

**ANALYSIS OF THE CAUSES OF SCHOOL DROP OUT OF FEMALE PUPILS
IN PRIMARY SCHOOL: A CASE STUDY OF EMBOBUT ZONE, TIRAP
DIVISION, MARAKWET DISTRICT**

BY

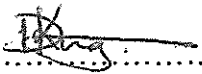
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**A DISSERTATION SUBMITTED TO THE INSTITUTE OF DISTANCE
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DECLARATION

I, Korir David Kipkemboi, hereby declare that this is my own original work and is not a photocopy of any at Kampala International University or any other tertiary institution of higher learning.

Sign 

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APPROVAL

This is to certify that this research work was supervised and is now ready for submission to the academic board.

Signed



Mr. Oketcho Pius

Supervisor

Date:

26/08/2010

DEDICATION

I dedicate this research report to my wife, Irene Korir, children; Faith, Nathan and Joy and staff of St. Michael p/s, my mother Florah Kabon, my sister Ruth Jepkemei for their support care and parental love.

ACKNOWLEDGEMENT

I must acknowledge my supervisor Mr. Oketcho Pius for the devotion, earnest guidance, and constructive comments that made it possible to produce such a report.

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ACRONYMS

FPE : Free Primary Education

ABSTRACT

This paper aims at identifying the causes of school drop out of female pupils in primary school case study of schools in Embobut zone, Tirap Division, Marakwet East district.

The study was descriptive where stratified sampling was used to select population. It employed a total sample of 50 respondents as indicated in chapter four. Data were analyzed and presented using statistical methods of data presentation where percentages were integrated into tables.

Direct observation interviews and visiting of different schools were used in data collection and here several people were asked or interviewed for information.

It was discovered that in spite of the contributions of the government in its program of Free Primary Education, the drop out rate of pupils from school in the schools is still on a high rate.

It was suggested that in order to overcome the problem, there is a need for the government to come in and sensitize people about education.

CHAPTER ONE

Introduction

1.1 Background of the Study

Embobut zone, Tirap division, MArakwet East district is among the districts in Kenya and is found in the Rift Valley province. It is composed of different tribes but the most dominant ones are the Kalenjin (Marakwets) and their major economic activity is agriculture and animal keeping.

Between 1999 and 2004, the worldwide number of children not in school declined rapidly from about 100 million to 77 million. Three-quarters of the decrease (16.7 Million) took place between 2002 and 2004. However, girls still constitute 57% of all out-of-school children, down from 59% in 1999. Worldwide, for every 100 boys out-of-school there are 117 girls. Gender disparities in education still remain prevalent in the Arab States (134) girls out-of-school for every 100 boys), South and West Asia (129), and countries like Yemen (184), Iraq (176), India (136), and Benin (136)

(UNESCO, 2006). Gender differential access to school is usually caused by poverty, adverse cultural practices, schooling quality and distance to schools. Even in Kenya the rate of school drop out at primary school level is high especially in the rural areas.

Although 92 percent of school-age children attend the first years of primary school, factors such as cost, examination performance, and inadequate facilities eliminate large numbers from primary and university education. Kenya has made great progress with adult literacy since independence. In 2005, 87 percent of the adult population was literate, although the rate was significantly higher for adult males (65 percent) than females (35 percent).

Gender disparities still remain in both primary enrollment and school completion rates. However, many low-income countries have registered improvements in primary school completion rates, with an average increase of 6% (from 65% in 1990 to 71% in 2003) (World Bank, Ed Stats, 2005). The completion rate for girls rose by 9% from 57% in 1990 to 66% in 2004, whereas the primary school completion rates for boys increased only from 75% to 76% during the same period (World Bank, Ed Stats, 2005).

According to Craig (1985), education is every child's right. It equips them with the knowledge and skills they need to realize their potential and to protect themselves from harm. And the better quality of life education brings, translates into huge benefits for society. That's why education is essential to the development of every country. However, girls are far too often left behind. If this continues, such progress will never be made.

UNICEF Progressive Report (2001), spells out that the problem of primary school dropouts has generated increased interest among researchers, policymakers, and educators in recent years. This paper examines the many issues involved in trying to understand and solve this complex social and educational problem. The issues are grouped into four areas covering the incidence, causes, consequences, and solutions to the problem. Within each area, the discussion identifies the important issues involved, the current state of research on the issues, and considerations for future research.

1.2 Statement of the Problem

The government has tried to make education affordable in primary and secondary schools by offering free education. The government and religious bodies urge parents to send their children to school. Despite this, school drop out in Marakwet East district exists, hence the need to carry out the study.

1.3 Objective of the Study

1.3.1 General Objective

The purpose of the study is to analyse the causes of school drop out in primary schools of Embobut zone, Tirap division, Marakwet East district

1.3.2 Specific Objectives

- i. Identify the causes of the school drop out rates in primary schools in Embobut zone, Tirap division, Marakwet East district.
- ii. Effects of school drop out rates in Embobut zone, Tirap division, Marakwet East district To find out what schools in Embobut zone, Tirap division, Marakwet East district have done to reduce school drop out

1.4 Research Questions

- i. What are the causes of school drop out in Embobut zone, Tirap division, Marakwet East district?
- ii. What are the effects of school drop outs in Embobut zone, Tirap division, Marakwet East district?
- iii. What schools have done to reduce school drop out in Embobut zone, Tirap division, Marakwet East district?

1.5 Scope of the Study

1.5.1 Geographical scope

The study was conducted in Embobut zone, Tirap division, Marakwet East district. Embobut zone, Tirap division, Marakwet East district was chosen for the researcher's convenience and also for having many schools yet their numbers of students keep fluctuating from time to time.

1.5.2 Subject Scope

It was aimed at finding the causes of school drop out in primary school in Embobut zone, Tirap division, Marakwet East district.

1.5.3 Time Scope

The research was carried out between February and April 2010

1.6 Significance of the Study

The findings of the study will contribute information to the government, non governmental organisations, international agencies and education department, politicians, influential people and policy makers that are involved in fighting school drop out.

The study will be useful to the policy makers, management in that it will provide useful policy guideline for appropriate policy formulation and programmes for fighting school drop out.

The finding will provide up-to-date literature and open up area of the further research to academicians and researchers who may be interested in area of fighting school drop out.

Make recommendation that would stimulate government effort to find solutions to problems facing inclusive education.

The finding is also important as a requirement for a Bachelor Degree in Education.

CHAPTER TWO

Literature Review

2.1 Introduction

Studies about school drop out and its implications have been made in the whole of the African region. This chapter attempts to review the literature related to the causes of primary school drop out in primary schools.

The material used in the review includes magazines and journals on drug abuse and related websites over the internet.

2.2 Causes of school drop out

The child's father emerges as key in deciding a child's enrollment, this trend being more prevalent in the rural areas and highest in the Northern region (55.9%). (MOE 2002)

In the Eastern region where there is the highest rate of enrollment for pupils, mothers also have the least decision making power over a child's enrollment, thus showing that fathers can be key players in enhancing girls' access to primary education. It should also be noted that in urban areas and some regions, a mother either jointly with the father or singly can influence the decision for a child to enroll in school.

According to Progress Report – UNICEF (2001), Kenya has made formidable progress in providing primary education. In 2003, the Free Primary Education (FPE) policy was launched, providing free education for up to four children per family (two of whom must girls). Annual enrollment has more than doubled from 2.9 Million to 6.5 Million as a result. Nevertheless, while more children than ever have their right to education realized with FPE, much remains to be done to improve the quality of education and access for disadvantaged children.

According to Ntiro (2005), through home-grown initiatives, FIDA has sought to bridge gaps that negatively impact on girls' education in Kenya, such as rural, urban and gender gaps. She has initiated a scholarship program for needy but bright girls from disadvantaged regions, in particular. This includes orphans and handicapped girls who are assisted through primary school and a few through universities. FIDA Kenya has also initiated a role model project to motivate, encourage and mentor girls to excellence. Through the Models of Excellence and Women of Distinction Project, FIDA has raised role modelling and mentoring of girls to a unique level in Kenya.

The last census showed that 5.7 million out of the 7.2 children aged 6 - 15 years were enrolled in primary school. This gave an enrollment ratio of 79%. The official primary school ages in Kenya are 6 - 12 years. The data show that 83% of the 5.4 million children in this age bracket were enrolled in primary school. The percentages show no major differences between sexes, with 84% of the boys and 83% of the girls being enrolled in school. Among the persons aged 15 years and above, 27% had never attended school. The corresponding percentages for males and females were 18% and 35% respectively. Only 43% of the population aged 15 years or more had completed primary education (males - 51%, females - 36%).

The Global Campaign for Education, an international coalition of NGOs and trade unions, states that "because education is so crucial to improving health and increasing incomes, the girls' education goal has a domino effect on all of the other Millennium Development Goals. Failure to achieve it will set us up for almost certain failure on the other MDGs".

The Millennium Development Goals set a deadline of 2015 for the international community to ensure that all children will be able to complete primary school. According to a recent World Bank study, however, only a quarter of developing

countries have achieved this. ID21's Education section is dedicated this issue, with a special focus on girls' education (May 2004).

The author was right on that reason in the sense that those parents whose children did not like to study, or have disobeyed school rules tend to claim that they are sick, such claims eventually lead them to leave school, as they are likely to retard in performance.

Hanson (1996), views that the patterns of equilibrium between the school and its environment can be seen in such things as enrolment patterns, teacher – student ratios and the way of administration. According to researcher's hypothesis, big teacher – student (pupils) ratio was included as a factor leading to dropout.

Continued poor performance of pupils might also lead to dropping out of schools. The Nation newspaper, 2004, reported that "Many children dropout of school because they are mentally weak". This could be true, so a study was carried out to prove its accuracy.

Ministry of Education (1999), few resources for schooling: Government allocations for education are low. On the three islands that make up Comoros, over half of the population live in poverty and can contribute little to their children's education. A lot of young people are kept out of school for domestic labour or income generation to supplement the family income.

According to Ministry of Education, the following are causes of school drop out; Low income families find it hard to meet the costs of transport, uniforms and stationery. This leads to school drop out as many families may not be in position to raise funds.

Traditional attitudes that prefer early marriage and domestic roles over education for girls, hence they are denied education.

Many girls are kept at home to care for younger family members and help with domestic work.

Descriptive evidence suggests that extreme poverty, early parenthood, and child labor may be factors pulling teenagers out of school. nevertheless, a multivariate framework of analysis may uncover other relevant variables associated with school drop out and eventually bring into question the relevance of the ones previously highlighted. Moreover, a set of potentially confounding factors should be included as controls in the empirical analysis.

2.3 Effects of School Drop Out

The costs of dropping out of primary school can have a profound effect on a young person's life. The relative earnings of primary school dropouts are lower than those for students who complete primary school and/or college. Similarly, primary school dropouts experience more unemployment during their work careers. Young women who drop out of primary school are more likely to become pregnant at young ages and more likely to become single parents (Snyder & Sickmund, 1995).

The high incidence of dropping out poses a serious problem to the social and economic health of the country and negative consequences for the individual dropout (Asche 1993).

As noted by Carson, et al. (1991), the number of dropouts is not really the issue. The point is that the world has changed, and the system's current employment needs do not tolerate dropout rates that have not changed over the last 20 years. Consequences of dropping out, which are identified in the work of Arndt (1994), Asche (1993), and the General Accounting Office (1987), include the following:

As the pool of dropouts continues to grow, employment opportunities for them are more limited, because today's economy requires a lot of the labor force increased literacy, more education, enhanced technological skills, and lifelong learning.

The rate of engagement in high-risk behaviors such as premature sexual activity, early pregnancy, delinquency, crime, violence, alcohol and drug abuse, and suicide has been found to be significantly higher among dropouts.

Income differences between dropouts and other citizens can be expected to widen as the economy evolves, "pitting Americans with less education against computerized machines and people in low-wage nations" (Arndt 1994).

A growth of unskilled laborers in low-wage jobs will increase the trend toward developing a large American underclass which "some analysts argue...threatens the continuing existence of a democratic way of life" (Asche 1993, p. 13).

In conclusion, the primary school dropout rate is reducing. It is still, however, a major concern that should be worked on. The home and school stability, bad school experiences, social behavior, and rebellion all have one main effect: increasing of the nation dropout rate of primary school students in the United States. With half a million people dropping out of school each year, these key causes need to be looked at and examined closely. If these causes are worked at, maybe the effect will not be as high as it is now. While most literature on developing countries has focused on the trade-off between school attendance and child labor, evidence from urban Brazil suggests other relevant forces may drive teenagers out of school, in particular early parenthood and extreme poverty.

CHAPTER THREE

Methodology

3.1 Introduction

This chapter presents the methodology used during the study. These included target population, sample size, methods of data collection, data editing and data analysis. It also addressed the area of study, the population that was covered and the problems encountered.

3.1 Research Design

This study used qualitative and quantitative methods to investigate the causes of school drop out. This research was basically gender focused where females are to be studied in order to get a clear view on the causes of primary school drop out.

3.2 Area and Population of the Study

The study was conducted in Embobut zone, Tirap division, Marakwet East district. It is one of the districts in Kenya affected by the high rates of school drop out.

The study population consisted the staff of the schools, children who are in school and out of school, family members of the in and out-of-school children.

3.3 Sample Size and Selection

The respondents were purposively selected to help to identify the causes of high rate school drop in Embobut zone, Tirap division, Marakwet East district. Children who are in school and out of school were dealt with.

Purposive sampling was used to select 60 respondents, of whom 15 are in schools and 25 out of school, 8 teachers and 10 household heads with children who are in and out of school, 2 head headteachers of two primary schools.

Purposive selection was used among the people who are to be considered as having key information to contribute.

3.4 Methods of Data Collection

In order to achieve the objective of this study, the researcher used the following methods of data collection.

(i) Questionnaires

The questionnaires were administered on some women, girls in the rural and urban areas of Embobut zone, Tirap division, Marakwet East district so that the researcher can compare and contrast data given on school drop out in the two regions. Questionnaires were given to local government and local leaders.

(ii) Oral Interview Method

The researcher conducted face-to-face interviews with some women, girls both illiterates and literates on issues pertaining to the respondents' background, the school drop out.

3.5 Data Analysis

Data were analysed qualitatively and quantitatively. Different data sets were used in analyzing data collected, i.e. where necessary SPSS package was used. Bar graphs were used to give a clearer outlook about the causes of drop out, and they were done in Microsoft Excel. Recommendations were made using the outcome of the result of the analysis.

3.6 Limitations

Translating questionnaires into Local languages as some did not knowing English

Some refused to give answers for some questions as they took them to be sensitive questions e.g. issues concerning Female Genital Mutilation.

Financial constraints have limited the researcher from having a thorough research process for instance, undertaking pretexts and piloting studies had to be foregone.

Again data collection and processing was done in bits because the researcher could not raise the required fund in lump sum as he had to fund himself.

Problem of distance between the researcher and his supervisor while in the field did impede proper continuous assessment of research, thus research process could only be dictated when it's already late.

The researcher faced a problem of time constraints. The time allocated for the study was not enough for a thorough investigation because the research was conducted with academic urgency in the two years while also the research was required to attend to his academic work.

3.7 Delimitations

For the case of those who did not know English, questions were translated into Local languages.

Some money was got from parents, guardians and well-wishers to aid this research work.

The researcher being a resident was familiar to the people whom he obtained information. The researcher did not find problems in transport because the infrastructure is good.

CHAPTER FOUR

Presentation of Findings

4.1 Introduction

This chapter presents the empirical analysis from the field. This presentation is in accordance with research questions stated in the earlier chapter.

4.2 The Socio-Demographic Characteristic' of the Respondents

4.2.1 Sex

Table 1: Sex of the respondents

Characteristics	Frequency	Percentage
Male	37	61.7
Female	23	38.3
Total	60	100.0

Source: field work 2010

From the study it was found out that 61.7% of the respondents were males and 38.3% were females.

4.2.2 Age

Table 2: Age of the Respondents

Age	Frequency	Percentages %
Below 25	7	11.67
25 -34	28	46.67
35 – 44	10	16.67
45 – 60	15	25.00
Total	60	100.00

Source: Fieldwork 2010

From the study, three quarters of the respondents are below 45 years of age. Most of the respondents were between 25 and 34 years of age with 46.67%, followed by 45 -60 age bracket with 19 (25%), 11.67% were below 25 years of age, 16.67% were between 35 and 44.

4.2.3 Marital Status

Table 3: Marital Status of the Respondents

Marital status	Frequency	Percentages %
Widow	18	30
Single	12	20
Widower	15	25
Married	12	20
Separated	1	1.67
Divorced	2	3.33
Total	60	100

Source: Fieldwork 2010

The study found out that out of 60 respondents 18 (30%) were widow, 15 (25%) were widower, 12 (20%) were both married and single, 2 were divorced and 1(1.67%) was separated.

Through the informal interview it was found out that, 12(20%) had never married as they fear commitment because of being unemployed.

4.2.4 Education Background

Table 4: Educational Background

Education level	Frequency	Percentages %
Not educated	15	25.00
Primary Level	10	16.67
Secondary Level	20	33.33
Diploma	5	8.33
Degree	3	5.00
Masters	7	11.67
Total	60	100.00

Source: Fieldwork 2010

The study established that 15 (25.00%) have never attended school while 45 (75%) have ever attended and 20 (33.33%) only made it to secondary education although only 3 (5.00%) made it to the university level.

Through the informal interview with the respondents, it was found out that those who did not get educated, had no money for education, no schools were established and their parents could not allow them.

4.3 Causes of School Drop Out in Embobut Zone

Causes	Frequency	Percentage
Poverty	23	38.3
Unemployment	22	36.6
Drug abuse	10	16.67
Orphanage	2	3.3
School environment	2	3.3
Poor performance	1	1.6
Total	60	100

Source: Fieldwork 2010

From the study, 38.3% of the respondents mentioned poverty as the leading cause of school drop out in Embobut zone, Tirap division, Marakwet East district, followed by 36.6% of the respondents who mentioned unemployment as the cause of dropping out schools in Embobut zone, Tirap division, Marakwet East district since some parents were not earning enough to pay school fees. Only 1.6% of the respondents said that school drop out is due to poor performance of the children.

4.4 Effects of Dropping out of School

Table 5: Effects of dropping out of school

Effects	Frequency	Percentages
Low Earnings	20	33.33
limited employment	11	18.33
income inequality	16	26.67
unskilled labour	8	13.33
economic and social health	5	8.33
Total	60	100.00

Source: Fieldwork 2010

From the study, it was established that low earnings of the drop outs is the common effect of dropping out of school with 33.33% followed by income inequality, limited employment, unskilled labour and economic and social health with 26.67%, 18.33%, 13.33% and 8.33 respectively.

CHAPTER FIVE

Summary of the Findings, Recommendations and Conclusions

5.1 Introduction

This chapter includes the general summary recommendations and conclusions to the study. They are derived from the study findings that are based on the objectives of the study.

5.2 Summary

The study employed 60 respondents who were distributed as: - 15 who are in schools and 25 out of school, 8 teachers and 10 household heads with children who are in and out of school, 2 head teachers of two primary schools.

From the study it was found out that 61.7% of the respondents were males and 38.3% were females.

Three quarters of the respondents were below 45 years of age. Most of the respondents were between 25 and 34 years of age with 46.67%, followed by 45 - 60 age bracket with 19 (25%), 11.67% were below 25 years of age, 16.67% were between 35 and 44. most of the respondents 18 (30%) were widow, 15 (25%) were widower, 12 (20%) were both married and single, 2 were divorced and 1(1.67%) was separated. Who never attended school while 45 (75%) have ever attended and 20 (33.33%) only made it to primary education although only 3 (5.00%) made it to the university level.

5.2.1 Causes of school drop out

From the study, it was found out that 38.3% of the respondents mentioned poverty is the leading cause of school drop out Embobut zone, Tirap division, Marakwet East district, followed by 36.6% of the respondents who mentioned unemployment as the cause of dropping out schools in Embobut Embobut zone, Tirap division, Marakwet East district since some parents were not earning

enough to pay school fees. Only 1.6% of the respondents said that school drop out is due to poor performance of the children.

5.2.2 Effects of dropping out of school

From the study, it was established that low earnings of the drop outs is the common effect of dropping out of school with 33.33% followed by income inequality, limited employment, unskilled labour and economic and social health with 26.67%, 18.33%, 13.33% and 8.33 respectively.

5.3 Recommendations

Multiple Risk Factors: The most important characteristics associated with youth dropping out of school are a combination of two or more risk factors, including: Low math and science achievement test scores, Not having both natural parents in the home, Low parental educational attainment, and Limited extracurricular activities.

Educators need to be aware of these risk factors when planning long-term educational efforts. By developing programs and plans of work that meet the needs of teens (listed above), it will retain them longer and they will stay in school longer.

Parental Demographic: Educators should increase accessibility to accommodate youth who live in multiple residences, with a single parent, etc.

To accomplish the goal of designing better programs for teens, educators need to aim at reaching the needs of at-risk youth.

There is need to sensitize the community about the urgency of education in the developing Kenya. Adult education should be established in the area and other rural areas where drop out is still a problem.

The government should provide all scholastic materials to all schools and should even cross bridges and give a hand to private schools which are also helping a country's future. This can be done by employing and paying teachers, providing books, pens and the rest as it was before.

Teachers' remuneration should be greatly improved if the teaching – learning is to greatly improve. They should be given bonuses, housing allowance and tours once in a while to improve on their solidarity. This increased remuneration, would boost morale, commitment, interest and concentration that would motivate them to handle pupils as their own children such pupils would perhaps educe going away.

Gambling among the youth must stop. The local councils, parents and everybody should fight tooth and nail to stop the habit.

There is need to provide lunch to pupils as well as teachers. The government should at least allow or enforce parents to start paying for meals at schools. The meals should be uniform.

To reduce on pregnancies, the causes should be dealt with severely if they are teachers, their academic documents should be confiscated and they should be imprisoned.

Punishment should be minimized instead of caning students when they do wrong or giving them hoes to dig, the government should devise means of how to handle that. Digging brings a negative attitude to agriculture and as a result, pupils may associate agriculture as a punishment.

There is need to health inspectors to visit schools and give some advice on how to stop diseases. Similarly schools should be given nearly dispensaries. In those dispensaries, there should be medicine as well as qualified attendants.

Some policy implications follow from these results. Reducing the costs of school (both direct and indirect), such as transportation, could improve the record of school attendance. One option would be to expand the conditional cash transfer program to youth aged 15-18 in poor neighborhoods. Moreover, early childhood development programs and improved nutrition and health would boost non-cognitive skills of children in extreme poverty and would therefore have enduring implications on schooling outcomes.

5.3.1 Area for further research

The research investigated the causes of primary school drop out in Embobut zone, Tirap division, Marakwet East district. Through this study the researcher examined the roles of different stakeholders there are so many areas that are relevant to this study that was not dealt with to establish the magnitude of the study. The researcher therefore recommends other researchers to also take further studies about this topic to make the subject more colorful.

5.3 Conclusion

The analysis of the determinants of school drop-out in developed countries has highlighted factors such as drug use, alcohol consumption, and parents' psychiatric disorders, controlling for possible confounding factors such as socio-economic status of the family, gender, race, and age of the child.¹ For developing countries, most often the trade-off between school and child labor has been underlined, with fewer studies concentrating just on the determinants of school performance

Findings indicate that early parenthood has a strong impact driving teenagers out of school. Extreme poverty is another factor lowering school attendance, as children who have suffered hunger at some point in their lives are less likely to be found attending school. In this particular urban context, working does not necessarily have a detrimental effect on school attendance. Dropping out of school leads most often to inactivity, and not to work, which could be due to the

lack of employment opportunities. Another possible reasoning points to the role that working for some hours can have helping fund schooling. Indeed, costs such as daily transportation are often pointed out in interviews as obstacle to progress beyond a certain point in school.

From the research findings, it's evident that there is a problem of dropping out in primary level. There is a multiplicity of factors that lead to dropping out of school. However, the factors differ in proportions.

Among the factors discovered were gambling, lack of instructional materials, early pregnancies, punishments and lunch issue.

There is need for improving school infrastructure, provide all necessities in schools, teachers need to teach effectively. The community must be sensitized such that pupils who leave schools are not given freedom to sit and forget all about school.

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APPENDICES

APPENDIX A: QUESTIONNAIRE TO THE HEADTEACHER

Dear respondent,

Am student pursuing a Bachelor degree in Education. I am carrying out a research study on the topic: Analysis of the causes of drop of pupils in primary schools: A case study Embobut zone, Tirap division, Marakwet East district.

The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes

1. What is your name?

.....
.....

2. What is the number of boys and girls in your school?

.....

3. What can you put forward for the poor performance and dropout in your school?

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

4. What do you have to say about people's attitude towards education in your area?

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

5. What do you think are the major causes of dropout in your school?

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

APPENDIX B: QUESTIONNAIRE TO THE COMMUNITY

Dear respondent,

Am student pursuing a Bachelor degree in Education. I am carrying out a research study on the topic: Analysis of the causes of drop of pupils in primary schools: A case study Embobut zone, Tirap division, Marakwet East district.

The information given below will be treated with confidence

(Tick where applicable)

1. Sex of the respondent

Male

Female

<input type="checkbox"/>
<input type="checkbox"/>

2. Marital status of the respondent.....

Single

Divorced

Married

Never married

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

3. Education level of the respondent.....

Primary level

Secondary level

Tertiary level

University level

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

4. Occupation of the respondent

Farmer

Business man/woman

Civil servant

Others

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

5. How many children do you have?

1 – 2

<input type="checkbox"/>
<input type="checkbox"/>

3 – 5

5 and above

☐

6. Are they all in school?

Yes

☐

No

☐

7. If, not why are they not at school?

Lack of money

☐

Orphans

☐

Don't want to be at school

☐

8. What should the government and NGOs do about those who dropped out of a school?

Sensitization

☐

Free education

☐

Increase teacher's salary

☐

Providing lunch to children

☐

9. Roles played by NGOs

Sponsoring children

☐

Building schools

☐

10. What can you put forward for the poor performance and dropout in your school?

11. What do you have to say about people's attitude towards education in your area?

12. What do you think are the major causes of dropout in your school?

THANK YOU FOR YOUR COOPERATION

APPENDIX C: WORK PLAN

July	1 st , 2 nd , 3 rd & 4 th week	Collection of data
August	1 st & 2 nd week	Presentation, analysis of data collected
	3 rd & 4 th weeks	Submission

APPENDIX D: BUDGET

ITEMS	COST (KShs.)
Stationary	1000/-
Printing / binding	2000/-
Facilitation /meals	2000/-
Transport	3500/-
Miscellaneous	1000/-
Total	9500/-