

**EFFECTS OF POVERTY ON SCHOOL DROPOUT IN PRIMARY SCHOOLS IN  
KAMUKUNJI DIVISION NAIROBI (KENYA)**

Presented by

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*BED 10007/52/DF*

A project in partial fulfillment  
of the requirements for the degree  
Bachelor of Education in Special Needs  
Kampala International University

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**DECLARATION**

I TRUPHOSA KORIR NO. BED/10007/52/DF hereby declares that this special study paper is my own original work. It is not a duplication of similarly published work of any scholar for academic purposes nor has it been submitted to any other institution of higher learning for the award of a certificate, diploma or degree in Special Needs Education. I also declare that all materials cited in this paper which are not my own have been duly acknowledged

Signature..........

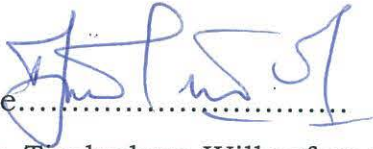
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Ms TRUPHOSA KORIR  
(Student)

## APPROVAL

This is to certify that the above research study on the effects of poverty on school dropout in primary schools in Kamukunji Division Nairobi Kenya for the period 2005 to 2007 has been approved by the supervisor and is ready for submission for the Award of a Bachelor of Education in Special Needs

Signature.....



Mr. Tindyebwa Wilberforce  
(Supervisor)

Date:.....

28/09/08

## **ACKNOWLEDGEMENT**

I would like to thank my husband Dickson Kirwa, my Children Nyreen, Webster and Winston for their support during my research and for being there for me all through

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God bless them all

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## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 BACKGROUND OF THE STUDY

Poverty is seen as the most important phenomena leading to school drop out. Poverty according to Encyclopedia Britannia, it can be defined as the condition that is said to exist when people lack the means to satisfy their basic needs of which includes clothing, shelter, food and medicine.

Countries world over have experienced poverty for along period which has affected the people's standards of living. In America for example, poverty was not commonly defined as a problem till recently Gallup Poll showed that poverty was seen as a problem in American Republic in 1965, and it spread to other countries. (Lauer 1976)

As president of Uganda Y. Kaguta Museveni 2003 asserts that; "Poverty in Uganda, during the 1990's income poverty fell dramatically. However since 2000, income poverty has risen with a proportion of people below the poverty line rising form 34% in 2000 to 38% in 2003. This has been accompanied by income in equality which has been rising since 1997"

On the other hand, school drop out is the state where students/ pupils leave schooling before achieving their goals due to a problem of poverty and other related factors. How does poverty lead to school drop out? In this case, funding and costs lead to school drop out due to inadequate financial resources as a result of poverty even though he/she is quite capable of doing the work since the mid 1960s less money has been available for students loan and scholarship while the cost of attending college has raised rapidly than most other costs.

Perhaps the factor of poverty as the cause of poor performance and school drop out due to lack of school fees and children often sent back home to collect school gees during the time of school. They end up loosing studies, perform poorly in their examination and even fail to raise the amount of fee required in time and end up dropping out of school.

## 1.2 Statement of the problem

In Kenya, many parents have their pupils fail to complete school. This is attributed to many factors for example, poverty, family background or problems, among others. It is not clear which of the above factor is clearly responsible for the researcher intends to undertake a study to find out to what extent poverty contributes to school drop out in Kamukunji Division, Nairobi (Kenya)

School drop out has increased on the number of idlers who turn into thieves, prostitutes, street children, drug taking such as Marijuana to mention but a few and as a result the victims end up dying at a young age. Therefore this study was aimed at finding out the effect of poverty on school dropout.

## 1.3 The purpose of the study

The purpose of this study was to analyze the effect of poverty on school drop out in selected primary schools of Kamukunji Division. School drop out has increased on the number of idlers who turn into thieves, prostitutes, street children, drug taking such as Marijuana, mentioned a few and as a result the victims end up dying at a young age.

## 1.4 Objective of the study

### General objective

The study aimed at finding out the effect of poverty on school dropout

### Specific objectives

- i. The study would also determine the cause of school drop out in primary schools
- ii. The study would also determine the effects of school drop out in primary school
- iii. To determine whether there is a significant relationship between poverty and school drop out
- iv. To make policy recommendations



## 1.5 Statement of Null Hypothesis

There was no significant relationship between poverty and school drop out of pupils in primary schools of Kamukunji division, Nairobi (Kenya).

- The study helps to date the literature on poverty and school drop out
- This study also helps the government to formulate and comprehensive natural policy regarding poverty eradication and school crop out.
- The study broadens the researcher intellectual understanding of the operations and challenges of the parents and teacher in educational sector.
- It also provide the necessary premises for future research for academicians professionals and researchers

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

In this chapter, the researcher reviewed authors' literature which was related to poverty and school drop outs of children.

Alternate sources like text books, newspapers, journals and other sources were reviewed.

##### **2.0.1 Poverty**

According to Robert H, Lauer 1979;

“Poverty is a state in which income is insufficient to provide such basic necessities as food, shelter, medical care and clothing.

He went a head and grouped poverty into two forms and these are absolute poverty which means that the insufficient is so severe that is life threatening. Another form is relative poverty which means that the insufficient is substantially greater than that of most other in the society.”

It is believed that poverty has greatly affected people in various nations of the global world.

##### **2.0.2 Causes of poverty**

Isbister (1996) explores that:

“The causes and consequences of poverty on the global level. Third world nations experience wide spread poverty. The consequences of such pervasive poverty are great. People in these

nations are likely to have on going severe health problems, poorly educated, experience child hood malnutrition and die prematurely”.

Therefore, Isbister tries to enlighten us that poverty has an effect on the people’s standards of living due to its associate problems as mentioned in his statement,

According to Sherman (1997);

“Poverty has a serious effect beyond curtailing provisions to meet basic survival needs; it also robs many people of their hopes and dreams. And when people feel helpless and without hope, as a result of poverty, they are at a risk of a number of other hazards. For example pain and frustration can temporarily be masked by addiction to alcohol and other drugs. Unhappy teenager can remove himself or herself from an environment perceived as hostile by dropping out of school”.

### 2.0.3 Causes of school drop out

According to Gay (2000);

“Funding and cost may lead to school drop out in that similarly, we may ask whether an individual should drop out of college because of inadequate financial resources as a result of poverty even though he/she is quite capable of doing the work since the mid 1960’s less and less money has been available for students loan and scholarship while the costs of attending college has risen than most other costs including medical care, and housing, college tuition increased to 50% during the 1990’s leading to the majority of American to believe that a college education is no longer affordable and hence dropping out of schools”.

Gay’s statement explained that drop outs are really caused by many factors where by poverty as the leading factor has gone out of parent’s control due to inadequate resources that education has even become expensive, children have gone ahead to drop out without completing their primary cycle which affects the development of the country.

Rumberger et el (1990), states that as pupils from poor families progress in through schools, their academic problems becomes more rather less serious such children could be looked upon

as a challenge but teachers may be more likely to react to them with despair or contempt. Indeed, one of the reasons that children from poor families do not keep in schools was that, their teachers may not like them and not even cooperating with them. Poor children have, if any thing greater need for acceptance and warmth but less likely to receive it than are middle class children.

#### **2, 0.4 Effects of poverty on school drop out**

Therefore, Rumberger et al tried to bring us light on how the academic performance of children from poor families is affected and how they are less likely to be liked by their teachers. This is because when they are sent back for school funds, they delay to come back to school, and if they get a chance of coming back, they find themselves having little time to concentrate on their studies which account for poor performance which leads to loss of hope in a child hence end up dropping out of school.

#### **2.0.5 Solutions to school drop outs**

In Uganda, the country is affected by vicious circle of poverty where people's standards of living is affected by poverty and an increased number of school drop outs. But however, according to the president of Uganda Y. Kaguta Museveni (2001) states that; "Uganda is going through fundamental changes involving economic, social and political reforms. There has been a launch of Poverty Eradication Action Plan (PEAP). The purpose of this policy is to provide an overarching framework to guide public action to eradicate poverty to ensure high income, human development and better standards of living".

Therefore, in this case of PEAP, UPE has been introduced such that even children from poor families get access to education hence curbing down school drop out in Uganda. In summary therefore, this perhaps explained that the factors of poverty in adequate funds for school fee, poor feeding or malnutrition leading to poor health, poor performance and lack of comfort at school makes the pupils to loose hope and feel helpless and at the end of it all they drop out of school.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter gives the methodology aspect of the study used to obtain the data and why they were used. The above five gives the sample selective methods of data collective processing, analyzing and presentation.

#### **3.1 Research design**

The researcher was both quantitative and qualitative. The quantitative method was used by the researcher to find out the extent to which poverty contributes to school dropout in selected primary schools of Kamukunji division Nairobi.

**Qualitative method**, was used by the researcher to find out how the pupils from poor families perform in class compared to children from well off families which makes poor children to loose hope and then drop out of school.

#### **3.2 AREA AND POPULATION OF THE STUDY**

The research was carried out in selected primary schools of Kamukunji Division, Nairobi (Kenya) where by teachers, pupils and parents were used as respondents.

#### **3.3 SAMPLE AND SIZE**

A cross sectional design was used in which a group of randomly selected homes of Kamukunji division Nairobi District. In this research study, twenty teachers and forty pupils from three selected schools and ten teachers and parents for interview guide. Totaling to eight respondents

## **Sources of data**

### **Two main sources were used that is**

- (a) Primary sources, this would help to get first hand information from the respondents in the field since the researcher would have to go into the field.
- (b) Secondary source: This involved reviewing documents, such as text books, diaries dissertation, speeches e.t.c, which are relevant to this study. These were obtained from local and central government ministry of education; it was supplemented by information from primary sources.

## **Data collection methods**

The data was collected using both of qualitative and qualitative approaches, while using qualitative approach; an interview schedule was used besides focus group discussions. This method helped since some information could be described without figure.

On the other hand qualitative methods as structure questionnaires were used this was because the required information also needs figures, description alone was not enough. Thus the following instruments were used.

### **Self administered questionnaires**

Employees employed in the educational sector organizations. This method was advantageous as it provides room in the researcher to build rapport with the respondents when introducing the questionnaires, immediately after filling then the questionnaires were packed back, clarifications to respondents were made where it was necessary. This method proved ineffective

### **Focus group discussions**

These were used to set the respondents impression and interpretation for the key topic. These included teachers of each school. This acted as supplementary method. Where the researcher organized eight discussion groups. This instrument of data collective was chosen because it

made the respondents feel free in giving the necessary information since they were of the same level. This would have been hard if questionnaires were given to them.

### **Observation**

Non-participant observation was used to help supplement the other data collection methods. The researcher observed the environment in which pupils study from; the general out-look of pupils; their meals and living conditions.

This method was advantageous as it helped the researcher to see for herself things which would have been hard for the respondents to describe verbally.

### **Data processing Analysis and presentation**

The data collected was processed, analyzed and presented through editing, coding and tabulation to ensure accuracy, completeness and comprehensiveness of the responses.

### **Limitation of this study**

The respondents especially the female respondents shy and feared to openly give out the information. They claimed that this would divulge into certain impressions, however, the researcher used inter-personal skills and even explained to them that research was for academic purposes to ensure that female respondents fell at home in giving information.

## **CHAPTER FOUR**

### **4.0. DATA PRESENTATION, ANALYSIS AND DISCUSSION**

This chapter presents the data collected from respondents and what the researcher found out in the study. The findings were discussed in relation to the objectives of the study.

#### **4.0.1. RESPONDENTS**

The researcher gave questionnaires to twenty teachers from three schools. Out of twenty teachers, seventeen returned the questionnaires while three did not respond.

The questionnaires were also given to the pupils. Forty questionnaires were given to forty pupils, and out of forty, thirty nine returned the questionnaires and one did not.

Also parents were used to answer the questionnaires administered to them. Interview guides were also made to parents and teachers. Therefore the responses were collected and summarized in the table as in the rest of this chapter



**Table 1(i) Respondents status (pupils)**

No	Category		Frequency	Percentage
1	Sex	Male	19	48.7%
		Female	20	51.3%
		Total	39	100%
2	Age	5-9	-	-
		10-14	22	56.4%
		15-19	17	43.6%
		Total	39	100%
3	Class	P.3	8	20.5%
		P.6	11	28.2%
		P.7	20	51.3%
		Total	39	100%
4	Parental Status			
	i) with both parents		30	76.9%
	ii) orphans with no guardian		-	-
	iii) Single parents			
	Mother		5	12.8%
	Father		4	10.3%
	iv) Orphans with a guardian		-	-
	Total		39	100%

Table 1(i) shows that out of thirty nine respondents, nineteen were male and twenty female. Their age ranged from five to nineteen. Twenty two were between ten and fourteen, seventeen

pupils were between fifteen and nineteen. The respondents were from primary five six and seven.

To the parents' status, thirty respondents had both parents those with single parents such as a mother were five, and with father only were four. None was an orphan with no guardian and none was an orphan with guardian as summarized in table 1 (i) above

**Table 1 (ii) Parents and teachers status**

No	Category		Frequency	Percentage
1	Sex	Male	15	60%
		Female	10	40%
		Total	25	100%
2	Age	20-28	8	32%
		29-38	4	16%
		39-above	13	52%
		Total	25	100%
3	Educational level	Headmaster	-	-
		Head teachers	2	11.8%
		Teachers	15	88.2%
		Total	17	100%
4	Marital Status for parents			
	i) Married with one wife		4	50%
	ii) Married with more than one wife		2	25%
	iii) Divorced		-	-
	iv) Widowed		2	25%
	Total		8	100%

The above table shows that twenty five parents and teachers responded to the questionnaires where by fifteen out of twenty five respondents were male and ten were female. Their age ranged from twenty to thirty nine years and above. Eight respondents were between twenty and twenty eight years, four were between twenty nine and thirty eight, and thirteen were between thirty nine and above.

To the education level for the teachers, two were head teachers fifteen teachers totaling to seventeen. Where as marital status for the parents, those married with one wife were four , married with more than one wife were two none was divorced and two widowed as shown in the table above.

#### 4.0.2 Causes of school drop outs.

There are many causes of school drop out and these include poverty, Pregnancy, Illness, peer group pressure. among others, The respondents where given a chance to vote for what they thought to be the most important cause of school drop out and the responses were summarized in table 2 below.

**Table 2 causes of School drop outs**

Factors (causes)	Number of Respondents	Percentage %
1. Poverty	14	82.3%
2. Pregnancy		5.9%
3. Illness	-	-
4 Peer group pressure	2	11.8%
Total	17	100%

*Source: primary data*

From table 2 above, it was found out that there are many causes of school drop out, but among these, poverty was looked at as the leading factor where by fourteen respondents out of seventeen voted for poverty as the most important cause of school drop out.

It was also found out that peer group pressure contributes towards school drop out where by two respondents out of seventeen supported it. This means, pupils with negative attitude towards education influence their friends, therefore they end up dropping out of school before completing primary seven.

The study also discovered that pregnancy also contributes to the school drop out in primary schools where by one respondent out of seventeen supported it.

The researcher also found out that out of seven interviewed respondents, five respondents suggested that the causes of poverty to families and how it has led to school drop out is due to having more than one wife and many children without a proper source of income. In most cases the girls are told to leave school and boys continue studying, and extravagancy in families leads to poverty and hence school drop out

According to Mr. Rubanga I a resident of Kansanga,

“The causes of poverty to families and hence school drop out are many but the most causes are diseases like Aids where by when a child loses parents he or she end up dropping out of school, Ignorance as the second cause, that some parents are ignorant about how to create jobs and increase on their earnings and at the same time they lack knowledge about the value of education and hence leading to school drop out,”

Ms B. Faustine a teacher of Kansanga parents says that:

“Poverty is due to lack of jobs hence no income for school fees, therefore children leaving primary school before completing primary seven”

All the causes of poverty which were found out in the study were summarized by “Isbister (1996) who explores that due to poverty people in poor nations are likely to have ongoing severe health, poorly educated, experience child hood malnutrition and die prematurely”.

#### 4.0.3 The extent of effects of poverty on pupils in primary school

Poverty affects pupils in primary schools and the entire community at large respondents were given a chance to choose the most important effect of poverty on pupils in primary schools and their responses were summarized in table 3 below.

**Table 3. The extent of the effects of poverty on pupils in primary schools**

Effects of poverty	No of respondents	Percentage%
a) Delay or failure in school fees	19	48.7%
b) Poor feeding hence malnutrition	2	5.1%
c) Lack of Scholastic materials	12	30.8%
d) Poor academic performance	6	15.4%
TOTAL	39	100%

**Source: Primary data**

The study discovered that the number of pupils dropping out increased from 2005-2007 where by eleven teachers out of seventeen respondents agreed that the number increased from 2005-2007. Where as six disagreed. And the results were summarized in table 4 below.

**Table 4: The increase in the number of drop outs between 2005 - 2007**

No of respondents	Agreed	%	Disagreed	%	Didn't Know	%
17	11	64.7%	6	35.3%	-	-

**Source: Primary data**

The study also found out that the female are most categories of people affected by poverty. Five out of eight respondents voted for it, followed by the youth and lastly the male. These were summarized in the table 5 below.

**Table 5; The category of people mostly affected by poverty.**

Category	Respondents	Percentage %
Male	1	12.5%
Female	5	62.5%
Youth	2	25%
Total	8	100%

**Source: Primary data**

From table 5 above it was indicated that female are the people mostly affected by poverty (62.5%), followed by the youth (25%) and the male are less affected (12.5%) were the sited effect.

**Table 6. The pupils who drop out of school mainly come from**

Category	Respondents or frequency	Percentage %
Poor families only	6	15.4%
Rich families only	3	7.7%
Both rich and poor families	30	76.9%
Total	39	100%

**Source: Primary data**

Table 6 above showed that pupils who drop out of school are from both rich and poor families (76.9%), those from poor families only (15.4%) and those from rich families only (7.7%).

It was also discovered that poor children are more likely than the children of the affluent to attend schools with poor resources, which means that they are less likely to receive an enriched education experiences. Similarly most poor young people live in communities where

the opportunity to apply academic skills and build new ones is either not available or not accessible.

The level of affluence also affects how long children will stay in school, because even public school is costly. These financial demands pressure younger stars from poorer families to drop out of school prematurely to go to work.

#### 4.0.4 Solutions for school drop outs

Poverty as the most important factor leading to school drop out is a national problem and must be attacked with massive national wide programs financed largely and organized by the government and the community. Poverty must be addressed at the federal level to ensure that the poor through out the nation will receive equal benefits and services.

The study discovered solutions for school drop outs where the alternatives were given to the respondents to vote for the best solutions of school drop out, and the results were summarized in the table below.

**Table 7. Solutions for school drop outs.**

<b>Solutions</b>	<b>Number of respondents</b>	<b>Percentage 0/)</b>
Imprisoning the drop outs	-	-
Promoting UPE	22	81,5%
Providing proper health care	3	11 .1 %
Giving loans to parents	2	7.4%
Imprisoning their parents	-	-
Total	27	100%

**Source: Primary data**

From table 7 above, it was found from the study that school drop out would be solved by promoting Universal Primary Education (UPE) Twenty two out of twenty seven respondents

supported it. Where as three supported the provision of proper health care, two voted for giving loans to parents to increase on their capital for investment and earn enough income for school fees and other requirements. None voted for the imprisonment of drop outs and their parents.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

#### 5.0 INTRODUCTION

This chapter gives the major findings, general conclusion and what the research recommends or suggests to be done to solve the problem of poverty and school drop out in relation to what was found out in the study.

##### 5.0.1 MAJOR FINDINGS

The major findings were about the causes of school drop outs, effects of poverty on pupils in primary schools and the entire community plus the solutions for school drop outs.

Therefore it was found out that school drop out is mostly caused by poverty with 82.3%, peer group pressure with 11.8% and pregnancy 5.9% as observed from the questionnaires. Addition to that, Mr. Lubanga suggested polygamous families without proper income together with incurable diseases like Aids which leads to lose of parents also contributes to the school drop out of children as found out from the interview.

More to that, the findings were about the extent of the effects of poverty on pupils in primary school and the entire community. Delay or failure in school fees was found as the leading effect (48.7%). lack of scholastic materials (30.8%), poor academic performance (15.4%), poor feeding hence malnutrition (5.4%) and increased number of illiterate and idle people were the discovered effects.

Last but not least, solutions for school drop out. The following were found to be solutions for school drop out. Promoting universal primary education (UPE) was seen as the most important solution (81.5%), providing proper health care (11,1%), giving loans to parents(7.2%) so that to work hard and increase income as the source of school fees as found out from the questionnaires. The following were also found out from some interviewed

parents and teachers: promotion of family planning, guiding and counseling the pupils mention a few were the found solutions for school drop out.

### 5.0.2 CONCLUSION

School drop out in Nairobi City and Kenya at large has remained unsolved problem due to poverty as the leading factor which brings about a delay or failure in school fees, poor feeding hence malnutrition, high cost of living due to price hike on basic commodities, and poor academic performance in addition to other causes such as pregnancy, illness, peer group pressure among others.

Although the promotion of Free Primary Education (FPE) alone in public schools was suggested as the solution for school drop out, it was found out from the study that the drop outs are from both rich and poor families. There fore, providing proper health care, giving loans to parents so as to increase their income together with other solutions would work hand in hand with FPE to solve the problem of school drop out.

### 5.0.3 RECOMMENDATION AND POLICY IMPLICATION

Basing on the findings made in the field and the proceeding discussion, the researcher recommended the following:

The government should continue promoting and make proper follow up of the Free Primary Education policy to ensure that all school going children keep in schools and be able to complete and proceed for further studies.

The government should also put reforms on equality in income. In effect, the government should take the money it receives in taxes, taking disproportionately from the wealthy people and redistribute it to the poor people to fill the gap between the rich and the poor people. For example through free education for the poor.

Poverty can be eliminated through massive infusion of money and compensatory programmes, coupled with government mandates and state cooperation.

For poor parents, in the work force, at least three things should be done.

- 1) Subsidized child care that is safe.
- 2) A guarantee that they keep their welfare payments, which are gradually reduced as their pay increases.
- 3) A guarantee of health and education insurance

The government should strengthen PEAP as a policy to eradicate poverty in both fields of political, social and economic activities.

The government should also put policies against defilement so as to reduce on early pregnancy of primary pupils so that to reduce on school drop out due to pregnancy.

Parents should guide and counsel their children through encouraging them to study hard to be important people in future. Parents should also work hard to earn enough income so as to be able to cater for their children in terms of education health and feeding in order for their children to attain interest in studying.

The government should also provide special care for the orphans through offering them with scholastic materials, such as books, pens, pencils, uniform and others plus free education so that to enable them keep in school up to the end of their studies.

Children from poor families should realize that even poor children prosper in education.

#### 5.0.4 AREAS OF FURTHER RESEARCH

In line with the above discussion, the researcher suggested further research to be carried out on the effects of poverty on education standard

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## APPENDIX A

### TRANSMITTAL LETTER

TRUPHOSA KORIR  
KAMPALA INTERNATIONAL UNIVERSITY  
P.O BOX 20000  
KAMPALA

Name: TRUPHOSA KORIR  
Designation: Teacher  
School: Eastleigh Airport Primary School  
Address: P.O Box 16341 NAIROBI, KENYA

Dear Sir/Madam

REF: PERMISSION TO DO RESEARCH

I am a graduating student at Kampala International University (Uganda) and a teacher at Eastleigh Airport Primary School.

I am carrying out a research on effects of poverty on school dropouts in primary schools in Kamukunji Division, Nairobi (Kenya) a fulfillment for the award of BED in Special Needs Education.

I hereby request you for permission to collect information from your school. All information will be handled confidentially.

Thanking you in advance for accepting my request

Yours faithfully

TRUPHOSA KORIR

**APPENDIX B.**

**QUESTIONNAIRES**

**QUESTIONS TO BE COMPLETED BY TEACHERS**

Dear respondents, these questionnaires are about poverty and school drop out. I kindly request you to cooperate with me by filling in the questions provided. Read carefully and tick in the boxes for the appropriate answers of your choice.

Date.....

1. AGE

SEX: MALE  FEMALE

SCHOOL.....

EDUCATION LEVEL.....

HEADMASTER

HEAD TEACHER

TEACHER

2. What do you think is the common cause of school drop out?

a) Pregnancy

b.) Poverty

c) Illness

d) Peer group pressure

3. Solutions to school drop out.

5. Very important, 4. Important, 3. Just important, 2. Fairly important,  
1,. Least Important

## Solutions

1. Promoting universal Primary Education	1	2	3	4	5
2. Imprisoning the school drop outs					
3. Providing proper health care					
4. Giving loans to parents so as to increase on their investment					
5. Imprisoning their parents					

4. Has the dropping out of your school increased from 2002-2005

a. Yes

b. NO

c. I don't know

THANKS



## QUESTIONS TO BE COMPLETED BY PARENTS

Dear respondents, these questionnaires are about poverty and school drop out. I kindly request you to cooperate with me by filling in the questions provided. Read carefully and tick in the boxes for the appropriate answers of your choice.

Date.....

AGE: 18-28                      29-38                      39-48                      49-above

SEX:            MALE                                  FEMALE           

MARITAL STATUS:

MARRIED

SINGLE

MARRIED WITH ONE WIFE

MARRIED WITH MORE THAN ONE WIFE

WIDOWED

DIVORCED

OCCUPATION

2. Solutions to school drop out

5. Very important, 4. Important 3. Just important, 2. Fairly important

1 Least important

Solutions	1	2	3	4	5
1. Promoting universal Primary Education					
2. Imprisoning the school drop outs					
3. Providing proper health care					
4. Giving loans to parents so as to increase on their investment					
5. Imprisoning their parents					

3. Which one the following categories of pupils are mostly affected by poverty

- (a) The male
- (b) The female
- (c) The youth

**THANKS**

**QUESTIONS TO BE COMPLETED BY PUPILS**

Dear pupils, these questionnaires are about poverty and school drop out. I kindly request you to cooperate with me by filling in the boxes for your appropriate answer.

Date.....

1. SEX: MALE  FEMALE

CLASS.....

*Parental status*

- i) With both parents
- ii) Orphans with no guardian
- iii) Single parents: Mother   
Father
- iv) Orphans with guardians

2. What is the most serious effect of poverty on pupils in primary schools?

- a) Delay or failure in school fees
- b) Poor feeding leading to malnutrition
- c) Leads to lack of scholastic materials
- d) Pupils dropping out of school

3. Pupils who drop out of schools are mainly from.....

- a) Poor families only
- b) Rich families only
- c) Both rich and poor families

**THANKS**

**APPENDIX C**

**INTERVIEW GUIDE**

TO BE ANSWERED BY PARENTS AND TEACHERS

Date.....

1. What has been the causes of poverty to your family and how has it led to school dropouts.....  
.....  
.....  
.....  
.....

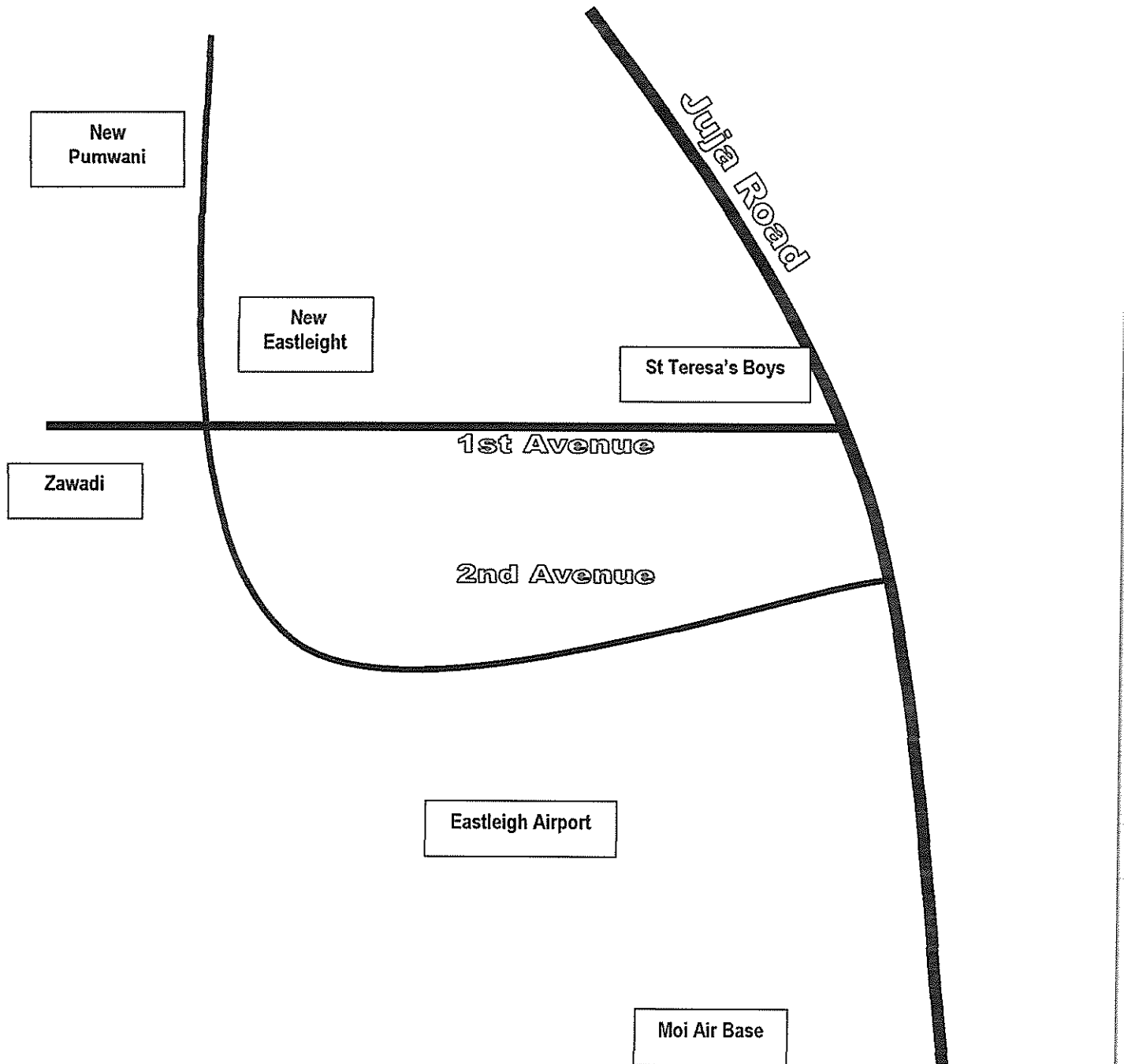
2. In which ways does poverty affect family education?  
.....  
.....  
.....  
.....

3. Does poor health of children and hence poor performance lead to school drop out?  
.....  
.....  
.....  
.....

4. As a parent what have you done to reduce on the school drop outs?  
.....  
.....  
.....  
.....

APPENDIX D

MAP OF THE RESEARCH ENVIRONMENT



## CURRICULUM VITAE

### PERSONAL BACKGROUND

Name: TRUPHOSA KORIR  
Reg No: BED/10007/52/DF  
Age: 42  
Gender: FEMALE  
Civil Status: TEACHER  
Address: PO. BOX 7059 ELDORET, KENYA  
Date of birth: 09 OCTOBER 1964

### EDUCATION BACKGROUND

College: KENYA INSTITUTE OF SPECIAL EDUCATION (DIPLOMA)  
SHANZU TEACHERS TRAINING COLLEGE (PI CERTIFICATE)  
Secondary: KAPSABET GIRLS SECONDARY SCHOOL (O LEVEL)  
Elementary: HILL SCHOOL PRIMARY (CPE)

### Research Experience:

COURSE BED SPECIAL NEEDS EDUCATION

EFFECTS OF POVERTY ON SCHOOL DROPOUTS IN PRIMARY  
SCHOOLS IN KAMUKUNJI DIVISION, NAIROBI (KENYA)