

CAUSES OF PRIMARY SCHOOL DROPOUT IN OTHAYA DIVISION,  
NYERI DISTRICT.

BY

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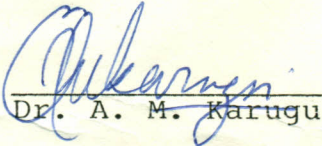
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DECLARATION

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

  
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This research project has been presented for examination with my approval as the University Supervisor.

  
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(iii)

DEDICATION

To H.M. Kingston, my former Tutor who inspired me to pursue higher education and to my dear daughter Caroline Wambui Gicuki who has been a wonderful "mother" to my son Elikanah Wanjohi Gicuki throughout my Master's Course.

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ABSTRACT

The study ascertains the magnitude, characteristics and casual factors of primary school dropout in Othaya Division, Nyeri District. It emphasises dropouts' perspective. The sample comprised 80 primary school dropouts, 40 upper primary school children from the selected schools, 14 Headteachers and 30 parents of some of the dropouts.

AThe main tool for data collection was the questionnaire constructed and administered by the researcher. An interview schedule with some of the parents was also used. The questionnaire was pretested and refined using subjects not included in the main study. The study is descriptive in design. Hence descriptive statistics of percentage and frequency were used throughout. In interpreting the results, the different perspectives were compared. There was a lot of correspondence between the different views which pointed to the fact that repetition and punishment are the major causes of dropout problem in Othaya Division primary schools. Culture and migration were however not found to be significant at all.

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Primary school dropout in the region is minimal (2.11%).

It was briefly recommended that the Government take urgent measures to reduce the frustration that is caused by repetition and low performance that primary school children in the area experience. This can best be done by finding ways and means of implementing Kamunge Recommendation of 1988 on restructuring and reorganising Pre-service Primary Teacher Training. This would improve the quality of primary school teachers.

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## CHAPTER ONE

### CAUSES OF PRIMARY SCHOOL DROPOUT IN OTHAYA DIVISION, NYERI DISTRICT.

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#### INTRODUCTION

##### 1.1 BACKGROUND TO THE STUDY

The Kenya Government is committed to the attainment of universal primary education, (U.P.E.) in accordance with Article 26(1) of 1948 United Nations General Assembly proclamation which states:

Everyone has a right to education.  
Education shall be free at least  
in the elementary and fundamental  
stages. Elementary education  
shall be free. (Francois, 1968:17).

It was towards this objective that the government started waiving school fees for primary school education in January 1973, a process it completed in 1980 when primary school education became virtually free in public schools. (Ministry of Education Annual Report 1973:14, Development Plan 1984-1988: 65).

UNESCO - UNICEF, 1974 have reported that in a number of Developing Countries and in Africa, especially, education represents a very high proportion of National Budget and Gross Domestic Product (G.D.P.) expenditure and

(Raju 1973, Wako 1982, Kirui 1982, Gitau 1985, Nderitu 1987). Very little attempt has been made to unearth the problem from the dropouts themselves. The present study laid emphasis on the dropouts perspective with a view to providing a missing link in research on primary school dropout in Kenya.

#### 1.4 RESEARCH QUESTIONS

The general question that was answered in this study was what factors cause primary school dropout in Othaya Division of Nyeri District. From this question it was assumed that socio-economic factors have made an important contribution to the problem in the region. Therefore the study tried to answer the following specific questions:-

1. What proportion are dropouts of total enrolment in schools in the given year?
2. Is dropout rate the same for boys as for girls?
3. Is dropout rate the same in lower primary as in upper primary?
4. Is there a dropout rate related to pupils' scholarstic achievement?
5. Is dropout rate related to parents marital status career and educational aspirations for their

children?

6. Is there dropout rate related to methods of discipline?
7. Is there dropout rate related to premarital pregnancy, illness or death, distance to and from the school, migration of parents or guardians, initiation as well as religious affiliation?

#### 1.5 OBJECTIVES OF THE STUDY

The primary aim of the study was to ascertain the magnitude, causative factors and characteristics of primary school dropout in Othaya Division in order to provide useful information to planners, curriculum developers, parents and teachers on how to minimise, if not completely eradicate the problem.

#### 1.6. SIGNIFICANCE OF THE STUDY

A study of the causes of primary school dropout will be useful to all those concerned about the education of the youth and development of this country. Specifically the findings will:-

1. Help educational administrators to plan and create ways of reducing primary school dropout rate,

2. Help teachers, administrators and parents in designing and undertaking counselling programmes.
3. Provide a base for future research on primary school dropout.

1.7. LIMITATIONS OF THE STUDY

This study is limited in three main ways:

1. It is carried in only one Division of Nyeri District. Even in this small area, only a few schools are selected. The findings of the study cannot therefore be generalized to other areas.
2. The period covered is only one year which may not show a real picture of the past trend or even predict the future characteristics of dropout problem at the primary school cycle. The study will nevertheless be a significant contribution towards an attempt to solve the problem.
3. The region is not impoverished. Results can be only applicable to a region with similar parameters.

## 1.8. DEFINITION OF SIGNIFICANT TERMS

### dropout.

Here the term refers to primary school pupil who withdraws prematurely from the school he was enrolled in initially.

### Dropout rate

The percentage of pupils leaving primary school prematurely. It is calculated by dividing the number of dropouts for each grade or school within a given year by the number of enrolments multiplied by 100.

### Repetition

A situation where a pupil spends one or more years in the same grade covering the same course of study.

### Educational Wastage

This term refers to the incidence of dropout and repetition. In this study it refers to a situation in which a pupil leaves school at a non-terminal point after enrolment in a given class at the beginning of the year.

### Literate

This word refers to a person who can both read and write a simple statement with understanding. A person who cannot do this is said to be illiterate.

Lower Primary

Here the term refers to standard I-IV.

Upper Primary

The term refers to classes V-VIII in this study.

Primary Cycle

Educational span considered as terminal. In Kenya, it refers to standards I-VIII.

Cohort

A Group of pupils as they are traced from their year of enrolment through the subsequent years to the terminal year of the cycle.

Opportunity Cost

The alternatives available to the primary school pupil which compete for his attention as opposed to going to school. Such alternatives include working for wages in other peoples' shambas, picking coffee for money, working for matatu operators, self employment, or even working as house servants, etc.

ASSISTANT EDUCATIONAL OFFICER (A.E.O.)

The chief educational executive and administrator in the division.

### K.C.P.E.

This stands for Kenya Certificate of Primary Education Examination. It is the national examination taken at the eighth grade to mark the completion of primary cycle.

### Culture

In this study this term refers to initiation and religious beliefs.

### Migration

The word refers to the movement of parents or guardians from Othaya Division to another part of the country with their children or dependants.

### Maturity

Here the term is used to mean the attainment of the stage in development when young people begin to feel independent and the need to assert themselves.

### Low Performance

Performance in achievement test is said to be low for the purpose of this study when it is below 50% and high when it is above 50%.

### Investment

This term refers to the cost of primary education that parents meet with the hope that their children will be able to provide financial support for them as

will be able to provide financial support for  
them on completion of their studies.

CHAPTER TWOREVIEW OF LITERATURE

Dropout problem has received much attention from scholars especially outside Africa. Only a brief mention of the studies done outside the continent will be made here. Solomon in 1962 researched on dropout problem in American elementary schools. In 1974 Defense Fund also researched on this aspect of American education. In Africa, and in Kenya particularly, very few studies on primary school dropout have been conducted. In this literature review emphasis will be laid on studies done in developing countries and in Kenya especially. The selected studies will be reviewed under the following headings:-

- (1) The magnitude of primary school dropout problem.
- (2) The cause of primary dropout.

### 2.1. THE MAGNITUDE OF DROPOUT PROBLEM

Studies conducted both in developing countries and in Africa have confirmed that there are high dropout rates at primary level. Solomon (1962:V)

established that 40% of American children dropout out of school before graduation. Coombs (1968:71) in his basic working paper for the international conference on the world crisis in Educational, held at Williamsburg Virginia in October 1967, reveals that half the children entering the first grade in developing countries drop out before the end of the fourth year, without even having acquired permanent literacy. This high dropout rate is supported by many researches done in Africa and in Kenya in particular. Sheffield (1971:32, 93) studied dropout problem in colonial Kenyan primary schools. This scholar decried that dropout problem at primary level in this country was so severe that only 22.4% of 1956 Standard I enrolment reached Standard VIII. African Ministers of Education, meeting in Nairobi (UNESCO, 1968) and again in Lagos. (UNESCO, 1976) also revealed high dropout rates in post independent Africa.

Wako (1980) showed that wastage rates in Kenya primary schools are high. This researcher could not however tell whether the decrease in between classes was due entirely to dropout or other factors such as transfers since he lacked essential data. Kirui (1982: 52, 53) on the other hand, attempted to establish what percentage of wastage was due to dropout,

repetition and transfer in Nandi District. He observed that primary school dropout rate varied from 23.7% to 33.64%. Nderitu's study in 1987 reveals that dropout rate may not, however, be as alarming as the studies cited so far show. This scholar concentrated on a single year only and used a small sample. He established a minimal primary school dropout rate of 1.98 in Gichugu Division of Kirinyaga District. Nderitu's study is however limited to one location which may not be a true representation nationwide.

Raju (1973:45) laments that the gradual increase of dropouts from the lower level is a matter which needs serious attention and that a great number of pupils in Kenya do not reach Standard VI. Raju could not give exact figures of dropout rate because she lacked figures on repeaters.

Todate, dropout problem has not lost any of its magnitude. Kamunge (1988) reveals that out of 45,000 pupils enrolled in 1979 in Standard I, only 35% completed the primary cycle. From the literature already referred to, conflicting dropout rates have been given. The present study will ascertain the actual percentage of pupils who drop out at primary level in Othaya Division of Nyeri District and the causal factors of

dropout incidence.

#### 2.2.0. The Causes of Primary School Dropout

From the studies reviewed in this study, it has been established that primary school dropout has a socio-economic base. Though the causes of this problem are interrelated, this researcher discusses them separately here below.

#### 2.2.1. The Economic Factor ✓

A plethora of literature exists to attest that direct and indirect costs of education are closely related to dropout. In Kenya, waiving of primary education schools fees in poorer districts was followed by rapid expansion at primary school level. Many of the pupils who had dropped out as a result of financial difficulty dropped in. The result was an enrolment increase of 51% in Kenyan primary schools in 1974. (Ministry of Education Annual Report 1974:14).

Financial burden can therefore be seen to have barred many pupils from primary education in this country. Even when school fees was virtually abolished in Kenyan primary schools, this financial barrier

continued. School committees introduced school funds for items such as building funds, activity fees and equipment levy of Kshs.10 from all children in Standard I-VII. (Educational Trends 1973-1977). This made primary education expensive. This argument is supported by Olembo (1982:9) who attributes the high dropout rate that resulted to the burden of high levies that replaced tuition fees. On the same note, Sifuna (1979:114) decries the parents' plight and observes that:-

Despite the proclamation of the Government that shifted the burden of paying for costs of construction from the families of school children to the entire community and institutions, it was still a fact that the incidence of the burden of building schools and equipping them is borne by parents of the school children.

Wako (1980) argues that it is quite possible that the new costs of education at primary level disillusioned some parents who had taken the government universal free primary education literally and withdrew their children from primary schools. The cost of education is particularly high at all levels in Kenya in relation to the ability of the families to pay for it. The main cause of dropout at primary level has been found to be financial difficulty or poverty. (Wako 1980, Kirui 1982, Raju 1973) reaches the same conclusion as

is evident from the following extract:

The difficulty of finding money to pay for the education of sons and daughters is the main cause of premature withdrawal of pupils from schools.

Briggs (1980:55) also sees a direct link between dropout and cost of primary education. He observes that costs of education include more than the basic fee payable and as a result many poor children do not enter, or drop out of school because of these extra costs. When more sacrifices are demanded a poor family contemplating bearing their child's cost of education might abandon the whole exercise.

The majority of families in Kenya are dependent on the land from where they derive very little income while the wage earners are paid very little and are often laid off. In these circumstances, bearing the cost of their children's education would be a burden.

Wako (1980) noted that the majority of dropouts come from poor families. Families' inability to buy their children a school uniform and textbooks is a reflection of their poverty. This researcher goes on to argue that although there is no law permitting

teachers to send home pupils for lack of a school uniform or for wearing a torn one, some teachers do so. Even when such pupils are not sent away, they suffer from the psychological effect of being different from others and may drop out.

Sunday Standard, 29th January, 1984 observes that textbooks are related to dropout. In the past both the exercise books and textbooks were the responsibility of the Kenya School Equipment Scheme (K.S.E.S.). They budgetted for three exercise books per child per year while the requirement was six such books per child in lower primary and fifteen in upper primary where textbooks were issued, the supply was too little to be of any meaningful use. Teachers had no option but send pupils home to ask their parents to buy them these facilities.

Chickermane, D.V. (1983:1) on the same note argues that teachers take this option on the premise that books play a major role in the education of children, especially in rural areas where access to media and reading material is very limited. In such circumstances an adequate supply of textbooks is necessary. When this requirement is not met, children fail in examination and this failure is often followed by dropping out.

Chickermane further observes that in rural schools of developing countries, many pupils had no books at all and had to rely on those of their friends. When the teachers insisted on their buying their own, they remained absent from school. Wako (1980), Mathenge (1986) note that absenteeism is related to dropout.

Raju (1973:Chap. 6) and Mathenge (1986) observe that opportunity cost of attending school is another form of economic factor in dropout rate. To meet their economic needs, poor families who cannot hire labour sometimes withdraw children from school to work on the family farm or to look after cattle. These families may feel that it is a waste of time and loss of income from potential wage earning labour to attend school. In effect, it was observed that school attendance fluctuated with the farming calendar in rural areas and that habitual absentees were found to have a high propensity for dropping out.

Thus owing to the cost of primary education and opportunity cost of attending school, many children in developing countries are denied the right to primary education which is so important that it is officially regarded as the basis for training in many of the skills of organised living and for further training. (Ominde, 1964).

### 2.2.2 The Learning Environment.

Curle (1969: 52, 53) observes that the poor quality of teaching in developing countries is the major causal factor of primary school dropout. This is contrary to the findings of Wake (1980), Kirui (1982), and Raju (1973). Curle argues that the children are subjected to wooden and automatic style of teaching by untrained teachers who can do little but rely on methods of rote learning by which they themselves were taught. Even those teachers who have had professional training were observed to do little to motivate pupils and offer something meaningful and exciting.

Researching on the causes of satisfaction and dissatisfaction among head teachers and classroom teachers in Nairobi, Karugu (1980) established the causes of dissatisfaction among these teachers as inadequate pay, lack of recognition, poor promotion methods, low chances of advancement, and the absence of fringe benefits such as loan facilities for cars and houses. These factors in turn, were seen to be the cause of most of the boring and uninspiring teaching in some Kenyan primary schools, in particular. Curle notes that such unmotivated teachers can only preserve discipline through weapons of fear, primarily physical fear. Beatings and pinchings to keep pupils in their place therefore, abound.

When pupils can not stand punishment any longer, they drop out.

Mason (1970: 50, 51) in a related study observes that some teachers are unable to establish a friendly relationship with their pupils. They are, instead, remote and they decide each and every activity their pupils should be involved in as dictated by a syllabus. As such children do not feel free and on equal terms with their teachers. They cannot bring their difficulties to their teachers for solution. They rather hide them for fear of disapproval. Maleche (1961) established that lack of psychological care and encouragement, especially from teachers has a great adverse effect on pupils' achievement, which may lead to dropping out.

Another study that addresses learning environment in Kenyan primary schools was conducted by Sifuna in 1979. He showed that curriculum can be a causal factor of primary school drop out. In many developing countries it has been observed that the primary school curriculum is maladjusted with little relevance to the needs of the pupils dictated by the practical environment they have to cope up with. In Kenya, upto 1985, the primary school curriculum was geared towards the identification of a very small minority for the

secondary cycle and not for providing a complete and meaningful education for the vast majority of primary school leavers. This researcher further argues that this only had the effect of leaving behind the vast majority of boys and girls with broken dreams and often with a sense of crushing failure.

This feeling has not been eradicated in the 8-4-4 education system. The educated unemployment (Sheffield, 1967) is characteristic of rural areas in Kenya today as Mbocu (1984) observes:

... Ninety percent of these pupils end up in the rural areas where their parents live. Agriculture and small non-agricultural enterprises is the occupation of their parents and they have no choice but to continue with the same type of life.

Thus the future of the majority of primary school pupils may not motivate those behind them to remain in school. Solomon (1962) observes that though many children realize the advantage of completing school, such knowledge is of no use against the external and internal forces pressing towards leaving school, especially when no motivation to remain there is forthcoming.

Repetition, especially when it is forced, contributes to the unfavourable learning environment that may lead to drop out. (Kirui 1982, Raju 1973). Raju observes that the individual pupil's performance at each level determines his promotion from one class to the next. This begins to be particularly important at Standard V onwards when teachers start drifting and conditioning pupils toward passing the national examination. Promotion will be determined by how far teachers feel a pupil is capable of passing the Kenya Certificate of Primary Education. Pupils may be forced to repeat a number of times which affects schools' efficiency and indicates stagnation in an education system. Raju (1973: Chap. 6) observes that there is a large number of repeaters in both Standard VI and Standard VII. Raju (1973: 48) and Kirui (1982:51) give reasons for repetition as a pupils' failure to be promoted to the next level or his attempt to ensure success in the national examination. Parents may also request their child be allowed to repeat a class. In cases where repetition is not optional, however, a repeater soon becomes bored by going over the same course twice or more times. The effect is that the repeaters may get depressed, irritated and end up dropping out.

### 2.2.3 Outside School Environment

Dropout in primary schools is also related to

outside school environment. Kohn (1963) observes that parents' attitude to education and their occupation are causal factors of primary school dropout. Those with professional qualifications tend to ensure that their children remain in school. Parents with differing social backgrounds have differing aspirations for their children in both education and careers. Lower class families have lower aspirations for their children than upper class ones.

Intellectual stimulation that strengthens schooling experiences is more likely to be found in more well-to-do families. Kinyangi (1977:3) made a similar observation as is evident from the following extract:

... This is seen in socio-economic profile of dropouts, repeaters and successful pupils, and in the fact that middle and upper class income groups are particularly over represented in higher education.

Raju (1973: Chap.6) observes that when parents who are misinformed about the value of formal education feel that education received does not meet the needs of daily life, they may withdraw their children from school. Such parents may do nothing to push their children back to school when motivation to stay there is lacking.

Parents' marital status is also related to primary school dropout, Nderitu (1987) established that dropouts are more to be found in single parent homes than in homes with both parents. It is generally known that the responsibility of disciplining children is especially difficult for a single parent. Pupils who are indisciplined at home are likely to be indisciplined at school. As we have already said elsewhere in this reasearch, indisciplined children are more likely to drop out of school than disciplined ones.

Primary school dropout has also been found to be gender-related. More boys than girls drop out. Silver (1973) notes that if it is inevitable that a child has to drop, girls become the victims. They are expected to perform the adult chores especially when a mother dies, falls ill or is overworked. Castle (1966:135) makes a similar observation. This scholar notes that from birth, girls are regarded as intrisically inferior to boys throughout childhood and adolescence. They are economically more expandable and when there exists the widespread belief that education is a purchasable commodity and a better investment in a boy than in a girl, then the girls become the first offering to the family budget when cash is scarce.

There are too many odds that a female pupil faces in her school career. She may be abused by her male

teachers and fellow pupil and become pregnant as is generally observed.

#### 2.2.4 Maturity and Psychological Development

Maturity and psychological development is another casual factor of dropout in primary schools. Maturity may interfere with the learning of girls as they look for assertion and begin to have feelings of self-pride. They may also be too shy and ashamed which also hampers their learning and may eventually drop out. (Mwalimu, April 1984).

Castle (1966) made similar observations. At upper primary level, Standard VI-VIII, pupils develop feelings of independence as they enter adolescence and hence begin to assert themselves. They long to be left alone to explore their environment and may experience anxiety and restlessness. They may soon find themselves in conflict as the school in its rigidity, frustrates their urge for freedom. As many schools lack qualified staff at primary level to cater for pupils at adolescent stage young people may feel neglected and some may abscond, as a result.

#### 2.2.5. Scholastic Achievement

Mathenge (1986:56) linked dropout at primary level to scholarstic achievement level of the individual schools. She observes that high dropout rates characterized primary schools whose performance at the K.C.P.E. was always poor. This scholar argues that the fact that performace was always poor discouraging to prospective candidates of the examination who might therefore have felt aimless and decided to go and pick coffee like their predecessors who had failed the examination. The Weekly Review, August 26th, 1936 notes that

a child who is an underachiever may be battered by both parents and teachers. In these circumstances the child may hate school and drop out. If he or she does not drop out optionally, he may start misbehaving such that the school cannot retain him.

#### 2.2.6. Other Factors.

A list of causes of primary school dropout cannot be comprehensive enough as we still do not know what constitutes the problem in each particular situation. (Combs 1968). However, scholars such as Raju (1973:51) have found out that the following factors are also related to dropout at primary school level.

✓ Weariness from long journeys to and from the school often on an empty stomach makes school going an unpleasant routine for poor children. Illness and lack of medical care, especially among the young and malnourished children may also lead to dropout after frequent absenteeism followed by poor performance. Parents may also change jobs and residence, taking their children with them while conflict between old and new and also lack of parental guidance and encouragement from parents, who are misinformed about the benefits of formal education, may also lead to primary school drop out. Cultural factors such as religious affiliation and

initiation are also observed to have a linkage with primary school dropout. The study will investigate which of these factors cause dropout in Othaya Division and to what extent they do this.

#### 2.2.7. Summary

The following generalizations can be made from the literature reviewed above.

1. Dropout is widely spread in Kenya and it is a cause of great concern to the government.
2. Dropout constitutes massive wastage and therefore inefficiency in an educational system.
3. More boys than girls drop out.
4. Dropout rate is higher in upper primary than in lower primary.
5. Dropout rate is high in developing countries as it is 20-30%.
6. More low achievers than high achievers drop out.
7. Dropouts come from large poor families.

8. Studies conducted have not emphasised the perspective of the dropout themselves.
9. The six group socio-economic factors that contribute to dropout are:
  - (1) Economic factor.
  - (2) Learning environment
  - (3) Outside School Environment.
  - (4) Maturity and Psychological Development.
  - (5) Scholastic Achievement.
  - (6) Other factors.

Economic factor includes:-

- (i) School uniform.
- (ii) School funds.
- (iii) Opportunity cost.

Learning environment is sub-divided into:-

- (i) Repetition.
- (ii) Discipline.
- (iii) Curriculum.
- (iv) School level.
- (v) Guidance and Counselling.

Outside learning environment has the following factors:-

- (i) Gender.
- (ii) Size of family.
- (iii) Parents attitude to formal education

- (iv) Parents' attitude to school authorities including teachers.
- (v) Parents' socio-economic status.

Under scholastic achievement are the following factors:-

- (i) Higher achievers.
- (ii) Low achievers.

Maturity and psychological development refers to maturity.

Other factors include:-

- (i) Pre-<sup>marital</sup> pregnancy.
- (ii) Early marriage.
- (iii) Illness/death.
- (iv) Migration of parents on guardians.
- (v) Culture.
- (vi) Absenteeism..

Chapter three is on Methodology.

## CHAPTER THREE

### THE METHODOLOGY

#### 3.1 DESIGN OF THE STUDY

The research design for the study is mainly descriptive survey. The study aimed at ascertaining the magnitude, characteristics and causal factors of primary school dropout in Othaya Division of Nyeri District. Finally the study recorded the opinions of primary school going children in the Division as to what they consider to be the desired changes that would encourage primary school children to remain in school for the required period.

#### 3.2 THE SAMPLE

During the period covered in this study, Othaya Division had a total of 56 primary schools spread evenly in two administrative zones; Othaya North and Othaya South. Othaya North has one approved primary school exclusively for boys while there are two private primary schools without upper primary classes in Othaya South, namely St. Thomas and River Road. The latter is co-educational while the former is a boarding primary school for girls. These three primary schools were omitted from the sample since they are very different from the rest of the schools in the region

20 primary schools; 10 from each zone were selected on the basis of accessibility and time constraints. The headteachers of the 20 selected primary schools were therefore part of the sample. In addition 80 primary school dropouts selected on the basis of traceability only, 40 primary school pupils from upper classes of selected primary schools and 40 parents of some of the dropouts also constituted the sample. Upper primary school pupils were selected since they could read the questionnaire more adequately. The total sample was therefore 180; 60 adults and 120 youths. This sample was considered good enough since a fair number of dropouts who were the focus of the study were included.

### 3.3. THE INSTRUMENTS

The instruments for this research were a questionnaire designed and administered by the researcher. There were four questionnaires (See Appendices V-VII). The questionnaire for Headteachers was used to draw out information on the magnitude, characteristics and causes of primary school dropout in the selected region. The interview schedule with parents of some of the dropouts was aimed at ascertaining their understanding of why their children dropped out and also their attitude to formal

education. The questionnaire to primary school children was hoped to be a pointer to the desired changes that would enable primary school children to remain at school for the required period.

#### 3.4 COLLECTION OF DATA

The main tool for data collection was a questionnaire designed and administered by the researcher (See 3:3). To trace the dropouts the researcher obtained their names from their former primary schools' registers. Through an informal enquiry the researcher was able to identify the relatives and former class-mates of dropouts who in turn led the researcher to the latter and their parents. This approach ensured that the source of data was real dropouts and their parents.

The questionnaire to the Headteachers was delivered by the researcher and collected on an agreed date once it was filled in. This method was important in view of the fact that there wasn't enough time to post and wait for the responses in the Headteachers' own time. The measure also ensured that as many subjects as possible responded to the questionnaire.

As for the dropouts' questionnaire, the researcher asked all items verbally and recorded their responses.

This enabled the researcher to detect lies and also to get responses that were communicated without words. The researcher supervised primary school pupils as they filled the questionnaire forms. This measure was taken in order to prevent them from influencing each other's responses. The dropouts, the school children and parents of dropouts responded to the questionnaire promptly. This was meant to give more natural responses than when the respondents are given time to think out responses they consider the researcher wants.

### 3.5 DATA ANALYSIS

The study is mainly a descriptive survey and descriptive statistics; frequencies and percentages were used in all cases. The raw data that was analysed focussed on the correspondence or lack of it between the four views in the questionnaires (See 3:3). Frequencies of each item were counted and percentages computed using a simple hand electronic calculator. Certain characteristics based on objectives outlined in 1.5 emerged. Chapter four focussed on presentation, analysis and interpretation of data.

CHAPTER FOURANALYSIS AND INTERPRETATION OF DATA4.1 INTRODUCTION

This study ascertains the causes of primary school dropout, its characteristics and magnitude. It lays emphasis on the dropouts' perspective and hence includes 80 primary school dropouts. The views of these dropouts are weighed against those of headteachers, parents and upper primary school pupils, as far as possible. The last word in most cases comes from the dropouts.

Initially 20 headteachers were picked for the study. 14 headteachers filled the questionnaire forms comprising a response rate of 70%. 80 primary school dropouts, 30 parents of some of the dropouts and 40 upper primary pupils from the selected primary school were the other respondents. The data that was collected was presented in tables, frequencies and percentages as indicated in 4.2.

It can be observed from Table I that dropout in Othaya Division was minimal in 1989. It stood at 2.11%. This percentage is low compared with the high rate cited by World Bank and UNESCO for Developing countries. The region has coffee and tea <sup>a</sup>making economic factor rare as this study established. It can also be observed that dropout rate is higher in some schools than in others; it is highest at Kagere and Gatuyaini and lowest at Kairuthi. Kagere is only a few kilometres from both Nyeri and Othaya towns. Kairuthi is on the other hand a remote school next to a forest. As the researcher established, indiscipline counts for 50% dropout at Kagere. This perhaps is due to town influence. Table II presents distribution of dropout by school level.

TABLE II

DISTRIBUTION OF DROPOUT BY SCHOOL LEVEL IN 1989.

Lower Primary	Boys	Girls	Total	%
(Std. I-IV)	48	42	90	43.9
Upper Primary				
(Std. V-VIII)	56	59	115	56.1
TOTAL			205	

From Table II, the analysis shows that more pupils drop out at upper primary (56.1%) than at lower primary (43.9%). The difference is significant and could be due to maturity and psychological development. From the literature reviewed for this study, it has been established that in upper primary school, the adolescents are restless and in search of a less restricted life and recognition. Leaving school, therefore, seems to offer them an escape valve. At lower primary school level on the other hand the pupils have not yet entered this difficult stage. Hence going to school could be fun and a chance to escape from the chores parents assign to them at home such as minding their younger siblings. Table III shows distribution of dropout according to gender.

TABLE III

DISTRIBUTION OF DROPOUT ACCORDING TO GENDER IN 1989

	Boys	%	Girls	%	Total
Lower primary (Std. I-IV)	48	53	42	46.7	90
Upper primary (Std. V-VIII)	56	48.6	59	51.3	115
TOTAL					205

From Table III of analysis, we find that more boys (53%), than girls (46.7%), dropout at lower primary and that more girls (51.3%) than boys (48.6%) drop out at upper primary. The difference is significant at lower primary. At this level, peer influence can be seen to cause the differential percentage. Boys enjoy more freedom than girls at home. In their exploration of life outside, they meet dropouts who seem to be having an exciting life out of school. The researcher talked with two parents who blamed dropouts for encouraging their children to leave school.

At upper primary school level the difference in percentage arising is not significant. The gap between boys dropouts and girls dropouts is closing up perhaps due to the increasing exposure of girls to contraceptives and the reduction in the age girls are leaving primary school today making early marriage less significant. Table IV shows the frequency of reasons for dropping out as given by Headteachers.

TABLE IV: SAMPLE SIZE 14

FREQUENCY OF REASONS FOR DROPPING OUT AS GIVEN BY HEATEACHERS

Reason	Uniform	School Funds	Discipline	Low Performance	High Performance	Single Parent	Absenteeism	Pregnancy	Distance	Illness/Death	Marriage	Opportunity Cost	Migration	Repetition	Maturity	Initiation	Religion
Frequency	2	7	9	11	2	8	5	4	NIL	3	1	NIL	NIL	8	NIL	NIL	NIL
Percentage	14.28	50	64.28	78.57	14.28	57.57	35.7	28.85	NIL	21.42	7.14	NIL	NIL	57.57	NIL	NIL	NIL

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From Table IV of analysis using percentages, it can be observed that most headteachers think that the major factors contributing to primary school dropout are, in order, scholarstic achievement with 11 headteachers (78.57%) ticking low performance, learning environment for which 9 headteachers (64.28%) ticked discipline, outside learning environment with single parenthood getting 8 (57.7%) responses and economic factor of which school funds got 7 (50%) responses. The other factors made little contribution or none at all. Migration culture, distance to and from school and opportunity cost were not found to have any significance. Table V shows frequency of reasons for early school withdrawal as given by dropouts themselves.

TABLE V: SAMPLE SIZE 80

Reason	Frequency	Percentage
School Funds	11	13.8
Pregnancy	5	6.25
Single Parent	15	18.75
Low Performance	54	67.5
Maturity	6	7.5
Opportunity Cost	25	31.25
Distance	1	1.25
Repetition	62	73.33
Punishment	61	72.5
Initiation	NIL	NIL
Religion	NIL	NIL
Illness/Death	3	3.75
Uniform	3	3.75
High Performance	4	5

From Table V of analysis using percentage, it can be seen that most dropouts feel that the major factors contributing to their early primary school withdrawal are learning environment with 62 (73.3%) of the cases ticking repetition, scholarstic achievement of which low performance accounted for 54 (67.5%) of all the cases and economic factor among which opportunity cost had 25 (31.25%) responses, in that order. Other factors had little or no significance. Culture and migration among these factors were not found to contribute to primary school dropout in the region.

TABLE VI: SAMPLE SIZE 30  
 FREQUENCY FOR DROPPING OUT AS GIVEN BY PARENTS OF DROPOUTS

Reasons	Frequency	Percentage
Uniform	3	6.66
Absenteeism	4	7.25
Repetition	22	72.3
School Funds	51	16.6
Punishment	21	70
Pregnancy	3	10
Lower Performance	19	63.3
Single Paernt	6	20
Marriage	2	6.66
Distance	NIL	NIL
Maturity	4	7.25
Initiation	NIL	NIL
Religion	NIL	NIL
Illness/Death	3	10
Migration	NIL	NIL
Higher Performance	5	16.66

From Table VI of analysis using percentages, it can be seen that most parents consider the main causes of primary school dropout to be learning environment with repetition 22 (72.3%) and punishment 21 (70%) and scholarstic achievement with low performance 19 (63.3%) responses in that order. Other factors have very low percentages or nil percentage. Culture, distance and migration have no significance. Table VII presents frequency of causes of dissatisfaction to upper primary children of the selected schools.

TABLE VII: SAMPLE SIZE 40

FREQUENCY OF CAUSES OF DISSATISFACTION AMONG UPPER PRIMARY PUPILS

Dissatisfier	Uniform	Caning	Manual Labour	Name Calling	Play Field	Repetition	School Funds	Weekend/Holiday Coaching	Many Subjects	Morning Prep	Staff Chores	School Trips
Frequency	3	40	33	36	4	38	40	21	9	5	27	3
Percentage	7.5	100	82.5	90	10	95	100	52.5	22.5	12.5	67.5	7.5

From Table VII of analysis using percentage, it can be seen that most pupils consider the major causes of dissatisfaction to be caning with 40 (100%) having to pay school funds 40 (100%) and repetition 28 (95%) cases. The other factors have little significance.

The high percentages might also indicate the good rapport between the researcher and the pupils who eagerly took the opportunity to tell on their teachers. However some low percentages are misleading; that one on school trips should not be taken to mean less dissatisfaction. It indicates that school trips as media are unfamiliar in the division.

#### 4.3 SYNTHESIS

From Tables IV-VII of analysis we can observe a lot of correlations between the views expressed by primary school dropouts, parents of some of the dropouts, and upper primary school children and primary school headteachers. The major factors contributing to primary school dropout are learning environment and scholarstic achievement in that order. Culture and migration seem to have no significance on the problem. These views are colloborated by upper primary school pupils who have a lot of dissatisfaction for the learning environment that is characterized by corporal punishment,

name calling, forced repetition and having to run errands for their teachers.

However there are significant discrepancies between these views. Headteachers consider the single most important factors causing dropout at primary level to be low performance and indiscipline, in that order. Parents, on the other hand give repetition and punishment as the single most important factors. Similarly, the Headteachers also differ as far as the importance they attach to opportunity cost is concerned. This factor has no significance in the headteachers' perspective while it accounts for 31.25% in the dropouts' perspective. Single parenthood and school funds however have high percentages 57.7% and 50% respectively according to the Headteachers unlike in other perspectives.

The causes of these divergent views can be explained by the respondents unwillingness to reveal sensitive data and the Headteachers inability to get to the root cause of why their pupils drop out. Hence the Headteachers do not want to reveal the magnitude of repetition and indiscipline in their schools. On the other hand parents do not want to reveal their marital status nor do dropouts want to reveal their parents' marital status. The Headteachers are unable to know the real cause of the pupils premature withdrawal

from school. Pupils who initially had been sent home on account of non-payment of school funds gave the researcher their reasons for not returning to school even when the funds had been available. From informal interviews with some of these dropouts, the real reasons for dropping were forced repetition and punishment. Hence the dropouts were better placed to know the root cause of their problem.

Some factors were not detected however. In spite of probing the parents, they did not appear honest in their response on the item on their attitude to school administration. They gave the orthodox answers probably because they did not want to be regarded anti-formal education. As such although they condemned excessive punishment; they contradicted themselves in their support for the school authorities' rationalization that it was there so that their children could learn. Similarly the Headteachers gave unsatisfactory answers on the relationship between male teachers and female pupils for fear that the researcher was out to land them into trouble. These two aspects need further investigation. Chapter Five focusses on summary, conclusions, implications and recommendations.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

#### 5.1 SUMMARY OF FINDINGS

Kenya, like other developing countries is concerned about curbing educational wastage in view of her meagre resources and the vital role of education in national development. This study established the extent of primary school dropout, its trends and causal factors with a view to making a contribution to this goal.

The study established the following findings:-

Dropout in the region is minimal (2.11%) and that it is higher in upper primary than in lower primary. More boys than girls drop out while dropouts come mainly from large families. The study also established that more low achievers than high achievers drop out and that factors that cause dropout at primary level are: learning environment, scholastic achievement outside learning environment, economic factor, maturity and psychological development and other factors, in that order. Learning environment factors that contribute most to dropout are repetition (73.3%) and punishment (73.5%). Among scholastic achievement factors low performance contributes to more dropout while single parenthood

is the most important outside learning environment factor with 18.75%. Among economic factors, opportunity cost with 31.25% is the most important. Other factors with a limited significance are maturity, pregnancy, illness, death, school uniform and distance. culture and migration are not causal factors of primary school dropout in the region. The single most cause of primary school dropout is repetition with 73.3%.

### 5.2. CONCLUSION

Repetition is the major cause of primary school dropout in Othaya Division. The environment in which pupils learn is not conducive to moulding responsible future citizens. Hence, opportunity cost activities such as picking tea for money are increasingly encroaching in our primary schools.

### 5.3. IMPLICATIONS AND RECOMMENDATIONS

The implication of the above conclusion is that unless the situation is urgently arrested, schools are going to find it increasingly difficult to keep pupils at school. This will in turn have a heavy toll on the production of the country's skilled manpower. In the light of the established findings, we make the following recommendations:-

School attendance should be mandatory rather than voluntary. To enforce this, a clause to empower the chief should be added to the Chief's Act. Parents whose children do not attend school regularly on account of financial disability should be assisted by the Parent-Teacher Associations and anybody who employs a school-age going-child, which in Kenya should also be defined, should be prosecuted.

The process of selecting and training preservice Teacher-Training should be made more effective in order to reduce the misunderstanding that exists between teachers and their pupils, with the former labelling pupils indisciplined and the latter considering their teachers very unfair. The adoption of a multi-variate criteria in identifying those candidates that are likely to succeed as teachers after training, should be made effective in Kenya as is the case in developed countries. In these countries, as many qualities as possible that are established to contribute to teaching effectiveness make the criteria for selection of student-teachers. Some of these variables are creativity, intelligence, interest, aptitude, academic performance, etc. (Schmidt, 1972), Sifuna, 1976, Mbeche, 1979). Thus, future primary school teachers would not be determined solely by their achievement grades in their 4th form examination as is the case today. In order to restructure and reorganize pre-service Teacher-

Training, ways and means should be found to adopt Kamunge, 1988 recommendations. This would ensure that Teaching Practice would be allocated one year instead of the one school term. The supervision of student-teachers by the Headteachers, college tutors and inspectors would mean that future primary school teachers would be better prepared for their role. The remaining one year would be devoted to foundation courses and training in pedagogy instead of to academic subjects. Hence better teachers with a sounder professional base would be produced.

3. The process of promotion of primary school headteachers, especially, should also be made more efficient instead of basing it on how well a school performs at the K.C.P.E. in complete disregard of the contribution of the rest of the staff. A study of the magnitude and causes of voluntary transfers from a given school in a given period would be an indicator of a headteacher's effectiveness or ineffectiveness. The fewer voluntary transfers on the basis of unfavourable working relationships in the school, the more effective a headteacher would be. Hence more efficient promotion methods would curb repetition and dropout.

4. Examination and teaching should be adjusted to individual differences and an end to be brought to the practice of classifying pupils as same in age, aspiration and ability. This change would end frustration arising from low performance and repetition or reduce it at least

5. Teachers should have a lighter teaching load so that they have at least three free periods a day during which they can mark their pupils written work and plan for their emotional and intellectual needs.

6. A department for training, guidance and counselling officers should be opened at Primary Teacher Training Colleges. This would ensure that a professionally trained guidance and counselling officer is posted to each primary school.

#### 5.4. SUGGESTIONS FOR FURTHER RESEARCH

1. A study could be conducted on a whole cohort for 8 years to determine the effect of repetition and transfers on the dropout rate.
  
2. Another study on the effectiveness of the record keeping procedures adopted in primary schools could also be conducted. This would throw some light on whether teachers really understood and their pupils in order to cater for their needs.

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APPENDIX A

Beatrice Gacambi Gicuki  
P.O. Box 26023  
NAIROBI

The Assistant Education Officer  
Othaya Division  
P.O. Box 258  
OTHAYA

8th October, 1990

Dear Sir,

RE: RESEARCH

I am a post graduate student at Kenyatta University interested in studying the problem of primary school dropout in Othaya Division as part of my course requirement. I hope to conduct this research during the months of November and October 1990. I intend to administer questionnaires to 20 primary school headteachers and 40 upper primary school pupils. The findings will be confidential and will be used only for the purpose of this research.

I would be grateful if you could give me a letter of introduction to the headteachers in your schools and also make available for me the returns of all the primary schools in the Division in 1989.

Thank you very much in advance.

Yours sincerely,

*BGM*

RESEARCHER

APPENDIX B

TABLE OF RETURNS FOR THE PRIMARY SCHOOL IN THE DIVISION IN 1989

School		STD I	STD II	STD III	STD IV	STD V	STD VI	STD VII	STD VIII
		B G T	B G T	B G T	B G T	B G T	B G T	B G T	B G T
1	JANUARY								
	END OF NOVEMBER								
2	JANUARY								
	END OF NOVEMBER								
3	JANUARY								
	END OF NOVEMBER								
4	JANUARY								
	END OF NOVEMBER								
5	JANUARY								
	END OF NOVEMBER								
6	JANUARY								
	END OF NOVEMBER								

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TABLE OF RETURNS FOR THE PRIMARY SCHOOL IN THE DIVISION IN 1989

School		STD I	STD II	STD III	STD IV	STD V	STD VI	STD VII	STD VIII
		B G T	B G T	B G T	B G T	B G T	B G T	B G T	B G T
7	JANUARY								
	END OF NOVEMBER	*							
8	JANUARY								
	END OF NOVEMBER								
9	JANUARY								
	END OF NOVEMBER								
10	JANUARY								
	END OF NOVEMBER								
11	JANUARY								
	END OF NOVEMBER								
12	JANUARY								
	END OF NOVEMBER								

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TABLE OF RETURNS FOR THE PRIMARY SCHOOL IN THE DIVISION IN 1989

School		STD I	STD II	STD III	STD IV	STD V	STD VI	STD VII	STD VIII
		B G T	B G T	B G T	B G T	B G T	B G T	B G T	B G T
13	JANUARY				90				
	END OF NOVEMBER								
14	JANUARY								
	END OF NOVEMBER								
15	JANUARY								
	END OF NOVEMBER								
16	JANUARY								
	END OF NOVEMBER								
17	JANUARY								
	END OF NOVEMBER								
18	JANUARY								
	END OF NOVEMBER								

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TABLE OF RETURNS FOR THE PRIMARY SCHOOL IN THE DIVISION IN 1989

School		STD I	STD II	STD III	STD IV	STD V	STD VI	STD VII	STD VIII
		B G T	B G T	B G T	B G T	B G T	B G T	B G T	B G T
19	JANUARY								
	END OF NOVEMBER								
20	JANUARY								
	END OF NOVEMBER								
21	JANUARY								
	END OF NOVEMBER								
22	JANUARY								
	END OF NOVEMBER								
23	JANUARY								
	END OF NOVEMBER								
24	JANUARY								
	END OF NOVEMBER								

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TABLE OF RETURNS FOR THE PRIMARY SCHOOL IN THE DIVISION IN 1989

School		STD I	STD II	STD III	STD IV	STD V	STD VI	STD VII	STD VIII
		B G T	B G T	B G T	B G T	B G T	B G T	B G T	B G T
25	JANUARY								
	END OF NOVEMBER								
26	JANUARY								
	END OF NOVEMBER								
27	JANUARY								
	END OF NOVEMBER								
28	JANUARY								
	END OF NOVEMBER								
29	JANUARY								
	END OF NOVEMBER								
30	JANUARY								
	END OF NOVEMBER								

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TABLE OF RETURNS FOR THE PRIMARY SCHOOL IN THE DIVISION IN 1989

School		STD I	STD II	STD III	STD IV	STD V	STD VI	STD VII	STD VIII
		B G T	B G T	B G T	B G T	B G T	B G T	B G T	B G T
37	JANUARY								
	END OF NOVEMBER								
38	JANUARY								
	END OF NOVEMBER								
39	JANUARY								
	END OF NOVEMBER								
40	JANUARY								
	END OF NOVEMBER								
41	JANUARY								
	END OF NOVEMBER								
42	JANUARY								
	END OF NOVEMBER								

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TABLE OF RETURNS FOR THE PRIMARY SCHOOL IN THE DIVISION IN 1989

School		STD I	STD II	STD III	STD IV	STD V	STD VI	STD VII	STD VIII
		B G T	B G T	B G T	B G T	B G T	B G T	B G T	B G T
43	JANUARY								
	END OF NOVEMBER								
44	JANUARY								
	END OF NOVEMBER								
45	JANUARY								
	END OF NOVEMBER								
46	JANUARY								
	END OF NOVEMBER								
47	JANUARY								
	END OF NOVEMBER								
48	JANUARY								
	END OF NOVEMBER								

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TABLE OF RETURNS FOR THE PRIMARY SCHOOL IN THE DIVISION IN 1989

School		STD I	STD II	STD III	STD IV	STD V	STD VI	STD VII	STD VIII
		B G T	B G T	B G T	B G T	B G T	B G T	B G T	B G T
49	JANUARY								
	END OF NOVEMBER								
50	JANUARY								
	END OF NOVEMBER								
51	JANUARY								
	END OF NOVEMBER								
52	JANUARY								
	END OF NOVEMBER								
53	JANUARY								
	END OF NOVEMBER								
54	JANUARY								
	END OF NOVEMBER								

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APPENDIX B

TABLE OF RETURNS FOR THE PRIMARY SCHOOL IN THE DIVISION IN 1989

School		STD I	STD II	STD III	STD IV	STD V	STD VI	STD VII	STD VIII
		B G T	B G T	B G T	B G T	B G T	B G T	B G T	B G T
55	JANUARY								
	END OF NOVEMBER								
56	JANUARY								
	END OF NOVEMBER								



3. Do you offer guidance and counselling services in your school? If Yes, what classes?

Lower ( ) Upper ( )

4. How many pupils in your school dropped out in the year 1989 between November and end of November?

Standard I-IV Boys ( ) Girls ( )

Standard V-VIII Boys ( ) Girls ( )

5. How many pupils of average performance dropped out between January 1989 and end of November 1989? (Performance is average at 50-55%).

Boys ( ) Girls ( )

6. How many pupils of below average performance dropped out between January and end of November 1989?

Boys ( ) Girls ( )

7. How many pupils of above average performance dropped out at the same time?

Boys ( ) Girls ( )

8. How many pupils dropped out between January and end of November due to:-

- (i) Premarital pregnancy ( )
  - (ii) Financial difficulty ( )
  - (iii) Indiscipline ( )
  - (iv) Health grounds/death ( )
  - (v) Circumscision/initiation/religion ( )
  - (vi) Specify others. \_\_\_\_\_
- 

9. How many pupils from single-parent homes dropped out in 1989?

Boys ( ) Girls ( )

10. How many pupils dropped out after absenteeism?

Boys ( ) Girls ( )

11. What were the sizes of most families of drop outs in the year 1989?

(i) Below 3 children ( )

(ii) Between 4 and 6 children ( )

(iii) Above 6 children ( )

12. Comment on the relationship between male teachers and their female pupils?

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13. Do most parents consult school authorities on matters related to their children's school life?

Yes ( ) No ( )

14. Which do you consider to be the major administrative problem you encountered in 1989 in your present assignment?

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APPENDIX DQUESTIONNAIRE FOR DROPOUTS

Answer the following questions to the best of your knowledge. Your answers will be very useful for the improvement of education in this country. Only the researcher will know the answers you provide and your name or that of the school are not required to be put on this sheet. Explain, tick, supply, etc. as required.

1. Are you a boy or a girl? Boy ( ) Girl ( )
2. Do you live with both of your parents.  
Yes ( ) No ( )
3. In which class were you when you left school?  
Standard ( ).
4. Were you required to repeat a class?  
Yes ( ) No ( )
5. How many times? ( )
6. Why were you required to repeat ?  
\_\_\_\_\_  
\_\_\_\_\_
7. Did you want to repeat? No ( ) Yes ( )
8. Were you punished at school? If Yes, give reasons.  
No ( ) Yes ( )

9. What did you find punishments from school like?

Fair ( ) Unfair ( )

10. Did your parents have a habit of punishing you before you left school?

Yes ( ) No ( )

11. What was your performance at tests and end of the year examinations?

Below average ( )

Average ( )

Above average ( )

[Performance is at average when scores are 50-55%]

12. Were you asked to go home to ask your parents buy you any of the following things? Tick

(i) School uniform ( )

(ii) Textbooks ( )

13. Were you sent away to collect school funds

from your parents? Yes ( ) No ( )

14. Did you leave school so that you could earn money of your own? If Yes, specify. Yes ( ) No ( )

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15. Did you leave school due to poor performance in examinations? Yes ( ) No ( )

16. Did you leave school due to any of the following factors? Tick.

(i) Illness ( )

(ii) Torn uniform ( )

(iii) Distance to and from school ( )

(iv) Pregnancy ( )

(v) Marriage ( )

(vi) Specify any other \_\_\_\_\_

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APPENDIX EINTERVIEW SCHEDULE FOR PARENTS

Answer each question to the best of your understanding.

The answers you provide will be very useful in the improvement of primary education in Kenya. Your answers will be confidential and will be used only for the purpose of this research.

1. How old was your child when he/she left school?

Years ( ).

2. Was he/she obedient at home? Yes ( ) No ( )

3. Why do you think your child left school?

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4. What future plans did you have for your child before he/she left school?

(i) To get him/her a salaried job ( )

(ii) To get him/her into a technical college ( )

(iii) To go on with education ( )

(iv) To marry her/him off ( )

(v) As he/she chose ( )

(vi) If any other specify \_\_\_\_\_

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5. How did you try to ensure that those plans for your child were fulfilled? \_\_\_\_\_

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6. Did teachers encourage pupils to drop out? If  
Yes specify how.      Yes    (    )      No    (    )

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APPENDIX FQUESTIONNAIRE FOR UPPER PRIMARY SCHOOL PUPILS

Answer the following questions as honestly as possible  
Your answers will help in the improvement of primary  
education. Do not write your name on this sheet nor that  
of your school. Only the researcher will read your  
answers.

Which of the following things don't you like in your  
school? Tick in the box provided.

1. Caning ( )
2. Paying school funds ( )
3. Name calling by teachers ( )
4. Punishment ( )
5. Repetition ( )
6. Running errands or performing chores  
for the teachers ( )
7. Colour of school uniform ( )
8. Lack of school trips ( )
9. Many subjects ( )
10. Holiday/weekend coaching ( )
11. Early morning prep ( )