A SURVEY OF THE RATE OF DROPOUT AND THE REASONS BEHIND IT IN SOME SELECTED SCHOOLS IN KERICHO DISTRICT.

BY

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DECLARATION

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

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This project has been submitted for examination with my approval as University Supervisor.

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SCHOOL FOR CONTINUING EDUCATION
DEDICATION

This work is dedicated to Inspector James Karani and my daughter Yvonne Akinyi.
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Many thanks to my mother Jesica Wadende, my sister Rose Odonde and brothers James Omamo, Antony Wadende for their moral and spiritual support. My sincere James Karani for financial support and my daughter Yvonne Akinyi for her patience during the trying periods of brutish neglect.

The list is too long to permit individual mention but this does not indicate any dilution of gratitude. Mr. Antony D. Bojana deserves exemplary mention for editing and proofreading the final work. Last but not least, I would want to give special mention to Ms. Mary Omariba for patiently typing the work.

PAW 2002
ABSTRACT

The major purpose of this study was to investigate the rate of school dropouts in a few selected secondary schools in Kericho District. Questionnaires and an interview schedule to obtain data were used. These instruments were personally administered to teachers only. Data were analyzed descriptively using frequencies and percentages.

Results established that in a class of 40 students, six students dropped out of school and this rate constituted 15% of annual dropout. This big percentage implies that by the time students move from Form One to Form Four, about 50% of them would have left school. The study also found that most students (54%) leave school in November which is the month most schools close for long December vacation.

There was also a substantial increase in the number of students who left school in the month of February. This is because that was when most schools carry out pregnancy checks on their students. Most students who left then were girls and this in turn resulted in the number of girls leaving school being more than that of boys.

This research found that students who left school behaved in a way that could make their impending action predictable. Most played truant, were rude or uncommunicative.

Majority of the teachers (63%) who participated in the study were found to be professionally qualified and holders of 1st degree with education bias. The research found that all the teachers (100%) were 40 years old and below.
The reasons for leaving school according to the teachers were mentioned as early marriage, pregnancy, lack of school fees and truancy. The teachers contended that if students were counselled by community leaders, teachers and parents, the situation could be different. They also suggested that pregnancy checks should be carried out frequently on girls and punishment meted out to those who behave in a way pre-disposing them to leave school on both gender.

It was a recommendation of the study that apart from the Ministry of Education spending more of its resources on bursaries for needy students, teachers, the school surrounding community should be made more responsible for the drop-out cases. The teachers can be in-serviced relatively in ways of confronting the problem and the school surrounding community be involved in school activities like games so as to create a sense of belonging.
TABLE OF CONTENTS

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study 1
1.2 Statement of the Problem 6
1.3 Research Questions 12
1.4 Objectives of the Study 13
1.5 Significance of the Study 14
1.6 Scope and Limitation of the Study 16
1.7 Assumptions of the Study 17
1.8 Study Justification 17
1.9 Definition of Terms & Abbreviations 18

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction 20
2.1 The School Dropout 20
2.2 Causes of School Dropout 23
2.2.1 Poverty 23
2.2.2 Outdated Traditional Practices 26
2.2.3 Psychologically -based Problems 28
2.2.4 Sexual Harassment, Peer Pressure, Poor Motivation and Negative Beliefs

CHAPTER THREE

METHODOLOGY

3.0 Introduction

3.1 Sample and Sampling Procedures

3.2 Research Instruments

3.2.1 Interview Schedules

3.2.2 Questionnaire

3.3 Pilot Study

3.4 Data Collection Procedures

3.5 Plan for Data Analysis

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF DATA

4.0 Introduction

4.1 Teachers’ Questionnaire

4.1.1 General Information About the Teachers

4.1.2 Teacher’s Qualification

4.1.3 Teacher’s familiarity with the students and factors that influence their lives

4.1.4 Number of lesson taught per class
4.1.5 Teacher’s involvement in out-of-class interaction with students.

4.2 Documentation of students who leave school.

4.2.1 Forms in which they leave school

4.2.2 Predicting possible school dropouts

4.2.3 Gender question on school dropout

4.2.4 Reasons for leaving school

4.2.5 Part of the year when most students leave school

4.3 Predictors of school dropout

4.3.1 Curtailing school dropout

4.3.2 Schools’ reaction to students leaving school

4.3.3 Interventions that ensure students do not leave school

4.3.4 Peers’ attitude towards dropouts as seen by teachers

4.3.5 Teachers’ initial action

4.4 Peer group interview

4.4.1 When asked why their friends left school, the peers responded in this way

4.4.2 Feelings about leaving school

4.5 Teachers’ attitude

4.5.1 Follow-up of school dropouts

4.5.2 Re-admission of young mothers

4.5.3 Re-admission of boys

4.5.4 Parents’ responsibility
5.1.8 Reactions of school peers when students leave
school without completing their studies

5.1.9 Teachers' attitude towards the students who leave school, their parents and the community surrounding the school

5.2 Conclusion

5.3 Recommendations from the results of the study

5.3.1 Recommendations

5.4 Suggestions for further study

Bibliography & Articles and Journals

APPENDICES

APPENDIX 1 Interview schedule for the teachers

APPENDIX 1I Interview schedule for the class-teacher

APPENDIX 1II Group interview for peers

APPENDIX 1IV Letter for permission

APPENDIX 1V Map of Kenya showing study schools
## LIST OF TABLES

Table 1.1 Projected increases in Primary School Enrollment in the World 3

Table 1.2 Growth of Schools 4

Table 1.3 Build-up of Teaching Force 5

Table IV.1 Age of teachers 45

Table 1.2 Number of secondary teachers by qualification & sex 11

Table 1.3 Build-up of Teaching Force 45

Table IV. 2: Teacher's Training 46

Table IV 3: Teacher’s length of stay in present school 47

Table IV 4: Teachers’ workload 49

Table IV 5: Co-curricular activities involved in 50

Table IV. 6: When students left 51

Table IV. 7: Hints about likelihood to leave school 52

Table IV. 8: Boy and girl: the one most likely to leave school 53

Table IV. 9: Why students left school 53

Table IV 10: When most students leave school 55

Table IV. 11: If the school has looked for help 58

Table IV. 12: Follow-up of dropouts students by the school 65

Table IV. 13: Re-admission of girls 66

Table IV.14: Readmission of boys 67

Table IV. 15: How parents are responsible 68
Table IV. 16: Dropouts are good riddance
Table IV. 17: The school and its neighbours
Table IV 18: Dropouts are maladjusted
Table IV. 19: Low achievers leave school
Table IV. 20: Teachers to retain students in school
Table IV 21: Girls leaving school to get married
Table IV 22: Prosecute parents of dropouts
Table IV. 23: Teaching methods
Table IV 24: Uninteresting teaching chases students
Table IV. 25: Sick students leave school
Table IV. 26: Poor students leave school

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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Globally, education is seen as empowerment. Governments the world over are increasingly emphasizing that their citizens should be educated. Gradually, in a global perspective, the duration of compulsory education is being extended. Some countries are yet to introduce compulsory education. In others it has been made official policy but its implementation is still uncertain. Currently in one hundred and sixty nine countries or territories for which United Nations Educational, Scientific and Cultural Organization (UNESCO) has relevant data, the median duration of compulsory education is between seven and eight years, ranging from around six years in Africa and Asia to around ten years in Northern American, Europe and the United Soviet Socialist Republic (USSR).

Currently, education is comparable to life-saving skills that one would learn in an activity like swimming. This is because the school today, among other things, has a duty to heavily contribute to the fight against drug abuse (which is rampant among young people of school going age) and man’s newest
One of the children's rights as proposed by UNESCO is education. All the governments in the world have a duty to provide education to their children up to a certain level. In the Addis Ababa Conference of 1961 sponsored by UNESCO about development of education in Africa, it was declared that there should be universal primary education for all children. This ensured that governments budgeted comprehensively for the expansion of basic education in order to comply with this requirement. It was projected that there would be the following increases in primary school enrollment:

Nemesis Acquired Immune Deficiency Syndrome (AIDS). Illiterate population do not get to learn about such health hazards and so, easily fall victims to them. In a desperate bid to save their citizens, governments are using all at their disposal to ensure that, especially the young people who are easily compromised, are educated.
Table 1.1: Projected increases in Primary School Enrollment in the World

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>40</td>
</tr>
<tr>
<td>1965</td>
<td>51</td>
</tr>
<tr>
<td>1970</td>
<td>71</td>
</tr>
<tr>
<td>1980</td>
<td>100</td>
</tr>
</tbody>
</table>

The table shows that the aim of the Addis Ababa declaration was to ensure that governments gradually reached maximum enrolment in primary schools. More children enrolling in primary school will mean that more students go to secondary school and beyond. More and more people in the country will become literate.

In Kenya, there has been tremendous growth in the education sector. The government has concentrated on this sector more than any other since independence. This is because, when Kenya gained independence there was a widespread feeling that the Kenyan citizenry should get educated in order to take over the jobs occupied by the white men who were on their way out of the country. Some schools were opened and there were no trained teachers to man them and temporary teachers designated as ‘untrained teachers’ were
employed for the purpose. The table below shows the growth rate of schools within a period of twenty-six years.

<table>
<thead>
<tr>
<th>Level</th>
<th>Year</th>
<th>No. of schools</th>
<th>Enrolment</th>
<th>Year</th>
<th>No. of schools</th>
<th>Enrolment</th>
<th>Year</th>
<th>No. of schools</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Schools</td>
<td>1963</td>
<td>6058</td>
<td>891553</td>
<td>1981</td>
<td>10817</td>
<td>3981162</td>
<td>1989</td>
<td>14691</td>
<td>5389300</td>
</tr>
</tbody>
</table>

The above table shows the growth rate and enrolment rates in both tiers of education. In twenty-six years, the number of schools in both levels of education more than doubled and so likewise enrolment into school.

The number of qualified teachers who were entrusted with the education sector also rapidly increased. This is because many training colleges, for teachers, were started. By 1991, the ratio of student to teacher stood at 17:1 for secondary schools and 31:1 for primary schools. This favourable ratio of teachers to student for both secondary and primary schools came about as a result of the marked increase of trained teachers in Kenya over the same period. The increase of teachers was as follows:
Table 1.3 Build-up of Teaching Force

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary school</th>
<th>Secondary school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1963</td>
<td>17193</td>
<td>1098</td>
</tr>
<tr>
<td>1981</td>
<td>73499</td>
<td>8916</td>
</tr>
<tr>
<td>1989</td>
<td>114087</td>
<td>17139</td>
</tr>
</tbody>
</table>

The above table shows the fast development trend of the teaching workforce for the last twenty-six years. It displays the government’s commitment to educating its citizenry.

With the above figures, it is not surprising then that Kenya as a country, spends a huge chunk of its national budget on education, that is, 40 percent of its total recurrent and private sector combined spend 9% of the Gross Domestic Product (GDP) on education.

In the primary and secondary levels of education, there is a large contribution by parents. At the university level, there has been, since 1974, a student loan scheme for funding non-tuition expenses. A form of cost-sharing was also introduced in 1991-92 requiring students to pay a nominal fee for six thousand or ninety-two United States dollars per year. With the
passing of years, programmes like parallel education at the University of Nairobi were started.

Kenyatta University started the School for Continuing Education in 1998. These programmes gave people who had left school, but qualified to continue, a chance to pay their ways and further their education to degree levels. This is in line with the guiding philosophy on education in Kenya, which is stipulated in the development plan of 1994-98 (Republic of Kenya, 1994). It states that, in general, the education system should aim at producing individuals who possess the necessary knowledge, skills, attitudes and values to enable them participate positively in nation building.

1.2 Statement of the Problem

In Kenya’s goals of education which were defined as early as 1963 at the height of independence, education was supposed to foster national unity, international understanding, preservation of our cultural heritage, human dignity and freedom of association, among other things. Education is also regarded, by our country as a vehicle which will lead us to the new heights of development that we desire. Kenya wishes to be fully industrialized by the year 2020. This means that she needs
well-trained manpower to steer her towards her goal. Training of manpower is one function the education sector does.

There are various arms of the economy in which the country needs specialized manpower. The country needs more engineers trained in various engineering fields. She needs road engineers. If such specialized people are Kenyans then it will be cheaper for the country to improve her infrastructure than if they were to be expatriates who are quite expensive for the country to hire.

Unemployment is a big problem in Kenya today especially Specialized doctors are also required. It has been the case that when one needs a complicated operation, especially on anatomical areas like the heart and the brain, one has to travel abroad to procure such as an operation. The cost of such treatment proves quite dear to the patient and their family.

We need our trained doctors in such disciplines.

This aspect of unemployment is more pronounced in the primary and The agricultural sector, being the backbone of the Kenyan economy, needs to be developed. It needs specialized personnel to develop it to the highest possible level since if this is not done, threats of impending hunger will keep hanging over the heads of Kenyans like the sword of Damocles. This threat can only be
curbed through rigorous agricultural productivity because most of Kenya's land is agriculturally rich compared to countries like Israel which are virtually deserts.

The tourist sector too needs to be developed as it earns Kenya a lot of foreign exchange. More trained personnel are required to develop this sector of our economy since a developing country like Kenya needs all the resources it can accumulate for its development and employment.

Unemployment is a big problem in Kenya today especially school dropouts who have gone through our education system. A recent UNESCO (1980) study shows that problems of quality and retention remain largely unresolved as there continue to be several unenrolled school-age children and several others who dropout annually.

This dropout rate is more pronounced in the primary and secondary school levels. This happens in spite of the fact that schools are there to help the country develop. As Wiles et al (1959) says:

Schools are a part of the education our society provides for its youth the family, mass media, the churches, the social institutions, youth organizations, informal
community activities, all help to educate our young. But schools are established with the primary purpose of educating children and the youth to become the kinds of adults needed by society.

If students leave school before finishing their courses then the country is not able to get the kind of adults it needs. The Kenyan society needs well-adjusted and adequately skilled adults who will steer it to greater heights of development.

Statistical evidence from the Central Bureau of Statistics (CBS) shows the trend of school dropouts in Kenya. For example, out of the 71,126 girls, who joined form one in 1991 only 62,383 sat the Kenya Certificate of Secondary Education (KCSE) in 1994. 13,743 did not reach form four as they dropped out of school for one reason or another. This means a loss to the government that had invested in these students.

In Kenya, Nyanza Province has been singled out as being especially notorious in displaying this problem. In an article entitled "Nyanza drop-out rate too high" the provincial director of education Mrs. R. Onyuka decried the high percentages of dropouts from the school system. She said that statistics from the CBS showed that Suba District had seventy percent drop-out rate followed by Kuria District with sixty-five percent and Kisumu District also with sixty-
five percent. These figures are large indeed. It has also been established that the drop-out rate of girls from the school system is greater than that of boys.
Table 1.4: Number of secondary teachers by qualification and sex, 1996-2000

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained graduate</td>
<td>12823</td>
<td>7770</td>
<td>20593</td>
<td>14706</td>
<td>8559</td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td>902</td>
<td>2878</td>
<td>2237</td>
<td>866</td>
</tr>
<tr>
<td>S1/Diploma</td>
<td>7108</td>
<td>3610</td>
<td>10718</td>
<td>7123</td>
<td>3908</td>
</tr>
<tr>
<td>Technical</td>
<td>387</td>
<td>163</td>
<td>560</td>
<td>699</td>
<td>171</td>
</tr>
<tr>
<td>P1</td>
<td>143</td>
<td>39</td>
<td>182</td>
<td>135</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>22439</td>
<td>12484</td>
<td>34933</td>
<td>24900</td>
<td>13527</td>
</tr>
<tr>
<td>Untrained graduate</td>
<td>1896</td>
<td>533</td>
<td>2429</td>
<td>2068</td>
<td>545</td>
</tr>
<tr>
<td>Dip/technical</td>
<td>494</td>
<td>178</td>
<td>677</td>
<td>482</td>
<td>164</td>
</tr>
<tr>
<td>KACE</td>
<td>2040</td>
<td>578</td>
<td>2618</td>
<td>1516</td>
<td>474</td>
</tr>
<tr>
<td>KCE/KCSE</td>
<td>269</td>
<td>97</td>
<td>366</td>
<td>362</td>
<td>89</td>
</tr>
<tr>
<td>Other</td>
<td>196</td>
<td>71</td>
<td>267</td>
<td>173</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>4895</td>
<td>1457</td>
<td>6357</td>
<td>4601</td>
<td>1350</td>
</tr>
<tr>
<td>Grand Total</td>
<td>27334</td>
<td>13941</td>
<td>41290</td>
<td>29501</td>
<td>14877</td>
</tr>
</tbody>
</table>

- Provisional
- 2000 data do not include teachers on study leave, disciplinary cases and those performing non-teaching duties.

Source: Ministry of Education, Science and Technology
Table 1.2 particularly displays the discrepancies in the numbers of teachers by qualification and gender. It can be used to assume that there are less girls at universities and teacher-training colleges. This is deduced from the fact that less girls survived the education system in order to be trained. The repercussions of this drop-out rate of girls from the school system can be seen in various professional fields. For example, teaching profession is traditionally believed to be a female domain in Kenya. It is apparent, however, from the above table that even here where ladies are expected to dominate, they do not. The men are more than them by several thousands year in year out. The rate of drop-out from the school system and its reasons in some selected secondary schools in

From the above discussion, it seems that measures should be taken to arrest the situation before it aggravates. Given this scenario, our much needed specialized workforce will plummet for ever denying our country the chance to capture its dream of being industrialized by the year 2020.

1.3 Research Questions

In order to carry out the research, the following questions were formulated to guide the study:
1.4 Objectives of the Study

The study sought to survey the rate of dropout from the school system and its reasons in some selected secondary schools in Kericho District. The selected schools are six. In order to achieve this, the study focused on the following general objectives:

a) To find out the rate of school dropout
b) To find out the causes of school dropout
c) To find out how teachers deal with the problem of school dropout
d) Compare the dropout rate of girls, and boys then make recommendations.
Significance of the Study

This research therefore was an attempt to establish the rate of school dropouts in Kericho District, the reasons behind this trend and how best it can be arrested. The survey also aimed to come up with measures that can be put in place to ensure that students who leave school are enticed back. This should be done because, in Kenya, the minimum level of education at which a person can be self-reliant is form four level. This was taken care of in the 8.4.4 system of education which sought to produce self-reliant graduates at especially form four level. It is expected that the graduates of this level are able to seek their rights against harmful traditional practices like female genital mutilation for girls and wife-inheritance for women. The men can also choose not to engage in out-dated traditional practices like cattle-herding, a traditional practice of the Maasai and Turkana, because such practices are not beneficial.

Since more schools are coming up as attested by statistics, it is imperative that this wastage be avoided at all costs. These institutions will be equipped with things like laboratories, libraries and other facilities which are expensive to put up. We should ensure they do not go to waste but are utilized.
As the study involved teachers, it was hoped that it would stimulate them to think of ways of stopping students from leaving school before completing their studies. The students then will receive higher quality attention from their teachers during interaction between the two parties.

Finally, the present study may stimulate more research on the drop-out problem in Kenyan secondary schools and may lead to the development of better suggestions concerning any necessary change in the method of handling students who have a predisposition to leave school. The findings will therefore:

- Point out to teacher trainers the need to give more weightage to the teaching of guidance and counselling techniques to the trainees.
- Sensitize the Ministry of Education’s school inspectorate department to organize refresher courses on guidance and counselling for teachers in the field.
- Provoke charitable organizations to train teachers on how best to handle young people with problems and how to eradicate these problems.
1.6 Scope and Limitation of the Study

This study was designed to survey the drop-out problem in secondary schools. The study tried to find out the links between the drop-out rate of students and their interaction with their teachers. The study hoped to help teachers curb the dropout of students from their schools.

In the study, it was

impossible to get

useful answers out of their responses to help them.

Teachers’ duration of contact with the students and their sensitivity to the students’ changing feelings have a bearing on how far the teacher can help the students when a problem arises in the latter’s life. The extent to which teachers are alert and responsive to student’s problem will vary from school to school, but this study does not set out to make a comparison of the same.

1.2 Methodology

To execute the same for the study, the researcher was guided

Due to financial constraints, the sample was limited to only six schools in Kericho District. The selection of the schools was also based on the researcher’s acquaintance with the area and traveling convenience. In view of the limitations, the findings of this study cannot be generalized to other secondary schools in Kenya.
1.7 Assumptions of the Study

For the purpose of the study, the following assumptions were made:

a) That the participant students will participate freely without fear or other undesirable biases.

b) That all the teachers involved in the study will give truthful answers out of their eagerness to help their students.

c) That the data that will be provided by the participants through the research instruments will be true.

d) That all teachers have the knowledge of handling adolescents’ problems.

1.8 Study Justification

In choosing the topic for the study, the researcher was guided by the following reasons:

a) Adolescents are prone to having adjustment problems in their stages of growth from childhood to adulthood.

b) In utilizing the knowledge they received from their teacher training, teachers are able to help the adolescents to readjust.

c) The use of the adolescent’s peer group to solve his or her problems is most desirable as it is very effective.
1.9 Definition of Terms

The following terms are defined as they are used in the study:

**Dropout:** This is a student who, for some reasons, has left school without completing his course of study.

**Low-achievers:** This is a student who is intellectually challenged. He is not quick in understanding what he is taught and performs below average in achievement.

**School administration:** This refers to the headteacher, the parents’ and teachers’ association and the board of governors are all stakeholders when it comes to running a school.

**Moranism:** Maasai rite of passage from boyhood to manhood.

**Girl-mothers:** Girls who get pregnant in school and have to leave school.

**Girl-child:** Young girl below twenty years.

**Evaluation:** Taking a value judgment to find out how effective a measure taken is.
Abbreviations


USSR: United Soviet Socialist Republic

CBS: Central Bureau of Statistics

FAWE: Forum for African Women Educationists

KCSE: Kenya Certificate of Secondary School

M.ED.: Master of Education

PGDE: Post-graduate Diploma in Education

B.ED.: Bachelor of Education

Dip-ed.: Diploma in Education

FIDA: Federation of Women Lawyers

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, literature related to study is reviewed under the following sub-headings: The school dropout; cause of school dropout, poverty; outdated traditional practices; psychologically-based problems; sexual harassment; peer pressure; poor motivation and negative beliefs. Literature related to methodology has also been reviewed in the last part of this chapter.

2.1 The School Dropout

Generally, the word dropout is used to refer to a young person who no longer attends school. Brimer et al (1971) says that a dropout is;

\[\ldots\ldots\text{a pupil who leaves school before the end of the final year of the educational stage in which he is enrolled.}\]

There are three types of school dropouts:

a) The one who leaves school without the intention of going back. He or she stays out there for a period of time then decides to go back. This one can be equated to a truant. A truant is a student who decides to miss school and at times for no apparent reason. According to Reid (1985);
truancy is sometimes seen as a natural impish act of escapism, which is likely to take place at some stage during the normal development of certain children.

b) The second type of dropout is one who leaves school with the intention of not going back. A good example of such a dropout is one who views the school situation as one that highlights his shortcomings which, in most cases, is academic. As Stram R., (169:48) says:

When one has enough failure, he can be expected to withdraw from the situation in which it occurs. As this is true for all of experience, it necessarily obtains for the schooling process as well. Each year nearly a million boys and girls abandon their studies though they have not as yet qualified to graduate from secondary school. Commonly referred to as dropouts, these young people leave the classroom more in hope than in confidence that they will find an out of school circumstance that offers them opportunity, recognition and success - that very promise they feel education has denied them.

c) The third type of dropout is a girl who in the course of her studies fall pregnant. The education act dictates that these girls be sent home for the duration that their pregnancy takes. In Kenya, although the re-entry policy was announced by the Ministry of Education in March
This 1994, few girls go back to school after delivery. At times, this happens because the girls’ parents are not aware of this policy or still hold the traditional view that a school girl who gets pregnant should be punished. This was the findings of Forum for African Women Educationists (FAWE) as to why there was a low re-entry rate of school girls after their confinement. They said:

In many African countries, pregnant school girls are required by law to leave school, in other words, they are forcefully expelled. Expulsion is a common practice. But this policy has not reduced the problem of school girl pregnancies and subsequent wastage. It is estimated that in Sub-Saharan Africa between 10% and 20% of enrolled girls drop out of school each year, and the numbers are still rising.

The above discussed types of dropouts are encountered in all levels of education in Kenya and in the world over. As early as 1968 Comb (1983) wrote:

Dropouts are encountered at all levels of primary stage and have been a widespread cause of concern. It is not unusual for at least half of the children entering the first grade in any one school in these countries to leave before the end of the four years, without having acquired permanent literacy. What is worse, most of these early dropouts are sentenced to join the ranks of permanent adult illiterates at the bottom of the socio-economic heap.
This showed the magnitude of the problem in the American society and its neighbours. The youth in any society represent its future. If they leave school in large numbers then they would have missed being transformed into adults that the society desires. It means the future of that society would be bleak. It would not have the kind of adults it needs to run it in the way desired by its members. Gradually a time would reach when the adults in that society cannot adequately sustain societal matters and the society’s structures would drop.

2.2 Causes of School Dropout

This is a problem that is complex in that it has a variety of sources. These factors contribute in increasing the numbers of students leaving school. Some of these factors are discussed below.

2.2.1 Poverty

In Kenya, as in the other parts of the world, a number of reasons have been advanced to explain the dropout of young people from the school system. One reason that has featured prominently in discussions is poverty. It has been blamed for the state of affairs at any forum in which this case has been discussed.
A recent study by Ojwang showed that 47% of Kenyan parents cannot afford the minimum, government prescribed, secondary school fees of seventeen thousand five hundred shillings per year. This is fees for tuition and boarding. The government regulated secondary school fees when it was discovered that some public schools charged exorbitant school fees that some parents could not afford to pay.

It is where the real result are realized from this statistic that informal interviews also confirmed that the levies charged in schools have contributed to decline in enrolment. Statistics indicate that the current gross enrolment at the pre-school is 33.9%, primary 88.8% and secondary 23.2%. Additionally, the transitional rate from primary to secondary is 47%. Such a wastage in the education system calls for alternative approaches to curriculum delivery (CBS).

Other factors that have pushed children out of school include non-performing economy, corruption, famine and population growth. If the rate of school dropout is to decline, the government and other stakeholders must address these factors.

Although public secondary schools are supposed to charge this prescribed fees, it is a well-known secret that some
schools have defied the government order and are levying more fees on parents. This has elevated such schools as to be attended by children from rich families only. It is, indeed, unfortunate that such schools also happen to be the ones whose teachers are highly motivated, through extra remuneration apart from their salaries. This is unfortunate because children from poor families attend these schools yet it is where the best results are realized from the students due to the fact that they are taught by highly motivated teachers. The opposite is true of the children from families who cannot attend good schools, because they are not given effective tutelage, hence very few of them manage to join institutions of higher learning. Commenting on how poverty has impacted upon the education sector, Martin, C. J. (1984:97) said:

This increasing hold over education by the higher social classes occurs at the expense of the poor. Unable to afford generally rising school fees, they withdraw their children from schools too early for them to gain qualifications which would help them secure jobs. These dropouts are ever more marginalized by their increasing inability to get jobs which demand ever higher qualifications. They are thus not only progressively educationally disadvantaged but economically also.
Children from poor parents who drop out from school too early cannot get lucrative jobs because they lack the right qualifications. They, in turn, will not be able to pay school fees for their children when they marry. In this way, young people are compelled to leave school to attend to such affairs. As a result, such children at times do odd jobs to complement their parental income. This is because the society, to an extent, is pervasive and allows among its workers’ ranks, child labourers. Children are usually employed to do unskilled labour in construction sites and other plants. They are also employed as house-helps and farmhands by people more affluent. The fact that this is illegal does not in any way make it less rampant.

The government needs to enforce the education ministry’s decision by punishing errant headteachers. People who employ child labourers should also be prosecuted.

### 2.2.2 Outdated Traditional Practices

When young people in the school system engage themselves in some traditional practices, they most frequently leave school. Most of such practices are outdated ones. A practice like “Moranism” requires that when young Maasai men attain a certain age, they get initiated into ‘moranism’. The young men
leave their homes and go into the forest for as long as six months. Here they undergo rites of passage that are believed to transform them from boys to men. These men should then take up the responsibilities of adults in the society. In this way, young people are compelled to leave school to attend to such rites and after the rituals, most do no bother to go back to school.

The headteacher of Eremit Primary School in Kajiado said that since his students take part in such rites, the school had less than fifty students from standard one to eight. His students kept on going away for such rites and not coming back when the ceremonies were over. This school would have been declared non-viable and closed down had it not been sponsored by a charitable organization called The World Vision.

Among the Suba and Kipsigs, circumcision is the cultural practice that contributes more to school dropout. Among these two communities, both boys and girls are circumcised. This is a rite of passage that leads one from childhood to adulthood. The young people, after these ceremonies, feel they are old enough to take adult responsibilities like starting families and securing employment. They tend to look at school as a place
where they would be wasting time which they would have used otherwise. The government should prosecute people who still practise harmful rites like female genital mutilation which has been outlawed but is still widely practised.

2.2.3 Psychologically -based Problems

One major psychological problem that causes many young people to leave school is phobic disorders. There are various phobic disorders like school phobia and leventhal. Mussen (1969:521) contends that in school phobic disorder, children commonly over-value themselves and over-estimate their own power of achievement and then try to hold onto their unrealistic self-image. When this is threatened in the school situation, they suffer anxiety and resort to other situations where they can maintain their narcissistic image. Such a situation could push children out of school.

Thorburge H. D. (1974), points out that pupils with psychological problems may indulge in activities and behaviours like aggression, rebellion, temper tantrums, disobedience, drug abuse, restlessness among other antisocial behaviours. When a child behaves in an unacceptable way in school, he may not be tolerated by the school
authorities who might force him out. Students who abuse drugs are normally expelled. The school, in most cases, does not investigate the cause of that behaviour but just gets rid of the trouble-maker.

It is the parents’ duty to try their best that the child

Most of these psychological problems that dodge students’ lives emanate from the rigidity of our educational system which fosters intense competition among students from one level to the other. Griffin G. W. (1999), attributes fear and frustration that creates stress in the student, as inherent in Kenya’s pyramid-like education system. The student is always under unceasing pressure to succeed. Pollit (1990:26) says:

Dropping out and repeating a grade must also be a reflection of poor performance and this in turn co-varies with aptitudes and abilities. This is most likely to be the case in connection with repetition as this is a reflection of the teacher’s judgment regarding a child’s lack of academic progress.

If learners are under substantive stress then even trivial issues can trigger an outbreak of indiscipline. Leaving school is one pointer to serious indiscipline. According to a UNESCO report about low achievers, it is claimed that

under-achievement;
In the traditional arm pit of internal efficiency is considered these days as perhaps one of the most important, if not ultimate aspect of wastage in education.

Education planners should try their best that the system produced does not exert undue pressure on the students.

2.2.4 Sexual Harassment, Peer Pressure, Poor Motivation and Negative Beliefs

Sexual harassment, especially of girls, contributes to high rates of school dropout. Pregnancy is a cause of girl-child dropout from schools. It can be linked to peer pressure, poor motivation and negative beliefs. A pregnant girl is usually compelled to leave school while the boy or man responsible goes ahead with his study or life unscathed. The law is silent about the school boy but if an adult member of society is responsible for the school girl’s pregnancy, he is to be prosecuted in a court of law. Such court cases are rare and far in between because parents are at times ignorant of their rights and thus do not prosecute such people. In most cases these teenage mothers do not have the advantage of the school re-entry programme.
In the *East African Standard* commentary on statistical figures released by a survey on this problem, it was stated that twenty-seven girls drop out of the school system daily as a result of being in the family way. Statistical evidence states that out of the sixty thousand or so students who leave school, a large percentage is made up of girls as discussed earlier.

From the FAWE research on girl-child school dropouts of 1985 various reasons were given by guardians and school authorities for not allowing ‘girl-mothers’ to re-enter school. Some of them are:

a) Pre-marital pregnancy is caused by the school girls themselves and thus they must be punished.

b) Retention of pregnant girls will set a bad example for the rest, and they must therefore be removed to prevent contamination of the others.

c) Pregnant girls waste scarce resources by staying in school. Many students are not adequately counseled and supported.

d) Pregnant school girls are viewed as adults who have no business being in school, which is meant for children.
In some rural communities what causes students to drop out of school and especially girls, for that matter, is scarcity of water. Eunice Mumbi and Lillian Juma in The Kenya Times said that mothers and their school-going girls have to fetch water from distant places directly curtailing the girl-child from getting education. This is so because this water-fetching chore has got to be done even on school days. While the girl do ‘women’s work’, the boy goes to school. The girl absents herself from school a lot of times that she eventually leaves school all together. Once in a while, the boy leaves school because he is required to perform chores like tending cattle. The fierceness of teachers in school also makes some students to leave school. There are schools where the teachers are so fierce that in punishing the student, they go to the extent of maiming them. Such cases are so rampant that Federation of Women Lawyers (FIDA) through their head of litigation, Judy Thongori issued a statement which read in part;

Fida Kenya recommends that the existing code of conduct of teachers who become perpetrators of violence against their students are adequately and severely punished.

Students who are severely punished get psychologically damaged. They live in a world of fear of the teachers and opt out of school to avoid punishment.
In the same way, the ranking of students also contributes to increase of the number of school dropouts. Ranking students according to their performance discourages the low-achievers who may decide to leave school.

Young people who idle around easily fall prey to the vices in the society. Henry et al (1996: 1086) says that:

We speculate that, when leaving school early, the developing adolescent is placed (or places) himself in a context in which a wide variety of antisocial behaviours may be not only tolerated, but encouraged. Within this context of relatively weak social control, individual-difference characteristics are more likely to find room for expression. For example, the under-controlled adolescent male who drops out of school is likely to encounter a variety of situations in which those undercontrolled tendencies can be expressed.

In that case, it is important that students who leave school are persuaded to re-enter. In this way, the society will save itself the unpleasantness of having young people hanging around and engaging themselves in criminal activities. It will also enhance competition rates of schools in Kenya.

This research utilized two main instruments: questionnaire and interview schedules. The questionnaire was used to get information from teachers while the interview schedule was used for both teachers and students. The population, sample
2.4 Literature Related to Methodology

The methodology of carrying out any research depends on the type of study one wants to carry out. For example, Kathuri and Pals (1993), have elaborated on the survey research. This is where a researcher employs the use of questionnaire in order to determine opinions, preferences and perception of groups of people of interest to the researcher. Questionnaires are used to collect basic descriptive information from a broad sample. Koul (1984) recommends this method in education. Sampling must be used when information that can be used to gather responses in depth from a small sample is needed.

According to Dalen (1966), some respondents will only give information if they are presented with carefully selected questions. On the other hand, according to Kerlinger (1973), some respondents are more willing to provide information when interviewed than when asked to complete a questionnaire.

This research utilized two main instruments: questionnaire and interview schedule. The questionnaire was used to get information from teachers while the interview schedule was used for both teachers and students. The population, sample
and instruments used in this survey are presented in chapter three.

3.0 Introduction

As discussed in the previous chapter, the researcher intends to investigate and explain the reasons behind the escalating dropout rate in schools. In order to carry out this investigation, the researcher needs to lay down clearly the mode and procedures used to collect data.

3.1 Sample and Sampling Procedures

This survey was carried out in six selected secondary schools in Kibera District. In selecting these schools, purposive sampling technique was used. This was the technique of choice because the research was limited to the various schools in the area. This defined that the schools to be included in the research had to be the ones with substantial numbers of students who had left school. The researcher decided that schools who had 50 or more students leaving in either form of 9 or 11 qualified to be referred to as having substantial
CHAPTER THREE

METHODOLOGY

3.0 Introduction

As discussed in the previous chapter, the researcher intends to investigate and establish the reasons behind the escalating drop-out rate in schools. In order to carry out this investigation, the researcher needs to lay down clearly the tools and procedures used to collect data.

3.1 Sample and Sampling Procedures

This survey was carried out in six selected secondary schools in Kericho District. In selecting these schools, purposive sampling technique was used. This was the technique of choice because the research was limited to the causes of school dropouts. This dictated that the schools to be included in the research had to be the ones with substantial numbers of students who had left school. The researcher decided that schools who had had 10 or more students leaving in either form 2 or 3 qualified to be referred to as having 'substantial' dropouts'.
In each school, the researcher carried out informal interviews with peers of the students who had left school. During these interview sessions, more information was sought about the reasons behind the school dropouts. The researcher decided to carry out these group interviews because interviewing individual students would not make them free to respond for fear of divulging information which would result to negative repercussions. For instance, they would fear that if they gave truthful responses, and these responses happen to be those that the school administration frowns upon, then they would be punished later on after the researcher had left. In that view then group interviews effectively removed the fear. All in all, students who were subjected to these interviews amounted to 40. The total population on which the research was carried out was thus 123 subjects.

3.2 Research instruments

In order to collect data from described sample, various research instruments were developed by the researcher. These instruments were a structured questionnaire both open-ended and closed-ended and interview schedules.
3.2.1 Interview Schedules

Interview schedules were used to collect information from class-teachers and groups of peers to the school dropouts. The class-teachers were only 12 (2 per school) and thus it was easier to interview them than to develop a questionnaire for them. The advantage of the interview schedule over the questionnaire was utilized here, in that the researcher could probe the respondent and clarify the items in the interview schedule to ensure that she got as much information as she could from the interviewee. The interview schedules took around 30 minutes each. The researcher did not have to conduct all these interviews in one day but restricted herself to at least 2 class-teachers’ interviews and 2 peer group interviews on every visit to a school. These visits were made on 6 different days.

3.2.2 Questionnaire

The teachers’ interview sought information about the numbers of students who had left school. It also sought to know the teachers’ reaction, attitudes towards this problem and the school administration’s reaction. The student population comprised form two and three classes. This is because they were the most appropriate research target audience. Form ones had not been in school long (6 months) and thus did not
display a drop-out rate that one could attach meaning to.

Form fours were very busy revising for the impending national examinations, so the school administrators were reluctant to allow them to participate in the research.

In each of the six schools, at least six students were selected. They were chosen on the basis of being the ones who had been mentioned by the teachers and fellow students as those who had left school in the last one and half years. These dropouts did not physically participate in the research but information about them was elicited from their class-teachers and friends in the class. In this way, the total number of school dropouts studied stood at 39. In each school, two class teachers were interviewed making their number to 12.

3.2.2 Questionnaire

This instrument was used to collect information from the school's long-service teachers. It was administered to thirty two teachers who had stayed in the school longest. At least five teachers per school completed the questionnaires. The items in the questionnaire required that teachers give their opinion on how they view dropouts and give the intervention
measures they and the school’s administration had taken to curb the rate of school dropouts.

3.3 **Pilot Study**

After drafting the research instruments, the researcher obtained clearance from the university. A pilot study was done in two of the public secondary schools. One school was a girls’ school and the other a boy’s school. These two schools were not included in the research but only in the pilot study. A boys and a girls school was chosen in order to establish if there were any parts of the research instruments that needed to be tailored differently to cater for the sex differences. These schools (public schools) were chosen because the research would also be carried out in public schools. This ensured that the environment and conditions of the students in those schools were as the ones in the schools in which the research would be carried out.

The researcher, after weeks duration, reached and administered her questionnaire to the teachers. She requested to be left alone.

The data collected in pilot study were analyzed for clarity purposes. As pertains to the questionnaire, it helped the researcher clear out some vague and ambiguous statements. Most important, the pilot study helped validate the research questionnaire.
After piloting, the questionnaire was reconstructed and some questions in the interview schedules were modified. The final questionnaire and interview schedules were prepared as they appear in appendix A.

3.4 Data Collection Procedures

The researcher went to the schools two weeks beforehand and sought the permission of the headteachers to use their schools for the research. When permission was granted, she informed the class-teacher and the long-service teachers of her intention to seek information from them about students who leave school. In turn, she requested the class-teacher to introduce her to their classes and inform the students of her intentions.

Two weeks later, the researcher visited the schools (one by one as their two weeks duration reached) and administered her questionnaire to the teachers. She requested to be left alone with the students during the informal interview sessions. This ensured that there was no intimidating presence of a teacher (if it was to be so) during the interview session. She also interviewed the teachers one by one and finally collected the questionnaires at the end of the day. It was not possible to
collect all the questionnaires on the same day so she requested the teachers to suggest to her a day on which she could collect the remaining questionnaires.

3.5 Plan for Data Analysis

The raw data were collected from the field. These being a descriptive study, descriptive statistics were used to report the data. These included the use of frequency distributions and percentages. The data were also reported in descriptive form. These are presented in chapter 4 that deals with the same.
CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF DATA

4.0 Introduction

In chapter three, there was a detailed discussion on the data collection procedure. In the chapter it was decided that in order to collect the required data, the tools that were most appropriate to use were a questionnaire for teachers, an interview schedule for class-teachers and a group interview schedule for students.

In this chapter, the data collected are presented. Most of the data have been presented by the use of tables. Data about the teacher’s general information which include their experience and workload are presented in the first part of this chapter. In the second part of this chapter, teachers’ responses about the reasons for students leaving school are presented. In this section, the responses of teachers on the 5 point attitude scale are presented in the next part. The total number of teachers who participated in giving responses in this attitude scales is 32. The responses of the 10 class teachers who participated in an interview session are presented in box form. Over and above this, students were subjected to informal group
interviews and their responses are also recorded in highlighted boxes.

In order to get this information, some of the students sought to comment the teachers' ages. The responses recorded are

For each type of data, some observations were made. This was accompanied by some interpretation of the observations. Teachers' responses about bio-data are presented in the first few tables.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>25</td>
<td>Male</td>
</tr>
<tr>
<td>Jane</td>
<td>27</td>
<td>Female</td>
</tr>
</tbody>
</table>

4.1 Teachers' Questionnaire

This questionnaire had various parts. The first part was the teacher's bio-data. The second part of the questionnaire related to the number of students who had left school in forms two and three as the researcher restricted her study to these two classes. In this part, responses about the number of student’s leaving school were recorded. The reasons for the students leaving school constituted part three of the questionnaire and part four comprised the action taken by the school in response to the situation. Part five sought to find the attitude the teachers have about students who leave school without completing their studies and the said student’s parents.
4.1.1 General Information About the Teachers

In order to get this information, one of the questions sought to establish the teacher's age. The responses recorded are given below.

Table IV.1: Age of Teachers

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>41+</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31-40</td>
<td>17</td>
<td>53</td>
</tr>
<tr>
<td>≤30</td>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

The data on this table reveal that all the teachers who participated in this study are vibrant young people who can accomplish well the tasks before them. This then means that they should be able to find solutions to any problems facing them as they try to implement the curriculum in the school. It shows that most of the teachers are specifically trained to teach in secondary school. This indicates that they are specially trained to handle young adults and adolescents. They are therefore expected to handle whatever challenges arise with skill and authority within their roles and responsibilities.
4.1.2 Teacher's Qualification

The question that sought information about the teacher's professional qualification was answered by the individual teacher giving his highest professional qualification. This was especially done by teachers who had furthered their studies after their first professional grade. Their responses were as follows:

Table IV. 2: Teacher's Training

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.ED</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>PGDE</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>B.ED</td>
<td>20</td>
<td>63</td>
</tr>
<tr>
<td>Dip. In Education</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

The table shows that most of the teachers are specifically trained to teach in secondary school. This indicates that they are specially trained to handle young adults and adolescents. They are thus expected to tackle whatever obstacle an adolescent or young adult might face and especially one which might interfere with his or her schooling.
4.1.3 Teacher’s familiarity with the students and factors that influence their lives

There was a question which sought from the teacher’s about the experience they had of teaching in their school and in actual fact, interacting with the students of the school. The following responses were recorded.

**Table IV. 3: Teacher’s length of stay in present school**

<table>
<thead>
<tr>
<th>Years</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>6-10</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>11-15</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>16+</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of the teachers had been in the school for a long time. This duration was enough to make them establish a close counsellor – counselee relationship with the students. Having lived in the environment of the school for that long also enabled them to understand the variables in the school environment and those in the surrounding community, that were likely to influence the students. They were also in a position to know how this influence would be manifested.
Being trained teachers, it is expected that they would know how to counter the effect of these variables, an example of which could be communicated that do not value education of young people.

4.1.4 Number of lesson taught per class

The responses presented below are to the item that required teachers, in the study, to note down the number of times they go to the various classes in the school. This question sought to record the frequency of close interaction between the teachers in the study and their students. Their responses are recorded below:

Table IV. 4: Teachers’ workload

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form 1</th>
<th>Form 2</th>
<th>Form 3</th>
<th>Form 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Social ethics</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Business education</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Accounts</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Maths</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Table IV. 5: Co-curricular activities involved in

48
The teachers' responses are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>History and Government</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

The above table shows the number of times the teachers in the study go to the classes in their school and this reveals that these teachers frequently go to these classes. It also reveals that the amount of time these teachers interact with these students in class is fairly large. The table further indicates that such teachers would be the first to notice if a student had a problem and especially one that would make the student leave the school.

4.1.5 Teacher's involvement in out-of-class interaction with students.

This item sought the responses of teachers as pertains to the extent to which they are involved in out-of-class interaction with students. This kind of interaction is especially possible if the teacher is in charge of a club or activity in the school.

The teachers’ responses are as follows:

| Table IV. 5: Co-curricular activities involved in |
Table IV. 5: Co-curricular activities involved in

<table>
<thead>
<tr>
<th>Co-curricular activity</th>
<th>Number of teachers involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science club</td>
<td>2</td>
</tr>
<tr>
<td>Music club</td>
<td>2</td>
</tr>
<tr>
<td>Geography club</td>
<td>1</td>
</tr>
<tr>
<td>Games</td>
<td>15</td>
</tr>
<tr>
<td>Debating club</td>
<td>4</td>
</tr>
<tr>
<td>Scout club</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

The table above shows that the majority of teachers are involved in games. This is one of the areas in the school curriculum when the student acts most naturally and without inhibitions as opposed to when he is in class and might feel limited by his mental abilities. Due to this, the problem that a student has may quickly show tell-tale signs in the play-field than in class. This then puts these teachers in a good position to help a student with a problem and even necessitates that the student leaves school.

4.2 Documentation of students who leave school.

This section gives the number of students who have left school in forms 2 and 3 in the schools that participated in the study. It also presents results on the reasons for their
action and which gender is more prone to leaving school. The school’s reaction towards the issue of students leaving school is also presented.

4.2.1 Forms in which they leave school

This selection sought responses of the teachers about the number of students who had left school. An earlier informal survey had revealed to the researcher that most students leave school in forms 2 and 3. Hardly any left in forms 1 and 4. The teachers’ responses are as follows:

<table>
<thead>
<tr>
<th>Form</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>25</td>
<td>64</td>
</tr>
<tr>
<td>III</td>
<td>14</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above shows that more students leave school in form 2 as compared to form 3. At this stage of their studies the students are at the onset of their adolescent stage of growth. The training of teachers should enable them counter the hormonal effects on the students at this stage of development.
4.2.2 Predicting possible school dropouts

This item in the questionnaire sought the responses of teachers on whether they had a clue that the student, who left, intended to do that. This clue they were to get from the behaviour of the student before he or she left school. Their responses are recorded in the table below.

<table>
<thead>
<tr>
<th>If gave indication</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>56</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

From this table, it can be adduced that the majority of the teachers notice when a student starts behaving in a way that they do not deem normal. It is then possible for them to detect this condition of the student before it gets worse and results in actions that push out the student from school.

4.2.3 Gender question on school dropout

Asked who displays more the tendency to leave school between the sexes, the teachers responded as follows:
Table IV. 8: Boy and girl: the one most likely to leave school

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Girls</td>
<td>27</td>
<td>84</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

The table shows that the teachers know that girls are more likely to leave school without completing their studies as compared to boys. At adolescence, for the first time, the girl-child becomes acutely aware of her sexuality. Due to her immaturity, it is possible for her to be taken advantage of by the opposite sex: both boys and grown-up men.

4.2.4 Reasons for leaving school

The teachers who participated in this study proposed various reasons why students leave school, when asked to give those reason. Their responses are as follows:

Table IV. 9: Why students left school

<table>
<thead>
<tr>
<th>Reasons for leaving school</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Pregnancy</td>
<td>16</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>2</td>
<td>Fees</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Marriage</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Truancy</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Sickness</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Transferred</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Death</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>

Pregnancy and lack of school fees feature as the main reasons that make students leave school. Pregnant school girls have to leave school because of their condition. With their training, teachers can help young school girls to manage their adolescence well and avoid mishaps like pregnancies. Schools normally have bursaries for students from poor families. Fees problems can be solved by such bursaries.

4.2.5 **Part of the year when most students leave school**

An item in the questionnaire sought responses from the teachers about when most students leave school. The researcher was interested in finding out the time of the year when these cases are most rampant. Their responses are recorded below:
It can be observed from the table that most students leave school in November. Hardly any students leave in April, August and December. This is because these are school holidays yet November is the month when students break off for the long holidays. Due to idleness young girls experiment with things like sex and drugs and these make them leave school.
4.3.1 Predictors of school dropout

Teachers were asked to list down the things or behaviours that predict that a student is likely to leave school. These were the responses they gave.

<table>
<thead>
<tr>
<th>BOX 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>What indicates that students will leave school</td>
</tr>
<tr>
<td>a) Absenteeism</td>
</tr>
<tr>
<td>b) Rudeness to others and teachers</td>
</tr>
<tr>
<td>c) Pregnancy</td>
</tr>
<tr>
<td>d) Truancy</td>
</tr>
<tr>
<td>e) Poor performance in class</td>
</tr>
<tr>
<td>f) Delinquency</td>
</tr>
<tr>
<td>g) Lack of concentration</td>
</tr>
</tbody>
</table>

Source: participant teachers

4.3.2 Curtailing school dropout

The warning signals given above are those that are not easy to miss, and when noted, to be ignored. The teacher, because of his training, is well-versed in ways of combating these signals from a student before they get out of hand.

4.3.1 Curtailing school dropout

Asked how they would stop students from leaving school, the teachers gave a various ways of doing this. Their responses are listed in the box below:

<table>
<thead>
<tr>
<th>BOX 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to stop students from leaving school</td>
</tr>
<tr>
<td>a) Guiding and counselling the student</td>
</tr>
<tr>
<td>b) Teacher relating his personal experience to the student</td>
</tr>
<tr>
<td>c) Involving the peer group in helping the student</td>
</tr>
<tr>
<td>d) Preferring the student to a trained counsellor</td>
</tr>
<tr>
<td>e) Involving parents in solving a student’s problem</td>
</tr>
<tr>
<td>f) Giving students punishment to deter them from leaving school</td>
</tr>
<tr>
<td>g) Involving local authorities like chiefs in solving the student’s problem</td>
</tr>
<tr>
<td>h) Increasing the frequency of pregnancy checks in girls schools</td>
</tr>
<tr>
<td>i) Involving resource persons like pastors in speaking to students</td>
</tr>
</tbody>
</table>

Source: participant teachers
In the above box, responses such as the one that requires teachers to punish students in the hope that they will refrain from leaving school has been included. Such responses, from a trained teacher, give a hint as to the extent of ignorance he has about relating with young people. Punishment would only worsen an already difficult and bad situation. The other methods given are those that can actually help students not to leave school without completing their course of study.

4.3.2 Schools’ reaction to students leaving school

Teachers, in the previous item, had given suggestions as to what the school could do in order to stop students from dropping out. This question sought to find out whether the school has enlisted help from beyond its compound. The teachers’ responses are as follows:

Table IV. 11: If the school has looked for help

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: participant teachers
From this table, it seems that most schools have not sought help from professionals in an attempt to help adolescents with problems. This they have not done despite the fact that they know that people like professional counsellors are able to help students when they are faced with problems. Some of these problems if not addressed may make them leave school.

4.3.3 Interventions that ensure students do not leave school

Some schools had been inviting resource persons to address the problems that students may encounter during their school life. An item in the questionnaire wanted to find out exactly who these people were and what help they gave to the school. The responses of the teachers are as follows:

<table>
<thead>
<tr>
<th>BOX 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who and how he/she intervened to solve the problem</td>
</tr>
<tr>
<td>In many schools people were invited to come and try to help the students. These students were to be convinced not to leave school. At least some of the following people came to the various schools:</td>
</tr>
<tr>
<td>a) District education officers</td>
</tr>
<tr>
<td>b) Professional adolescent counsellors</td>
</tr>
<tr>
<td>c) Professionals in various fields</td>
</tr>
<tr>
<td>d) Religious personalities and</td>
</tr>
<tr>
<td>e) Parents (especially on parent days)</td>
</tr>
</tbody>
</table>

How helped:

a) Prayed
b) Counselling the students

Source: participant teachers
From the above box, it can be deduced that various professionals and other people were invited by these schools to help the students. It is apparent that for these schools the right intervention methods were sought. In these schools, therefore, it is expected that cases of students leaving schools prematurely decreased. Schools are financially backed by BOGs and PTAs so it is these bodies that financed all the people invited to come and help the students.

4.3.4 Peers’ attitude towards dropouts as seen by teachers

The teachers were asked to respond to an item that sought responses on how they perceived peers’ reaction to their friends who had left school, especially at the time they were made aware of the fact. Their responses are recorded in the box below:

**BOX 4**

Peers’ reaction to their friends

1. Sympathy
2. Indifference
3. Sad
4. Surprise
5. Disowned their friends

Source: Participant teachers
All the above reactions show that the peers of these students who had left school, and by extension all the students in the school, do not think it is good thing to leave school. This shows that they believe it is the best place to be at their age. This is the more reason why all schools should put in place measures to ensure that help is availed to students whenever they have a problem and are not left alone to tackle their problems. This is what has been making them leave school.

4.3.5 Teachers’ initial action

Since the questionnaire was filled by teachers, to round up all the suggestions given by the teachers on the problem, students and school, the researcher sought to know the initial action they took when the students left their class. This was important to the research since they are the people who know first when a student goes out of school or in the case of a day school when a student stops coming to school. Their responses were as follows:

<table>
<thead>
<tr>
<th>BOX 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction of teacher when a student leaves school</td>
</tr>
<tr>
<td>1. Most teachers reported the matter to the headteacher then left it at that.</td>
</tr>
<tr>
<td>2. Some teachers went ahead and counseled the remaining students.</td>
</tr>
<tr>
<td>3. They recommended that counselors be invited to the school to help the other students.</td>
</tr>
</tbody>
</table>

Source: Participant teachers
It is clear that some teachers think that it is enough to report to the headteacher when a student leaves school. They do not imagine that it is their duty to go beyond reporting to the headteacher and initiate some remedial action of their own. As teachers have a closer interaction with students than the headteacher, they are more effective should they devise ways to help the students solve their problems. Other teachers, as seen in the box, go ahead and initiate activities that try to rectify the prevailing situation. After taking the above action then the teachers hope that the problem would lessen gradually and disappear.

4.4 Peer group interview

As always when one wants to get first-hand information he/she has to go back to the people from whom what is being studied emanates. Dropouts are students who terminate their schooling prematurely for one reason or another. These students are also subject to the variables that influence their peers to leave school. The researcher conducted informal group interviews in which she interviewed 8 to 10 peers of the dropout at a time. The questions she asked them were mainly why their friends left school and if they thought they
would do the same when faced with the same situation.

Their responses are collected in the following 2 boxes.

4.4.1 **When asked why their friends left school, the peers responded in this way**

<table>
<thead>
<tr>
<th>BOX 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why peers left school</td>
</tr>
<tr>
<td>1. Marriage</td>
</tr>
<tr>
<td>2. Truancy</td>
</tr>
<tr>
<td>3. Persecution by the teachers because of their poor performance in class</td>
</tr>
<tr>
<td>4. Pregnancy</td>
</tr>
<tr>
<td>5. Lack of school fees</td>
</tr>
<tr>
<td>6. Fear of the male teacher who wanted to start a sexual relationship with her.</td>
</tr>
</tbody>
</table>

Source: Participant students

Marriage, truancy and lack of school fees have featured as a common reason why students leave school. It then calls for concerted efforts to be made in order to find a solution to these stumbling blocks to education. Persecution by teachers for being under-achievers and fear of sexual attention from the male teachers are reasons for leaving school that have been advanced by the students and not the teachers. It is then imperative that measures be put in place to curb such unprofessional behaviour from teachers who have been
entrusted with the students by parents. They are supposed to teach them and bring them up in the best way possible.

4.4.2 Feelings about leaving school

When asked if they would leave school if faced with the same circumstances that made their peers leave school, the students responded in this way:

**BOX 7**

Leaving school

The students said that school was the best place to be during a students’ growing years. The students need education as it is the only way they can ensure a worthwhile life later on. They said that they would not leave school willingly but they would be forced to do so by circumstances beyond their control. They, then, hoped to get alternatives like a good marriage or be able to earn a living out of school.

Source: Participant students

The reasons advanced by the students in the above box show that students would not wish to terminate their schooling. It is circumstances beyond their control that push them to do so. They appreciate the benefits that accrue from education. In this regard, then it is important for the stakeholders in the education field to initiate action that ensures that students stay in school. Students will always support this action as it
will ensure that they meet their objective of staying in school and competing their studies.

4.5. Teachers' attitude

In this item, the teachers were subjected to an attitude scale. For each item in this scale the teachers were given a statement and were required to give their attitude on a 5-point scale showing their agreement or disagreement with the statement. This attitude scale sought the attitude of teachers towards students who leave school prematurely, their parents and the community around the school. Their responses are given below.

4.5.1 Follow-up of school dropouts

The first statement sought information from teachers about the follow-up carried out by schools on students who drop out of school. The statement was:

“Dropped out students should be followed up by the school”.
Table IV. 12: Follow-up of dropouts students by the school

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>13</td>
<td>41</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td>Undecided</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

68% of the teachers in the study thought that it is important to

The table above shows that nearly 88% of teachers in this study
think that the school should take it as its duty to follow up
students who have left school. This should be done with a view
to helping them come back to school and complete their
studies.

4.5.2 Re-admission of young mothers

One statement sought responses from teachers about the re-
admission of young mothers. These mothers had left school
due to pregnancy. The statement read:

"A girl, who leaves school due to pregnancy
should be re-admitted".
93% of the teachers in the study thought that it is important to re-admit girls after they have delivered. These girls should then be given an opportunity to continue with their education. This should be done to ensure that the future of these girls is not destroyed by being rendered uneducated.

4.5.3 Re-admission of boys

A statement in the attitude scale sought responses from the teachers about the re-admission of boys. This statement aimed at finding out whether the teachers thought favourably about the readmission of boys who had left school but were seeking re-admission.

"A boy, who leaves school due to any reason acceptable to the headteacher, should be allowed to re-enter".
Table IV.14: Readmission of boys

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>53</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Most of the teachers in the study saw the need for allowing boys to re-enter the school when they sought re-entry. A few (22%) were against the idea of letting boys re-enter school when they had left. In most cases, boys leave school due to truancy. The teachers who opposed their re-entry argued that these boys would play truant again were they to be re-admitted.

4.5.4 Parents' responsibility

One statement in the attitude scale wanted the teachers to give their opinion on the part the parents played in making their children leave school. The statement was:

"Parents are responsible for the termination of their children's studies"
Table IV. 15: How parents are responsible

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

There was a mixed response to the item but some of the teachers agreed that parents are responsible for the termination of their children’s studies. Since parents play a contributory part to this problem, they should be made either not to contribute to it or to help in its solution.

**4.5.5 Bad students leaving make the school a better place**

A statement in the attitude scale sought responses from the teachers about whether the school is better-off without the students who left. It sought to find out if teachers are happy that those students left.

"The school is better-off without the students who dropped out".
### Table IV. 16: Dropouts are good riddance

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

It can be observed from the above table that the teachers display a mixed opinion about the statement. Some think that students who leave school are good riddance but some think that the school is not necessarily better-off without the students. Some students leave school because of lack of school fees. Such students may be very active in the school but are unfortunate to have to leave the school owing to financial reasons.

### 4.5.6 The influence of the school community on the school

The attitude of the teachers towards the school community was sought by one of the statements. This is the statement that wanted to find out if teachers thought the school community...
could negatively influence the students and make them leave school. The statement read:

"The community around the school is responsible for students' dropout".

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

It can be observed that teachers' opinions about this statement were divided. Some think the school community is not responsible for students' leaving school while some think that it is responsible. This division among teachers shows that for some schools, the surrounding community support the school and would like it to prosper while for some schools, the community sabotage its activities. An example abounds where people who neighbour schools sell things like illicit drugs to the students.
4.5.7 Maladjusted students

The attitude scale had an item that sought teachers’ responses on the idea that students who leave school are maladjusted ones. Well-adjusted students stay in school and complete their education. The statement was:

“Students displaying mal-adjusted behaviour leave school”.

The reaction of teachers about the intelligence of dropouts was positive as seen from Table 4.18. The high achievers students leave school, whereas the high achievers students. The

| Table IV 18: Dropouts are maladjusted |
|-----------------|---|---|
| Response        | Number | %  |
| Strongly agree  | 8    | 25 |
| Agree           | 13   | 41 |
| Undecided       | 3    | 9  |
| Disagree        | 8    | 25 |
| Strongly disagree | 0  | 0  |
| Total           | 32   | 100|

66% of the teachers in the study thought that students who display mal-adjusted behaviour leave school. This is because, such are the students who indulge in vices like stealing and use of prohibited drugs. They tend to leave school as they find it difficult to fit in its environment.
Teachers who disagreed or were undecided were 34%. These are the ones who thought that maladjusted students do not leave school since in the first place, they are found in schools and teachers try their best to counsel them.

4.5.8 Low achievers

The opinion of teachers about the intelligence of dropouts was sought by an item that claimed that low-achieving students leave school more than the high-achieving students. The statement went:

"Low achievers leave school."

Teachers should ensure that students do not leave school.

<table>
<thead>
<tr>
<th>Table IV. 19: Low achievers leave school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response</strong></td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Undecided</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Total disagree</td>
</tr>
</tbody>
</table>

Most teachers did not agree with the statement. This shows that they do not believe that low achievers leave school. This
idea must have been rejected by the teachers because many students, though low achievers, stay in school and complete their course of study. It has also been observed that some students who leave school are high achievers so achievement is not an indicator that a student will leave school or not. 

4.5.9 Retaining students in school

Teachers’ opinions were sought by one item that claimed that it was the teachers’ responsibility to ensure that students stayed in school. It meant that if students left school then the teachers had failed in their responsibility. The statement was:

"Teachers should ensure that students do not leave school".

Table IV. 20: Teachers to retain students in school

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>Undecided</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>
Most teachers felt that it was the responsibility of teachers to ensure that no student left school without completing his/her studies. This they can do by closely interacting with the students and noting when the student has a problem. The teacher is supposed to help the student solve the problem. If they could do all this then no student would leave the school.

4.5.10 Marriage and school

A statement in the attitude scale sought the opinion of the attitude scale sought the opinion of the attitude scale sought the opinion of the attitude scale sought the opinion of the attitude scale sought the opinion of the attitude scale sought the attitude scale sought the opinion of the teachers as regards girls leaving school to get married. It wanted to find out if teachers thought that marriage was a good reason for the girls to leave school. Here is the statement

“Marriage is a good cause for a girl to leave school”.

Table IV 21: Girls leaving school to get married

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Undecided</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>22</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>
There was a strong disagreement with the statement. Most teachers thought that marriage is not a good reason for a girl to leave school. Married women also need education so one who does not have it may not even be able to make a successful marriage.

4.5.11 Parents punishment

One of the items in the attitude scale sought the opinion of teachers on whether parents who forced their children to leave school should be prosecuted in a court of law. The statement was:

"Parents who force their children to leave school should be prosecuted".

Table IV 22: Prosecute parents of dropouts

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td>Undecided</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>
84% of the teachers who participated in this study think that parents who force their children to leave school should be punished by the law. This is because such parents destroy the lives of their children by denying them education. Education always improves the living standard of a person.

4.5.12 Teachers’ teaching methods

A statement in the attitude scale sought teachers’ opinions on whether teachers’ teaching methods are responsible for the students’ leaving school. The statement read:

“Teachers’ teaching methods are responsible for students’ leaving school”.

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Undecided</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>
From the above table it can be observed that teaching methods do not make students to leave. Very few teachers, indeed, thought that teaching methods employed by teachers increased the rate of school dropouts.

4.5.13 Uninteresting teaching

Yet another item in the attitude scale sought to find out the teachers' feelings towards a statement that claimed that teacher's uninteresting teaching method was responsible for the students' leaving school. This was the statement:

"Teachers' uninteresting teaching methods result in rising in the rate of dropout".

Table IV. 24: Uninteresting teaching chases students

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>
Teachers' opinions were fairly divided on this statement. Some thought it was true because when students are bored by certain classes they end up displaying disruptive behaviour like making noise in class even playing truant to such lessons. Some teachers think that a student who does not want to be in school looks for the slightest excuse to leave school, teacher's uninteresting teaching being one of them.

4.5.14 **Ailing students leave**

Teachers' opinions were sought by a statement that claimed that ailing students leave school. These students were though to be those who were most pre-disposed to leave school. The statement was:

"Students who leave school are in poor health".

**Table IV. 25: Sick students leave school**

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>53</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>
84% of teachers disagreed with this statement. This is because students who leave school are rarely the ones who are physically sick. They are in most cases psychologically disturbed. Ailing students normally try their best to stay in school as much as possible.

4.5.15 Students from poor families who leave school

The teachers’ opinions were sought by this item that claimed that poverty was the reason for students’ dropout from school. It mean that students from poor families were the most likely to leave school. The statement was:

“Poverty is the reason for dropout from school”.

Table IV. 26: Poor students leave school

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>
The majority of teachers agreed with the statement. This is because when parents cannot pay school-fees their children are sent away from school. For the few teachers who did not agree with the statement, their reasons must be that most schools give bursary to their students who come from poor families. Therefore children from poor families need not leave school.

The reasons why these students leave school and what can be done to retain them in the school system. The preceding chapters have dealt with the background of the problem, review of related literature, research methodology, data analysis and evaluation. This chapter, then, dealt with the summary, discussion of findings, conclusions and recommendations.

6.1 Summary and discussion of the findings

The summary of the main findings of the study according to the study categories are dealt with under the following subheadings:

6.1.1 General information about teachers

All the teachers who participated in this study were non-regularly trained teachers. The majority of them held some certificate of education degrees. It was also found that most of them had been in their present school for more than 6
CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study was undertaken with the major purpose of finding out the rate of drop-out of students from secondary schools. It also sought to establish the reasons why these students leave school and what can be done to retain them in the school system. The preceding chapters have dealt with the background to the problem, review of related literature, research methodology, data analysis and evaluation. This chapter, then, deals with the summary, discussions of findings, conclusions and recommendations.

5.1 Summary and discussion of the findings

The summary of the main findings of the study according to the study objectives are dealt with under the following subheadings:

5.1.1 General information about teachers

All the teachers who participated in this study were professionally trained teachers. The majority of them (63%) were holders of education degrees. It was also found that most of them had been in their present school for more than 6
years. Apart from that, the research showed that all these teachers (100%) were 40 years old and below.

In view of these findings, it can well be concluded that majority of the teachers were well placed education-wise. They had satisfactory academic and professional qualifications and adequate experience to take quick remedial action if a student had a problem.

The study also showed that the teachers were involved in co-curricular activities apart from classroom teaching which is an area that required them to go to classrooms frequently. This duration of contact with students, both in class and out of class, ensured that the teacher developed a rapport with the students. The result of such an interaction was that the teacher got to know the students closely enough to be able to solve their problems. Coupled with their training on how to handle adolescents (as that is the age-group they deal with in forms 2 and 3), the teacher is best placed to help students with problems.
5.1.2 Rate at which students leave school

In the schools studied, it was established that an average of 6 students had left school in the last one and half years. In a class of 40 students, 6 students dropping out is equivalent to 15% of the students in the classes. This indeed is a large percentage given that by the time they move from Form One to Four, about 50% of the students would have left school. Schools then should make concerted efforts to ensure that these students are retained in the schools.

5.1.3 Period when more students leave school

The researcher found that more students (54%) leave school in November. This is the month in which schools close down for the long December vacation. This vacation lasts for between five to seven weeks. Parents, then, are in-charge of the students. As this is the time when most students decide not to come back to school, then it shows that parents did not interact with them adequately to know that they had a problem. If the parents knew the problem, they should have helped the young people solve it. They rather ignore them, waiting until they reported it. In February, there is also a substantial increase in the number of students who leave school. This is because that is
the time most schools do pregnancy checks on their girl students. Most of the ones who leave then are girls and that is why the number of girls who leave school is more than that of boys. School holidays like April, August and December record no dropouts as the students are at home. Whoever drops out of school then is recorded in the last month of the school term.

5.1.4 Predictability of school dropout

The teacher-participants of the research gave various types of behaviours they thought indicated that a student was most likely to leave school. Absenteeism, truancy, pregnancy and lack of concentration featured among these ‘warning’ signals. It is then apparent that the teachers in the school know beforehand that a student is likely to leave school. Due to their professional training, it is then possible for them to intervene and retain the student in school.

The study showed that most teachers did not think it was their responsibility to intervene and help the student. They either ignored those ‘warning’ signals or just reported to headteacher and left it at that. The teacher is like a surrogate
parent to the student and should take it as his or her responsibility to help the student when he needs such help.

5.1.5 Gender bias in drop-out problem

Of the participants, 27 said that more girls than boys leave the school system without completing their education. This is because girls are the ones who bear the brunt of activities like early sexual activity. They get pregnant and so have to leave school yet her boy partner is free to continue with schooling. The girl is also disadvantaged here because, apart from her boy counterpart, who would want to have sexual relations with her, even adults like teachers and others in the community may desire to do so. The girl is immature and it is extra-difficult for her to ward off sexual advances, especially from male adults, as they use all sorts of incentives to woo her, money being one of them.

The five teachers in the study who thought that more boys than girls leave school must have only regarded the situation in a purely boys' school. In a purely boys' school, it follows that the only students who can leave school are boys.
5.1.6 Reasons for leaving school

The researcher found a number of reasons, among them are pregnancy, early marriage, lack of school fees and truancy. The main two are pregnancy and lack of school fees. Young girls fall prey to men and have sexual relations with them. In most cases this results in pregnancy as the young girl would not be aware that she can take precautions to avoid getting pregnant. Pregnant school girls have to leave school as the education act does not allow them to stay in school. They are supposed to leave school, have their babies then seek re-entry into another school and not the one they were in. The Ministry of Education says this is done in the best interest of the girl as re-entering her previous school may be a traumatic experience for her.

Students whose parents are poor and thus cannot raise school fees are normally turned out of the school. It is not right, according to the Ministry of Education, for a headteacher to turn out a student from school because the student has not paid their school fees but nevertheless go ahead and do that. They do not tell the student not to come back to school as such but they frustrate the student’s efforts to stay in school by continually sending the student home to collect school fees.
If the school fees is not forthcoming, the student leaves the school due to frustration.

5.1.7 Retention of students in school

The teachers who took part in this study gave various reasons why the school can retain its students. The study found that it was teachers’ opinion that if students were counselled by the teachers, peers, parents, community leaders like chiefs and pastors, these students would be retained in school. All these people would take a different perspective when counselling the students.

It was also found that students could be retained in school, according to the teachers, if frequent pregnancy checks were done and punishment was meted out to them to deter them from leaving school. The use of pregnancy checks and punishment is a ploy to cause fear in the students and make them indulge in early sexual activity or actions that predispose them to leaving school. Developmental psychologists like Erick Erickson say that fear is not a good way of teaching a person as it causes maladjusted personality development.
It is then apparent that teachers have within their fingertips knowledge on how they can retain these students in school. It is just for them to utilize that knowledge to alleviate this issue of students leaving school without finishing their study.

5.1.8 Reactions of school peers when students leave school without completing their studies

It came out clearly in this study that when students leave school, it is the teachers who first notice the absence of these students and report the case to the headteacher.

The study reveals that headteachers take this issue of students leaving school very seriously. They try to stop the trend by ensuring that the students are counselled and helped both internally (by their peers or teachers or externally by inviting professionals like trained counsellors) to join in the efforts of trying to retain the children in school. Parents are also called upon to do the same.
The peers of such students who leave school react in various ways. Some sympathize with these students and wish they could have left but others shun them and would not want to be associated with them.

The above reactions show that all these people notice that education is important in the lives of people and should be pursued single-mindedly. Students should be retained in school at all costs even if it means seeking help from people outside the school. These people should be invited to help wherever the people within the school find it difficult to solve the problem. All that can be done should be done to ensure that all students who enter the school system complete it. In this way, can they benefit from the education they have received.

5.1.9 Teachers’ attitude towards the students who leave school, their parents and the community surrounding the school

It was very important to find out the attitude of teachers towards the students who dropped out of school, their parents and the community surrounding the school. This is because attitude is a strong driving force behind people’s behaviours.

A person will behave according to the way he feels it is right.
It was therefore important to formulate a 5-point attitude scale in order to understand why some teachers behave the way they do. They teachers should not believe that the students completing unsatisfactory behaviour.

According to responses recorded for the attitude scale, 88% of the participant teachers think that students who leave school should be followed up by the school with a view to being persuaded to re-enter. This response shows that the teachers have a favourable attitude towards these students, that even though they have gone out of school, there is still hope that they can come back and continue with their studies successfully.

The teachers also believed that there should not be any distinction among the sexes when decisions about re-entry of the students are being made by the school. The school should accept both boys and girls equally without any bias. This response, from the teachers, shows that they are gender-sensitive and recognize the importance of treating both two sexes equally.

Most of the participant teachers did not believe that students who leave school are considered a good riddance by the
school. The teachers felt that it was unfortunate that these students decided to leave school. They would still have been better off in school than out of it. The teachers also did not believe that the students displaying maladjusted behaviour left school. Some teachers believed that such students stayed in school and were helped while others thought they are the ones who left school. There was divided opinion as far as low achievers being predisposed to leaving school was concerned. Some teachers thought these are the students who were most likely to leave school while some thought that they stayed in school. This opinion was divided because it is always believed that low-achievers get frustrated by their intellectual limitations and end up leaving school which they consider to be the source of their frustration. On the other hand, some teachers also believe that low achievers stay in school and struggle with their intellectual limitations hoping to overcome them.

School should be provided as a source of help. The teachers believed that young parents neglected their efforts. The teachers in the study, did not believe that marriage was a good cause for a girl to leave school. This is because this girl would need education even in her house. She would need it in order to know how to keep her house clean and bring up her children well. Working mothers are empowered financially
and are able to look after their families better. For a girl to leave school in order to get married would be a big mistake.

Participant teaches in the study felt that students who leave school are not the ones in poor health. Sick students rarely leave school. They keep struggling against their illness to be in school. It is in most cases healthy students who, for various reasons, leave school. Some of the reasons are lack of school fees and pregnancy.

3.2 Conclusion

It was generally agreed by the teachers in the study that the community around a school have a part to play when students start leaving school. It was believed that they contribute to this drop-out problem by engaging in vices like selling alcohol and drugs to the students of the school. There was a feeling that parents who forced their children to leave school should be prosecuted in a court of law. The teachers believed that such parents defeated their efforts when they are trying to perform their duties. They thought that such parents should be punished. On whether the teachers should ensure that students stayed in school, the teachers agreed that it was a teacher's duty to do that. On whether the teachers bored the students with their teaching
and thus made them leave school, the teachers disagreed. In their opinions, they are not responsible for making students leave school by any action of theirs. This is a point that is contradicted by evidence from the interviews with the students that points a finger at the teachers. Some girls claimed that some of them left school because male teachers wanted to start a sexual relationship with them.

5.2 Conclusion

It is evident from the following study that there is a problem of students leaving school without completing their studies. It is also imperative that this problem be solved as quickly as possible. This is because school dropouts do not realize their potential in the education field. The country could be losing a lot of important people who could have steered it to the various heights of development.

The first objective of the study was to find out the dropout rate of students from the school system. The researcher found that it was quite substantial as it stood at 15% for one and a half years and if projected for the 4 years of the secondary school duration, it could go to as high as 40%. It means that 40% of students who join form one would have left the system by the
time the 4 years are over. This kind of attrition rate translates into wastage resources and makes hefty of Kenyans who cannot rely on themselves for sustenance. It was also evident that more girls than boys drop-out of the school system. This discrepancy between the drop-out rate of girls and that of boys comes about because the young girls are disadvantaged more than the young boys. The girl is the one who gets pregnant and leaves school while the boy continues with his education. The young girl receives sexual attention from both boys and male adults. This is why she is most likely to get pregnant and leave school. From the foregoing discussion, it is clear that something needs to be done and fast in order to curb the rise of this drop-out cases.

The second objective sought to establish the reasons for students leaving school. The most prominent reasons for students leaving school were pregnancy and lack of school fees. Ways and means should be devised to help girl students avoid situations that could lead to pregnancy. The men who make girls pregnant should also be made responsible for their actions.
Parents should try their best to get school fees for their children. There is a bursary system which helps students from poor families pay school fees but it is inadequate as it pays only a small fraction of the fees. To minimize school dropout, more money should be allocated to this fund by the Ministry of Education.

The next objective wanted to establish how the people concerned dealt with the problem of students leaving school. These ‘people concerned’ are the school administrations, the teachers, parents and peers. It was discovered that efforts are being made to eradicate the problem. An example is the calling of counsellors and religious people to help the students. This was not done in all the schools. It is therefore imperative that concerted efforts should be made to ensure that this problem is reversed. All the concerned people should come together in forums like Parents Days or scheduled meetings to plan how to combat this problem.

The last objective of this study was to recommend possible improvements on how to handle these drop-out cases. The teachers concerned said that they had done their best to combat the problem of students leaving school before they finish their
studies. Most of what they had attempted centred on counselling the remaining students about the importance of completing their studies. No suggestion was made about following up the students and persuading them to re-enter the school system once more. The researcher recommends that this be done in an effort to ensure that less students leave school and as a way of showing the others still in school that education is very important and none should leave school.

5.3 Recommendations from the results of the study

In order to curb dropout rates in schools, the following recommendations and suggestions could be of some help in future and need to be considered.

5.3.1 Recommendations

a) There is need for teachers to be given in-service courses in guidance and counselling. In this way, they would be refreshing their memories of what they learnt on the same when they were professionally trained. In doing this then, teachers will take it upon themselves to note when students have a problem and to counsel them on the same.
b) There should be an improvement in the amount of money the Ministry of Education allocates to schools for bursaries. This amount should be increased to especially schools whose catchment areas is dominated by poor people.

c) The schools should make a follow-up of drop-out out students with a view to persuading them to come back to school.

d) The community surrounding the school should be integrated in some school activities like games to inculcate in them sense of belonging to school.

5.4 Suggestions for further study

There are some areas that could not be covered by this research due to its limitations. It is the hope of the researcher that other researchers should carry out studies in the following areas:

a) The relationship between effects of teachers’ attitude towards students and the dropout rates in other schools.

b) The effect of dropout on our education system.

c) The effect of punishment on school dropout.


Wiles et al (1959) *The high School We Need: Commission on the Education of Adolescents.* Washington

**Articles and Journals**

East African Standard Commentary January 30th 1996 p.6


Wastage in Primary and General secondary Education: A Statistical Study of Trends and Patterns in Repetition and Dropout, Paris: UNESCO.


Ministry of Education Science and Technology.


APPENDIX 1
INTERVIEW SCHEDULE FOR THE TEACHERS

Dear Colleague,

Through the assistance of your headteacher, you have been identified as a reliable source of information for my research. The research is about students who leave school with the intention of not coming back. The fact that you have taught in this school for a long time and that you live within the area in which the school is found has convinced us that you have valuable information about the subject.

Provide all the information you have on the questions asked. Feel free to attach more writing paper should the space provided for your answer not be enough.

What are your current duties? Are you interested in?

SECTION A

1. Name of Institution

2. Age

3. Professional qualifications (tick appropriate alternative).
   1. Diploma in education
   2. Degree in education
   3. P.G.D.E.
   4. M.ED
   5. Other (please specify)
4. How long have you taught in this school?

5. Have you taught in any other school?

6. If Yes, how long did you teach there? _______________ years.

7. Which subjects do you teach in this school? 

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

8. Which co-curricular activities are you involved in?

9. Do you know of any student who has left the school system in this school?

10. How many do you know?
11. Which forms were they?

12. Did they give any indication of leaving before-hand?

13. If Yes, what were the indications.

1. 

2. 

3. 

4. 

5. 

6. 

14. What could the teacher have done to stop them from leaving?

1. 

2. 

3. 

4. 
15. Did you invite any resource person to convince them not to leave school?

________________________________________  ______________________________________

________________________________________  ______________________________________

16. Who among the following were consulted to help?

1. District Education Officer
2. Professional Counsellor
3. Professional people in various areas. (Please specify)  __________________________________

4. School inspector.
5. Religious personalities
6. Others (please specify)  __________________________________

17. How did he/she help the school?

________________________________________
18. Were peers made aware of the reasons that led to their classmates leaving school?

19. What were the peer’s reaction?

20. Who displays more the tendency to leave school? Boys/Girls (tick appropriate choice).

21. What might be the reason for the above group leaving school?
SECTION C

For each of the following statements circle one alternative given that best describes your feeling towards the statement.

Key
SA – Strongly agree      UD – Undecided      SD – Strongly disagree
A   - Agree               D   - Disagree

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Dropped out students should be followed up by the school</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>23. A girl who leaves school due to pregnancy should be re-admitted</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>24. A boy who leaves school due to any reason acceptable to the headteacher, should be allowed to re-enter</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>25. Parents are responsible for the termination of their children’s study</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>26. The school is better off without the students who dropped out</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>27. The community around the school is responsible for students’ drop-out</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>28. Students displaying maladjusted behaviour leave school</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>29. Low achievers leave the school.</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>30. Teachers should ensure that students do not leave school.</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>31. Marriage is a good cause for a girl to leave school</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>32. Parents who force their children to leave school should be prosecuted</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>33. Teachers’ teaching methods are responsible for students leaving school</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>34. Teacher’s uninteresting teaching results in raising the rate of drop-out</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>35. Students who leave school are in poor health</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>36. Poverty is the reason for drop out from school</td>
<td>SA A UD D SD</td>
</tr>
</tbody>
</table>
APPENDIX II
INTERVIEW SCHEDULE FOR THE CLASS-TEACHER

SECTION A

1. Name of school ________________________________

2. Location of school ________________________________

3. Type of school ________________________________

4. Name ________________________________

5. Age ________________________________

6. Professional qualification ________________________________

7. Length of stay in school ________________________________

8. Class for which is class-teacher ________________________________

9. Subjects taught ________________________________

10. Subjects taught in this class ________________________________

11. Frequency of going to this class ________________________________

12. Section B

12. Identification of drop-out cases ________________________________

13. Records of drop-outs

Who ________________________________

14. Reason why the student has left ________________________________

15. Reasons for the absence of the student ________________________________

16. Records of drop-outs

Who ________________________________
When they left

Assessment made over this problem:

Reasons for leaving:

When drop-out cases rampant

Reasons for the increase of the cases

Action taken by class-teacher
17. Action taken by headteacher


19. Assistance sought over this problem.

20. Who gave assistance.


22. Effect of help on the drop-out problem
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Name of institution</td>
</tr>
<tr>
<td>2</td>
<td>Name of peer</td>
</tr>
<tr>
<td>3</td>
<td>Age</td>
</tr>
<tr>
<td>4</td>
<td>Class</td>
</tr>
<tr>
<td>5</td>
<td>Boy or Girl</td>
</tr>
<tr>
<td>6</td>
<td>Sex of friend who left</td>
</tr>
<tr>
<td>7</td>
<td>Name of friend who left</td>
</tr>
<tr>
<td>8</td>
<td>Age of friend who left</td>
</tr>
<tr>
<td>9</td>
<td>Reasons for friend dropping out</td>
</tr>
<tr>
<td>10</td>
<td>Feelings about leaving school</td>
</tr>
<tr>
<td>12</td>
<td>Alternatives known that can replace school</td>
</tr>
</tbody>
</table>
KENYATTA UNIVERSITY
OFFICE OF THE DIRECTOR
SCHOOL FOR CONTINUING EDUCATION (SCE)

P.O. Box 43844
Nairobi, KENYA
Telephone: 810901-12

Our Ref:.................................
Your Ref:.................................

TO: Headteacher

Date: 04/09/2001

SUBJECT: PERMISSION TO VISIT YOUR SCHOOL

Sir/Madam,

Mr./Miss/Mrs. ____________________________ is a bonafide student of Kenyatta University doing his/her Master of Education. As a partial fulfillment of the program he/she is expected to carry out a small scale research project. He/she may need some data from your school. So, please assist him/her. Data will be used just for academic purpose.

Thank you for co-operation.

Yours truly,

PROF. M. M. PATEL,
DEPUTY DIRECTOR, & PROGRAMME CO-ORDINATOR
SCHOOL FOR CONTINUING EDUCATION