SECONDARY SCHOOL DROP OUT IN KILOME DIVISION, MAKENI DISTRICT, KENYA.

BY

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JUNE 2003
DECLARATION

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

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

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DATE
15th July 2003
DEDICATION

This work is dedicated to my dear parents Maeke and Ndumi for their encouragement and support.

To my headmaster for giving me ample time during my study, and to all who wished me well in my studies.
ACKNOWLEDGEMENTS

The completion of a study of this magnitude was partly due to the encouragement, advice (and prompting) of a number of scholars to whom I render due honour and thanks. I would like to register my gratitude to Professor Jotham Olembo and Professor H.O. Ayot for giving me the benefits of insights. Professor Olembo made sure that the quality of my study was up to the required standard through his effective supervision, accessibility and professional advice.

Many thanks go to my brother Gideon Maeke for coordinating the work and my Principal, Mr. Benjamin Ndutu for giving me moral and spiritual support and encouragement.

Finally, I thank Mrs. Lilian Waithaka for typing the project and Mr. A.D. Bojana for editing the final work.
ABSTRACT

The study is an investigation of the factors that influence dropout among secondary school students in Kilome Division, Makueni District.

The study was guided by the theoretical framework of the functionalist theory developed by Herber Spenser (1860) and Emile Durkheim (1947). It viewed societies as organisms with structures which consist of interrelated parts. These structures play a functional role to the total whole.

A school in this aspect is viewed as a social system and there are structures or persons that play functional roles towards it. Failure to carry our duties leads to the collapse of the whole system.

Parents, students, community, and the school make up the social system. There are set goals to be attained in a school. Failure to complete the school cycle implies that one party has failed to do the functional role. This leads to wastage.

A sample population consisting of 40 students, 20 teachers, 4 principals and 40 parents was used to investigate causes of secondary school dropout. The results revealed that the causes of school drop out in Kilome
Division were: lack of school fees, drug abuse, indiscipline problems, pregnancy, death of parent/guardian, single parentage, prolonged absenteeism and poverty levels.

The instruments for data collection included questionnaires which were administered to the teachers, students and the principals, interview schedules administered to the Area Education Officer, and the area sub-chief.

The data collected were subjected to qualitative and quantitative analysis. They were analysed using descriptive statistics. Frequency distribution tables and percentages were used to present the data. Tables and percentage were used because they were easy to read and interpret.

The results indicate that reasons for dropping out were indiscipline, lack of fees, pregnancy, low achievement, absenteeism, single parent home and drug abuse.
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prompted the community to look for alternatives. Self-help motto “harambee” which means let us pull together led to the emergence of harambee secondary schools.

Kenyatta, the first prime minister of Kenya (1964) soon after liberation from the colonial rule, was quick to say that any gainful development could only be attained by inculcating modern education.

As we participate in pump and circumstance and as we make merry at this time remember this, we are relaxing before the toil that is to come. We must work harder to fight our enemies ignorance, sickness and poverty. I therefore give you the call “Harambee! (which means let us pull together for our country Kenya.” (Jomo Kenyatta 1964).

Report of the Presidential Working Party on Education and Manpower Training (1988) indicated that there was a tremendous growth in secondary school since independence. Enrolment in secondary schools has correspondingly increased since independence. In 1963, there were 30,121 students in secondary schools, and by 1986, there were 488,712 students. Enrolment was projected to be 11,032,500 by the year 2000. In spite of this expansion in the secondary school, the gravity of educational wastage as a result of dropping out of school has remained as one of the most unnoticed aspects in the Kenyan education system. The aspiration and desire to compete and succeed in secondary education is encountered by premature withdrawal.
The Kenya National Development Plan (2002-2008) notes that the gross enrolment rate of secondary schools is much lower than those of primary schools. This is associated with high cost of secondary education and overloaded curriculum. The drop-out rate as at 1999 was 8.3%. Enrolment in the various levels is characterised by gender, region and income disparities.

In 2000, the national gross enrolment rate of females was 49.1% at Pre-primary, 49.4% at primary, 46.2% at secondary and 29.2% at national polytechnics and 31.7% from public universities (National Development Plan (2002-2008). The high wastage rates that are associated with dropout in schools, low transition between sub-sectors, over-centralised school curriculum and unduly lengthy completion periods render the education system inefficient.

The repetition rate in 1999 stood at an average of 13.8% for males and 13.2% for females while dropout rate was 4.1% and 4.2% for females and males respectively. It is evident that increasing poverty and HIV/AIDS pandemic have also exacerbated the dropout and non-completion rates.

The Totally Integrated Quality Education and Training Education Commission (TlQET) 2000 Report indicates that 50% of the Kenyans live
below the poverty line, in view of this, prohibitive fees and other levies charged by educational institutions have had a negative impact on access to education.

The TIQET Commission was informed that child labour was a rampant practice and has continued to keep students out of school, denying them a chance to education. The Task Force on indiscipline (2001) headed by Director of Education (Kenya) indicated that drug abuse was noticeable in some secondary schools. The long-term effect to some of the students was withdrawal from school.

In spite of government effort to give bursary to the poor students at secondary school level, students continue to move out of the schools, previous researchers have looked into dropout causes at primary level and a few at secondary level. There has been a generalization that the causes of primary school dropout are the same as those of secondary. The study tried to find out if this assertion is true or not.

1.1 Statement of the Problem

While the secondary school educational opportunities have continued to expand, a significant number of students are dropping out of the system before completing their secondary school tier. Secondary schools in
Kilome Division have witnessed increased dropout rate in recent past despite the government, through the Ministry of Education, having disbursed bursary allocations every other year. The study intends to find out the causal factors for dropout in Kilome Division. Dropout of students from schools has a number of implications that lead to educational wastage, therefore hampering government’s policies and development programmes.

1.2 Purpose of the Study

The study aims at investigating and examining critically those determinants that best explain the issue of dropout among secondary schools, in Kilome Division of Makueni District and make recommendations to policy makers on programmes that might reverse this trend.

Specific Objectives

- To find out the number of school dropouts since 1999-2002.
- To find out whether the school quality has an effect on the rate of student dropout.
- To find out the level of peer group influence on the rate of students dropout.
• To find out if there is a significant difference in dropout of males and females.
• To find out whether the school type and category has effect on school dropout
• To find out the cultural factors behind the early withdrawals.
• To find out school factors that may lead to dropout.
• To find out home factors that make students drop out of school.

1.3 Research Questions
The research intends to address the following questions.

1. Does the socio-economic status of the parents contribute to the students' dropout from school?

2. Does the use of drugs among adolescents have effect on the school dropout?

3. Does peer-group influence have any effect on the secondary school dropout?

4. Is there a disparity between boys and girls dropout rate?

5. Are there school and home based factors that make students drop out of school?
1.4 Significance of the Study

The findings of the study are expected to be of great use to parents, teachers, school administrators and other education stakeholders in the following ways:

i) Assist educational planners to formulate strategic policies which will help to boast education among the youths such as rehabilitation of adolescents who dropout of school due to early pregnancies or drug abuse.

ii) Assist headteachers to isolate school-based factors that make students drop out of school.

iii) The findings form part of the relevant educational data for future research and may be used to eliminate school enrolment problems.

1.5 Assumptions of the Study

1. It was assumed that secondary schools in Kilome Division, Makueni District have ample learning facilities.

2. That all cases of withdrawal at any level are assumed as wastage.

3. That teachers and parents work in conjunction in helping children to continue staying in school.
4. That literacy is important for economic development; hence everybody should become literate to understand themselves and others.

1.6 Limitations of the Study
The study was carried out in one district in Kenya hence generalization of the results may not be applicable to other districts. The period covered was not enough to provide the full picture of the past early school withdrawals or predict the trend for the coming years. Second, inaccurate school records were a barrier in collecting information on the number of dropouts. Lastly, shortage of funds could not allow the researcher to cover many schools given the distances between schools.

1.7 Theoretical Framework
The functionalist perspectives are works of Herber Spencer (1860) and Emile Durkheim (1947). The two compared societies to organisms with structures which consist of interrelated parts each playing a function (role) in the life of a total organism. In case of this study, the stakeholders, parents, teachers, students play a role for smooth continuation of secondary school education.
In secondary schools, parents are required to pay for tuition and provide clothing, food and accommodation, provide scholastic materials such as textbooks and stationery. In day schools, parents are expected to create a home environment conducive to proper learning of their children; to free them from non-school labour, provide reading tables and chairs and even light. Parents are also expected to meet school requirements so that they can maximize their children’s academic potentials. Failure of the parent to play the said role may be a causal factor to dropout.

The student body forms the second component of school as a social system. They must view themselves as instruments which the future of society depends upon. To the functionalists, students must therefore accept and adhere to the rules, regulations and values within the school system. The students are expected to enhance their capabilities, abilities and opportunities in life which are provided by the school curriculum. They are expected to work hard to achieve these goals expecting to take up roles in future which not only benefit them but also the society as a whole. Failure to complete the education cycle implies that a student has not achieved all his capabilities and therefore will not be able to take up societal responsibilities competitively like others thus his role in future is unreliable.
The school itself in terms of material and non-material facilities is seen as another component of the school system. Facilities must be adequate and a conducive studious atmosphere must be created. This would enable the school to perform its role in preparing the students towards achieving their educational goals. The quality of school management, motivation and discipline will give forth output that can fit in the society. The content, and reliance of the school curriculum and the scholastic achievement tests provided should be appealing to the students. Inadequate provision of the above facilities will lead to dissatisfaction and therefore dropout. The community is also another important component that contributes a significant role in the school system. We believe that more developed areas channel more resources to school requirements much more than less developed areas and therefore act as motivation to most of the students.

If consciousness of the community members towards provision of formal education is put forward beyond all other demands, then there is high likelihood for such members to play an inculcating role to education. Education is taken as a prime deal or value through which all other roles and goals in the society could be achieved. Education is stressed as the "engine of socio-economic development. The functionalist members of this group see themselves as part and parcel of the school system and
therefore should contribute to the achievement of the goals that are desired from them for the benefit of the society which belongs to them.

The roles played by the four components must be seen as complementing each other for in the event of one being faulty the whole system will most likely not to be in a position to produce the intended goals.

We anticipate conflict in the event of one component failing to play its role both efficiently and effectively. Therefore, the ability and capacity of these components of our structure to perform their respective roles will enhance a smooth continuation of formal and informal education.

1.8 Conceptual Framework

In this conceptual framework the assumption is that the components that comprise the school system have misgivings and therefore the whole school system does not achieve its intended goals for all the students. While some students are able to achieve academic and moral excellence, others don’t and in fact, withdraw from the school prematurely. The conceptual framework looks at the four components namely, the school, parents, students and community, and their presumed failures, that may contribute to the secondary school dropout.
1.9 Definition of Significant Terms

Dropout: This term will be used synonymously with early school withdrawal. It refers to premature school leaving before the year ends or the stipulated period.
Drop-out Rate: The percentage of pupils who withdraw from school prematurely within a given grade in a year. It is calculated by dividing the number of dropouts for each grade or school within a given year by the number of enrolments multiplied by 100.

Repetition: Refers to cases where a student spends more than one year in one class.

Educational Wastage: This term will be used to refer to incidences of dropout or repetition. For the purpose of this study, it will refer to a situation where a student leaves school at a non-terminal point after enrolment in a given class at the beginning of the year.

Opportunity Cost: Refers to the alternatives available to secondary school pupils which compete for their attention as opposed to going to
school. Such alternatives include working for wages, self-employment.

**Income:**

Refer to the gross monthly or annual input accruing from family activities and employment.

**School Achievement:**

Refer to students' academic performance in terminal examinations and continuous assessment tests.

**Socio-economic Status:**

Refer to the social background and financial income of the family.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter literature related to the area of study was reviewed under the following sub-headings: studies done in other countries, studies done in East Africa and studies done in Kenya.

2.1. Literature from America

School dropout problem has received much attention from scholars within Africa and world at large. Solomon (1962:v) established that 40% of American children drop out of school before graduation.

• Combs (1968:71) in his basic working paper for international conference of world crisis in education held in Williamsburg Virgina in October 1967, reveals that half of the children entering first grade in developing countries drop out before the end of the fourth year without even acquiring permanent literacy.

• Frese (1982), Pallas (1984) and Hoffer as cited by American sociological association (ASA) in Sociology of Education (1988) emphasized socio-economic variables such as:
Parental education, income and occupation as the most significant predictors of dropping out even when most proximate characteristics of adolescents are included such as ability and performance, educational aspirations, child bearing and delinquency.

Lamine (1983), studied the problem of school dropout in Mali and found out that the budget allocation was high compared to the returns, therefore hindering the country’s development. He pointed out that pedagogical conditions and low socio-economic levels of parents were among other factors leading to school drop out.

Report carried out in Contemporary Economic Policy Magazine January 2001: entitled “Determinants of school enrolment and performance in Bulgaria revealed that the role of income among the poor and rich as a major determinant for school enrolment. That poor families are financially constrained in their investment in education and withdraw from school prematurely, other factors cited are parental educational level and family size.

Studies carried out in Ethiopia on main reasons for dropping from school as given by dropouts themselves indicate lack of money as a major cause, as shown in the table below:
With a sample of 25 males and 22 females dropouts in Jimma and 37 males and 31 females in East Gojjam, the main reasons given by the dropouts are:

Table I: Reasons given by dropouts in Jimma and East Gojjam in Ethiopia

<table>
<thead>
<tr>
<th>REASONS</th>
<th>JIMMA</th>
<th></th>
<th>EAST GOJJAM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE %</td>
<td>FEMALE %</td>
<td>MALE %</td>
<td>FEMALE %</td>
</tr>
<tr>
<td>Lack of money</td>
<td>48.0</td>
<td>40.9</td>
<td>35.1</td>
<td>22.6</td>
</tr>
<tr>
<td>Domestic chores</td>
<td>4.0</td>
<td>22.7</td>
<td>5.4</td>
<td>29</td>
</tr>
<tr>
<td>Family problems</td>
<td>8.0</td>
<td>13.6</td>
<td>2.7</td>
<td>6.5</td>
</tr>
<tr>
<td>Illness</td>
<td>12.0</td>
<td>4.5</td>
<td>0.0</td>
<td>22.5</td>
</tr>
<tr>
<td>Marriage</td>
<td>0.0</td>
<td>4.5</td>
<td>0.0</td>
<td>12.9</td>
</tr>
<tr>
<td>Others</td>
<td>8.0</td>
<td>4.5</td>
<td>5.4</td>
<td>3.2</td>
</tr>
<tr>
<td>No support from parents</td>
<td>0.0</td>
<td>4.5</td>
<td>5.4</td>
<td>3.2</td>
</tr>
<tr>
<td>Needed to work on the farm</td>
<td>12</td>
<td>4.5</td>
<td>29.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Distance from the school</td>
<td>4.00</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Wanted to earn money</td>
<td>4.0</td>
<td>0.0</td>
<td>16.2</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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Source IDS, Report 3, Gender and Primary School in Ethiopia.

This finding is related to my research project in that I wanted to find out whether in my area of study the causes may be of the same magnitude. My study also intended to find out whether there are gender disparities in dropout and also compare the causes.
Ministry of Education, Malawi and IDS, Sussex Report on Gender and Schooling in Malawi, October 1999 carried out a study on the causes of school dropout for a population sample of 389 females and 464 male dropouts in the rural areas and 101 males and 110 females in the urban. The findings revealed that cost of schooling was the major cause for school dropout. Others were lack of interest, health problems, puberty related and labour demands.

Studies on the causes of school dropout carried in Zambia as reported by Ministry of Education/IDS Gender and Primary school in Zambia October, 1999, indicate that those males who leave school due to lack of money constitute 76.2% and females 73.3%. The studies, further found out that of those who dropped out of school and wished to go back but lacked money were still on a 72.5% for males and 69.2% for females. This is a clear indication that the children are willing to study.

2.2 Literature from East Africa.

Mbunda (1983), argues that the rate and causes of dropout may vary from one school to another and from one district to another yet the causes and the rate of dropout among pupils depend on a number of factors such as the composition of the student population, the environment and community in which the school is situated.
The variables that are used in this study did not factor the parents, and school contribution to dropout. I intended to find out whether the parents and the school environment contribute to school dropout.

In Tanzania, a report from the basic primary education statistics – regional level data 1999, indicate that the number of students dropping out of government secondary schools by gender and reason, 1997/1998 was 6996, with 93 due to deaths, 6375 due to delinquency and 526 due to pregnancy. These findings point out at current causes of dropout like death and delinquency. The study was intended to find out whether the above factors contribute to school dropouts in Kilome Division.

Data available from Ministry of Education and sports IDs, Sussex Gender and Primary School, Uganda, indicate that from a sample study of 232 males and 152 female dropouts, the reasons given were lack of money, death in the family, pregnancy and sexual harassment. These causes point out at the role of parents and community towards school completion, failure to which it leads to dropout.
2.3 Literature from Kenya

Briggs (1980) carried out a study on the school dropout, and summarised his findings into following statement:

A poor family may complete bearing the cost of sending their children to primary school but might abandon the whole exercise when more sacrifices are demanded (1980:67)

Prewitt (1972) pointed out the relevance of using education, occupation and income as measures of social stratification and observed “schooling and stratification are every where associated” (Prewitt 1972:9).

A number of studies have ascertained that a family social class influences the academic achievement of its children: Kohn 1963:71, Raju 1973, Kinyanjui 1977, Eshiwani, 1984 and Gitau 1985. In Kenya, a great majority of people work on the land and derive their livelihood from farming.

In his study Raju (1973), established a very close relationship between school attendance and farming calendar and concluded that:

Poor families who cannot hire labour withdraw their children prematurely from the school system to participate in farming occupation and look after cattle (Raju 1973:49).

Nderitu (1987), while studying primary school dropout in Kirinyaga District Kenya, observed that culture plays an important role as pupils advance in
age, some pupils withdrawal from school because they have been initiated. Mbiti (1974) in a paper entitled "differential access to school and formal employment" says that school dropout is due to poor economic conditions of parents. He compares the Eastern Province and Central Province in terms of school enrolment.

Bogonko (1992) argues that lack of interest in education still abound today, distance of school from home, domestic work such as periodical crop harvesting plays a leading role in student dropout. The Forum for African Women Educationalists (FAWE 1995) report says that circumcision and the offering of initiation rites most girls in Kenya resume or leave school. They are steadily married to generate family income.

A survey report carried out by Kenya Orphans Development Programme (2002) UNESCO Journal) reports that in Kanzalu Location of Kangundo Division in Machakos District, the impact of AIDS has had many orphans who due to lack of support drop out of school. The government bursary subsidy available is not fairly distributed.

UNESCO Courier (1999) carried a report entitled "world of learning" indicate that the widespread use of corporal punishment in Kenya schools has increased drop-out rate. Generally, Kenyan students are punished for
petty offences like coming to school late or wearing torn uniform. This problem has dire consequences on schooling because the children run out of school.

Push factors that make students leave school are as cited in Daily Nation 3rd July 2000 “Alarm as child labour rises” has been linked to high rate of wastage in the school as many children have been forced to leave school due to poverty and poor learning environment.

East Africa Standard Daily Newspaper of November 24th 1988 reported the Minister for Foreign Affairs arguing that the withdrawal of government subsidies in African education has left hundreds of children out of school. He further noted that at the end of 20th century most of African children will be out of school because their parents cannot afford the rising costs of education. Hard economic times and structural adjustment programmes have made the situation even worse.

Kenya Times Daily Newspaper of 22nd March 2002 carried a report “on Levies in school and high dropout.” That the high levies accosted to schooling have made many Kenyan students drop out of school. That with the current poverty rate of 56% in Kenya, parents cannot afford to keep their children in school.
Reports from the task force on indiscipline in secondary schools 2001 indicate that the increasing poverty and HIV/AIDS pandemic has also exacerbated the dropout and non-completion rates. That the HIV/AIDS had imparted badly on having many orphans. It is estimated that there were 6000,000 orphans by 2003.

It was also reported by the same task force that the poverty rate was 52% in the number of able Kenyans and most parents find it difficult to send and retain their children in school since they cannot raise the user charges that are expected to be paid as part of cost-sharing policy.

The Task force also gathered that the curriculum offered was still overloaded despite the current reduction of the number of examinable subjects from ten to a minimum of 7 subjects. That the curriculum of 7 subjects did not cater for the holistic development of the child and there was disparity between the home and school environment in terms of diet and habit restriction. This has led to conflict and consequential withdrawal from the school.

The task force was informed that various drugs and narcotic substances were readily available in some locations where schools were situated.
The drugs were being taken by some students and eventually those who succumb to the drugs either become deviants or leave school.

From the above references, a number of issues have been highlighted, that drug abuse, orphanage due to HIV/AIDs, overloaded curriculum, unfulfilling job market are new causes of school dropout. This research conducted in secondary schools in Kilome division was to ascertain the magnitude of school dropout and also to find out the causal factors. In the past research studies emphasis has been on the primary school whose solution is already found through the recent offer of free primary education in Kenya. The secondary school education which is equally important has been overlooked. I wanted to find out why secondary school students are withdrawing from school prematurely and give relevant recommendations.
3.0 Introduction

In this chapter, the researcher highlights the study setting, the population and sample selection, the data collection methods and instruments used.

3.1 Research Design

This was a descriptive case study of secondary school dropout in Kilome Division. The study aimed at ascertaining the magnitude, characteristics and causal factors of secondary school dropout.

3.2 Location of Study

Kilome Division is located in Makueni District, Eastern Province. It boarders Machakos District to the East and Kajado District, Kitui District to the South and Nairobi to the North. Geographically, it lies between Kilungu volcanic hills and the Athi-Kapiti plains that stretch down the Nairobi-Mombasa highway. The region is rugged to the northern side and sloppy on the southern side. There are seasonal radial drainage patterned rivers that flow from the hills. Kilome Division is one of the most populated divisions in the district with a population of 46,204 (1999 census)
out of 77,545 in the district. The main economic activity is subsistence farming and vegetable growing under irrigation from the seasonal rivers and springs. Rains are unreliable and the population depends on food produced from other neighbouring regions like Machakos. School feeding programmes in primary schools has also assisted the school-going children.

3.3 Study Population

The target population of this study will be secondary schools in Kilome Division. The division is divided into two educational zones in which one has 5 secondary schools and the other 6 secondary schools.

The student population varies from one school to another and the teachers are government employed. Most of the parents come from within the division and a few from the neighbouring divisions of Kilungu, Kasikeu and Makindu Division.

3.4 Sample and Sample Selection Procedure

A total of 4 secondary schools out of 11 secondary schools were used for the study. This is because of the limited time and resources. This formed about 40% of the total school population and was a reasonable study sample.
Gay (1983) cited by Mugenda O.M. (1999) suggests that for descriptive studies 10% of the accessible population is enough. The study sample was higher than expected because the number of secondary schools are few.

The choice of 2 secondary schools was to cater for the various categories of the schools that is:

a) Day mixed
b) Mixed Day/Boarding

Purposive sampling was used to select 4 secondary schools, two in each categories of day mixed secondary schools and mixed day / boarding secondary schools, it was also used to solicit data from the area Education Officer, and two assistant chiefs from Kilome Division. The same procedure was used to get four principals and 10 students in form 2 and form three in each of the selected schools in Kilome Division.

Random sampling was used to get 10 parents from each of the 4 selected schools, 5 teachers from each of the 4 selected schools. The total sample population interviewed was 167, that is 40 parents, 4 principals, 40 students, 20 teachers, 1 area education officer and 2 assistant chiefs.
3.5 Instruments for Data Collection

Data collection was done by use of two instruments:-

Questionnaires: These had open-ended or closed questions. They were administered to the 40 students, 20 teachers and 4 principals selected. The respondents were asked to answer the questions objectively without fear. The respondents were also asked to leave out questions which they felt did not apply to them.

Interview schedules were administered to the Area Education Officer, two sub-chiefs and parents to establish causes of secondary school dropout. Observation schedule were used to get data on student enrolment from the school class registers and monthly enrolment returns from the Area Education Office. The questionnaires contained questions that addressed the enrolment rates and probable causes of school dropouts as perceived by the various categories of respondents. The interview schedules provided data on enrolment from the area education office and the recorded reasons for school withdrawals.

3.6 Pre-Testing the Research Instruments for Reliability and Validity

The researcher pre-tested the research instruments before field research, i.e. the questionnaire and interview schedule on the teachers, students,
principal of Mukaa Secondary School. This was done to check whether the questions had been framed in a manner that would be comprehensible to the respondents. Those questions that were not clear were modified depending on the responses given in the pilot study. This way, the validity and reliability of the research instruments were be ascertained.

3.7. Data Collection Procedure

The researcher got a permit from the Ministry of Education which authorized her to carry out research in Kilome Division, Makueni District. The researcher booked appointments with targeted respondents. The questionnaires were administered directly to the students, teachers and principals. They were asked to fill the questionnaires and submit them immediately.

The researcher used interview schedules to solicit views from assistant chiefs, parents, and area education officer on the rate and causes of school dropouts. Available recorded data from school enrolment registers were also collected. All questionnaires and interview schedules given to respondents were collected and information treated as primary data.
3.8 Data Analysis

Once the completed questionnaires were received, they were edited. Those with major response errors were discarded, while the remaining ones were used for analysis. The responses on the causal factors on secondary school dropout were summarized and classified according to the categories under which they fell.

Data from the questionnaires were analysed through descriptive statistics: mean, mode, and percentages. Responses from interview schedule were analysed qualitatively and inferences drawn.
4.0. Introduction

In this chapter collected data from the sample population were analyzed and interpreted in line with the perceived reasons for secondary school withdrawal as given by students, teachers, principals, parents and the area sub-chief.

The degree of associations of independent and the dependent variables were also interpreted and analyzed in the light of the theoretical explanations which arose. Descriptive statistics were used to present the data collected.

Initially, all 4 principals were selected for the study and all filled the questionnaires. 20 teachers and 40 students who were selected for the study also gave out their responses. Out of the 40 parents selected, 33 responded to the interview schedule. The area education officer, the two sub-chiefs were also interviewed.
4.1. Presentation, Analysis And Interpretation Of Data

Table II: Enrolment trend in secondary schools in Kilome Division by gender

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Mukaa</td>
<td>400</td>
<td>87</td>
<td>487</td>
<td>403</td>
</tr>
<tr>
<td>Bishop</td>
<td>90</td>
<td>45</td>
<td>135</td>
<td>98</td>
</tr>
<tr>
<td>Ngala</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maini.</td>
<td>164</td>
<td>99</td>
<td>263</td>
<td>175</td>
</tr>
<tr>
<td>Kilome</td>
<td>179</td>
<td>100</td>
<td>279</td>
<td>156</td>
</tr>
<tr>
<td>S.A.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>833</td>
<td>331</td>
<td>1164</td>
<td>832</td>
</tr>
</tbody>
</table>


Figure I: Enrolments trend

It can be observed from Table II and figure I that the enrolment trend in Kilome Division increased from 1999 to 2000, and declined in the years 2001 and 2002.
This observation was attributed to revised fees structure for secondary schools from the Ministry of Education which made all public schools to increase fees.

Table III: Number of dropouts between 2000 – 2002 in 4 secondary schools

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>Mukaa</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Bishop</td>
<td>7</td>
<td>1</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Ngala</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maini.</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Kilome</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>S.A.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>13</td>
<td>27</td>
<td>20</td>
</tr>
</tbody>
</table>
Figure 2: Number of dropouts (1999-2002).

Table III and figure 2 show the number of dropouts as indicated in the school records. The mean for the number of dropouts within the period of 1999 – 2002 is 7 meaning that on average each school lost 7 students per year.

This observation points out at educational wastage and affirms that indeed the problem of student dropout is evident in Kilome Division.
Table IV: Frequency of reasons for dropping out of school as given by 4 principals

<table>
<thead>
<tr>
<th>REASONS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiscipline</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>lack of school fees</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>pregnancy</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>low academic performance</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>death of parent</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>for work in the farms / towns</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>religion</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>drug abuse</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>prolonged absenteeism</td>
<td>3</td>
<td>75%</td>
</tr>
</tbody>
</table>

Table IV shows that most dropouts are due to lack of school fees; the principals expressed concern over inability of parents to pay fees due to lack of income.
<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students that have dropped out of school between 2000</td>
<td>16.7</td>
<td>4</td>
<td>10</td>
<td>35</td>
<td>5</td>
</tr>
<tr>
<td>No. dropout due to indiscipline 2000</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>No. dropout due to indiscipline 2001</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>No. dropped due to indiscipline 2002</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>1.67</td>
<td>2.89</td>
</tr>
<tr>
<td>No. dropped due to Indiscipline 2003</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>2.65</td>
</tr>
<tr>
<td>No. dropped due to school fees 2000</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>No. dropped due to school fees 2001</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1.67</td>
<td>1.15</td>
</tr>
<tr>
<td>No. dropped due to school fees 2002</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2.33</td>
<td>1.53</td>
</tr>
<tr>
<td>No. dropped due to school fees 2003</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1.67</td>
<td>1.53</td>
</tr>
<tr>
<td>Year</td>
<td>No.</td>
<td>No. of babies born</td>
<td>No. of babies dropped due to pregnancy</td>
<td>1.33</td>
<td>1.5</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
<td>---------------------</td>
<td>--------------------------------------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>1999</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0.67</td>
<td>0.58</td>
</tr>
<tr>
<td>2000</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0.67</td>
<td>0.58</td>
</tr>
<tr>
<td>2001</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1.33</td>
<td>0.58</td>
</tr>
<tr>
<td>2002</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1.5</td>
<td>0.58</td>
</tr>
<tr>
<td>1999</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1.33</td>
<td>1.53</td>
</tr>
<tr>
<td>2000</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0.33</td>
<td>0.58</td>
</tr>
<tr>
<td>2001</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>1.33</td>
<td>1.15</td>
</tr>
<tr>
<td>2002</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1.73</td>
</tr>
</tbody>
</table>
Figure 3: Average number of dropouts

From the above table, it can be observed that the average number of dropouts between 2000-2002 are as follows:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiscipline -</td>
<td>8</td>
</tr>
<tr>
<td>Lack of school fees -</td>
<td>6</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>4</td>
</tr>
<tr>
<td>Law scholastic achievements</td>
<td>4</td>
</tr>
<tr>
<td>Prolonged absenteeism</td>
<td>4</td>
</tr>
<tr>
<td>Single parent homes</td>
<td>2</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>4</td>
</tr>
</tbody>
</table>
TABLE V: Frequencies for dropping out as given by teachers

Sample size 20

<table>
<thead>
<tr>
<th>REASON</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of school fees</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>To seek school fees</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Discipline problems</td>
<td>17</td>
<td>25%</td>
</tr>
<tr>
<td>Low scholastic achievement</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Early marriage</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>Orphanage</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>Drugs</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>Overloaded curriculum</td>
<td>18</td>
<td>90%</td>
</tr>
</tbody>
</table>

From Table V of the analysis using percentage, it can be seen that most teachers consider the main causes for secondary school dropout to be school fees and overloaded curriculum with 10% respectively.
4.2. Synthesis

From table I-V of analysis, we can observe the correlations between views expressed by the principals and teachers. The major factors contributing to secondary school dropout are, lack of school fees, indiscipline, drug abuse and pregnancy.

The total number of dropouts as given by principals indicates that there are more girls than boys who left school from 2000-2002. Further analysis on total girl/boy percentage indicates that girls’ rate of dropout is high compared to boys.

The research question on disparity in boy/girl dropout rate is that more girls drop out of school in the year 2000-2002 in Kilome Division. This is closely linked with their vulnerability to early marriages and pregnancies.

There are significant discrepancies between views given by parents on causes of dropout. Parents expressed dissatisfaction on the imposed fee structure which does not take into consideration the level of income of the parent. The school environment was perceived by the parents interviewed to be unfriendly and hostile to the students.
Lack of conducive learning environment was perceived by both parents, and students as a push factor out of school. The research question on school based factors, thus indicate that a hostile school environment is a course for dropout. The same results were reported by Mbunda (1983). In his research on problems of Dropout Among Primary School in Kinondoni District of Tanzania. Thus unpleasant school environment constitutes to student-dropout.

Use of vulgar language, to students by teachers, conflicting rules and regulations of the school and at home were noted as push factors to school dropout. The area education officer noted that school fees was the major cause of student dropout, and pointed out drug abuse (especially bhang) contributed to the problem.

Students’ responses on their views of secondary education showed that 53.7% of them wished to complete secondary school while 46.3% were not certain. This implies that goals for secondary education have not been fully actualized by the students. There is need to educate the students on their goals.

Most parents / guardians in secondary schools in Kilome Division are small businessmen and peasant farmers. 47.1% of respondents indicated
that the parents' socio-economic status determines how much investment he/she can make to education.

The research question whether the socio-economic status of a parent cause dropout is positively answered that most parents are peasant farmers, and earn between Kshs.3,000 – Kshs.5,000 per month. Thus problems of fees payment are evident in this division. Lack of money to educate the children is a major factor that causes dropout. The same findings were reported in Ethiopia (by IDS report Gender and Primary School).

The responses on the number of known dropout by students indicate that there are more girls (4.3%) than boys (4.03%) who drop out of school. This implies that girls are more hit by the problem of dropout probably due to pregnancy.

35% of the students' interviewed were day – students who walk an average of 2.6 km for 45 minutes everyday to school. This eventually affects their concentration level of academic work because they are tired with time. This may lead to low scholastic achievement and eventual dropout. In Ethiopia a study by (IDS Gender and Primary School in
Ethiopia) indicate that distance from the school contribute to dropout but at a minimal rate of 4.00%.

The quality of the school determines the students' retention rate. This was an affirmation by parents and teachers, and where enrolment rates are decreasing then the quality of the school in terms of physical facilities are poor.

It was however observed that there was mass exodus of students from one sampled school to another due to poor K.C.S.E. results between year 2001 – 2002 and influence by a neighbouring principal to have students to his school.

It was noted that students - present various dispute problems in their interactions with teachers and this led to strained relationship between the students and teachers. If this is not checked it may result in dropout.

Forty percent (40%) of parents interviewed expressed dissatisfaction with the government's inability to provide jobs for school leavers. This had made some parents to withdraw their children from secondary school to village polytechnics.
Some factors were not detected however such as the attitude of the parents towards the principals / teachers' manner of disciplining of children. The parents were not willing to give a sincere response to these issues.

Little information was gathered on whether peer influence was a cause of dropout. The students sampled for the study were not willing to disclose information on the same. Only 2% of respondents indicated that peer influence had effect on school dropout.

Solutions to the problems of student dropout were given by all the respondents and their views were similar i.e. provision of affordable education at secondary level. Proper guidance and counseling be given to students / parents on the value of secondary school education, government to enforce child labour laws and drug abuse laws, financial assistance be given to secondary schools to improve on their physical facilities.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Summary of Findings

Kenya, like other developing countries is concerned about curbing educational wastage in view of the vital role of education. Dropout reflects inefficiency in the educational system which intends to provide functional literacy for the whole population. It is the denial of a basic right and privileges that go with literacy. This study aimed at finding out the factors leading to dropout in secondary schools in Kilome Division, Makueni District. The study established that factors such as repetition, lack of school fees, quality of the school, learning environment and pregnancy cause school dropout.

Chapter two is the literature review which explicitly show the magnitude of dropout problem and that the problem is persistent not only in Kenya but also in East Africa and Africa and other developing nations like Latin America.

Chapter three has discussed the research, design and methodology used. Chapter four of the study is data analysis classified mainly under
enrolment and dropout rate in schools per form. Chapter five gives the summary of the study, conclusions and the recommendations of the study.

5.1. Conclusion

Lack of school fees is the major cause of secondary school dropout in Kilome Division. Most parents and guardians are from Makueni District which is the ASAL region.

No substantive economic activity is carried out in the arid areas due to low rains. Other factors include, drug abuse, indiscipline pregnancy, death of parent/guardian, single parentage and prolonged absenteeism. These problems also needed urgent redress.

The implication of the above conclusion is that unless the situation is urgently arrested, parents are going to find it increasingly difficult to keep the pupils at school. This will in turn have a heavy toll on the production of the country's skilled man power.

5.3. Recommendations

(a) There should be a programme providing for re-entry in education. Most dropouts are forced out of their wish and should be allowed in later.
(b) Curriculum content should be made reasonable and interesting to keep students at school.

(c) Examinations and teachings should be adjusted to provide for individual differences. This will reduce the repetition rate.

(d) In future, the start of every secondary school should put in to account the distance from one school to another to avoid under enrolment and mass exodus. Secondary schools through P.T.A. and B.o.G. should avail ample physical and learning facilities.

(e) A good ideal and conducive environment is created at home to help the children who are in day schools to study smoothly. This should include such items as the provision of light, study tables and conclusive atmosphere.

(f) Schools should have well-trained guidance and counselling teachers' to inculcate moral ethics in the students.

(g) Schoolheads should arrange for open forums with the students so that they can discuss pressing issues.
(h) Sex before marriage should be highly discouraged to avoid pregnancies at school.

(i) School fees at the secondary school level should be standardized and collection arranged in such a manner that long periods of learning time is not lost when students are sent away to look for fees.

(j) A revolving fund ought to be launched at village, locational or district levels. This is a process of raising (funds) in advance and depositing in a profitable bank account to await emergency cases of funds for the needy students.

(k) Drug use should be controlled and law enacted to regulate handling of drugs by minors.

(l) Aids orphans should be given education at no cost.
5.4. Suggestions for further research

1. A study should be carried to determine how well teachers understand their students.

2. A study should be carried out at post-secondary school level to find out whether this issue of dropout and repeaters spill out to the other sectors.

3. Research should be carried out in different regions of Kenya especially the arid and semi-arid, and pastoralists regions to ascertain the reasons for school dropout.

A study can be carried out covering a specific group (cohort) e.g. a class from form 1 to form 4 to find out the rate of dropout.
BIBLIOGRAPHY


Kenya Times 22nd March 2002 p. 3-4. Of Levies in Schools and High Dropout Levels.


The Area Education Officer
Kilome Division
P.O. Box 13
NUNGUNI

Dear Sir,

RE: RESEARCH

I am a postgraduate student at Kenyatta University interested in studying the problem of secondary school dropout in Kilome Division as part of my design requirement. I intend to administer questionnaires and interview schedules to six selected secondary schools.

I would be grateful if you could give me a letter of introduction to the principals in your schools and also make available for me the returns of all secondary schools in the division for year 2002. The findings will be confidential and will be used only for the purpose of this research.

Yours faithfully,

EUNICE MWIKALI MAEKE
APPENDIX B

QUESTIONNAIRE FOR PRINCIPALS

I am a postgraduate student in the Institute of Continuing Education, Kenyatta University. I intend to carry out research on secondary school dropout in Kilome Division. I would be grateful if you would answer questions herein. The information will be treated confidentially and only be used for the purpose of this research.

1. What was the total enrolment of students between 1999 and 2002?

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FORM I</th>
<th>FORM II</th>
<th>FORM III</th>
<th>FORM IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Please indicate the present enrolment of students this year 2003 in the space provided.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form I</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>Form II</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>Form III</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>Form IV</td>
<td>------</td>
<td>--------</td>
</tr>
</tbody>
</table>

3. Has the number of students been increased between 1999 - 2003?

Yes [ ] No [ ]
4. How many students in your school dropped out of school between 2000 and 2002? 

5. How many dropped out of school due to indiscipline in the following years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>--------</td>
</tr>
<tr>
<td>2001</td>
<td>--------</td>
</tr>
<tr>
<td>2002</td>
<td>--------</td>
</tr>
<tr>
<td>2003</td>
<td>--------</td>
</tr>
</tbody>
</table>

6. How many have dropped out of school due to school fees?

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>--------</td>
</tr>
<tr>
<td>2001</td>
<td>--------</td>
</tr>
<tr>
<td>2002</td>
<td>--------</td>
</tr>
<tr>
<td>2003</td>
<td>--------</td>
</tr>
</tbody>
</table>

7. Among the drop-outs how many girls left school due to pregnancy?

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>--------</td>
</tr>
<tr>
<td>2000</td>
<td>--------</td>
</tr>
<tr>
<td>2001</td>
<td>--------</td>
</tr>
<tr>
<td>2002</td>
<td>--------</td>
</tr>
</tbody>
</table>
8. How many students of below average performance dropped out of school in the following years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
</tr>
</tbody>
</table>

9. How many pupils dropped out of school between 2000-2002 due to

   i) Premarital pregnancy? (number)
   ii) Financial difficulties?
   iii) Indiscipline?
   iv) Death of parent/guardian?
   v) Circumcision /religion?
   vi) For work in the farms/towns?
   vii) Drug abuse?

10. How many students from single-parents homes dropped out of school in the years below?

    2000
    2001
    2002

11. How many students have dropped out after prolonged absenteeism?
12. Does peer group influence have any effects on school dropout in your school. If yes list the problems associated with the peer group? 

13. Please tick from the list below the level of availability of facilities such as

<table>
<thead>
<tr>
<th></th>
<th>Not Enough</th>
<th>Enough</th>
<th>Surplus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Laboratories</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Dorms</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Textbooks</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Playgrounds</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Teachers</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Desks</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Stationery</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
14. In your opinion what are the causes of students drop out of secondary school in Kilome Division.

15. What can be done to stop this student dropout in secondary schools.
APPENDIX C

QUESTIONNAIRE FOR FORM II & III STUDENTS

I am a student at Kenyatta University, carrying out research on causes of secondary school dropout. I would be grateful if you could answer the questions herein. The information given will be treated as confidential and will only be used for the purpose of research.

1. Sex: (Please tick in the correct space)
   i) Male
   ii) Female

2. Age: 14, 15, 16, 17, 18, 19, 20 years.
   (Please circle the appropriate number).

3. Form

4. What motivates you to stay in school? (You can tick more than one)
   i) I want to complete secondary school education
   ii) I don’t want to disappoint my parents
   iii) Most of my friends are in school
   iv) I hope to attain a good job.

5. Have you repeated a class in secondary school?
   Yes [ ]
   No [ ]

6. If no, what reasons do you have for not repeating any class?
7 What is your father's occupation? 

8 How much money do you estimate your family spends in a month?
   a) Ksh.1,000 – Ksh.5,000
   b) Ksh.5,000- Ksh.10,000
   c) Ksh.10,000 – Ksh.15,000
   d) Ksh.15,000 – Ksh.20,000
   e) Over Ksh.20,000

9 Do you have friends who have dropped out of school for the last two years?
   a) Yes [ ]   b) No [ ]

10 If yes how many?
   a) Male --------------------- b) Female ---------------------

11 What are they doing at the moment?
   a) Working [ ]
   b) Not working [ ]

12 Do you think your friends are better off out of schools?
   a) Yes [ ]
b) No

13 Indicate whether you are boarder or day student

Boarder [ ]  Day student [ ]

14 If you are a day-student how many kilometers do you walk daily from home to school? .................................................................

15 How long do you take to reach school from home?

Hours ------------------------- Minutes -----------------------------

16 Do you always get to school late?

Yes ................. No .................

17 Does your school have problems in regard to the following.

a) Teacher – student relationship

b) Food and living conditions

c) Learning resources like textbooks

d) Any other, please indicate .............................................................

18 Respond to the following in relation to your

a) Teacher attitude to your school

i) Very good [ ]
ii) Good [ ]
iii) Not good [ ]
iv) Poor [ ]

b) Students' attitude to your school
i) Very good [ ]
ii) Good [ ]
iii) Not good [ ]
iv) Poor [ ]

c) Parents attitude to your school
i) Very good [ ]
ii) Good [ ]
iii) Not good [ ]
iv) Poor [ ]

19 Does your parent give equal opportunities to schooling for all the children in the family? ---------------------------------------------
  ---------------------------------------------
  ---------------------------------------------
  4

20 What can be done to stop this student drop-out?
  ---------------------------------------------
  ---------------------------------------------
APPENDIX D

QUESTIONNAIRE FOR TEACHERS

I am a postgraduate student at Kenyatta University. I intend to carry out research on the causes of secondary school dropout in Kilome Division. I would be grateful if you could answer the questions herein. The information shall be treated confidential and be used for the purpose of research.

1. In the course of your stay in the school have you noted student dropout?

   Yes [ ] No [ ]

2. What are the probable causes of dropout? (Tick all possible causes)

   i) Lack of school fees [ ]
   ii) To seek employment [ ]
   iii) Discipline problems [ ]
   iv) Low scholastic achievement [ ]
   v) Early marriage [ ]
   vi) Orphanage [ ]
   vii) Peer pressure influence [ ]
   viii) Drugs [ ]

3. In your opinion, does the quality of the school influence student retention rate?
4. Is there a career department in your school?
   Yes -------------- No -------------------------

5. Are students able to make up their minds on their future career aspirations?
   Yes -------------- No -------------------------

6. If no what do you think are the main hindrances towards decision making on their careers?

7. Is 8.4.4 curriculum offered in secondary achievable with the given period of cycle? Yes [ ] No [ ]

8. If no? What are the reasons for lack of completion of the syllabus?

9. What reasons do students who are perpetually absent present?
10 What indiscipline problems do you encounter in your daily interaction with the students?

---

11 Are the parents supportive in disciplining of their children?

---

12 Are weak students asked to repeat classes in your school?
Yes [ ] No [ ]

---

13 If yes what effect does this have on the student?

---

14 What can be done to stop the student dropout?

---
APPENDIX E

INTERVIEW SCHEDULE FOR AREA EDUCATION OFFICER

I am a postgraduate student at Kenyatta University. I intend to carry out a research on the causes of secondary school dropout in Kilome Division. I would be grateful if you could answer the questions herein. The information shall be treated as confidential and will be used for the purpose of research.

1. For how long have you been in this division? -----------------------------

---------------------------------------------------------------

-----

2. How many secondary schools are there in the Division? -------------

-----------------------------------------------------------------

------

3. From the records available in your office how many students have dropped out of school between 1999-2002 by gender?

---------------------------------------------------------------

---------------------------------------------------------------

------

4. Do you consider indiscipline as one of reasons for student dropout? ----

-----------------------------------------------------------------
5. In your opinion what other factors cause students to drop out? 

6. Do you consider cost-sharing in education viable especially in this Asal region? 

7. How much did the district received from the Bursary allocation in 2002? 

8. Do you have records of orphans in the Division at secondary school level? 
   Yes [ ] No [ ]
   If yes, how many? 

9. In your opinion, has aids scourge been felt yet in our schools in terms of dropout? 
   Yes [ ] No [ ]

10. What should be done to compact the problem of secondary school dropout in your division?
11. Do you think drug abuse may be a causal factor for school dropout?

Yes [ ] No [ ]

12. In your opinion, what other factors contribute to secondary school student dropout?

a) 

b) 

c) 

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APPENDIX F

INTERVIEW SCHEDULE FOR PARENTS

I am a postgraduate student at Kenyatta University. I intend to carry out a research on the causes of secondary school dropout in Kilome Division. I would be grateful if you could answer the questions herein. The information shall be treated as confidential and will be used for the purpose of research

1. How old are you? ........................................................................

2. How many of your children are in secondary school? .................

3. How many of your children have willingly or been forced to repeat in secondary school? .....................................................................

4. What made them repeat: ................................................................

5. How many of your children have not completed secondary school education? ........................................................................

6. Do you provide equal opportunities for boys and girls in your family? ---

---------------------------------------------------------------

---
7. What reason(s) do you think make students to leave secondary school before completing?

8. Do you have problems with raising school fees for your children? If yes, What assistance would you ask the government to consider you for?

9. In your opinion is the fees charged equivalent to the output realised?
APPENDIX G

INTERVIEW SCHEDULE FOR AREA CHIEF

1. In which location are you in charge of ________________________________

2. How many secondary schools are in your location?

3. What category of schools are they? Day/Boarding?

4. Are there cases of secondary school dropouts that have reached your attention? If Yes How many? ________________________________

5. What are the reasons given for this dropout? ________________________________

6. Do you have cases of total orphanage in your location? Yes [ ] No [ ] Has it affected their schooling period? ________________________________

7. What do the unemployed youth do to earn a living?
   i) Farm work [ ]
   ii) House work [ ]
   iii) Sand harvesting [ ]
iv) Petty, crimes e.g. stealing, robbery

8. In your opinion is the rate of school drop out likely to go up? Yes [ ]
   No [ ]. And if so, what should be done to solve the problem? -------

9. What are some of the cause of student dropout in your location? -------

10. What can be done to stop the problem of student dropout? -------