

**LEARNERS' BACKGROUND CHARACTERISTICS AND RETENTION IN
SCHOOL. A CASE STUDY OF AMAGORO DIVISION, TESO NORTH
DISTRICT IN KENYA**

BY

WEKESA KHAEMBA AGGREY

BED/19677/72/DF

**A RESEARCH REPORT SUBMITTED TO INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF
REQUIREMENT FOR THE AWARD OF BACHELOR'S
DEGREE IN PRIMARY EDUCATION OF
KAMPALA INTERNATIONAL
UNIVERSITY**

DECEMBER 2010

DECLARATION

I **Wekesa Khaemba Aggrey** do here by 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 diploma or any other related award.

Signature:

Date:

.....

.....

WEKESA KHAEMBA AGGREY

BED/19677/72/DF

APPROVAL

This is my Research Report has been submitted for examination with my approval as University Supervisor.

Signature:

Date:

.....

Mrs. TALIGoola DEBORAH
SUPERVISOR

DEDICATION

I dedicate this report to my beloved Father Peter Wekesa and dear Mother Cladys Nelima, my hardworking and caring Wife Anne Imetur and my Daughters Sharon Beril and Patience. God bless them.

ACKNOWLEDGEMENT

My gratitude first goes to God almighty who has given me the gift of life, strength and courage to undertake this research.

I also owe a lot in appreciation to those who assisted me in carrying out this research. I am grateful to my supervisor who tirelessly went through my work and inspired me to dig deeper into the core of matter. Her kind criticism, patience and understanding assisted me great deal.

I am in debt to my friends who gave me encouragements in time of difficulties. Thanks also go to all those lectures that impacted professionalism into my work.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABSTRACT	x
CHAPTER ONE	1
1.0 Introduction	1
1.1 Background of the study	1
1.2 Statement of the problem.....	3
1.3 Objectives of the study	4
1.3.1 General of objective	4
1.3.2 Specific objectives	4
1.4 Research questions.....	4
1.5 Scope of the study.....	4
1.6 Significance of the study.....	5
1.7 Definition of operational terms.....	5
CHAPTER TWO	6
LITERATURE REVIEW	6
CHAPTER THREE	11
RESEARCH METHODOLOGY	11
3.0 Introduction	11
3.1 Research design.....	11

3.2	Area and population of the study	11
3.3	Sample design	11
3.4	Data collection methods and instruments	12
3.4.1	Research instruments	12
3.5	Data collection procedures	12
3.6	Data processing and analysis	12
CHAPTER FOUR.....		13
PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION OF FINDINGS.....		13
4.0	Introduction	13
4.1	Background characteristics of respondents.....	13
4.1.1	Teachers experience	13
4.1.2	Gender of respondents	14
4.1.3	Teachers qualification.....	15
4.2	Economic causes of pupil's dropout.....	16
4.2.1	How low income has contributed to children dropping out of school.....	17
4.2.2	Poverty, nutrition and school dropout.....	18
4.2.3	Hunger and truancy of pupils.....	19
4.3	Social influences on school dropout.....	20
4.3.1	Broken families and school dropout.....	21
4.3.2	Anti-social behavior disorder and school dropout	22
4.4	School environment and school dropout	23
4.4.1	Limited access to school and dropout.....	23
4.4.2	Interventions adopted by schools about proximity and school dropout.....	24
4.4.3	School environment and school dropout	24
4.4.4	Quality of education and school dropout.....	25

CHAPTER FIVE.....	27
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS.....	27
5.0 Introduction	27
5.1 Summary of findings.....	27
5.1.1 Economic causes of pupil’s school dropout	27
5.1.2 Social influences on school dropout.....	28
5.1.3 School as a factor influencing dropout.....	29
5.2 Conclusion.....	30
5.3 Recommendations.....	31
 REFERENCES	 33
APPENDICES	34
Appendix A: Questionnaires for Teachers.....	34

LIST OF TABLES

Table 1: Primary school completion rate by gender 1990-98.....	2
Table 2: Overall dropout rates in primary school (1997).....	6
Table 3: Primary school dropout rate by standard and gender.....	7
Table 4: Presents how poverty influences school dropout	17
Table 5: Presents poverty nutrition and school drop out	18
Table 6: Presents the opinions of teachers about hunger influencing truancy	19
Table 7: Presents data on teachers views on whether truancy is partly influenced by hunger	20
Table 8: Presents the relationship between broken families and school dropout.....	21
Table 9: Presents teachers views of respondents about whether children with anti social behaviors have left school.....	22
Table 10: Presents the teachers opinions on children leaving school due to school proximity	23
Table 11: presents the teachers views on what kind of environment exists in their schools	24
Table 12: Presents the teachers evaluation of the primary curriculum in terms of being able to meet the individual needs of learners.....	25

LIST OF FIGURES

Figure 1: Presents the teachers working experience.....	14
Figure 2: Presents the gender of teachers	14
Figure 3: Presents the teachers qualification	16

ABSTRACT

This descriptive study set out to investigate the factors both within school and home, which were responsible for children dropping out of school. The study was conducted in selected primary schools of Amagoro division, Teso North district in Kenya.

The variables studied included societal beliefs and values which pushed learners out of school, the income status of children's parents and the school based factors such as the learning context and the environment. A semi- structural questionnaire as formulated for the purpose of collecting data from the respondents. Findings showed that teachers played a major role in learners dropping out of school. It was established that some pupils had to feed their families during school time and therefore end up dropping of school. The study lastly recommended that government intervenes by developing remedial programs for working children, strengthens up child protection policies and sensitizes teachers about harassment of pupils.

CHAPTER ONE

1.0 Introduction

Since the implementation of millennium development Goals, the governments World wide have worked hard around the clock, trying to implement universal education. This in turn has limited undertakings in research to establish whether the children who actually join universal education, really complete the eight year course. Researchers have established that society is full of influences that hinder learners to complete primary education

1.1 Background of the study

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 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 reentering, 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 on 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 (Necessarily the highest) gross enrollment 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 enrollments 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 dropout 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 dropout. 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. Kenya and other Africans are 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 average for their class are more likely to dropout.

Absenteeism. Students who have poor attendance for reasons other than illness are also more likely to dropout. 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 dropout of school.

Occupational aspiration. Young people's perceptions of the economic opportunities available to them also play a role in their decision to dropout or stay in school. Dropouts often have lower occupational aspirations than the peers.

1.2 Statement of the problem

There is an increase in the number of pupils dropout in Amagoro division, Teso North district of Kenya and this rate is quite alarming to the government and the residents in general plus the parents who won 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 dropouts. Many pupils pullout of school due lack of personal effects, school necessities, poverty and lack of proper support by parents or guardians and many other actors as may apply to individual pupil at school.

1.3 Objectives of the study

1.3.1 General of objective

To investigate the background factors of children which force them out of school in Amagoro division, Teso North district.

1.3.2 Specific objectives

1. To find out the economic causes of dropout among primary school pupils
2. To investigate those social factors responsible for influencing school dropout
3. To find out if in school there are some factors which are repelling children from the system

1.4 Research questions

The following research questions guided the study;

1. What are the economic causes of dropout among primary school pupils?
2. What are the social factors responsible for influencing school dropout?
3. Whether in the school are some factors within that are repelling children from the system?

1.5 Scope of the study

The study covered Amagoro division, Teso North district of Kenya. The study took a period of three months. The study covered the people affected pupils school dropout, factors contributing to the increase in the number of pupils' dropout and the mitigation measures.

1.6 Significance of the study

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

The researcher however helped policy makers to come up with appropriate policies of solving the problems of pupils' dropout of school

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

1.7 Definition of operational terms

Pupil	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

Introduction

This chapter included 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. A part from going through other related work. It involved critically going through other services of materials that are related with the research topic.

Comparison of primary school dropout among few countries

Table 2: Overall dropout rates in primary school (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

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 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

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

Hunger

Hunger and poor diet among children continue to be a key reason for truancy in many remote village in Kenya, according to Local Non Government organizations (NGOs) working in the education sector. “Food shortages have always been the cause of the children not being able to attend school regularly”, said school teacher Odongo Phillip, who teaches

in the government run primary school in other division. 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 focus on helping rural communities.

Srivastava explained that explained that Kenya villagers, like many others in East Africa, are unable to produce sufficient food and can not afford to buy food for their children either. “How can they continue to attend class when they are hungry all the time?” asked Kingoina, a school teacher. Kingoina said an average 10-15% of students aged 10-14 in the area dropout every year before completing primary school. This situation is typical of many remote villages in the country, where 14.5% of primary level students in grades 1-5 drop out every year, according the ministry of education.

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 not afford that”, said Adhikari.

Break down of families

Students in broken homes are more than twice more likely to dropout of school than those with family's 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.

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 feel as if they are not as smart as the other students, so why even bother (Schwartz, 2003).

Social behavior

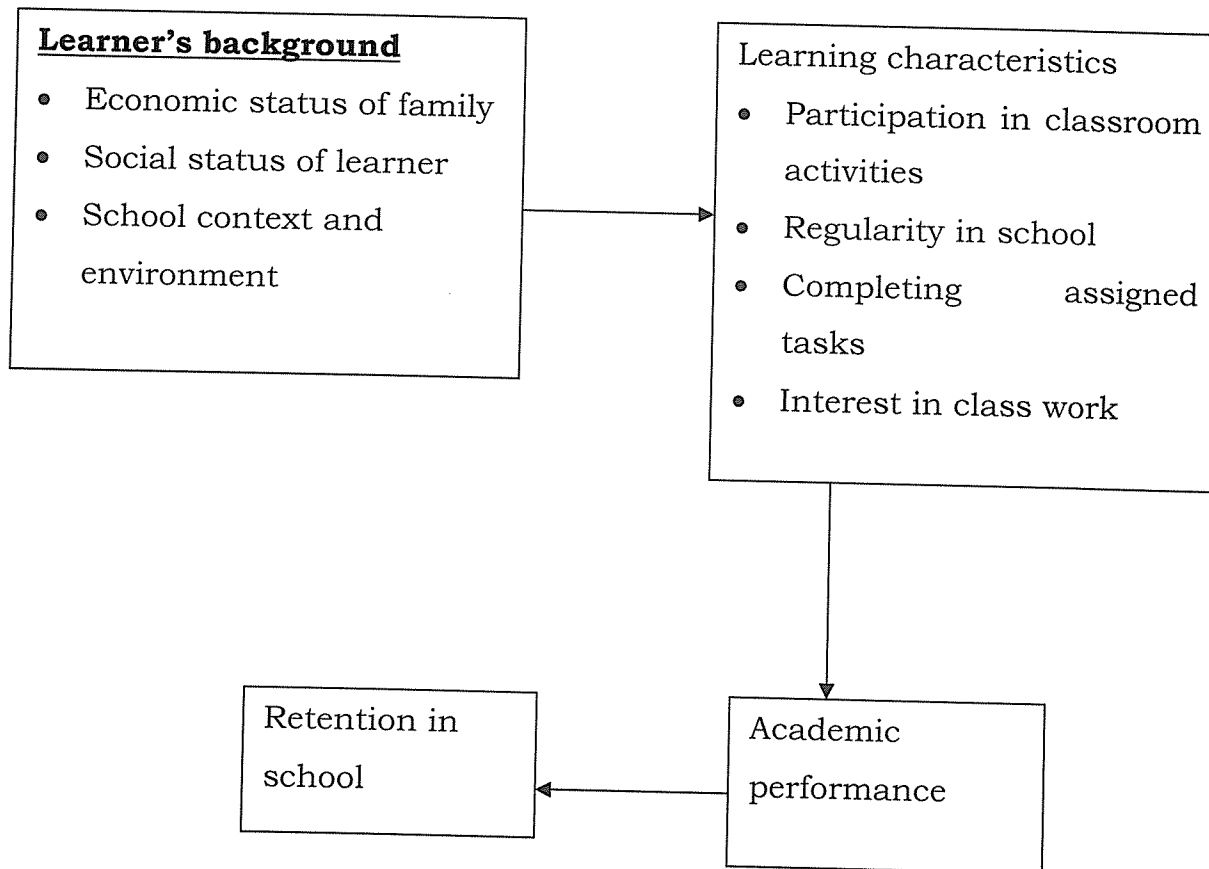
Social behavior is another cause for students dropping out of high school. Most students who dropout of school they do not like school to begin with. They in many times do not keep up with their school work. They did not get a long with their teachers and other students. They may have had disciplinary problems. A great portion of dropout students are suspected at one time or another. Frequently absent 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 stayed away from it if they can help it. They used any tactic including dropping out.

Conceptual framework

Independent variables

Dependent variables



Source: Primary data

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter included 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 was conducted in one area that is Amagoro division, Teso North district of Kenya. The most spoken languages are Kiswahili, and English. The respondents consisted 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. The sample size of 60 respondents was chosen.

3.4 Data collection methods and instruments

The instruments of the study included the questionnaires to teachers and focus group discussions with the community members and pupils.

3.4.1 Research instruments

Questionnaires were used to extract information from teachers and this so because they helped to obtain data within a short time and focus group discussion used to get information from learners. The discussions were held in languages that the respondents understand.

3.5 Data collection procedures

In carrying out the research, the researcher obtained a release letter from the course administrator which he presented to the schools under study.

3.6 Data processing and analysis

Qualitative data involved three sets of activities which included; editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded onto coding the various responses given to particular questions that lack coding frames, she then established how many times each alternative response category was given an answer using tally marks which was later added up.

CHAPTER FOUR

PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This study set out to examine the learners' background characteristics and retention in school. The following objectives guided the study:

- To find out the economic causes of dropout among primary school pupils
- To investigate those social factors responsible for influencing school dropout
- To find out if in school there are some factors which are repelling children from the system.

This chapter presented the data that were collected from the field, analyzed and interpreted them.

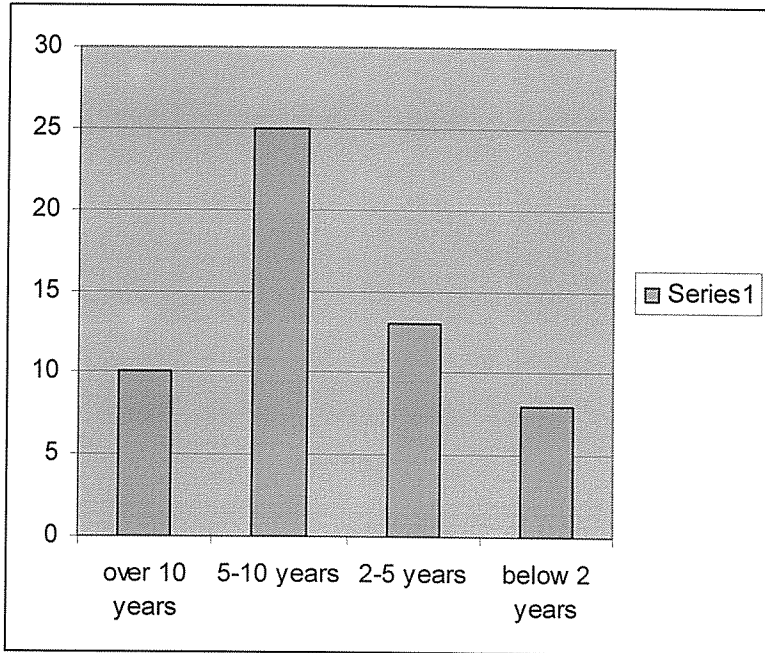
4.1 Background characteristics of respondents

It was assumed that teachers experience their gender and qualification had a bearing on what they knew about causes of primary school drop out.

4.1.1 Teachers experience

The teachers were asked to mention the number of years they have spent in the field of teaching.

Figure 1: Presents the teachers working experience



Source: Field data 2010

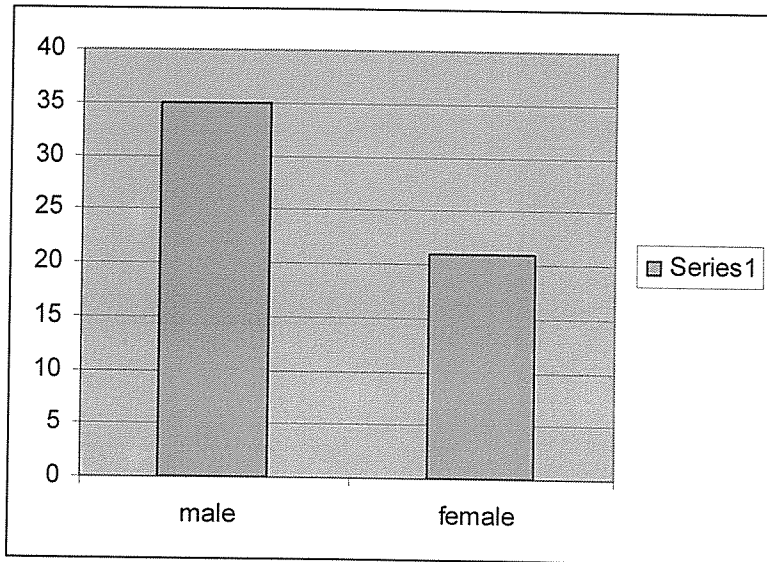
The data in figure 1 shows that ten teachers had taught for over ten years; twenty five teachers had taught between five to ten years whereas the thirteen teachers had an experience of between two –five years and the remaining eight were still new in the field.

The above finding shows that the respondents had enough experience to be able to provide reliable information about causes of school drop out.

4.1.2 Gender of respondents

Teachers' respondents can also determine the type of information they can give about causes of school drop.

Figure 2: Presents the gender of teachers



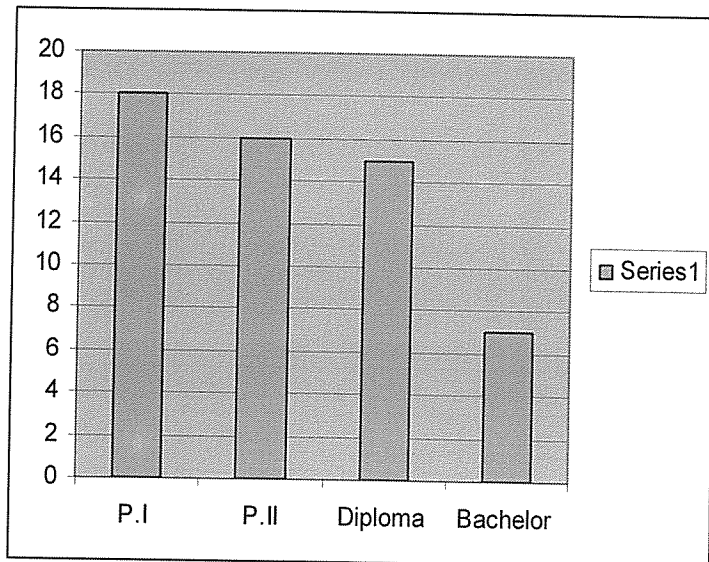
Source: Field data 2010

From graph 2, thirty five teachers used in this study were males, and the remaining was female. The gender of respondents were well distributed for the respondents to give valid information.

4.1.3 Teachers qualification

Teachers' knowledge about school dropout and the causes is determined by their qualification.

Figure 3: Presents the teachers qualification



Source: Field data 2010

From the graph 3, 18 teachers were qualified P.I teachers, 16 of them were P.II teachers, 15 teachers were diploma and the remaining 7 were graduates with a degree.

Further analysis indicates that 34 teachers were certificate holders (P.I and P.II) meaning that they were not all that qualified enough to make a detailed understanding of causes of school dropout. That alone can also make teachers also contribute to pupils dropping out of school.

4.2 Economic causes of pupil's dropout

All aspects of quality education can not be achieved because of the effects of poverty on children retention n school. Sialo (2008) observed the following as effects of poverty on accessibility of education, limited provision of school facilities, equipment and materials. Poverty affects quality of teaching and learning, feeding habits in school and health of some pupils. The research had to investigate this.

4.2.1 How low income has contributed to children dropping out of school

Teachers were asked how low income of parents has led to school drop out. The following were some of the views which they gave.

Table 4: Presents how poverty influences school dropout

How poverty influences school dropout	Frequency
Children have dropped from school because of lack of school requirements due to poverty	53
Children have left school to go and work for the families	56
Young girls have been married off because of parents being poor	24
Young girls have been kept at home to allow boys continue with education due to limited resources	39
Some children have	28

Source: Field data 2010

From the analysis in table 4, 53 teachers shared that pupils drop out from school because they lack school requirements. This finding agrees with that of Ngaroga (2003) who, when discussing the challenges of free primary education, highlighted the problem of limited resources which has adversely affected accessibility of quality education.

All the teachers mentioned that pupils drop out of school because they have to go and work for their families. Indeed child labor is real.

Thirty nine teachers pointed out that girls are missing from schools because their brothers have been given the first priority to join and complete school due to poverty of their parents. This finding concurs with that of Vision 2025, where experts stated that in a situation where a family has limited resources, if a choice is to be made about who should access education, boys are given that priority other than the girls.

Twenty eight teachers said that some have left school because their parents have a negative attitude about education. And lastly twenty four teachers stated that some girls have been married off, by their poor parents. Indeed poverty is the reason why such rigid cultural practices such as early marriages have persisted in the society.

4.2.2 Poverty, nutrition and school dropout

Nutrition has been linked with the economic status of households. According to research families with low economic status are usually unable to provide enough food for their children hence their children are often undernourished. The researcher therefore wanted to establish whether some children have left school because of malnutrition.

Table 5: Presents poverty nutrition and school drop out

Pupils have dropped from school due to malnutrition	Frequency	Percentage
Agree	44	78.5
Not sure	9	16.0
Disagree	3	5.3
Total	56	99.8

Source: Field data 2010

From table 5, it is quite evident that some pupils have dropped out of school because they are malnourished. But nine teachers were not sure where this was the reality and three disagreed.

The findings indicate that poverty limits some parents, provision of enough food to their children. Malnourished children become prone to deficiency diseases and consequently have to drop out of school.

4.2.3 Hunger and truancy of pupils

Food shortages have always been the cause of children said one school teacher Odongo definitely truancy can sometimes result into dropout. The researcher had to investigate this.

Table 6: Presents the opinions of teachers about hunger influencing truancy

Hungry pupils become truants at school	Frequency	Percentage
Agree	38	67.8
Not sure	5	8.9
Disagree	13	23.2
Total	56	99.9

Source: Field data 2010

The researcher had to investigate the relationship between hunger and children's regular attendance of school as there was a possibility of truant children to drop out of school.

Table 7: Presents data on teachers views on whether truancy is partly influenced by hunger

Truant children are often hungry for food	Frequency	Percentage
Agree	34	60.7
Disagree	11	19.6
Not sure	11	19.6
Total	56	99.9

Source: Field data 2010

From the foregoing analysis, thirty four teachers agreed that pupils missed classes due to shortage of food, eleven more teachers said that it was not the case and the remaining eleven said they were not sure.

From the majority of responses, it is evident that there is a relationship between truancy and shortage of food. Eleven teachers however expressed their disapproval of hunger influencing truancy among the pupils. Other remaining respondents were not sure that hunger caused truancy among the learners.

The above findings show that to a greater extent, truancy among children may be due to families not providing adequate food to their children. This can result into learners finding ways of getting food outside home and school.

4.3 Social influences on school dropout

There are many children out there who face social problems, ranging from abuse, social deprivation due to selfish family members. The study

sought therefore to investigate how social factors have contributed to child dropout from school.

4.3.1 Broken families and school dropout

A broken family is that where the marriage relationship ceases to function well and could result into divorce or temporarily separation. Sometimes the partners may not separate but may instead remain together in dysfunctional relationship. This according to research negatively affects young children who hail from these families.

According to Schwartz (2003), pupils from such families are more twice likely to drop out of school than those who did not. Teachers were therefore asked whether they were aware of this occurrence.

Table 8: Presents the relationship between broken families and school dropout

Number of children who have left school but from problem families	Frequency	Percentage
Very many		
Many	7	13.7
Average	6	11.7
Very few	35	68.6
None	3	5.8
Total	51	99.9

Source: Field data 2010

From the above data in the table 8, seven teachers said that there were some children who had dropped from school because of family break ups. Only six teachers rated the numbers in their schools as average and the remaining majority said the numbers were small. However three

teachers claimed that there were no pupils who had dropped out of school as a result of living in problem families.

All in all whether the number are few, but according to the majority of respondents confirmed that some pupils had dropped out of school because broken family relationships. A stable home is essential for the child's security but in this case some children are not receiving any adequate care at home instead their parents are constantly traumatizing them when they conflict with one another and the consequence is social disorder.

4.3.2 Anti-social behavior disorder and school dropout

Researchers are of view that pupils who dropout school do not like school at all. This could be attributed to malice in school or partly because their background has been traumatizing and therefore makes them aggressive to other students. The researcher therefore wanted to find out if there are some children who had adopted antisocial behavior and have been expelled from school.

Table 9: Presents teachers views of respondents about whether children with anti social behaviors have left school

Pupils with anti social behaviors have left school	Frequency	Percentage
Agree	42	75
Disagree	14	25
Not sure		
Total	56	100

Source: Field data 2010

From the analysis in table 9, forty two respondents agreed that some children had left school because of antisocial behavior. Fourteen of them said it was not true.

From those findings, it is evident that the children who had developed anti-social behavior, due to the negative family background have been forced out of school.

4.4 School environment and school dropout

According to researchers, school learning environment plays a major role in either attracting or repelling children from school. The researcher therefore sought to establish those factors in school, which have led to drop out of pupils.

4.4.1 Limited access to school and dropout

According to Cunningham et al (2008), limited access to school is a known factor that can lead to early school leaving, but it may be a more complex issue rather than just distance in rural areas. The researcher investigated this by asking the teachers whether some pupils had been forced to leave school because of this or find difficulty in regular attendance.

Table 10: Presents the teachers opinions on children leaving school due to school proximity

Any evidence of children who live far from school	Agree	Disagree	Total
Left school because of distance	16	40	56
Do not attend school regularly because of long distance	27	29	56
Total	43	69	120

Source: Field data 2010

Findings in table above reveal that there were some children who had dropped from school because of distance and some were just struggling to attend school regularly because of the long distance they have to travel to schools. Indeed proximity has a tremendous impact on accessibility of a given school.

4.4.2 Interventions adopted by schools about proximity and school dropout

In any case, there has been some success in explaining access to schooling in rural areas, particularly making schools more efficient. Similarly in Kenya, there are ways in which life can be made easy for those pupils whose homes are far away from their schools. The study had to establish that by asking the teachers how they have tried that out in their schools.

4.4.3 School environment and school dropout

According to the World Bank (2004), the school environment influences the children's decision about whether or not to stay in school. Schools can be a source of security away from abusive home environment or it may a source of abuse to young children. The study had to investigate this.

Table 11: presents the teachers views on what kind of environment exists in their schools

Teachers views on what kind of environment exists in their schools	Agree	Disagree	Total
Corporal punishment is used in the school	22	34	56
Some pupils bully others	35	21	56
In school, guidance and counseling services are offered	50	6	56
Total	107	61	168

Source: Field data 2010

From the above findings in the above table, twenty teachers contributed that corporal punishment existed in schools, although the remaining larger number said it had been abolished. Thirty five teachers said that in their schools, some pupils bullied others, but the remaining twenty one said bullying of pupils is not allowed in their schools. Majority of the teachers contributed that in their schools; they have established counseling services to help children struggling with behavioral problems.

From this analysis, it is evident that in some schools, teachers are excessive disciplinarians. This can cause children to hate school. It could be possible that some of the children have left school because of their problem. Secondly it also highlights the negligence of the school authority to combat bullying of weaker pupils. However the great majority of schools have established counseling centers in their school, which can be the best alternative for corporal punishment.

4.4.4 Quality of education and school dropout

Research has been carried and findings reveal that low school quality can be a factor for school dropout (Cunningham and Bagby, forthcoming). These times, the countries are faced with a problem of offering irrelevant curricular, those that do not cater for the individual learners that do not cater for the individual learners needs. This could repel children from schools. Teachers were asked whether the type of curricular, offered catered for the needs of children.

Table 12: Presents the teachers evaluation of the primary curriculum in terms of being able to meet the individual needs of learners

Relevancy of primary school curriculum	Frequency	Percentage
Very relevant		
Relevant	08	14.2
Not very relevant	44	78.5
Not at all	4	7.1
Total	56	99.8

Source: Field data 2010

From the analysis in table 12, findings indicate that eight teachers evaluated the primary school curriculum as relevant, the majority of the teachers interviewed ranked it as not very relevant and the remaining for claimed it was not relevant at all.

By virtue of the majority of responses, the type of curriculum being offered in primary schools in Kenya is relevant but overloaded as once commented by Abagi (2000). Indeed the curriculum content makes the teachers and pupil's prisoners, hence young children perceive education as a burden which some of them have been forced to avoid it.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study investigated the factors influencing school dropout in primary schools. The anticipated factors included economic status of parents and in particular poverty, the social factors, with emphasis on family life and the school factors which included accessibility, the school environment and discipline. Chapter five makes a summary of the findings in chapter four, draws a conclusion and then gives recommendations.

5.1 Summary of findings

5.1.1 Economic causes of pupil's school dropout

All teachers positively contributed that pupils have dropped out of school to go and work to supplement their family income. Indeed attending school, while a child works has a negative impact on school learning. In a similar study conducted in Latin America by Cunningham et al (2008) revealed that a number of children had left school because they needed to work. the reason here is clear that they have to get money because they are poor.

Teachers also reported that some children had left school because they were not being given the necessary school requirements by their parents. This finding is in agreement with that of Ngaroga (2006). This is happening because of poverty.

Teachers also mentioned that girls have dropped out of school because of parents preferring boy child education. This however is associated with

the children had a tendency of bullying others. This according to World Bank (2006) discourages some children to join school or may force others out of school.

About the curriculum, it was established from teachers that one which had been adopted was not all that very relevant to the learners needs. This according to Cunningham et al (2008) was demotivating on both the part of the teachers and learners. Similarly Abagi (2000) also had lamented about an overloaded curriculum which left no time for pupils to rest and play and for the teachers to plan. This of course makes education meaningless and this could be one reason why the children are dropping out of school.

5.2 Conclusion

Education is the only way the future generation can be empowered to make meaningful decisions about their own lives and that of the entire society. Impact primary education is free that all children have to access it, because it is their right. But here we are with a number of children failing to access it or even leaving the system. There are dominant factors that have been established in this study and the dominant one is economic. Money is the factor which has forced children to quit schooling early. This is observed from them getting involved in child labour, young girls getting married early, children also struggle to access school due to distance and schools in form of daily transportation. Secondly the home and school environments have become push factor for pupils who are in school. Children no longer derive any joy and satisfaction from school because of the social uncertainties they are likely to find hence the dropout. The time is how to put all the above in society right in order for the children to remain in schools.

5.3 Recommendations

The following were recommended for this study;

Programs to alleviate the costs of school attendance must be put in the limelight. Government of Kenya must investigate and establish what other countries have put in place to correct this problem.

For example poverty has been cited as one dominant factor which perpetuates through all other variables in order to influence school drop out. Policy makers must therefore design ways of alleviating poverty among its rural population by sensitizing the community on how to increase ones income.

Government should try and invest some resources for the provision of transport facilities specifically to those pupils living far away from their schools. Another alternative can be to build more schools, most especially in areas where they are fewer.

Some parents are not aware of the impact they make when they conflict with one another when the children are present. Secondly they are not also aware of the dangers of not having close connection between them and the children they bear. On this note it is high time the relevant authorities embarked on sensitizing the adults on the roles of positive parenting and the benefits. If possible let the school authorities play a dominant role in this intervention.

As for violence and bullying in schools, the school authorities must wake up and control these practices. This can be done by identifying the pupils responsible, then further investigating why they have adopted such at risk behavioral tendencies. Guidance and counseling should then be provided to the victims. Further more the teachers must investigate and

identify those children who have already quit school and talk to them in order to persuade them to re-join school, with assurance that they will protect them from such bullies.

Discipline in school must be management according to the Universal principles of behavior management. Corporal punishment must not be seen as the only way in which one will ensure good discipline among the pupils.

Other means must be adopted to replace canning pupils. The children must be made to understand why they are being punished.

More so, the schools must work hard to ensure that they serve at least one meal at school, to give those children from families without enough food, also to have a meal. This can be a pull factor for children to attend school. If possible the children who are victims of this circumstance must be followed up and given a take home ration of food to help enhance their nutritional status.

Cultural practices such as early marriages must discouraged among the rural community and if possible, legal action should be taken against those individuals who marry off their children early, and those who keep girls at home so that boys can attend school.

Lastly the time is now for the policy makers in education to redesign a curriculum which can accommodate the needs of all the children, so that none is left out of the system.

REFERENCES

Republic of Kenya Education statistical Booklet (2000).
Ministry of Education Science and Technology

UNICEF/ESARO (1999). Indicators II primary education in Eastern and Southern African with special reference to the Education of Girls

Oxfam International. Education Now, Break the cycle of poverty
Website: <http://www.oxfam.org/education>

UNICEF (1999). Trends in Girls education in Sub Saharan Africa 1990-2000. what have we learned?

UNICEF/ESARO (1996). Indicators on girls and women's education in African in broader context of education for all and development

Education for all achieving the goal (1996). Final report of the mid decade meeting of the international consultative forum on education for all

ADEA: SPESSA (1998). A statistical profile of education in Sub Saharan Africa.

United Nations. The World's Women 2000 trends and statistics, New York 200

Evaluate the curriculum material being used in primary schools against the local needs of the pupils you teach

Very relevant

Relevant

Not very relevant

Not relevant