and Entrepreneurship Training
UIS	UNESCO Institute for Statistics (UIS)
UNESCO	United Nations Educational Scientific Cultural Organisation

ABSTRACT

The purpose of this study was to investigate the influence of socio-economic factors on pupils' completion rate in primary school education in Evurori Division, Mbeere North district, Kenya. Four research objectives were formulated to guide the study. The research objectives sought to determine the relationship between pupils' parents' level of education, and pupils' family size and family household chores done by pupils on completion rate among primary school in Evurori division, Mbeere North district. The study adapted the descriptive survey design. The sample was therefore 16 headteachers and 385 pupils. Data was collected by use of questionnaires and were analyzed by use of descriptive statistics. Findings revealed that headteachers indicated that there was a relationship between parent's education level and the schools completion rate. Headteachers agreed that the negative attitude of parents with low formal education towards education have rendered to low completion rate among primary school pupils and pupils who do not complete schools come from families with parents of low level of education. Findings on the influence of pupils' family size on completion rate among primary school pupils revealed that there was a relationship between pupils' family size and the schools completion rate. Headteachers indicated that sometimes children drop out of school to help parents in their economic activities. Findings revealed that there was a relationship between family household chores and the schools completion rate. Based on the findings of the study, it was concluded that there was a relationship between parental level of education and pupils completion rates in schools. The study also concluded that pupils' family size affected completion rate among primary school pupils. Head teachers indicated that in big family size parents strained to care for their children and some pupils leave school to work in order to support their siblings. The headteachers indicated that sometimes children dropped out of school to help parents in their economic activities. Pupils agreed that higher income level of parents enables pupils to continue pursuing studies for long. The study further concluded that pupils' involvement of household chores had a relationship with pupils' completion rate. Based on the findings of the study it was recommended that there local community should be sensitized on the importance of education and be encouraged to take their children to school. The county government should assist the needy in the community so that pupils can access education. The community should be encouraged to have profit generating activities to raise their economic levels so that pupils are not engaged in the economic activities of the parents and hence access education. The study suggested that since the study was carried out in one administrative district, a similar study needs to be carried out in other districts so that findings can be compared. The study delimited itself to four variables namely, pupils' parents' level of education, pupils' family size, family income and pupils' participation in household chores. There is need to carry out a study and establish how other factors influence completion rates of children. The study was carried out among primary schools. There is a need to carry out a study on the factors that affect completion rates in secondary schools in the division.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

The provision of education and training in any country is vital for the development of her human capital which is crucial for nation building. Nations therefore are constantly trying to address the many challenges that face the education sector which include among others issues of access, quality, equity, inefficiency, cost and financing which manifest themselves in form of wastage in the education sector. Thus educators are mandated to plan and try to govern their student intakes and outputs to ensure efficiency and avoid any wastage (Ministry of Education [MOE], 2005).

Education provides individual children with the knowledge and skills necessary to advance themselves and their nation economically and for this reason education is greatly valued. According to Woodall (1970), education is a form of investment in human capital which yields economic benefits by increasing productivity of its people. Through education people acquire knowledge, skills and attitudes necessary for sustainable economic growth and general development. As a result a lot of investment, both public and private, goes into the education sector to develop the human capital. Sessional paper No. 10 of 1965, 'African socialism and its application to planning of education in Kenya,' emphasized the importance of education in elimination of poverty, ignorance and disease which were considered enemies of development. Education was seen as the key to the solutions and provision of basic education therefore, has become vital and emphasis prevails in Kenya to date.

Repetition and dropout of students at the primary school level present major challenges for the education system of any country as they contribute to decrease in completion rates in the education system. They represent inefficiency and wastage of resources for society; for instance high repetition rate hinders schools ability to accommodate new pupils and often leads to overcrowded classrooms and reduced number of educational materials per child. In addition, they impede realization of the Education for All (EFA) goals and the Millennium Development Goals (MDGs). According to United Nations Educational Scientific Cultural Organisation (UNESCO) institute for Statistics (UIS) database, there were 57 million out-of-school children of primary school age in 2011 globally (see figure below).

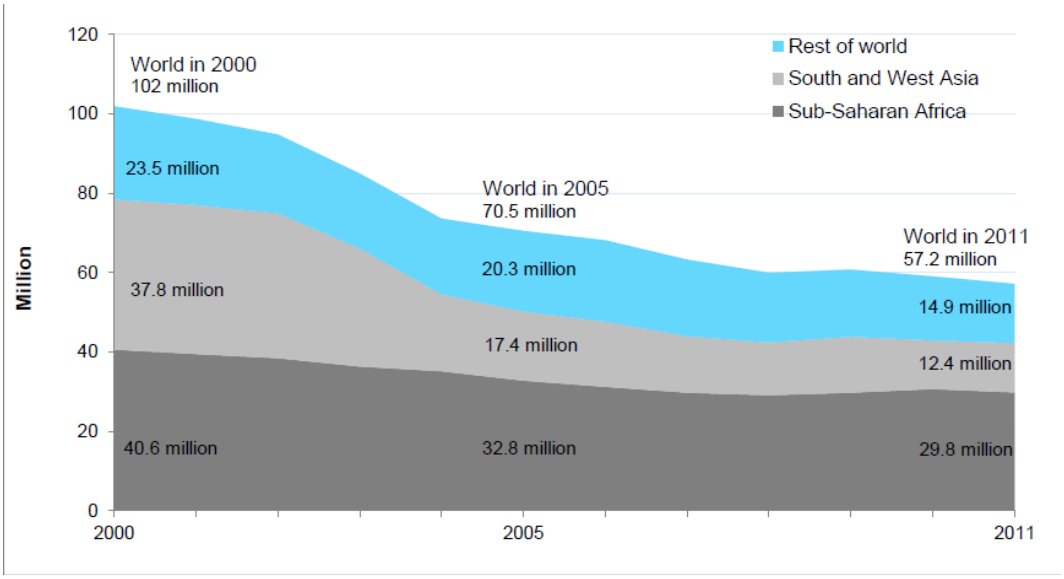


Figure 2.1: Number of out of school children by region, 2000 - 2011

Source: UNESCO institute for Statistics database

Socio-economic factors such as family income and parents' level of education all influence the ability of education to improve life circumstances (Jones, 1999; Rosetti, 2000). A family's financial status influences a number of factors that can help or hinder a

child in getting an education. For example wealthy families have the financial resources to send their children to good schools and to obtain supplemental education sources. The presence of these resources aid parents in promoting their children's education and enhancing what is already being learned in school. On the other hand financial stress on the parents can also cause a child to leave school early to work.

Woodhall (1997) explained that as a family gets larger, parents have less time to spend individually with each child and because of this, the amount of time spent reinforcing education and aiding in the learning process decreases. Resource inputs may also decrease as income is divided among more children. In Kenya this is very evident in the rural areas.

According to Haveman (1993) parents' education level influences the importance and influence of education in their children's lives. This is true because a parent with a higher level of education obviously values education and therefore her attitude will reflect the importance she places on education. Such parents can assess their children's academic strengths and weaknesses to help them improve overall academic performance. The educated parent also sets expectations of academic performance that propel students forward in their achievement levels and they also use their educational attainments to teach their children.

The provision of education and training to all Kenyans is fundamental to the success of the overall Government of Kenya development strategy. Major reforms to overhaul the education sector are being implemented across the major sub-sectors in education i.e. early childhood education, primary education, secondary education, Technical Industrial

Vocational and Entrepreneurship Training (TIVET) and tertiary education. One key milestone is the passing of the Education Bill to give effect to Article 53 of the Constitution and other enabling provisions and to promote and regulate free and compulsory basic education among other things. There is also a policy framework for education which is informed by the work of earlier education commissions, task forces, working parties, and more recently, the report of the task force on the realignment of the education sector to Constitution (2010) and Kenya Vision 2030.

Mbeere North district, which is in Embu County, is classified as semi-arid and the key economic activities, which revolve around marginal farming and livestock keeping, are adversely affected by long spells of drought (Mbeere district vision and strategy: 2005 – 2015). According to the Kenya population census report (2009) Embu County has a total population of 516,212 (males 254,303, and females 261,909). Going by the findings of Mbeere district Multiple Indicator Cluster survey (2008), most children aged 6 -13 years in Mbeere district are attending school with a net attendance ratio of 92 percent. This means that about 8 percent of children 6-13 are out of school, a sign of drop-out or low enrolment rates in the district. A whopping 28 percent of children aged 14-17 years who should otherwise be in secondary schools are still in primary school (Kenya National Bureau of Standards [KNBS], 2009). Elimination of school tuition fees has stimulated increased enrolment, as has been the case in several countries of the region, including Kenya, Lesotho, the United Republic of Tanzania and Zambia. However, with around 19% of the world's primary school-age population in 2006, sub-Saharan Africa accounted for 47% of out-of-school children worldwide (UNESCO, 2009).

1.2. Statement of the problem

Global projections of out-of-school numbers give reason for concern. According to the EFA Report, (2009) trends show Nigeria will continue to have the largest out-of-school population in the Sub-Saharan region, estimated at 7.6 million by 2015, followed by Burkina Faso and Ethiopia (1.1 million each), then Kenya and the Niger at 0.9 million each. The 2009 Kenya population and housing census report (2010), shows that over 19 million of the Kenya's total population is made up of individuals who are college-aged or younger, a staggering number that leaves the country's need to educate its youth a high priority.

However, there are glaring obstacles that are keeping children out of school: grade repetition and high dropout rates, as two major contributors to educational wastage. This is because high dropout and repetition levels directly affect the completion rates and the efficiency of the education system. The Kenya Economic report 2009, 'Building a Globally Competitive Economy,' shows that the survival rate from class one to form four is below 20 per cent, while those who survive from class one to public university is 1.69 per cent (Kenya Institute for Public Policy Research and Analysis [KIPPRA], 2009).

The Annual learning Assessment report by Uwezo Kenya (2012) indicates that many children are deprived of their right to basic education because they are out of school. According to the report, 4 out of every 100 children are out of school and children in arid districts are 7 times more likely to be out of school than a child in an urban district.

Mbeere district has an enrollment rate of 63%, repetition rate of 13%, and a completion rate of 74% (MOE Mbeere district report, 2013). Going by the findings of Mbeere district Multiple Indicator Cluster survey (2008), most children aged 6 -13 years in Mbeere district are attending school with a net attendance ratio of 92 percent. This means that about 8 percent of children 6-13 are out of school, a sign of drop-out or low enrolment rates in the district.

The researcher was motivated by the concern of various stakeholders about the status of education in Kenya. If ignored, the challenges of dropout and repetition the government will not only be wasting time and money; but resources, which are very scarce, will need to be increased in the future to handle the cascading problems. In addition we may miss critical educational achievements and milestones such as EFA and MDG.

1.3. Purpose of the study

The purpose of this study was to investigate the influence of socio-economic factors on pupils' completion rate in primary school education in Evurori Division, Mbeere North district, Kenya

1.4. Objectives of the study

The objectives that guided the study were:

i. To determine the relationship between pupils' parents' level of education and completion rate among primary school pupils in Evurori division, Mbeere North district.

ii. To determine the influence of pupils' family size on completion rate among primary school pupils in Evurori division, Mbeere North district

iii. To establish the relationship between pupils parents' level of income and completion rate among primary school pupils in Evurori division, Mbeere North district

iv. To establish the influence of family household chores done by pupils on completion rate among primary school in Evurori division, Mbeere North district

1.5. Research questions

The study tried to answer the following questions:

i. Does pupils' parents' level of education determine completion rate among primary school pupils in Evurori division, Mbeere North district?

ii. Does family size of the pupils influence completion rate among primary school pupils in Evurori division, Mbeere North district?

iii. Does pupil's parents' level of income determine the completion rate among primary school pupils in Evurori division, Mbeere North district?

iv. Does pupil's participation in household chores influence the pupils' completion rate among primary school in Evurori division, Mbeere North district?

1.6. Significance of the study

The findings of this study may be significant in a number of ways. One, the findings may provide information to Education practitioners and key education stakeholders on the factors that contribute to drop-out and repetition which they may use to develop

sustainable interventions towards attainment of 100% levels of enrolment, retention and completion rates in order to enhance internal efficiency and reduce educational wastage. The stakeholders may use the findings to come up with intervention measures and enforce close supervision to reduce dropout and repetition in primary schools. Policy makers may find the information useful when they attempt to formulate education policies that address the issues of internal efficiency in provision of education. The findings may form a base for further research for students who may want to study the issue of drop-out and repetition further.

1.7. Limitations of the study

One limitation was respondents fear that information gathered may be used against them. To address this limitation the researcher made it clear to the respondents that information provided would only be used for the purpose of the study. The researcher also reassured them that there is no right or wrong answer and their responses will be taken as they are. The other limitation is that the researcher had no control over the attitude of the respondents some of whom may be uncooperative. To address this limitation the researcher solicited the help of community gatekeepers to reach such respondents.

1.8. Delimitations of the study

There are many factors which influence completion rate in the provision of primary school education but this study will focus on only one category, that of socio-economic factors. In addition, the study limited itself to public primary schools in Mbeere North district.

1.9. Basic assumptions

- Respondents had knowledge of the issue under investigation
- Socio-economic factors contribute to pupils drop out in public primary schools in Evurori division, Mbeere North district.
- All the respondents were honest in answering the questionnaires

1.10. Definition of significant terms

Drop out refers to premature withdrawal of children from schools at any stage before completion of the primary courses.

Dropout rate refers to proportion of pupils enrolled in a given class during an academic year who leave the school system in the course of the academic year

Education wastage refers to human and material resources spent or 'wasted' on pupils who have to repeat a grade or who drop out of school before completing a cycle.

Efficiency refers to this is the capacity to produce desired results (effectiveness) relative to efforts and resources (minimum inputs/ cost)

Enrolment refers to number of pupils officially enrolled in a given grade or level of education regardless of age.

Internal efficiency refers to ability of the education system to educate the greatest number of students in the shortest time and with the least use of financial and human resources.

Primary Completion rate refers to is the percentage of students completing the last year of primary school.

Promotion rate refers to proportion of pupils who have successfully completed an academic year and moved up to the next year.

Repetition refers to refers to a child repeating his or her current grade level again the following year on account of his/her unsatisfactory performance.

Repetition rate refers to proportion of pupils from a cohort enrolled in a given grade in a given school-year who study in the same grade in the following year.

1.11. Organization of the study

This study is organized into five chapters. Chapter One presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, definition of significant terms, and organization of the study. Chapter Two presents the review of related literature and arranged into sub-themes, summary of literature reviewed, and the conceptual framework. Chapter Three outlines the research methodology that will be used to carry out the study. Chapter Four presents data analysis and interpretation and Chapter Five represents summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter comprises review of literature on related studies that contributed to an understanding of the study. The chapter is divided into the following sub headings: efficiency in provision of education, socioeconomic factors (parental level of income, parental level of education, family size and performing household chores) influencing completion rates in primary education, theoretical framework, summary of the literature review, and conceptual framework.

2.2. Efficiency in Provision of Education

In order for education to make a significant contribution to economic growth and development, efficient use of resources is especially important. The World Bank, (1995) indicate that efficiency in the flow of students and the input-output ratio in education provision can be improved by reducing rates of repetition and dropouts. This means that an education system is efficient if maximum output is obtained with minimum possible input. Psacharopoulos (1980) defines internal efficiency of education system as the ability of the system to turn out its graduates at any level without waste, stagnation or repetition. Becker (1993) adds that the inefficiency or low efficiency rates of primary education management are established on the basis of some indicators, among them high cycle cost, high dropout rate, low quality instruction, and grade repetition.

Completion and progression indicators convey information about pupils' flow through the school system. These indicators are sometimes interpreted as measures about the

internal efficiency of a school system. Thus, dropout, promotion and repetition represent the three pathways students may follow as they progress from one school year to the next. Carron (1996) suggested that absenteeism, repetition and dropout are three well-known problems with the functioning of primary schools in developing countries, and they have disastrous consequences on effectiveness of the system leading to wastage. Wastage in education substantially reduces the capacity of school systems to meet the objectives of education.

Jere Brophy (2006), in his publication *Grade Repetition*, defines grade repetition to occur when students are held in the same grade for an extra year rather than being promoted to a higher grade along with their age peers. In most instances children are recommended for retention when their academic performance is low or if they fail to meet grade-level performance standards established by the school. Some students are also asked to repeat on account of having missed many school days for one reason or another e.g. because they were ill or because of frequent moves.

Dropout, which is the premature withdrawal of children from schools at any stage before completion of the primary courses, is another indicator of wastage in education. Between 2008 and 2010, out-of-school numbers increased in sub-Saharan Africa by 1.6 million, but declined by 0.6 million in South and West Asia. Sub-Saharan Africa now accounts for half of the world's out-of-school children (UNESCO EFA report 2012).

According to the EFA global monitoring report (2014), dropout before completing a full primary cycle has hardly changed since 1999. In 2010, around 75% of those who started

primary school reached the last grade. In sub-Saharan Africa, the proportion of those starting school who reached the last grade worsened from 58% in 1999 to 56% in 2010; by contrast, in the Arab States this proportion improved from 79% in 1999 to 87% in 2010

The main purpose of primary education is to prepare children to participate fully in the society as well as improve their wellbeing. If a child entering school leaves it or is withdrawn before completing class 8, then it leads to wastage in education given that such students do not complete the study of their curriculum and consequently the time, money and energy expended on them prove to be sheer wastage.

2.3 Socio-Economic factors influencing completion rate in primary education

In educational and economic studies, it has been found that background variables including family income, participation in household chores, family size, and parents' education are determinants of the amount and quality of education children receive over their lifetime (Jones, 1999; Rosetti, 2000).

2.3.1 The influence of family income on completion rate

Jones, (1999) argues that in many countries, financial handicap is responsible for dropout and repetition which leads to educational wastage. A family's financial status influences a number of factors that can help or hinder a child in gaining an education. Cost is the primary reason that makes many parents not to enroll their children in school or even cause them to take the children out of school. This is due to the inability of the parents to provide the necessary requirements for their children’s school needs among them school

levies such as exam fees, learning materials, uniform, school feeding program among others. (Becker, 1993) adds that the level of family income has a strong influence on demand for education. For instance poor people tend to give priority to basic needs such as food and shelter with education being given the least priority.

The report by Kenya Economic Survey (2007) indicates that poverty has a negative effect on children's likelihood of leaving school early. Coombs and Cooley (1986) pointed that family income level as a factor has more than any other factor influence on dropout. This is because due to poverty some parents utilize the service of their children to supplement earning. In Uganda, 97 out of every 100 children from the richest quintile entered primary school and 80 reached the last grade in 2006; of children from the bottom quintile, 90 out of 100 entered school but only 49 reached the last grade (EFA Report, 2012).

How much a child learns is strongly influenced by family wealth. Analysis of 20 African countries for the EFA 2014 Report shows that children from richer households are more likely not only to complete school, but also to achieve a minimum level of learning. By contrast, in 15 of the countries, no more than one in five poor children reach the last grade and learn the basics.

2.3.2 The influence of family size on completion rate

Chytilova (2009) explained that the number of sibling in a family determines how much resources can be allocated to each child attending school. Large families are challenged when it comes to educating their children and as such they opt to have some of the

children stay home, and unfortunately, in most cases it's the girl child because of social stereotyping. Children with special needs are also marginalized and are least likely to go to school.

Woodhall (1997), contributed to the debate stating that as a family gets larger, parents have less time to spend individually with each child and because of this, the amount of time spent reinforcing education and aiding in the learning process decreases. Resource inputs may also decrease as income is divided among more children. In Kenya this is very evident in the rural areas.

2.3.3 The influence of parent education level on completion rate

Checchi and Salvi (2010) explained that repeaters and dropouts are more likely to come from families that rank lower on measures of social status and related variables such as parental level of education among others. Educated households are able to spend significantly more of their time and experience on their children's education, improving their opportunities for better quality schooling. Okumu (2008) argued that educated parents are more likely to enroll their children in school and be fully involved in their education as opposed to parents who have not had any formal education.

According to Haveman (1993) parents' education level influences the importance and influence of education in their children's lives. This is true because a parent with a higher level of education obviously values education and therefore her attitude will reflect the importance she places on education. Such parents can assess their children's academic strengths and weaknesses to help them improve overall academic performance. The educated parent also sets expectations of academic performance that propel students

forward in their achievement levels and they also use their educational attainments to teach their children.

One of the benefits of increased education is that educated parents are likely to have more educated children. Analysis of household surveys from 56 countries finds that, for each additional year of the mother's education, the average child attains an extra 0.32 years, and for girls the benefit is slightly larger (UNESCO, 2014).

2.3.4 The influence of household chores on completion rate

Child labor has been cited by many scholars as major reason for non-enrolment and dropout because of the opportunity cost of attending school (Layne and Lee, 2001; Zouridis and Thaens, 2004; Anderson and Henriksen, 2006). Parents feel it's a waste of time for their children to attend school because doing so leads to loss of income from potential earning opportunities. On the other hand, household poverty and associated labor demand pull the children into labor markets. Other parents also involve their children in domestic work and this leaves very little or no time for the child for study. If this happens for long periods the performance of the child is adversely affected and as a result they are forced to repeat the grade.

According to UNESCO (2009), around one-quarter of 5-14 year-olds in sub-Saharan Africa were engaged in child labor in 2004. In the seventy four countries and economies that participated in the 2009 PISA survey, the higher the quartile of the economic index to which a student belonged, the better the performance, with a similar pattern for boys and girls. In middle income countries participating in the assessment, student performance was very low.

2.4 Theoretical framework

This study used the production function theory to examine the relationship between inputs and outputs in the education system. This theory looks at education as a cumulative process and further posits that the outputs of the education process and the achievement of the student are directly related to inputs. Production is a process, and because it is a flow concept, production is measured as a "rate of output per period of time"; it is a statistical relationship between inputs and outputs. Production function is customarily assumed to specify the *maximum* output obtainable from a given set of inputs.

The "educational production function" concept was suggested as a viable approach to educational research as early as the late nineteen-sixties. Production function methodology uses correlation methods to demonstrate relationships between input and output in a system. Monk (1992) described production function analysis as the relating of an input measure to an output measure using correlation or multivariate analysis (regression analysis). The common inputs are things like family attributes, school resources, and teacher quality, and the outcome is student achievement.

In his 1958 paper, *"The Emerging Economic Scene and Its Relation to High School Education",* Schultz was the first to write about the connections between education and productivity. Schultz identified people as the source of the economic growth when other economists were attributing national growth to improvements in technology. Gary

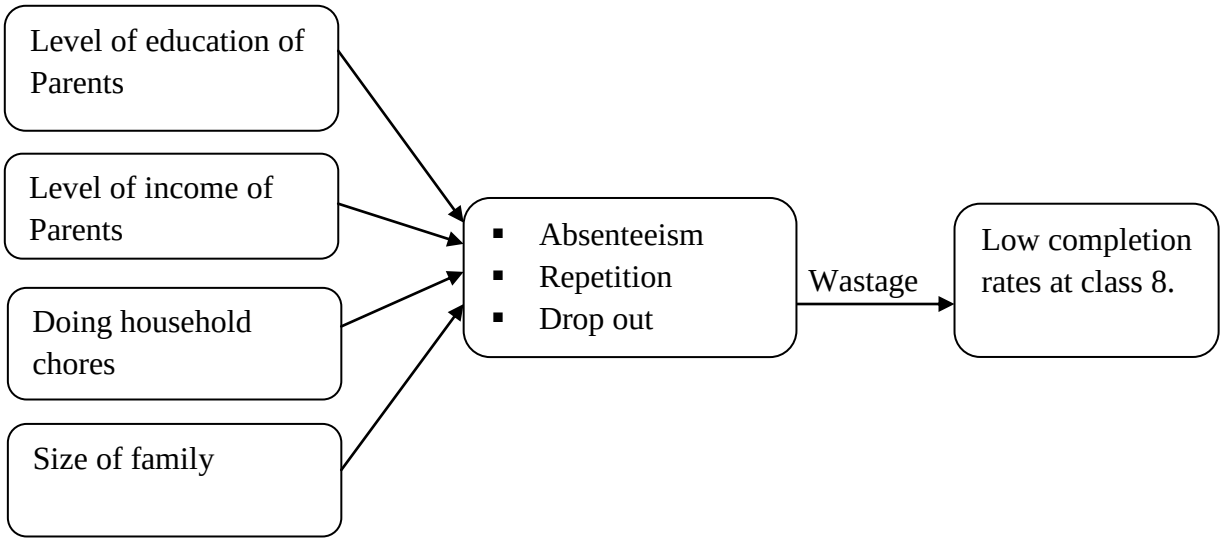
Becker's household production theory directly links household resources and investments to the educational attainment of children (Becker, 1993). Education is an extremely important determinant in earnings and this fact is why education has become increasingly important to future generations. The job opportunities once available to less educated individuals are becoming scarce as more employers are raising their employment standards.

2.5. Summary of Literature Review

Literature reviewed has shown that education is a basic tool for human resource and national development. The review showed that efficiency in primary schools is affected by various factors such as parent's education level, type of income, family size among others. Though access to and participation in primary schooling are improving in the Sub-Saharan region, high repetition and dropout rates mean millions of children fail to complete primary education. Dropping out of learners and repetition could not be attributed to one single factor.

2.6 Conceptual Framework

2.1 Interrelationship among factors affecting completion rates in education



The conceptual framework shows the interrelationship between variables influencing completion rates. Socio-economic factors; level of income of parents, level of education, doing household chores and family size influence the progression and completion of pupils' in primary education. Attainment of 100% levels of enrolment, retention and completion rates will enhance internal efficiency and reduce educational wastage. Completion and progression indicators convey information about pupil flow through the school system and these indicators are sometimes interpreted as measures about the internal efficiency of a school system.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter deals with the description of the methods that were applied in carrying out the research. It is divided into the following sub-sections: research design, target population, sample size and sampling techniques, research instruments, validity of instruments, and reliability of instruments, data collection procedure, and finally data analysis techniques.

3.2. Research design

This study adapted the descriptive survey design. Mugenda and Mugenda (2003), defines descriptive research as a process of collecting data in order to test hypothesis or to answer questions concerning the current status of the subjects in the study. Since the aim of this study is to investigate socio economic factors influencing internal efficiency, descriptive research suits the study.

3.3. Target population

According to Best and Kahn (2005), a population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The target population for this study comprised of all 54 head teachers from the 54 primary schools in the division, and 11, 892 standard 6 and 7 pupils.

3.4. Sample size and sampling procedure

The researcher will use 30% of the head teachers' population as proposed by Gay, (1981) who states that a 30 percent of a population can be used as a sample to represent the whole population. This implies that out of 54 schools, 16 were selected. To select the pupils the researcher used the table by Krejcie and Morgan Cited in Mulusa (1970) whereby out of 11,892 pupils, 385 were selected. The sample was therefore 16 headteachers and 385 pupils. The subjects for the study were selected by use of simple random sampling.

3.5. Research instruments

The researcher made use of two sets of questionnaires to collect data; the head teachers' questionnaire and the pupils' questionnaires. The both questionnaires had 5 sections. Section A was on demographic data of the head teachers, section B focused on relationship between pupils' parents' level of education and completion rate among primary school pupils; section C had items on the influence of pupils' family size on completion rate among primary school pupils; section D had items on relationship between pupils parents' level of income and completion rate among primary school pupils while section E focused on the influence of family household chores done by pupils on completion rate among primary school pupils.

3.5.3.Instrument validity

The validity of an instrument is the degree to which a tool measures what it purports to measure. Validity of the instruments was achieved through experts' judgment whereby the researcher sought the expertise of her supervisors. To enhance the instruments

validity, the researcher had the tools appraised by the supervisors and comments made were strictly adhered to. The researcher used the supervisors' comments to modify and improve the tools accordingly in line with the research objectives.

3.5.4.Instrument reliability

Reliability is the degree of consistency that an instrument or procedure demonstrates (Best and Kahn, 2006). Reliability was ensured by pre-testing the instruments in a selected sample on a school from the target population. An internal consistency technique was applied by use of Cronbach's Alpha. The alpha value usually ranges between 0 and 1 with reliability increasing with the increase in value. A high coefficient implies that items correlate highly among themselves i.e. there is consistency among items in measuring the concept of interest (Mugenda & Mugenda, 1999). Coefficient of 0.6-0.7 is a commonly accepted rule of thumb that indicates acceptable reliability and 0.8 or higher indicated good reliability. The questionnaire realized a coefficient of 0.72 for headteachers and 0.74 for pupils' questionnaires and hence they were deemed reliable.

3.6. Data collection procedure

The researcher sought a permit from the National Commission for Science, Technology and Innovation (NCOSTI), and then got clearance from Mbeere North District Education Officer's office before commencing data collection. The researcher visited the selected schools to administer the research instruments. Data was collected and analyzed from head teachers and pupils by means of questionnaires. Research instrument for the pilot were administered personally by the researcher. The researcher enlisted the help of

research assistants for data collection. Where a respondent was not able to complete the questionnaire immediately; arrangements were made to collect it at a later time.

3.7 Data analysis techniques

The data in this research was analyzed by use of descriptive statistics. The statistical software; Statistical Package for Social Sciences (SPSS), was used to analyze the quantitative data. The quantitative data were tabulated and analyzed by descriptive statistics including frequency and percentages presented through tables and figures to show sample characteristics and major patterns emerging from the data. Qualitative data were analyzed through descriptive statements and the results presented through charts and graphs from which generalization and conclusions can be made.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATIONS OF FINDINGS

4.1 Introduction

This study investigated the influence of socio-economic factors on pupils' completion rate in primary school education. This chapter presents the findings of this study and their interpretations. The chapter first presents the demographic data of the respondents and thereafter presents the analysis of items according to the objectives of the study.

4.2 Instruments return rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. In this study, out of the 16 headteachers sampled, all of them, 100% returned the questionnaires. Out of 385 pupils sampled, 93.5% returned the questionnaires. The return rates were all above 80% hence deemed adequate for data analysis.

4.3 Demographic data of headteachers

This section of the chapter presents the demographic data of the headteachers in the study. The demographic data of headteachers was based on their age, gender, marital status, academic qualifications, duration in the teaching profession, duration they have served in the current school and the duration they have had served as headteachers. To establish headteachers' age, they were asked to indicate their age. Table 4.1 presents the data

Table 4.1 Distribution of the headteachers according to age

Age	Frequency	Percentage
30 – 40 years	3	18.8
40 – 50 years	11	68.8
50 – 60 years	2	12.5
Total	**16**	**100.0**

Data presented in Table 4.1 shows that the majority of head teachers 68.8% were aged between 40 and 50 years. The data shows that the majority of the head teachers were relatively old which supposes that they had been teaching for a long time and are conversant with matters of education and the various factors that influence pupils learning over time. The headteachers were further asked to indicate their gender. Table 4.2 presents the distribution of headteachers by their gender

Table 4.2 Distribution of the headteachers according to gender

Gender	Frequency	Percentage
Male	12	75.0
Female	4	25.0
Total	**16**	**100.0**

As presented in Table 4.2, the data shows male gender dominance 75.0% in the headship of primary schools in Mbeere North district. The data shows that the government policy of two thirds representation of both gender in leadership positions has not been addressed in the district.

The researcher further sought to establish the headteachers academic qualifications. Table 4.3 indicates headteachers' academic qualifications.

Table 4.3 Distribution of the headteachers according to academic qualifications

Academic qualification	Frequency	Percentage
B. Ed	7	43.8
Diploma	3	18.8
ATS IV	4	25.0
PI	2	12.5
Total	**16**	**100.0**

Data in Table 4.3 shows that the majority of head teachers 43.8% had Bachelors in Education degree. The data shows that most of the headteachers have advanced themselves to higher qualifications. This makes them better placed in matters of education including how social economic factors including family income, participation in household chores, family size, and parents' education influence pupils' retention in primary schools.

The headteachers were further asked to indicate their professional experience in years, they responded as presented in Table 4.4.

Table 4.4 Headteachers professional experience in years

Years	Frequency	Percentage
11 – 15 years	2	12.5
16 years and above	14	87.5
Total	**16**	**100.0**

As shown in Table 4.4 the majority of head teachers 87.5% had been in their profession for more than 16 years. This implies that the headteachers were well informed on how socio economic factors influence pupil's retention in schools. Asked to indicate the duration they had as a headteachers in this district, they responded as table 4.5

Table 4.5 Headteachers duration as headteachers in this district

Years	Frequency	Percentage
0 – 2 years	2	12.5
2 – 4 years	2	12.5
4 and over	12	75.0
Total	**16**	**100.0**

Data in Table 4.5 shows that the majority of head teachers 75.0% had served in the district for more than 4 years. The duration of service in the district is important in the study since they headteachers have first hand information on how the socio economic factors in Evurori influence including family income, participation in household chores, family size, and parents' education pupils' retention in schools over time. Table shows headteachers duration in the current school.

Table 4.6 Headteachers' duration in the current school

Years	Frequency	Percentage
1 – 5 years	7	43.8
6-10 years	4	25.0
10 years and above	5	31.3
Total	**16**	**100.0**

Data shows that the majority of head teachers 43.8% had served as headteachers for between 1 and 5 years in the current school. The data shows that most teachers had relatively long experience in the current school hence were aware of the socio economic factors influencing pupils retention in the schools.

The study further sought to establish the number of stream in the schools under study. Table 4.7 shows headteachers' responses on the number of streams in their schools.

Table 4.7 Number of stream in the schools

Streams	Frequency	Percentage
One	8	50.0
Two	4	25.0
More than three	4	25.0
Total	**16**	**100.0**

Data in Table 4.7 shows that 50.0% of schools had a single stream each. The data shows that the schools had relatively few students.

4.4 Demographic data of Pupils

The demographic data of pupils was based on their gender, class, age and the highest qualification of their parents/ guardians. The pupils were asked to indicate the class they were in. Table 4.18 shows pupils' class.

Table 4.8 Distribution of pupils according to class

Class	Frequency	Percentage
Class Seven	200	55.6
Class Six	160	44.4
Total	**360**	**100.0**

Data indicates that majority of the pupils 55.6% were from class seven while. The data show a small margin between the numbers of pupils in both classes sampled. Asked to indicate their gender, they responded as Table 4.9

Table 4.9 Distribution of pupils according to gender

Gender	Frequency	Percentage
Boy	145	40.3
Girl	215	59.7
Total	**360**	**100.0**

As indicated in Table 4.12 majority of pupils 59.7% were girls. The data shows that there was high representation of girls than boys in the study. The study further sought to establish the age of the pupils. Table 4.13 shows pupils' response.

Table 4.10 Distribution of pupils according to age

Years	Frequency	Percentage
15	44	12.2
16	11	3.1
17	18	5.0
14	83	23.1
13	127	35.3
12	41	11.4
19	8	2.2
11	25	6.9
10	3	.8
Total	**360**	**100.0**

The findings indicate that there were differences in the ages of the pupils some of them over age for their class. Data shows that 22.5% of the pupils were aged 15 -19 years were over age for their level. The finding implies that these pupils are either enrolling in school late or they have repeated classes.

Cases of repetition in schools

The researcher asked the headteachers to indicate whether there were cases of class repetition in their school. Table 4.11 shows headteachers responses.

Table 4.11 Headteachers' responses on whether there were cases of class repetition in their school

Response	Frequency	Percentage
Yes	11	68.8
No	5	31.3
Total	**16**	**100.0**

The majority of head teachers, 68.8% indicated that their school had cases of class repetition. Asked to indicate the causes, they responded low academic achievement, wish of the parents for the pupils to repeat so that they can perform better, and failure to attend school regularly lead to class repetition. They further indicated that some pupils were under age, others had truancy and some children specific learning difficulties hence class repetition. Some students are also asked to repeat on account of having missed many school days for one reason or another e.g. because they were ill or because of frequent moves. The findings above agree with Jere Brophy (2006), who explained that in most instances children are recommended for retention when their academic performance is low or if they fail to meet grade-level performance standards established by the school.

The researcher further sought to establish headteachers opinion on whether class repetition was necessary. Table 4.12 shows head teachers' responses

Table 4.12 Head teachers' responses on whether class repetition was necessary

Response	F	%
Yes	12	75.0
No	4	25.0
Total	**16**	**100.0**

The majority of head teachers 75.0% indicated that class repetition was necessary. The headteachers further indicated that class repetition was necessary due to low achievers and slow learners need to be given chance to learn at their phase. The head teachers also indicated that if the child didn't cover the intended content or syllabus at a certain level, and if the child was away due to unavoidable circumstances like sickness this made the class repetition necessary. In some school systems grade repetition is seen as a valid corrective action that should be taken in cases of academic failure.

The researcher was also interested in establishing whether the schools had any dropout of pupils. Table 4.17 shows headteachers responses

Table 4.13 Head teachers' responses on whether the schools had any dropout of pupils.

Responses	F	%
Yes	14	87.5
No	2	12.5
Total	**16**	**100.0**

As indicated in Table 4.13 the majority of head teachers 87.5% indicated that they had dropouts of pupils in their school. The head teachers attributed the dropouts to parents lack of resources to pay school levies and pupils frustration at being made to repeat hence opting to drop out. The finding agrees with Becker (1993) who found that the level of family income has a strong influence on demand for education. Poor people tend to give priority to basic needs such as food and shelter with education being given the least priority.

The study further sought to establish the number of pupils completed class 8 for the last 5 years. Table 4.14 tabulates the findings

Table 4.14 Number of pupils completed class 8 for the last 5 years

Year	No. enrolled in class 1	No. Completed class 8	% completion
2013	479	324	67.6
2012	443	284	64.1
2011	492	362	73.6
2010	414	333	80.4
2009	405	302	74.6

Table 4.18 indicates that from the year 2010 the completion rate has been dropping. The data shows that there has been dropout of pupils' hence low retention in the schools. The dropout can be attributed to the parents lack of resources to pay school levies and pupils frustration at being made to repeat hence opting to drop out. A family's financial status influences a number of factors that can help or hinder a child in gaining an education. Cost is the primary reason that makes many parents to take their children out of school. This is due to the inability of the parents to provide the necessary requirements for their children's school needs among them school levies such as exam fees, learning materials, uniform, school feeding program among others. Jones, (1999) argues that in many countries, financial handicap is responsible for dropout and repetition in schools which leads to educational wastage.

The study further sought to establish the number of boys and girls who dropped out of the school. Table 4.15 shows their responses.

Table 4.15 Head teachers responses on the number of boys and girls dropped out of the school in 2013.

Class	Boys		Girls	
	Dropouts	N/A	Dropouts	N/A
Std 5	13	7	11	8
Std 6	18	4	13	10
Std 7	11	8	21	5
Std 8	7	14	9	12

Data in table 4.15 shows that 49 boys and 54 girls dropped out of school in the year 2013. The data further confirms that there are cases of drop out in primary schools in Evurori division.

When the head teachers were asked to rate the drop out in their school, they responded as Table 4.16

Table 4.16 Headteachers rate of the drop out in their school

Rate	F	%
High	10	62.5
Low	6	37.5
Total	**16**	**100.0**

The Majority of head teachers 62.5% indicated that the rate of the drop out in their school was high. The data confirms the previous data that there were cases of drop out in the schools.

4.5: Relationship between pupils' parents' level of education and completion rate among primary school pupils

To determine the relationship between pupils' parents' level of education and completion rate among primary school pupils, headteachers were asked whether parent's education level had an influence on pupils' completion. Table 4.17shows their responses

Table 4.17 Headteachers' responses on whether parent's education level affected completion

Response	F	%
Yes	11	68.8
No	5	31.3
Total	**16**	**100.0**

Table 4.17 shows that the majority of head teachers 68.8% indicated that there was a relationship between parent's education level and the schools completion rate. Asked to indicate the relationship, the headteachers indicated that at the lower level of the pupils, parents' shows concern but the same weakens as the pupils advance in school. The headteachers also indicated that parent who have not received any form of formal education do not value education as much as parents who have attained high levels of education. This finding agrees with Checchi and Salvi (2010) who found out that repeater

and dropouts are more likely to come from families that rank of lower social status and related variables such as parental level of education among others.

Asked to indicate the highest level of education of their fathers, they responded as table 4.18

Table 4.18 Pupils response on the highest level of education of their fathers

Response	**F**	**%**
N/A	3	.8
Primary	223	61.9
Secondary	105	29.2
College	27	7.5
University	2	.6
Total	**360**	**100.0**

Data shows the majority of pupils 61.9% indicated that their father had primary education. The pupils were asked to indicate the highest level of education of their mother, they responded as table 4.19

Table 4.19 Pupils' response on the highest level of education of their mother

Education level	F	%
N/A	1	.3
Primary	239	66.4
Secondary	78	21.7
College	18	5.0
University	24	6.7
Total	**360**	**100.0**

Data revealed that the majority of pupils 66.4% indicated that their mother had primary level education. The findings from tables 4.18 and 4.19 show that the majority of parent 61.9% fathers and 66.4% mothers had primary level education. The finding implies that most parents may not be attaching much value to education and as a result they are not motivating the pupils hard enough. This in turn can be attributed to the dropout and repetition as a result of poor performance by the pupils. A parent with a higher level of education will value education more and therefore her attitude will reflect the importance she places on education. According to Haveman (1993) parents' education level influences the importance and influence of education in their children's lives.

Asked to indicate the highest level of education of their guardians, they responded as table 4.21.

Table 4.21 Pupils response on the highest level of education of their guardian

Response	F	%
N/A	312	86.7
Primary	11	3.1
Secondary	15	4.2
College	6	1.7
University	16	4.4
Total	**360**	**100.0**

Data shows that the majority of pupils 86.7% had no guardians. The study further sought to establish the attitude of parents of the school towards education. Table 4.22 shows head teacher's responses

Table 4.22 Head teachers' responses on the attitude of parents of the school towards education

Response	F	%
Positive	8	50.0
Neutral	8	50.0
Total	**16**	**100.0**

As presented in table 4.22, most head teachers 50.0% indicated that the parent's attitude towards education was neutral. Asked whether they could rate the parents' interest in their children's education, the majority of head teachers 75.0% indicated that parents

were not interested at all towards education. The head teachers were further asked to rate the parental encouragement of their children in schools. Table 4.23 presents the responses.

Table 4.23 Head teachers' rate of the parents' encouragement of their children to school

Response	F	%
Highly encourage them	2	12.5
Moderately encourage them	13	81.3
Do not encourage them at all	1	6.3
Total	**16**	**100.0**

Data revealed that the majority of head teachers 81.3% were of the opinion that parents moderately encouraged their children to school. A parent with a higher level of education will value education more and therefore her attitude will reflect the importance she places on education. Such parents can assess their children's academic strengths and weaknesses to help them improve overall academic performance. The educated parent also sets expectations of academic performance that propel students forward in their achievement levels and they also use their educational attainments to teach their children. The above findings agree with Haveman (1993) parents' education level influences the importance and influence of education in their children's lives.

The researcher further sought to establish how the headteachers rated the level of education of the parents of the school. Table 4.24 tabulates the findings

Table 4.24 Head teachers rate on the level of education of the parents of their school

Response	F	%
Low	9	56.3
Very low	7	43.8
Total	**16**	**100.0**

As indicated in Table 4.24, majority of head teachers 56.3% indicated that parents of their school had low level of education. Okumu (2008), states that parents who are educated are more likely to enroll their children in school and be fully involved in their education as opposed to parents who have not had any formal education. The head teachers were also asked to respond to some items that sought to explain how parental level of education affected children's education. Table 4.25 presents the headteachers responses

Table 4.25 Head teachers responses on how parental level of education affected children's education

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
The negative attitude of low educated parents towards education have rendered to low completion rate among primary school pupils	6	37.5	10	62.5				
Pupils who do not complete schools come from families with parents of low level of education	3	18.8	10	62.5	3	18.8		
Pupils whose parents are highly educated are likely not to drop out of school	3	18.8	12	75.0	1	6.3		
Educated parents sets expectations of academic performance of their children's and hence their children are likely to complete school	7	43.8	6	37.5	2	12.5	1	6.3
Educated parents use their educational attainments to teach their children	5	31.3	7	43.8	2	12.5	2	12.5

Key **SA-Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree**

Table shows that majority of head teachers 62.5% agreed that the negative attitude of low educated parents towards education have rendered to low completion rate among primary school pupils and pupils who do not complete schools come from families with parents of low level of education. majority of head teachers 75.0% indicated that pupils whose parents are highly educated are likely not to drop out of school while most head teachers 43.8% strongly agreed that educated parents sets expectations of academic performance for their children's and hence their children are likely to complete school and the same number of headteachers agreed that educated parents use their educational attainments to teach their children at home. The above findings concur with Checchi and Salvi (2010) who states that repeaters and dropouts are more likely to come from families that rank lower on measures of social status and related variables such as parental level of education. The study further sought to establish the same from the pupils. Table 4.26 tabulates the findings

Table 4.26 Pupils responses on the issues related to level of education of parents

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Higher education of parents enables pupils to continue pursuing studies for longer	157	43.6	171	47.5	4	11.1	30	5.5	8	2.2
Lower education of parents enables pupils to continue pursuing studies for longer	72	20.0	124	34.4	20	5.6	124	34.4	20	5.6
Parents Education level has no influence on pupil completion of studies in school	63	17.5	87	24.2	32	8.9	96	26.7	82	22.8

Key **SA-Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree**

Data shows that 47.5% of pupils agreed that higher education of parents enables pupils to continue pursuing studies for longer. 34.4% of pupils disagreed that lower education of parents enables pupils to continue pursuing studies further, and 26.7% disagreed that education level of the parent has no influence on pupil completion of studies in school. The finding is in line with the head teachers responses that the negative attitude of low educated parents towards education have rendered to low completion rate among primary school pupils and pupils who do not complete schools come from families with parents of low

level of education. Pupils whose parents are highly educated are likely not to drop out of school and educated parents sets expectations of academic performance for their children's and hence their children are likely to complete school.

4.6 Influence of pupils' family size on completion rate among primary school pupils

The research further sought to establish how pupils' family size influenced children's education. To establish the influence of pupils' family size on completion rate among primary school pupils, headteachers and pupils were posed with items that sought information on the same. The head teachers were asked whether there was relationship between pupils' family size and the schools completion rate. Table 4.27 tabulates the findings

Table 4.27 Headteachers responses on whether there was relationship between pupils' family size and the schools completion rate

Response	F	%
Yes	14	87.5
No	2	12.5
Total	**16**	**100.0**

The majority of head teachers 87.5% indicated that there was a relationship between pupils' family size and the schools completion rate. Asked to indicate the relationship, majority 62.5% of head teachers indicated that in big family size, parents strain to care for their children and some pupils leave school to work in order to support their siblings. This implies that large families are challenged when it comes to educating their children and as such they opt to have some of the

children stay home. Children with special needs are also marginalized and are least likely to go to school. These sentiments are in line with Chytilova (2009) who explained that the number of sibling in a family determines how much resources can be allocated to each child attending school.

The study further sought to establish the number of siblings that the pupils had. Table 4.28 show pupils' number of brothers

Table 4.28 Pupils' number of brothers

Brothers	**F**	**%**
0	29	8.1
1	86	23.9
2	102	28.3
3	66	18.3
4	17	4.7
5	58	16.1
6	2	0.6
Total	**360**	**100.0**

Data shows that 28.3% of pupils had 2 brothers. Asked to indicate the number of sisters, they responded as Table 4.29

Table 4.29 Pupils' number of sisters

Sisters	F	%
0	34	9.4
1	65	18.1
2	82	22.8
3	74	20.6
4	77	21.4
5	26	7.2
6	2	.6
Total	**360**	**100.0**

Data shows that 22.8% of pupils had 2 sisters. The findings imply that most of the pupils have 4 siblings. The researcher further sought to establish whether all the siblings were in school. Table 4.30 shows pupils responses.

Table 4.30 Pupils responses on whether all the siblings were in school

Response	F	%
Yes	169	46.9
No	191	53.1
Total	**360**	**100.0**

Majority of pupils 53.1% indicated that they were not all in school. Asked why they were not in school they explained that some were married, others had not attained school age, and others had dropped out and due to lack of money for paying school levies. Large families are challenged when it comes to educating their children and as such they opt to have some of the children stay home. As a family gets larger, parents have less time to spend individually with each child and because of this, the amount of time spent reinforcing education and aiding in the learning process decreases. Resource inputs may also decrease as income is divided among more children. This finding is supported by Chytilova (2009) who explained that the number of sibling in a family determines how much resources can be allocated to each child attending school.

When the headteachers were asked whether there were cases in their schools where some children drop out of school to allow their siblings to continue learning, majority of head teachers 50.0% indicated that there were such cases. The pupils were further asked to rate the house they lived in with their siblings in terms of space. Table 4.31 tabulates the findings

Table 4.31 Pupils rate of the house they lived in with their siblings in terms of space

Rate	F	%
Adequate	82	22.8
Not adequate	278	77.2
Total	**360**	**100.0**

As presented in Table 4.31, the majority of pupils 77.2% indicated that they did not have adequate space in the house that they lived in with their siblings. The finding implies that the houses are too small for the number of persons living in it which could be attributed to lack of adequate resource to put up or rent a bigger house that can accommodate all the family members comfortably.

Table 4.32 indicates head teachers responses on the issues related to pupils' family size on completion rate among primary school pupils

Table 4.32 Headteachers responses on the issues related to pupils' family size on completion rate among primary school pupils

Statement	SA		A		D	
	F	%	F	%	F	%
Large families find challenges in educating their children	7	43.8	9	56.3		
Parents with large families have less time to spend individually with each child	9	56.3	5	31.3	2	12.5
Do children drop out because of lack of school levies	4	25.0	11	68.8	1	6.3
Children from families with small number of children are likely to complete schoolings than those large families	5	31.3	9	56.3	2	12.5

Key SA=Strongly Agree; A=Agree; D=Disagree

Data shows that majority of head teachers 56.3% agreed that large families face challenges in educating their children, and children from families with small number of children are likely to complete schoolings than those from large families. The same number of headteachers strongly agreed that parents with large families have less time to spend individually with each child while the majority 68.8% of head teachers agreed that children drop out because of lack of school

levies. The findings imply parents with large family size have limited time, money, and patience to devote to the education of their children, and those with fewer children can invest more per child.

The researcher further sought to establish pupils responses on the issues related to pupils' family size on completion rate among primary school pupils

Table 4.33 Pupils responses on the issues related to pupils' family size on completion rate among primary school pupils

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Larger family size enables pupils to continue pursuing studies for longer	31	8.6	45	12.5	5	1.4	124	34.4	155	43.1
Smaller family size enables pupils to pursue studies for longer	70	19.4	188	52.2	23	6.4	58	16.1	21	5.8
Family size has no influence on pupil retention in school	65	18.1	90	25.0	41	11.4	138	38.3	26	7.2

The findings indicate that the majority of pupils 52.2% agreed that smaller family size enables pupils to pursue studies for longer and 43.1% of the pupils disagreed that larger family size enables pupils to continue pursuing studies for longer. In educational and economic studies, it has been found that background variables including family size, family income, and parents' education are determinants of the amount and quality of education children receive over their lifetime (Jones, 1999; Rosetti, 2000).

4.7 Relationship between pupils' parents' level of income and completion rate among primary school pupils

The research further sought to establish how pupils' parents' level of income influenced children's education. To establish the influence of pupils' parents' level of income on completion rate among primary school pupils, head teachers and pupils were posed with items that sought information on the same.

Table 4.34 Pupils responses on their parent/ guardian occupation

Response	F	%
Employed	70	19.4
Self employed	204	56.7
Casual	86	23.9
Total	**360**	**100.0**

Data presented in Table 4.34 shows that the majority of pupils' parents 56.7% were self employed. Asked whether their parents were able to provide for their school needs, majority 82.8% of pupils indicated that their parents were not able to provide. A family's financial status influences a number of factors that can help or hinder a child in getting an education. For example wealthy families have the financial resources to send their children to good schools and provide all the necessary learning materials. The presence of adequate financial resources aid parents in promoting their children's education and enhancing what is already

being learned in school. On the other hand financial stress on the parents can also cause a child to drop out of school to work. This is because due to poverty some parents utilize the service of their children to supplement earning.

Table 4.35 shows head teacher's responses on whether children drop out of school to help parents in their economic activities.

Table 4.35 Head teachers' responses on whether children drop out of school to help parents in their economic activities

Response	**F**	**%**
Yes	5	31.3
No	2	12.5
Sometimes	9	56.3
Total	**16**	**100.0**

Majority of head teachers 56.3% indicated that sometimes children drop out of school to help parents in their economic activities. The majority of head teachers 75.0% further indicated that there was a relationship between parent's income level and the schools completion rate. When the pupils were asked whether they missed out school to help their parents in their work, majority 59.4% of pupils indicated that they sometimes missed school to help their parents in their economic activities. The majority of pupils 76.4% further indicated that there were children in their school who have dropped out of school to help their parents

in their economic activities. Parents feel it's a waste of time for their children to attend school because doing so leads to loss of income from potential earning opportunities. On the other hand, household poverty and associated labor demand pull the children into labor markets. Child labor has been cited by many scholars as major reason for non-enrolment and dropout because of the opportunity cost of attending school (Layne and Lee, 2001; Zouridis and Thaens, 2004; Anderson and Henriksen, 2006).

Asked whether parents were able to provide for their children levies, they responded as Table 4.36

Table 4.36 Head teachers' responses on whether parents were able to provide for their children levies

Response	**F**	**%**
Always	1	6.3
Sometimes	14	87.5
Never	1	6.3
Total	**16**	**100.0**

Data shows that majority 87.5% of head teachers indicated that parents were sometimes able to provide for their children levies. The study further found that the majority of head teachers 75.0% rated the economic level of the parents in their school as being low. Cost is the primary reason that makes many parents not

to enroll their children in school or even cause them to take the children out of school. This is due to the inability of the parents to provide the necessary requirements for their children's school needs among them school levies such as exam fees, learning materials, uniform, school feeding program among others.

Table 4.37 shows head teachers' responses on whether children in their school dropped because of poverty at home

Table 4.37 Head teachers' responses on whether children in their school dropped because of poverty at home

Response	**F**	**%**
Yes	7	43.8
No	4	25.0
Sometimes	5	31.3
Total	**16**	**100.0**

Data shows that 43.8% of headteachers indicated that children in their school dropped because of poverty at home. The finding implies the inability of the parents to provide the necessary requirements for their children's school needs among them school levies. Asked to rate the economic situation of the families from where pupils come, majority of head teachers 50.0% indicated that the families were not able to provide for their children.

The study further sought to establish from the headteachers the levies that the pupils were required to pay in school. Table 4.38 tabulates the findings

Table 4.38 Head teachers' responses on the levies that the pupils were required to pay in school

Levies	**F**	**%**
Development fund	7	43.8
Activity fee	3	18.8
Uniform	4	25.0
Water bill and watchman	2	12.5
Total	**16**	**100.0**

Data shows that 43.8% of head teachers indicated that the pupils were supposed to pay development fund. The headteachers further indicated that all parents were not able to pay for the levies. Coombs and Cooley (1986) pointed that family income level as a factor has more than any other factor influence on dropout. Due to poverty some parents are not able to retain their children in school because of lack of funds to pay school levies. Some also pull their children from school and utilize their service to supplement earnings.

Table 4.39 Pupils responses on parents' level of income and completion rate among primary school pupils

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Higher income level of parents enables pupils to continue pursuing studies for longer	76	21.1	234	65.0	3	.8	36	10.0	11	3.1
Lower income level of parents enables pupils to continue pursuing studies for longer	11	3.1	71	19.7	30	8.3	203	56.4	45	12.5
Income level has no influence on pupil completion of studies in school	21	5.8	137	38.1	27	7.5	135	37.5	40	11.1

SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree

The majority of pupils 65.0% agreed that higher income level of parents enables pupils to continue pursuing studies for longer. Low income and poverty causes inability of parents to provide the basic requirements for their children's school needs among them school levies leading to drop out. Poor people also tend to give

priority to basic needs such as food and shelter with education being given the least priority. On the other hand wealthy families have the financial resources to send their children to good schools and provide all the necessary learning resources. This finding is in line with Becker (1993) that the level of family income has a strong influence on demand for education. In the seventy four countries and economies that participated in the 2009 PISA survey, the higher the quartile of the economic index to which a student belonged, the better the performance, with a similar pattern for boys and girls.

Table 4.40 Head teachers' responses on the relationship between pupils parents' level of income and completion rate among primary school pupils

Statement	SA		A		D	
	F	%	F	%	F	%
Children from parents with high earnings are likely to complete schooling than those from low income	8	50.0	8	50.0	0	00.0
Parental level of income is a determinant of pupils school completion	4	25.0	10	62.5	2	12.5
There are reported cases where pupils miss out school because of lack of basic needs at home	9	56.3	5	31.3	2	12.5

Pupils' learning is hampered by parental low income	8	50.0	6	37.5	2	12.5
Most of the parents of the pupils who have dropped out of school are generally poor	7	43.8	6	37.5	3	18.8
Parents in this school are not economically empowered to provide resources for pupils	10	62.5	6	37.5	0	00.0

The data shows that majority of head teachers 50.0% strongly agreed that children from parents with high earnings are likely to complete schooling than those from low income and pupils' learning is hampered by parental low income. The majority of head teachers 62.5% agreed that parent level of income is a determinant of pupil's school completion while 43.8% of head teachers strongly agreed that most of the parents of the pupils who have dropped out of school are generally poor and parents in the school were not economically empowered to provide resources for pupils. These findings agree with UNESCO (2014), how much a child learns is strongly influenced by family wealth. Analysis of 20 African countries for the EFA 2014 Report shows that children from richer households are more likely not only to complete school, but also to achieve a minimum level of learning. By contrast, in 15 of the countries, no more than one in five poor children reach the last grade and learn the basics.

4.8 Influence of family household chores done by pupils on completion rate among primary school pupils

The study further sought to establish the influence of family household chores done by pupils on completion rate among primary school pupils. When headteachers were asked whether there was a relationship between family household chores and the schools completion rate, they responded as Table 4.41

Table 4.41 Head teachers' responses on whether there was a relationship between family household chores and the schools completion rate

Response	F	%
Yes	11	68.8
No	5	31.3
Total	**16**	**100.0**

The majority of head teachers 68.8% indicated that there was a relationship between family household chores and the schools completion rate. When pupils were asked whether they miss out school to assist their parents in their jobs, the majority of pupils 83.3% indicated that they missed out of school. Some parents involve their children in domestic work like washing clothes, cooking, and looking after their younger siblings and this leaves very little or no time for the child for study. If this happens for long periods the performance of the child is adversely affected and as a result they are forced to repeat the grade. Some pupils

get frustrated when they are asked to repeat and as a result they opt to drop out of school.

Table 4.42 shows pupils responses on whether there were pupils in their school who dropped out school to provide for the family

Table 4.42 Pupils' responses on whether there were pupils in their school who dropped out school to provide for the family

Response	**F**	**%**
Yes	169	46.9
Sometimes	124	34.4
No	67	18.6
Total	**360**	**100.0**

Data shows that most pupils 46.9% indicated that there were pupils in their school who dropped out of school to provide for the family. Majority 80.0% of pupils further indicated that they arrived to school late because of performing house chores. Household poverty and associated labor demand pull children into labor markets to earn a living and make ends meet. This is child labor which has been cited by many scholars as major reason for non-enrolment and dropout because of the opportunity cost of attending school.

Table 4.43 Headteachers responses on how household chores affected pupils' completion rate

Statement	SA		A		D	
	F	%	F	%	F	%
Conditions at home are not conducive for pupils to do their homework	6	37.5	7	43.8	3	18.8
Pupils are involved in child labor	3	18.8	8	50.0	5	31.3
Pupils miss out school to participate in household chores	3	18.8	7	43.8	6	37.5

SA=Strongly Agree; A=Agree; D=Disagree

Table 4.43 shows that 43.8% of headteachers agreed that conditions at home are not conducive for pupils to do their homework and pupils miss out school to participate in household chores while 50.0% of head teachers agreed that pupils were involved in child labor. According to UNESCO (2009), around one-quarter of 5-14 year-olds in sub-Saharan Africa were engaged in child labor in 2004.Parents feel it's a waste of time for their children to attend school because doing so leads to loss of income from potential earning opportunities. When head teachers' were asked to indicate the family factors affect pupils' performance in their school, they indicated that low income, drought and hunger and desperation/ non - confidence in success in life, traditional beer, ignorance of parents, sickness, divorce and death of parents, and parents literacy level affected pupils'

performance. In middle income countries participating in the assessment, student performance was very low

Table 4.44 Pupils responses on the relationship between pupils' participation in household chores and completion rate among primary school pupils

Statement	SA		A		U		D		SD	
	F	%	F	%			F	%	F	%
Participating in household chores enables pupils to continue pursuing studies for longer	15	4.2	39	10.8	11	3.1	261	72.5	34	9.4
Non Participation in household chores enables pupils to continue pursuing studies for longer	41	11.4	247	68.6	7	1.9	35	9.7	30	8.3
Participation in household chores has no influence on pupil retention in school	15	4.2	28	7.8	5	1.4	272	75.6	40	11.1

SA=Strongly Agree; A=Agree; U=Undecided; SD=Strongly Disagree

The majority of pupils 72.5% disagreed that participating in household chores enables pupils to continue pursuing studies for longer , 68.6% agreed that non participation in household chores enables pupils to continue pursuing studies for longer while the majority of pupils 75.6% disagreed that participating in

household chores has no influence on pupil retention in school. Parents involve their children in domestic work like washing clothes, cooking, and looking after their younger siblings and this leaves very little or no time for the child for study. Some pupils also miss out of school or get to school late as a result of having to complete the household chores first. If this happens for long periods the performance of the child is adversely affected and as a result they are forced to repeat the grade. The above finding is in line with the head teachers responses on whether there is a relationship between pupils' participation in household chores and completion rate among primary school pupils.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary of the study, conclusions and recommendations. The study also presents the suggestions for further studies.

5.2 Summary of the study

The purpose of this study was to investigate the influence of socio-economic factors on pupils' completion rate in primary school education in Evurori Division, Mbeere North district, Kenya. Four research objectives were formulated to guide the study. The research objectives sought to determine the relationship between pupils' parents' level of education, pupils' family size, pupils' parents' level of income and family household chores on completion rate among primary school in Evurori division, Mbeere North district. The study adapted the descriptive survey design. The sample was therefore 16 headteachers and 385 pupils. Data was collected by use of questionnaires and were analyzed by use of descriptive statistics.

5.3 Study findings

Findings on the relationship between pupils' parents' level of education and completion rate revealed that the majority of head teachers 68.8% indicated that

there was a relationship between parent's education level and the schools completion rate. The head teachers indicated that parent who have not received any form of formal education do not value education as much as parents who have attained high levels of. The majority of head teachers 62.5% agreed that the negative attitude of low educated parents towards education had rendered to low completion rate among primary school pupils and pupils who do not complete schools come from families with parents of low level of education. The majority of head teachers 75.0% indicated that pupils whose parents are highly educated are likely not to drop out of school.

Findings on the influence of pupils' family size on completion rate among primary school pupils revealed that the majority of head teachers 87.5% indicated that there was a relationship between pupils' family size and the schools completion rate. Majority of head teachers 62.5% indicated that in big family size parents strain to care for their children and some pupils leave school to work in order to support their siblings. The findings indicate that the majority of pupils 52.2% agreed that smaller family size enables pupils to pursue studies for longer. Majority of head teachers 56.3% agreed that large families face challenges in educating their children, and children from families with small number of children are likely to complete schoolings than those from large families.

Findings on pupils' parents' level of income and completion rate revealed that the majority of pupils 65.0% agreed that higher income level of parents enables

pupils to continue pursuing studies for longer. The majority of head teachers 62.5% agreed that parent level of income is a determinant of pupil's school completion. The majority 68.8% of head teachers agreed that children drop out because of lack of school levies. Majority of head teachers 56.3% indicated that sometimes children drop out of school to help parents in their economic activities.

Findings on the influence of family household chores done by pupils on completion rate among primary school pupils revealed that the majority of head teachers 68.8% indicated that there was a relationship between family household chores and the schools completion rate. The majority of pupils 80.0% indicated that they arrived to school late because of performing house chores. The majority of pupils 68.6% agreed that non participation in household chores enables pupils to continue pursuing studies for longer.

Head teachers' indicated that family factors that affect pupils' performance in their school included low income, drought and hunger and desperation/ non - confidence in success in life, traditional beer, ignorance of parents, sickness, divorce and death of parents, and parents literacy level.

5.3 Conclusions

Based on the findings of the study, it is concluded that there was a relationship between parental level of education and pupils completion rates in schools. Parents, who were not educated, did not value education, were ignorant and hence did not support their children education. Headteachers agreed that the negative

attitude of low educated parents towards education rendered to low completion rate among primary school pupils.

From the she study it is concluded that pupils' family size affected completion rate among primary school pupils. Headteachers indicated that big family size: parents strained to care for their children and some pupils leave school to work in order to support siblings. The headteachers indicated that sometimes children dropped out of school to help parents in their economic activities. Pupils agreed that higher income level of parents enables pupils to continue pursuing studies for long.

The study further concludes that pupils' involvement of household chores had a relationship with pupils' completion rate. Among the family factors that affected pupils' performance in their school, included low income, drought and hunger and desperation/ non- confidence in success in life, and illiteracy of parents, sickness, divorce and death of parents and literacy level of the parents.

5.4 Recommendations

Based on the findings of the study, the following recommendations are made:

1. There local community should be sensitized on the importance of education and be encouraged to take their children to school.

2. The county government should assist the needy in the community so that pupils can access education.

3. The community should be encouraged to have profit generating activities to raise their economic levels so that pupils are not engaged in the economic activities of the parents and hence access education.

5.5 Suggestions for further research

The following areas were suggested for further studies

i. Since the study was carried out in one administrative district, a similar study needs to be carried out in other districts so that findings can be compared.

ii. The study delimited itself to pupils' parents' level of education, pupils' family size and parents' level of income. There is need to carry out a study and establish how other factors influence completion rates of children.

iii. The study was carried out among primary schools. There is a need to carry out a study on the factors that affect completion rates in secondary schools in the division.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Damaris K. Wambua

P.O. Box 14038-00800

Nairobi

Dear Sir / Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a master of education student at The University of Nairobi carrying out a study on influence of socio-economic factors on completion in provision of primary school education in Mbeere North district, Kenya. Your school has been selected as one of the few for the purpose of undertaking the study. I am hereby kindly requesting you to give your honest response to the questionnaire attached to this letter. Your response will be accepted as is since there is no wrong or right answer. Your participation in this study will be highly appreciated. Thank you in advance for the anticipated cooperation.

Yours faithfully,

Damaris K. Wambua

APPENDIX II

QUESTIONNAIRE FOR THE HEADTEACHERS

The purpose of this questionnaire is to gather information on the influence of socio-economic factors on pupils' completion rate in primary school education in Evurori Division, Mbeere North district, Kenya. You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Section A: Demographic data

1. What is your age?

   20 – 30 years [ ] 30 – 40 years [ ]

   40 – 50 years [ ] 50 – 60 years [ ]

2. Please tick against your gender

   Male [ ] Female [ ]

3. What is your marital status?

   Married [ ] Single [ ]

   Divorced [ ] Widowed [ ]

   Other (specify) _____

4. What is your academic qualification?

   M.ed [ ] B.Ed [ ]

   Diploma [ ] P1 [ ]

Others (specify) _____

5. Indicate your professional experience in years (tick one)

1 – 5 years [ ] 6 – 10 years [ ]

11 – 15 years [ ] 16 years and above [ ]

6. How long have you served as a headteacher in this district?

0 – 2 years [ ] 2 – 4 years [ ]

4 and over [ ]

7. How long have you been in this school?

Less than 1 year [ ] 1 – 5 years [ ]

6 - 10 over [ ] 10 years and over [ ]

8. Indicate the number of streams in your school

One: [ ] Two [ ] Three [ ]

More than three [ ]

9. What is the current enrolment: Boys: _____ Girls: _____

Total: _____

10. Number of teachers: Males: ____ Females: _____ Total: _____

11. Are there cases of class repetition in your school?

Yes [ ] b) No [ ]

If yes, what are the causes?

_____

_____

_____

12. In your opinion, is class repetition necessary?

Yes [ ] No [ ]

If yes to above, what are the justifications?

_____

13. Has your school had any dropout of pupils?

Yes [ ] No [ ]

14. Indicate the number of pupils who completed class 8 in the following years

Year	No. completed class 8	No. enrolled in class 1	% age completion
2013			
2012			
2011			
2010			
2009			

15. How many pupils dropped out of your school the last year?

Class	**Boys**	**Girls**
Std 5		
Std 6		

Std 7		
Std 8		

16. How would you rate the drop out in your school?

Very High [ ] High [ ]

Low [ ] Very low [ ]

Section B: Relationship between pupils' parents' level of education and completion rate among primary school pupils

17. In your own opinion is there a relationship between parent's education level and the schools completion rate?

Yes [ ] No [ ]

If yes, what is the relationship?

_____

18. What is the attitude of parents of the school towards education?

Positive [ ] Neutral [ ]

Negative [ ]

19. Can you rate the parents interest in their children's' education?

Very interested [ ] Somehow interested [ ]

Not interested at all [ ]

20. How do you rate the parents' encouragement of their children to school?

Highly encourage them [ ] Moderately encourage them [ ]

Do not encourage them at all [ ]

21. How would you rate the level of education of the parents of your school?

    High [ ] Low [ ] Very low [ ]

22. Statements below are related to level of Education of Parents. Please tick appropriately.

Key

SA = Strongly Agree A= Agree U= Undecided D = Disagree

SD = Strongly Disagree

Statement	**SA**	**A**	**U**	**D**	**SD**
The negative attitude of low educated parents towards education have rendered to low completion rate among primary school pupils					
Pupils who do not complete schools come from families with parents of low level of education					
Pupils whose parents are highly educated are likely not to drop out of school					
Educated parent sets expectations of academic performance of their children's and hence their children are likely to complete schooling					
Educated parents use their educational attainments to teach their children.					

Section B: Influence of pupils' family size on completion rate among primary school pupils

22 In your own opinion is there a relationship between pupils' family size and the schools completion rate?

Yes [ ] No [ ]

If yes, what is the relationship?

_____

23. Are there cases in your school where some children drop out of school to allow their siblings to continue learning?

Yes [ ] No [ ]

24. Statements below are related to pupils' family size. Please tick appropriately.

Key

SA = Strongly Agree A= Agree U= Undecided D = Disagree

SD = Strongly Disagree

Statement	SA	A	U	D	SD
Large families find challenges in educating their children					
Parents with large families have less time to spend individually with each child					
Do children drop out because of lack of school levies					
Children from families with small number of children are likely to complete schoolings than those from large families					

Section C: Relationship between pupils parents' level of income and completion rate among primary school pupils

25. Do children drop out of school to help parents in their economic activities

    Yes [ ] No [ ] Sometimes [ ]

26. In your own opinion is there a relationship between parent's income level and the schools completion rate?

    Yes [ ] No [ ]

27. Are parents able to provide for their children levies?

    Always [ ] Sometimes [ ] Never [ ]

28. How would you rate the economic level of the parents in your school?

High [ ] Low [ ] Very Low [ ]

29. Have children in your school dropped because of poverty at home?

Yes [ ] No [ ] Sometimes [ ]

30. How do you rate the economic situation of the families from where pupils come?

Poor [ ] Not able to provide for their children [ ]

31. From your experience in this school do you have pupils who have dropped out as a result of inability to provide the required levies?

Yes [ ] No [ ]

32. What levies are pupils required to pay in school?

Caution money [ ]

Development fund [ ]

Activity fee [ ]

Uniform [ ]

Other (Specify) _____

33. Are all parents able to pay for the levies?

Yes [ ] No [ ]

34. Statements below are related to pupils parents' level of income. Please tick appropriately.

Key

SA = Strongly Agree A= Agree U= Undecided D = Disagree

SD = Strongly Disagree

Statement	SA	A	U	D	SD
Children from parents with high earnings are likely to complete schooling than those from low income					
Parental level of income is a determinant of pupils school completion					
There are reported cases where pupils miss out school because of lack of basic needs at home					
Pupils' learning is hampered by parental low income					
Most of the parents of the pupils who have dropped out of school are generally poor					
Parents in this school are not economically empowered to provide resources for pupils					

Section D: Influence of family household chores done by pupils on completion rate among primary school pupils

35. . In your own opinion is there a relationship family household chores and the schools completion rate?

Yes [ ] b) No [ ]

36. Do pupils come to school late due to performing household chores?

Yes [ ] Sometimes [ ] Never [ ]

37. Statements below are related to pupils family household chores. Please tick appropriately.

Key

SA = Strongly Agree A= Agree U= Undecided D = Disagree

SD = Strongly Disagree

Statement	**SA**	**A**	**U**	**D**	**SD**
Conditions at home are not conducive for pupils to do their homework					
Pupils are involved in child labor?					
Pupils' involvement in house chores affects their studies					
Pupils miss out school to participate in parents household chores					

38. . What family factors affect pupils' performance in your school?

_____

_____

_____

_____

Thank you for your cooperation

APPENDIX III

QUESTIONNAIRE FOR THE PUPILS

The purpose of this questionnaire is to gather information on the influence of socio-economic factors on pupils' completion rate in primary school education in Evurori Division, Mbeere North district, Kenya. You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Please answer all the questions in the spaces provided after each question or by placing a tick (√) in the appropriate box for a given response. Information provided will be treated with confidentiality and is only meant for this study.

1. What is your class:

   Class Seven [ ] Class Six [ ]

2. Are a boy or a girl? Boy [ ] Girl [ ]

3. How old are you? _____

Section B: Relationship between pupils' parents' level of education and completion rate among primary school pupils

4. What is the highest level of education of your parent/guardian?

Father: primary [ ] secondary [ ] college [ ] university [ ]

Mother: primary [ ] secondary [ ] college [ ] university [ ]

Guardian: primary [ ] secondary [ ] college [ ] university [ ]

5. Statements below are related to level of Education of Parents. Please tick appropriately.

Key

SA = Strongly Agree A= Agree U= Undecided D = Disagree

SD = Strongly Disagree

Statement	**SA**	**A**	**U**	**D**	**SD**
Higher education of parents enables pupils to continue pursuing studies for longer					
Lower education of parents enables pupils to continue pursuing studies for longer					
Education level has no influence on pupil completion of studies in school					

Section B: Influence of pupils' family size on completion rate among primary school pupils

6. How many siblings do you have? Brothers _____ Sisters _____

7. Are they all in school? Yes [ ] No [ ]

b) If no, why?

_____

8. How do you rate the house you live with your siblings in terms of space?

Adequate [ ] Not adequate [ ]

9. Statements below are related to size of household. Please tick appropriately.

   Key

   SA = Strongly Agree A= Agree U= Undecided D = Disagree

   SD = Strongly Disagree

Statement	**SA**	**A**	**U**	**D**	**SD**
Larger family size enables pupils to continue pursuing studies for longer					
Smaller family size enables pupils to pursue studies for longer					
Family size has no influence on pupil retention in school					

Section C: Relationship between pupils parents' level of income and completion rate among primary school pupils

10. What do your parent/ guardian do for a living?

Employed [ ] Self employed [ ] Casual [ ]

11. Are your parents able to provide for your school needs?

12. Statements below are related to level of income of Parents. Please tick appropriately

   Key

   SA = Strongly Agree A= Agree U= Undecided D = Disagree

   SD = Strongly Disagree

Statement	SA	A	U	D	SD
Higher income level of parents enables pupils to continue pursuing studies for longer					
Lower income level of parents enables pupils to continue pursuing studies for longer					
Income level has no influence on pupil completion of studies in school					

13. Do you miss out school to help your parents in their work?

    Yes [ ] Sometimes [ ] No [ ]

14. Are there children in your school who have dropped out of school to join in their parents' occupation?

    Yes [ ] Sometimes [ ] No [ ]

Section D: Influence of family household chores done by pupils on completion rate among primary school pupils

15. Do you miss out school to assist your parents in their jobs?

Yes [ ] No [ ]

16. Are there pupils in your school who have dropped out school to provide for the family?

17. Do arrive to school late because of performing house chores?

    Yes [ ] Sometimes [ ] No [ ]

18. Statements below are related to household chores. Please tick appropriately.

    Key

SA = Strongly Agree A= Agree U= Undecided D = Disagree

SD = Strongly Disagree

Statement	**SA**	**A**	**U**	**D**	**SD**
Participating in household chores enables pupils to continue pursuing studies for longer					
Non Participation in household chores enables pupils to continue pursuing studies for longer					
Participation in household chores has no influence on pupil retention in school					

Thank you for your cooperation