SOCIAL FACTORS AND DROPOUT IN SELECTED PUBLIC PRIMARY SCHOOLS IN KISUMU MUNICIPALITY

KENYA

A Thesis

Presented to the

School of Post graduate Studies and Research

Kampala International University

Kampala Uganda

In Partial Fulfillment for the Degree Master of Educational

Management and Administration

By:

PERCY AOKO ODAWA

AUGUST, 2011

DECLARATION A

I hereby declare that this work is a result of my own effort and has never been submitted for any award in any other University or institution of higher learning and where work of others has been cited due to acknowledgment has been given.

_____PERCY____ATIKO____ASAWA_____

Name

_____Rodowa_____

Signature

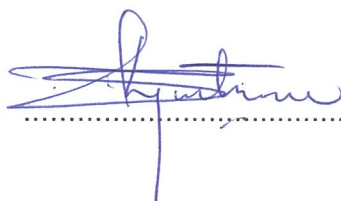# DECLARATION   B

I /We confirm that the work reported in this thesis was carried out by the candidate
under my /our Supervision

Name

Signature

APPROVAL SHEET

This thesis entitled Social Factors and Dropout Rates in Primary Schools in Kisumu Municipality Kenya   (2008 - 2009) Prepared and Submitted by Aoko Percy Odawa

In Partial fulfillment for the degree of Master of Educational Management and Administration has been examined and Approved by the panel on overall examination with grade of...

Name and signature of the Chairman

Name and signature of Supervisor

Name and signature of Panelist

Date of Comprehensive Examination

....

Grade

....

Name and Signature of Director, SPGSR

_____

Name and   Signature of DVC, SPGS

DEDICATION

This piece of work is dedicated to Almighty God who has allowed me to attain this achievement. May He also lead my family to excel too.

ACKNOWLEDMENT

I acknowledge the assistance extended to me by Lecturers of KIU especially my supervisor Madam Sara My sincere gratitude goes to my colleagues in the MED Class for their encouragement during the study period.

I 'm very grateful to my family Mr. Odawa and the children for the opportunity they gave me to explore the heights and to prove that nothing is difficult with God.

ABSTRACT

The study was about social factors and Pupils' drop out rate in selected Public primary schools in Kisumu Municipality. It was guided by four objectives; establishing the profile of the respondents, level of social factors , level of pupils drop out, and finding the relationship between level of social factors and level of pupils' dropout. Using descriptive correlational survey research and exposfactor design, the study employed a sample of 231 primary 8 pupils from a population of 547 in 8 selected Public Primary schools. The study found out that male pupils are more than female ones, level of social factors is fair, level of pupils drop out is fair and that there is a significant positive relationship between level of social factors and level of pupils drop out. Based on the findings of the study, the following are recommended; that for the adaptation of schooling institutions to better respond to the needs of all learners, including discipline and attendance policies that maintain high standards without alienating students from schools, scheduling adaptations that accommodate learners needs, smaller school communities, and more challenging and engaging class work.

LIST OF ACRONYMS

ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect
BOG	Board of Governors
BSR	Business for Social Responsibility
CBS	Central Bureau of Statistics
CBO	Community-Based Organization
CDF	Constituency Development Fund
CSR	Corporate Social
DEO	District Education Office
ECCE	Early Childhood Care and Education
ECEC	Early Childhood Education Centers
ECD	Early Childhood Development
FGM	Female Genital Mutilation
EMIS	Education Management Information Systems
FPE	Free Primary Education
GIS	Geographic Information System
GDP	Gross Domestic Product
ILO	Internal Labor Organization
GER	Gross Enrollment Rate
KDDAE	Kisumu District Department of Adult Education
KDSP	Kisumu District Strategic Plan
KESSP	Kenya Education Sector Support Program
KMC/KCC	Kisumu Municipal Council/Kisumu City Council
MEO	Municipal Education Office
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
MTN	Mobile Telecommunication Network
NFE	Non-Formal Education

NFSs	Non-Formal Schools
NFEC	Non-Formal Education Centers
NUSE	Nairobi University School of Education
NGO's	Non-government Organizations
PTA	Parent Teacher Association
PTR	Pupil-to-Textbook Ratio
SEBF	Secondary School Education Bursary Fund
TIVET	Technical, Industrial Vocational and Entrepreneurship Training
UN	United Nations
TSC	Teacher Service Commission
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN-HABITAT	United Nations Centre for Human Settlements
UNICEF	United Nations International Children's Fund

TABLE OF CONTENT

LIST OF TABLES

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

There has been worldwide focus on dropout rates and a number of policies have been devised to help reduce them. In America the dropout rates is very high in schools. In 2009 about 6.2 million students dropped out of schools in US. This was detected during graduation ceremony when the enrolled number of student was more the number graduating students. A country like Chad there is astonishing ratio of 176 students per teacher in some primary schools. Not surprisingly Chad represents very high dropout rates of over 70 in primary schools grades. This concurs with the study from the human development research (HDR) 2010 which indicated that the higher the number of pupils per teacher, the higher the dropout rates. In other African countries like Zimbabwe, Zambia and Malawi; the Forum of African Women Educationist (FAWA) found no consistency in the statistical Analysis of gender and education. In Ghana 20% of the girls enrolled in schools do not finish their education because of pregnancy. This was reported by activist who said that the girls are ostracize by the society where they live and they should be provided with resources that would allow them to continue with their education. Dropout rates in Uganda's rural areas are causing an alarm in the country. Despite the introduction of free primary education in 1996, it is now estimated that only 20% of pupil who enroll for primary schools end up completing primary seven the highest level in Uganda's Primary Education. The sub-counties of Kisomoro and Katewa in Kabarote District, Western Uganda are among the worst hit in the country. Parents blame early marriages, ignorance on the value of education as the reasons of dropouts. Morocco drop out rates in 2006 was 22% internal efficiency is also low with high dropout and completion rates.

In Asian countries, the dropout rates is high is in primary schools. 30% of the Pakistan children go to school and finish their primary education. The remaining percentage dropout before completing. In Bangladesh internal efficiency rate in rural areas schools had higher dropout rates. Countries like Israel introduced some social mechanisms affecting school dropout rates. Most cases of dropout starts from class six, this could be due to the fact that teachers in middle primary teach so many classes everyday that they cannot take a personal interest in each child as the lower teachers do. The time with the upper primary children is so short, the teachers only know some few performing pupils and some extreme cases of deviant behavior. Some parents don't want to take responsibility and neither does the child . So the parents made up the excuse that the child dropped out of school because the teacher was too cruel or boring. Usually it is the teachers' responsibility to keep children in class and be able to teach them well. If children are dropping out it indicated that the teaching and the attitude by the teacher are really a problem. Teacher should then receive some updated training in psychology and visit the child's home to understand what is happening , in case of child abuse.

In Kenya the Universal Free Primary Education ironically has contributed to dropout rates the same case with Free Primary Education where a large number of children were enrolled in schools then later they dropped out. According to documents and reports the dropout rates in schools comes about because some children lack interest in learning, some due to poor performance in schools.

Statement of the Problem

The studies have suggested that young people with basic or no education may be more than expected in Kenya. With the introduction of Free Primary Education, many young people enrolled in schools, which made the number to drastically increase. Some social Factors in the society where young people live could be the factors contributing to the high dropout rates.

The understanding was that young people get affected with cultural factors such as Gender Disparity , Role ambiguity, FGM, Early Marriage and Early Pregnancy which disadvantage the learning of the girl –child over the boy child.

There exist numerous cases of juvenile delinquents in Kisumu Municipality. This at times is largely attributed to many youths who after leaving school, or dropping out of schools, find themselves without jobs and stable income. These youths eventually end up being thieves, robbers and car hi jackers. Many pupils continue to leave schools and pour themselves in the streets at an alarming rate. Reasons that make them leave school has to be found if the problem is to be addressed. Its for this reason that the study attempted to appraise if social factors could be among these reasons that make them leave school .

Purposes of the study

1. To test the hypothesis of no significant relationship between level of social factors and level of learner's drop out rate.
2. To fill in the gaps identified in the previous studies.
3. To generate new information on the existing body of knowledge.
4. To validate the theory to which this study is based

Research Objectives

1.To determine the demographic characteristic of the respondents in terms of age, and gender
2. To asses the level of social factors in Kisumu Municipality primary schools, Kenya.
3. To establish the level of dropout rate in Kisumu Municipality primary schools
4. To determine the relationship between social factors and school drop out rates in Kisumu Municipality, Kenya.

Research Questions

1. What are the demographic characteristic of my respondents?

2. What is the level of social factors in Kisumu Municipality primary schools?

3. What are the levels of pupils' drop out in school in Kisumu Municipality?

4. Is there any relationship between the level of social factors and the level of drop out rate in kisumu Municipality primary schools?

Null Hypothesis

There is no significant relationship between social factors and pupils' dropout rate in Kisumu Municipality primary schools .

Scope

Geographical scope; The Study was carried out in Kisumu Municipality. Kisumu Municipality is in Nyanza Province is in Western Kenya. It has a Population of504, 3599 (as of 2001) .It has doubled and land area of 919Km squared. The main industries are subsistence agriculture and fishery on Lake Victoria. The study covered the chosen 8 primary schools in Kisumu Municipality.

Content scope; The study focused on examining the levels of social factors, dropout, and the relationship between level of social factors and level of dropout rate.

Time scope; the study took place between December 2010 and August 2011.

Theoretical scope; the study was underpinned by the integrationist model of retention theory founded by Tinto (2004).

Significance of Study

The government of Kenya The findings of the study were to open avenues for more research to get possible solutions to curb drop out rate in individual schools. The educationist may use the findings by discussing with other stakeholder like **teachers, parents, leaders and students** and implement possible solutions to curb the drop out rate in Kisumu Municipality. This study is meant for professionals to access and approve the validity, originality, reliability and possibility of the problem solving for candidates' integrity. A lot of work remain to be done to define and implement programs to improve people's education in Kenya.

By identifying analyzing factors that hinder child education **policy makers and development agencies** will use this information to improve this planning and programming. The study will generate information that could be utilized by government, NGOs and give rise to future generation.

Operational Definitions of Key Terms

Social factors; these are factors like, individual factors, peer factors, family factors and school factors.

Dropout rate; the rate at which learners exit primary schools before completing their 8 years course.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Ideas, Opinions from Authors/Experts

Social factors

Individual factors

Dropouts have poorer self-concepts than their peers who stay in school. Dropouts are more apt to believe they have little control over their own fate (Ekstrom, Goertz, Pollack, & Rock, 1986). Dropouts also have less sense of efficacy or responsibility (Sewell, Palmo, & Manni, 1981). We don't know if low self-confidence is the cause of doing poorly in school or if poor school performance causes a negative self-concept. Recent research supports the latter view, suggesting that improving school performance may enhance self-confidence (Steinberg, 1989; Sundius, Entwisle, & Alexander, 1991).

High school dropouts do not feel a strong sense of belonging to their school (Mahan & Johnson, 1983) and are not very interested in school (Ekstrom et al., 1986; Mahan & Johnson, 1983). Many cite racial prejudice and discrimination as the reason (Center for the Study of Social Policy, 1986). Dropouts report less satisfaction and less effort in school, lower participation in extracurricular activities, more positive attitudes toward work than toward school, and lower aspirations for postsecondary education (Ekstrom et al., 1986).

Elementary children who are highly aggressive are less likely to graduate from high school or pursue any college training (Lambert, 1988). By age 17 or 18, children who are hyperactive are more likely to achieve poorly, attend a special school, or drop out (Lambert, 1988). Dropouts more frequently skip classes and are absent or late. They more often are disciplined or suspended (Ekstrom et al., 1986). Among high school students, problems with interpersonal relations and being less popular are associated with dropping out (Ekstrom et al., 1986). Social skills training in early adolescence has proven an effective strategy for preventing smoking, marijuana use,

early sexual activity (Ellickson, 1997; Howard-McCabe, 1990), and school failure. Larson (1989) describes a training program that emphasized impulse control, self-monitoring, perspective-taking, and problem-solving. Individuals in the treatment group showed less frequent expulsions and improvements in both academic and behavior ratings on their report cards.

Adolescents who use drugs and alcohol are less likely to finish high school (Lambert, 1988). Average achievers are twice as likely to have used marijuana in the past week (12.9%) as high achievers (6.6%). No definite conclusions can be drawn about drug use as a cause or consequence of academic problems. High school students who have encounters with the police or criminal justice system are more likely to be dropouts than those who have not (Ekstrom et al., 1986).

Dropouts usually don't do well in learning situations where they work alone. They are more authority-oriented and prefer more teacher assistance, but they resist assistance from other adults. Dropouts also prefer a varied learning environment that includes visual, auditory, tactile, and kinesthetic teaching styles. Dropouts are less alert in the morning and more alert in the evening than others (Gadwa & Griggs, 1985).

Earlier school problems may be at the root of academic failure in high school. Many students, especially minorities, decide to leave school during early adolescence, and a substantial number drop out of school before the end of the 10th grade (Carnegie Council on Adolescent Development, 1989). Poor performance in school leads to discouragement and to dropping out (Ekstrom et al., 1986; Gadwa & Griggs, 1985; Steinberg, Blinde & Chan, 1984). Special problem-solving skills training for a group of low-income minority 6th graders resulted in improved grades 40 weeks later (Larson, 1989).

Home factors

An adolescent from a family of lower socioeconomic status is more likely to leave high school before finishing (Ekstrom et al., 1986) and less likely to attend college (Lambert, 1988). According to a report by the National Commission on Children (1991), adolescents from low-income families are more likely to lack ba- sic academic skills and

to have repeated a grade as children. They are at risk for poorer health and nutrition. Poor families are likely to live in poor school districts with fewer resources to offer their students. Adolescents in low-income families are more likely to be employed, which may be harmful to school achievement if work hours are extremely long (National Commission on Children, 1991).

Minority adolescents have higher dropout rates (Ekstrom et al., 1986). African Americans and Hispanics have lower grades than Whites (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987), but much of the effect may be due to the influence of socioeconomic status. Minority students are more likely to live in poor families or in single-parent families. Their parents have less education on average, and they usually attend lower quality schools. All of these factors put them at risk for school failure (National Commission on Children, 1991). They also may face discrimination and prejudice at school, and the value systems of school may conflict with family and ethnic values (Center for the Study of Social Policy, 1986; Fordham, 1988; Fordham & Ogbu, 1986; National Commission on Children, 1991). Research on minority students whose first language is not English shows that they are not below average in cognitive ability. They may be underachieving in school because they are hesitant to speak up in the classroom and participate in discussions (Feldman, Stone, & Renderer, 1990), or because of parent and teacher attitudes (Steinberg et al., 1984).

Family structure affects absences and behavior problems in school (Dornbusch et al., 1985). Students who experience family disruption or live in single-parent families are more apt to be placed in a special education class (Lambert, 1988). Adolescents in single-parent and stepfamily households have lower grades than those in two-parent households (Dornbusch et al., 1987). Single-parent families on average are more likely to be low-income families (McLanahan, 1985; Milne, Myers, Rosenthal, & Ginsburg, 1986). The stress of family breakup may place students at risk (McLanahan, 1985). The absence of a father has been linked to less parental supervision, another possible link to lower achievement. If the father is not present, the mother is more likely to be employed and less available to supervise (National Commission on Children, 1991).

8

A number of studies suggest that when mothers are employed full-time, some children—of all ages from preschool through high school—do not do as well in school (Baydar & Brooks-Gunn, 1991; Bogenschneider & Steinberg, 1994; Bronfenbrenner & Crouter, 1982; Gold & Andres, 1978; Hoffman, 1979; Milne etal., 1986).

When parents set high standards, children work harder and their school achievement is higher (Natriello & McDill, 1986). High school dropouts report their mothers have lower expectations for them (Ekstrom et al., 1986)..Furthermore, high school dropouts are likely to have a family history of dropping out (Mahan & Johnson, 1983), suggesting again the influence of family norms or expectations. When parents express high expectations about continuing schooling past high school, children are more likely to go on for further education after graduation (Conklin & Dailey, 1981). High aspirations may be especially important for adolescents from low socioeconomic backgrounds. Parents who have high aspirations may provide a strong influence that enables children to overcome other disadvantages (Davies & Kandel, 1981).

The negative effects of low socioeconomic status or a single-parent family on school achievement are due, in large part, to characteristics of parent-child relationships in such families. Parental discipline, control, monitoring, concern, encouragement, and consistency are all aspects of the parent-child relationship that have been linked to academic achievement in adolescence. The authoritative parenting style, characterized by warmth, interest, and concern, along with clear rules and limits, has a positive effect on grades. Parenting that is too permissive or too strict has a negative effect on grades (Dornbusch et al.,1987). Single mothers score higher on permissive parenting than those in two-parent families. Stepparents are more likely to be permissive or very strict than parents in two-parent families (Dornbusch et al., 1987). High school dropouts report less parental monitoring of their activities and less communication with parents (Ekstrom et al., 1986).

When parents attend parent-teacher conferences, help with home-work, and watch their children in sports or other activities, their children do better in school. (Bogenschneider, 1997; Henderson, this volume). When parents are not involved, their children receive lower grades, are more likely to drop out, and have poorer homework

habits (Baker & Stevenson, 1986, Epstein, 1982). Parental involvement is a potent predictor of school success, regardless of ethnicity, parent education, family structure, or gender (Bogenschneider, 1997). Parents of dropouts may express their opposition to dropping out but not take any specific action to help their adolescent stay in school (Mahan & Johnson, 1983). Parental interest may be shown by the presence of study aids such as encyclopedias and dictionaries in the home (Ekstrom et al., 1986).

Peer factors

Adolescents who are popular as children are more likely to finish high school and more likely to go to college (Lambert, 1988). Dropouts rate themselves as less popular (Ekstrom et al., 1986). The friends of high school dropouts have more absences, lower grades, and less positive attitudes toward school. They are less popular and less likely to plan to attend college (Ekstrom et al., 1986). If dropouts maintain contact with friends who have stayed in school, however, these friends may provide moral support for returning to school (Mahan & Johnson, 1983).

Attitudes and aspirations of peers (Marjoribanks, 1985) and peers' expectations and standards (Natriello & McDill, 1986) affect individual effort and achievement in school. Although peer influence is an important factor in some aspects of achievement, parents' influence is more important for others (Davies & Kandel, 1981). For example, parents have more influence than peers on plans for future schooling, but peers are more influential when it comes to attitudes toward school and time spent on homework (Steinberg & Brown, 1989).

School factors

Effective teachers like their students (Edmonds, as cited in Good & Weinstein, 1986; Center for the Study of Social Policy, 1986), are highly involved with students (National Commission on Children, 1991), encourage participatory learning (Edmonds, as cited in Good & Weinstein, 1986), and have high expectations for their students (Center for the Study of Social Policy, 1986; Edmonds, as cited in Good & Weinstein,

1986; Linney & Seidman, 1989; National Commission on Children, 1991). More experience and training does not, in itself, assure effective

teaching, but opportunities for staff to periodically upgrade their training appear to

be critical (Boyer, 1983; Spady, 1976). Elsewhere in this report, Spillane argues

that state policy initiatives, such as holding schools accountable for student performance on state tests, were effective in getting teachers' attention. Yet policy alone failed to change the core of teaching practice. The most effective way to do this is to encourage teachers to learn about the reforms and to share ideas and teaching strategies both with each other and with experts.

Instruction that is flexible enough to suit a variety of learning styles may prevent discouragement and dropping out (Gadwa & Griggs, 1985). The curriculum should also take into account the values and experiences of students from a variety of ethnic and social class backgrounds to prevent student alienation (Center for the Study of Social Policy, 1986; Massachusetts Advocacy Center, 1988). If the school provides an opportunity for participation in decision making, students are more satisfied with school and have higher grades (Epstein, 1983). At-risk students require extra attention, especially at stressful times, from teachers or counselors (Carnegie Council on Adolescent Development, 1989). When students are close to dropping out of school, counselor availability and information about alternatives can make a difference (Mahan & Johnson, 1983). The high dropout rates of language minority students may be due to the lack of attention from teachers (Steinberg et al., 1984).

Changing schools is stressful and may cause either temporary or long-term problems with academic performance. When students enter a middle school or junior high school, they are at risk of lower grades and declining participation in school activities (Simmons, Burgeson, Carlton-Ford, & Blyth, 1987). The more complex structure of the high school may cause adjustment problems, leading to academic problems (Carnegie Council on Adolescent Development, 1989; Mahan & Johnson, 1983). One experimental program, offered during the transition into high school, provided extra peer and teacher support. When participants were compared with a control group, they showed fewer absences, higher grades, less decline in self-concept,

and a more positive attitude toward school (Felner, Ginter, & Primavera, 1982). Students who move and change schools more frequently are more likely to drop out of high school (Lambert, 1988; Mahan & Johnson, 1983) and less likely to attend college (Lambert, 1988). A principal who displays strong leadership and is involved in instruction is important to school effectiveness (Boyer, 1983; Edmonds, as cited in Good & Weinstein, 1986; National Commission on Children, 1991). A good principal should be supportive of teachers (Boyer, 1983) and should be willing to involve teachers in decisions and planning (Massachusetts Advocacy Center, 1988). The principal should have enough autonomy from the school district to exercise authority (Boyer, 1983). Small rural districts and large urban districts have higher dropout rates (Gadwa & Griggs, 1985). A recent study of Wisconsin dropouts reported higher dropout rates in larger school districts. The study identified school district size as the most significant predictor of dropout rates (Center for the Study of Social Policy, 1986).

Large schools have the advantage of more resources, but they have the disadvantages of being impersonal and having more disorder or crime. Smaller schools are considered better, especially for at-risk students (Boyer, 1983). In large schools, a smaller subunit, or school-within-a-school program, is recommended (Carnegie Council on Adolescent Development, 1989; Dorman, 1987). High school dropouts report lower levels of participation in extracurricular activities (Ekstrom et al., 1986). In small schools, participation is more active, and there is more pressure on individual students to participate. Students in these schools benefit from the challenges and developmental opportunities of activities. In large schools, fewer students participate in activities and students who feel alienated from the school are especially likely to be left out of extracurricular activities (Barker & Gump, 1964).

The lack of an orderly classroom environment (Edmonds, as cited in Good & Weinstein, 1986; Linney & Seidman, 1989; National Commission on Children, 1991) and a lack of a sense of safety (Edmonds, as cited in Good & Weinstein, 1986) are major ingredients in a negative school climate. Parent participation in the school—ranging from classroom visits to tutoring, textbook evaluations, and staff evaluations (Irvine, 1988)—result in better schoolfamily relations. Improved communication between the

school and the family keeps parents informed and provides information on how to help their children succeed (Massachusetts Advocacy Center, 1988). The result is improved student achievement and attitudes toward school (Carnegie Council on Adolescent Development, 1989).

Staff Attitudes, beliefs, and behaviors. Higher student dropout rates have been associated with the attitudes, beliefs, and behaviors of teachers and other school staff toward students. Schools with higher dropout rates report that students perceive school staff as uncaring, not interested in students as individuals, and not helpful. Studies of schools with higher dropout rates have found that staff has low expectations for student achievement. Culturally insensitive teachers and classes to minority students have also been associated with higher student dropout rates.

School policies and practices (i.e. discipline and attendance procedures, promotion and retention policies, tracking) have been associated with student dropout rates. (Smith, 1991). Schools with zero tolerance policies have higher drop out rates. Higher dropout rates have been associated with schools which have ineffective discipline systems that is considered unfair and arbitrary by students (especially if suspensions and expulsions are used as punishment for poor attendance, tardiness, or truancy). Ineffective approaches to discipline problems increase the probability of dropping out more than any other single factor (Bridge4kids, 2004). Furthermore, students with disabilities have significant difficulty readjusting to their school programs following suspension or expulsion, further increasing the probability of dropping out.

According to Smith (1991), "In schools where many students fail, are retained, or are suspended or expelled, dropout rates are higher. Students therefore do not drop out in isolation from the school; they drop out as a result of their interaction with the teachers, administrators, peers and activities they encounter there" (p. 44). The level of services received and the amount of time designated for services, the way services are delivered (whether in general education classes or in pull-out) and the kinds of services being provided are associated with dropout rates for students with disabilities (Wagner, 1995). Moreover, the level of services received (e.g., amount of

13

time designates for special education service), the way services are delivered (e.g., pull-out or mainstream) and the kinds of services being provided (e.g., counseling, vocational guidance) have also been studied and associated with dropout for students with disabilities (Wagner, 1995). These factors are generalizations because variables interact with each other to create greater or lesser risk or greater or lesser protection.

At-Risk School Environments. Accordingly, at risk-school environments are marked by characteristics such as: Alienation of students and teachers; Inferior standards and low quality of education; Low expectations of students; High non-completion rates for students; Classroom practices that are unresponsive to students' learning needs; High truancy and disciplinary problems; and Inadequate preparation of students for the future (Padron, Waxman and Rivera, 2002)

Some researchers have categorized dropout factors as those that *push* students out of school and those that *pull* students out (Jordan, Lara, & McPartland, 1996). Repeating grades, low academic achievement, and insufficient evidence that school personnel care are categorized into push-out factors (Jordan et al.; Kortering & Braziel, 1999; Schwartz, 1995). Pull-out factors include employment prior to school completion and pregnancy. Recognizing the difference between those variables that educators and others can influence and those that are static is important when thinking about interventions for curtailing dropout rates of students with disabilities.

National Drop Out Rates for Students with Disabilities. The drop out rate for students with disabilities is approximately twice that of students without disabilities (Blackorby & Wagner, 1996). In comparison to an overall national dropout rate of approximately 5% (Kaufman, Kwon, Klein & Chapman, 1999), students with learning disabilities (LD) have estimated dropout rates ranging 17% to 42% and those with emotional and behavioral disabilities (EBD) have even higher dropout rates, estimated to be from 21% to 64% (Lichtenstein & Zantol-Weiner, 1988; National Center for Education statistics, 1993, 1997, 1999).

due to difficulty in keeping track of students, technical incompatibility of different data management systems, and financial constraints (Williams, 1987).

These types of variation in calculations result in some students being excluded from dropout counts. In addition, the exclusion varies from one state or district to the next.

Education and Development

Education has been viewed as essential for national development. It contributes to personal fulfillment and individual growth. The UNESCO Commission 1996 indicated that there has been developed in recent years in continuing education which is designed to speed up economic growth. Musaazi in his book (Economic Planning) some theories were addressed on the relationship between education and development, one status that education is an economic investment in people.

The other theory states that education gives economic benefit to individual and society .Presumably development brings about a resource base that can lead to the improvement of human beings so that they can access the knowledge and opportunity to fulfill their human potential in a better world.

 Education being formulated as an important factor in the eradication of poverty.

According to Blaug 1980, a country fails to adequately meet the educational needs of the people is plagued by several problems. Credential Theory by Collin (1979) states that education serves as an entrance ticket for particular jobs such as medical and Law. According to Musaazi in his book on Educational Planning, he states that education is an investment whose benefit is realized later. Children and young people work in a wide variety of different areas. These include: providing care within a family, for example a sick adult relative.

Domestic labor

This may be paid or unpaid and provided whether to a relative or non- relative This is sometimes referred to as a hidden form of child labor. This is because it is not easily visible and is rarely covered by campaigns on child labor. Most of the children and

young people involved in domestic work are girls (International Labor Organization 1993)

Child labour is one of the key factors hindering children from attending school. It was reported on world labour day that, girl child is highly affected than boy- child when it comes child labour. Girls in rural areas dropouts of school to help the mother in many ways including: looking after other siblings, helping the mother with domestic chores, assisting in running the mother's small –scale business.

Illiterate parents do not realize the need for a proper physical, emotional and cognitive development of a child. As they are uneducated, they do not realize the importance of education.

Most societies expect children and young people to do some form of work. This is particularly the case in developing countries. Children and young people are expected to play a part in family work from an early age .Some tasks, such as herding of livestock are done almost exclusive by children.

Some documents such as the UN Convention on the Rights of the Child, distinguish between child and child labor. Child work is seen as activities which do not harm the child, where as child labor does. However, other documents see both as form of child labor to mean all forms of work, not necessarily those that are harmful. Mehra-Kerpeman, K. (1996)

Much of the focus on the problems of child labor has been on paid work. However,this may not be helpful because unpaid child labor may harm the child .In fact , unpaid child labor is not a problem but the problem arises in not taking children to school at aright schooling age which leads to school dropout rates.

Gender issues

From the systematic point of view the issues of gender equality is a national disaster. Inequality between men and women is one of the crucial disparities in the society which can only be eradicated through education. This problem is not unique to Kenya where

notorious culture of F.G.M is being practiced. Educating girls empowers them to improve their status to full potential economic gain in the society. In education sector, gender imbalances are evident in literacy rate as well as access to education.

The United Nations report 2000 about Kenya indicated that only 40 out of 100 girls who enroll for primary complete their education successfully.

Girls being the future homemakers, education empowers them to succeed in that area. Early Marriages are common among young girls in Primary Schools in Kisumu.

This was reported by Kisumu Municipal office as they were encouraging the pupils to avoid early marriage and continue with their education.

The UNESCO conference held in Addis Ababa in May 1961 proclaimed that the right of young people to acquire education and understanding must never be completely be sanctified to economic needs. It nevertheless firmly grasped the concept in Tide Owolabi (2006) quantitative method of education planning .It refers to educational as an investment supported by Theodere Schultz who explained that real earning of workers in USA between 1900 and 1957 was due to returns to education were relatively more attractive than those to no human capital. For education to succeed planning is very essential. According to New York;Free press of Glencore the social life of the teenager and its impact is on education. Without proper education the later life of a young person is full of problems.

Dropout Prevention Programs

Schools across the country have implemented dropout prevention programs and practices (e.g., counseling, mentoring, tutoring, attendance monitoring, after school programs). Unfortunately, many of these programs lack research or evaluation data to document their effectiveness. Promising strategies include: targeting dropout-prone students before high school, providing additional support and services, tutoring, and monitoring indicators of risk to guide interventions (Lehr, et.al., 2004).School-related factors positively associated with school performance and completion rates include: (1) providing direct, individualized tutoring and support to attend classes, stay focused on school, and complete homework assignments; (2) participation in vocational education

classes; and (3) for students with disabilities participation in community-based work experience programs (Wagner, et.al., 1993 as cited in Lehr, et. al., 2004). Lehr and others categorized the types of interventions according to the following dimensions: Family Outreach (e.g., strategies that include increased feedback to parents or home visits); Personal/affective (e.g. regularly scheduled classroom-based discussions, individual counseling, participation in interpersonal relations classes; Academic (e.g., provision of special academic courses, individualized instruction, tutoring); School structure (e.g. implementation of a school within a school, reduction in class sizes, creation of an alternative school); and, Work related (vocational training).

Most of the intervention programs include more than one type of intervention. See the 2004 Section III, What Works in Dropout Prevention of Essential Tools: Increasing Rates of School Completion: Moving From Policy and Research to Practice by Camilla Lehr and others for additional information.

Theoretical perspective

This study was based on integrationist model of retention founded by Tinto (2004: 126-127). **Tinto's integrationist model of retention**
A dominant influence in the literature on retention, success and drop-out has been the work of Vincent Tinto from the USA. According to Longden (2004: 126-7), Tinto's longitudinal view of student retention embodies three consecutive periods:

- 'Separation' where a student's individual entry characteristics directly influence departure decisions, commitment to the institution and to the shared goal of persisting to graduation;
- 'Integration' where initial commitment to the institution and the objective of graduation affects the student's integration into the academic and social systems.
- 'Assimilation' which entails structural integration through the meeting of the explicit standards required by the institution

19

Tinto's integrationist model identifies five conditions for student retention: *expectations, support, feedback, involvement and learning*. Students are affected by the climate of expectations on campus, in particular their perceptions of staff expectations of their performance. They are more likely to persist within education in settings that provide academic, social and personal support, for example, summer bridging programmes, mentoring programmes, student clubs among others. Early feed-back and information on their performance is another factor in increasing the likelihood of persisting within education and this is further bolstered when they are actively involved in some way as valued members of the institution. Most importantly, according to Tinto, 'pupils who learn are students who stay'.

Students who are actively involved in learning, that is who spend more time on task, especially with others, are more likely to learn and, in turn, more likely to stay (Tinto 2003). Tinto's analysis has been very influential within education. For example, it has prompted an emphasis in the United Kingdom(UK) on the 'student life cycle approach' within Widening Participation. This identifies different stages for educational intervention: aspiration raising, pre-entry activities, admissions, first term/semester, moving through the course and progression; at which university student support can be targeted.

Related Studies.

Adepoju (2002) in a study on environment factors, private cost and dropout rate of secondary school students in Oyo State, Nigeria found that a significant difference existed in the dropout rate of students in urban and rural secondary schools particularly in English Language and Mathematics using a stepwise regression analysis (backward procedure) method. The result of the study also revealed that environment factors as a group did not contribute significantly to the dropout rate in English Language and Mathematics.

Fagbamiye (1977) in a study on secondary schools in Lagos State also discovered that although school factors are stronger determinants of school dropout rate, they are only offshoots of the socio-economic factors as far as Nigeria is concerned. He maintained further that because children from more privileged homes usually attend private secondary institutions where all round educational foundation is ensured, they thus end up in secondary schools with adequate educational resources and a record of good dropout rate. Such fortunate children cannot but perform better in their final examinations.

Rural schools often have higher drop-out rates than urban schools as it is witnessed too in Kenya. An interesting tracer study in China looked into what happened to rural and urban children who dropped out of school. Among the secondary school drop -outs in rural areas, nearly half (47.5 percent) worked on farms, while 7.5 percent were in part-time or other employment, compared with 27.3 percent of the urban drop -outs who were in part time employment. In both cases over one-third were staying at home (UNESCO 1998).

Ojoawo (1989) and Adepoju (2002) both found in their separate studies that environment of schools in Oyo State had significant effect on school dropout rate and that there was a significant difference in performance between rural and urban schools. Owoeye (2000) in his study revealed that school facilities were found to be the most potent determinant of academic dropout in SSCE when taken together, whereas, Ofoegbu (1998) found that school -home distance affects students dropout rate and teachers' classroom management and instruction. Banks and Finlayson (1973) were of the view that a student's dropout can be influenced by various factors such as socio-economic status of parents, family size, aspiration of parents, the quality of the school and characteristics of the student, such as ability, motivation and some personality traits.

Poor families force their children especially in the rural areas spend more time in contributing directly or indirectly to household income especially the girl child than other children. As a result they are less likely to spend this time on school work, are more

likely to be absent from school during periods at peak labor demand and are more likely to be tired and ill prepared to learn when they are in the classroom (World bank 2003).

Students from poor geographical located areas like mountainous and hilly, areas are more likely to have lower educational outcomes in terms of dropout rate and retention rates that student from areas where the topography allows near schools construction (Cheers, 1990; HREOC, 2000). Despite an adequate number of educational facilities in rural and remote areas, school children from these areas remain disadvantaged by walking long distances to school every day and reach school at late. This causes a delay in curriculum or other late students being left behind by others. In addition, inequity exists with regard to the quality of the education that rural students receive, often as a result of restricted and limited subject choice. Furthermore, students may also have limited recreational and educational facilities within their school (HREOC, 2000) In urban schools discipline problems are one of the major reasons for school dropouts.

In many African countries, teachers prefer to teach in urban areas. As a result, rural schools may be left with empty posts, or have longer delays in filling posts (Rust et al 1990). Even if posts are filled, rural schools may have fewer qualified teachers, if the better qualified teachers have a greater choice of jobs. Sometimes the rural schools have less experienced teachers, as the more experienced teachers find ways to move to the more desired schools. (Yarrow et al 1999)

There are a number of rational reasons why teachers may prefer urban postings. One of the concerns is that the quality of life may not be as good. Teachers have expressed concerns about the quality of accommodation, the classroom facilities, the school resources and the access to leisure activities. (ADEA Biennale 2009) Teachers may also perceive that living in rural areas involves a greater risk of disease, and less access to healthcare.

Teachers may also see rural areas as offering fewer opportunities for professional advancement. Urban areas offer easier access to further education (Hedges, 2000). Teachers in rural areas are less likely to have opportunities to engage other developmental activities, or in national consultation or representative

organizations. They may even find it more difficult to secure their entitlements from regional educational administrations, sometimes to the extent of having to put up with obstacles or corruption by officials.

The inadequate number of teachers available in schools is a key factor contributing to unfulfilled learning needs of children. (Craig et al 1998).Teachers are faced with many challenges including, poor remuneration, inequitable distribution of teachers with very low student teacher ratio in rural and other areas with low population density; high student teacher ratios in urban areas (Picus, L.O., Bhimani, M. 1993) and informal settlements; and equipping teachers with skills on how to teach but not on how to give instruction. (ADEA Biennale 2009)

Teachers in rural schools may teach less than their counterparts in urban areas. Any trip away from the rural area, to visit a doctor, to collect pay, to engage in in-service training, or to visit family may involve long journeys and involve missed school days. In addition, where teachers walk long distances to school, they may tend to start late, and finish early. As transport difficulties often make supervision visits from inspectors less frequent in isolated schools, there is little to prevent a gradual erosion of the school year. (Rust et al 1990).

Even when teachers are teaching, the quality of their work may be lower. Rural teachers often have less access to support services than their urban counterparts, and fewer opportunities to attend in-service courses. In some cases they also have difficulty in accessing books and materials. In addition, because the parents tend, in general, to be less educated, they are less likely to monitor the quality of teaching, or to take action if the teaching is of poor quality. (Yarrow et al 1999). Many people, according to Rugh, (2000) consider education to be one of the best investments in international development. An association exists between improvements in national development indicators and an increase in the number of girls receiving formal schooling, independent of improvements in academic quality

He opined that students who complete their education are more likely to lead productive lives, support their families, take good care of their children, and practice

healthy behaviors than women with little or no education. Because of these benefits, strong interest exists in girls' education programs, specifically within the global reproductive health sector. Reproductive health programs identified the importance of educating young girls before their sexual debut through participatory, community-based approaches.

CHAPTER THREE
RESEARCH METHODOLOGY

Research design

The researcher used descriptive correlation design to determine the relationship between social factors and the dropout rate of pupils in Primary schools in Kisumu Municipality. The study also employed exposfactor design to collect raw data on pupils' dropout rate from the school archives.

Research Population

The population of this study included all the teachers and pupils in Kisumu Municipality Public primary schools. Kisumu municipality has 16 public primary schools, and 3486 primary school pupils.

Sample Size

The study only used 8 selected Public primary schools, the study also employed primary 8 pupils as the principle respondents. Using sloven's formula, 231 respondents from a target population of 547 primary 8 pupils who are the respondents in the 8 selected primary schools .

The formula is

$$S = \frac{p}{1+p\,(0.05)2}$$

P = Target Population   **S** = sample size   **0.05** = level of significance

$$S = \frac{547}{1 + 547(0.0025)}$$

= 231 Respondents.

Table 1;

Respondents of the Study

Primary Schools	Population	Sample size
Manyatta	59	20
Tido	70	30
Nyamasaria	69	28
Kisumu Union	75	32
Ondiek	70	30
Okore Ogonda	68	26
Usoma	68	29
Ezra Gumbe	68	28
Total	547	231

Source; Field Data

Sampling Procedures.

The researcher used simple random sampling to get the respondents of the study.

Research Instrument

The researcher used researcher made questionnaire to collect information on the on the study. The questionnaire had two sections, section A, collected data on profile of the respondents, section B, collected data on the independent variable of the study. The researcher also used a checklist to collect data on learners' drop out.

Data Gathering Procedures

Before the administration of the questionnaires.

1. An introduction letter was obtained from the School of Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective selected primary schools.
2. The researcher got an approval letter from the District Education Officer (Kisumu Municipality) to conduct data collection from selected primary schools.
3. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix III)
4. Reproduce more enough questionnaires for distribution to the respondents.
5. Research selected assistants who would assist in the data collection, brief and orient them in order to be consistent in questionnaire administration.

During the administration of the questionnaire.

1. Respondents were requested to answer by completing the blank spaces completely.
2. Both research and his assistants emphasized on getting back the questionnaires between two weeks of the distribution date.
3. After retrieving all the returned questionnaires were checked if all were answered.

After administration of questionnaire.

The data gathered was corrected and encoded in computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Validity and Reliability of the Instrument

The instrument was piloted on 10 pupils in the municipality who were not included in the study sample and modified to improve their validity and reliability coefficients to at least 0.70. Items with validity and reliability coefficients of at least 0.70 are accepted as valid and reliable in research Amin, (2005).

Reliability estimates the consistency of the measurement. The reliability test involves a "test and retest" exercise. This means the instruments was subjected to a representative sample.

Validity is the extent to which research results can accurately be interpreted and generalized to other population. It is the extent to which research instrument measure what they are intended to measure (Amin 2005). To establish validity, the instrument was given to two experts to evaluate the relevance of each item in the instrument to the objectives. The experts rated each item on the scale: very relevant ,quiet relevant somehow relevant s not relevant so that the content validity index (CVI) was 0.87 therefore, according to Amin,(2005) for the instrument to be accepted as valid, the average index should be 0.7 or above. (For the calculation see Appendix III).

Data analysis.

Frequency tables and percentage distribution were used to determine the profile of the respondents. The means were used to measure the levels of social factors and level of learner dropout rate in primary schools in Kisumu Municipality. Person's linear correlation coefficient was used to determine the relationship between level of social factors and level of dropout rate of learners in selected primary schools in Kisumu Municipality. The following numerical values and interpretations were used for the obtained means on the level of social factors in the selected primary schools;

Mean Range	Response Mode	Interpretation
3.95-5.00	Strongly agree	Very satisfactory
2.95-3.95	Agree	Satisfactory
1.95- 2.95	Disagree	Fair
1.00-1.95	Strongly Disagree	Poor

Ethical consideration

To ensure that ethics is practiced in this study as well as utmost confidentiality for the respondents and the data provided by them, the following were done: (1) coding of all questionnaires; (2) the respondents were requested to sign the informed content; (3) Authors mentioned in this study were acknowledged within the text; (4) Findings were presented in a generalized manner.

Limitation of the study.

The anticipated threats to validity in this study were as follows;

1. Intervening or confounding valuables which are beyond the researchers control such as honesty of the respondents and personal biases. To minimize such conditions, the researcher requested the respondents to be as honest as possible and to be impartial/unbiased when answering the questionnaires.

2. The research environments are classified as uncontrolled setting where extraneous valuables may influence on the data gathered such as comments from other respondents, anxiety, stress, motivation on the part of respondents while on the process of answering the questionnaires. Although these are beyond the researchers' control, efforts were made to request the respondents to be as objective as possible in answering the questionnaires.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The chapter presents analyses and interprets findings in line with the research objectives.

Demographic Characteristic of the respondents

The first research objective was to determine demographic characteristic of the respondents in terms of age and gender.

Table 2

Profile of The Respondents

Gender	Frequency	Percent.(%)
Male	149	65
Female	82	35
Total	231	100
Age		
11-15 Early adolescents	222	96
16-20 Late adolescent	09	04
21-25 Early adulthood	00	
Total	**231**	**100**

Source Field data

From Table 2 above, it can categorically be seen that the male respondents were 65% where as the female respondents formed 35 % of the sampled population. It is thus prudent to declare that the male respondents were more than the female respondents. This trend could explain the reason for existence of many gender based NGOs in Kisumu municipality, which try to sensitize the folks to educate both girls and boys since this area has a lot of male chauvinism. In as far as age is concerned, the

majority of the respondents were in the age group of between 11-15, also known as early adolescent, this formed a total of 96% where as those in the age bracket of between 16-20 also called late adolescent were fewer at 04%, finally, those who were between 21-25 years old —early adulthood, were totally not found in the selected schools. This could be explained by the fact that formal education has been in Kisumu Municipality for long, and being an urban area, most people take their children to school as early as they can.

Level of Social Factors

the independent variable of this study was social factors ,herein conceptualized as indicators of the social factors which again was conceptualized into four categories; individual factors (measured with 7 items in the questionnaire), family factors (measured with 7 items in the questionnaire),peer factors (measured with 5 items in the questionnaire), and school factors (measured with 9 items in the questionnaire.) The responses were tabulated using mean indices as shown in table 3 below.

Mean Range	Respondents	Interpretation
1.00-1.95	Strongly disagree	Poor
1.96-2.95	Disagree	Fair
2.96-3.95	Agree	Satisfactory
3.96-5.00	Strongly agree	Very Satisfactory

Table 3,

Level of Social Factors

Indicators of social factors	Mean	Interpretation	Rank
Individual factors			
You have high self concept. and esteem	2.23	Fair	20
You feel a strong sense of alienation from school	2.19	Fair	22
You have no behavioral problems	3.50	Satisfactory	3
You don't abuse drugs and alcohol	4.03	Very satisfactory	1
You cope well with the other learners and teachers	3.28	Satisfactory	4
Your friends do well in academic work	3.22	Satisfactory	7
You are very satisfied with your gender	2.99	Fair	10
Total	**3.06**	**Satisfactory**	
Family factors			
Your family is of high socio-economic status	2.29	Fair	19
You don't hail from the ethnic minority group	2.53	Fair	17
You don't come from a single-parent or step parent family	3.24	Satisfactory	26
Your parents have high aspirations and expectations	2.21	Fair	21
Your parents are strict and not permissive	3.13	Satisfactory	8
Your parents are closely involved with your school	3.11	Satisfactory	9
You do a lot of manual work while at home	2.11	Fair	24
Total	**2.66**	**Fair**	
Peer factors			
Your friends are religious	2.14	Fair	23
Your friends don't have school problems	1.94	Poor	26

Your friends don't abuse drugs and alcohol	1.99	Poor	25
You have many friends	3.28	Satisfactory	4
Your friends have a positive attitude to life	2.56	Fair	15
Total	**2.38**	**Fair**	
School factors			
Your teachers are very effective	2.54	Fair	16
Your school curriculum allows for diverse learning styles	1.56	Poor	27
You have guidance and counseling services in your school	2.83	Fair	13
Your school has a strong administrative support	2.97	Fair	12
Your school is big in size	2.47	Fair	18
You highly participate in extracurricular activities	3.59	Satisfactory	2
Your school climate supports learning	2.76	Fair	14
Your parents monitors what you do at school	2.99	Fair	10
You frequently change schools	1.37	Poor	28
Total	**2.56**	**Fair**	
Overall mean	**2.67**	**Fair**	

Source; Field data

From table 3 above, it is sufficient to deduce that the overall portrayal of level of social factors in Kisumu municipality primary schools is fair with an overall mean index of 2.67, which in our decision rule falls within fair. However, as regards the major concepts within social factors, individual factors ranked highest with 3.06 which was at satisfactory levels. This was followed by family factors with a mean of 2.66 which falls within fair levels, followed by school factors with a mean of 2.56, which in the decision rule falls within fair levels. Finally, peer factors ranked lowest with a mean of 2.83 which also falls within fair levels within our decision rule.

Under individual factors, the element that ranked highest was the fact that these pupils don't abuse drugs and alcohol, with a mean of 4.03 in the decision rule is

interpreted as very satisfactory. This could be so since they are still in primary schools where drug abuse is not yet very rampant. This was followed by lack of behavioral problems with a mean of 3.50, coping well with other learners and teachers at 3.28 mean among others. Items that ranked fair include having high self concept and esteem mean=2.23 and satisfaction with their gender mean=2.99 among others.

Within family factors, the element with the highest score was that their parents were strict and not permissive with a mean of 3.13, followed by their parents close involvement with their school, mean=3.11. Elements that were rated at fair levels included their doing a lot of manual work at home, mean =2.11, their families being of high socio economic status, a mean of 2.29 and their parents having high aspirations and expectations. Among others

As regards peer factors, having many friends was rated satisfactory with a mean of 3.28, other aspects such as their friends having no problems at school and the friends not abusing drugs rated poor at 1.94 and 1.99 respectively. However, the fact that their friends were religious, and had positive attitude to life ranked fair at 2.56 and 2.14 respectively.

With reference to school factors, the only element that rated satisfactory was their engagement highly in extracurricular activities with a mean of 3.59, other elements such as effective teachers, mean 2.54, having guidance and counseling services within their schools mean 2.83, the school being big in size mean 2.47, and the school climate supporting learning 2.76 ranked fair among others. Only two elements ranked poor, including the fact that they don't change schools frequently and their school curriculum allowing for diverse learning with means of 1.37 and 1.56 respectively.

Level of School dropout Rate

The dependent variable of the study was pupils' drop out, conceptualized in terms of pupils' leaving the schools without joining primary 8. Primary seven classes were used in this case, and their records traced back to when they joined in primary 4. Level of dropout was measured in terms of total mean drop out per school ranked as; very low (0-2), low (3-5), moderate (6-8), high (9-11) very high (12-14). Dropout rate was got from the school archives. The answers were summarized using means as indicated in table 4 below.;

Mean Range	Interpretation
0-2	Very Low
3-5	Low
6-8	Fair
9-11	High
12-14	Very high

Table 4

Level of School Dropout in Kisumu Municipality Primary Schools

School	2007 Girls	Boys	2008 Girls	Boys	2009 Girls	Boys	2010 Girls	Boys	Mean
A	16	14	3	2	1	22	3	1	7.8
B	5	8	8	8	2	7	12	8	7.3
C	7	1	15	8	9	7	9	2	7.3
D	12	6	3	1	7	12	8	10	7.3
E	3	4	9	8	2	2	4	0	4
F	5	2	6	1	7	4	8	1	4.3
G	10	4	4	0	4	1	7	14	5.5
H	2	17	6	7	5	13	16	2	8.5
Totals	61	56	54	44	37	68	67	38	6.5
Total mean	7.3		6.6		6.55		6.63		
Overall Mean= 6.5									

Source; Field data

Based on the figures in table 4 above, it is evident that the overall mean for pupils drop out level is Kisumu Municipality is fair with an overall mean of 6.5. The analysis of specific schools indicate that school H; had the highest dropout rate with a mean of 8.5 which still ranks fair, this was followed by school A with a total mean of 7.8, which also falls under fair. schools B, C, and D came third with an overall mean of 7.8 each which also fall under fair. School G came third with a mean of 5.5 which is considered fair, school F came sixth with a mean of 4.3 which is considered low, whereas school E came last with the lowest mean of 4, which ranks low. When analyzed in terms of years, 2007 had the highest mean of 7.3, followed by 2010, having a mean of 6.63, then 2008 came third with a mean of 6.6 and finally, 2009 came last with a mean of 6.55.

Table 5;

Relationship Between the Level of Social Factors and Level of School Dropout In Kisumu Municipality Primary Schools

Category	Mean	Computed r-value	Critical value	Interpretation	Decision on Ho
Level of Social factors Vs	2.67	2.229	0.027	Significant Positive Relationship	Rejected
Level of school Dropout Rate	6.50				

Source; Field data

Using Pearson's Linear Correlation Coefficient (PLCC) at 0.05 level of significance, the null hypothesis of no significant relationship between the level of learning environment and level of pupils dropout was rejected . Though the mean score(6.50) of level of school dropout rate was higher than that of level of social factors (2.67), which suggested a significant differences. suggesting that the higher the level of social factors, the higher the levels of dropout rate and vise versa. Considering the fact that the sign. Value, in table 5, indicate a significant correlation between the two variables, (

Sig. Values< 0.05) it is thus sufficient to base on these facts and declare thus the null hypothesis is rejected leading to a conclusion that social factors significantly affect pupils' dropout in Kisumu Municipality primary schools.

CHAPTER FIVE
FINDINGS, CONCLUSIONS, RECOMMENDATIONS

Introduction

In this chapter, the findings, conclusions and recommendations are presented with relevance to the specific objectives of this study.

FINDINGS

The findings of this study were as follows:

1 **Pupils;** There are more male students than female ones in primary 8 classes in Kisumu Municipality. Most of the students in class 8 are in their early adolescent stage, aged between 11-15 years. None of the pupils in primary eight was aged 21 years and above.

2 **Social factors;** The overall portrayal of level of social factors in Kisumu municipality primary schools is fair with an overall mean index of 2.67, which in our decision rule falls within fair. However, as regards the major concepts within social factors, individual factors ranked highest with 3.06 which was at satisfactory levels. This was followed by family factors with a mean of 2.66 which falls within fair levels, followed by school factors with a mean of 2.56, which in the decision rule falls within fair levels. Finally, peer factors ranked lowest with a mean of 2.83 which also falls within fair levels within our decision rule.

3 **Pupils' dropout;** Based on the figures in table 4 above, it is evident that the overall mean for pupils drop out level is Kisumu Municipality is fair with an overall mean of 6.5. The analysis of specific schools indicate that school H, had the highest dropout rate with a mean of 8.5 which still ranks fair, this was followed by school A with a total mean of 7.8, which also falls under fair. schools B, C, and D came third with an overall mean of 7.8 each which also fall under fair. School G came third with a mean of 5.5 which is considered

fair, school F came sixth with a mean of 4.3 which is considered low, whereas school E came last with the lowest mean of 4, which ranks low.

4 **Relationship between level of social factors and level of pupils' drop out;** Using Pearson's Linear Correlation Coefficient (PLCC) at 0.05 level of significance, the null hypothesis of no significant relationship between the level of learning environment and level of pupils dropout was rejected . Though the mean score(6.50) of level of school dropout rate was higher than that of level of social factors (2.67), which suggested a significant differences. suggesting that the higher the level of social factors, the higher the levels of dropout rate and vise versa

CONCLUSION

Based on the purposes of the study, the following conclusions were made;

1. There is no significant relationship between level of social factors and pupils' dropout rate in Kisumu Municipality primary schools.

2. Much as several studies have been carried out on social factors and dropout rate in various places, none, has been done in Kisumu Municipality within the same timespan that this particular study was conducted.

3. This study contributes so much literature and information on Social factors and pupils' drop out rate.

4. This study findings validates Tintos' (2004) Integrationist's theory, which stipulates that 'pupils who learn are students who stay'. Students who are actively involved in learning, that is who spend more time on task, especially with others, are more likely to learn and, in turn, more likely to stay.

RECOMMENDATIONS

Based on the study findings, the following recommendations were made;

1. Ad vocation for the adaptation of schooling institutions to better respond to the needs of all learners, including discipline and attendance policies that maintain

39

high standards without alienating learners from schools, scheduling adaptations that accommodate pupil needs, smaller school communities, and more challenging and engaging coursework. This is an ambitious agenda, even for Africa, but it is one that is within the capability of a committed African states.

2. The government should construct facilities at school for different subjects' teachers to teach in a conducive environment in order to aid the better performance of different subjects in their schools. The government should have a policy in place that encourages the taking up of different subjects especially to the female students who at times think they are not good enough for science subjects.

Suggestions for further research

More research should be done on:

1. Pupils' Academic performance and Their Dropout Rate.
2. Parental Socio-economic Status and Pupils' Dropout rate
3. School Environment and Dropout Rate

REFERENCES

Ayuka, F and Annabel, E. 2007 "Addressing early marriage in areas of high HIV prevalence: A programme to delay marriage and support married girls in rural Nyanza, Kenya "Transitions to Adulthood 19(March ko2007) (New-York: The population council)

Baland, Jean-Marie, and James A.Robinson.2000."Is Child Labor Inefficient? "Journal of Political Economy.August, 108(4), 663-79.

Barros,R.,Mendonca,R.and Velazco,T.(1994),'Is Poverty the main Cause of child Work in Urban Brazil?'Texto par REFERENCES
a Discussao no.351.Rio de Janerio:Instituto de Pesquisa Economica Aplicada.

Basu, Kaushik and Pham Hoang Van 1998."American Economic Review 88(3),412-27.The Economics of child Labor"

Basu,K. and Van ,P.H. (1998),'THE ECONOMIS OF CHILD Labor', American Economic Review,Vol.88

Barker, R. G., & Gump, P. V. (1964). *Big school, small school: High school size and student behavior.* Stanford, CA: Stanford University Press.

Baydar, N., & Brooks-Gunn, J. (1991). Effects of maternal employment and child-care arrangements on preschoolers' cognitive and behavioral outcomes: Evidence from the children of the National Longitudinal Survey of Youth. *Developmental Psychology, 27,* 932–945.

Bogenschneider, K. (1996). An ecological risk protective theory for building prevention programs, policies, and community capacity to support youth, *Family Relations, 15,* 127–138.

Bogenschneider, K. (1997) Parental involvement in adolescent schooling: A proximal process with transcontextual validity. *Journal of Marriage and the Family, 59*(3) 718–733.

Bogenschneider, K., & Steinberg, L. (1994). Maternal employment and adolescent academic achievement: A developmental analysis. *Sociology of Education, 67,* 60–77.

Boyer, E. L. (1983). *High school: A report on secondary education in America* (The Carnegie Foundation for the Advancement of Teaching). New York: Harper & Row.

Bronfenbrenner, U., & Crouter, A. C. (1982). Work and family through time and space. In S. B. Kamerman & C. D. Hayes (Eds.), *Families that work: Children in a changing world.* (pp. 39–83). Washington, DC: National Academy Press.

Carnegie Council on Adolescent Development. (1989). *Turning points: Preparing American youth for the 21st century.* New York: Carnegie Corporation of New York.

Clark,S.(2006)."Early marriage and HIV risks in sub-Saharan Africa," Harris school working Paper,4(6)

Center for the Study of Social Policy. (1986). *Dropping out of high school: A literature review.* Washington, DC: Center for the Study of Social Policy.

Conklin, M. E., & Dailey, A. R. (1981). Does consistency of parental educational encouragement matter for secondary school students? *Sociology of Education, 54,* 254–262.

Davies, M., & Kandel, D. B. (1981). Parental and peer influences on adolescents' educational plans: Some further evidence. *American Journal of Sociology, 87,* 363–387.

Dorman, G. (1987). *Improving middle-grade schools: A framework for action.* Chapel Hill, NC: Center for Early Adolescence.

Dornbusch, S. M., Carlsmith, J. M., Bushwall, S. J., Ritter, P. L., Leiderman, H., Hastorf, A.

Dornbusch, S. M., & Ritter, P. L. (1991, April). *Family decision-making and authoritative parenting.* Paper presented at the Society for Research on Child Development, Seattle, WA.

Dornbusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., & Fraleigh, J. J. (1987). The relation of parenting style to adolescent school performance. *Child Development, 58,* 1244–1257. Ekstrom, R. B., Goertz, M. E., Pollack, J. M., & Rock, D. A. (1986). Who drops out of high school and why? Findings from a national study. *Teachers College Record, 87,* 356–373.

Ellickson, P. L. (1997). Helping urban teenagers avoid high-risk behavior: What we've learned from prevention research. In K. Bogenschneider, M. E. Bell, & K. Linney (Eds.), *Programs and policies to prevent youth crime, smoking and substance use: What works?* (Wisconsin Family Impact Seminar Briefing Report No. 8, pp. 5–14).

Epstein, J. L. (1983). Effects of family-school-person interactions on student outcomes. *Research in Sociology of Education and Socialization, 4,* 101–127. Feldman, C. F., Stone, A., & Renderer, B. (1990). Stage, transfer, and academic achievement in dialect-speaking Hawaiian adolescents. *Child Development, 61,* 472–484.

Felner, R. D., Ginter, M., & Primavera, J. (1982). Primary prevention during school transitions: Social support and environmental structure. *American Journal of Community Psychology, 10,* 277–298.

Fordham, S. (1988). Racelessness as a factor in Black students' school success: Pragmatic strategy or Pyrrhic victory? *Harvard Educational Review, 58,* 54–84.

Fordham, S., & Ogbu, J. (1986). Black students' school success: Coping with the "burden of acting white." *Urban Reviews, 18,* 176–208.

Gadwa, K., & Griggs, S. A. (1985). The school dropout: Implications for counselors. *The School Counselor, 33,* 9–17.

Gold, D., & Andres, D. (1978). Developmental comparisons between ten-year-old children with employed and nonemployed mothers. *Child Development, 49,* 75–84.

Good, T. L., & Weinstein, R. S. (1986). Schools make a difference: Evidence, criticisms, and new directions. *American Psychologist, 41,* 1090–1097.

H., & Gross, R. T. (1985). Single parents, extended households, and the control of adolescents. *Child Development, 56,* 326–341.

Hoffman, L. W. (1979). Maternal employment: 1979. *American Psychologist, 34,* 859–865.

Howard, N., & McCabe, J. B. (1990). Helping teenagers postpone sexual involvement, *Family Planning Perspectives, 22,* 21–26.

Madison WI: University of Wisconsin Center for Excellence in Family Studies.

Epstein, J. L. (1982). *Student reactions to teachers' practices of parent involvement.* Paper presented at the annual meetings of the American Educational Research Association, New York, NY.

National Labour Association,2004.Child Domestic Workers in Nepal: A Report on the 2003 Baseline Survey.ILO-IPEC,Kathmandu.

Owalabi S.O (1988a) Planning Education for Social Change in communities Ibadan Aderibigbe Publishers.

Parikh,A. and Sadoulet E (2005)."The effect of Parents' Occupation on Child Labor and school Attendance in Brazil,"UC Berkeley Manuscript.

Rogers, Carol A. and Kenneth A. Swinnerton.2002."A Theory of Exploitative Child Labor." Georgetown University Manuscript. Statistics Model and projects in Educ Management, UNESCO Conference in the 1960s.

Semkiwa ,H.H.,Tweve,J.,Mnege,a. Mwanika,Y.,MLAWA,H.M and Kawale,E.,ILO/IPEC/Institue of Development Studies,Tanzania/Kiota Women's Health and Development (KIWOHEDE),2003,PDF,86 pages,632kb.

APPENDIX I

FACE SHEET

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Respondent,

Greetings!!

I am a student at Kampala International University (KIU). I am undertaking a research study on **Social Factors and Drop Out Rate of Pupils in Primary Schools in Kisumu Municipality Kenya** as a partial fulfillment of the requirements for the degree of master in education. As I pursue to complete this academic requirement, may I request your assistance by being part of this study? Your responses will be used for research purpose only and your identity kept confidential.

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item un answered. Any data from you shall be for academic purposes only and will be kept with utmost confidentiality.

May I retrieve this questionnaire in 1 week after you have received it? Thank you very much in advance.

Yours faith fully

APPENDIX II

CLEARANCE FROM ETHICS COMMITTEE

Date _Aug. 2001_

Candidate's data

Name _PERCY AOKO OPAWN_

Reg.#_MED/20027/821DF_

Course _— MED/EDUCATION_

Title of study

Social Factors and dropout in selected public primary schools in Kisumu municipality

Ethical review checklist

The study reviews considered the following

Physical safety of human subjects

Psychological safety

Emotional security

Privacy

Written request for author of standardized instrument

Coding of questionnaire/ anonymity/ confidentiality

Permission to conduct the study

Informed consent

Citations/ authors recognized

Results of ethical review

Approved

Conditional (to provide the ethics committee with corrections)

Disapproved / Resubmit proposal

Ethics committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III
INFORMED CONSENT

I am giving my consent to be part of the research study of Mrs Percy Aoko Odawa that will focus on social factors and pupils drop out of pupils in primary schools in Kisumu Municipality Kenya. I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials:_____

Date_____

FACE SHEET;

Code#.........   Date received by

respondents.........

QUESTIONNAIRES

FACE SHEET: PROFILE OF THE RESPONDENTS

Section A

Instruction

Place a tick (✓) in the most appropriate box and fill in the blank spaces accordingly.

1. Initials.(Optional) ....

2. Age

11-15 ( )   16-20 ( ) 21-25 ()

3. Sex

Male ( )   Female ( )

Direction

Response Mode	Rating	Description	Interpretation
Strongly Agree	4	Agree without Doubt	Very satisfactory
Agree	3	Agree with some Doubt	Satisfactory
Agree	2	Disagree with some doubt	Fair
Strongly disagree	1	Disagree with no doubt	Very low

No	Indicators of social factors	4	3	2	1
	Individual factors				
1	You have high self concept and esteem				
2	You feel a strong sense of alienation from school				
3	You have no behavioral problems				
4	You don't abuse drugs and alcohol				
5	You cope well with the other learners and teachers				
6	Your friends do well in academic work				
7	You are very satisfied with your gender				
	Family factors				
1	Your family is of high socio-economic status				
2	You don't hail from the ethnic minority group				
3	You don't come from a single-parent or step parent family				
4	Your parents have high aspirations and expectations				
5	Your parents are strict and not permissive				
6	Your parents are closely involved with your school				
7	You do a lot of manual work while at home				
	Peer factors				
1	Your friends are religious				
2	Your friends don't have school problems				

3	Your friends don't abuse drugs and alcohol				
4	You have many friends				
5	Your friends have a positive attitude to life				
	School factors				
1	Your teachers are very effective				
2	Your school curriculum allows for diverse learning styles				
3	You have guidance and counseling services in your school				
4	Your school has a strong administrative support				
5	Your school is big in size				
6	You highly participate in extracurricular activities				
7	Your school climate supports learning				
8	Your parents monitors what you do at school				
9	You frequently change schools				

RECORD SHEET

Drop out in Classes 4-7 per School (RAW DATA)

School	2007	2008	2009	2010
A				
Enrolment	351			
Promotion				
Boys	227	202	196	151
Girls	124	87	81	77
Total	351	289	277	228
Repeaters				
Boys	11	4	23	2
Girls	21	3	3	5
Total	32	7	26	7
Drop out				
Boys	14	2	22	1
Girls	16	3	1	3
Total	30	5	23	4
B				
ImentEnro	379			
Promotion				
Boys	203	184	167	150

Girls	176	163	143	140
Total	379	347	310	290

Repeaters

Boys	11	9	10	9
Girls	8	12	1	8
Total	19	21	11	17

Drop out

Boys	8	8	7	8
Girls	5	8	2	12
Total	13	16	9	20

C

Enrolment <u>237</u>

Promotion

Boys	124	121	102	85
Girls	113	94	86	68
Total	237	215	188	153

Repeaters

Boys	2	11	10	4
Girls	12	12	9	8
Total	14	23	19	12

Drop out

Boys	1	8	7	2

Girls	7	15	9	9
Total	8	23	16	11

D

Enrolment   <u>298</u>

Promotion

Boys	173	159	155	130
Girls	125	94	81	69
Total	298	253	236	199

Repeaters

Boys	8	3	13	15
Girls	16	4	5	4
Total	24	7	18	19

Drop out

Boys	6	1	12	10
Girls	12	3	7	8
Total	18	4	19	18

E

Enrolment   <u>188</u>

Promotion

Boys	123	114	96	91
Girls	65	57	42	38
Total	188	171	138	129

Repeaters

Boys	5	10	3	1
Girls	5	6	2	7
Total	10	16	5	8

Drop out

Boys	4	8	2	0
Girls	3	9	2	4
Total	7	17	4	4

F

Enrolment   <u>225</u>

Promotion

Boys	125	120	119	109
Girls	100	89	72	59
Total	225	209	191	168

Repeaters

Boys	3	0	6	2
Girls	6	9	6	10
Total	9	9	12	12

Drop out

Boys	2	1	4	1
Girls	5	6	7	8
Total	7	7	11	9

G

Enrolment <u>189</u>

Promotion

Boys	109	100	99	96
Girls	80	62	51	42
Total	189	162	150	138

Repeaters

Boys	5	1	2	17
Girls	12	5	7	4
Total	17	6	9	21

Drop out

Boys	4	0	1	14

Girls	10	4	4	7
Total	14	4	5	21

H

Enrolment   <u>432</u>

Promotion

Boys	308	267	251	209
Girls	124	119	101	89
Total	432	386	352	298

Repeaters

Boys	24	9	29	0
Girls	3	12	7	11
Total	27	21	36	11

Drop out

Boys	17	7	13	2
Girls	2	6	5	16
Total	19	13	18	18

RESEACHER CURRICULM VITAE

Personal Profile

Name	:	Percy Aoko Odawa
Date of birth	:	1st June 1954
Sex	:	Female
ID No	:	7809927
Marital status	:	Married
Contact address	:	Box 2033 Kisumu Kenya
Email	:	percyodawa@yahoo.com
Tel No	:	+254724594760
Religion	:	Christian
Nationality	:	Kenyan

Education Background

1965	- 1971	Ober Primary School –Class 1-7
1972	- 1975	Dudi Girls High School – Form 1-4
1977	- 1979	Asumbi T. T. C
2003	- 2006	Kenyatta University
2007	- 2011	Kampala International University

Work Experience

1980	- To date	Teacher

Extra curriculum activities

Games, Debate, Music
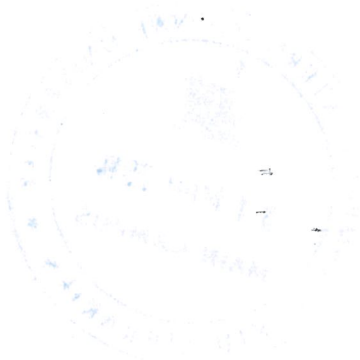
Responsibilities held in school

Games mistress, School secretary, Choir BBF member.

I currently hold the following responsibilities in the community

Chair lady	-	REFA women group
Treasure	-	EBEN ELEVEN FRIENDS women group
Secretary	-	Rangombe women group at work
Member	-	KIWANIS Club
	-	St. Mary Small Christian Community
	-	PTA Kisumu Day High School

Hobbies

Reading, singing, making friends, nature walk, cooking

Referees

1. Mrs. Naome Odawo

   MEO Kisumu Municipality

   P.O Box 105 Kisumu

2. Mr. Ajus Seda

   Box 2033 Kisumu

   Tel. No +254712445369

3. Mrs. Joice Agutu

   Tel. No 0722877025