

**DETERMINANTS OF WASTAGE IN PUBLIC PRIMARY
SCHOOLS IN STAREHE DISTRICT, NAIROBI COUNTY,
KENYA**

MWANGI TERESIAH MUTHONI

E55/CE/25930/2011

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF
EDUCATION IN PARTIAL FULFILMENT FOR THE AWARD OF
THE DEGREE OF MASTER OF EDUCATION (EDUCATIONAL
PLANNING), KENYATTA UNIVERSITY**

FEBRUARY, 2015

DEDICATION

This project is dedicated with total respect and appreciation to my loving mum; Jane Nyambura Mwangi who supported me financially and morally through prayers during the highly challenging moments of my study.

ACKNOWLEDGEMENTS

First and foremost I wish to thank the Almighty God who gave me physical and mental strength to understand and accomplish this project successfully.

Secondly, my heart felt gratitude go to my supervisors Dr. Nderitu and Dr. Murage for their guidance, tolerance, sacrifice and generous contribution throughout my research.

I wish to thank all my respondents and especially Mr. Ephraim Muregi (KNUT chairman, Nairobi), for availing their time to fill the questionnaires which led to the completion of this project.

I am deeply indebted to my mum Jane Nyambura Mwangi who has always accorded me valuable assistance in my studies without whom I would not have been whom I am today.

Special thanks also goes to all those who assisted in editing this work.

God bless you all.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
ACRONYMS AND ABBREVIATIONS.....	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Introduction and Context of the Study	1
1.2 Background to the Problem	1
1.3 Statement of the Problem	10
1.4 Purpose of the Study.....	10
1.5 Objectives of the Study	10
1.6 Research Questions	11
1.7 Significance of the Study.....	11
1.8 Assumptions of the Study.....	12
1.9 Delimitation of the Study	12
1.10 Limitations of the Study	13
1.11 Theoretical Framework	13
1.12 Conceptual Framework	15
1.13 Operational Definition of Key Words	16
CHAPTER TWO: LITERATURE REVIEW.....	17
2.1 Introduction	17
2.2 Educational Wastage	17
2.3 Social Factors Influencing Dropout and Repetition	17
2.3.1 School Environment	17
2.3.2 Home Environment.....	19
2.3.3 Distance to School	21
2.4 Economic Factors Influencing Dropout and Repetition.....	22

2.4.1	Parental Level of Education	22
2.4.2	Parental Level of Income.....	24
2.5	Cultural Factors Influencing Dropout and Repetition	26
2.6	Strategies that can be employed to Minimize Educational Wastage.....	29
2.7	Summary of the Literature.....	30

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY 31

3.1	Introduction	31
3.2	Research Design	31
3.3	Study Locale	31
3.4	The Study Population	33
3.5	Sample Size and Sampling Techniques.....	34
3.5.1	Sample Size	34
3.5.2	Sampling Technique	34
3.6	Research Instruments.....	36
3.6.1	Questionnaire for Head teachers.....	36
3.6.2	Guidance and Counseling Teachers Questionnaire	36
3.6.3	Pupil's Questionnaire	37
3.7	Pilot Study	37
3.7.1	Validity	38
3.7.2	Reliability	39
3.8	Data Collection Procedures	40
3.9	Methods of Data Analysis	40
3.10	Logical and Ethical Considerations.....	41

CHAPTER FOUR: DATA ANALYSIS, PRESENTATIONS AND DISCUSSION 43

4.1	Introduction	43
4.2	Questionnaire Return Rate	43
4.3	Demographic Characteristics of the Study Respondents.....	44
4.3.1	Pupils' Demographic Information	44
4.3.2	Headteachers' and Teacher Counsellors' Demographic Information	48
4.4	Social Factors Influencing School Dropout and Repetition	51

4.4.1	Distance Covered by Pupils from their Homes to School	51
4.4.2	Type of Families of Pupils Who Dropout of School	54
4.4.3	Factors influencing pupils to dropout of schools.....	57
4.5	Economic Factors Influencing School Dropout and Repetition.....	61
4.5.1	Parents’/Guardians’ Occupation.....	62
4.5.2	Average Income Level of Families whose Children Dropout of School	64
4.5.3	Parents’ / Guardians education Level	66
4.5.4	Causes of School Dropout and Repetition.....	68
4.6	Cultural Factors Influencing School Dropout and Repetition	70
4.6.1	Cultural Factors that made Pupils to Dropout of School.....	70
4.7	Possible Strategies to Reduce Dropout and Repetition	74

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND

RECOMMENDATIONS..... 78

5.1	Introduction	78
5.2	Summary of the Study	78
5.2.1	Social Factors Influencing School Dropout and Repetition	78
5.2.2	Economic Factors Influencing School Dropout and Repetition.....	79
5.2.3	Cultural Factors Influencing School Dropout and Repetition	79
5.3	Conclusion.....	80
5.4	Recommendations of the Study.....	81
5.5	Areas for Further Research.....	82

REFERENCES..... 83

APPENDICES 92

Appendix I:	Questionnaire for Headteachers	92
Appendix II:	Questionnaire for Teachers	97
Appendix III:	Questionnaire for Pupils.....	102
Appendix IV:	Time Plan	108
Appendix V:	Budget	109
Appendix VI:	Work permit	110

LIST OF TABLES

Table 1.1:	Government Expenditure in primary Education (2008-2013).....	4
Table 1.2:	Enrolment in Public Primary Schools 2005-2012 countrywide	6
Table 1.3:	Enrollments in Public Primary Schools between 2005 and 2012 Starehe District	8
Table 3.1:	Table showing summary of teachers and pupils sample in Starehe District	35
Table 4.1:	Number of brothers and sisters pupils' have	47
Table 4.2:	Teachers by gender	48
Table 4.3:	Distribution of headteachers' and teacher counsellors' by age	49
Table 4.4:	Headteachers and teacher counsellors highest professional qualification	50
Table 4.5:	Distance from home to school as reported by headteachers.....	53
Table 4.6:	Type of families of pupils who dropout of school.....	54
Table 4.7:	Social factors that made some pupils to dropout of school (multiple responses)	58
Table 4.8:	Reasons for class repetition as reported by headteachers and pupils (multiple responses).....	60
Table 4.9:	Occupation of parents/ guardian as reported by pupils	62
Table 4.10:	Occupation of parents whose children dropout	63
Table 4.11:	Average income of families whose children dropout.....	64
Table 4.12:	Education level of parents/guardians of dropouts	67
Table 4.13:	Causes of dropout and repetition as reported by teacher counsellors...	69
Table 4.14:	Cultural factors that made pupils to dropout of school (multiple responses)	71
Table 4.15:	Ranking of the cultural factors influencing school dropout	72
Table 4.16:	Strategies to be employed to reduce wastage in schools as reported by pupils (multiple responses).....	74
Table 4.17:	Strategies to be employed to reduce wastage as reported by headteachers and teacher counsellors (multiple responses)	76

LIST OF FIGURES

Figure 1.1:	Total enrollment of 2005 cohort, Kenya	7
Figure 1.2:	Total enrolment of 2005 Cohort, Starehe District.....	9
Figure 1.3:	Conceptual framework	15
Figure 4.1:	Pupils' age	45
Figure 4.2:	Person's pupils live with	46
Figure 4.3:	Distance from home to school.....	52
Figure 4.4:	Frequency in which parents/ guardians visit schools to enquire about their children learning	56
Figure 4.5:	Education level of Parent/Guardian as reported by pupils.....	66

ACRONYMS AND ABBREVIATIONS

DEO	-	District Education Officer
FAWE	-	Forum for African Women Educationist
FGM	-	Female Genital Mutilation
FPE	-	Free Primary Education
KCPE	-	Kenya Certificate of Primary Education
MDGS	-	Millennium Development Goals
MEO	-	Municipal Education Officer
MoE	-	Ministry of Education
NACOSTI	-	National Commission for Science, Technology and Innovation
RoK	-	Republic of Kenya
SPSS	-	Statistical Packages for Social Sciences
TSC	-	Teachers Service Commission
UNDP	-	United Nations Development Programme
UNESCO	-	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Education is important to both the individual and the society because it helps one to grow physically, mentally and socially. It also brings developments in the society. In particular the primary education lays the foundation for further education and training. Despite its importance, learners in primary schools seem not to participate fully due to dropout and repetition. This study, therefore, sought to establish determinants of wastage in public primary schools in Starehe District in Nairobi County. The key objectives of the study were to establish social and economic factors influencing dropout and repetition in public primary schools, to find out cultural factors influencing dropout and repetition in public primary schools and to propose strategies to reduce dropout and repetition in public primary schools in Starehe district, Nairobi County. The study was based on production Function theory. The main areas on which the literature review was done were social factors, economic factors, cultural factors and strategies that can be employed to minimize educational wastage. The study adopted a descriptive survey targeting 2903 pupils, 28 teacher counselors and 28 headteachers. The sample comprised of 14 Head teachers and 14 Guidance and Counseling teachers which is 50% of the total population. It also included 291 pupils which is 10% of the total population of the class seven pupils. The study adopted purposive, stratified, proportionate and random sampling procedures. The data was collected using questionnaires which were issued to the respondents and collected after two weeks. The collected data was analyzed using descriptive statistics such as frequency counts and percentages with the aid of SPSS. The study established that social, economic and cultural factors influenced pupils to drop out of school. In relation to social factors, the study found out that distance covered from home to school, family problems and drug abuse were the major factors influencing pupils to drop out of school. The study also found out that most of the pupils dropping out of school were from low income families, their parents'/guardians had attained low education level (primary education) and they were in self employment jobs or casual workers. With regard to cultural factors, the study concludes that early pregnancies, child labour and poverty accounted for large number of dropout in the district. The study recommends that; parents should be involved in their children's learning; government through Ministry of education should ensure that education is totally free, all schools should have guidance and counselling sessions for teachers, parents and pupils and child labour should be discouraged in the community.

CHAPTER ONE

INTRODUCTION

1.1 Introduction and Context of the Study

This chapter contains background to the problem, problem statement, purpose of the study and objectives of the study. It also has research questions, significance of the study, assumptions of the study and delimitation of the study. Further, it contains limitations of the study, theoretical framework, conceptual framework and finally operational definition of key terms.

1.2 Background to the Problem

Education is a pervasive element that must be integrated horizontally and vertically in all development efforts (World Bank, 1984). Oluoch (1984) defines education as a process of acquiring and developing desired knowledge, skills and attitudes. This process usually takes place under the guidance of others but may also be autodidactic. It is a continuous process which has both private and social benefits. Education is therefore an investment in human resource that enables individuals to participate effectively in the national development process, (Nafula, 2002). This is because it empowers people to improve their nation.

The importance of education is reflected in the growing recognition since the early 1960s (Psacharopoulos and Woodhall, (1985). Psacharopoulos and Woodhall (1985) further observe that the importance in the investment in education has long been recognized by the World Bank which has continually provided both the financial and technical assistance for the development of poor countries since 1962. This has led

to expansion of education enrolment, improved access to education and an increase in quality and relevance of education.

Education is largely recognized as key to national development. An increase in access and quality of education leads to socioeconomic growth and productivity, increased individuals earnings and subsequently reduced income inequality and reduction of poverty. It also contributes significantly to improved health, enhanced democracy, good governance and effective leadership (RoK, 2007).

Formal education in Kenya was introduced by the Christian missionaries in the nineteenth century with an aim of evangelizing people. The first mission was established at Rabai near Mombasa in 1846 (Eshiwani, 1993). Eshiwani (1993) further explains that between 1964 and 1985, the 7-4-2-3 system was adopted. In 1981, the 7-4-2-3 was changed to 8-4-4 system after recommendation by the Presidential Working Party. The 8-4-4 system was launched in January 1985.

The primary education is the first phase of the national 8-4-4 system of education. The course lasts for 8 years (RoK, 1987). The primary school caters for children in the age bracket of 6 to 13 years. The subsector currently has 20,307 public primary schools (RoK, 2013). Its main objective is to prepare all the children who go through the course to participate more fully in the social, political and spiritual wellbeing of the nation. Primary education in Kenya is universal and free but not compulsory.

Primary schooling enhances economic productivity both in the formal and informal sector in rural and urban areas, immensely benefits society through reduction in

fertility and infant mortality, improvement to family health and nutrition, and increased awareness of and participation in civil affairs and it is the basis of further formal education and lifelong learning as it nurtures literacy, numeracy scientific skills including reasoning and solving, social skills values and appropriate attitudes. The critical role played by primary education has led to it being declared a human right to which every child is entitled to, and whose provision should therefore be the responsibility of the state (RoK, 1998).

The importance of basic education has also been captured in the Kenya Vision 2030 which aims at providing high standard trained skills, achieve gender equality in schools enrolment, increase school teachers and build new schools (Mburu, 2012). Education's importance has also been echoed in the MDGs goal 2 which stresses on the achievement of Universal Primary Education by 2015 of which the government is committed to its realization (UNDP, 2012).

The Kenyan Government in the year 2003, prioritized to re-avail educational opportunities to every child in Kenya. This was done through introduction of Free Primary Education (FPE) in January 2003, which led to increase in enrolment from 5.8 million children in December 2002 to 7.2 million in May 2003 (Gichura, 2003). Gichura (2003) further observes that the Kenyan government provided funds for purchase of all teaching and learning materials, teachers' salaries, funds for capacity building programmes for education managers to oversee programme implementation in order to ensure full and quality participation. The table below shows government continued support to the basic education.

Table 1.1: Government Expenditure in primary Education (2008-2013)

Years	08/09	09/10	10/11	11/12	12/13
Recruitment Expenditure	7298.79M	7970.51M	9188.74M	9705.76M	4263.20M
Development Expenditure	7284.67M	1210.44M	3965.88M	1122.57M	3950.97M
Total	14583.46M	9180.95M	13154.62M	10828.33M	8214.17M

Source: Economic Survey, 2013

From table 1.1 above, the expenditure on recruitment is high compared to that of development. From the same, the recruitment expenditure for the four years continued to increase but had a drastic drop in the 2012/2013 financial year comparing 7298.79M in 2008/2009 and 4263.20M in 2012/2013, a difference of 3035.59M.

In the development expenditure, there is a consistent trend of a rise and a drop in alternate financial years. Consequently, there shows a big drop from 2008/2009 (from 7284.67M to 3950.97M) in 2012/2013, a difference of 3333.70M.

Overall, the government has put in quite a substantial amount of money in the basic education sector. Presently, the Government of Kenya has recognized the importance of education where it has promised to provide solar powered lap top computers equipped with relevant content for every school age child, provide free milk and raise the transition rate from primary to secondary to 90% (RoK, 2013).

With the realization that primary education is vital for the attainment of national development, many governments have made access to primary education a basic human right (Okuom, Simatwa, Olel and Wichenje, 2012). However, many nations

have not attained the Universal Primary Education with an approximate of about 101 million children being left out of school. Among the reasons hampering the achievement of Universal Primary Education include: poverty, illness, malnutrition, absenteeism and high cost of schooling, cultural factors, inappropriate curriculum, examination, inadequate teachers, and lack of facilities (UNESCO, 2007). One way that the Kenyan government can attain Vision 2030 is to emphasize on basic education. But the major challenge in achieving Vision 2030 is learners' school dropout and repetition. This is in spite of the government's huge expenditure in providing free primary education. As a result, a substantial amount of this expenditure is spent on those who drop out of school. This is wastage of the resources because those who dropout had not acquired the knowledge and skills expected of them. This is illustrated in table 1.2.

.

Table 1.2: Enrolment in Public Primary Schools 2005-2012 countrywide

Class	2005		2006		2007		2008		2009		2010		2011		2012*	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class 1	620,409	586,826	631,218	595,119	667,913	644,293	662,186	652,911	670,911	655,743	736,663	731,824	754,547	749,388	769,637	771,869
Class 2	578,812	557,598	602,191	584,832	629,482	593,956	632,574	595,681	651,752	638,091	679,927	656,103	691,285	688,782	724,364	726,905
Class 3	549,201	517,530	556,533	539,714	613,745	594,673	595,386	584,716	624,774	588,234	643,314	607,463	665,159	646,953	663,477	661,202
Class 4	493,743	469,873	506,124	488,763	552,864	541,366	590,972	579,991	586,432	563,342	633,003	608,801	674,148	648,373	625,221	627,544
Class 5	449,140	411,831	459,716	422,192	519,078	480,219	543,022	539,812	577,413	558,554	582,849	584,849	620,534	622,864	653,923	628,921
Class 6	429,322	413,570	427,875	404,984	464,062	446,409	510,129	469,789	523,562	511,454	558,048	562,139	594,323	588,678	602,112	597,943
Class 7	442,966	429,973	401,083	382,016	425,999	415,138	458,263	446,362	497,456	456,563	531,307	523,414	565,841	557,472	559,744	546,062
Class 8	342,084	309,633	333,567	302,377	382,187	358,764	366,176	335,851	377,135	350,002	386,832	354,675	411,876	377,743	415,629	396,311
TOTAL	3,905,677	3,696,834	3,918,307	3,719,997	4,255,330	4,074,818	4,358,708	4,205,113	4,509,435	4,321,983	4,751,943	4,629,268	4,977,713	4,880,253	5,014,107	4,956,757
GRAND TOTAL	7,602,511		7,638,304		8,330,148		8,563,821		8,831,418		9,381,211		9,857,966		9,970,864	

Source: MOE 2014. (Statistics Section)

Table 1.2 shows the enrolment in public schools between 2005 and 2012 countrywide. The number of children who enrolled in class one is 1207235, which is far much bigger than 811940 pupils who sat for KCPE at the end of the cycle in 2012. This shows that there is massive difference of 395295 children who can either be considered to have dropped out of school or repeated. Otherwise it complicates the procedure of accounting for such a huge difference. Following the 2005 cohort, there is a dropout rate of 1.67% (2012) for both girls and boys in 2006. In 2007, there was an increase in enrolment of 1.80%. Between 2008 and 2010, the dropout rate was 3.10%, 2.99% and 1.39% consecutively. In 2011, the cohort registered another increase in enrolment of 0.28% and in 2012, there was a dropout rate of 27.72%. Cumulatively, both boys and girls registered a dropout rate of 32.74%. This calls for urgent and serious interventions to curb the trend from the government and all other stake holders. Figure 1.1 gives a clear illustration on dropout rate from 2005-2012.

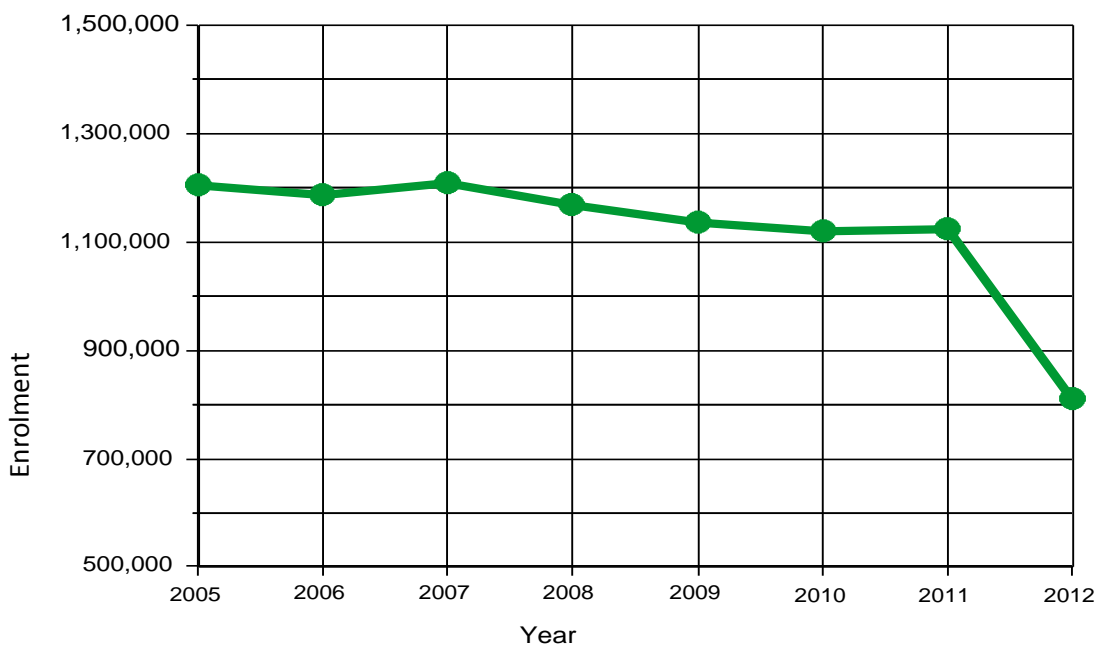


Figure 1.1: Total enrollment of 2005 cohort, Kenya

Source: Ministry of Education (2014) Statistics section

The impression obtained from the national data is almost replicated in Starehe District and to some extent even showing a worse scenario. This is illustrated in table 1.3.

Table 1.3: Enrollments in Public Primary Schools between 2005 and 2012 Starehe District

	2005		2006		2007		2008		2009		2010		2011		2012	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class 1	1668	1,711	1,738	1,783	1,808	1,855	1,824	1,872	1,964	2,015	1,854	1,902	1,842	1,890	1,842	1,890
Class 2	1,559	1,599	1,624	1,666	1,690	1,734	1,705	1,750	1,835	1,883	1,733	1,778	1,721	1,766	1,722	1,767
Class 3	1,465	1,504	1,527	1,567	1,588	1,630	1,603	1,645	1,725	1,770	1,629	1,671	1,618	1,660	1,619	1,661
Class 4	1,432	1,469	1,492	1,531	1,552	1,593	1,567	1,607	1,686	1,730	1,592	1,633	1,581	1,623	1,582	1,623
Class 5	1,378	1,414	1,436	1,473	1,494	1,533	1,507	1,547	1,622	1,665	1,532	1,572	1,522	1,561	1,522	1,562
Class 6	1,285	1,318	1,339	1,374	1,393	1,429	1,405	1,442	1,513	1,552	1,428	1,465	1,419	1,456	1,419	1,456
Class 7	1,197	1,228	1,247	1,280	1,297	1,331	1,309	1,343	1,409	1,446	1,330	1,365	1,322	1,356	1,322	1,357
Class 8	880	903	917	940	953	978	962	987	1,036	1,063	978	1,003	971	997	972	997
Total	10,864	11,146	11,320	11,614	11,775	12,083	11,882	12,193	12,790	13,124	12,076	12,389	11,996	12,309	12,000	12,313
Grand Total	22,010		22,933		23,858		24,077		25,914		24,463		24,305		24,315	

Source : MOE 2014 (Statistics Section)

Table 1.3 shows the enrollment of public primary schools within Starehe District between 2005 and 2012. The cohort shows a figure of 3379 pupils in 2005 against 1969 pupils in 2012. This is a difference of 1400 pupils.

From 2006 to 2008, the cohort registered a dropout rate of 2.63%, 2.19% and 1.37% consecutively. However, in 2009, the cohort shows an increase in enrolment of 3.56%. From 2010 to 2012, the cohort registers a dropout rate of 11.99%, 7.43%, and 26.47%. The highest wastage rate is found between 2011 and 2012 (26.47%). Cumulatively, the cohort registers a total wastage rate of 41.43%. This is a higher percentage compared to the nationwide wastage rate at 32.74%. This gives more impetus to this study. Figure 1.2 shows the wastage rate in Starehe District to support the information.

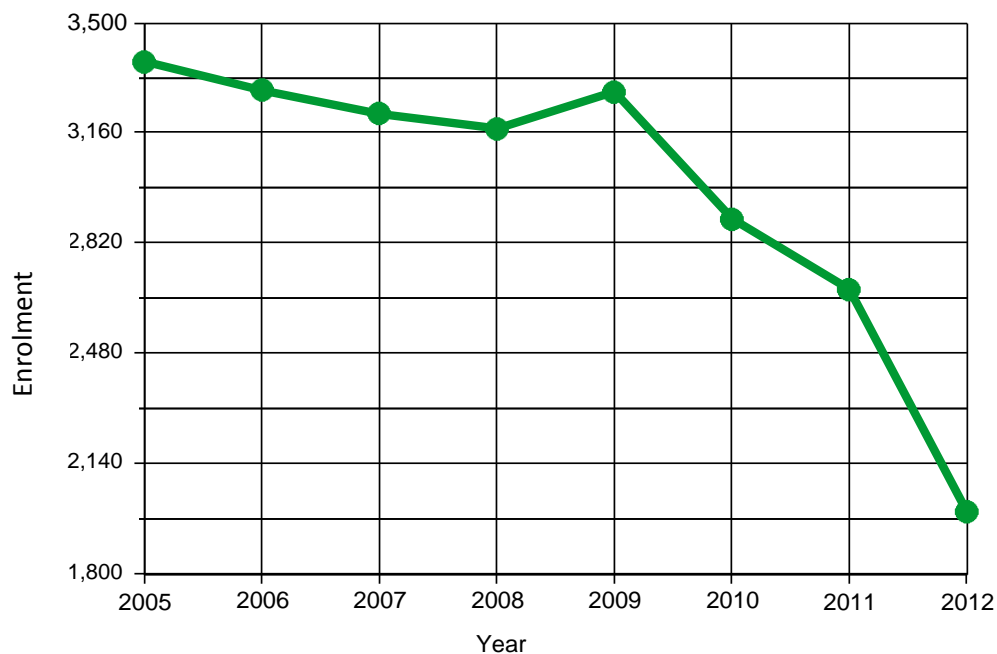


Figure 1.2: Total enrolment of 2005 Cohort, Starehe District

Source: Ministry of Education (2014) Statistics section

1.3 Statement of the Problem

There have been great efforts by the government of Kenya to finance Primary School Education in public institutions since the year 2003. However, there has been evident wastage and lose of money in the same venture. Specifically, in Starehe district the statistics revealed that there was a decline of 41.43% in enrollment from year 2005 to 2012 among the pupils in public primary schools. Pupils who repeat classes and others who drop out of school drain the government a lot of resources and also hinder others from benefitting adequately from the resources. Consequently, these pupils are never fully socially, economically and politically liberated .Majority remains unemployed which creates a lot of fear, anxiety and frustration in their parents. It is from such a background that the study sought to investigate the determinants of wastage in education in Starehe District of Nairobi County in Kenya.

1.4 Purpose of the Study

The purpose of the study was to establish determinants of wastage in public primary schools in Starehe district, Nairobi County, Kenya.

1.5 Objectives of the Study

The objectives of the study were:

- i) To establish social factors influencing school dropout and repetition in public schools in Starehe district, Nairobi County, Kenya.
- ii) To establish economic factors influencing school dropout and repetition in public primary schools in Starehe district, Nairobi County, Kenya.

- iii) To find out cultural factors influencing school dropout and repetition in public primary school in Starehe district, Nairobi County, Kenya.
- iv) To propose possible strategies to reduce dropout and repetition in public primary schools in Starehe district, Nairobi County, Kenya.

1.6 Research Questions

The study aimed at answering the following research questions.

- i) How do family problems and school factors influence dropout and repetition in public primary schools in Starehe district, Nairobi County, Kenya?
- ii) How does parental level of income and education influence dropout and repetition in public primary schools in Starehe district, Nairobi County, Kenya?
- iii) Do child labour, early pregnancies and early marriages influence dropout and repetition in public primary schools in Starehe district, Nairobi County, Kenya?
- iv) What are the possible solutions that can be put in place to minimize dropouts and repetition in public primary school in Starehe district, Nairobi County, Kenya?

1.7 Significance of the Study

This study was based on the following significance.

- i) The research would add a further insight to our knowledge on dropout and repetition by answering troubling questions that have been left unanswered by other studies done before.
- ii) The study may help the general public to understand the determinants of dropout and repetition. This in turn would make them to come together and

join hands in raising the educational standards of these children and of the school in general (Kimatu, 2007).

- iii) The research may help the policy makers to make and enforce new policies such as making the education compulsory. This would help reduce/eradicate illiteracy and at the same time increase the internal efficiency of the public primary schools in Kenya.

1.8 Assumptions of the Study

The assumptions of the study were:

- i) All the schools in the sample had experienced cases of school dropouts and repetition
- ii) All respondents would be available and cooperative
- iii) The school administration kept accurate and up to date records such as admissions and attendance register

1.9 Delimitation of the Study

The delimitations of the study were:

- i) The pupils and the teachers involved were from public primary schools only because this is where the government has invested resources in form of money and human resource power which needs monitoring to see its productivity.
- ii) The teachers and the pupils sampled were based on the group in session at the time of data collection

1.10 Limitations of the Study

The limitations of the study were:

- i) Financial constraint: The researcher is self-sponsored and therefore financial constraints will be unavoidable
- ii) Insecurity: There are many gangs and pick-pocketers within the study area and therefore the researcher needed to identify a contact person to guide her through. There are also numerous terrorists' attacks.
- iii) Poor infrastructure: Some roads within the study area are ever flooded with sewage and others have potholes and therefore the researcher will need a guide to direct her.

1.11 Theoretical Framework

The study was guided by the production function theory as revealed in the works of Psacharopoulos and Woodhall (1985). The term production function refers to the process by which inputs are converted to outputs and has three main parts namely: input, process and output. There are factors that affect the process of changing the inputs to outputs. These factors include the external factors from where the inputs are drawn and internal factors of the firm management. In this theory, if all variables were treated the same, the output of any firm will be 100% with all factors taken into consideration. Nevertheless, the external and internal factors involved in the process affect the output and makes it to fall below the expected results. This largely depends on the weight of the factors. Mathematically, this can be represented as $C = F(B_1, B_2, B_3 \dots B_N)$ where C = Completion; $B_1, B_2, B_3 \dots B_N$ = inputs and F = Production Function Process. Thus, the completion depends on the factors that act on

the inputs during the process. In the process, there are rejects which can be recycled or be thrown away.

This process is applicable in an education process. In this case, the inputs refer to factors such as availability of textbooks, school environment and classroom dynamics while the outputs refer to the number of students completing an education cycle, (Abagio and Ondipo, 1997).

Due to the internal and external factors affecting the education process, some pupils fail to complete the education cycle at the right/expected time. These pupils dropout or repeat classes which is a wastage of time and resources (Jillaow, 2007). This can be mathematically represented as $W = F(C_1, C_2, C_3 \dots C_N)$ where W is the quantity of wastage, F is the teaching process and $C_1, C_2, C_3 \dots C_N$ are factors that cause dropouts and repetition such as poverty, early marriages and drug and substance abuse.

1.12 Conceptual Framework

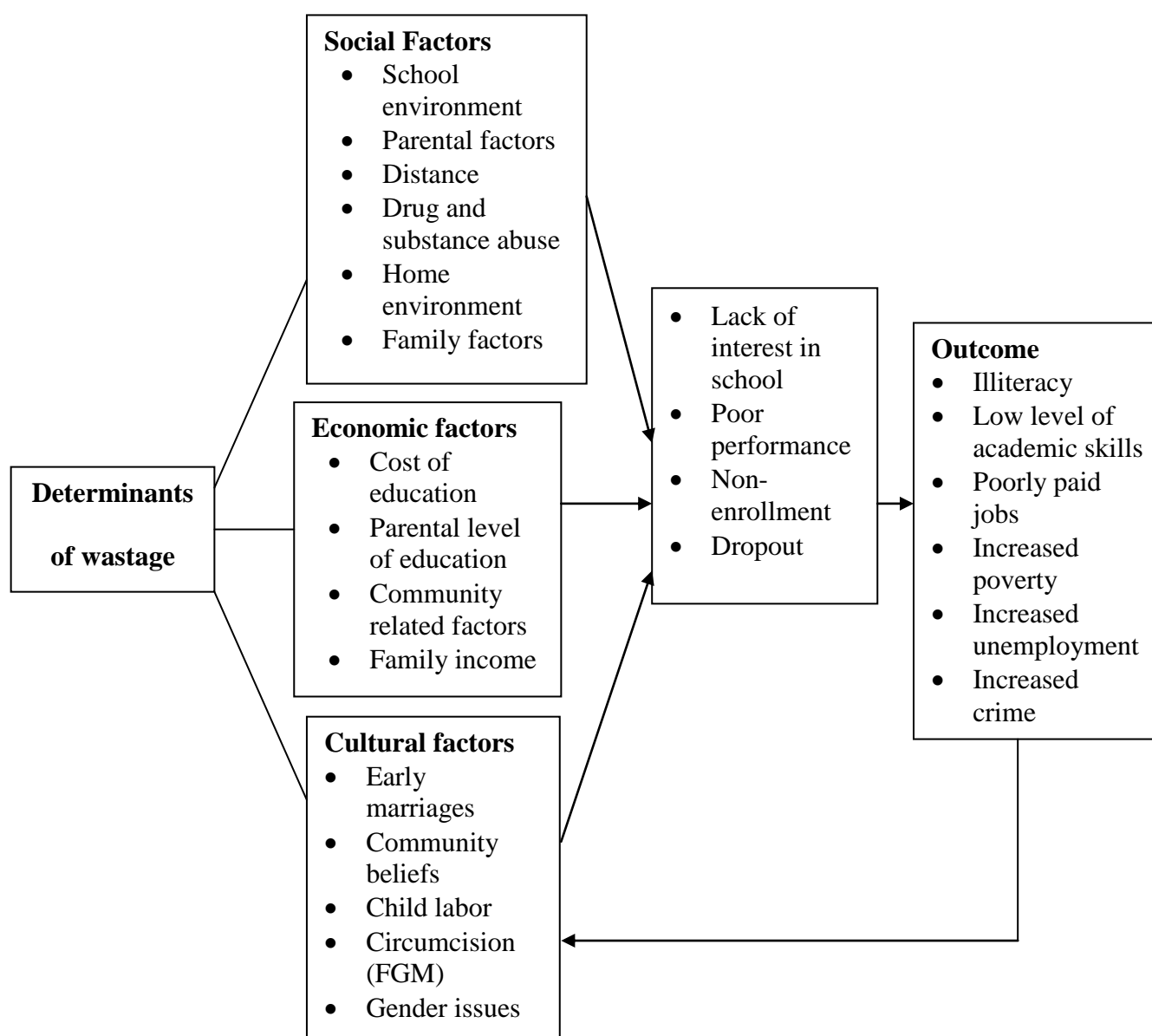


Figure 1.3: Conceptual framework

Adapted from Okaya (2009) and Munyiri (2007)

1.13 Operational Definition of Key Words

Pupil: A person usually young who is learning under close supervision of a teacher at school, a private tutor or toe like (student).

Primary education: The compulsory education where the student seeks the basic knowledge about all the relevant and necessary subjects of life that may include the country world information and comprehension and knowledge about general ethics norms and standard of the surrounding.

Public school: This is the type of school that is developed and maintained by the public funds from the government, parents and the communities.

Wastage: Refers to the inefficient utilization of both human and economic resources in the education system. It manifests itself in form of non-enrolment, repetition and dropouts.

Dropouts: This refers to any pupil who leaves school prematurely irrespective of his/her grades before completing primary cycle.

Repeater: This a pupil who remains in a grade that she/he was in the previous year in a given year

Head teacher: A term used to refer to the person in charge of a primary school.

Grade: This term is used to refer to the child level of educational attainment.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of the literature related to determinants of wastage in public primary schools. The chapter first reviews social factors, then economic factors and lastly cultural factors. The chapter finally gives a summary of reviewed literature.

2.2 Educational Wastage

Wastage in educational institutions is undesirable because it indicates the poor internal efficiency of that particular educational institution (Ayodele 2000). The major challenge in educational institutions is wastage. Ajayi and Ayodele (2002) found relatively higher wastage rates in lower classes of primary schools. These wastage rates decrease in upper classes. Ajayi and Ayodele (2002) considered the primary level of education as key to success. Therefore, researchers are concerned about factors causing dropout. Rumberger (1987) pointed out that a number of factors strongly correlate with dropping out. Some of these factors remain constant such as socioeconomic and racial minority status. Other factors are amendable to interventions, e.g. absenteeism, course failure and peer influences.

2.3 Social Factors Influencing Dropout and Repetition

2.3.1 School Environment

Kimatu (2007) carried out a study on wastage in slum schools in Kibera Division. Her key concerns were to identify the specific factors that contribute to wastage in primary school pupils and how they handled the challenges faced in their schooling

process. She found out that school factors such as class size, incidences of sexual harassment and repetition contributed to wastage in public primary schools. She observed that when classes are too large, they result to overcrowding which in turn result to over utilization of facilities such as desks and textbooks. The teaching learning process becomes difficult since the teacher cannot be able to handle the large classes and at the same time the pupils cannot concentrate. This eventually leads to dropping out. Sexual harassment mostly affects the girl child. The perpetrators of this act are fellow classmates and some male teachers. This may lead to early pregnancy which forces the girl child out of school.

Kimatu (2007) further observed that repetition makes the pupils to feel frustrated thus drop out. Repetition also leads to overage children who feel too big for some classes and prefer dropping out. However she found out that there was no relationship between teacher characteristics and wastage in primary school pupils. She recommended a policy of strengthening guidance and counseling services in primary schools to be set up and the same research to be done in other locations to ascertain whether there is significant relationship between teacher characteristics and wastage in primary school pupils. In contrast to Kimatu (2007) study and findings, this research was carried out in middle income environment though in the same geographical location. The time frame in consideration was extended to the very recent years to establish if the circumstances had changed or not.

Tonkei (2008) did a study in Olokurto Division of Narok district in Kenya. Her objectives were to examine cultural factors that contributed to dropout among girls in primary schools and to find out home factors that contribute to dropout among

girls in primary schools, had similar findings. She found out that school factors such as poor performance, peer pressure, understaffing, inadequate resources, repetition, over strictness of some teachers to be major factors that contributed to girls dropping out of school. Other factors included punishments, bullying by boys lack of motivation, inadequate facilities and truancy. Whereas Tonkei primarily considered the factors that contribute to dropout among girls excluding boys, this study went a step further to incorporate both boys and girls in establishing the determinants of wastage in public primary schools.

2.3.2 Home Environment

Hunter and Kay (2003) describe the relationship between the family background and dropping out of school. The study findings revealed that children from poor families, from single parent families, from poorly educated parents have few role models in higher education and thus are more likely to drop-out of school. According to Bavora (2008), learners from nuclear families have lower chances of dropping out and higher completion rates compared to learners living in other family arrangements. High birth rates are associated with large families and the need for school age children especially in low income families to look after their young siblings (Ngau, 1991).

There exists a close relationship between absenteeism and disparities among the families in the United States. Children from families low income families, single parent families and families from racial and ethnic minority status, had poor school attendance compared to other advantaged families (Pryor and Ampiah, 2003). Teenagers from certain classes conform to the standard of environment they live in.

The learner's behavior and the family attitude towards education interact to encourage drop-out behavior.

A study by Okaya (2009) on perceptions of teachers and pupils about the effects of home environment on academic performance of standard eight pupils in Kasemeni Location, Kinango District in Coast Province, revealed that there is no significant difference in academic performance of std 8 pupils when categorized on their perceptions on family size which helps them in doing their homework and on learning facilities at home. The study further revealed that factors such as domestic chores, disturbances at home, family errands, inadequate food and poor nutrition, lack of light to study, inadequate or lack of learning facilities, lack of assistance in school work, lack of suitable place for doing homework and private studies affect the academic performance of pupils. He recommended further research to be conducted on the role of parents and school committee in primary schools and on parent's perception about the effect of home environment factors on the academic performance of their children. This study used a few variables thereby ignoring some other variables that have greater impact on the dropout and repetition. This study incorporated other variables (economic and cultural) so as to shed more light on the determinants of wastage.

In his study in Igembe district, M'Muyuri (2010), whose objectives were to determine the cause of dropout in primary schools male pupils and to find out measures adapted by primary schools to address problems of dropout of pupils, observed that the effect of family instability on dropout was very high. These factors scored 80% among the head teacher, 90% among the guidance and counseling

teachers and 66.4% by the pupils themselves. These findings show that pupils from unstable families were more likely to drop out of school than those from stable families. This is because the families do not provide proper follow up of pupils' academic progress and they are also limited financially. M`Muyuri (2010) also observed that the parents of dropouts had poor education background. Majority of the parents were dropouts, some of the parents had primary education while others had never attended any school. Due to lack of education, most of the parents were peasants and so they could not support their children fully. They also did not know the importance of education. He recommended an affirmative action for the boy child since he is becoming endangered in the district and child labor to be discouraged and those who involve in it to be punished.

However, M`Muyuri (2010) did not investigate on factors that cause girls to dropout. This study filled this gap by establishing factors that cause both boys and girls dropout. The study was also carried out in a different social environment from that of the current study.

2.3.3 Distance to School

The distance of the school from home can hinder children from enrolling in education institutions. Study by Barreh (2008) on social economic influence on KCPE performance, a case of Westlands Division, Nairobi County observed that a big percentage of pupils (93%) covered a long distance to school. Most of the pupils walk between 1-4 kilometers to and from school. The distance that the pupils cover make them feel tired even before they start learning. This makes the pupils to sleep when the lesson is in progress due to body fatigue. They cannot concentrate on their

work. In the evening, they are unable to do the homework given since they are tired. Barreh (2008) recommended that the teacher pupil ratio should be lowered in low income areas to enable the teachers to give pupils more attention. She suggested that studies to be done on socio-economic influence on primary school enrolment.

In similar studies carried out by Akengo (2007) in Homabay and another by Kabuku (2012) in Embu, their findings concur with those of Barreh (2008). They observe that long distances between home and school make the pupils not to perform well due to lack of concentration in class which consequently leads to dropout. As opposed to their findings, the current study tried to find out whether this factor has deeper effects on dropouts and other factors related to the same such as availability of the schools on the neighborhood.

2.4 Economic Factors Influencing Dropout and Repetition

2.4.1 Parental Level of Education

The parental level of education has a great influence on children access, retention and completion rates. Psacharopoulous and Woodhall (1985) established that the father's education, occupation and income level determine children's' access to school. Ersado (2005) carried out a study on child labour and schooling decisions in urban and rural areas in Paris and Zimbabwe. The study found out that parental education is the most consistent determinant of the child's education and employment decisions. Higher levels of parents education is associated with increased access to education, higher attendance rates as parents tend to be role models for their children. Parents with the same level of education tend to have a

positive attitude towards education. In most cases mothers' education level is seen to have an effect on access (Ainsworth, Beegle and Koda, 2005).

In Kenya, a study by Forum for African Women Educationist (FAWE) (2002) established that of the male community members interviewed, 64% had not gone beyond class 6 and others had not attained any formal education in Wajir and Mandera districts. One third of women had not acquired formal education. Therefore, in this case children have no aspirations, role models and mentors in the quest for formal education. Lack of education has contributed negatively especially to girls education as they regard it as a waste of time hence prefer educating boys. Sensitization campaigns, barazas, workshops and seminars are used to create awareness to these community members. According to Nannyonjo (2007) learners with parents who finished form four or form six or university performed well.

Similarly, Okumu, *et. al.* (2008) in a study of socioeconomic determinants of primary school dropout found that high education level of a mother and father significantly lowers chances of primary school dropout for both boys and girls in rural and urban areas. For a mother, this phenomenon could be attributed to the fact that educated mothers reduce time spent doing household activities and increases the time spent with their children than uneducated mothers. In addition, educated mothers are more involved in helping their children in academic work. This helps them to monitor and supervise their children academic progress. On the other hand, educated fathers are interested in their children education thus they are willing to spend more time in assisting their children in academic problem. More so, educated

fathers are aware of the possible returns of education to their children and are more likely to have access to information and social network necessary for their children.

2.4.2 Parental Level of Income

Although the education is free, there are other hidden costs that block the school children from enrolling in school or completing the education cycle. These costs include exam fees, feeding programme fee, school uniforms, PTA funds and admission fees where every child being enrolled in a school has to buy a desk before being admitted. Children whose parents are not able to pay are always under pressure to pay. They are even sent out of class to collect money from home (Audi, 2010).

In reference to Akengo (2007) who did a study in Asego Division Homabay district, poverty and economic hardships are a major factor that influenced many pupils to drop out of school. Akengo (2007) observed that the parents occupation largely determine the level of income and the living standards. Akengo (2007) further notes that parents are able to provide for all basic necessities for their children both at home and in school if the income level is high. Children whose parents are able to meet their basic necessities always have a good education and their chances of dropping out are usually minimized. He recommended sex education to be taught in public primary schools and further research to be done on socio-cultural factors influence on completion of primary education. Akengo's study is based in a typically rural set up. However, this study sought to find out the determinants of wastage in an urban setting whose social and economic dynamics are quite different in relation to poverty and level of income.

Kabuku (2012) did a study in Embu County. Her objectives were to determine the causes of wastage in primary schools and to investigate the measures taken to curb education waste in public primary schools. Her findings reveal that low economic status of the parents together with low level of education achievement led to dropout of pupils from school. This is because they did not know the importance of education and so they cannot have value for it. Kabuku (2012) further reveals that financial handicap which is as a result of low economic status of the parents is responsible for wastage and stagnation in primary school. This is due to poverty. Some parents utilize the services of their children by engaging them in child labor in order to supplement their earnings. These parents find it almost impossible to lose the assistance of their children thus withdrawing them from school. She recommended further research to be done on public secondary and in private primary schools. From the current study the researcher sought to find out whether similar factors have any effects on education in Starehe District.

Obunga (2011) carried a study in Molanga Zone, Siaya District. Her objectives were to examine the socio economic factors influencing girls' dropouts' rate in primary schools and to establish the influence of basic school supplies on girls' primary schools dropout rate. She found out that most of the pupils dropped out due to lack of school basic requirements such as uniforms, sanitary towels and textbooks. She also observed that school levies contributed to dropping out. The payment of these levies was very poor and not prompt. This is due to financial instability of most of the parents within the area, which scored 45%. These parents could hardly meet the cost of educating their children. This made majority of these students to miss lessons when sent home to collect these levies and especially the examination fee. These

missing of lessons led to poor performance and eventually dropping out of school. She recommended school management committee to initiate income generating programs and learning activities within the school surroundings to help needy girls in terms of school supply provision in order to stimulate their interest in school and research to be carried out to find out effectiveness of girls mentoring programs in schools. As opposed to Obunga (2011), this study incorporated larger social and economic realities which are the root cause of the problems experienced by the poor children leading to dropping out and repetition.

2.5 Cultural Factors Influencing Dropout and Repetition

In reference to a study done in Igembe District by M`muyuri (2010) whose objectives were to determine the causes of dropouts on primary male students and to find out measures adopted by primary schools to address the problem of dropouts of male students, Child labor was highly significant which scored 90% among the head teachers, 96.7% among the guidance and counseling teachers and 89.8% among the pupils themselves. He observed that the school dropouts were employed as casuals in miraa farms or did petty miraa trade within the area. The money earned from miraa business lured boys out of school and especially those boys from orphaned and unstable families due to many unmet needs. These boys who dropped out of school in turn enticed girls in primary schools with the little money they earned from the miraa business that led to early sex which resulted to unwanted pregnancies. This made the girls to also drop out of school since they became social misfits. This eventually resulted to early marriages of age mates. Other boys were employed as houseboys and as cattle herders.

Muyuri (2010) further observed that the effect of traditions and initiations on dropouts in the study area was highly significant which scored 76.7% by head teachers, 83.3% by the guidance and counseling teachers and 57.9% by the pupils. After initiation, the boys were regarded as grown-ups and had freedom to do activities of their own choice. It was assumed that they had power and authority. When they go back to school they demand for more freedom and when it is not granted they become rebellious and subsequently drop out of school. The traditional initiates are also entitled to inheritance of their parents' property. They therefore dropped out to manage the property that they inherited from their parents since they could not concentrate in school anymore. He recommended an affirmative action for the boy child since he is becoming endangered in the district and child labor to be discouraged and those who get involved in it be persecuted. This study was done on male pupils only neglecting the female pupils. In this respect, a study on both male and female pupils is critical as it gives us the state of affairs in the flow of pupils in the education system.

A related study was done by Munyiri (2007) in Mukogodo Division in Laikipia District. Her objectives were to identify the causes of dropping out in primary schools and to investigate the factors that contribute to school dropouts in Mukogodo Division. She observed that the socio-cultural factors and the religion factors such as initiation ceremonies and gender socialization were highly significant to pupils dropping out of school. Pupils were pulled out of school to participate in initiation ceremonies. Once initiated, the pupils developed a negative attitude towards the school and the teachers. For instance, the circumcised boys were not ready to be taught by the female teachers whom they considered inferior to them. Similarly, the

girls felt that they were grownups who should get married. This is because some communities viewed initiation as a ticket to marriage. The initiated boys and girls were pressurized to leave school in order to meet the traditional expectations.

Munyiri (2007) further observed that traditional beliefs and practices largely contributed to dropping out. The polygamous marriages tendencies coupled with poverty encouraged the parents to marry off their daughters to wealthy men. They therefore pulled them out of school in order to be married. The traditional dances and ceremonies also discouraged potential pupils from continuing with education. She recommended creation of awareness at all levels on issues to do with outdated cultures such as FGM, cattle rustling, early marriages and night traditional dances. She suggested further research to be conducted on factors that cause primary school dropouts on other districts in Kenya and a replication of the study after 5 or 10 years from the time of study to find out what changes have taken place in the management of primary schools education in Kenya so as to enhance efficiency of primary school education. This study was done five years back. Following her recommendations, this study filled this gap by conducting a research in Starehe District, a different location from that of Munyiri and the time frame in consideration helped to shed some light on what changes have taken place since then in enhancing efficiency of primary school education.

A similar study by Obunga (2011) in Malanga Zone Siaya District, noted that the pupils dropped out due to parental preference of one sex over the other. They preferred the boy child education to girl child especially when the families were faced with economic hardships. She also noted that the pupils dropped out due to

gender biases which existed in terms of gender roles and responsibilities. The girls did all the household work before and after school. This made it difficult for the girls to balance the school work and the household chores. This made them to perform poorly in school and therefore to drop out of school. The current study was carried out in Starehe District which is a different geographical zone from that of Obunga (2011).

As opposed to the findings above, Kabuku (2012) who did a study in Embu County, found out that there was no significant relationship between gender and dropping out of school. She also found out that cultural practices were not a factor that contributed to dropping out of school. From the above findings, it is not very clear whether culture is a factor that causes wastage or not. This in depth study sought to establish the relationship between both genders and cultural practices in dropping out and repetition.

2.6 Strategies that can be employed to Minimize Educational Wastage

One major problem confronting primary education in Kenya is that the total number of pupils enrolled in primary one of the academic session, does not usually graduate from their primary school at the specified period. Observation reveals that there are cases of frequent absenteeism, withdrawal and repetition of classes by primary school pupils. To curb this problem, Ajayi and Mbah (2008) recommended that educational agencies and school authorities should make an effort to minimize the present declining trend in the educational wastage in order to further improve the internal efficiency of primary education. School authorities and teachers should tackle the problem of repeating classes through the use of individualized instructions

in order to identify the abilities of the pupils and develop them accordingly so as to make learning more meaningful to the learners. They further recommend that Educational agencies and school authorities should set up effective guidance and counseling services in public primary schools in order to identify “ drop-out risk pupils” early enough and guide them appropriately.

In another study, Nyamesa and Chemwei (2013) suggested that government and other stakeholders should address the issue of school dropout rate and come up with measures to curb it to avoid wastage of school curriculum resources and facilities. In addition, the government should strengthen policies on the expenditure of the FPE set aside to benefit all children for quality education.

Macharia (2011) in her study on determinants of low access and retention in primary schools recommended that the government should enforce adherence of the laid down policies and procedures such as corporal punishment, repetition and extra tuition. The government too should conduct aggressive campaigns through the church to sensitize the community on the need of education. Macharia (2011) further recommended adult education to raise the level of literacy and sense of responsibility among parents.

2.7 Summary of the Literature

Many of the researches done have revealed that the factors that cause dropouts and repetition differ according to geographical location. However, evidence from other similar studies carried out earlier, show some deficiencies. It is from such a background that the researcher sought to fill the gap by carrying out a study on determinants of wastage in public primary schools in Starehe district, Nairobi County, Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter contains research methodology that was used in the study. The main areas discussed include research design, study locale, study population, sample size and sampling techniques, research instruments, piloting, data collection techniques, data analysis and logical and ethical considerations to be observed during the study.

3.2 Research Design

The study adopted a descriptive simple survey design. This is because a survey research involves the collection of data from a population in order to determine the current status of population with respect to one or more variables (Mbwesa, 2006). The main purpose of surveys is to find out how the members of the population distribute themselves on one or more variables. They are also often used for explaining the relationship between variables.

The researcher found the design appropriate since the information obtained was used to explain the current state of affairs in primary schools regarding dropouts and repetition. The information was obtained from head teachers, teachers and pupils themselves.

3.3 Study Locale

The study was carried out in Starehe District, Nairobi County. It has a fairly cool climate due to its high altitude with temperatures ranging from 10-29 degrees (RoK, 2013). It is the smallest district within Nairobi County occupying an area of 10.6

square kilometers. Starehe district borders Westland's to the northwest, Kasarani to the north east, Kamukunji to the west and Makadara to the south. Majority of the people in Starehe district are businessmen/women (self-employed). The district is divided into two zones i.e. Central and Juja Road Zone. It has high concentration of tertiary and university level institutions such as Technical University of Kenya and University of Nairobi which is the oldest public university in the country (RoK, 2013).

There are eleven public secondary schools of which four are girls only, four are boys only and three are mixed secondary schools. There are twelve private secondary schools within the district of which seven are mixed, three are girls only and two are boys. There are also eight non-formal schools (DEOs office Kariokor, 2013).

Starehe district has a total of twenty eight public primary schools with a total enrolment of 22, 339 pupils (10,686 boys and 11, 653 girls) (MEO Office, Starehe District, 2013). The district has thirty early childhood centres, both public and private (five of which are not attached to any primary school) (City Hall Annex, Education Department, Statistic section 2013).

The District has a high concentration of educational institutions and it is densely populated. The district also had experienced a decline in enrollment among the pupils from year 2005 to 2012, which warranted the study on determinant of wastage in public primary schools in the district. In addition, the researcher has a vast knowledge of the District which made it easier for her to carry out the research at a reasonable cost as her fieldwork was self-sponsored. These characteristics justify this study.

3.4 The Study Population

A population refers to the total collection of elements whereby inferences have to be made. The large set being population while the smaller set the sample (Cooper & Schindler, 2008). The study targeted public primary schools. There were 28 public primary schools in Starehe District, Nairobi County. The District has a student population of 22,339. Out of this, 10,686 were boys while 11,653 were girls. (MEO office, Starehe District 2013) the key correspondents were standard seven pupils, head teachers and guidance and counseling teachers.

There were 28 head teachers of which 12 were males and 16 were females. There were 506 teachers in Starehe District. Of this, 106 were males and 400 were females. Out of this population, 28 were guidance and counseling teachers. Further, there were 2903 class seven pupils of which 1374 were boys and 1529 were girls. (City Annex 13th floor, Education Department, TSC Nairobi County 2013).

The study targeted Head teachers because they were the school managers and they were believed to have a lot of knowledge and experience in matters concerning the schools. The guidance and counseling teachers were targeted because they were the ones who interact with the pupils more in the process of guidance and counseling and have more information concerning the flow of pupils in the education system.

The study also targeted the standard 7 pupils because they were thought to have acquired certain skills such as reading and writing and therefore they were able to express themselves fully. Also not being an examination class, they had enough time to respond to the questionnaires adequately.

3.5 Sample Size and Sampling Techniques

Sampling is useful in research because one can learn something about a large group by studying a few lists of its members thus saving time and money (Orodho, 2004).

3.5.1 Sample Size

A sample is a subset of the population. It comprises some members selected from the population (Mbwesa, 2006). A sample should be large enough to allow generalization (Gay 1996). Njenga & Kabiru, (2009) proposed that it is better when the sample size is 50% of the total population. The study therefore used 50% of the public primary schools which are within Starehe district, Nairobi County. This is equal to 14 public primary schools. 50% of the head teachers and guidance and counseling teachers were also used which is equal to 14 head teachers and 14 guidance and counseling teachers. According to Gay (1996), for descriptive research, the corresponding general guideline is to sample 10 to 20% of the total population. Therefore, a sample of 10% of the total population of the class seven pupils was used which is equal to 291 pupils.

3.5.2 Sampling Technique

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected .Its purpose is to gain information about a population (Gay, 1996).

The study adopted a stratified sampling technique. According to Gay (1996), stratified sampling is the process of selecting a sample in such a way that identified subgroups in the population are represented in the sample in the same proportion that

they exist in the population. Proportionate sampling was also used to get the proportion of each group. Further, the researcher used purposive and random sampling techniques to get the actual participants. Mugenda and Mugenda (2003) observes that purposive sampling is a sampling technique that allows a researcher to use cases that have the required information with respect to the objectives of his or her study. Cases of subjects are therefore handpicked because they are informative or they possess the required characteristics For instance; a certain age range, education level etc. The standard sevens were used since they had enough time to respond to the questions well. They could also express themselves fully. The head teachers and guidance and counseling teachers were used because they were informative.

According to Gay (1996), random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. Table 3.1 gives the summary of the head teachers, guidance and counseling teachers and pupils sample for this study.

Table 3.1: Table showing summary of teachers and pupils sample in Starehe District

	Population	Sample	Proportion	Male	Female	Proportion
School	28	14	50%			
H/Teacher	28	14	50%	6	8	50%
G/Counseling	28	14	50%	7	7	50%
Pupils	2903	291	10%	146	146	50%

3.6 Research Instruments

This study used questionnaires to collect primary data. A questionnaire is a set of questions designed to extract information relating to a survey (Nassiuma, 2000). Nassiuma (2000) further explains that using questionnaires to collect data involves either through delivering them to the respondents to fill in or using them directly or to ask questions in order to get the intended information as in the direct method. The success of this technique largely depends on the design of the questionnaire since in the case of the correspondents filling the information, there is the element of uncertainty in trusting the correspondent to fill in the correct information. The questionnaires are recommended because according to Gay (1992), they give respondents freedom to express their views or opinions and to make suggestions and they also are anonymous which helps to produce more candid answers than is possible in an interview. The study used 3 sets of questionnaires i.e. pupils, Head teachers and guidance and counseling teachers questionnaires.

3.6.1 Questionnaire for Head teachers

This questionnaire captured information on personal characteristics of the respondents (demographic characteristics of the respondent), social factors influencing dropout and repetition, economic and cultural factors. Finally, this questionnaire sought information on possible strategies to reduce dropping out and repetition in public primary schools in Starehe District.

3.6.2 Guidance and Counseling Teachers Questionnaire

This questionnaire collected data on personal characteristics of the respondent, social factors influencing dropout and repetition, economic and cultural factors. The

questionnaire also sought information on possible strategies which can be put in place to reduce educational wastage in public primary schools in Starehe District.

3.6.3 Pupil's Questionnaire

This questionnaire collected data from pupils in class seven. The instrument contained information on personal characteristics of the respondent, social factors influencing dropout and repetition, economic and cultural factors influencing dropout and repetition. Lastly, it sought information on possible strategies to reduce dropping out and repetition in public primary schools in Starehe District.

3.7 Pilot Study

According to Mugenda and Mugenda (1999), piloting refers to pre-testing of the research instruments by administering it to a selected sample which is similar to the actual sample which the researcher plans to use in the study. A pilot study is carried out to examine the level of expected variability, possible sources of errors and problems in studying the sample units as well as possible response and measurements constraints. It also facilitates the assessment of the data collection methods that can be effectively applied in the main survey (Nassiuma, 2000).

A pilot study was carried out in a selected public primary school through purposive sampling which was not included in the main study. The researcher administered the questionnaires to the 1 head teachers, 1 guidance and counseling teacher and 40 pupils. The administered questionnaires were then collected, analyzed and the necessary adjustments made on the research instruments for the purpose of carrying out the research of the main study.

3.7.1 Validity

Validity is the accuracy, truthfulness and meaningfulness of influences that are based on the data obtained from the use of a tool or a scale for each construct or variable in the study. It estimates how accurately the data obtained in the study represents a given variable or construct in the study. If the data is a true reflection of the variable, then the inferences based on such data will be accurate and meaningful (Mugenda, 2008).

The technique that was used to validate this study was content validity. Mugenda (2008) defines content validity as a measure of the degree to which data collected using a particular tool represents a specific domain of indicators or content of particular concept. Mugenda (2008) further explains that to obtain valid measure of a construct or variable, the researcher must specify the full domain of content that is relevant, randomly sample enough content and then put the items in a form that can be administered to the relevant population. When a tool contains a reasonable of randomly selected items from a domain of indicators, it is said to have sampling validity.

The validity of the research instruments was determined by the supervisors. Their suggestions and recommendations were considered and the necessary adjustments made to enhance validity.

3.7.2 Reliability

Devellis (1991) defines reliability as the proportion of variance attributable to the true measurement of a variable and estimates the consistency of such measurements over time. Devellis (1991) further explains that it is a measure of the degree to which a research instrument would yield the same result or data after repeated trials. Reliability in research is influenced by random error. As the random error in the data increases, reliability of the data decreases (Mugenda, 2008).

The research used test-retest method to measure reliability. According to Mugenda (2008), the test-retest method of accessing reliability of data involves administering the same instrument twice to the same group of respondents. There is usually a time lapse between the first and the second testing period. The researcher administered the questionnaire to the head teachers, guidance and counseling teachers and class seven pupils of the selected school to fill. After two weeks, the researcher administered the same questionnaire to the same respondents again. The results of the first and the second test were correlated using the following formula:

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left\{ \sum X^2 - \frac{(\sum X)^2}{N} \right\} \left\{ \sum Y^2 - \frac{(\sum Y)^2}{N} \right\}}}$$

Where r = correlation

X = first test

Y = second text

N = no. of respondents in both tests (Orodho, 2009).

The results obtained after correlating the first and the second tests were almost the same and high hence reliable (Gay, 1992). A coefficient of 0.8905 was obtained for the pupils questionnaire, 0.6974 was obtained for guidance and counseling teachers questionnaire while a coefficient of 0.7369 was obtained for headteachers questionnaire. According to Mugenda and Mugenda (1999), any item that has a reliability coefficient of 0.8 and above is acceptable.

3.8 Data Collection Procedures

The researcher obtained a permit from the National Commission for Science, Technology and Innovation (NACOSTI). Thereafter, the researcher sought clearance from the County Commissioner, County Director of education and the DEO, Starehe District to carry out the study. The researcher then visited the selected schools and administered the questionnaires personally to the respondents (Class seven pupils, head teacher and guidance and counseling teachers) in order to collect primary data. This promoted efficiency since the researcher had a chance to clarify any area which was not clear. The respondents were assured of confidentiality in dealing with the responses. They also gave enough time to respond to the questionnaire. The filled in questionnaires were collected after the agreed time frame.

3.9 Methods of Data Analysis

After data collection, the researcher conducted data cleaning which involves identification of incomplete or inaccurate responses which were corrected to improve the quality of the responses. After data cleaning, the data was coded and entered for analysis using a computer spread sheet, the Statistical Package for Social Sciences (SPSS) version 17.0. Martin and Acuna (2002) observe that SPSS version

is able to handle large amount of data as its procedure is purposefully designed for social sciences.

Descriptive statistics such as frequency and percentages were used to analyse quantitative data. The mean number and standard deviation of all the occurrences of each coding category across were also calculated. The meaning of the results was interpreted in relation to the objectives of the study. The findings of this study were presented in a narrative report with tables and graphs used to make illustrations. Qualitative data emerging from the study was organized into various relevant themes of the study and reported in writing.

3.10 Logical and Ethical Considerations

Logistics in research refers to all those processes, activities or actions that a researcher must address or carry out to ensure successful completion of a research project. They are divided into three: pre-field, fieldwork and post-fieldwork logistics (Mugenda and Mugenda, 1999).

Mugenda (2008) observes that in research, ethics focus on the application of ethical standards in the planning of the study, data collection and analysis, dissemination and use of the results. Mugenda (2008) further explains that ethical standards also include those that enjoin virtues of honesty, compassion and empathy when dealing with subjects or other living things in research. Before going to the field, the researcher got a permit from MOE. Consent from the County Commissioner, County Director of Education and DEO, Starehe District was also obtained to enable the researcher access the public primary schools within the study area. Parents' consent

was also obtained so as to be able to engage class seven pupils since they are categorized as minors. The researcher then proceeded to the sampled schools to administer the questionnaires. The respondents were advised to avoid writing their names on the questionnaires. The respondents were also assured that the information they gave was used for research purposes only and was treated with a lot of confidentiality.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS AND DISCUSSION

4.1 Introduction

This chapter aimed at analyzing, presenting and discussing the findings of the study. The main purpose of the study was to establish the determinants of wastage in public primary schools in Starehe District in Nairobi County, Kenya. The results are presented in five sections. The first section of this chapter presents demographic characteristics of the study respondents. This was then followed by the results of the study based on the following objectives.

- i. To establish social factors influencing school dropout and repetition in public schools in Starehe district, Nairobi County, Kenya.
- ii. To establish economic factors influencing school dropout and repetition in public primary schools in Starehe district, Nairobi County, Kenya.
- iii. To find out cultural factors influencing school dropout and repetition in public primary school in Starehe district, Nairobi County, Kenya.
- iv. To propose possible strategies to reduce dropout and repetition in public primary schools in Starehe district, Nairobi County, Kenya.

4.2 Questionnaire Return Rate

The study participants comprised of 14 headteachers, 14 guidance and counselling teachers and 291 pupils, giving a total of 319 respondents. Out of the 319 respondents, all the headteachers, all the teacher counsellors and 285 pupils completed and returned the questionnaires. This yielded a total of 313 respondents which is equivalent to 98.1% return rate. This proportion is high enough for reporting the study findings. Frankel and Wallen (2004), state that a response rate of

95% and above of the respondent can adequately represent the study sample and offer adequate information for the study analysis and thus conclusion and recommendations.

4.3 Demographic Characteristics of the Study Respondents

This section presents a brief description of the demographic characteristics of the study respondents (pupils, teacher counsellors and headteachers). Such description is considered to be very important in providing a better understanding of the respondents included in the study and therefore provide a good foundation for a detailed discussion of the findings based on the specific objectives of the study.

4.3.1 Pupils' Demographic Information

The information contained in this section includes; pupils' gender, age, person's pupil live with and the number of brothers and sisters they have. Out 285 pupils, 151 (53.0%) were girls and 134 (47.0%) were boys. This shows that the proportion of girls' participants was slightly higher compared to boys' participants. This implies that gender equality in primary schools in Starehe district is almost achieved as recommended in the Constitution of Kenya (2003) that both girls and boys should have free and equal access to education.

a) Pupils by age bracket

Age refers to the number of years a person has lived. The researcher sought to establish age bracket of the pupils who took part in the study to find out whether they follow in the same cohort. To establish this, pupils were asked to indicate the category in which their ages fell. Figure 4.1 shows their responses.

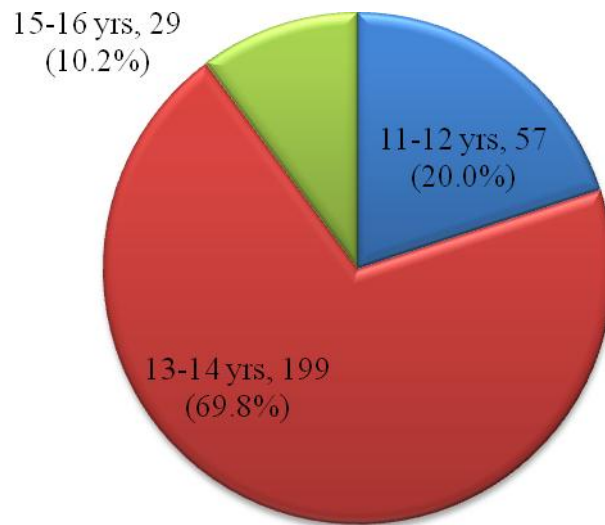


Figure 4.1: Pupils' age

Source: Pupils' questionnaire

Results in Figure 4.1 shows that 199 (69.8%) were aged 13-14 years, 57(20.0%) pupils were aged 11-12 years while 29 (10.2%) were aged 15-16 years. This shows that majority of the pupils were aged 13-14 years. This implies that most the pupils who filled the questionnaires were in the same cohort and therefore were expected to have undergone the same experiences such as class repetition or dropping out.

b) Person's pupils live with

This refers to elderly person's who take care of the pupils and this could be a parent, brother, sister, relative or a guardian. The researcher considered this variable because some of the person's pupils live with may not be in a position of offering support to pupils they are living with and as a result leading to education wastage. For instance, a grandmother may lack funds to offer education support. Figure 4.2 illustrates person's pupils live with

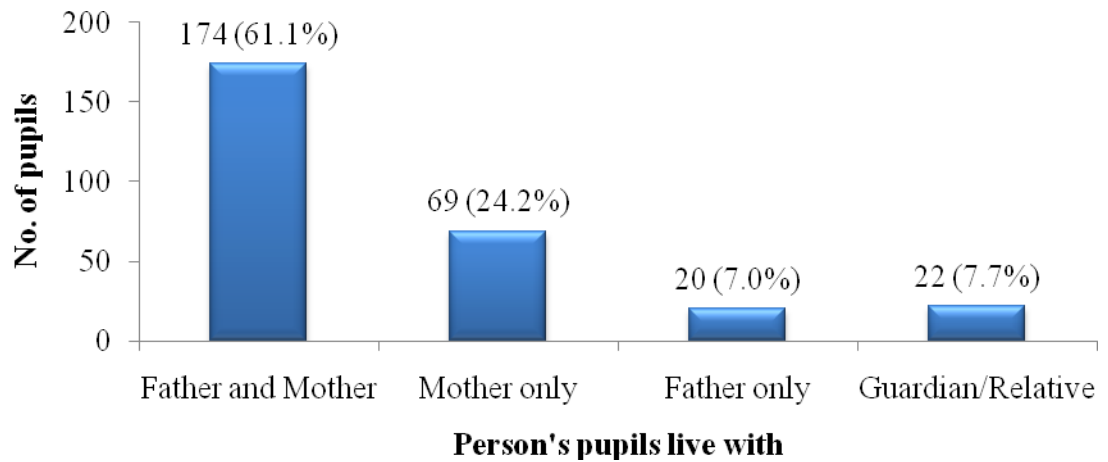


Figure 4.2: Person's pupils live with

Source: Pupils' questionnaire

Figure 4.2 shows that 174 (61.1%) pupils lived with both parents, 69 (24.2%) of them lived with the mother only, 20 (7.0%) lived with only the father and 22 (7.7%) pupils lived with either a guardian or a relative. This clearly indicates that majority of the pupils came from nuclear families.

c) Number of brothers and sisters

The study sought to get information from the pupils on their family size. Family size refers to the number of members within a household. According to Rutter (1990), family size is quite strongly associated with socio-economic factors of the parents. In large families, Rutter (1990) observed that parental involvement in children academic welfare is quite low compared to those with small family sizes. This negatively influences children academic progress, participation in school activities and may eventually lead to drop out.

Table 4.1 presents number of brothers and sisters each pupil have.

Table 4.1: Number of brothers and sisters pupils' have

Number of brothers/sisters	No. of brothers		No. of sisters	
	Frequency	Percent	Frequency	Percent
None	49	17.2	48	16.8
1-2	158	55.4	157	55.1
3-4	63	22.1	56	19.6
5-6	15	5.3	21	7.4
7-8	0	0.0	3	1.1
Total	285	100.0	285	100.0

N=285 Source: Pupils' questionnaire

As shown in Table 4.1, over 50.0% of the pupils reported that they had 1-2 brothers and sisters. This shows that majority of the pupils were coming from small family sizes. It further emerged that a small proportion of pupils (5.3% and 7.4%) had 5-6 brothers and sisters respectively. Larger family size sometimes experience socio-economic disadvantages which may attribute to school drop out among the children. Children from families experiencing socioeconomic problems are more likely to be involved in child labour and as a result tend to withdraw from schools. On the other hand, in small family sizes children can be diverted to offer family labour or stand-in in case of family shocks like sickness. This implies that although Rutter (1990) emphasized that children from large families are more likely to dropout of school compared to children from small household sizes, school dropout problems can be experienced in all families despite of their sizes.

4.3.2 Headteachers' and Teacher Counsellors' Demographic Information

The information captured in this section includes gender, age and highest professional qualifications attained.

a) Headteachers' and teacher counsellors' gender

Gender is a state of being a male or a female or a range of characteristics pertaining to, and differentiating between masculinity and femininity. The current study sought to establish the distribution of the headteachers and teacher counsellors by gender in the sampled schools. The aim of establishing this was to find out whether gender equality has been achieved in public primary schools in Starehe district as stipulated in the Kenya Constitution (2003). Presented in Table 4.2 are the results of this analysis.

Table 4.2: Teachers by gender

Gender	Headteachers		Teacher counsellors	
	Frequency	Percent	Frequency	Percent
Male	7	50.0	5	35.7
Female	7	50.0	9	64.3
Total	14	100.0	14	100.0

N=14 Source: Headteachers' and teacher counsellors' questionnaire

Table 4.2 shows that out of the 14 headteachers, 7 (50.0%) were males and 7 (50.0%) were females. This shows that headteachers' gender was considered during data collection and hence equal distribution of the questionnaires among the male and female respondents. Among the teacher counsellors, 5 (35.7%) were males and 9 (64.3%) were females. This shows that there was a gender imbalance among

teacher counsellors' from the sampled schools with majority of them being females. However, it was evident from the ground that the female headteachers and teacher counsellors were more than 30.0% which is the minimum recommended composition as set by the constitution of Kenya (2003), which state that gender balance should be observed in the composition of all offices and governance structures to ensure women's participation.

b) Headteachers' and teacher counsellors' by age

The study sought to establish age bracket of the headteachers and teacher counsellors. To establish this, respondents were presented with various categories of age bracket in which they were asked to indicate with a tick the category in which their age fell. Table 4.3 shows distribution of the headteachers' and teacher counsellors' by age.

Table 4.3: Distribution of headteachers' and teacher counsellors' by age

Age	Headteachers		Teacher counsellors	
	Frequency	Percent	Frequency	Percent
31-35 yrs	0	0.0	3	21.4
36-40 yrs	0	0.0	3	21.4
Over 41 yrs	14	100.0	8	57.2
Total	14	100.0	14	100.0

N=14 Source: Headteachers' and teacher counsellors' questionnaire

Data presented in Table 4.3 shows that all (100.0%) the headteachers who took part in the study were aged over 41 years. Results in the table also revealed that 3 (21.4%) teacher counsellors were aged between 31 and 35 years, another 3 (21.4%) were aged 36-40 years while the remaining 8 (57.1%) were aged over 41 years. These findings indicate that majority of the teachers in Public primary schools in Starehe district were aged above 41 years apart from a significant figure of 42.8% of the teacher counsellors who were below 40 years. This therefore shows that majority of the teachers have a lot of knowledge and experience concerning the flow of the students in the education system.

c) Professional qualifications attained by the headteachers and teacher counsellors

A professional qualification refers to designation earned by a person to assure qualification to perform a job or a task. As such the study sought to establish the highest professional qualifications attained by the headteachers and the teacher counsellors who took part in the study. Table 4.4 illustrates results of this analysis.

Table 4.4: Headteachers and teacher counsellors highest professional qualification

Highest professional qualification	Headteachers		Teacher counsellors	
	F	%	f	%
Masters of Education	2	14.3	0	0.0
Bachelor degree	5	35.8	6	42.9
Approved graduate	3	21.4	1	7.1
Diploma	3	21.4	2	14.3
Primary teacher 1	1	7.1	5	35.7
Total	14	100.0	14	100.0

N=14 Source: Headteachers' and teacher counsellors' questionnaire

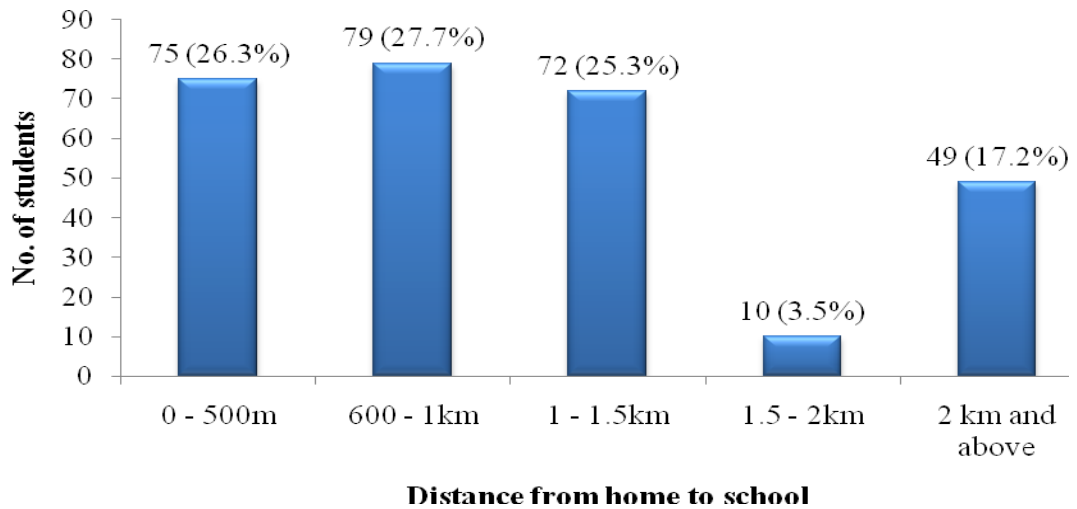
As shown in Table 4.4, 2 (14.3%) headteachers had attained Masters in Education, 5 (35.8%) had Bachelors degree, 3 (21.4%) had Diploma while 1 (7.1%) had P1 qualifications. Among the teacher counsellors, 6 (42.9%) had a Bachelor of Education, 2 (14.3%) had Diploma while 5 (35.7%) had attained P1 qualifications. Comparing the two categories of respondents, results revealed that the headteachers had higher qualifications compared with the teacher counsellors. The results further showed that majority of the headteachers and teacher counsellors' had Bachelor's degree as the highest qualifications and therefore were expected to be efficient while performing their teaching roles.

4.4 Social Factors Influencing School Dropout and Repetition

The first objective of the study was to establish social factors influencing school dropout and repetition in public primary schools in Starehe district, Nairobi County, Kenya. To meet this objective, the study looked at distance covered by pupils' from their homestead to school, type of families of pupils who dropout of school and factors influencing pupils to dropout of schools.

4.4.1 Distance Covered by Pupils from their Homes to School

Distance to school is a determinant of educational access and retention in school. Juneja (2001) observes that in areas where schools are far away from homes, the distance may be considered too far for learners to travel. Thus, the likelihood of children attending school decreases with the increase in the distance to nearest school (Ainsworth, 2005). In this view, the researcher sought to establish the distance pupils travel from their homestead to and from schools. Figure 4.3 shows their responses.



N=285

Source: Pupils' questionnaire

Figure 4.3: Distance from home to school

Figure 4.3 shows that 75 (26.3%) pupils indicated that the distance from their home to schools was 500m and below, 79 (27.7%) stated that it ranged between 600m and 1km, 72 (25.3%) indicated 1km-1.5km while 49 (17.2%) stated that it was 2km and above. From the above results, it emerged that 54.0% of the pupils were covering a distance of below 1km to and from school whereas 46.0% of them were walking a distance of 1km and above. This clearly indicates that a large proportion of learners were walking a long distance to and from school. This therefore implies that distance was one of the factors that could perhaps lead to wastage in public primary schools in Starehe district. Okumu, Nakajjo and Isoke (2008) established that the odds that a pupil will dropout of primary school increases with increase in the distance a pupil moves to school. This therefore means that pupil travelling long distances to school are more likely to dropout of school.

Similarly, other previous studies revealed that distance to and from school proved to be a barrier for some children continuing in school. Research studies (Glick & Sahn 2006 and Colclough *et. al*, 2000) already established that long distance has a strong negative impact on boys and girls attendance to school.

To verify results presented in Figure 4.3, the researcher asked school heads to indicate distance covered by learners to and from school. Their responses were as shown in Table 4.5.

Table 4.5: Distance from home to school as reported by headteachers

Distance	Frequency	Percent
0-500m	2	14.3
600m - 1Km	4	28.6
1 - 1.5Km	3	21.4
1.5 - 2Km	3	21.4
2 Km and above	2	14.3
Total	14	100.0
N=14	Source: Headteachers' questionnaire	

Results presented in Table 4.5 illustrates that 6 (42.9%) headteachers said that the distance from home to school to most pupils homes ranged from 0-1km, 6 (42.8%) stated that it ranged between 1km to 2km while 2 (14.3%) indicated that it ranged between 2km and above. This implies that majority (57.1%) of the headteachers reported that most pupils in their respective schools were covering a distance of above 1km to and from school. The findings were in line with the results by Barreh

(2008) who observed that a big percentage of pupils (93%) covered a long distance to school. Most of the pupils walk between 1-4 kilometers to and from school. The distance that the pupils cover make them feel tired even before they start learning. This makes the pupils to sleep when the lesson is in progress due to body fatigue. They cannot concentrate on their work. In the evening, they are unable to do the homework given since they are tired. Similarly, similar Akengo (2007) and Kabuku (2012) observed that long distances between home and school make the pupils not to perform well due to lack of concentration in class which consequently leads to dropout.

4.4.2 Type of Families of Pupils Who Dropout of School

Family structure that a children lives in does affect the possibility of the children's chances of dropping out of school. These family structures include two parents' families, single parent, and also stepparents' families (Pong and Ju, 2000). Table 4.6 presents different types of families of pupils who dropout of school in Starehe district.

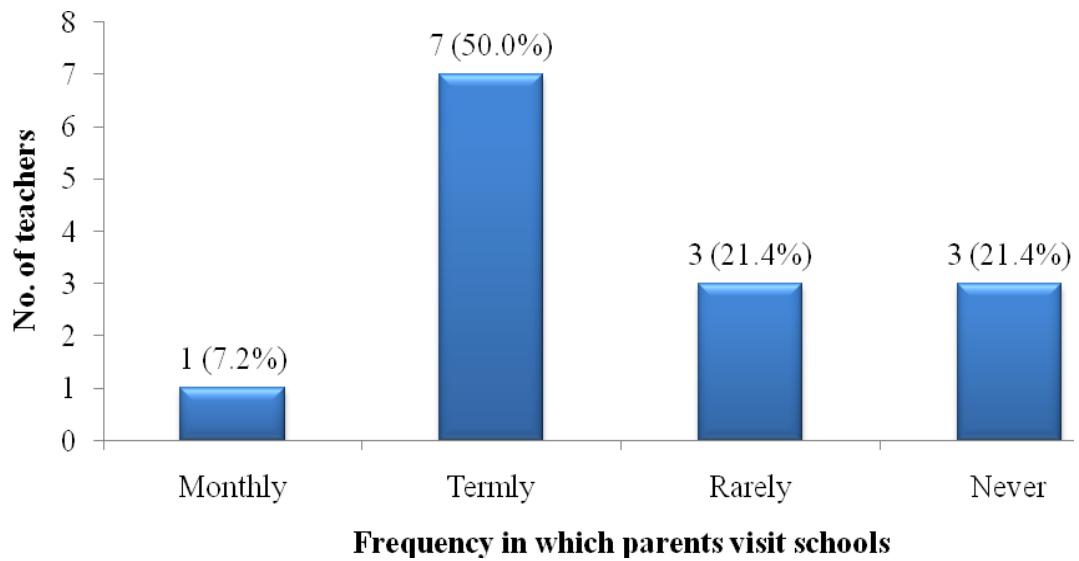
Table 4.6: Type of families of pupils who dropout of school

Type of families	Headteachers		Teacher counsellors	
	Frequency	Percent	Frequency	Percent
Nuclear Families	1	7.1	1	7.1
Extended Families	4	28.6	0	0.0
Single Parent Families	9	64.3	10	71.5
Child headed	0	0.0	3	21.4
Total	14	100.0	14	100.0

N=14 Source: Headteachers' and teacher counselors' questionnaire

As shown in Table 4.6, 64.3% of the headteachers and 71.5% of the teacher counselors were of the view that most of the pupils who dropout of school came from single parents families. Results presented in the Table 4.6 further shows that 28.6% of the headteachers and 21.4% of the teacher counselors were of the view that pupils dropping out of schools were from extended families and child headed families respectively. Small proportion of the headteachers and teacher counsellors (7.1%) reported that they came from nuclear families. This implies children living in a single parent families were more likely to dropout of school compared to those living in a nuclear and extended families. In line with the findings, Pong and Ju (2000) found out that children from single-parent or female-headed households are more likely to dropout than are children who reside in two-parent families. The study findings further revealed that children living with stepparents are also more likely to dropout of school than children in a two parent family (Pong and Ju, 2000). Similarly, Hunter and Kay (2003) established that children from single parent families, poor families or from poorly educated parents are those with fewer role models in higher education and are more likely to drop-out of school. According to Bavora (2008), students living with both parents have lower dropout rates and higher graduation rates compared to students living in other family arrangements.

Figure 4.4 depicts frequency in which parents/ guardians visit school to enquire about their children learning.



N=14

Source: Teacher counsellors' questionnaire

Figure 4.4: Frequency in which parents/ guardians visit schools to enquire about their children learning

As reflected in Figure 4.4, 50.0% of the teachers stated that most of the parents visit schools termly to enquire about their children academic progress, 21.4% of them stated that they rarely visit schools whereas a similar proportion (21.4%) stated that they never visit school at all. Only a small number of the teachers (7.2%) stated that they visited the schools monthly. This shows that at least half of the teachers reported that parents/ guardians were visiting schools to enquire about their children academic progress. This clearly indicates level of parental involvement in their children learning. Desforges and Abouchaar, (2003) emphasized that parental involvement has a positive effect on children's achievement even when the influence of background factors such as social class and family size have been taken into account. In addition to this, Barton, Drake, Perez, St. Louis and George (2004)

discovered that parents who spent time in the school developed relationships with school staff and felt more comfortable addressing teachers when their children were experiencing difficulties. As a result, this led to smooth teaching and learning processes between the teachers and learners and hence result to improved academic progress.

However, the findings further illustrates that a significant number of the teachers (42.8%) stated that parents rarely or never visited schools to enquire about their children academic progress. This as a result could lead to negative impact towards learners' academic progress which would eventually lead to school drop out. According to Brandon, (2007) lack of parental involvement is clearly detrimental to learners' academic progress. Miscommunication between parents and teachers can lead to high dropout rates, low learners motivation and high suspension rates which eventually lead to educational wastage.

4.4.3 Factors influencing pupils to dropout of schools

Dropout refers to a learner who withdraws from school before completing a school course. Learner's decision to withdraw from school may be influenced by various factors. Among them social factors is one of the categories of factors which may contribute to the school dropout. As such, the study sought to establish from the learners various social factors which influence their colleagues to drop out of school. Table 4.7 demonstrates pupils' responses.

Table 4.7: Social factors that made some pupils to dropout of school (multiple responses)

Reason for dropping out	Frequency	Percent
Family problems	78	27.4
Drug abuse	75	26.3
Lack of parental support	48	16.8
Conflict with teachers	23	8.1
Discouraged by teachers	13	4.6
Lack of instructional materials	13	4.6
Distance from school	13	4.6
Lack of food	10	3.5
Lack of infrastructure	4	1.4

N=285

Source: Pupils' questionnaire

As shown in Table 4.7, 27.4% of the pupils stated that the major factor which made some pupils to dropout of school was family problems. This shows that family issues such as break up, poor relationships are detrimental to children and can increase the chance of children dropping out of school (Pong and Ju, 2000). Another factor that made some of the pupils to dropout of school was drug abuse. This was reported by 26.3% of the pupils' who participated in the study. This finding concurred with the results by Townshend, Flisher, and King (2007) whose study established that use of tobacco, alcohol, cannabis or marijuana, and other illicit drugs are all substances that when used or abused relate to dropping out of school. Results in Table 4.7 further illustrates that 16.8% of the pupils felt that lack of parental support was another major factor which influenced pupils to dropout of school.

According to Bridgeland *et al.* (2006), learners dropped out of school because their parents were not engaged in their education, or had become involved too late to make a difference. This clearly indicates that parental support and involvement in children's education plays an important role in their children success in school (White & Kelly, 2010). Other factors that were mentioned by a small number of pupils were lack of infrastructure, lack of food, distance from home to school and lack of instructional materials. In agreement with the findings, Okaya (2009) established that factors such as domestic chores, disturbances at home, family errands, inadequate food and poor nutrition, lack of light to study, inadequate or lack of learning facilities, lack of assistance in school work , lack of suitable place for doing homework and private studies affect the academic performance of pupils. Although distance was mentioned by a small percentage of pupils (4.6%) as a least social factor leading to dropout, previous results from Figure 4.3 by pupils (46.0%) and Table 4.5 (57.1%) by the headteachers revealed that most of the pupils covered a distance of 1km and above to and from school. This difference in results among the pupils could be attributed by poor estimation of the distance between their homestead and school or lack of understanding among some of the pupils that distance could be a factor leading to dropout.

a) Reasons for class repetition among pupils

Class repetition is the process of having a learner repeat an educational course, usually one previously failed. Continuous class repetition may influence learners' interest and attitude towards education and as a consequence lead to school withdrawal. The study therefore sought to find out reasons which made learners to repeat classes. Table 4.8 illustrates results of this analysis.

Table 4.8: Reasons for class repetition as reported by headteachers and pupils (multiple responses)

Reason for repetition	Headteachers'		Pupils'	
	F	%	F	%
Poor performance in class	5	35.7	173	60.7
To acquire better grades in KCPE	6	42.9	67	23.5
Indiscipline	0	0.0	49	17.2
Irregular school attendance	4	28.6	46	16.1
Non registration for KCPE examination	3	21.4	43	15.1
Lack of payment of required fees	1	7.1	32	11.2
Insecurity in former school	1	7.1	14	4.9
Transfer on parent request	7	50.0	25	8.8

Source: Headteachers' and Pupils' questionnaire

Results presented in Table 4.8 illustrates that 35.7% of the headteachers and 60.7% of the pupils reported that the main reason for class repetition was poor academic performance. Six (42.9%) headteachers and 67 (23.5%) pupils felt that pupils repeat class in order to acquire better grades in KCPE whereas 4 (28.6%) headteachers and 46 (16.1%) pupils stated irregular school attendance contributed to class repetition. Other reasons mentioned for the class repetition were; non registration for KCPE examination and transfer on parents request. From the study findings, it is clear that poor academic performance was the major reason which influenced pupils to repeat class. The results therefore imply that class repetition was one of the strategies used to improve individual performance. This finding are in line with those of Fonkeng (2006) who found out that repetition is one indicator of the internal inefficiency of an educational system and it mainly constitutes wastage particularly to the pupils,

parents and the country as a whole. This is because repeating a class increases costs of education shouldered by the parents and the country as a whole. It also leads to large classes with attendant problems of assessment and supervision of pupils; more facilities are needed for the construction and equipping of new classrooms, training and recruiting more teachers as well as providing additional teaching materials. Repeating a class also delays the socio-economic integration of youths in the productive system of a nation and consequently, slows down economic and social development. The psychological impact of failure and repetition on the individual pupil can be destructive as the repeater (child) develops an inferiority complex and an unprogressive attitude towards the school. Similarly, Jimerson, Carlson, Rotert, Egeland, and Sourie (1997) consider that grade repetition has a negative effect on socio-emotional adjustment. Hence, one can expect grade repetition to be discouraging and cause dropout.

4.5 Economic Factors Influencing School Dropout and Repetition

The second objective of the study was to determine economic factors influencing school dropout and repetition in public schools in Starehe district, Nairobi County, Kenya. To address this objective, data gathered from the field was presented based on the following sub topics: job status of the parents/ guardians as reported by the study respondents, average income level of the parents, education level of parents and causes of school dropout and repetition. The results of this analysis are presented and discussed below.

4.5.1 Parents'/Guardians' Occupation

Parents occupation refers to activities parents engage in, in order to earn a living. The study sought to establish whether parents'/ guardians' occupation influences school dropout and repetition of pupils in public primary schools in Starehe district. The results of this analysis are tabulated in Table 4.9.

Table 4.9: Occupation of parents/ guardian as reported by pupils

Occupation	Father		Mother		Guardian	
	f	%	f	%	F	%
Employed	119	41.8	79	27.7	10	3.5
Self employed	75	26.3	101	35.4	7	2.5
Casual labourer	7	2.5	15	5.3	5	1.8
No response	84	29.5	90	31.6	263	92.3
Total	285	100.0	285	100.0	285	100.0
N= 285			Source: Pupils' questionnaire			

Table 4.9 shows that out of 285 pupils, 119 (41.8%) indicated that their fathers were employed, 75 (26.3%) said that they were in self employment jobs while 7 (2.5%) stated that they were casual workers. Results in Table 4.9 further showed that 101(35.4%) pupils stated that their mothers were in self employment jobs, 79 (27.7%) stated that they were employed while 15 (5.3%) pupils stated that they were casual workers. Among the 22 pupils who responded on the occupation of their guardians, 10 (3.5%) stated that they were employed, 7 (2.5%) stated that their guardians were self employed, while 5 (1.8%) reported that they were casual labourers.

Presented in Table 4.10 are headteachers' and teacher counsellors' responses on the occupation of parents whose children dropped out of school.

Table 4.10: Occupation of parents whose children dropout

Occupation	Headteachers		Teacher counsellors	
	Frequency	Percent	Frequency	Percent
Self Employed	8	57.1	3	21.4
Casual workers	6	42.9	11	78.6
Total	14	100.0	14	100.0
N=14	Source: Headteachers' and teacher counsellors' questionnaire			

Information presented in Table 4.10 shows that 57.1% of the headteachers reported that most parents whose children dropout of school were in self employment jobs while 42.9% of them stated that they were casual workers. Of the 14 teacher counsellors, 78.6% reported that the parents of the dropouts were casual workers while 21.4% counsellors stated that the parents of the dropouts were in self employment jobs. These findings revealed that approximately 42.0% of the headteachers and 78.0% of the teacher counsellors reported that most of the parents worked as casual labourer and hence they may not be in a position of giving their children fully financial support towards their education. The major reason that may contribute to this problem is that most of the casual workers are on temporary employment contract with limited entitlements to benefit and little or no security of employment. This shows that parental occupation greatly influenced children retention in school. Akengo (2007) observed that the parents occupation largely determine the level of income and the living standards. Akengo (2007) further notes that parents are able to provide for all basic necessities for their children both at

home and in school if the income level is high. Children whose parents are able to meet their basic necessities always have a good education and their chances of dropping out are usually minimized. Similarly, Orodho and Njeru, (2003b) established that children from low income households are more disadvantaged due to financial constraints in coping with the frequency of required learning materials and other basic needs like school uniform. This has negative implications for the quality of their education and as a result led them to dropout of school.

4.5.2 Average Income Level of Families whose Children Dropout of School

Family income is directly linked to the affordability of education and as such has a direct impact on whether children attend education (Hadley, 2010). If children do attend education, changes in the financial situation of parents, as reflected by the volatility of family income, may push some children out of education. In this regard, the study sought to find out average income level of families whose children dropout of school. Table 4.11 illustrates results of this analysis.

Table 4.11: Average income of families whose children dropout

Average income of families	Headteachers		Teacher counsellors	
	Frequency	Percent	Frequency	Percent
Low income earners	11	78.6	12	85.8
Low middle income earners	3	21.4	1	7.1
Upper middle income earners	0	0.0	1	7.1
Total	14	100.0	14	100.0

N=14

Source: Headteachers' and teacher counsellors' questionnaire

The findings presented in Table 4.11 depicts that majority (78.6%) of the headteachers and (85.8%) of the teacher counsellors of the respondents indicated that most of the children dropping out of school were from low income families. Three (21.4%) headteachers and 1 (7.1%) teacher counsellor stated that dropouts were from low middle income earners, with only 1 (7.1%) teacher counsellor reporting that dropouts were from upper middle income earners. This implies that family income level had a great impact towards pupils' education. Low income status manifest itself in the sense that the parents may not be able to afford the learning materials for the children , clothing as well as food to sustain their children in schools. Furthermore, when parents are poor, there is likelihood that the learners will miss school due to lack of school fees which may eventually lead to school dropout. In agreement with the results, Onyango (2000) observed that many Kenyans can no longer have access to education because they are unable to meet its cost. This is because of declining incomes and increasing cost of educational materials which have made most parents unable to educate their children even if they are willing to do so. He further adds that most parents are impoverishing trying to retain their children in school but when confronted with limited resources, to some critical level, parents' particularly poor ones tend to withdraw their children from school. Gewirtz, Bowe and Ball's (1995) study highlighted that inequalities in social and economic capital influence parents' level of participation and ability to advocate for their children. Specifically, middle to upper income parents capitalize on opportunities to influence their children's schooling, whereas lower income parents are disadvantaged because of circumstance such as high level of poverty or skill.

4.5.3 Parents' / Guardians education Level

Another important factor that is often related to dropout is parental education level (Chowdhury et al, 2002; Nath et al, 2008). The education level is a major factor determining the level of understanding of various issues including those with socio-economic and cultural dimensions. In this study, determinants of wastage in public primary schools were investigated and parental level of education being a socio-economic aspect of it is thus an interesting factor to investigate. Figure 4.5 illustrates education level of the parents/guardians as reported by the pupils.

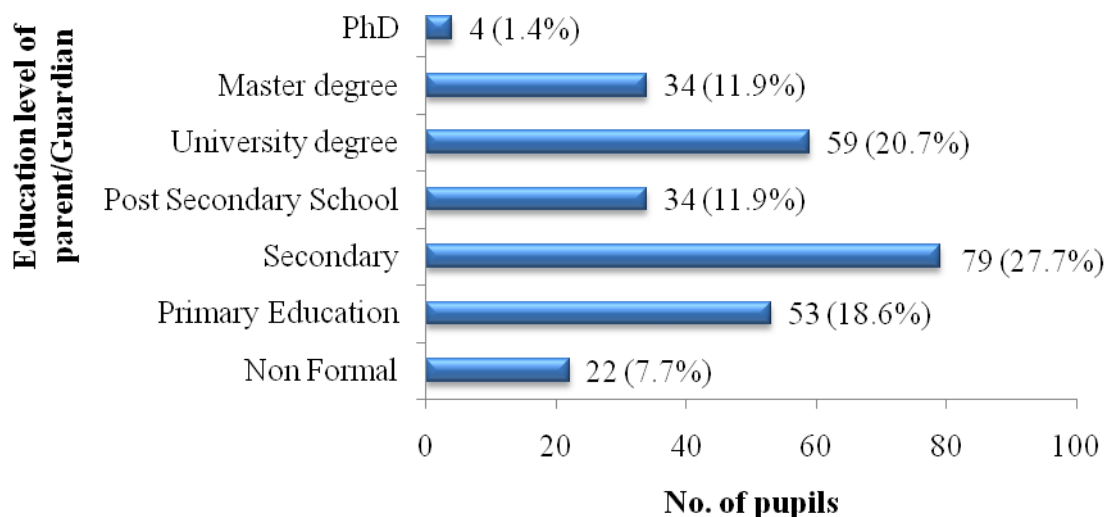


Figure 4.5: Education level of Parent/Guardian as reported by pupils

Source: Pupils' questionnaire

As shown in Figure 4.5, 79 (27.7%) pupils stated that their parents had attained secondary education, 59 (20.7%) indicated that they had University degree, 53 (18.6%) indicated that their parents reached primary school level, 22 (7.7%) pupils indicated that their parents had not attained any formal education while 4 (1.4%) stated that they had PhD qualifications.

Table 4.12 reflects education level of parents whose children dropout of school as reported by headteachers and teachers counsellors.

Table 4.12: Education level of parents/guardians of dropouts

Education level of parents of dropouts	Headteachers		Teacher counsellors	
	Frequency	Percent	Frequency	Percent
Non formal	2	14.3	6	42.9
Primary Education	9	64.3	7	50.0
Secondary Education	3	21.4	1	7.1
Total	14	100.0	14	100.0
N=14	Source: Headteachers' and teacher counselors' questionnaire			

Results presented in Table 4.12 illustrate that majority of the headteachers (64.3%) and teacher counsellors (50.0%) reported that most parents of the dropouts had attained primary education. Three (21.4%) of the headteachers and 1 (7.1%) teacher counsellor were of the view that parents of the dropouts had attained secondary education, whereas 14.3% of the headteachers and 42.9% of the teacher counsellors stated that most of the parents of the dropouts had not attained any formal education. This implies that low education level of parents may negatively influence pupils' retention rate in school. These findings were in agreement with the results by M Muyuri (2010) who observed that the parents of dropouts had poor education background. The study showed that majority of the parents were dropouts, some of the parents had primary education while others had never attended any school. Due to lack of education, most of the parents were peasants and so they could not support their children fully. They also did not know the importance of education. Similarly,

previous studies showed that parents with low levels of education are more likely to have children who do not attend school. If they do, they tend to dropout in greater numbers (Blick and Sahn, 2000; Brown and Park, 2002) and engage in income generating activities than children of parents with high education level (Duryea, 2003; Ersado, 2005). From the study findings, it was therefore evident that parents' education had a great impact towards children educational attainment.

However, the responses given by the headteachers and the teacher counselors contradict those from the pupils. Half of the teacher counselors and majority of the headteachers felt that most of parents/guardians in their schools had attained primary education. The results further revealed that a notable number of headteachers and teacher counsellors (14.3% and 42.9% consecutively) indicated that some of the parents had not attained any formal education. However, among the pupils, majority of them indicated that their parents had attained secondary education (27.7%), post secondary education (11.9%), University degree (20.7%) and Master's Degree (11.9%). This contradiction could be attributed by the fact that some of the Headteachers and the teacher counselors' were not aware of the parents' educational qualifications or some of the pupils tend to overrate their parents academic qualifications.

4.5.4 Causes of School Dropout and Repetition

High rate of class repetition and dropout rates are two barriers to universal access to primary school education. The two indicators are the main factors that lead to low access and pupils' retention in school (National Audit Office, 2010). The study sought to establish causes of dropout and repetition in public primary schools in

Starehe District. Table 4.13 show results of this analysis as reported by teacher counselors.

Table 4.13: Causes of dropout and repetition as reported by teacher counsellors

Causes	Most likely		Likely		Unlikely	
	F	%	F	%	F	%
Lack of housing	3	21.4	8	57.1	3	21.4
Lack of food	2	14.3	6	42.9	6	42.9
Lack of school levies	2	14.3	5	35.7	7	50.0
Lack of uniform	1	7.1	4	28.6	9	64.3
Lack of clothing and sanitary towels	1	7.1	6	42.9	7	50.0

Source: Teacher counsellors' questionnaire

As indicated in Table 4.13, 57.1% of the teacher counsellors stated that lack of housing was the likely reason that made pupils to dropout of school, followed by lack of food (42.9%) and then lack of lack of clothing and sanitary towels (42.9%). Other factors that were likely to influence pupils to dropout of school were lack of uniform and lack of school levies. These findings were in line with the results by Goldschmidt & Wang, (1999) who established that children who live in poverty are more likely to dropout. The results were further supported by Akengo (2007) who found out that poverty and economic hardships are the major factors that influenced many pupils to dropout of school. This is because poverty is normally associated with low income level of parents which led to lack of parental support in children learning, food scarcity, poor housing among others. It also brings an increased exposure to violence, which further shapes pupils' behaviour directly or indirectly in

complicated ways. Obunga (2011) further found out that most of the pupils dropped out due to lack of school basic requirements such as uniforms, sanitary towels and textbooks. She also observed that school levies contributed to dropping out. The payment of these levies was very poor and not prompt. This is due to financial instability of most of the parents within the area, which scored 45%. These parents could hardly meet the cost of educating their children.

4.6 Cultural Factors Influencing School Dropout and Repetition

The third objective of the study was to establish cultural factors influencing school dropout and repetition in public primary school in Starehe district, Nairobi County, Kenya. To ascertain this objective, the study first sought to establish whether pupils from the sampled schools have ever engaged in any form of employment. In response, 49 (17.2%) pupils reported that they had engaged in some form of employment while 236 (82.8%) of them stated that they had never engaged in any form of employment. The major reason that made some pupils to engage in employment were lack of learning materials, lack of food, lack of money to pay for remedial classes and lack of school uniform.

4.6.1 Cultural Factors that made Pupils to Dropout of School

Cultural factors are established belief, values and traditions of a society. The current study sought to establish cultural factors which still persist in Starehe district. Table 4.14 presents the most common cultural factors that made pupils to dropout of school.

Table 4.14: Cultural factors that made pupils to dropout of school (multiple responses)

Factors influencing pupils to drop out of school	Teacher counsellors		Pupils	
	F	%	f	%
Child labor	6	42.9	107	37.5
Community beliefs	4	28.6	40	14.0
Early pregnancies	3	21.4	107	37.5
Early marriages	2	14.3	79	27.7
Negative cultural practices	2	14.3	0	0.0
Gender issues	0	0.0	55	19.3

Source: Teacher counsellors' questionnaire and pupils' questionnaire

As shown in Table 4.14, 42.9% of the teacher counsellors and 37.5% of the pupils reported that the major cultural factor which influenced pupils to dropout of school was child labour. This is a situation where by children are engaged in employment at a very tender age hence interfering with their ability to attend school regularly. Most of these children devalues education and normally abandon school to work. Three (21.4%) teacher counsellors and 107 (37.5%) pupils felt that pupils drop out of school as a result of early pregnancies while 4 (28.6%) of the teacher counsellors and 40 (14.0%) of the pupils stated that community beliefs influenced pupils to drop out of school. Other factors that were mentioned to contribute to school dropout were early marriages and negative cultural factors. These findings were in agreement with the results by Siringi (2002) and Olweya (1996) who found out that teenage pregnancy and early marriages were the major factors accounting for a large number of school dropouts. In addition to this, community beliefs played a great role

in school dropout. Some communities perceive education of a boy child to be more valuable in the society than education of a girl child and hence leading to large number of girls dropping out of school. Some communities also marry off young girls from age 10 years to men old enough to be their parents. At this tender age, these girls are not exposed to any form of education and have no clue of what their husbands expect from them. They therefore end up becoming mothers at very tender age and hence playing a great role in education wastage in the society.

To confirm results obtained from the teachers counselors and the pupils, the researcher asked headteachers to rank various cultural factors influencing school dropout. Table 4.15 summarizes results of this analysis.

Table 4.15: Ranking of the cultural factors influencing school dropout

Cultural factors	One		Two		Three		Four		Five		Six		Seven	
	f	%	f	%	F	%	F	%	f	%	F	%	f	%
Poverty	10	71.4	0	0.0	0	0.0	0	0.0	1	7.1	0	0.0	3	21.4
Early marriages	4	28.6	1	7.1	2	14.3	2	14.3	1	7.1	2	14.3	2	14.3
FGM	3	21.4	3	21.4	2	14.3	1	7.1	2	14.3	1	7.1	2	14.3
Teenage pregnancy	2	14.3	4	28.6	2	14.3	4	28.6	1	7.1	1	7.1	0	0.0
Parental preference for boys	1	7.1	1	7.1	1	7.1	1	7.1	1	7.1	6	42.9	4	28.6
Education														
Community beliefs	0	0.0	1	7.1	2	14.3	2	14.3	5	35.7	0	0.0	4	28.6
Child labour	0	0.0	4	28.6	1	7.1	3	21.4	3	21.4	2	14.3	0	0.0

Source: Headteachers questionnaires

As depicted in Table 4.15, 71.4% of the headteachers ranked poverty as the major factor influencing school dropout. This factor was followed by the early marriages (28.6%) and the female genital mutilation (21.4%). The least ranked factors were parental preference for boys' education and community beliefs.

Based on pupils', teacher counsellors' and headteachers responses, it emerged that early pregnancies, child labour and poverty were the major cultural factors influencing pupils to dropout of school in Starehe district. The findings were in line with the results by M`muyuri (2010) who established that the major cause of dropouts among male students was child labour. He observed that the school dropouts were employed as casuals in miraa farms or did petty miraa trade within Igembe district. The money earned from miraa business lured boys out of school and especially those boys from orphaned and unstable families due to many unmet needs. These boys who dropped out of school in turn enticed girls in primary schools with the little money they earned from the miraa business that led to early sex which resulted to unwanted pregnancies. This made the girls to also dropout of school since they became social misfits. This eventually resulted to early marriages of age mates. The findings above also concurred with Juma (2003) who found out that poverty in the households had led to some children dropping out to engage in petty trade to supplement family income. The findings were further supported by Lichter, Cornwall, and Eggebeen (1993) who established that children living in poverty are 2.9 times more likely to be dropouts than are those living above 150 percent of the poverty threshold. One reason that a person living in poverty would be more likely to dropout of school would be because they are preoccupied trying just to survive

day by day. A major reason is that they lack the essential resources and as such they might be looking for food or job in order to earn money.

4.7 Possible Strategies to Reduce Dropout and Repetition

The fourth objective of the study was to propose possible strategies to reduce dropout and repetition in public primary schools in Starehe district, Nairobi County, Kenya. To address this objective, all the study respondents were asked to give their views in relation to strategies that could be employed to reduce wastage in school. Table 4.16 below presents pupils responses.

Table 4.16: Strategies to be employed to reduce wastage in schools as reported by pupils (multiple responses)

Measures	Frequency	Percent
Parental involvement on children learning	201	70.5
Government through Ministry of Education should make education completely free	189	66.3
Have guidance and counselling sessions for teachers, parents and learners	184	64.6
Provide learning materials for all the children	172	60.3
Stop child labour	152	53.3
Provide school buses to ease transport	137	48.1
Advice pupils to shun bad company	96	33.7
Have more boarding schools	92	32.3
Have more experienced teachers	85	29.8
Corporal punishment should be banned completely	43	15.1
Encourage Education for the girl child	33	11.6

Source: Pupils' questionnaire

As shown in Table 4.16, over 60.0% of the pupils suggested that parents should be involved in their children's learning; government through Ministry of education should ensure that education is totally free in all schools and all schools should have guidance and counseling sessions for teachers, parents and pupils. Other recommendations made by small proportions of the pupils included encouraging education for the girl child (11.6%) and banning of corporal punishment completely in schools (15.1%).

To reduce wastage in primary schools, the study sought to find out headteachers and teacher counsellors views in relations to the strategies that can be employed to curb this problem. Table 4.17 illustrates results obtained.

Table 4.17: Strategies to be employed to reduce wastage as reported by headteachers and teacher counsellors (multiple responses)

Measures	Headteachers		Teacher counsellors	
	Frequency	Percent	Frequency	Percent
Sensitize the community on the importance of Education	9	64.3	10	71.4
Education should be totally free	7	50.0	6	42.9
Strengthen guidance and counselling in schools	6	42.9	11	78.6
Discouraging of child labour in the community	6	42.9	9	64.3
Introduction of school feeding program	5	35.7	8	57.1
Reduced poverty levels	4	28.6	5	35.7
Curriculum should be reviewed and made more relevant to the needs of pupils	2	14.3	3	21.4
Improve infrastructure	2	14.3	4	28.6
Enhanced teaching/learning materials	1	7.1	7	50.0
Vigorous campaigns on drug abuse	1	7.1	2	14.3

Source: Headteachers' and teacher counsellors' questionnaire

Table 4.17 illustrates possible strategies that could be put in place to reduce wastage of education in schools. Nine (64.3%) headteachers and 10 (71.4%) teacher counselors suggested that the community should be sensitized on the importance of education. The results further revealed that half of the headteachers (50%) and 42.9% of the teacher counselors were of the view that education should be made totally free and guidance and counselling programme should be strengthened in all schools (42.9% of the headteachers and 78.6% of the teacher counsellors). Majority

of the respondents (42.9% of the headteachers and 64.3% of the teacher counselors) also suggested that child labour should be discouraged in the society. Other suggestions made by most of the teacher counselors were enhancing of the teaching/learning materials (50.0%) and introduction of school feeding programme (57.1%).

From the above findings, it is clear that there were some differences in perceptions on possible solutions that could be employed to reduce wastage in schools among the pupils, teacher counselors and headteachers. The results revealed that while majority of the pupils felt that parents should be involved in the children learning, Teacher counselors and headteachers were of the view that community members should be sensitized on the importance of education and also all schools should strengthen guidance and counseling programmes. In addition to this, majority of the teacher counselors suggested that child labour should be discouraged in the community. This finding concurred with the result by M`muyuri (2010) who suggested that child labor should be discouraged in the society and those who get involved in it should be persecuted. In another study, Kimatu (2007) observed that repetition makes the pupils to feel frustrated thus dropout. Kimatu (2007) therefore recommended that a policy of strengthening guidance and counseling services in primary schools should be set up.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, summary, conclusion and recommendations based on the study findings are presented. The chapter also gives areas for further research.

5.2 Summary of the Study

The main purpose of the study was to establish the determinants of wastage in public primary schools in Starehe District in Nairobi County, Kenya. The study was guided by the production function theory as revealed in the works of Psacharopoulos and Woodhall (1985). The study employed descriptive survey design targeting 22,339 pupils, 506 teachers and 28 head teachers. The study sample comprised of 14 Head teachers, 14 Guidance and Counseling teachers and 291 pupils. Out of the 319 respondents, all the headteachers, all the teacher counsellors and 285 pupils completely filled in and returned the questionnaires. Questionnaires were used as the main tools for data collection. The following is the main study findings.

5.2.1 Social Factors Influencing School Dropout and Repetition

The study established that one of the major factor influencing pupils to dropout of school was distance covered from home to school. The findings revealed that most of the pupils were covering a distance of 1km and above to and from school. Another factor which emerged to influence most of the pupils was family structure. This was shown by majority of the headteachers and teacher counselors who reported that most of pupils dropping out of school were from single parents' families. In addition, most of the pupils stated that the major factors influencing

them to dropout of school were family problems, drug abuse, lack of parental support, lack of infrastructure and lack of food. The study further established that the major cause of class repetition were, poor performance in class and acquiring of better grades in KCPE.

5.2.2 Economic Factors Influencing School Dropout and Repetition

From the study findings, it was apparent that parents' occupation, education level and income level had a great impact towards their children's education. The study established that majority of the pupils dropping out of school were from families whereby parents/ guardians were in self employment jobs or were casual workers. In terms of education, the study established that most parents of the dropouts had attained primary education. Other factors that were likely to influence pupils to dropout of school were poverty, lack of housing, lack of food, lack of clothing, sanitary towels and lack of school levies.

5.2.3 Cultural Factors Influencing School Dropout and Repetition

The study found out that majority of the respondents' were of the view that the major cultural factors influencing pupils to dropout of school in Starehe district were early pregnancies; child labour and poverty. Female genital mutilation was another factor raised by the headteachers whereas community belief was mentioned by teacher counselors. Other factors mentioned by small proportions of the respondents were gender issues i.e. parental preference of boy child education and negative cultural practices.

5.3 Conclusion

From the study findings, the study concludes that several factors influence pupils to dropout of school from public primary schools in Starehe district. These factors include social factors, economic factors and cultural factors. In relation to social factors, the study found out that distance covered from home to school, family problems and drug abuse were the major factors influencing pupils to drop out of school. Other factors mentioned included lack of parental support, lack of infrastructure and lack of food. Family structure also had a great impact towards children education. In terms of economic factors, the study concludes that parents' occupation, education level and income level had a great impact towards children's retention in school. The study established that most of the pupils dropping out of school were from low income families, their parents'/guardians had attained low education level (primary education) and they were in self employment jobs or were casual workers. Furthermore, the study established that early pregnancies, child labour and poverty in the households accounted for large number of dropout in the district. To reduce this (educational) wastage in the district, the study recommends that parents should be involved in their children's learning; government through Ministry of education should ensure that education is totally free, all schools should have guidance and counselling sessions for teachers, parents and pupils and child labour should be discouraged in the community.

5.4 Recommendations of the Study

Arising from the study findings and conclusions drawn above, the following recommendations were made:-

- i. Government through Ministry of education should ensure that education is totally free to all children. This is because even after the introduction of free primary education, poor parents are still experiencing problems while catering for additional costs which could be exam fees, tuition fees and cost of uniform. The government should therefore explore means of alleviating these costs to reduce cases of dropout in the district.
- ii. All schools in the districts should ensure that they have a strong guidance and counselling programmes. This would help to reduce cases of early pregnancies and marriages.
- iii. There is need to sensitize parents and the community as a whole on their roles towards education of their children.
- iv. There is need for the government to initiate school feeding programmes in order to reduce educational wastage due to hunger caused by poverty. Hungry and malnourished children have reduced capacities to learn, perform poorly and eventually dropout of school.

5.5 Areas for Further Research

- i. The study was carried out in one single sub-county only. Similar studies should be carried out in other sub-counties where such studies have not been done. In areas where such studies have been done, they should be repeated to find out if there is any change that has taken place between now and the time the studies were done.
- ii. Further research should be carried to find out the significance of guidance and counselling in public primary schools.

REFERENCES

- Abagi, O. & Ondipo, G. (1997). **Efficiency of Primary Education in Kenya: Situational Analysis and Implication for Education Reform.** Nairobi, Kenya, PAR Publication.
- Ainsworth M., Beegle, K. & Koda (2008). The Impact of adult mortality and parent death on primary schooling in North western Tanzania. **The journal of development studies.** vol (41)412–439.
- Ainsworth, M. (2005). **Socioeconomic Determinants of Fertility in Sub-Saharan Africa: A Summary of the Findings of a World Bank Research Project.** Washington D.C.: The World Bank Publication.
- Ajayi, I.A. & Mbah, G.U. (2008). Trend of Educational Wastage rate in Ekiti State public Primary Schools in Nigeria. **Humanity and Social Sciences Journal** 3 (2): 97-103.
- Akengo, A. N. (2007). **Factors that Influence Pupils Dropout in Public Primary Schools in Asengo Division, Homabay District.** (Unpublished Masters dissertation) University of Nairobi, Kenya.
- Audi E. A. (2010). **Factors Influencing Dropout in Public Primary Schools in Nairobi East District Kenya.** (Unpublished Masters Dissertation) University of Nairobi, Kenya.
- Ayodele, J. B., (2000). **School Size, Class Size and Teachers Quality as Correlates of Internal Efficiency in Primary Schools in Ondo State Nigeria.** (Unpublished Ph.D Thesis) University of Ibadan.
- Barreh, M. A. (2008). **Socio-Economic Influence on K.C.P.E Performance: A Case of Westlands Division Kenya** (Unpublished Masters Dissertation) Kenyatta University
- Barton, A. C., Drake, J. G., Perez, K., St. Louis & George, M. (2004). **Ecologies of parental engagement in urban education.** *Educational Researcher* 33 (4): 3–12.

- Bavaro, B. (2008). **California dropout**; Research project policy brief No 15 California: university of California.
- Blick, P. & Sahn, D.E. (2000). **Schooling of girls and boys in a West African country: the effects of parental education, income, and household structure**. *Economics of Education Review*, 19, 63-87.
- Brandon, R. R. (2007). **African American parents: Improving connections with their child's educational environment**. *Intervention in School and Clinic*, 43, 116 - 120.
- Bridgeland, J. M., Dilulio, J. J. & Morison K. B. (2006). **The Silent Epidemic: Perspectives of High School Dropouts**. Retrieved from <http://www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf>
- Brown, P.H. & Park, A. (2002). **Education and poverty in rural China**. *Economics of Education Review*, 21: 523–541.
- Chowdhury, A.M., Nath, S.R., Choudhury, R.K. & Ahmed, M. (2002). **Renewed Hope Daunting Challenges: State of Primary Education in Bangladesh, Education Watch 2001**. University Press Limited.
- Colclough, K., Christopher, R. & Tembon, M. (2000). Gender inequalities in Primary Schooling: The Roles of Poverty and adverse Cultural Practice. **International Journal of Educational Development**. Vol. 20(1): 5-27.
- Commonwealth of Massachusetts, (1985). **Department of Youth Services, Delinquent Youth and Family Violence: A Study of Abuse and Neglect in the homes of Serious Juvenile Offenders**, 17-19. Washington.
- Constitution review of commission of Kenya (2003): **Gender in the draft bill of the constitution of Kenya**: <http://www.ielve.org/content/w0301.pdf>.
- Cooper & Schindler (2008). **Business Research Methods**. 2nded Irwin, McGraw Hill press.

- Desforges, C. & Abouchaar, A. (2003). **The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment**: A Literature Review. DfES Research Report 433.
- Devellis, R. F. (1991). **Scale Development**. Newbury, Sage Publications.
- Duryea, S. (2003). **School Attendance, Child Labor and Local Labor Market Fluctuations in Urban Brazil**. *World Development*, 31 (7): 1165-1178.
- Ersado, L. (2005). **Child labor and schooling decisions in urban and rural areas: comparative evidence from Nepal, Peru, and Zimbabwe**. *World Development*, 33 (3): 455-480.
- Eshiwani, G. S. (1993). **Education in Kenya since Independence**, Nairobi, Kenya, E. A Educational publishers.
- FAWE (2002). **The ABC of Gender Responsive Education Policies; Guidelines for Analysis and Planning Forum for African Women Educationists**, FAWE Newsletter Nairobi.
- Fonkeng, E., (2006). **Strategies to Reduce Repetition in Cameroon Primary Schools**. An Unpublished Ph.D Thesis of University of Yaounde, Cammeroon.
- Frankel, J.R. & Wallen, E. (2004). **How to design and evaluate Research in Education** 7th ed. McGraw press, Hill International Edition.
- Gay, L. R. (1992). **Educational Research: Competence for Analysis and Application (4thed)** New York, Macmillan Publishers.
- (1996). **Educational Research: Competences for Analysis and Application**, New Jersey, Columbus, Ohio, Merill Publishing Company, Englewood Cliffs.
- Gewirtz, S., Ball, S., & Bowe, R. (1995). **Markets, choice and equity in education**. Bristol, PA: Open University Press.
- Gichura, S. (2003). **The Turning Point: Free Primary Education in Kenya** Switzerland, Norrag Publication.

- Glick, P. & Sahn, D. E. (2000). Schooling of Girls and Boys in a West African Country: The Effects of Parental Education, Income, and Household Structure. **Economics of Education Review**, **19**: 63–87.
- Goldschmidt, P., & Wang, J. (1999). When can schools affect dropout behavior? A longitudinal multilevel analysis. **American Educational Research Journal**, **36(4)**, 715-738.
- Hadley, S. (2010). **Seasonality and Access to Education: the case of primary education in sub-Saharan Africa**. CREATE Pathways to Access, Research Monograph No. 31, Brighton: University of Sussex.
- Hunter, N. & Kay, J. (2003). **Poverty, shocks and school disruption episodes among adolescents in S.A.** CSDS kirky paper, No 38.
- Jaffe, P., Wilson, S., & Wolfe, D. (1990). **Children of Battered Women**. Newbury Park, CA. Sage Publications.
- Jillaow, A. (2007). **A Study of Factors Contributing to Wastage in Primary Education in Central Division, Wajir District North Eastern Province** (Unpublished Masters Dissertation) Kenyatta University.
- Jimerson, S., Carlson, E., Rotert, M., Egeland, B. & Sourie, L. A., (1997). A prospective, longitudinal study of the correlates and consequences of early grade retention. **Journal of School Psychology** **35**, 3–25.
- Juma, G. (2003). **The Nature, Trend, and Factors Causing Wastage in Secondary School Education in Vihiga District, Kenya**. (Unpublished Master of Education dissertation). Maseno University, Eldoret.
- Juneja, N. (2001). **Primary education for all in the city of Mumbai, India: the challenge set by local actors**. School Mapping and Local-Level Planning. Paris: UNESCO.
- Kabuku, M. M. (2012). **Cohort Wastage Rates in Primary Schools in Central Division. Embu West District, Embu County**. (Unpublished Masters Dissertation) Kenyatta University, Kenya.

- Kimatu, F. N. (2007). **Wastage in Primary Schools in Kibera Division Nairobi.** (Unpublished Masters Dissertation) Kenyatta University.
- Lichter, F., Cornwall, T. & Eggebeen, J. (1993). **Harvesting Human Capital: Family Structure and Education among Rural Youth.** *Rural Sociology* 58:1 53-75.
- M' Muyuri, M. M. (2010). **Causes of Male Dropouts among Male Pupils in Primary Schools in Igembe District Kenya.** (Unpublished Masters Dissertation) University of Nairobi.
- Macharia, F. (2011). **Determinants of low access and retention in Primary schools: A Case of Mathioya District, Kenya.** Unpublished MEd Thesis, Kenyatta University.
- Martin, K. & Acuna C. (2002). **SPSS for Institutional Researchers** Bucknell Lewisburg, Pennsylvania: University Press.
- Mburu, S. (2012). **Objectives of the Vision 2030 in the Education Sector (2008-2013)** Kenyaplex.com.
- Mbwesa, J. K. (2006). **Introduction to Management Research: A Student Handbook,** Nairobi, Kenya, Basic Modern Management Consultants Press.
- Mugenda, A. G. (2008). **Social Science Research Theory and Principles,** Nairobi, Kenya, Applied Research Services Press.
- Mugenda, O., & Mugenda, A. (1999). **Research Methods: Qualitative and Quantitative Approaches,** Nairobi, Kenya, African Centre for Technology studies Press.
- (2003). **Research Methods: Quantitative and Qualitative Approaches,** Nairobi, Kenya Africa centre for technology studies Press
- Munyiri, L. W. (2007). **The Causes of Dropping Out in Primary Schools in Mukogodo Division, in Laikipia District Kenya** (Unpublished Masters Dissertation) University of Nairobi

- Nafula, N. (2002). **NARC: Achieving Sustainable Universal Primary Education through Debt through Relief Nairobi, Kenya**, KIPRA Publication.
- Nanyanjo, H. (2007). **Education inputs. In Uganda An Analysis of actors influencing learning Achievement in Grade Six- World Bank**; Working paper N0. 98 Africa Human Development Series.
- Nassiuma, D.K (2000). **Survey: Theory and Methods** Nairobi, Kenya, Nairobi University press.
- Nath, S.R., Haq, M.N., Begum, U.S., Ullah, A., Sattar, M.A. & Chowdhury, A.M. (2008). **The State of Secondary Education: Quality and Equity Challenges, Education Watch report, 2007**. CAMPE, Bangladesh.
- National Audit Office (2010). **Bilateral Support to Primary Education, Department of International Development**, Report by the comptroller and Auditor General, HC 69, Session 2010-2011.
- Ngau, M. (1991). **Grade retention and school dropouts in Kenyan primary schools: A critical analysis of access and equity issues in education**. Published Thesis; University of California.
- Njenga, A, & Kabiru, M. (2009). **Research Monitoring and Evaluation**. Nairobi, Kenya, Focus Publishers Limited.
- Nyamesa, A. & Chemwei, B. (2013). Dropout among pupils in Rural Primary Schools in Kenya: the case on Nandi North District, Kenya. **Journal of Education and Practice, vol 4 (19)**.
- Obunga, P.A. (2011). **Factors Influencing Dropout Rates for Girls in Public Primary Schools in Malanga Zone Siaya District Kenya**. (Unpublished Masters Dissertation) University of Nairobi.
- Okaya, T. M. (2009). **Perceptions of Teachers and Pupils about the Effects of Home Environment on Academic Performance of Standard Eight Pupils in Kasemeni Location, Kinango District**. (Unpublished Masters Dissertation) Catholic University of Eastern Africa

- Okumu, M., Nakajjo, A. & Isoke, D. (2008). **Socioeconomic determinants of primary school dropout: The Logistic Model Analysis**. Makerere University, Kampala, Uganda.
- Okuom, A., Simatwa, E., Olel, A. & Wichenje, K. (2012). Assessment of factors that contribute to repetition and dropout of pupils in primary schools in Flood Prone Areas of Nyando District, Kenya: an analytical study. **Educational Research (ISSN: 2141-5161) Vol. 3(2)** pp. 190-201.
- Oluoch, G. P. (1984). **Essentials of Curriculum Development** Nairobi, Kenya Elimu Bookshop.
- Olweya, J. A. (1996). **Educational Wastage among Girls in Kenyan Secondary Schools: A Case Study of HomaBay District** (Unpublished Master of Philosophy Dissertation). Moi University, Eldoret.
- Onyango, N. (2000). **A Study of factors that influence girls participation in primary schools: a case study of Nyinyang and Marigat divisions of Baringo District** (Unpublished Masters Dissertation). Kenyatta University, Nairobi.
- Orodho, J. & Njeru, E. (2003b). **Access and participation in secondary school education in Kenya: Emerging issues and policy implications**. IPAR discussion paper No. 037/2003. Nairobi. Institute of Policy Analysis and Research (IPAR).
- (2009). **Elements of Education and Social Science Research Methods**. Maseno, Kenya Kanezja Publisher.
- Orodho, J. A. (2004). **Elements of Education Research Methods** Nairobi, Kenya, Masolo publishers.
- Pong, L. & Ju, D. (2000). The Effects of Change in Family Structure and Income on Dropping Out of Middle and High School. **Journal of Family Issues** 21:147-169.

- Pryor, J. & Ampiah, J.G. (2003). **Understandings of Education in an African Village: The Impact of Information and Communication Technologies**. London: DFID.
- Psacharopoulos G., & Woodhall M. (1985). **Education and Development**. Washington DC, World Bank.
- Republic of Kenya (2013). **Harmonized Jubilee Coalition Manifesto: Agenda for Kenya 2013-2017 and Beyond**, (Unpublished).
- (2013). **Economic Survey**. Nairobi, Kenya, Government printer
- (2013). **Nairobi County Development Profile Kenya Vision 2030: Towards a Globally Competitive and Prosperous Nation** Nairobi, Kenya, Government printer
- (2007). **Gender Policy in Education**.
- (1998). **Master Plan on Education and Training 1997-2010**
- (1987). **Education in Kenya: Information Hand Book**, Nairobi, Kenya, Jomo Kenyatta Foundation
- Rumberger, R.W. (1987). High school dropouts: A review of issues and evidence. **Review of Educational Research Journal**,32, 583-625.
- Rutter, M. (1990). **Education, Health and Behaviour**. London: Longmans.
- Siringi, S. (2002). **Mobile Schools Sought for Nomads**. Daily Nation, p. 20. Nairobi: Nation Media Group.
- Tonkei, N. R. (2008). **Factors That Contribute to Dropout among Girls in Public Primary Schools in Olokurto Division of Narok District, Kenya** (Unpublished Master Dissertation) University of Nairobi.
- Townsend, L., Flisher, J. & King, G. (2007). **A Systematic Review of the Relationship between High school Dropout and Substance Use**. Clinical Child and Family Psychology 10:4 295-317.
- UNDP (2012). **Achieve Universal Primary Education**

UNESCO (2007). **Policy review report: Early childhood care and education in Kenya.** Paris: UNESCO Publishing.

White, S. W., & Kelly, F. D. (2010). **The school counselor's role in school dropout prevention.** *Journal of Counseling & Development*, 88, 227–235.

World Bank (1984). **World Education Report.** Washington D.C International Bank for Reconstruction and World Bank publication.

APPENDICES

Appendix I: Questionnaire for Headteachers

My name is Teresiah Muthoni Mwangi, a student at Kenyatta University in the Department of Educational Management, Policy and Curriculum Studies, registration number E55/CE/25930/2011. I am carrying out a research on **“Determinants of educational wastage in public primary schools in Starehe District in Nairobi County, Kenya”**. This research is meant for academic purpose only. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated with a lot of confidentiality. No reference will be made to individual or school. Please tick (√) where applicable or fill in the required information on the spaces provided.

Section A: Demographic Characteristics of the Respondent

1. What is your gender

Male Female

2. What is your age bracket?

Over 41 years 36-40 years

25-30 years

3. What is your highest professional qualification

Ph. D Masters of education

Bachelor degree Approved graduate

Diploma Primary teacher 1

Others specify.....

4. For how long have you been teaching since you trained as a teacher

Less than 5 years () 5-9 years ()

10-14 years () 14-19 years ()

20-24 years () 25-29 years ()

30-34 years () Above 35 years ()

5. For how long have you taught in your current station?.....

.....

6. How long have you been a head teacher.....

.....

Section B: Social Factors Influencing Dropout and repetition

1. (a) Were there some pupils who repeated classes in your school or repeated on transfer?

Yes () No ()

(b) If yes, what are some of the reasons that made the pupils join the class?

Please tick against the reason.

Reasons for repetition	
Irregular school attendance	
Poor performance in class	
To acquire better results in KCPE	
Transfer on parents request	
Insecurity in former school	
Indiscipline	
Non registration for KCPE examination	
Lack of payment of required fees.	

2. a) Do you have any school open days?
 Yes () No ()
- b) If yes, How often?
 Monthly () Termly ()
 Bi-annually () Annually ()
3. (a) Are the pupils currently in class eight the same ones those who were enrolled in class one eight years ago?
 Yes () No ()
- (b) If no, what would you attribute this change to?.....

4. Most of the pupils who drop out come from what type of family?
 Nuclear families () Extended families ()
 Single parents families () Child headed families ()
5. How do you rate the following causes of dropouts?

Cause of Dropout	Most Likely	Likely	Unlikely
Lack of food			
Lack of housing/home			
Uniform			
School levies			
Clothing			
Sanitary towels			
Peer pressure			
Drug abuse			
Truancy			

6. How far is the distance from school to most pupils homes?

- | | | | |
|---------------|-----|---------|-----|
| 0-500 m | () | 600-1km | () |
| 1-1.5km | () | 1.5-2km | () |
| 2km and above | () | | |

Section C: Economic Factors Influencing Dropouts and repetition

1. What is the economic status of most of the parents/guardians of your pupils

- | | | | |
|-----------------------------|-----|---------------------------|-----|
| Low income earners | () | Low middle income earners | () |
| Upper middle income earners | () | High income earners | () |

2. What is the educational level of most of the parents/guardians of your pupils?

- | | | | |
|---------------------|-----|--------------------------|-----|
| Non formal | () | Primary education | () |
| Secondary education | () | Post-secondary education | () |
| University degree | () | Master’s degree | () |
| Ph.D | () | | |

3. (a) Do parents contribute towards schools projects?

- | | | | |
|-----|-----|----|-----|
| Yes | () | No | () |
|-----|-----|----|-----|

(b) If no give a reason.....

4. What is the occupation of most of the parents/guardians of the Pupils in your school?

- | | |
|---------------------|-----|
| Salaried employment | () |
| Self-employed | () |
| Casual worker | () |

5. How promptly do the parents/ guardian of your pupils provide the learning and basic necessities as required such as uniform?

- Never () Once in a while ()
Often ()

Section D: Cultural Factors Influencing Dropout and repetition

1. Indicate using numbers 1-7 the order in which the following causes of school dropout has influenced pupils dropout in your school.

- Poverty () Early marriages ()
Teenage pregnancy () FGM ()
Community beliefs () Child labor ()
Parental preference for boys education ()
Any other.....

Section E: Possible Strategies to Reduce Wastage

1. In your opinion what should be done in order to enhance participation rates and reduce wastage of education in schools?.....

.....

2. (a) Would you permit a student who had dropped out of school back to the system?

- Yes () No ()

(b) If no, please give your reasons.....

.....

THANK YOU

Appendix II: Questionnaire for Teachers

My name is Teresiah Muthoni Mwangi, a student at Kenyatta University in the Department of Educational Management, Policy and Curriculum Studies, registration number E55/CE/25930/2011. I am carrying out a research on **“Determinants of educational wastage in public primary schools in Starehe District in Nairobi County, Kenya”**. This research is meant for academic purpose only. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated with a lot of confidentiality. No reference will be made to individual or school. Please tick (√) where applicable or fill in the required information on the spaces provided.

Section A: Demographic Characteristics of a Respondent.

1. What is your gender?

Male () Female ()

2. What is your age bracket?

Over 41 years () 36-40 years ()

31-35 years () 25-30 years ()

Under 25 years ()

3. Are you trained in guidance and counseling

Yes () No ()

4. What is your highest professional qualification?

Ph.D. () Masters in education ()

Bachelor of education () Approved graduate ()

Diploma ()

Primary teacher 1 ()

Others (specify).....

5. For how long have you acted in this capacity of guiding and counseling of pupils?.....

.....

.....

Section B. Social Factors Influencing Dropout and repetition

1. (a) How often do the pupils absent themselves from school?

Very often () Often ()

Rarely ()

(b) What reasons do the students give for missing school?.....

.....

.....

.....

2. (a) Do you have dropout and repetition cases in your class?

Yes () No ()

(b) If yes, what are the reasons that make them dropout and repeat classes?

.....

.....

.....

(c) How often do the parents/guardians visit the school to enquire about their children performance?

Weekly ()

Monthly ()

Termly ()

Any other (specify).....

3. What type of families do most of the pupils who drop out of school come from?

Nuclear families () Extended families ()

Single parents () Child headed ()

4. Do you talk to absentees, repeaters and dropouts to find out what their problems are?

Yes () No ()

5. (a) In your opinion, do you find guidance and counseling helpful to students?

Yes () No ()

(b) If yes, give a reason.....

.....

.....

Section C: Economic Factors Influencing Dropout and repetition

1. What is the average income of those families whose children experience dropout?

Low income earners () Low middle income earners ()

Upper middle income earners () High income earners ()

2. How do you rate the following causes of dropout and repetition?

Causes	Most Likely	Likely	Unlikely
Lack of food			
Lack of housing			
Lack of uniform			
Lack of school levies			
Lack of clothing sanitary towels			
Poverty			

3. (a) Have you ever had cases where pupils leave school to be employed as house girls, houseboys or as shamba boys?

Yes () No ()

- (b) If yes how can you rate such cases?

Very often () Very rare () Not at all ()

4. What is the educational level of most of the parents/guardians whose children drop out of school or repeat classes?

Non-formal () Primary education ()

Secondary school () Post-secondary school ()

University degree ()

5. What is the occupation of most of the parents whose children drop out of school?

Salaried employment () Self-employed ()

Casual workers ()

Section D: Cultural Factors Influencing Dropout and Repetition

1. Shown below are some of the reasons that make students to drop out of school.

Please tick the reason that you think was the cause of dropping out:-

Reasons for dropping out	
Pregnancy	
Early marriages	
Negative cultural practices e.g. FGM	
Child labor	
Community beliefs	

SECTION E: POSSIBLE STRATEGIES TO REDUCE WASTAGE

1. In your opinion, what role can be played by the following in order to alienate the drop out problems?

a) Government.....

b) Parents.....

c) Teachers.....

d) Pupils.....

e) Local leaders and organizations

.....

THANK YOU

Appendix III: Questionnaire for Pupils

My name is Teresiah Muthoni Mwangi, a student at Kenyatta University in the Department of Educational Management, Policy and Curriculum Studies, registration number E55/CE/25930/2011. I am carrying out a research on **determinants of wastage in public primary schools in Starehe District in Nairobi County, Kenya**. This research is meant for academic purpose only. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated with a lot of confidentiality. No reference will be made to individual or school. Please tick (✓) where applicable or fill in the required information on the spaces provided.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

1. How old are you?

2. What is your gender?
 Male () Female ()

3. Who do you live with?
 Father and mother () Mother only ()
 Father only () Guardian/relative ()
 Others specify

4. How many brothers and sisters do you have?
 Brothers Sisters

5. When did you join standard one?.....

Section B: Social Factors Influencing Dropouts and Repetition

1. (a) How far is your home from school in kilometers?

0-500m () 600-1km ()

1-1.5km () 1.5-2 km ()

2km and above ()

(b) Is the distance an obstacle to your academic achievement in school?

Yes () No ()

Give a reason

.....

2. (a) Which is your best subject in school?

Mathematics () English ()

Kiswahili () Science ()

Social studies () Religious education ()

(b) What makes you perform better in that particular subject and not any other? Please explain

.....

3. (a) Do you know of anyone in your neighborhood who dropped out of school?

Yes () No ()

- (b) If yes, what do you think were the reasons that made them drop out of school? (Tick where [√] appropriate).

Reason for dropping out	
Conflicts with teachers	
Discouraged by teachers	
Drug abuse	
Lack of instructional materials	
Lack of infrastructure	
Lack of food	
Lack of parental support	
Distance from school	
Family problems	

4. (a) Do you know of any pupil who has ever repeated class?

Yes () No ()

- (b) If yes, what do you think were the reasons? Please tick against the reason(s) that made them repeat the class.

Reason for repetition	
Irregular school attendance	
Poor performance in class	
To acquire better grades in KCPE	
Insecurity	
Indiscipline	
Lack of payment of required fees.	
Non registration for kCPE examination	

Section C: Economic Factors Influencing Dropouts and Repetition

1. How do you spend your leisure time? Please tick where appropriate

Doing homework () Visiting friends ()

Visiting a cyber café () Going to church ()

Doing business ()

Others (specify).....

2. What does your parents/guardian do to earn a living?

	Father	Mother	Guardian
Self employed			
Employed			
Casual laborer			
Others			

3. What is the education level of your parents/guardian(please tick where appropriate)

Non-formal () Primary education ()

Secondary school () Post-secondary school ()

University degree () Master degree ()

Ph.D ()

4. Does your parents/guardian provide you with instructional materials as required by the school administration?

Yes () No ()

5. (a) Does your parent get concerned with your performance in school?

Yes () No ()

(b) Give a reason why.....
.....
.....

6. (a) Does your parent/guardian come to school to discuss your academic progress with your teachers?

Yes () No ()

(b) If yes, how often do they visit the school?

Weekly () Monthly ()

Termly () Never ()

Section D: Cultural Factors Influencing Dropout and Repetition

1. (a) Have you ever engaged yourself in any form of employment?

Yes () No ()

(b) If yes which one and why?.....
.....
.....

2. The following are some of the factors that make pupils to drop out of school.

Which ones among them are most common in your school according to your view? Please tick (✓) appropriately

Reason for dropping out	
Pregnancies	
Early marriages	
Child labor	
Gender issues	
Community beliefs	

Section E: Possible Strategies to Reduce Wastage

1. According to you, what should be done in order to reduce cases of dropouts and repetition in public primary schools?.....

.....

.....

THANK YOU

Appendix IV: Time Plan

MONTH	ACTIVITY
January – March 2014	Proposal writing
April - May 2014	Editing and proposal presentation
June – July 2014	Data collection and analysis
August – September 2014	Report writing
October – January 2015	Editing and project presentation

Appendix V: Budget

ITEM	COST (KSHS)
Stationery	10,000
Field work and data collection	8,000
Travelling	5,000
Data analysis	30,000
Miscellaneous (10%)	4,300
Total	57,300

Appendix VI: Work permit

THIS IS TO CERTIFY THAT:

MISS TERESIAH MUTHONI MWANGI
of KENYATTA UNIVERSITY, 355-600
Nairobi, has been permitted to conduct
research in Nairobi County
on the topic: DETERMINANTS OF
WASTAGE IN PUBLIC PRIMARY SCHOOLS
IN STAREHE DISTRICT, NAIROBI
COUNTY, KENYA
for the period ending:
31st July 2017

M. Muthoni Mwangi
Applicant's
Signature

M. N. Njiru
National Commission for Science,
Technology & Innovation
Secretary

Permit No. : NACOSTI/P/14/7448/2557
Date Of Issue : 7th July, 2014
Fee Received : Ksh 1,000.

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No: A 2197

CONDITIONS: see back page