

**CULTURAL PRACTICES AND SCHOOL DROP OUT IN SELECTED
PRIMARY SCHOOL IN TANA DELTA DISTRICT,
COAST PROVINCE, KENYA**

A Thesis

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Master of Education Management

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DECLARATION A

"This Thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".

ABDI BILE SULAIMAN


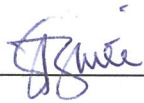
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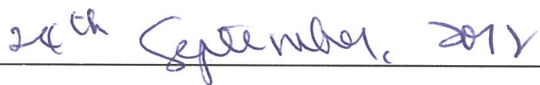
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DECLARATION B

"I/we confirm that the work reported in this thesis was carried out by the candidate under my/our supervision".



Name and Signature of Supervisor



Date

DEDICATION

I dedicate this work to my family and friends for their care and support. My mum Habiba, my wives Hasna & Halima for the concern and sincerity love throughout my studies. This is my original.

ACKNOWLEDGEMENT

First and foremost, the researcher wishes to give sincere thanks to the Almighty God for giving him the strength, courage, wisdom and protection throughout the study.

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May God's blessings be upon all those acknowledged.

ABSTRACT

The study correlates cultural practices and school dropout in selected primary school in Tana delta district, coast province, Kenya. The purpose of the study was to; (a) Test the null hypothesis of no significant relationship between cultural practices and school dropout, (b) Validating the "influential theory" of Fin (1993), (c) To bridge the gaps identified in the literature review, (d) to contributes to the existing knowledge in the field of cultural practices and school dropout. The study was guided by the following specific objectives: (a) To determine the profile of the respondents in term of gender, age, level of education and year of experiences. (b) To determine the level of cultural practices in selected primary schools under study. (c) To determine the level of school dropout in selected primary schools under study. (d) To establish if there is a significant relationship between level of cultural practices and school dropout. Using 15 selected primary schools out of 57 in Tana Delta district, the respondents of the study were basically 187 teachers. The study employed descriptive comparative and corelational survey design to analyze the data. Frequency and percentages was used to analyze the profile of the respondents. Mean was used for objective two and three, objective four was analyzed using pearson's linear correlation coefficient and regression analysis. The findings of the study includes that, there is high cultural practices in Tana Delta district, there also high dropout rates in schools and there is significant relationship between cultural practices and school dropout in the district .The study recommends that The government of Kenya should organize awareness education campaigns to communities on the impact of cultural practices to school dropout. Equal opportunity of education should be given to both boys and girls. The cultural practices that hinder learning opportunity should discouraged e.g. female circumcision, early marriage, child labour etc. Teachers should be encouraged to seek for further education in order to add more on their experience and finally he government of Kenya should subside the cost of education so that it becomes affordable to teachers and the community at large.

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CHAPTER ONE THE PROBLEM AND ITS SCOPE

Background of the study

In almost all developing countries, school dropout or low completion rates have been a subject of interest to academics, researchers, and policy makers for a long time. According to the Poverty Status Report (PSR, 2005), the phenomenon of high school dropout rate continues to pose a big challenge to the successful implementation of national policies. Although the findings of various studies differ depending on the peculiar country specific situations, rural- urban divide, gender bias, and distance to school appear to be the most common elements in all the studies. At independence, Kenya inherited an education system that was characterized by racial segregation and different types of curriculum for various races namely Europeans, Asians, Arabs and Africans, UNESCO (2005). The colonial school had a different curriculum from that of African independent. According to Otach (2008) before 1960 free universal primary education had not extended to African children in any of the East African British colonies racial, discrimination in primary education was still intact. The expansion of universal primary education remained a crucial problem in the colonial era. The situation did not radically change with the achievement of independence in 1963. ACTION AID Kenya (2004) reports that the achievement independent heightened pressure it increase the school population and rapid more toward Universal Primary Education. The correct system of primary education system in Kenya begins at the age of 6 or 7 after completion of Nursery school. Children in Kenya are supposed to undergo eight years in primary education that's from std1-std8 before sitting for Kenya Certificate Primary Education (KCPE). Evidence overwhelming students dropping school at primary level amplified controversy in the global. In most African countries children starts primary school in greater number but the number reduce generally, the dropout rates

are significant and lead to low level of primary school completion. In Kenya there is high enrolment in primary education due to free primary education, but this number reduce as they move to next class. It is clear evidence that then number of people in lower primary class is higher than those in upper classes in most primary schools in Kenya. This means that some pupils drop the school at early stage in primary schools. The dropout in school is cause by many factors one of the being cultural practices of the societies in Kenya.

In a recent survey of UIS data (Bruneforth, 2006) on Burkina Faso, Ethiopia, Kenya, Mali, Mozambique, Namibia and Nigeria on the characteristics of children who drop out of school, a number of conclusions were drawn. More than half of all children aged 10 to 19 who had already left primary school did so without completion in Burkina Faso, Ethiopia, Kenya, Mali and Mozambique, children dropping out from primary school were often over-age learners (around one third overall), and in four countries over-age learners accounted for 60% of drop outs. Differences in school completion are most stark between children from urban and rural areas. In Burkina Faso, Ethiopia, Kenya, Mali and Mozambique, more than 80% of rural children who had left primary school dropped out. Percentages are less than half of this amount for urban children. Differences were also vast between the two poorest and richest wealth quintiles. In Burkina Faso, Mali and Mozambique, more than 90% of children from the poorest 40% of households (the two poorest quintiles) who left primary school did not complete it. Drop out is much less for the richest 40% of households.

A variety of patterns around drop out emerge, but these differ according to context.

This paper reviews research pertaining cultural practices and school dropout. Failure to complete a basic cycle of primary school, do not only limits future opportunities for children but also present a significant drain on limited resource that country have for the provision of primary education,

World Bank (2007). It is clear declaration that society as whole and educational institutions in particular were not providing for the welfare of all its students citizenry, the marginalized groups were most serious at risk of dropping out and they were often remain hidden to policy and intervention.

Statement of the Problem

Free primary education, FPE (2003) was widely assumed to be required to ensure that poor gain enrolment. In Tana Delta district school there were high school dropout due to strong cultural practices such early marriage, female circumcision, child labour among others . Policies to improve the school progression and reduce the number of children dropping out of school, were critical and most of them fail to complete a basic cycle of primary education. Children were dropping out without completing primary school. The dropout rates for primary school are dramatic in Kenya, affecting not only the street children Kelvin Lillis (1992). It's clear that, number of children enrolled in primary school has increased over time, but a significant proportion of children who started primary school are not completing this cycle, their brief schooling experience consists frequently of limited learning opportunities, Alexander (2008). Failure to complete a basic cycle of primary school not only limit future opportunities for the children but also represent a significant drain on the limited resource that a counties have for the provision of primary education, also the marginalized drops the most seriously at risk of dropping out they often remain hidden to policy and intervention.

According to Hont (2008) dropout is often a process rather than the result of one single event and therefore has more that one proximate. There are many factor are associate with dropout, some of which are: Cultural practices, Economic factor, Political factor, Environment factors.

In the light of above factors, the prevailing problem which this study intend to investigate is cultural practices and school dropout, which has whole

led to child labour, early marriages, drug abuse, gangsters, street children and other anti social practices.

Purpose of the Study

The study was carried out;

1. To test the null hypothesis of no significant relationship between cultural practices and school dropout.
2. To validate influential theory of Fin (1993).
3. To bridge the gaps identified during literature review.
4. To contribute to the existing knowledge in the field of cultural practices and school dropout.

Research Objectives

General Objective; The study correlates cultural practices and school dropout in selected primary school in Tana delta district in Kenya.

Specific objectives:

The specific objectives of the study are;

1. To determine the profile of respondent in terms of gender, age, level of education and years of teaching experiences.
2. To determine the level of cultural practices in selected primary schools.
3. To determine the level of school dropout in selected primary schools under study.
4. To establish if there is a significant relationship between level of cultural practices and level of school dropout in selected primary school under study.

Research Questions

The study was guided by the following research questions;

1. What is the profile of respondent in terms of age, gender, level of education and year of teaching experience?
2. What is the level of cultural practices among the selected primary school under study?

3. What is the level of school dropout among the selected primary school under study?
4. Is there a significant relationship between the level of cultural practices and school dropout?

Hypothesis

There is no significant relationship between the level of cultural practices and school dropout.

Scope

Geographical scope

The study was conducted in Tana delta district, coast province in Kenya .

Time scope

The study was conducted between April 2012 to August 2012.

Content scope

The study intended to examine the level of cultural practices and school dropout, the strength and weaknesses of these aspect and significant relationship in cultural practices and school drop, cause and effect relationship between the independent variables (cultural practice) and dependent variable (school dropout).

Theoretical scope.

The study employed Fin (1993) " influential theory".

Significance of the Study

The findings of the study will serve as an eye opener to the **teachers** in their roles to help pupils' dropping out of school. The findings will also serve as base line information for **school administration** to plan for the necessary measures to be taken to reduce school dropouts and collaborate

with parents to educate their children so that they become desirable members of the society and the nation in future.

The **Ministry of Education** and the Government will use the findings to monitor and evaluate the school environment and provide necessary facilities and equipment in schools.

The findings will help the **curriculum developers** to integrate the useful cultures of society in the curriculum to make education meaningful and useful to the society. The findings will also help **other researchers** to identify the gaps and embark on a related study.

Operational definition of the terms

For the purpose of the study, the following terms are operationally defined:

Cultural practices; refer to behavior patterns of people, the material possession and ideas value and attitude of the society. Cultural practices are traditional activities that are more or less practical or done by different communities, these practices includes early marriages, child labour and female genital mutilation.

Drop-out can be defined as a child who enrolls in school but fails to complete the relevant level of the educational cycle.

At the primary level this means that the drop-out fails to reach the final grade, usually std 8.

Profile of respondents refer to the attributes of the respondent in term of gender, age, level of education and years of teaching experiences.

CHAPTER TWO
REVIEW OF RELATED LITERATURE
Concepts, Opinion, Ideas from Authors/ Experts.

Cultural practices

According to Tylor (1871) culture is that complex whole which includes knowledge, belief, art, moral law, custom and any other capacities and habits by man as a member of society. According to Merriam Webster college dictionary (1993) culture as the integrated pattern of human knowledge beliefs and behavior that depends up man's capacity for learning and transmitting knowledge to succeeding generations.

Cultural practices general refer to the manifestation of a culture sub-culture especially in regards to the traditional and customary practices of a particular ethnic or other cultural group, example of the cultural practices that affecting learning in our societies includes, early marriages, circumcision and initiation and child labour practices. Cultural practices in some society required the girls and boys stay out of school temporary or permanently to interfere with her/his education.

Early marriage takes places for economic, cultural religious, social and emotional reason. In many countries especially among poor migrant or displaced communities, marriage at young age is common. Usually it is girls who marry early than boys. The gender inequality present in all aspects of society, including education, leads to girl often lacking life skill and negotiating power. The physical emotion and social effects of early marriage are varied, but one of the most common is the withdrawal of girls and boys in formal education (Lewis 2006). Early marriage is a global issue which can violent the right of girls and boys, both in the generation and next. It affect the education and well being of millions of children and has a knock- on affect for the poverty and development of communities due to close link between early marriage and education, those of us involved in education are well placed to find out more about the cause of and impact of early marriage.

Similarly, Kasente, (2004), Kakuru (2003)_ explain how early marriages influence children's dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty. Uganda participatory poverty assessment (UPPAP, 2000) indicates that marrying off these girls would benefit her family in terms of attaining bride price.

According to Lewis (2006), schools have a policy of refusing to allow married girl or pregnant girls to return to school. They may believe that it will set a bad example to other pupils or parent will be angry to see the school go against the traditional belief. Even if they do permit girls to return to the school environment, rules timetable and physical condition can make it too difficult for the girls or boys to attend school and perform her/his duties as wife or husband at the same time. The cumulative effect of gender biases in home and school is to lower the educational and career aspiration of many girls and boy thus provoke premature exit from the education system and/ or undermining their achievement level. Early marriages and teenage pregnancy are major impediment or retaining girls in education system.

According to Olayinku (1987) the psychological trauma, painful intercourse, complication result girls participation as school activities may be affected negatively and therefore FGM practices are investigated to establish its entire effect on the girl child in the study. According to the World Bank confidential report (1994) assets that FGM has negative reperculation on child education as girls may kept out of school for several days, weeks or months or even be withdrawn as a direct result of FGM. Inequality in education provision perpetuates power imbalance between boys and girls, the structural inequality that characterizes relationship between the genders in Kenya society affect educational opportunities. Inequality based on gender differential is reflected not only in the division of labour within the home but in values and practices, such as bride payment, early marriage, in conflict

situation girls are exposed to greater risk of sexual violence and abuse within the school environment. Gender inequality translates into discrimination which is sometime very subtle. Evidence of gender discrimination may be found in teachers, pupil and peer group interaction which may lead to termination of attending such schools. Schools are part of the community in which they exist and manifest the characteristics of those communities (Peshkin 1997). These communities exist in poverty and many children grow up without employed or educated role models. This may contribute to the lack of importance put on obtaining a good education by and parents alike. John Ogbu argues that the main reason for the low school achievement in many non-immigrant minority groups (such as African-Americans and Native Americans) is that those students, along with their parents and peers, are convinced that school success will not help them break out of a cycle of poverty that they attribute to racism in American society. This is opposed to voluntary immigrant groups that believe there is more opportunity in America than their country of origin, often seen as dependent upon a good education (Erikson 1987). Many factors contribute to Native American students' low graduation rates in the United States.

Cultural differences between non-Indian teachers and Indian students impede learning in the classroom. Differences in community values and school values can make students feel they need to choose between the community and the school, often meaning they feel they are really choosing between their Indian identity and the non-Indian world. The history of Native American education also can emphasize this difference as elders may see schooling as a tool of assimilation and not encourage success in what they see as the non-Indian world. The condition of poverty and the lack of opportunities on many reservations can also discourage the effort needed to do well in school and complete an education.

There is a substantial research literature on various aspects of child labour and educational access, including the relationships between child labour and poverty; the types of work children are carrying out (paid, household-unpaid, agricultural); household structure, educational access and work; whether child work hinders or helps access to schooling; the gendered and locational part of working and access. The processes of dropping out and in some cases to enabling retention Child labour is widely practiced in almost the world, in Kenya the common causes are poverty, cultural beliefs and practices. Children refusal is attend schools home background whereby some parents encourage their children to do odd jobs to cater for their needs. According to belief and practices of some community children some children are supposed to learn practically their traditions and norms in early age, and therefore, engage children in both economical and cultural activities of their societies for example in Kenya children from pastoralist communities are supposed to engage in looking of calves, goats and child girls are supposed to participate household duties like cooking, fetching firewood, cleaning, taking care of children etc. according to MOES reports(2003) pastoralist migrate with and across the boundaries in search of grazing ground for their livestock. As these migrations invariable involved entire families it is difficult for the children to enroll or retain in normal primary school.

School dropout

According to Collins English dictionary-completed and unbridged (2003) drop out refer to abandon or withdraw from school. According to Lesley brown (1973) drop out refer to as a person who dropout of a course of activity or study or who abandon convectional society in favour of alternative lifestyle. According to Bachman, Green and Wirtanen (1971) dropout is a pupil who leaves, school for any reason except death, before graduation or completion or a program for study and without transferring to another school. Accout North Carolina report (2007) drop out defined as any student who leaves school for any reason before graduation or completion or programme of studies without transferring to another school.

In almost all developing countries, school dropout or low completion rates have been a subject of interest to academics, researchers, and policy makers for a long time. According to the Poverty Status Report (PRS, 2005) the phenomenon of high school dropout rate continues to pose a big challenge to the successful implementation of national policies. Although the findings of various studies differ depending on the peculiar country specific situations, rural- urban divide, gender bias, and distance to school appear to be the most common elements in all studies, in this section we review the findings of some the studies pertaining to drop out rates at households levels with greater emphasis on Kenya.

The problem of dropout is thus disquieting to policy makers since it partly reflects the inadequacy of a schooling system in terms of either school quality or quantity. Noteworthy to mention is that school dropouts are usually associated with chronically high unemployment levels, low earnings, and poor healthy outcomes (McNeal 1995; Pallas 1987; Rumberger 1987), and persistent poverty among certain segments of society (Chernichovsky,1985). Taken aggregately, these individual-level consequences of primary school dropouts are perilous to national development by undermining national human capital development efforts. Given the glaring dropout rate of pupils

and ghastly effects of primary school dropout, there is therefore a dire need to establish the socio-economic factors that influence the probability of pupils dropping out of school

This study by Holmes (2003) found out that overall, females receive less education than males, and they tend to drop out or are withdrawn earlier for economic and social- cultural reasons. The study further argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household. The Bangladesh study found that the average age of a grade I, drop-out was almost 11 years. A grade II drop-out averaged 12 years and a grade III drop-out was on average 12% years old. The estimated mean difference between current age of drop-outs and of enrolled children was over three years in grade I. This decreased slightly in the higher grades. Odaga and Henveld (1995) further note that parents worry about wasting money on education of girls because they are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental investment is lost this therefore perpetuates parents discouraging the girl child from continuing with school.

Findings with regard to the impact of parents' education on schooling of children show that the children of more educated parents are more likely to be enrolled and more likely to progress further through school. Holmes (2003) shows that this impact differs by gender, the education of the father increases the expected level of school retention of boys, and that of the mother's enhances the education attainment of girls. Similarly other studies by Behrman et al (1999) and Swada and Lokshin (2001) reported a consistently positive and significant coefficient of father's and mother's education at all levels of education except at secondary school level.

United Nations Children Fund (UNICEF, 1999); moeş, (1995); Government of Uganda (GOU, 1999) Horn (1992); all demonstrate that

parental decisions do affect children retention. Students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making are generally more involved in their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school (Astone and McLanalan, 1991; Rumberge et al, 1990; Rumber 1995; Odaga and Henveld, 1995; and Russel, 2001). Taking into account of the gender dimension of dropouts, UNICEF, (2005) notes that girls are more likely to dropout than boys and that pupils whose mother's have not attained any level of education will most likely drop out of school.

Russel, (2001); Bickel and Pagaiannis, (1988); Clark, (1992); and Rumberger, (1983) demonstrates that communities can influence dropout rates by providing employment opportunities during school. While some researchers have found out that work can contribute to a student dropping but, others have over 14 hours per week (Mann 1986, 1989). Other research place the critical level for employment higher, at 20 hours per week (Winters 1986), with the likelihood of dropping out increasing with the number of hours worked. In another study by MoES (2001, the rates of dropout in all government- aided schools for girls and boys are almost equal. The total number of male dropouts for 2011 was 164,986 (50.6%), while that of females was 160,932(49.4%) giving a national total of 325,918. In an account for the gender disparity in primary school drop, Nyanzi (2001) put forward that marriage, pregnancy, and sickness are the major causes of dropout among the girl children while amongst the boys, they include; jobs, lack of interest dismissal and fees.

Theoretical perspective

Theoretical conceptualizations have helped elucidate the important role of student engagement in school and learning and have drawn attention to key elements of engagement such as student participation, identification,

social bonding, and personal investment in learning (Finn, 1993; Maehr & Midgley, 1996; Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989). Many theories have contributed significantly to the development of interventions aimed at preventing dropout and promoting school completion. Finn's (1993) theory has been extremely influential in supporting the notion that school engagement is integral to school completion. His model of dropout prevention suggests students must both actively participate in school and have a feeling of identification with school in order for them to remain in school and graduate. Student participation includes behavioral indicators such as attending school, being prepared for work, and being involved in extracurricular activities. The psychological indicators of identification with school include the feelings and sense of belonging associated with school engagement. Finn's Theory suggests that student participation in activities is directly related to successful school performance, which promotes identification with school.

Related studies

Hersh (1998) rightly observes that important practices exist which celebrate lifecycle transitions and perpetuate community cohesion or important traditional values to subsequent generations. Thus Hersh quotes a joint WHO/UNICEF/UNFPA statement of 1996 as stating that: *Human behaviours and cultural values however senseless or destructive they may appear from the personal and cultural standpoint of others, have meaning and fulfill a function for those who practice them.*

That various cultural practices have a role to play in the sustenance of the fabric of societies is not in dispute. However, studies have shown that a lot is done in the name of preserving culture, which erodes the physical and psychological health, dignity and integrity of certain individuals in society.

According to Hersh, FGM practised in some 28 African countries as well as in some Arab and Asian countries, and in immigrant communities in

Europe, Australia and the United States, is a good case in point. What is passed on from one generation to another often includes constructive and destructive cultural elements such as FGM.

In Malawi some studies have been carried out which show that there are many cultural practices some of which have elements that are destructive to society in various ways. Most of these studies, however, have not directly linked cultural practices with issues of human rights. This should be expected because open discussion of human rights is a recent development which dates back only to the mid-1990s when Malawi adopted the multiparty dispensation. Some of the few studies that have tackled the issues of cultural practices in the context of human rights are reviewed here.

The MHRC (2005) instituted an investigative research into the existence of cultural practices that are harmful to the girl child in Kasungu District. The research found that the initiation of girls aged 12 to 15 years who have attained puberty, takes place in the areas of T.A Lukwa and T.A Kaomba. Over a period that may be as long as 2 weeks, the girls are counselled by *anamkungwi* on the developments taking place in their bodies and how they should take care of themselves. The research established that during the counselling sessions the girls are taught how to dance *chisamba* before they are presented to the community as young women. The MHRC found that the girls are taught this dance as a way of preparing them for their role of satisfying their husbands in bed. The girls dance bare-breasted in a very explicit manner as they are being presented to the whole community.

The MHRC observed that the initiation practice and *chisamba* impinge on a number of rights of the girl child such as the right to education, the right to health, and the right to personal liberty and dignity. It makes a number of recommendations including the need for sensitisation programmes targeting *anamkungwi* and chiefs on the disadvantaged situation of girls in the

communities and the effects of harmful cultural practices on the lives of young girls.

Ntata and Sinoya (1999) examined customary law and the UN Conventions on Women and Children's rights and found that there were more cultural practices that contradicted or were in conflict with CEDAW and CRC than those which complemented the Conventions. Research suggests that a range of interrelated demand and supply factors interact to influence how and why children drop out from school.

Household income is found to be an important factor in determining access to education as schooling potentially incurs a range of costs, both upfront and hidden. Upfront costs include school fees, while the more hidden costs include uniforms, travel, equipment and the opportunity costs of sending a child to school. Household income is linked to a range of factors: when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out (Croft, 2002:87-88). There are some research studies which look at how household income interacts with dropping out of school in particular. A number of studies highlight the link between poverty and dropping out from school (Birdsall et al, 2005; Boyle et al, 2002; Brown & Park, 2002; Bruneforth, 2006; Cardoso & Verner, 2007; Oakum cited in Ackers et al, 2001:369; Dachi & Garrett 2005, Hunter & May, 2003; Porteus et al, 2000; Ranasinghe & Hartog, 2002; UIS & UNICEF, 2005; Vavrus, 2002). Porteus et al (2000:10), whilst describing exclusions rather than drop out per se, paint poverty as 'the most common primary and seen contributory reason for students to be out of school' and Hunter and May (2003:5) call poverty, 'a plausible explanation of school disruption.

The decision to leave school is typically not an instantaneous event (Finn, 1993). Many students who drop out are expressing an extreme form of disengagement from school that has been foreshadowed by indicators of withdrawal (e.g., poor attendance) and unsuccessful school experiences

(e.g., academic or behavioral difficulties) (Rumberger, 1995). These overt indicators of disengagement are generally accompanied by feelings of alienation, a poor sense of belonging, and general dislike for school (Ekstrom, Goertz, Pollack, & Rock, 1986). The path leading toward school withdrawal begins early. Retrospective studies show the identification of dropouts can be accomplished with reasonable accuracy based on review of school performance (behavior, attendance, academics) during the elementary years (Harrington & Hendricks, 1989).

According to Fin (1982) dropouts are critically and politically astute students not withstanding because of its self imposed or inflicted marginalization brought about by leaving school. The social consequences are increased need for public assistance by those who dropout to some degree disenfranchisement from society and its institution. Reasons for dropping out are culturally irrelevant curriculum dissatisfaction with teachers, multiple family problems and cultural conflict between household. According to MOES reports (2003) educational statistics in Kenya there is clear indication of failure of primary school system to retain pupils whether boys or girls for the duration of education cycle. Approximately 8% of the children who begin school do not complete several years to school to reach terminal year of primary school.

Summary of gaps detected

No study has compared the level of cultural practices and school drop out in Tana delta district of coast province, Kenya. This study covered the gap and contributed towards knowledge generation by revealing that cultural practices and school drop out do significantly relate.

CHAPTER THREE METHODOLOGY

Research Design

This research study employed descriptive comparative and correlational survey design. The descriptive comparative was used because the researcher was interested to compare the cultural practices and school dropout. The descriptive correctional design was used because the study was interested in relating level of cultural practices and school dropout. It was survey because it involved quiet a big sample

Research Population

Tana River County in Tana Delta District has 57 primary schools with population of 352 teachers.

Sample Size

The total target population is 352. A minimum sample size of 187 study was derived using Sloven's formula. Refer to appendix v.

**Table 1
Respondents of the study**

School	Target population	Sample size
Garsen primary school	27	27
Furaha primary school	20	20
Kipao primary school	17	17
Nduru primary school	11	11
Handaraku primary school	8	8
Mauwa primary school	13	13
Danisa primary school	12	12
Shirikisho primary school	13	13
Chamwanamuma pri sch	12	12
Didaade primary school	8	8
Imani primary school	8	8
Gamba primary school	11	11
Kipini primary school	13	13
Onwardei primary school	7	7
Sera primary school	7	7
TOTAL	187	187

Sampling procedure

Universal sampling was used to select 15 primary schools and all the teachers from the 15 schools were selected because the size was manageable. Each selected teacher was only entitled to one questionnaire.

Research Instruments

The research instruments utilized in the study were;

1. Face sheet to collect data on the profile characteristics of respondents in terms of age, gender, level of education, years of teaching experience.
2. Unstandardized Questionnaire items on cultural practices.
3. Unstandardized Questionnaire items on school dropout.

For cultural practices and school dropout the response order is 4= Strongly agree—you agree with no doubt, 3= Agree _You agree with some doubt, Disagree ,_ You disagree with some doubtm,1= Strongly disagree _ You disagree with no doubt.

Validity and Reliability of Instrument

Content validity of the instruments was ensured through use of valid concepts and/or words which measure the study variables. The instruments were given to content experts to evaluate the relevance, wording and clarity of questions or items in the instrument, after which a content validity index was computed. A content validity index of 0.798 was greater than 0.7 which is the minimum CVI used to declare an instrument content validity, as per Amin (2005).The Cronbach's alpha coefficient was used to ensure reliability of the instrument, using SPSS. A Cronbach Alpha stated by Amin (2005) of 0.816 was got, which is greater than 0.75, and so the instrument was declared reliable.

Data Gathering Procedures

Before the administration of the questionnaires

1. An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to solicit approval to conduct the study from respective heads of primary schools.
2. When approved, the researcher secured a list of the qualified respondents from the school authorities in charge and selected through universal sampling from this list to arrive at the sample size.
3. Reproduced more than enough questionnaires for distribution.
4. Selected research assistants who would assist in the data collection; briefed and oriented them in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasize retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all are answered.

After the administration of the questionnaires

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Data Analysis

Data on profile of respondents was analysed using simple frequency tables and percentage distribution. Means were used to determine the level of cultural practices and school dropout. Pearson's linear correlation coefficient (PLCC) was used to determine the significant relationship between

cultural practices and school dropout. The following numerical values and response modes were used to interpret the means;

Means range	Response range	interpretation
3.26-4.00	strongly agree	agree with no doubt
2.51-3,25	agree	agree with some doubt
1,76-2.50	disagree	disagree with some doubt
1.00-1.75	strongly disagree	disagree with no doubt

Ethical Consideration

To ensure that ethics is practiced in this study as well as utmost confidentiality for the respondents and the data provided by them, the following was done: (1) coding of all questionnaires; (2) the respondents was requested to sign the informed consent; (3) Authors mentioned in this study will be acknowledged within the text; (4) Findings are presented in a generalized manner.

Limitation of the Study

The following threats to the validity of the findings were identified by the researcher, however measures were put to minimize them.

1. Intervening variables, like lack of honesty on the side of respondents and their personal biases which are beyond the researcher's control. These were minimized by requesting respondents to be honest as much as possible and avoid bias in answering the questionnaires.

CHAPTER FOUR PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation and analysis of the major findings from the research instruments that were used for collecting data with specific emphasis on cultural practices and school dropout in selected primary schools in Tana delta district ,cost province, Kenya.

Profile of the Respondent

The profile of the respondents was in term of age, gender, level of education teaching experience and marital status. The research instruments were analysed using frequency counts and percentage distributions as showed in table2.

**Table 2
Profile of the respondents
(n=187)**

Gender	Frequency	Percent
Male	119	63.6
Female	68	36.4
Total	187	100
Age		
30years and below	51	27.3
31-40 years	42	22.5
41-50 years	51	27.3
51 years and above	43	23
Total	187	100
Education level		
O level	17	9.1
P1 certificate	127	67.9
Diploma	43	23
Degree	-	-
Total	187	100
Teaching experience		
Less than 5years	42	22.5
6-10 years	68	36.4
11-20 years	43	23
21 years and above	34	18.1
Total	187	100
Marital status		
Single	43	23
Married	136	72.7
Divorce	0	0
Widow	8	4.3
Total	187	100

The stipulated result in the above table shows that 63.6% of teachers in were males while 36.4% were female. It shows that, the community either sent more males to school than females. Females prefer to work in other sectors rather than being primary teacher.

The age brackets shown in the table indicated that the teachers ranging between 41-50 years and below 30 years which presents 27.3% were the majority. This implies that there were balanced in terms of age. This shows that there was constant enrolment of teachers in teachers training college in every year and this is a continuous hiring of new teachers

In terms of education level, majority of teachers have p1 certificates with 67.9 % while diploma has 23% and o level has 9.1% and none of the teacher attained a degree. This shows that the teachers were not motivated and encouraged to further their education.

Majority of the teachers have teaching experience, between 6-10 years (36.4%), those less than 5 years 22.5% then between 11-20 years have the years of teaching experience was 23% and 21 years and above teaching experience is 18.2% . This indicates that there is job retention.

On the other hand as to marital status majority of teachers are married (72.7%) some are single (23%) and widow is 4.3%, none of them are divorced. This implies that teachers are matured and reliable to carry out their responsibilities.

Level of cultural practices

The independent variable in this study was cultural practices in selected primary school in Tana delta district, for which the researcher wanted to determine its level. School cultural practices was operationalized in sixteen questions in the questionnaire. Level of cultural practices was analyzed using mean.

Table 3
Level of cultural practices.
(n=187)

Items on cultural practices	Means	Interpretation	Rank
Girl help their mother to carry out household duties e.g. cooking food washing utensils	3.65	Agree with no doubt	1
Boys help their fathers digging and cultivating garden, looking after animals, looking for and carrying out any income generating activities	3.65	Agree with no doubt	2
The community put more emphasis on cultural rites than education	3.35	Agree with no doubt	3
The community has distinguished norms that specified the roles and responsibilities for boys and girls.	3.24	Agree with some doubt	4
Some children are left home to help carrying out house hold duties	3.35	Agree with no doubt	5
The community still practices girls' circumcison	3.00	Agree with some doubt	6
Girls are considered adult once they start adolescence stage	2.88	Agree with some doubt	7
Our community sent more boys to school than girls	3.00	Agree with some doubt	8
Girls are entitle to marry once they attained adolescence stage	2.47	Disagree with some doubt	9
It is curse to the community for a boy or a girl to refuse proposed marriage whether	2.35	Disagree with some doubt	10
The culture of the community support education	2.35	Disagree with some doubt	11
It is against community norms to sent girls to school	2.18	Disagree with some doubt	12
Boys are entitle to marry once they attained adolescence stage	2.41	Disagree with some doubt	13
Children should pass traditional rites before taken to school spoils our children	2.24	Disagree with some doubt	14
Our community sent more girls to school than boys	2.00	Disagree with some doubt	15
Parents sent all their children to school to get education	1.41	Very low	16
Average mean	2.91	Agree with some doubt	

For interpretation of means, the following mean ranges were used.

Means range	Response range	interpretation
3.26-4.00	strongly agree	agree with no doubt
2.51-3,25	agree	agree with some doubt
1,76-2.50	disagree	disagree with some doubt
1.00-1.75	strongly disagree	disagree with no doubt

Table 3 indicates that the level of cultural practices is agree with some doubt with an average mean of 2.91. For example, the level of both boys and girls carrying out household duties is agree with no doubt with a mean of 3.65. On the community putting more emphasis on cultural rites than education is agree with no doubt with a mean of 3.35. As pertains to children carrying out home activities, they agree with some with a mean of 3.35. This implies that children are engaged in home activities and thus do not attend schools regularly. In respect to the community giving a distinguished role to both gender, they agree with some doubt with a mean of 3.24. This indicates that depending on culture and practices of any given community, girls have a distinguished role as to boys. In respect to girls' circumcision, the level is agree with some doubt with a mean of 3.00. This implies that community practices of female circumcision lead to girls dropping out of schools. On early marriages, they disagree with some doubt with a mean of 2.47. On discrimination of girls in education, they disagree with some doubt with a mean of 2.1. The ratio of girls to boys; the community sending to school disagrees with some doubt with a mean ratio of 2:3 respectively. Boys getting married once they attain adolescence disagree with some doubt with a mean of 2.41. Concerning parents passing traditional rites to children before taking to school, it also disagrees with some doubt with a mean of 2.00. Finally, parents sending children to school to get education disagree with some doubt with a mean of 1.41, as indicated by the table. This implies parents are not concerned with the future of their children in terms of education and instead value backward, retrograding culture. These findings are in line with Finn (1993), that many students who drop out are expressing an extreme form of disengagement.

from school that has been foreshadowed by indicators of withdrawals e.g. poor attendance.

Level of school drop out

The dependent variable in this study was school drop out in selected primary school in Tana delta district, for which the researcher wanted to determine its level. School dropout was operationalized in six questions in the questionnaire. Level of school dropout was analyzed using mean.

Table 4
Level of school dropout
(n=187)

Items on school dropout	Means	Interpretation	Rank
Once girl get pregnant it s the end of her learning in school	3.29	Agree with no doubt	1
Girls are circumcised and absent themselves from school for a long duration of time.	3.00	Agree with some doubt	2
Some girls get pregnant while still schooling	2.82	Agree with some doubt	3
Circumcised girls and boys develop a sense of adulthood and eventually drop out the school.	2.71	Agree with some doubt	4
Pupils drop out school to perform the duties and responsibilities assigned by the Community	2.56	Agree with some doubt	5
The community believes that girls become prostitute and encourage girls to drop	2.29	Disagree with some doubt	6
Average mean	2.87	Agree with some doubt	

For interpretation of means, the following mean ranges were used.

Means range	Response range	interpretation
3.26-4.00	strongly agree	agree with no doubt
2.51-3,25	agree	agree with some doubt
1,76-2.50	disagree	disagree with some doubt
1.00-1.75	strongly disagree	disagree with no doubt

From the table 4 above, it is evident that the overall level of school dropouts agree with some doubt with a mean of 2.87. For example the levels of girls getting pregnant and ending their learning agree with no doubt a mean of 3.29. This means when the girls get pregnant they automatically dropout of school. The truancy levels of girls due to circumcision is agree with some doubt with a mean of 3.00 this implies that girls dropout of school because of circumcision. This is in line with UNICEF report (200) which stated 80% of girls absent themselves from school once they are circumcised and a ready for marriage. Concerning both genders developing a sense of adulthood when circumcised and dropping out of school is also agree with no with a mean of 2.71. In respect to pupils dropping out of school to perform home duties is rated high and agree with some doubt, with a mean of 2.56.

On the perspective of the communities believing that girls become prostitutes and encouraged to drop out of school disagree with some doubt, with a mean of 2.29 .This implies that the perspective the community held on schooling becoming prostitutes does not have effects on school dropout.

Significant relationship between the level cultural practices and school dropout in selected primary school.

Pearson correlation coefficient was used to determine the significant relationship between cultural practices and school dropout at 0.05 level of significant.

Table 5
Significant relationship between the level cultural practices and school dropout in selected primary school.
(level of significant=0.05)

Variables	Mean	r-value	Sig	Interpretation	Decision
Cultural practices vs school dropout	2.91 2.87	0.015	0.025	Positive Significance	rejected

The r- value indicates a positive relationship between cultural practices and school dropout (r-value<0.025) , suggesting that the higher the cultural practices, the school dropout and vice versa.. Considering all the sig values in table 5 indicates a Significant correlation between the two variables (sig. values < 0.105).

Table 6
Regression Analysis between Cultural Practices and School Dropout in Selected Primary School.
Level of significance 0.05

Variables	MEAN	F	SIG	INTERPRETATION	DECISION
Regression	SQUARE	VALUE			ON HO
Cultural practices vs School dropout	0.007	0.045	0.025	Positive significant	Rejected

Source: Spss data.

The above table confirmed that there is significant relationship between cultural practices and school dropout.

Basing on the analysis the null hypothesis is now declared rejected and its alternate accepted ,leading to a conclusion that cultural practices significantly affect the level of school dropout in primary school although there are factors.

The findings are evidently experienced as culture is widely practiced in almost all the African countries. According to beliefs and practices of some communities children are supposed to learn practically their traditions and norms in early ages, and in turn engaged in both economical and cultural activities of their societies, for example in Kenya children from pastoralist communities are forced in looking after calves and goats and girls are engaged in household duties like cooking, fetching firewood, cleaning, taking care of children etc. according to MOES reports(2003) pastoralist migrate with and across the boundaries in search of grazing ground for their livestock. As the children are involved in these migrations, it is difficult for them to enroll or retained in normal primary school.

Also the findings agree with Holmes (2003) who found that, generally female receive less education than males and they tend to dropout or withdraw earlier for both economical and social-cultural reason. Therefore, school dropout is caused by many other factors such as employment opportunities, level of parents' education and poverty, also Rumberger (1983), and Russel (2001), asserted that communities can influence dropout rate by providing employment opportunities during school.

CHAPTER FIVE FINDINGS, CONCLUSION AND RECOMENDECTIONS

This chapter presents a summary of findings, conclusion and recommendation and the suggested area that need further research.

Findings

This study correlates between cultural practices and school dropout in selected primary school in Tana delta district. The objectives of the study used (1). To determine the profile of the of the respondent in term of age gender, level of education, year of experience and marital status. (2).To determines the level of cultural practices in selected primary school in Tana delta district. (3). to determine the level of school dropout in selected primary school. (4). to determine if there is significant relationship between level of cultural practices and level of school dropout in selected primary school. The finding of the study was summarised and presented in the sequence of the objectives as shown below.

Profile of the respondents

In respect with profile of the respondents there are more male than female in teaching profession in Tana delta district, in that respect male are 63.6% while female are 36.4% of teachers' population. Most of population in this area are basically below 30years and age between 41-50 at 27.3% both. Those who age between 31-40 are at 23.5% while those in their adult hood, over 50 years of age form s 23% of the total population. With respect in marriage the married form s 72.7% of target population followed by the singles with 23% and widows at 4.3 % ,on divorce in the target population . this statistic can explained that due job security most of the target population are married sound more responsible in the communities.

Level of Cultural practices

It shows the level of cultural practices in the community is high as indicated the mean of 2.91 in table 3.

The level of cultural practices indicates that the community carry out their duties and responsibility in gender bases, boys work alongside their fathers and girls with their mothers this indicates mean of (3.65), and therefore children help their parent perform home duties this can led absenteeism and eventually dropping out of school. It also showed that the community put more emphasized on cultural rites and value education less with mean of 3.35. This indicates that many children stay at home with school. There is indication that community exercise female circumcison this leads to school dropout as the mean of 3.00. It was found that education of boys is more valued than girls (3). Therefore cultural practice significantly contributes to school dropuot.

Level of school dropout

The level of school dropout in primary school in Tana Delta District is generally high with average mean of 2.87. Girls pregnancy contributed school dropout with mean of 3.29. Most girls in primary school gets pregnant and eventually dropout as evidenced with a mean of 2.82 , though the community do not believe that girls become prostitute as a result of schooling. The finding indicates that pupils carry out house hold duties to help their parents, girls assist their mothers and boys help the fathers with a means 3.65. This concludes that their gender disparities in the community.

It was found that there is positive relationship between cultural practices and school dropout the r-value suggest that cultural practices contributes to school dropout though there are other factors that contributes to school dropout. Therefore cultural practices and school dropout have significant relationship, thus the null hypothesis is rejected and conclusion is made that cultural practice significantly contributes to school dropout.

Conclusion

The following conclusions were made basing the purpose of the study.

There is significant relationship between the cultural practices and school dropout in selected primary school in Tana delta district, coast province, Kenya

The study validated the theory of Fin influential theory (1993) which relate cultural practices and school dropout

The study bridges the gaps of identified in cultural practices and school dropout and the content to used by others.

The study contributed to existing knowledge in the field of cultural practices and school dropout.

Recommendations

The government of Kenya should organize awareness education campaign to the community on the impact of cultural practices and school dropout.

Equal opportune of education should be given to for boys and girls.

The cultural practices that hinder learning opportunity should discourage female circumcision, early marriage and child labour etc.

Teacher should be encouraged to seek for further education in order to add more value on the experience.

The government of should subsidized the cost of education to made affordable to teachers and the community at large.

There government of Kenya to build boarding school in arid and semi arid area.

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APPENDIX IA
Transmittal Letter
Transmittal Office of the Deputy Vice Chancellor (DVC)
College of Higher Degrees and Research (CHDR)

Dear Sir/Madam

RE: INTRODUCTION LETTER FOR ABDI BILE SULEIMAN

**REG NO. MED/14930/111/DF TO CONDUCT RESEARCH IN YOUR
INSTITUTION**

The above mentioned candidate is a bonafide student of Kampala International University Pursuing a Masters Degree in Educational Management and Administration

He is currently conducting a field research for his dissertation entitled,
Cultural Practices and School Dropout in Selected Primary Schools in Tana Delta District, Tana River County, Coast Province, Kenya.

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with the pertinent information he may need.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Novembrieta R. Sumil, Ph.D.

Deputy Vice Chancellor, CHDR

Appendix IB
TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am a Master in Educational Management candidate of Kampala International University. Part of the requirements for the award is a dissertation. My study is entitled, Cultural Practices and School Dropout in Selected Primary Schools in Tana Delta District, Tana River County, Coast Province, Kenya. Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days .

Thank you very much in advance.

Yours faithfully,

Mr. ABDI BILE SULEIMAN

Appendix II
Clearance from Ethics Committee

Date _____

Candidate's Data

Name _____

Reg.# _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

___ Physical Safety of Human Subjects

___ Psychological Safety

___ Emotional Security

___ Privacy

___ Written Request for Author of Standardized Instrument

___ Coding of Questionnaires/Anonymity/Confidentiality

___ Permission to Conduct the Study

___ Informed Consent

___ Citations/Authors Recognized

Appendix III
Informed Consent

I am giving my consent to be part of the research study of Mr. ABDI BILE SULEIMAN that will focus on Cultural Practices and school dropout rates.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

Appendix IV
Research Instrument

Section A, Face Sheet: Profile of Respondent

Tick (√) where necessary and (x) cross where it is not applicable.

a) Marital status?

Single () Married () Divorced (), Widowed ()

b) Sex: Male () Female ()

c) Age range;

Less than 30year () Between 31-40years () Between 41-50 years,()

More than 51 years ()

d) Level of Education

O level ()

P1 certificate ()

Diploma ()

Degree ()

Teaching experience

e) Less than 5 years ()

6-10 years ()

11-20 years ()

21 and above years ()

Section B : Questionnaires on the level of cultural practices

Direction: Use this key to rate the following accordingly as they apply to you.

Rating	Response mode	Description
4	strongly agree	agree with no doubt
3	agree	agree with some doubt
2	disagree	disagree with some doubt
1	strongly disagree	disagree with no doubt

- _____1 Parents sent all their children to school to get education
- _____2 Some children are left home to help carrying out house hold duties
- _____3 Children should pass traditional rites before taken to school
School spoils our children
- _____4 Our community sent more boys to school than girls
- _____5 It is against community norms to sent girls to school
- _____6 The community still practices girls' circumcision
- _____7 Girls are considered adult once they start adolescence stage
- _____8 Boys are entitle to marry once they attained adolescence stage
- _____9 Girls are entitle to marry once they attained adolescence stage
- _____10 It is curse to the community for a boy or a girl to refuse proposed marriage whether he/she is schooling or not
- _____11 The community has distinguished norms that specified the roles and responsibilities for boys and girls.
- _____12 Girl help their mother to carry out household duties e.g. cooking food washing utensils and clothes, sweeping house, fetching water and firewood etc.
- _____13 Boys help their fathers digging and cultivating garden, looking after animals, looking for and carrying out any income generating activities
- _____14 The community put more emphasis on cultural rites than education
- _____15 The culture of the community support education
- _____16 Our community sent more girls to school than boys

Section C: Questionnaire on level of School Dropout

Direction: Use this key to rate the following accordingly as they apply to you.

Rating	Response mode	Description
4	strongly agree	agree with no doubt
3	agree	agree with some doubt
2	disagree	disagree with some doubt
1	strongly disagree	disagree with no doubt

- _____ 1 The community believes that girls become prostitute and encourage girls to drop
- _____ 2 Pupils drop out school to perform the duties and responsibilities assigned by the Community.
- _____ 3 Circumcised girls and boys develop a sense of adulthood and eventually drop out the school.
- _____ 4 Girls are circumcised and absent themselves from school for a long duration of time.
- _____ 5 Some girls get pregnant while still schooling
- _____ 6 Once girl get pregnant it s the end of her learning in school

Appendix v
Sample Size computation

Solven's formula

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

Where n= is the sample size, N= Known population size, e =level of significance which is given as 0.05.

$$n = \frac{352}{1 + 352(0.05)^2}$$

$$n = \frac{352}{1+352 \times 0.0025} = 187.234$$

$$n = 187$$

Appendix VI
Availability and Reliability Table
Table

To determine reliability statistics for parental status and pupils' retention rate

	Cronbsch's Alpha
Independent variable	0.798
Cultural practices	
Dependent variable	0.816
School dropout	

Source: SPSS data

**Appendix VII
Researcher's Curriculum Vitae**

A). PERSONAL PROFILE

Name : ABDI BILE SULEIMAN
 Gender : MALE
 Marital status: MARRIED
 Date of Birth : 25/10/1976
 Nationality : KENYAN
 Profession : TEACHER
 Grade : GRADUATE
 Religion : MUSLIM



B. Contacts

Box Address : Box 36-80201, Garsen - Kenya
 Email : abdibile60@yahoo.com
 Cell Phone No.: +254 723 590651 OR +254 7255327156

C). EDUCATIONAL BACKGROUND

Year	Institution	Certificate
2010 -2012	Kampala International University	Masters (On going)
2007 – 2010	Kampala International University	1 st Degree BED/ECPE
2005 -2006	School Base	Diploma
1999 – 2001	Shanzu Teachers Training College	P1
1995 – 1998	Malindi High	KCSE
1985 – 1994	Garsen Primary School	KCPE

D). WORKING EXPERIENCE

YEAR	DEPARTMENT	POSITION	INSTITUTION
2002 – 2009	T.S.C	CLASSTEACHER	KIPAO & FURAHA PRIMARY SCHOOLS
DEC 2007 – JAN 2008	I.I.E.C.B	PRESIDING OFFICER	GANISA POLLING STATION
2009 - 2011	T.S.C	DEPUTY HEAD TEACHER	IMAN PRIMARY SCHOOL
2011 -2012	T.S.C	HEADTEACHER	ONWARDEI PRIMARY SCHOOL.

HOBBIES

Reading Recreational books

Community works

Swimming

Travelling

LB1501
59491
2012

