A STUDY OF CAUSES OF DROPOUT IN PRIMARY SCHOOLS IN GICHUGU DIVISION, KIRINYAGA DISTRICT

BY

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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DEDICATION

This project is sincerely dedicated to my wife Faith, who gave me untiring encouragement and missed me throughout the course.

To my sons Nderitu, Chomba and Muchemi who always missed my love during the course. And to Nelson Muchemi for the unforgettable encouragement he gave me during the course. And to Muthoni and friends who contributed to my welfare during the course.
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I am deeply grateful to the school heads and teachers of the sampled schools for their patience and willingness to participate in the study.

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ABSTRACT

The purpose of this study was to find out the factors that lead to dropout in primary schools in Gichugu Division, Kirinyaga District. It was my hope that by carrying out a study of this phenomena, I will have provided the readers with insights which will stimulate more study and serious consideration of this problem. This will go far way in improving the education system.

The research was carried through filling in questionnaire by school heads and parents of selected primary schools. Results were analysed and expressed in percentage and descriptions.

The factors which were mentioned more frequently as contributing to dropping out from school are, of pupils, level of attainment of a pupil, financial disability, pregnancy, early marriage, indiscipline in school, lack of teaching and learning materials, curriculum and undue repetition.
The study offered suggestions geared towards reducing the dropout rate on schools. The study also recommends areas for further research.
CHAPTER 1

1.1. INTRODUCTION:

Education is an important aspect in a country's development that cannot be ignored. It is necessary for every country to develop its own manpower else it depends on borrowed expertise which at times could be irrelevant technology. It is with this understanding that the Kenya Government sets aside a large portion of the National Expenditure (29%) towards the provision of adequate educational facilities for the young generation.

Before independence, there were very few schools for indigenous people. For example in 1938, only 700 boys and 22 girls entered African Primary Schools. In the 1963 election manifesto KANU made the following statements in their manifesto entitled what a Kanu Government offers you:

KANU intends that every child shall have a minimum of seven years free primary education.1

This saw the need to expand the existing

primary schools to accommodate more young people. More primary schools were to be built through the spirit of pulling together resources (Harambee) from the poor and the rich especially in the rural areas. Government grants were also channelled towards building of more primary schools.

The government felt the necessity of developing middle and high level manpower which a developing country needed desperately. Education was considered more as a service to the Nation than to individuals. There was a need to expand the existing primary schools, to increase primary school enrolment and increase the number of primary graduants. Abolition of Standard Eight class increased the number of pupils who would sit for K.P.E, in 1964. Primary school enrollment was said to have increased from 980,000 to 1,200,000 in 1965.

In the early 1970's the party echoed the commitment of providing seven years of free primary education. Presidential Decree on the 12th December 1963 took the country and government closer to achieving the long awaited for 'universality of free primary education. The decree provided free education for children in Standards I-IV in the whole
country. Subsequent decrees went further and abolished school fees in primary education. The primary school enrollment shot up from 1,816,000 in 1973 to 2,765,000 in January 1974. It was hoped that every child entering the primary school will complete the cycle and within the stipulated duration. By the end of the year (1974) enrollment had fallen to 2,234,000 indicating a considerable drop out during the course of the year. The dropout was due to methods mainly employed by school committees to solve several problems such as need for more classroom and facilities, that accompanied free education. Others dropped out because of family and other problems.

The school committees responded to high enrollment by raising a new school levy-school funds. Building fund was never considered to be a permanent feature but a purely spontaneous reaction to an emergency. The Government did not come up with grants to cater for increased enrollment. As Nkinyangi (1980) noted "The government hid behind such ambiguities only to be happy that school committees had gotten it off hook by responding to the new situation with a building fund."
Declaration of free primary education and further introduction of school milk scheme (1983) show how important education has been held by the government. This increased enrollment in primary school and increased cost in financing education. While trying to raise school enrollment in primary schools, rising educational costs have made the Kenyan Government concerned with curbing wastage. The increased proportion of National Public expenditure must be justified. Writing on this topic Briggs observed:

Expansion of education system has meant that education has become a major industry using a large proportion of country's scarce resources and involving large numbers of its people. Hence it is the interest to know how individuals and society use their scarce resources.  

Drop out implies inefficiency in use of resources within the education system. In a number of developing countries quarter of education budget is spent on pupils who drop out before reaching grade (class) IV without having received any

lasting benefit from education (Nkinyangi, 1977).

Money, teachers and pupils time is wasted when pupils are unable to finish the primary school cycle. This has become a concern as Berstecher noted:

Educators, public and economists have come to realize that investment in education represents a tremendous waste of resources, learning motivation and teaching efforts should large numbers of pupils has to repeat several grades; drop out after one or two years of schooling, or only a few pass successfully through the cycle.3

All parents view primary education as the door to a rosier future for their children and the denial of it as the greatest deprivation. Literacy is a positive asset for future life of the children in a job, in the factory and in social life. Education remains the only open route to upward social mobility among members of the lower social class. To attain this goal, it is necessary that children are admitted to school and they remain enrolled for a sufficient number of years. Yet in Africa, only about half of the pupils enrolled

pass through the primary cycle within the expected time; "in the 1965 Cohort only 61% reached grade IV, and only 72% for 1970 Cohort (UNESCO 1977). This shows a great drop out and waste of resources. The performance of an education system should be measured in terms of both quantity and quality of output and not quantity alone: that is by counting the number of pupils enrolled.

Low education levels and high percentage of illiterates have frustrated attempts of economic development. Improvement of social and cultural conditions has also suffered as a consequence of inadequate skills and unenlightened attitudes. A literate person easily adapts to changes and can easily understand and interpret government, plans and aims intelligently. As Coombs (1968) noted "drop out soon reverts to the ignorance that surrounds them". They quickly lapses to illiteracy shared with people they live among.

Education brings national and international consciousness as well as national unity. No country can have unity unless its people are well socialized to understand and appreciate other people's ways of life. Illiterate people are
victims of their only immediate environment. Most war and conflicts (both internal and external) emanate from misunderstanding among different people. As Shah noted:

Ignorance of each others' way of live has been a common cause through the history of mankind, of that suspicion and mistrust between peoples of the world through which these differences have all too often broken into war.4

Eradication of illiteracy hence becomes a tool towards establishing an equilibrium state in a nation and world at large.

Basic education is a fundamental right of every human being. Withdrawal before attainment of the primary school education is a denial of a basic right. Article 26(i) of United Nation Declaration of Human Rights (1948) indicated, "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental level". Hence drop out are denied a basic right which is an entitlement.

One of the basic requirements for enhancing

4Iran: National Committee of World Literacy; SEP 1975, p. 4.
the efforts towards equality of economic opportunities, national unity and building a strong and stable country is the provision of basic education to all citizens to enable them to contribute fully to social and economic development in the country. Girls, partly because of the sex role theory, are accorded fewer chances of benefiting from school than boys. Society views investment in boys education as a better investment than investing in girls. As Bray observed, boys education does not threaten breaking of culture as that of girls:

Since it is women who passed on the culture of their society to next generation, it was considered all the more important that in them culture should be preserved.5

It seems clear that girls will be discriminated when chances of schooling are limited.

"Drop out leads to deprivation of minimum education necessary to ensure a reasonable likelihood of continued literacy in the mass of the people and

a fair start in life for younger adolescents", (Dubbeldam, 1970). Not only are they half-literate but also socially and mentally maladjusted youngsters. They have not stayed in enough to benefit by schooling. On the other hand, they have stayed away from the family (society) to be fully socialized. As Dubbeldam observed in his study of Tanzanian society:–

A child who leaves school after primary 4 does in the least have any knowledge that can be useful to his family or himself. He is usually worse than the child that has never been to school at all. He is usually lazy and cannot cultivate at the same rate as the non-educated child.6

Drop outs ends up by escaping to towns yet they cannot be absorbed in the modern economy due to their low level of education.

The connection between income and education seems obvious; with more education viewed as leading to more earnings. Allied to this view is the fact that education also helps in achieving social mobility. Early school leavers (dropouts) are denied this chance of climbing the social ladder.

They either become parking boys or, in case of girls, becomes house or bar maids. The unemployable "educated" youngsters end up by being social delinquents and may easily become seedbeds of minor crimes.

As Coombs noted:-

Most of early dropouts are sentenced to join ranks of permanent adult illiterates at the bottom of the socio-economic heap. They are a wasted generation.7

Literacy is important in acquisition of technical knowledge. In a country like Kenya where formal employment is not easily available, pupils should be prepared with enough capabilities and shown the need to acquire technical skills both in and outside school. To accept innovations in agriculture, some degree of literacy is very necessary. It then becomes important that on leaving primary schools pupils are able to write and read and that these capabilities are permanent and functional. By the time of leaving school, the drop outs have no such skills and soon becomes

illiterates.

1.2. STATEMENT OF PROBLEM:

The study has tried to unveil the causes of primary school dropouts, the magnitude of the problem and has provided information that can be used by parents, teachers and administrators to provide curative and preventive measures to control the dropout problem. The study has answered the following questions:

(1) At which level of primary education do schools experience high rate of dropout?

(2) What is the magnitude of primary school dropout?

(3) Is there dropout related to pupils' age and sex?

(4) Is there dropout related to direct and indirect cost the parents has to beat when educating their children in primary school?

(5) Is there dropout rate related to parents motivation, marital status, level of
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education, and school environment, as well as pupils achievement?

1.3. OBJECTIVES:

(1) To find out the percentage dropping out of primary schools due to direct and indirect costs: for example building fund, uniform, examination fee and so on.

(2) To ascertain whether drop out rates are higher for girls than for boys.

(3) To find out whether the drop out is higher for low achievers than for higher achievers.

(4) To find out whether the drop-out rate is same in both lower and upper primary school levels.

(5) To find out whether drop out rate is related to parents:

(i) age.
(ii) education level.
(iii) occupation.
(iv) marital status.

(6) To find out the drop out rate as a result of:

(i) Pupils own health.
(ii) Distance from school.
(iii) Age of the pupils.
(iv) Alternative economic opportunities such as employment in fathers shop, picking of coffee and tea and so on.

(7) To find out whether school environment influences the rate of drop out.

1.4. SIGNIFICANCE OF THE STUDY

The problem of drop out has lost any of its gravity. Drop out in a primary school system make for excessive unit cost, Government pays for teachers and buys books for pupils, a student who drop out will not have benefitted from this investment. Repetition denies other pupils chances to proceed in the education ladder; repeaters use resources that could be used by others and interferes with the countries endavours of attaining universal primary
education. Hence a need to study factors that lead to investment in unviable project. Such study will help local and national administrators find ways and means of retaining pupils in primary schools. The study suggests method that can be employed to motivate pupils to go through the primary cycle and also method of rehabilitating those whose dropping out is inevitable.

Once again it is important to note that such study has never been conducted in Kirinyaga district.

1.5. METHODOLOGY:

The appropriate data was collected through questionnaire and interviews. Teachers and school head responded to a questionnaire and interview (non-scheduled). Parents responded to a scheduled interview. The interviews helped in making explicit what lacked or was unclear in the questionnaire.

1.6. DATA ANALYSIS

The finding has been reported in Tables, percentages, frequencies and descriptive illustrations.
1.7. **ASSUMPTIONS OF THE STUDY:**

(1) Pupils drop-out from school because they are not prepared to venture and stay in a school system.

(2) The school environment is conducive to schooling.

(3) All cases of withdrawal at any level are assumed as wastage; no body comes back to school.

(4) Literacy is important for economic development, hence everybody should become literate to understand themselves and others.

(5) Teachers and parents work in conjunction in helping children to continue staying in school.

1.8. **LIMITATIONS OF STUDY:**

(1) The study was carried in a unique region of Kenya. Hence generalisation may not be applicable. Even in the small area, a few schools has been selected.
(2) The period covered may not show a real picture of past early school withdrawal or predict what would be the trend in the coming years.

(3) Inaccurate schools' records is a great barrier in collecting information of number of drop outs and other related information.

(4) Limited time and funds; hence, impossible to cover a wider area and a long period.

(5) Parents are unwilling to expose information on why their children dropped from school.

1.9. DELIMITATIONS:

(1) The area chosen is based on the researcher's convenience. No other criterion is used.

(2) The period of study is limited to only one year for managability purposes.

(3) Information is basically collected from Kenyatta University Library and Bureau of Educational Research Library as they are the richest in Education information.
1.10. DEFINITION OF TERMS:

DROP-OUT RATE: Percentage of pupils withdrawn from school prematurely for a school or grade within a given year or period.

EDUCATION WASTAGE: Incidence of drop-out and repetition. In this study it means living at some intermediary or non-terminal point in the year after having been enrolled in a given grade at the beginning of the year.

REpetition: Cases where a pupil spends more than one academic year in one class; it reduces intake capacity of the grade (class or cause overcrowding in classrooms thus increasing cost.

LITERATE: A person who can with understanding both read and write a simple statement on his everyday life; a person who cannot do this is considered illiterate.

LOWER PRIMARY: Refers to standard 1-4.

UPPER PRIMARY: Refers to standard 5-8.

PRIMARY CYCLE: Educational span considered as
terminal. The primary cycle means standard one to eight.

**COHORT:** A group of pupils as they are traced from the first year of enrollment through subsequent years to the terminal year of the cycle.

**INVESTMENT:** Expenditure on goods or services that do not directly satisfy consumers' want but are used in the production of goods and services that do satisfy wants.

**OPPORTUNITY COST:** The alternatives available to the primary school pupils which compete for his attention as opposed to going to school. These are the alternatives that entices pupils to withdraw from school.
CHAPTER TWO

LITERATURE REVIEW

It is well known that all pupils enrolled in the first class of the primary school cycle do not complete that cycle within the prescribed minimum period, or do not complete the cycle at all. Some pupils drop out before the end of the cycle, while some repeat in one or more classes before dropping out. Drop-out is among the most important determinants of education efficiency because children who leave primary school after two or three years are unlikely to have achieved any permanent degree of literacy or numeracy, and therefore derive little or no positive benefit from their schooling. It is necessary to examine how far the educational ladder is effective, whether, it is as it has been described a greasy pole. It is also necessary to study the main difficulties that beset the path of the child.

Some pupils drop out inspite of free primary education and adequate school capacity, sometimes after repeating several times. The reasons for this phenomenon have not been understood. Very little research has been undertaken in Kenya (and particularly Kirinyaga District) to unveil this problem. The study has suggested causes of this
drop out problem. The literature below has for instance exposed some of the fundamental causes of drop out under the following heading:

(i) Drop out as a result of economic factors.
(ii) Drop out due to attainment level of pupils.
(iii) Drop out due to schools' structural and physical conditions.
(iv) Drop out due to school level.
(v) Drop out due to sex variables.
(vi) Drop out due to parents' motivation and home environment.
(vii) Other factors that cause drop out.

(i) **Economic Factors:**

Free education does not mean that it is cost free to the individuals and his family. Parents have to pay indirect costs in terms of uniforms, building fund school feeding scheme and several other costs. These indirect costs are a burden to parents; in relation to the ability of most families
to pay for them. This phenomena is related to drop out in the primary schools. As Brigg (1980) noted:

A poor family may contemplate bearing the cost of their child to primary school but might abandon the whole exercise when more sacrifices are demanded.  

Hence a high drop out rate in Third World countries although they have free primary education.

Many families in Kenya derive their income from working on land. Low incomes and frequent unemployment hamper parents' ability to meet the school costs. Raju (1973) observed that poor families who cannot hire labour sometimes withdraw children from school to work on the family farm or look after cattle. The poor families may feel regular school attendance as waste of time and loss of income from anticipated labour. Raju (1973) noted that school attendance fluctuate with the farming calendar in rural areas. The pupils who are absent regularly

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many simply leave. Most of these low achievers will tend to come from poor families where conditions for reading especially after school are very poor. Because of their parents' low economic status, they perform poorly and may become rejects in school. As research has shown:-

Children of the poor generally reach school age lagging behind their middle class contemporaries in their ability to perform and absorb in the classroom. The school as they now exist fail to close the gap. Because of the relative handicap of those children who start out behind, remains almost constant, their actual lag in educational achievement grows greater through school years.3

These less gifted children eventually drops out due to frustrations. The schools usually streams pupils depending on previous performance. The less gifted pupils if streamed together suffer from discouragement, linguistic stimulus that lacks from home, and lowering expectations on the part of his teachers. Such children are likely to receive improper attention from parents as noted:--

A child who is an under achiever may invite

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battering from his parents and teachers. Such child will develop hate for school and eventually drop out. If they do not drop out optionally, they start behaving in such ways that the school cannot retain them. Lack of psychological care and encouragement by teachers and parents has a great negative effect on pupils achievement (Maleche 1961).

(Silver 1973) noted that children from poor families live in crowded and dark rooms, are underfed, unhealthy and have inadequate facilities for rest and sleep; work after and before school, attend school irregularly and consequently are apt to low performance than their counterparts from well-up families.

(iii) School Structure and Physical Conditions:

Demand for primary education is enormous leading to overenrollment. The physical surroundings are atrocious and uninspiring. The rooms are often too small, overcrowded and almost devoid of furniture and equipment. At times overcrowding in classrooms is aggrevated by lack of adequate teachers causing

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the merging of two or more classes. The pupils becomes disillusioned by such a condition. In some schools, roofs either have been blown by wind or are leaking making staying in class very uncomfortable. At the worst, pupils learn under a tree or in the scorching sun; and bear bitter cold during the cold seasons.

Rural schools have no surbodinate staff. Hence each and every manual work is done by pupils, thus wasting much teaching time. Pupils have even been asked to do some work for teachers such as cooking, drawing water and so on. Pupils get tired, annoyed and therefore lack active concentration in class.

As Curle (1969) noted, the quality of teaching is poor. The teachers are unable to bring conducive atmosphere in the classroom, are inadequately equipped, and their teaching is dull boring rather than lively and novel. As Curle observed:

There is very little that a limited and ignorant teacher can do... He can do little but instruct in a wooden and automatic fashion, relying greatly as the methods of rote learning by which he was himself taught. Often he is only one step ahead
of his students.\textsuperscript{5}

Some teachers are untrained and only take up teaching as a second hand job, even some of trained teachers are not satisfied with their job, hence their teaching is very poor. Bored and incompetent teachers who cannot arouse the interest of their children can only preserve discipline through weapons of fear. They create a 'fold your arm school' situation where pupils are allowed to observe domantly.

Teachers rarely provide necessary motivation for pupils to remain in school. Pupils are left alone to continue in schooling and provide in-built motivation towards staying in school. This point was noted by overseas student on exchange program when they claimed:-

Although no student finds any education system satisfactory, in comparison to our home countries (Australia and Switzerland), we can say that generally no motivation exists for students. It is usually said that students should realise the limited career opportunities. if they do not succeed in school.\textsuperscript{6}

\textsuperscript{5}\textit{A. Curle; Educational Problems of Developing Societies. (Praeger Publishers, London, 1969) p. 53.}

\textsuperscript{6}\textit{Mike and Christ; "A Vistors View of Kenyan Life", Daily Nation, col. 2 (12th December, 1986) p. 7.}
The teachers do not provide necessary motivation—neither does the education system. Therefore the low motivated pupils are victims to frustration and developing disinterest and later fall out of school.

The school curriculum is in most cases mal-adapted. Learning content at the primary level is very often inadequate and imbalanced. There are notably antiquated curricula reflecting certain colonial traditions rather than actual social needs. Those types of curricula which are maladapted to the practical environmental problems children have to cope with create enormous motivation barriers and cause pupils to leave as schooling does not make any real sense to them.

Pupils are not allowed to choose their areas of interest or excel in creative thinking. Students are alienated from their environment by learning unimportant information geared towards passing of examinations. Examinations are mechanical demanding a formal body of knowledge rather than taking in the basic intelligence and personality formation of a child, this adds as a further problem where children have to follow a given rigid routine from eight o'clock to five o'clock. As
Blaug noted:—

Schools are like "concentration camps" which proceed on assumption that children have to be policed because they have no rights and no innate curiosity.  

Students interests are not taken care of mainly because curriculum is drawn by people in offices who ignores pupils actual environment and needs. Realising that their interests are ignored, students easily abscond from attending school.

Mason 1970 in his study concluded that teachers in primary schools do not create friendly relationship with children. Pupils are unable to talk freely and on equal terms with their teachers, making it difficulty to establish confidence. Pupils are unable to bring their difficulties to their teachers for solution, for fear of disapproval. Teachers are unable to devise a wide range of activities in which all pupils can participate and later for widely ranging intelligence.

(iv) **Drop Out Due to School Level:**

The rate of drop out varies throughout the 

primary cycle. Age, family as well as school and parents expectations determines the drop out rate along the cycle.

On enrollment at standard one, boys see fun in being at school; while girls feel a sense of safety for having avoided the laborious work at home. When in school, the young children are not yet motivated to learn; hence they retreat back home. The break from home has been too sudden since parental care is immediately reduced. This causes them to drop from school.

The younger the child the less its cost at school and the less the economic use to its parents; this is so because it cannot be engaged into useful income earning area. The highest rate of drop out is experienced when children start maturing and becoming economically feasible for work and money employment. When children can take care of their younger kids, they are likely to be withdrawn from school to take the chores of parents at work.

At the upper primary levels (Standards 6-8) students develop feelings of independence, as they
enter the adolescent age. They develop a sense of assertion which leads to anxiety and restlessness. They want to be left alone to explore the world. But the school does not provide a leeway to explore because of its rigidity. The schools lacks qualified staff to cater for pupils at adolescent stage, hence, they feel neglected and abscond from school (Castle 1966).

The flow of a cohort of pupils through an education system and promotions from one class to another depends on pupils performance at each level, especially from standard five onwards. At this stage, teachers start drifting and conditioning the pupils towards passing the National Examination at standard eight. Promotions will be determined by how far teachers feel a pupil capable of passing the Kenya Certificate of Primary Education. A pupil might be forced to repeat a class for a number of times. This action lowers the schools' efficiency. When bored by doing the same work for a long time, most low achievers tend to get depressed, irritated and leave schooling.

Culture plays an important role as pupils advances in age. Some pupils withdraw from school
because they have been initiated, and hence, expected to carry certain chores that cannot allow them to be in school. In some instances, boys are not supposed to take orders from women after initiation. Since the school is composed of male and female teachers, the circumcised boys drop out from school to conform with their culture. Since schools do not have allowances of cultural back ground they became a waste.

(v) **Drop Out Due to Sex:**

Drop out has been found to be greater among girls than boys. Girls are regarded as intrinsically inferior to boys. Castle, talking about this issue, writes:-

> When there exists the widespread belief that education is a purchasable commodity and a better investment in a boy than in a girl, then girls become first offering to the family budget when cash is scarce.8

Girls are thought to enrich their husbands' family on marriage. When parents cannot afford fees for all children, girls are the first to drop out.

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Most girls fail to have access to educational opportunities due to traditional beliefs and prejudices held by people regarding the roles and occupations of women. For instance:

Girls acquire image of inferiority from home. She is expected to give children and obey her husband.

Girls roles as women can be learnt at home; they only require little learning in terms of writing, reading and additions. Traditional inferior status of women and risks connected with letting girls out of parents immediate control during the day keep many girls away from school.

Girls have allowed themselves to be handicapped by what is known as the 'Sex Role Theory'. Under this theory girls are, for example given dolls to play with while boys are given toy guns. From those formative years, girls are made to believe that they should take lesser challenging roles than boys. Consequently girls underaspire at school. They choose to be secretaries and nurses, while boys think of becoming managers, business executives and professionals. So because of underaspiring more

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9Ibid., p. 138.
girls than boys left when they find the school life irksome especially when their friends left.

Quite a number of girls drop out from primary school due to early marriage and pre-marital pregnancies. Girls fall victims of fellow pupils, teachers and male population. (Daily Nation November 30th, 1986). Because they have no chance of acquiring better qualifications, they are forced to take up degrading jobs such as house or bar maids and even adopt prostitution. Young girls are married early to fetch dowry, which is seen as wealthy, for their families. Constitution does not offer guidelines on early marriage or children labour, parents hence exploit this gap and withdraw pupils for marriage or employment.

If it is inevitable that a child has to withdraw from school, girls are considered first. They are expected to carry the work of adults. For instance it has been observed that:

If a mother dies, fall ill or is overworked, a girl may be brought home to look after the family.  

10 Silver, op. cit. p. 134.
This shows that girls are discriminated from boys and further that girls are expected to carry out their chores without much education. Their roles do not require much academic knowledge.

In mixed schools, teachers pay little attention to girls. This is so because girls' passing of examination is not seen as prestigious as the passing of boys.' Where much attention is given, Castle (1966) noted that girls are subjected to sexual abuse by male staff. Female teachers may show dislike to girls because of girls looks, hair and so on. Girls become psychologically and mentally disturbed and drop out from school.

In the primary schools, there is shortage or no trained women teachers who are really capable of understanding and dealing with problems of adolescent girls. Maturity may interfere with their learning as they look for assertion and begin to have self-pride and feelings. As has been noted by research,

Older girls are tied down with shame and shyness.11

Physical maturity contribute to pupils' slowness in class when they realise that they are more mature physically than their fellow pupils. Mature girls demand to be recognised and independency. The primary school does not provide room for such recognition; hence girls end up by withdrawing from school. Above argument also suggests that petty irritation are common among girls, causing a large number of girls drop out.

(iv) Parents Motivation and Home Environment:

Parents aspirations will motivate pupils to learn and stay in school. Parents who wishes their children to join professions requiring a specified level of education as a condition of entry require their children stay in school as long as their ability justifies. Lack of basic information amongst parents, most of them illiterates, concerning the advantages of complete primary education in terms of occupational prospect further education opportunities and higher income poor information is aggrevated by lack of motivation to keep children in school and to help them in their school work. Education aspiration levels are low for girls and rural youth. Prejudice, especially
against girls keep talented children out of school.

Pupils may decide to leave school on their own violation. Parents' and schools communication is often very poor and parents might not receive up to date information regarding their children stay away. Other parents simply lack concern and allows children to continue staying at home.

Poor-living conditions very seriously impair a child's chances of staying in primary schools. Bad housing, overcrowding, absence of adequate lighting and suitable space of study are not conducive to learning, especially when handling home work. Children end up being low performers and susceptible to dropping out of school.

Unhappy and broken homes, family quarrels and lack of sound home discipline always tend to have gravest effects on children's school work. Pupils suffer from inadequate supportive materials, psychological effects and poor discipline which do not allow them stay in school. They drop out to take other opportunities available in the society rather than stay in atrocious conditions at school.
Parents' occupation will influence pupils stay in school. Parents with professional qualification will stimulate their children to stay in school, Kohn (1963) found that parents of different social classes and different educational and occupational aspirations for their children. Lower class families have been found to have lower aspirations for their children than upper class families. As has been noted:—

In most developing countries, there is a noted polarization in access to schooling and promotion largely based on social class. This is seen in the socio-economic profile of dropouts, repeaters and successful pupils, and in the fact that middle and upper class (income) groups are particularly over-represented in higher education.12

Intellectual stimulation that reinforces the schooling experiences is less likely to be present in lower-class families than it is likely to be in more privileged families.

Some neighbours who, for instance, see no need of educating their children beyond a given class, will be motivated to keep their children in school

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12 John A. Kinyangi; Social Economic Determinants of Repetition and Early School Withdrawal at the Primary Level and Their Implications for Educational Planning in Kenya; (I.D.S.; University of Nairobi, Kenya, 1977) p. 3.
by their neighbours' children's achievement resulting from formal schooling.

(vii) **Drop Out Due to Other Factors:**

Pupils drop from primary school because they are not interested in education at all. They either do not see its value or are not motivated to stay.

A government official at Narok, writing on this issue, reported:-

> It is probable that 80% of the children (including girls) really want to stay in school, but other 20% seek every opportunity of running away. The administration has co-operated very well in tracking down the absentees but has been able to recover those who went back to their homes.13

Pupils are just 'fed up' with schooling and abscond.

Student withdraw from school when curriculum is seen as irrelevant to immediate environment. Primary schools, for example lay more emphasis on academics without catering for individual

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differences, compelling less competitive student to develop apathy towards school and end up absconding. On this point Deem observed:

Disaffection and lack of enthusiasm among students in many countries is undoubtedly a sign that antiquated education systems are being rejected.14

When students feels that the education they are receiving alienates them from visible environment and family, they are likely to favour their environment against schooling.

Some pupils drop out of school because of weary long distances to school and back home everyday, especially in rural areas where schools are scattered. School do not provide transport. The weariness of long journeys from school on as an empty stomach (as lunch is rarely provided) and work after school makes schooling distasteful, and hinder pupils from doing their homework.

Young children are susceptible to diseases mainly if they are underfed or malnourished due to poverty or parents negligence. This causes low

performance and absenteeism and later withdrawal. Children may also withdraw from school due to religious affiliation.

Parents or guardians may change jobs and residence taking their children with them. A child may also change schools because he or she is 'fed up' with the present school, to be nearer home or because he prefers academic standards in the other school. Whatever the reason for changing schools, the net effect on the pupils education is a disruption, which may lead to dropping out.
CHAPTER THREE

3.1. DESIGN OF THE STUDY

Gichugu Division is found in Kirinyaga District of Central Province. The Division has two educational zones namely Gichugu East with 14 schools and Gichugu West which has 29 schools. Each education zone is under an Assistant Primary Schools Inspector (APSI).

3.2. SAMPLE DESIGN

The total number of primary schools in the Division is 43.

The study has covered fifteen schools only. Five schools were selected from Gichugu East and ten (10) from Gichugu West. The schools have been selected on the basis of accessibility, however very new schools have not been considered because they did not have a full primary cycle by 1986. The total population of the fifteen (15) school is 1,052 pupils the sample was taken to be a valid representation of all primary schools (See Table 1 for individual school enrollment).
3.3. **INSTRUMENTS**

The data was collected through a self-constructed questionnaire administered to the schools' heads assisted by his staff. There was an interview schedule administered to the parents of the pupils who had dropped out of school. It was possible to follow only four parents of pupils who had dropped out during the period of study (1986). A discussion was also held with the Education Officers in the Division.

3.4. **DATA ANALYSIS**

The finding have been reported in Tables, percentages, frequencies and descriptive illustration. Every table has been explained and suggestions made.
CHAPTER FOUR

4.0. DATA ANALYSIS

4.1. INTRODUCTION

A total of 20 questionnaires were distributed to schools personally, only 15 schools however were to be considered for the study. It was however necessary to distribute more questionnaires in case some responses are not received. It was possible to collect 18 of these questionnaires giving a response of 90%. High response could be attributed to ehads willingness and interest on the study and personal participation in distributing and collecting the questionnaire. It was possible to interview four (4) parents whose children had dropped out of school. It was rather difficulty to extract information from them as they viewed the interview with contempt.

A visit to the Assistant Education Officer helped in conforming some information from schools and in giving a general overview of the problem.

4.2. SCORING

The findings are presented inform of tables, percentages, and frequency distribution. There
are also descriptive illustration to every table.

Analysis for all schools is compounded to facilitate analysis of factors mentioned in Chapter One.

Table 1 shows the magnitude of drop-out rates in all (15) schools.
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>ENROLLMENT</th>
<th>DROPOUT</th>
<th>PERCENTAGE (%)</th>
<th>LATE OF DROPOUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>KAUOTE</td>
<td>1,000</td>
<td>997</td>
<td>3</td>
<td>0.3</td>
</tr>
<tr>
<td>GIKUMBO</td>
<td>274</td>
<td>263</td>
<td>11</td>
<td>4.01</td>
</tr>
<tr>
<td>GITUBA</td>
<td>401</td>
<td>399</td>
<td>2</td>
<td>0.49</td>
</tr>
<tr>
<td>MWANIANJAU</td>
<td>673</td>
<td>648</td>
<td>25</td>
<td>3.71</td>
</tr>
<tr>
<td>GITHURE</td>
<td>900</td>
<td>895</td>
<td>5</td>
<td>0.56</td>
</tr>
<tr>
<td>GUAMA</td>
<td>816</td>
<td>811</td>
<td>5</td>
<td>0.61</td>
</tr>
<tr>
<td>KIAUMBUI</td>
<td>475</td>
<td>474</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>KAMWATHI</td>
<td>869</td>
<td>792</td>
<td>77</td>
<td>8.66</td>
</tr>
<tr>
<td>NYANJA</td>
<td>751</td>
<td>743</td>
<td>8</td>
<td>1.06</td>
</tr>
<tr>
<td>RWAMBIJI</td>
<td>906</td>
<td>894</td>
<td>12</td>
<td>1.32</td>
</tr>
<tr>
<td>RUKENYA</td>
<td>822</td>
<td>804</td>
<td>18</td>
<td>2.19</td>
</tr>
<tr>
<td>NGIRIAMBU</td>
<td>474</td>
<td>460</td>
<td>14</td>
<td>2.95</td>
</tr>
<tr>
<td>RAIMU</td>
<td>356</td>
<td>353</td>
<td>3</td>
<td>0.84</td>
</tr>
<tr>
<td>KARUMANDE</td>
<td>673</td>
<td>666</td>
<td>7</td>
<td>1.04</td>
</tr>
<tr>
<td>KIBURIA</td>
<td>962</td>
<td>947</td>
<td>15</td>
<td>1.56</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10,352</strong></td>
<td><strong>10,146</strong></td>
<td><strong>206</strong></td>
<td><strong>1.98</strong></td>
</tr>
</tbody>
</table>
The table shows that the dropout rate are not alarming in some schools, but very high in other schools e.g. Kiamwathi and Gikumbo. High level of dropout can be partly attributed to hostile environment around such school. Kiamwathi is surrounded by two huge villages settled by landless people, with very low income and living in adverse conditions, Kavote (0.3%) is found in coffee and tea transitional zone which is quite developed.

On the average the drop-out rate (1.98%) is quite low compared to the echoed high rate of dropout (20%) in developing world.

Table II shows the percentage distribution of dropout rate by grade:

<table>
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<tr>
<th>TABLE II</th>
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</thead>
<tbody>
<tr>
<td>PERCENTAGE DISTRIBUTION OF DROPOUT BY GRADE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
<th>PERCENTAGE OF THE TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std. 1-4</td>
<td>51</td>
<td>42</td>
<td>93</td>
<td>45.15</td>
</tr>
<tr>
<td>Std. 5-8</td>
<td>41</td>
<td>72</td>
<td>113</td>
<td>54.85</td>
</tr>
</tbody>
</table>
The table shows a difference between dropout rate in lower primary (1-4) and upper primary (5-8). More pupils dropped out from school between standard 5-8 (54.85%) than between standard 1-4 (45.15%) in 1986. A high rate of dropout occurred in class 7 (40 pupils).

The trend can be attributed to the age of pupils and their usefulness to their families. Pupils between standard 5-8 can leave school to earn income for the family, or work in the family farm. They are economically viable and may be forced to be absent from school frequently, which may eventually lead to withdrawal. In the upper primary pupils are not promoted to the next grade until they convince the staff that one is a legible material for passing next class mocks and eventually the Kenya Certificate of Primary Education (K.C.P.E.) since these are a measure of school efficiency. There is a general acceptance by community and staff of repeating. A repeater may feel disgusted after doing the same work for a number of years and leave school all the same. In the upper primary, pupils left for boarding schools and for schools that
perform well in the same district.

In the lower primary (1-4) dropout is due to inadequate motivation to learn, sudden break from home and hence difficulties in adjusting to school life.

Table III shows the percentage of dropout rate according to sex.

TABLE III

PERCENTAGE OF DROPOUT ACCORDING TO SEX

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>PERCENTAGE</th>
<th>GIRLS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std. 1-4</td>
<td>51</td>
<td>58.85</td>
<td>42</td>
<td>45.16</td>
</tr>
<tr>
<td>Std. 5-8</td>
<td>41</td>
<td>36.94</td>
<td>72</td>
<td>63.16</td>
</tr>
<tr>
<td>TOTAL</td>
<td>92</td>
<td>44.7</td>
<td>114</td>
<td>55.3</td>
</tr>
</tbody>
</table>

As a whole the dropout ratio for girls is far much higher than that of boys as seen from the table 55.3% for girls and 44.7% for girls. More
boys dropped out (54.83%) than girls (45.16%) in the lower primary; while more girls (63.16%) than boys (36.94%) in the upper primary.

Young boys are more valuable at home than girls especially when it comes to looking after cattle. Boys at this age views school as fun and can leave any time, while young girls finds security from home chores at school.

In the upper primary, most girls have attained the puberty age. They were susceptible to being pregnant, or leave school to get married or earn a living for the family. The customary initiated girls (and even boys) were reluctant to accept orders from teachers and prefects. Teaching becomes illusive because it is not based on maturity of pupils, and takes little account of individual's need. Inadequate guidance and counselling services cripple more mature girls than boys.

Undue retardation caused by the need to maintain high standards both at zonal and
examinations and K.C.P.E. affects girls more than boys. Teachers pay more attention to boys than to girls in the examination classes.

Table IV shows the pupil-teacher ratio in schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYANJA</td>
<td>35.76</td>
</tr>
<tr>
<td>KIAMWATHI</td>
<td>34.76</td>
</tr>
<tr>
<td>KIBURIA</td>
<td>37</td>
</tr>
<tr>
<td>KARUMANDE</td>
<td>39.59</td>
</tr>
<tr>
<td>NGIRIAMBU</td>
<td>31.6</td>
</tr>
<tr>
<td>RUKENYA</td>
<td>35.74</td>
</tr>
<tr>
<td>RWAMBITI</td>
<td>39.39</td>
</tr>
<tr>
<td>KAIUMBUI</td>
<td>26.39</td>
</tr>
<tr>
<td>MWANIANJAU</td>
<td>33.65</td>
</tr>
<tr>
<td>GITHURE</td>
<td>37.5</td>
</tr>
<tr>
<td>GITUBA</td>
<td>28.64</td>
</tr>
<tr>
<td>RAIMU</td>
<td>32.0</td>
</tr>
<tr>
<td>GIKUMBO</td>
<td>34.25</td>
</tr>
<tr>
<td>KAVOTE</td>
<td>43.48</td>
</tr>
<tr>
<td>GUAMA</td>
<td>38.86</td>
</tr>
</tbody>
</table>
From the table, the schools are not badly staffed. In most schools there were only two untrained teachers who have been employed to supplement in the implementation of 8:4:4 Education program. Most of the teachers were trained and therefore expected to create a good learning atmosphere in the school. The untrained teachers have been mainly found teaching in the upper primary. The age and leadership style of the headteacher creates a conducive learning climate in the school. The average class size is 38 pupils. Underenrollment in classes leads to wastage of resources. School with high enrollment also showed high rate of repetition.

Table V shows the frequency of mentioned factors that leads to withdrawal from school.
### TABLE V

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Counselling</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Poverty</td>
<td>11</td>
<td>73</td>
</tr>
<tr>
<td>Low Performance</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>Large Family</td>
<td>10</td>
<td>66</td>
</tr>
<tr>
<td>Early Marriage</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>Teaching Material</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>Discipline</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>Single Parent</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Absentism</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>Repetition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pregnancy was found to be the highest factor contributing to high dropout rate, followed by such factors as low performance, early marriage and pupils from single parents. Inadequate teaching and learning materials made learning unenjoyable and disinteresting resulting to dropout. Lack of guidance and counselling, and financial disability were not significant determinants as has been anticipated. One of the pupil who had dropped out from school was from a very rich family, the father is a teacher and the mother a successful tea and coffee grower. Early marriage and pregnancy are at times viewed as one thing by many respondents since girls who leave school because of pregnancy end up in marriage.

As might have been expected from the Literature Review the total number of girls (114) dropping from school was not alarmingly high compared to that of boys (92).
5.1. SUMMARY

Dropout reflected inefficiency in the education system which intended to provide functional literacy for the whole population.

It is a denial of a basic right and privileges that go about with literacy.

Dropout raises concern to government, parents, planners and even to individuals. Since dropouts cannot effectively fit in the society. Dropouts denied the chance to compete effectively in the changing world.

The study aimed at finding out the factors leading to early school withdrawal in primary schools in Gichugu Division. The suggested factors were: Sex of pupils, grade in school, early marriage, frequency, financial disability, low academic performance, unconducive home and school environment, family site etc.

Chapter Two is the literature review which explicitly show the magnitude of dropout problem, and that the problem is persistent not only in
Kenya, but also in the whole of developing world. Studies elsewhere in Africa, Latin America and Asia has shown the same trend of events.

Chapter Three has discussed the research methodology employed in the study.

Chapter Four of the study is data analysis classified mainly under:-

Enrollment and dropout rate in schools.
Dropout in grades (primary school level)
Dropout due to sex.
Teacher-pupils ratio.
Frequency of reasons of dropout as reported by respondents. It was not relevant to analyse other factors separately.

Chapter Five gives the summary of study, conclusions and the recommendations of the study.

The last pages of the study are the Bibliography and the Appendices.
5.2. CONCLUSIONS, IMPLICATIONS AND FINDINGS OF THE STUDY

(a) Dropout rate in the zone is very minimal (1.98%) compared to the general expected rate (20% and 30%). This shows that parents and pupils attach a great value to education. The region is not improvised, hence inability to provide school uniform, books and even build good classrooms is rare.

(b) The dropout rate for girls was found to be higher than the dropout rate for boys. Girls were prove to early marriage and pregnancies. The incidence of value of boys and girls education was not detected.

(c) High dropout rate is reflected in the upper primary (54.85%) than in the lower primary (45.15%). In the lower primary, young pupils are not useful at home, where motivation occurs, the pupils like venturing in school.
In the upper primary, pupils were mature hence are affected by marriage, pregnancies in case of girls, and sifting for examination purposes was more serious than in lower primary.

(d) Unlike expected, other factors investigated namely, financial inability, guidance and counselling, large families, parents marital status, pupils performance, none was found dominant.

(e) Some items were not responded to adequately, for example, items concerning marital status, and at times actual number of dropouts and family size. The school heads were reluctant to expose the actual magnitude of the problems, had inadequate records and laziness. Parents responses were in most cases inadequate and hence study cannot be based on their responses.
5.3. **RECOMMENDATIONS**

(a) The school attendance should be mandatory up to the basic level; it should not be left to the discretion of the pupils or parents.

(b) There should be programs providing for re-entry in education. Most dropouts are forced rather than optional. They should be accepted in the system later, if they so wish.

(c) Curriculum should be interesting to keep pupils in schools. Schools should have trained staff, to be able to deliver guide pupils to achievement using proper learning and teaching methods. Services of guidance and counselling should be increased to cover the who school adequately.

(d) Examinations and teaching should be adjusted to provide for individual differences. This will reduce the repetition rate and also classifying all pupils as same in age, aspirations and ability.
5.4. SUGGESTIONS FOR FURTHER RESEARCH

1. A study should be carried to determine how well teachers understand their pupils and the pupils' records kept by teachers and the school.

2. A study should be carried out among dropouts themselves to find out why they left school. This will help in understanding the problem better rather than relying on guess work.

3. A study can be carried covering a specific group e.g. a class from standard one to standard eight to find out the rate of dropout and repetition.
REFERENCES


17. VI Conference of European Ministers of education, Educational Opportunities of all; Versailles, May 1969.


## APPENDIX I

**TOTAL NUMBER OF PUPILS IN PRIMARY SCHOOLS IN 1986**

<table>
<thead>
<tr>
<th>NAME OF SCHOOL</th>
<th>JANUARY</th>
<th>FEBRUARY</th>
<th>MARCH</th>
<th>APRIL</th>
<th>MAY</th>
<th>JUNE</th>
<th>JULY</th>
<th>AUGUST</th>
<th>SEPT</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
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<tbody>
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</tr>
<tr>
<td>NAME OF SCHOOL</td>
<td>JANUARY</td>
<td>FEBRUARY</td>
<td>MARCH</td>
<td>APRIL</td>
<td>MAY</td>
<td>JUNE</td>
<td>JULY</td>
<td>AUGUST</td>
<td>SEPT.</td>
<td>OCTOBER</td>
<td>NOVEMBER</td>
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APPENDIX II

THE QUESTIONNAIRE FOR HEADS

NAME OF ZONE: ...........................................

NAME OF SCHOOL: ...........................................

DIVISION: ...........................................

CODE OF SCHOOL: ...........................................

1. What was the total pupils' population for the school in January 1986

   Std. 1-4
   Std. 5-8

End of November 1986

   Std. 1-4
   Std. 5-8

2. What was the total teacher population on average for the year 1986?

   Male
   Female

3. How many pupils dropped out from school between January 1986 and end of November 1986.

   Girls
   Boys

4. How many pupils dropped out from school between January 1986 and end of November 1986 in:-
5. Which group is most vulnerable to dropping out from school?
   Low performers [ ] Average performers [ ]
   High performers [ ] Both [ ]

6. How many pupils above average academic performers dropped from school between January 1986 and end of November 1986?
   Boys [ ] Girls [ ]

7. How many pupils below average academic performance dropped out of school between January 1986 and end of November 1986? [ ]
   Performance of between the score of between 50-55 is assumed to be average.

8. What was the number of pupils per class for the year in:-
9. Did you have enough teaching resources, chalkboard, pupils exercise books in 1986.

Yes □ No □

10. Does your school have guidance and counselling services?

Yes □ No □

If so at what level:

Lower Primary □
Upper primary □
Both □

11. How many pupils dropped from school between January 1986 and November 1986 due to marriage?

Boys □ Girls □

12. How many pupils left school early between January 1986 and November 1986 after
circumcision/initiation?

Boys □ Girls □

13. How many pupils dropped out of school in 1986 due to pregnancy? □

14. Did any of your pupils drop out from school due to poor health, disability or death?

Boys □ Girls □

15. How many pupils dropped out of school in 1986 due to financial disability of the parents/guardians?

Boys □ Girls □

16. How many pupils from single parent homes dropped out of school in 1986?

Boys □ Girls □

17. Did pupils drop out from school due to indiscipline in 1986?

Boys □ Girls □

18. When is there frequent absentism in school?

Peak farming season □
Off farming season □
Always. □

19. What was your school performance in 1985 in K.C.P.E.?
   Below Average □   Average □   Above average □

20. What is the incidence of repetition in your school?
   None □   Low □   Average □   High □

21. What was the average number of children in school in 1986 of the family, where drop out came from?
   Below 3 □   Between 4-6 □   Above 6 □

22. Specify other reasons that caused drop out from school between January 1986 to November 1986.
   1. ..............................................................
   2. ..............................................................
   3. ..............................................................
   4. ..............................................................
APPENDIX III

INTERVIEW SCHEDULE (FOR PARENTS)

1. Have you ever been to school?
   Yes [ ] No [ ]
   If Yes, up to what level?
   Primary [ ] Secondary [ ]
   Above secondary [ ]

2. How old are you?
   Below 25 years [ ]
   Between 25 and 50 years [ ]
   Above 50 years [ ]

3. How do you earn your living?
   Employed [ ]
   Business [ ]
   Farming [ ]
   Any other. Specify.

4. How many children did you have in primary school in 1986?
   Boys [ ] Girls [ ]

5. Among the school children, which sex dropped out?
   Daughters [ ] Sons [ ]
6. How much money do you earn per year?
   Below 2,000/=  
   Between 2,000/= - 5,000/=  
   Between 5,000/= - 8,000/=  
   Above 8,000/=  

7. How often did you visit the primary school where your children attended?
   Rarely  
   Often  
   Always  

8. Did any of your neighbours children drop out from primary school in 1986?
   Boys  
   Girls  

9. What was the behaviour of your children while in school?
   Poor  
   Average  
   Good  

10. What was the performance of your children in school?
    Below average  
    Average  
    Above average  

11. What was the age(s) of the children when they dropped?
   - Below 10 years
   - Between 10-15 years
   - Above 15 years

12. Had they repeated any class before dropping?
   - Once
   - Twice
   - Thrice
   - Severally

13. Do you buy books for your children?
   - Rarely
   - Never
   - Oftenly
   - Always

14. How far is the nearest primary school from your home?
   - Less than one kilometre
   - More than one kilometre

15. How successful has been your older children, if any, after primary school;
   - Not successful
   - Successful
   - Very successful
16. What are your aspirations for your children?
   - Low □
   - Average □
   - Very High □

17. Why did your children drop out from primary school before reaching standard eight?
   - Fees □
   - Indiscipline □
   - Religion □
   - Pregnancy □
   - To get employed □
   - Married □
   - Any other, please specify
     1. .............................................
     2. .............................................
     3. .............................................
     4. .............................................
APPENDIX IV

EXPENDITURE

Expected total expenditure in carrying out the project has been as such:

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<th>Description</th>
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<td>1. Stationery</td>
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<td>2. Typing and photocopying proposal</td>
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<td>3. Administering the interview</td>
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<td>4. Binding</td>
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Dear A.E.O/Head Teacher,

APPEAL FOR PROFESSIONAL ASSISTANCE:

Your assistance and co-operation is earnestly asked for in this research. I am carrying a research on factor that cause drop out in primary school in Gichugu Division. Your school has been chosen in the sample. I wish to use attached questionnaire purposed for you; and an interview with some of your teachers.

The research is a part of fullfillment of Masters in Education (P.T.E.) in Kenyatta University. I expect to carry research between June and July. This research has been permitted by the Office of the President.

Your response and information obtained in this research will be treated with full confidence and for the purposes of this research only.

Yours faithfully,

NDERITU CHARLES NDUNGU

Signed: DR. M.N. BARASA