

**THE CAUSES OF PRIMARY SCHOOL DROP- OUT: A CASE
STUDY OF FOUR PRIMARY SCHOOLS IN DIANI ZONE,
MSAMBWENI DISTRICT**

BY

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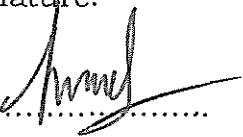
NOVEMBER 2009

DECLARATION

I do hereby declare that this research report is my own work and that it has not been prior submitted in any other university for the award of a degree or any related award.

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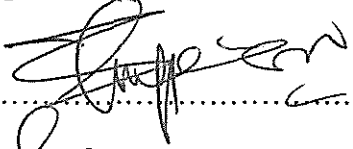
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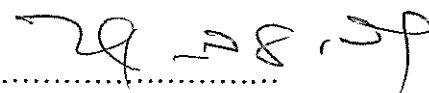
APPROVAL

This research report has been submitted for examination with approval from University supervisor.

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Shunpei Hsu

Date:


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DEDICATION

This research report is dedicated to my Mum; her words of Wisdom helped me to understand the world that is part of my life.

ACKNOWLEDGEMENT

This research report is the product of many months of study and incorporates the insights and assistance of many people.

What little acknowledgement I can offer here for the time and efforts of those who have helped me is therefore, but the smallest part of the gratitude I feel. Let me here thank but a few;

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CHAPTER ONE

1.0 Introduction and Background

The researcher was interested in and carrying out a case study on the causes of primary school drop out in Diani zone in Msambweni district . The residents of this location were subsistence farmers and depends on coconuts and cashewnuts as their main cash crop. Other major economic activities of the people are fishing, quarrying and tourism. For the last few decades, the primary school enrollment has continued to decline. Despite tireless efforts by the government and non-government organizations (NGO's) in imparting knowledge to the younger generation, still their percentage of illiteracy is remarkable.

For a very long time children have been denied their rights. Education being one of them, children have never had a full access to it. While the Kenya government has invested heavily in education during the few decades it is now generally accepted that social and economic returns from this investment have not met original expectation especially in Msambweni district

The primary school drop for a very long time has had a negative impact, both short term and long term on the over 60,000 natives in the location

The researcher therefore has brought forth this contribution towards creating an awareness of the problem and the negative impact on the community and recommended solution to alleviate the problem.

The author believes that the research work is not only useful but also progressive in primary school education and hopes that it went along way towards stimulating the education policy makers and the entire

community in general to follow to the proposal and recommendation given in this piece of work, so that the drop – out rate may be reduced.

1.1 Statement of the Problem

The researcher dealt with the problem of primary school drop- out in Diani zone in Msambweni District. For the last few years primary school enrolment has continued to decline and hence increasing illiteracy in the society. The primary school drop out has negatively affected the Msambweni community and the whole country.

The drop out children engage in underrated activities like being ‘manambas’ (touts), beach girls/ boys, hawkers (vendors), prostitutes (targeting mostly tourists). Considering the fact Diani is a strategic point for tourism.

The researcher aspired in this study to investigate causes of primary school drop out which is increasing day by day hence affecting the society.

1.2 Objective of the Study

1.2:1 General objectives

To examine the cause of primary school drop out in Diani zone in Msambweni district.

To suggest possible solutions to the problems causing the primary school dropout.

1.2:2 Specific objectives

This study aimed at investigating the following:

- i. The economic cause of primary school drop out.
- ii. The socio- cultural causes of primary school drop- out.
- iii. The health constraints causing the primary school dropout in the area.
- iv. The political factors in primary school drop out.

1.3 Research question

- i. What are the effects of economy on primary school dropout
- ii. What are the socio-cultural effects causing primary school dropout.
- iii. What are the possible health constraints causing primary school drop-out?
- iv. What are the political influences on primary school dropout?

1.4 Scope of the study

(a) Geographical area of study

The study covered Diani division in Msambweni district, Coast Province of Kenya. The indigenous inhabitants of this area are the Digos a sub tribe of the Mijikenda community. The people in this location grow coconuts, cashewnuts, mangoes, cassava and the other typical mixed subsistence agricultural crops of rural Africa.

(b) Time framework.

The study took a period of three months.

1.5 Significance of the study

What inspired the author to embark on this study was the fact that very little effort had been made to investigate the causes of primary school drop out in Diani zone. The researcher therefore wanted to bridge the gap by investigating the causes which influence the pupils to drop out of school.

1. The author hopes that the research findings would create an awareness of the problem to the people concerned.
2. After self- awareness is realized, he hopes that the research recommendations would sensitize the community to embark on corrective measures so as to bring a turning point to the problem and improve the situation.
3. The finding of the study boosted the literature resources of Kampala International University.
4. Having undertaken the study, the research built good experience and attained deeper insight of not only research but also public issues in relation to primary school drop out.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section showed all the literature that was used in the study.

This helped the researcher in data compilation and making analysis in the research report. In this literature review several materials such as text books, magazines, pamphlets, newspapers, electronic media were consulted

2.1 Causes of primary school drop out.

The causes of primary school in Diani zone, Diani Division, Msambweni District, Coast Province_ Kenya

A number of studies have revealed that primary school drop out has been contributed to by economic, socio- cultural and political factors which a child might bring with him when he enter school.

2.1:1 Economic factors

Cost of schooling is seen as one of the most significant constraints to school going children . A case study of all major towns in Kenya where we have a higher population of children than the primary schools available. As a result, headteachers and school committees force to impose strict conditions like paying high fees which they claim is for school maintenance which the poor parents cannot afford and hence causing children to drop out of school. Though the cost of schooling is said to be high and most parents cannot afford, many people of different levels have blamed parents and guardian for extravagance and misuse of funds and hence unable to send their children to school. In the Daily

Nation newspaper of 16th April 1999, C.N Nganda of Mbooni Division cited an announcement made by president Moi three years ago in which he scraped all school levies, including activity fees and building funds. This was because the money was being embezzled and there was an out cry. He says; "... all has been quite with parents feeling relieved...". However, C.N. Nganda revealed that the situation is changing as some headteachers are beginning to collect the levies again hence subjecting the parents to the past situation.

In the East African Standard of 12th may 1999 the Provincial Commissioner (P.C) Nyanza Province Mr. Zachariah Ogongo warned chiefs over illicit brews and he was quoted saying; "... many parents were unable to take their children to school after spending all their money on illicit brews;

He went on to say that the government was distributed by reports that some administrators encouraged the brewing of illicit liquor because they were also beneficiaries. Ogongo complained that this practice was retarding educational progress in the area.

2.1.2 Social – cultural factors

Research and survey has revealed that social-cultural factors in the contemporary African society are some of the constraints to the educational progress of the African school child.

Early pregnancies and marriage have led many pupils to drop out of school, and girl child has always been disadvantaged in many circumstances, for she is hired into sex or early marriage by men in the village or at school including teachers.

The East Africa Standard of March 12th, 1999 headline; "Teacher, school girl quizzed in Embu hit the headline and attracted many readers the story went on as follows;-

".. a thirteen year old pupil (girl) and a teacher alleged to be having a sexual relationship in Embu were yesterday summoned to Manyatta police station after the girl resurfaced from hiding. The standard seven pupil at Kamviu primary school disappeared from her home after her parents suggested that she be taken for medical examination to determine whether she was expectant". The story continued that at the police station the girl's parents complained that the education officers and the headmaster wanted to cover up the matter.

Nyaguthi in her dissertation (1998) says that the geographical location of some of the primary schools were far away from the residential homes of the pupils. Above all, some pupils were subjected to hostile environment when going to school for example, crossing highways, or dense forests.

It has been revealed that corporal punishment administered by teachers in school has been vividly seen as a cause of primary school drop out. Generally, it has been the news that teachers punish pupils in schools to the point of hurting them.

Domestic conflicts among couples cause separation or divorce. This situation directly or indirectly affect the school child in many ways and hence causing him to dropout of school.

Child labour is pervasive global problem and a serious violation of children's rights. The problem is most common in rural areas, where children commonly form a recognized part of the family's labour force. Unless parents see the value of schooling, they tend to give their children work in the home or on the farm that prevents their attending school. On

the other hand, mostly caused by the factors that led to chronic truancy such as academic failure, bullying or fear of certain teachers. Facts and figures by UNICEF (1998) states Over 90% of children in developing countries begin primary school, but only 75% complete even four years of basic education.

Statistics shown by many studies show that although pupils of both sexes withdraw from school, girls were more vulnerable to primary school dropout.

2.1.3 Health problems

Facts and figures by UNICEF (1998) states:

Malnutrition results from multiple causes including poor diet, common and preventable infections, inadequate care and lack of sanitation.

Malnutrition contributes to more than half of the nearly 12 million deaths of children each year.

Facts and figures by UNICEF (1998), states;- "In about developing countries, mostly in sub-Saharan Africa, HIV/AIDS is threatening and ever reversing the progress made in reducing child mortality. In 1997 alone around 3 million young people ages 15 to 24 became infected with HIV, about two thirds of the girls. Everyday 1,200 children under 15 die of AIDS around the world, and since the epidemic began, 8.2 million children have lost one or both parents to the diseases.

2.1.4 Political factors

Political violence (war) takes multiple tolls on children who were increasingly targeted in violation of human rights, girls and women were raped, forced into sex and boys forced to leave school and be recruited into the armies. Destruction of homes, schools and communities claims

more children's lives than bullets and bombs. For survivors dislocation, injuries and trauma take toll that can last a life and cause primary school drop out.

Facts and figures by UNICEF (1998) gives estimated number of child victim of armed conflicts during past decade;

- Killed 2 million
- Seriously injured and permanent disabled; 6 million
- Left homeless: 12 million
- Orphaned or separated from their families; over 1 million Up to 5% of all refugees –often move in cases of panic, evacuation are children separated from their families.
- All these war impacts affect the school children and renders un conducive learning environment for school pupils, which lead to primary school dropout.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this context the research described the method used to arrive to answers and the empirical materials based on interviews and questionnaires administering were conducted to access the causes of primary school drop out in Diani zone Msambweni district.

This chapter focuses on the methods used by the researcher in carrying out the research.

3.2 Study Site

This study was carried out in Diani zone in Msambweni district in the following four primary schools.

- (a) Mwamanga Primary School
- (b) Vukani Primary School
- (c) Shamu Primary School
- (d) Mwakigwena Primary School

The choice of the four selected primary schools give out the economic, socio- cultural, political and other related factors that influence child drop out in primary schools in the area.

3.3 Study Population

The study was conducted and the researcher targets the different state holders in the education sectors. These would include:-

- (a) District Education Officer (DEO) _ Msambweni district

- (b) Zonal Education Officer _ Diani zone
- (c) Area chief _ Diani zone
- (d) District Children Officer (DCO) _ Msambweni district.
- (e) Head teachers and teachers of the four Selected primary school.
- (f) A sample of ten pupils in each primary school.
- (g) A sample of about five drop out children from the zone
- (h) School committee members from the selected schools

3.4 Data Collection Instruments

A self constructed questionnaire and interview guide were used to collect primary data.

School records were obtained for secondary data. Focus group discussion, field visits, listening and observation were applied to extract standard information from all the respondents.

3.4:1 Interviews

Respondents who were able to interpret questionnaires were interviewed by face to face, the interviewee gave explanations about the importance of the interview.

3.4:2 Questionnaires

A well typed questions with brief introduction which familiarizes the respondents to fill the questions of the researcher were given to relevant people with request to answer the questions. The questions were simple to answer but helped us know the causes of primary school drop out in Diani zone.

3.5 Procedure of data collection.

The researcher got the official introductory letter from K.I.U. It was presented to all categories of respondent

3.6 Data Analysis

Data in this study was collected and analyzed using descriptive statistics namely frequencies and percentages. Graphs and charts also were used to analyze the collected data.

3.7 Limitations

The researcher wishes to sample all primary schools in Msambweni district but due to financial handicap, time constraints distant location of the study site, only four primary school were selected for the case study i.e Mwamanga Primary School.

Vukani Primary School.

Shamu Primary School.

Mwakigwena Primary School.

3.8 Definition of terms and Abbreviations

3.8:1 Operational terms:

- Drop out** - This refers to pupil who were enrolled in school and then withdrew or who never had the chance to be enrolled.
- School** - This is an area where formal education is contracted.
- Rights** - Refer to the legal authority over or to own or get home thing.
- Study** - This term has used to mean the research work project
- Illiterate** - This term refers to one who is not able to read and write.
- Education** - the total human learning by which knowledge is imparted, faculties trained and skills developed.
- Questionnaires-** are sets of carefully constructed question designed to provide systematic information in particular subjects.
- Communication-** Is the process of passing an understandable message from one person to another.
- Culture** - Embraces all that contributes to the survival of man ie art, craft, drama, dress education politics religion, music and technology.
- Curriculum-** Is that set of broad decisions about what is taught and how it is taught,
- Society** - Is any particular group of people who organize themselves according to an agreed system
- Basic education-** Is a technical term used to denote the provision of a minimum set of learning needs for an individuals to function effectively in his society and physical environment.

3.8:2 Abbreviations

APSI	-	Assistant Primary School Inspector
DCO	-	District Children Officer
DEO	-	District Education Officer
HI	-	Hearing Impaired
KIU	-	Kampala International University
NGO	-	Non Governmental Organization
P.C	-	Provincial Commissioner
PSC	-	Public Service Commission
TSC	-	Teacher Service Commission
UNICEF	-	United Nation International Children Education Fund

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1. Introduction

This chapter presents the information gathered from the respondents which attempted to establish the causes of primary school drop out.

The analyzed data was extracted from the questionnaires, observations made and interviews administered to the sampled population in the field. The data collected was codified on tables and graph followed by discussion.

Frequency scores were observed and noted in the tables or graphs. The frequency scores were then converted into percentages to determine the findings of the study.

4.2. Respondents considered in the study

It was found necessary to gather from parents, pupils, teaching staff, and administrator and education policy makers so as to determine the causes of primary school drop out in Diani Zone.

Table I: Below shows the expected number of respondents in the field and the actual respondents who physically answer the questionnaires and returned them successfully.

Table 1: Actual number of respondents interviewed

Samples population	No of respondents expected	Actual respondents interviewed	Actual no. in %
D.E.O	1	1	100%
APSI	1	1	100%
Head teachers and deputies	8	8	100%
School pupils	40	40	100%
Drop out children	20	15	75%
Totals	70	65	92.86%

Table 1 above shows that the research project had five different respondents who facilitated the data collection. The total number of respondents expected in the field were 70 out of which 65 (92.86%) responded positively. All expected respondents filled the questionnaires except drop out children (75%) who responded positively.

4.3. General overview of Primary school enrolment in Msambweni district for the year 2008

General overview of educational status from Msambweni was considered necessary by the research to find out whether there was a problem of primary school drop out in the districts.

Statistics were collected from the D.E.O. in Msambweni district. The statistic showed that there were 8430 pupils who were enrolled in standard one in 2001 by the time they entered class eight there were only 2373 pupils (28.1%) who completed their primary school course.

This study confirmed that there was a problem of primary school drop out hence calling for investigation.

Diani zone was picked as a sample area for the study.

4.4. Respondents view on the causes of Primary school drop out.

When the district respondents were interviewed on the causes of primary school drop out they came up with common problems which were grouped as per their frequencies. Table II below show the causes.

Table 2: Causes of primary school drop out

problems faced by pupils	No of respondents	scores in percentage
Lack of funds	12	20.0%
Indiscipline cases	8	13.3%
Corporal punishment	7	11.7%
Child labour	5	8.3%
Peer pressure	4	6.70%
Repetition	9	15.0%
Children safety	3	3.0%
Pregnancy and early marriages	6	10.0%
Health problems	2	3.3%
Family related problems	4	6.7%
Totals	60	100%

The information given by the respondents was enumerated in their respective form as per their scores as indicated above in table 2. Lack of funds to afford school expenses was rampant with 12 respondents (20%) mentioning it to be the major problem, though there were other problems as listed in the table. The researcher therefore found that primary school drop out was more rampant in poor families who were illiterate, who resources could not meet the school expenses and therefore led to their children dropping out of school.

4.5. Repetition in schools

The study was aimed at investigating repetition in the sampled schools. Questionnaires were administered to 40 pupils to determine the number of times the pupils had repeated and investigate its effects on them. The table III Below illustrates that information.

Table 3: Repetition and its effects

Number of repetition	Pupils	Percentage
Not repeated	21	52.5%
Repeated once	11	27.5
Repeated twice	6	15%
Repeated more than twice	2	5%
Total	40	100%

As indicated in the table 3 above the study found out that repetition was more rampant where pupils were required to pass his or her examination before being promoted to a higher class.

The study revealed and confirmed that repetition affected the pupils psychologically, physically and socially. This led some children to drop out of school.

4.6. Family meager Resources hinder educational progress.

In this case study, 15 drop out respondents were considered and questionnaires were administered to them to determine the occupation of the parents, so as to mirror their economic background. The study revealed that 13 drop – out (86.7%) had parents with poor economic background. When the children were interview to determine what they are doing in their outside life, most of them respondents that they had

been employed as vendors, tappers of the local brew 'mnazi', others have opted as beach boys and other related low paying jobs. The study therefore, found that poor occupation of the parents causes financial handicap giving room for children to resort to child labour, hence dropping out of school.

4.7. Corporal punishment

In this study, teachers were interviewed to determine the type of punishment they administered to pupils. They replied that according to T.S.C. code of regulations they were not allowed to administer corporal punishment to pupils except the head teacher. To facilitate the study, questionnaires were given pupils to identify the various types of punishment administered and justify the teachers' prior statement on the same. Table iv: Below illustrates the results of the interview.

Table 4: Types of punishment to pupils by teachers.

Types of punishment	No. of pupils responded	Respondents in %
Corporal punishment	24	60%
Manual work	10	25%
Psychological punishment	6	15%
Total	40	100%

From the table 4, the study showed that corporal punishment was common in most schools and the research therefore revealed that corporal punishment was hated most by pupils, and that when administered could lead to drop out of primary school children.

4.8. Schools situated far from homes

In determining how far the schools were, and its effect on pupils, standard one pupils were selected as samples. Some enrolments figures were obtained from the headteachers of the selected four schools. The figures were illustrated in table 5 below;

Table 5: Enrolment discrepancy standard one (2008)

1st term	2nd term	3rd term	total discrepancy
415	370	340	75

From the table 5, the study shows that at the end of the year 2008 there were 75 pupils who had left the schools. A study was further conducted to determine how far their homes were from schools. This information was presented on a table as shown below.

Table 6: Effects of pupils who live far away from school

How far is the school	Respondents	Respondents in %
Very far (2km and above)	47	62.7%
Not far (below 2km)	28	37.3%
Total	75	100%

The study found out that 47 pupils (62.7%) of the sample population had their homes situated 2kms and above away from school. This affected pupils to drop out for fear of walking long distances to school alone.

4.9. Moral values in Youth

The study was aimed at establishing more social problems in youth which resulted in other problems like dropping out of school.

The teachers were given some questionnaires to fill in the social problems affecting school children which they felt could lead them drop out of school. They enumerated those problems as follows:

Table 7: Social problems in Youth and their effect on school progress.

Topic	No. of respondents	Respondents %
Social and moral values	4	25%
Respect and hard work	4	25%
Discipline	3	18.7%
Use of drugs	2	12.5%
Effects of sexual immoralities	2	12.5%
Peer pressure	1	6.3%
Total	16	100%

The study found out that there are many social issues that the youth endeavour to experiment or and therefore discourage them in their school work, causing primary school drop –out.

4.10 Health problems

A study was conducted in the four schools to determine the health problems the children suffers that could have hindered them from school. The study found that three forms of disabilities i.e Hearing impaired (HI) poor vision and physically handicap were common. The study revealed that special education for the above abnormalities were not offered in the school.

When the teachers were interviewed most of them said that some parents who had disabled children over protected them and hesitated from sending them to school. Other parents believed that their disabled children had been bewitched and that it was wastage of resources to

educate them. Therefore many parents resorted to hiding them in the homes.

4.11. Educational policy factors

A research was done to find out the extent to which education policy makers have contributed to the learning environment of primary school children.

The study obtained the following on recruitment and distribution of the teaching staff to primary school.

Table 8: Male - female teacher imbalance in primary school

Sampled schools	Pupils			Teachers		
	Boys	Girls	Total	Male	Female	Total
Mwamanga primary	364	309	673	11	6	17
Vukani primary	226	197	423	9	2	11
Shamu primary	302	269	571	10	3	13
Mwakigwena primary	596	560	1156	15	13	28
Total	1488	1335	2823	45	24	69

The study revealed that there were more male teacher than female ones in the schools.

The study therefore confirmed that girls lacked role models.

This embarrassed girls and this discouraged them pursuing education.

When the head teachers were interviewed to find out whether schools were well staffed, they said that the teacher pupil ratio was 1:55. They admitted that teachers were not enough for the schools since the recommended ratio by the Ministry of Education stands at 1:45

The study therefore, confirmed that there was a problem with the educational policy, especially when the ministry recommends one teacher to handle a class of more than forty pupils.

It was observed that some pupils lacked the attention of the teachers especially the slow learners. This caused them dropping out of schools especially those who felt ignored and unmotivated by the teachers.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5:1 Introduction

A set out in chapter one in the objective of the study, the focus of the research project was to find out the factors that had contributed to pupils dropping out of primary school. The study aimed at investigating the following objectives:-

- The economic causes of primary school drop out
- The socio- cultural causes of primary school drop out
- The political / educational policy factors.
- The Health problems that contribute to primary school drop out, and finally the study was to come up with recommendations to minimize the problems.

All the objectives of the study were achieved and this chapter will endeavor to give conclusions drawn by the author and then give recommendations.

5:2 Conclusion

The study discovered that corporal punishment is still being administered to pupils by teachers in the school. This was reported by pupils who said that corporal punishment was more commonly used than any other form of punishment. Corporal punishment remains a threat to school children and contribute to feelings of fear and intimidation that can inhibit a pupil learning process hence discouraging them from going to school. A study by Hyde A. L (1996); quoted by Nyaguthi which says that the physical injury caused by corporal punishment is compounded by Psychological damage.

The study also noted that due to lack of enough female teachers in most schools the guidance and counseling session for girls in some schools were conducted by male teachers. This embarrassed girls and the intended objectives, in guidance and counseling render no remedy for the bad practices amongst girls, which could hinder their progress in school. The study also found that 48% of the pupils interviewed had repeated at least once in their school life and the majority were girls. This forced repetition is more in classes one and seven where one is required to pass an entry exam to be promoted to a higher class. The study therefore, confirmed the following:

- Repetition is a greater wastage of resources, time, energy and lowers the moral and self esteem of the child.
- It was found that it was not a guarantee that forcing a child to repeat will enable him/ her to improve in class work.
- Parents and local leaders have been indoctrinated to believe that repetition is good and the only way to improve the performance of their school children.

Economic status of parents was seen to be a factor affecting pupils in school and thus contributing to cases of primary school drop- out. Low income earning parents were reported to be withdrawing their children from school to work as casual laborer and vendors so as to supplement their families merger resources. When interviews was conducted to the drop out it was found that 86.7% lived in big extended families thus the fathers could not afford the levies charged in the school.

Health problems were found to be some of the major factors that result in primary drop out. Tropical diseases were more rampant, such as malaria, which weakened children's capacity to resist other diseases. Other physical deformities were common and lack of special schools for

the handicaps also proved to hinder the learning progress of some children and hence resulting in drop out.

Another problem the study found was that some parents believed in witchcraft and over protection of their disabled children. Moreover, some believed that it is a wastage of resources to educate a disabled child. As a result the study found out that many parents hesitated to send their disabled children to school and hence hide them in the homes.

The government aim to bring national unity and equality is not forthcoming, for there are certain measures and practices that have contradicted this objective in education. For example some districts have no national secondary school to absorb pupils from the surrounding primary school resulting in such district to be at a disadvantage in providing quality education to the youths.

The introduction of 8-4-4 system of education generally speaking, has resulted in a counter productive aspect of unduly including students to memorize facts without developing their ability to reason and organize information and facts in a productive way. Due to overloading the system kills creative thinking as a student's critical faculties are blunted. A good education system must provide for the full development of talents and personality. Consequently, this situation is responsible for students' apathy and unbecoming conduct such as drug abuse due to stress which results in primary school drop out.

5:3 Recommendations

Education in Kenya as in the case world wide is very dynamic. Education should be for life, and it has grown in scope yet the facilities have remained the same overtime and thus need to be addressed. If the

author's recommendation will be adhered to them the problem of primary school drop out will be alleviated and quality education which is result oriented will be achieved and hence, many children will conform to it.

1. To help parents afford the cost of education creation of central units of learning facilities such as laboratories, workshop and libraries at zonal level will give level playing ground for learning at a lesser cost.
2. To ensure that every child who attains the age of going to school gets a place to learn there is need to create more vacancies to accommodate the ever increasing population of youth. To do this, new primary schools should be established. For those schools which have inadequate land, storey buildings should be encouraged. School land grabbers and their perspectives perpetuator should be punished.
3. Politicians, local leaders, well wishers and parents should come together and introduce bursary funds to help the needy pupils afford the cost of education.
4. The author believes that the moral character standard in most African communities are similar and therefore anybody who has an influence what_ so_ ever on the child has an obligation to develop the child's moral character, be it elders in the village, religious leaders and teachers as opposed to the current attitude where whole responsibility is left to the teachers.
5. Education should be for life, but not for passing examination. Due to the system of grading some school heads force students to repeat classes for years with little regard to expenses borne by parents. This practice also impacts negatively on the child. It is a practice that

should be stopped and made regrettable to any teacher who perpetuates it.

6. Development and promotion of positive attitudes towards children education would expose talents. There is need for continuing education program that aim at imparting knowledge, skills values and attitudes towards nation buildings. If we need to be industrialized by the year 2030, then we need manpower that is result oriented. Thus those pupils who may have dropped out of school should be encouraged to enroll themselves in adult education classes. This will minimize the increased number of illiterate people in the country.
7. There is an urgent need for our adult population to change from the current negative attitude towards primary education and develop a desire for continuous learning for their children.
8. Education is an effective tool of promoting social justice and morality through well developed programme for creating awareness The education programme should take full charges of the importance of our varied cultures in relation to gender and other values, that formed the core of our rich unadulterated past.
9. The author proposes that social education and ethics be taught to students at all levels of learning without necessarily being for examination purposes.
10. The informal education system collapsed with the change in life styles. Therefore guidance and counseling services in primary schools should be strengthened and handled by professionally qualified counselors.

11. The education policy should encourage the following:-

- The district focus policy of enrolling 85% pupils with the district should be stopped and replaced with the random selection of pupils to secondary school from all over the country, so as to foster social and intellectual interaction.
- Intensify schools inspection and supervision by organizing divisional and district teams backed by provincial personnel. This would reduce laxity of teachers in delivering knowledge to pupils
- Organize educational trips outside the province for pupils to visit excellent schools with a view to learning techniques of excellence. This would motivate pupils to learn and develop the spirit of competition.
- Organize seminars for all subjects at divisional level in view of giving refresher courses and update teachers with knowledge. Meeting with head teachers must be held to discuss results and how to improve school governance and financial control of the school funds.

12. Studies done so far point out that drug preventive education is currently still low in Kenya, for most of parents and therefore young people in the homes and schools, see them as hypocrites, whenever they try to speak against drinking, smoking and use of other drugs. Therefore parents, teachers and counselors should act as role models in drug free living.

13. The government should be strict on monitoring child labor and early marriages to youth, and serious punishment be imposed to people who engage in children in such malpractices. All children employed or subjected to forced marriage should be withdrawn and be taken to school

14. There must be proper safety and security for primary school children. Nyaguthi quotes Hyde (1996), that there are four types of safety and security for school children :-

- Safety from sexual harassment, assault and rape.
- Safety from general physical assault and injury.
- Protection from emotional distress and abuse.
- Safety from intellectual limitations and inhibitions.

If all communities will comply with the above, then that will foster a climate learning for the youth.

15. Although this study carried a thorough investigation on the causes of the primary school drop out phenomenon more research is recommended in this area of study by other researchers and bring forth their recommendations. Through this, it is believed that an enabling environment for youth is to conform to schooling will be created.

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APPENDIX I: QUESTIONNAIRE FOR PUPILS

Name

SexA boy () A girl ()

Name of your school

1. Why do you come to school?
 - i. Fear of parents ()
 - ii. The teacher will punish you if you were absent ()
 - iii. Hate staying at home and work ()
 - iv. To join friends ()
 - v. Want to gain knowledge ()
 - vi. Others (specify)
2. Are there some subject teachers who are harsh and not ready to help in class and therefore demoralize you from coming to school?
Yes () No ()
3. Which is your worst subject?
4. Why do you hate it?
 - i) It is very difficult to understand ()
 - ii) You don't understand the teacher ()
 - iii) You feel that it is not useful ()
 - iv) Other reasons (specify).....
5. Is the school situated far from your home?
Yes () No ()
6. What type of family do you live in?
 - i) Nuclear family () ii) Extended family () iii) Single parent ()
 - iv) Staying with relatives ().

7. Were you once made to repeat?
Yes () No ()
8. Which one of the following punishment do you hate most?
i) Corporal punishment ()
ii) Manual work ()
iii) Psychological punishment ()
9. Who pays for your fees or needs?
i) Father ()
ii) Mother ()
iii) Both parents ()
iv) Brother /sister ()
v) A relative (specify).....
10. What is the occupation of your parent/guardian?
11. In your school life, what are the problems you are facing?
12. What are your hobbies?
i) Smoking /drinking ()
ii) Playing disco ()
iii) Socializing with friends ()
iv) Reading novels ()
v) Others specify

APPENDIX II QUESTIONNAIRE FOR HEAD TEACHERS AND DEPUTY HEAD TEACHERS

1. Name
2. Your position in the school
3. Sex Male () Female ()
4. Marital status
5. Number of teachers in your school
 Male () Female ()
6. Number of pupils in your school
 Boys () Girls ()
7. How often are you visited by education officers?

8. According to the T.S.C. code of regulations, what type of discipline
 are teachers supposed to administer to;
 Girls
 i).....
 ii).....
 iii).....
 Boys
 i).....
 ii).....
 iii).....
9. Do you have cases in which the teacher-pupils relationship is
 strained?
 Yes () No ()
 If yes, at are the common problems facing the teacher-pupils
 relationship?.....

How many qualified guidance and counseling teachers are there in your school?

.....
.....

9. How often is this exercise (guiding and counseling) conducted in your school?

10. Are there drop out cases in your school

Yes () No. ()

If yes, how many pupils drop out of your school in a year?

Girls() Boys ()

11. What are some of the reasons that make children drop out in your school?

a) When told to repeat

b) Lack of funds

c) Peer pressure

d) Health problems

e) Poor teacher –pupil relationship

f) Too many pregnancies ()

g) Corporal punishment ()

h) School being far from home ()

i) Insecurity of the ongoing to school children ()

j) Family conflicts ()

k) Child labour tourism ()

**APPENDIX III: QUESTIONNAIRE FOR DISTRICT
EDUCATION OFFICER AND ASSISTANT PRIMARY SCHOOL
INSPECTOR (APSI)**

Name of the officer.....

District / Division.....

His/ Her position.....

1. How many primary school do you have in the District /Division.....
.....

2. Could you please show me the geographical area of the district?
Yes () No ()

3. Do you have any problems with your department is faced with
which cause constraints in maintaining effecting learning in
primary schools in the district/ division
Yes () No ()

If yes, what are they?.....

4. Are there causes of primary school drop out in your district/
division?
Yes () No ()

5. What causes primary school drop out in the district/ division?
.....

6. What causes primary school dropout in the district /division?
.....

7. Are there enough standard one vacancies in the school?
Yes () No ()

If no, what happens o those who miss enrollment in standard one?

8. How does the Ministry of Education view this problem?
.....

APPENDIX IV: INTERVIEW FOR DROP OUT PUPILS

Full Name.....

Age

Sub location

1. Are you a single parent child?
2. Are both your parents still alive?
3. What is the occupation of your parents?
4. Why did you drop out of school?
5. What do you do at home?
6. How is life outside school?.....
7. Are you employed?
If yes, (specify).....
8. In case you are given a second chance to go back to school, would
You accept it?
9. How would you advise a friend who wishes to drop out of school?

.....
.....
.....

APPENDIX V: QUESTIONNAIRE TO BE ADMINISTERED TO THE CHIEF OF DIANI LOCATION

Name of the Chief.....

Location.....

1. For how long have you been in this position?
2. Do you have a geographical map of this location?
If yes, may I please see it?
3. How many sub-locations are there in this location?
4. What is the approximate population of this location?
5. How many primary schools are there in this location?
6. What is the approximate population of children in this location
aged between 5-17 years?
7. Are there any cases of primary school dropout inn this location?
8. Is the primary school drop out a problem in your location?
If yes, what are the problems that school dropout cause in your
location?
9. How do those problems you have mentioned affect your
administration of the location?
10. What do you think should be done to correct the existing problems
of the primary school drop out?