

**INFLUENCE OF PARENTS' SOCIO-ECONOMIC STATUS ON PUPILS'
RETENTION AND DROPOUT IN LOWER PRIMARY SCHOOLS IN KWALE
COUNTY, KENYA**

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DECLARATION

I declare that this research project is my original work and has not been presented in any other institution for certification. Where borrowed texts or spoken words have been used, including the internet, these have been accredited and references cited as per the APA system and anti-plagiarism regulations.

Signature..........Date.....30/11/2017.....

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Supervisor's Declaration

I confirm that the candidate under my supervision as the University supervisor carried out the work reported in this project.

Signature..........Date.....30/11/17.....

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ABSTRACT

Socio-economic status of every family is very critical in determining provision of basic needs to its members. Noteworthy to mention is that school dropout is usually associated with socio-economic factors which include: parents level of education, parents level of income and parents occupation. This study aimed at assessing the influence of parental socio-economic status on dropout of pupils in public primary schools in Kwale County. This is due to the fact that most of the studies done in Kwale focused on the causes of school dropout thus the need to assess the influence of socio-economic status of parents on pupil's drop out. Descriptive survey design was used. The study was anchored on Maslow's theory of motivation. The target population was class three pupils in primary schools in the County and respondents were class three teachers and parents of the class three pupils. Purposive and simple random sampling techniques were used to obtain the study sample. Thirty percent of the target population was used as a study sample. Questionnaires were used to collect data from the respondents. A pilot study was conducted to enhance reliability and validity of the instruments. Quantitative data were cleaned, coded, arranged and analyzed with the aid of Scientific Package of Social Science (SPSS). Data were presented using tables, pie-charts and bar-graphs. The presented data were discussed using frequencies, percentages and means. Results revealed that majority of pupils who had dropped out belonged to parents with low level of education and without employment. The study concludes that despite the efforts by the government and other organizations to create equal opportunities for both boys and girls in education, there is still higher dropout of female pupils than their male counterparts in primary schools. The study also conclude that income level of parents determine the likelihood of a child to withdraw from primary education. Basing on the study findings, it is recommended that government should strengthen the sensitization of parents and guardians in regards to their involvement in children's education.