

AN INVESTIGATION INTO CAUSES OF PRIMARY SCHOOL DROP OUTS IN
METU SUB COUNTY-MOYO DISTRICT

BY
ANYANZO M.B. LAZARUS
DPE/20017/81/DU

A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DIPLOMA IN
PRIMARY EDUCATION OF KAMPALA
INTERNATIONAL UNIVERSITY

AUGUST 2010

DECLARATION

I Anyanzo Lazarus, declare that this work is a result of my own effort and has never been submitted for any award in any other University or Institution of higher learning

Signed  (Student)

ANYANZO M.B LAZARUS

DPE/ 20017/81/DU

APPROVAL

This work has been done under my supervision as a University supervisor

Mujuni Evarist

Signature 

Date 24/8/10

756

DEDICATION

I specially dedicate this work to my beloved wife Mazakpe Gloria, son Desire Borniface and my late Parents for their prayers, courage, support and wishing me well as I pursued my studies at Kampala International University.

ACKNOWLEDGEMENT

The work of compiling this work would not have been an easy one without help from some individuals, organizations and institutions, in form of material moral and spiritual kind.

I specially extend my heartfelt gratitude to my dear wife, children, relatives and colleagues for their endurance and perseverance during non-social time while going through the write up and exercises for this project work.

I wish to express my sincere appreciation and gratitude to all the staff members and most especially Headteachers of Ereni, Kweyo and Abeso primary schools who enabled me to carry out this work smoothly in many ways, dedicatedly and timely responded to my questionnaires; without which I would not have accomplished this work in time.

More thanks to my supervisor, Mr. Mujuni Evarist for his parental guidance and corrections that have not only to accomplish this work but also improved my skills in the field of research

Special thanks go the Institute of Open and Distance Learning Kampala International University staff and students especially Diploma in Education course mates who offered constructive criticism especially during the preparation of questionnaires which are an integral part of this work.

Thanks to all individual friends who assisted me through research period in one way or another, but whose names have not been mentioned. You spared much of your time. May the Almighty reward you abundantly.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES.....	vii
LIST OF FIGURES	viii
LIST OF FIGURES	viii
ABBREVIATIONS/ACRONYMS	ix
ABBREVIATIONS/ACRONYMS	ix
CHAPTER ONE	1
INTRODUCTION	1
1.0 Background of the study	1
1.2 Statement of the problem.....	4
1.3 Purpose and objectives of the study.....	4
1.3.1 Purpose of the study.....	4
1.3.2 Objectives of the study	4
1.4 Research Questions.....	4
1.5 Assumption of the study	5
1.6 Scope and Limitation	6
1.7 Significance of the study	7
1.8 Definitions of significant terms	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.0 Introduction.....	8
2.1 The Magnitude of Dropout Problems	8
2.2 The causes of primary school dropout.....	10
2.3 Summary.....	16

CHAPTER THREE	18
RESEARCH METHODOLOGY	18
3.0 Introduction.....	18
3.1 Research Design	18
3.2 The Sample.	19
3.3 Data Collection Methods/Instruments	19
3.4 Procedure of collecting Data.	20
3.5 Analysis of Data.	20
 CHAPTER FOUR	 21
FINDINGS, ANALYSIS, OBSERVATION AND DISCUSSION.	21
4.0 Introduction.....	21
4.1 Presentation, Analysis and Interpretation of data	21
4.2 Synthesis	26
 CHAPTER FIVE	 27
SUMMARY, CONCLUSION AND RECOMMENDATION.....	27
5.0 Introduction.....	27
5.1 Conclusion	27
5.2 Recommendations.....	27
5.3 Recommendation for further research	29
 BIBLIOGRAPHY.....	 30
 APPENDICES	 31
Appendix A:Questionnaire for Headteachers.....	31
Appendix B:Questionnaire for upper primary school pupils.....	34
Appendix C:Questionnaire for dropouts.....	35
Appendix D:Interview schedule for parents	36

LIST OF TABLES

Table 1:: Total enrolment and percentage of drop out in fifteen primary schools in 2007	21
Table 2: Reasons for dropping out as given by the Head teachers.....	22
Table 3 Reasons for dropping out given by their upper primary pupils.....	23
Table 4 Reason for dropping out given by the drop outs	24
Table 5: Reasons for dropping out as given by the parents of the drop outs.....	25

LIST OF FIGURES

Figure 1: Reasons for dropping out given by their upper primary pupils.	24
Figure 2: Reason for dropping out given by the drop outs	25
Figure 3: Reasons for dropping out as given by the parents of the drop outs.	26

ABBREVIATIONS/ ACRONYMS

ESC	-	Teachers Service Commission
UPE	-	Universal Primary Education
B.O.G	-	Board of Governors
P.T.A	-	Parents Teachers Association
MOES	-	Ministry of Education, and sports
F..G.D	-	Focused Group Discussion
C.B.O	-	Community Based Organizations
N.G.O	-	Non-Governmental Organizations
D.E.O	-	District Education Officer
PLE	-	Primary Leaving Examination

ABSTRACT

The purpose of this study was to determine the causes of pupils dropping out of schools in Meta sub- county, Moyo district.

The main problem of this study was that despite the government's effort to promote education, pupils still drop out of schools. Factors leading to the causes of primary school drop outs have not been adequately investigated.

Focused Group Discussion (FGD) were used in obtaining information that was not easily obtained through face to face interviews or questionnaires.

The study found out that most causes of drop outs were poor administration and management which encouraged indiscriminate canning of pupils, name calling by teachers and lack of creativity which made schools to be boring to learners.

Recommendations have been made on how to stop the drop out in order to have hundred percent school completion.

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Education is an important tool for self enhancement as it enables people to develop skills, knowledge and understanding which make them be self reliant and adoptable to any society. Social cohesion is easily attained through education which also enables people to adopt the innovations and change for better.

Education promotes socio economic development of any country. Having realized that, the Uganda government allocates about 40% of its annual expenditure to education as the youth are the country's hope for tomorrow. Education is seen and supported as a right to be attained by all. This argument is in line with the United Nations Charter through article 26(1) which proclaims that;

"Every child has a right to education; Education shall be free at the elementary stages. Elementary education shall be compulsory. Technical and professional education shall be equally accessible to all on the full development of human personality and the strengthening of respect for human rights. It shall promote understanding, tolerance and friendship among nations, racial and religious groups and shall further the activities of the United Nations for maintenance of peace"

Indeed one of the Uganda education national goals concur with the above sentiments expressed in the UN charter. It was for this reason that the government started waving school

fees for primary school education, so that a great number of people can get education and especially in its real meaning of being an instrument of promoting dialogue, cognitive, creativity and conformity among the individuals in the societies and international relationships.

Since independence the government has set up a number of committees and task forces to review education system and tackle the emerging issues with a view to improving the quality and delivery of education services (Kajubi report 1998). Recommendations arising from the reports of commissions and task forces have guided education policy formulations in enhancement of growth and development of education in the country. This in itself is a demonstration to the provision of quality and effective education services.

This has resulted in unprecedented growth both in terms of education and enrolments. To cater for the unprecedented growth the government budget for education increased over the years. To support delivery of education the government encourages other education providers to supplement its efforts. Therefore stakeholders such as community based organization (CBOs), Non governmental organizations (NGOs), private sector and religious organizations are involved in provision of education. In spite of the tremendous growth that the government has recorded in its effort to provide quality education to all Ugandans and meet the needs of the society, the government has been faced with myriads of challenges. Key among them are:- The retaining of teachers and the curriculum offered during teacher training. Provision of adequate teaching and learning materials such as text books and reference materials. Poverty as 52% of Ugandans live below the poverty line and most parents therefore find it difficult to send and retain their children in school. Since they cannot raise the user charges that they are

expected to pay as part of cost sharing policy. HIV/AIDS has greatly impacted on the provision of education due to high number of AIDS orphans. MOES needs to come up with ways and means of keeping these children in school and giving necessary moral and psychological support. Globalization as a result of advances in information and communication technology. This affects society both positively and negatively. Environmental hazards both within the school, its environment and outside, which make school unattractive to the learners, hence making it difficult to retain them and offer quality learning. These challenges results into high cost of financing education by both parents and governments.

It should be noted that the government has continuously put in place intervention measures to address these challenges. Some of these measures for example are the on going poverty alleviation programmes which include provision of bursaries, free education and text books and school feeding programmes in slums and semi arid areas. However, the government efforts to address the challenges have been hampered by high rate of school drop out. It is always noted with a lot of disgust that not all pupils who enrol in standard one at any one year finish school to graduate in standard eight. It is becoming a public concern to find out why pupils drop out of schools prematurely and the reasons mostly cited include pregnancies, lack of finance and drug abuse. This study was to try to find out the probable causes of primary school dropouts and probably the suggestions made will minimize the problem at least to the advantage of the government and the country as a conscious developing nation

1.2 Statement of the problem

In spite of the policies the government has put in place with regards to the management of education, our learning institutions have been faced with increased cases of pupils dropout. Cases of school drop out have been in existence as far as the beginning of twentieth century. The present study tries to uncover the causes of primary dropout, the magnitude of the problem, the trends and tries to provide information that can be used by parents, teachers, and planners of education and administrators to provide prevention and curative measures to curb the problem and save the large amounts of resources that is dedicated to education.

1.3 Purpose and objectives of the study

1.3.1 Purpose of the study

The purpose of the study was to analyze the high level of primary school dropout in primary schools in Metu sub-county, Moyo district.

1.3.2 Objectives of the study

The study was base on the following specific objectives

1. To find out the primary school dropout rate in the area
2. To find out the causes of primary school dropout

1.4 Research Questions

The questions that were answered in this study were based on the factors that caused

primary school dropout in the area. The researcher tried to find out the weighing problems which temper with the students studies. The study attempted to answer the following questions:

- (i) What proportions were dropouts in total enrolment in schools in the year 2007?
- (ii) What are the causes of premature withdrawal from schools?

1.5 Assumption of the study

The problem of dropout among pupils was alleged to be a common phenomenon that still poses a serious problem in the educational system of any country especially in the developing countries. Wako 1980 (5) observes that:

"It is important for the government to be concerned about drop out generally especially in a country like Uganda where resources are scare and education has to compete with other equally important activities"

Any study on the causes of primary school dropout would be of significant to all those concerned with the education of the youth who are the cornerstones as far as the development of this country is concerned. This study would help the education planners to know how to plan in education for National development and not as far as a way of almost wasting educational resources on people who do not finish school. This study would also create room for the teachers and the parents to see the need for guiding and counseling their children in order to have them develop as a responsible self sufficient people. This study would provide a base for future research on primary school dropouts,

1.6 Scope and Limitation

There were quite a number of limitations in this study experienced by the researcher. The researcher experienced a lot of financial constraints as the course was fully self sponsored programme. This financial limitation affected the number of schools which the researcher sampled. Even the number of the informants like the dropout themselves, their parents etc had to be sampled because of the afore said financial constraints.

Another limitation came due to time. The researcher being a full time school teacher had to really squeeze some time to undertake the research. In addition the researcher being a Director of Studies in his working station, supervise schools curriculum, responsibilities left little work for research work. Also time allocated for carrying out this research proved quite short for the researcher. The period which was to be covered was only one term which may not show a real picture of the past trend or even predict the future characteristics of dropout problem at the primary school cycle.

Some of the headmasters were quite uncooperative. A director of a private primary school who acts like a headmaster in that school, totally refused to take the researchers questionnaires on the pretext that his students and teachers were just too busy to do anything outside school work

The study was confined to zone. The municipality being a metropolitan is composed of people from different parts of the country. There is a lot of mistrust between people of different tribes. Some interviewees were not ready to give genuine answers as they feared the researcher could be having political motives which might implicate them or their

properties. Moyo district being a rainy zone, experiences heavy convectional rains which start as early as noon (mid day) and continues raining the rest of the day. This interfered with the researchers schedule. The researcher was forced to reschedule his time to make the project a success

1.7 Significance of the study

The findings of the report study had both theoretical and practical implications;

- (i) The result will shed light on most common causes of primary school dropouts and hence provide better ways of averting such causes in future.
- (ii) This will create an enabling environment for the promotion of quality education in the country in the country which will be achieved through the concerted efforts of all stakeholders in education.

1.8 Definitions of significant terms

- (i) **Dropout:** In this research it refers to the pupils who leave school before completing the number of years they are supposed to complete in order to get a certificate.
- (ii) **Lower primary:** For this study it refers to standards one to four
- (iii) **Elementary education:** For this study it refers to education from nursery to primary school level.
- (iv) **Upper primary:** For this study it refers to standard five to eight
- (v) **Youth:** For this study it refers to any one of school going age from primary through secondary to tertiary colleges.
- (vi) **Drug:** For this study it refers to a substance known to relieve suffering and prevent and treat disease.
- (vii) **Drug abuse:** For this study it refers to excessive and persistent use of mind altering substance without mechanical need.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The dropout problem had reached such a magnitude that parents found it necessary to focus public attention to it.

Many scholars have written on the issue. Solomon (1962) researched on dropout problems in American elementary schools and established that 40% of American Children dropout of school before graduation. In 1974 defence Fund also researched on this aspect of American Education.

The Literature Review in this research will focus on the magnitude and causes of primary schools dropout.

2.1 The Magnitude of Dropout Problems

Studies done in African countries have confirmed primary school dropout to be a problem of great concern.

Combs (1968:71) in his basic working paper for international conference on the international crisis in education, held in Williamsburg Virginia in October 1967, reveals that half of the children entering the first grade in the developing countries dropout before that end of the fourth year without even having acquired permanent literacy.

In the Daily monitor Newspaper of Sunday of 27th April, 2007, the District Education Officer of Butaleja expressed his worry that more than 80% of girls in Kuria District dropout of primary schools. He asserts that of the 2810 girls who enrolled in class one in 1999, only 567 sat for last years PLE He also adds that most girls' schools cannot be fully filled because they lack students. Even boys he notes have a rate of 69% dropout. He continues to argue that only 924 boys sat for PLE lastyear out of the 2940 who enrolled in class one eight years earlier. The high rate of dropouts has been reported by many writers especially in Uganda.

Kirui (1982) attempted to establish the percentage of wastage due to dropout, repetition and transfers in schools. He observed that primary school dropout rate varied from 23.7% to 33.64%. Wako (1980) also showed that wastage rates in most primary schools are high due to school dropouts.

Sheffield (1971) studied dropout problem in colonial primary schools in Uganda . He argues that dropout problem in primary level was so severe that only 22.4% of 1956, Junior one enrolment reached senior secondary level.

African ministers of education, meeting in Nairobi, (UNESCO 1976) did reveal also high dropout rates in post independence East African Countries. However, Nderitu (1987) tends to argue dropout rate is not as alarming as the studies tend to show. Nderitu established a minimal primary school dropout rate of 1.98% in Metu sub county of Moyo District.

Raju (1973:45) laments that the gradual increase in dropouts from the lower level of primary school education is a matter which needs serious attention as a great number of pupils in Kenya do not reach standard six. He continues to note that investment in these dropouts education may be considered as wasted as they may not find any employment at all. This loss of unskilled but literate human capital presents a great problem in planning for the manpower requirements of the country and thus needs a lot of attention.

Kamunge (1988) reveals that out of the 45,000 pupils enrolled in 1979 in standard one, only 35% completed primary cycle.

From the literature reviewed, already referred to, conflicting dropout rates have been given. The present study has tried to bring to book the actual percentage of pupils dropping out of school at primary level and the causes of this dropout have been brought out.

2.2 The causes of primary school dropout

From the literature reviewed it has been ascertained that the economic factor has a lot of influence on primary school dropout. Raju (1973) notes that educations being expensive, poor families withdraw their children from schools either to work in the or as house helps. That is, the direct and indirect costs of education are closely related to dropouts

The waiving of primary schools fees at primary school level was followed by rapid expansion at primary school level. School committees privately introduced school

building funds. This made primary school expensive. Fagil Monday (1989) supports the argument by attributing the high dropout rate to the tuition fee. Fagil Monday uncovers the parents' plight by observing that:

"Despite the proclamation of the government that shifted the burden of paying for costs of construction from the families of school children to the entire community and government, it was still a fact that the incidence of burden of building schools and equipping them is borne by parents of the school children"

Wako (1980) recons that it is quite possible that the new cost of education at primary school level dissolutioned some parents who had taken the government universal free primary

Education literacy and withdrew their children from primary schools. He further notes that the majority of dropouts come from poor families. Families' inability to buy their children a school uniform, textbooks and other school requirements is a reflection of their poverty. He goes on to argue that although there is no law permitting teachers to send home pupils for lack of school uniform or for wearing a torn one, some teachers do so. Even when such pupils are not sent away, they suffer form psychological effects of being different form others and may dropout.

On the same note, Raju (1973), adds that, there is lack of learning facilities at home. Hence when the pupils after working in the farm or from school after dark there is lack or inadequate lighting with which they can do their homework. Overcrowding and poor living conditions also prevent them from studying. Discouraged, that their performance is poor in school they decide to withdraw. Although Raju notes that, the

government is undertaking housing projects on a large scale which may eradicate this problem by providing boarding and lodging facilities for children in some selected schools in certain urban area. This will still place an economic constraint on the already burdened parents.

Biggs (1980:55) also sees close relationship between dropout and cost of primary education. He observes that costs of education include more than the basic fee payable and as a result many poor children do not enter, or dropout of school, because of these extra costs. When more sacrifices are demanded, a poor family contemplating bearing their children's cost of education might abandon the whole exercise.

Okutu (1986), just as Raju (1973:6), has observed that opportunity cost of attending school is another form of economic factors in to work on the family farm or look after cattle. The poor families may feel that it is a waste of time and loss of income from potential wage earning labour to attend school. Besides this, Tororo belief among parents especially the Kuria people, that it pays to educate a boy than a girl that is when an educated girl gets married, the money used in her education would have been a waste. Mr. Thomas Okumu, the D.E.O Tororo district, notes this in the Daily monitor of April 27th, 2007, where he argues that the dropout in the district is attributed to the basic problem in the peoples love for livestock which they protect at all costs. That is, it is a community which still measures wealth by the number of cattle one owns and there are temptations to marry off their young daughters to *increase* the number of cattle and achieve the desired social status. That factor of cost

of primary education and opportunity cost of attending school has affected many children in developing countries where pupils are deprived the right primary education which is so important that it is officially regarded as the basis for training in many of the skills of organized living and for further training, Ominde (1964).

Learning environment is another factor contributing to the primary school dropout. In many developing countries, it has been noted that the primary school curriculum is maladjusted with little relevance to the needs of the pupils, dictated by the practical environment they have to cope with. The inquiry into students' unrest and discipline in schools chaired by Fagil Monday (1997), heard that the current curriculum did not wholly address the policy, objectives and philosophy of education.

In its implementation, teachers tend to be more examination oriented the curriculum that does not cater for holistic development of the child. Ranking of schools in accordance with performance in the national examination cause teachers to be preoccupied with testing and examining at the expense of the needs of the pupil. In Uganda up to 1985, the primary school curriculum was geared towards identification a very small minority for the secondary cycle and not for providing a complete and meaningful education for vast majority of primary school leavers.

Raju (1973) has noted that: "students get discouraged opt to work in the farms when they realize that what they do in schools is never relevant to their needs. It leaves them suspended. Even the parents get discouraged and withdraw their children". He continues to argue that, the curriculum should consider the majority of the population. A report on the inquiry into the education system by Prof. Senteza Kajubi (1998), was informed that

MOES does not always involve other stakeholders in formation of policies. It often makes policy pronouncements in response to occurrence of crisis and has not made public some of the previous reports and recommendations made by Bother stakeholders on students' welfare and needs. The primary level system of education was geared towards achieving this goal of relevance in education and especially to make the individuals self-reliant even though it has not been easier to realise this bearing in mind that even the initial capital to set these fresh graduates or drop-out starting is a snag.

Repetition, especially when it is forced contributes to unfavourable learning environment that may lead to dropout. Kirui (1982) and Raju (1973) observes that these individual pupils performance at each level determines his promotion from one class to another. This begins to be particularly important at standard five onwards when teachers start drilling and conditioning pupils towards passing National Examinations. Promotion will be determined by how far teachers feel a pupil is capable of passing the examination. Pupils may be forced to repeat a number of times which affects school's efficiency and indicates stagnation in the education system. Raju (1973:6) observes that there is a large number of repeaters in both standards six and seven. Parents may also request that their children be allowed to repeat a class. In cases where repetition is not optional however, a repeater soon becomes bored by going over the same course twice or more times hence get depressed, irritated and end up dropping out of school.

Raju (1973) observes that the students sometimes dropout of school when they get mistreated by the teachers, especially when they have to dig their farms, fetch for them water, cook for them etc. Sometimes girls are abused, ill-treated and given corporal punishment.

Means of transport especially in rural areas where there are inadequate roads, paths, long distances of walking to and fro, discourage the learners. This has been noted by Raju 1973, and Coombs 1968, who argues that weariness from long journeys to and from school often on an empty stomach makes school going an unpleasant routine for poor children.

Encyclopaedia of educational research edited by Rober L. Ebel, states that there are general factors extrinsic to the school leavers, migration from rural to urban centres of families. those schools do not keep a clear record of the learners

The Ominde report page 56. stresses that; *"Nothing is more important than putting new heart into our primary school teachers"*. The high rate of dropouts in schools has been attributed to the poor inspection of schools. Onderi (2003). This has raised the questions of how inspection can be important so that both teachers and learners can benefit from it. He argues that there exists poor relationship between the inspectors and teachers, where many inspectors are accused of being autocratic fault finders, who use threats in order to make teachers work.

They become obstinate and refuse 'to accept very useful suggestions from teachers, hence teachers see them as enemies of their profession and progress. This retards the teaching stamina of the teachers. The inspectors have never been trained or in-serviced to acquaint themselves with new teaching-learning administrative methods and practices. The inspectors further posing as the know-it-all and seeing the teacher

as the seeker of knowledge causes conflicts. Most of them lack commitment, dedication and change of attitude.

From the above, both the teacher and the inspector lack tolerance with each other.

Lyons (1981) in his study on economics and cultural constraints on management of education in Sankhuwa-'SabhaDitStrict of India observes that;

"The reason for appreciable dropout during the school year and from grade to another cannot be proved with any precision but certain suppositions may be made about them. Some are linked with geographical and community conditions others with agricultural calendar and yet others with cultural attitudes and behaviours "

Lyons (1981:235), also studied the magnitude of dropout by examining the dropout rate among pupils especially girls in different grades. He observed that dropout among girls is particularly frequent in the third and fourth grades because parents consider them to be mature and marriageable, particularly if they were average when they entered school.

2.3 Summary

From the reviewed literature it can be noted that the problem of school dropout is rampant and is not only confined to this area of study.

There is need for a change of most educational policies. curriculum development and training of teaching staff. There is need for individual attention when it comes to learners.

The government *has* been implementing fee primary education (-FPE) for the past five years. But the problem of primary school dropout persists and at an increasing rate. This study was meant to get solutions to the problems of primary school dropout. The study is going to achieve this by involving as many dropouts and their parents as possible because they are the most affected by this problem.

CHAPTER THREE RESEARCH

METHODOLOGY

3.0 Introduction.

The method used in the research for collection and analysis of data included: explanatory approach, questionnaires, semi-structured interviews and observations. These methods were known and well understood by the researcher. The methods, were also simple for the sampled subjects or interviewees to follow.

3.1 Research Design

This study adopted explanatory approach using descriptive design to investigate and find out the magnitude, characteristics and the factors which causes primary school drop out in Metu sub county. The survey was a descriptive one, used in preliminary and exploratory studies to allow the researcher to gather information, summarize, present and interpret for the purpose of clarification the researcher recorded all that was described and suggested especially by the primary school going children on what they would feel to be a conducive learning atmosphere especially to motivate the pupils to stay in schools until they graduate in primary seven. The study was carried out in Metu sub county. It is a metropolitan town where you get people from different parts of both Sudan and Uganda. People within the district boundaries practice mixed farming and small - scale businesses. Sis – sim growing is the major cash crop. Moyo district being a boarder district for in the northen Uganda there are good number of government employees (civil servants).

3.2 The Sample

During the period of the study, Metu subcounty had a total of fifteen primary schools. The researcher sampled ten schools for the study which were randomly sampled. The Head teachers of the selected primary schools were part of the sample. Thirty primary school dropouts were selected on the basis of traceability; ten pupils from upper primary from each school were allowed to fill the questionnaires while the researcher also selected thirty parents of the dropouts. The total sample was therefore 170 people. The researcher considered the above figure to be a good sample since a fair number of dropouts who were the focus were included.

3.3 Data Collection Methods/Instruments.

The data collection instruments included questionnaires for the head teachers, the primary school dropouts and upper primary class pupils; as they could read and interpret them. Semi - structured interview schedule (personal interview) were developed for some teachers and community members. Group discussions were found appropriate in obtaining information that could not be easily obtained through face interviews. Observation technique was also applied.

The instruments for this research were questionnaires which were designed and administered by the researcher. The questionnaires for the Head teachers aimed at drawing out information on magnitude, characteristics and causes of primary school dropouts. The questionnaire for upper primary pupils was hoped to bring out the desired changes that would enable children to remain in school for the required period. While the interview schedule with the parents of some of the drop outs was aimed at finding out the parents understanding of the reasons behind their children dropping out and also get to know the parent's attitude towards formal education.

3.4 Procedure of collecting Data.

The researcher traced the dropouts by obtaining the primary school dropouts by obtaining their names from their former primary schools' registers'. Through an informal inquiry, the researcher was able to identify the relatives and former classmates of these dropouts, who in turn led the researcher to the later and their parents. This approach ensured that the source of the data was real dropouts and their parents.

The questionnaire to the Head teachers was delivered by the researcher and collected on an agreed date. This method was valid considering that there was no enough time to post and wait for the responses in the head teacher's own time. The method also ensured that as many subjects as possible responded to the questionnaire.

As for the dropouts' questionnaire, the researcher asked all the items verbally and recorded their answers. This enabled the researcher to differentiate truth from lies and also to get responses that were communicated without words.

As for the questionnaires for upper primary pupils, researcher had to supervise as the pupils filled the questionnaires. This move ensured that these pupils did not influence each other's responses.

3.5 Analysis of Data.

This study being a descriptive survey, the researcher used descriptive statistics, frequencies and percentages in all cases. The raw data was analyzed on correspondence or lack of it between the four views in the questionnaires. Frequencies of each item were counted and percentages were computed using a simple electronic calculator.

CHAPTER FOUR

FINDINGS, ANALYSIS, OBSERVATION AND DISCUSSION

4.0 Introduction.

This study ascertains the causes of primary school drop out, its characteristics and magnitude. It lays emphasis on the drop outs perspective and hence includes thirty primary school drop outs. The feelings of these drop outs are weighed against those of Head teachers, parents and upper primary pupils as far as the problem of drop out is concerned.

The data that was collected is presented in tables, frequencies and percentages as indicated in.

4.1 Presentation, Analysis and Interpretation of data

Table 1:: Total enrolment and percentage of drop out in fifteen primary schools in 2007

No.	Primary schools	January 2007	End of Nov.2007.	No.Drop outs	Percentage %
1	St. Patrick Primary	792	785	7	0.8
2	Elite Primary	746	738	8	1
3	Musonga Primary	746	740	6	0.8
4	Bukhulunya Primary	882	877	5	0.5
5	Lurambi Primary	992	985	7	0.7
6	Bondeni Primary	869	860	9	1
7	Maraba Primary	602	581	21	3.4
8	Muslim Primary	702	683	19	2.7
9	Kakamega Primary	395	390	5	1.2
10	Hill School	369	362	7	1.8
11	Snr. Chief Mutsembi	374	369	5	1.3
12	Mahiakhalo Primary	456	452	4	0.8
13	Muyala Primary	495	490	5	1
14	Kakamega Township primary	105	96	9	8.5
15	Emasera Primary	256	240	16	6.2
TOTAL		8781	8648	133	31.7

Source: Primary data

From the above table we realize that the drop out rate in 2007 in Kakamega Municipality Zone primary schools was 31.7%. This is a high percentage considering that the government would always want those who enroll to graduate in order to be self-sufficient in the educated man power.

Table 2: Reasons for dropping out as given by the Head teachers.

No.	Reason	Frequency	Percentage
1	Uniform (lack of)	3	30
2	School funds	6	60
3	Discipline	9	90
4	Low performance	8	80
5	High performance	3	30
6	Absenteeism	4	40
7	Single parenthood	5	50
8	Pregnancy	6	60
9	Distance	NIL	NIL
10	Illness/death	2	20
11	Marriage	NIL	NIL
12	Opportunity cost	NIL	NIL
13	Migration	7	70
14	Repetition	4	40
15	Initiation	NIL	NIL
16	Religion	NIL	NIL
TOTAL		57	570

Source: Primary data

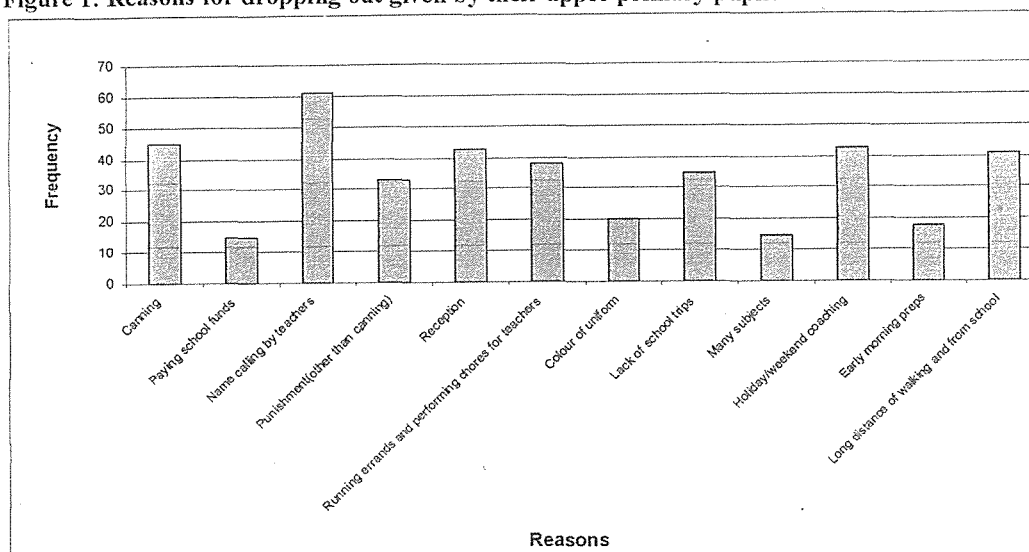
From the above figures, it looks like most head teachers felt that most of their students dropped out because of discipline. This is almost in line with the students arguments that with a lot of canning and name calling by the teachers, the learning atmosphere does not become positively conducive for their learning.

Table 3 Reasons for dropping out given by their upper primary pupils.

No.	REASONS	FREQUENCY	PERCENTAGE
1	Canning	45	45
2	Paying school funds	15	15
3	Name calling by teachers	61	61
4	Punishment(other than canning)	33	33
5	Repetition	43	43
6	Running errands and performing chores for teachers	38	38
7	Colour of uniform	20	20
8	Lack of school trips	35	35
9	Many subjects	15	15
10	Holiday/weekend coaching	43	43
11	Early morning preps	18	18
12	Long distance of walking and from school	41	41

Source: Primary data

Figure 1: Reasons for dropping out given by their upper primary pupils.



Source: Primary data

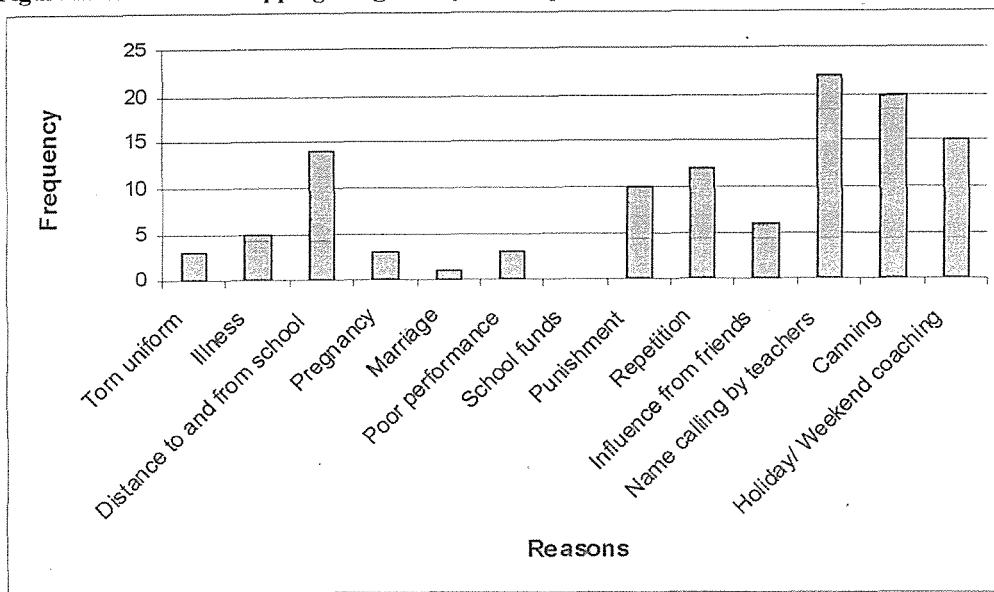
From the above table, it looks like the students mostly hate name calling by the teachers. Do not also like canning, repetition, holiday/weekend coaching and also long distances of walking to and from school.

Table 4 Reason for dropping out given by the drop outs

No	Reason	Frequency	Percentage
1	Torn uniform	3	10
2	Illness	5	16.6
3	Distance to and from school	14	46.6
4	Pregnancy	3	10
5	Marriage	1	3.3
6	Poor performance	3	10
7	School funds	NIL	NIL
8	Punishment	10	33.3
9	Repetition	12	40
10	Influence from friends	6	20
11	Name calling by teachers	22	73.3
12	Canning	20	66.6
13	Holiday/ Weekend coaching	15	50

Source: Primary data

Figure 2: Reason for dropping out given by the drop outs



Source: Primary data

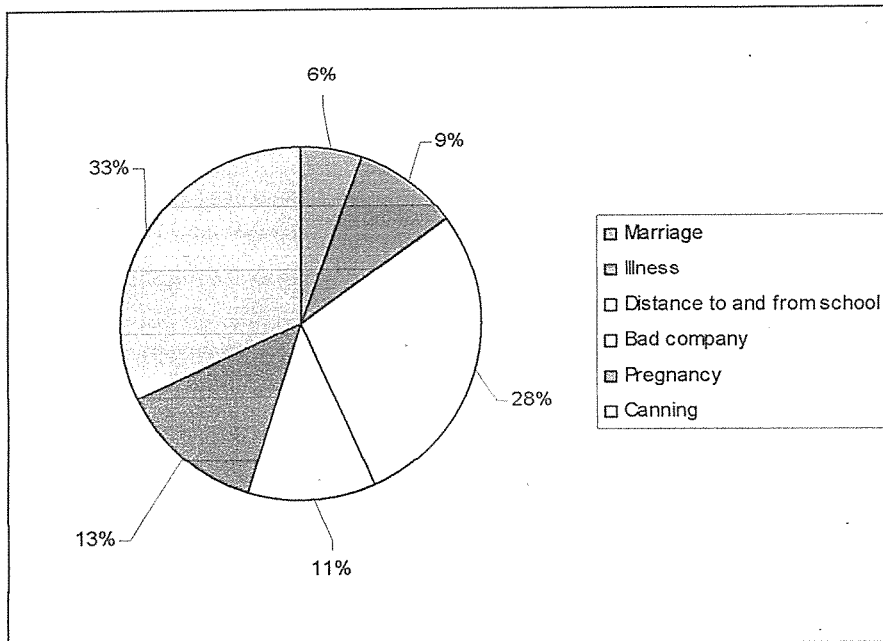
From the above table, it looked like name calling by the teachers has a lot of influence on the rate of students drop out. Canning and holiday/weekend coaching were rated high as the things which make learners to loose interest in school work.

Table 5: Reasons for dropping out as given by the parents of the drop outs.

No	REASON	FREQUENCY	PERCENTAGE
1	Marriage	3	10
2	Illness	5	16.6
3	Distance to and from school	15	50
4	Bad company	6	20
5	Pregnancy	7	23.3
6	Canning	17	56.6

Source: Primary data

Figure 3: Reasons for dropping out as given by the parents of the drop outs.



Source: Primary data

From the above table, impression is given that most parents felt that canning, name calling by teachers and distance to and from school contributes a lot to the students' dropping out of school and also weekend /holiday coaching.

4.2 Synthesis

From the tables I –IV of analysis, we can observe some relationship from the upper primary classes, the head teachers and the parents of some of the drop outs. The most common factors or causes of primary school drop out which were cited included name calling by teachers, canning, long distances of walking to and from school, repetition, while other factors followed; in that order. From this research, the teachers will be able to learn the harm canning can do to their students. This habit of canning is seen as very significant factor to the pupils' dropping out of primary schools. Repetition was also cited as a contributing factor to the students' dropping out, in this case the teachers should be guided on how to assist the students make it in education rather than making them repeat several times.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

If a big number of the students drop out of school before completing their primary cycle, the country's economy is threatened. As earlier said the country spends quite a lot of its resources in her efforts to educate the youth.

The drop out rate in the district primary schools stood at 31.7 percent as per the statistics of the end of November 2007. For the sake of promoting education as a gateway to success in life this is not a small percentage. This percentage should not be left to escalate but rather every effort should be made to reduce it as much as possible.

5.1 Conclusion

From the findings of this research it was established that the significant factors which contribute to the primary schools drop outs in the researched area include; canning , name calling by teachers, long distances of walking to and from school, reception and bad company or influence from friends, among other factors.

5.2 Recommendations

The implication of the above findings is that unless the situation is urgently addressed, schools are going to find it increasingly difficult to keep pupils at school. This will in turn affect the production of the country's skilled manpower.

In the light of the established findings, the following recommendations are made;

children should be counselled rather than subjected to name calling and castigated. This will give positive results.

Canning was also rated as a strong factor which affects the pupils stay in schools. The teachers should by all means reduce the use of the cane and if it has to be used, it should be used sparingly and always accompanied with explanations on the reasons for this kind of punishment. Otherwise, the use of cane per se does not rehabilitate a pupil but only creates a lot of hatred and resentment. The teachers should always be guided in the discipline of pupils by the teachers' code of regulations.

There was a lot of correspondence between the different views of respondents which pointed to repetition as a strong factor in the dropout problem. It is recommended that the government intervenes in seeing to it that the children do not continue to be subjected to the frustrations of repeating and especially when the pupils are forced to repeat. The government should ascertain that all the teachers are trained on how to teach effectively and especially to be able to realize the pupils' weaknesses and talents in good time rather than subjecting them to the repetition hell.

Performing chores for the teachers was also found to be a strong factor in the dropout problem. The teachers should try as much as they can to hire workers for their houses or homes. The performing of chores for the teachers waste a lot of time for the pupils and at the same time affects them especially girls in that they end up indulging in premarital affairs with the male teachers.

On pregnancies and early marriage which were also mentioned as factors behind pupils' dropouts, it is recommended that each school should offer guidance and counseling services so that these young girls get to learn about their bodies and especially what they should do and what they should avoid.

The long distances of walking to and from school seemed contributing to the pupils' drop outs. The parents and concerned authorities of education should try to see that enough schools are built at strategic and catchment areas so that pupils have to undertake that exercise of long distance walking to and from schools, then their parents should make arrangements to the effect that the pupils should not survive on

empty stomachs, but their mid day meals should be provided for either by providing them with packed lunches or giving them little money to use for their mid day meals.

5.3 Recommendation for further research

A similar study involving a larger number of schools in different districts or Municipalities should be carried out so that the findings can be generalized to many districts and / or municipalities in the country.

A similar study could be carried out at post primary level and tertiary level where learning is always disturbed by student dropout.

REFERENCES

- Briggs, H. *Economics of education in African and Third World*, Nairobi; Basic course in Systematic Curriculum Development (A.C.O) 1980
- Coombs, H.P *The World Education Crisis: A systems Analysis*, New York: Oxford University Press, pages 71 - 73, 1968
- Lyons, E.P: *The Organisation of Education in Remote Rural areas*, Paris: International Institute for Educational Planning. 1981
- Kajubi. S Education Commission Report, Kampala Government Printers. 1965
- Raju, B: Education in Kenya: *Problems and Perspectives in educational Planning and Administration*, London: Heinemann, Chapter 6, 1973 et[^]b, *Republic of Uganda Educational Trends* 1997 Kampala, UNICEF, Pages 1, 3 and 14
- Sifuna, D.N: *Short Essays on Education in Kenya*, Nairobi: KLB, 1979 Solomon, O.L *The dropouts*, New York: The tree press coller - Macmillan Ltd, page 102, 1962 U.N.E.S.C.O *The statistical Measurement of Educational Wastage: Dropout, Repetition and school retardation*, Paris: UNESCO, 1970
- U.N.E.S.C.O Conference of African Ministers of Education, Lagos: January-February 1976 Wako, A.O *Primary School Dropouts in Kenya*, Nairobi: KLB, 1980
- The Daily Monitor Newspaper: Saturday 27¹ April page 16 column

APPENDICES

Appendix A: Questionnaire for Head teachers

Instructions

- 1. *Please do not write name on this paper*
- 2. *All information will be handled with confidentiality and only for the purposes of this study.*
- 3. *Put a tick, reply or comment as required.*

Name of the school.....

Name of the zoneCode of the school

1. What was the total population for the school in January as per the following break down?

P.1 – P.4 Boys Girls

P.5 – P.7 Boys Girls

End of November

P.1 – P.4 Boys Girls

P.5 – P.7 Boys Girls

2. How many pupils in your school dropped out of school in year between January and end of November?

P.1 – P.4 Boys Girls

P.5 – P.7 Boys Girls

3. How many pupils of average performance dropped out of school between January and end of November (Average performance is at 50% -55%)

Boys Girls

4. How many pupils of below average performance dropped out of school between January and end of November?

Boys Girls

5. How many pupils of above average performance dropped out of school between January and end of November?

Boys Girls

6. How many pupils dropped out between January and end of November due to

- (i) Indiscipline
- (ii) Financial difficulties
- (iii) Health grounds
- (iv) Premarital pregnancy
- (v) Circumcision/Initiation/Religion
- (vi) Specify others

7. How many pupils from single parent homes dropped out in?

Boys Girls

8. How many pupils dropped out after absenteeism?

Boys Girls

9. What were the sizes of families of dropouts in the year?

- (i) Below 3 children
- (ii) Between 4 and 7 children
- (iii) Above 7 children

10. What is the average age of teachers including the headteacher for the year?

- (i) Between 18 – 20
- (ii) Between 21 – 25
-

(iii) Between 26 – 30

(iv) Over 30

11. Do you offer guidance and counselling services in your school? If yes, to what classes?

(i) Lower classes

(ii) Upper classes

(iii) Both lower and upper

12. Do most parents consult school authorities on matters related to their children school life?

Yes

No

13. Comment on the relationships between male teachers and their pupils?

.....

.....

.....

14. Which do you consider to be the major administrative problem you encountered in your present assignment?.....

.....

.....

.....

Appendix B: Questionnaire for upper primary school pupils

Instructions

1. Do not write your name or name of your school in this paper
 2. Answer the questions as honestly as possible
 3. It is only this researcher who will read your answers
 4. Your answers will help in the improvement of primary education to your advantage
 5. Tick in the box provided:
1. Which of the following things don't you like in your school?

- | | |
|--------------------------------------------------------|--------------------------|
| (i) Canning | <input type="checkbox"/> |
| (ii) Name calling by teachers | <input type="checkbox"/> |
| (iii) Punishment | <input type="checkbox"/> |
| (iv) Repetition | <input type="checkbox"/> |
| (v) Running errands and performing chores for teachers | <input type="checkbox"/> |
| (vi) Colour of the social uniform | <input type="checkbox"/> |
| (vii) Lack of school trips | <input type="checkbox"/> |
| (viii) Many subjects | <input type="checkbox"/> |
| (ix) Holiday/Weekend coaching | <input type="checkbox"/> |
| (x) Early morning preps | <input type="checkbox"/> |
| (xi) Long distances of walking to and from school | <input type="checkbox"/> |

Appendix C: Questionnaire for dropouts

Instructions

- (i) Do not write your name on this paper
- (ii) Answer questions to the best of your knowledge.
- (iii) It is only this researcher who will read your answers
- (iv) Put tick, explain or supply answers as required.

1. Are you a boy or a girl? Boy Girl

2. Do you live with both of your parents? Yes No

3. In which class were you when you left school? Standard

4. Were you required to repeat a class Yes No

5. If yes to question 4 above, how many times?

6. Why were you required to repeat

7. Did you want to repeat Yes No

8. Were you punished at school? Yes No

If yes give reasons

9. Was there caning by teachers? Yes No

10. Was there name calling by teachers Yes No

11. Did you have friends who had dropped out of school?

Yes No

12. Were you asked to go home to ask for your parents to buy for you any of the

following things? Tick

(i) School Uniform (ii) Text Books

13. Did you leave school due to any of the following factors?

(i) Illness (iv) Pregnancy

(ii) Torn Uniform (v) Marriage Death of Parents

(iii) Distance to and from school