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**ANALYSIS OF THE FACTORS RESPONSIBLE FOR PUPILS DROP  
OUT IN SCHOOLS IN MARAGUA DIVISION GATHERA  
SUBLOCATION NGINDA ZONE IN IHUMBU VILLAGE  
CENTRAL PRONVINCE OF MURANG'A SOUTH  
DISTRICT KENYA**

**BY**

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## DECLARATION

I WAINAINA ELIZABETH .W. do hereby declare that this research report is my personal work and that it has not been prior submitted in any university for the award of a degree or any other related award.

SIGNATURE .....  .....

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DATE 18TH AUGUST 2010 .....

## APPROVAL

This is my research report has been submitted for examination with my approval as  
University Supervisor.

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## DEDICATION

I dedicate this research project to my beloved Parents Mr. Edward Wainaina and Mrs. Dorcars Nyambura for their moral , emotional and material support during my study at Kampala International University.

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## ACRONYMS

NGO	:	Non Governmental Organization
UPE	:	Universal primary Education
GNP	:	Gross National Product
UNICEF	:	United Nations International Education Fund
UNESCO	:	United Nations Education Sports and Cultural Organization
UNDP	:	United Nations Development Program

## ABSTRACT

The major objective of the study was to examine the causes of school dropouts in Maragua Division, Murang'a South district, Kenya. The study was conducted in Maragua Division Murang'a South district Kenya. A total of 60 respondents were chosen; 10 politicians, 10 religious leaders, 10 political leaders, and 30 parents consulted during the study.

The study findings were collected in line with the research questions of the study. The first research question sought to find out the causes of school dropout in Maragua Division. The study findings reveal that; poverty, corporal punishments, chronic illness, long distance of schools and lengthy learning hours were the answers given by respondents.

The second research question sought to find out the effects of school dropouts in Maragua division. The study findings here revealed that; high crime rates, high level of illiteracy, early marriages, and early pregnancies were the answers given by respondents on this research question.

The third research question sought to find out the solutions to school dropouts in Maranga division. The study findings revealed that; building of more schools, free education, compulsory education, provision of lunch in schools, and reduction of learning hours were the solutions given by the respondents.

Conclusions and recommendations were then made after presenting and interpreting the data.

## CHAPTER ONE

### GENERAL INTRODUCTION

#### 1.0 Introduction

The focus of the research is on the causes of pupils' school dropout a case study of Maragua Division, Murang'a South district – Kenya.

In primary schools, dropout rates are highest at grade one for both boys and girls and by the 4<sup>th</sup> grade, about a quarter of the initial cohort has dropped out of school. Starting with the fifth grade, more girls than boys tend to drop out of school, presumably due to pregnancies, early marriages and demands for household chores. Of those countries where dropout rates are disaggregated by gender, Namibia and Kenya indicate a near equal dropout rates for boys and girls. These national averages may indeed hide regional and rural / urban discrepancies but we had no data to prove this.

Ministries of education in many African countries found that the main reason given by dropouts as a cause for their dropping out of school and not re-enrolling for both girls and boys was poverty. This is expressed as lack of money to meet school expenses (even in countries like Malawi, Tanzania and Uganda who have forms of free education for primary schooling), and just the need to leave school in order to work and earn some money. The next important reason for girls is pregnancy (almost 10% of total number of dropouts in Tanzania), followed by demands for household chores and the need to work on the farms in varying degrees for different countries. Lack of interest is given as an important factor for dropping out of school and not re-entering, especially in Malawi.

This could be an indication of school environmental factors that are not conducive to learning and staying in school.

**Table 1: Primary School Completion rate by Gender, 1990 – 98**

	1990	1991	1992	1993	1994	1995	1996	1997	1998
Boys	45.7	46.4	44.7	44.5	44.6	43	45.1	46.3	46.4
Girls	40.5	41.6	48.2	42.2	43	42.1	43.5	45.8	48.1
Total	43.2	44.1	46.4	43.4	43.9	42.6	44.3	46.1	47.2

Source: Ministry of Education Science and Technology, and Republic of Kenya: Education Statistical Booklet. Nairobi April 2000

About half of the 13 countries spend an average of 6% or more as percentage of their GNP on education, and the lowest expenditure as a percentage of GNP is 2.2 (Zambia) the highest being 9.1 (Namibia). In general, those countries whose expenditure on education as a percentage of their GNP is higher, tends to have higher (not necessarily the highest) gross enrolment ratios, less dropout rates and narrower gender gaps. Public expenditure on education in Malawi and Uganda which have both instituted UPE and realized spectacular increase in enrolments are 5.5% and 2.2% of their GNP respectively. The relatively low percentage expenditures in the two countries may be responsible for the high dropout rates and wider gender gaps in the education system.

The characteristics of students who dropout of school. Socio economic background: National data show that students from low-income families are 2.4 times more likely to

drop out of school than are children from middle-income families, and 10.5 times more likely than students from high – income families.

**Disabilities:** Students with disabilities are also more likely to drop out. The National Transition Study estimates that as many as 36.4% of disabled youth dropout of school before completing a diploma or certificate.

**Race- ethnicity:** Kenyans and other Africans are at greater risk of dropping out than whites, with Africans at a greater risk of dropping out than either white or African other than no African students.

**Academic factors:** National research also indicates that academic factors are clearly related to dropping out. Students who receive poor grades, who repeat a grade, or who are overage for their class are more likely to drop out.

**Absenteeism:** Students who have poor attendance for reasons other than illness are also more likely to drop out. Clearly, students who miss school fall behind their peers in the classroom. This, in turn, leads to low self-esteem and increases the likelihood that at – risk students will drop out of school.

**Occupational aspirations:** Young people’s perceptions of the economic opportunities available to them also play a role in their decision to drop out or stay in school. Dropouts often have lower occupational aspirations than their peers.

## **1.1 Background**

Maranga Division is located in the Maranga district – Kenya. The zone has a total population of approximately 40,000 people. It is the most populated zone in the district of Maranga and the zone accommodates different people from different parts of Kenya. The dense population is due to the lucrative trade within the zone.

Agriculture is one of the activities that have taken course within the zone and much of the farms are being owned by local investors. Business is also being carried out extensively in the zone through the importance of foreign and national goods.

## **1.2 Statement of the problem**

There is an increase in the number of pupils' school dropout in Maranga division, Maranga district – Kenya and this rate is quite alarming to the government and the residents in general plus the parents who own the pupils. The rate of school drop out has been attributed to very many factors and no single factor can be finger pointed as the sole cause of the school drop outs. Many pupils pull out of school due to school fees problems, illness, poverty, corporal punishments and many other actors as may apply to individual pupil at school.

## **1.3 Objectives of the study**

### **1.3.1 General objective**

To examine the causes of high school dropouts among pupils in Maranga Division, Maranga District – Kenya.

### **1.3.2 Specific objectives**

To examine the causes of school drop outs among pupils

To find out the economic, political and cultural effects of school dropout among pupils.

To make policy recommendations for the solution of school dropouts.

### **1.4 Research questions**

What are the causes of pupils' school dropout?

What are the impacts of school dropout among pupils?

What are the solutions to the pupils' school dropout?

### **1.5 Scope of the study**

#### **1.5.1 Contextual scope**

The study will cover the people affected pupils' school drop out, factors contributing to the increase in the number of pupils' dropout and the mitigation measures.

#### **1.5.2 Geographical scope**

The study will cover Maragua Division, Muragua District – Kenya.

The study will take a period of three months.

### **1.6 Significance of the study**

The study will help the principle researcher to recommend on appropriate strategies of curbing pupils' school dropout.

The researcher will however help policy makers come up with appropriate policies of solving the problems of pupils' school dropout.

The local community in particular may use the findings of the study to enhance their rights as the study will highlight all the contemporary issues with regards to constitutional right regarding street children and the rights to live in peaceful, political, economic and social environment.

The research findings will boost the documented literature resource of Kampala International University.

Having undertaken the study, the researcher will build good experience and attain deeper insight of not only research but also public issues in relation to pupils' school drop out.

### **1.7 Definition of Operational Terms**

- Pupils - A child who is in the elementary level of studies
- Education - Is the act of acquiring knowledge formally.
- Class - Is the room / place of pupils' gathering to be taught
- Teacher - Is the person who imparts knowledge in the pupils
- School - Is an organized institution from where pupils come to buy knowledge.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter will include looking through the earlier research documents; literature with an aim of identifying a problem of concern, eventual number of duplication of early research work is done. Apart from going through other related work. It will also involve critically going through other services of materials that are related with the research topic.

#### 2.1 Comparison of primary school drop out among few countries

**Table 2: Overall dropout rates in primary school – grades 1, 4, and final (non disaggregated) 1997**

Country	Grade 1	Grade 4	Final grade
Ethiopia	29	5	6
Kenya	4	...	...
Malawi	26	13	4
Mozambique	8	11	8
Namibia	10	6	9
Rwanda	13	11	13
South Africa	28	...	...
Uganda	11	10	13
Zambia	22	...	...
Zimbabwe	26	2	30

Source: UNICEF: Indicators III on Primary Education in Eastern and Southern Africa with special Reference to the Education of girls, plus various Country report data.

## 2.2 Poverty

This is expressed as lack of money to meet school expenses (even in countries like Malawi, Tanzania and Uganda who have forms of free education for primary schooling), and just the need to leave school in order to work and earn some money. The next important reason for girls is pregnancy (almost 10% of total number of dropouts in Tanzania), followed by demands for household chores and the need to work on the farms in varying degrees for different countries. Lack of interest is given as an important factor for dropping out of school and not re-entering, especially in Malawi. This could be an indication of school environmental factors that are not conducive to learning and staying in school.

**Table 3: Primary school dropout rate by standard and gender 1995**

Standard	Boys	Girls	Total
1	2.7	2.6	2.7
2	2.9	2.7	2.8
3	3.0	2.8	2.9
4	3.3	3.1	3.2
5	3.5	3.2	3.4
6	4.5	4.4	4.4
7	5.1	5.4	5.2
8	2.8	3.2	3.0
Total	3.2	3.2	3.2

Source: National Score Card – Kenya

### **2.3 Hunger**

Hunger and poor diet among children continue to be a key reason for truancy in many remote villages in Kenya, according to local Non – Governmental Organizations (NGOs) working in the education sector.

“Food shortages have always been the cause of children not being able to attend school regularly”, said school teacher Odongo Phillip, who teaches in the government – run primary school in Nyanza province. There are many poorest villages in poverty – stricken Kenyan districts with many districts with most of its people living on less than US\$ 1 a day, according to Sim, a local NGO with focuses on helping rural communities. Srivastava explained that Kenyan villagers, like many others in East Africa, are unable to produce sufficient food, and cannot afford to buy food for their children either. “How can they continue to attend class when they are hungry all the time?” asked John Mureithi, a school teacher. John Mureithi said an average 10 – 15 percent of students aged 10 – 14 in the area drop out every year before completing primary school. This situation is typical of many remote villages in the country, where 14.5 percent of primary level students in grades 1 – 5 drop out every year, according to the Ministry of Education.

### **2.4 Poor facilities at school**

Poor facilities at school, long walking distances to school and lack of road access have combined with poverty and hunger among children in remote areas to exacerbate the problem, according to NGOs. Over a million children out of school “How can we ever motivate parents to send their poorly fed children to school?” asked a school teacher. Teachers often get blamed for failing to keep children at school, but the real reason has

always been poverty and food insecurity, “Food is the answer to their regular attendance but we can’t afford that,” said Adhikari.

## **2.5 Break down of families**

Students in broken homes are more than twice more likely to drop out of school than those with families intact (Schwartz). This is so because of the fact that this is another stressful matter these young minds must also deal with. Home and school stability is another cause to for students dropping out of high school. More than half of dropouts have moved their four years of being in high school (Schwartz 2003). If a student does not have a stable home or a stable school life, then they are more likely to dropout of school. Stableness allows the student to feel comfortable enough to try to work at school. If they have a stable home and school life, then that is one less worry for them. This allows them to concentrate on staying in school instead. The more stable a situation is, the more comfortable the student becomes with the surroundings, the better they get a long with teachers and students, and the easier it is for them to fit in and work hard at school.

## **2.6 Bad school experience**

Bad school experiences are also a large contributor for the school dropout rate. A large majority of dropout students were only taking the bare minimum general high school requirements. This is because no one pushed them to try harder. This made students feel that school was not important enough to try hard at. These students then do not even care because they do not think school is important. These students also said they did not have

much attention given to them when dealing with their school work. This also emphasized that school was not important. A large majority of dropout students were held back a grade at least once in school life. This makes many students feel as if they are not as smart as the other students, so why even bother (Schwartz 2003, p. 43, 56).

## **2.7 Social behaviour**

Social behaviour is another cause for students dropping out of high school. Most students who drop out of school they do not like school to begin with. They in many times do not keep up with their school work. They did not get a long with their teachers and / or other students. They may have had disciplinary problems. A great portion of dropout students are suspected at one time or another. Frequently absent students also make them more likely to drop out. A good deal of drop out students had even been previously arrested. This is because students' dropout tended to believe they have no control over their own lives. Some students do not feel like they fit in or they may have felt unsafe. At this time in a students life school is the most awkward place to be. Students will stay away from it if they can help it. They will use any tactic including dropping out.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter will include the methodology of the study. It entails research design, geographical location / area and population, sampling design, data collection methods and instruments, data analysis and processing and the limitations of the study.

#### **3.1 Research Design**

The research intends to use descriptive and analytical research design. These are selected because they are effective ways of research presentation. It will be survey – based on quantitative and qualitative data analysis.

#### **3.2 Area and population of the study**

The research will be conducted in one area that is Maragua Division, Murang'a South District – Kenya. The most spoken languages are; Kiswahili, Sabin and English. The respondents will consist of local population especially adults, opinion leaders. The area has been basically chosen because the researcher is familiar with the area and is able to speak Kiswahili and English which are the most dominant languages.

#### **3.3 Sample design**

The researcher intends to use purposive sampling technique since it ensures that the only predetermined and chosen respondents are approached, hence getting relevant, correct

and adequate information. However, through this sampling technique is chosen, it has a weakness that inadequate information can sometimes be given because the selected respondents may be less informed on the topic of research.

**Table 4: The sample size of 60 respondents will be chosen and this will be arrived at as;**

Category	Number of respondents
Political leaders	10
Religious leaders	10
Teachers	10
Parents	30
Total	60

### **3.4 Data collection methods and instruments**

#### **3.4.1 Method**

The researcher will collect / get data from both primary and secondary sources

##### **(a) Primary data**

This may be sourced by physical and visiting of the files and collecting data through variable tools.

##### **(b) Secondary data**

This will be sourced by reviewing of documented resources as newspapers, journalists, reports, presentations, magazines and online publications.

### **3.4.2 Instruments**

The following data collection instruments will be used:

#### **(a) Questionnaire**

This will be designed in line with the topic, objectives and hypothesis. They will include both open and closed – ended questions. This instrument has been selected because it is efficient and convenient in a way that the respondent is given time to consult the documents before answering the questions. It is also because the respondent can give unbiased answers since she / he is given to write whatever she / he would like to write which would otherwise be hard for the respondent to write if the researcher is present.

#### **(b) Focus group discussion**

The instrument is being chosen because the respondents give instant answers and the data collected can easily be edited since the researcher will have heard when the respondent is communicating (answering) the question. The researcher here is saved from misinterpretation of questions since he can rephrase the question if not fully heard or answered so that he can get the relevant information wanted.

#### **(c) Documentary review**

This will include detailed review of already existing literature. The tool is selected because it gives accurate, correct and historical data, which may be used for future aspects.



### **3.5 Data analysis**

#### **3.5.1 Quantitative data analysis**

Editing of the information from the respondents will be done. This is before leaving the respondent purposely to avoid the loss of material, misinformation and also to check for uniformity, consistency, accuracy and comprehensibility.

#### **3.5.2 Qualitative data analysis**

Data will be analyzed before, during and after collection. Before data collection, tentative themes will be identified. The tentative themes are social, economic, political and social factors associated with school dropouts among pupils. After data collection, information of the same code will be assembled together and a report will be written.

### **3.6 Limitations of the study**

The study was hindered by the following factors;

Refusal of the respondents to effectively respond to the questions was one of the most notable problems that the researcher faced while conducting the research.

Financial constraints were also seen as another factor that limited the study. Transport costs were so high to be met by the researcher and this fully contributed to the delay of the research because it was hard for the researcher to continue with the tight budget.

Rudeness and hostility among some respondents were also seen as other limitations of the study in the sense that the researcher found that there were rude and hostile respondents

who in the long run turned down the request of the researcher to answer the questions. Many of such respondents walked away despite of the fact that the researcher tried to plead for their attention.

Shyness of the respondents was senses as another limitation of the study.

The researcher was affected by the prevailing weather conditions that is the rain. It is true that the research was conducted during rainy season and it became so hard for the researcher to find the respondents since they were in doors.

However, these problems were overcome by the researcher in the following ways;

Strict adherence to the tight budget was the solution to the problems of lack of finance.

Humble talk and convincing of respondents was the ways employed by the respondents to overcome the problem of unwilling and shy respondents to answer the questions.

**CHAPTER FOUR**  
**FINDINGS, PRESENTATION AND ANALYSIS**

**4.0 Introduction**

The data was collected using both quantitative and qualitative methods which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and then analyzed.

**4.1 Social demographic characteristics of respondents**

**4.1.1 Age**

Respondents were asked questions related to their age and the results are shown in the table below.

**Table 5: Age distribution of respondents**

Age group	Frequency	Percentage
Below 24	4	6.6
25 – 29	16	26.6
30 – 39	12	20
40 – 49	22	36.6
50 – above	6	10
Total	60	100

Source: Primary data

The table shows that 6.6% of the respondents were below 24 years, 26.6% were between 25 – 29 years of age, 20% were between 30 – 39 years of age, 36.6% were between 40 – 49 years and 10% were above 50 years of age.

#### 4.1.2 Marital status

Another variable which was important in respect to the situation of the people in the area was marital status. Information regarding marital status of the respondents was obtained by asking them whether they were married, single, widowed or widowers.

**Table 6: Marital status of respondents**

Marital status	Frequency	Percentage
Married	30	50
Single	8	13.3
Widow	16	26.6
Widower	6	10
Total	60	100

Source: Primary data

Table 6 above shows that 50% of the respondents were married, 13.3% were single, 26.6% were widows and 10% were widowers.

#### 4.1.3 Sex of the respondents

Sex was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of females and males in the whole of the population, and compares the percentage composition of the two.

**Table 7: Sex of the respondents**

Sex	Frequency	Percentage
Female	18	60
Male	12	40
Total	30	100

Source: Primary data

Table 7 above shows the sex of the respondents and it was found that 60% of the respondents were females and 40% were males.

#### **4.1.4 Education status of respondents**

Respondents were asked questions related to their educational status and their responses are shown in the table below;

**Table 8: Educational level of the respondents**

Education level	Frequency	Percentage
Uneducated	22	36.6
Primary	14	26.6
Secondary	8	13.3
University	4	6.6
Tertiary	6	10
Others	4	6.6
Total	30	100

Source: Primary data

Table 8 above shows educational levels of the respondents and it revealed that 36.6% of the respondents were uneducated, 26.6% were of primary level, 13.3% had secondary education, 6.6% received university education, 10% had tertiary education and 6.6% fell under other levels of education.

#### 4.2 Causes of school dropout in Maragua Division, Murang'a South District, Kenya

**Table 9: Causes of pupils' school dropout**

Response	Political leaders	Religious leaders	Teachers	Parents	Total	Percentage
Poverty	4	2	5	10	21	35
Corporal punishment	2	3	1	6	12	20
Chronic sickness	3	0	2	8	13	21.6
Long distance of schools	0	2	2	4	8	13.3
Lengthy learning hours	1	3	0	2	6	10
Total	10	10	10	30	60	100

Source: Primary data

#### **Poverty**

Poverty has been noted by respondents as one of the causes of school drop outs in Maragua Division, Murang'a South District. The respondents here noted that many of the people are quite poor to afford school fees and other incentives that may be necessary for

students' academic purposes. Poverty in this area is quite alarming that it poses a lot of threat to the school going children in Maragua Division, Murang'a South district Kenya and the study found that 21.6% of the respondents gave poverty as the answer. The parents in this area described to the living in absolute poverty – a state of individual acceptance that he / she is poor. Given this kind of situation, many of the school going children suffer a lot because the result of every thing is felt by them and no one else. Poverty is a very big problem to many of the households in Murang'a South district and to the rest of the people in Kenya at large especially those of the rural settlement. This has been due to lack of income generating activities among the population and due to over reliance on agriculture.

### **Corporal punishments**

Corporal punishments have also been cited as another cause of school dropouts in Nginda Zone., Murang'a South district, Kenya with 20% of the respondents. Corporal punishment has been a lingering problem in Nginda Zone. because many of the teachers have been found to be giving undesirable punishments to the students to the extent that many of the children decide to drop out of school because they can not endure the level of mistreatment in the schools. Many of them look at schools as a rough place to leave in and some of the students look at schools as “a free prison” in which one is seen free to move home and come to school at will. One of the teachers in the local primary school had this to say “am a teacher like any other teacher in Nginda Zone. But I have never caned any pupil more than two strokes yet I see my fellow teacher caning pupils to the

extent of fainting”. With this kind of situation, many of the students have been forced to run away from schools.

### **Chronic illness**

The respondents also noted that chronic illnesses have also been partially responsible for the school dropouts in Nginda Zone.. It has been found that many of the school going children drop out of school because of chronic diseases. Many of these diseases include HIV / AIDS, asthma, epilepsy among other diseases mentioned with 21.6% of the total number of respondents. The respondents noted that many of the students diagnosed with such diseases feel so suppressed and uncomfortable to study as many of them look at going to school as wastage of time. Chronic illnesses have forced many students to drop out of school because the students can not concentrate, as many of them don't attend school because of long sickness once they fall sick. Epilepsy has been noted as one of the worst sickness among the sicknesses mentioned because it has the worst effect on the students. One teacher said, “I had a very bright student in my class but this student dropped out of school because of epilepsy since he in many cases could be attacked and could lose conscious, which forced him to abandon studies” – said one teacher.

### **Long distance of school**

Long distance of schools is yet another reason given by respondents as one of the causes of school dropouts in Maragua division and this had 13.3% of the total percentage of the respondents. It has been found by the researcher that many of the students drop out of schools because of long distances of school location which become so hard for the



students to travel to schools every day for example the day students who have to commute from home every day to school. Many of the students have to travel long distances of between 2 km – 6 km daily from their homes to schools. This is a very long distance to be traveled by young school going children because many of them get tied in the process of traveling to schools. To make matters worse still, many of these students are being caned for late coming once they are caught coming late. Long distance to traveling plus punishments for late coming do worsen the rate of school dropouts in Maragua division, Murang'a South district.

### **Lengthy learning hours**

Lengthy learning hours have also been given by the respondents as one of the causes of school dropouts in Nginda Zone., Murang'a South district with 10% of the percentage of respondents. Many of the students have been found to be learning for lengthy hours for over eight hours a day or more like for candidate students who do have to study for extra hours though these learning hours are constitutionally wrong. Public holidays ought to be respected but many of the schools do operate illegally even in these public holidays and weekends. Long hours of studies have forced many students to drop out of schools because many of them can not afford being in class for long hours due to their low learning levels. Many students do not adapt to such long working hours set by many schools in Maragua division.

### 4.3 The impact of school dropout in Nginda Zone., Murang'a South a district

**Table 10: The impacts of school dropout among school children**

Response	Political leaders	Religious leaders	Teachers	Parents	Total	Percentage
High crime rates	3	4	2	10	19	31.6
High illiteracy levels	3	2	5	4	14	23.3
Early marriages	1	2	2	9	14	21.6
Early pregnancies	3	2	1	7	13	21.6
Total	10	10	10	30	60	100

Source: Primary data

#### High crime rates

High crime rates are one of the foreseen effects of school dropout in Maragua division as per the respondents who in this consisted by mainly parents with over 18% of the respondents. The respondents here noted that once there is a high school drop out in the area, the result of it all will be high crime rates as many of the students who do not go to school will be involved in crimes and this had 31.6% of the total percentage of the respondents. One of the parent in this place said that many of the criminals around the zone are former school dropouts who have resorted to crimes due to idleness and total lack of what to do. Many of the parents are so worried of further dropouts in school for fear of high crime rates which is now rocking the area. Crimes have been associated with idleness and it has been found that many of the young people who not attend school

usually lack what to do and they have been associated with crimes because of idleness and others are in school.

### **High illiteracy level**

High level of illiteracy was also given as one of the immediate effects seen with school dropouts in Nginda Zone. The respondents noted that as the world is struggling to wipe out illiteracy, it may seem hard for the people of Murang'a South district because illiteracy rate is expected to increase the more than it is today and this had 23.3% of the total percentage of the respondents. Whenever there is high school drop outs in an area, the level of illiteracy increases and this is hazardous in the society especially for national development because many of the people will not be economically productive as they are expected to. With a high level of illiteracy, the result of it all is underdevelopment because many of the population will not be in position to compete in this globalized world since survival in the globalized world needs literate people who can compete economically in the society; that is within Kenya, East Africa and the world at whole because the world is growing at a very high rate.

### **Early marriages**

Early marriages was a no fore gone conclusion to the respondents as one of the citable effects of school dropouts in Maragua division with 21.6% of the total percentage of the respondents. The respondents here noted that with school dropout among young people, marriage is therefore the result because there will be nothing that these idle people will think of other than marriage. Early marriages today in the society increases the chance of

early birth and resultant increase in the population of an area with its effects again. This kind of situation is quite scaring to the people in the area of Nginda Zone. because there will be a high population due to increased birth rate in the area. Early marriage threatens parents because many of the young people will be marriage yet they can not control their relationships / marriages and many of them will be forced to divorce. Early marriages in general have diverse effects in the society since it is associated with many social evils in the society.

### **Early pregnancies**

Early pregnancies will be the result of the early school drop outs in Maragua division as per the respondents and this also had 21.6% of the total number of respondents. The respondents who happened to be mainly political leaders said that early pregnancies are always associated with school dropouts. They posed a worry of high death rates among the young pregnant people because many of them will be forced to die in the process of child birth as they are young of normally give birth withstood any contradiction. Early pregnancies cause a lot of effect to the parents who will be expected to look after the new born babies since their daughters can not afford looking after such children born to them. This in many cases are seen as unwanted pregnancies as the partners will not desire the pregnancies since they are not ready for them but the pregnancies come just as a result of un protected sex by the partners though with out any intension of being pregnant.

#### 4.4 Solutions to students' school dropout

**Table 11: The solutions to the students' school drop out**

Response	Political leaders	Religious leaders	Teachers	Parents	Total	Percentage
Build more schools	3	1	2	7	13	21.6
Free education	0	4	2	11	17	28.3
Compulsory education	4	2	1	4	11	18.3
Provision of lunch in schools	1	3	5	3	12	20
Reduction of learning hours	2	0	0	5	7	11.6
Total	10	10	10	30	60	100

##### **Build more schools**

Building of the more schools is one of the solutions given by the respondents as one of the ways of solving the high rate of school dropout in Nginda Zone., Murang'a South district – Kenya with 21.6% of the percentage of the respondents. The respondents here said that there should be more schools in Murang'a South district. This is because there are few schools in Nginda Zone. And this has been of a greater effect in the area since many of the available schools have been found to be few as compared to the demand in the area. There are quite many students in the area yet the available schools do not much the available number of students who want to access the schools. In addition to these few schools available, they

are again worsened by the distances of these schools location because many of these schools are located far away from the area where many of the students live, hence worsening the problem of school dropouts.

### **Provision of free education**

Provision of free education is yet another solution to school dropouts in Nginda Zone. and this had 28.3% of the total percentage of the respondents. The respondents here noted that there should be provision of absolutely free education in Murang'a South district because it has not been clear whether there is free education or just an existence of the name 'free education'. Free primary education for example exists by name but not by practice because many of the students do pay some amount of money while in school. The government is called upon here to ensure that there is free education availed to the students because many of the students do pay some amount of money every term in the name of maintenance fee, holiday fees, examination fees among others as many schools may subscribe to the need. These kinds of fees are not expensive to the students to the extent that many of them can not meet the costs and the solutions to which is school dropouts.

### **Compulsory education**

Emphasis of compulsory education was also another solution given by the respondents of Nginda Zone.. Compulsory education is therefore one of the solutions given by the respondents as one of the solution to the school dropouts and this is because many of the there is reluctance on the emphasis of compulsory education and this had 18.3 of the

respondents. Once compulsory education is emphasized in schools, there will be a decrease in the number of school dropouts in Nginda Zone.. This solution was given by the respondents because compulsory education exists in words but not in practice especially in lower levels of education. The respondents here said that the alternative to the school dropouts in Nginda Zone. can be implemented mainly when there is emphasis to compulsory education in the zone because this will force the parents to send their children to school by force and they will go because they are sent to school.

#### **Provide lunch in schools**

Provision of free meals at school was also seen as another solution to school dropouts in Nginda Zone. with 20%. The respondents noted that it is necessary for meals to be provided in schools at a free cost because many of the students do not eat lunch at school and this means that they go to class in hungry stomachs yet this is very hard to contain. May of the students have dropped out of schools because of 'forced fasting' as said by one of the teachers who noted that many of the parents send their children to school with nothing even to eat the whole day yet this limits their concentration levels, forcing them abscond school. The teachers here agree that provision of lunch to the students can boost students' performance and even promote their attitudes towards academics

#### **Reduce on learning hours**

Reduction of learning hours by the school administration has also been given by the respondents as one of the solutions to the high rate of school dropouts in Nginda Zone.. The respondents noted that there should be reduction in the students' learning hours if

school dropout is to be curbed because many of the students are found to be dropping out of schools due to long learning hours in many of the schools of Murang'a South district, Nginda Zone. And this had 11.6% of the total number of respondents. The long learning hours have affected many of the students in many schools because many of them have dropped due to having lengthy school hour which in many cases run between six hours to nine hours every day. This kind of trend has been so alarming in the area because a reasonable number of students have left school after realizing that they can not cope up with the learning hours in many schools.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

This chapter was concerned with the summary of the study, conclusion and recommendations.

#### 5.1. Summary of the study

The major objective of the study was to examine the causes of school dropouts in Maragua division, Murang'a South district – Kenya. The study was conducted in Maragua division, Murang'a South district – Kenya. A total of 60 respondents were chosen; 10 politicians, 10 religious leaders, 10 political leaders and 30 parents consulted during the study.

The study findings were collected in line with the research questions of the study. The first research question sought to find out the causes of school dropout in Maragua division. The study findings reveal that; poverty, corporal punishments, chronic illness, long distance of schools, and lengthy learning hours were the answers given by respondents.

The second research question sought to find out the effects of school dropout in Maragua division. The study findings here revealed that; high crime rates, high level of illiteracy, early marriages, and early pregnancies were the answers given by the respondents on this research question.

The third research question sought to find out the effects of school dropout in Maragua division. The study findings here revealed that; building of more schools, free education, compulsory education, provision of lunch in schools and reduction of learning hours were the solutions given by the respondents.

Conclusions and recommendations were then made after presenting and interpreting the data.

## **5.2. Conclusion**

The conclusion was made in line with the various themes of the study and was based on the findings of the study.

The study findings were collected in line with the research questions of the study. The first research question sought to find out the causes of school dropout in Maragua division. The study findings reveal that; poverty with 35%, corporal punishments with 20%, chronic illness with 21.6%, long distance of schools with 13.3% and lengthy learning hours with 10% of the respondents.

The second research question sought to find out the effects of school dropout in Nginda Zone.. The study findings here revealed that; high crime rates with 31.6%, high level of illiteracy with 23.6%, early marriages with 21.6% and early pregnancies with 21.6% of the total percentage of the respondents.

The third research question sought to find out the solutions to school dropouts in Nginda Zone.. The study findings reveal that; building of more schools with 21.6%, free education with 28.3%, compulsory education with 18.3%, provision of lunch in schools with 20% and reduction of learning hours with 11.6% of the respondents.

The researcher therefore concludes that there is still a high level of school dropout in Nginda Zone, Murang'a South district – Kenya and this rate of school dropout is quite threatening and scaring to all the stakeholders in the area, right from the parents, community members to generally the government.

### **5.3 Recommendations**

The recommendations were made in relation to the findings and conclusions. The researcher therefore came up with the following recommendations in an attempt to address the causes of school dropout in Nginda Zone, Murang'a South district – Kenya.

These recommendations are therefore as follows;

#### **Parental responsibility**

Parental responsibility is one of the recommendations that the researcher came up with in an attempt to address the high level of school dropout in Nginda Zone. Parental responsibility here comes because many of the parents have been found to be irresponsible in the way that since many of them did not go to school, they have therefore found no reason of taking their children to school many of the parents sit back to see their children miss school and they do not care about education of their children. So the

researcher here recommends that the parents should take fore front responsibility of ensuring that their children go to school with out fail. This is very important because there is no way how the students can be left to do what they want. The parents should therefore ensure that their children go to school with out fail and they should ensure to find out their attendances at school so because some of them can go and end on the way.

### **Community involvement**

Community involvement is yet another reason the researcher came up with in this research as the recommendation in this topic of school dropout in Nginda Zone.. The researcher here found that the community members of Nginda Zone. were less about the education of the children in their zone and this is why the principal researcher recommends that there should be community involvement in the education of the children in this zone. The African culture states it very clear that 'education of a child in Africa is sole responsibility of the whole community'. This phrase means that education of the child goes beyond the role of the individual parent to the role of the whole society at large.

### **Government role**

The role is here by called upon to take a role in the education of the children in Nginda Zone.. The issue here is that the government has been found to be relaxed and mindless of the situations in schools and the general problems that the school going children are facing from wherever they are studying from. The students have a lot of problems that the government does not know and many of these problems have forced the children to drop

out of school but the government through the Ministry of Education has done nothing. The government's role is to guard the citizens from any harm but the government of Kenya seem to have neglected this because many of the students are not cared for by the government and this is the reason why they drop out of school for example the government does not warn teachers over corporal punishments, over changing of fees to the students in public schools among others.

### **Ban corporal punishments**

Corporal punishments should be totally banned from the schools in Nginda Zone. so that the students can have peace and a good atmosphere of studying. The researcher found out that many of the students have dropped out of school because of corporal punishments levied to them by their teachers and this so happens mainly in rural schools like among the schools of Nginda Zone. The government is therefore called upon here to safeguard the students from such kind of mistreatment because it is against human right. The students in Nginda Zone. and the whole of Murang'a South district need to be protected from corporal punishments because it undermines their potential and lowers their concentration if they are left in the hands of the mercy less teachers.

### **Arrest school dropouts**

Arresting of school dropouts is one of the recommendations given forth by the researcher for this research topic. The researcher here recommends that there should be imprisonment of school dropouts in Nginda Zone.. The researcher here states that arresting of school dropouts should be seriously done the responsible authorities in the

zone and the whole Maranga district because many of the students do drop out of school for even no reason and this has been fueled by the absence of any law that prohibits the dropping out of school when one is still in the school going age. The government and the general district officials need to implement laws that are quite applicable to the school going children and this law should work to prohibit the students from unnecessary dropout of school in the district. Once this is done, there will be total reduction in the number of school dropouts in Nginda Zone..

### **Promote career guidance**

Career guidance should be promoted in Nginda Zone. in the way that the students ought to be guided on what to do as far as education is concerned. Many of the students do study but they do not know why they are studying and many of them think that they are studying for their parents or their teachers who do force them study hard and even go to school. Career guidance was found to be lacking among the students and this is why many of the students could voluntarily dropout of school since they have no vision. The researcher therefore recommends that there should be career guidance imparted on the students by the teachers and even the parents plus all stake holders in schools. Once there is career guidance among the students, it becomes very hard for them to study because they lack directions of studies and visions of studies.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE

I WAINAINA ELIZABETH .W. a student of Kampala International University pursuing a Bachelors Degree of Education kindly requests you to answer these questions in utmost faith that would really help me successfully finish my course as a partial fulfillment of the award of Bachelor of Education (BED). I therefore affirm that this information is purely for the academic purpose.

SECTION A: Tick where necessary

#### 1. Sex

Male

Female

#### 2. Age

20 – 25

25 – 30

30 – 40

41 – 50

50 – 60

61 – 70

#### 3. Marital status

Married

Single

Widower

Widow

4. Religion

Catholic ( )

Protestant ( )

Muslim ( )

Others (specify) .....

5. Educational level

None ( )

Primary ( )

Secondary ( )

Post secondary ( )

SECTION B

1. Do you have children?

Yes ( )

No ( )

2. Have your children ever dropped out of school?

Yes

No

If yes, or not state why

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SECTION C

1. What do you think are the major causes of pupils' school dropout in Nginda Zone.?

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2. What do you think are the effects of pupils' dropout in Nginda Zone.?

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3. What do you think are the solutions to pupils' school dropout?

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.....

**END**

**THANK YOU**